

August 2020

vol 17 ♦ no 10

## August 14, 2020

### Board of Directors Meeting

7:30 a.m.

Conducted via ZOOM

## August 28, 2020\*

### Executive/Legislative Committee Meeting

7:30 a.m.

Room 304

Anderson Center

Bethel University

Arden Hills

## September 11, 2020\*

### Board of Directors Meeting

7:00 a.m.

Quora Education Center

NE Metro 916

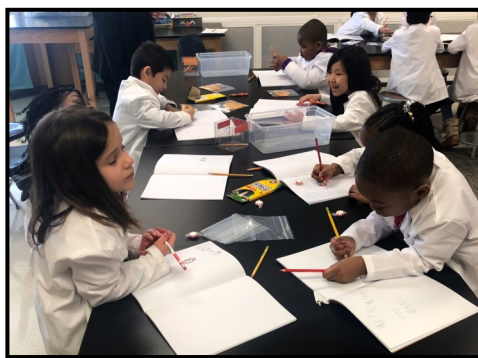
Little Canada

**\*Information will be distributed about whether these meetings will be held in person or remotely.**

## Students Benefit From Magnet Schools Assistance Program Grant Project

Northwest Suburban Integration School District (NWSISD) is a consortium school district comprised of seven school districts located in the northwest metro area of Minneapolis, MN including Anoka-Hennepin, Brooklyn Center, Buffalo-Hanover-Montrose, Fridley, ISD 728 (Elk River area), Osseo, and Rockford. NWSISD was created in 2001 in response to the State of Minnesota's Desegregation Rule.

NWSISD and its partner districts work together to provide programs and services that promote integrated learning environments and enhance diversity and cultural awareness. Collectively we work together on integration goals, including the prevention of further minority isolation by increasing culturally diverse classrooms. NWSISD provides magnet school support and transportation to 28 schools in seven school districts with over 50,000 school aged households.



Teachers at Zanewood Community STEAM School use the observational drawing instructional method to improve student engagement in their lessons.

The fiscal year 2018 Magnet Schools Assistance Program (MSAP) grant project helped launch and implement International Baccalaureate (IB) and STEAM into six schools in five different school districts within the NWSISD seven district boundary. The grant has supported all schools with hundreds of hours of professional development supporting staff to further develop culturally relevant teaching, increase knowledge around emotional poverty, and developing high functioning magnet K-12 pathways. The MSAP grant upgraded hands-on technology offerings with increased iPad and Chromebook inventories, installing additional Smart Boards, adding 3D Printers and a Broadcasting Studio. The Grant also enabled our schools to include Curriculum Integration Coordinators to support the new programs.

The MSAP grant funds the Primary Years Programme at Fridley PreK4, a traditional, state-funded Pre-K program for 4-year-olds in the Fridley school district. It also funds the Middle Years, Diploma, and Career Programmes at Rockford High School, which was a grade 9-12 traditional high school in the Rockford school district. Both IB Candidate school's districts are full magnet school

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## AMSD's Mission

*To advocate for state education policy that enables metropolitan school districts to improve student learning.*



Association of  
Metropolitan School Districts

## From the Chair

It is hard to believe it was almost one year ago that I had the honor of being elected to serve as AMSD chair. A year ago, we had no idea that "social distancing" and "pandemic" would become household terms. AMSD members, teachers, staff and policymakers have worked together over the past year to reinvent our education delivery model, provide child care to the children of our essential workers, and deliver meals to our students. I know AMSD members are committed to continuing the work of Reimagine Minnesota to ensure an equitable and excellent education for each and every student. Our future depends on it.

With an important election on the horizon, I encourage AMSD members to engage with your local legislative candidates to educate them about the issues facing your school district and public education generally. The relationships you build this summer and fall will pay dividends during the 2021 legislative session when state policymakers will adopt the biennial budget. Your voice matters! Thank you again for allowing me to serve.

*Andrea Cuene, school board member, Wayzata Public Schools, is chair of AMSD.*

# Grant Provides Professional Development, Technology, and Community Engagement

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Rockford High School International Baccalaureate Candidate School works with Minnesota IB recording the IB Matters Podcast “Becoming an IB World School.” The episode pictured is *DP (Diploma Programme) Parent and Student Perspective on IB* featuring an IB alum and parent of two former IB DP students.

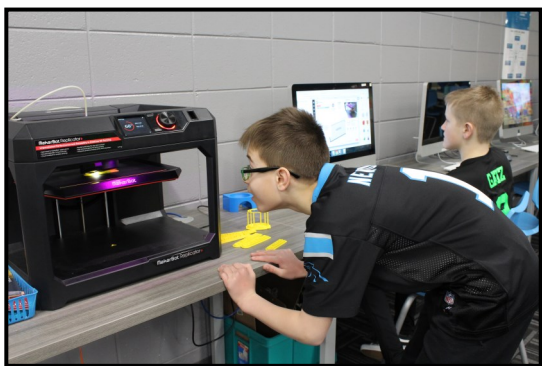
districts. Fridley now implements IB district wide and Rockford supports Arts, STEM, and now IB.

Brooklyn Center Elementary and Brooklyn Center Middle/High School in the Brooklyn Center school district significantly revised their IB/Arts Magnet to a science, technology, engineering, arts, mathematics (STEAM) magnet with the MSAP grant. Currently, Brooklyn Center Community Schools are focusing on enhancing their technology and integrating STEAM into all subject areas.

## Featured Schools

The 2018 MSAP grant implemented STEAM in two existing elementary schools within two different school districts. Montrose Elementary School of Innovation (STEAM) is located in the Buffalo-Hanover-Montrose school district, a more rural setting with a high level of minority group isolation. With the MSAP grant, Montrose Elementary teaching staff have participated in over 100 hours of professional development in the areas of AVID, STEAM integration, Culturally Relevant Teaching, World Drumming, Genius Hour, and more. The Grant also boosted their hands on technology offerings including a broadcasting studio as well as iPads for grades 2-5 that are used on a daily basis to support Project Lead the Way (PLTW) and broaden the variety of tech integration opportunities.

Zanewood Community School: A Science, Technology, Engineering, Arts & Math School, located in the Osseo school district, created a STEAM theme based school in response to reducing minority group isolation and increasing student engagement, state test scores, and community involvement. The MSAP grant was integral in accomplishing these objectives by supporting professional development, integration of STEAM units into daily instruction, co-teaching in their new maker and Lego space, and adding art instruction with an art specialist. Zanewood Elementary is supporting a Lego League team to engage students in research, problem solving, coding, and engineering allowing not only for student team building but community engagement as well.



Students at Montrose Elementary School of Innovation (STEAM) discover the fun and hi-tech world of the MakerBot 3D printer.



Grade five students at Zanewood Community STEAM School engaged with engineers from Boston Scientific, one of the school's community partners to create Egg Drop Landers. Students used logic and teamwork, along with everyday items, to protect their egg while deploying a soft landing on the surface of Mars.

This month's member spotlight was submitted by Melissa Jordan, Executive Director, Northwest Suburban Integration School District.



# Governor Releases Safe Learning Plan for 2020-21

Minnesota school districts will have flexibility, within a framework based on county level health care data and each district's ability to implement required mitigation best practices, to determine a learning model to open the 2020-21 school year under a reopening plan unveiled by Gov. Tim Walz on Thursday, July 30. Districts will be subject to meeting stringent requirements for safety — and could be ordered to resume a full-time distance learning plan if the ratio of COVID-19 cases increases to levels greater than 50 per 10,000 residents in a county.

Under the Governor's guidance, the state is providing a formula for districts to determine the number of cases per 10,000 residents over a 14-day period. If the number of cases per 10,000 residents is less than 10, the district may hold in-person learning for all grades as long as the district is able to meet the required health care mitigation best practices.

Selecting a learning model for school opening	
Number of cases per 10,000 over 14 days, by county of residence	Learning model
0-9	In-person learning for all students
10-19	In person learning for elementary students; hybrid learning for secondary students
20-29	Hybrid learning for all students
30-49	Hybrid learning for elementary students; distance learning for secondary students
50+	Distance learning for all students

As the number of cases per 10,000 increases, the plan scales up to variations on hybrid learning. For example, 10-19 cases per 10,000 will permit in-person learning only for elementary students, whereas 30-49 cases per 10,000 will require distance learning only for all secondary students, but allow for a hybrid-learning model for elementary students.

Based on the numbers, as well as other community factors (such as local epidemiology), the superintendent of each district will work with local health officials to determine the education delivery model. In a press conference announcing the numerical guidelines, Gov. Walz stressed that the number of cases was not a definitive guide, but

should be just one factor of several that districts consider when choosing the best learning model for their communities.

Districts have been told they must inform communities at least one week in advance of the start of classes which learning model they will be using.

Overall the numbers are just the first determinant in the five-step process outlined to establish the best learning model for districts. Districts will also be required to continually reevaluate the school-level impact of COVID-19 in their communities and readjust the plan as needed. In the event of disagreement over a district's chosen learning model, the Commissioners of Education and Health do have the authority to restrict in-person learning.

In the event a district goes with any type of hybrid model, strict social distancing of six feet will be required at all times in school buildings, and both schools and transportation must operate at 50 percent capacity. Districts must provide sufficient staffing levels to meet the requirements of distance learning guidelines, and regardless of the learning model, all public schools must offer equitable distance learning options to all families.

For support, the Minnesota Department of Education (MDE) and the Minnesota Department of Health (MDH) have created Regional Support Teams to assist schools as they navigate these steps and the school year. Beginning Aug. 24, school districts will work with their regional support teams to consult regarding implementation and ongoing learning model evaluations.

Districts must also continue to adhere to the health requirements and recommendations in MDH and MDE guidelines issued at the beginning of the summer for planning.

[LINK: View the MDE 2020-21 Safe Learning Plan Guidance for Minnesota Public Schools](#)

[LINK: View the MDE 2020-21 Fall Planning Guidance for Minnesota Public Schools](#)

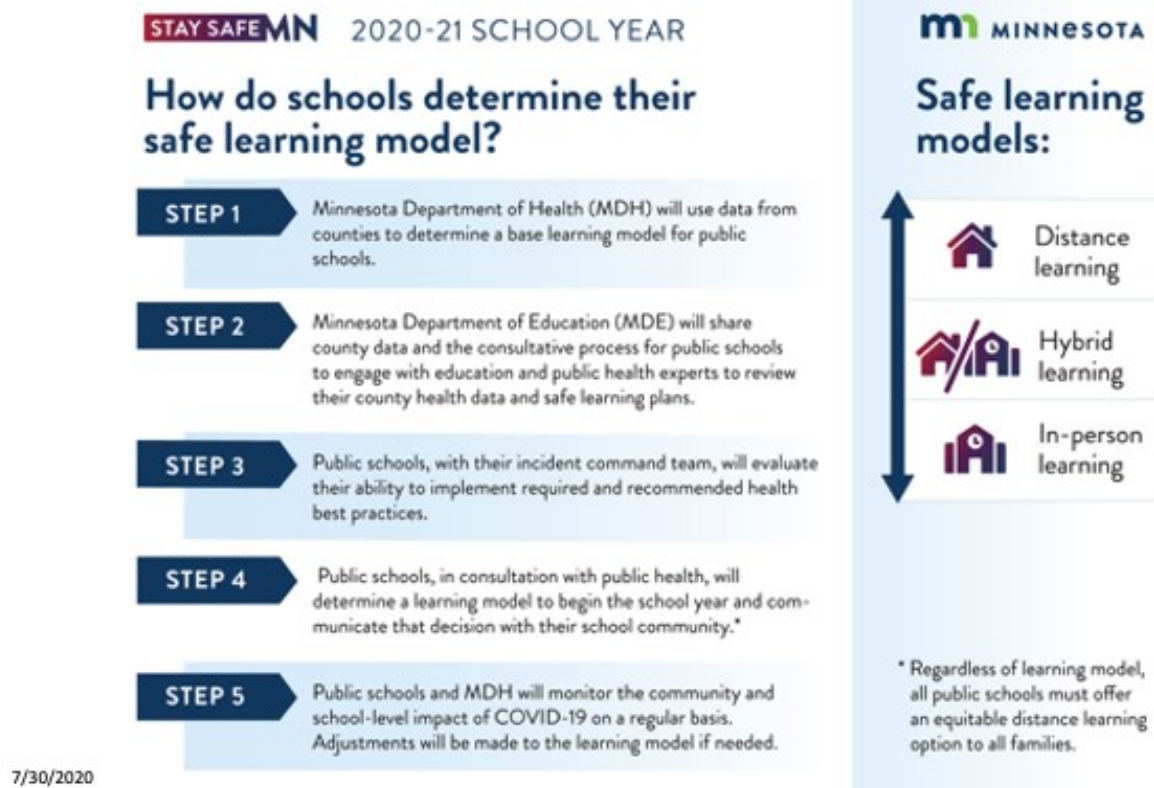
[LINK: View the MDH 2020-21 Fall Planning Guidance for Schools](#)

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# Regional Support Teams Will Provide Assistance

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To begin the process of determining their learning model, superintendents should email [Distance.Learning.MDE@state.mn.us](mailto:Distance.Learning.MDE@state.mn.us), requesting a consultation appointment and sharing the questions they would like answered. An appointment will be scheduled with the appropriate expert.



## Resources for schools to purchase needed PPE

To meet the requirement that all students, staff and others in school buildings and offices be required to wear face coverings (including on all public transportation to and from school), the state is going to provide:

- One cloth face covering for every student and school staff member. Each school will receive 3 disposable face coverings for each student at the building;
- One face shield will also be provided to each teacher.

For testing, the Governor will be categorizing school staff and teachers as critical workers, to expedite results.

- Each educator and school staff will have access to one home test for COVID-19, and MDH will prioritize testing for school staff and educators by health care providers;
- In the event of a larger community-wide need for testing, support teams will have the ability to coordinate “testing events.”

For additional safety measures — including everything from additional cleaning precautions to improving air circulation and quality within buildings — an additional \$250 million will be distributed by the state, in addition to the GEER and ESSER funding districts have already received.

# Health Best Practices Key to Resuming In Person Instruction

**Health Requirements & Best Practices** **STAY SAFEMN**

Required for In-Person and Hybrid Learning	Required for Hybrid Learning
<input type="checkbox"/> Masking Policy	<input type="checkbox"/> Social distancing of 6 feet at all times in school buildings
<input type="checkbox"/> PPE for direct support student services	<input type="checkbox"/> School facilities at 50% capacity
<input type="checkbox"/> Build routines of hygiene education & practices	<input type="checkbox"/> Transportation at 50% capacity
<input type="checkbox"/> Daily cleaning and frequent cleaning of high touch surfaces throughout the day	<input type="checkbox"/> Sufficient staffing levels to meet the requirements of the model
<input type="checkbox"/> Building level COVID-19 program coordinator, with optional student counterpart	
<input type="checkbox"/> Limiting nonessential visitors/volunteers/external groups	
<input type="checkbox"/> Discontinue large gatherings/activities that do not allow for social distancing	
<input type="checkbox"/> Monitoring and excluding for illness	

7/30/20 6

Gov. Tim Walz announced [Executive Order 20-81](#) on July 22, which requires Minnesotans to wear face coverings in all public indoor spaces and indoor businesses — including all school buildings, both public and nonpublic. The Executive Order applies to all Minnesotans, making exemptions for children who are five-years-old and under, and those with a medical condition, mental health condition, or disability that makes it unreasonable for the individual to maintain a face covering.

Face coverings are generally required for all students, staff, and other persons present in any K-12 school buildings or district offices or riding on school transportation vehicles. To provide a consistent, safe environment for students and staff, this requirement applies equally to kindergartners, even those aged 5 or under.

Students and staff do have flexibility to wear face shields instead of face coverings, which allows visibility of facial expressions and lip movements for speech perception, in certain situations. These situations include:

- Among students in K-8 when wearing a face covering is problematic.
- For educators of all grades, when wearing a face covering may impede the educational process.

View the face covering and face shield guidance on the MDH website <https://www.health.state.mn.us/diseases/coronavirus/schools/k12planguide.pdf>

In addition, staff, students, and other persons present indoors in a school building or district office may temporarily remove face coverings in the following situations, provided that social distancing is maintained to the extent possible:

- When engaged in physical activity (e.g., during recess or physical education) or sporting events where the level of exertion makes wearing a face covering difficult or impracticable;
- When eating or drinking;
- During practices or performances involving singing, acting, public speaking, or playing musical instruments that make wearing a face covering difficult or impracticable;
- In response to requests to verify an identity for lawful purposes;
- When communicating with an individual who is deaf or hard of hearing or has a disability, medical condition, or mental health condition that makes communication with that individual while wearing a face covering difficult;
- During activities, such as swimming or showering, where the face covering will get wet;
- While receiving a service—including nursing, medical, or personal care services—that cannot be performed or would be difficult to perform when the individual receiving the service is wearing a face covering;
- Also, except for staff, children, or other persons who are exempt under the Executive Order or are under the age of two, face coverings (or, where applicable, face shields) are strongly recommended outdoors when it is not possible to maintain social distancing or where it will likely not be possible to maintain social distancing.