

RETURN to LEARN 2020

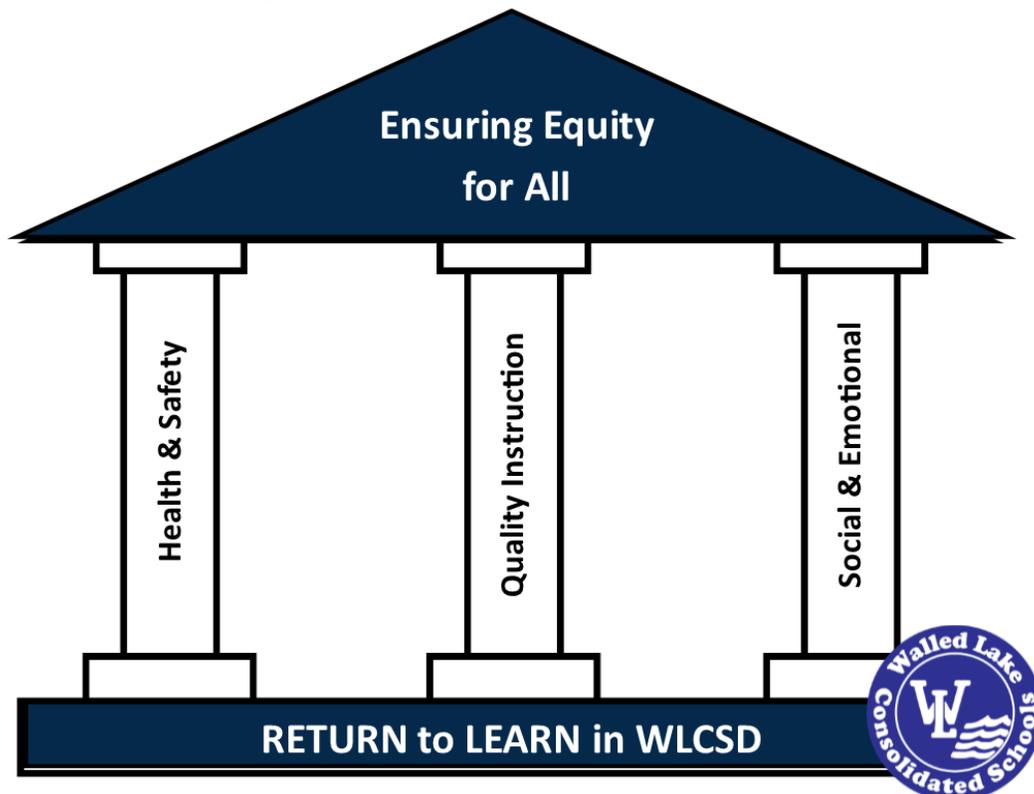
Our mission, in partnership with parents and the community, is to become the best educational system in America so all students demonstrate they are caring, responsible, and knowledgeable citizens.

RETURN to LEARN in Walled Lake Consolidated Schools

The Walled Lake Consolidated School District is committed to educating Every Child, Every Day in the safest setting conducive to academic achievement. The following plan outlines both in-person and distance learning for the upcoming school year, and aligns with the MI Safe Schools COVID-19 Task Force on Education Return to School Advisory Council. As Michigan is currently in Phase 4 of the MI Safe Start plan, in-person instruction is permitted with specific safety requirements and recommendations.

Beginning immediately after the completion of the 2019-20 school year, WLCSD asked staff and parents to volunteer to work on two committees to review research, local, state and national health and safety data, and options for learning. The [Fall Planning Task Force](#), made up of more than 80 stakeholders, including staff members, parents and community members, considered feedback from [more than 4,000 returned parent surveys](#) and the many recommendations in various plans and ideas posed by schools and organizations throughout the country. The [Fall Planning Steering Committee](#), some 25 District leaders, developed this plan based on the Fall Planning Task Force input, and [the State requirements and recommendations](#).

The committees' work centered on three pillars of priorities to ensure an equitable approach to supporting the physical, social and emotional health of students in order to maximize their learning, regardless of instructional model. In-person, distance learning and hybrid models were examined.



While the committees began discussions on a hybrid plan (where students would blend at home and in-person learning), it became very apparent that the challenges created for parents related to childcare, and to teachers related to simultaneous, multi-platform instruction were significant. In a June survey of over 4,000 parents, 86% of parents chose either an in-person or distance learning approach over a hybrid option. Nonetheless, the committees explored several variations of hybrid plans. However, the proposed safety advantages were found to be negligible, as thousands of students would still frequent school buildings each week.

Therefore, for the 2020-2021 school year, two educational options are available for students:

- 1) In-person learning (full day, full week at school) or;**
- 2) Virtual learning (100% online experience).**



*****Parents interested in having their child enrolled in virtual learning must indicate that preference by Tuesday, August 11th and commit to the first half of the school year, ending Friday, January 15th, 2021.*****

INSTRUCTION: Return to Learn

Governance

Our commitment to the process of developing Walled Lake Consolidated Schools' Return to Learn Plan was guided by strong stakeholder involvement. Feedback from our families, students, and staff through district surveys, as well as our reflection on experiences during remote learning from April to June of 2020, have led to the development of our instructional plan.

Our district's Fall Task Force and Fall Steering Committee was led by our District's Assistant Superintendent of Learning Services. This team included:

- Central office administration
- building principals
- counselor/ social worker
- pK-12 teacher representatives from our different buildings and grade levels
- support staff representatives (food service, transportation, administrative assistants, teaching assistants)
- union representation
- parent representatives
- health care professional
- local community representative

Our group met virtually *via* Zoom, weekly, each Monday from 1:00-4:00 p.m. and Wednesday, from 9:00 a.m.-12:00 p.m. in June and July 2020. Subgroups were formed to address specific areas of the plan and continue to meet as determined through our process.

As we implement our Return to Learn Plan, we will continue to ask stakeholders to provide feedback regarding their comfort with the plan through an online survey, as well as an informational session held *via* Zoom. An invite for this meeting will be sent to district staff and parents, and will be publicly posted. The survey will be open for one week.

After the results from the survey and virtual information sessions are available, our Fall Planning Steering Committees will analyze these results to help inform the development of the plan, paying special attention to equity and access by actively seeking input from all stakeholders, especially students.

The final Fall Reopening Plan will be posted on the district's website, covered by our district administration with teachers and students to fully review our Return to Learn Plan.

For the 2020-2021 school year all pre-K to Post-Secondary families will elect to either have their child(ren) attend school every day for face-to-face instruction OR participate in a full virtual option.

Our commitment to ALL students, whether in person or virtual, remains clear. For the 2020-21 school year:

- Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
- Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
- Every students' social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.

Clear expectations have been set around high quality remote instruction that include:

- Best practices for remote learning
 - Teachers will have daily personal contact with students
 - Daily attendance taken
- Grade-level proficiencies
 - Core classes offered with select electives
- Modes of student assessment and feedback
 - Normal grading and report card procedures will be followed
- Differentiated support for students
- The inclusion of social-emotional learning
- Guidance around daily instructional time and workload per different grade bands to ensure consistency for students

These expectations will be supported by a robust professional learning plan (described later in this document).

Remote Learning Schedules

SAMPLE Elementary Remote Learning Schedule		
Schedule	Teacher Expectations	Student Expectations
<p>Elementary Schedule 9:00 a.m. - 4:00 p.m.</p> <p>9:00-9:20 Morning Meeting 9:20-10:40 1st CORE Workshop 10:40-12:00 2nd CORE Workshop 12:00-12:40 LUNCH 12:40-2:10 3rd CORE Workshop (K-2: Sm Group Work) 2:10-3:10 FAPES* 3:10-4:00 Independent Work Time/Office Hours</p> <p>Office Hours (divided between) possible options:</p> <ul style="list-style-type: none"> • Small Group • Intervention • End of the day meeting 	<ul style="list-style-type: none"> • Follow CORE Workshop format: <ul style="list-style-type: none"> ○ Begin with synchronous* for the lesson launch ○ Ongoing teacher support for small group work, break out rooms, independent work, etc. ○ Close with synchronous* closure of lesson • CORE Workshop: Math, ELA, Sci/SS, Phonics (K-2) • Provide accommodations for students who are unable to attend (record lesson, create a tutorial, share a summary) • Small group/remediation during the independent practice time in each CORE lesson • Maintain pace with the lesson framework • Remote Learning should mirror in-person instruction. The classroom is an extension of our in-person Instruction, therefore the WLCSD Instructional Framework will be implemented in daily lessons. • Attend to SEL* throughout the day • Grading for formative growth • Communicate weekly schedule by end of the day Friday 	<ul style="list-style-type: none"> • Attendance is expected and taken AM and PM • Active participation throughout the day • Communicate with teacher if you are having tech issues • Manage technology appropriately • Communicate with teacher if you are having content/academic issues • Participate in collaboration and small group work <ul style="list-style-type: none"> ○ Break Out Rooms ○ Accountability Partner/Groups • Adhere to Student Code of Conduct-- Academic Integrity • Have a dedicated "at home" learning space

*synchronous: lessons in which students engage with the teacher at the same time, or live

*FAPES: Fine Arts and Physical Education Specials classes

*SEL: Social Emotional Learning

SAMPLE Middle School Remote Learning Schedule

Schedule	Teacher Expectations	Student Expectations
<p>Middle School Schedule 8:15 a.m. -3:10 p.m. Block Schedule</p> <p>8:15-10:10 Hour 1 or 4 *added time for SEL work at beginning 10:15-11:35 Hour 2 or 5 11:40-12:30 LUNCH 12:35-1:55 Hour 3 or 6 2:00-3:10 Independent Work Time/Office Hours</p> <p>Office Hours (divided between)</p> <ul style="list-style-type: none"> • Small Group • Intervention 	<ul style="list-style-type: none"> • Class Format <ul style="list-style-type: none"> ○ Begin with synchronous ○ Ongoing teacher support for students in small group, breakout rooms, independent work ○ Close with synchronous • Provide accommodations for students who are unable to attend (record lesson, create a tutorial, share a summary) • Small group/remediation during the course period • Maintain pace with the Lesson Framework • Attend to SEL* throughout the day • Communicate with appropriate people attendance/academic/SEL* issues • Assess for formative growth • Remote Learning should mirror in-person instruction. The classroom is an extension of our in-person Instruction, therefore the WLCSD Instructional Framework will be implemented in daily lessons. 	<ul style="list-style-type: none"> • Attendance is expected and taken each period • Active participation throughout the day • Communicate with teacher if you are having tech issues • Manage technology appropriately • Communicate with teacher if you are having content/academic issues • Participate in collaboration and small group work <ul style="list-style-type: none"> ○ Break Out Rooms ○ Accountability Partner/Groups • Adhere to Student Code of Conduct-- Academic Integrity • Have a dedicated “at home” learning space

SAMPLE High School Remote Learning Schedule

Schedule	Teacher Expectations	Student Expectations
<p>High School Schedule 7:15 a.m. - 2:10 p.m. Block Schedule</p> <p>7:15-9:10 Hour 1 or 4 *added time for SEL work at beginning 9:15-10:35 Hour 2 or 5 10:40-11:30 LUNCH/Prep 11:35-12:55 Hour 3 or 6 1:00 -2:10 Independent Work Time/Office Hours</p> <p>Office Hours (divided between)</p> <ul style="list-style-type: none"> • Small Group • Intervention 	<ul style="list-style-type: none"> • Class Format <ul style="list-style-type: none"> ○ Begin with synchronous ○ Ongoing teacher support for students in small group, breakout rooms, independent work ○ Close with synchronous • Provide accommodations for students who are unable to attend (record lesson, create a tutorial, share a summary) • Small group/remediation during the course period • Maintain pace with the Lesson Framework • Attend to SEL* throughout the day • Communicate with appropriate people attendance/academic/SEL* issues • Assess for formative growth • Remote Learning should mirror in-person instruction. The classroom is an extension of our in-person Instruction, therefore the WLCSD Instructional Framework will be implemented in daily lessons. 	<ul style="list-style-type: none"> • Attendance is expected and taken each period • Active participation throughout the day • Communicate with teacher if you are having tech issues • Manage technology appropriately • Communicate with teacher if you are having content/academic issues • Participate in collaboration and small group work <ul style="list-style-type: none"> ○ Break Out Rooms ○ Accountability Partner/Groups • Adhere to Student Code of Conduct-- Academic Integrity • Have a dedicated “at home” learning space

*SEL: Social Emotional Learning

Standards-Aligned Curriculum and High Quality Instructional Materials

Our current Walled Lake curricular resources make up both our in-person and virtual options. Additional digital resources will be utilized to enhance student engagement and the formative assessment process. We will use Google Classroom as our Learning Management System (LMS) for all students in grades pre-K to Post-Secondary along with Skyward as our student information system for attendance, grades and other important features.

- Math: Everyday Math, Connected Mathematics Project (CMP) and College Preparatory Mathematics (CPM)
- Science: FOSS, MiSTAR
- ELA: ES: Teachers College Units of Reading, Writing and Phonics(K-2 only), MS/HS: MAISA units
- Social Studies: Standards aligned and C3 Curriculum
- Health: Michigan Model for Health
- World Languages: French, Spanish and German
- Pre School: High Scope

High Quality Intervention Programs

We will continue to use the Tier 2 and 3 intervention programs we have in place for literacy and math in grades pre-K to Post-Secondary (Reading Recovery, Leveled Literacy Instruction, iReady instruction modules, Essentials classes, AARI, etc.). We recognize that additional support may be necessary for students as we determine their needs in the first weeks of school. Our building teams will keep a close eye on student needs and communicate needed intervention support to their building principals.

Meaningful Assessment Methods

Our district assessment plan provides pre-K to Post-Secondary teachers and students the ability to identify gaps in student learning and target individual student needs on an ongoing basis. Our emphasis on formative assessment fuels our Multi-Tiered System of Supports (MTSS) structure with many forms of student assessment data to consider as teachers work together to plan next steps in instruction.

Special Education Services

Before school starts, students' IEPs, IFSPs, and 504 plans will be reviewed in coordination with general and special education teachers. To address any data-driven accommodations and/or services that are needed due to known changes in students' needs, the IEP Team will meet with the parent to ensure the Individualized Education Program (IEP) reflects the specifics needs of the student and outlines accommodations and interventions to address deficit areas.

The Roadmap highlights:

- As intervention and support services commence, plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
- Establishing structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.

- Developing a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

Post-Secondary Transitions

In close collaboration with our high school principals, counselors, college advisors and local college access network members, we will be working diligently to secure support for students who are transitioning to postsecondary. These supports will encompass:

- Determining what resources should be shared with Class of '21 and Class of '22 students and families.
- Planning for fall administration of SAT and ensuring that counseling staff are communicating regularly with seniors.
- Providing resources, information, and training to parents and students. This will include a wide continuum of topics such as FAFSA completion, college application preparation, stackable certifications, etc.
- Utilizing counselors and/or college advisors to provide continued support to Tuition Incentive Program (TIP) eligible students. Monitor the number of TIP eligible students who are enrolling in college.
- Coordinating efforts with our local college access network, counselors, and college advisors.
- Monitoring the impact and perhaps unintended consequences created by moving to Credit/No Credit for spring 2020. We will ensure all transcripts note the COVID19 closure and any resulting changes in grading.
- Creating measures/processes to identify students who may need additional support.
- Hosting a College and Career Fair that is tentatively scheduled for face-to-face for spring 2021. Based on the current conditions in the spring, we may have to move this to a virtual format.

Resources that support Post-Secondary transitions:

- [College and Career Readiness COVID-19 ISD College Access Network](#)

Communication Systems

Based upon community feedback during spring of 2020, we identified that multiple modes of communication (both one-way and two-way) enabled us to most effectively communicate with our families and students. We used and will continue to use multiple modes including our district website and social media sites, all call, Remind, email and text messaging. As we move forward we will implement the following communication protocols:

- Maintain timely, accurate, and clear two-way communication with families regarding students' academic and social-emotional functioning and school and classroom information.
- Clearly communicate all plans and expectations for your child's return to school including modes of assessment, details about curriculum and expectations for grade-level proficiencies.
- Ensure all communications are in both English and the home language of our students. We will use a variety of resources and tools.
 - See the [Translation Resources](#) section on the [MDE webpage](#)
 - [Oakland County K-12 ESL Resources: Community, communication, health & education resources for Multilingual families](#)
- Ensure our teachers know and understand the school communication plan.
- Ensure our teachers use the district's remote learning platform(s) effectively and parents have access to the information.
- Communicate in a timely manner when it becomes necessary to modify our modes of instruction.

Family Supports/Partnerships

We truly value our parents as essential partners in the educational process.

We plan to provide:

- Parent “101” sessions on the best way to access and use our digital resources.
- Supports and resources for our families to use at home including specific strategies for supporting their child’s learning at home.
- Opportunities for parents to build their digital literacy.
- Zoom Q&A sessions where parents can interact with teachers to ask questions.
- Virtual roundtable sessions where parents can engage in informal conversation with school leaders.

Shifting to a Remote Learning Environment

To remain prepared for needed shifts from in-person instruction to an all-district remote learning context, we will:

- Secure online tools and materials that will provide standards-aligned learning that is customizable to student needs.
- Integrate remote learning tools into planning meetings and in-school instruction so that teachers and students remain ready for a possible transition to a remote context.
- The ideas in [this article](#) will support instructional decisions for remote learning.
- Use the following remote learning guidance based on grade level.
 - [Elementary School Considerations \(PK--5th Grade\)](#)
 - [Middle School Considerations \(6-8th Grade\)](#)
 - [High School Considerations \(9th - 12th Grade\)](#)
- Prepare communication plans for key audiences (students, teachers, parents) that clarify new protocols and resources, share evidence of student learning, and ensure that all stakeholders receive status updates.
- Provide parents with virtual information sessions to help parents prepare for remote learning and setting up for success.

When in remote learning mode we will:

- Confirm that devices distributed to all students during the first week of school are functional.
- Activate our connectivity plan to ensure that all students and families have adequate connectivity to successfully engage in and complete schoolwork.
- Monitor online attendance daily.

Professional Learning Plan

Our professional learning work this year will continue to focus on our shared commitment to Every Child, Every Day. The District calendar has established days for teacher professional learning which are highlighted below.

1. August 26th, 2020—full day
2. September 23rd, 2020—half-day p.m.
3. October 30th, 2020—half day p.m.
4. December 2, 2020—half day p.m.
5. February 2, 2021—half day p.m.
6. March 16th, 2021—half day p.m.
7. April 29th, 2021—half day p.m.
8. May 17th, 2021—half day p.m.

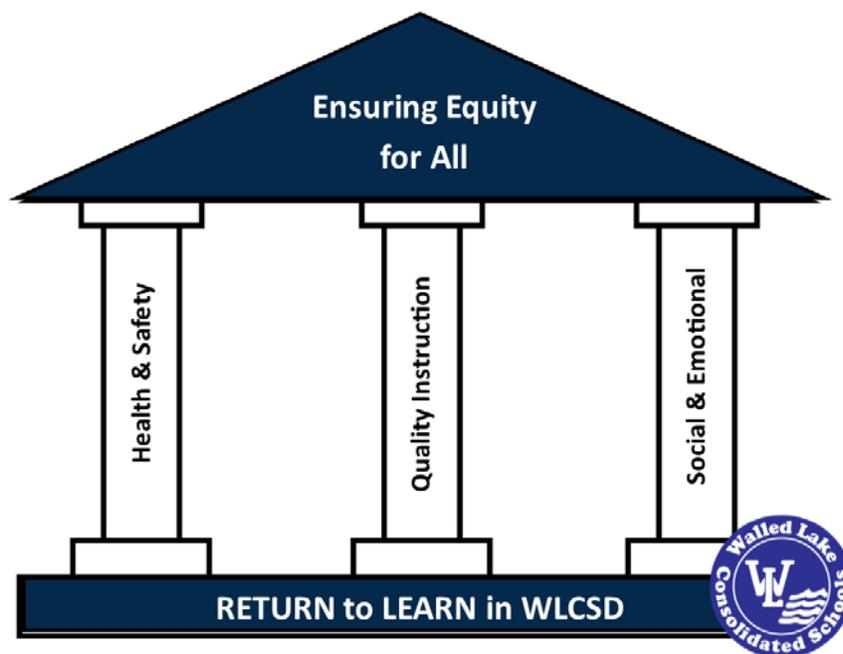
Professional learning topics will include:

- **Well-Being:** Social-emotional learning, trauma-informed best practices, identification of students at risk and proper referral protocols, self-care to promote holistic wellness and resilience
- **Equity:** Restorative supports for educators and learning around equity, implicit bias, and culturally responsive education
- **MTSS:** multi-tiered system of supports in providing training on use of students' assessment data in order to provide differentiated instruction and supports for both academic and social/emotional and behavioral needs
- **Remote Teaching and Learning:**
 - Use and effectiveness of digital tools and resources that support remote learning
 - Continued curriculum and content development for online delivery
 - Design and development of remote learning experiences that are equitable and engaging - and are aligned to our district goals
 - Differentiation strategies to support students in remote learning
- **Safety protocols:** PPE, hygiene, social distancing, movement, screening, responding to symptoms, cleaning, medically vulnerable students, options-based safety drills

Social Emotional Learning: Return to Learn

Given the extended school closure, social-emotional, health, and wellness of every child, every day needs to be at the forefront of our plans and our work with all stakeholders. Students, families, and staff will benefit from tools and resources as we begin the 2020-2021 school year. Our plans include action steps that will be taken prior to the start of school, as well as ongoing supports and actions throughout the school year. We know that our students are unable to have full success if their basic needs are not met. As COVID-19 has created both public health and economic uncertainty, we plan to ensure that students and their families have access to the necessary Social Emotional Learning resources, health information, food, and financial resources in their communities. District staff will continue to gather data through weekly lessons with a focus on student wellness. Surveys, wellness checks, and community referrals will be completed which will allow appropriate school, community, and/or targeted resources to be provided to students or their family.

Supports included in the 2020-2021 plan include screeners, resource hubs, building-level plans, social-emotional lessons at all levels, ongoing check-ins, access to community resources, partnerships with Easter Seals, Lakes Area Community Coalition, and Lakes Area Youth Assistance, access to tele-therapy via Easter Seals, and ongoing professional development. **Schools and personnel will be equipped with the tools and resources needed to support the health and wellness needs Every Child, Every Day.**



HEALTH & SAFETY: Return to Learn

For students electing to return to school for in-person instruction, the following table outlines the safety precautions that will be in place. It was developed by the Fall Planning Steering Health and Safety sub-committee, which consisted of school and community stakeholders. The requirements comply with the MI Safe Start Phase 4 Safety Protocols and include both required and strongly recommended procedures.

CATEGORY	SAFETY PROTOCOLS	NOTES
Personal Protective Equipment	<ul style="list-style-type: none"> All K-Post-Secondary students wear masks all day in classrooms and common areas. All staff wear masks all day in classrooms and common areas. Masks are not required for lunch or when playing a brass or woodwind instrument. When social distancing measures are feasible, Physical Education teachers may permit masks to be removed. Upon submittal of a medical clearance or disability related condition, select students may not be able to wear a mask. Those students will be provided with PPE options, including clear face shields or transparent partitions within classrooms for their safety and that of others. 	<ul style="list-style-type: none"> District personnel will be provided PPE. Students will be required to provide their own mask. Cloth masks are required to be washed daily. Inventory of masks will be provided to schools and buses as back up for students who forget a mask.
Hygiene & Cleaning	<ul style="list-style-type: none"> Education of proper hygiene for students will be part of daily protocols. Signage in schools and restrooms will be posted regarding cleaning protocols and Covid-19 precautions. For elementary, proper hand washing during restroom breaks will be emphasized, and additional trips to restrooms to wash hands are encouraged. Additional hand sanitizer stations will be added to schools and classrooms with EPA approved disinfectant and frequently checked and re-stocked. Additional Custodians will be hired for all buildings. 	<ul style="list-style-type: none"> Providing a clean and safe environment requires EVERYONE to help. With thousands of students and staff in buildings, we are asking for teachers, students and custodians to pitch in to keep schools as clean as possible, and for parents to support those efforts.

	<ul style="list-style-type: none"> • Custodial services will increase frequency of cleaning throughout the day, including common touchpoints and surfaces. Deeper cleaning will occur in evenings and classrooms with medically vulnerable students will be closely monitored. • Students will be asked to wipe down personal desks/areas/shared equipment before each class with District provided EPA approved safe wipes. 	
Spacing, Movement & Access	<ul style="list-style-type: none"> • Configuration of classroom furniture will be spaced out as much as possible. • Physical Education classes will practice social distancing and be conducted outside whenever possible. • Band and vocal music classes (where masks may need to be removed) will provide safety partitions and social distancing will be encouraged when possible. • Before school congregation is not permitted. • After school dismissal requires all students to leave immediately unless under the supervision of a permissible coach/sponsored school activity. • Hallway travel between classes will be “one-way” and no congregation will be allowed. • No long-term visitors will be permitted in schools. • Adults dropping off items for students will be required to wear a mask and will be limited to the main office. • Adults who are required to enter the school (traveling teachers, maintenance workers, contracted service providers, etc.) must complete the QR Covid-19 questionnaire for screening purposes prior to entering the building. 	<ul style="list-style-type: none"> • Social distancing of desks 6 feet apart is not feasible. Therefore, masks and hygiene protocols will be closely monitored.
Screening Students & Staff	<ul style="list-style-type: none"> • All staff must complete a daily QR code Covid-19 screening questionnaire before entering the building. • All students will have temperatures checked by touchless thermometer during their first hour/morning meeting. Students with a temperature above 100.4 will be sent to the office for a 	<ul style="list-style-type: none"> • Parents are strongly encouraged to check their child(ren)’s temperature each morning before coming to school. Students with a fever or exhibiting symptoms of any kind should not be sent to school.

	<p>second temperature check and placed in a separate quarantine location. Parents will be notified.</p> <ul style="list-style-type: none"> Students exhibiting symptoms of any kind will be sent to the office for examination and parental notification. 	<ul style="list-style-type: none"> Students or staff receiving a positive test result for Covid-19 must notify the school/supervisor.
Responding to Positive Cases	<ul style="list-style-type: none"> Any student or staff member who has tested positive for the virus must notify the school/supervisor immediately. Individuals are required to remain at home until written verification of a negative test has been submitted. Communication of a positive test will be sent to the entire school/building without naming the individual. However, grade level information will be provided. Families of students who rode the bus, attended PrimeTime care, attended class or participated in an extra-curricular activity with a confirmed positive individual will be notified separately. The Oakland County Health Department will be notified of a positive test result for contact tracing purposes. 	<ul style="list-style-type: none"> We will adhere to all privacy (FERPA) and medical rights (HIPPA), and therefore not release the individual name of students or staff who received a positive test results. However, with a deadly virus, we feel compelled to communicate individually to students or staff in the classes the child/staff member attended who may have been exposed.
Food Service	<ul style="list-style-type: none"> Traditional, large group lunches without masks are not permitted. Pre-packaged box lunches will be available. Options may be limited. Students will retrieve their lunch with proper social distancing indicators for lunch lines, and return to a designated location to eat. Most elementary students will eat in their classrooms. Most secondary students will eat in either classrooms, large common areas with proper social distancing, or outside (weather permitting). 	<ul style="list-style-type: none"> Students are encouraged to bring their own lunches. Specific locations and supervision of lunch periods will be determined by building administration.
Gatherings	<ul style="list-style-type: none"> All large gatherings and in-school assemblies are cancelled. Virtual options will replace grade level orientations, professional development for staff, student programming, etc. 	<ul style="list-style-type: none"> Individual classroom parties/celebrations may continue, but without adult visitors.
Extra-Curricular Activities	<ul style="list-style-type: none"> Clubs or organizations with fewer than 30 members are permitted to meet in person after school with masks and social distancing when possible. 	<ul style="list-style-type: none"> All community education programming and rental groups are cancelled indefinitely and will not be present in our school buildings after school hours.

	<ul style="list-style-type: none"> • Groups with over 30 members must meet virtually. 	
Athletics	<ul style="list-style-type: none"> • Currently, optional summer conditioning is permitted with daily safety protocols required. These include daily screening questionnaire by QR code for student athletes and coaches, temperature checks at the field, and social distancing during workouts. • Student-athletes or coaches who have been exposed to the virus, are exhibiting symptoms of Covid-19 or report a positive test (even if asymptomatic) are immediately sent home and cannot return until they have secured a negative test. • Families of student athletes are notified immediately and encouraged to have their child tested. 	<ul style="list-style-type: none"> • At this point, the status of fall sports is unknown. While the MHSAA has released its desire to resume competition, sports may not be permitted based on the status of the virus.
Busing	<ul style="list-style-type: none"> • Masks are required for everyone on buses, with appropriate PPE / social distancing measures in place for those who cannot wear a mask. • Hand sanitizing required upon entry to the bus. • Deep cleaning of buses between each transit route. • Students who become ill at school will not be permitted to ride the bus home. 	<ul style="list-style-type: none"> • For students eligible for transportation, they must opt in for busing. Personal transportation is highly recommended.
Medically Vulnerable Students & Staff	<ul style="list-style-type: none"> • Parents may elect to enroll their child in distance learning for maximum safety. • Staff may request to teach/work via distance learning for maximum safety. • For students or staff in school buildings, enhanced PPE (N95 masks, gloves, etc.) can be provided. 	<ul style="list-style-type: none"> • Oakland County has provided the District with three certified nurses to support Covid-19 challenges. These nurses can be a source of information and support for medically vulnerable students and staff.

All District personnel in Walled Lake Schools are committed to safely and successfully educating Every Child, Every Day. We are indebted to the members of the Fall Planning Taskforce and Steering Committees. Their hours of analysis and deliberation on educational models and best practices, with science and safety at the forefront of their focus, created two viable options for school staff, families and students. We thank them for their leadership, and are also appreciative of the thousands of community members who took surveys, sent emails and left phone messages in order to provide input over the last two months to inform our decisions. We are confident that together, as a school community, we will get through this challenging time, and maintain the educational excellence associated with Walled Lake Schools.

District Surveys

We invite staff and families to complete the surveys below after review of the Return to Learn plan.

- [Staff Return to Learn 2020 Survey](#)
- [Parent Return to Learn 2020 Survey](#)

Helpful Resources

- [MI Safe Start](#)
- [CDC](#)
- [American Academy of Pediatrics](#)
- [Oakland Schools draft](#)



Walled Lake
Consolidated School District
every child, every day

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