Purpose & Overview

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Overview of Plan Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Provide School Board with a draft Return to Learning Plan</td>
<td>● Principle Driven</td>
</tr>
<tr>
<td>● Administration will be provided with feedback to inform next steps</td>
<td>● Stakeholder Input</td>
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<td></td>
<td>● Human Resources</td>
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<td></td>
<td>● Operations</td>
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<td>● Instruction Across Settings</td>
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<td>● Ensuring Success</td>
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<tr>
<td>Member</td>
<td>Role</td>
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<td>-------------------------------------------</td>
</tr>
<tr>
<td>John Berglund</td>
<td>Director of Facilities &amp; Grounds</td>
</tr>
<tr>
<td>Travis Larson</td>
<td>Director of Co-Curricular &amp; Activities</td>
</tr>
<tr>
<td>Katie Matthias</td>
<td>Director of Student Learning</td>
</tr>
<tr>
<td>Dani Mikula</td>
<td>Director of Student Services</td>
</tr>
<tr>
<td>Bonnie Stegmann</td>
<td>Business Manager</td>
</tr>
<tr>
<td>Amanda Tutor</td>
<td>Director of School Nutrition</td>
</tr>
</tbody>
</table>
Welcome Guests

<table>
<thead>
<tr>
<th>Guest</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lynn Bigboy</td>
<td>Youth Services Director</td>
</tr>
<tr>
<td>Joy Hinrichsen</td>
<td>Infection Preventionist</td>
</tr>
<tr>
<td>Stephanie Julian</td>
<td>Education Director</td>
</tr>
<tr>
<td>Janelle Seeger</td>
<td>Teacher Representative</td>
</tr>
<tr>
<td>Elizabeth Szot</td>
<td>Ashland County Health Officer</td>
</tr>
</tbody>
</table>
Keeping students and staff physically safe;

Caring for the social-emotional and mental health needs of students and staff;

Keeping learning coherent by creating a scope of standards with aligned systems of assessments, bound in units of instruction -- whether learning is in-person, virtual, or physically-distanced;

Meeting the needs of every student by considering the unique experiences of students and by considering students’ families as active partners in learning; and

Designing flexibility into school schedules, built-environments, protocols, and norms for being together in-person, physically-distanced, and through virtual learning.
Plan Creation

The Return to Learning Plan was developed based on guidance from the Center for Disease Control, Wisconsin Department of Health Services, Wisconsin Department of Public Instruction, and Ashland County Public Health recommendations.

The plan was informed by an expansive and diverse group of stakeholders utilizing multiple avenues to provide input.

- Core Reopening Planning Team
- Feedback Advisory Groups
- Parent and Staff Survey Feedback
STAKEHOLDER INPUT
Stakeholder Input

Internal Stakeholders
- Employees
- Administrators
- Board Members

External Stakeholders
- Transportation
- Health Partners
- School Nutrition
- Parents
- Students
- DPI

Return to Learning Plan
Key Themes Emerging from Stakeholders

- Equity and social and emotional well-being must be prioritized for staff and students.
- Consistency in structures, routines, and communication is essential across models.
- Parents have indicated the desire and need for their children to return to school.
- Frequent live lessons and meaningful contact between teachers and students.
- Training and support is an essential need for the success of parents, staff, and students.
- Many staff members have concern for how to balance student in-person learning with health and safety.
Instructional Settings for 20-21

- We are preparing for multiple instructional scenarios for the 2020-2021 school year.
- It is important to note that our district may need to move between on-site, hybrid, and distance learning at any moment depending on factors in our community.
- Virtual learning platforms will be implemented as part of all instructional settings. This will allow our district to pivot easily into a virtual learning model if it becomes necessary at any time.
### Overview of Instructional Settings

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Physically Distanced Hybrid Model</th>
<th>Distance/Virtual Learning</th>
</tr>
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<tbody>
<tr>
<td><strong>ES</strong></td>
<td><strong>Fully In-Person Across Buildings</strong></td>
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<td><strong>Routine daily lessons with synchronous and asynchronous learning opportunities.</strong></td>
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<td>with safety precautions and cohort distancing in place.</td>
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<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>virtual learning and a deep clean on Wednesday (following precautions, monitoring safety)</td>
<td></td>
</tr>
<tr>
<td><strong>HS</strong></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

*Decision rules for movement between models guided by local public health experts.*

**DISTANCE/VIRTUAL IS A CHOICE AVAILABLE TO FAMILIES ACROSS SETTINGS AND AGES**
Plan Agility

- The District cannot stop the spread of COVID-19.
- The Return to Learning Plan is designed to mitigate the risk of exposure in the school setting.
- Because of the unpredictability of the virus, our plan is designed to be flexible and malleable to respond based on levels of spread.
STAFF TRAINING & EXPECTATIONS

All staff will be required to review the approved plan when they return to work. Protocols and expectations are likely to change throughout the year as new information or restrictions are communicated by state and local officials.

Any plan changes will be communicated to all staff members.

General Safety Expectations

- Physical distance of no less than 6 feet whenever possible based on job responsibilities.
- Staff are required to wear face coverings/masks.
- Wash your hands and/or use hand sanitizer frequently.
- Follow all cleaning and disinfecting protocols related to your job.
- Staff are expected to self screen for COVID-19 symptoms.
- Staff who have COVID-19 symptoms should contact their supervisor and Human Resources.
Human Resources

What resources are available to support School District of Ashland staff members?

- The District is working to provide staff members with an Employee Handbook Addendum that will provide details addressing employee concerns received during their feedback surveys.

- Families First Coronavirus Response Act information has been posted on the “Staff” tab of the district website.

- The District is working with local health officials and community partners to provide support resources to staff as requested.
Human Resources

What do I do if I have been exposed to COVID-19?

- If you have been exposed to someone with a confirmed case of COVID-19, call your supervisor or Human Resources.
- Depending on your level of exposure, you may be directed by Public Health or your healthcare provider to quarantine.
- Do not come to work if you are experiencing COVID-19 symptoms. Call your supervisor.
- If you become ill at work, inform your supervisor immediately. If you are unable to reach your supervisor, call the District Office and speak to an administrator.
The idea behind this hierarchy is that the control methods at the top of the graphic are potentially more effective and protective than those at the bottom. Following this hierarchy normally leads to the implementation of inherently safer systems, where the risk of illness or injury has been substantially reduced.
Operations: School Operations

What adjustments will be made to building air exchange and circulation systems?

- We will be increasing the outside air intake along with increasing the amount of air exchange in the schools from 8 exchanges an hour to 15 an hour.

- After the schools become unoccupied we will continue to purge the buildings with fresh air up to 2 hours after occupancy.

- The HVAC systems will continue to use the high quality MERV-13 air filters. (MERV-8 pre filter and MERV-13 primary filter.)
What will be the cleaning and disinfecting process for the upcoming school year?

- The disinfection process will be intensified with the use of electrostatic sprayers that enable us to disinfect surface areas faster with greater coverages. UV light disinfection will be utilized in certain areas.

- The disinfectant that will be used is listed as a CDC registered disinfectant against the Covid virus.

- The floor cleaning machines will also be using a CDC registered disinfectant/cleaner.

- Facilities and Grounds will be continually evaluating cleaning and disinfecting procedures and adjust as best practices change.
Operations: School Operations

What improvements will be made to school operations to promote student and staff safety in common areas?

- We will develop a modified schedule to decrease the number of people using common areas and student traffic within the building.
- Front office protocols will be updated with an emphasis on social distancing and non-contact procedures.
- Adequate supplies (ie. hand sanitizer) will be provided to support healthy hygiene behavior.
- One-way hallways will be identified with signage. Two-way hallways will have floor directional floor markings.
- Barriers in offices and other appropriate public spaces will be installed.
Operations: School Operations

How will classrooms look different for the 2020-21 school year?

- Classroom furniture will be arranged to maximize physical distancing.
- Desks will face the same direction.
- Visual reminders for physical distancing (i.e. floor stickers/signage identifying 6’ separation).
- Emphasis on decreased clutter to facilitate cleaning of all hard surfaces daily.
- Increased hand sanitizer dispensers.
- Field trips will be limited with an emphasis on virtual opportunities.
Operations: School Operations

What other operational changes will take place to promote student and staff safety in the buildings?

- Non-essential visitors, vendors, parents, and volunteers will be restricted.
- Limited access to facilities, (M-F 7am - 7pm) to ensure time to clean and sanitize facilities.
- Only pre-packed snacks will be allowed in the facilities. The Food Service department will be developing a menu for families to order full classroom snacks in accordance with NSLP guidelines if prepackaged options are not desired.
- Masks will be required to be worn by all School District of Ashland personnel.
Operations: Transportation

How will transportation look different for the 2020-21 school year?

- To assist with district transportation planning, families will be required to sign up for transportation.
- Students will be required to wear masks since social distancing of 6ft is not possible. Masks must be in place to board the bus.
- Seating will be assigned to reduce student contact on busing. Students will be assigned to sit next to family members if applicable.
Continued:

How will transportation look different for the 2020-21 school year?

- One primary drop off and pick-up point to allow for an accurate student count to assist in COVID-19 tracing.
- Buses will be disinfected following the completion of each route with special attention to high touch areas.
- Families are encouraged to drive or carpool to reduce the number of students.
Operations: Food Service

The Food Service Department is working with Building Administrators to identify best methods of delivery based on student distancing models and consistent cohorts.

- Cleaning and sanitizing procedures will be increased and monitored daily.
- Social distance seating will be followed.
- Touchless dining will be introduced into all school serving areas.
- Food Service Staff will be required to wear masks and gloves.
Employee health will be monitored daily. Proper hand washing procedures will be in place at all times.

Continue to ensure we are following safe food practice each and everyday.

A’viands will continually be evaluating food distribution procedures and adjust as best practices change.

“We Believe Every Child Deserves a Great Meal”
What infection control and mitigation processes have been put in place?

- The District is working collaboratively with local health officials and utilizing the DPI - School Health Services Interim COVID-19 Infection Control and Mitigation Toolkit to create student and staff health & safety protocols. (released 7/21/20)

- Each building has identified an isolation room to separate anyone who exhibits COVID-like symptoms.

- Strategic signage will be placed in designated areas to promote healthy practices.

- The District will teach and reinforce basic hand sanitation.
What screening protocols will be in place for building occupants?

- The District will require staff and visitors to the building to self screen prior to entering any district facility. A checklist will be provided based on CDC and health officials guidance.

- The District will require families to self screen all students prior to entering the school bus/school. A checklist will be provided based on CDC and health officials guidance.

- Temperature screening protocols for staff, students and visitors are being developed with local health officials.
The Day in the Life of an Oredocker:

Student will complete self-screen checklist prior to leaving home.

Arrive at School

6-12: Students will follow a block schedule and traffic in hallways will be reduced as much as possible. Hallways will be one way or two way with floor signage indicating direction for each side of the hallway.

4K-5: Students will go directly to classroom and stay in room. Related arts instruction will take place in classroom or outside. Classes will not be grouped together.

Breakfast served as grab and go (AHS/AMS) or in the classroom/cafeteria (LSE/MV)

Students will be routed to playground and temperature screened at location to be determined.

4K-5: Lunch will be eaten in cohort in lunch room with social distancing at staggered times. Playground time to follow lunch.

Students return to classrooms

6-12: Lunch will be eaten in commons with social distancing. Outside eating will be allowed.

Students will be dismissed at staggered times to load buses and parent pick-up.
CO-CURRICULARS
Co-Curriculars: Health & Safety

How will the District ensure the health & safety of our students?

Decisions about level of restriction of each activity will be made by the district based on state and local guidelines at the time of the activity. The restrictions may be changed anytime throughout the year.

State “Risk” level guidelines per WIAA: note we will coordinate with local and School Health experts to determine our activities.

High Risk Level - No gathering of more than 10 people at a time (inside or outside).

Moderate Risk Level - No gathering of more than 10 people at a time inside. Up to 50 individuals may gather outdoors for workouts.

Low Risk Level - Gathering sizes of up to 50 individuals, indoors or outdoors.

Lowest Risk – No limitations on Gathering
Co-Curriculars: Health & Safety

How will we ensure the health & safety of students, staff, and spectators?

- Students participating in athletics or activities must follow the same protocol as on site learning regarding signs, symptoms and exposure to Covid-19.
- Coaches will screen players daily and keep record of all participants.
- Spectators will be allowed at events per Ashland County Public Health guidelines and will be determined by School District of Ashland administration.
- In the event of short-term or long term school closure, co-curriculars will remain dependent on Ashland County Public Health guidelines and School District of Ashland administration to determine processing.
Will specific sports/activities that are at different “risk” levels operate differently?

**Higher Risk:** Sports or activities that involve close, sustained contact between participants, lack of significant protective barriers, and high probability that respiratory particles will be transmitted between participants. (Football, Wrestling, Dance)

**Moderate Risk:** Sports or activities that involve close, sustained contact, but with protective equipment in place that may reduce the likelihood of respiratory particle transmission between participants OR intermittent close contact OR group sports OR sports that use equipment that can’t be cleaned between participants. (Basketball, Hockey, Volleyball, Soccer, Gymnastics, Tennis, Baseball, Softball)

**Lower Risk:** Sports or activities that can be done with social distancing or individually with no sharing of equipment or the ability to clean the equipment between use by competitors. (Cross Country, Track, Skiing, Snowboard)
INSTRUCTION ACROSS SETTINGS
# Overview ofInstructional Settings

## ES

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### Physically Distanced Hybrid Model

**ES**: Attending in person 5 days per week, “one room schoolhouse” model of staying in classroom with safety precautions and cohort distancing in place.

### Distance/Virtual Learning

Routine daily lessons with synchronous and asynchronous learning opportunities.

This option is available to any family who chooses it. Must participate by semester for planning purposes.

## MS/HS

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<thead>
<tr>
<th><strong>MS/HS</strong>: Students attend 2 days per week in-person block schedule in A/B cohorts (MT/RF) with virtual learning and a deep clean on Wednesday (following precautions, monitoring safety)</th>
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**DISTANCE/VIRTUAL IS A CHOICE AVAILABLE TO FAMILIES ACROSS SETTINGS AND AGES**

*Decision rules for movement between models guided by local public health experts.*
### Across All Instructional Settings

**Guarantees for our school community across settings**

| Consistency in Structure | ● Classes follow the schedule in all settings  
● Block periods to support student needs  
● Staff facilitate lessons from school to ensure access to technology and instructional materials |
|--------------------------|--------------------------------------------------|
| Communication            | ● Systematic and responsive communication for all students, families, and staff  
● Streamlined platforms for learning |
| Safety and Resources     | ● Social distancing, cleaning of high-touch surfaces, sanitation  
● Lunch provided for students |
| Face Coverings           | ● District is currently developing specifics to share with stakeholders based on CDC and DHS guidance. |

### Rationale

- Request for more frequent, consistent contact between students and teachers (Parent Survey 6/26; Core Planning Team 7/17; Advisory Group 7/20)
- Report of facing challenges with reaching students and families (Staff Survey 6/25)
- Inconsistent messaging and communication (Parent Survey 6/26; Staff Survey 6/25; Core Planning Team 7/23; Advisory Group 7/23)
- Request for more structure and routine moving forward with distance learning (Core Planning Team 7/15, 7/17; Advisory Group 7/16)
- 88.6% of staff respondents reported block scheduling to be acceptable or an option they can work with (Staff Survey 7/9; Advisory Group 7/16)
- *Education Forward* from Wisconsin Department of Public Instruction
- [Renew, Reunite, Thrive: SEL Roadmap for Reopening School](#)
- [School Health Services Interim COVID-19 Infection Control and Mitigation Toolkit](#)
"Learning Labs" in Virtual Model

With board approval the district would like to commit a small team to determine a specific plan to provide this support as an option to our staff.

<table>
<thead>
<tr>
<th>Statement of Need</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>● We believe it is essential to create a viable plan of support with expecting all staff to report in person across models</td>
<td>● This solution would prioritize family needs while also ensuring equity in instructional access for all students</td>
</tr>
<tr>
<td>● We will explore more specific needs of staff to move forward</td>
<td>● Plan would be contingent on safety measures and approval by our public health experts</td>
</tr>
</tbody>
</table>
**Virtual/Distance Learning Model**

Fully distance learning where students do not enter buildings on regular schedule. Teachers work from classrooms. Option for any families for 20-21 school year.

| Safety                                                                 | ● Safety protocols regarding cleaning, sanitation, and distancing will be followed for any staff and students coming on-site for access and/or support  
|                                                                     | ● Face covering policy and expectations clearly communicated  
|                                                                     | ● Health screening in place for staff and any students coming into buildings |
| Social and Emotional Learning                                       | ● Scheduled social connections including components from Responsive Classroom (4K-5) and Developmental Designs (6-12)  
|                                                                     | ● Opportunities for virtual small group connection and structured activities  
|                                                                     | ● Access to counseling services and wellness activities  
|                                                                     | ● Systematic monitoring of attendance and engagement for support |
| Equity                                                               | ● Personalized learning toolkits & school-provided devices  
|                                                                     | ● Partnership to increase community-based locations for learning support and connections  
|                                                                     | ● Opportunities for onsite internet access and in-person support  
|                                                                     | ● Teachers facilitate lessons from the classroom  
|                                                                     | ● “Learning labs” for the school-aged children of school district staff to provide supervision and support while teachers are teaching |
Fully distance learning where students do not enter buildings on regular schedule. Teachers work from classrooms. Option for any families for 20-21 school year.

| Curriculum and Instruction | State standards guide curricular essentials and pacing  
|                           | Identified learning targets for lessons  
|                           | Blend of traditional and project-based learning activities to access all learners  
|                           | Rich and rigorous learning opportunities to encourage applied engagement from students |

| Special Education Services | Individualized services and supports including monitoring of goals will be supported by IEP team and responsive based on individual student needs  
|                           | Flexibility in service delivery for students made on case-by-case basis |

**Rationale:**
- Stakeholders expressed the need for an all virtual learning option with continued connections & rigor (Parent Survey 6/26; Core Planning Team 7/17; Advisory Group 7/20)
- Options (on-site access, toolkits) to support students and families with learning (Core Planning Team 7/17; Advisory Group 7/16)
- Staff work from classrooms even if in virtual format to ensure access to materials and technology (Staff Survey 6/22; Core Planning Team 7/17)
- Stakeholders shared the need for routines and consistency, as well as more frequent and consistent contact with teachers and peers (Parent Survey 6/26, Core Planning Team 7/15 and 7/17; Advisory Group 7/20)
- Preparation to move to this model in the event that public health officials deem it necessary. (Education Forward 6/22)
- [School Health Services Interim COVID-19 Infection Control and Mitigation Toolkit](#)
## Physically-Distanced Hybrid Model

Elementary students attend 5 days per week in cohorts with social distancing, secondary students begin with 2 days in-person and 3 days distance learning.

| **Safety and Resources** | Safety protocols regarding cleaning, sanitation, and distancing will be followed for any staff and students coming on-site for access and/or support  
Staff and students trained in protocols for keeping themselves and the community safe  
Face covering policy and expectations clearly communicated  
Health screening in place for staff and any students coming into buildings |
| **Social and Emotional Learning** | Beginning of school year dedicated to learning routines, connections, joy, building relationships, and transitioning our learners and staff into the new school routine  
Daily, meaningful connections including practices from Responsive Classroom (4K-5) and Developmental Designs (6-12) to support social and emotional wellness  
Access to counseling services and wellness activities  
Targeted interventions and supports to foster community, inclusivity and emotional resilience |
| **Equity** | Personalized learning toolkits & school-provided devices  
Opportunities for onsite internet access and in-person support  
Partnership to increase community-based locations for learning support and connections  
Virtual option to be responsive to individual family needs  
“Learning labs” for the school-aged children of school district staff to provide supervision and support while teachers are teaching. |
Physically-Distanced Hybrid Model Cont.
Elementary students attend 5 days per week in cohorts with social distancing, secondary students begin with 2 days in-person and 3 days distance learning.

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<th>Special Education Services</th>
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<tr>
<td>● Individualized services and supports including monitoring of goals will be supported by IEP team and responsive based on individual student needs</td>
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<tr>
<td>● Flexibility in service delivery for students made on case-by-case basis</td>
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Rationale:
- American Academy of Pediatrics strongly advocates that all considerations for the 2020-2021 school year should start with a goal of having students physically present in school
- Growing research indicates that younger children are far less likely to spread COVID-19, and it is adults who are more commonly the source of the spread. (MMC Infection Control, Ashland County Public Health, CDC Considerations for K-12 Schools)
- Particularly for elementary aged students, state and local public health officials advocate that a 5 day model may be safest (versus 4 day or 2 day in-person) due to the possibility of increased exposure if students attend daycare or care with grandparents, etc. (MMC Infection Control, Ashland County Public Health)
- Allows MS/HS students to meet in smaller in-person cohorts for social interaction part of the week while still meeting guidelines for distancing and safety (Education Forward 6/22; School Health Services Interim COVID-19 Infection Control and Mitigation Toolkit)
- Stakeholders expressed the need for an all virtual learning option with continued connections and rigor (Parent Survey 6/26; Core Planning Team 7/17; Advisory Group 7/20)
- Minimizes social isolation of students and gives them the opportunity to connect with teachers and peers (Core Planning Team 7/17; Advisory Group 7/20)
- Renew, Reunite, Thrive: SEL Roadmap for Reopening School
- School Health Services Interim COVID-19 Infection Control and Mitigation Toolkit
## In-Person Model
All students districtwide attend 5 days per week

| Safety                  | Safety protocols regarding cleaning, sanitation, and distancing will be followed for any staff and students coming on-site for access and/or support  
|                        | Staff and students trained in protocols for keeping themselves and the community safe  
|                        | Face covering policy and expectations clearly communicated  
|                        | Health screening in place for staff and any students coming into buildings |
| Social and Emotional Learning | Beginning of school year dedicated to learning routines, connections, joy, building relationships, and transitioning our learners and staff into the new school routine  
|                        | Daily, meaningful connections including practices from Responsive Classroom (4K-5) and Developmental Designs (6-12) to support social and emotional wellness  
|                        | Access to counseling services and wellness activities  
|                        | Targeted interventions and supports to foster community, inclusivity and emotional resilience |
| Equity                  | Personalized learning toolkits & school-provided devices  
|                        | Opportunities for onsite internet access and in-person support  
|                        | Partnership to increase community-based locations for learning support and connections  
|                        | Virtual option to be responsive to individual family needs |
In-Person Model Cont.
All students districtwide attend 5 days per week

<table>
<thead>
<tr>
<th>Curriculum and Instruction</th>
<th>Special Education Services</th>
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<tr>
<td>● State standards guide curriculum and pacing</td>
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<td>● Rich and rigorous learning opportunities to encourage applied engagement from students</td>
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Rationale:
● This model will become an option when state and local health guidance indicates a safe transition to full in-person learning.
● Use of safety protocols and classroom adjustments to allow students to fully attend school (Education Forward 6/22)
● Stakeholders expressed the need for an all virtual learning option with continued connections & rigor (Parent Survey 6/26; Core Planning Team 7/17; Advisory Group 7/20)
● [American Academy of Pediatrics](#) strongly advocates that all considerations for the 2020-2021 school year should start with a goal of having students physically present in school
● [Renew, Reunite, Thrive: SEL Roadmap for Reopening School](#)
● [School Health Services Interim COVID-19 Infection Control and Mitigation Toolkit](#)
● Our district has state of the art HVAC systems that will continue to use the high quality MERV-13 air filters. (MERV-8 pre filter and MERV-13 primary filter.)
SUPPORT AND TRAINING FOR OUR COMMUNITY
How are our people doing?

Please indicate your response with the possibility of beginning Sept 1. with the Physically Distanced Hybrid In-Person model as outlined:

134 responses

- 29.1%: This is an acceptable proposal and is consistent with guidance from local public health officials.
- 22.4%: This is not an ideal proposal, but we can make it work with proper training and support.
- 18.7%: This makes me very uneasy and I will need intensive support to be successful.
- 29.9%: This is not acceptable for me and I do not see it as an option moving forward.
Staff Feedback cont.

Please indicate your response to the safety procedures and protocols as outlined by Operations in the Return to Learning Plan.
135 responses

- 40.7%: The safety procedures and protocols give me confidence in returning to buildings.
- 25.2%: The safety procedures and protocols give me some confidence in returning to buildings.
- 21.5%: The safety procedures and protocols give me little confidence in returning to buildings.
- 12.6%: The safety procedures and protocols give me no confidence in returning to buildings.
Please indicate your response to the three instructional models presented in the Return to Learning Plan.

132 responses

- The instructional models are acceptable as long as we continue to remain flexible and responsive.
- The instructional models are not ideal, but we can make it work with proper training and support.
- The instructional models are not ideal and I will need a great deal of support.
- The instructional models are not acceptable and I have concerns moving forward.
Please indicate your interest and availability for additional training and preparation.
126 responses

- 73.8%: I'm very interested in adding additional days before school starts for training and planning. (Target optional dates: Aug 17-21)
- 15.9%: I would prefer evening opportunities throughout the school year.
- 10.3%: My schedule is very full and I will not be able to engage in additional learning outside of current contracted time.
Ensuring Success for Our Community

**High Quality Instruction:**
Best Practices Across Settings

**Success Across Settings:**
Tech Tools, Learning Platforms, Collective Expectations

**Determining Readiness:**
Identifying and Intervening to Support Emotional and Academic Needs

**Physical Safety:**
Practices and Procedures to Keep Our Community Safe

**Social and Emotional Well-being:**
Building Community, Inclusivity and Connection
Preparation to Ensure Success

- Staff will be provided with the option for additional paid days at the beginning of the school year for training and preparation.
- We will utilize our coaching framework and shared leadership teams to support new practices.
- Plan must remain fluid and adaptable to integrate the experience and insights our staff over time.
- “Communication Roadmap” in development to ensure consistent and clear information sharing.
Current Recommendation for Sept 1 Start

*Recommendation is subject to change

In-Person Learning

Elementary begins with students 5 days per week in the physically distanced hybrid model.

Health & Safety: Monitor and reassess monthly. This structured transition will allow for us to monitor incubation periods and make adjustments if needed.

Goal: Monitor evidence and recommendations each month and make adjustments as needed

Physically Distanced Hybrid Model

Middle and High School begin with 5 days per week of blended instruction: 2 in-person MT/RF cohorts with Wednesdays for home-based learning

Health & Safety: This is necessary due to the inability to cohort students due to scheduling

Goal: Monitor evidence and recommendations each month and make adjustments as needed

Distance Learning

This option is available to any family who chooses it. Must participate by semester for planning purposes.

AMS & AHS

LSE & MVS

Our range of instructional settings are designed to bring students back to school as safely as possible to meet a range of circumstances.

This will be fluid based on evolving evidence and research.
Next Steps

- **July - August** - Continue to engage workforce to develop key work processes
- **August 10** - Special Board Meeting for consideration of reopening plan if needed
- **August 24** - Regular School Board Meeting to include reopening status update
- **September 1** - Students Return to Learning