

Justus-Tiawah School

Pandemic/Virus Response Plan

2020-2021 School Year

INTRODUCTION

In March 2020, Justus-Tiawah School (JT) closed its school buildings for in-person learning due to the outbreak of COVID-19 and related public health orders. For the remainder of the spring semester, students engaged in remote learning throughout the district. While our preferred model of instructional delivery is a traditional educational environment, we anticipate continued public health restrictions when school resumes in the fall. The purpose of the Justus-Tiawah Pandemic/Virus Response Plan outlined in this document, is to maximize in-person learning opportunities in the event that school cannot resume at full capacity due to COVID-19. Our intent is to provide in-person learning to the greatest extent possible, while also taking prudent steps to keep our students, staff, and community safe and adhering to any applicable public health orders. We also understand that some students may prefer a remote learning environment, or that a COVID-19 surge may require us to revert to remote learning for temporary periods.

I'm sure it is not surprising that our survey of stakeholders drew responses from all different vantage points. Some did not want students taking any precautions and others wanted us to follow every health precaution that could possibly be available. Some loved the distance learning while others absolutely hated it. One thing that was consistent is that parents' perception of education includes the importance of educating the whole child. Although in this unique time we are putting a greater emphasis on technology, we will continue to take pride in and strive to educate the whole child as much as possible.

What I love about our teachers, families, and community is that although they may not always agree, we trust one another and know together we have the best interest of our children.

While this document presents our best thinking to date, we also recognize (and have experienced) that much can change when it comes to managing our response to this virus. Between now and the start of school, we expect to receive even more feedback from our staff and community as we work to train and set up the protocols and procedures necessary to ensure public health for our in-person learning model. We should expect changes in the way the virus is affecting our community, state, and nation. We will need to be flexible and adaptable, shifting our approach as conditions change. I understand that there is likely no plan or model that will make everyone happy. Opinions and perspectives on if and how school should open vary greatly in our community. In this Restart Plan, we have attempted to provide quality

in-person and remote/online learning options and allow our families to decide what is best for them, and to do so in a way that mitigates the risks while maximizing the potential rewards.

The idea is to have three levels of precautions that represent the following:

- In-Person- New normal school
 - Be aware of social distancing (preferably 6ft.)
 - Require masks in high traffic areas and possibly classrooms based on distancing
 - Class sizes will be normal
 - Students may eat in classroom, cafeteria, or assigned location
 - Instruction is given in person while practicing virtual learning
- Hybrid- High Alert (Most likely may be used when transitioning from distance learning)
 - Highly aware of social distancing requiring 6ft.
 - Require masks in high traffic areas and most of the time in classrooms
 - Students schedule in-person is abbreviated to better allow for social distancing
 - Grab and Go meal style only eaten in classroom
 - Instruction is given through in-person and hybrid learning
- Virtual- Distance Learning
 - Student Instruction is given remotely
 - Grab and Go meals for families will be offered

This initial Pandemic/Virus Response Plan is based on the following public health recommendations (subject to change):

- Public Health:
 - All persons will be required to maintain 6 feet social distancing
 - Staff and student face coverings strongly recommended
 - Symptom screening expectations
 - Hand-washing and hygiene protocols
 - Group gathering limitations
 - Short-term school closures will be required by suspected and confirmed COVID-19 cases
 - Additional cleaning protocols will be required
- Educating Students:
 - Remote learning options will be available for all students
 - Hybrid learning (a mixture of in-person and remote learning) will be optional for all students

The Restart Model consists of nine sections:

1. Public Health
2. Academics
3. Student Services

4. Operations
5. Workforce Management
6. Technology
7. Communications
8. Special Education
9. School Management

1. Public Health

OVERVIEW

Justus-Tiawah Schools (JT) will collaborate with Rogers County Health Department to ensure a safe and healthy learning environment for our students and staff. Regardless of the in-person learning model, any person entering Justus-Tiawah Schools property will be required to follow all public health regulations. Below is an explanation of the health regulations we anticipate based upon current information:

KEY POINTS

1.1 Group Gatherings and Social Distancing Requirements

- Today there are state and local public health orders limiting the size of group gatherings and 6 feet social distancing expectations. We believe similar orders will exist when the fall semester begins.
- Consequently, JT will limit the use of large group gathering areas where social distancing cannot be achieved.
 - An area is considered any room or wherever instruction takes place including outside space. Includes large areas - gymnasiums, cafeterias, hallways.
- Social Distancing Requirements
 - The state epidemiologist says 6 feet social distancing would be optimal, but we hope for 3 feet. Although difficult at school, we will work toward this.
 - Avoid mass gatherings in large groups such as assemblies, cafeterias, field trips, staff meetings.
 - Maintain social distancing on buses.
 - Maintain social distancing outside - includes recess. Playground equipment and sharing of playground equipment limitations will be considered.

1.2 Number of Students and Staff Requirements

- Group gathering limitations and social distancing forces Justus-Tiawah Schools to afford enough space per person in our buildings. To meet these needs and depending on community spread, we may need to reduce building capacity.

- To lower building capacity and preserve space for students and staff, visitors will be limited.
- To the extent possible, Justus-Tiawah Schools intends to keep the same student cohorts together.

1.2 Building Traffic Guidelines and Symptom Screening (two scenarios)

We are making efforts to have efficient temperature check devices to efficiently screen students at each of our buildings by the time school starts. However, these may not be available in time. Because of this, we will have one of two scenarios:

- Student Screening: We are making efforts to have efficient temperature check devices at each of our buildings by the time school starts. We will have one of two scenarios:
 - At home screening: All parents will be asked to ensure their child/children are free of COVID-19 Symptoms before sending them to school each day and sign off on a log that this has been performed
 - Symptoms include:
 - Fever, greater than 100 degrees F.
 - Chills or repeated shaking with chills
 - Constant cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Persistent headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
 - Known close contact with a person who is lab confirmed to have COVID-19 if exposure to the active confirmed case occurred within the last 14 days.
 - Upon building entry, a screening process will take place
 - Students temperature will be checked
 - Teachers will monitor for symptoms
 - Students who arrive at school with any of the known symptoms listed above and informs the school they will keep their child home as an excused absence, will be allowed to send their child back to school once the symptoms are no longer present, except for in the case of a fever. Children who become feverish should remain home until they are fever free for 24 hours.
 - A parent that contacts the school in regards to their child that is experiencing any of the known symptoms, but has a doctor's note that they are being treated for the cause of the symptoms and are not contagious, will be allowed to send their child to school.

- Staff will take their temperature before leaving home or as soon as they arrive and log it at the office.
- The district will restrict all traffic inside the school buildings to the greatest extent possible. Parents are encouraged to conduct all school business via phone, text, or email. Visitors will be screened upon entering building with a temperature check along with a series of symptom screening questions. All visitors to the school will be required to remain in the office or other designated area away from student populations.
- There may be multiple entry points with staggered times for students to enter the building. School staff will be trained and provided protocols in August on how to screen students.
- Staff may be screened for international or out of state travel. May require quarantine for 14 days depending on guidance from local health officials.
- Visual cues such as floor decals, colored tape, or signs to indicate to students and staff the flow and direction of one-way traffic. Additional cues may be to indicate 6 feet intervals when standing in a line.
- Furniture will be arranged to support social distancing practices.
 - Schools will control the flow of traffic into and out of the building to ensure that maximum capacity plans are adjusted and managed at each entry and exit point.
 - Student desks will be facing one direction. We are working on obtaining student barriers for those classes that have tables.

1.3 Personal Protective Equipment (PPE) and Hygiene Measures

- Face covering (nose and mouth) will be required in hallways and high traffic areas (ie. library, cafeteria line, etc.)
- Face coverings (nose and mouth) will be strongly encouraged all other times but will be at the discretion of teachers, distance in classroom, and teachers communication with parents.
- Gloves are required for Child Nutrition (CN) workers at all times and other staff whenever cleaning or sanitizing an item or surface.
- Personal Protective Equipment (PPE) including face coverings (back-ups to personal face coverings), hand sanitizer, thermometers, and gloves will be provided on a continual basis throughout the school year, beginning in August.
- Additional PPE and accommodations (e.g. plexiglass, sneeze guards) will be allowed for staff and students who are in a higher health risk category. Parents may purchase on their own and provide this for the classroom.
- Students will need to bring a clean, non-breakable water bottle to school each day. Drinking fountains will be closed other than the water fill stations.
- Additional signage on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures including face coverings will be on display in buildings.

- Consistent scheduled times and procedures will be established throughout the day for hand hygiene, promoting hand washing.
- All staff and students will be required to stay home when experiencing COVID-19 symptoms.

1.4 Suspected/Confirmed COVID-19 Cases - School Decision Tree

1. If a student or staff member becomes infected and tests positive for COVID-19, that person will be isolated at home until cleared by a Medical Doctor or has completely recovered and will be allowed to return after a 10 day period.
2. After being informed of a COVID-19 positive student or staff member that has been on campus, an effort will be made to identify and close areas of the school building where the individual spent more than 30 minutes. After a minimum 24 hour period, school staff will disinfect the area with approved cleaners in accordance with CDC and Health Department Guidelines
3. The district will contact our local county health department and report the case.
4. Any student or staff member who had close contact with a person who is lab confirmed to have COVID-19 will be required to quarantine at home for 14 days.
5. If school building or classrooms are forced to close and move to distance learning, teachers will be allowed, with caution, to go to their classrooms, if not contaminated, and perform instructional activities to support the distance learning program. Teachers will also be allowed to work remotely.
 - Symptomatic staff and students in the building will need to go to an established isolated room until they can safely leave the building (South Campus-Conference Room, North Campus- Extra Elementary Office).
 - Coordination with Rogers County Health Department (RCHD) regarding suspected and confirmed cases.
 - RCHD will assist Justus-Tiawah Schools leadership team to determine a course of action for the district on a case-by-case basis.
 - RCHD may indicate this may include the dismissal of students and most staff for a short-term period.
 - We will be working with the Roger's County Heath Department and other area districts to put together a decision matrix based upon community spread vs. local school cases.

1.5 Transmission Mitigation and Cleaning Procedures

1. District
 - All vendors doing business inside the school will be required to complete sign-in, sign-out sheets and agree to temperature check and screening. Vendors will also be required to wear PPE when around students and staff members.
 - The district will provide and maintain hand sanitizer stations in all buildings.

- The district will close public water fountains, and provide water bottle fill stations around the district.
- The district will regularly maintain and disinfect all high traffic areas such as halls, bathrooms, gym, cafeteria, etc.
- The district will provide a mask and shield for all staff.
- The district will provide thermometers to help monitor student health.
- The district will disinfect all buses after each route.
- The district will ensure all bus routes are run with the windows down, creating as much air circulation as possible to help reduce any potential exposure.
- The district will encourage teachers to consider increasing the circulation of outdoor air as much as possible by opening windows and/or doors as long as it does not pose a safety or health risk to other students.

2. Teachers

- Teachers will remove furniture and items that are not easily sanitized from inside the classroom.
- Teacher will remove all personal furniture and items that are not essential to the classroom.
- Teacher will position essential classroom furniture and items in a strategic manner, creating the most possible distance between student's desks.
- Teachers will teach all students good hygiene habits as recommended by the CDC.
- Teachers will frequently sanitize all high traffic areas such as door handles, counters, small group tables and classroom items.
- Teachers will continually monitor student health. They will notify administration if a student begins to display any known symptoms of the COVID-19 virus.
- Teachers will be provided PPE and will be asked to utilize as they see fit. The wearing of gloves, masks, and shields will not be mandatory unless in common areas required by the district or unless compelled so or required by Government officials.
- The majority of Professional Development will be done in small groups or remotely to prevent possible large scale transmission of the virus to school staff.
- Other than Pre-Kindergarten, in-person open-house will be canceled. Instead, teachers will create an overview of their class to preview, and teachers will contact parents to inform them of back to school procedures.
- To the extent possible, students and staff will limit the sharing of all supplies, utensils, devices, toys, books, and learning aids.

2. Academics

OVERVIEW

Justus-Tiawah Schools has embraced an educational model focused on deeper learning by stressing focus skills. We believe this model best facilitates students' mastery of Oklahoma Academic Standards and the social emotional program. No matter what limitations may be imposed on our instruction by public health guidelines, this model will remain in place for teaching and learning during the 2020-21 school year. School staff will be expected to support in-person learning to the greatest extent possible and support remote learning when necessary. By offering in-person and remote learning for our students, Justus-Tiawah Schools continues to focus on strong relationships and instruction for our students—our primary roles in the community. Hybrid learning, a combination of in-person and remote learning, will not re-create the traditional classroom experience and will likely look quite different. Therefore, tools and systems will be in place to support teachers and staff across the district to meet the needs of all students. Remote learning can occur *asynchronously* and *synchronously*. **Asynchronous learning** is when instruction and learning do not happen at the same time for all learners. The teacher provides learning resources and tasks in Google Classroom, Schoology, and/or Seesaw. Students access learning at a time that works for them and their family. **Synchronous learning** is an approach where teachers and students are engaged online in learning at the same time. The teacher provides learning resources and tasks through video-conferencing enabled through Google Classroom and/or Seesaw during a specific time. During hybrid learning, the in-person learning opportunities will look and be different. When students come to school, they will receive instruction that is most effectively delivered in an in-person environment while still accessing online resources through Google Classroom or Seesaw. In-person time with students will include focused instruction that is directly connected to student needs and the expertise of professional educators. Some examples include: small group instruction(literacy, math, language development), hands on application of learning, and teacher-led assessments.

Key Point 1 - The district and schools will partner with our students and families to support students' learning when returning to school in the fall.

- Justus-Tiawah Schools will provide a roadmap for the district curriculum with monthly learning topics so students and families can better understand academic expectations and ways to support student success.
- Ongoing communication will be provided to support families in the learning process including additional instructional resources to help make hybrid learning successful for students at home.
- Beginning in September in-person students will have a virtual day at home on Fridays.
- Technology tips and troubleshooting guides will be available to help students and parents navigate online instructional tools, such as Google Classroom, Clever, Odysseywar, Edgenuity, etc.
- We will provide models of consistent learning experiences across classrooms and schools, such as the time spent in teacher instruction and independent student work time.

Key Point 2 - We will support educators' fall planning and instructional needs with professional learning, resources and supports to:

- Develop plans to help students start the school year with strong relationships, routines, and expectations necessary for success in hybrid learning environments and sustain those relationships and learning throughout the school year.
- Create flexible learning expectations and timelines to utilize multiple ways for students to share their learning through assignments, tasks, and projects.
- Gain a deeper understanding of the grade level curriculum and resources with a focus on prioritized 2020 Oklahoma Academic Standards to ensure critical learning happens.
- Review and provide meaningful feedback on student work to adjust instruction and set learning goals with students.
- Meet individual student needs through differentiated learning focused on prioritized 2020 Oklahoma Academic Standards and a whole child social/emotional program.
- Adapt an instructional approach to balanced assessment practices that facilitate hybrid learning and provide data to inform next steps in learning.
- Support delivery of academic content, assessment, and student reflection through the appropriate and flexible use of a variety of instructional digital platforms to support student learning.
- Identify anticipated student learning gaps and strategies to close them through ongoing staff training and resources.
- Prioritize foundational literacy and math skills, Reading Sufficiency Act compliance to catch-up struggling readers, and the best developmental instructional practices in a hybrid learning environment for elementary grades pre-kindergarten through 5th grade.
- Support student learning interests and needs to ensure career and college readiness for jr. high levels aligned to Oklahoma's graduation requirements.

Key Point 3 - We will support our educators to meet student needs in all learning environments. Professional learning opportunities will provide time and resources for educators to build relationships, plan, and teach in a hybrid environment. In this setting, educators will be offered:

- Ongoing professional learning on tools to meet the needs of students in a all environments.
- Support for remote team meetings where teachers collaborate to make sure students are meeting academic standards and adjusting plans to meet student needs.
- Specific examples of high quality instruction to engage students in remote learning.
- Individualized support for educators.

3. Social Emotional Learning

OVERVIEW

Justus-Tiawah will provide ongoing mental health resources to families and community members either from school or through the website. In either a hybrid or remote environment,

JT will provide the faculty and staff with the protocols and training necessary to support the mental health needs of students.

KEY POINTS

3.1 Crisis Response

- An emphasis will be placed on training all staff on recognizing signs of depression and anxiety.
- Staff will receive training in mandatory reporting and recognizing signs of distress in remote learning environments.

3.2 Social Emotional Learning Plan

- We are working on a plan that will support both in-person and remote learners by meeting their social-emotional needs and delivering a social-emotional learning curriculum.

3.4 Counseling Services

- The school will work with outside counselors and families to determine when their services will be provided in-person or remotely. Caseloads will be considered (by alphabet, by grade, etc.) when making these decisions.

3.5 Culture and Climate

- Recognizing the need to assess the status of students' social-emotional health as they return to school, we are working on protocols that can be used to inform levels of support for students.

4. Operations

OVERVIEW

Justus-Tiawah Schools understands the need to be flexible and respond to the educational model that maximizes in-person instruction and complies with local health orders.

Transportation, food service, and operational functions will support students and staff.

Operations and support groups include the following: 1. Athletics / Activities 2. Food and Nutrition 3. Student transportation

KEY POINTS

The implementation of a service model may be adjusted or modified dependent upon the needs of students for access to district facilities and services. The guidelines followed are designed to maintain safe environments and health practices for Justus-Tiawah Schools staff, students, and community members.

4.1 Athletics/Band/Activities: Justus-Tiawah Schools will continue to promote and support student participation in athletic, Band, and activity programs to the extent permitted in the fall. Justus-Tiawah Schools has maintained excellence in the extracurricular programs afforded to the students and will facilitate whatever is necessary to continue.

- Adherence to the Oklahoma Secondary Schools Athletics Association (OSSAA) parameters for sports and activities programs.
- Precautionary plans will be developed for band during the school year.
- Because of restrictions on our doctors, students will be asked to obtain an athletic physical at their primary care physician, Urgent Care, etc. We are working on obtaining a provider at a reduced cost. Information will be provided in the near future.
- We are working on our plans to roll out athletics in the most appropriate manner. Information for parents will be provided soon.

4.2 Food And Nutrition Services: Justus-Tiawah Schools will continue to provide meal service to students to the extent possible given on-site and remote learning environments. Therefore, the meal service program may be a combination of in-school serving and a “grab & go” program similar to the one implemented in spring/summer of 2020. However, recent guidance for the 2020-2021 school year may only allow a parent to pick-up a grab and go meal for only children enrolled in the district.

- Remote and on-site attendance dictates the serving model(s) used
- Health and safety standard protocols by staff and serving support
- Continued compliance with Federal requirements for meals served
- Cleaning and disinfecting of facilities aligned with CDC cleaning/disinfecting School Guidance

4.3 Transportation: Justus-Tiawah School supports students by providing safe and timely transport services for eligible riders attending on-site programs.

- All bus riders will be required to wear a mask.
- Families will be asked to sit together.
- Capacities of the transport service will follow public health guidelines:
 - Number of students permitted to ride at any time
 - Symptom screening protocol enforced for all bus riders
 - Cleaning and disinfecting protocols following student pick up and drop offs
- Scheduling will be dependent on ridership and capacities (Still Planning)
 - It may be possible that neighborhoods will have a single pickup location to timely allow for buses routes to be split in half (pick-up fewer students, drop off at school, and return to other neighborhoods/area to be dropped at school)

5. Workforce Management

OVERVIEW

The Justus-Tiawah Schools workforce is large and varied, delivering direct and indirect service to critical components of education. During planning and implementation of workforce management initiatives, attention will be given to two primary needs: 1.) delivering all services related to education and operations 2.) supporting our staff with their personal needs related to their work and safety and personal health. Each model of educational delivery - traditional, hybrid (in-person and remote combination) will pose challenges, and the workforce management plan and implementation will follow the structures below.

KEY POINTS

5.1 Educator Work Schedules

Justus-Tiawah Schools will provide flexibility for educators in balance with a.) the needs of delivering education to each of our students, and b.) their personal needs. This may look like a full-time schedule in the in-person or a full-time schedule in the remote-only environment. With school-level planning of schedules at the center, Human Resources will support the needs of the school and educator by creating categories of schedule styles including: in-person, full-remote, and others as needed. In addition, the District will be prepared, if necessary, to transition from an in-person to a full-remote environment depending on public health conditions. Though all laws will be followed to make certain educators understand the expectations of the new and fluid work environment. Educator schedules will be built primarily within the standard school day, but modified in collaboration with school administrators to meet the needs of students/families and the educator's needs. In addition, the district will monitor any adjustments or waivers to content qualification requirements and apply any flexibility as appropriate to student learning environments. In the event of a change in the school or district schedule, we will make every effort to make the necessary shift in schedules and locations as quickly and thoughtfully as possible to cause the least disruption to the education of our students.

5.2 Educator Staffing and Leaves

The District will provide staffing-level considerations to meet the needs of students, specifically, we will develop protocols to provide supervision to 7th/8th grade students learning in onsite/hybrid models. As staffing plans develop in step with student attendance choices and educator personal needs (such as quarantine, isolation requirements), the District will develop staffing mechanisms to meet the needs of educators, when reasonably possible, with the intent of allowing educator work location preference (onsite versus offsite) to be honored in as many circumstances as possible. All legally required leaves will be available, communicated, and honored. Should there be COVID absences beyond the allotted days allowed for the year, the superintendent and board of education will decide these on a case-by-case basis.

5.3 Operations and Administration Staffing Flexibility and Leaves

Administrators will maintain flexibility in their own work to support staff, as needed, with the goal of building networks of support for students and staff. Maintaining full employment for staff is an important value to our district. As much as possible the district will make efforts to create functional "combination jobs" - that allow our full-time employees to continue full-time work

during the modified learning and work periods. This means performing functions outside of a primary job - such as a bus driver assisting with on-campus activities such as meal delivery or minor maintenance, or, a paraprofessional assisting with food service or other necessary tasks. Balance and fairness are paramount in determining onsite versus offsite work arrangements, as is the health and safety of staff as a whole.

5.4 Guest Teachers

The district anticipates a need for guest teachers - long-term assignments (non-contract, 20+ days per assignment), and daily assignments. These will likely occur both in the hybrid and remote models. Therefore, the District will prepare a guest teacher training curriculum for remote model support, and target offerings at a soon to be determined time. These trainings will include new responsibilities and approaches, technology, onsite safety, and other appropriate topics.

6. Technology

OVERVIEW

During the Fall of 2020, Justus-Tiawah will prioritize:

- Ensuring that all students and staff have access to a working device (Chromebook, touchpad, etc) for working remotely;
- Collaborating with families to ensure all students and staff have reliable internet access to complete their work remotely;
- Supporting Justus-Tiawah students and their families, and our staff as they utilize our core digital learning platforms (Clever, Odysseyware, Edgenuity, Boardworks, etc.) and existing platforms (Google-Classroom, Zoom, etc.);
- Modifying existing tools and applications to meet the needs of remote and hybrid environments;
- Optimizing efficiencies and minimizing changes that will impact our existing platforms, tools, and applications to provide stability across our system for all end users;
- Introducing new platforms and applications in a way that continues to offer flexibility, but also moves toward a model of **standardization** to provide more robust support for an overall portfolio of systems that are secure, stable, and effective.

6.1 Business Engagement:

Project requirements and scoping Project requirements focus on a primarily remote environment to be able to transition back and forth from an in-person to a remote environment. Multiple requirements and dependencies to coordinate in-person and remote environments.

6.2 Business Tech Support

Implementing changes related to optional insurance fees related to checked out devices. Support for technical issues on student devices. Working with students and their

parents/guardians to trouble-shoot. Utilize additional layers of support in school staff, Ex. Librarians, teacher assistants.

6.3 Data Management

Working with new platforms to set up instructors, students, and classes so they are registered to participate.

6.4 Infrastructure

Work for planned upgrades and replacements (drops, switches, etc.).

6.5 Integration, Data & Enterprise Application Services

Password resets and additional steps needed to reset passwords such as staff and students taking their device to a JT facility parking lot to connect their computer to the JT WiFi network. Password resets can be done while staff and students are in the buildings or remotely.

7. Communications

OVERVIEW

Although we do not have a dedicated communications position, Justus-Tiawah aims to inform, engage, and inspire all stakeholders and the community, no matter the environment. Whether functioning in a traditional school model or implementing remote learning, the district staff will continue to keep it's employees, families and students, and the extended JT community informed about the work of the district. Considering the changing dynamics of the 2020-21 school year and the district's intention to potentially deliver alternative learning modes simultaneously, we anticipate an increased complexity in our communications efforts. These complexities will also be triggered by potential fluctuations in status of schools (open or closed in response to virus outbreaks), changing health advisories, operational or central system modifications, increased needs to generate additional resources, national or local government actions, and multi-layered crisis situations. To succeed we must remain agile, flexible, creative, and responsive. Justus-Tiawah Schools anticipates the need to deploy unique communications tactics to cater to multiple audiences and fluctuating conditions simultaneously. We will make every effort to provide clear and consistent communication.

Functional differences created by supporting two learning models simultaneously include, but are not limited to:

- In the hybrid state, delivery of relevant information to in-person students, families, and staff, as well as those remaining in the remote environment.
- Remote vs. Hybrid crisis communications - occupied buildings require standard crisis response protocol and additional supports related to COVID-19 health and safety management.

- Implementation of a school status (open-closed) alert mechanism or dashboard.
- Online and other supports and resources driven by school status or learning mode.
- Messaging to build community confidence that robust learning and rigor continues regardless of learning mode.
- Increased real-time communications at school level for enrolled students and families.

The importance of timely communications to all stakeholders cannot be overstated. Complexity notwithstanding, in order to serve the information needs of JT's entire community, we will utilize a variety of real-time delivery mechanisms for information.

KEY POINTS

7.0 External Communications: External communication will be situationally responsive. Major announcements and day-to-day messaging for the community (families, students, employees, community members, media, and others) will include emails, newsletters, phone and text messaging, websites, media engagement and news coverage, social media, and video.

- External Website - We are going to make an effort to make our website more user friendly so stakeholders can access more timely information with fewer clicks
- "Community Update" - A regularly scheduled E-newsletter which provides critical updates and information for all stakeholders. Specific information for each learning mode will be highlighted as needed.
- Media Response - Reactive and proactive activity with local media such as the Claremore Progress to provide timely and accurate responses to media inquiries. Produce and promote stories about our school, student achievement, and district activities.
- Videos - Parents tended to enjoy the updates, daily routine, etc. while we were distance learning. Producing such videos regardless of learning mode may be beneficial
- Social Media - Maximize the use of our Facebook (school, PTO, and Parent which parent Rhonda Henderson so wonderfully manages) channels available to provide content that encourages interaction and participation with external audiences. A key tool to engage students and staff to share learning experiences with a wider audience.
- Voice, Text, and Live Feed - We provide important updates utilizing the Thrillshare broadcast platform. With the potential for fluctuating schedules and plans in the hybrid model, these immediate contact tools become increasingly important.

8. Special Education

OVERVIEW

Our Special Education team is committed to providing free and appropriate educational opportunities for students with disabilities, to the greatest extent possible in alignment with

public health guidelines. Collaboration with families has always been an integral part of the special education process and continues to be essential during this time. To address the unique needs of students with disabilities, special education providers will continue to work with families to collaboratively identify the most essential services for each student that can be provided both directly and indirectly in remote and in-person learning environments. Service plans will be adjusted as needed for the circumstances of the learning environment. We recognize that each student will have an individual plan based on the learning model selected by the district. When this happens, we will be working diligently to set detailed plans for the delivery of special education services.

KEY POINTS

8.1 Educator Support and Paraeducator/Paraprofessional Support

The Special Education Team will carry on with creating avenues for learning and sharing new approaches. This will include professional learning sessions, online resources, working with current contractors for supplemental curriculum resources, and virtual collaboration platforms that support educators and paraeducators/paraprofessionals in setting the stage for this future learning.

8.2 Individualized Education Program (IEP) Meetings

Justus-Tiawah Schools is committed to providing families an opportunity to have meaningful participation in the special education process. Whether in-person or an alternative format, such as videoconferencing or by phone, Special Education teams will partner with families to determine the most practical format to conduct IEP meetings.

8.3 Delivery of Special Education and Related Services

General education, special education, related services providers and families will discuss students' individual needs and agree to a prioritized set of services that provide access to curriculum and enable progress toward IEP goals. In a hybrid setting, families and staff will discuss and agree to a set of prioritized services to be delivered in-person, when possible. Other services will continue remotely as specified in the IEP as much as possible. Services for students with specific health or support needs will be addressed in collaboration with families on an individual basis.

8.4 Progress Monitoring and Reporting

The Special Education team will work to have in place consistent data collection and service log procedures for use across hybrid and remote learning environments. Collecting data and tracking the provision of services will assist educators and families in determining the effectiveness of instruction provided, student performance on IEP goals/objectives, and assist IEP teams in making any necessary adjustments to instruction. Periodic reports on the progress the child is making toward meeting the annual goals will continue to be provided.

8.5 Accommodations and Modifications

Accommodations and modifications can be provided regardless of the educational setting. General and special education teachers will continue to collaborate in determining the appropriateness and success of a student's unique accommodations and modifications documented. The IEP team, (general education teachers, special education, related services providers, and families), will work collaboratively to identify alternative solutions if it believes an accommodation or modification is not appropriate or successful in a particular setting.

8.6 Confidentiality and Student Privacy

Special Education and Related Service Providers use digital platforms approved by the district for secure access. Families may provide consent to participate in teletherapy sessions with providers when remote services are required. Families or other household members may observe or otherwise participate in distance learning opportunities. As with an in-person observation in a classroom, educators may set ground rules regarding non-students' presence during virtual instruction.

9. School Management

OVERVIEW

The administration's role, among other things as you witness, involves the management of all school operations, from creating a safe learning environment to managing the school budget. It is our intent to begin the school year in-person. However, if a traditional return to school is not possible by August due to social distancing limitations, the most recent public health guidelines will determine whether schools begin the school year in a remote or hybrid learning environment. The information below has been organized around three possible scenarios for school restart: traditional/onsite learning environment, virtual/distance learning environment, and hybrid learning environment.

KEY POINTS

Expectations for teaching and learning look different in remote and hybrid learning environments. Teachers adapt expectations to meet student needs and may provide more independent learning experiences to support student application and transfer of skills or concepts. Remote learning provides an opportunity for students and teachers to remain connected and engaged with the content while working from their homes. Because we will be using the same program as our full virtual to transition to virtual learning the pace and scope should be somewhat similar. Because of this, transitioning to remote learning can keep students on track until they return to in-person learning environments. Opportunities for remote learning are typically linked to emergency situations that pose a threat to student and staff safety. In a hybrid learning environment, students attend school in-person and engage either in-person or remotely depending on the age and situation. At school, desks or seating arrangements are spaced apart and smaller teacher to student ratios are implemented to

adhere to social-distancing limits. Symptom screening checks clear each person's entrance into the school building. Visitors are limited during the school day in order to preserve the safest learning environment possible for staff and students. While a hybrid model presents challenges, providing students opportunities for in-person interaction for academic and social-emotional well-being is a priority.

9.1 School Day Structures and Weekly Meeting Patterns

Given the guidelines and constraints of social distancing and best practices to mitigate the spread of COVID-19, we are developing new practices and models of structuring the student school day while trying to keep things as normal as possible. Plans are developed under specific assumptions, primarily the desire to provide in-person learning opportunities to the greatest extent possible while adhering to public health guidelines. The virtual days give us the opportunity to practice should we have to shift to distance learning for any period of time and provides time for teachers to plan and deliver instruction to students remotely and in-person at the same time. This will also allow us to thoroughly disinfect all areas. We know presents unique challenges for principals, teachers, support staff, and families. Plans are in development with consideration for the type of training and support staff and families will need to be successful. To the extent possible, in-person learning for students will be maximized. However, limitations based on standing public health guidelines will also be applicable to our school and will determine the model of in-person vs. remote learning. The intent is to work with the Rogers County Health Department and area school district to develop a matrix which outlines steps with relation to the extent of community spread vs. local school cases.

9.2 Child Care

As a school district, we recognize that many community members rely on us to educate and supervise children while they are at work. While public health and social-distancing guidelines currently limit our functional use of space, we are working to still provide this need for our families. Luckily, based upon our survey, very few families would not have someone to help during distance learning situations. Determination of availability will be made based on public health guidelines. These guidelines will include the potential of limited capacity of school buildings, reduced ratios, and the need to clean and disinfect spaces before and after school sessions. Communication to families regarding availability will occur as soon as possible.

9.3 Onsite Procedural Guidance: Student Movement (arrive, during session, depart) Arrival, dismissal, and recess will take place on staggered schedules and through specific guidelines to promote social distancing. Students will go directly to their classes when they arrive and will not leave class until their ride is there to take them. PK-4th grade will make every effort to stay around the same classroom cohort. There is potential 5th-8th grade students to transition between classes, while interacting with limited cohorts of classmates. Teachers may also rotate classrooms to limit the number of contacts with cohorts. Childrens' developmental levels are considered when planning for new routines and procedures. Opportunities to familiarize students with these protocols will be offered prior to school starting.

9.5 Fiscal and School Accountability Compliance Guidance from the Oklahoma State Department of Education (OSDE) for the 2020-21 school year.

We continue to work to understand the state expectations for this school year. They continue to roll out guidance. The OSDE recognizes that the COVID-19 situation is continuously evolving, and accordingly, guidance may change if the context changes (e.g. if the state or select communities are under more or less stringent public health orders).

9.5.1 Registration/Enrollment/Transfers

Current district policies for registration, enrollment, and administrative transfers still apply in both in-person and virtual learning environments.

9.5.2 Attendance

Student attendance reporting will be used for OSDE compliance reporting, Rogers County Public Health reporting, truancy, accountability, and media requests.

- This will include reporting on students who are absent due to COVID-19 symptoms or quarantine.
- Attendance will be reported for traditional start, remote learning, and hybrid learning models.

CONCLUSION

We all take comfort in a plan, but the reality is that we do not know what is coming. However, no matter what comes our way, I know for certain our JT Family has what it takes to get through it.