



2020-21 School Year
Task Force Report to the Board of Education
Under Construction/Living Document - Originated July 20, 2020

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Introduction

The purpose of the *Wildcat Roadmap* to Reentry document is to: Develop a PK-12 organizational structure for the school year 2020-2021 to include contingency plans for an abnormal September 1 start (as well as possible intermittent pandemic interruptions mid-year 2020-21). The Roadmap is intended to become a playbook of set actions and future considerations to allow our district to respond to any school interruptions (due to covid), in a nimble, flexible, and equitable manner, while supporting the social-emotional and academic learning needs of ALL our students and their families.

We appreciate the significance of serving you and your children during this time of great change in our society and education system. We intend to reflect our community values in our decision-making process.

Guiding Principles

- **Safety**--Implement proactive mitigation strategies to keep students and staff as physically and emotionally safe as possible regardless of the specific learning environment.
- **Equity**--Meet the diverse needs of all students by actively researching and providing the resources students need to succeed.
- **Communication**--Develop a multifaceted plan to communicate decisions, plans, learning environment transitions, and other important information to students, families, and staff.
- **Alignment**--Adhere to the district's mission, vision, and policies.
- **Flexibility**--Prepare for short and long term shifts, adjustments, and changes throughout the year.

Learning Environments

- **IN-PERSON LEARNING**

Elementary and/or secondary schools will operate using the strategies below to establish the new normal for the 2020-21 school year. In-person learning means all students who have the desire to attend will attend school. Students will have a separate and independent virtual/e-school option if they choose not to attend in-person learning.

- Potential Scheduling Adjustment: The district is considering having secondary buildings (MMS, RFHS, and REN) move to the distance learning environment on Wednesdays to accommodate cleaning at all buildings. This will allow for cleaning during the day at the secondary schools and in the evening at elementary schools on Wednesdays.
- Rationale for in person learning→in person learning with 'new normal' operations provides the best chance to meet the academic, social, and emotional needs of

students, support families by providing a safe place for their child, and still provide an option for learning via a 100% virtual/e-school.

- **AT HOME/DISTANCE LEARNING**

- Students will receive instruction from their assigned teacher(s) while at-home. Teachers will use a combination of digital, synchronous, and asynchronous instructional methods. This is the model that was implemented on an emergency basis from March-June, 2020.
- ***Lessons Learned from Spring 2020:*** The impact of the school closures on student achievement and well-being has been studied by various organizations around the world. Five key areas of learning have been identified for targeted improvement moving forward if/when we employ at-home/distance learning:
 - **Instructional Model**
 - Consistent implementation of instructional schedule is needed to promote equity.
 - More synchronous student learning (live, interactive learning) is preferred. Increased access to live teaching experiences is needed to reduce the family burden and to support student learning.
 - Increased social emotional learning (SEL) opportunities are needed in a virtual environment.
 - **Equity Concerns**
 - Technology and connectivity must be provided by the district to ensure that all students can participate equitably in online learning.
 - Plans must account for the disproportionate health and economic impact of COVID-19 on certain communities, including how this affects students' ability to equitably participate in online learning, potentially widening achievement gaps.
 - **Communication**
 - Opportunities for two-way conversations with all stakeholders is vitally important when generating plans and monitoring implementation.
 - Frequent and consistent messaging from the school is needed, with safeguards to ensure communication reaches all families.
 - Verbal interpretations and written translations must be available for all families who require them.
 - **Professional Development**
 - Staff need dedicated time to plan and work in collaborative teams.
 - Ongoing professional development is needed to strengthen virtual teaching strategies.
 - Digital citizenship concepts and skills should be integrated into lessons.
 - **Inclusion of "specials" classes in elementary schools and electives in middle school is needed to support the whole child.**
 - **Grading Policies**
 - Policies should align to in person grading expectations

- Rationale for at-home/distance learning→an improved at home/distance learning environment allows students to continue their learning if conditions are not safe for in-person or hybrid learning.

- **HYBRID LEARNING**

There are many and varied options for hybrid learning plans. Below are three of our most up-to-date options:

HYBRID “A”‘ELEMENTARY IN ALL BUILDINGS’:

- To support rigorous physical distancing expectations, grades 7-12 would be at-home/distance learning every day. In other words, elementary students will learn in-person and secondary students will learn in an at-home/distance learning environment.
- In hybrid learning environment A, K-2 students will in-person learn in their home elementary school and grades 3-6 will in-person learn at the RFHS.
- Rationale for hybrid learning environment A→allows for youngest learners to have a consistent in person learning experience.

HYBRID “B”: ‘COHORT LEARNING’

- To support social distancing and cohort grouping expectations, grades 7-12 will move to a cohort assigned model of learning. With this model, middle and high school classrooms would be divided into two groups (A and B). Students in group A would in-person learn on Monday/Tuesday. Students in group B would in-person learn on Thursday/Friday. Students would at/home distance learn on the days they are not reporting to school for in-person learning. All 7-12 grade students would distance learn on Wednesdays as we clean all buildings.
- Grades PK - 6 would attend school Monday - Friday. Deep clean buildings Wednesday evenings. Classroom cohorts remain in place for learning, eating, and playing. Unlike grades 7-12, the PK-6 students stay with their “pod” throughout the day.
- Rationale for hybrid learning environment B→allows for in-person learning while adhering to social distancing expectations. Six feet distancing rule becomes more manageable in grades 7-12.

HYBRID “C”: ‘Thanksgiving Break’ option

- Grades PK-12 attend in-school September - Thanksgiving Break and then everyone stays at-home/distance learning until January 4. Students remain engaged in at-home/distance learning with their classroom teacher for the 17-day break in order to create some mitigation advantages).

Operations

- **Changes to Physical Spaces**

- Plexiglass barriers in main offices and other high traffic public areas
- [Safety Signage](#): Signs posted in highly visible locations (school entrances, restrooms) to promote everyday protective measures and to describe how to stop the spread of germs.
- Promotion of social distancing by controlling foot traffic flow at entrances, exits, and other high use areas.
- Drinking fountain use restricted to bottle filling stations only
- No touch hand sanitizer wall dispensers added throughout each building.
- Isolation Rooms in all buildings
 - A separate room will be staffed to assist/monitor students with COVID-19 symptoms while waiting for parents to pick up.
 - The original health office will be available for injuries, routine medication administration, emergency plan tracking, and for chronic conditions (diabetics, seizure, asthma, and allergy students). This will help to protect our students with preexisting conditions.

- **Healthy Environments**

- [School-based COVID-19 Case Follow-up Flowchart \(7-20-20\)](#)
 - Public Health and District Nurse will develop a list of close contacts for each positive COVID-19 test.
 - Close contact is defined as being within 6 feet of the COVID-19 positive person for more than 15 minutes. If you are determined to have close contact, then you will have to quarantine for 14 days since the last exposure and closely monitor symptoms.
 - The district will notify employees and families in a specific school of a COVID-19 positive test even if you are not deemed a close contact.
 - Public Health's *School-Based COVID-19 Case Follow-up Flowchart* outlines the coordinated response that will be taken in these instances.
- [Student Illness Monitoring](#)
 - Parents and staff will be educated on the symptoms of COVID-19 and the [Student Exclusion Flow Chart](#). An informational letter will be signed to acknowledge parents/students understand that they must be symptom free prior to coming into the school building or on the bus.
 - Staff will be trained by the District Nurse and Health Aides on the recognition of COVID-19 symptoms. All health staff will follow the School Exclusion Flow Chart.
- [Employee Illness Monitoring](#)

- All employees will be required to self-screen for symptoms prior to report to work.
 - Staff showing symptoms will be directed to leave the building immediately and seek medical care.
 - Infrared thermometers will be available at every building's main office for staff to check their own temperature as needed.
 - *Enhanced Hygiene, Cleaning and Disinfection*
 - Increased frequency of cleaning and sanitization of high touch components and areas such as door handles, light switches, handrails, student/teacher desks, and chairs.
 - Daily hospital grade disinfection of bottle filling stations, restrooms, and common area hard surface furniture.
 - If school schedule adjustments allow, bi-weekly deep cleaning such as wall to wall vacuuming, auto-scrubbing, window cleaning, comprehensive dusting.
 - *Hygiene educational campaign.* Age-appropriate instruction that clearly outlines common strategies and protocols for students and staff to follow to reduce the potential for virus spread.
- **Day to Day**
 - *Visitors*
 - Non-essential visitors will not be allowed in school buildings.
 - Student teachers/practicum students will be required to follow all employee safety guidelines.
 - No non-school sponsored after school activities.
 - *Cohorts*
 - Elementary students stay with their classroom cohort throughout the school day.
 - Staggered passing times and limited locker use at the secondary level. Students will be allowed to carry backpacks to classes.
 - Assigned areas for classrooms before school, lunch, and recess
 - *Face Coverings and Masks*
 - Disposable masks will be available in the main office of each school building.
 - In alignment to the [state order requiring face coverings](#), all people over the age of 5 will be required to wear face coverings when inside a school district building.
 - The order defines “face covering” as “a piece of cloth or other material that is worn to cover the nose and mouth completely.”
 - A ‘face covering’ includes but is not limited to a bandana, a cloth face mask, a disposable or paper mask, a neck gaiter, or a religious face covering.
 - A ‘face covering’ does not include face shields, mesh masks, masks with holes or openings, or masks with vents.
 - Individuals do not have to wear a mask if they are outside or if they are indoors but not one else is present.
 - In addition, face coverings are permitted to be removed in the following situations:

- When you are eating or drinking.
- When you are communicating with someone who is deaf or hard of hearing.
- When you are working if wearing a face covering poses a safety risk, as determined by government safety guidelines or regulations.
- When you are having trouble breathing.
- If for personal medical reasons an employee can't wear a mask, alternative options will be collaboratively determined between the employee and their supervisor.
- If for personal medical reasons a student can't wear a mask, alternative options will be collaboratively determined between the student and the district nurse.
- The intent of the mask is to protect other people in case the employee is infected, but not showing symptoms.
- Employees may be asked to wear other PPE if work responsibilities put them in close contact with others. Student expectations:
 - Students will be provided education and training on proper masking techniques.
 - At least one cloth mask will be provided to each student and disposable masks will be available if a student forgets to bring a mask.
 - Students and families should be taught how to properly wear (cover nose and mouth) a cloth face covering, to maintain hand hygiene when removing for meals and physical activity, and for replacing and maintaining (washing regularly) a cloth face covering.
 - Education should be provided to dispel the implication that the need to wear a mask is due to any one ethnic/racial group (address+education against labeling and/or discriminatory remarks)
 - Expectations will be adjusted based on guidance from the CDC and Pierce County Health Department.
- ***Field Trips and Gatherings***
 - Field trips will be limited and may be cancelled based on the conditions of the destination.
 - Assemblies and staff gatherings will only be held in areas that allow for proper social distancing.
- ***Staffing***
 - It is anticipated that staffing shortages may occur. In preparation for shortages, staff may be reassigned or added on a permanent or temporary basis to fill critical needs. Specific needs include: Virtual/E-School Program Instructors, Permanent Substitute Teachers, Health Aides, and Custodial Support.
- ***COVID-19 Points of Contact***
 - School Operations: Building Principal
 - Student Health: District Nurse or School Health Aide
 - Special Education: Director of Student Services

- Staff: Director of Human Resources
 - Transportation; Director of Transportation
- **Transportation** (DPI Guidance: [LINK](#))
 - **Driver Precautions**
 - Masks will be required when students are on the bus
 - Student seat behind driver will be kept open
 - Drivers given *option* of having plexiglass barrier behind driver seat
 - **Health and Safety**
 - Drivers will clean buses in between each route daily.
 - Mechanics will spray clean/disinfect after morning route, noon route, and pm route daily.
 - Drivers will be responsible for high traffic areas, handrails, seat backs, steering wheel, and radio with regards to wiping them down after each route.
 - As the schedule allows, drivers will spend an extra 15 min day cleaning (M,T,TH,F) with an extra deep clean on W if secondary school is not in session.
 - Masks will be required for students when they ride the bus (extra disposable masks will be available).
 - Each bus will have hand sanitizer available
 - Families that have multiple children will be asked to sit together on the bus regardless of the age of the students to maximize the number of students per bus and minimize student exposure
 - Students will only be allowed to ride their assigned bus. NO friends riding home to another friend's house. It will be the responsibility of the families to transport their children in these cases.
 - **Bus Routes**→ The district will take efforts to run busses at less than legal capacity to provide as much physical distancing as practicably possible
 - **Self Transportation**
 - Families will be encouraged to notify the bus garage if they do not intend to use bus service.
 - **Walk Zone Radius Adjustments** In an effort to reduce bus student occupancy, the following changes are being recommended:
 - Accommodate the larger walk radius at Westside Elementary by adding an asphalt walk path through the field at Westside.
 - Expand walk zone for Westside Elementary. This will include Quail Ridge development and the northside of Division St. Each of these areas have sidewalks, crossing guards, and crosswalks.
 - Expand the walk zone for Rocky Branch. This will include the Greenwood Valley Development which has all protected sidewalks.

- Expand the walk zone for the HS/MS students to 0.8 miles. This will include students on Wisconsin St and Sorenson St, and the Southridge Development. There are asphalt sidewalks all along Cemetery Road to the HS with crosswalks that allow students to safely walk to school or catch the transfer bus to MS.
 - The new development just to the east of the HS will also be added to the walk zone for all MS/HS students to walk to the HS to either attend class or catch a transfer bus to the MS.

- **Technology**
 - Ensure students and staff have access to the tools and connectivity needed to support in-person or virtual learning.
 - Increase hotspot availability while maintaining adequate speed and connectivity
 - Distribute hotspots based on school-level needs assessment
 - Devices inventory, needs assessment, repair, and distribution for those who do not already have a device.
 - Technology Points of Contact: ([LINK](#))
 - Develop a website to provide parents with technology and distance learning resources.
 - Obtain video conferencing tools and provide training for staff.

- **Food Service**
 - Entrance signage for social distancing
 - All foods served vs. self serve (except milk)
 - Barcode recognition vs. students entering PIN
 - Disposable plates, trays, and flatware
 - Single serve condiments vs. help yourself bulk
 - Service times to be extended to allow for social distancing
 - Simpler menu to expedite service
 - Elementary Schools:
 - Staggered lunches
 - Extended lunch service – approximately 20-30 minutes
 - Utilization of Multipurpose Rooms to allow larger dining area
 - Breakfast to remain the same
 - Middle School
 - Staggered lunches
 - Utilization of gymnastic room to allow for larger dining area
 - Pick up of bagged breakfast or lunch on Tuesday afternoon for Wednesday
 - Breakfast to remain the same
 - A la Carte to be offered at serving line
 - High School
 - Staggered lunches
 - Utilization of locker area for larger dining area
 - Pick up of bagged breakfast or lunch on Tuesday afternoon for Wednesday
 - Breakfast to be offered before school and during passing

- Walk through with no purchase not allowed
- A la Carte to be offered at serving line
- Possible “station” located in another area to spread out service

Criteria for Determining the Learning Environment

HYBRID OPTION B LEARNING ENVIRONMENT SELECTED

On Monday, July 27, 2020, the Board of Education approved **HYBRID B: “Cohort”** Learning Environment, as the initial plan for returning to school for the 2020-2021 school year. On Monday, August 3, 2020, the Board included the sixth grade to be in-school, five days/week (same as PK-5). *Please know the hybrid decision is currently a “short-term” plan that remains fluid and is subject to change.*

NOTE: The preponderance of evidence used in determining if students will be in-school, how many students are in-school, or if all are at-home will include:

- 1) A statewide or countywide mandated school closure order;
- 2) Pierce/St.Croix Co. covid-data -- (Next-Gen. Badger Bounceback): [\(LINK\)](#)
- 3) DHS Risk Assessment Tool -- District meets selected key elements identified [\(LINK\)](#)
- 4) Evidence in our ability to test, trace, and exclude high risk student/staff from school
- 5) Consultation with DHS while balancing soc/emotional and academic needs of students.

Options for these Learning Environments include but are not limited to:

IN-PERSON LEARNING ENVIRONMENT The task force believes an in-person learning environment provides the best opportunity to meet students' social, emotional, and academic needs. However, the following health and safety conditions are needed before in-person learning will be recommended. An online e-school is operational for students who choose not to attend in-person learning for related concerns and/or medical reasons.

AT-HOME/DISTANCE LEARNING At-home/distance learning environment is reserved for instances in which in-school attendance presents a clear health risk to students and staff. Transitioning to virtual learning may be for a short duration in response to cleaning needs or a longer duration if local and statewide conditions mandate a stay-at-home order. The following conditions may lead to the decision to enact an at-home/distance learning environment.

HYBRID LEARNING ENVIRONMENT “A”, “B”, or “C”: A hybrid learning environment creates many logistical challenges for staff and families. However, it does allow for in-person learning for the students who need the most supervision during the learning process. The following health and safety conditions may lead to the decision to enact a hybrid learning environment.

Instructional Programming

- RF4C is our 4-year old school (River Falls 4 Children) that has grown much after our school district established this community-based 4K program almost a decade ago. The SDRF contracts with local daycare providers that now have embedded learning opportunities (age appropriate; learning with guided exploration; “play-based” learning. MOVING FORWARD, the SDRF will continue to work with those 4K site-providers (along with the Department of Children and Families and County DHS) to determine any changes to the current of students to continue in the centers.
- **Elementary**
- **Secondary**
 - [RFHS](#)
 - [RCA](#)
 - [MMS](#)
- **Virtual/E-School Instructional Programming**
 - [Website](#)
 - [Virtual/E-School Update \(8-3-20\)](#)
 - [Virtual/E-School Instructional Programming](#)
 - [Virtual/E-School FAQ #1](#)
- **Kids Club**
 - Kids Club - If staffing and building layout permits, Kids Club may set up multiple parent/student access points to the building for Kids Club drop off and pick up.
 - Staff will wear masks when staffing doors and when within 6 feet of other staff or students.
 - Students will wear masks if they are within 6 feet of others.
 - Students will be grouped as cohorts as determined by grade levels. For example: 2 kindergarten classes in a building. The Kids Club students in those classrooms will operate in one of the kindergarten classrooms
 - We will keep the individual classrooms separated in the cohort space to try and limit crossover. Ie. within cohort - group A and B will use separate sides of a space.
 - When they are released onto the playground into their designated area, a Kids Club staff person will clean the classrooms with the appropriate cleaner.
 - Enrollment will be capped in each grade level cohort to be no more than the number allowed in the classroom during the school day.
- Fine Artsneed more details....concerns with aerobic activity and breathing hard....details for consideration into the ability to use outdoor space to spread-out groups vs. small group instruction in larger rooms,with 13 feet distancing; virtual instruction (at-school and/or at-home, etc.....we are working on these options and weigh them on the scale of decision-making..... we will keep the appropriate stakeholders in reaching those decisions.
- Physical Education...(same as above)
- **Co-Curricular**
- **Community Education**
 - Currently there are plans in place to hold virtual community education classes this fall.

- If at all possible, we would like to offer a hybrid model, with some virtual and some face-to-face classes with these considerations:
 - Specific classrooms would have to be cleaned after the school day, and then cleaned in the evenings, after the community education class has ended.
 - Participants would need to follow the same requirements as K-12 and staff, such as face masks, handwashing and such.
 - Community Education participants come in all ages, but a large majority are older adults. We would need to keep this fact in mind as we invite participants into our buildings.
 - We would need to look at limiting class sizes, such as 1 to 9.
 - We also understand that conditions could change from day to day, and we must remain flexible to doing what is best for our students, staff and community.

Student and Family Needs

- *Support the mental health of students and families*
 - Staff will be trained in how to access resources for student wellness, trauma, and social-emotional needs.
 - Staff will be encouraged to develop activities for stress relief, compassion activities, and downtime. This will help students learn strategies to deal with stress positively and develop resilience with life's unexpected events.
 - Resources to Support Student Mental Health and Wellbeing
 - [COVID-19 in Racial and Ethnic Minority Groups](#)
 - [Soc/Emotional support for students: CASEL](#) --- COVID-19 (e.g., on health, isolation, stress, and trauma); economic crisis (e.g., unemployment, impact on school budgets), and racial inequities exacerbated by the pandemic and amplified by the nationwide mobilization for racial justice
 - [Learning During COVID-19](#)
 - [Countering Coronavirus Stigma and Racism: Tips for Teachers and Other Educators](#)
 - [Trauma Sensitive School Discipline](#)
 - [Culturally Responsive Problem-Solving](#)
 - [Trauma Informed Care→ DPI Online Professional Development](#)
- *Address unique needs of special education students*
 - All decisions relating to IEP manners must have the LRE (least restrictive environment) central in the decision making process.
 - All students must have an IEP meeting 6 months from the return to school to address if “Additional Services are needed due to the Extended Closure”.
 - The Director of Student Services will prioritize the scheduling of IEP meetings (based on student needs and DPI guidance. This process has already started as of June 2020).

Employee Supports

- ***Human Resources***
 - [Work Safety Guidelines and Expectations \(8-1-20\)](#)
 - [Illness monitoring flowchart for employees with Covid symptoms](#)
 - [Requesting Medical Leave or work accommodation.](#)
 - [Requirements to qualify for paid sick leave and family/medical leave under FFCRA](#)
 - [HR FAQ](#)

- ***Employee Wellness***
 - [You Power: Free Health Assessment and Well-Being Activities \(must be enrolled in the district's health insurance plan\)](#)
 - [Family Means Employee Assistance Program](#)
 - [Virtual Employee Counseling](#)
 - [Coping With the COVID-19 Crisis: The Importance of Care for Caregivers—Tips for Parents and Teachers](#)
 - [SPowered on Well: Proactive practices to maintain health](#)
 - [Compassion Resilience Toolkit](#)

- ***Staff Development Calendar***

Communication Plan

Consistent messages will be shared with students, staff, and families. Email, newsletters, hard copies, social media, mass phone calls, and communication with media outlets will be used to share return to school messages. Internal communication should go out first, and then external communication. Special efforts will be made to ensure that all families are being reached.

2020-21 School Calendar

At the 8-3-20 meeting, the Board of Education approved the following calendars

- [2020-21 Important Dates](#)
 - Open Houses and Parent-Teacher Conferences moved to virtual format (subject to change by BOE action)
 - MMS Veterans' and HS College Fair-TBD
- [2020-21 School Calendar](#)
 - September 23, 2020 will change to a teacher in-service/no school day for K-6
 - The purpose of this additional in-service day for K-6 is to allow time for teachers and support staff to plan distance learning instructional strategies.

- 7-12 grade will be distance learning on these days.
- [September, 2020 Tentative Calendar](#)
 - The first two weeks of school are 4-day weeks, therefore, no ‘Wednesday’ all distance learning on these days.
 - 7th-12th: Early Week group vs. Late Week group
 - The split will be based on the alphabet.
 - A-K Early Week
 - L-Z Late Week
 - There will be exceptions based on families with different last names.
 - There will be alignment between the MS and HS.
 - Requests to switch placements to accommodate family work schedules will not be accepted.
 - Final placement will be communicated to families by August 10.
 - The learning environments are subject to change, therefore the monthly calendar may change in response to this action. This change could be districtwide, by level, or by a specific grade.
 - We are monitoring data on a week to week basis, potential changes:
 - County, state mandate to close schools→ pivot to distance learning.
 - Active cases and community spread increasing→ pivot to distance learning.
 - Active cases and community spread decreasing→ pivot to in-person learning.
 - We also may have to take emergency actions in response to a positive case in one or more of our buildings or a county/state public health mandate--> these actions will have the look/feel of how we communicate an inclement weather decision.

Task Force

Membership

Task Force membership was an “internal” group of all administrators and coordinators/supervisory positions. The Task Force was diverse in their gathering of local, regional, and state opinions, guidelines, and overall resources to create this *Wildcat Roadmap to Reopening*. We also surveyed parents and staff and held a parent/community advisory meeting to gather feedback.

Process

Task Force members and the full administrative team held independent and joint meetings. Building teams also met frequently and included additional members who brought direct knowledge and skills for identifying specific issues and generating a plan to address each of the identified critical actions. The task force consulted with other school district leadership teams, state/county agencies, and referred to CDC guidelines. Staff and parents provided survey responses. A parent advisory meeting was held to gather

feedback and share ideas. Throughout the gathering of information and exploring various options, several challenges and related solutions were identified to include curriculum delivery and instructional approaches, facilities and school operations, food service, busing, technology, communication, human resources, and equity. All focus was viewed through the lens of doing that which is best for students' educational, social, emotional, and physical well being.

In summary, we included the following groups in gathering Task Force recommendations:

- Parent and staff through surveys
- Parent and Employee Advisory Group - feedback on preliminary plans
- Entire Administrative Team (and state/regional peers)
- Principals sought input from their staff (and regional/state peers)
- District Nurse (who also held weekly meeting with County DHS)
- Director of Building and Grounds (following guidelines, and consultation)
- Director of Transportation (who also consulted with state and national peers)
- Director of Kids Club (before/after school care for kids)

Appendix / Resources

- American Academy of Pediatricians ([LINK](#))
- [Next Gen Badger Bounceback {Burdon and Trajectory} -- \(LINK\)](#)
- The Department of Public Instruction (DPI) Education (6/21/20): ([LINK](#))
- Wisconsin Governor Executive Order ([LINK](#))
- State of Wisconsin Department of Health Services:
 - School Guidance/ Website Information ([LINK](#))
 - State DHS Reopening School Risk Assessment Tool : [LINK](#)
- St. Croix County DHS: ([LINK](#))
- Pierce County Department of Health services (County DHS) ([Covid - Stats Dashboard](#))
- Center for Disease Control (CDC): ([LINK](#))
- Next-Gen. Badger Bounceback: ([LINK](#))
- [Epidemiology information from CDC: Epidemiology \(LINK\)](#)
- Fairfax County School District ([LINK](#))
- National Federation of State High School Associations (NFHS) ([LINK](#))
- Howard Suamico School District: Reopening HSSD ([LINK](#))
- New York Times article re: STUDY related to older children spreading the virus: ([LINK](#))
- School Counselors Assoc: ([LINK](#))
- Social/emotional support recommendations for students:
National Association of School Psychologists -and- American School Counselors ([LINK](#))
[Soc/Emotional support for students: CASEL](#)