2020-21 Academic Framework

Salida has figured out how to navigate more than one crisis. We will just have to do it again. In some ways this is premature to publish, in other ways it may already be late. There is little information that is stable, and only one constant—we have to move forward.
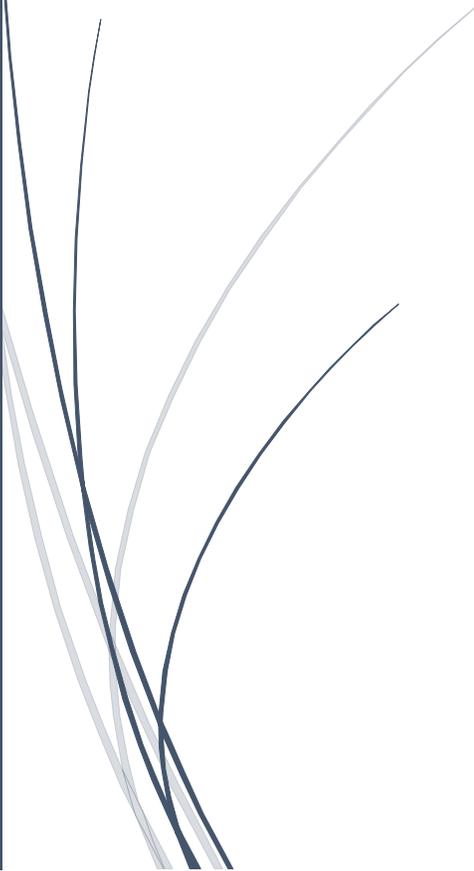
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SALIDA SCHOOLS SUPERINTENDENT—SPARTAN PROUD

Salida School's 2020 Academic Framework

Design Problem

In March of 2020 the novel virus known as the "corona" virus or COVID19 created a global pandemic due to high infection rates and a high death rate. The Governor of Colorado closed schools to in-person instruction to mitigate the spread of this disease. If not for this pandemic the changes being considered would not be applicable in entirety.

The design problem was, "How do we all get sick, without overwhelming our local hospital capacity?" The design problem is not, "How do we all stay safe?" The latter is a subjective and unattainable standard. We can take preventative measures to reduce and avoid infection scenarios with higher probability of transmission. We cannot promise 100% safety, nor does 'safe' have a universal and objective understanding. To be clear, the COVID19 virus is a known and valid threat. The remaining question is a subjective one of risk management depending on scenarios. Our work is to develop systems and protocols to mitigate risk. Salida Schools must expand on the simple design problem, and add elements of supporting community development, to include: quality instruction, day care capacity, youth activities and whole child development. With plans being put into place, each individual and family must evaluate their personal risk and respond accordingly.

In addition, we know the following:
- Our financial system supporting public education is broken, before and after the COVID19 pandemic.
- Our local system has been successful.
- One size fits all does not actually fit each individual child equally.
- Our biggest assets are our people—community wide (creativity, expertise, competence, and student relationships).
- Our community has supported innovations and entrepreneurship initiatives of the district in the past.

Values and Priorities

The Education Community
Salida School District is known as The Education Community with shared community values and visions. We strive to develop and achieve a success plan for every student.

OUTCOMES
Strong Social & Emotional Wellness
Prepared for a Dynamic Life Beyond School
Managed by Community

PROGRAMMING
Academic Skills - 3 R's
Reading, Writing & Arithmetic
Critical Thinking
Engaged Activities
Managed by Director of Academics - Principals
Teachers - Instructional Support Staff

COMMITMENTS TO COMMUNITY
Financially Sustainable
Safe & Secure
Maintained Facilities
Culture of Readiness to Adapt
Managed by Board of Education - Superintendent
Business Manager -Support Staff

Community's Guiding Principles & Values

Roles

Board of Education:
- Establish a vision that reflects community values, educational best practices and a plan for resiliency when navigating change.
- Ensure District has a Superintendent that is effectively developing and implementing strategies and building a team to achieve this vision.
- Provide oversight and governance to ensure the district has adequate human, physical, and financial resources to accomplish goals.

Superintendent:
- Provide a clear and actionable plan that students, families, and staff can implement.
- Ensure all applicable rules, regulations, and protocols are in place and monitored to stay compliant.
- Provide necessary support structures for staff to meet expectations of high quality instruction.
- Provide monitoring systems to provide the Board of Education with the level of quality being attained.
- Provide consistent and effective communication with stakeholders on planning and implementation.

Guiding Design Strategies
- The best instructional context for the majority of students is through face to face instruction.
- Fight for as much in person instruction as possible at every step
- Look for strategies to handle illness without having to shutdown in person operations.
- Our model must be flexible enough to shift systemically with dynamic health and wellness factors.
- Utilize preventative structures where feasible and reasonable. (i.e. spacing, masks, temperatures, cohorts, etc.)
- Some student needs are higher risk, requiring more direct in-person instruction.
- Our community needs the school system to provide structures for the workforce to cue off of.
- Sustain daycare capacity

Design Categories to Be Considered

1. Clear Framework and Decision tree
2. Public Health and Medical Guidance
3. Different Modes
4. Calendar
5. Daily Schedule
6. Cohort Development
7. Daycare
8. Distance Learning
9. Specials/Electives
10. Whole Child
11. Activities
12. Other

Sources of Authority
- Salida School Board retains full authority and responsibility for decisions
- Chaffee County Public Health is the primary source for COVID19 response guidance, which Salida Schools will honor
- Chaffee County Commissioners, Salida City Council, Poncha Springs Trustees provide guidance in how the community at large will respond to COVID19 threats, which Salida Schools will honor.
- The Colorado Department of Education provides interpretation on COVID19 response in all areas, and is the place for interpretation of the Federal, Governor and Legislature, and State Public Health, and other health care professionals (i.e. epidemiologists), which Salida Schools will consider.

Condition Descriptors, Metrics and Variables for Decision Making

Our local public health will be the final determination on interpreting conditions and metrics. If any change in modalities occurs, the District may be required to take a short break in instruction to begin again on the following Monday (more below on COVID days). The COVID days will allow medical and crisis teams to guide us through a case by case response, as well as planning time to implement potential changes. Teachers will have preparation or remote instruction duties during any break. The school calendar may be extended to adjust for corresponding lost days of instruction. Our county has been leading the state (and pushing the state) to clarify the metrics that would guide us in reducing our interactions. No single factor will require us to change, rather they will be the factors that together guide us to respond to trends rather than incidents. The metrics have been drafted by public health, and are awaiting approval to be published to the public.

If the virus metric is related to community wide conditions, then we will follow the plan outlined. If the trigger (ie single positive case) is in an academic program/building then that program/building will move to full distance modality for a minimum of 48 hours for evaluation and disinfection. Program/Building level decisions will be made in a case by case scenario. We have a team of medical professionals joining our school leaders to consider each incident. If the problem is localized, then the response will be targeted. If the problem is community wide, the response will be system wide.

COVID Days—Remote Days—Snow Days

The new school calendar being considered adds an additional four weeks of potential days. The Center for Disease Control (CDC), Colorado Department of Education (CDE) require a minimum of a 48 hour break if a student or staff member is positively tested for COVID19. That is the first potential scenario whereby families could be required to not come to school. We have increased our capacity to offer remote learning as well as the quality of remote learning (see more under 1;1 Initiative and Online School). Our first intent will be continue instruction for these breaks by offering remote learning until we can return to school for in-person instruction. If "Remote days" are not possible, then we will call a "COVID day", which will function as a "Snow day". "COVID days" will have no instruction or staff engagement. We have the capacity to absorb two "snow days" or "COVID days" next year. If we go beyond those two days, then we will have to add days to the calendar. These potential days to be added will be noted on the new calendar, which is forthcoming. If we face that scenario, we will evaluate if days in June are the best way to recoup lost instruction or some other solution may be implemented.

A second scenario that could cause us to call "COVID days" or "Remote days" is if we have to switch modalities due to changing virus conditions within the community. There is a large set of possible "what-ifs" inside this consideration. We cannot plan for them all, yet we can add capacity in the calendar to respond as needed. Thus, "COVID days" in June are possible.

The Plan

The following graphic is an attempt to show the continuum of programming options the District is attempting to offer families. We have control over very little in this pandemic. So, the conditions will drive our programming delivery. We expect and are filled with hope to spend most of our time in the green or "olde school" zone. However, we realize that we must have a plan for viral conditions worsening in our local community. If that happens we will shift to the Yellow mode, which would allow us to support students with in-person instruction at 50% capacity. We will utilize a two days in-person — two days distant approach. We do expect to utilize this mode at least once next year. We do not expect to enter into the Orange or Red mode, but have basic plans in place to respond if the virus becomes the dominant actor in our community. If we go into the crisis modes, it will require all of us, community wide, to respond together as fast as possible so that we can return to at least 50% capacity. Again, at this moment, we believe that we will be in an Olde School, or Green Mode, in August.

The Plan

Olde School—Like We Did in 2019

1. We know how to do this. However, until a vaccine arrives, there will be some extra precautions.
2. Expecting most of the year in this mode.
3. Precautions in place, including:
- extra spacing wherever feasible
- facemasks
- extra hand washing
- basic health-checks for all
4. Specials classes with some limitations
5. All activities supported
6. Random and limited COVID days- if needed

Olde School—Conditions & Indicators

See Metrics on Following Page

Halvsies-- 2 cohorts allowed 50% Capacity

1. Expecting less than ½ the year in this mode.
2. Cohorts Purple and White (No family Splits)
3. Two days in person--Two days distance
4. Where feasible students stay put, teachers move
5. Specials Included with significant limitations
6. Sped and other specialized needs all in one cohort
7. Use shared spaces—with distancing strategies
8. Some activities supported, not all
9. Masks required for all
10. Full health checks required
11. Physical distancing strategies increased
12. Random COVID days required to investigate individual cases as they develop

Minimal Spread—Conditions & Indicators

If any of the Metrics in the Green Mode decline, the district crisis team, including local public health, doctors and school officials will discuss the trends to determine next steps. One metric could be enough to require a change, or only be monitored. This is scenario specific. The district would remain in yellow until capacity was determined sufficient to handle a new surge.

Crisis Mode: 3 Week Cycle-- 3 cohorts 1:9 Ratio allowed

1. Potentially one time during year—
2. Week in person, week distance, week break
3. Little planning attention thus far for this mode, expect updates/changes to this mode
4. Use of COVID days in June
5. Modules of curriculum are recommended
6. Teachers and students stay together
7. Teaching teams are reassigned duties
8. No specials—core cases only, could trigger furloughs
9. No activities
10. At-risk students given priority programming (ECC, k-2, sped, at-risk students)
11. No Shared spaces
12. 6' spacing required, Masks required for all
13. Goal is to return to yellow via community wide restrictions

Moderate Spread—Conditions & Indicators

Local Public Health or State Executive Orders.

The plan is a crisis plan and is only minimally pre-determined, requiring real-time planning to respond appropriately to local conditions. There may be little difference between this stage and red. This is a planning attempt to look for ways to avoid complete lockdown of the community.

Stay at Home-- all at home

1. We know how to do this--like April and May—Not likely, temporary crisis
2. Staff are all reassigned-furloughs and layoffs possible
3. Crisis-Temporary Status

Substantial Spread— Conditions & Indicators

Executive Orders

Distance School Option

Green Mode Metrics

Metric	How It's Measured
Treatment (Metrics 1 & 2)	
Sufficient hospital bed capacity	Hospitals in the county or region (as defined by LPHA) have sufficient bed capacity to manage a 20 percent surge in hospital admissions or patient transfers (hospital attestation of patient transfer agreements required. Please include attestations in the Protect Our Neighbors certification form).
Sufficient PPE Supply	Local hospitals must have two weeks of PPE available based on current PPE use standards
Transmission (Metrics 3 & 4)	
Stable or declining COVID-19 hospitalizations	Stable (no greater than 25% increase) or declining counts of new confirmed COVID-19 hospitalizations in the county's referral hospitals (LPHA defines) in the last 14 days compared to previous 14 day period OR no more than two new hospital admissions of county residents with confirmed COVID-19 on a single day in the last 14 days.
Fewer new cases	25 or fewer new cases/100,000 people in the past two weeks (two-week cumulative incidence), **excluding** cases among residents of congregate facilities (senior care, other residential care, youth corrections, corrections) experiencing outbreaks. OR For a county/jurisdiction with a population of less than 30,000, no more than 7 cases, excluding cases among residents of congregate facilities (senior care, other residential care, youth corrections, corrections) experiencing outbreaks, in a two-week period. OR Two-week average molecular test positivity rate of less than 5% AND county is meeting minimum testing rate (0.75 per 1,000 population) AND two-week cumulative incidence is no greater than 50 cases/100,000 people in the past two weeks.
Test & Trace (Metrics 5-8)	
Sufficient testing capacity	County or region has the capacity to test (collect samples and testing partnerships) 15 people per 10,000 residents per day.
Ability to implement case investigation and contact tracing protocol	LPHA is able to implement Colorado's case investigation and contact tracing protocol for at least 85 percent of assigned cases within 24 hours.
Documented surge-capacity plan for case investigation and contact tracing	LPHA has a documented surge-capacity plan that they can investigate and contact trace their share, based on population, of our state's overall 500 cases per day goal. This means they need a plan to be able to investigate and contact trace up to 8.7 cases per 100,000 population per day.
Documented strategies to offer testing to close contacts	LPHA has documented strategies in place to offer testing, in conjunction with health care systems and other testing locations, to close contacts of outbreak-associated cases.

Remote or Online Capacity

This spring the globe shut down and required us to retreat into Stay at Home orders. Regardless of how community conditions play out this school year, we know from the spring that our digital capacity was insufficient to deliver the kind of quality we expect. So, we have increased our capacity to offer distance learning to families that require that type of service.

First, we have applied to the Department of Education to start a new online school by local teachers for local families. We know that our best asset is our staff. We can offer the needed personal touch to navigate the struggles of online learning. We do not know if the application will be approved or if we will make a final commitment to open the new school. However, the pursuit of this goal will ensure that we have the capacity in all programs to offer this service. This effort is moving us forward, with many details still to be navigated.

If the new school moves forward, we conceive it as a separate school, with separate enrollment windows for families to make a commitment to that type of learning. It is not for everyone, but some of our families must have this option.

We have also begun the process commonly called a 1:1 Initiative. This means that the district will check out a computer device to every k-12 student for the year. We know that COVID days are a possibility, and this will allow us to implement Remote Days if we have to take a break due to COVID. There are a lot of details still to be navigated, but the devices are ordered. This effort will require families to continue explicitly teaching their children how to manage technology. The district will develop supports for you. Other districts have done this earlier. If not for COVID19 we would not have made the decision at this time. Screen time is not always best for kids, and we are trying to figure out ways to limit that. However, we want to ensure we have the sufficient capacity in every student's hands if needed to manage our local COVID19 story.

As we pursue greater digital capacity the district is reviewing a new Learning Management System (LMS). This product is a comprehensive digital interface that allows staff, students, and parents to easily and seamlessly access their learning. It will not replace our Infinite Campus interface, which is a Student Data Management System. We will still need that, however, this new LMS will allow parents to access classrooms in one format. All of the learning opportunities will be accessed through this one platform. It will support our younger children in ensuring families only have to learn one program. Our older students will need this skill as all higher education utilizes an LMS for students to navigate college.

Lastly, the district has been investigating any and all possible solutions to assist families in gaining Internet access. We have also been joining other organizations in advocating for governmental initiatives to ensure that all families in rural America have access to Internet, just as government was able to do for phones and electricity. Regardless, there will be added capacity for all families to access Internet this upcoming year.

Medical Safety Risk Mitigation Response
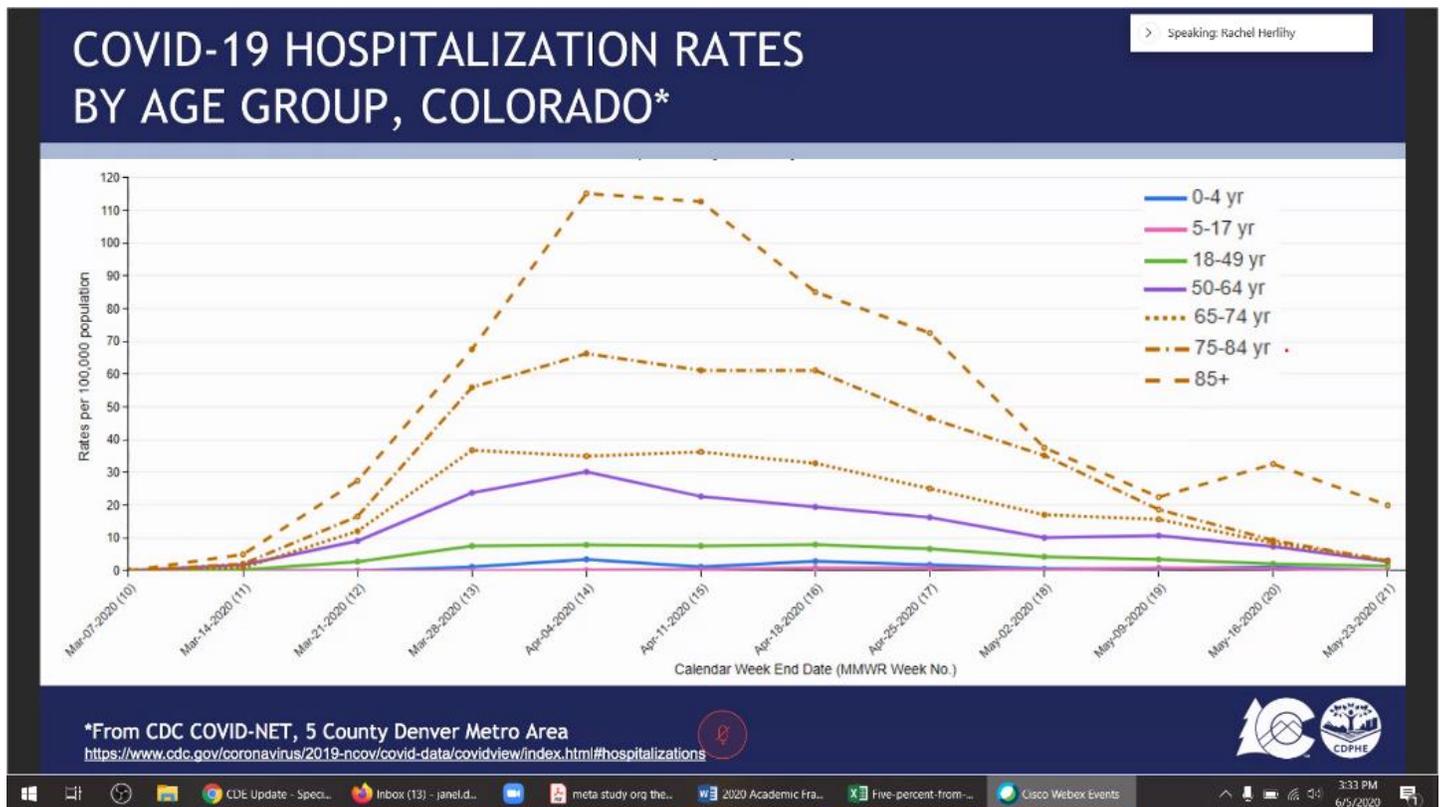
The best place to start for this section is to clearly state that our children are at an extremely low risk to face hospitalization due to a COVID19 infection. According to the Colorado Department of Public Health's inserted graph there is a relative low risk to children. However, we do know that 60% of our community is in the high risk age category, and our students can be carriers of the virus. Many of our families have adult members with higher risks. In addition, many of our staff face higher risk scenarios than our students. Lastly, some of our students are at higher risk and medically fragile. Even with all that in mind your child's risk is extremely low.

The most important risk mitigation action is to stay home when you are sick. This may seem obvious; however, it is quite normal for parents to send a sick kid to school and see how the day goes, or give Advil at the breakfast table to see if the child can push through the sickness. Do NOT send your child to school if they have any sickness. Currently, the district is required to close down for a minimum of 48 hours if a positive COVID19 case is found.

If a student presents symptoms of an illness it will be treated as a COVID19 possibility. Nurses will isolate the student in a separate room designated for this purpose until parents can immediately come and pick up their student. The student will not be allowed to return to school until they have had medical clearance from a doctor. In most cases a COVID19 test will be required to support that medical clearance.

If a positive case is verified, then the school and possibly the district, will shut down for disinfectant protocols and trace contacting. In each case a response team, with school and medical staff, will review the circumstances to determine the risks presented and the best response possible at the time. The district will not publish student or staff names that may be presenting symptoms or tested positive. The district, in conjunction with public health, will directly notify any families of close contact exposure. The district will post a community message of a verified positive case in one of the schools, identifying the school as soon as possible. Being at a school with a positive case does not mean every individual has experienced close contact exposure. It will again be taken in a case by case approach. The school or district will return to in-person instruction as soon as it can be determined the risk is reduced or mitigated.

The school is currently developing three strategies to increase our system capacity to respond medically. First, the district has posted a position to add one more additional person to the nursing team, allowing us to have a full time person at each of the four large programs (ECC, LES, SMS, SHS). We want to be sure we have a person dedicated in

each building to respond and isolate sick students or staff as quickly as possible. Secondly, the district is working to secure its own testing capacity dedicated to the school's investigation needs. We want to be sure we can get our students and staff tested as soon as possible. Lastly, we are working on increasing our partnerships with our local doctors to ensure that students and staff can get the diagnosis they need as fast as possible. Our doctors understand that symptomatic students need attention immediately to determine if there is a COVID19 risk to others.

Our staff will conduct health checks on every student each morning. As conditions deteriorate in the community the health checks, including temperature checks will become more rigorous. In addition, high frequency hand washing and hand sanitizer use will be required. Our custodial team will be increasing cleaning, particularly of high touch surfaces. We will continue to use electrostatic wands to disinfect all surfaces.

We understand that mask wearing is a difficult topic for many. We have not found a single person that reports wearing a mask is enjoyable. It may not be enjoyable, but it is an active step we can take to mitigate risks. We are not going to take our final stand on any mask wearing policy until closer to the start of school in August. We believe that there are larger federal and state level conversations about this that may guide us into our final approach. Staff will wear face masks or face shields in all phases at this time. Students/families will self-select at this time. There are also additional age appropriateness factors to be considered. A 2 year old's expectation will not be the same as a 17 year old. If the only way we can get our schools open for in-person instruction is to wear a mask, then we will all wear masks. More to come on this in August.

Another strategy to mitigate risks is some measure of physical distancing, noted as 6' apart. In the Olde School, Green Mode, we will not be able to meet the 6' distance, but will add distance wherever it is feasible. If we move to 50% capacity we will be able to find the needed space in almost all cases. In the Orange Crisis mode we will be able to maintain the distance in all cases. We expect to have recess and specials/electives in the Green and Yellow mode with some modifications.

Our continuum of programming provides the opportunity for us to reduce cohort interactions and exposure as community conditions deteriorate. This is a key strategy in our design thinking. We will not break up family units if cohorts must separate. We encourage the larger community to take a cue from the schools and break up their workforce to match the schools cohorts. If only the schools create cohorts, but parents and employers do not, the strategy will be less effective, forcing us as a community and school to spend more time within restrictions.

As we are all aware, the guidance for our communities and our schools is very much still being developed. This is our starting point as we continue to work with our medical community to improve our strategies.

Resources to link:

One key source for the school planning effort comes from the Colorado Department of Education (CDE)
https://www.cde.state.co.us/planning20-21/schooldecisiontree

Another source is the American Academy of Pediatrics https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/

There are many regulatory bodies that the schools must respond to, including: Public Health, CDC, CDE, Governor's Office, Colorado Legislatures, Colorado State School Board, US Department of Agriculture (nutrition), US Department of Transportation (buses), et. al.

Communication Plan & Staff Feedback Timeline

Friday June 5th
    Go over plan with Admin and send to Board.
    We talk to music department and PE department
Monday June 8th
    Talk individually with principals
Tuesday June 9th
    Go over with BOE
    Looking for blessing for online school
    Looking for blessing for 1-1 initiative
    Looking for blessing on 4 modes of doing
    school, the plan
Wednesday June 10th
    Go over with staff the 'plan' through video and
    tell what the places for feedback are.
    Talk to County Roundtable
Thursday June 11th
    Office hours with teaching staff, buildings
Friday June 12th
    Office hours with support staff
    CBT
    Committee sign up sent out

Monday June 15th
    Launch staff design committees
Wednesday June 16th
    Present committee plans and pull it all together
Thursday June 17th
    Send out staff feedback surveys
Friday June 18th
    Close surveys
Weekend
    David puts together final draft
Monday June 22nd two weeks to adjust plan
    Send to BOE and Public Health
    Press conference with Public Health and Doctors
Tuesday June 23rd
    Board "approves plan"
    Board approve budget
    'Approve' PD Plan
Wednesday the 24th till July 6th,
    Work on cleaning up details w/ staff
    HR response window
    CBT meetings

Communication Plan & Community Feedback Timeline

July 6th→
- Release draft plan to community & parents
- Discuss at District Accountability Committee (DAC)
- Discuss on Radio Program (92.3, 104.1, Facebook Live)
- Open up survey's for initial feedback

July 7th – 13th →
- Monitor feedback and adjust accordingly the plan
- Work directly with County Leadership
- Work with community partners to launch their planning
- Discuss on Radio Program (92.3, 104.1, Facebook Live)

July 14th→
- Board of Education (BOE) Meeting—finalize direction of plan to date

July 15th/16th →
- Principal Office Hours for Parents
- Community Office Hours with Superintendent

Launch Timezone

July 17th – August 10th →
- Four weeks to finish detail planning
- Prep staff
- Solve HR issues
- Respond to updated guidance
- Monitor virus trends to determine conditions.