School District of Onalaska Reopening Plan

Updated/Approved
September 14, 2020

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STATEMENT OF CLARIFICATION:
The Board of Education approved the revised plan for reopening schools at their September 14, 2020 meeting with the following exception: The decision was made "to allow current in-person programming, including co-curriculars, to continue until a decision about returning students to school on October 6 is made." Current in-person programming includes high school fall activities and specialized programming for certain students with special needs. The decision related to whether or not we return to in-person learning October 6 will be made using the guidelines found within this plan.

PLAN ADMINISTRATION

Following Board approval of this plan, Administration is granted the authority to periodically make minor updates as conditions change and new guidance is adopted. Any changes will be communicated to all involved parties in a timely manner.

SAFELY OPERATING SCHOOLS

The School District of Onalaska will base decisions related to the safety of conducting in-person programming on the Harvard Global Health Institutes guidelines for schools. The primary indicator related to public safety and the operation of schools is measured by the daily cases per 100,000 people on a 7 day rolling average. The new County Collaborative Matrix is also based on this model. The District will also monitor the positive test ratio per 100,000 people on a 7 day rolling average as a secondary indicator of overall risk.

When the County Risk Level exceeds 25 new cases per 100,000 people on a seven day rolling average (approximately 30 actual cases per day in La Crosse County), it is determined that the congregating of students at school is detrimental to the overall health and safety of the community. The District will transition to Virtual Learning when the County Risk Level is at Red and trend data clearly indicates that the county will remain in Red for at least a week or longer. The District will give families a minimum of one week prior to the transition to all virtual learning. In person programming will resume when the new case level drops below the 25 new case per day threshold and trend data indicates that the county will be below that threshold for a minimum of one week or longer.

COVID Risk Level	Case Incidence		Learning Mode Priorities
Red	>25	Daily new cases per 100,000	Virtual Learning Only
Orange	10<25	Daily new cases per 100,000	Priority 1 PreK-5 In-Person Priority 2 6-8 In-Person Priority 3 9-12 Blended
Yellow	1<10	Daily new cases per 100,000	Priority 1 PreK-5 In-Person Priority 2 6-8 In-Person Priority 3 9-12 Blended
Green	<1	Daily new cases per 100,000	K-12 In-Person

PRIORITIZING MODES OF LEARNING

The School District of Onalaska will utilize the guidance from the Harvard Global Health Institute: The Path to Zero and Schools when prioritizing modes of learning aligned to defined risk levels and available resources to create Pandemic Resilient Teaching and Learning Spaces. Bringing elementary students and also students with disabilities in grades PreK-8 back to full-time learning is of the highest priority. The second priority is to bring middle school students back and students with disabilities in grades 9-12. The third priority is to bring back students in grades 9-12.

PANDEMIC RESILIENT TEACHING AND LEARNING SPACES

A pandemic resilient learning space keeps learners, educators, and other staff all safe and is a trusted space. Pandemic resilient teaching and learning spaces can mean different things for students of different ages. Creating schools for health requires healthy classrooms, healthy buildings, healthy policies, healthy schedules, and healthy activities.

Social distancing is a primary consideration for the safe return of students and staff to in-person programming. In order to achieve the six foot standard, the school has determined the maximum capacity of each learning and common space of our facilities. Flexible use of staff, schedules and space will be required as a means to meet the standard. Group sizes are determined based on the facilities study and may vary from building to building.

It is the intent of the School District of Onalaska to implement the risk reduction strategies as outlined in the Harvard School of Public Health: Risk Reduction Strategies for Reopening Schools to the greatest extent possible. A complete list of risk reduction strategies can be found in the Appendix A at the end of this plan.

A PHASED APPROACH TO STARTING THE YEAR

Given the current status of COVID-19 in La Crosse County as reflected by the Coulee Compass and the need for a timely decision concerning the start of the school year, the District will be taking a phased approach to reopening. The first 30 calendar days of school will be remote learning for PreK-12. Current conditions will be monitored in order to make informed decisions moving forward. Trends in the daily cases per 100,000 people on a 7 day rolling average will allow the District to communicate future decisions well in advance of any changes in community status resulting in adjustments to learning modes.

OUT-OF-SCHOOL TIME PARTNER PROGRAMS

The District is working with multiple outside agencies who will have approved plans by the county health department allowing them to provide school age daytime programming. The intent of our collaboration is to assist in facilitating remote learning.

CURRICULUM, INSTRUCTION, ASSESSMENT

Instructional Programming

For every mode of learning, all teachers will be asked to maintain a virtual presence using our common learning management systems throughout the year, PreK-12.
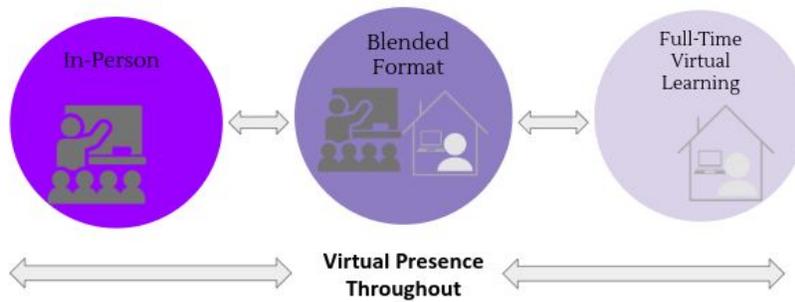
In-Person Programming - Students will attend fully in-person, five days per week. This can only be achieved when creating pandemic resilient teaching and learning spaces to the greatest extent possible. Social distancing required us to constitute additional classroom sections and to utilize existing certified staff to fill those vacancies. This will result in a revisioning of our current capacity to provide intervention programming.

Blended Learning - Students will attend school in person in one of two groups. Students will be divided into Group A and Group B, each consisting of about half of our student population. High school families will stay together so that they are on the same weekly schedule. Each group will be in person for two days per week and remote for three days per week. One day per week will be a virtual learning day for all students where students will get individual support or services, staff can collaborate, and/or professional development might be delivered.

High School

High School Students (Day in the Life) - Blended

- Students divided into two groups, Group A and B
- Student learning when not in-person will be asynchronous
- One-way hall traffic, seated 6 feet apart, extra cleaning of high contact surfaces

Virtual/Remote Learning - All students learning remotely full time.
> Your child's teacher will be providing the District curriculum in a common learning management system. Expectations include daily contact with students to provide an engaging experience that will build relationships and provide direct instruction in all curricular areas. Student work will be driven by a daily schedule but allow flexibility for unique family situations.

Elementary Schools

UPDATED 9/6/20 Elementary School Students (Day in the Life) - 100% Virtual

- ❏ Synchronous lessons with all students daily
- ❏ Approximately 2 hours of Screen Time
- ❏ Planned activities to meet the instructional minutes required
  - ❏ 3 hours for PK
  - ❏ 6 hours for K-5
- ❏ Direct instruction daily - in the form of a pre-recorded video or synchronous meeting
- ❏ Weekly Plan to Include:
  - ❏ ELA and Math every day (45-60 minutes each)
  - ❏ Social-Emotional Learning every day (5-10 minutes)
  - ❏ Science and Social Studies once per week (30-60 minutes)
  - ❏ Each ENCORE once per week (one daily ENCORE offering 30-60 minutes)
  - ❏ Small group and individual check ins
  - ❏ Tier 2 and 3 time
- ❏ Individual Check In - Every child at least once per week
- ❏ Weekly Office Hours

Mon/Tues/Thurs/Fri	Wednesday
Morning Meeting ~15 minutes - synchronous - attendance taken	
Math Time Synchronous Lesson (10-30 minutes) Independent work time (30-45 minutes)	**Individual Check-ins** (~10 minutes per child)
ELA Time **Reading**: Video (3-7 minutes) Independent work time (15-30 minutes) **Writing**: Video (3-7 minutes) Independent work time (15-30 minutes) **ELA Conferencing**: Synchronous meeting (10-15 minutes)	**Small Group Conferencing** Scheduled based on need
Science/Social Studies 30-60 minutes for the week (video or activity)	
ENCORE 30-60 minutes per day; rotation of 5 ENCORE courses Includes 15 minute video or synchronous meeting	
Tier 2 or 3 Small Groups 30-60 minutes - scheduled based on student need	
Office Hours/Student Work Time 30-60 minutes - students can get help/support as needed	

Middle School

Virtual Student Schedule
(Monday [odd day], Tuesday (even day), Thursday[odd day], Friday [even day])
Wednesday-Required Synchronous Support

6th	7th	8th	Allied Blocks	Wednesdays
7:15-7:45am Prep for learning	7:15-7:45am Prep for learning	7:15-7:45am Prep for learning	7:15-7:45am - Prep for Learning	7:15-7:45am - Prep for Learning
*Homeroom - 8:00-8:15am	*Homeroom - 8:00-8:15am	*Homeroom - 8:00-8:15am	*Homeroom - 8:00-8:15am	Homeroom 8:00-10:00 am
B1 - 8:25-9:05am	B1 - 8:25-9:05am	Allied - 8:20-8:40am	8th Grade - 8:20-8:40am	**Wednesday morning:** Both homeroom blocks are mandatory attendance
B2 - 9:15-9:55am	Allied - 9:15-9:35am	Allied - 8:45-9:05am	8th grade - 8:45-9:05am	• Academic check-in
BREAK 9:55-10:25am	Allied - 9:45-10:05am	B1 - 9:15-9:55am	7th Grade - 9:15-9:35am	• SEL check-in • Academic Support
B3 - 10:25-11:05am	**BREAK 10:05-10:35am**	**BREAK 10:05-10:35am**	7th Grade - 9:45-10:05am	• Put students into breakout rooms for individual "meetings"
Allied - 11:15-11:35am	B2 - 10:35-11:15am	B2 - 10:35-11:15am	6th Grade - 11:15-11:35am	**Wednesday Afternoon:** Same as below with the exception of content area open zoom time
Allied - 11:45am-12:05pm	B3 - 11:20am-12:05pm	B3 - 11:20am-12:05pm	6th Grade - 11:45am-12:05pm	

*Homeroom on **Monday, Tuesday, Wednesday, Thursday, Friday** used for Social-emotional learning (SEL), to teach virtual expectations/reminders, and academic support.

Lunch 12:05-12:35	
12:35-3:15 Monday, Tuesday, Thursday, Friday	
Activity	**Person Responsible**
Open Zoom Times-ONLY MONDAY, TUESDAY, THURSDAY, FRIDAY	12:45-1:15 Social Studies, 1:15-1:45 Math, 1:45-2:15 Science, 2:15-2:45 ELA
Intervention or Required synchronous support for all students who need additional structure or enrichment/extension	Core Teachers, Specialists, Allied teachers, LMC director, School Counselors, School Psychologist
IEP/EL/At-Risk/504 required synchronous support	Case Managers, Specialists, support staff (as necessary)
Individual or small group student meetings	Core Teachers, Allied teachers, or support staff (as necessary)
Music Lessons	Music Teachers (Band, Orchestra, Choir)

High School

High School - Details
Monday, Tuesday, Thursday, Friday

12:30 - 3:00 PM	Students will learn asynchronously (self-study, on their own) using Google Classroom as the platform. Specific supports include:
12:30 - 2:00 PM	All teachers that lead direct instruction in classes will have office hours for students to receive support, ask questions, etc. Office hours will be by appointment from 12:30 - 1:15 and "open" from 1:15 - 2:00 PM
2:00 - 3:00 PM	Teachers will use this time for planning as well as providing opportunities for study sessions, small group support, etc. When those opportunities are provided it will look like a resource period during the school year.
12:30 - 3:00 PM	Some students will be required to have synchronous support during the afternoons to provide services or additional support / structure. Attendance will be taken for students receiving this support as they work with school staff. Students identified for this support might have a service plan or not be maintaining adequate progress in their coursework (e.g. missing homework)

High School - Details
Wednesday

Wednesday	9:00-9:45	Resource Period 1 - this will look like a resource period during the school year: a period for additional support and time with the instructor. Teachers will have an identified area of focus for the resource period. Some students will be required to attend, others will be able to select an area for support or work on their own
	9:45 - 10:15	Homeroom - required for all students
	10:15 - 11:00	Resource Period 2 - this will look like a resource period during the school year: a period for additional support and time with the instructor. Teachers will have an identified area of focus for the resource period. Some students will be required to attend, others will be able to select an area for support or work on their own

Students will otherwise learn asynchronously the remainder of the day. Staff will have office hours from 12:30 - 2 PM.

Some students will be required to have synchronous support during the afternoons to provide services or additional support / structure. Attendance will be taken for students receiving this support as they work with school staff. Students identified for this support might have a service plan or not be maintaining adequate progress in their coursework (e.g. missing homework).

Virtual Options
- ● Coulee Region Virtual Academy (CRVA)

  The CRVA is the result of a collaboration between the La Crosse County public school districts. This option is available to any student, K-5, who would like a virtual option for the duration of the year regardless of the current status of COVID-19 in La Crosse County.

- ● OMS/OHS Virtual

  This option is available to students/families who want to remain virtual but keep their current classes and teachers.

- ● OMS/OHS Edmentum

  This option is available to students/families who want to remain virtual but prefer a more flexible schedule.

Other Instructional Considerations
- ● Professional Development

  The District implemented a professional development schedule during the month of August to ensure all staff members are trained to provide a highly engaging and rigorous curriculum regardless of the mode of instruction. Instructions and support will be provided to parents and guardians in the implementation of virtual/remote learning. Additionally, clear expectations for teachers are being developed to guide instruction in any mode.

- ● Special Education, Section 504, English Learners and At-Risk

  Decisions for in-person programming for students with special education needs, Section 504 plans, English Learning needs or those who are at-risk will be based on the Harvard Global Health Institutes guidelines for schools.
  - ○ Red - Virtual/Remote Learning Only
  - ○ Orange/Yellow - Opportunities for in-person special education, Section 504, EL and at-risk services at grade levels PreK-12 if conditions for pandemic resilient teaching and learning spaces can be achieved
  - ○ Green - Full Time In-Person for all PreK-12 with pandemic resilient teaching and learning spaces

  Special Education

  Students with special education needs will continue to be served by their special education case managers and related service providers in all instructional programming options. A student's Individual Educational Plan (IEP) may need to be revised depending on the instructional program the student is in at any given time and to reflect how services may look different in a virtual/remote setting compared to in person. Some students may

require in-person instruction. These decisions will be made on an individual basis with parental input and involvement.

Section 504

Students with Section 504 Accommodation Plans will be served in all instructional program options. Case managers of students with Section 504 plans will continue to coordinate these accommodation plans and inform the student's teachers and other relevant staff of the necessary accommodations whether in the virtual/remote setting, blended learning option or in person.

English Learners

Students identified as English Learners (EL) will be supported in all instructional programming options. English Learner teachers will continue to facilitate instruction and collaborate with regular education teachers to foster development toward English proficiency for EL students. These supports and services may look different depending on whether the student is receiving instruction virtually, in the blended learning model or in-person. Each student's Individual Language Plan (ILP) will reflect necessary services and accommodations and how they will be provided. Parents will be involved in these decisions.

At Risk

Students identified as At-Risk will be served in all instructional program options. Case managers of at-risk students will support student's learning, coordinate any accommodation plans and inform the student's teachers and other relevant staff of any needs whether in the virtual/remote setting, blended learning option or in person.

- Enrichment/Extension/Educational Options
Elementary and middle school classroom teachers with support from educational coaches will provide enrichment and extension activities for students during designated times in the daily schedule in all instructional programming options..
All educational options for the fall semester will be available for approved high school students within the guidelines of each hosting higher education institution. (i.e. Early College Credit Program, Start College Now, Dual Credit Programs).

- Social and Emotional Health
The social and emotional health of students is as important as their physical health and safety. It will be important for all staff to focus on social and emotional health especially at the beginning of the school year as students are welcomed back to school regardless of their instructional setting. Universal social and emotional learning activities will be facilitated by the school counselors in all

instructional settings. School counselors will also support individual students who are struggling with their social, emotional and/or mental health.

- Grading

    Grading will proceed normally no matter which mode of learning we are currently experiencing which means teachers will regularly assess students as part of their instructional planning to gauge proficiency and provide feedback. Progress reports and report cards will be issued at all grade levels. At the high school level, GPA and class rank in relation to grading will be calculated as they were prior to COVID-19.

- Student Attendance

    Different than last spring, attendance will be compulsory in the 2020-21 school year regardless of learning mode. In the blended instructional model, attendance will be a combination of face-to-face presence in classrooms and progress with work completion during remote learning days. Attendance in virtual/remote learning will require a daily check in for all courses/times for which students are scheduled each day as well as other required sessions as assigned to students. Please refer to Appendix B for details regarding attendance practices for the 2020-21 school year.

- Technology

    We will ensure every student, PK-12, has their own device should they need one. The district will also make available hotspots for those families and staff members who need access to the internet.

CO CURRICULAR/EXTRA CURRICULAR ACTIVITIES

The Harvard Model encourages schools to continue sports and other activities to the greatest extent possible and with enhanced controls. The District will facilitate student participation in co-curricular/extracurricular activities as outlined by the WIAA and other guidelines when the county risk level is Orange, Yellow or Green. Individual activities will halt for periods of time when 20% or more of students are unable to participate due to COVID-19, close contact quarantine, or other illness. All activities will be provided virtually if the county risk level is at Red and the school moves to remote learning. Spectators at competitions and performances will be limited to immediate family members only and to the extent that venues allow for social distancing. Travel during the season will be limited to areas experiencing the same level of risk or better than that of La Crosse County. Positive cases of the virus associated with any of these activities will initiate a review and decisions related to temporary or permanent stoppage of that activity.

OPERATIONS

Physical Spaces

- Physical Barriers
    - Plexiglass barriers will be installed in high traffic front reception areas.
- Floor Adhesives
    - Floor markings will be used for traffic and separation.
- Safety Signage
    - Signage will be placed at main entrances and key locations within the buildings promoting hand hygiene, protective measures, and symptoms awareness.
- Drinking Water
    - Drinking fountains will be set up for bottle filling only.
- Space for Six Feet Social Distancing
    - Interior spaces will be configured to promote social distancing. This includes removal of furniture from classrooms and other areas and reconfiguring learning spaces Access will be restricted to common areas such as cafeterias, staff rooms, and playgrounds.

Cleaning

The Buildings and Grounds Department continues to work with our vendors to ensure we have the necessary products to sufficiently and safely clean and disinfect district facilities.

District cleaning guidelines will follow recommendations from the CDC, as well as learned practices during major flu outbreaks. This mainly consists of generalized cleaning with the additional disinfection of all hard surfaces and touch points on a daily basis.

Cleaning supplies and hand sanitizer will be made available in each classroom and other areas. The supplies will be safe and appropriate for the areas they are placed in and the head custodians will teach staff how to properly use the cleaning supplies.

Hand sanitizing stations will be located through common areas and hallways, including just inside entrances.

Heating and Cooling Systems

Per CDC guidelines, the District will provide the highest level of filtration possible and increase the outside air intake within the allowable constraints of each building's system.

The District will complete an upgrade to MERV 13 air filtration through the installation of bi-poloar ionization units installed in air handler units throughout each building.

Personal Protective Equipment (PPE) and Face Masks

The District has an adequate supply of face masks to satisfy the face mask requirement. The District will make these available to those who do not furnish their own. Requirements for additional PPE have been identified and will be available as needed.

The front offices will have plexi-glass guards installed where deemed necessary. Stand alone plexi-glass shields will be used in certain areas throughout the building where social distancing may be difficult to maintain. However, the primary means of protection will be maintaining social distancing and the use of face masks.

Isolation Rooms

Each school building has a separate room dedicated for symptomatic students waiting to be picked up. This room will be stocked with gloves, surgical grade masks, gowns, and face shields as well as non-fabric covered chairs to allow for easy cleaning. Staff who enter the isolation room will be required to utilize appropriate PPE. The isolation room will be cleaned between uses.

Healthy Environments

Face Masks

Expectation - The School District of Onalaska is requiring students, staff and visitors to wear face masks following the guidance from the Centers for Disease Control (CDC), the Harvard Model Risk Reduction Strategies for Reopening Schools and the Wisconsin Department of Health Services. This requirement applies to the riding of school provided transportation and during the school day.

Time should be scheduled throughout the day where students and staff don't have to wear masks such as an outside break while maintaining social distancing. Teachers will be allowed to wear transparent face shields when teaching at the front of the room but are expected to wear face masks when working more closely with students.

Education - Parents play a crucial role in preparing their children for wearing face masks on the bus and in the school buildings. Educational materials will be made available to parents as a resource for preparing their children for wearing face masks. Education on the proper use of face masks will be provided in school at the beginning of in person instruction and reinforced as needed throughout the time that they are required.

Exceptions - Exceptions to the requirement include conditions verified by a medical professional and will be allowed on a case-by-case basis. Personal choice is not a valid reason for seeking an exception.

Health Screening

Students and Staff - All Risk Levels -
Students and staff who are sick should not come to school in person. The CDC does not currently recommend universal symptom screenings be conducted by schools. For students, all parents or caregivers are strongly encouraged to monitor their children for signs of infectious illness every day including a fever of 100.4 or higher.   Parents or caregivers should contact their child's school when their child is sick or if their child tests positive for COVID-19.

All staff should monitor their health symptoms on their own prior to coming to work.   If a staff member has a temperature of 100.4 or higher or answers yes to any of the questions on the health screener, they should not come to work. Staff should reach out to their supervisor and will enter the absence into the appropriate software to secure a substitute if needed during blended or in person programming. A flow chart has been provided to staff outlining return to work capabilities.

Personal Hygiene Education
The district will develop and implement a comprehensive educational plan related to COVID-19. The plan will include parent resources to be taught and reinforced at home in addition to expectations for the school setting. Topics include but are not limited to hand hygiene, mask wearing, and social distancing.

Symptomatic Exclusion Protocol and Return to School/Work (Staff and Students)
- Students and staff should stay home when not feeling well and report the absence.
- These symptoms are considered consistent with COVID-19 when above baseline for that individual: Cough, Shortness of breath or difficulty breathing, New loss of taste or smell, Congestion or runny nose, Fever or chills, Nausea or vomiting, Diarrhea, Headache, Fatigue, Muscle or body aches, Sore throat.
- If an individual is symptomatic at school they will be isolated and sent home with a recommendation to contact their primary care physician to inquire about testing.
  - Individuals who test positive are to follow the directions of the public health department

- Individuals who test negative may return to school 24 hours after being symptom free without the use of medication to lower fever, unless deemed a close contact
- Individuals who are not tested should stay home until they are feeling better and all of the following has happened:
  - At least 10 days have passed since their symptoms started and;
  - They haven't had a fever (100.4 F or greater) in at least 72 hours without using any medication to lower fever and;
  - Their cough or breathing problems get better.

Contact Tracing

The District will work with the La Crosse County Health Department to assist with contact tracing when a positive case of COVID-19 is associated with the district. When conducting contract tracing, individuals will be identified who have been in close contact with the positively tested individual. Close contact means being within six feet of someone with COVID-19 for more than 15 minutes, sharing a drinking glass or eating utensil, physically touching the person or items that may have their germs on them or being coughed or sneezed on.

Individuals being identified as having been in close contact will be notified by the District and followed up with the County Health Department. Identified individuals should stay home for 14 days since the last time they were around the positively identified individual to see if they develop symptoms. If symptoms develop the individual or the parent/guardian of a student should call their doctor, ask for testing and follow the instructions for staying home while waiting for results. Other children in the home may continue to attend school unless the child who was in close contact becomes symptomatic, then other children should also stay home.

Isolated or quarantined individuals are able to continue with their schooling/work virtually as their health allows.

Intermittent School/District Closure

It will be very important that the District monitor positive cases, close contacts and the overall absentee rate due to illness as it makes decisions related to the intermittent closures of classes, cohorts, and schools. The District will utilize guidance from the WI Department of Health Services and will work with the County Health Department when making decisions on temporary stoppages of in-person programming. Virtual/remote learning will continue for all students affected by any intermittent classroom/school/district closure.

Classrooms/Cohorts/Schools may temporarily halt in-person instruction when:
- Individual classrooms or the entire school needs to be cleaned and disinfected without alternative spaces being available
- Contact tracing cannot be completed before the start of the next school day.
- Staffing shortages do not allow for safe operations
- When 20% of students are absent in a class/school due to COVID-19, other illness and/or close contact quarantines.

Communication Protocols

The District will use existing systems for communications related to positive cases, contact tracing and intermittent school closures with staff and families.

Confirmed Cases

Positive cases of COVID-19 are reported to the La Crosse County Health Department. The protocol requires the county to contact the school district when they have a report of a positive case that affects our student and staff population. Notifications to families and staff will be sent out by the District based on contact tracing protocol and in a manner that maintains confidentiality.

Dashboard

The District will establish and maintain a COVID-19 dashboard to be made available to the public through the district website. The dashboard will be updated weekly and include the current level of community risk as reported by the County Health Department, new, active, and cumulative cases by school and average daily attendance by school.

Day to Day Operations

Visitors

Red/Orange/Yellow - Only visitors determined by administration needing to conduct essential business may be present in school buildings. Visitors must wear cloth face coverings while in the building, maintain physical distancing, and restrict their visit to the location designated by the school. Active monitoring for COVID-19 indicators will be in place for all visitors.

Cohorts

Identified groups of students will be separate from other groups to the greatest extent possible

Field Trips

Due to the uncertainty to allow for social distancing, no field trips will be scheduled during the school year except for walking field trips in the immediate area of the school.

Assemblies
- Red/Orange - Not allowed
- Yellow/Green - Groups that allow for social distancing

Transportation
Self-Transport
The District is encouraging families to walk, ride bikes or provide transportation when feasible and safe in order to reduce the overall ridership on buses.

Bus Capacity
Buses will load from back to front and unload in the reverse order as much as possible. Seating charts will be used that can be referenced in potential contact tracing. Children from the same household will be seated together. Face masks and hand sanitizer use will be required. The District will attempt to provide as much social distancing as possible. However, it will not be possible to provide complete social distancing.

Health and Safety
Increased daily and weekly cleaning protocols will be implemented. Buses will be cleaned and sanitized between routes.

School Nutrition
From September 1 to October 2 (or the resumption of in-person instruction), meals will be provided for pickup and delivery within the district boundaries for students participating in virtual learning. Meals will also be provided for the special education students receiving in-person instruction or services and students attending school day programming through the YMCA.

- Red - District will offer to provide meals for delivery and pickup for students at home through a pre-order system.
- Orange/Yellow/Green - For students participating in in-person learning, meals will be provided at school. Meals will be consumed in classrooms or other designated areas for distancing purposes. Self-service options, such as the salad bar, will not be offered.

For students attending the Coulee Region Virtual Academy or the Onalaska Middle School and Onalaska High School Virtual options, the District will offer to provide meals for pickup from any of the district schools.

The USDA has extended the waiver for free meals for all children 18 and younger. (Note: The USDA has indicated these meals will be offered free of charge until December 22nd, or until funds for this have been depleted, meaning that anytime this could change. If this

occurs, a communication will be sent.) After this, students will be charged for meals or reduced/waived based on eligibility status.

Facility Usage by Outside Organizations

Applications by outside organizations to utilize district facilities will not be approved while in Red.

During Orange and Yellow risk levels, applications will be limited to "Group 1 and 2" organizations. Activities are to be aligned with the same guidelines in place for district activities. No spectators are allowed.

During Green risk level applications will be limited to "Group 1, 2, 3, and 4" organizations. Activities are to be aligned with the same guidelines in place for district activities. Spectators are limited to the social distancing capacity of the venue.

Human Resources

All staff, including substitutes, will take the Coronavirus Awareness training through SafeSchools. Topics covered include symptoms and risk factors; what you can do to help reduce your chances of becoming infected; and where to find reliable news and information about the COVID-19 outbreak.

Staff have been given guidance on when and how to wear masks appropriately and have been given frequent reminders on social distancing.

Staff that need an accommodation are asked to reach out to Human Resources in order to follow the normal accommodation procedures.

The social and emotional health of staff is as important as their physical health and safety. It will be important for the WellOnaWay Committee to continue the wellness program and focus on the well being of staff through social and emotional programming. Human Resources will support individual staff through the Employee Assistance Program (EAP) who have needs related to their social, emotional and/or mental health.

Resources

Harvard Global Health Institute: The Path to Zero and Schools
Harvard School of Public Health: Risk Reduction Strategies for Reopening Schools
Centers for Disease Control
Wisconsin Department of Education Reopening Guidelines
American Academy of Pediatrics
Wisconsin Department of Health Services
La Crosse County Health Department

APPENDIX A

Harvard School for Public Health: Risk Reduction Strategies for Reopening Schools

Healthy Classroom
- Wear Masks
    - Have students wear face masks as much as possible, especially when in hallways or bathrooms or in proximity to students from other classes
    - Train students and staff on how to wear and care for masks
    - Ensure masks meet effectiveness criteria
    - Build in time throughout the day where students and staff don't have to wear masks
    - Allow teachers to wear transparent face shields when teaching at the front of the room and face masks when working more closely with students

- Wash Hands Frequently
    - Wash hands immediately before: leaving home, leaving the classroom, eating, touching shared objects, touching one's face, and leaving school
    - Wash hands immediately after: arriving at school, entering classroom, finishing lunch, touching shared objects, using the bathroom, coughing, sneezing, and blowing one's nose, and arriving at home
    - Use hand sanitizer when washing hands is not possible

- Maximize Physical Distancing to Protect Individuals
    - Keep at least six feet between individuals, as much as possible, for as long as possible
    - Repurpose other large, unused spaces in the school as temporary classrooms (e.g., auditorium)
    - Move class outdoors, if possible, and weather permitting
    - Replace hugs, handshakes, and high-fives with smiles, waves, and thumbs-ups

- Maximize Group Distancing to Slow Transmission Chains
    - Keep class groups as distinct and separate as possible
    - Limit students moving between different classrooms
    - Avoid large groups and gatherings, both in and outside of school

- Disinfect Objects Between Users
    - Provide disinfectant for individuals to use on shared objects
    - Disinfect any shared supplies between uses
    - Choose lesson plans that limit student contact
    - Provide students with their own separate supplies when possible

Healthy Buildings
- Increase Outdoor Air Ventilation

- ○ Bring in more fresh outdoor air
- ○ Follow the decision-tree for ventilation type and corresponding strategies
- ● Filter Indoor Air
  - ○ Increase the level of the air filter to MERV 13 or higher on recirculated air
  - ○ Inspect filters to make sure they are installed and fit correctly
  - ○ Check that sufficient airflow can be maintained across the filter
  - ○ Maintain and change filters based on manufacturer's recommendation
- ● Supplement with Portable Air Cleaners
  - ○ Supplement with air cleaning devices
  - ○ Select portable air cleaners with HEPA filters
  - ○ Size devices carefully based on the size of the room
- ● Verify Ventilation and Filtration Performance
  - ○ Verify through commissioning and testing
  - ○ Work with an expert to evaluate building systems, ventilation, filtration, and air cleaning
  - ○ Measure carbon dioxide (CO2) as a proxy for ventilation
- ● Consider Advanced Air Quality Techniques
  - ○ Attempt to maintain indoor relative humidity between 40-60%
  - ○ Consider advanced air cleaning with ultraviolet germicidal irradiation (UGVI)
- ● Use Plexiglass as Physical Barrier
  - ○ Install plexiglass shielding in select areas with fixed interactions (e.g., reception desk, cafeteria checkout)
  - ○ Use plexiglass shielding in the classroom if needed (e.g., around student desks, around teacher desks, between spaces at shared tables)
- ● Install Non-Contact Infrastructure
  - ○ Adjust use of existing infrastructure to make it touchless
  - ○ Install touchless technology for dispensers of hand soap, hand sanitizer, and paper towels
- ● Keep Surfaces Clean
  - ○ Frequently clean and disinfect surfaces following directions on product labels
  - ○ Provide adequate training and personal protective equipment to protect custodial staff
- ● Focus on Bathroom Hygiene
  - ○ Keep bathroom doors and windows closed and run any exhaust fans at all times
  - ○ Install lids on all toilet seats and keep the lids closed, particularly during flushing
  - ○ Stagger bathroom use

Healthy Policies
- ● Establish and Reinforce a culture of Health, Safety and Shared Responsibility
  - ○ Provide training to teachers, staff, students, and parents/guardians prior to school opening
  - ○ Start each day with a morning message to the entire school reinforcing health messaging

- ○ Create and display signs around the school as reminders of rules, roles, and responsibilities
- ○ Hold weekly and monthly all-staff meetings on COVID-19 to evaluate control strategies
- ○ Send out weekly reports and reminders to parents and students of their respective roles
- ○ Reward good behavior
- ● Form a COVID-19 Response Team and Plan
  - ○ Have a person or team in charge of implementing and disseminating COVID-19 policies
  - ○ Implement contact tracing to notify class groups if they may have been exposed
  - ○ Ensure staff are aware of privacy policies regarding disclosure of COVID-19 status
  - ○ Increase staff surge capacity if possible by recruiting student teachers, substitute teachers, community volunteers, and/or recent retirees
- ● Prioritize Staying Home When Sick
  - ○ Ask students and school staff to stay home when not feeling well
  - ○ Request daily self-declaration that people heading into school that day are free of symptoms
  - ○ Identify a comfortable room where individuals who become ill can isolate for the rest of the school day
- ● Promote Viral Testing and Antibody Testing
  - ○ Encourage viral testing any time someone has symptoms, even if mild
  - ○ Track testing improvements and incorporate wide scale testing into future plans
  - ○ Encourage antibody testing to monitor disease progression and plan control strategies
  - ○ Provide information on where people can go for testing
- ● Establish Plans for When There is a Case
  - ○ Develop a plan for what to do when a case is identified in the school
  - ○ Establish a timetable for when someone with COVID-19, and their close contacts, can return to school
  - ○ Regularly check CDC guidance for updates to their protocols and definitions
- ● Support Remote Learning Options
  - ○ Provide necessary supplies and support systems to continue remote education for students staying home
  - ○ Train staff on how to best facilitate remote learning
  - ○ Consider district-wide remote learning by grade, staffed by recent retirees or teachers with pre-existing conditions
- ● De-densify School Buildings
  - ○ Limit parent and visitor access
  - ○ Move parent-teacher conferences online
  - ○ Promote work-from-home for administrative duties, where possible
  - ○ Hold staff meetings via videoconferencing as much as possible

- Protect High-risk Students and Staff
  - Advocate for high-risk students and staff to have access to effective remote learning or work
  - Re-assign roles if needed to allow staff members to work while staying safe
  - Take extra precautions if high-risk students or staff come to school

Healthy Schedules
- Manage Transition Times and Locations
  - Stagger school arrival and departure times, class transitions, and locker access
  - Set up separate entrances and exits for different groups of students when possible
  - Use well-marked lines on the floor to encourage physical distancing and indicate direction of travel
- Make Lunchtime Safer
  - Use student classrooms or other school locations as temporary lunchrooms to facilitate group distancing
  - Stagger lunch times in shared lunchrooms and clean and disinfect surfaces between groups
  - Maintain physical distance between individuals eating lunch together
  - Package school-provided meals in single-serving containers instead of serving food buffet-style
  - Reinforce 'no sharing' of food, utensils, drinks
- Rethink Transportation
  - Open all windows on the bus, even a little, and even in bad weather
  - Reduce the number of students in each school bus to allow for physical distancing, if possible
  - Modify school start times to allow students who use public transit to avoid rush hour
  - Encourage walking, biking, or use of personal vehicles
- Modify Attendance
  - Modify attendance policies to facilitate cleaning, reduce class sizes, and/or maintain group and physical distancing
  - Allow for flexibility in attendance policies as situations change

Healthy Activities
- Provide Recess
  - Do not limit children's access to recess, the schoolyard, or fixed play equipment
  - Wash or sanitize hands before and after recess or using high-touch equipment
  - Increase supervision to limit high-risk behaviors
  - Stagger recess times, or, if necessary, separate classes by schoolyard area
- Modify Physical Education
  - Hold physical education classes outdoors when possible

- ○ Modify activities to limit the amount of shared equipment
- ○ Choose activities that limit close contact over those with a high degree of personal interaction
- ○ Limit use of locker rooms
- ● Reimagine Music and Theater Classes
  - ○ Replace higher-risk music and theater activities with safer alternatives
  - ○ Move outdoors
  - ○ Increase space between performers
- ● Continue sports with enhanced controls
  - ○ Offer every sport if the right controls are in place
  - ○ Play outdoors as much as possible
  - ○ Limit time spent in close contact and in big groups
  - ○ Limit shared equipment, shared spaces, and the number of contacts of the team
  - ○ Modify the season schedule and restrict game attendance if feasible
  - ○ Analyze each element of practices and games to identify ways to reduce risk
  - ○ Wear masks whenever possible
- ● Add Structure to Free Time
  - ○ Establish occupancy limits and clear physical distancing guidelines in common spaces like a library or cafeteria
  - ○ Encourage students to remain outside when not in class
  - ○ Replace unstructured time with supervised study halls, if feasible

APPENDIX B

Addendum - Attendance in a Virtual/Remote/Blended Learning Modes

No matter the mode of learning, Wisconsin Compulsory Attendance Statute Sec. 118.15 applies as outlined in Policy 5200.

State law requires the Board to enforce the regular attendance of students. Further, the Board recognizes that the District's educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

Parent Notification of Absence Required

The Superintendent shall require, from the parent of each student or from an adult student, who has been absent for any reason either a written or oral notification stating the reason for the absence and the time period covered by the absence. The Board reserves the right to verify such statements and to investigate the cause of each:

    A. single absence;

    B. prolonged absence;

    C. repeated unexplained absence and tardiness.

Although we are starting the year virtually, we would still ask that parents/guardians notify their school when a student is unable to engage virtually for any reason including an illness; we would ask the same if a student was unable to engage in remote learning for any reason including an illness.

Each of our buildings will plan to work with families who require flexibility with regard to daily synchronous attendance.

Compulsory Attendance Requirement

Students who are unexcused from school or who are not maintaining instructional pace during virtual/remote learning may be considered truant from school and in violation of Wisconsin's Compulsory Attendance Statutes 118.15(1)(a) that requires a child to attend school regularly until graduation from high school, or until the end of the semester in which he/she turns 18 years of age, or until he/she is excused from attendance by the school board.

All children between six (6) and eighteen (18) years of age shall attend school regularly during the full period and hours, religious holidays excepted, that the school in which the child is enrolled is in session until the end of the term, quarter, or semester of the school year in which the child becomes eighteen (18) years of age, unless they fall under an exception under State law, this policy, or administrative guideline issued under this policy. A child who is enrolled in five (5) year-old kindergarten shall attend school regularly, religious holidays excepted, during the full period and hours that kindergarten is in session until the end of the school term.

Unexcused Absences

Unexcused absences demonstrate a deliberate disregard for the educational program and are considered a serious matter. The Superintendent shall develop administrative guidelines to address unexcused absences.

In a when in a virtual or remote format, unexcused absences will default to one of the ten (10) parent excused absences until they are exhausted; when they are exhausted, the absences will be unexcused and truancy procedures will be followed.

Coulee Region Virtual Academy (CRVA) Truancy Notification Procedures

Time is the variable whereas learning is the constant. Students are expected to make reasonable progress according to their pacing plan. Attendance will be monitored by the online teacher.

Attendance in online courses is performance-based. It is measured not only by logging on to the computer, but by successful assignment completion and submission, participation in course activities such as threaded discussions, and communication with the online teacher.

Failure to attend or to make reasonable progress may result in having the course dropped, and students may not be able to take future online courses.

Students not meeting the performance-based expectations for attendance may be considered truant from school and in violation of Wisconsin's Compulsory Attendance Statutes 118.15(1)(a) that require a child attend school regularly until graduation from high school, or until the end of the semester in which he/she turns 18 years of age, or until he/she is excused from attendance by the school board.

Students participating in CRVA will be marked with the attendance codes of being "Exempt" using the CRVA reason; students not meeting the performance-based expectations for attendance for three consecutive days will have "Exempt" absences turned into "Unexcused".

Blended Learning - Face to Face and Remote Learning Truancy Notification Procedures

While in Blended Learning instruction, regular attendance expectations and processes should be maintained as outlined below in this document. This includes coding absences as excused, unexcused, or exempt (where applicable). Students testing positive for COVID, demonstrating or reporting COVID symptoms, or students who are identified as having COVID exposure through contact tracing will be excused from Face to Face learning and assigned to remote learning for one or more days.

While in remote learning, students are expected to maintain instructional pace in their courses so they remain "on track" when they return to Face to Face instruction. This includes logging into their Learning Management System account, working on and submitting assignments, participating in course activities such as threaded discussions, and communicating with their teacher. Attendance will be monitored and documented by the classroom teacher. Students who do not maintain adequate instructional pace or do not attend required synchronous check ins on remote learning days may be marked unexcused for part or all of that school day.

Students who are unexcused from school or who are not maintaining instructional pace during remote learning may be considered truant from school and in violation of Wisconsin's Compulsory Attendance Statutes 118.15(1)(a) that requires a child to attend school regularly until graduation from high school, or until the end of the semester in which he/she turns 18 years of age, or until he/she is excused from attendance by the school board.

Virtual/Remote Learning Truancy Notification Procedures

While in Virtual/Remote Learning instruction, regular attendance expectations and processes should be maintained as outlined below in policy. This includes coding absences as excused, unexcused, or exempt (where applicable). Students testing positive for COVID and experiencing severe symptoms will be exempt from virtual/remote check ins with their instructor.

Elementary

While in virtual/remote learning, students are expected to complete work according to their schedule in order to remain "on track" with their learning. Attendance will be taken during the daily synchronous Morning Meeting, ELA instruction, Math instruction, and the weekly Individual Check In. Attendance will be monitored and documented by the classroom teacher. Students who are not present for the synchronous instruction may be marked unexcused for part or all of that school day.

Middle School/High School

While in virtual/remote learning, students are expected to maintain instructional pace in their courses so they remain "on track". This includes joining their classes during scheduled synchronous learning periods, logging into their Learning Management System account, working on and submitting assignments, participating in course activities such as threaded discussions, and communicating with their teacher. Attendance will be monitored and

documented by the classroom teacher. Students who do not maintain adequate instructional pace or do not attend required synchronous check ins on remote learning days may be marked unexcused for part or all of that school day.

Students who are unexcused from school or who are not maintaining instructional pace during virtual/remote learning may be considered truant from school and in violation of Wisconsin's Compulsory Attendance Statutes 118.15(1)(a) that requires a child to attend school regularly until graduation from high school, or until the end of the semester in which he/she turns 18 years of age, or until he/she is excused from attendance by the school board.

Please see 5200 Attendance policy for details surrounding Truancy Notification Procedures for Elementary, Middle and High School.