



# Return *to* Learn

2020 – 2021 SCHOOL YEAR  
[returntolearn.dmschools.org](http://returntolearn.dmschools.org)



Becoming the Model for **Urban Education**



## Message from Superintendent Ahart

### **To the DMPS Community:**

The closing months of the 2019-20 school year were unprecedented as we turned more than one hundred years of learning on its head in order to support our students through distance learning in the midst of the COVID-19 pandemic. Thanks to the work and support of our staff, parents and community, we not only continued the education of our students but together we distributed tens of thousands of computers, served more than a million meals, celebrated our newest graduates in a manner never done before, and so much more.

As we plan for returning to learn for the 2020-21 school year, I want to be completely blunt: it will be even more difficult than what we accomplished over the past few months. With little guidance, school districts are being expected to create a model that will both educate our students AND keep them and all of you healthy and safe.

We are expected to create this model at a time of great uncertainty during the on-going pandemic. The fact is COVID-19 cases continue to rise, both in our community and in many places across the country. While a few weeks ago most people were trying to plan for the second wave of COVID-19 later this year, the truth is the coronavirus's first wave is not yet over.

This document represents our preliminary plan for how DMPS hopes to begin a new school year.

### **WE NEED YOUR INPUT**

Over the past several weeks, a team representing all areas of DMPS has been working on our return to learn plan. In the days ahead, more information will be shared and questions answered about how this plan should work, as there are many details that still need to be determined. Next week, we will be hosting several virtual community meetings about the plan, and provide an opportunity to hear your questions and feedback so we may clarify the remaining details with your needs and ideas in mind. In addition, you can submit comments or questions on our web site at [returntolearn.dmschools.org](https://returntolearn.dmschools.org). Please know that everyone involved in this work wishes we could return to school as we have in the past, and that this plan means significant changes for families and staff alike.

For our students and families, DMPS is proposing two options for the start of the 2020-21 school year:

### **VIRTUAL LEARNING**

One option students and families will have for the first term of next school year, which will run from August 26 to October 28, is all learning online. DMPS is investing resources in the expansion of our Virtual Campus to include K-8. If families choose to enroll students in the 100% virtual option, they will be served by our K-12 Virtual Campus.

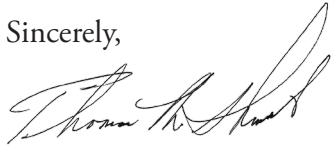
## **HYBRID MODEL**

Based on our current reality in Polk County, DMPS will also offer students and families the option of a hybrid learning model. This will combine online instruction with a shortened in-person school week, in order to limit the number of people in our buildings. There will be one model for grades K-8 and another for high school. Please see pages 13-17 of this document for details.

Please note that we are still getting feedback about this proposed plan, and some details may change over the next week or so. We will be communicating on a regular basis with our families and staff, as well as sharing updates at [returntolearn.dmschools.org](https://returntolearn.dmschools.org).

As I said at the start, balancing the need to educate our students with the health of our community will be one of the greatest challenges our school district has ever faced. While I recognize that our response to this challenge is not perfect, and will mean disruptions for families and staff alike, based upon what we accomplished over the past few months I have no doubt we will all step up to best serve our students.

Sincerely,

A handwritten signature in black ink, appearing to read "Thomas Ahart". The signature is fluid and cursive, with a large initial "T" and "A".

Dr. Thomas Ahart  
Superintendent  
Des Moines Public Schools



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## Core Beliefs

Des Moines Public Schools is working to ensure that the restart of school is safe, includes families and employees in the process, and prioritizes student achievement, high-quality instruction and the health and well-being of all. Across this work, our planning and decision-making process is guided by the following core beliefs:

- Return to Learn plans should reflect the needs, desires, and parameters of our community, students, staff, parents, and health professionals.
- Return to Learn plans should prioritize and support the health, safety, and well-being of students and staff.
- Resources and efforts will be placed FIRST on ensuring that EVERY student has access to high quality, grade level instruction; variety of options for SOME is secondary.
- The Board goals and instructional levers determine where time, energy, and resources should be placed.
- A high-quality plan is prioritized, focused, versatile, and adaptive due to the rapidly changing environment in which we live.

## Board Goals

### Goal 1:

The percent of all third grade students on track in reading will increase from 52% to 72% by June 2023, as measured by FAST.

### Goal 2:

The percent of Black male third grade students on track in reading will increase from 35% to 72% by June 2023, as measured by FAST.

### Goal 3:

The percent of Black male students earning a 'B' or higher in Algebra 1 by the end of 9th grade will increase from 17% to 35% by August 2023.

## Task Force Representation

The following Des Moines Public Schools departments and offices worked on the development of this plan:

- Superintendent and Associate Superintendent
- Assessment, Data, and Evaluation
- Business and Finance
- Communications
- DMEA and Teachers
- Facilities
- Food Service
- Health Services
- Human Resources
- Student Services
- Teaching and Learning
- Technology
- Transportation



# Stakeholder Input and Engagement

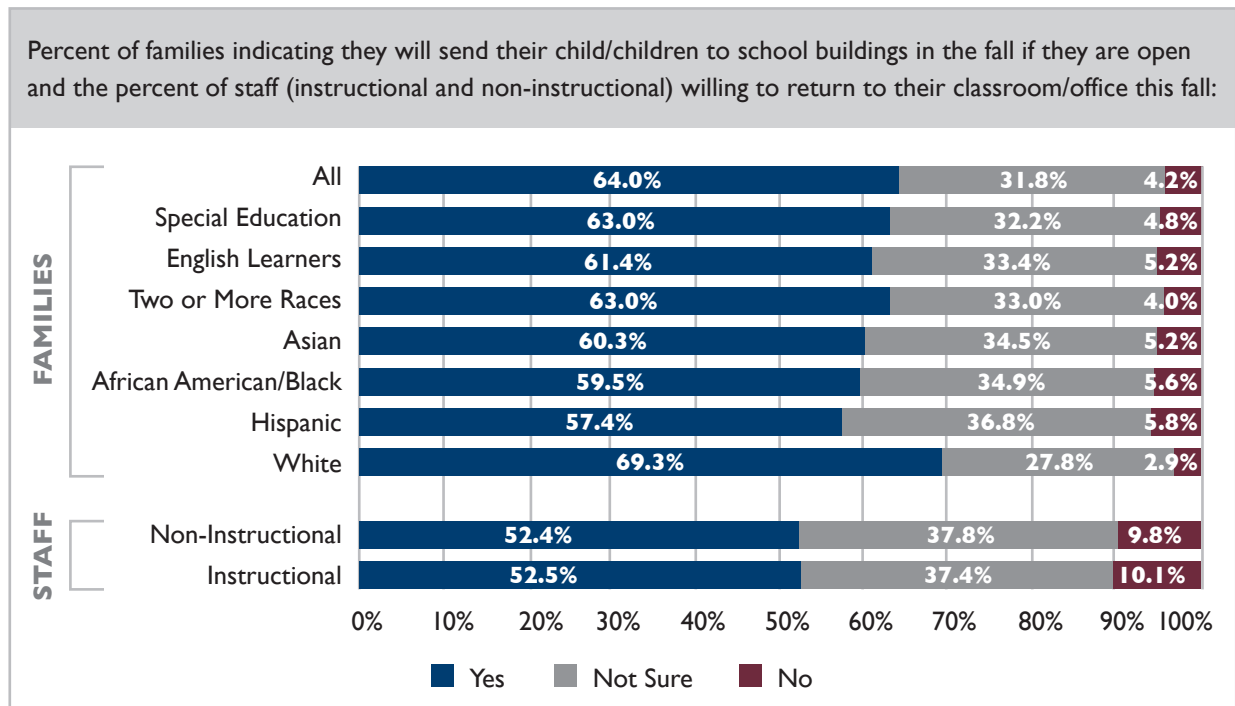
Feedback from our stakeholders has been an essential part of our planning. We've gathered input from community members, parents, students, and staff through various methods including online surveys, town halls, and phone interviews.

The online surveys launched in late May to help us better understand what worked well with digital learning this spring, what needs to improve, and what conditions, practices, and options are most important to you as we consider a safe return to our school buildings. Your feedback has helped us prioritize and refine our options. We have also hosted town halls to gain community feedback on how to become a proactively anti-racist district and presented opportunities for stakeholders to share input via phone interviews. Those interviews will give us more detailed information about the challenges we face and supports needed by students and families in a virtual learning environment. That information will be available mid-July.

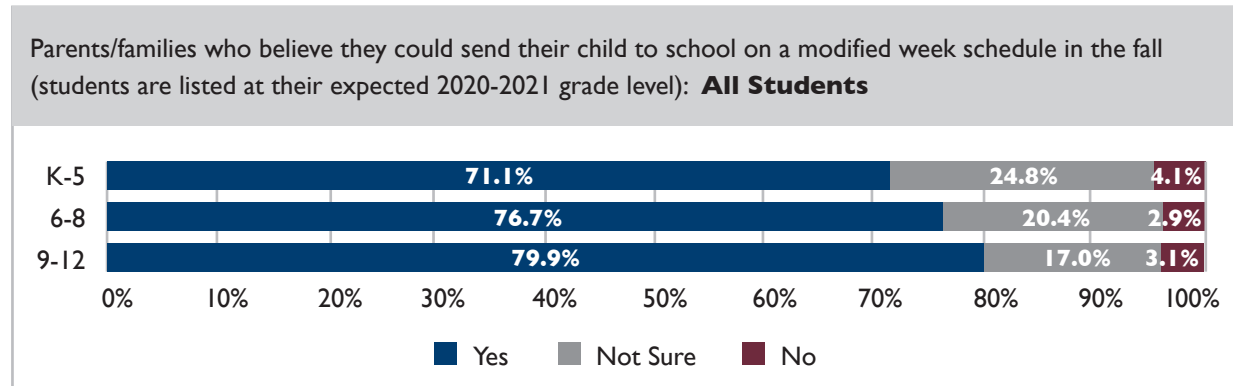
## Participation Levels in Online Surveys:

- Parent survey – 74.7%
- Student survey (grades 5-11) – 32.8%
- Staff survey – 77.6%

## Willingness to return to a physical school building in August



75.8% of all respondent families believe they could send their child to a modified school week. 20.7% are unsure and 3.5% cannot.



### Learning from Home

Even with a strong push this spring to provide all students with laptop computers and internet access, 4.6% of parents/guardians/families responded that they do not have a reliable tablet, laptop or computer for their student and 5.3% still do not have reliable internet access. In particular, 5.6% of families of Black male students do not have a reliable tablet, laptop or computer for their student and 8.6% do not have reliable internet access.

Parents/families/students estimation of amount of time for participation in virtual learning in the fall (students are listed at their expected 2020-2021 grade level): **All Students**

	Parent/Family Estimate	Parent/Family Estimate	Parent/Family Estimate	Student Estimate	Parent/Family Estimate	Student Estimate
	K – 2nd	3rd – 5th	6th – 8th	6th – 8th	9th – 12th	9th – 12th
>4 hours	6.0%	11.1%	17.5%	9.0%	24.0%	12.9%
3-4 hours	6.7%	12.0%	17.2%	8.8%	19.5%	12.1%
2-3 hours	15.7%	21.4%	21.3%	15.3%	21.8%	18.3%
1-2 hours	28.7%	29.2%	23.1%	25.1%	19.0%	22.9%
30 min-1 hour	27.4%	19.3%	13.8%	28.1%	9.7%	21.4%
<30 min	15.4%	7.0%	7.1%	13.7%	6.0%	12.4%



Student\* preferred modes of instruction for fall virtual learning (percent with each mode as first choice):

- Hard Copies of Materials: 35.4%
- Canvas: 34.2%
- Video Calls: 27.1%
- Other: 3.3%

\*NOTE: only includes 2020-2021 school year grades 6-12 students

## Lessons from Last Spring's Virtual Learning

Percent of parents/families who stated each mode of instruction was the most helpful during spring virtual learning (students are listed at their expected 2020-2021 grade level): **All Students**

	K-2	3-5	6-8	9-12
Canvas (Learning Management System)	46.0%	52.4%	55.4%	57.3%
Hard Copy Packets	59.1%	57.2%	50.5%	34.4%
Video Conferencing with Teachers	39.5%	47.8%	44.7%	39.1%
Instructional Resources linked to the DMPS website	18.5%	20.3%	18.5%	18.6%
Other	9.3%	8.2%	6.2%	5.9%
Not applicable, my student has not participated in any instruction this spring	5.7%	4.1%	5.3%	9.6%

Common challenges students reported facing when working at home:

- Lack of motivation/focus/procrastination (time management)
- Needing to care for siblings
- Not having convenient access to get answers or clarification from teachers
- Spending more time at work leaving less time for school
- Feeling isolated
- Issues with district-issued computers not allowing programs (e.g., specialized software for courses)
- Home environment not being conducive to work (noise, distractions, safety)

**18.4%** of students reported some difficulty in using the provided virtual learning tools.

Common challenges staff reported facing when working at home:

- Childcare/caring for other family members
- Need for more training and support with technology tools
- Lack of a quiet workspace

Commonly requested supports or resources for a virtual environment by instructional staff:

- Better technology (hardware) and technical support
- Time and funds to create class-specific kits to send to students
- Early decision so teachers have as much time as possible to prepare
- Classroom materials and resources (e.g., whiteboards, scanner, printer)
- Support on engaging students
- Training on Teams (video conferencing software) and Canvas (learning management system)
- Training on pedagogy in a virtual environment
- Training for students on use of Teams and Canvas so all students have a similar understanding



## Health and Safety

School buildings must be safe places to learn and offices must be safe places to work. With health and safety steps to reduce risk foremost in mind, we are committed to the development of a safe and meaningful restarting process that aligns with the guidance provided by the World Health Organization (WHO), Center for Disease Control (CDC), the Iowa Department of Public Health (IDPH), the Iowa Department of Education (IDOE), and is informed by many other local, state, and national health and safety organizations. The District will take proactive and intentional approaches to support the health, well-being, and safety of all members of its community. This includes the careful review, exploration, and adjustment of policies, practices, and systems in the following key areas:

### **Social Distancing**

Social distancing has two main components:

1. Keeping individuals at a safe distance from one another
  - To support students returning to in person learning, social distancing is a mitigation factor to help reduce the spread of COVID-19.
2. Minimizing the number of face-to-face interactions.

Examples of how we are planning to implement this include:

- Markings and signage will be posted to ensure that students and employees remain apart when waiting to enter the building, standing in line for elevators, walking in hallways, etc.
- Adjustments will be made to seating and desks, when necessary, to allow for employees to maintain distancing when completing work.
- In-person class size will be reduced and adjustments to seating will be made in support of social distancing practices when feasible.
- Large group settings will be eliminated or reduced when feasible.

### **Personal Protective Equipment (PPE) and Hygiene Practices**

The District will require the use of personal protective equipment for students and employees when in school buildings. This includes the use of items such as face coverings and hand sanitizer. Additional guidance will be provided regarding the specific PPE needed, as well as the process for exceptions due to underlying health conditions. All PPE will be provided jointly between the school district and community.

Key points about PPE and hygiene include:

- All students and employees will be required to wear a mask that covers their mouth and nose at all times.
- The school district will establish a process for exceptions if a student or employee has an underlying health condition.
- Daily cleaning protocols will be established to ensure that workplaces, workstations, equipment, and facilities are clean.
- Hand sanitizer stations will be installed in common areas and regular hand hygiene will be encouraged throughout the day.

### **Monitoring and Excluding for Illness**

Regular screening for symptoms and ongoing self-monitoring at home and throughout the school day can help quickly identify the signs of illness and help reduce exposure. Staff and students should be encouraged to self-monitor symptoms. Staff or students who develop symptoms must notify school health services or another identified point of contact in the school building immediately.

### **Suspected/Confirmed COVID-19 Cases**

We will follow the guidance of the Iowa Department of Public Health (IDPH) in our response to a positive diagnosis. If we receive confirmation that a student or employee has had a positive COVID-19 diagnosis, prompt action will be taken by Des Moines Public Schools by contacting the Iowa Department of Public Health and following their directions regarding possible quarantine (or isolation), contact tracing, communication to families and or with the media, and facility disinfection.

### **Immunization Requirements**

Currently, the Iowa Department of Public Health's immunization requirements for the 2020-2021 school years remain in place.

### **Health and Safety Training**

We acknowledge that “return anxiety” exists for many members of our school community. Our students, educators, and support staff all need to feel safe and supported to learn, teach, and work. Our intent is to foster a sense of safety and confidence by ensuring they have the resources necessary to return to work and school. This means taking active steps to develop and launch comprehensive training and resources, so students and employees know what to expect as we restart school and work. All students and employees will participate in training to support the use of health and safety measures. Training will also be offered to parents/guardians.



## Learning Models

As a district, we are planning for two modalities to best serve our students – 100% virtual and hybrid. All students must participate in one or the other. It's important to know that, at any time, we may need to go 100% virtual in the event of a spike in COVID-19 cases in our county or in a school. The district will work in collaboration with state and local agencies to determine if and when a full closure is necessary. Our plan must be agile enough to operate between these two modalities should the need arise. Parents/guardians will be asked to make a choice when registering your student(s) for school based on your plans for the entire first term (Aug 26-Oct 28).

Early Childhood programs are preparing for virtual learning and will make decisions on a hybrid model based on enrollment numbers. Low enrollment may allow us to safely distance students and staff and bring all students back four days per week. Full enrollment would require a hybrid plan similar to K-8.

### 100% Virtual Learning Model

Teachers and students are engaged in instruction through Canvas and virtual meeting platforms. The district is working to put as many courses online as possible, but the course options will not be as expansive as they have been in the past. This model includes attention to access, social emotional needs, engagement, and community partnerships.

### Hybrid Model

Students attend school for in-person instruction on a rotating schedule in order to reduce the number of students in a building on a given day. When they are not in-person, they will be engaged in virtual learning. This model includes attention to access, social emotional needs, engagement, and community partnerships.

### 100% Virtual Learning Model

DMPS is investing resources in the expansion of our Virtual Campus to include K-8. If families choose to enroll your student in the 100% virtual option, your student will be served by our K-12 Virtual Campus. More details related to Virtual Campus can be found at <https://virtualcampus.dmschools.org/>. Information on K-8 will be available soon.

### Hybrid Models

Based on our current reality in Polk County, the District is making every effort to start school with a hybrid learning model. This will require us to spread students out in an effort to implement safe distancing. A hybrid learning model will be different across levels (elementary, middle and high) based on the physical size of the buildings and the number of students enrolled.

### K-8 Hybrid Model

Some students will likely enroll in the full virtual option due to health, safety, or other concerns. All other students will report to the physical school building at least two days per week and engage in virtual learning the other three days. Every Wednesday will be a fully virtual day to allow for school-wide cleaning and sanitation.

	Monday	Tuesday	Wednesday (Sanitation)	Thursday	Friday
Elementary and Middle Schools	Cohort A (50% of students report)		Full virtual for all students and staff	Cohort B (50% of students report)	

- The number of students attending the physical building each day will be reduced by half to support safe distancing.
- This schedule would potentially allow us the time and space to bring vulnerable students in for additional in-person support and instruction.
- Strong community partnerships will need to occur to serve and support students when they aren't receiving in-person instruction.

### High School Hybrid Model

Due to enrollment and the capacity of our high schools, we are considering a rotating schedule for high school students to receive a blend of both virtual and in-person instruction. The cohort model being considered is described below.

- Term 1 = Aug 26-Oct 28 (students enroll in 3-4 classes)
- Term 2 = Nov 4-Jan 15 (students enroll in 3-4 classes)
- 4x4 schedule
- A grade level per day with Wednesday as a full virtual day for all students and staff for school-wide sanitation

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday (Sanitation)</b>	<b>Thursday</b>	<b>Friday</b>
Comprehensive High Schools and Special Programs	9th grade students report	10th grade students report	Full virtual for all students and staff	11th grade students report	12th grade students report
Central Campus (lab-based classes)	12th grade students report	11th grade students report	Full virtual for all students and staff	10th grade students report	9th grade students report
Central Academy	Full Virtual	Full Virtual	Full Virtual	Full Virtual	Full Virtual

- When a teacher is not in class physically, s/he is available to those students live online through Teams. Teachers will report to the school Mon-Tues and Thurs-Fri (unless medically exempt).
- This schedule would potentially allow us the time and space to bring vulnerable students in for additional in-person support and instruction.
- Strong community partnerships will need to occur to serve and support students when they aren't receiving in-person instruction.
- Central Academy will be 100% virtual to eliminate cross-school exposures.

## Supporting All Learners

### Students with Disabilities

Ensuring equitable learning opportunities to enable students with disabilities to progress in Iowa Academic Standards and social emotional learning continues to be the aim of IEP and 504 teams. Our Return to Learn Plan relies heavily on decisions made by each student's IEP or 504 team and the five guiding principles offered by the Iowa Department of Education:

- A. Health and safety is the first consideration.
- B. Children with disabilities are entitled to an equal opportunity for participation in any service provided by a district, including modifications and supplementary aids and supports as necessary.
- C. To the extent practicable, strive to maintain a sense of normalcy for children with disabilities during this public health emergency.
- D. To the extent that health and safety comes into tension with an administrative or procedural requirement, default in favor of health and safety and consider responding to the administrative or procedural requirements once this public health emergency has resolved.

- E. Parents must be involved in any decision about an individual child's placement or services under the Individuals with Disabilities Education Act (IDEA), Early ACCESS, or Section 504.

The IEP team will review the specialized services and supports prescribed in the current IEP. They will also document the status of the services and supports during the school closure, as well as the effect of that level of support and service. IEP teams will then ascertain individual needs and determine if the IEP should be amended or rewritten to reflect changes to services and supports, which will include a fully virtual learning plan that can be implemented at any time, if needed.

Special education teachers will continue to collaborate with general education teachers to provide scaffolds, accommodations and modifications for students with disabilities in both physical and virtual settings. Special education teachers will communicate frequently with families to ensure student needs are being met in both the physical and virtual settings.

### **English Language Learners**

84% of English Learners in the Des Moines Public Schools have enough English to access grade level content, albeit with teacher support. Our Return to Learn plan asks teachers to resist the temptation to “remediate” content for students especially those populations with achievement gaps such as English Learners.

- ELL Teachers will continue to collaborate with mainstream teachers to build lesson supports for ELL students in both physical and virtual environments.
- ELL Teachers will work with students and families using translators (Bilingual Family Liaisons) to ensure that basic, technical, and social emotional needs are met in the case of virtual learning being a necessity.

16% of English Learners in the Des Moines Public Schools have not acquired enough English to access grade level content without receiving a great deal of instructional support from both ELL teachers and mainstream teachers. This population of students can achieve limited success with virtual learning that is asynchronous. A more effective approach is to provide students with a combination of online content and small group video conferences with an ELL teacher. ELL teachers will reach out to students and families to ensure that their technical needs are met in order to increase student success.

- ELL Teachers will continue to provide our neediest English Learners with language acquisition instruction in both physical and virtual environments to get these students to a point where they can access grade level content with a greater degree of independence.
- ELL Teachers will work with students and families using translators (Bilingual Family Liaisons) to ensure that basic, technical, and social emotional needs are met in the case of virtual learning being a necessity.



## Prioritizing Social Emotional Well-Being of Students

The social emotional needs of our students continue to be a high priority. We understand that many students and families may experience trauma as a result of COVID-19. A system for tracking and monitoring the needs of students is being built to ensure each student receives the academic and social emotional supports he/she needs to experience high levels of learning.



## Technology and Access

To prepare for Return to Learn in the Fall of 2020, the Technology Department will prioritize:

- Ensuring that all students and staff have access to a working device (Laptop/Tablet Hybrid).
- Collaborating with various departments, community partners, businesses, and others as needed in problem-solving efforts to ensure all students and staff have reliable internet access to complete their work.
- Supporting DMPS students and their families, and our staff as they utilize our core digital learning tools and existing system applications.
- Modifying/enhancing existing tools and applications to meet the needs of remote and hybrid environments.
- Optimizing efficiencies and minimizing changes that will impact our existing tools and applications to provide stability across our system for all end users.
- Introducing new tools and applications in a way that continues to offer flexibility, but also moves toward a model of standardization to provide more robust support for an overall portfolio of systems that are secure, stable, and effective.



# Human Resources

Des Moines Public Schools is committed to maintaining safe learning opportunities for students, staff and the community. The District shall assert its best efforts to protect the health and safety of employees and follow the guidance of the CDC and Iowa Department of Public Health. As the District works to implement the Return to Learn plan, everyone will need to model flexibility, creative thinking, thoughtful responsiveness, and empathy to support the social emotional learning and academic achievement of our students. The District is committed to providing clear and consistent expectations and communications focused on five main areas: health and safety protocol, employee guidelines, training and support, staffing needs and employee wellness.

## **Health and Safety Protocol**

Health and safety are top priority. These protocols will provide clear guidance for responding to the health and safety concerns as we continue to plan for a return to school and the impact of that on staff and students. Each day we gain more knowledge and are better equipped to provide a clear and concise protocol for employees. It is foundational for employees to be cared for so they can care for the students we serve.

## **Employee Guidelines**

Guidelines involve updates or enhancements to existing policies or procedures to ensure there is clarity and consistency for employees throughout the organization. The District will continue to review outcomes and reconsider guidelines to ensure we are serving staff and students to the best of our abilities.

## **Instructional Learning Platforms**

The District will support employees with different instructional learning platforms. This involves offering instructional support that could include online instruction, printed instructional materials or other means of instruction. Workday requirements and instructional schedules will be well-defined throughout all school levels and programs.

## **Working Expectations**

This involves updating existing work expectations to ensure there is flexibility and support when working remotely: from home, at a designated location or a district site. This includes updates to attendance, leave, work hours, payroll procedures and staff accommodations.

## **Evaluation Process**

The District will provide a transparent and equitable process that ensures employees receive ongoing feedback that is responsive to the needs of each employee. The evaluation process will take into consideration the instructional learning platform(s) and compliance with state requirements.

## **Training and Support**

The District will facilitate employees' access to any necessary equipment, instructional materials and resources to deliver new approaches to teaching and learning. The District will make available the necessary technical support and access to instructional learning platforms. Employees will have professional development available on the use of technology and the delivery of instructional platforms. Professional development may be differentiated for specific program needs.

## **Staffing Needs**

We are living in an unprecedented time, and certainly this coming school year will present additional challenges. The key to our success is our human capital and collective efficacy. Staff have the knowledge, skills and experiences to provide high quality services to our students. Maintaining staffing levels ensures the necessary support for instructional programs and organizational needs. We appreciate our employees' commitment to sharing their talents, wisdom, and skills with our students, families and community.

## **Employee Wellness**

The Healthy U Employee Wellness Program is designed to educate, encourage and enable employees to be the healthiest they can be in all aspects of health – physical, social, mental, financial and more. This is especially important during this time. The District will continue to provide ongoing support to elevate the level of well-being of employees personally and professionally. In addition, the District offers confidential services to help employees manage everyday challenges. The District Employee Assistance Program (EAP) is offered through Magellan HealthCare.



# Operations

## **Transportation**

Students arrive for school in a variety of ways. For those students that utilize District-provided transportation, DMPS will evaluate a number of steps to ensure that students arrive for school safely and ready to learn.

To promote safe distancing practices while on DMPS busses, students may be assigned seating (one child per bench or two children if living in the same household) and be instructed on safe practices for entering and exiting the bus. Additionally, modified route schedules may be implemented to reduce the number of students on buses at any given time. Enhanced cleaning will be utilized after the completion of each bus route to provide a safe environment for bus passengers.

Additional measures will be taken at school sites to help control the flow of students that may be transported by their families. Each building will evaluate their drop-off and pick-up procedures and will work to establish plans to address the increased volume of car traffic that is likely to exist at schools. Practices such as staggered drop-off and pick-up may be implemented to promote safe distancing during arrival and dismissal. Each building will also review the most effective, and safest, way to direct students into the building at the beginning of each school day.

## **Food and Nutrition**

DMPS believes that student access to nutritious meals is critical to their education. As such, the District will continue to serve breakfast and lunch. Meals served in school will be done so in a way to maximize safe distancing and other good health measures. Students in an all-virtual learning environment will continue to have access to District-prepared meals. Additional details regarding the logistics of how this will be facilitated will be forthcoming.

## **Custodial Services and Cleaning Protocols**

Daily cleaning protocols will be established that will ensure that classrooms and work areas are clean and safe. Emphasis will be placed on common touch points and those locations where there is a greater exposure potential for multiple building occupants. Cleaning procedures will be developed in accordance with applicable CDC guidance. Building furnishings and materials that cannot be readily cleaned, in accordance with applicable regulatory-agency guidance will be removed from occupied spaces.

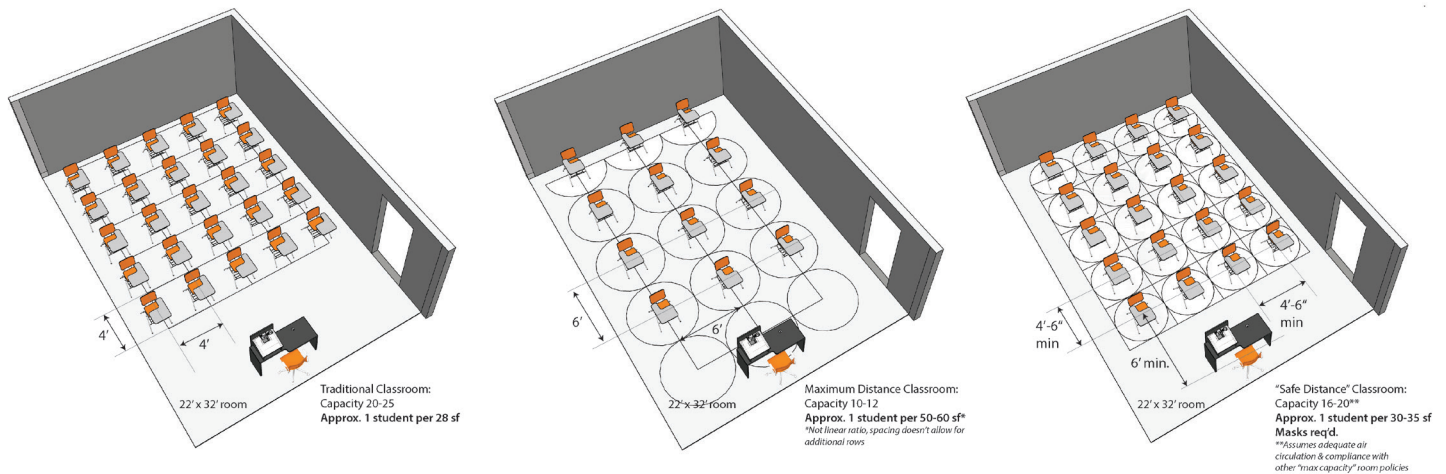
## Building Utilization

DMPS recognizes that a key element of ensuring a safe learning and work environment is the presence of adequate air ventilation. All occupied building spaces will be fully ventilated to the allowable extent of the existing building's heating, ventilating, and air conditioning (HVAC) system. Building HVAC systems will be operated daily from before staff and students arrive until after the end of normal daily educational activities. Building spaces used for after-hours childcare will be ventilated separately during scheduled program hours.

### Instructional Areas

Classrooms will be reconfigured to maximize safe distancing between students and staff during face-to-face instruction. Student seating will be positioned with all students facing the same direction and with students spaced at distances greater than that recommended by the World Health Organization (WHO) and in accordance with Centers for Disease Control (CDC) recommendations. Classroom furnishings will be selected to maximize the effectiveness of scheduled cleaning activities.

Representative “before” and “after” classroom configurations are presented below. These are to help convey the safe distancing that will take place in classroom spaces.



### Administrative and Common-Use Areas

Libraries, cafeterias, gymnasiums, and other multifunctional areas will be evaluated for potential utilization as supplemental classroom spaces, for administrative functions, or other purposes deemed necessary and appropriate. Reception and administrative office areas will be reviewed to identify ways to minimize the number of people present within those spaces at any given time.

Clear dividing walls or partitions may be utilized to separate building staff and visitors in administrative areas.

### **Restrooms**

Some restroom fixtures will be removed from service to maximize safe distancing and additional monitoring of restroom facilities by building staff will be performed. Similarly, some water coolers in each building will be removed from service or replaced with bottle filling stations, where appropriate.