



VIRTUAL LEARNING PLAN

WINTON WOODS CITY SCHOOLS
2020-21 REOPENING PLAN



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RATIONALE

As waves of infection continue to surge, the need for virtual learning is highly likely. Virtual learning provides an option for those who prefer not to send their student to a physical school setting, are concerned about potential changes during the school year due to health and government guidelines, and/or their student thrives in a virtual/distance setting. In addition, virtual learning:

- Reduces the amount of students physically on school campuses thereby minimizing exposure to COVID-19 for both students and staff;
- May address the needs of students and staff in the high risk groups;
- Sets a foundation to continue and expand virtual learning in the district for future years;
- Allows small group instruction in a more personalized way;
- Provides more certainty given the high probability of future outbreaks and the governmental regulations associated with such outbreaks (e.g., maximum occupancy in isolation rooms, contact tracing, quarantine in the event of suspected and confirmed exposure);and
- Gives potentially the most consistent form of learning and instruction during this pandemic.
- Staff members would be required to be present at school each day to provide virtual instruction to students.

TIMELINE



OUR CUSTOMER

GUIDING PRINCIPLES



- Parents/Guardians/Students
- Staff
- Community
- Safe and healthy environments
- Social emotional learning and support
- Prioritize student learning
- Ensure effective teaching
- Operate effectively, efficiently & responsibility
- Equity in access and opportunity



HEALTH AND SAFETY GUIDELINES AND PROTOCOL

Multiple Layers of Protection

These Health and Safety Guidelines are structured to support the number one goal throughout the reopening process which is to save lives. There are school personnel and students who may be at a higher health risk because of their age and/or compromised medical conditions, and simply following the guidelines may significantly lower their risk of exposure. Following the guidelines will also keep the number of COVID-19 cases below the health system’s (including hospitals) capacity to handle them. Specified precautions as set forth by the Ohio Department of Health and local health departments must be observed during the pandemic recovery phase to lower the rate of transmission and slow the spread of COVID-19. While any one precaution may not have a significant impact on minimizing the spread of COVID-19, the use of multiple precautions is intended to have a cumulative effect on reducing the spread of the virus. (Source: “Reset and Restart Education” Planning Guide for Ohio Schools and Districts, July 2020)

COVID-19 Mandatory Protocol for Staff and Students with Suspected or Confirmed COVID-19

(Link: <http://ow.ly/Dx0C50AAwWz>)

- Staff Protocol: When you employees have a suspected or confirmed COVID-19 case
- Staff Protocol: When a student(s) has a suspected or confirmed COVID-19 case
- Administrator Protocol: When employees have a suspected or confirmed COVID-19 case
- COVID-19 Symptoms

Any plan to re-open for in-person learning must be accompanied by consistent use of multiple best-practices and research-based strategies to help prevent the spread of COVID-19.

Protocols and Expectations

WWCSD will follow health and safety guidelines from the Ohio Health Department, Center of Disease Control and local officials to make sure students can safely come to school.

- Health protocols when students are in the building
 - Temperature and Symptom Check at Entry
 - 100 degree + temperature considered a fever
 - Symptoms include: Fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea



- Distributed Dining
- Face Masks
- Social Distancing
- Hygiene and Hand Washing
- Sanitizing
- Desk Arrangement
- Modified recess (stagger recess K-6 across the day to increase social distancing)
- Modified athletics schedules
- Restrict mixing groups of students
- Process for students/staff who present with symptoms during school day
- Identify and staff isolation rooms for illness separate from nursing stations
- Cleaning Protocols: Cleaning, sanitizing, and avoiding shared materials reduces the chance that students, staff, and volunteers will come into contact with viruses on surfaces.
 - Clean surfaces frequently, paying close attention to high touch areas and shared materials.
 - Make sanitation cleaning tools readily available - clearly labeled
 - Make hand cleaning supplies and sanitizer available in all spaces
 - A more thorough cleaning completed on non-school day (*Plan 2 only*)

Specific Practices to Facilitate the Effective Opening of our Schools for Face-to-Face Instruction(2nd Semester)

Elementary (PK - 6)

- > Face coverings are to be worn at all times by students and staff while in school or on the bus.
- > District to provide two (2) face coverings to each student and staff member - one to wear and one to wash
- > Additional disposable masks to be available onsite and on buses daily for those who forget or lose their washable mask
- > Daily temperature screening of all persons entering the building
- > Identify and assign staff for quarantine rooms at each school to temporarily care for students who arrive to school ill or with a fever or who feel ill during the day until they can be picked up by family (separate from nursing stations)
- > Arrival and Dismissal Staggered so that students aren't boarding and exiting at the same time
- > Recess just with their grade level peers
- > Lunch in the Classroom (limited menu)
- > Grab & Go Breakfast in Classrooms
- > Hand Sanitizer Stations in each classroom

Middle/High School (7 - 12)

- > Face coverings are to be worn at all times by students and staff while in school or on the bus.
- > District to provide two (2) face coverings to each student and staff member - one to wear and one to wash
- > Additional disposable masks to be available onsite and on buses daily for those who forget or lose their washable mask
- > Daily temperature screening of all persons entering the building
- > Identify and assign staff for quarantine rooms at each school to temporarily care for students who arrive to school ill or with a fever or who feel ill during the day until they can be picked up by family (separate from nursing stations)
- > Arrival and Dismissal Staggered so that students aren't arriving/exiting at the same time
- > Plan for different bell change times for hallway movement, move by grade-level for example, to reduce the number of students in the hallway at any one give time



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- > Hand sanitizer floor stands at entries and main office
- > Designated entry and egress paths
- > Floor decals in place to promote social distancing
- > Painted stencils on ground outside to promote social distancing
- > A spray bottle and paper towels will be provided to all classrooms and office areas for regular sanitization use throughout the school day (chemical provided to be SSS brand ACE-256 Quaternary Ammonia, registered on EPA List-N, Certified to counter SARS-2-COV virus)
- > Custodial staff to support during the day by regularly wiping down high-frequency touchpoints
- > Custodians will detail each night (disinfect desktops and touch points)
- > Custodians will use electrostatic cleaning machines (such as Clorox 360 to disinfect common spaces weekly)
- > Restrooms/Common Areas cleaned three times a day (twice during school day and once in the evening)
- > Classroom furniture to arranged as far apart as possible to facilitate maximum social distancing, facing the same direction whenever possible
- > Water fountains used to fill water bottles only
- > Increase ventilation as much as possible
- > District to increase frequency of air filter changes to help improve indoor air quality
- > Lockers not to be used in the building (zip tie)
- > Students/Staff must be fever free for 72 hours before returning to school (w/o medication)
- > Students sit one to each seat on buses if at all possible, masks required/seating chart for contact tracing
- > Sanitize bus after AM and PM routes
- > Drivers wear N95 respirators, gloves and face shields (upon request)
- > The year will begin with orientations for parents & students teaching virtual learning systems/expectations in the case that we move to remote learning
- > Schedule handwashing/bathrooming PK-6 in the daily schedule
- > Elementary teachers switch classes and students remain in their classroom (grades 3-6)
- > Limit visitors* in the school; require temperature and symptom checks
- > Use large spaces (Gym, Auditorium, Cafe instead of small group rooms) to decrease group sizes and to provide added support with Title I staff, Intervention Specialists, Instructional Assistants, GTE teachers and available Specials Area teachers

- > Grab & Go Breakfast in Classrooms
- > Grab & Go Lunch in Classrooms or lunch delivered to classrooms
- > Hand Sanitizer Stations in each classroom
- > Hand sanitizer floor stands at entries and main offices
- > Designated entry and egress paths
- > Floor decals in place to promote social distancing
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- > Water fountains used to fill water bottles only
- > Increase ventilation as much as possible
- > District to increase frequency of air filter changes to help improve indoor air quality
- > Lockers not to be used in the building (lock)
- > Students/Staff must be fever free for 72 hours before returning to school (w/o medication)
- > Students sit one to each seat on buses if at all possible, masks required/seating chart for contact tracing
- > Sanitize bus after AM and PM routes
- > Drivers wear N95 respirators, gloves and face shields (upon request)
- > The year will begin with orientations for parents & students teaching virtual learning systems/expectations in the case that we move to remote learning
- > Use large spaces (Gym, Auditorium, Cafe instead of small group rooms) to decrease group sizes and to provide added support
- > Limit visitors* in the school; require temperature and symptom checks
- > Install Plexiglass shields at public points of service



- > Install Plexiglass shields at public points of service
- > Discontinue the use of staff lunch rooms and teacher's lounges

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* Some visitors, contractors, vendors and delivery providers will need to have access to our schools as required. The following protocol document should be supplied each time to frame expectations around health and safety.

Pandemic Mitigation Procedures for Contractors & Vendors

1. Prior to arrival, schedule visits (72) hours in advance through the Winton Woods City Schools Business Office for contact tracing purposes by calling 513.619.2400.
2. While inside Winton Woods City Schools buildings, the following Centers for Disease Control & Prevention **CDC-recommended protocols must be followed for all involved at all times:**
 - a. Temperature must be taken prior to arrival (less than 100 F),
 - b. Maintain social distancing, keeping a minimum of six (6) feet apart,
 - c. Wear face protection,
 - d. Wash your hands often with soap & water for 20 seconds or more,
 - e. For more information, go to the CDC website: www.cdc.gov.
3. If you or any of your employees or subcontractors have an elevated temperature or are experiencing COVID-19-like symptoms, please contact the Business Office to cancel, reschedule and/or send alternate personnel who are not experiencing symptoms.
4. If you have any questions about these procedures, please call the Winton Woods City Schools Business Office at 513.619.2400 or 513.619.2300.
5. Thank you in advance for your cooperation with these health & safety measures and thanks for doing business with Winton Woods City Schools.



TEACHING AND LEARNING: THE INSTRUCTIONAL MODEL

Prioritize student learning and ensure effective teaching

- Project-based and Problem-based Learning
- High Impact Teaching and Learning Strategies - in a Digital World
- Deeper Learning Applications embedded
- Teacher live streaming of select classes
- Recorded lessons

ACCOUNTABILITY SCHOOL YEAR MINIMUM HOURS

The minimum number of hours for students:

- 455 hours for students in half-day kindergarten
- 910 hours for students in full-day kindergarten through Grade 6
- 1001 hours for student in Grades 7-12

ATTENDANCE AND PARTICIPATION REQUIREMENTS

Currently we have not received any guidance on Attendance from the Ohio Department of Education (ODE) for the upcoming school year. Therefore, we will have to assume for now that we will be required to take attendance daily. We may want to consider taking attendance for each bell, instead of once per day, since we may be using a blended model.

ACCOUNTABILITY PROMOTION / TEACHER COMPETENCY and CREDITS

PROMOTION

Grade promotion policy would not change. It would be determined by student's passing the required number of courses for their grade level.

TEACHER COMPETENCY AND CREDITS

- Competency of a Teacher for an individual course is determined by their teaching license. When choosing the "Teacher of Record" for a course, we want to make sure that the Teacher has the proper credentials or we will have EMIS reporting errors which will be shown on our Local Report Card.
- The individual reported as the "Teacher of Record" for a course must be reported with a position code:



- 230-Teacher
- 108- Principal
- 109- Superintendent
- With the exception of post-secondary courses , it is necessary to assign an individual teacher/staff member to every course for which credit is given.
- Teachers with the following position codes can only provide supplemental instruction, would not have a course assigned to them for which they would be considered the “Teacher of Record”, and do not give grades for credits:
 - 204- Remedial Specialist
 - 208- Tutor /Small Group (serves students without Disability Conditions only)
 - 212- Intervention Specialist (Student with Disabilities only)
- Delivery Methods of courses:
 - “On-line” course is considered to be instruction between a pupil and an instructor by electronic media other than interactive video. “On-line” courses require a “Teacher of Record”.
 - “Computer as Instructor” is instruction provided by a computer with no instruction of any kind provided by a teacher, either in person or from a remote location. Any teacher monitoring a student in this type of course would be involved in adaption or modifying lessons and/or clarifying subject content. A teacher monitoring a student receiving instruction this way may assign the grade for the course scored by the computer program.

VIRTUAL LEARNING

Student and Parent / Guardian Expectations

Parents/Caregivers

- Monitor student progress on coursework.
- Developing a “school schedule” is recommended to keep routines in place for students while working from home.
- Communicate questions and concerns immediately to staff.
- Monitor and support student progress through an online curriculum with parent/guardian access to the online platform and progress information.

Students

- GR K-6 Students online platform TBD
- GR 7-12 Students participating in this option will be using PLATO, an online curriculum and platform designed by an outside company that specializes in virtual learning.
- It is recommended students follow a schedule to

Staff Expectations

Teachers

- Teachers will support students by assisting with the use of the online platform, pacing and providing feedback on assignments and assessments.
- Students and teachers will participate in virtual check-in meetings designed to support student course progress and provide opportunities for students to connect with each other.
- Teachers will be available for office hours. One session will be available in the morning and one in the afternoon.
- Teachers will grade work in a timely manner.

Technology Department

- The district will provide a chromebook for each student to use at home; students will not be asked to share devices.



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complete online learning, assignments, and assessments.

- The online curriculum will meet the same standards as our Winton Woods City Schools curriculum, but it will not necessarily match the same pacing or activities that are delivered in school buildings.
- Students will have access to courses in all core areas (English language arts, mathematics, sciences, social studies and specials areas)
- Communicate questions and concerns immediately to teachers.
- Students and teachers will participate in virtual check-in meetings designed to support student course progress and provide opportunities for students to connect with each other.
- Students will earn grades for their work.
- If state or local regulations require a school closure, students participating in this option will continue as scheduled, and will continue to use the online curriculum and platform.
- Students may continue to participate in after-school activities at their school building, including extra-curricular activities

- The district will provide opportunities for families without wi-fi.
- The district will provide help desk assistance when technology issues occur.

Administration

- Ensure each student has a device at home. Monitor and assist teachers in the delivery of content for students.
- Implement appropriate grading procedures and work from home guidelines for teachers.



OPERATIONAL PLANNING

Child Nutrition and Transportation Services

Child Nutrition

In-Person Learning Days (Plan 1 & 2): Discontinue use of school cafeteria areas for meal service and dining. Distributed Dining method - Social distancing will be maintained during lunches. Deliver and eat meals in areas where social distancing can be maintained (classrooms, etc). [WWCSD Nutrition Department will prepare meals for students to take home for days they are not participating in face-to-face learning - Plan 2.]

Universal Free Breakfast in the Classroom (BIC) will take place via grab & go at entry and will be eaten in the classrooms at the start of the school day.

Custodial staff will coordinate with Child Nutrition to ensure added trash receptacles reserved for food waste only are on hand and will be emptied timely following meal times.

Virtual Learning Days (Plan 2 & 3): Meal distribution program would be drive-through style pick-up services at key identified locations in the district two days a week. Final information will be found at www.wintonwoods.org/meals

Virtual Academy Students & Families (Plan 1 & 2): For those families and students opting to not participate in the face-to-face instructional delivery experience, meals will continue to be made available via community distribution points. This option applies to Plans 1 & 2. Meal distribution program would be drive-through style pick-up services at key identified locations in the district two days a week. Final information will be found at www.wintonwoods.org/meals

**** Detailed operational plans continue to be developed ****

Food Service Guidelines for Community Distribution

To be used with Virtual Academy students & families in all Plan Options (1, 2 & 3)

To be used in Plan 3 and as an option for Plan 2 on A/B days when students are not present

Health Management, Hygiene & Food Safety

1. Meal service will be “drive-through-style” or “walk-up” to minimize face-to-face contact time during meal distribution
2. Meals may not be consumed on-site but must be taken off-site once distributed
3. Children are not permitted to congregate after receiving their meals
4. Calmly & kindly, encourage children to go home after receiving their meals



5. Each employee serving food shall wear nitrile gloves while serving
6. Gloves should be disposed of after each use (new set of gloves each day minimum)
7. Tables should be disinfected and sanitized using an EPA-registered cleaner prior to and after each meal service (SSS ACE-256 Quaternary Ammonia is standard SARS-COV-2 cleaner for district use)
8. Microfiber cloth or paper towel should be used to clean tables and other high-touch surfaces
9. Microfiber cloths should be laundered after each use (if used)
10. Students should not board the school bus or van at any time during the school closure period
11. All meal service should take place at the serving table located immediately outside the bus, students should not congregate around the point of service
12. Milk and dairy products are to be kept in coolers for distribution
13. Per Centers For Disease Control & Prevention (CDC) guidance effective March 15, 2020, gatherings of 10 people or more should be strictly avoided; this means that at least one staff member at each meal distribution site should help manage the flow of children to the meal service point or table, not permitting congregation
14. Per CDC guidance, maintain six (6) feet of distance between persons onsite receiving meals
15. Manage lines of children accordingly, maintaining minimum distance (six feet spacing)
16. Calmly, politely & kindly remind children often to maintain distance between each other
17. Per CDC, State of Ohio, Hamilton County Department of Public Health and Winton Woods City Schools guidance, employees who are ill may **not** report to work
18. Masks must be worn per CDC guidance (non-surgical and non-N95 respirator masks) as a way to prevent themselves from shedding the coronavirus; Employees may make their own face coverings using handkerchiefs or scarves or similar

Meal Service Requirements

1. Multiple meals may be distributed each day to cover multiple days - lunch & breakfast for multiple days
2. Meals will be served to anyone age 18 and under who resides in the school district
3. Milk and dairy products are to be kept in coolers for distribution
4. Students must be offered a milk (but need not take it)
5. Students must be offered all elements of the federally-required meal for nutritional purposes for lunch, breakfast will be offered in a self-contained, shelf-stable kit
6. Please tally count students served after they receive their meals & turn in this information at the end of the shift
7. Please tally count the number of students driving up versus walking-up to the meal service stops, log this information into our Google Sheets document along with the student/meal counts
8. Adults over the age of 18 may not receive meals per USDA
9. Per USDA, meals may be distributed without a student present (during the pandemic)
10. All persons age 0 to 18 years of age may receive meals
11. Note: Per USDA, schools should **not** turn away students. In those cases where an ineligible student is provided a meal, the school should track this activity for further consideration. At the present time, reimbursement requests through the normal procedures should not include ineligible meals; ODE has initiated a waiver request to allow reimbursement for such meals

**** Detailed operational plans continue to be developed ****



Transportation (Plans 1 & 2)

Transportation would be based on the maximum number of students allowed (24 students) on a bus per ODE/CDC guidelines.

Transportation staff will possibly support meal distribution (Plan 3) and special transportation needs.

Families in the same household would be assigned to the same group, allowing them to attend school physically on the same day. (Plan 2 Only)

Winton Woods City Schools Transportation Pandemic Response Plan

Routing:

- Bus stops will be added/activated in order to spread students out for social distancing at bus stops.
- Endeavor to limit bus stop counts to four (4) students or fewer.
- *Endeavor* to assign one (1) student per seat, loading bus from rear to front (1st student gets on and goes to rear of bus). The front seat behind the driver is to stay empty and will carry cleaning/sanitizing products on the seat (per Ohio Highway Patrol).
- Signs should be posted inside buses with sanitizer to provide proper use instructions.
- Signs should be posted in buses on how to protect a cough or a sneeze.

Drivers:

- Wear an N95 mask and/or face shield and gloves while students are on the bus (this includes the aide).
- Load the bus from the rear (1st student on goes to rear of bus).
- The seat behind the driver to remain empty (will carry cleaning/sanitizing products on this seat).
- Sanitizing stations installed at the entrance of the bus is for student and staff use.
- Extra disposable masks available for students who do not have one available.
- Assign seats to students on the bus to help ensure contact tracing.
- Run onboard fans and keep windows and vents open whenever possible to increase ventilation.
- Remind students of bus expectations – endeavor to assign one (1) rider per seat, wear a mask, stay seated facing forward at all times.
- Disinfect buses after each route following outlined district and CDC safety protocols.
- At the end of all morning/afternoon routes buses will be disinfected and sanitized with the misting machine.

Parents:

- Conduct a student wellness check prior to sending students to the bus stop, students with a temperature of 100 degrees or higher and/or symptoms should stay home.
- Provide a face covering for students to wear while on the bus, if you cannot provide a mask, the bus driver will provide one.



- Ensure that social distancing is being adhered to at bus stops.

Students:

- Maintain appropriate social distancing while at the bus stop, while on the bus and once arriving at the school.
- Wear a mask while riding the bus.
- Sit one (1) per seat on the bus if at all possible, student to sit in the assigned seat.
- Remain seated, facing forward at all times while riding the bus.

*** Detailed operational plans continue to be developed ***

Expectations	
Student/Parent/Guardian Expectations	Staff Expectations
<p>Parents/Guardians</p> <ul style="list-style-type: none"> • Conduct a student wellness check including temperature prior to sending a student to school. Students with temperatures over 100F should stay home. • Provide a mask for your student to wear on the bus and while at school when needed. If you cannot provide a mask, the school will provide one. • Help ensure social distance at the bus stop whenever possible (6 feet). <p>Students</p> <ul style="list-style-type: none"> • Maintain appropriate physical distances while at the bus stop, on bus lots, and while entering the building. • Endeavor to sit one (1) per seat on the bus and sit in your assigned seat. • Wear a mask while riding the bus. • Remain seated, facing forward while riding the bus. 	<p>Drivers</p> <ul style="list-style-type: none"> • Wear a mask while students are on the bus. • Provide reminders to students of bus expectations - one (1) per seat whenever possible, wearing masks, seated facing forward. • Provide reminders, issue warnings, contact parents/guardians, and report repeated expectation violators to the office. • Ensure the bus is disinfected following outlined safety protocols. • Create a seating chart (for contact tracing). <p>Administration</p> <ul style="list-style-type: none"> • Reduce the number of transfers and overall time on buses for students. • Monitor drop off and dismissal to ensure students do not congregate in groups. • Provide consequences, including loss of privilege to ride the bus to those who violate rules.



TECHNOLOGY

Supporting students and staff with technology that enables

RESPONDING	HOW? <i>Tools/Platforms</i>
<p><i>Basic Needs, Emotional Support, Learning Continuity</i></p>	<ol style="list-style-type: none"> 1. Access: Devices <ol style="list-style-type: none"> a. Winton Woods City Schools will ensure that children are provided with in-home technology to bridge the gap that disproportionately affects low-income and disadvantaged learners. <ol style="list-style-type: none"> i. Using the CARES ACT funding, WWCS will procure 1 device for every student in Grades K-12. These devices will be issued to the student for both in-home and in-school use. ii. Expectations: <ol style="list-style-type: none"> 1. Students will bring their issued device to school fully charged every day that school is open for learning. 2. District Technology staff will be available on a scheduled basis to repair broken or unusable technology. iii. WWCS will ensure that classroom tutors / aides / media assistants and clerical staff are issued devices to work from home to support the academic and business operations of the district. 2. Access: Internet Connectivity <ol style="list-style-type: none"> a. Hotspots <ol style="list-style-type: none"> i. Through the 1 Million Project Grant, Winton Woods will have an additional 296 hotspots available for K-12 distribution beginning in August 2020. This is in addition to the 400 hotspots already in the hands of our High School students. b. Other: <ol style="list-style-type: none"> i. Additional options include: <ol style="list-style-type: none"> 1. Low Cost Broadband Internet through Spectrum 3. Access: Televised Instruction / Lessons <ol style="list-style-type: none"> a. Waycross Community Media has offered a dedicated learning channel for recorded instruction / lessons on Waycross TV in the Forest Park, Greenhills, and Springfield Township communities. b. Teachers can submit screencastify or other recorded media for playback 24/7. 4. Learning Management Systems <ol style="list-style-type: none"> a. Grades K-2 <ol style="list-style-type: none"> i. Expectation: Common LMS Use



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b. Grades 3-12

- i. Expectation: Winton Woods Students in Grades 3-12 will utilize the district learning management system - ECHO for distribution of all virtual learning.
 - 1. Exceptions: WWCS Staff can supplement lessons with Google Classroom but distribute links through ECHO.
 - 2. Exceptions: PLATO/Aleks delivered instructional courses.

5. Technical Support

a. Technical Helpdesk

- i. Create a technology support team that is available to support technology issues of students, parents and staff - remotely
- ii. Flexible - Just in time support for teachers.
- iii. Repair appointment times for staff and students.



PROFESSIONAL DEVELOPMENT (PD)

Safety, Health, and Academic Training

We will begin the school year for all instructional staff with 10 days of professional development emphasizing student safety, high-impact virtual learning, technology platforms, and various resources and tools. The goal would be to provide at least 40 hours of PD for teachers around robust remote learning and safety.

Topics (Health and Safety)

- Train all staff on the COVID-19 disease including transmission, symptoms, mitigation and cleaning.
- Train all staff on the proper use of personal protective equipment (PPE) to help prevent the spread of COVID-19.
- Train all staff on Positive Behavior Intervention Systems (PBIS) at year start and ongoing throughout year to support remote learning as well as hygiene practices for face-to-face instruction
- Train all staff on Trauma-Informed Care to support all modalities of learning (virtual or in-person)

Topics (Instruction and Technology)

- Train all staff on using technology to increase student agency and deeper thinking and high yield teaching and learning strategies
- Train all staff on the intersection of Project Based Learning unit design and best-practices with blended learning.
- Train all staff on synchronous and asynchronous learning
- Train all staff on a curated selection of high-yield technology platforms and how this supports student learning. One example of vetted online resources can be found [here](#).

Ongoing PD and Resources

Continue these topics across the year and using embedded PD & professional coaching for staff as much as is possible, recommend at least once per month to develop skills and aptitudes:

- Emphasize student presence and engagement
- Use data to drive decisions, support learning, identify solutions, and drive continuous improvement
- Use a multi-tiered system to support the whole child

Resources

- District should create opportunities for teachers to share best practices and lessons learned to promote the sharing of resources.
- District should create a clearinghouse of resources available and provide professional development around these resources to support instruction.
- Paraprofessionals will be trained alongside teachers within content areas (7-12), self-contained (K-6).



PLAN TRANSITION

Preparation to transition to another plan as needed

Districts must be agile. Virtual learning would occur for the first semester, at that time the district will evaluate the current situation with COVID-19 and determine whether or not the students will return to the school buildings for face to face instruction. Meals will continue to be provided in the same manner as they were this past spring to ensure the nutritional health and safety of our students. Staff members will be expected to be present in the buildings daily to provide virtual learning experiences for students.

The following is offered by the “Reset and Restart Education Ohio” planning guide on page 4:

Operating Assumptions

The Centers for Disease Control and Prevention and Ohio Department of Health indicate that COVID-19 will be present at the start of the 2020-2021 academic year. Also, as has been the experience over the past several months, conditions can change rapidly. District and school planning will need to contemplate various contingencies. As a result, this planning guide operates under the following assumptions:

- Ohio’s education system must be nimble, flexible and responsive to ensure the health and safety of all students and adults.
- Schools will need to have the capacity to operate in various modes at different times and, sometimes, with minimum advance notice.
- When schools are operating with students in the building, they will need to adhere to health and safety guidelines set forth by the Ohio Department of Health and local health departments. Guidelines may change as circumstances change, which most likely should lead to course corrections throughout the year.
- The traditional school experience as it was known prior to the onset of the pandemic will be different, as will many of the day-to-day practices of schools.



SUPPORT AND RESOURCES

Services and resources for the whole child

Whole Child Support

Assessing and Addressing Needs for Vulnerable Youth

Supporting the needs of homeless, foster, justice-involved or otherwise highly mobile youth may have been more challenging during the school building closure period and will continue to challenge schools and districts when reopening. In the short term, even more students may experience high mobility as families deal with increased job and housing insecurities and the pandemic's impact on Ohio's foster care system. Vulnerable youth may experience increased academic and nonacademic needs.

Winton Woods City Schools will include in our reopening plans deliberate strategies and actions to connect with these students and their families and address their needs. Our schools can use data, guidance from the state and other trusted resources, as well as community partnerships to identify and address these increased needs.

The Ohio Department of Education will provide information and technical assistance to support schools and districts in communicating with, engaging and supporting their vulnerable youth populations. The Department will collaborate with other state agencies and organizations to identify needs and align supports.

Winton Woods City Schools will collaborate with local agencies and organizations to identify needs and maximize supports of vulnerable youth. Our schools will continue to utilize their vulnerable youth liaisons to ensure this student population receives equitable academic services and nonacademic supports. (Source: "Reset and Restart Education" Planning Guide for Ohio Schools and Districts, July 2020)

High-Risk Health-Vulnerable Students

Continual academic progress must be a priority for all students. As part of the our restart plan, Winton Woods City Schools will develop and implement a plan for addressing learning needs for students with special health care needs that place them at higher risk for medical difficulties related to exposure to COVID-19. The plan for these individuals may include enhanced modifications such as remote learning. (Source: "Reset and Restart Education" Planning Guide for Ohio Schools and Districts, July 2020)

PBS (Positive Behavioral Supports) for all students should be put into place and should include pandemic awareness and positive supports as well as virtual learning expectations and supports.



- [Link to sample PBS Plan](#) (*link provided*)

Community Building and reentering students into the school community. PBIS lessons should include topics related to remote learning (i.e. Virtual Meeting Protocols)

- Ensure access to mental health services through (e.g., Talbert House) counselling
www.talberthouse.org
- Ensure access to grief counseling as needed (e.g., Fernside)
<https://www.fernside.org/>
- Support and Resources
 - [Financial Support](#)
 - [Spanish Language Resources](#)
 - [Checklists for Well-Being](#)
 - [Children's eBook - Right Now I Am Fine](#)
 - [Creating Healthy Routines](#)
 - [Goal Setting](#)
 - [Managing Stress](#)
 - [Positive Activities](#)
 - [Resource Sites](#)
 - [Right Now Coloring Book](#)
 - [Senior Transition Packet](#)
 - [Time Management and Organization](#)
 - [Tips for a Good Night's Sleep](#)
- Ensure access to mental health services through (e.g., Talbert House) counselling
- Ensure access to grief counseling as needed (e.g., Fernside)
- Financial Support
- Spanish Support

WWW.WINTONWOODS.ORG/VIRTUAL-LEARNING

- [Academic Information Resources](#)
- [COVID-19 Information Resources](#)
- [Community/Family Information Resources](#)
- [Meal Distribution Resources](#)
- [Technology Resources](#)



COMMUNICATIONS

Stakeholder connection and engagement

WHO?	WHAT? <i>The Message</i>
<ul style="list-style-type: none"> ● BOE ● Staff ● Students ● Parents/Guardians ● Community 	<ul style="list-style-type: none"> ● Parent survey (Part 1 - Complete and Part 2 - In Process) ● Staff survey (Part 1 - Complete and Part 2 - In Process) ● School start date and schedule logistics ● Health and safety measures to make sure students can return safely ● Modified transportation information and protocols (Plans 1 & 2) ● Virtual school option (Plans 1 & 2) ● Health protocols when students are in the building <ul style="list-style-type: none"> ○ Temperature and Symptom Check at Entry ○ Distributed Dining ○ Face Masks ○ Social Distancing ○ Hygiene and Hand Washing ○ Sanitizing ○ Desk Arrangement ○ Modified recess ○ Modified athletics (to athletic families) ○ Restrict mixing groups of students ○ Protocol for students/staff who present with symptoms during school day ● Expectations/Resources/Professional Development for staff ● Expectations/Support/Resources for parents and students <ul style="list-style-type: none"> ○ Academics ○ Hygiene ○ Technology ○ Extracurricular ○ Mental health support/resources ● Basic information, FAQs and resources for COVID-19 ● Identify community resources ● Create Letter Templates (plus translation) <ul style="list-style-type: none"> ○ Reopening ○ Suspected Case ○ Confirmed Case and Closing ○ District Shut Down



WHEN? <i>Timelines</i>	HOW? <i>Tools/Platforms</i>
<p>Immediate upon Board of Education approval - July Meeting</p>	<ul style="list-style-type: none">● Board of Education meetings● Website platform: should show a window into the health, safety and educational aspects to a blended learning style (www.wintonwoods.org/virtual-learning)● Social Media Text: Facebook, Twitter, NextDoor, Instagram, LinkedIn● Social Media Videos: Youtube● Onecallnow: Email, Text, Call● Wintonall: Staff Email● LMS: ECHO and Google Classrooms● Letters/Emails (create templates)● Posters/Signage - Social Distancing and Masks● Make available Health and Safety Literature and Materials (State, national, or customized options)● Supporting document that compliments the virtual information from above outlets● Possibly collaborate with Waycross regarding specific channels● Possible hotline (Create a way to report symptoms after hours)● Greenhills Journal - half page ad● Supercast (Superintendent Video/Podcast)● The Hub (Coming soon!)● Staff Professional Development● Website dedicated to translate important information: www.wintonwoods.org/translation (in process)

CUSTOMER DETAILS

Students:

- The vast majority of our students have school owned devices to use for virtual learning.
- Paper packets can be utilized for the younger students for whom we do not have 1:1 devices. These packets can be differentiated for students and delivered and picked up more frequently than what we could do during our mandatory school closure in the spring utilizing support staff such as paraprofessionals, bus drivers and food service personnel.
- This option gives the most reduced chance of being infected by COVID-19 at a school setting.
- Students would get their breakfast and lunch in a similar manner to how we provided them in the spring.

Teachers:

- This option gives the most reduced chance of being infected by COVID-19 at a school setting.
- Teachers would still be required to be present at school. This would ensure more accountability and opportunities for professional development and collaboration.



WINTON WOODS CITY SCHOOLS VIRTUAL LEARNING PLAN

- Professional development in the areas of Social/Emotional Learning in a virtual setting, ECHO, Giving Student Feedback in a virtual setting, Small Group Instruction in a virtual setting, amongst others, would need to be provided during the two week Professional Learning time for teachers.
- Would be given the time to re-construct projects and problems to fit a virtual setting and to plan for a co-teaching environment with paraprofessionals and/or intervention specialists.

Paraprofessionals:

- This option gives the most reduced chance of being infected by COVID-19 at a school setting.
- Paraprofessionals would be required to report to their work site, and will be required to take a more active role in the instruction than what was able to be done in the Spring.
- This would include being involved in small group instruction and co-teaching situations.
- Paraprofessionals will also be utilized to create/collate, deliver and pick up differentiated learning packets to students frequently to monitor the growth of any student who does not have technology access.
- Paraprofessionals can also be used to assist truancy officers and office personnel to establish contact with students who do not take part in instructional activities.
- Paraprofessionals will need to be provided technology and professional development in small group instruction and co-teaching.

Food Service Professionals

Breakfast/Lunch similar to March-May 2020 Plan

Transportation Personnel

Will assist with food breakfast/lunch programs similar to March-May 2020 plan

Will assist with special transportation needs

Families:

- This model gives the most consistent method of instruction for their kids given our current COVID-19 reality.
- Parent workshops would be needed such as:
 - Technology workshops to support students during remote learning
 - Educational resources
 - Literacy and numeracy strategies for parent
 - Consistent expectations regarding assignment completion, study skills and grading

Special Populations:

- Guidance will be developed for each school team to discuss students that need individualized plans to determine the most appropriate learning environment. This could include:
 - Students with disabilities
 - English learners
 - Students identified as gifted
 - Students receiving specific academic and behavioral intervention services
 - Students receiving mental health supports



Related Services:

Related Services such as physical therapy, occupational therapy and speech will be arranged individually with the instructor and parent.

Attendance and Grading:

- Attendance during these remote learning days will be counted based on the completion of all assignments at the end of the remote learning period;
- Assignments WILL count as a homework or classwork grade;
- Students can submit assignments as they are completed to teachers via ECHO, email, Google Drive or whichever submission procedure the assignment calls for. If assignments cannot be sent in remotely, they can be turned in through scheduled drop off/pick up times as buildings would be open and staffed.
- The District is required to meet the minimum number of hours required and the requirements to receive state funds, according to the law.

Execution Strategy

Details / Considerations	
Professional Development	PD will be provided with collaboration between T&L and Administration for the opening two week professional learning period. Ample time will be given to teachers and departments to plan out their project's and problems to a virtual format.
Staff Expectations	Staff will be expected to be at their school building / work sites Frequent communication with parents will be paramount to ensure student success.
Technology	Paraprofessionals will need to be issued district chromebooks to aid in instruction.
Families with limited / no access to internet	Paper learning packets will be made available and differentiated to student needs. Packets can be delivered and picked up by our paraprofessionals.
Documentation of student learning	Documentation of grades will occur through ECHO for grade levels 3-12 and _____ for grades K-2.



Sample elementary student schedule:

9:00-9:30 a.m.	Whole class / Morning meeting	Google meet on computer
9:30-10:00 a.m.	Whole class / LEXIA	Independent student on computer
10:00-10:30 a.m.	Whole class reading lesson	Google meet on computer
10:30-11:00 a.m.	Independent reading individual	Independent reading no computer
11:00-11:30 a.m.	Whole class / Math lesson	Google meet on computer
11:30 a.m. -12:00 p.m.	Whole class / ST MATH	Independent student on computer
12:00-1:00 p.m.	Lunch	
1:00 -1:30 p.m.	Small group reading intervention	Google meet on computer
1:30-2:00 p.m.	Independent math individual	Independent math no computer
2:00-3:00	Fine arts choice time	No computer or limited



REFERENCES

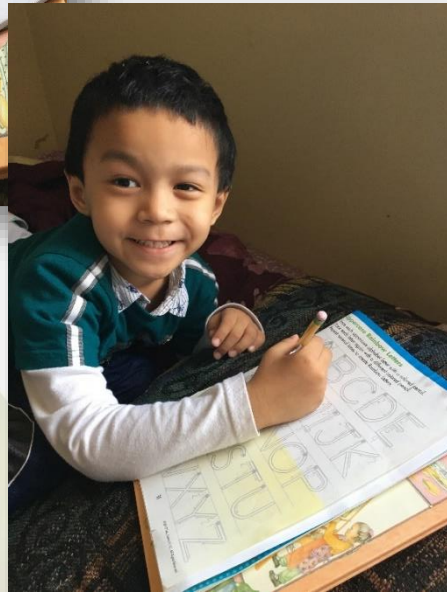
- ... “Reset & Restart: A Planning Guide for Ohio’s Schools and Districts” - Ohio Department of Education:
<http://education.ohio.gov/getattachment/Topics/Reset-and-Restart/Reset-Restart-Guide.pdf.aspx?lang=en-US>
- ... “Guidance for Administrators of K-12 US Schools and Child Care Programs” - The Centers for Disease Control & Prevention: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html>
- ... “Reopening Our Schools: A Guidance Document” - Hamilton County Educational Service Center, School Continuity Task Force:
<https://drive.google.com/file/d/1a1ubBN5EuPf6M2g2mh4zgS5o4mpaU0Y3/view?usp=sharing>
- ... “How To Clean and Disinfect Schools To Help Slow the Spread of Flu” - The Centers for Disease Control & Prevention: <https://www.cdc.gov/flu/school/cleaning.htm>
- ... “Indiana’s Considerations for Learning and Safe Schools, IN-CLASS” - Indiana State Departments of Health and Education: <https://www.hcesc.org/wp-content/uploads/2020/06/june-5-class-document.pdf>
- ... TEAM Kentucky: Guidance on Safety Expectations and Best Practices for Kentucky Schools (K-12)” - Kentucky Department of Education: https://www.hcesc.org/wp-content/uploads/2020/06/Safety-Expectations_FINAL-DOC.pdf
- ... Readiness and Emergency Management for Schools (REMA) - <https://rems.ed.gov/coronavirus.aspx>
- ... School Cleaning Processes during COVID-19 Pandemic:
<https://drive.google.com/file/d/1IBRcT7LloxEmz3JDDpaTSQuMOPAwL8T-/view?usp=sharing>
- ... Considerations for School Nurses Regarding Care of Students and Staff that Become Ill at School or Arrive Sick (NASN - National Association of School Nurses) -
<https://drive.google.com/file/d/1I293mgNK1f3u-NoApWGSliD4UI-9uFTT/view?usp=sharing>
- ... “American Federation of Teachers launches plan to safely reopen America’s schools and communities” -
https://www.aft.org/sites/default/files/covid19_reopen-america-schools.pdf
- ... “States Weigh Options for Start of New School Year” - Education Dive, April 29, 2020:
<https://www.educationdive.com/news/states-weigh-options-for-start-of-new-school-year/576971/>
- ... “Masks & Children During COVID-19” - ODH & American Academy of Pediatrics -
<https://kidshealth.org/en/parents/coronavirus-masks.html>

VIRTUAL LEARNING

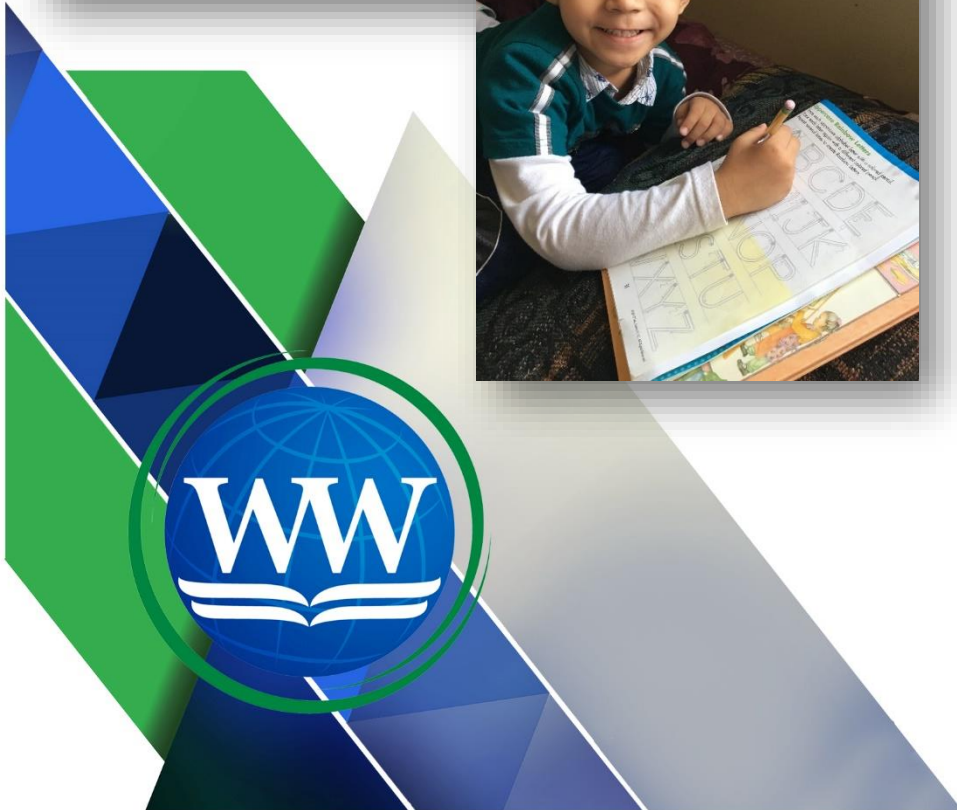


WINTON WOODS CITY SCHOOLS
2020-21 PLAYBOOK

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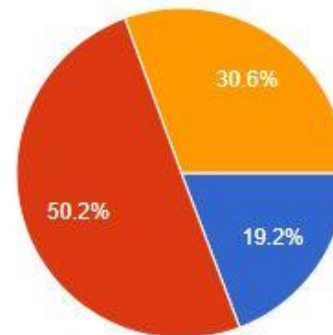
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SURVEY RESULTS

How comfortable are you with sending your child to a school building every day this fall, if all of the recommended health and safety measures, such as social distancing, are in place?

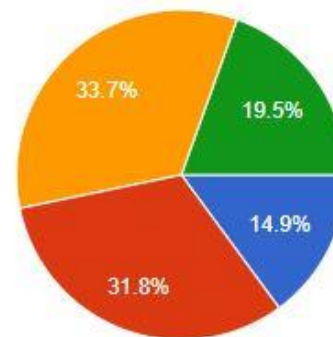
1,429 responses



- Relatively comfortable
- Hesitant and concerned
- I will not send my child to school until there is a vaccine and/or treatment

How comfortable are you with sending your child on a school bus every day this fall, if all of the recommended health and safety measures, such as social distancing, are in place?

1,429 responses



- Relatively comfortable
- Hesitant and concerned
- I will not send my child to school on a school bus until there is a vaccine and/or treatment
- Not Applicable

As of July 22-27, 2020



FIRST DAY OF SCHOOL – AUGUST 24, 2020

On July 27, 2020, the Board of Education voted to start the 2020-21 school year in a **virtual learning** environment. Staff members are required to be present at their assigned buildings each day to provide virtual instruction to students.

CONSIDERATIONS

- Parent survey feedback
- Staff survey feedback
- Community hot spot exposure concerns
- High risk student needs

GUIDING PRINCIPALS

- Safe and healthy environments
- Social emotional learning and support
- Prioritize student learning
- Ensure effective teaching
- Operate effectively, efficiently & responsibly
- Equity in access and opportunity

RE-EVALUATION

Due to the tenuous nature of the pandemic, the current plan will be re-evaluated every five (5) weeks.



CHROMEBOOKS

All students in Grades 1-12 have had the opportunity to receive a device. As additional Chromebooks are received, kindergarten students will also be provided with a device.

INTERNET ACCESS (Wi-Fi)

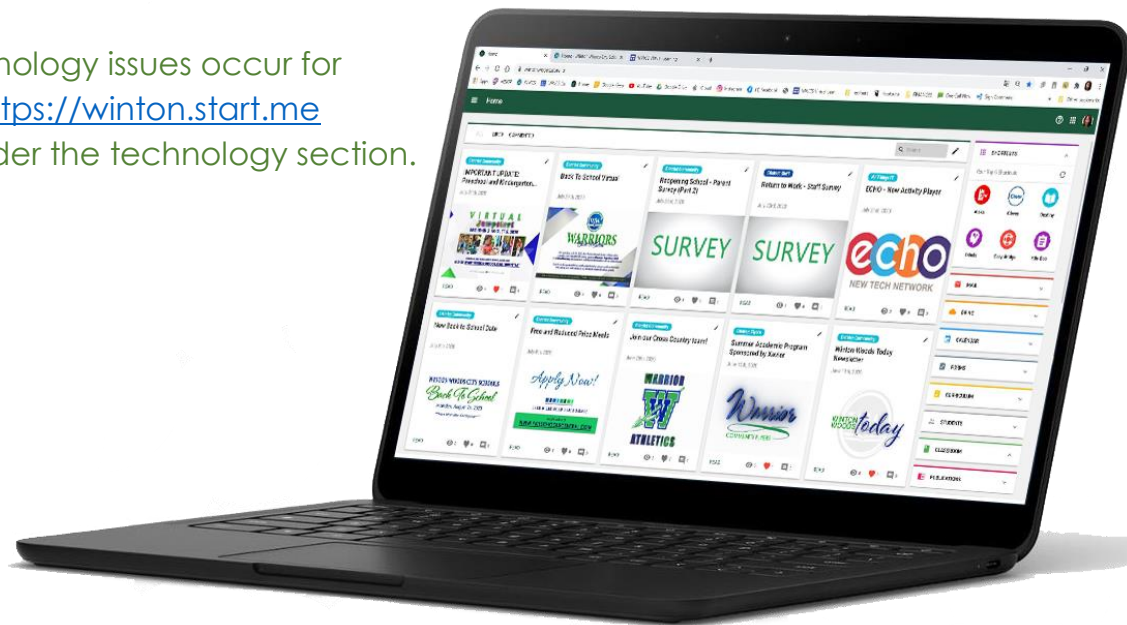
If a family needs Wi-Fi support, go to the student portal @ <https://winton.start.me> and click on “hot spot application” under the technology section.

ANNUAL DATA VERIFICATION

Our district families are required to update their important information online annually. Please go to www.wintonwoods/enroll to complete the process and for more information.

TECHNOLOGY SUPPORT

The district will provide assistance when technology issues occur for students. Simply go to the student portal @ <https://winton.start.me> and click on the “technology help” icons under the technology section.



PRIORITIZE STUDENT LEARNING AND ENSURE EFFECTIVE TEACHING

- Project-based and problem-based learning
- High impact teaching and learning strategies - in a digital world
- Deeper learning applications embedded
- Teacher live streaming of select classes
- Recorded lessons

ATTENDANCE AND PARTICIPATION REQUIREMENTS

Students are expected to attend all assigned classes in their schedule.

INSTRUCTION

- **GR K-2** – Canvas will be the *Learning Management System* beginning in early September 2020.
- **GR 3-12** – ECHO is the *Learning Management System* in addition to other software tools.
- The online curriculum will meet the same standards as our Winton Woods City Schools curriculum, but it will not necessarily match the same pacing or activities that are delivered in school buildings.
- Students will have access to courses in all core areas (English language arts, mathematics, sciences, social studies and specials areas).



SCHEDULE

Students follow a daily schedule to complete online learning, assignments, and assessments.

GRADING

Students will earn grades for their work.

CLASSROOM

- Students and teachers will participate in virtual check-in meetings designed to support student course progress and provide opportunities for students to connect with each other.
- Communicate questions and concerns immediately to teachers.
- Students are expected to be in spirit wear or uniform during class time.

WINTON WOODS ELEMENTARY TEACHER SHOUT OUT

We Miss Our Students!



#WarriorVL

#WWVirtualLearning



PARENT SUPPORT TIPS

Establish routines and expectations: Please develop a consistent routine and expectations to support your student's school schedule to complete online learning, assignments, and assessments.

Choose a good place to learn: Monitor and support student progress through an online curriculum with parent/guardian access to the online platform and progress information.

Stay in touch: Communicate questions and concerns immediately to staff.

Help students 'own' their learning: No one expects parents to be full-time teachers or educators. Parents can simply provide support and encouragement, and set expectations for the child to do their part.

Begin and end the day by checking-in - example questions are as follows:

In the morning, you might ask:

- *What classes/subject do you have today?*
- *Do you have any assessments?*
- *How will you spend your time?*
- *What resources do you need?*
- *What can I do to help?*

At the end of the day you might ask:

- *How far did you get in your learning tasks today?*
- *What did you discover? What was challenging?*
- *What could we do to make tomorrow better?*

Establish time for quiet, reflection, physical activity and exercise: Being intentional about your student's health is vital and wellbeing for learning.



NUTRITION IS THE MISSION

www.wintonwoods.org/meals

Beginning Date: August 24, 2020
Days: Mondays (6 meals) and Thursdays (4 meals)

Elkwood & Cedar Creek Area
11734 Elkwood Drive
11:00 a.m. to 1:00 p.m.

Forest Park Apartments
485 Dewdrop Circle
11:00 a.m. to 1:00 p.m.

Greenhills Community Building
8 Enfield Street
11:00 a.m. to 1:00 p.m.

Powell Crosley Jr. YMCA
9601 Winton Road
11:00 a.m. to 1:00 p.m.

Quail Apartments
Intersection of Quailridge Drive & Quail Court
11:00 a.m. to 1:00 p.m.

R-Section of Forest Park and Corner of Reliance Drive and Ramondi Place
11:00 a.m. to 1:00 p.m.

Winton Woods Elementary School
1501 Kingsbury Drive
11:00 a.m. to 1:00 p.m.

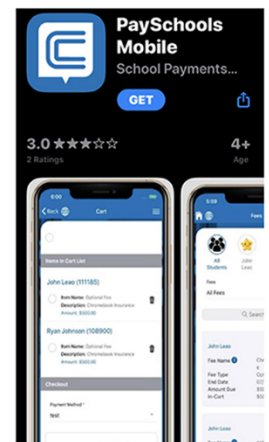
Winton Woods Intermediate School
825 Waycross Road
11:00 a.m. to 6:00 p.m.

Meals Application

PLEASE NOTE

Please fill out a meal application and register with PaySchools to use the Digital ID/QR code to help make distribution go faster.

513-619-2480



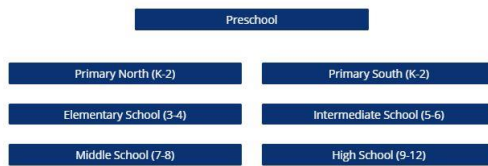
This Institution is an Equal Opportunity Provider and Employer Funded by the United States Department of Agriculture (USDA)



COMMUNICATION

www.wintonwoods.org/virtual-learning

CUSTOM WEBSITE FOR VIRTUAL LEARNING



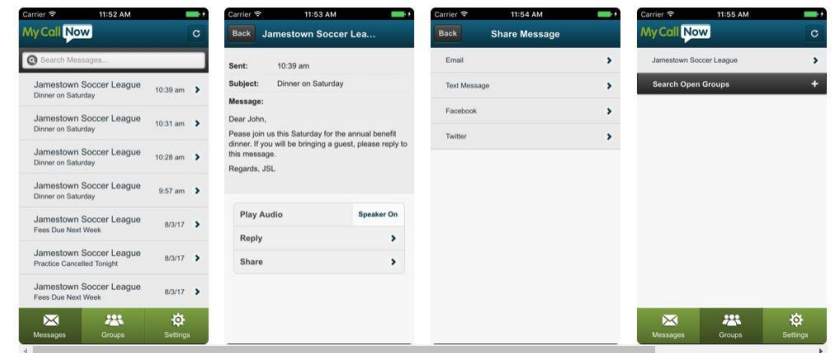
www.wintonwoods.org/virtual-learning

MY CALL NOW MESSAGING



My Call Now 👤
One Call Now™
★★★★★ 2.8, 5 Ratings
Free

Screenshots iPhone iPad



SOCIAL MEDIA @WWCSDISTRICT



EXTRA-CURRICULAR

Winton Woods City Schools will follow state and local guidance as well as the Ohio High School Athletic Association (OHSAA) regarding extra-curricular activities. Contact the activities director for more information regarding your specific activity.

TRANSPORTATION

Winton Woods City Schools transportation department will continue to provide transportation for our Scarlet Oaks student as well as non-public and community school students.



DISTRICTS MUST BE AGILE

Virtual learning would occur for the first semester, at that time the district will evaluate the current situation with COVID-19 and determine whether or not the students will return to the school buildings for face to face instruction. Meals will continue to be provided in the same manner as they were this past spring to ensure the nutritional health and safety of our students. Staff members will be expected to be present in the buildings daily to provide virtual learning experiences for students.

The following is offered by the “Reset and Restart Education Ohio” planning guide on page 4:

Operating Assumptions

The Centers for Disease Control and Prevention and Ohio Department of Health indicate that COVID-19 will be present at the start of the 2020-2021 academic year. Also, as has been the experience over the past several months, conditions can change rapidly. District and school planning will need to contemplate various contingencies. As a result, this planning guide operates under the following assumptions:

- *Ohio's education system must be nimble, flexible and responsive to ensure the health and safety of all students and adults.*
- *Schools will need to have the capacity to operate in various modes at different times and, sometimes, with minimum advance notice.*
- *When schools are operating with students in the building, they will need to adhere to health and safety guidelines set forth by the Ohio Department of Health and local health departments. Guidelines may change as circumstances change, which most likely should lead to course corrections throughout the year.*
- *The traditional school experience as it was known prior to the onset of the pandemic will be different, as will many of the day-to-day practices of schools.*

