



"Engaging all learners to succeed in their ever changing world"

Serving the Communities of Belmont and Canterbury

2020-2021 Return to School Plan



“Engaging all learners to succeed in their ever changing world”

Serving the Communities of Belmont and Canterbury

Introduction:

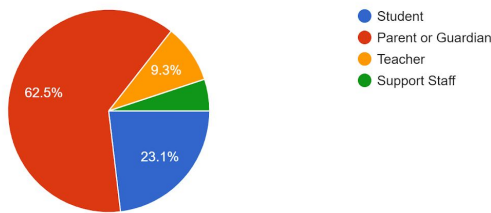
This plan is intended to address reopening our schools in a manner that balances the safety and well-being of our students and staff with the responsibilities of educating our students. The American Academy of Pediatrics “strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present in school. The importance of in-person learning is well-documented, and there is already evidence of the negative impacts on children because of school closures in the spring of 2020.” Our priority is to bring our students and staff back to school safely while simultaneously providing our students with high-quality learning opportunities. This plan needs to remain flexible in order to respond to the ever-changing pandemic.

Survey Results:

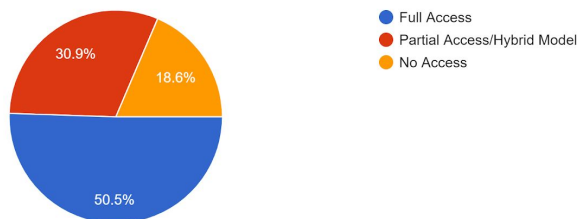
The results of a recent survey that was sent out to the school community are as follows:

Total Responses: 1,168

Please identify your current role (Please choose one)
1,168 responses

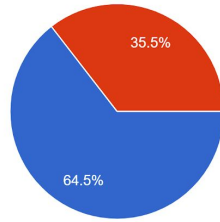


If we are able to offer all of the options briefly described above, which of the following would you prefer? (Please choose one)
1,168 responses



If we are able to offer partial access or full access, please choose one of the following.

1,168 responses



- Based on my current understanding of COVID-19, I am comfortable returning to school.
- Based on my current understanding of COVID-19, I am not comfortable returning to school.

District Return to School Committee Recommendation:

Begin the school year with a phased-in approach, beginning with a partial access/hybrid model. We will reassess the model at the beginning of October and make an informed decision for the next phase prior to Columbus Day weekend (October 9th).

Why?

No researched evidence shows bringing large groups of people together indoors for extended periods is a safe course of action during a pandemic. We need to start slowly and monitor as we move through the fall. The phased-in approach allows us to put the necessary protocols in place, monitor their effectiveness, and provide a safer, smoother adjustment to the school environment.

What factors will be used to make a decision for the next phase?

- Are protocols working in our schools?
- Current status of COVID-19 in the state, region, and our local community.
- Updated medical guidance.
- Updated state-level guidance.
- How is the school community responding to the model?

Who makes the decision to shift to a different model?

The Shaker Regional School District Board.

Calendar Adjustments:

8/31 No School

9/1-9/3 TW days

9/8 No School - State Primary Voting Day

9/9 First day with students - partial access/hybrid model

Partial Access/Hybrid Model:

The district will develop an A/B cohort model. Schools will operate on an alternating schedule to accommodate approximately 50% of the population. Cohort groups will be established by the first letter of the student's last name. The district will further adjust groups to accommodate families and/or households with multiple last names. The district will provide the technology necessary for students to participate remotely. Staff will be in the classroom daily in accordance with the school calendar, providing remote and in-person instruction.

Weekly Schedule:

Mondays – Remote teaching and learning for all

Tuesday and Wednesday – Cohort A in-person, Cohort B remote

Thursday and Friday – Cohort B in-person, Cohort A remote

Daily Schedule:

The traditional school day will be shortened by one hour. Individual school schedules will be provided in school-specific Return to School Plans.

Why a partial/hybrid model?

- We are currently in the middle of a pandemic.
- This gives the district time to monitor the status of COVID-19 during the fall.
- This allows for increased physical distancing.
- Students and staff need time to adjust to in-school protocols, schedules, and procedures.

Why are Mondays full-remote learning days?

- To prepare all students at the same time (and in the same, equitable manner) for the upcoming week.
- To keep students connected with their entire class (this will include students who have elected to remain fully remote as well).
- For students to engage in full group lessons/activities.
- To preserve in-person days...The school calendar has more holidays on Mondays.
- This will allow the district to provide a meal delivery/pick-up service for students who are working remotely.

Why is the school day shortened by 1 hour?

- To allow teachers and support staff an opportunity to connect with students who are working remotely.
- To give teachers an opportunity to populate the learning management system (Google Classroom) with lessons and resources.
- To provide district professionals with time to focus on remote learning needs specifically, having primarily focused on delivering in-person instruction through the remainder of the school day.

District-wide protocols – Public Health Protections (logistics)**Physical Distancing:**

A minimum of 3 feet, with a goal of 6 feet, will be required. The district will add floor markers, establish one-way traffic patterns, and minimize opportunities for groups to mix. Classrooms will be configured to ensure a minimum of 3 feet with a goal of 6 feet.

Why?

This is the guidance from state, national, and world health organizations.

Masking:

All staff and students are required to wear masks at all times. Frequent mask breaks will be provided. Staff, including but not limited to Itinerants, Nurses, 1-1 Assistants, and preschool

staff, who will have close contact with students, shall use appropriate PPE such as face shields. The district will provide education and support to staff, students and families on proper mask wearing.

Why?

This is a proven measure to minimize the transmission of COVID-19. The district cannot ensure that students will be able to maintain a minimum distance of 3 feet apart in the classroom and school setting.

Screening:

Staff will self-screen prior to entering the educational facility. Parents/guardians are asked to screen their children for symptoms or risk factors daily before allowing the child to travel to school. A checklist of symptoms and risk factor screening questions will be provided to the staff and parents/guardians so they can identify what symptoms and risk factors warrant them to stay at home.

COVID-19 related matters:

The district will document, report, and coordinate with public health officials to investigate and respond to any person with suspected or confirmed COVID-19.

Promoting Hygiene:

Students and staff are expected to wash hands frequently and use hand sanitizer if washing hands is not possible. Staff and students will be encouraged to cover coughs and sneezes with their elbow or with a tissue.

Cleaning and Disinfecting:

The district will meet or exceed CDC guidance for increased cleaning and disinfecting, use EPA-approved disinfectant, and develop a schedule for cleaning, sanitizing, and disinfecting surfaces that are frequently touched.

Limiting group sizes and congregating:

Large group gatherings and congregating will be discouraged. Any group gatherings will be closely monitored for social distancing and masking protocols. The maximum number of individuals allowed in a common area is determined by the size of the area and the ability to maintain the physical distancing protocol.

Cohorting (grouping) of students:

As recommended by the NH School Re-opening guidance, Cohort groups of students in grades pre-K – 8 will remain together as much as possible. Cohort grouping of students is not possible in grades 9-12.

Classroom Configurations:

Classroom configurations will be modified to maximize social distancing. Circulation of outside air will be increased by opening windows and opening up ventilation systems to the greatest extent possible. Outside spaces will be used as learning spaces when possible.

Other Areas:

Communication:

District-wide communication will come from the Superintendent. Building-level communication will come from the principal. The district will use websites, email, email newsletters, social media channels, phone/text alert systems, and local media sources to communicate with the community. Classroom or student support communication will come from the teacher or student support staff (school counselors, nurses, etc.). Teachers and student support staff will use email and Google Classroom to communicate with students and families.

Visitors, Volunteers and Outside Organizations:

No visitors, volunteers, or outside organizations will be permitted to enter the schools. Parents/guardians can enter if there is an approved need to do so. Meetings will be held remotely when feasible.

Athletics:

The district will follow state and New Hampshire Interscholastic Athletic Association (NHIAA) guidelines in addition to the district's safety protocols.

Co-Curricular Activities:

Co-curricular activities that can follow the district's safety protocols will take place. Clubs and organizations are encouraged to engage remotely or outside of the school facility if/when possible.

Food Service:

Schools will provide pre-packaged meals in single-serving containers. Schedules will be adjusted to accommodate social distancing protocols in the cafeteria. If social distancing cannot be accomplished, meals may be served in the classroom and outside when possible. Schools serving meals in classrooms will implement hygiene and disinfecting practices to protect students with food allergies. Building Return to School Plans will address individual accommodations as needed. The district will provide a meal pick-up/delivery system for students who are working remotely.

Transportation:

Per the NH Reopening Guidelines, students and parents are encouraged to seek private transportation. Parents/guardians should screen their children using the protocols provided before allowing them to ride the bus. Students will sit one per seat or with one other member of their household and will be assigned seats. Masks will be worn at all times while boarding, riding and exiting the bus.

****Note:** There are other areas/details that are specific to individual schools that will be included in their Return to School Plans. This is a framework for schools to develop their plans.

What are the options for families?

Parents/guardians have options in their schooling choices for their students, and it is ultimately the choice of each family to make decisions for their student's schooling. For the beginning of the 2020-21 academic year, the district can offer students the following:

1. Participation in the partial access/hybrid model as presented.
2. Full remote learning. This will allow students to remain enrolled in the district. Students will largely be working independently, at home. Teachers will post assignments/lessons and share classroom information; teachers will also be available to answer questions via email and Google Classroom. As much support as possible will be given by classroom teachers who will be primarily focused on delivering direct instruction during the regular school day.
3. Enrollment in VLACS (Virtual Learning Academy Charter School) either part time or full time as a student. VLACS is a virtual school serving students in grades K-12. This allows for completely online coursework that is approved and accredited by the State of New Hampshire. VLACS courses are taught by VLACS instructors and not by Shaker Regional teachers.

A flexible plan:

This district realizes that this is a dynamic situation. The plan presented above focuses on staff and student safety and well-being, flexibility, and our responsibility for educating our students. It should be emphasized that this plan is a working document and will need to remain flexible for adjustments in the future.

Resources used to develop this plan:

[American Academy of Pediatrics](#)

[World Health Organization](#)

[Center for Disease Control](#)

[New Hampshire Department of Health and Human Services](#)

[Dr. Benjamin Chan, NH State Epidemiologist](#)

[Opportunities Labs - Return to School Roadmap](#)

[NH Department of Education - NH Grades K-12 Back-to-School Guidance](#)

[NH School Transition Reopening Redesign Taskforce](#)

[Massachusetts Initial Fall Reopening Guidance](#)

[Various NH School Districts' Plans and Planning Processes](#)

Appendix A : Return to School Plan 2020-2021

Appendix A: Return to School Plan 2020-2021

These areas are based on the Return to School Roadmap. They include Governance, Wellness, Instruction, Facilities, School Operations, and Technology.	These are based on the NH Grades K-12 Back-to-School Guidance (Note: Guidance statements were turned into action items)	Description: Small cohort groups return to school with health and safety guidelines in place while others are engaged remotely.	Description: All staff and students return to school with health and safety guidelines in place.	Description: All staff and students are engaged in remote learning.
Area	Essential Action	Partial Access/Hybrid with safety protocols	Full Access with safety protocols	No Access- Remote Learning
Governance	1. Develop District Management and Communications and Response Plans			
	a. Establish a district leadership team to develop a school management plan for returning to school.	District-wide and building level Return to School Committees and various working groups are established.	District-wide and building level Return to School Committees and various working groups are established.	District-wide and building level Return to School Committees and various working groups are established.
	b. Develop and implement a family and community communication plan.	District-wide communication will come from the Superintendent. Building-level communication will come from the principal. The district will use websites, email, email newsletters, social media channels, phone/text alert systems, and local media sources to communicate with the community. Classroom or student support communication will come from the teacher or student support staff (school counselors, nurses, etc.). Teachers and student support staff will use email and Google Classroom to communicate with students and families.	District-wide communication will come from the Superintendent. Building-level communication will come from the principal. The district will use websites, email, email newsletters, social media channels, phone/text alert systems, and local media sources to communicate with the community. Classroom or student support communication will come from the teacher or student support staff (school counselors, nurses, etc.). Teachers and student support staff will use email and Google Classroom to communicate with students and families.	District-wide communication will come from the Superintendent. Building-level communication will come from the principal. The district will use websites, email, email newsletters, social media channels, phone/text alert systems, and local media sources to communicate with the community. Classroom or student support communication will come from the teacher or student support staff (school counselors, nurses, etc.). Teachers and student support staff will use email and Google Classroom to communicate with students and families.
	c. Develop a communication response plan to positive cases or suspected cases of COVID-19	The district will document, report, and coordinate with public health officials to investigate and respond to any person with suspected or confirmed COVID-19.	The district will document, report, and coordinate with public health officials to investigate and respond to any person with suspected or confirmed COVID-19.	The district will document, report, and coordinate with public health officials to investigate and respond to any person with suspected or confirmed COVID-19.

Appendix A: Return to School Plan 2020-2021

Governance, Wellness, School Operations	2. Follow guidance from NH DHHS and DPHS			
Wellness	a. Develop policies for screening staff, students, and visitors prior to entry and monitoring absenteeism	Staff will self-screen prior to entering the educational facility. Parents/guardians are asked to screen their children for symptoms or risk factors daily before allowing the child to travel to school. A checklist of symptoms and risk factor screening questions will be provided to the staff and parents/guardians so they can clearly identify what symptoms and risk factors warrant them to stay at home.	Staff will self-screen prior to entering the educational facility. Parents/guardians are asked to screen their children for symptoms or risk factors daily before allowing the child to travel to school. A checklist of symptoms and risk factor screening questions will be provided to the staff and parents/guardians so they can clearly identify what symptoms and risk factors warrant them to stay at home.	N/A
School Operations	b. Develop policies for social distancing and gatherings for instruction and other spaces.	A minimum of 3 feet, with a goal of 6 feet, will be required. The district will add floor markers, establish one-way traffic patterns, and minimize opportunities for groups to mix. Classrooms will be configured to ensure a minimum of 3 feet with a goal of 6 feet.	A minimum of 3 feet, with a goal of 6 feet, will be required. The district will add floor markers, establish one-way traffic patterns, and minimize opportunities for groups to mix. Classrooms will be configured to ensure a minimum of 3 feet with a goal of 6 feet.	N/A
Wellness	c. Develop a reporting and investigating COVID-19 in the Educational Facility	Any person with suspected or confirmed COVID-19 will be reported immediately to DHHS.	Any person with suspected or confirmed COVID-19 will be reported immediately to DHHS.	N/A
School Operations, Wellness, and Facilities	3. Prepare the Physical School Environment			
School Operations	a. Determine the district use of personal protective equipment (PPE), including who will use it, training, and procurement.	All staff and students are required to wear masks at all times. Frequent mask breaks will be provided. Training of proper use will be provided by the district. Staff, including but not limited to Itinerants, Nurses, 1-1 Assistants, and preschool staff, who will have close contact with students, shall use appropriate PPE. The district will provide education and support to staff, students and families on proper mask wearing.	All staff and students are required to wear masks at all times. Frequent mask breaks will be provided. Training of proper use will be provided by the district. Staff, including but not limited to Itinerants, Nurses, 1-1 Assistants, and preschool staff, who will have close contact with students, shall use appropriate PPE. The district will provide education and support to staff, students and families on proper mask wearing.	N/A

Appendix A: Return to School Plan 2020-2021

Wellness	b. Promote a culture of good hygiene, handwashing, sneezing into elbow, avoiding elongated periods in close quarters with larger groups of people.	Students and staff are expected to wash hands frequently and use hand sanitizer if washing hands is not possible. Staff and students will be encouraged to cover coughs and sneezes with their elbow or with a tissue. Schedules will not allow for congregating of large groups.	Students and staff are expected to wash hands frequently and use hand sanitizer if washing hands is not possible. Staff and students will be encouraged to cover coughs and sneezes with their elbow or with a tissue. Schedules will not allow for congregating of large groups.	N/A
School Operations	c. Evaluate school cleaning and disinfection practices	The district will meet or exceed CDC guidance for increased cleaning and disinfecting, use EPA-approved disinfectant, and develop a schedule for cleaning, sanitizing, and disinfecting surfaces that are frequently touched.	The district will meet or exceed CDC guidance for increased cleaning and disinfecting, use EPA-approved disinfectant, and develop a schedule for cleaning, sanitizing, and disinfecting surfaces that are frequently touched.	N/A
School Operations	d. Develop additional cleaning protocols in the event of confirmed COVID-19	The district will follow CDC guidance on how to disinfect if someone is sick.	The district will follow CDC guidance on how to disinfect if someone is sick.	N/A
School Operations	e. Develop policies regarding school building use for non-school functions.	All non-school related functions and organizations are prohibited from using the indoor facilities until further notice.	All non-school related functions and organizations are prohibited from using the indoor facilities until further notice.	N/A
School Operations/Facilities	f. Evaluate ventilation systems to mitigate spread.	The district will ensure HVAC systems are working properly and are configured to increase the circulation of exterior air as much as possible. The district will follow CDC guidance in evaluating building ventilation.	The district will ensure HVAC systems are working properly and are configured to increase the circulation of exterior air as much as possible. The district will follow CDC guidance in evaluating building ventilation.	N/A

Appendix A: Return to School Plan 2020-2021

Wellness	4. Support Student, Family and Educator Wellness			
	a. Plan to support social emotional learning for students.	The district will provide families with an "Opt Out" Form for students to participate in a screening to access additional supports. All School Counselors will provide support and facilitate implementation of the "Choose Love Brave New World" program for all students K-12 (the lessons are aligned with the American School Counselor Association standards). The school counselors will ensure that all lessons will be completed by December 2020. The screening tool will systematically identify a method of identifying students who are in need of support, evaluate the social/emotional learning progress of students and data to see if programs are effective in meeting the needs of our students.	The district will provide families with an "Opt Out" Form for students to participate in a screening to access additional supports. All School Counselors will provide support and facilitate implementation of the "Choose Love Brave New World" program for all students K-12 (the lessons are aligned with the American School Counselor Association standards). The school counselors will ensure that all lessons will be completed by December 2020. The screening tool will systematically identify a method of identifying students who are in need of support, evaluate the social/emotional learning progress of students and data to see if programs are effective in meeting the needs of our students.	The district will provide families with an "Opt Out" Form for students to participate in a screening to access additional supports. All School Counselors will provide support and facilitate implementation of the "Choose Love Brave New World" program for all students K-12 (the lessons are aligned with the American School Counselor Association standards). The school counselors will ensure that all lessons will be completed by December 2020. The screening tool will systematically identify a method of identifying students who are in need of support, evaluate the social/emotional learning progress of students and data to see if programs are effective in meeting the needs of our students.
	b. Consider outreach programs and strategies to reach at-risk students.	The district will utilize their multidisciplinary team to consider outreach programs and implement strategies to reach at-risk students. The district teams will consider strategies to define and identify at-risk students and put in place appropriate supports. Students will be monitored and supports will be provided for both students and their families. The district will develop plans and work in partnership with NH DHHS Division for Children Youth and Families for outreach strategies for difficult to reach families or students who do not return or have low engagement with school.	The district will utilize their multidisciplinary team to consider outreach programs and implement strategies to reach at-risk students. The district teams will consider strategies to define and identify at-risk students and put in place appropriate supports. Students will be monitored and supports will be provided for both students and their families. The district will develop plans and work in partnership with NH DHHS Division for Children Youth and Families for outreach strategies for difficult to reach families or students who do not return or have low engagement with school.	The district will utilize their multidisciplinary team to consider outreach programs and implement strategies to reach at-risk students. The district teams will consider strategies to define and identify at-risk students and put in place appropriate supports. Students will be monitored and supports will be provided for both students and their families. The district will develop plans and work in partnership with NH DHHS Division for Children Youth and Families for outreach strategies for difficult to reach families or students who do not return or have low engagement with school.

Appendix A: Return to School Plan 2020-2021

	<p>c. Establish mental health resource partners to support students, families, and educators in need.</p>	<p>The district's multidisciplinary team of administrative staff, mental health professionals, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention, response and recovery. The team includes administrators, school psychologists, school counselors, school social workers, school nurses, and may include a resource police officer, and others including support staff and/or teachers. These professionals have been specifically trained in areas of establishing mental health resource partners to support students, families, and educators in need and take a leadership role in developing crisis plans, ensuring school staff can provide mental health services for effective crisis interventions and recovery supports.</p>	<p>The district's multidisciplinary team of administrative staff, mental health professionals, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention, response and recovery. The team includes administrators, school psychologists, school counselors, school social workers, school nurses, and may include a resource police officer, and others including support staff and/or teachers. These professionals have been specifically trained in areas of establishing mental health resource partners to support students, families, and educators in need and take a leadership role in developing crisis plans, ensuring school staff can provide mental health services for effective crisis interventions and recovery supports.</p>	<p>The district's multidisciplinary team of administrative staff, mental health professionals, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention, response and recovery. The team includes administrators, school psychologists, school counselors, school social workers, school nurses, and may include a resource police officer, and others including support staff and/or teachers. These professionals have been specifically trained in areas of establishing mental health resource partners to support students, families, and educators in need and take a leadership role in developing crisis plans, ensuring school staff can provide mental health services for effective crisis interventions and recovery supports.</p>
	<p>d. Coordinate services and supports with community providers—including those that provide mental health services, telehealth services, and meal service to students—both in-person and in a remote setting.</p>	<p>The district's multidisciplinary team will coordinate services and supports with community providers including those that provide mental health services, telehealth services, and meal service to students for both in-person and in a remote setting. As appropriate, the district may refer families to community resources and will appropriately follow up to help make the connections and ensure that important services are obtained. Staff members will be made aware of these vital resources for personal use, if needed.</p>	<p>The district's multidisciplinary team will coordinate services and supports with community providers including those that provide mental health services, telehealth services, and meal service to students for both in-person and in a remote setting. As appropriate, the district may refer families to community resources and will appropriately follow up to help make the connections and ensure that important services are obtained. Staff members will be made aware of these vital resources for personal use, if needed.</p>	<p>The district's multidisciplinary team will coordinate services and supports with community providers including those that provide mental health services, telehealth services, and meal service to students for both in-person and in a remote setting. As appropriate, the district may refer families to community resources and will appropriately follow up to help make the connections and ensure that important services are obtained. Staff members will be made aware of these vital resources for personal use, if needed.</p>

Appendix A: Return to School Plan 2020-2021

	<p>e. Support diverse learners and students with special needs</p>	<p>The district will provide Special Education and related services to students with disabilities according to the Individuals with Disabilities Act (IDEA) along with the New Hampshire Rules for the Education of Children with Disabilities. The district will consider both health and safety, as well as academic considerations for all learners. The district will clearly define how staff will honor physical distancing recommendations when in school, and meet student medical, personal or support needs and ensure safety for students who need assistance with activities of daily living, as well as their service providers. Further, it will determine how adequate space and facilities will be utilized to maintain the health and safety of students and staff. The district will provide students with specialized instruction including reading and math programs, speech and language services, occupational and physical therapy, counseling services, behavioral therapy and intervention, along with other special services.</p>	<p>The district will provide Special Education and related services to students with disabilities according to the Individuals with Disabilities Act (IDEA) along with the New Hampshire Rules for the Education of Children with Disabilities. The district will consider both health and safety, as well as academic considerations for all learners. The district will clearly define how staff will honor physical distancing recommendations when in school, and meet student medical, personal or support needs and ensure safety for students who need assistance with activities of daily living, as well as their service providers. Further, it will determine how adequate space and facilities will be utilized to maintain the health and safety of students and staff. The district will provide students with specialized instruction including reading and math programs, speech and language services, occupational and physical therapy, counseling services, behavioral therapy and intervention, along with other special services.</p>	<p>The district will provide Special Education and related services to students with disabilities according to the Individuals with Disabilities Act (IDEA) along with the New Hampshire Rules for the Education of Children with Disabilities. The district will consider both health and safety, as well as academic considerations for all learners. The district will clearly define how staff will honor physical distancing recommendations when in school, and meet student medical, personal or support needs and ensure safety for students who need assistance with activities of daily living, as well as their service providers. Further, it will determine how adequate space and facilities will be utilized to maintain the health and safety of students and staff. The district will provide students with specialized instruction including reading and math programs, speech and language services, occupational and physical therapy, counseling services, behavioral therapy and intervention, along with other special services.</p>

Appendix A: Return to School Plan 2020-2021

Governance, School Operations, Instruction, Facilities	5. Integrate Hybrid Learning Capacity			
Instruction	a. Develop a plan for delivering in-person, hybrid and remote instruction for the 2020-21 school year.	The district will develop an A/B cohort model. Schools will operate on an alternating schedule to accommodate approximately 50% of the population. Cohort groups will be established by the first letter of the student's last name. The district will adjust groups to accommodate families and/or households with multiple last names. The district will provide the technology necessary to view in-person lessons that can be seen by students working remotely.	The district will provide the technology necessary to view in-person lessons that can be seen by students working remotely.	Remote learning plans will be updated for 20/21.
Governance	b. Consider additional policies for remote/hybrid instruction.	The district policies and practices will align as closely as possible with state guidelines for remote/hybrid instruction.	The district policies and practices will align as closely as possible with state guidelines for remote/hybrid instruction.	The district policies and practices will align as closely as possible with state guidelines for remote/hybrid instruction.
School Operations	c. Consider the implications of staffing models and staffing needs for the return to school model adopted.	The district may assign educators who are not able to return due to underlying health conditions to teach students who are full-time remote learners.	The district may assign educators who are not able to return due to underlying health conditions to teach students who are full-time remote learners.	N/A
School Operations	d. Develop a plan for the use of common areas.	Large group gatherings and congregating will be discouraged. Any group gatherings will be closely monitored for social distancing and masking protocols. The maximum number of individuals allowed in a common area is determined by the size of the area and the ability to maintain the physical distancing protocol.	Large group gatherings and congregating will be discouraged. Any group gatherings will be closely monitored for social distancing and masking protocols. The maximum number of individuals allowed in a common area is determined by the size of the area and the ability to maintain the physical distancing protocol.	N/A
School Operations/Facilities	e. Consider different classroom configurations.	Classroom configurations will be modified to maximize social distancing. Circulation of outside air will be increased by opening windows and opening up ventilation systems to the greatest extent possible. Outside spaces will be used as learning spaces when possible.	Classroom configurations will be modified to maximize social distancing. Circulation of outside air will be increased by opening windows and opening up ventilation systems to the greatest extent possible. Outside spaces will be used as learning spaces when possible.	N/A

Appendix A: Return to School Plan 2020-2021

Instruction, Technology	6. Technology Considerations for Dynamic Learning Environments			
Technology	a. Ensure student and staff privacy concerns are addressed and personally identifiable information is secure.	The district will follow the SRSD Data Governance Plan that was approved July 2019	The district will follow the SRSD Data Governance Plan that was approved July 2019	The district will follow the SRSD Data Governance Plan that was approved July 2019
	b. Streamline the number of management systems for students and parents.	Google Classroom will be used for the delivery of instructional materials for grades 3-12. The district is investigating other appropriate systems for the primary grades. Empower will continue to be used for grading and reporting for all grades. ALMA will be used strictly for student information.	Google Classroom will be used for the delivery of instructional materials for grades 3-12. The district is investigating other appropriate systems for the primary grades. Empower will continue to be used for grading and reporting for all grades. ALMA will be used strictly for student information.	Google Classroom will be used for the delivery of instructional materials for grades 3-12. The district is investigating other appropriate systems for the primary grades. Empower will continue to be used for grading and reporting for all grades. ALMA will be used strictly for student information.
Instruction	c. Implement remote instruction best practices.	Teachers prepare materials for students to learn and practice independently while not in the classroom. Google Classroom is used as the platform to deliver these materials asynchronously. In-person instruction focuses on the needs of the learners in the room.	Teachers prepare all instructional materials and assessment tasks so they can be shared remotely; Google Classroom can be maintained alongside in-person instruction so that we are prepared for the eventuality of transitioning to remote learning.	Teachers prepare both asynchronous materials and synchronous opportunities for students to learn, practice, and demonstrate their knowledge and skills. Google Classroom is used to deliver all of these resources and opportunities. Professional development addresses consistency in delivery and communication; community building in a remote setting; responsiveness to student needs in a remote setting; and quality assessment practices and procedures in a remote setting.

Appendix A: Return to School Plan 2020-2021

School Operations	7. Review Transportation Policies and Protocols			
Governance -	a. Revise transportation plans to emphasize safety.	Students and parents are encouraged to seek private transportation. Parents/guardians should screen their children using the protocols provided before allowing them to ride the bus. Students will sit one per seat or with one other member of their household and will be assigned seats. Masks will be worn at all times while boarding, riding and exiting the bus.	Students and parents are encouraged to seek private transportation. Parents/guardians should screen their children using the protocols provided before allowing them to ride the bus. Students will sit one per seat or with one other member of their household and will be assigned seats. Masks will be worn at all times while boarding, riding and exiting the bus.	N/A
Governance, School Operations	8. Plan for School Meal Delivery			
Governance	a. Consider adjusted schedules to reduce numbers in cafeteria at any given time.	Schools will provide pre-packaged meals in single-serving containers. Schedules will be adjusted to accommodate social distancing protocols in the cafeteria. If social distancing cannot be accomplished, meals may be served in the classroom and outside when possible. Schools serving meals in classrooms will implement hygiene and disinfecting practices to protect students with food allergies. Building Return to School Plans will address individual accommodations as needed.	Schools will provide pre-packaged meals in single-serving containers. Schedules will be adjusted to accommodate social distancing protocols in the cafeteria. If social distancing cannot be accomplished, meals may be served in the classroom and outside when possible. Schools serving meals in classrooms will implement hygiene and disinfecting practices to protect students with food allergies. Building Return to School Plans will address individual accommodations as needed.	N/A
School Operations	b. If school meals are moved to classrooms, have a plan for students with food allergies.	Schools will provide pre-packaged meals in single serving containers. Schools serving meals in classrooms will implement hygiene and disinfectant practices to protect students with food allergies. Building Return to School Plans will address individual accommodations as needed.	Schools will provide pre-packaged meals in single serving containers. Schools serving meals in classrooms will implement hygiene and disinfectant practices to protect students with food allergies. Building Return to School Plans will address individual accommodations as needed.	N/A
School Operations	c. Plan to accommodate meals for those students not attending on-site school.	The district will establish a pick-up/delivery system for those students working remotely.	The district will establish a pick-up/delivery system for those students working remotely.	The district will establish a pick-up/delivery system for those students working remotely.

Appendix A: Return to School Plan 2020-2021

Instruction	9. Prepare for Dynamic Instruction			
a. Establish a Student Learning Workgroup focused on instructional priorities for fall 2020.	Members of the District Instruction Group will be invited to continue serving in this new role when the school year begins. Based on interest, diverse perspectives will be balanced. Student and parent membership will be present.	Members of the District Instruction Group will be invited to continue serving in this new role when the school year begins. Based on interest, diverse perspectives will be balanced. Student and parent membership will be present.	Members of the District Instruction Group will be invited to continue serving in this new role when the school year begins. Based on interest, diverse perspectives will be balanced. Student and parent membership will be present.	Members of the District Instruction Group will be invited to continue serving in this new role when the school year begins. Based on interest, diverse perspectives will be balanced. Student and parent membership will be present.
b. Establish a baseline for student learning upon their return to school in fall 2020.	<ol style="list-style-type: none"> 1. Primary baseline data will be based on standards progress in Empower. 2. Teachers will collaborate to develop and/or align common assessments to determine students' progress and needs in relation to standards. 3. Screeners and diagnostic tests will be administered after the first few weeks of school. 	<ol style="list-style-type: none"> 1. Primary baseline data will be based on standards progress in Empower. 2. Teachers will collaborate to develop and/or align common assessments to determine students' progress and needs in relation to standards. 3. Screeners and diagnostic tests will be administered after the first few weeks of school. 	<ol style="list-style-type: none"> 1. Primary baseline data will be based on standards progress in Empower. 2. Teachers will collaborate to develop and/or align common assessments to determine students' progress and needs in relation to standards. 3. Screeners and diagnostic tests will be administered after the first few weeks of school. 	<ol style="list-style-type: none"> 1. Primary baseline data will be based on standards progress in Empower. 2. Teachers will collaborate to develop and/or align common assessments to determine students' progress and needs in relation to standards. 3. Screeners and diagnostic tests will be administered after the first few weeks of school.
c. Develop student instruction plans responsive to individual student baseline data.	The District Instruction Group will develop templates and procedures for Personalized Learning Plans. Staff will be trained in coaching students through developing these plans as well as using them to meet student needs and work toward goals.	The District Instruction Group will develop templates and procedures for Personalized Learning Plans. Staff will be trained in coaching students through developing these plans as well as using them to meet student needs and work toward goals.	The District Instruction Group will develop templates and procedures for Personalized Learning Plans. Staff will be trained in coaching students through developing these plans as well as using them to meet student needs and work toward goals.	The District Instruction Group will develop templates and procedures for Personalized Learning Plans. Staff will be trained in coaching students through developing these plans as well as using them to meet student needs and work toward goals.
d. Establish strategies to implement and monitor student instruction plans.	Utilizing Advisory (or a similar program), every student will work closely with one adult to develop and maintain the Personalized Learning Plan (PLP) process. All instructional staff will have access to students' PLPs and will encourage students to set goals, monitor progress, and advocate for themselves.	Utilizing Advisory (or a similar program), every student will work closely with one adult to develop and maintain the Personalized Learning Plan (PLP) process. All instructional staff will have access to students' PLPs and will encourage students to set goals, monitor progress, and advocate for themselves.	Utilizing Advisory (or a similar program), every student will work closely with one adult to develop and maintain the Personalized Learning Plan (PLP) process. All instructional staff will have access to students' PLPs and will encourage students to set goals, monitor progress, and advocate for themselves.	Utilizing Advisory (or a similar program), every student will work closely with one adult to develop and maintain the Personalized Learning Plan (PLP) process. All instructional staff will have access to students' PLPs and will encourage students to set goals, monitor progress, and advocate for themselves.

Appendix A: Return to School Plan 2020-2021

Instruction, Wellness, Technology	10. Professional Development Considerations			
Instruction	a. Design and implement professional development on remote learning practices, including the district's Learning Management System and best practices for curriculum design.	Six teacher workshop days will be dedicated to professional development prior to the start of school. Additional teacher workshop days are embedded in the school calendar. Parents will be provided with online tutorials for the various tools used for remote learning. Students will be provided with in-person and/or online tutorials for the various tools used for remote learning. The District Instruction Group will plan professional development for teacher pre-service. This will address remote learning practices, assessment, and trauma-informed practices. Professional development will consist of district-wide, building-based, and individualized learning. Throughout the school year, the District Instruction Group will continuously gather data and plan professional development in response to developing needs.	Six teacher workshop days will be dedicated to professional development prior to the start of school. Additional teacher workshop days are embedded in the school calendar. Parents will be provided with online tutorials for the various tools used for remote learning. Students will be provided with in-person and/or online tutorials for the various tools used for remote learning. The District Instruction Group will plan professional development for teacher pre-service. This will address remote learning practices, assessment, and trauma-informed practices. Professional development will consist of district-wide, building-based, and individualized learning. Throughout the school year, the District Instruction Group will continuously gather data and plan professional development in response to developing needs.	Six teacher workshop days will be dedicated to professional development prior to the start of school. Additional teacher workshop days are embedded in the school calendar. Parents will be provided with online tutorials for the various tools used for remote learning. Students will be provided with in-person and/or online tutorials for the various tools used for remote learning. The District Instruction Group will plan professional development for teacher pre-service. This will address remote learning practices, assessment, and trauma-informed practices. Professional development will consist of district-wide, building-based, and individualized learning. Throughout the school year, the District Instruction Group will continuously gather data and plan professional development in response to developing needs.
Wellness, Instruction	b. Design and implement professional development on trauma-responsive instruction and social-emotional learning.	Six teacher workshop days will be dedicated to professional development prior to the start of school. Additional teacher workshop days are embedded in the school calendar. Parents will be provided with online tutorials for the various tools used for remote learning. Students will be provided with in-person and/or online tutorials for the various tools used for remote learning. The District Instruction Group will plan professional development for teacher pre-service. This will address remote learning practices, assessment, and trauma-informed practices. Professional development will consist of district-wide, building-based, and individualized learning. Throughout the school year, the District Instruction Group will continuously gather data and plan professional development in response to developing needs.	Six teacher workshop days will be dedicated to professional development prior to the start of school. Additional teacher workshop days are embedded in the school calendar. Parents will be provided with online tutorials for the various tools used for remote learning. Students will be provided with in-person and/or online tutorials for the various tools used for remote learning. The District Instruction Group will plan professional development for teacher pre-service. This will address remote learning practices, assessment, and trauma-informed practices. Professional development will consist of district-wide, building-based, and individualized learning. Throughout the school year, the District Instruction Group will continuously gather data and plan professional development in response to developing needs.	Six teacher workshop days will be dedicated to professional development prior to the start of school. Additional teacher workshop days are embedded in the school calendar. Parents will be provided with online tutorials for the various tools used for remote learning. Students will be provided with in-person and/or online tutorials for the various tools used for remote learning. The District Instruction Group will plan professional development for teacher pre-service. This will address remote learning practices, assessment, and trauma-informed practices. Professional development will consist of district-wide, building-based, and individualized learning. Throughout the school year, the District Instruction Group will continuously gather data and plan professional development in response to developing needs.