FY21 Planning Checklist and Scenario Plan Templates

Template For Scenario 1: In-Person Instruction

Overview of the Plan:

Provide an overview of the key operational changes that will be made in bringing students back to the school, ways the school will provide student and family support, differences in academic implementation/expectations for students in school and those unable to participate in school, and support provided to educators. This is intended to be a summary. Details will be provided in further questions.

If COVID 19 cases in Cass County remain under 10 cases per 10,000 people, it is the intention of Pillager Area Charter School to provide a safe in person learning environment while still delivering our curriculum in a way that is aligned with our vision and mission. This presents challenges that will require new protocols and expectations for students and staff. Considerations will be made regarding classroom capacities to provide appropriate social distancing, use of larger classroom spaces and outdoor spaces as necessary, elimination of classroom group mixing, one directional traffic flow for transitions, enforcement of mask wearing, sanitization routines, education and signage for hygiene considerations, personal technology devices for each student, plastic dividers on tables, symptom assessment of students prior to attending school, protocols for students who begin to show symptoms during the school day, new lunch procedures, and considerations for transportation.

The experiential learning and community service learning opportunities will likely be more limited or eliminated due to COVID 19 concerns. We will explore virtual learning opportunities and other creative solutions to design learning opportunities that may be similar.

Classroom lessons and projects will be adaptable to Google Classroom in order to provide equitable learning opportunities for students who are unable to attend school in person or choose not to attend. Personalized projects will also be developed to take advantage of learning experiences students may already be engaged with while distance learning.

Provide the contact information of the school's COVID-19 program coordinator(s) for each school building.

Greg Zimmerman
218-746-3875
gzimmerman@pillagercharter.org

Shana Crouse
218-746-3875
scrouse@pillagercharter.org

Provide an overview of the school's plan for offering a distance learning option to enrolled students who may be medically vulnerable or otherwise unable or unwilling to return to in-person learning. Provide an overview of the school's plan for offering this option, and whether it will be provided in-house or with a partner on-line provider.

Our plan for those students who choose a distance learning model will be very similar to our distance learning plan from last spring. Laptops will be provided to those that need them and we will assist families in accessing internet providers as needed. Morning advisory will still be conducted through Google Classroom so both students working on site and those working from home will be able to interact with each other and their teachers to kick off the school day. Classroom lessons including projects will be adapted to Google Classroom to provide direct instruction and collaboration opportunities for each student. Advisors will also work with students to develop individualized project based learning proposals for students working from home. Physical education suggestions and assessments will also be provided for these students.

We will also expect at least daily voice contact with each of these students and their advisor.

Social emotional learning will be extremely important for students working from home as well. Our social worker will be expected to connect with these students on at least a weekly basis. Social emotional learning curriculum provided in school will also be expected of distance learning students including Top 20 Students curriculum, service learning, and relationship building. We will also be reinvesting in a social emotional online curriculum product called BASE. It provides courses in things like coping skills, dealing with change, suicide prevention, coronavirus information, motivation, and many more.

Explain the procedures that will be used to move from in-person instruction to either

hybrid learning or distance learning including identifying key staff members, tasks and the timeline for executing such a change.

These procedures will be preapproved by the PACS board of directors prior to the beginning of the school year. Because PACS serves a high percentage of students from both Cass and Crow Wing Counties, we will use the 14 day cases per 10,000 data for the higher of the two counties to make our decision on which scenario to implement. The final decision will be made by the school's COVID 19 program coordinator and the decision will be evaluated every two weeks. Decisions will be made based on the higher of the two COVID 19 case rates per 10,000 people for the two counties served. Weekly updates will be communicated to families through Facebook, Remind, website, and phone communication on Thursdays regarding the model that will be used for the following week based on the most recent case rate data.

Operation Specifics:

Social Distancing and Minimizing Exposure

- Describe how the school will provide for social distancing requirements in waiting/reception areas, classrooms, hallways, bathrooms and buses. Understand that 6 foot social distancing is the goal, but exceptions are permitted. Specifically:
  - How was total capacity of individual spaces determined with a goal of 6 foot distancing?
    New room capacities will be determined based on square footage, arrangement of tables, and installation of plastic dividers. If classroom capacity is exceeded, they will be moved to alternative spaces including outdoors, gymnasium, big room, workshop, and art room.

    Seniors will be encouraged to design independent projects including projects designed to encourage job shadowing, college and career exploration, and transition skills. These projects could lead to seniors having a unique attendance plan that allows them to complete their final credits from home or on the job to further reduce students in the building at one time.
  - In areas where it was determined infeasible to have 6 foot social distancing, what additional factors or procedures help to mitigate the increased risk? Face masks will be required. Plastic dividers will be installed on classroom desks and tables.

- ○ How will social distancing guides and directional flows be visible to students and staff (i.e. floor markings, signage, etc.?
Mixing among students in classrooms will be minimized. Students will be expected to rotate through classes with their advisor groups in a circular manner. Signage and floor markings will serve as reminders. Students will also receive verbal reminders on a daily basis. Floor markings will also be used for other school activities such as lunch lines and student sign in.

- ○ How will staff monitor arrival and dismissal to curtail congregating either in the building or on school grounds?
Students who use school transportation will be assessed for symptoms and signed in by bus drivers. Those that drive or get dropped off, will be assessed by staff for symptoms and sign in while remaining 6 feet apart as indicated by floor markings. For dismissal, each classroom can be dismissed to a different outdoor exit. Students will be dismissed individually or in small groups depending on their transition path.

- ○ How will the school restrict nonessential visitors, volunteers and activities involving external groups or organizations?
PACS will restrict nonessential visitors, volunteers and activities involving external groups or organizations. Essential visitors will have an assigned workspace plan that will be discussed and agreed upon prior to arrival

- ○ How will food and beverage distribution be managed to discontinue self-service food and to serve food directly to students?
Lunch service will not require any adjustments. PACS students have always been served directly. However, floor markings will be placed to remind students to stay 6 ft apart while in the lunch line. Multiple classrooms will be opened up as dining areas to ensure proper spacing during meal times.

Cloth face coverings and face shields

- • Describe the school's plan for use of cloth face coverings and/or nonmedical face shields (these are strongly recommended). Will these be required (unless medically or physically unable to tolerate them)?
Cloth face coverings will be required in the building except for the gymnasium during physical education classes. Students requesting exemptions from this expectation will be required to provide a doctor's note authorizing the exemption.

These students would still be required to wear a face shield as an alternative to a cloth mask.

- How will the school teach and reinforce the use of cloth face coverings and/or face shields for students and staff throughout the day, including transportation to and from school?

Daily reminders will be given in morning advisory of all social distancing and hygiene practices including mask requirements. Students refusing to comply will be removed from the campus. Reminders will be given on school vehicles as well. Masks will be required to ride in school vehicles.

- What is the school's plan on supplying cloth face coverings and/or face shields for staff and students who forget to bring their own?

MDE will be providing face shields for staff, cloth masks for students, and a supply of disposable masks as a backup for students who forget to bring their own.

Protecting Vulnerable Populations

- Describe the school's process for students/families and staff to self-identify as high risk for illness due to COVID-19.

Along with our safe learning plan, PACS will send out a list of known health factors that could potentially put an individual at risk for illness due to COVID-19 according to the CDC. The following article will be linked to this list as well. People with Certain Medical Conditions (www.cdc.gov/coronavirus/2019-ncov/need-extraprecautions/people-with-medical-conditions.html). This information will be sent to all PACS families prior to the start of the 2020-21 school year. Any family that identifies their student as high risk will be provided with a distance learning plan.

- Describe the school's plan to evaluate all current plans (Healthcare Plans, IEPs, 504s) for accommodating students with special health care needs and to update them as needed to decrease their risk for exposure to COVID 19.

Similar practices will take place in these situations as in general classrooms. Plastic dividers/sneeze guards will be in place if masks need to be removed in order to effectively assess students. Students will conduct evaluations in isolated settings in which there will be a minimum of six feet of separation. Spaces will be disinfected after each student uses the space.

Hygiene Practices

- How will the school ensure the availability of appropriate supplies of soap, hand

sanitizer, paper towels, disinfectant wipes, and tissues?

We will be sure to purchase enough and adjust our annual budget accordingly to reflect the higher cost for the upcoming school year.

What is the school's plan to strategically place supplies in areas where they may be frequently used?

Supplies will be placed in classrooms and other spaces in accordance with daily cleaning protocols. These supplies will be inventoried on a daily basis to ensure they do not run out during a quick transition time.

- How will the school build routines of hand hygiene into the daily school schedule for all students and staff? Include how the school will supervise the use of hand sanitizer, ensure that children and staff that are sensitive have access to soap and water, and how the school will reinforce handwashing?

Cleaning and hygiene procedures will be developed for the beginning and end of each classroom and class period. Expectations will be communicated verbally as well as through conspicuous signage.

Cleaning and Materials Handling

- Describe the schedule the school has established for routine environmental clearing and disinfection of high-touch surfaces and shared equipment throughout the day.

General Ed and Resource Room

  - Between each classroom period.
  - After lunch

Big Community Room

  - After lunch and after the school day.

Gymnasium

  - Equipment used will be cleaned and disinfected after each class session.

Front Desk

  - Use will be limited but phone and surface will be cleaned and disinfected after each use.

Vehicles

  - After morning and evening routes.
  - After any other occurrence of transporting students.

Checklists for cleaning have already been developed as students have traditionally cleaned the school. We will use these procedures to create new protocols for quick cleaning between class periods.

- Describe how the school is ensuring adequate supplies to minimize sharing of high-touch materials (dedicated supplies or equipment to individual students) or limiting the use of supplies and equipment to one small classroom cohort group at a time, allowing for time to clean and disinfect between uses.
  Laptops are one to one so students will be assigned a device in the morning. They will take this device with them to all classes. They will disinfect them at checkout at the end of the school day and return them. Other supplies needed for the day will be assigned and distributed in morning advisory. Supplies needed only for one specific class period will be wiped down before and after use.

Monitoring and Excluding for Illness

- Describe the school's plan for educating staff and students about the signs and symptoms of COVID-19, and when they/their children should stay home and when they can return to school.
  In our communication with staff, families, and students, PACS will include a list of COVID 19 symptoms according to the CDC.
  - What is the plan for requiring staff and students to stay home?
  If a student is displaying any of these symptoms, they will be expected to stay home and participate in their school day using the PACS distance learning model. They will be expected to stay home for 14 calendar days or until they are tested and confirmed negative for COVID 19. The same expectations will be true for staff who display symptoms. Their first plan of action will be to provide their content through google classroom, virtual classes, etc that students in the building can access and continue their learning.
    - How will the school conduct symptom screening for any person entering the school building?
  All entering the building will sign in immediately at the front desk. All students, staff, and visitors will initial that they are not experiencing any of the potential COVID 19 symptoms. This list of symptoms will be printed at the top of the sign in sheets. All students, staff, and visitors will also have a temperature scan. Anyone with a temperature of 100.4 degrees or higher will not be admitted to the building and will be expected to stay off campus for 14 days or obtain a confirmed negative COVID 19 test before returning to school.

- How will the school communicate expectations and processes for the symptom screening method(s) selected?

  The procedures described above, including the list of potential COVID 19 symptoms according to the CDC will be communicated to staff, students, and families prior to the start of the 2020-21 school year. Clear and conspicuous signage will be placed on the entrance and front office area of the school.

- What are the action steps to care for students and/or staff who arrive ill or do not pass screening?

  Students using school transportation will conduct pre screening prior to getting into the school vehicle. Any students that get dropped off will be asked to have their ride stay present until screening takes place in case they are required to go home. Any students that drive themselves will have a means of transportation if they do not pass the screening process. Education of families on the screening process will be very helpful in allowing students to self assess prior to attending school, hopefully limiting the occurrences of arriving at school with symptoms and being required to leave.

- What is the school's plan for backfilling positions of employees on sick leave?

  It will be very important for staff to have virtual classes prepared in the event they are unable to fulfill their regular teaching duties. The minimum expectation will be two weeks in advance in order to cover a 14 day quarantine or sick leave period. In the event that one or more staff are out and physically unable to conduct their teaching from home, PACS will research the availability of long term substitutes.

Handling of Suspected Or Confirmed Positive Cases of COVID-19

- Provide the name and contact information for the staff person who will be responsible for responding to COVID-19. How will you ensure that all school staff and families know who this person is and how to contact them?

  COVID 19 Program coordinators

  Greg Zimmerman, Lead Teacher

  Shana Crouse, Licensed Social Worker

  We will tell them their names, phone numbers, and email addresses.

- Detail the school's system for allowing staff and families to self-report if they or their student have symptoms of COVID-19, a positive test for COVID-19, or had

Obviously, in an emergency situation, we are flexible enough to accommodate at any time of the school day.

- Detail the notification process the school will use to both 1) notify MDH, and 2) notify staff, families and the public as needed if a person with COVID-19 was on the school premises while infected. Ensure this is in coordination with local health officials and while maintaining confidentiality.

If we hear about a positive result from a staff member or parent/guardian before MDH is notified, we will reach out to the MDH follow-up team by emailing health.schoolcc.followup@state.mn.us. The team monitors this inbox seven days a week and provides timely guidance. We will also attempt to gather additional information before reaching out to the MDH follow-up team, including the person's name, phone number, the date the person first developed symptoms, the date they were tested and confirmed positive, why they were tested, and the last day of school attendance. All families will be notified if a person with COVID-19 was on campus and whether or not their student would be considered a close contact. The same will be done if a student develops symptoms during the school day. Anonymity for the infected/symptomatic individual will be preserved with integrity in both cases.

Transportation

- Detail the plan for cleaning and disinfecting transportation vehicles regularly, focusing on frequent cleaning of touched surfaces. What is the school's plan for ensuring that hand sanitizer is available for use by staff and older children.

School vehicles used to transport students will be cleaned and disinfected after each route is completed. Surfaces to be cleaned will include seats, arm rests, seat belts, dashes, and steering wheels. All school vehicles will contain sufficient amounts of hand sanitizer. All people entering the vehicle will be expected to use hand sanitizer. The supply of hand sanitizer will be checked after each route during the cleaning process to ensure there is enough sanitizer to supply the upcoming route(s).

- Explain the school's system for symptom screening of individuals before they enter the school vehicle both on the way to and home from school and school events.

Students using school transportation will conduct pre screening prior to getting into the school vehicle. This includes a temperature scan and confirming they are not experiencing any of the potential COVID-19. If a student passes morning screening and does not develop symptoms throughout the day, they will be admitted on school vehicles for afternoon transportation.

- Detail the school's plan for getting students home safely if they are not allowed to board the vehicle.

A separate vehicle will be provided to transport this student home if they cannot find their own transportation from a parent/guardian or an individual approved by a parent/guardian to provide transportation. Students will be strongly discouraged from providing transportation for their classmates in these situations.

Student and Family Support:

Provide an overview on the school's plan to engage students and families throughout the school year. In particular address how you will welcome students and families back, address concerns and fears, and support mental health needs.

Engaging students and families and creating a welcoming environment. We plan on having a tangible, personal item or gift to remind them how much we missed them and are happy to have them back. Our main message will be to take care of themselves and each other in order to give our school community the best chance to stay healthy and learn together in person. On the first day(s) of school, we will go through our safe learning plan in detail with students and allow them time to ask questions in order to ensure them we are doing all we can to keep them safe while at PACS. We will increase the number of hours our school social worker is in the building for the first month of school in order to handle the expected rise in mental health needs as students return to school after a long absence in a very tumultuous time. We will also be purchasing a social emotional curriculum software for students that will be an effective outlet for both in person students and distance learners.

Provide an overview of how the school will support children and youth experiencing homelessness as well as children of migrant families.

PACS has not traditionally had students that fit this description but we will continue to look to identify students who may be experiencing homelessness or live with migrant families and provide resources as needed.

Academic Considerations:

Provide an overview of the school's plan for addressing learning loss created by the disruption of the FY20 school year, as well as the anticipated disruptions from COVID-19 in this current year.

18

Students typically show some learning loss over the course of a typical summer. So we will conduct some review exercises, assess students in reading and math to determine and measure any learning loss and create learning opportunities based on these needs. While this situation does present challenges in building academic skills, it does provide unique opportunities to work on our social emotional skills such as coping, resilience, tolerance, gratitude, and living above the line. We want to leverage the current state of the world to create relevant learning opportunities tied to academic standards.

Provide an overview of the school's plan for providing mental health supports to staff and students to address the uncertainty and stress of dealing with the pandemic.

As in our distance learning plan from this spring, there will be weekly classes and staff meetings set up for the main purpose of checking in on everyone's mental health, building and maintaining relationships, and purely having fun together. These activities may include games that are still aligned with learning objectives. Our school social worker will continue to reach out to students and staff to address mental health concerns. We will continue our weekly sacred circle group routine as well although it will be adapted to meet social distancing recommendations. This is a weekly class designed to give students an opportunity to get to know each other better and have their voices heard on personal, school, and societal issues. BASE curriculum will also be a resource for in person and distance learning.

Professional Learning:

What professional development and training will the school engage in to ensure that all staff are prepared to implement with fidelity the new operating procedures, learning tasks, and support activities required to contain and control COVID-19?

PACS staff will participate in two types of training prior to the beginning of the 2020-21 school year. The first will be a curriculum and instruction training provided by Instructional Designs. This training will include best practices for teaching and learning in a distance learning environment. The second training will be from public health professionals on the best practices for sanitization and hygiene within our setting.

Template For Scenario 2: Hybrid Learning

Overview of the Plan:

Provide an overview of hybrid learning plan. Detail the logistics of when students will be in-person for instruction each week (and for how long) and when they will be learning remotely. Explain how this model complies with the requirements of strict social distancing and minimizes exposure risk for students and staff.

A hybrid model under these guidelines means allowing no more than 50% of enrolled students in the building on any given instructional day. Our plan is to split students from each advisory into two groups A and B. These groups will rotate between in person learning and distance learning on an every other week basis. Having only 50% of students in our building gives us great confidence that we can strictly enforce six feet of social distancing based on our layout and square footage to student ratio. One of the advantages of using an alternating week model is that it could reduce the risk of one positive COVID-19 test spreading throughout the entire school. It could make identifying those that were in close contact with a person experiencing symptoms or that tests positive much easier and the number of close contacts would be potentially reduced.

Seniors will be encouraged to design independent projects including projects designed to encourage job shadowing, college and career exploration, and transition skills. These projects could lead to seniors having a unique attendance plan that allows them to complete their final credits from home or on the job to further reduce students in the building at one time.

Explain the systems you will use for instruction on days students are learning remotely, including physical and technological resources. Detail how these systems will effectively support your school's unique learning and teaching needs and allow for effective assessment of learning.

At the end of a student's in person instructional week, they will be able to bring their assigned device along with any physical materials needed for their distance learning week home with them It will be expected that teachers design lessons and post assignments to Google Classroom so that students have a seamless transition between in person and distance learning. Our new learning model will replicate a flipped

classroom with weekly rotations. Rather than in person and distance learning students working on the same learning activities simultaneously, there will be distinct activities for in person and distance learners to ensure an equitable learning experience for all. Monitoring and assessing both in person and distance learners will put a strain on our staff's time and resources. It will be important for staff to dedicate a few minutes during each class period as well as their prep time to check in with distance learners. We will also have to schedule enough planning time for teachers to design lessons and units to fit this unique learning model.

Provide the contact information of the school's COVID-19 program coordinator(s) for each school building. *[You will likely input the same answer as listed in Scenario 1's plan.]*

Greg Zimmerman
218-746-3875
gzimmerman@pillagercharter.org

Shana Crouse
218-746-3875
scrouse@pillagercharter.org

Provide an overview of the school's plan for offering a distance learning option to enrolled students who may be medically vulnerable or otherwise unable or unwilling to return to hybrid learning. Provide an overview of the school's plan for offering this option, and whether it will be provided in-house or with a partner on-line provider. *[You will likely input the same answer as listed in Scenario 1's plan.]*

Our plan for those students who choose a distance learning model will be very similar to our distance learning plan from last spring. Laptops will be provided to those that need them and we will assist families in accessing internet providers as needed. Morning advisory will still be conducted through Google Classroom so both students working on site and those working from home will be able to interact with each other and their teachers to kick off the school day. Classroom lessons including projects will be adapted to Google Classroom to provide direct instruction and collaboration opportunities for each student. Advisors will also work with students to develop individualized project based learning proposals for students working from home. Physical education suggestions and assessments will also be provided for these students.

We will also expect at least daily voice contact with each of these students and their advisor.

Social emotional learning will be extremely important for students working from home as well. Our social worker will be expected to connect with these students on at least a weekly basis. Social emotional learning curriculum provided in school will also be expected of distance learning students including Top 20 Students curriculum, service learning, and relationship building. We will also be reinvesting in a social emotional online curriculum product called BASE. It provides courses in things like coping skills, dealing with change, suicide prevention, coronavirus information, motivation, and many more.

Explain the procedures that will be used to move from hybrid learning to either in-person instruction or distance learning including identifying key staff members, tasks and the timeline for executing such a change. *[You will likely input the same answer as listed in Scenario 1's plan.]*

These procedures will be preapproved by the PACS board of directors prior to the beginning of the school year. Because PACS serves a high percentage of students from both Cass and Crow Wing Counties, we will use the 14 day cases per 10,000 data for the higher of the two counties to make our decision on which scenario to implement. The final decision will be made by the school's COVID 19 program coordinator and the decision will be evaluated every two weeks. Decisions will be made based on the higher of the two COVID 19 case rates per 10,000 people for the two counties served. Weekly updates will be communicated to families through Facebook, Remind, website, and phone communication on Thursdays regarding the model that will be used for the following week based on the most recent case rate data.

Operation Specifics:

Social Distancing and Minimizing Exposure

- Describe how the school will provide for social distancing requirements in waiting/reception areas, classrooms, hallways, bathrooms and buses. **Understand that in this scenario 6 foot physical distancing must be maintained at all times**. *[Answers to these questions may be identical to the questions in Scenario 1, but they may differ based on the 6 foot physical distance requirements.]* Specifically:

25

- How was total capacity of individual spaces determined?

  New room capacities will be determined based on square footage, arrangement of tables, and installation of plastic dividers. If classroom capacity is exceeded, they will be moved to alternative spaces including outdoors, gymnasium, big room, workshop, and art room. Having to move to new spaces in order to maintain 6 feet of social distancing space will be much less likely with a hybrid model but we will still need to observe them to ensure proper social distancing.

- How will the school limit the number of people in school facilities and on transportation to 50% maximum capacity?

  We will assign students to one of two groups A & B. If it is a group A attendance day, no one from group B will be allowed in school or on a school vehicle without prior approval and vice versa. When assigning students to the two groups, we will do so strategically based on students with siblings and transportation needs so that school vehicles do not need to exceed 50% capacity on any given day. If necessary, we can run the big school bus to keep appropriate distance during morning and afternoon bus routes.

- How will social distancing guides and directional flows be visible to students and staff (i.e. floor markings, signage, etc.?

  Mixing among students in classrooms will be minimized. Students will be expected to rotate through classes with their advisor groups in a circular manner. Signage and floor markings will serve as reminders. Students will also receive verbal reminders on a daily basis. Floor markings will also be used for other school activities such as lunch lines and student sign in.

- How will staff monitor arrival and dismissal to curtail congregating either in the building or on school grounds?

  Students who use school transportation will be assessed for symptoms and signed in by bus drivers. Those that drive or get dropped off, will be assessed by staff for symptoms and sign in while remaining 6 feet apart as indicated by floor markings. For dismissal, each classroom can be dismissed to a different outdoor exit. Students will be dismissed individually or in small groups depending on their transition path.

- How will the school restrict nonessential visitors, volunteers and activities involving external groups or organizations?

  The school restrict nonessential visitors, volunteers and activities involving external groups or organizations

- ○ How will food and beverage distribution be managed to discontinue self-service food and to serve food directly to students? How does this plan allow for contactless pick up and/or delivery of meals and school materials for days that students and staff are not in the building?
  Lunch service will not require any adjustments. PACS students have always been served directly. However, floor markings will be placed to remind students to stay 6 ft apart while in the lunch line. Multiple classrooms will be opened up as dining areas to ensure proper spacing during meal times.
- Describe the school's plan for implementing school-age care programs for critical workers.
  PACS does not serve a student population that would apply.

Cloth face coverings and face shields *[You will likely input the same answer as listed in Scenario 1's plan.]*

- Describe the school's plan for use of cloth face coverings and/or nonmedical face shields (these are strongly recommended). Will these be required (unless medically or physically unable to tolerate them)?
  Cloth face coverings will be required in the building except for the gymnasium during physical education classes. Students requesting exemptions from this expectation will be required to provide a doctor's note authorizing the exemption. These students would still be required to wear a face shield as an alternative to a cloth mask.
- How will the school teach and reinforce the use of cloth face coverings and/or face shields for students and staff throughout the day, including transportation to and from school?
  Daily reminders will be given in morning advisory of all social distancing and hygiene practices including mask requirements. Students refusing to comply will be removed from the campus. Reminders will be given on school vehicles as well. Masks will be required to ride in school vehicles.
- What is the school's plan on supplying cloth face coverings and/or face shields for staff and students who forget to bring their own?
  MDE will be providing face shields for staff, cloth masks for students, and a supply of disposable masks as a backup for students who forget to bring their own.

Protecting Vulnerable Populations *[You will likely input the same answer as listed in Scenario 1's plan.]*

- Describe the school's process for students/families and staff to self-identify as high risk for illness due to COVID-19.
  Along with our safe learning plan, PACS will send out a list of known health factors that could potentially put an individual at risk for illness due to COVID-19 according to the CDC. The following article will be linked to this list as well. People with Certain Medical Conditions (www.cdc.gov/coronavirus/2019-ncov/need-extraprecautions/people-with-medical-conditions.html). This information will be sent to all PACS families prior to the start of the 2020-21 school year. Any family that identifies their student as high risk will be provided with a distance learning plan.
- Describe the school's plan to evaluate all current plans (Healthcare Plans, IEPs, 504s) for accommodating students with special health care needs and to update them as needed to decrease their risk for exposure to COVID 19.
  Similar practices will take place in these situations as in general classrooms. Plastic dividers/sneeze guards will be in place if masks need to be removed in order to effectively assess students. Students will conduct evaluations in isolated settings in which there will be a minimum of six feet of separation. Spaces will be disinfected after each student uses the space.

Hygiene Practices *[You will likely input the same answer as listed in Scenario 1's plan.]*

- How will the school ensure the availability of appropriate supplies of soap, hand sanitizer, paper towels, disinfectant wipes, and tissues?
  We will be sure to purchase enough and adjust our annual budget accordingly to reflect the higher cost for the upcoming school year.
- What is the school's plan to strategically place supplies in areas where they may be frequently used?
  Supplies will be placed in classrooms and other spaces in accordance with daily cleaning protocols. These supplies will be inventoried on a daily basis to ensure they do not run out during a quick transition time.
- How will the school build routines of hand hygiene into the daily school schedule for all students and staff? Include how the school will supervise the use of hand sanitizer, ensure that children and staff that are sensitive have access to soap and water, and how the school will reinforce handwashing?
  Cleaning and hygiene procedures will be developed for the beginning and end of each classroom and class period. Expectations will be communicated verbally

as well as through conspicuous signage.

<u>Cleaning and Materials Handling</u> *[You will likely input the same answer as listed in Scenario 1's plan.]*

- Describe the schedule the school has established for routine environmental clearing and disinfection of high-touch surfaces and shared equipment throughout the day.

  General Ed and Resource Room
    - Between each classroom period.
    - After lunch

  Big Community Room
    - After lunch and after the school day.

  Gymnasium
    - Equipment used will be cleaned and disinfected after each class session.

  Front Desk
    - Use will be limited but phone and surface will be cleaned and disinfected after each use.

  Vehicles
    - After morning and evening routes.
    - After any other occurrence of transporting students.

Checklists for cleaning have already been developed as students have traditionally cleaned the school. We will use these procedures to create new protocols for quick cleaning between class periods.

- Describe how the school is ensuring adequate supplies to minimize sharing of high-touch materials (dedicated supplies or equipment to individual students) or limiting the use of supplies and equipment to one small classroom cohort group at a time, allowing for time to clean and disinfect between uses.
  Laptops are one to one so students will be assigned a device in the morning. They will take this device with them to all classes. They will disinfect them at checkout at the end of the school day and return them. Other supplies needed for the day will be assigned and distributed in morning advisory. Supplies needed only for one specific class period will be wiped down before and after use.

Monitoring and Excluding for Illness *[You will likely input the same answer as listed in Scenario 1's plan.]*

- Describe the school's plan for educating staff and students about the signs and symptoms of COVID-19, and when they/their children should stay home and when they can return to school.
  In our communication with staff, families, and students, PACS will include a list of COVID 19 symptoms according to the CDC.
- What is the plan for requiring staff and students to stay home?
  If a student is displaying any of these symptoms, they will be expected to stay home and participate in their school day using the PACS distance learning model. They will be expected to stay home for 14 calendar days or until they are tested and confirmed negative for COVID 19. The same expectations will be true for staff who display symptoms. Their first plan of action will be to provide their content through google classroom, virtual classes, etc that students in the building can access and continue their learning.
  - How will the school conduct symptom screening for any person entering the school building?
  All entering the building will sign in immediately at the front desk. All students, staff, and visitors will initial that they are not experiencing any of the potential COVID 19 symptoms. This list of symptoms will be printed at the top of the sign in sheets. All students, staff, and visitors will also have a temperature scan. Anyone with a temperature of 100.4 degrees or higher will not be admitted to the building and will be expected to stay off campus for 14 days or obtain a confirmed negative COVID 19 test before returning to school.
  - How will the school communicate expectations and processes for the symptom screening method(s) selected?
    The procedures described above, including the list of potential COVID 19 symptoms according to the CDC will be communicated to staff, students, and families prior to the start of the 2020-21 school year. Clear and conspicuous signage will be placed on the entrance and front office area of the school.
  - What are the action steps to care for students and/or staff who arrive ill or do not pass screening?
    Students using school transportation will conduct pre screening prior to getting into the school vehicle. Any students that get dropped off will be asked to have their ride stay present until screening takes place in case they are required to go home. Any students that drive themselves will

have a means of transportation if they do not pass the screening process. Education of families on the screening process will be very helpful in allowing students to self assess prior to attending school, hopefully limiting the occurrences of arriving at school with symptoms and being required to leave.

- ○ What is the school's plan for backfilling positions of employees on sick leave?

It will be very important for staff to have virtual classes prepared in the event they are unable to fulfill their regular teaching duties. The minimum expectation will be two weeks in advance in order to cover a 14 day quarantine or sick leave period. In the event that one or more staff are out and physically unable to conduct their teaching from home, PACS will research the availability of long term substitutes.

Handling of Suspected Or Confirmed Positive Cases of COVID-19

- Provide the name and contact information for the staff person who will be responsible for responding to COVID-19. How will you ensure that all school staff and families know who this person is and how to contact them?
  COVID 19 Program coordinators
  Greg Zimmerman, Lead Teacher
  Shana Crouse, Licensed Social Worker
  We will tell them their names, phone numbers, and email addresses.
- Detail the school's system for allowing staff and families to self-report if they or their student have symptoms of COVID-19, a positive test for COVID-19, or had a close exposure to someone with COVID-19 within the last 14 days in a manner that is consistent with HIPAA and FERPA.
  When a staff or family self reports symptoms of COVID-19 or a positive test, PACS will notify all close contacts while keeping anonymity for the self reporting family or staff member. A close contact is anyone who was within 6 feet of the person who is sick while they were considered to be infectious, for 15 minutes or more (regardless of whether either person wore a cloth face covering or face shield).
- Describe the school's signage and placement of signage to request people who have been symptomatic do not enter the building.
  Signage will be placed on the front entrance to the main school building which all personnel, students, and guests will be expected to enter. Signage will contain mask requirement expectations, sign in procedures, and list of COVID 19

symptoms that will result in an individual not being admitted into the building. It will also be stated that these procedures are in accordance with the Safe Learning Plan guidelines established by the State of Minnesota, MDH, and MDE.

- Identify the dedicated spaces for symptomatic individuals to be while waiting to go home. Provide assurance that this space is distinct from routine student health services.

Students who develop symptoms during the school day will be expected to be transported off of the school campus as soon as possible. The first dedicated space for students to be while waiting to go home will be the front office. This room can be closed off to the rest of the building and students in this space can be supervised while maintaining 6 feet of social distancing space. If this space is occupied or otherwise unavailable, other spaces that could be used include an outside seating area (weather permitting) and the gymnasium.

- Detail the process for how symptomatic individuals will be handled once identified. Include information on how the school plans to transport an ill student or staff member home or to medical care if needed.

Students will be asked to quarantine to one of the dedicated spaces described above. The first attempt to transport the symptomatic student off school grounds will be for the student to find a ride from a parent, guardian, or another individual authorized to transport the student by a parent or guardian. A midday school provided transportation option will be provided by the school. An additional vehicle will be available at the end of the school day for students who become symptomatic in the afternoon and cannot find their own transportation. These same services will be available to staff if they are unable to drive themselves. Obviously, in an emergency situation, we are flexible enough to accommodate at any time of the school day.

- Detail the notification process the school will use to both 1) notify MDH, and 2) notify staff, families and the public as needed if a person with COVID-19 was on the school premises while infected. Ensure this is in coordination with local health officials and while maintaining confidentiality.

If we hear about a positive result from a staff member or parent/guardian before MDH is notified, we will reach out to the MDH follow-up team by emailing health.schoolcc.followup@state.mn.us. The team monitors this inbox seven days a week and provides timely guidance. We will also attempt to gather additional information before reaching out to the MDH follow-up team, including the person's name, phone number, the date the person first developed symptoms, the date they were tested and confirmed positive, why they were tested, and the last day of school attendance. All families will be notified if a person with

COVID-19 was on campus and whether or not their student would be considered a close contact. The same will be done if a student develops symptoms during the school day. Anonymity for the infected/symptomatic individual will be preserved with integrity in both cases.

Transportation *[Answers to these questions may be identical to the questions in Scenario 1, but they may differ based on the 50% maximum occupancy requirement.]*

- Detail the plan for cleaning and disinfecting transportation vehicles regularly, focusing on frequent cleaning of touched surfaces. What is the school's plan for ensuring that hand sanitizer is available for use by staff and older children.
  School vehicles used to transport students will be cleaned and disinfected after each route is completed. Surfaces to be cleaned will include seats, arm rests, seat belts, dashes, and steering wheels. All school vehicles will contain sufficient amounts of hand sanitizer. All people entering the vehicle will be expected to use hand sanitizer. The supply of hand sanitizer will be checked after each route during the cleaning process to ensure there is enough sanitizer to supply the upcoming route(s).
- Explain the school's system for symptom screening of individuals before they enter the school vehicle both on the way to and home from school and school events.
  Students using school transportation will conduct pre screening prior to getting into the school vehicle. This includes a temperature scan and confirming they are not experiencing any of the potential COVID-19. If a student passes morning screening and does not develop symptoms throughout the day, they will be admitted on school vehicles for afternoon transportation.
- Detail the school's plan for getting students home safely if they are not allowed to board the vehicle.
  A separate vehicle will be provided to transport this student home if they cannot find their own transportation from a parent/guardian or an individual approved by a parent/guardian to provide transportation. Students will be strongly discouraged from providing transportation for their classmates in these situations.
- Explain the school's plan for limiting the number of people on transportation vehicles to 50% maximum occupancy, and how social distancing will be achieved.
  In determining which students will be assigned to hybrid groups A and B, we will be very purposeful about looking at transportation needs in order to split students so that the school vehicles will not be more than 50% full on any given route. If

by splitting students according to transportation needs, we can still not keep capacity under 50%, we will use our full size school bus to run routes.

Student and Family Support:

Provide an overview on the school's plan to engage students and families throughout the school year. In particular address how you will welcome students and families back, address concerns and fears, and support mental health needs AND help students and families manage transitions between in-person and remote instruction each week. Engaging students and families and creating a welcoming environment. We plan on having a tangible, personal item or gift to remind them how much we missed them and are happy to have them back. Our main message will be to take care of themselves and each other in order to give our school community the best chance to stay healthy and learn together in person. On the first day(s) of school, we will go through our safe learning plan in detail with students and allow them time to ask questions in order to ensure them we are doing all we can to keep them safe while at PACS. We will increase the number of hours our school social worker is in the building for the first month of school in order to handle the expected rise in mental health needs as students return to school after a long absence in a very tumultuous time. We will also be purchasing a social emotional curriculum software for students that will be an effective outlet for both in person students and distance learners.

We feel using an alternating week hybrid schedule will allow students and teachers to establish more structured routines than an alternating day schedule would do. The last day of each in person week will be largely dedicated to helping students in preparing for their distance learning the following week. This would include signing out devices and gathering physical materials needed for their distance learning week. We would also be providing mental health check ins to identify any personal concerns a student may have for a week of being out of school. We will also continue our tradition of ending our weeks with shout outs, which are words of encouragement, recognizing and celebrating successes achieved throughout the week.

Provide specific details on how the school will engage students and families that are English Language Learners. Specifically address:

- How the school will be proactive in communicating with families.
  Any new English Language Learner students will be given the same support as all the other students. School resources, materials, food and teacher contact will be provided without any limitations.

- How attendance policies will build trust and family engagement.

Needs for any customized attendance plan along with a system for accountability for new ELL students will be discussed with families and agreed upon by PACS advisors. Plans must still support the student making satisfactory progress towards credit earning and graduation goals.

Provide specific details on how the school will engage families and students receiving special education services. Specifically address:

- The process for communication with parents and guardians regarding their child's services.

   There will be no need to change traditional protocols for this communication in a hybrid learning model. However, our SPED teacher will meet with students on the last day of their in person learning week in order to provide needed supports such as a distance learning schedule and additional face to face meetings for instructional purposes via Google Meet.

- The protocol for communication with school administrators and educators to prepare staff to plan for the needs of students, child find, evaluations/reevaluations and IEP implementation.

   There will be no need to change traditional protocols for this communication in a hybrid learning model. This communication is purposefully built into our staff inservice meetings both on a weekly basis and during our session breaks.

Provide an overview of how the school will support children and youth experiencing homelessness as well as children of migrant families. *[You will likely input the same answer as listed in Scenario 1's plan.]*

PACS has not traditionally had students that fit this description but we will continue to look to identify students who may be experiencing homelessness or live with migrant families and provide resources as needed.

Academic Considerations:

Provide an overview of the school's plan for addressing learning loss created by the disruption of the FY20 school year, as well as the anticipated disruptions from COVID-19 in this current year. *[You will likely input the same answer as listed in Scenario 1's plan.]*

Students typically show some learning loss over the course of a typical summer. So we will conduct some review exercises, assess students in reading and math to determine and measure any learning loss and create learning opportunities based on these needs. While this situation does present challenges in building academic skills, it does provide unique opportunities to work on our social emotional skills such as coping, resilience, tolerance, gratitude, and living above the line. We want to leverage the current state of

the world to create relevant learning opportunities tied to academic standards.

Explain the school's attendance procedures, articulating how they differ based on in person learning periods and remote learning periods. What is the school's plan to reduce chronic truancy and to re-engage students?

For in person learning, 100% full day attendance will be expected. Students will be reminded that any student with less than 90% attendance puts themselves at a much higher risk of not meeting their graduation goals.

For distance learning, students will be expected to attempt to complete all assigned daily tasks. Any type of communication on a daily task with a teacher including online work completion, texts, emails, phone calls, and video conferencing will be considered attendance for that class period. The same considerations will be made for seniors who develop an independent attendance plan to complete their final credits that allows them to complete a higher percentage of projects at home or on the job.

Our main hope for re-engaging students is that they will have a new appreciation for school after being without it for so long. We will have many conversations focused on our new found gratitude for our school community particularly early in the school year. We will also communicate with families and students very clearly about the new expectations for our distance learning plan. It will look very much the same but work completion will be required for earning appropriate credits and making progress towards graduation.

What is the school's plan to administer locally administered assessments that help guide students' learning, identifies instructional gaps, and promotes the use of ongoing assessment to inform instruction and build educator capacity to fully understand the whole student?

The school's program design allows for a wide range of assessments. During the Distance Learning weeks, some assessment methods will be modified, since it is not possible to have direct observation of students. Teachers are adapting assessments to be used through Google Forms and other methods. Students and parents will be informed on how this will work. We focus strongly on formative assessments primarily through daily lessons. Formal verbal assessments will be adapted to packets or online assessments for distance learning weeks. We will also provide online chat conversations with students some as individual and some in groups to check for understanding. When possible, we will conduct formative assessments during the in person sessions.

What is the school's plan for grading, and how is the school operating with the principle of "do no harm" as referenced on p. 58 of MDE 2020-21 Planning Guidance for Minnesota Public Schools?" What were the key considerations the school considered to determine that the grading system is equitable?

Pillager Area Charter School does not use a traditional grading system. Students earn credits towards graduation by showing competencies and participating in learning activities in the various content areas. Students receive regular feedback on their progress towards achievement of these competencies through our universal mastery rubric. Achievement of any competency should include evidence of mastery at the end of a unit or course and that evidence should be able to be collected in a variety of manners to allow students to demonstrate their understanding. This system lends itself to flexibility which would be necessary for students in a hybrid scenario. Credits earned for any particular competency can be negotiated depending on the students' skill level, IEP, or other challenges a student may face unique to a hybrid learning model. Our goal will be to take advantage of learning opportunities they may be engaged in at home and turn them into projects aligned with school academic standards.

How will the school provide in writing an explanation of how English language development services will be provided to English learners during hybrid learning? Will it be in the form of an appendix to the current LIEP, or in some other form? Also address how the school will communicate the information in the adapted LIEP plan with families.
Yep.

Explain how the school will embed questions and information about homelessness in all school or district outreach efforts. Also explain how the school will prioritize students experiencing homelessness for resources that will be provided to all students, or to low income students, including but not limited to prioritizing students experiencing homelessness for devices and connectivity, providing unlimited high-speed data and providing portable charging devices and insurance for devices.

We will do frequent checks, making sure students have a conducive learning environment at home. While we are not currently aware of any students experiencing homelessness, this could change in our current economic environment. We will have devices, chargers, and charging devices at school that can be signed out. We will also dedicate funding to provide internet access to those who are struggling to get it on their own.

Professional Learning:

What professional development and training will the school engage in to ensure that all

staff are prepared to implement with fidelity the new operating procedures, learning tasks, and support activities required to contain and control COVID-19? *[You will likely input the same answer as listed in Scenario 1's plan.]*

PACS staff will participate in two types of training prior to the beginning of the 2020-21 school year. The first will be a curriculum and instruction training provided by Instructional Designs. This training will include best practices for teaching and learning in a distance learning environment. The second training will be from public health professionals on the best practices for sanitization and hygiene within our setting.

Template For Scenario 3: Distance Learning

Overview of the Plan:

Provide an overview of the basics of your Distance Learning Plan covering all ages of learners you serve.

The PACS Distance Learning Plan will ensure that all enrolled students have equal access to the PACS learning program to continue their education this school year. They will receive required materials, including technology resources to enable participation and contact with their teachers. PACS school staff will be working normal school hours during this time.

Credit and assessments may be modified under this plan, but it is intended that this model of delivery will be equivalent to what students would earn in a full school day (380 min/day) for each scheduled school day. For a student to earn credits and advance to graduate it is necessary to give the time and effort each day just as when attending at the PACS facility. All students and parents will be notified of any changes with this plan, considering the regular communications from the Governor, MDE and other authorities.

PACS will provide an updated list of and access to online resources for class and activities schedules and will communicate when updated lists will be posted. All classes and learning activities will be pursued as normal, with various creative adjustments to meet education goals. All PACS staff are instructed on their roles to support this program and some individual's roles will be adjusted to serve the greater good.

The Advisory Time model continues so that at 8:30 AM warm up questions will be posted/sent out. Student participation will be online. Projects are designed and converted for Google Classroom. Continue the normal routine as much as possible according to the school schedule. Teachers/Advisors will communicate with each student daily. They will work with students who have a challenge to meet this routine.

The current plan is for all students to have internet access to use laptops, tablets or computers for school activities. Any family not able to access the internet for these activities please contact the school as soon as possible. We are making laptops available to anyone lacking one. We are also coordinating and supporting families to ensure internet access is available for those who need them. Certain internet providers will give families free internet access. For any family who can't get access PACS will provide equivalent packets to those students for their continued education. Phone calls will be patched into group conversations and activities.

Students can check out computers in order to complete online schoolwork. Students/families will be responsible for any damages to this equipment. For those who do not have easy access to the internet, please reach out to Spectrum Communications or Charter Communications to connect you to the internet at no cost during this school closure. If your student will have extreme difficulty executing an online distance learning plan, please let us know. We do have pencil and paper materials ready to go as well. However, students who choose this route will still be responsible for connecting with instructors on a daily basis on all assignments.

Any student on an IEP will have daily communication with teachers and staff to meet accommodations. This will include one-on-one conversations with teacher and parents as needed.

We ask each parent to continue to monitor and support this plan and remain involved with teachers and staff as to what will happen. It is important to monitor and be prepared to receive the arrival of meals and materials for different classes and projects.

There is no need for materials to be printed at home. Articles will be sent as PDFs or delivered in printed packets from the school.

For projects requiring other materials staff will prepare these in advance and then deliver them to students through the scheduled bus service.

Most of PACS class and project activities will follow asynchronous delivery to accommodate for different schedule issues students have at home. However, some synchronous time will be held at least once a week. We will post and alert you as to these group activities and events. Specific methods to determine the timing for these events will be communicated. We will also vary the days and times to make them feasible for the most people. It will help if families communicate their home schedule preferences, especially if a number of children are using a limited number of or a single computer.

This will be the normal Daily Schedule:

- A morning advisory assignment will be posted via email at 8:30 am each morning
- Line Check In
- Warm Up Question
- Daily Schedule Completion
- Daily Goal
- Core Class Assignments will be posted via email at 9:00am each morning.
- An afternoon advisory assignment will be posted at 12:20pm each afternoon.
- Students will email the answers for their checkouts to their advisor.

Teachers are expected to provide learning experiences that are consistent with what students would typically be doing in school. Lessons will continue to be connected to schoolwide themes and environmental education as much as possible.

For students who are currently on customized learning plans due to their specific graduation requirements, those plans will continue to be in place. Advisors will communicate expectations with these students on an individual basis.

Students who have been enrolled this year at PACS are familiar with the Google Classroom platform. This will be the primary tool to manage classes, activities and projects. They are also experienced in frequent communication with their teachers. Any new students will receive orientation, coaching and daily support to become familiar with PACS' program, tools and practices. Each student will have one-on-one communication with teachers and support staff each day, this will help ensure each student receives any needed unique learning and teaching needs.

PACS will follow the same plan for instructional leadership as before but adapted to the context of distance learning. The director will have individual and group conversations remotely or in an appropriately distanced place in the building to assess and support teachers as they develop and adapt to the new distance learning practices. Teachers will report on their progress with students, classes and projects as input for instructional leadership. Conversations and remote meetings will support teacher collaboration and implementation of new or improved practices.

Staff professional development will continue through the weekly meetings and one-on-one. Data-driven decision making will be adjusted to fit the Distance Learning model and fulfilled through the weekly meetings discussed elsewhere in this plan. The director, teachers and support staff will make improvements to instructional practices as they learn from student interactions and results during the Distance Learning season.

PACS non-teaching staff will continue to provide various services to students. The school social worker will contact each student normally receiving services. This will be through phone calls and online access, to support students, hopefully on the same schedule as given in the regular school setting.

During this Distance Learning time PACS will continue to protect all student and staff information that should remain non-public. This applies to online resources as well as other media. Staff are instructed to ensure that private information is not able to be shared or accessed. They will follow normal school procedures to maintain data security.

PACS is committed to follow required and recommended health practices to protect each individual. This includes "social distancing" and sanitizing surfaces as much as possible. When any materials are to be picked up from the school the family should call

ahead so these materials can be prepared. When pickup happens individuals will not be allowed into the building for the pickup. Someone will hand off the materials or resources to the family member, or vice versa. When staff are in the building, they will remain well distanced (social distancing) and keep surfaces cleaned (sanitized). Staff will be allowed to work remotely to maintain safe distances or address health needs. Staffing check ins will be daily through established methods and work will be completed wherever the staff person is located.

PACS will hold weekly staff meetings to analyze student achievement, attendance, credit earning, and other indicators of student learning and school function. We will use this data to make adjustments as needed either to our overall plan, or to differentiate learning based on individual student needs.

Explain the systems you will use for distance learning, including physical and technological resources. Detail how these systems will effectively support your school's unique learning and teaching needs allow for effective assessment of learning. Students will be provided with a school laptop, charger, and charging device as needed. PACS will invest funding to provide internet access for those that cannot access it on their own OR assist them in finding resources that will provide them with internet access at a reduced or no cost. Any physical materials needed will be delivered by the school on a weekly basis in order to ensure equal access to learning resources.

Provide the contact information of the district's COVID-19 program coordinator(s) for each school building in the district.

Greg Zimmerman
218-746-3875
gzimmerman@pillagercharter.org

Shana Crouse
218-746-3875
scrouse@pillagercharter.org

Explain the procedures that will be used to move from distance learning to either hybrid learning or in-person instruction including identifying key staff members, tasks and the timeline for executing such a change.

These procedures will be preapproved by the PACS board of directors prior to the beginning of the school year. Because PACS serves a high percentage of students from both Cass and Crow Wing Counties, we will use the 14 day cases per 10,000 data for the higher of the two counties to make our decision on which scenario to implement. The final decision will be made by the school's COVID 19 program coordinator and the decision will be evaluated every two weeks. Decisions will be made based on the

higher of the two COVID 19 case rates per 10,000 people for the two counties served. Weekly updates will be communicated to families through Facebook, Remind, website, and phone communication on Thursdays regarding the model that will be used for the following week based on the most recent case rate data.

Operation Specifics:

Social Distancing and Minimizing Exposure

- How will the school provide for contactless pick up and/or delivery of meals and school materials?
  Deliveries will be by bus to students' homes. Delivery will be weekly for both meals and class and project materials. Bus schedule drop-off times will be sent to each family. Parents will be able to pick up meals or materials at the school site if they call ahead and then pick up goods at the door or in a designated container near the door. Deliveries will be coordinated to be contactless as much as possible. Drop off locations will be coordinated and agreed upon by families.

- Describe the school's plan for implementing school-age care programs for critical workers.
  PACS is committed to support our community's efforts to reduce the impact of the COVID-19 pandemic. The Governor has required schools to support children of qualified emergency workers ages 12 and under. Since PACS serves students in grades 7-12 this requirement does not apply to PACS. However, if a family member is a qualified emergency worker and there is a need for her/his child for care, please contact the social worker and we will help support you to find a solution to your need. Should the state require DPS to care for children of qualified emergency workers and transportation is needed DPS will arrange COVID-19 compliant transportation for those children. Should the state require DPS to provide before and/or after school care for children of qualified emergency workers DPS will arrange such care for those children.

If you are using online learning systems, please identify the platforms / programs / applications that will be used and how the systems or methods of use comply with data privacy requirements and do not allow for the release of protected student or staff information.

Online learning systems used will include Google Classroom, Google Meet, ALEKS, and BASE. All systems in use comply with data privacy requirements and do not allow

for the release of protected student or staff information. Staff will be sure to not communicate protected information in a public forum.

Ensuring all students have the materials needed for learning:
- What is the school's plan for ensuring that every student has access to devices and internet sufficient to engage in meaningful student learning?
Students will be provided with a school laptop, charger, and charging device as needed. PACS will invest funding to provide internet access for those that cannot access it on their own OR assist them in finding resources that will provide them with internet access at a reduced or no cost. Any physical materials needed will be delivered by the school on a weekly basis in order to ensure equal access to learning resources.
- How will the school prioritize funds toward providing access to technology and internet access for traditionally marginalized communities in order to address and not exacerbate existing achievement gaps. Specifically address the needs of children experiencing homelessness and migrant children.
In a distance learning model, we will divert funds from transportation to technology support and internet access for students and families in need.

Student and Family Support:

Community input in the plan:
- How has the school involved the communities they serve in the design of this new distance learning plan to ensure it addresses issues uncovered in the FY20 distance learning implementation?
Along with tracking student attendance and communication, it was our goal during the FY20 distance learning period to connect with parents on a weekly basis to get their perspective on our distance learning plan. We wanted to hear their feedback on their own student's overall well being, stressors, and workload management. We also conducted a Google Survey after the school year to get specific feedback from parents on whether the workload for students was appropriate as well as clarity of expectations. Overall, we received very encouraging feedback from parents so there will be few adjustments if we need to implement distance learning at any point in the FY21 school year. However, all parents agreed that distance learning is inferior to in person learning for their pupils.
- What will be the system for feedback that will ensure that specific family and student needs will be identified and addressed throughout the distance learning implementation?

We will keep the expectation of weekly parent communication in order to make proper adjustments to meet the needs of our students both school wide and individually.

- What additional community partners has the school brought on-board to provide for the needs of students in this new distance learning implementation?
Other local school districts (Staples-Motley and Pillager)

Provide specific details on how the school will engage students and families that are English Language Learners. Specifically address:

- How the school will be proactive in communicating with families.
Any new English Language Learner students will be given the same support as all the other students. School resources, materials, food and teacher contact will be provided without any limitations.

- How attendance policies will build trust and family engagement.
Needs for any customized attendance plan along with a system for accountability for new ELL students will be discussed with families and agreed upon by PACS advisors. Plans must still support the student making satisfactory progress towards credit earning and graduation goals.

- How the school will prioritize relationship building and engagement and have clear expectations for student contact with the EL teacher.
Relationships, engagement, and communicating clear expectations are prioritized with all PACS students so normal procedures will meet this need for ELL students and families.

Provide specific details on how the school will engage families and students receiving special education services. Specifically address:

- The process for communication with parents and guardians regarding their child's services.
There will be no need to change traditional protocols for this communication in a hybrid learning model. However, our SPED teacher will meet with students on the last day of their in person learning week in order to provide needed supports such as a distance learning schedule and additional face to face meetings for instructional purposes via Google Meet.

- The protocol for communication with school administrators and educators to prepare staff to plan for the needs of students, child find, evaluations/reevaluations and IEP implementation.
There will be no need to change traditional protocols for this communication in a hybrid learning model. This communication is purposefully built into our staff

inservice meetings both on a weekly basis and during our session breaks.

Academic Considerations:

Provide an overview of the school's plan for addressing learning loss created by the disruption of the FY20 school year, as well as the anticipated disruptions from COVID-19 in this current year.

Students typically show some learning loss over the course of a typical summer. So we will conduct some review exercises, assess students in reading and math to determine and measure any learning loss and create learning opportunities based on these needs. While this situation does present challenges in building academic skills, it does provide unique opportunities to work on our social emotional skills such as coping, resilience, tolerance, gratitude, and living above the line. We want to leverage the current state of the world to create relevant learning opportunities tied to academic standards.

How is the school going to track that each student has one point of contact with a teacher each day. [This interaction could be participation in a video class or chat; a phone call with the student, or for younger students, with the parent; posting completed coursework to the learning management system; turning in completed coursework on a given day along with a record of teacher contact, e.g., phone call, text message exchange, etc.]
We will use the same communication table created for FY20 distance learning. This spreadsheet allows staff to see both when and how students are engaging with their teachers and the material on a weekly basis.
What is the school's plan to reduce chronic truancy and to re-engage students?
This will be particularly difficult in a distance learning model. Much of an advisor's time during distance learning is dedicated to outreach using both text and phone call communication to keep students engaged and attending their virtual classes and finding unique ways to engage them in learning options at home they can earn credit for assessing this type of learning. County workers and welfare checks will be used as a resource to support chronically absent students.
What is the school's plan for locally administered assessments that help guide students' learning, identify instructional gaps, and promote the use of ongoing assessment to inform instruction and build educator capacity to fully understand the whole student?
The school's program design allows for a wide range of assessments. During the Distance Learning scenario, some assessment methods will be modified, since it is not

possible to have direct observation of students. Teachers are adapting assessments to be used through Google Forms and other methods. Students and parents will be informed on how this will work. We focus strongly on formative assessments primarily through daily lessons. Formal verbal assessments will be adapted to packets or online assessments for a distance learning model. We will also provide online chat conversations with students, some as individual and some in groups to check for understanding. Instructors will be expected to provide timely and informative feedback as needed on all formative and summative assessments to students and make plans for improvement if necessary to achieve proficiency/mastery level.

What is the school's plan for grading, and how is the school operating with the principle of "do no harm?" What were the key considerations the school considered to determine that the grading system is equitable?

Pillager Area Charter School does not use a traditional grading system. Students earn credits towards graduation by showing competencies and participating in learning activities in the various content areas. Students receive regular feedback on their progress towards achievement of these competencies through our universal mastery rubric. Achievement of any competency should include evidence of mastery at the end of a unit or course and that evidence should be able to be collected in a variety of manners to allow students to demonstrate their understanding. This system lends itself to flexibility which would be necessary for students in a distance learning scenario. Credits earned for any particular competency can be negotiated depending on the students' skill level, IEP, or other challenges a student may face unique to a distance learning model. Our goal will be to take advantage of learning opportunities they may be engaged in at home and turn them into projects aligned with school academic standards.

How will the school provide in writing an explanation of how English language development services will be provided to English learners during distance learning? Will it be in the form of an appendix to the current LIEP, or in some other form? Also address how the school will communicate the information in the adapted LIEP plan with families.

Yep

Explain how the school will embed questions and information about homelessness in all school or district outreach efforts. Also explain how the school will prioritize students experiencing homelessness for resources that will be provided to all students, or to low income students [including but not limited to prioritizing students experiencing homelessness for devices and connectivity, providing unlimited high-speed data and providing portable charging devices and insurance for devices.

We will do frequent checks, making sure students have a conducive learning environment at home. While we are not currently aware of any students experiencing homelessness, this could change in our current economic environment. We will have devices, chargers, and charging devices at school that can be signed out. We will also dedicate funding to provide internet access to those who are struggling to get it on their own.

Professional Learning:

What professional development and training will the school engage in to ensure that all staff are prepared to implement with fidelity the new operating procedures, learning tasks, and support activities required to contain and control COVID-19?
PACS staff will participate in two types of training prior to the beginning of the 2020-21 school year. The first will be a curriculum and instruction training provided by Instructional Designs. This training will include best practices for teaching and learning in a distance learning environment. The second training will be from public health professionals on the best practices for sanitation and hygiene within our setting.