



# **Aitkin Public Schools**

**Independent School District #1**

# **Fall Opening 2021**

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**Introduction:**

**As of June 2021, these are the most up to date guidelines we have from The Minnesota Department of Education, The Minnesota Department of Health and the Center for Disease Control. These guidelines are expected to change throughout the summer and this document will be updated as more information is available to school districts.**

Spring 2020 brought unprecedented changes to society and our school system. As we plan for the 2021-22 school year, in compliance with the Minnesota Department of Education (MDE) and the Minnesota Department of Health (MDH) guidance, our focus is to create an educational delivery system to keep our students, families and staff healthy and safe. We have developed three scenarios for the school year, detailed in this document.

The goal is to have our school ready for whatever the public health situation may require. It is the intent of the school district to be ready to switch between these scenarios if/when we are asked to do so by MDE/MDH. As we formalize these plans one goal remains, to develop a system of instruction that meets the needs of every learner regardless of their situation. We are including three educational delivery scenarios for Aitkin Public Schools.

Aitkin Public Schools has identified a number of key topic areas that are needed to prepare for the 2020-2021 school year. Much of the guidance used to create this plan was received from the different parent/family surveys that were completed during the summer.

We have created several committees that have met and are continuing to meet to address the concerns that arise as we look at what the future will bring us. Here are the committees and staff members involved.

<b>Communication Team</b>		
<b>Name</b>	<b>Grade Levels</b>	<b>Contact info.</b>
Kenna Grater	HS	kgrater@isd1.org
Rob Williams	K-6	rwilliams@isd1.org

Jenny Mickelson	K-6	jmickelson@isd1.org
Cassie Conn	PK - 6	conn@isd1.org
Gina Ostrowski	PK-6	gostrowski@isd1.org
Sheri Sanbeck	7-12	ssanbeck@isd1.org
Jason Henke	7-12	jhenke@isd1.org
Andy Dokken	PK-6	adokken@isd1.org
Paul Karelis	7 - 12	pkarelis@isd1.org
Dan Stifter	PK-12	dstifter@isd1.org

<b>Wellness - Social Emotional Learning Team</b>		
Name	Grade Levels	Contact info.
Lainey Sanberg	7 - 12	asanberg@isd1.org
Mary Vinje	K-6	mvinje@isd1
Tracy Shimer	K-6 SPED	Tshimer@isd1.org
Julie Jensen	PK - 6	jjensen@isd1.org
Meredith Sander	7 -12	msander@isd1.org
Andy Dokken	PK-6	adokken@isd1.org
Paul Karelis	7 - 12	pkarelis@isd1.org
Dan Stifter	PK-12	dstifter@isd1.org

<b>Scheduling Team</b>		
Name	Grade Levels	Contact info.
Tracy Shimer	K-6 SPED	Tshimer@isd1.org
Jake Mehr	HS	jmehr@isd1.org
Becky Michaletz	K-6	bmichaletz@isd1.org
Kenna Grater	HS	kgrater@isd1.org

Kelly Bast	HS	kbast@isd1.org
Shari Grunenwald	K-6	sgrunenwald@isd1.org
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Jason Henke	7 - 12	jhenke@isd1.org
Jenny Mickelson	K-6	jmickelson@isd1.org
Andy Dokken	PK-6	adokken@isd1.org
Paul Karelis	7 - 12	pkarelis@isd1.org
Dan Stifter	PK-12	dstifter@isd1.org

<b>Instructional Needs/Professional Development/Technology Team</b>		
Name	Grade Levels	Contact info.
Jason Roos	Pre K-12	<a href="mailto:jroos@isd1.org">jroos@isd1.org</a>
Susan Skinner	7-12	sskinner@isd1.org
Kenna Grater	HS	kgrater@isd1.org
Rob Williams	K-6	rwiliams@isd1.org
Jenny Mickelson	K-6	jmickelson@isd1.org
Andy Dokken	PK-6	adokken@isd1.org
Paul Karelis	7 - 12	pkarelis@isd1.org
Dan Stifter	PK-12	dstifter@isd1.org

<b>Transportation Team</b>		
Name	Grade Levels	Contact info.
Tom Bruss	PK-12	tbruss@isd1.org
Michelle Alcox	PK-12	malcox@isd1.org

Andy Dokken	PK-6	adokken@isd1.org
Paul Karelis	7 - 12	pkarelis@isd1.org
Dan Stifter	PK-12	dstifter@isd1.org

<b>Food Service Team</b>		
Name	Grade Levels	Contact info.
Terry Dox	PK-12	tdox@isd1.org
Sam Shaw	PK-6	sshaw@isd1.org
Paul Karelis	7-12	pkarelis@isd1.org
Dan Stifter	PK-12	dstifter@isd1.org
Andy Dokken	PK-6	adokken@isd1.org

<b>Health and Safety Training Team</b>		
Name	Grade Levels	Contact info.
Kelli Crowther	PK-12	kcrowther@isd.org
Tracy Benz	PK-12	tbenz@isd1.org
Steve Snyder	PK-12	ssnyder@isd1.org
Randy Beauchum	7-12	rbeauchum@isd1.org
Paul Karelis	7-12	pkarelis@isd1.org
Dan Stifter	PK-12	dstifter@isd1.org
Andy Dokken	PK-6	adokken@isd1.org

<b>Academic Planning Team</b>		
Jenny Mickelson	PK-6	jmickelson@isd1.org
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Lindsey Cline	7 - 12	lcline@isd1.org
Aaron Samuelson	PK-6	asamuelson@isd1.org
Heather Fontaine	PK-6	hfontaine@isd1.org
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Vicki Sundholm	PK-6	vsundholm@isd1.org
Becky Michaletz	PK-6	bmichaletz@isd1.org
Dan Stifter	PK-12	dstifter@isd1.org
Paul Karelis	7-12	pkarelis@isd1.org
Andy Dokken	PK-6	adokken@isd1.org

We as a team will continue to build and review our plan to address the needs of our children and community as we move forward. This will be an ever changing plan as situations change, new information is shared and guidance is shared by the various parties involved.





# Independent School District #1 Aitkin Public Schools Fall 2021

## Back to school plan

### Delivery of Instruction:

In planning for the coming school year, the Minnesota Department of Education (MDE) has requested school districts to plan for three different scenarios going into the 2021-2022 school year. Those three scenarios include:

- **Scenario 1: In-person learning for all students.** Creating as much space as possible between students and teachers that is feasible during the day, but is not held to strictly enforcing the 6 feet of social distancing. Face masks or coverings are recommended.
- **Scenario 2: Return students to school buildings implementing a hybrid model.** Following strict social distancing and capacity limits to 50% maximum occupancy. Social distance of at least six feet between people must always occur. Face masks or coverings are recommended.
- **Scenario 3: Remote Learning Only**

### Opening of School - September 2021

The opening of schools is based on the MDH *2021-2022 Planning Guide for Schools*, MDE's *Guidance for Minnesota Public Schools: 2021-2022 School Year Planning* and current public health recommendations at the time this document was developed, which include:

- Maintain a distance of six-feet between individuals
- Wear face masks or coverings (are now recommended)
- Screen for COVID-19 symptoms
- Practice good hygiene protocols, including hand washing, cleaning and disinfecting
- Limit group gatherings

- Plan for short-term school closures, should there be a suspect or confirmed COVID-19 case This is a working document to be updated as changes occur. It summarizes the methods
- Aitkin School District # 1 will possibly have to utilize all three scenarios.

## **Academic Expectations**

- In all three scenarios, we will have the following expectations. Students are expected to be an active participant in the learning activities that are prepared for the daily lessons. Students will need to demonstrate work is being done on assigned tasks. Students will be evaluated and graded based on the work assigned by the teacher. Standard grading practices will be followed.

## **Canvas - Learning Management System**

Aitkin Public Schools will be using Canvas as our Districts Learning Management System (LMS) to deliver instruction to our students.

- *The Canvas Learning Management System allows the Aitkin School District to build a digital learning environment that meets the unique challenges faced by our district. Canvas simplifies teaching, elevates learning, and helps address the challenges of supporting and growing traditional learning technologies.*

## **Scenario 1: In-person learning for all students.**

In this scenario we will create as much space as possible between one another as is feasible during the day. Where possible, all staff will be working with the six feet social distancing guidelines set by the Minnesota Public Health Department during primary instruction in the classrooms.

Classrooms will be limited to essential teaching tools. Limiting the number of personal items in the classroom will lighten the cleaning load of the custodial staff. During this time, all porous surfaces (couches, rugs, chairs, bean bag chairs, etc.) will not be allowed in the classroom as they present cleaning challenges for custodial staff. Students will proceed as normal, flowing to different classrooms. Teachers will facilitate cleaning protocols at the end of each class period. Students will be asked to wipe down their areas/equipment used during the class period.

After Vocational classes, FACS, Art, the students will be responsible for cleaning equipment they have used in the classroom or lab.

## **Special Education/ 504 In Person Learning**

**Aitkin Public Schools** recognizes and acknowledges the unique set of challenges in person learning presents to a student with a disability during this pandemic. As we remain responsible for the free and appropriate public education (FAPE) of our students, we remain committed to meeting the requirements of Individuals with Disabilities Education Act (IDEA), Part B and Part C and Section 504 of the Rehabilitation Act. We are working closely with the Minnesota Department of Education (MDE), the U.S. Department of Education, the Office of Civil Rights (OCR), and the Office of Special Education Programs (OSEP) as we develop our plans.

- **Aitkin Public Schools** will communicate with parents and guardians regarding their child's services, which may include discussion regarding developing an addendum to IEPs and Section 504 plans to address how best to meet the student's needs in the in person learning model. This includes direct specialized instruction, related services, and accommodations. This addendum will be completed through the IEP process.

- **Aitkin Public Schools** will review the delivery of special education and related services, as well as general education curriculum to ensure students with disabilities have equal access to in person learning. This includes children from birth through age 21. This includes communication between the case manager, the general education teachers, the parent/guardian and related services providers to ensure students with disabilities can be appropriately involved and make progress toward the general education standards and IEP goals.

- **Aitkin Public Schools** will address translation and interpreter needs for students and families when developing and providing instructional materials.

- **Aitkin Public Schools** will develop plans to ensure students with disabilities have access to necessary instructional materials, based on an assessment of family needs.

- Paul Bunyan Education Cooperative will communicate with school administrators and educators in order to prepare staff to plan for the needs of students eligible for special education, child find activities, evaluations/reevaluations, and IEP implementation.

- IEPs and Section 504 plans will continue to be implemented.

- **Aitkin Public Schools** will use in person (case by case), virtual meetings and phone conferences to hold IEP, evaluation, and re-evaluation meetings in accordance with regular due process dates.

Please contact Paul Bunyan Education Cooperative if you have any questions related to special education at 218-454-5500.

## **Scenario 2: Hybrid Model.**

The Hybrid learning plan will encompass a rotating schedule with A - B days, only bringing in approximately half of the student body each day. The building will run on A-days on Monday and Thursday and B-days on Tuesday and Friday. Wednesday of each week will be dedicated to distance learning, professional development, student learning interventions, Professional Learning Communities and planning time for teachers. When students are not in the buildings, the district's custodial staff will implement cleaning and sanitizing of our school buildings. The bus garage staff will implement cleaning and sanitizing of our school busses. This will be done to ensure the safety of the students and staff. The students will be divided in half based on their family/household last name, with the goal being to keep all students of the same family attending school in person on the same days.

The utilization of the media centers and commons areas will be used to accommodate those students that may be struggling or are in need of extra support and/or modifications. This could also include students that do not have access to internet services.

Classrooms will be limited to essential teaching tools. Limiting the number of personal items in the classroom will lighten the cleaning load of the custodial staff. During this time, all porous surfaces (couches, rugs, chairs, bean bag chairs, etc.) will not be allowed in the classroom as they present cleaning challenges for custodial staff. Students will proceed as normal, flowing to different classrooms. Teachers will facilitate cleaning protocols at the end of each class period. Students will be asked to wipe down their areas/equipment used during the class period.

After Vocational classes, FACS, Art, the students will be responsible for cleaning equipment they have used in the classroom or lab.

## **Special Education/ 504 Hybrid Learning**

**Aitkin Public Schools** recognizes and acknowledges the unique set of challenges hybrid learning presents to a student with a disability. As we remain responsible for the free and appropriate public education (FAPE) of our students, we remain committed to meeting the requirements of Individuals with Disabilities Education Act (IDEA), Part B and Part C and Section 504 of the Rehabilitation Act. We are working closely with the Minnesota Department of Education (MDE), the U.S. Department of Education, the Office of Civil Rights (OCR), and the Office of Special Education Programs (OSEP) as we develop our plans.

- **Aitkin Public Schools** will communicate with parents and guardians regarding their child's services, which may include discussion regarding developing an addendum to IEPs and Section 504 plans to address how best to meet the student's needs in a hybrid learning model. This includes direct specialized instruction, related services, and accommodations. This addendum will be completed through an Individualized Hybrid Learning Plan (IHLP).

- **Aitkin Public Schools** will review the delivery of special education and related services, as well as general education curriculum to ensure students with disabilities have equal access to hybrid learning. This includes children from birth through age 21. This includes communication between the case manager, the general education teachers, the parent/guardian and related services providers to ensure students with disabilities can be appropriately involved and make progress toward the general education standards and IEP goals.

- **Aitkin Public Schools** will address translation and interpreter needs for students and families when developing and providing instructional materials.

- **Aitkin Public Schools** will develop plans to ensure students with disabilities have access to necessary instructional materials, based on an assessment of family needs.

- Paul Bunyan Education Cooperative will communicate with school administrators and educators in order to prepare staff to plan for the needs of students eligible for special education, child find activities, evaluations/reevaluations, and IEP implementation.

- IEPs and Section 504 plans will continue to be implemented.

- **Aitkin Public Schools** will use in person (case by case), virtual meetings and phone conferences to hold IEP evaluation, and re-evaluation meetings in accordance with regular due process dates.

Please contact Paul Bunyan Education Cooperative if you have any questions related to special education at 218-454-5500.

### **Scenario 3: REMOTE Learning Only**

**Purpose** - The purpose of online learning is to continue providing meaningful learning with an alternative delivery method for all students should we need to provide instruction in a Distance Learning environment..

- **Expectations**

- Teachers should review the critical concepts and learning targets that must be accomplished by the end of this school year. Learning goals should be developed and instructional plans should be made to meet these desired learning goals for all students. Parent involvement and support is expected at all grade levels.
- Students in grades Pre-K through twelfth grade who have access to the internet would use various methods to demonstrate their learning. Students who do not have access to the internet would need other formats of instruction including: (paper pencil, packets, book activities, USB flash drives loaded with assignments and instructions from multiple classes, etc).
- Teachers will post learning lessons to the Aitkin Public School Districts learning platform, Canvas, by 8:00 am on each day that is designated for online learning.
- Teachers must share contact information with students and parents (email, telephone, and other means of electronic communications, etc.). Teachers will be available to students and parents electronically on each Distance Learning day from 7:30 - 3:30. Preferred forms of communications are phone calls, emails, video conferencing (Zoom, Google Hangouts) Canvas, Infinite Campus, instant messaging.

### **Special Education/504 Remote Learning**

#### **Students with Disabilities (IEP and 504 Plans)**

**Aitkin Public Schools** recognizes and acknowledges the unique set of challenges distance learning presents to a student with a disability. As we remain responsible for

the free and appropriate public education (FAPE) of our students, we remain committed to meeting the requirements of Individuals with Disabilities Education Act (IDEA), Part B and Part C and Section 504 of the Rehabilitation Act. We are working closely with the Minnesota Department of Education (MDE), the U.S. Department of Education, the Office of Civil Rights (OCR), and the Office of Special Education Programs (OSEP) as we develop our plans.

- **Aitkin Public Schools** will communicate (via phone or virtually) with parents and guardians regarding their child's services, which may include discussion regarding developing an addendum to IEPs and Section 504 plans to address how best to meet the student's needs in a distance learning model. This includes direct specialized instruction, related services, and accommodations. This addendum will be completed through an Individualized Distance Learning Plan (IDLP).

- **Aitkin Public Schools** will review the delivery of special education and related services, as well as general education curriculum to ensure students with disabilities have equal access to distance learning. This includes children from birth through age 21. This includes communication between the case manager, the general education teachers, the parent/guardian and related services providers to ensure students with disabilities can be appropriately involved and make progress toward the general education standards and IEP goals.

- **Aitkin Public Schools** will address translation and interpreter needs for students and families when developing and providing instructional materials.

- **Aitkin Public Schools** will develop plans to ensure students with disabilities have access to necessary instructional materials, based on an assessment of family needs.

- Paul Bunyan Education Cooperative will communicate with school administrators and educators in order to prepare staff to plan for the needs of students eligible for special education, child find activities, evaluations/reevaluations, and IEP implementation.

- IEPs and Section 504 plans will continue to be implemented.

Accommodations for students without access to the internet will be made. Options could include learning packets, alternative assignments, hands-on learning, or other learning tools. Please remember that students will need internet access to use Canvas to upload/download assignments.

If internet access is an issue please contact your students school office.

## **Learning Model Flexibility**

If you have a reason to switch between learning models at any point during the year due to COVID -19, you need to contact the Rippleside or High School Principal and set up a meeting to discuss and prepare for the transition.

## **Face coverings**

**All students, staff, and other people present in school buildings and district offices or riding on school transportation vehicles are recommended to wear a face covering.**

Face coverings are meant to protect other people in case the wearer does not know they are infected.

**Types of allowable face coverings include:**

- Paper or disposable mask
- Cloth face mask
- Neck gaiter
- Scarf/ Bandanna
- Religious face covering

The covering should cover the nose and mouth completely, should not be overly tight or restrictive, and should feel comfortable to wear. A face covering is not meant to substitute for social distancing, but is especially important in situations when maintaining a 6-foot distance is not possible.

Face coverings should not be placed on anyone under age 2, anyone who has trouble breathing or is unconscious, anyone who is incapacitated or otherwise unable to remove the face covering without assistance, or anyone who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition.

A face shield (a clear plastic barrier that covers the face) allows visibility of facial expressions and lip movements for speech perception and may be used as an alternative to a face covering in the following situations:

- Among students in Kindergarten through grade 8, when wearing a face covering is problematic.
- By teachers (all grades), when wearing a face covering may impede the educational process.



- For staff, students, or visitors who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition.
- For staff providing direct support student services, when a face covering impedes the service being provided.

For optimal protection, the face shield should extend below the chin anteriorly, to the ears laterally, and there should be no exposed gap between the forehead and the shield's headpiece.

- If face coverings are being worn, they may be temporarily removed when engaging in indoor physical activity (e.g., during recess, after school sports, or when exercising in a gym) where the level of exertion makes wearing a face covering difficult, and during classes or activities held outdoors. People participating in these activities should maintain 6 feet of distance while doing so to the extent feasible.
- Pre-kindergarten students age 5 years and younger participating in programming in a school building or district office. Pre-kindergarten programs are subject to the Executive Order requirements and related guidance applicable in child care settings; see Masking Requirements for Child Care ([www.health.state.mn.us/diseases/coronavirus/schools/masks.html](http://www.health.state.mn.us/diseases/coronavirus/schools/masks.html)). [Masking Requirements for Child Care](#)
- Pre-kindergarten children who are at least 2 years old may wear face coverings if they can do so in compliance with CDC guidance on How to Wear Cloth Face Covering (e.g., without frequently touching or removing the covering). [How to Wear Cloth Face Covering](#)  
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html>
- If face coverings are being worn, they can temporarily be removed to eat or drink, but care should be taken to maintain as much space as possible between people, recognizing it is not always feasible to maintain 6 feet of distance from others.
- If face coverings are being worn, during indoor practices or performances involving singing, acting, public speaking, or playing musical instruments where a face covering cannot be used while playing the instrument. Performers should ideally maintain 12 feet or greater social distance to the extent possible and they need to replace their facemask as soon as the activity is completed. If 12 feet distance can not be maintained a face shield may be a possible option.

- People who are entering the school building during the day may be required by school staff to briefly remove their face covering for the purposes of checking identification.
- Staff working alone in their offices, classrooms, vehicles, or other job locations who do not have any person-to-person interaction.
- Staff working in communal spaces (e.g., at desks or in cubicles) that have barriers such as plexiglass or cubicle walls between employees that are above face level.
- When communicating with a person who is deaf or hard of hearing or has a disability, medical condition, or mental health condition that makes communication with a face covering difficult, provided that social distancing is maintained to the extent possible.

*\*This information was provided by the Minnesota Department of Health - 2021-2022 Planning Guide for Schools.*

## **District Communications**

Aitkin School District #1 has gathered a communication group to identify the needs for the upcoming school year. The team will use our Infinite Campus messenger program, webpage and social media websites to inform the students, parents and community of any changes that may take place as the guidelines change from the Minnesota Department of Education and Minnesota Public Health.

Dan Stifter (Superintendent) is identified as our district's chief spokesperson in our Crisis Management Plan. He will be our person of contact for all emergencies and COVID-19 related matters and changes.

Methods of Communication:

The district will communicate any changes or updates in the following ways:

1. Infinite Campus Messenger: Email, text messages, voice messages and Infinite Campus inbox messages to staff, students, and parents/guardians for immediate updates when necessary
2. District web page
3. Community newspapers articles
4. ISD #1 Facebook page
5. Written documentation mailed or available at the district office or either school for families with no internet access.
6. Faculty meetings with principals using Google Meets and other on-line communication tools. The district will continue to utilize the district's website,

Infinite Campus Messenger alert system and facebook for updating staff, students, parents/guardians with immediate updates when necessary.

Posters and reminders will be posted on the walls in the facilities at the following locations:

- At all handwashing sinks to remind everyone of good handwashing practices
- On entry doors to remind everyone not to enter if they are sick or have symptoms
- At entries notifying anyone one entering the building of the screening methods occurring.

#### Template Messaging: (Appendix C)

Message templates have been put together for:

- A letter indicating how the school year will start off for the 21-22 school year after MDE announces the plan.
- A template letter indicating the changes the district will make due to an outbreak of COVID-19 in the facilities.
- A template letter notifying staff, students and parents of the changes taking place in athletics/activities.

### **District's Mental Health Wellness- Social Emotional Learning (SEL) Plan**

The COVID-19 pandemic is causing stress, fear, and anxiety for many people. The District will provide staff, families, and students (age-appropriate) with information on how to access resources for mental health and wellness in the following ways.

The Aitkin School District has the following counselors and mental health professionals available for students and staff:

- Counselor (K-6) Julie Jensen
- Counselor (7-9) Sammy Croatt
- Counselor (10-12) Meredith Sander
- Mental Health Practitioner (Northern Pines Mental Health) Colin Barnett
- Mental Health Therapist (Northern Pines Mental Health) Kelsey Dagen

#### **Scenario # 1**

All students have access to the counselors in Rippleside Elementary and the High School. Their office hours and contact information is available to all students throughout the day. Students that continually receive assistance will continue to receive help as needed.

**Scenario # 2**

When students are in the building they can access support services throughout the school day. When students are not in school, student support services can be contacted electronically or by phone as needed. A local law enforcement officer will be utilized to assist in identifying students that may need help. All students at Aitkin Public Schools will be informed of the student support services that are available.

**Scenario # 3**

Students at home will receive information on how to reach the counseling staff electronically. Students that continually receive assistance, who are not in the building will be reached out to electronically. A local law enforcement officer will be utilized and will assist in identifying students that may need assistance.

**Training and Education**

The following staff categories have received training on the back to school 21-22 plan in the specific areas listed below.

<p><b>Maintenance &amp; Custodial Staff</b></p> <ul style="list-style-type: none"> <li>• Currently known COVID-19 Facts</li> <li>• Cleaning Methods and Schedule</li> <li>• Employee Right-to-Know</li> <li>• Personal Protective Equipment</li> <li>• Identifying Symptomatic Students</li> <li>• Screening Yourself</li> </ul>	<p><b>Transportation Staff</b></p> <ul style="list-style-type: none"> <li>• Currently known COVID-19 Facts</li> <li>• Cleaning Methods and Schedule</li> <li>• Employee Right-to-Know</li> <li>• Personal Protective Equipment</li> <li>• Identifying Symptomatic Students</li> <li>• Screening Yourself</li> </ul>
<p><b>All Other Staff</b></p> <ul style="list-style-type: none"> <li>• Currently known COVID-19 Facts</li> <li>• Overview of the Custodial Cleaning</li> <li>• Receiving Items from Home</li> <li>• Identifying Symptomatic Students</li> <li>• Screening Yourself</li> </ul>	<p><b>Parents &amp; Guardians</b></p> <ul style="list-style-type: none"> <li>• Districts Back to School Overview</li> <li>• Transferring Items from Home to School</li> <li>• Scheduling Changes</li> <li>• How to Screen/What to Screen for</li> <li>• Use of Technology</li> </ul> <p>*The district will send home the MDH COVID-19 Decision Tree and MDH “Is it COVID-19” to assist with symptom identification</p>

**Substitute Needs:**

Aitkin School District # 1 is also preparing for the absence of essential staff members : Teachers, Bus Drivers, Food Service Staff, Paraprofessionals, and Secretarial Staff. All substitutes will have to receive some training and information on the different job duties

and responsibilities that they will be asked to perform during this time.

## **Scheduling**

### **SCENARIO #1**

When students return to in-person learning within the building we will utilize our regular daily schedule as state guidelines allow.

### **SCENARIO #2**

To comply with scenario 2 and the social distancing guidelines, Aitkin School District will adopt a hybrid schedule. Elementary and High School students will be split into two groups, A and B. Group A will be in the building on Monday and Thursdays. Group B will be in the building on Tuesday and Fridays. Distance learning will take place on Wednesdays.

All Aitkin Public Schools teachers will be expected to teach on site. Some classrooms may be utilized for other activities to accommodate social distancing. Special education students will have their IEP's reviewed and modified to meet the individual needs of the student.

Students may be asked to come in on Wednesdays to be granted extra support time to follow through on specific learning skills which can only be presented in a Lab or hands on learning environment. This could include direct demonstrations, the use of specific equipment, chemicals or products found in the lab settings.

### **SCENARIO # 3**

The District will use the current Distance Learning Plan for the 2021-2022 school year..

## **Academic Expectations**

Aitkin School District continues to identify ways students will receive enrichment opportunities to enhance learning. Staff will be encouraged to think outside the box and integrate many new teaching strategies into their daily lessons. The importance of good teaching and standards based core instruction will help in the process of how educational lessons are being taught. These strategies will be used in the classroom as well as in distance learning or a hybrid model.

Goals of the Committee:

- Identify Best Practices to be used by staff
- Look at enrichment opportunities for student
- Identify the key features of good core instruction.

- Flipped Classrooms
- Standard Driven Lessons
- Grading Plans for the 3 scenarios.

**Scenario # 1**

When students return to in-person learning within the building we will utilize our regular daily schedule as state guidelines allow. Essential learner outcomes and learning target areas will be assessed. Students will be identified and supported based on their individual needs. A Multi-tiered System of Supports (MTSS) will be used to address student needs.

**Scenario # 2** (Use Scenario #1 process, plus the following)

The students will be expected to use the Canvas platform. The learning management tool (Canvas) will be used to complete assignments and communicate with staff. Students will be expected to attend distance learning activities daily. In the Canvas platform, modules will be the format used by all teachers K-12 to instruct students. Students that do not have internet will be able to access the building’s internet system by attending one of two designated areas for extra support. Paper copies will be available for students that are unable to access the district’s internet system. All will be assessed through the standard grading system.

**Scenario # 3**

The District will use the current Distance Learning Plan for the 2021-2022 school year.

	In Person	Hybrid	Distance Learning only
How do we identify the gaps? Assessments used and administered?	Rippleside-Fastbridge CBM's, aReading, aMath, classroom diagnostics  Spring Lesson Plans?  HS Fastbridge	Rippleside-Fastbridge CBM's, aReading, aMath, classroom diagnostics  HS Fastbridge	Can we have students take the aReading and aMath tests online? Progress Monitor in a virtual setting especially younger students  How to assess grades 11 -12
How do we catch students up that we identify?	Increased targeted interventions (Classroom, Title,	Increased targeted interventions (Classroom, Title,	Develop individualized plans for all students

	<p>Kelly Sharkey, extended day-ASK, Rippleside Specialists)</p> <p>HS - Edgenuity</p>	<p>Kelly Sharkey, extended day-ASK, Rippleside Specialists), strategic number of days of in-person attendance</p> <p>HS - Edgenuity</p>	<p>representing special populations (ex. Disabilities, ELL, gifted students)</p>
<p>Delivering lessons? Expectations for virtual programs/structures?</p>	<p>Increases training in technology so they can be ready to go if we go to a different model?</p> <p>-expectations clearly presented to students and parents at the beginning of the year</p> <p>-</p>	<p>-Flipped classroom (Lessons taught through video on off day, and support for work in class?)</p>	<p>Plan inclusion and pull-out structures for SPED in need of additional support Consider additional support for students with IEPs (face to face or virtual)</p>
<p>Key Skills/Critical Standards (Power Standards)</p>	<p>Grade-level/subject area specific PLC work time?</p>	<p>Standards/Learning Targets - need to identify priority</p>	<p>-increased academics to begin with so we can increase classroom cohesive and relationship building activities when they come back to school?</p>
<p>Expand Intervention Times</p>	<p>School and grade level discussion</p>	<p>School and grade level discussion</p>	<p>School and grade level discussion</p>
<p>Communication Plan for academic expectations (Covid Handbook?)</p>	<p>Measures that are in place to keep the students and staff safe</p>	<p>AND</p> <p>-Outline for the hybrid schedule</p> <p>-technology</p> <p>-Attendance requirements</p> <p>-grading policy</p> <p>-time expectations</p>	<p>-What are the requirements for distance learning</p> <p>-technology</p> <p>-Attendance requirements</p> <p>-grading policy</p> <p>-time expectations</p>

CORE Instructional Strategies			Co-planning and teaching (SPED and classroom)
Grading	Grading as usual	-new content daily -grading as usual?	Develop student feedback and/or grading plans and make needed policy changes
Attendance			Grades 7-12: Daily Check-In for each class through Infinite Campus. Teachers will determine if students who have checked in have participated and have the ability to mark them as “not participated” even if the student checked in.
Time expectations: Total and individual - Teaching time and homework time			
Common classroom expectations/ parameters	-High academic expectations/ standards -same academic pace every day, no matter what format -	-High academic expectations/ standards -same academic pace every day, no matter what format -	-High academic expectations/ standards -same academic pace every day, no matter what format -

**Instructional Needs/ Professional Development/Technology**

- The Instructional Needs/Professional Development Committee has identified the following needs for the support of the K-12 Educational Staff:



- Provide professional opportunities for all staff on the LMS Learning Management system for the district. The committee identified 3 levels of training necessary to be successful in utilizing the Canvas program.
- Training sessions for beginning, intermediate and advanced levels of users will be offered starting in August. Paraprofessionals are also identified as a group that need training to ensure they could stay connected with the students they work with.
- Creating a standard format (Modules) for all staff at the different levels to follow in creating and presenting lessons on-line.
- Identifying the means of communication on-line, live streaming, videotaping and posting lessons to our LMS Canvas system.

## **Transportation:**

### **Requirements: Scenario 1 and 2**

- Systematically review and evaluate school transportation capacity with the goal of creating as much space between riders as possible, recognizing that it is not always feasible to have 6 feet of social distancing. Consider reducing capacity or adding routes to allow for more physical space between riders. See Additional Requirements: Scenario 2, below, for transportation-related requirements specific to Scenario 2.
- All persons driving or riding in a school transportation vehicle must wear a face covering. Please reference the Face Coverings section above for additional details. An extra supply of face coverings should be maintained on school transportation vehicles for riders who forget to bring them.
- Arrange seating to maintain 6 feet of distance between the driver.
- Clean and disinfect transportation vehicles regularly, focusing on frequent cleaning of touched surfaces in the vehicle (e.g., surfaces near the driver's seat, hard seats, door handles, seat belt buckles, light and air controls, doors and windows, grab handles) between routes.
- Keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Require that people who become ill during the day not use group transportation to return home.
  - Create a plan for getting students home safely if they are not allowed to board the vehicle.
  - If a driver becomes sick during the day, they must follow protocols outlined for people who are ill and must not return to drive students.

### **Additional Requirements: Scenario 2**

- Limit the number of people on transportation vehicles to 50% maximum occupancy.
- Create as much space between riders as possible, recognizing that it is not always feasible to maintain 6 feet of social distancing. Household members may be seated in rows together. Consider reducing capacity or adding routes to allow for more physical space between riders.

### **Recommendations: Scenario 1 and 2**

- Provide hand sanitizer to support healthy hygiene behaviors on all school transportation vehicles for safe use by staff and older children.
- Consider using assigned seating for riders to assist with rapid contact tracing in the event there is a positive case who rode on a school transportation vehicle while potentially infectious.
- Consider keeping windows open if appropriate and safe while the vehicle is in motion to help increase air circulation.

*\*This information was provided by the Minnesota Department of Health - 2021-2022 Planning Guide for Schools.*

### **Food Services: (Cafeteria)**

The students will eat breakfast and lunch as they normally do when attending school in person. Students will be spread out in the cafeteria to accommodate appropriate social distancing.

#### **SCENARIO #1**

In the High School the cafeteria will be opened, students that eat breakfast will pick up their breakfast and move to their classrooms. Lunch will be served in the cafeteria and students will be spread out into two commons areas and the cafeteria.

At Rippleside Elementary the students will eat breakfast and lunch in their classrooms in grades 1-6. Preschool and Kindergarten will be eating breakfast in the cafeteria. The students will be spaced out as much as possible in all grade levels. Students will go through the serving line with food served to them.

#### **SCENARIO #2**

In the High School the cafeteria will be opened, students that eat breakfast will pick up their breakfast and move to their classrooms. Lunch will be served in the cafeteria and

students will be spread out into two commons areas and the cafeteria. Six feet social distancing will be followed.

At Rippleside Elementary the students will eat breakfast and lunch in their classrooms in grades 1-6. Preschool and Kindergarten will be eating breakfast in the cafeteria. The students will be spaced out as much as possible in all grade levels. Six feet social distancing will be followed. Students will go through the serving line with food served to them.

Students at home will receive pre-packaged meals available for pickup at the school site to be determined. Meals will be provided as requested, families will need to pay for the meals or qualify for free lunch in order to receive the meals.

### **SCENARIO 3**

Pre-packaged meals will be available for parents and students to pick up at the school site to be determined. Students at home will receive pre-packaged meals available for pickup at the school site to be determined. Meals will be provided as requested, families will need to pay for the meals or qualify for free lunch in order to receive the meals.

### **District Health and Safety Initiatives:**

#### **Entering Schools:**

The Aitkin Schools District will ask and expect that parents and students will do daily self health assessments. Information will be provided as a guide for families to use.

Visitors will be screened when entering the building. Visitors/Contractors/Vendors will be encouraged to do business with Aitkin Schools via the phone or computer. The MDH COVID-19 screening poster will be posted at building entrances to remind people entering of the symptoms of COVID-19. All people entering the school building will be required to wear a mask as directed by the State of Minnesota.

To assist parents/guardians, students, and staff in determining when to come into the building based on symptoms, Aitkin School District will provide and post the MDH Decision Tree factsheet.

### **SCENARIO 1 & 2**

The Aitkin School District will ask parents and families to self monitor. If you or your child is experiencing any of the symptoms of Covid 19 listed (but not limited to) you are asked to keep your child home. The main symptoms are:

- Fever of 100.4 or higher
- Chills
- Muscle Pain
- Headache
- Sore Throat
- Recent loss of taste or smell
- Diarrhea
- Nausea or vomiting
- Cough
- Shortness of breath
- Vomiting
- Muscle or body aches

If your child is experiencing any of these symptoms, you must keep your child home. Do not send or bring them to school.

If a child begins to experience these symptoms during the school day, parents will be called and will be asked to arrange for their child to go home. Each building will have a quarantine room, where the student will wait until they are picked up. People who have a temperature less than 100.4 with no symptoms may enter. Those with symptoms or a fever will be turned away and need to go home.

### **Hand Washing**

Proper hand washing practices are very important to reduce the spread of any virus. Thirty Seconds of hand washing is recommended to help stop the spread of the virus. Posters will be placed at all sinks to remind everyone of good hand washing practices. Even though hand washing is more effective than hand sanitizer in reducing germs, hand sanitizer will be provided to all staff members for their desks and workspaces where handwashing is not readily available. Visibly dirty or greasy hands should still be washed as soon as feasible. Custodial staff will check mounted hand sanitizer and hand washing supplies during each daily cleaning of the area. Teachers are expected to encourage proper hand washing with all students.

### **Protecting Those at Higher Risk**

Aitkin School District will accommodate the needs of students who are at a higher risk of serious illness from COVID-19. This includes honoring requests of parents who may elect to continue remote learning due to an underlying medical condition of the student or others in their home. We will accommodate staff medical conditions when feasible.

### **Facilities - Physical Barriers**

Aitkin School District will be identifying high use areas and installing barriers in work spaces that are heavily attended by students and staff.

### **Gatherings and Visitors**

To comply with current public health orders, Aitkin School District will be restricting non-essential building visitors. It is also required that student drop-off and pick-up occur outside the building, rather than inside. If you are an essential visitor to our school, we will ask that you self monitor and do not enter the building if you have any of the following symptoms:

- Fever or feeling feverish?
- Chills?
- A new cough?
- Shortness of breath?
- A new sore throat?
- New muscle aches?
- New headache?
- New loss of smell or taste?

### **Ventilation Systems**

Ventilation systems will be assessed to determine they are operating properly. Dampers are opened to bring in as much outdoor air as possible. This will be coordinated through the head custodian in both buildings.

### **Playgrounds**

#### **SCENARIO 1 & 2**

Playgrounds will remain open and will be cleaned daily, per CDC guidelines following a normal routine cleaning schedule. The focus will be on high touch surfaces. This will not be required once we get to winter.

Students will be directed to wash hands before and after playground use.

Playground usage will occur as a class, in order to keep groups as static/same as possible.

At Rippleside Elementary students will be able attend recess with their grade levels. There will only be one grade level having recess at a time per the defined schedule.

Each grade level will have their own set of playground equipment that will be disinfected after use.

Face covering will not be required when students are attending recess.

### **Technology**

Each student will have their own MacBook Air or I-Pad, which will eliminate the need for sharing. When they are distributed, parents/guardians/students will be instructed on how to keep them sanitized.

The copy area for staff will remain open and in-use. Those using the machine will be asked to use a provided alcohol wipe to wipe clean when done.

## **Gymnasium**

### **SCENARIO 1 & 2**

Physical Education classes will be done outside when possible. When physical education equipment is used, the equipment will be cleaned at the end of class period, prior to being put away. Face Masks are not required during Physical Education classes.

## **Sporting Events & Locker Rooms**

Aitkin School District follows the recommendations and requirements outlined in MDH document, COVID-19 Sports Guidance for Youth and Adults and guidelines as set by the Minnesota State High School League.

## **Floor Markings**

Floor markings made of non-skid materials will be placed in areas that may see congestion, as need is determined by the Health and Safety team. We will add floor markings in highly congested areas and as determined as needed.

## **Classrooms**

### **SCENARIO #1 and #2**

Classrooms will be limited to essential teaching tools. Limiting the number of personal items in the classroom will lighten the cleaning load of the custodial staff. During this time, rugs, and other porous items (couches, chairs, bean bag chairs, etc.) will not be allowed in the classroom as they present cleaning challenges.

Rugs will be removed from classrooms rooms.

## **Drinking Fountains**

Drinking fountains will be turned off. Bottle fillers will remain in use and will be added to the list of cleaning items. Students will be asked to bring their own water bottles for their own personal use.

## **Nurse's Room/Area**

The nurse's office will be revamped to accommodate social distancing. Rooms and locations will be identified in each building to accommodate a student or staff member should they need to be isolated until they can leave the building if they are showing symptoms of COVID-19.

## **Childcare**

### **SCENARIO 2 & 3**

When we are in the Hybrid or Remote Learning Model childcare will be available during the regular school day, 8:15 AM – 3:15 PM for children of Tier 1 workers. Staffing will be completed by paraprofessionals and or other staff.

Kids Club will be a separate option for all elementary students on a per pay basis for child care needed outside of these hours. From 6:45 to the start of the school day in the morning, and from the end of the school day until 6:00 in the afternoon.

## **Facility Cleaning Methods and Considerations**

Aitkin School District has prepared in depth cleaning practices to prevent the exposure of COVID-19.

### **Key elements include:**

- Staff will utilize an approved disinfectant.
- Staff have received training during the back to school inservice time on good cleaning practices and Employee Right-to-Know..
- When technology items are needing to be cleaned, alcohol wipes will be utilized to prevent damage to the equipment.

### **Routine Cleaning**

MDH and CDC recommend routine cleaning and disinfection occur to assist in prevention of the virus spread. Aitkin School District accomplishes this through routine cleaning of high touch points as listed below, per CDC guidelines.

Internal custodial staff completes routine cleaning.

## **Cleaning with Suspect or Confirmed Case of COVID-19**

MDH and CDC recommend additional cleaning measures take place should there be a known or suspect COVID-19 case within the building. Cleaning would occur in all locations where that person was present. The CDC recommends proceeding with

regular cleaning if you receive this information seven days or more since the person has been in the facility.

### **Handling Suspected or Confirmed Positive Cases of COVID-19**

Handling suspected or confirmed positive cases of COVID-19 One mitigation strategy alone will not eliminate the spread of COVID-19, but the thoughtful combination of multiple strategies taken together may substantially reduce the risk of transmission. All members of the school community, including staff, students, families, visitors, and others must be vigilant in monitoring for symptoms of illness and protect others by staying home when they are feeling ill and following COVID-19 specific exclusion and self-quarantine guidance when appropriate.

Requirements: Scenario 1 and 2

- Our school nurses will be responsible for responding to COVID-19 concerns and will help coordinate with local health authorities regarding positive COVID-19 cases. The school nurse can be contacted by calling Rippleside Elementary or Aitkin High School. The district phone number is 218-927-2115.
- Staff and families are expected to self-report to the school 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 applicable laws and privacy policies, including the Family Educational Rights and Privacy Act (FERPA).
- Signage will be posted at entrance(s) requesting that people who have been symptomatic not enter the building.
- As a district we will follow the MDH Decision Tree for People with COVID-19 Symptoms in Youth, Student, and Child Care Program to determine when a student or staff member may return to school following illness or COVID-19 testing. ([www.health.state.mn.us/diseases/coronavirus/schools/exguide.pdf](http://www.health.state.mn.us/diseases/coronavirus/schools/exguide.pdf))
  - It is not required for students or staff members to have documentation of a negative viral test or a letter certifying release from isolation in order to return to school, but they must follow guidance regarding when to return to school.

### **2021 - 2022 MDH GUIDANCE FOR SCHOOLS**

Aitkin High School and Rippleside Elementary School have a designated space for symptomatic people who are waiting to go home. This space is separate from areas where student health services will be delivered to those who are well and need routine types of care (e.g., medication administration or first aid).



- The designated spaces accommodate social distancing of at least 6 feet for multiple people if needed.
- A cleaning process has been developed for the dedicated space between uses and as needed.
- Aitkin Public Schools will immediately isolate symptomatic people in the designated space at school and send them home.
- In each building we will ensure that symptomatic students who are waiting to be picked up remain under the visual supervision of a staff member who is at least 6 feet away. Both the symptomatic student and the supervising adults should wear a face covering or a surgical mask.
- We will not place face coverings or surgical masks on anyone who is unconscious or has trouble breathing, anyone who is incapacitated or otherwise unable to remove the face covering without assistance, or anyone who cannot tolerate a face covering due to developmental, medical, or behavioral health needs.
- Aitkin Public Schools will implement cleaning and disinfecting procedures following the COVID-19 Cleaning and Disinfecting Guidance for Schools and Child Care Programs ([www.health.state.mn.us/diseases/coronavirus/schools/clean.html](http://www.health.state.mn.us/diseases/coronavirus/schools/clean.html)).
- Aitkin Public Schools parents/guardian will be contacted and will need to arrange transportation home for an ill student. Aitkin Public School will transport an ill student or staff member home or to medical care if needed in the event that other arrangements can't be made.
- Aitkin Public Schools will notify MDH of confirmed COVID-19 cases among students and staff (as required by Minnesota Rules, Chapter 4605.7050). An MDH inbox has been established for school COVID case reporting: [health.schoolcc.followup@state.mn.us](mailto:health.schoolcc.followup@state.mn.us).
- Aitkin Public Schools will work with Aitkin County Public Health and the Minnesota Department of Health, for notifying staff, families, and the public as needed if a person with COVID-19 was on the school premises while infectious. We will do this in coordination with local health officials while maintaining confidentiality in accordance with FERPA and all other state and federal laws.
- Aitkin Public Schools will offer Remote Learning to students who cannot be physically present in the classroom due to illness or exposure.

**A member of the teacher's / student's household becomes sick/tested**

- The teacher/student as household members need to quarantine for 14 days.
- The other students and staff are not impacted unless they were somehow a close contact of that household member.
- Follow the MDH Covid 19 Decision tree

