

Re-Opening Schools in 2020-21



School District of Auburndale

Our Commitment

SAFETY Student and staff safety is a top priority. Plans will reflect guidance from the CDC, State DHS, and Wood County HHS

FLEXIBILITY Plans will be developed to allow for a fluid response keeping in mind staff, student, and parent capacity, coupled with financial resources of the District

INSTRUCTION Plans will reflect a preference for in-person classroom learning and focus on creating conditions to reopen schools as safely as possible. Instructional models will include blended and or remote/at-home learning options for 4K-12 in the event that in-person classroom learning is inadvisable.



Goals for This Presentation

Getting Back to the Classroom as Safely as Possible: 2020-2021

Plan to Reopen Schools with In-person Classroom Learning-Parents MUST understand changes AND quarantine rules (Wood County DHS)

- Operations-to remain in person there will be new requirements required and lots of flexibility from students, staff, and parents
- Instructional Models
- Professional Development
- Stakeholder Input



Possible Action: Consideration of recommendation to approve a plan for Reopening Schools 2020-2021 as presented, providing Mr. Delikowski and administrative staff authority to move between instructional models as needed

Instructional Model: A

All In-Person Classroom Learning

We will need to remain flexible to move to other instructional models if needed.

Plan A - In person learning 4K-8 Cohorts, 6-12 Block Schedule

Plan B = Blended Learning Alternative - Two Options TBD

Plan C = 100% Remote/At-Home Learning



INSTRUCTIONAL MODEL: A

ALL IN-PERSON CLASSROOM LEARNING

Return to the classroom

Students and staff practice operational safety procedures to reduce the spread of COVID-19

Staffing

May be reassigned to support distancing and safety procedures enabling students to return to the classroom

Schedules

Daily schedule modification (ex. lunch, recess) as necessary with start and end of day being staggered

Social Emotional

Social Emotional Learning foundation for reboarding students and staff

Alternatives

Students and families who are not comfortable will be provided an online/virtual option

Communication

Ongoing and systematic communication to staff and families

Moving Between Models

The preferred model is the in-person classroom learning in as safe an environment as possible. Transition to alternative models may be needed based on positive COVID-19 cases within the community or individual schools.



INSTRUCTIONAL MODEL: PLAN B=BLENDDED LEARNING

9-12 Virtual Only: May be used to reduce the number of students in secondary schools.

PK-8: Continue in-person classroom learning

Move classes 4 and 5 up to the HS Building

Devices and Access: Students use district device, home internet access becomes vital for all students

Early Identification: Teachers and schools to quickly identify students struggling to engage

Resources

May require additional resources to support work and systems

Grading

Secondary A-F, Elementary Grades 3-5 (A-F) 4K-2 standard based

Communication

Ongoing and systematic communication to staff and Families

Moving Between Models

The preferred model is the in-person classroom learning in a safe and healthy environment.

Transition to alternative models may be needed based on positive COVID-19 cases within the commur individual schools.



Alternative HS Plan (Plan B-HS)

This plan would create smaller class sizes in the HS.

- HS students would be split into two groups
 - A (Student last names A-K) B (Students last names L-Z)
- Group A would go to school on Mondays and Tuesdays
- Group B would go to school on Thursdays and Fridays
- Wednesday would be all virtual (cleaning day)
- Students who had poor access to wifi would be allowed to come to school and work every day. A place would be set aside for them.
- Students who are credit deficient/behind would come every day.
- In this plan, grades 4 and 5 would not move up to the high school.



INSTRUCTIONAL MODEL: PLAN C: FULL VIRTUAL LEARNING

Targeted or District Wide

May be used for short or long term needs as determined by positive COVID-19 cases

Devices and Access

Students use district device, home internet access becomes vital for all students.

Early Identification

Teachers and schools to quickly identify students struggling to engage.

Resources

Hotspots can be made available to families with no Internet.

Grading

Secondary A-F, Elementary standard based

Communication

Google Classroom would be the primary communication method for classwork.

Moving Between Models

The preferred model is the in-person classroom learning in a safe and healthy environment. Transition to alternative models may be needed based on positive COVID-19 cases within the community or individual schools.



MOVING BETWEEN MODELS

	Fully In-Person	Blended Learning	Fully Virtual
Health & Safety	<ul style="list-style-type: none"> • Safety precautions implemented to limit spread and exposure • Driven by positive COVID-19 case factors to include; possible staff exposure, student exposure, building exposure 	<ul style="list-style-type: none"> • To be used as a tool to reduce the number of secondary students utilizing transportation and present in secondary buildings on a given day while providing in-person opportunities for teaching and learning 	<ul style="list-style-type: none"> • To be used in the event of, county or state mandated closure • May be building or classroom specific • Allows for fewer instructional interruptions • Allows cleaning protocols to be executed
Family & Community Needs	<ul style="list-style-type: none"> • Addresses community and parent child care crisis concerns • Reduces family burden of teaching and working from home 	<ul style="list-style-type: none"> • Allows district flexibility to increase distancing for largest buildings while prioritizing traditional classroom learning for PK-8 students • Provides in-person interactions while reducing bus and building capacity on a daily basis 	<ul style="list-style-type: none"> • Anticipate use of this model targeted to buildings or cohorts to address COVID-19 exposure and/or outbreaks • Families must be prepared for short term building closures without significant notice throughout the school year
Social & Emotional	<ul style="list-style-type: none"> • Offers needed human interactions in a safe environment • Utilize the first weeks of school to rebuild relationships and debrief experiences • Establishing the 'new' normal 	<ul style="list-style-type: none"> • Offers needed human interactions in a safe environment • Rapid identification of disengaged or struggling students 	<ul style="list-style-type: none"> • Special attention paid to emotional health of students or staff • Rapid identification of disengaged or struggling students or staff



OPERATIONS: PHYSICAL SPACES

Implementation of guidelines based on CDC and Wood County Health Department guidelines

Physical Barriers

Plexiglass barriers in public spaces/offices
4K & K classrooms on tables
Increased social distance among classroom set up

Floor Adhesives

6' separation stickers in high traffic areas

Safety Signage

Hand Hygiene
Social Distancing
Symptoms
Cover Cough in Arm

Drinking Water

Bottle filling only-students MUST bring own
One time use cups for those without water bottles

Sanitation Stations

Materials available in each classroom

Locker Usage

Rotating, or use of backpacks
Elementary still using cubbies

Creating Space for Distancing

Removal of furniture-when applicable to create more room
Reconfiguring or moving work spaces
Reconfiguring or moving teaching spaces

Isolation Room

Identification of space and PPE needs



Masks/Face Shields/Plexi-Glass

Wearing is Mandatory for Students:

- Transition Times
- Hallway movement
- Lunch/Breaks
- Buses
- Group Work
- Recess***
- Classrooms ***

Not Mandatory for Students:

- When in your classroom (4K only)
- Phy Edu outside (only one class)

Guardian/Visitor

Mask Expectations:

- Only Visitors/Guardians in building for emergencies
- pick up change **

Teacher Masks Expectations:

- Always unless alone in your room

PlexiGlass

Will be provided to the staff who work directly in groups or individual students

Ex.: Counselors, Psychologist, Intervention Teachers, Special Ed. Teachers.



OPERATIONS: ALL DISTRICT DAY TO DAY

Visitors

Limit non-essential visitors and visits
**When picking up child call office when in parking lot and come to doors.
Student will walk out

Cohorts

Move elementary classrooms as groups
Limit interaction outside of classroom

Entrances and Exits

Regulate access and directional flow

Covid-19 Point of Contact

Student: Principal
Staff: District Administrator or Business Manager

High Risk Staff & Students

Limit exposure and provide alternative learning options

Staffing

Assign staff as needed to cover daily operational needs
prioritizing student learning and safety

Communication

Frequent and systematic

Face Covering

See previous slide
May change under direction of Wood Co Health



Chain of Command

If someone becomes sick or has to quarantine for 10 days or more...

Elementary

1. Andy Scharenbroch
2. Josh Nagel
3. Devin Damerell
4. Jamie Delikowski
5. Steve Van Wyhe
6. Chuck Payant

Middle School/High School

1. Steve Van Wyhe
2. Tracy Neve
3. Jonni-rae Binder
4. Jamie Delikowski
5. Devin Damerell
6. Andy Scharenbroch



OPERATIONS: ELEMENTARY DAY TO DAY

School Day Process-Cohort Model (students are with teacher majority of day)

- Early Morning Drop Off (Andy's Idea....)
- Buses release one bus at time starting at 7:40 am
- Drop off doors open at 7:40 am (no parents/guardians in building)
- Multiple Entrances (Drop Off Zones) ** Andy explain
- Students go right to classroom (grab breakfast)
- Announcements start at 7:56 am. School starts at 8:00 am
- Specials will be no more ABC due to unable to split 4th class
- Follow M-F (one 60 min art, 2 - 30 min phy edu / 2 - 30 min music, 1 30 min Keyboarding K-5)
- Music/Art/Keyboarding comes to classroom
- Phy Edu will be outside until too cold/weather (once indoors less running/activities)



Elementary Continued

- Rtl: Classroom contained - Brittany/Becky will take 1:1 or 1:3 for small group for readers needing most intervention
- Snack MUST be brought from home
- NO sharing of clothes
- MUST bring own water bottle
- Handwashing becomes part of routine
- Bathroom visits worked into schedules
- Keyboarding will be in classroom with new device
- Encourage parent pick up/drop off
- Face Covering worn all day by STAFF/4K-5 Students (exception 4K in room)



Elementary Lunch

- Lunch will consist of 1 grade level in cafeteria (4K-2) with seating chart on 6 foot X (approx. 6-7 kids per table) Grades 3-5 in classroom
- Lunch will be brought to tables/classrooms
- 1 grade level at recess with ZONES to promote safety
- Rotate zones throughout week
- Schedules: Coming tomorrow to teachers
- All virtual students will be offered a breakfast / lunch that they or a parent / guardian can pick up at High School Door # 3 from 12:00 pm - 12:45 pm.



Elementary Continued

- Dismissal: 3:00 pm announcement - pick up (go to flagpole doors) - parents will remain outside
- 3:03 call for 4 buses (students go out different exits)
- 3:08 call for 5 buses
- 3:15 buses leave elementary to drop students off
- Library and use of EPIC (online library)
- Utilize outdoor learning space more often
- Open windows for air flow when possible
- Go for walks (fresh air)
- Helping Hands in Library
- All students will have own Chromebook/Tablet



Elementary

***Students, staff, and parents will NEED to be understanding as we look to keep our doors open and KEEP EVERYONE healthy. If we are going to keep school in person EVERYONE will have to do THEIR part and make the best of the situation. The more we work TOGETHER, the sooner we can get back to normal.

Open House (tentative plan)

August 25 & 26 (1:00-6:00 pm / 2:00-7:00) TBD Yet....

Sign Up Genius for 15 minute slot to meet teacher, check out chrome device, guardian/parent select virtual or in person learning, get to know teacher, talk about new process



OPERATIONS: MIDDLE/HIGH DAY TO DAY

- **No lockers**
 - take their backpacks from class to class
- **Schedule**
 - 6-8th: Have one room for classes
 - Staggered bathroom times
 - HS students would switch classrooms
- **Field Trips**
 - Field Trips would not be allowed at the start of the school year
- **Hallways Usage**
 - Shortened passing time
 - One way traffic during passing times/lunch
- **Signage (Spanish/English)**
 - One directional signs
 - Masks
 - No visitors allowed (call main office)
- **Utilization of Space**
 - Dawn Urban's and Sheila Hellner's classrooms would be MS rooms
 - Teachers encouraged to take students outside
 - Old gym may be used as a study hall/ lunch room space during the school day
 - Classrooms will have desks socially distanced.
 - Students will have assigned seats



FOOD SERVICE: ALL IN-PERSON LEARNING

- Limited students will eat in the cafeteria, socially distanced.
- Other students will eat in classrooms and possibly some outside. They will be scheduled to come down, pick up their tray, return to room.
- Trays will be plated by food service staff with students having a choice of milk.
- Garbage and dirty trays will be picked up from students that are eating in rooms.
- Virtual students will be offered breakfast / lunch that can be picked up by students or parent / guardian at High School door #3 from 12:00 pm - 12:45 pm.



Pick-Up/Drop Off: Middle/High School

Drop-Off

- Staggered Busses
- Teachers have classroom doors open at 7:45am
 - School doors open at 7:40am
 - Reduce congregation in building
 - Students go straight to their classes

Pick-up/End of the day

- Proposed staggered dismissal times (avoid everyone in the hallways)
 - Half of bus students at 3:05
 - Students driving at 3:10
 - Remaining students at 3:15



Middle/High: Block Schedule

- **Transitioning to a block schedule**
 - Periods would be longer
 - less transitions between classes
 - 1st Quarter
 - Periods 1, 3, 5, and 7
 - 2nd Quarter
 - Periods 2, 4, 6, and 8
- **Expectations:**
 - Teachers would plan for a semester's worth of material in a quarter.
 - Teachers would work in break times during their block of time.
 - Teachers would vary instructional methods during the class period (ex. Not all lecture)



Two Block Options Being Considered

Mega Block Model

- One class period before lunch, one after
 - Each class period would be approximately 3 hours.

Pros

- Fewer passing times between classes
- High school students in only 2 classrooms each day.
- Some students may stay home during study hall

Cons

- Long chunk of time for students
- Students would not have each class each day

Traditional Block Model - Teacher Preferred

- Two class periods before lunch, two after.
 - Class periods would be around 90 minutes

Pros

- Students would have each class each day
- The time period is a little more manageable

Cons

- More movement of high school students in the building during each day.



MIDDLE SCHOOL INSTRUCTIONAL PLAN A:

Grades 6-8:

- A virtual option will be provided to all students who were able to successfully complete their work in the spring.
- All 9 class groups will stay in their groups and classrooms - Teachers would move at transition times. Exceptions would be phy ed, tech ed, art, and music. (Teachers would be encouraged to take students outside on occasion)
- Students would have 4 classes 1st quarter and 4 different classes second quarter. This would be especially helpful for students and parents as they would not need to follow as many classes if we have to go virtual for a period of time.
- Teachers would coordinate break times with other teachers. (few students in the hallway at a time)



HIGH SCHOOL INSTRUCTIONAL PLAN A:

- All high school students will be given an opportunity for in-person instruction
- A virtual option will be provided to all students who are not credit deficient
- Limit students in the building (give students flexibility)
 - Limiting student contact during the day helps avoid entirely closing the high school
 - Encourage upperclassmen to stay/go home if study hall is at the beginning or end of the day provided they are caught up. (with parental permission)
 - Allow students to have two studyhalls first semester, provided they are on pace to graduate.
 - Allow students to take RVA classes from home if they are caught up.



OPERATIONS: HEALTHY ENVIRONMENTS

Communal Spaces

Staggered use
Increased cleaning protocols

Shared Objects

Individual supplies
Sanitization requirements

Modified Building Layouts

Adjusted student pedestrian patterns
Relocate classrooms within buildings to provide distancing
Relocate some students during lunch periods

Hand Hygiene

Teach and reinforce
Strategic signage placement

Cleaning and Disinfecting

Increased daily and weekly protocols



OPERATIONS: TRANSPORTATION

Student Capacity

Fewer Students

Assigned seats

Students from same family share seats

Masks required

Health and Safety

Buses will be disinfected following each route with special attention to high touch areas

Drop Off/Pick Up Zones

Bus and parent drop off and pick up zones may need to be modified to accommodate an increase in self-transported students

Self-Transport

Parents and/or students planning on self-transport are encouraged to contact transportation to increase accuracy of routes and staffing requirements

Students with Special Needs

IEP driven accommodations in review with a commitment to finding solutions for all families



Busing

- Parents who are able will be encouraged to self transport students
- Hahn Transportation will add one to two routes to high use areas to reduce ridership
- Pick up/drop offs are staggered at and between buildings
- Riders will be required to wear masks
- Family members will share seats
- Students will load one student per seat, then two, etc. The seats will then be assigned for the semester (contact tracing)



Teaching In-Person with Virtual Students

- All teachers will use Google Classroom following the same format
- Assignments for the week will be posted on our website by Sunday evening so parents have time to plan for the week
- Communication with students will be via email
- If students have missing assignments, they will be marked missing in Infinite Campus the day they are due so parents/guardians are kept up-to-date on student progress.
- Class instruction will be live streamed and recorded for virtual students



Teaching Fully Virtual

- All teachers will use Google Classroom following the same format
- Assignments for the week will be posted on our website by Sunday evening so parents have time to plan for the week
- Communication with students will be via email
- If students have missing assignments, they will be marked missing in Infinite Campus the day they are due so parents/guardians are kept up-to-date on student progress.
- Class instruction will be live streamed and/or recorded for virtual students at the MS/HS level.
- Elementary Teachers will check in live with their students at least 2 times per day. This will be recorded for students that can't make it.

Training for Technology Needs

- Teachers have been given the opportunity to begin learning and working with the expectations via a Best Practices Google Classroom created by a team of their peers
- Additional teacher training will be provided during inservice
- Training for our substitute teachers will be provided during inservice
- Training for parents/guardians will be offered online and live during inservice



INSTRUCTIONAL MODEL: SPECIAL EDUCATION

Environments

Access to education will be reconfigured to meet social distancing guidance while meeting the needs of individual students

Case Loads

Staff or schedules may be redesigned to provide access to individualized learning to meet IEP and 504 plans

Travel Schedules

Will be configured to limit travel as much as possible while providing services to students

Resources

May require additional resources to support work and systems

Communication

Ongoing and systematic communication to staff and families

Moving Between Models

If/As there is a need to move between instructional models, accommodations will be made for safe delivery of services utilizing the student IEP and 504 teams.



INSTRUCTIONAL MODEL: SOCIAL & EMOTIONAL HEALTH

Reboarding

Focus on social and emotional health during the first week back for students and staff focusing on inclusion and anxiety reduction

Resources

May require additional resources to support work and systems

Moving Between Models

Needs will likely change if/as instructional models change in response to school and community conditions. We will need to look at SEL resources and strategies for staff and students.

Climate and Culture

Work to introduce students to new look of school and classrooms before school starts creating welcoming environments for learning

Wellness

Focus on staff wellness program and communication regarding employee assistance program options

Breaks

Schedules structured to allow for staff breaks within a student cohort model.



EXTRA CURRICULAR ACTIVITIES

Extracurricular/Sports

- Rely on and implement guidance from WIAA to safely hold athletic practices, competitions and events
- Building closure due to increased risk/COVID activity also shuts down all extracurriculars

Clubs and Activities

Assuming school is able to resume in a In-person classroom learning environment, clubs and activities will take place with social distancing and safety measures in place

Communication

Ongoing and systematic communication to participants and advisors

Moving Between Models

Activities and events may be postponed or adjusted to meet guidelines and/or current conditions in schools or the community



COVID-19 Response Protocol

Student complains of (at least) 1 COVID symptom → teacher calls the office to call home → 72 hours or current DHS guidance (or until negative test result given)

- Letter/call home stating the class was possibly exposed

Positive COVID-19 case from student → 10 days, contact tracing

Positive COVID 19 case from staff → 10 days, contact tracing

Teacher/staff quarantined due to potential or real exposure → per DHS guidance



PROFESSIONAL DEVELOPMENT

	Fully In-Person	Blended Learning	Fully Virtual
Learning Environment	<ul style="list-style-type: none"> ● Defining the 'new' normal in classrooms and schools ● Responsive classrooms ● Public School Works COVID-19 Training Modules 	<ul style="list-style-type: none"> ● Defining the 'new' normal in classrooms and schools 	<ul style="list-style-type: none"> ● Clear expectation for staff and students ● Clear expectations for support staff for student learning
Curriculum	<ul style="list-style-type: none"> ● Common Learning Management System ● Universal Curriculum ● Identified Learning Targets ● Common aligned learning targets and assessments 	<ul style="list-style-type: none"> ● Common Learning Management System ● Universal Curriculum ● Identified Learning Targets ● Common aligned learning targets and assessments 	<ul style="list-style-type: none"> ● Common Learning Management System ● Universal Curriculum ● Identified Learning Targets ● Common aligned learning targets and assessments
Social & Emotional	<ul style="list-style-type: none"> ● Defining the 'new' normal in classrooms and schools ● Research models used in other schools ● Advisory 	<ul style="list-style-type: none"> ● Defining the 'new' normal in classrooms and schools ● Research models used in other schools ● Advisory 	<ul style="list-style-type: none"> ● Defining the 'new' normal in classrooms and schools ● Research models used in other schools ● Advisory



Next Steps:

- Discuss 'what it will take until the district/building closes' protocols
- If virtual, student support staff on leave (paid hourly)
- If sport season cancelled stipend prorated for athletic staff
- clubs/extracurricular are cancelled are stipends prorated?
- Campus closures to public. Inside buildings closed for 9 weeks, re-evaluate?
- Outdoor competition, fans? Not at this time or limited to 2 per athlete.

