



Members Present: C. Brown, K. Denzer, N. Donnay, J. Gottschalk, R. Hajlo, D. Keyes, A. Melendres (via Zoom), S. Mueller

Members Absent:

Board Advisors Present: J. Gutierrez, K. Gutierrez, J. Karetov, A. Kleinboehl, W. Renner, P. Rosell, A. Sachariason

Guest: C. Westlund

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## Call to Order

S. Mueller called the board meeting to order at 7:00 pm.

## Open Forum

There were fifteen requests to speak at the Open Forum: Sarah Garceau (parent), Sandy Schreyer (US science teacher), Tim Howard (parent), Angela Schumacher (MS LA teacher), Danielle Yegge (parent), Kate Gilman (US history teacher), RaeAnn Rankila (parent), Christie Miller (US science teacher), Jessica Johnson (parent), Sarah Jacobson (LS teacher), Dan McGurran (parent), Kellie Nelson (LS teacher), Andrew Howard (US student), Karl Strobeck (MS & US teacher) and Glenn Fager (parent).

## Covid Dashboard – C. Westlund

Candace reviewed the current Dashboard on the school's website, explained the definitions of quarantine and isolation, along with the Health Office protocols. The Washington County case rate data has removed the prison cases in its calculations.

To date, there have been a total of 10 positive Covid cases (1 hospitalization).

## Review Learning Model – J. Gutierrez

Current factors to consider: the Covid case rate data (recommended guidance), staff coverage and the health and safety measures in place (6' of physical distancing). Of these considerations, the staffing coverage is our biggest challenge.

Lower School – at the end of September the board was looking at ways to move to a less restrictive learning model but since then, the case rate numbers have increased. At this point in time, we are short 8 staff within the Lower School and would make it difficult to go to full in-person. In addition, 6' of physically distancing in the classroom/buses/lunchroom is not possible all the time.

Every Minnesota school was assigned a Regional Support Team (RST) near the end of September. The RST has regular calls with the school's Covid Response Team to discuss the current case rate data and the school's Covid numbers. On last week's call, SCPA's Covid Response Team asked to maintain the hybrid learning model even though the county case rate numbers exceeded the 30+ which would require the school to move to distance learning. They agreed to revisit SCPA's learning model and county/school data



on November 12. The RST will also review St. Croix Prep's Learning Model Transition plan.

Currently, the administration recommends there be no change to the learning model, move the next board meeting to Thursday, November 12 and continue to offer athletics and activities even if we switch to a distance learning model.

Motion to move the next school board meeting to Thursday, November 12: S. Mueller  
Second: K. Denzer

There was discussion about the difference between a working session vs. a board meeting.

Approval: All

There was discussion on how much notice families and staff should be given to move to a different learning model.

Motion to give 2 weeks notice to staff and families when moving to a different learning model, if allowable: K. Denzer  
Second: N. Donnay  
Yay: K. Denzer, N. Donnay, R. Hajlo, D. Keyes, A. Melendres (via Zoom), S. Mueller  
Nay: C. Brown, J. Gottschalk  
Motion passes.

There was further discussion about whether we will have a choice in staying in hybrid with the current county case rates and if RST will request our school move to DL.

A. Melendres proposed that we define a Learning Model Transition plan at the November 12 board meeting, with an emphasis on getting the kids back to school in person.

#### **Learning Model Transition Guidelines – K. Gutierrez**

Kelly met with teachers in each division to discuss what guidelines should be in place to transition between learning models.

Common ground – everyone agrees the best solution for students' education is a full return to the classroom but that is not always a viable solution to balance the needs of the students and staff. The goal is to educate in person and to maintain rigor and to come together as a community. In addition to our families, our staff is vitally important who care deeply for their students.

In coming up with guidelines, considered the guidelines set out by MDE, MDH and publicly accessible medical journals.

Guidelines for Lower School (K-4)  
In-Person to Hybrid:

- At least one week above the MDE/MDH threshold of 10 cases/10K with 2 or more prior weeks of consecutive material increases in case rate numbers, or
- Three consecutive weeks above the MDE/MDH threshold of 10 cases/10K, or
- Case numbers more than 5 above the MDE/MDH threshold of 15 cases/10K.

#### Hybrid to Distance:

- At least one week above the MDE/MDH threshold of 50 cases/10K with two or more prior weeks of consecutive material increases in case rate numbers, or
- Three consecutive weeks above the 50 cases/10K, or
- Case numbers more than 5 above the MDE/MDH threshold or 55 cases/10K.

#### Distance to Hybrid:

- At least one week 10 points or more below the MDE/MDH threshold or 40 cases/10K with two or more prior weeks of consecutive material decreases in case rate numbers, or
- Three consecutive weeks 10 points or more below the MDE/MDH threshold or 40 cases/10K, and
- Classrooms/lunchrooms configured for a minimum of 6' social distancing.

#### Hybrid to In-Person:

- Three consecutive weeks below the MDE/MDH threshold of 10 cases/10K.

### Guidelines for Middle and Upper School (Grades 5-12)

#### In-Person to Hybrid:

- Same as Lower School

#### Hybrid to Distance:

- At least one week above the MDE/MDH threshold of 30 cases/10K with two or more prior weeks of consecutive material increases in case rate numbers, or
- Three consecutive weeks above the MDE/MDH threshold of 30 cases/10K, or
- Case numbers more than 5 above the MDE/MDH threshold or 35 cases/10K.

#### Distance to Hybrid:

- At least one week 10 points or more below the MDE/MDH threshold or 20 cases/10K with two or more prior weeks of consecutive material decreases in case rate numbers, or
- Three consecutive weeks 10 points or more below the MDE/MDH threshold or 20 cases/10K, and
- Classrooms/lunchrooms configured for a minimum of 6' social distancing.

#### Hybrid to In-Person:

- Same as Lower School

The reason for the case numbers 10 points below the MDE/MDH guidelines is to achieve stability so there won't be potential for switching back and forth between learning models. In addition, staff feel it would be important to stay in a hybrid learning model for six weeks before transitioning to fully in-person to give staff and families sufficient notification to return to the building and the ability to maintain school protocols.

Any transition in learning models would include a two day minimum for faculty planning and to prepare synchronous and asynchronous learning tools.

There was discussion about why these guidelines are more restrictive than what the MDE/MDH has outlined and if we need to look at these guidelines and make adjustments



before presenting school guidelines to the RST next week. Determined there is a need to have a working board session before the board meeting on November 12.

Motion to add a working board session on Tuesday, November 10 at 6pm: B. Hajlo  
Second: D. Keyes  
Approved: All

S. Mueller apologized to the school board and to the parents present for allowing the outbursts that occurred during the meeting. He expressed his understanding that parents and teachers have a desire to be heard but lost order of the meeting in that effort.

Motion to move Grades 5-12 to distance learning starting November 16-25: C. Brown  
Second: J. Gottschalk

R. Hajlo respectfully asked C. Brown to withdraw his motion. C. Brown declined.

There was discussion. K. Denzer said it would be going against the board announcing to the school community there would not be a vote to change learning models this evening and that there needs to be further discussion before making a decision at this time.

Yay: C. Brown, J. Gottschalk  
Nay: K. Denzer, N. Donnay, R. Hajlo, D. Keyes, A. Melendres (via Zoom), S. Mueller  
Motion does not pass.

### **Adjourn Meeting**

Motion to adjourn the meeting at 10:10 pm: K. Denzer  
Second: C. Brown  
Approved: All

Submitted by S. Peterson, St. Croix Preparatory Academy





St. Croix Preparatory Academy  
Board Meeting Agenda  
November 5, 2020

1. Call to Order
2. Open Forum
3. Agenda
  - A. Learning Model -- Current County data, school data, Regional Support team, transition guidelines
4. Adjourn Meeting

## Activities Director's Report to the Board

**Date of Report:** November 2020  
**Report Prepared By:** Rich Dippel/Keven Seim

### **Operational Items:**

The Activities Department, like the other parts of our school, has been managing a fluid situation since the beginning of the current situation.

### **Athletics**

The Minnesota State High School League has been responding to the changing landscape also and has made multiple changes to our athletic and activities seasons over the last four months. Late in the summer the decision was made by the MSHSL to move football and volleyball to a spring season. For SCPA that meant we would only be programming boys & girls soccer, boys & girls cross country and girls tennis. Then due to changing circumstances, the MSHSL moved football and volleyball back to the fall in mid-September. Below is a summary of the two fall seasons and the scheduled dates for the winter season.

### **Fall Season 1**

Boys Soccer	Start Date: 8/17/20	End Date: 10/24/20	Regular Season Games: 11
Participation: 35	Regular Season Record – 9-2-1		
Girls Soccer	Start Date: 8/17/20	End Date: 10/24/20	Regular Season Games: 11
Participation: 48	Regular Season Record – 9-2-2 (Skyline Conference Champions)		
Boys & Girls Cross Country	Start Date: 8/17/20	End Date: 10/24/20	
Regular Season Meets: 7 (Duals and Tris only)			
Participation: Girls – 10, Boys – 16			
Girls Tennis(JV)	Start Date: 8/17/20	End Date: 10/17/20	
Meets Participated In: 6 Participation: 17			

### **Fall Season 2**

Football	Start Date: 9/14/20	Last Regular Season Game: 11/12/20	End Date: 11/28/20
Regular Season Games: 6	Participation: 51 (SCPA-28)		
Volleyball	Start Date: 9/28/20	Last Regular Season Game: 11/28/20	End Date: 12/12/20
Regular Season Games: 14	Participation: 36		

### **Winter**

Boys Hockey(coop with Gentry Academy)	Start Date: 11/23/20	Last Regular Season Game: 2/20/21
End Date: 3/13/21	Participation: TBD (3 to 5)	
Girls Hockey(coop with Woodbury)	Start Date: 11/30/20	Last Regular Season Game: 2/27/21
End Date: 3/20/21	Participation: TBD (1 to 3)	

Boys Basketball Participation: TBD (40 to 45)	Start Date: 11/23/20	End of Regular Season: 2/27/21	End Date: 3/20/21
Girls Basketball Participation: TBD (25 to 30)	Start Date: 12/7/20	End of Regular Season: 3/13/21	End Date: 4/3/21
Alpine Skiing Participation: TBD (15 to 20)	Start Date: 11/30/20	End of Regular Season: 2/3/21	End Date: 2/27/21

Archery – At this point we are still waiting to hear what the archery season will look like for the coming season. This program is not administered through the MSHSL so there is more flexibility in this programming. We hope to have this schedule in place by December.

### **Activities**

The MSHSL sponsored activities programs have moved to a virtual model for this year. Debate and speech tournaments are being held virtually in order to ensure participant safety. If activities/athletics are moved to a model that does not allow for face to face contact, the debate and speech seasons will be able to continue with their current competition schedule. Practices and working with coaches will have to move a virtual model.



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## Proposal: Learning Model Transition Guidelines

### Purpose

Establish a tool to guide school leaders' decisions surrounding a transition between learning models.

### Common Ground:

"The best solution for students' education would be a full return to the classroom. However, in these pandemic times, this will not always be a viable solution as we attempt to balance the academic, physical and mental health, and social needs of our students as well as the physical and mental health of our staff."

"Students learn best face to face, and especially true for lower school"

"Our goal is to bring students back to an in person learning environment."

"We want to ensure the safety of all students, teachers, and staff."

"We are short staffed and I don't even know where we will find staff."

"Stability and consistency is important."

"Our intent is not to remove students from the classroom, nor is it to pressure teachers into what they may feel as an unsafe work environment."

Because we are not experts in the field of virus pathology, and instead rely on the guidelines set out by the Minnesota Department of Education (MDE), the Minnesota Department of Health (MDH), and publicly accessible medical journal articles.



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**Goal:** To maintain the rigor of our school, connections between students and faculty, and positive social interaction between students - but not at the cost of the health of our broader community.

**Introduction:** To achieve our goal, this plan was created with the dual priorities of maintaining a stable and consistent learning environment for students and being responsibly proactive and reactive to the continually evolving impact of the Covid-19 pandemic in our school community. This Learning Model Transition Plan is a guide, not a definitive and binding decision tree. The factors that must be weighed are many and variations countless; therefore, in combination with the thresholds provided here, this process requires the human art of reasoning required in good decision making.



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## Learning Model Transition Guidelines

- Consultation with MDE's Regional Support Team (RST)
  - Regional Support Team (RST) is comprised of a Coordinator, MDH and MDE personnel
- Consideration of the following MDE/MDH case numbers trends and thresholds:

Division	In-Person to Hybrid	Hybrid to Distance	Distance to Hybrid	Hybrid to In-Person
Lower School (Grades: K-4 <sup>th</sup> )	<ul style="list-style-type: none"><li>• At least one week above the MDE/MDH threshold of 10 cases/10k with two or more prior weeks of consecutive material increases in case rate numbers.</li></ul> OR <ul style="list-style-type: none"><li>• Three consecutive weeks above the MDE/MDH threshold of 10 cases/10k</li></ul> OR <ul style="list-style-type: none"><li>• Case numbers more than 5 above the MDE/MDH threshold or 15 cases/10k</li></ul>	<ul style="list-style-type: none"><li>• At least one week above the MDE/MDH threshold of 50 cases/10k with two or more prior weeks of consecutive material increases in case rate numbers.</li></ul> OR <ul style="list-style-type: none"><li>• Three consecutive weeks above the MDE/MDH threshold of 50 cases/10k</li></ul> OR <ul style="list-style-type: none"><li>• Case numbers more than 5 above the MDE/MDH threshold or 55 cases/10k</li></ul>	<ul style="list-style-type: none"><li>• At least one week 10 points or more below the MDE/MDH threshold or 40 cases/10k with two or more prior weeks of consecutive material decreases in case rate numbers.</li></ul> OR <ul style="list-style-type: none"><li>• Three consecutive weeks 10 points or more below the MDE/MDH threshold or 40 cases/10k</li></ul> IN ADDITION: <ul style="list-style-type: none"><li>• Classrooms and Lunchrooms configured for a minimum of 6ft social distancing</li></ul>	<ul style="list-style-type: none"><li>• Three consecutive weeks below the MDE/MDH threshold of 10 cases/10k.</li></ul>



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Division	In-Person to Hybrid	Hybrid to Distance	Distance to Hybrid	Hybrid to In-Person
Middle & Upper School (Grades: 5-12 <sup>th</sup> )	Same as Lower School	<ul style="list-style-type: none"> <li>At least one week above the MDE/MDH threshold of 30 cases/10k with two or more prior weeks of consecutive material increases in case rate numbers.</li> </ul> OR <ul style="list-style-type: none"> <li>Three consecutive weeks above the MDE/MDH threshold of 30 cases/10k</li> </ul> OR <ul style="list-style-type: none"> <li>Case numbers more than 5 above the MDE/MDH threshold or 35 cases/10k</li> </ul>	<ul style="list-style-type: none"> <li>At least one week 10 points or more below the MDE/MDH threshold or 20 cases/10k with two or more prior weeks of consecutive material decreases in case rate numbers.</li> </ul> OR <ul style="list-style-type: none"> <li>Three consecutive weeks 10 points or more below the MDE/MDH threshold or 20 cases/10k</li> </ul> IN ADDITION: <ul style="list-style-type: none"> <li>Classrooms and Lunchrooms configured for a minimum of 6ft social distancing</li> </ul>	Same as Lower School
All	Additional Scenarios that will result in a move to a MORE restrictive model: <ul style="list-style-type: none"> <li>Inability to meet social distancing requirements as suggested by MDE/MDH for In-person Model at current case counts.</li> <li>Inability to maintain a school wide COVID protocol</li> <li>Inability to staff In-person Model.</li> </ul>			Additional criteria required to move to a LESS restrictive model: <ul style="list-style-type: none"> <li>Commitment to a minimum of 6 calendar weeks in the Hybrid Model met before transitioning.</li> <li>Sufficient notice to prepare for students to return to the building (families, transportation, food services, etc.), which would be approximately 2-3 weeks.</li> <li>Ability to maintain a school wide COVID protocol</li> <li>Ability to staff less restrictive Learning Model including in the event of multiple outbreaks.</li> </ul>





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All	<ul style="list-style-type: none"><li>Any transition to in learning model would include a minimum of 2 days of faculty planning, to facilitate preparation of both synchronous and asynchronous learning tools. The learning model transitions would begin the week after the criteria has been met. Exceptions to this include a school-wide or county-wide outbreak.</li></ul>
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## Conclusion

While we would all prefer to be fully in-person, in our classrooms, with our students, we must balance that preference with the mental and physical health of our students and our staff. Using the state guidelines and local concerns allows us, as non-experts, to do our best in balancing the needs of our students and the broader community. The above guidelines provide a series of criteria that can be used to gauge when and how to transition between learning models while preserving local control. At the end of the day our commitment is to the education and health of our students no matter the model the board chooses to implement.




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# Review of Learning Model Transition

# Learning Model Options

COVID CASE RANGE*	POLICY OPTION	LS	MS	US
0-9	In person learning for all students			
10-19	Elementary in-person, Middle/Upper School Hybrid			
20-29	Hybrid learning for all students			
30-49	Elementary Hybrid, Middle/Upper School Distance			
50	Distance Learning for all students			

# Covid-19 Response Team

- **Program Coordinators**

Jon Gutierrez, Candace Westlund (School Nurse)

- **Team Members**

Kelly Gutierrez, Joann Karetov, Amy Kleinboehl, Wanda Renner, Andrew Sachariason, Peggy Rosell, Bill Blotske, Chad Olson, Terri Smith, Marianne Thole, Rich Dippel

# Learning Model – Key Factors

(Beginning of the School Year)

- County COVID-19 case rate
- Staffing coverage
- Instructional preparedness
- Building readiness
- Technology access
- Service readiness (nutrition and transportation)
- Health and safety readiness

# Model Change - Objective Factors Now



# Covid-19 County Case Rate Data

- Establishes recommended guidance from MDH and MDE for MN Safe Learning Plan
- Establishes safety perception for faculty, parents, and students
- Creates potential liability/safety issues and faculty/parent discord when learning model departs from recommended learning model

# Staffing Coverage

- Existing personnel needs to be in place to accommodate learning model changes
- Substitute pool and staff need to be in place to accommodate absences related to Covid-19 symptoms

# Health and Safety

- Physical distancing is key factor which changes between learning models (due to facilities)
- Hybrid Learning Model – 6' physical distancing strictly enforced (classroom, bus, lunch)
- In Person Learning Model – 6' physical distancing only when feasible

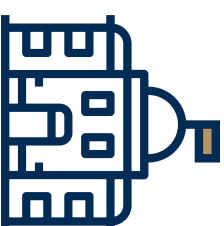
# Moving to a Less Restrictive Model



Distance



Hybrid



In-Person

# Lower School Example Transition to In Person

# Moving to a Less Restrictive Model

*From Distance to Hybrid; or Hybrid to In-Person*

Key Factor	Time to Make the Model Change
Washington County Case Rate	N/A - note the 14 day lag on data
Staffing Coverage (if already fully staffed)	Immediate to 1 Week
Instructional Preparation	Immediate to 1 Week
Technology Access	Immediate to 1 Week
Building Readiness	1 Week to 2 Weeks
Service Readiness (Nutrition and Transportation)	2 Weeks to 3 Weeks (Note timing impact)
Health and Safety Readiness	1 Week to 2 Weeks

# Learning Model Decision Dates

COVID-19 Response Team Meetings	School Board Update (potential action to change model)	Effective Date of Potential Model Change
October 1, October 8, October 15, October 22	October 6	November 9
October 29, November 5, November 12	November 5, November 10, November 17	January 4, January 20
December 3, December 10	December 15 (no meeting set)	January 20 (new Quarter)
January 7, January 14 January 21	January 26	February 17



# County Case Rate Data

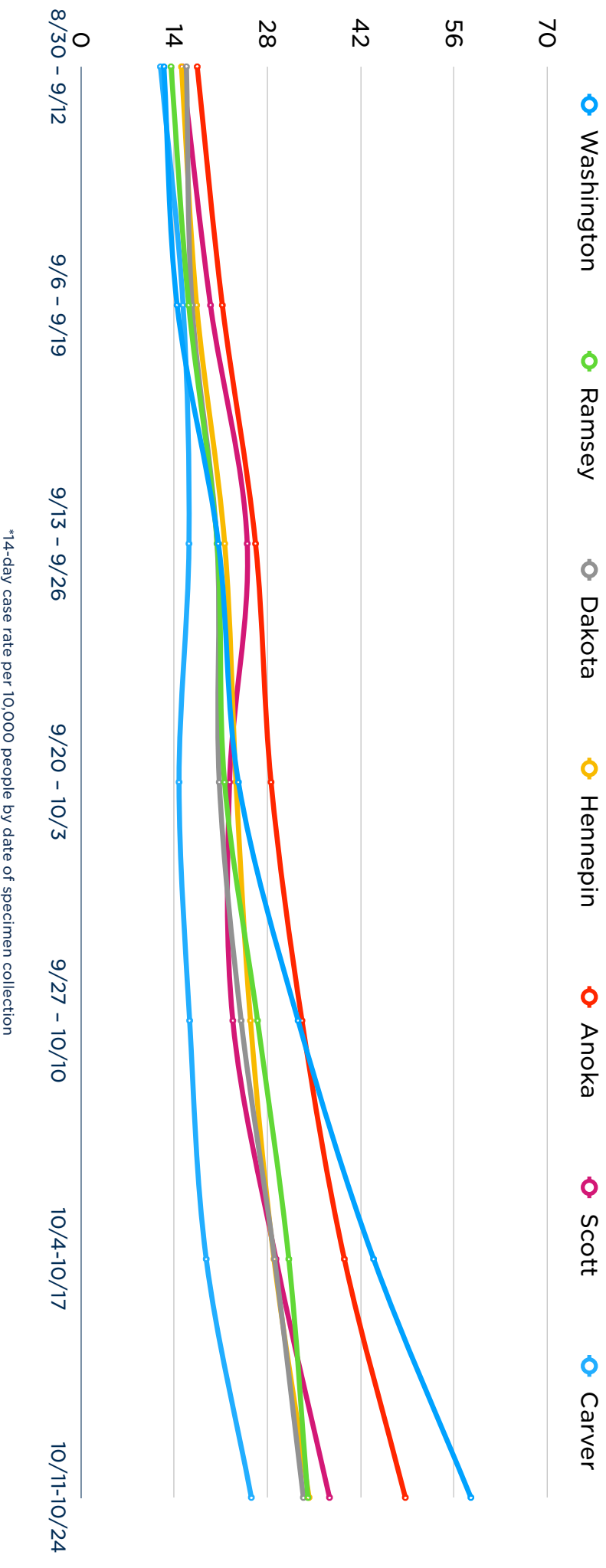
## 7 County Metro Area

County	8/30 - 9/12	9/6 - 9/19	9/13 - 9/26	9/20 - 10/3	9/27 - 10/10	10/4-10/17	10/11-10/24
Washington	12.47	14.45	20.65	23.65	32.61/28.02	43.94/36.08	58.54
Ramsey	13.54	16.20	20.46	21.57	26.52	31.21	34.07
Dakota	15.85	16.69	20.44	20.78	24.06	29.08	33.40
Hennepin	15.11	17.38	21.59	23.29	25.46	28.99	34.25
Anoka	17.47	21.24	26.22	28.55	33.19	39.55	48.70
Scott	15.21	19.46	24.97	22.32	22.81	29.29	37.32
Carver	11.95	15.34	16.23	14.74	16.33	18.82	25.59

\*14-day case rate per 10,000 people by date of specimen collection

# County Case Rate Data

## 7 County Metro Area



# Case rate & Transition Timing (LS)

Date	WA County Case Rate	Learning Model Recommended	Learning Model Implemented	Transition Action Plans
September 16	22.11	Hybrid	Hybrid	
September 17	17.13	In Person	Hybrid	
September 24	12.47	In Person	Hybrid	
October 1	14.45	In Person	Hybrid	
October 2				Begin
October 8	20.65	Hybrid	Hybrid	
October 15	23.65	Hybrid	Hybrid	
October 22	32.61/28.02	Hybrid	Hybrid	
October 23				Begin

- Three weeks of case rate data before considering/making a transition
- Transition to less restrictive takes two to three weeks due to food service/bus transportation
- Three weeks of subsequent case rate data initiate a change back and unwind previous three weeks of planning

# Lower School Staffing

*Hybrid – ( + In Person)*

County	K	1	2	3	4	Total
Teachers	0	0	0	0	0	0
EAs	3	1	0	1	0	5
SPED Teachers	0	0	1 (+1)	0	0	1
SPED EAs	0	0	1 (+1)	1	0	2
Other	0	0	0	0	0	0
Health Office*	0 (+1)	0	0	0	0	0 (+1)
Total	3 (+1)	1	2 (+2)	2	0	8 (+3)

\*Additional students will require additional health office staffing

# LS Change to In-person – Staffing

- Hybrid model staffing – currently understaffed, making hybrid model very challenging, additional work for existing staff
- In person model – cannot be accomplished without hiring open positions
- Open positions have been posted since August

# LS Change to In-person – Health

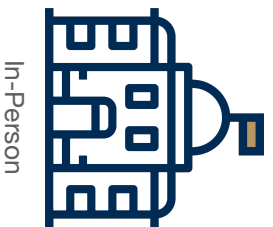
- Physical distancing cannot be adhered to in classrooms, buses, and during lunch
- Quarantine/Isolation procedures – in case of positive Covid-19 case, quarantine/isolation will be for entire classrooms, entire bus, and other close contacts

# Regional Support Team (RST)

- Meeting on October 29, November 12
- Explained county data, school data, staffing
- RST “comfortable” with Prep hybrid model until November 12 meeting – asked how soon we could make a distance learning decision
- RST has ultimate decision-making authority



# Moving to a More Restrictive Model



# Middle/Upper School Example

## Transition to Distance

# Moving to a More Restrictive Model

*From Hybrid to Distance; or In-Person to Hybrid*

Key Factor	Time to Make the Model Change
Washington County Case Rate	N/A - note the 14 day lag on data
Staffing Coverage (if already fully staffed)	1 to 2 days
Instructional Preparation	1 to 2 days
Technology Access	1 to 2 days
Building Readiness	1 to 2 days
Service Readiness (Nutrition and Transportation)	1 to 2 days
Health and Safety Readiness	1 to 2 days

# Case rate & Transition Timing (MS/US)

Date	WA County Case Rate	Learning Model Recommended	Learning Model Implemented	Transition Action Plans
September 16	22.11	Hybrid	Hybrid	
September 17	17.13	Hybrid	Hybrid	
September 24	12.47	Hybrid	Hybrid	
October 1	14.45	Hybrid	Hybrid	
October 8	20.65	Hybrid	Hybrid	
October 15	23.65	Hybrid	Hybrid	
October 22	32.65/28.02	Distance	Hybrid	
October 29	43.98/36.08	Distance	Hybrid	
November 5	58.54/???			
November 12				

- Three weeks of case rate data before considering/making a transition
- Transition to more restrictive takes two days for planning; families may need longer lead time for preparation
- Three weeks of subsequent case rate data initiate a change back; a change back to less restrictive (hybrid) would require an additional two to three weeks for facilities, food service, and transportation planning.

# Positive Tests at Prisons

- Positive tests at local prisons –
  - October 12 – 80 positive cases
  - October 18 – 90 positive cases
  - October 24 – 300 positive cases
  - October 28 – 70 positive cases
  - October 31 – 210 positive cases
- Adjusted WA County case rate data -- Still community spread increasing

# Moving to a More Restrictive Model



*Moving from Hybrid to Distance*

- Hybrid to Distance - School leadership can make decisions that impact the school for 1-5 days.
- Hybrid to Distance - Board must make decision on learning model change longer than 5 days.

# Miscellaneous

# Other Considerations

- K-12 School with shared faculty (5-12), families with students in all divisions; one building requires consistency in procedures/protocols
- MDH will publicize Covid-19 case rate data by school, beginning October 2
- Isolation/Quarantine procedures for staff with Covid-19 symptoms will be more challenging in the next weeks
- Prep student choice (80% hybrid/20% distance) is higher than other districts (60-75% hybrid/25-40% distance)
- K-4 and 5-12 are different learning model decisions?
- Activities Decision, based on other schools' decisions
- Liability when outside of the MN Safe Learning Plan guidelines





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