

Richland School District Reopening Models For COVID-19

Elementary							
	Option A Full Online	Option B Staggered Start (Bring Special Populations Back First)	Option C Partial Return - 4 Day A/B Schedule - Alternating Days		Option D Partial Return - A/B Alternating Weeks	Option E All Elementary Return with All Secondary in Option C, C1, or D. (With Social Distancing)	Option F Full Return On Site (without distancing requirements)
No Students Onsite		Only Special Populations Onsite Special populations return @ 100% Rate	All Students Return onsite @ 40% Rate (with option for 6-12 onsite @ 40%) Special populations return @ 80% Rate (4 days per week)		All Students Return onsite @ 50% Rate Special populations return @ 100% Rate	All Elementary students return to full time instruction on site 6-12 Students will be Partial Return Special populations remain @ 100%	All Students Return @ 100% Rate
Self Contained		<p>All Students will attend school all day Monday - Friday with appropriate supports to receive Specially Designed Instruction and necessary supports to access general education curriculum. This time may also be used for recovery services. If a student is unable to attend due to health reasons, the IEP team can make the determination that an alternative learning option is necessary. IEP teams will make decisions regarding location and delivery of student services based upon identified student needs.</p> <p>To ensure safety of staff and students, multiple larger spaces will be utilized within the building such as commons, cafeteria, gym, or library in order to maintain physical distancing.</p> <p>If enough students need fully online learning at Level B, consideration will need to be given to the possibility of a specific provider(s) serving as the online teacher/itinerant.</p> <p>Pros: Students are receiving services in school.</p> <p>Cons: Difficult to cover teachers planning and case management (secondary) time if only special education classrooms are back in session and other classroom teachers are teaching via Continuous Learning 2.0</p> <p>*Possible options to address planning and case management time: 1. modified start/end time; 2. Gen Ed/Specialist service time</p>	<p>All Students will attend school all day Tuesday - Friday with appropriate supports (Monday Parent Connection/PD/Planning for Teachers).</p> <p>Students will attend on days designated for online at-home learning for general education. This time will be used to address specially designed instruction and to provide support to access general education curriculum. It may also be used for recovery services. If a student is unable to attend due to health reasons, the IEP team can make the determination that an alternative learning option is necessary. IEP teams will make decisions regarding location and delivery of student services based upon identified student needs.</p> <p>If enough students need fully online learning at Level C, consideration will need to be given to the possibility of a specific provider(s) serving as the online teacher/itinerant.</p> <p>In Option C1: 6 - 12 will attend school all day Monday - Friday with appropriate supports.</p>	<p>All Students will attend school all day Monday - Friday with appropriate supports. If a student is unable to attend due to health reasons, the IEP team can make the determination that an alternative learning option is necessary. IEP teams will need to work to ensure students have access to the LRE.</p> <p>Students may attend on site during the weeks assigned to continuous learning 2.0. This time will be used to address specially designed instruction and to provide support to access general education curriculum. It may also be used for recovery services.</p> <p>If enough students need fully online learning at Level D, consideration will need to be given to the possibility of a specific provider(s) serving as the online teacher/itinerant.</p>	<p>All Students will attend school all day Monday - Friday with appropriate supports. If a student is unable to attend due to health reasons, the IEP team can make the determination that an alternative learning option is necessary. IEP teams will need to work to ensure students have access to the LRE.</p> <p>*Secondary students may attend on site during the weeks assigned to continuous learning 2.0 to receive support to access general education curriculum and to provide support to access specially designed instruction and to provide support to access general education curriculum. It may also be used for recovery services.</p> <p>If enough students need fully online learning at Level E, consideration will need to be given to the possibility of a specific provider(s) serving as the online teacher/itinerant.</p>	Full Return - Normal School Schedule	
English Language Learners		<p>Prospective students will attend on a rotating schedule during the first 10 days of attendance to be assessed for services by an Instructional Specialist, teacher or para. Students will attend in groups of 3-5 based on similar language levels for specialized language instruction. Learning plans will be developed for all students. The learning plan will provide goals addressing individual language needs to be addressed through inclusion in online learning opportunities. Language specific activities will be provided for at home learning times.</p>	<p>Prospective students will attend on a rotating schedule during the first 10 days of attendance to be assessed for services. All students will receive instruction based on the Supportive Mainstream Model with general education teachers providing language support within the core. Qualified students will receive support from the Instructional Specialists, teachers and paras as needed and receive language specific instruction within the core. Teachers will be supported by building and district instructional specialists. Learning plans will be developed for each student. The learning plan will provide goals addressing individual language needs. Language specific activities will be provided for at home learning times.</p>	<p>Prospective students will attend on a rotating schedule during the first 10 days of attendance to be assessed for services. All students will receive instruction based on the Supportive Mainstream Model with general education teachers providing language support within the core. Qualified students will receive support from the Instructional Specialists, teachers and paras as needed and receive language specific instruction within the core. Teachers will be supported by building and district instructional specialists. Learning plans will be developed for each student. The learning plan will provide goals addressing individual language needs. Language specific activities will be provided for at home learning times.</p>	<p>Prospective students will be assessed for services during the first 10 days of attendance. All students will receive instruction based on the Supportive Mainstream Model with general education teachers providing language support within the core. Qualified students will receive support from the Instructional Specialists and paras as needed and receive language specific instruction within the core. Teachers will be supported by building and district Instructional Specialists. Learning plans will be developed for each student. The learning plan will provide goals addressing individual language needs. Language specific activities will be provided for at home learning times.</p>		
Students with an Individualized Education Plan	Continuous Learning 2.0	<p>All Students will attend school all day Monday - Friday with appropriate supports to receive Specially Designed Instruction and necessary supports to access general education curriculum. This time may also be used for recovery services. If a student is unable to attend due to health reasons, the IEP team can make the determination that an alternative learning option is necessary. IEP teams will make decisions regarding location and delivery of student services based upon identified student needs.</p> <p>To ensure safety of staff and students, multiple larger spaces will be utilized within the building such as commons, cafeteria, gym, or library in order to maintain physical distancing.</p> <p>If enough students need fully online learning at Level B, consideration will need to be given to the possibility of a specific provider(s) serving as the online teacher/itinerant.</p> <p>Pros: Students are receiving services in school.</p> <p>Cons: Difficult to cover teachers planning and case</p>	<p>All Students will attend school all day Tuesday - Friday with appropriate supports (Monday Parent Connection/PD/Planning for Teachers).</p> <p>Students may attend on days designated for online learning. This time will be used to address specially designed instruction and to provide support to access general education curriculum. It may also be used for recovery services. If a student is unable to attend due to health reasons, the IEP team can make the determination that an alternative learning option is necessary. IEP teams will make decisions regarding location and delivery of student services based upon identified student needs.</p> <p>If enough students need fully online learning at Level C, consideration will need to be given to the possibility of a specific provider(s) serving as the online teacher/itinerant.</p> <p>In Option C1: 6 - 12 will attend school all day Monday - Friday with appropriate supports.</p>	<p>All Students will attend school all day Monday - Friday with appropriate supports. If a student is unable to attend due to health reasons, the IEP team can make the determination that an alternative learning option is necessary. IEP teams will need to work to ensure students have access to the LRE.</p> <p>Students may attend on site during the weeks assigned to continuous learning 2.0. This time will be used to address specially designed instruction and to provide support to access general education curriculum. It may also be used for recovery services.</p> <p>If enough students need fully online learning at Level D, consideration will need to be given to the possibility of a specific provider(s) serving as the online teacher/itinerant.</p>	<p>All Students will attend school all day Monday - Friday with appropriate supports. If a student is unable to attend due to health reasons, the IEP team can make the determination that an alternative learning option is necessary. IEP teams will need to work to ensure students have access to the LRE.</p> <p>*Secondary students may attend on site during the weeks assigned to continuous learning 2.0 to receive support to access general education curriculum and to provide support to access specially designed instruction and to provide support to access general education curriculum. It may also be used for recovery services.</p> <p>If enough students need fully online learning at Level E, consideration will need to be given to the possibility of a specific provider(s) serving as the online teacher/itinerant.</p>		

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Option A Full Online	Option B Staggered Start (Bring Special Populations Back First)	Option C Partial Return - 4 Day A/B Schedule - Alternating Days	Option D Partial Return - A/B Alternating Weeks	Option E All Elementary Return with All Secondary in Option C, C1, or D. (With Social Distancing)	Option F Full Return On Site (without distancing requirements)
PreK-5th Grade Students	Continuous Learning 2.0	Students attend school on an every other day schedule. Group A - attends on Tuesday and Thursday Group B - attends on Wednesday and Friday Monday serves as: 1) Additional time for teachers to connect with parents, 2) Provide ongoing and embedded professional development, 3) Grade level PLC time to align practices and develop better consistency, 4) Front load all teacher planning (Tues-Fri is all instruction with students) so they can better meet the needs of students in two settings (at-home & at-school). At-Home learning would consist of: * Extension activities (homework) based on the previous day's instruction. * Some limited Continuous Learning 2.0 activities (those that would not require teacher live instruction or timely teacher feedback).	One half of the students attend for a full week followed by a full week of: * Extension activities based on the previous week's instruction (Project based approach or homework) * Some limited Continuous Learning 2.0 activities (those that would not require teacher live instruction or timely teacher feedback).	K-5 Students all attend with class maximum of 20 K - Can accommodate due to already smaller class sizes and a larger space Add on section to each grade housed in the following locations: - Music Room - Art Room - Library - Gym (2 classes) Extra classes taught by one of the following: - New Hires - Substitutes (until social distancing is relaxed) - Specialists (Art, Music, P.E., Librarian and Instructional Specialist)	
Pros		Front Loads all teacher planning, PLC time, professional development, parent connection time to the beginning of the week (so the remaining 4 days can be full-time instruction with students). * Gives time to teachers and teams to align their practices and provide better quality and consistency Tuesday-Friday. * Provides regular ongoing embedded professional development time for teachers. * Provides time at the beginning of the week for teachers to connect with parents. Special Populations: return at higher rate (<i>consideration - childcare and potentially educational support for staff children</i>). More support during instructional time. Allows for planning, PD, and PLC time. Instructional Pros: Less students in the classroom means a larger range of instructional opportunities. More instructional materials can be present. Example, students can still engage in science - with precautions for cleaning materials between use. This option encourages more project based learning and integration of content because teachers can introduce projects and get them started and students can continue work at home on days that they are not present. Students would only be onsite 2 out of 5 days. (At-home learning 3 days).	All 5 days a week are teaching/learning days (vs. option C). Special Populations: return at a higher rate. Supports continuity of service. More support during instructional time. (<i>consideration-childcare and potentially educational support for staff children</i>). Instructional Pros: Can continue continuity in instruction over five continuous days. There is still an opportunity for project based learning with students continuing to work on projects at home.	All students return to K-5 instruction daily Supports current social distancing requirements Special Populations: return at a higher rate. Supports continuity of service. More support during instructional time. (<i>consideration-childcare and potentially educational support for staff children</i>).	
Cons		Special Populations: Students are only back 80% which makes alignment to IEPs difficult. Students do not have consistent schedule that allows for face-to-face contact with their general education peers. Challenging for itinerants to provide services to all students due to a reduced schedule, which could increase the amount of necessary compensatory/recovery services. Instructional Cons: This option requires more independence at home. This could result in some equity issues.	It would result in a higher rate of learning loss week to week (vs. alternating days). It creates a wider gap between live instruction sessions. Teachers would NOT be able to provide video instruction (zoom for example) or online support to families during their 'at-home' week because they would be full-time teaching the students at-school. (They can't actively teach at-school and at-home simultaneously). Special Populations: Limited planning, PLC and case management time, as this schedule will take some planning and collaboration with general education staff. Instructional Cons: School routines are only practiced every other week. Students will need more reteaching.	Requires hiring at least 5 additional subs/teachers at each site OR re-assigning specialists to teach classroom sections. Would cancel/limit specials for elementary (Music/Art/PE/Library). Would need to shorten the school day by 55 minutes (to keep us in compliance with planning time without elem. specialists). Would also require some online learning each day to account for the lost daily minutes (1027). Requires lots of classroom furniture to be removed from the classrooms (teaching centers, extra bookshelves, teacher tables) and stored in the Cafeteria. Special Populations: Limited planning, PLC, and case management time, as this schedule will take some planning and collaboration with general education staff. Access to general education will be limited if specials are eliminated or reduced.	
K-5 Movement Breaks (Recess)		Students will still need recess breaks out of the classroom. These will be spread out the day with each grade level taking their own recess/break. This will help ensure that we are minimizing large crowds. Students will have different choices on the playground which could include: 1) Taking a mask break and walking the perimeter of the playground. 2) Playing an organized game. 3) Playing with friends on the blacktop IF masks are worn and groupings of students does NOT exceed health/safety standards.	Same as Option C	Same as Option C	
Lunch Schedules		We will begin the year eating meals in the classrooms. This may be on a modified schedule based on paraeducator supervision capacity.	Same as Option C	Same as Option C	
Secondary					
Students in grades 6th-8th	Option C: All students will have 6 courses with opportunity for on-site learning that is coordinated with their online (at-home) learning. Weekly M T W TH F PD A B A B PLC Student Connection Planning Time	Option C1: All Students will have 6 courses with opportunity for on-site learning that is coordinated with their online (at-home) learning. Weekly M T W TH F Week 1 B A B A B Week 2 A A B A B	Students attend school every other week. M T W TH F Week 1 A A A A A (B is online this week) Week 2 B B B B B (A is online this week)	MS Students will be on either Option C, C1, or D.	
Students in grades 9th-12th	Option C: All students will have 6 courses with opportunity for on-site learning that is coordinated with their online (at-home) learning. Weekly M T W TH F PD A B A B PLC Student Connection Planning Time	Option C1: All Students will have 6 courses with opportunity for on-site learning that is coordinated with their online (at-home) learning. Weekly M T W TH F Week 1 B A B A B Week 2 A A B A B	Students attend school every other week. M T W TH F Week 1 A A A A A (B is online this week) Week 2 B B B B B (A is online this week)	HS Students will be on either Option C, C1, or D.	

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Lunch Schedules			Campuses will be closed. Space will be evaluated at each campus to determine how many students can eat in cafeteria with physical distancing regulations. Auxiliary spaces and classrooms may also be used. Lunch schedules will be determined and Master Bell Schedules created.			
Pros			<p>Special Populations: return at higher rate (consideration - childcare and potentially educational support for staff children). More support during instructional time. Allows for case management period, planning, PD, and PLC time.</p> <p>6 periods per day, 6 classes in a semester, students attend each class 2 days per week.</p> <p>Students are onsite 2 days each week in a set schedule that should help families in planning and keep students engaged in their learning.</p> <p>Teacher time on the unscheduled day would include: 55 minutes planning, 1 hour PLC, Student Connection Time (Zoom), and Professional Development.</p>	<p>6 periods per day, 6 classes in a semester, students attend each class 2-3 days per week.</p> <p>Students will be onsite for instruction 2 or 3 days each week (5 days out of 10) in a set pattern that will help families plan and keep students engaged in their learning.</p> <p>Students will be receiving 50% of instruction onsite with their teacher.</p> <p>There are no long time periods between opportunities for onsite learning.</p> <p>Teachers have planning time built into each day allowing for daily time to respond to students who are working virtually from home.</p>	<p>Special Populations: return at a higher rate. Supports continuity of service. More support during instructional time. (consideration-childcare and potentially educational support for staff children).</p> <p>6 periods per day, 6 classes in a semester, students attend each class every other week. Followed by a week on virtual learning.</p> <p>Students will be receiving 50% of instruction onsite with their teachers.</p>	<p>Special Populations: return at a higher rate. Supports continuity of service. More support during instructional time. (consideration-childcare and potentially educational support for staff children).</p> <p>See other options</p>
Cons			<p>Special Populations: Students are only back 80% which makes alignment to IEPs difficult. Students do not have consistent schedule that allows for face-to-face contact with their general education peers. Challenging for itinerants to provide services to all students due to a reduced schedule, which could increase the amount of necessary compensatory/recovery services.</p> <p>Students will be onsite 40% of the time.</p>	<p>Special Populations: Students are only back 80% which makes alignment to IEPs difficult. Students do not have consistent schedule that allows for face-to-face contact with their general education peers. Challenging for itinerants to provide services to all students due to a reduced schedule, which could increase the amount of necessary compensatory/recovery services.</p> <p>Students will have a different schedule from younger siblings one day every other week.</p>	<p>Students will be doing at home learning for a week at a time. A longer time period between onsite instruction.</p> <p>Special Populations: Limited planning, PLC, and case management time, as this schedule will take some planning and collaboration with general education staff.</p>	<p>See other options</p> <p>Special Populations: Limited planning, PLC, and case management time, as this schedule will take some planning and collaboration with general education staff. Access to general education will be limited if specials are eliminated or reduced</p>
Content Specific Considerations:						

General Considerations & Guidelines

General Rules	Option A	Phase 2	Phase 3	Phase 4	
Screen for signs of COVID-19	Continuous Learning 2.0		<ul style="list-style-type: none"> All staff and students will be screened for signs/symptoms of COVID-19 prior to the start of the school day. Screening includes a temperature check. Responses to screening questions for each person will be recorded and stored securely and in compliance with privacy laws so that there is a record of everyone present in case a student or staff member develops COVID-19. A positive response to any one of the screening questions will result in exclusion of that student, staff member, or guest. People at risk for severe COVID-19 will consult with their medical provider regarding the return to school/work. 		
Stay Home if sick or a Close Contact with someone who has confirmed COVID-19		<ul style="list-style-type: none"> Do not go to work, school, practice, or competition if you do not feel well or if you have been informed you are a close contact of someone with COVID-19. If a person believes they have had close contact to someone with COVID-19, but they are not sick, they should watch their health for signs of fever, cough, shortness of breath, and other COVID-19 symptoms during the 14 days after the last day they were in close contact with the person sick with COVID-19. During these 14 days they should not go to school/work. Contact and follow the advice of your medical provider. 			
Practice good hygiene and physical distancing		<p>Staff, students and visitors will wash hands often with soap and water for at least 20 seconds. Children and adults should wash hands when they arrive at school, before meals or snacks, after outside time, after going to the bathroom, after nose blowing or sneezing, and before leaving to go home. Help young children to make sure they are doing it right.</p> <ul style="list-style-type: none"> Staff and students who are ill must stay home. Staff and students will be checked for signs of illness at entry each day (including a temperature check). Avoid touching your face. Sneeze or cough into a tissue, or the inside of your elbow. Disinfect frequently used items and surfaces as much as possible. Wear face coverings while at school and while on the school bus. Appropriate clothing/shoes will be worn at all times to minimize sweat from transmitting onto equipment or surfaces. <i>COVID is not transmitted by sweat; it is a respiratory illness.</i> No handshakes/high-fives/fist bumps. 			
Illness reporting		<p>If a student or staff member is diagnosed with COVID-19, the appropriate district designee will be notified. The Benton/Franklin Health District will advise the district on next steps, and it is likely that the Health District will recommend that many of the other students or staff who were in close contact with the infected individual will need to self-quarantine for 14 days from the last day of contact. If a staff member or student is in close contact with a person with confirmed or presumed COVID-19, the appropriate district designee will be notified. Staff and/or students in close contact with confirmed/presumed positive COVID-19 person will be restricted from work or school for 14 days from the last close contact or until medically cleared with a negative COVID-19 tes. Students, parents and staff members are always encouraged to discuss possible or actual exposures with their doctor.</p>			
Facilities Cleaning		<ul style="list-style-type: none"> Adequate cleaning schedules will be created and implemented for all facilities to mitigate any communicable diseases. Increase how often you clean. Refer to the Cleaning and Disinfecting Procedures in the K-12 Schools Fall 2020 Guidance. Prior to an individual or groups of individuals entering a facility, hard surfaces within that facility will be wiped down (chairs, furniture in meeting rooms, locker rooms, weight room equipment, bathrooms, etc.). Sanitize surfaces that are touched with bare skin. Hand sanitizer will be plentiful and available to individuals as they transfer from place to place. 			
Hand Sanitizer					
Ventilation				<ul style="list-style-type: none"> Ventilation is important for reducing transmission of respiratory droplets and aerosols. When safe, open windows and doors to increase outside air. 	
Limitation on Gatherings			<ul style="list-style-type: none"> No gathering of more than 50 people at a time inside or outside. Indoors, there must be enough space for physical distancing (generally 36 square feet per person). 	<ul style="list-style-type: none"> No gathering of more than 50 people at a time inside or outside. Indoors, there must be enough space for physical distancing (generally 36 square feet per person). 	<ul style="list-style-type: none"> No gathering of more than 50 people at a time inside or outside. Indoors, there must be enough space for physical distancing (generally 36 square feet per person).
Minimum Distancing			<ul style="list-style-type: none"> There must be a minimum distance of 6 feet between each individual at all times. If this is not possible indoors, then the maximum number of individuals in the room must be decreased until proper physical distancing can occur. Attendance will remain under 50% of capacity. Appropriate physical distancing will need to be maintained in all classrooms at all times. 		
Equipment			<ul style="list-style-type: none"> There will be no shared equipment (games, center material/supplies, lockers, clothing, shoes, or sports specific equipment) between students. 		

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Transportation	<ul style="list-style-type: none"> • Schools must consider physical distancing requirements when transporting students for the 2020-2021 school year. Physical distancing (as required by state or local health department) will need to be maintained on buses. • Staff and students on buses must wear cloth face coverings. • Keep windows on buses and vans open for maximum ventilation. 				
Who is allowed at school events?	<ul style="list-style-type: none"> • No public events are to occur until restrictions on mass gatherings are lifted. 				
Supporting Social Emotional Learning	<p>We acknowledge that the return to school will feel different for everyone. We will provide opportunities through forums and spaces, for compassionate listening where district stakeholders can share, discuss and process their common experiences relative to COVID-19. Utilizing multi media platforms, resources will be identified for parents and teachers to support Social and Emotional Learning at home and in the classroom. Ongoing mental health and wellness outreach will be offered to support the health, safety and well being of every student.</p>				