



**School Board Special Meeting**  
**Monday, August 9, 2021; 5:30 PM**  
**Closed Session: Superintendent Conference Room**  
**Work Session: ECC Room 350**

- I. Determination of Quorum and Call to Order**
- II. Closed Session**
  - A. Negotiations
- III. Report and Discussion**
  - A. 2021-22 Return to School Plan
    - Description:** The proposed plan outlines the model, mitigation strategies and overview of academic & social emotional support plans.
    - Presenter(s):** Dr. Stacie Stanley, Superintendent; Dr. Randy Smasal, Assistant Superintendent
- IV. Board Chair Updates**
- V. Superintendent Updates**



**Board Meeting Date:** 8/9/2021 Work Session

**TITLE:** Proposed Plan for Start of School

**TYPE:** Report

**PRESENTER(S):** Dr. Stacie Stanley and Dr. Randy Smasal

**BACKGROUND:** The proposed plan outlines the model, mitigation strategies and overview of academic & social emotional support plans.

**RECOMMENDATION:** Receive report for consideration and future action on August 17, 2021

**PRIMARY ISSUE(S) TO CONSIDER:** Review of proposed plan for implementation during the 2021-2022

**ATTACHMENTS:**

1. Proposed return to school plan executive summary
2. Proposed return to school plan



August 4, 2021

Edina School Board Directors,

I am pleased to present to you a detailed proposed plan that outlines a model for returning to school. The proposed plan represents the collaborative efforts of several members of the Edina Public Schools community, and outlines the information used to come to my key recommendations summarized below.

### **Return to School Plan**

#### **Phase I: August 30 – September 30**

Designed for students to experience the academic and social emotional benefits of in person learning, with limited need for quarantine. During this period, COVID case rates and vaccination rates will continue to be monitored. The data will be used to evaluate masking expectations and determine if any changes will be made. Updates will be provided during the September 13, 2021 and October 11, 2021 school board meetings.

- K-12 Students return to in person learning 5 days per week.
- Face masks required for E - 8 students and staff, and strongly recommended for 9-12 students and staff.
  - Students will not be required to wear a mask outdoors.
  - Clear face shields instead of masks may be utilized by staff who are teaching lessons that require students to see facial cues to enhance learning. This may include learning experiences for students who are deaf or hard of hearing, classes for multilingual learners, phonics and or speech development lessons.
- Additional layered mitigation strategies will include:
  - All students and staff wear masks when riding EPS transportation
  - Monitoring students for the signs and symptoms of infectious disease like influenza and COVID-19
  - Ensure as much physical distancing between students and teachers as is feasible during the day
  - HEPA filters in K-12 classrooms and nursing offices
  - Promote Hygiene protocols; provide hand-sanitizer stations, and signage provided throughout the school
  - Daily or as needed cleaning of high touch surfaces
  - Visitor safety protocol
  - Quarantine Protocol for staff and students
  - Provide information and education on vaccination opportunities
  - Use of outdoor learning spaces when possible
  - COVID Coordinator at each site

The proposed plan also outlines our efforts across departments to support the whole student as we return to in person learning. Thank you in advance for your thorough review. Additional information or considerations that surface before Monday will be included in our presentation.

Sincerely,

Dr. Stacie Stanley



### **Proposed Plan Contents:**

- A. [Monitoring Process, Planning and Instructional Model](#)
- B. [Teaching and Learning](#)
- C. [Student Support Services](#)
- D. [Media & Technology Services](#)
- E. [Human Resources](#)
- F. [Safety, Health & Wellness](#)
- G. [Food & Nutrition Services](#)
- H. [Transportation](#)
- I. [Kids Club / Wise Guys](#)
- J. [Communication](#)

### **Monitoring Process, Planning and Instructional Model**

During the summer of 2021, Edina Public Schools Administration monitored the case and vaccination rates in Edina and Hennepin County. State and CDC recommendations were reviewed. Students in summer programming were monitored to mitigate transmission throughout the summer. There were zero instances of transmission during summer 2021 elementary programming.

An incident command team led by the superintendent, and consisting of representation from school and department administration, student support services, district health services, public health administration, regional health and safety, and the school board, met to analyze the current health and wellness data. The public health administrator provided city and county case rates and vaccination rates. He also outlined the new CDC recommendations and the role they might play during the Edina Public Schools 2021-2022 school year.

An outreach and engagement webinar and ThoughtExchange® virtual event was hosted on August 2, 2021 for parents/guardians, high school students and staff. Dr. Nick Kelly, Public Administrator and Epidemiologist, provided an overview of current COVID case rates, city & county vaccination rates and best practice mitigation strategies. Immediately following the presentation, stakeholders were invited to share their thoughts and considerations that would support all students safely & consistently returning to in-person learning. Participants then engaged in a crowd sourcing experience that allowed each person to share their thoughts, insights, and items they desired EPS to consider as the 2021-2022 Return to school plan was developed and finalized. This event engaged 571 stakeholders, yielded 485 input points and more than 8,600 interactions as they rated the comments. In addition, participants submitted 260 questions that district administration is analyzing and will use to generate a Q & A, which will be posted on the Family Dashboard.

The aforementioned data points were used to conduct the following Strengths - Weaknesses - Opportunity - Threats (SWOT) Analysis.

Strengths	Weaknesses	Opportunities	Threats
<p>Strong Agreement within all stakeholder groups for students to return to in person learning 5 days per week.</p> <p>Layered mitigation strategies that were in place during the 2020-2021 school year are easily transferred to the current context.</p> <p>Strong vaccination rates within the city of Edina.</p>	<p>Vaccinations only available for students ages 12+.</p> <p>Some EPS students are immuno-compromised.</p>	<p>Per MDH guidance, when students are wearing masks, if a close contact occurs masked students will not need to be quarantined. This will virtually eliminate the need for quarantine.</p> <p>Increase vaccination levels for students ages 12 - 18 across all student groups.</p> <p>Continue to provide common education/knowledge on current case rates and vaccination rates, along with benefits of mitigation including vaccinations.</p> <p>Opportunity to strengthen trust with the community with clear, regular, transparent messaging.</p>	<p>CDC reports Current delta variant has had a greater impact on younger students.</p> <p>Possible transmission in schools and need for quarantine for students and adults leading to inconsistent school attendance and delivery of instruction.</p> <p>Stakeholder skepticism about established protocols.</p>

The EPS Teaching and Learning department continued to develop the Edina Virtual Academy online learning model to ensure there was a model of excellence for Edina families who do not want their students to return to the brick and mortar setting.

**In Person Model**

The following layered mitigation efforts will support a Pre-K-12 in person each day learning model.

- (1) All students and staff wear masks when riding EPS transportation
- (2) Monitoring students for the signs and symptoms of infectious disease like influenza and COVID-19
- (3) Ensure as much physical distancing between students and teachers as is feasible during the day
- (4) HEPA filters in K-12 classrooms and nursing offices
- (5) Promote Hygiene protocols; provide hand-sanitizer stations, and signage provided throughout the school
- (6) Daily or as needed cleaning of high touch surfaces
- (7) Visitor safety protocol
- (8) Quarantine Protocol for staff and students
- (9) Provide information and education on vaccination opportunities
- (10) Use of outdoor learning spaces when possible
- (11) COVID Coordinator at each site

## **Teaching and Learning (include details on EVA)**

### **Learning Models:**

All Edina schools are preparing to welcome students to the return to in-person learning five days a week. This will especially be a transition for many learners who were solely in online learning environments last year. Our first step in welcoming students will consist of building relationships with learners, establishing a positive classroom community of learners, communicating learning expectations for the year and assessing where learners are in their learning journey, specifically in foundational literacies of reading and math.

Staff collaboration is critical to higher levels of student success. To guide and support the work of teachers across the district, we will be launching a new district wide Professional Learning Community (PLC) playbook on August 19th with site leadership teams. All Collaborative Teams of teachers in the district will then use the playbook on August 25th to plan their student welcoming and classroom building activities, assessment plans, instructional and intervention plans to kick off the school year.

All students in grades K-8 will be assessed this fall regarding their development of Reading and Math skills. Fastbridge testing will occur for Reading and Math in grades K-6 within the first three weeks of school. This data will provide the district with a universal screener for Reading, and will provide teachers with an instructional starting point for math and reading. This assessment will be followed with a MAP test for reading and math starting in late September. MAP data will help us set normative growth goals for each grade level. Results of these assessments will be reviewed with sites and presented to the school board after these assessment windows close. Monthly meetings with principals will monitor student learning and progress.

In addition to preparing to return to in-person learning five days a week, Teaching and Learning teams have developed a model of excellence for Edina families who do not want their students to return to the brick and mortar setting.

### **High School Virtual Update:**

Edina High School has been approved by the Minnesota Department of Education as a supplemental online provider. During registration all students were provided with the opportunity to register for any class as a virtual class. Communication was shared that a class would then be offered online when the class reached the class size range that matches that of our in person guidelines. Following these guidelines, there are 7 classes that will be offered fully online for the 2021-22 school year.

### **Middle School Virtual Update:**

During Middle School registration all families were asked to indicate if they would be interested in an online option for the 2021-22 school year. After gathering input from this registration information, a Middle School online program design was created and shared with families who expressed initial interest. In this additional communication families were also asked to determine if they would continue to be interested in online learning for their Middle School child/ren based on the communicated model. The results of this informal survey indicated little interest from families in a Middle School online learning

model for the 2021-22 school year due to high levels of concern for being disconnected from the social aspects of a Middle School setting. However, in order to remain responsive, we have still submitted an application with the Minnesota Department of Education. We are in the final stages of the application process in order to gain approval for Middle School online learning.

#### Elementary Virtual Update:

Edina Elementary schools have been approved by the Minnesota Department of Education to offer a comprehensive online learning program for the 2021-22 school year. The Highlands Elementary Online Learning pathway is being offered to all elementary students in grades 2-5 in English. Although a French immersion student is welcome to enroll, their experience would be in English. Registration is currently open for a Grade 2-3 Continuous Progress classroom and a Grades 4-5 Continuous Progress classroom. Grade levels were collapsed into Continuous Progress programming to make each of these offerings viable. The virtual CP family will be a part of the Highlands community. While students are enrolled in the virtual CP family he/she will be a Highlands student and a part of everything Highlands offers. This is true for the teachers and the families.

#### **Consistency in Learning:**

No matter what model Edina Learners choose to engage in during the 2021-2022 school year, Edina staff are committed to providing consistency in learning. Collaborative teams will meet regularly to review what students need to learn, what that learning will look like, what they need to know about their learners, how they will intervene when students need more time and how they will extend learning when students need less learning time. Support for these conversations will be provided by the central office partnering with site leadership teams.

#### **Defining Excellence:**

We will begin the school year with various screening and assessment elements that will allow us to garner key information to ensure our students are learning at high levels. In addition, we will continue curriculum refinement which will define excellence in instruction for our students at all levels both in the present and into the future. Although there are several curriculum review projects underway, the most critically related to the 2021-2022 plan for return to school is the implementation of the PreK-5 Comprehensive Literacy Plan. As part of the implementation process, all elementary teachers will engage in training to best prepare teachers on how to know and recognize reading skill progression and appropriate next instruction. In addition, 30 elementary teachers and staff are participating in LETRS Professional Development. LETRS increases participants' knowledge of current research, depth of knowledge, and skills to provide the necessary literacy foundation for all students. The use of data, and application of the training will support our efforts to foster strong reading skill development moving forward.

#### **Student Support Services**

##### **Compensatory Education Considerations in Special Education**

EPS is continuing to follow the most updated guidance from MDE regarding recommended practices for Special Education as we begin the 2021-2022 school year. Effective July 1, 2021, Minnesota law entitled Special Education Recovery Services and Supports requires IEP teams to meet as soon as practicable but no later than December 1, 2021, "to determine whether special education services and supports are necessary to address lack of progress on IEP goals

or in the general education curriculum or loss of learning or skills due to disruptions related to the COVID-19 pandemic.” The statute states that such services and supports may include but are not limited to “extended school year services, additional IEP services, compensatory services, or other appropriate services.”

This fall, Special Education teams will review each student’s IEP and progress data to determine if any changes are necessary to ensure that the student has access to a free and appropriate public education. This is a continuation of work that was started in the spring, identifying students who failed to make adequate progress on annual IEP goals. Case Managers will be in contact with families and hold team meetings for each student to review progress and discuss considerations for compensatory education. Teams will be trained on navigating these conversations to ensure that student needs are addressed in an equitable manner. In this process, IEP teams will be asked to consider:

- Services and supports provided to the student prior to the COVID-19 pandemic
- The ability of the student to access specialized services during the varied learning models
- Student progress toward annual IEP goals and objectives
- Student regression or lost skills due to disruptions to instruction
- Other factors resulting from the COVID-19 pandemic that may have influenced the student’s ability to benefit from the services provided
- The types of services and supports that would benefit the student and improve their ability to benefit from school (including academic, behavioral, and mental health supports, related services, and other services and supports)

### **Social Emotional Learning**

The wellness of students and staff continue to be a key priority for EPS as we begin the 2021-2022 school year. As students return to school, a large emphasis will be placed on re-establishing connections and supporting students' sense of belonging within their school and classroom community. This will be facilitated through elementary classroom meetings and secondary advisory programming.

EPS schools will continue to deliver social and emotional learning curriculum in each building. In addition, instructional staff have been trained on the 3 Signature Practices from the Collaborative for Academic and Social Emotional Learning (CASEL), these practices will continue to be embedded into academic instruction. These practices include welcoming routines, engaging activities throughout lessons including brain breaks, and optimistic closures to strengthen relationships between students and staff as they return to school in the fall.

Edina Public Schools (EPS) will continue to enhance school-wide social and emotional learning practices through continuous improvement efforts as part of the Multi-Tiered Systems of Supports (MTSS) model. In the spring of 2021, EPS administered a universal screener that focused on social and emotional learning skills and wellness. This first administration allowed us to garner baseline data. EPS will continue to partner with Panorama Education to administer this survey in the 2021-2022 school year. Use of this tool will allow us to measure year to year student growth and monitor student development of social and emotional learning skills.

### **Secondary Mental Health Focus**



Focusing on the data from the Panorama survey, EPS secondary schools will deliver social and emotional learning curriculum through grade level advisory. EHS 9th grade students will also be paired with an 11th or 12th grade Hornet Mentor for their first year of high school. Sixth grade students will be paired with a Where Everybody Belongs (W.E.B) student representative for the year.

School administrators, counselors, social workers, psychologists and therapists will continue to offer personalized support for the wellness and academic readiness of secondary students. Student support, grade level and interdisciplinary teams are built for early identification and personalized response to students in need, in alignment with effective MTSS practices.

All secondary students and families will be invited to Get Connected Day at their respective schools to meet teachers, get to know the building again and participate in programming offered throughout the day. At EHS, both 9th and 10th grade students are also invited to a half day orientation on August 30th before 11th and 12th grade students arrive for the afternoon. VVMS/SVMS will offer 6th-8th grade orientations to assist students in the transition back to school. Students will also have the opportunity to take a guided tour.

While EHS students and teachers continued to focus strongly on academics during the pandemic, something that was difficult to replicate was the social connections that students enjoy about the high school experience. Last spring, four 9th grade students (Katie Hagen, Sonia Holtley, Rhea Mahapatra and Meredith Nemerov) participated in the EHS Student Solutions Project. The purpose of their project was to “create safe spaces for every individual to show up as their authentic selves and be valued for the gifts they have to offer.” Out of this project a simple, but powerful theme emerged that we plan to use with Hornet Mentors, in advisory, among staff and with student leadership. #SayHeyHornets is a school-wide movement to foster social connections, promote inclusion and acknowledge each person’s value to our school community. Through this initiative, students, teachers, administrators, support staff, custodians, etc are encouraged to greet each other (SayHey!) in the hallways, classroom, or cafeteria.

The advisory period is a key element of the middle school student day. An intentional re-training focus will be included during back-to-school professional development to ensure the advisory student experience is enhanced. The middle school advisory curriculum focuses on developmentally appropriate social and emotional learning for students in grades 6 through 8. Advisory lessons include the following themes: Empathy, Healthy Habit Development, Growth Mindset, Resilience, Emotional Intelligence, Mindfulness, Kindness, Respect and Acceptance, Healthy Habit Development. Advisory lessons will help ensure that middle school students acquire and apply social emotional competencies in order to promote student wellness. Advisors also monitor and support students' academic progress, help them reflect on learning preferences, collect artifacts, and celebrate learning. The advisory experience is formatted to support the growth of executive functioning, independent learning skills, and social emotional learning, overall.

### **Contracted Services for Student Wellness and Mental Health**

The Edina Ed Fund continues to partner with the district around mental health support for students. Over the past year the Ed Fund has worked on a mental health fundraising campaign called Heal Together. Funds raised through this campaign go toward increasing contracted mental health therapists in the schools, training for district wide staff on trauma-responsive

classroom practices, and targeted training for district support services staff. Through these efforts, the district has been able to expand our contract with Fraser to add one additional full-time therapist that will serve students at the high school beginning this fall. We continue to work with Fraser to recruit mental health professionals so that we can expand therapeutic services in every EPS school. In addition, EPS also continues to contract with the Relate Counseling Center for Chemical Health services for students.

## **Media & Technology Services**

### **Learning Management System (LMS)**

All staff will continue to use an LMS to communicate academic content, assignment due dates, and lessons to students/families. In grades K-2 that LMS is Seesaw. In grades 3-12 the LMS is Schoology. The consistent use of learning management systems provide clarity for learners and families regarding the learning activities and progress in schools.

### **Student Devices**

DMTS will provide student devices as it has in the past. K-2 classrooms will be 2:1 iPads. Grades 3-8 students will be 1:1 with district chromebooks. Grades 9-12 will continue with the BYOD model. Note: Students in grades (9-12) will have the option to bring a personal device from home, purchase a device from the Best Buy online web store or use a district-owned Chromebook.

As shared iPads can be considered high-touch objects, staff will do their best to wipe them down once a day with a disinfectant wipe.

### **Devices and Quarantining**

To help manage the possibility of students (or classes) having to quarantine, all elementary families will be asked to sign a Chromebook Loan Agreement at the start of the school year. In the event of a student quarantine, a district device will be provided.

To help manage a potential quarantine, all students in grades 3-5 will have a device checked out to them. This device will remain in the classroom on a cart until it is needed for quarantine. It is best practice for students to use the same Chromebook throughout the entire school year.

During a quarantine, students in grades 9-12 will continue to utilize their devices per the BYOD program. Students in grades 6-8 will continue to utilize their district-owned devices. Students in grades 3-5 will take home their classroom assigned Chromebook. A charger will be checked out to the student. Students grades K-2 will be provided a district-owned device and charger. These devices will only be checked out to students through the duration of quarantine. Following quarantine, the standard student device process will be followed.

### **Internet access**

DMTS will work with families to provide a hotspot for at-home internet access. We encourage families without internet to explore the Comcast Internet Essentials program which provides low-cost internet service in most areas.

### **Loan Agreement**

All EPS students/families will need to have a device loan agreement signed and on file. Families with elementary aged students will also be asked to complete this form in the event that a student needs to quarantine and take a district-owned device home.

### **Tech Support in School (Students)**

Students will request technology support by visiting the technology para located in their respective media center.

### **Tech Support for Quarantined Students**

Students who need technology support during a quarantine can fill out a Helpdesk ticket via the Omni Portal or call 952-848-4915.

### **Tech Support (Staff)**

Staff can request tech support in the following three ways: 1.) Submit a support ticket via the portal or by emailing, 2.) Connecting with a building tech para in the media center, or 3.) By calling 952-848-4915.

## **Human Resources**

### **Employee Mask Wearing**

District employees will abide by established district masking protocols. The use of clear face shields instead of masks may be utilized by staff who are teaching lessons that require students to see facial cues to enhance learning. This may include learning experiences for students who are deaf or hard of hearing, classes for multilingual learners, phonics and or speech development lessons.

### **Employee Testing**

The Minnesota Department of Education will disseminate district employee COVID testing opportunities. Once the district receives the information, we will provide the information to employees regarding any implementation.

### **Employee Leadership Meetings**

The district will continue its quarterly meetings with employee leadership groups to enhance communication between the district and employee organizations. During these meetings, employees have an opportunity to bring forth any concerns emanating from COVID or other employment concerns.

### **Employee Vaccination**

All district employees have been provided an opportunity to be vaccinated and will be provided with information regarding additional vaccination opportunities.

### **Site Specific Premier Substitutes**

Internal substitutes used to ensure excellent instruction continues. Premier substitutes are trained in the LMS, pedagogical and instructional practices used in EPS classrooms.

Additionally, the district will develop a FAQ document to support its employees.

## **Safety, Health & Wellness**

### **Facilities**

#### Cleaning Regimen

EPS follows MDH recommended regimen using Environmental Protection Agency-approved disinfectant and green seal certified cleaning agents. Classroom surfaces will be cleaned using Suprox, a green-certified hydrogen peroxide-based cleaner, daily and as needed.

#### Ventilation

Edina Public Schools air and ventilation systems meet Minnesota Department of Health and Centers for Disease Control standards. Mechanical systems are set to maximize fresh air intake, with increased run times. Building air filters are set for maximum filtration. HEPA filters are in place in the following locations: all elementary and secondary full classrooms and other educational spaces; all Health Services Offices.

#### General

Hand sanitizer dispensers are located in building vestibules and in classrooms. Information will be provided via signage for staff, students and visitors encouraging the use of these dispensers.

### **COVID Mitigation Coordination**

Health Services will follow [best practice guidelines](#) recommended by the Minnesota Department of Health (MDH), the Minnesota Department of Education (MDE) and Bloomington Public Health. This includes communication and coordination of efforts with site and program administration related to mitigation efforts and handling of all confirmed cases of COVID-19.

Mitigation includes the areas of vaccination and screening testing promotion, education on consistent and correct mask use, physical distancing and clustering students when possible, handwashing and respiratory etiquette, and lastly, staying home when staff and students are sick. Masking will be required for students in grades E-8 and strongly recommended for grades 9-12 when students are indoors. Students will not be required to mask outdoors.

Confirmed cases will be reported to MDH per protocol. Contact tracing and exclusion from school will be reviewed on a case-by-case basis. Per MDH guidelines ([Decision Tree](#)), if a positive COVID case develops in a classroom the school district will notify the families ([sample letter](#)) of a possible exposure. If all students in a classroom are masked, and there is an identified positive COVID case in that classroom, students will not have to quarantine. Families of students in that classroom will be encouraged to seek COVID testing for their student in the next 3-5 days.

Quarantine Protocol for staff and students that have been exposed to a positive COVID case

<b>Scenario</b>	<b>Quarantine Guideline</b>
Student or adult was wearing a mask	No Quarantine required
Student or adult was not wearing a mask, but was vaccinated or had COVID in past 90 days	No Quarantine required

Have COVID symptoms	Stay at home, until negative COVID test result, or symptoms disappear
Tested Positive for COVID	10 day isolation regardless of vaccination status

Visitors and Volunteers, Get Connected Day, Open House Fall Events

All visitors and volunteers coming into the school will have to be masked, should be symptom free and should physically distance while in the building. We will encourage visitors to hand wash/sanitize on arrival and to vaccinate in the future to protect the health of students and staff.

**Food & Nutrition Services**

General

- Food Service staff will follow ALL District protocols regarding physical distancing, monitoring symptoms of COVID, face masks, cleaning and sanitizing, as well as a quarantine protocol.
- The USDA has issued a waiver for the 2021-2022 school year to support access to nutritious meals while minimizing potential exposure to COVID-19. This waiver allows schools to operate their meal programs under the Summer Seamless Option providing meals free of charge for all students. No application is required to receive this free meal benefit. It is strongly recommended that every family complete, and turn in, the 2021-2022 Application for Educational Benefits, commonly referred to as Free and Reduced Meal Application. Even though ***students eat FREE and accounts will not be charged***, additional benefits are available for families, as well as, funding and grant opportunities for EPS.
- The Chartwells team will host a variety of nutrition education opportunities throughout the district including a Mood Boost Tasting Tour at the elementary level and a Discovery Kitchen Tasting Tour at the secondary level. This nutrition education opportunity aligns with the districts’ focus on mental health, as quality nutritional practice may support mental health and well-being.

**Breakfast Service**

Elementary Schools

- Grab N Go breakfast to the classroom available for ALL students upon arrival to school. Pick-up locations yet to be determined and will vary by school. All ES showed high breakfast participation numbers this past school year proving students support and need for morning nutrition to fuel their day.
- Continued support from building custodial staff, teachers and administration is necessary for a seamless transition into the learning day.
- Elementary students will not need to enter their PIN number at breakfast, food service staff will use a tally sheet approved by MDE. This is to reduce lines and increase speed of service.

Middle Schools

- Grab N Go breakfast to the classroom available for ALL students upon arrival to school. Pick-up locations yet to be determined and will vary by school.

- Middle school students will not need to enter their PIN at breakfast, food service staff will use a tally sheet approved by MDE. This is to reduce lines and increase speed of service.

#### Edina High School

- Breakfast will be served out of the main Snack Bar in the cafeteria, as well as E-Cafe in Commons.
- High school students will enter their PIN numbers in order to document free meals taken, as well as the ability to purchase a la carte items.

### **Lunch Service**

#### All Schools

- Lunch service to resume in the school cafeteria for all grade level dining, times to be determined by school schedules.
- Plan is to use POS systems to insure accurate accounting of reimbursable meals, second meals and a la carte milk.

#### Highlands Online Learning Pathway

- Logistics to be established to ensure, if requested, meals are available for pick-up for students in this online learning model.

### **Transportation**

#### **Masking protocol:**

Transportation continues to follow the current CDC guideline that requires the driver and students to wear masks while on the school bus, whether you have been vaccinated or not.

#### **Ventilation & Cleaning:**

Ventilation: Buses have increased ventilation by having several windows open a few inches each. All high touch areas of the bus are wiped down after every run.

Distancing on the bus: Currently the front 4 seats are blocked to keep a distance of 6 feet from the driver. No other restrictions in place for students at this time. Waiting for updated guidance on distance from the driver.

#### **Transportation Building:**

Hand sanitizer dispensers are located in building at the main entrance, bathrooms, and break rooms.

### **Kids Club/Wise Guys**

**Sufficient space:** Partnership between the community education department and schools sites will continue to ensure ample space is in place that allows for physical distancing and group clustering.

**Communication:** Continuous communication and collaboration between elementary principals and Kids Club staff is in place to support the health of safety of students and staff.

**Arrival and Departure:** Check-in and out will continue in a drop-off format in the vestibule or at the front of each building to reduce the number of people inside the building. Those who are authorized to pick-up students are encouraged to wait outside for their child(ren.)

**Social/Emotional:** A continued emphasis on staff and student connections will be incorporated into the program. Staff will receive trauma training and additional social emotional training to prepare for students and to encourage self-care.

**Safe Learning Environment:** Cleaning protocols, proper ventilation and frequent handwashing procedures established by the program and district will be followed and assessed based on updated guidance. The district process for identifying illness and contact tracing will be followed and supported by the nursing staff at all elementaries.

**Field trips:** Any field trips scheduled on non-school days will be outdoor based. Per CDC guidelines transportation continues to require the driver and students to wear masks while on the school bus, regardless of vaccination status.

## **Communication**

During the 2020-2021 school year, dashboards for families and employees were introduced as the official source of information on COVID-related protocols. We will continue this practice for the coming school year. (As an example, view the [Summer Dashboard](#).) The Dashboard will link from the Parent Resource section of the websites, with additional quick links on home pages. The dashboard will open with the FAQ button within the next few days. We will continue to build the dashboard by adding the following “buttons” as decisions are made.

### **Updated Family Dashboard**

- Learning Models - Verification of in-person, 5 days a week; a link will be provided to information about the Highlands Online Pathway available for gr. 2-5.
- Safe Learning Environment - Information about district masking expectations, physical distancing, cleaning, and ventilation protocols. A link to vaccination opportunities will be included on this page, as well as the COVID at-home screening protocols.
- COVID Monitoring - Information will include the district's contact tracing and quarantine protocols, with a link to MDH's COVID test locator.
- Technology - This section will be shortened from last year as students will be in person. However, it will communicate information about device repair, internet access, and the learning management systems used by schools.
- Nutrition Services - Information about lunchroom COVID protocols and the USDA's continuance of free lunch for all students. This page will include a link to applications for Educational Benefits.
- Transportation - Information about COVID protocols that will be followed on school buses.
- Athletics/Activities - Information will include district and MSHSL protocols, if any, related to athletics and activities.

- Mental Health and Wellness - This button will link directly to the Mental Wellness page under the Health and Wellness section where families will find information about Fraser resources, links to articles on specific wellness topics and by age levels, and a link to the Virtual Calming Space.
- FAQs - We are working to condense and theme the 250+ questions received via the Google form following the Return to School webinar. Answers to these questions will be the basis for opening this page. This space will be used through the school year to continue to answer questions from the community.

### **Updated Employee Dashboard**

This dashboard will link from the Employee Resources page of the district website.

- PPE - Information for employees on personal protective equipment that the district can provide and how to make requests.
- Testing - Information about surveillance testing if it is decided to continue this practice.
- Employee FAQ - This FAQ is maintained by Human Resources, providing employee-specific questions about accommodations, absences, etc.

### **Communication of plan**

A waterfall communication plan will be implemented once final approval has been received by the school board. This includes superintendent communication to Edina Public Schools families and staff, website updates, Family Dashboard launch, school newsletters and social media outlets.