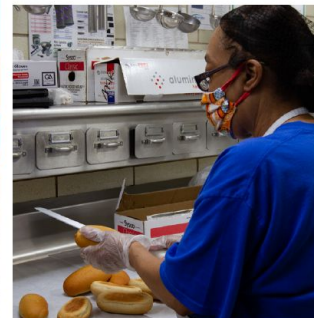
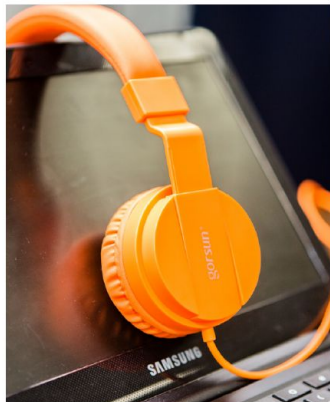


# PLAN FOR OPENING SCHOOL: 2020–2021



2020–2021 REOPENING PLAN



# WE CONTINUE TO DEVELOP THIS PLAN WITH OUR STAKEHOLDERS

15,000  
Surveys

Our largest community survey ever with over 15,000 parents, students and staff responses.

60+  
Advisors

A team of over 60 advisors including community, business, and faith leaders; a student cabinet; the Tulsa Council of Parent Teacher Associations and additional parent groups; area medical experts; and community educational partners

100+  
Educators

Over 100 educators advisors from the teacher cabinet, Tulsa Classroom Teachers Association, a staff advisory group, and building principal associations

30  
students

A student action group is developing recommendations to improve the student experience

4,000  
Voices

Ongoing virtual meetings reaching approximately 4,000 participants, including our Team Tulsa staff and teachers, parents, and community members. Through weekly live polling, we've collected 14,000 points of feedback to inform our plan.

# TIMELINE FOR THE 2020-2021 SCHOOL YEAR

June 29	Announce new calendar and four modes of instruction
July 17	Open registration for Tulsa Virtual Academy
July 22	Families receive their students' assignments into A/B groups
July 22 - July 31	School and district parent hotlines to confirm assignments and gather additional feedback
August 3	Tulsa Public School announces mode of return: in-person, staggered attendance, or distance
August 10	Close of first round of registration for Tulsa Virtual Academy
August 20	Beginning of teacher professional development to prepare for opening
August 31	First day of school for all students
November 2-6	First full week intersession break

## TONIGHT'S WORK SESSION TOPICS

- (1) What is our recommendation for returning to school on August 31st?
- (2) How are we expanding device and internet accessibility?
- (3) How will our educators and staff support students during distance learning?
- (4) What can we expect from distance learning?
- (5) How is distance learning different from the Tulsa Virtual Academy?
- (6) How will we create opportunities for secondary students in distance learning?
- (7) How are we preparing for special education in distance learning?
- (8) How are we staying safe in distance learning?



## PREVIEWING THE MONDAY, AUGUST 3 RECOMMENDATION

## PREVIEWING THE MONDAY, AUGUST 3 RECOMMENDATION

We will be making the recommendation to the Board of Education that on August 31st Tulsa Public Schools return to school with distance learning.

We've been partnering with health professionals and reviewing data, and based on a thorough analysis, this is the right recommendation.

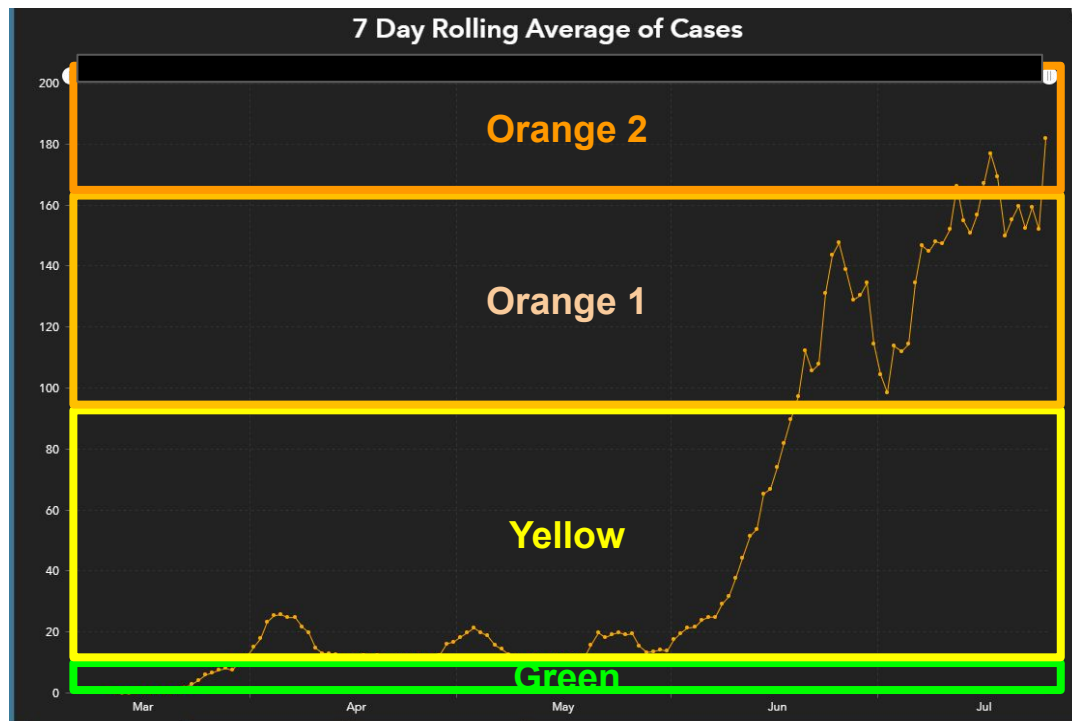
We've been talking with our community, and we've heard consistent concern about returning to in-person learning before we should.

Given that data shows that COVID-19 poses a disproportionate health risk for people of color, we have an even greater obligation to keep our families and team members safe from it.

Our staff and families need certainty and time to plan now. We will adjust when conditions improve.

## THE MONDAY, AUGUST 3 RECOMMENDATION: PUBLIC HEALTH DATA

Tulsa County COVID data is not yet showing clear signs of slowing. Using the newly-approved Oklahoma State Department of Education COVID Alert guidance for schools, Tulsa Public Schools should not open in-person.



### Alert Levels for Tulsa County Totals\*:

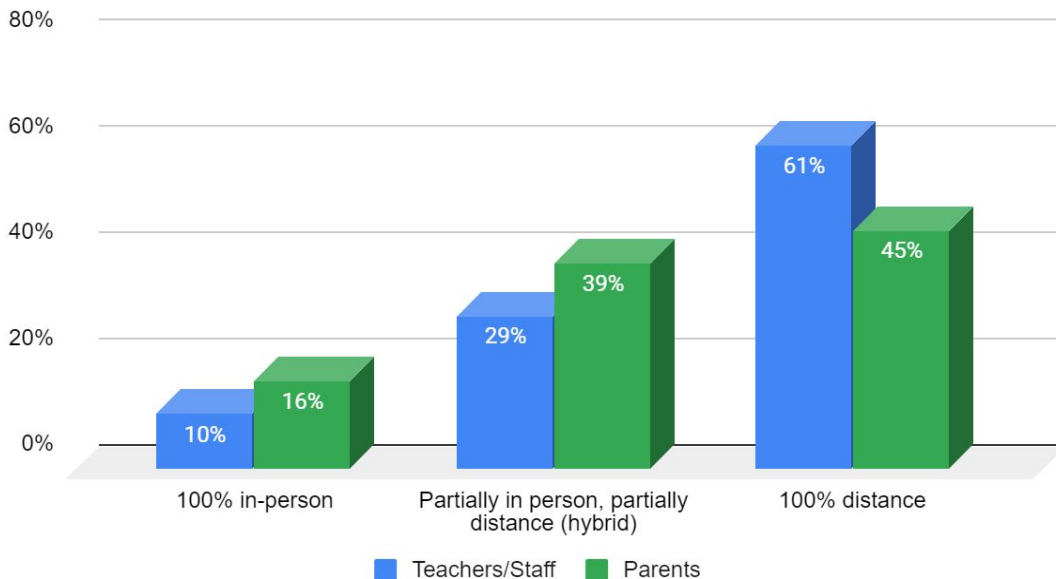
Green:	< 9.3
Yellow:	9.3 - 93.0
Orange 1:	94 - 162
Orange 2:	163 - 325
Red:	> 325

\* These totals are for a Tulsa County population of approximately 650,000.

## THE MONDAY, AUGUST 3 RECOMMENDATION: COMMUNITY FEEDBACK

We hosted a six public meetings for parents, teachers, staff, and community members between July 15 and July 22. Approximately 2,000 people participated in a live polling.

Based on COVID today, schools should be...





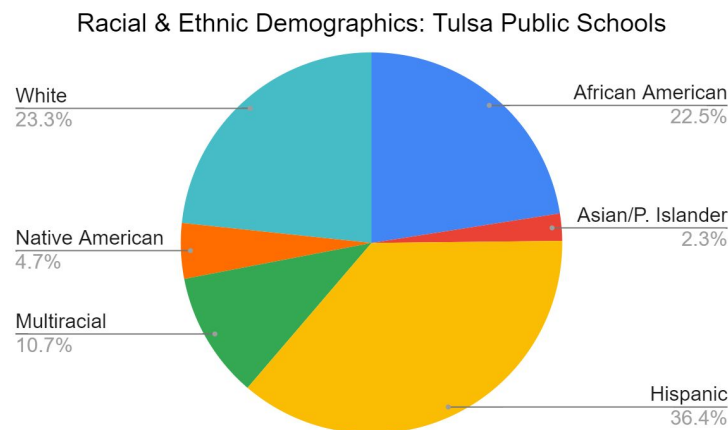
# MONDAY, AUGUST 3 RECOMMENDATION: DISPROPORTIONATE RISK

In Tulsa County, as of Saturday, July 25:

- **14.7 percent** of total COVID-19 cases in Tulsa County are Asian people, despite Asians making up just **3.6 percent** of the total population in the area.
- Latinx people account for **24.4 percent** of total COVID-19 reported cases, but only makeup 13.3 percent of the general population.

Nationally, the CDC has reported that:

- Indigenous communities have a mortality rate approximately 5 times that of non-Hispanic white people
- Black communities have a mortality rate approximately 5 times that of non-Hispanic white people.
- Latinx communities have a mortality rate approximately 4 times that of non-Hispanic white people.





## HOW ARE WE EXPANDING DEVICE ACCESSIBILITY?



# HOW ARE WE EXPANDING DEVICE ACCESSIBILITY?

## Goal 1- Ensure every student has a Chromebook:

- Maintaining our more than 40,000 Chromebooks in the district, including 21,000 that were handed out in the spring and ~6,500 Chromebooks in reserve for distribution.
- Working on a full district inventory of available Chromebooks by location to determine the number of additional Chromebooks for each site.
- Reviewing data and calling families to determine which students still need a Chromebook.
- Ordering another 16,000 Chromebooks in August as part of fleet refresh program for use during the year.

**We need all families to either call their school or go to [www.enroll.tulsaschools.org](http://www.enroll.tulsaschools.org) and go start a “Back to School Registration Form” to confirm their computer and internet needs.**

## HOW ARE WE EXPANDING DEVICE ACCESSIBILITY?



3027 South New Haven  
Tulsa, OK 74114

Tulsa students will return to learning on Monday, Aug. 31. Tulsa Public Schools is planning for a safe and healthy year that could include periods of distance learning. **If your child does not have a working district laptop or access to the internet, we need to hear from you!** Tell us what your child needs by calling their school or completing the "Back to School Registration Form" at [enroll.tulsaschools.org](https://enroll.tulsaschools.org).

Las clases empiezan el lunes 31 de agosto para los estudiantes de Tulsa. En las Escuelas Públicas de Tulsa estamos planeando un año escolar que sea seguro y podría incluir períodos de aprendizaje a distancia. **Si su hijo no tiene una computadora portátil del distrito o acceso a Internet, ¡necesitamos que se comuniquen con nosotros!** Necesitamos saber qué es lo que necesita su estudiante para el aprendizaje a distancia. Por favor complete el "Formulario de inscripción de regreso a clases" disponible en [enroll.tulsaschools.org](https://enroll.tulsaschools.org).

To the Parent/Guardian of:

<<First name>> <<Last name>>

<<Address>>

<<City>>, <<State>> <<Zip>>

# HOW ARE WE EXPANDING INTERNET ACCESSIBILITY?

## Goal 2 - Ensure every student has internet access:

- Based upon access data, we need to support 10K-12K individual students without home internet access.
- Currently we have 2,000 hot spots and have requested 10K as part of a state hotspot grant. The award will take place July 31st.
- Through a TPS-supported internet task force, the City of Tulsa submitted a CARES Act application to the state to increase home broadband internet access and supports.
- Cox has extended their free home internet for qualifying families for an additional two months. We would encourage other internet service providers to follow their lead.

## HOW ARE WE EXPANDING DEVICE AND INTERNET ACCESSIBILITY?

### Goal 3 - Ensure teachers have laptops that support distance teaching and learning.

- Currently identifying teachers who need laptops or updated laptops suitable for distance instruction.
- District has 500 new laptops for distribution and another 1,000 will be ordered in August.

#### Overall Challenges:

- Imperfect data requires us to make certain assumptions and decisions.
- Dependency on the state to make timely and strategic CARES Act investments in the City of Tulsa and Tulsa Public Schools.



## HOW WILL STAFF SUPPORT STUDENTS IN A DISTANCE ENVIRONMENT

# HOW WILL STAFF SUPPORT STUDENTS IN A DISTANCE ENVIRONMENT?

**What is the District's general position on COVID-19 related leave and teleworking for the 2020-2021 school/fiscal year?**

- The critical work of the district is continuing, therefore the full efforts of every district employee are very much needed at this time to ensure that we are able to meet the needs of our students and families.
- Team members that are able to continue working will either work remotely or on-site, as requested by their supervisor – so that the district can continue to provide critical services.
- Any team member who is unable to work for any one of the seven leave categories related to COVID-19 may be entitled to take paid and/or unpaid leave in accordance with applicable laws, regulations, collective bargaining agreements, and already existing district policies.
- We will work with supervisors to allow flexibility to authorize telework on a temporary basis for employees who would otherwise need leave due to COVID-19 where reasonably possible.
- The district is also committed to providing reasonable accommodations for qualified individuals with disabilities. Remote work, or a change in assignment to a position that would allow remote work, may also be authorized on a temporary basis as a form of reasonable accommodation for employees with disabilities who would otherwise need leave due to COVID-19.





## WHAT CAN WE EXPECT FROM DISTANCE LEARNING?

# WHAT CAN WE EXPECT FROM DISTANCE LEARNING?

How will 2020-2021 distance learning be different than spring learning during the closure?	
Spring 2020 Crisis Response Learning	School Year 2020-2021 Distance Learning
Our buildings were closed	Our buildings will be open for managed and targeted use
There was little time for educators to create appropriate spaces from which to deliver distance learning	Educators will have time to prepare appropriate, well-designed spaces for distance instruction
Shortened instructional day	Purposeful, full day of school
Wide variety of programs and resources used	Use district-adopted curriculum and digital programs
Grades were “frozen” and could only improve	Assignments will be graded, with a continued focus on specific feedback
No attendance recorded, except for COVID-related absences	Daily attendance requirements, defined by presence and engagement
Limited program support for students and families	Common dashboard and single login; tutorials and help lines for families

# WHAT CAN WE EXPECT FROM DISTANCE LEARNING?



Teacher and peer  
communication through  
video and phone



Graded work and teacher  
feedback



Daily learning schedules  
for each student



Common digital platforms  
and tools



Expanded access to  
instructional resources,  
computers, and the internet

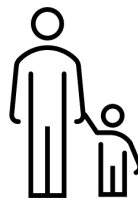


Grab and go meals  
available for pick-up



## HOW IS DISTANCE LEARNING DIFFERENT FROM THE TULSA VIRTUAL ACADEMY?

# HOW IS DISTANCE LEARNING DIFFERENT FROM THE TULSA VIRTUAL ACADEMY?



## 100% Virtual

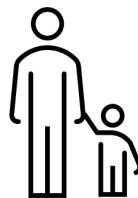
Families can choose to register in our 100% virtual academy. No matter the mode the district chooses to use, families choosing the virtual academy will remain in virtual learning. Students who register for our virtual academy remain connected to their home school.

## Adjust with Tulsa Public Schools

Families can choose to stay with their school, and we will adjust our mode of learning together based on safety. Families who choose this option might end up in distance learning, staggered attendance, or in-person instruction.



# HOW IS DISTANCE LEARNING DIFFERENT FROM THE TULSA VIRTUAL ACADEMY?

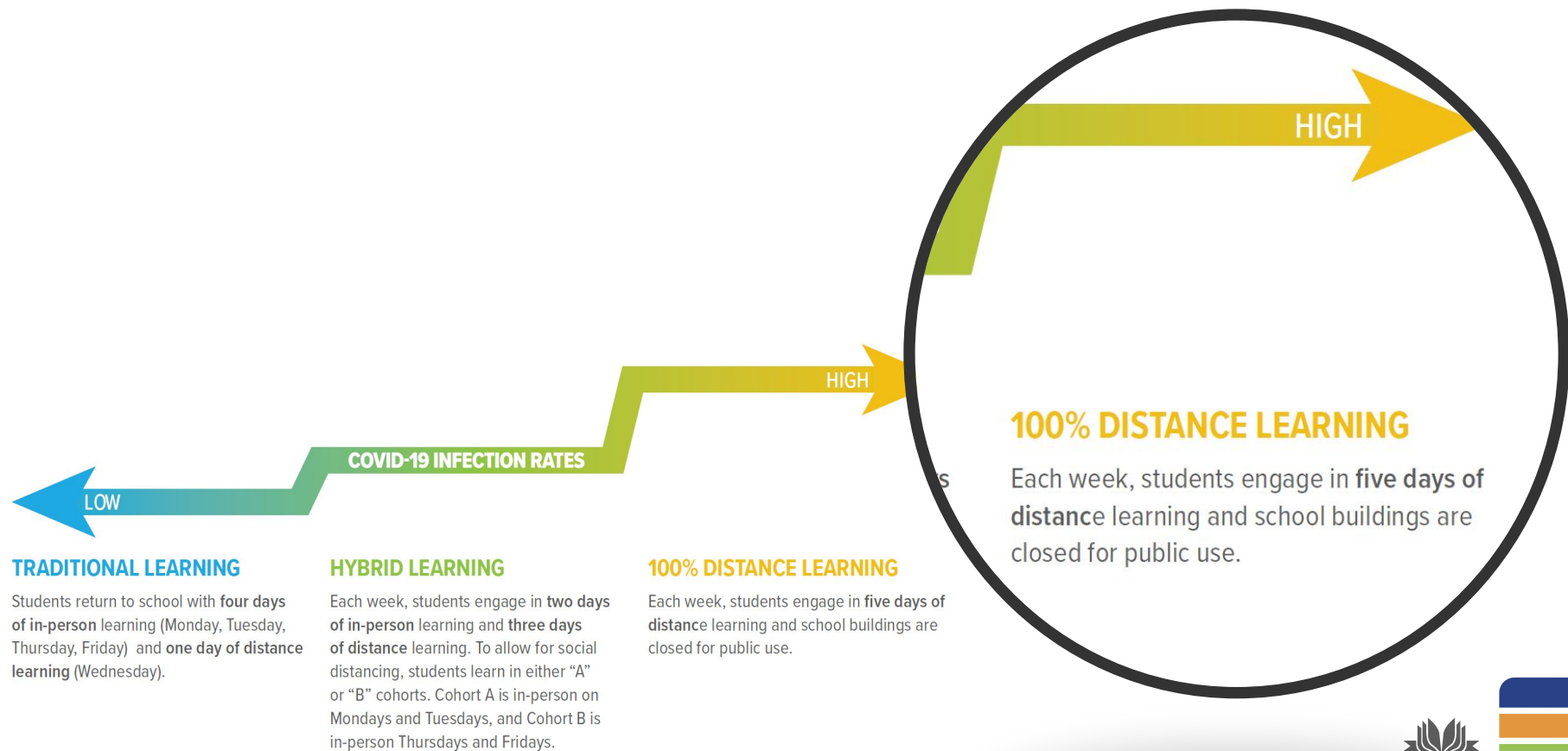


## Adjust with Tulsa Public Schools

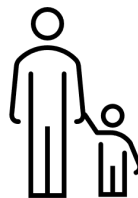
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# HOW IS DISTANCE LEARNING DIFFERENT FROM THE TULSA VIRTUAL ACADEMY?



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# HOW IS DISTANCE LEARNING DIFFERENT FROM THE TULSA VIRTUAL ACADEMY?



Tulsa Virtual Academy is a full-time virtual school offering that will be available for students in the 2020-2021 school year.

## STUDENTS WILL:



Receive a device and a hot spot if needed to engage in their learning online;



Have a flexible schedule, offline assignments, and support from certified teachers;



Stay connected with their current school and have the opportunity to return;



Access to the same courses and programming that they would at their current school; and



Participate in virtual activities including music, fine arts, and physical education.



2020-2021 REOPENING PLAN



# VIRTUAL ACADEMY: SAMPLE ELEMENTARY DAY

Student might be...	Teacher is...
<p>Experiencing a more synchronous approach in virtual academy. Their day consists of on- and off-line work and check-ins with peers and teacher.</p> <ul style="list-style-type: none"><li>● Logging into Canvas to review learning plan for the day</li><li>● Zoom morning meeting with classmates and teacher</li><li>● Physical Fitness Time</li><li>● Brain Breaks</li><li>● Reading Lesson online</li><li>● Lunch</li><li>● Math Lesson with a teacher</li><li>● Personalized Learning on Exact Path</li><li>● Independent Reading and Journal</li><li>● Watch social studies lesson video</li></ul>	<ul style="list-style-type: none"><li>● Checking in 1:1 with students and preparing for class live lesson on Zoom</li><li>● Facilitating morning Zoom focusing on relationship building</li><li>● Checking in 1:1 with students</li><li>● Recording Read Aloud Lesson</li><li>● Pulling small group</li><li>● Facilitating live (and recording) core content lesson + pulling small groups</li><li>● Teacher lunch</li><li>● Recording lessons, reviewing learning plans, etc.,</li><li>● Facilitating live (and recording) core content lesson + 1:1 check-ins</li><li>● Pulling small groups</li><li>● Planning Time</li></ul>

# VIRTUAL ACADEMY: SAMPLE SECONDARY DAY

Student is..	A Virtual Academy Teacher is...
<p>Experiencing an asynchronous approach in Virtual Academy. Their day is spent working through their course-load at their own pace.</p> <ul style="list-style-type: none"><li>● Logging into Canvas to review learning plan for the day</li><li>● Participating in virtual Advisory</li><li>● Participate in live English reteach lesson with teacher</li><li>● Complete Algebra 1 lesson and assignments</li><li>● Small group tutoring session with Biology teacher</li><li>● Complete Spanish lesson and assignments</li><li>● Complete Oklahoma history lesson and assignments</li><li>● Complete biology lesson with teacher</li></ul>	<ul style="list-style-type: none"><li>● Checking in 1:1 with students</li><li>● Preparing for a live group lesson on Zoom</li><li>● Facilitating virtual Advisory</li><li>● Facilitating live lesson with groups of students</li><li>● Wellness check</li><li>● Facilitating small group tutoring lesson</li><li>● Teacher lunch (25 minutes)</li><li>● Recording lessons, reviewing learning plans, etc.,</li><li>● Virtual office hours</li><li>● Planning Time</li><li>● Grading time</li></ul>

## Virtual Academy and Staffing

**We will staff the Virtual Academy at a ratio of 95:1 or lower, with a goal to reach a ratio of 80:1, if possible.**

**Ratios and caseloads will vary between the elementary and secondary levels.**

- Students will experience some live lessons, 1:1 check-ins, and small group tutoring sessions with Virtual Academy teachers.
- Teacher caseloads in Virtual Academy are higher than in typical classrooms because much of the instruction is not delivered through teacher-led live lessons.
- Elementary Virtual students will have more live meetings with Virtual Academy teachers and peers than secondary students.
- Secondary students will utilize an self-directed curriculum in Virtual Academy. Teachers will serve in an advisory role with time carved out for supporting students who need support staying on pace or accessing content.



## HOW WILL WE CREATE OPPORTUNITIES FOR HIGH SCHOOL STUDENTS IN DISTANCE LEARNING?

# HOW WILL WE CREATE OPPORTUNITIES FOR SECONDARY STUDENTS IN DISTANCE LEARNING?

## **Consistent expectations for when and how students will interact with teachers, assignments, and peers**

Having consistent times and expectations for when students are engaging in whole class activities, independent work, small group activities, receiving individual assistance from a teacher, working with peers, and receiving college and career readiness supports is critical. This enables parents to better support their student, provides students consistency for knowing when they can get assistance, and ensures our students and teachers are not on Zoom for the entire day.

Secondary schools are also planning for ensuring that students who are “absent” for some reason will have access to the content, have the flexibility to join another “live” class if possible, or have resources available to them to ensure they stay on track.

# HOW WILL WE CREATE OPPORTUNITIES FOR SECONDARY STUDENTS IN DISTANCE LEARNING?

## **Curriculum and Academic Experiences**

Secondary schools are committed to using district curricula as the primary curriculum to ensure all students have access to high quality content that meets the requirements for graduation, NCAA, and Oklahoma's Promise.

Secondary school leaders are ready to support our teachers in designing and providing innovative, relevant, engaging experiences for our students by maximizing the opportunities that exist in either a hybrid or fully distance learning model.

Secondary school leaders are committed to creating a schedule for students that can transition between in person, hybrid, or distance learning modes without adversely affecting academic learning or credits.

# HOW WILL WE CREATE OPPORTUNITIES FOR SECONDARY STUDENTS IN DISTANCE LEARNING?

**Consistent use of the additional minutes to provide our secondary students an advisory period that serves multiple purposes.**

Secondary schools have many requirements that must be completed, and secondary schools are committed to providing the space for these to occur and protect instructional time.

We know that many students will need assistance using online platforms, navigating systems, and someone helping them build the skills necessary to be successful in either a hybrid or fully distance mode of instruction.

We know that between  $\frac{1}{4}$  and  $\frac{1}{2}$  of the students on our campuses are new to the building. It is critical that we create the space for students to have a teacher and group of peers that they meet with regularly to build a connection to each other and the school.

Secondary leaders are working with other departments to ensure that advisory is valuable, meaningful, and provides access to college and career readiness resources and activities.





## HOW ARE WE PREPARING FOR SPECIAL EDUCATION IN DISTANCE LEARNING?

# HOW ARE WE PREPARING FOR SPECIAL EDUCATION IN DISTANCE LEARNING?

We believe that:

- Providing special education and related services in any setting is essential to improving outcomes for our children.
- Continued support and services are critical to the ongoing development of our most vulnerable population of students.
- Our exceptional students need a very intentional plan on how to address potential learning loss and acceleration needs due to traditional school abruptly ending in the Spring.
- Providing the support and services, given the parental choices for learning environment and the current status of COVID concerns within our community, is critical to the safety and security of parents and family members.
- Investing in professional learning and flexible instructional tools to assist teachers in achieving high levels of student engagement regardless of the teaching environment.

# HOW ARE WE PREPARING FOR SPECIAL EDUCATION IN DISTANCE LEARNING?

## Parent and Community Engagement

We value our partnership with parents. We want to engage with parents of our exceptional student students to better understand their recommendations for how we should support their children during the 20/21 school year.

- Parents/caregivers of students receiving special education services will have two opportunities to join live Q & A sessions to discuss their questions. These sessions will also provide the opportunity to provide us with important feedback to support continued planning.
- ESS will also gather parental feedback through a survey launched in our July Exceptional Student Services Parent Newsletter.
- Our ESS staff will directly contact parent/caregivers of students receiving level 3 and 4 services to discuss specific supports.

# HOW ARE WE PREPARING FOR SPECIAL EDUCATION IN DISTANCE LEARNING?

## Special Considerations

Access, resources and supports will be considered as IEP teams review plans for individual students including:

- o Students' access to technology
- o Students' access to academic skills necessary to engage with instructional materials
- o Students' access to executive skills necessary to participate in distance learning
- o Students' cognitive needs that may impact access to distance learning
- o Students' access to communication to support engaging with virtual curriculum (e.g. verbal/written communication skills)
- o Students' behavior and social/emotional supports required to access virtual curriculum.

# HOW ARE WE PREPARING FOR SPECIAL EDUCATION IN DISTANCE LEARNING?

How are students with IEPs supported?			
Level One Services	Level Two Services	Level Three Services	Level Four Services
<p>Services are designed to support students who participate in the <b>General Education curriculum</b>.</p> <p>Service options include monitoring, collaboration and co- teaching.</p> <p><i><b>All schools have Level 1 services.</b></i></p>	<p>Services are designed to support students who participate in the <b>General Education curriculum</b>.</p> <p>Services include direct instruction in addition to services from Level 1.</p> <p>Students will receive a combination of direct instruction utilizing general education curriculum and specially designed instruction in a small group setting delivered by a special education teacher.</p>	<p>Services are specialized, self-contained classes designed for those students who need an intensive level of support due to the severity of their disabilities.</p> <p><i>Students in these programs meet Oklahoma Alternative Assessment Program criteria.</i></p> <ul style="list-style-type: none"> <li>• Multi-handicapped Programs</li> <li>• Autism Programs</li> <li>• Intellectually Disabled Programs</li> <li>• Emotionally Disturbed Programs</li> </ul>	<p>Services are designed to support students who demonstrate the most significant social communication, sensory, and behavioral difficulties who have not yet acquired skills necessary to be successful in the General Education classroom due to their needs associated with their disability</p> <ul style="list-style-type: none"> <li>• Autism Programs</li> <li>• Emotionally Disturbed Programs</li> </ul> <p>(Programs formerly referred to as Learn It)</p>

# HOW ARE WE PREPARING FOR SPECIAL EDUCATION IN DISTANCE LEARNING?

How will we support students' IEP needs in distance learning?			
Level One Services	Level Two Services	Level Three Services	Level Four Services
<ul style="list-style-type: none"><li>• Services include monitoring, Collaboration, and/or Co-Teaching</li><li>• Utilize the general education curriculum</li><li>• General education teacher is considered the Teacher of Record</li><li>• For Monitoring or Collaboration, the Special education teacher will regularly check in with parent, student, teacher via conference call or through technology platform to document progress of individual IEP goals.</li></ul>	<ul style="list-style-type: none"><li>• Services include Direct Instruction in addition to all Level One Services.</li><li>• Utilize the general education curriculum</li><li>• For Co-Teaching, virtual services are provided by <u>both</u> the general education teacher and the special education teacher</li><li>• For Direct Instruction, virtual services are provided by the special education teacher</li><li>• For both level 1 &amp; 2 Services, modifications and accommodations are critical to student success.</li></ul>	<ul style="list-style-type: none"><li>• Students will have the option to be supported in person at least four days per week.</li><li>• Services are provided by the special education teacher in a small group or 1:1 for a reduced number of minutes through Zoom.</li><li>• Hands-on activities will be distributed for students who are not able to engage with technology.</li></ul>	<ul style="list-style-type: none"><li>• Students will have the option to be supported in person at least four days per week in these programs.</li><li>• Students will engage with general education curriculum as well as specially designed curriculum to address social emotional and adaptive needs.</li><li>• Regular check-ins will occur to monitor student progress with assigned tasks</li></ul>
All students who are eligible will receive appropriate related services that meet their individual needs			



## HOW WILL WE STAY SAFE WHILE IN DISTANCE LEARNING?

# HOW WILL WE STAY SAFE WHILE IN DISTANCE LEARNING?



**New Building Signage:** Our schools and sites will have signage about hygiene, social distancing, and safe and healthy behaviors (i.e. minimizing contact, wearing masks).



**Ventilation:** Improved air filtration and/or ventilation systems at each school to minimize the potential airborne transmission of the virus in schools.



**Sanitizing High-touch Surfaces:** Custodians will have a focus on cleaning and disinfecting frequently touched surfaces and objects; tables, doorknobs, light switches, countertops, handles, desks, phones, toilets, sinks handrails, and water bottle filling stations.



**Transportation:** Capacity on our buses will be reduced by approximately 30%. The buses will be disinfected, staff and students will wear face coverings and the windows open for ventilation.



**Social Distancing:** Maintaining social distancing (6' apart) between students.



**Personal Protective Equipment:** We will be prepared to provide the appropriate personal protective equipment to our students and employees.



**Child Nutrition:** Meals will be served using the same distribution system as the current summer café model.



**Enhanced Personal Hygiene:** All schools and buildings will have adequate handwashing stations and hand sanitizer dispensers, disinfectant cleaner and wipes in the classrooms.



**Health Checks:** We will require temperature checks for adults and ask parents to complete a health screening for students before school. Anyone feeling unwell will be safely separated.



**Intensified Cleaning Techniques:** Custodians will use handheld electrostatic sprayers and BioSpray tanks to increase effectiveness and efficiency in disinfecting procedures.



# HOW WILL WE STAY SAFE WHILE IN DISTANCE LEARNING?

## Identification, Contact Tracing and Notification Procedures:

### Health Check



### If students & staff are sick:

- For students: parents should keep their children home and notify their teacher/school(s).
- For staff: notify immediate supervisor and they should stay home.
- If a staff or student become sick with COVID-19 symptoms, test positive for COVID-19, or have been exposed to someone with COVID-19 symptoms or a confirmed or suspected case, they should notify their health care provider, Tulsa Health Department (THD), their immediate supervisor and school officials.

### Should staff (and/or anyone in our buildings) exhibit covid-19 symptoms and have tested positive



Each location will identify an isolation room and will have information available to contact THD for access to free testing.



Information will be logged to help monitor data and contract tracing.



District personnel will notify local health officials, staff, and families immediately of a possible case while maintaining confidentiality consistent with the ADA and other applicable federal and state privacy laws.



Areas used will be closed off immediately for 24 hours and will not be used until cleaning and disinfecting measures are performed.



Advise sick staff members (and children) to not return until they have met the criteria to discontinue home isolation according to CDC and THD guidelines.



Inform those who have had close contact to a person diagnosed with COVID-19 to stay home and follow CDC and THD guidance, if symptoms develop, and/or guidance for home quarantine. Staff will follow with Talent Management for guidance.

# HOW WILL WE STAY SAFE WHILE IN DISTANCE LEARNING?

**CDC guidelines recommend bringing fresh air into classrooms as much as possible.**

TPS is well positioned due to air quality work over the past 5 years...

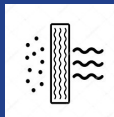
- **Leverage expert advise** - Richard J. Shaughnessy, PhD, University of Tulsa specialist in indoor air quality, has served as a voluntary advisor to the district for over a decade.
- **Investing in energy management system** - Starting with the 2015 Bond, we began installing EMS, energy management systems, as an energy saving and air comfort strategy.
- **Investing in air quality** - During the past 3 years, we have been adding “demand response” systems, which periodically open dampers to improve air quality by drawing fresh air into the building.

Improved air filtration and/or ventilation strategies at each school to minimize the potential airborne transmission of the virus include a combination of:

Window  
Ventilation



MERV 13 Filtration



EMS Demand  
Response System

