

*Hayward Community*

*School District*



*IMPLEMENTATION PLAN*

*TO*

*REOPEN SCHOOLS*

*2020-2021*

*"WIN THE DAY"*

# ***REOPENING GOALS***

## ***SAFETY:***

- *Student and staff safety is our top priority. All of our planned options will be guided by the CDC, Wisconsin State Health Department, and Sawyer County Public Health.*

## ***INSTRUCTION:***

- *All of our planned options will reflect the goal of having all students, 4K-12th back in school in a traditional setting. All plans will reflect a preference for traditional classroom learning and focus on creating conditions to safely reopen schools. Planned instructional models will include a blended/virtual learning option for grades 4K-12<sup>TH</sup> in the event that traditional classroom learning cannot occur. If school grounds are closed, **learning will never be closed!***

## ***MENTAL HEALTH:***

- *We understand that our students will need time to readjust when coming back to school. All staff will be trained and willing to assist students on a 1 to 1 basis.*

## ***COMMUNICATION:***

- *The Hayward Community School District will continue to consistently communicate accurate, factual information to all stakeholders in a systemic format.*

## ***FLEXIBILITY:***

- *Planned options will be developed to allow for smooth transitions in case changes are needed. Student, parent, and staff capacities will be key components of these changes.*

# ***OPERATIONS***

## ***PHYSICAL ENVIRONMENTS:***

### ***VENTILATION:***

- *New HVAC systems and filters installed for increased circulation of outside air into the buildings.*

### ***COMMON SPACES:***

- *Utilize a modified schedule to decrease the number of people using the same space.*
- *Increase cleaning protocol guided by Sawyer County Public Health.*

### ***CLEANING PROTOCOLS:***

- *Increase daily and weekly cleaning guided by Sawyer County Public Health.*

### ***SHARED OBJECTS:***

- *Encourage individual supplies as much as possible.*
- *Required sanitization as guided by Sawyer County Public Health.*

### **PERSONAL HYGIENE:**

- *Teach and reinforce basic hand sanitization.*
- *Strategic signage placed in designated areas to promote healthy practices.*

### **BUILDING LEVEL LAYOUTS:**

- *Adjusted student, staff, and visitor patterns.*
- *Adjusted classroom seating to provide social distancing guidelines provided by Sawyer County Public Health.*
- *Relocated classrooms within buildings to provide social distancing guidelines provided by Sawyer County Public Health.*
- *Modified related arts classes and placement to assure cohort groups are socially distanced.*

# ***DAY TO DAY OPERATIONS***

## **VISITORS:**

- *Limited non-essential visitors and visits from outside vendors.*

## **FACE COVERINGS:**

- *To be determined by CDC, DPI, and Sawyer County Public Health.*

## **COHORTS:**

- *Move elementary classrooms as static groups.*
- *Limit interaction outside of the classroom environment.*

## **ENTRANCES AND EXITS:**

- *Limit access points to specific locations.*
- *Regulate directional flow of students, staff, and visitors.*

## **FIELD TRIPS AND GATHERINGS:**

- *Limit and monitor current COVID-19 status before final approval for field trips or large gatherings.*

**STAFFING:**

- *Reassign staff as needed to cover daily operational needs prioritizing specific learning targets and health and safety of students and staff.*

**HIGH-RISK STAFF AND STUDENTS:**

- *Accurately identify those stakeholders.*
- *Limit exposure to provide the safest possible environment.*
- *Provide individual alternatives to meet specific needs.*

**COVID-19 POINT OF CONTACT:**

- *School Staff Concerns: Building Level Principal*
- *Student Concerns: Jessica Galde- School Nurse*
- *Facility Concerns: Duane Bemis- Director of Buildings and Grounds*

**COMMUNICATION:**

- *Continue to provide accurate and factual information to all stakeholders in a systemic and consistent format.*

# ***TRANSPORTATION OPERATIONS***

## **STUDENT CAPACITY:**

- Fewer students per seat (Students from the same household can sit together.)
- Seating near windows to provide social distancing.
- One primary drop off and pick-up point to allow accurate student counts to assist in COVID-19 tracing.

## **DRIVER CAPACITY:**

- Driver shortages continue.
- Possible increase of or changes in routes.

## **FACE COVERINGS:**

- *To be determined*

## **HEALTH AND SAFETY:**

- *Buses will be disinfected following the completion of each route with special attention to high touch areas.*



### **STUDENTS WITH SPECIAL NEEDS:**

- *IEP driven accommodations.*
- *Flexibility and commitment to individual solutions for all families.*

### **SELF-TRANSPORT:**

- *Parents and students planning to self-transport are encouraged to contact Hurricane Busing to increase our accuracy of routes and staffing requirements.*

### **DROP OFF AND PICK UP ZONES:**

- *Bus drop off and pick up zones may need to be modified to accommodate an increase in self-transported students.*
- *Parent drop off zones may need to be modified to accommodate an increase in self-transported students.*
- *All drop Off and pick up points will be clearly marked.*

# ***INSTRUCTIONAL MODEL SUMMARY***

## **OPTION 1:**

*TRADITIONAL CLASSROOM SETTING 4K-12<sup>th</sup> - 5 DAYS A WEEK.*

## **OPTION 2:**

*TRADITIONAL CLASSROOM SETTING 4K-12<sup>TH</sup> - 4 DAYS A WEEK.*

## **OPTION 3:**

*TRADITIONAL CLASSROOM SETTING 4K-4<sup>th</sup>*

*BLENDED LEARNING SETTING 5<sup>TH</sup>-12<sup>TH</sup>*

## **OPTION 4:**

*BLENDED LEARNING SETTING 4K-12<sup>th</sup>*

## **OPTION 5:**

*VIRTUAL LEARNING OPTION: 4K-12<sup>th</sup>*

# ***INSTRUCTIONAL MODEL OPTIONS***



## **TRADITIONAL CLASSROOM LEARNING OPTION**



### **RETURN TO CLASSROOM:**

- *Students and staff practice recommended operational safety guidelines to reduce the spread of COVID-19.*

### **STAFFING:**

- *Staff may be reassigned to support social distancing and safety procedures provided by Sawyer County Public Health.*

### **STUDENT SCHEDULING:**

- *Daily schedules may be modified as necessary. Examples include: recess, lunch, start and end bell times.*

### **MENTAL HEALTH:**

- *Students will be provided necessary resources to transition back to school.*

### **ALTERNATIVE INSTRUCTION:**

- *Students and families who do not feel comfortable returning to school will be provided a virtual option.*

### **COMMUNICATION:**

- *Communication between stakeholders will remain consistent and systemic.*

### **MOVEMENT BETWEEN MODELS:**

- *During the course of the school year, it may be necessary to move from one model option to another based on positive COVID-19 cases within the school and community. The preference will continue to be traditional classroom learning. Any movement between models will be based on the recommendation from Sawyer County Public Health.*



# BLENDING LEARNING OPTION



## *4K-4<sup>TH</sup> GRADE:*

- *Students will attend five days a week due to AGR class size requirements. Students will socially distance as recommended by Sawyer County Public Health.*

## *GRADES 5<sup>th</sup> -12<sup>th</sup> :*

- *Due to larger class sizes, the blended learning approach may be used to reduce the number of students in our buildings at the same time. Sawyer County Public Health will provide this recommendation.*

## **GRADES 5<sup>th</sup> -12<sup>th</sup> SCHEDULE:**

### **Monday:**

*Cohort A attends class physically*

*Cohort B attends class virtually*

### **Tuesday:**

*Cohort A attends class physically*

*Cohort B attends class virtually*

### **Wednesday:**

*Cohort A attends class virtually*

*Cohort B attends class virtually*

*(Facilities are deep cleaned and sterilized)*

### **Thursday:**

*Cohort A attends class virtually*

*Cohort B attends class physically*

### **Friday:**

*Cohort A attends class virtually*

*Cohort B attends class physically*

## **SCHOOL PROVIDED DEVICES AND INTERNET ACCESS**

- *Students are provided district devices and home internet access becomes vital for all students.*

## **STUDENT TEACHER RELATIONSHIPS:**

- *Communication and early identification of students who are struggling to engage. Individual plans will be created.*

## **GRADING:**

- *Traditional grading will continue.*

## **COMMUNICATION:**

- *Communication between stakeholders will be consistent and systemic.*

## **MOVEMENT BETWEEN MODELS**

- *During the course of the school year, it may be necessary to move between one model option to another based on positive COVID-19 cases within the school and community. The preference will continue to be traditional classroom learning. Any movement between models will be based on the recommendation from Sawyer County Public Health.*



# VIRTUAL LEARNING OPTION



## **DISTRICT WIDE CONSISTENCY:**

- *Virtual learning may be used district-wide or per individual building level needs. This option may be used for short or long term based on the confirmed cases of COVID-19 and the recommendation from Sawyer County Public Health.*

## **GRADES 4K-12<sup>TH</sup> SCHEDULE:**

### **Monday:**

*All students attend virtually*

### **Tuesday:**

*All students attend virtually*

### **Wednesday:**

*Teacher prep day*

*Students catch-up day*

### **Thursday:**

*All students attend virtually*

### **Friday:**

*All students attend virtually*



### **SCHOOL PROVIDED DEVICES AND INTERNET ACCESS:**

- *Students are provided district devices and home internet access becomes vital for all students.*

### **STUDENT TEACHER RELATIONSHIPS:**

- *Communication and early identification of students who are struggling to engage. Individual plans will be created.*

### **GRADING:**

- *Traditional grading will continue.*

### **COMMUNICATION:**

- *Communication between stakeholders will be consistent and systemic.*

### **MOVEMENT BETWEEN MODELS:**

- *During the course of the school year, it may be necessary to move from one model option to another based on positive COVID-19 cases within the school and community. The preference will continue to be traditional classroom learning. Any movement between models will be based on the recommendation from Sawyer County Public Health.*

# ***SOCIAL AND EMOTIONAL HEALTH***

## **RE-ENTRY INTO SCHOOL:**

- *Focus on social and emotional health during the first few weeks back in regards to students and staff focusing on inclusion and reduction of anxiety and trauma.*

## **CLIMATE AND CULTURE:**

- *Work to introduce students to the new look of the schools and classrooms. The hope would be to continue our district-wide open house concept before school starts. All plans will be preapproved by Sawyer County Public Health.*

## **STAFF PREP TIME:**

- *Provide scheduled staff times for preparation for lessons and scheduled breaks. Scheduling flexibility will be the key component in this goal.*

### **HEALTH AND WELLNESS:**

- *Focus on student and staff wellness and communicate and introduce various programs to assist.*

### **COMMUNICATION:**

- *Communication between stakeholders will remain consistent and systemic.*

### **MOVEMENT BETWEEN MODELS:**

- *During the course of the school year, it may be necessary to move from one model option to another based on positive COVID-19 cases within the school and community. The preference will continue to be traditional classroom learning. If movement between models occur, additional resources will be provided to students and staff to ensure a smooth transition.*

# ***EXTRA-CURRICULAR ACTIVITIES***

## **WIAA GUIDANCE:**

- *We will continue to follow guidance from WIAA to safely hold athletic practices and events.*

## **CLUBS AND ACTIVITIES:**

- *Assuming school is able to resume in a traditional classroom learning environment, clubs and extra-curricular activities will take place with social distancing and safety measures in place.*

## **COMMUNICATION:**

- *Continue to provide accurate, factual information to all stakeholders in a systemic, consistent format.*

## **MOVEMENT BETWEEN MODELS:**

- *During the course of the school year, it may be necessary to move between one model option to another based on positive COVID-19 cases within the school and community. The preference will continue to be traditional classroom learning. Any movement between models will be based on the recommendation from Sawyer County Public Health.*

# ***SPECIAL EDUCATION***

## **ENVIRONMENTS:**

- *Access to Individualized Education Plans will be reconfigured to meet social distancing guidelines while meeting the needs of each student.*

## **CASE LOADS:**

- *Staff and schedules may be redesigned to provide access to individualized learning to meet IEP and 504 plan expectations.*

## **TRAVEL:**

- *Schedules will be redesigned to limit travel as much as possible while providing services to specific students.*

## **COMMUNICATION:**

- *Communication between stakeholders will remain consistent and systemic.*

## **MOVEMENT BETWEEN MODELS:**

- *If 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.*

# ***MOVEMENT BETWEEN MODELS***

**4K-4<sup>th</sup>**

**TRADITIONAL CLASSROOM SETTING**

**5-DAYS A WEEK**



**TRADITIONAL CLASSROOM SETTING**

**4-DAYS A WEEK**



**VIRTUAL LEARNING**

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# ***MOVEMENT BETWEEN MODELS***

**5<sup>TH</sup>-12<sup>TH</sup>**

**TRADITIONAL CLASSROOM SETTING**

**5-DAYS A WEEK**



**TRADITIONAL CLASSROOM SETTING**

**4-DAY A WEEK**



**BLENDED LEARNING**



**VIRTUAL LEARNING**

# **INSTRUCTIONAL MODEL: MOVEMENT BETWEEN MODELS**

	<b>Traditional Classroom</b>	<b>Blended Learning</b>	<b>E-Learning</b>
<b><i>Health &amp; Safety</i></b>	<ul style="list-style-type: none"> <li>• Safety precautions implemented to limit spread and exposure</li> <li>• Driven by positive COVID-19 case factors to include, possible staff exposure, student exposure, building exposure</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• To be used in the event of exposure to a positive COVID-19 case, county or state mandated closure</li> <li>• May be building specific</li> <li>• Allows for fewer instructional interruptions</li> <li>• Allows cleaning protocols to be executed</li> </ul>
<b><i>Family &amp; Community Needs</i></b>	<ul style="list-style-type: none"> <li>• Addresses community and parent child care crisis concerns</li> <li>• Reduces family burden of teaching and working from home</li> </ul>	<ul style="list-style-type: none"> <li>• Allows district flexibility to increase distancing for largest buildings while prioritizing traditional classroom learning for PK-6 students</li> <li>• Provides in-person interactions while reducing bus and building capacity on a daily basis</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipate use of this model targeted to buildings or cohorts to address COVID-19 exposure and/or outbreaks</li> <li>• Families must be prepared for short term building closures without significant notice throughout the school year</li> </ul>
<b><i>Social &amp; Emotional</i></b>	<ul style="list-style-type: none"> <li>• Offers needed human interactions in a safe environment</li> <li>• Utilize the first weeks of school to rebuild relationships and debrief experiences</li> <li>• Establishing the “new” normal</li> </ul>	<ul style="list-style-type: none"> <li>• Offers needed human interactions in a safe environment</li> <li>• Rapid identification of disengaged or struggling students</li> </ul>	<ul style="list-style-type: none"> <li>• Special attention paid to emotional health of students or staff</li> <li>• Rapid identification of disengaged or struggling students or staff</li> </ul>



# PROFESSIONAL DEVELOPMENT

	<i>Traditional Classroom</i>	<i>Blended Learning</i>	<i>E-Learning</i>
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>• <i>Defining the “new” normal in classrooms and schools</i></li> <li>• <i>Responsive classrooms</i></li> <li>• <i>Public School Works COVID-19 Training Modules</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Defining the “new” normal in classrooms and schools</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Clear expectations for staff and students</i></li> <li>• <i>Clear expectations for auxiliary staff support for student learning</i></li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• <i>Universal Curriculum</i></li> <li>• <i>Identified Learning Targets</i></li> <li>• <i>Common aligned learning targets and assessments</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Universal Curriculum</i></li> <li>• <i>Identified Learning Targets</i></li> <li>• <i>Common aligned learning targets and assessments</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Universal Curriculum</i></li> <li>• <i>Identified Learning Targets</i></li> <li>• <i>Common aligned learning targets and assessments</i></li> </ul>
<b>Social &amp; Emotional</b>	<ul style="list-style-type: none"> <li>• <i>Defining the “new” normal in classrooms and schools</i></li> <li>• <i>7 minds sets</i></li> <li>• <i>Advisory</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Defining the “new” normal in classrooms and schools</i></li> <li>• <i>7 minds sets</i></li> <li>• <i>Advisory</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Defining the “new” normal in classrooms and schools</i></li> <li>• <i>7 minds sets</i></li> <li>• <i>Advisory</i></li> </ul>

# ***NEXT STEPS***

**JULY 6<sup>TH</sup>:** PRELIMINARY SCHOOL BOARD APPROVAL

**JULY 20<sup>TH</sup>:** OFFICIAL SCHOOL BOARD APPROVAL

**AUGUST 3<sup>RD</sup>:** REOPENING STATUS UPDATE

**SEPTEMBER 1<sup>ST</sup>:** REOPENING OF SCHOOLS 2020-2021