

EDUCATION FORWARD:
REOPENING MENASHA SCHOOLS
2020-21



REOPENING SCHOOLS FALL 2020-21

- ❖ Menasha Joint School District has every intent to bring all students back for in person instruction following the school calendar. However, at this time information regarding COVID-19 and disease control continues to change.
- ❖ The current guidelines for social distancing are driving the need for a blended learning approach for students in grades 6-12. In the event these guidelines are adjusted **WE WILL CHANGE THE PLAN** with the goal of having ALL students in classes five days a week.
- ❖ The following is the Menasha Joint School District plan as of July 6, 2020. We will continue to keep you updated as new information becomes available or the plan changes.
- ❖ Thank you for your patience as we continue to work to keep our students and staff safe.



GOAL OF RETURNING TO SCHOOL

- ❖ **SAFETY:** Student and staff safety is important. All plans will reflect guidance from the Center for Disease Control (CDC), Menasha Health Department, and Department of Public Instruction (DPI).
- ❖ **SOCIAL AND EMOTIONAL WELLBEING:** planning for and caring for the social-emotional and mental health needs of students and staff.
- ❖ **FLEXIBILITY:** Plans will allow for a fluid response keeping in mind staff, students', and parents' capacity as well as MJSD financial resources and available space.
- ❖ **INSTRUCTION:** Plan currently reflects an in-person learning environment for PK-5 students, a hybrid blended learning approach for students in grades 6-12, and a K-12 virtual learning model in the event that students and families are not comfortable returning to school or schools can not remain open. This plan is subject to change as guidelines are adjusted.



PARENT SURVEY FEEDBACK

- ❖ 1002 parent responses, evenly distributed across grade levels and schools in the District
- ❖ 89% expect to be sending students to school; 3% do not; and 7.5% are unsure
- ❖ 51% were in favor of students wearing masks; 49% were not
- ❖ There are still many situations in our District of limited or no access to internet services or devices for students to use for online learning.
- ❖ Comments included:
 - Over 80% want their students back in school in person
 - Overall understanding of options presented, but want kids back in school
 - Concerns about childcare
- ❖ Parents want us to prioritize the following areas:
 - Ensure the academic progress of the students
 - Support the mental health needs of our students



PLAN TO REOPEN SCHOOLS SAFELY:

- ❖ **PK-Grade 5:** Students will return to school on September 1, 2020, with safety precautions and social distancing. Online/virtual learning would go into effect due to the number of positive COVID-19 cases in the community or individual schools.
- ❖ **Grades 6-12:** Currently students will return to a blended model of instruction on September 1, 2020. MJSD is unable to provide instruction safely to all secondary students at one time due to space limitations. Students will be divided into two groups and will attend school two days a week and receive online instruction three days a week. One day of online instruction each week will be used for small group and one-on-one instruction or support. All learning would go online/virtual due to the number of positive COVID-19 cases in the community or individual schools.
- ❖ **K-12 students and families uncomfortable coming to school:** Virtual learning option will be available.



OPERATIONS: PHYSICAL SPACES

Guidelines based on CDC and Menasha Health Department guidance

Physical Barriers - Plexiglass barriers at customer service points

Floor Adhesives - 6' separation and directional arrow stickers in high traffic areas

Safety Signage - Hand Hygiene, Social Distancing, Symptoms

Sanitation Stations - Increased placement and encouraged usage, common spaces cleaned between classes and cohorts of students

Drinking Water - Bottle filling and one-time-use cups only

Creating Space for Distancing - Removal of furniture, reconfiguring small group, work spaces, and teacher spaces

Locker Usage - single use or backpacks

Isolation Room - Identification of space and PPE equipment

OPERATIONS: HEALTHY ENVIRONMENT

Guidelines based on CDC and Menasha Health Department guidance

Cleaning and Disinfecting - increased daily and weekly protocols

Shared Objects - Individual supplies, sanitization requirements

Common Spaces - Increased cleaning protocols, staggered use

Symptom Screening - will occur at point of entry; either the bus or the building. Parents should **NOT** send ill students to school.

Isolation - Timely removal of students and staff who are displaying symptoms

Hand Hygiene - Teach and Reinforce, Strategic signage placement

Modified Building Layouts - Adjusted student pedestrian patterns, Relocate classrooms to allow for social distancing

OPERATIONS: DAY TO DAY

Guidelines based on CDC and Menasha Health Department guidance

Visitors - No non-essential visitors and visits

Cohorts - Static groups limit interactions outside of classrooms

Entrances and Exits - Regulate access and directional flow

Staffing - Reassign staff as needed to cover daily operational needs prioritizing student learning and safety

Face Coverings- Students and staff may be required to wear face coverings

Safety Procedures- Drills will continue based on CDC, DPI, and Menasha Health Dept. guidance

High Risk Staff & Students - Limit exposure and provide alternatives

Field Trips & Gatherings - Limit and monitor conditions before final approval for field trips and large school events

COVID-19 Health Questions - Menasha Health Department 920-967-3520

OPERATIONS: TRANSPORTATION

Guidelines based on CDC and Menasha Health Department guidance

Student Capacity:

- Fewer students per seat (students from same household can sit together)
- Sit at window to provide social distancing

Drivers Capacity:

- Continued driver shortage
- Increased routes

Face Coverings:

- Adults will be masked or wear a protective shield
- Students may be required to wear face coverings

Health and Safety:

- Buses will be disinfected following each route

Students with Special Needs:

- IEP driven accommodations in consultation with families

Self-Transport:

- Notify building secretary if student will be transported to school other than the bus to plan for accurate numbers of students transported

Drop Off/Pick Up Zones:

Bus and Parent drop off and pick up zones will be clearly marked



INSTRUCTIONAL MODEL: IN-PERSON CLASSROOM LEARNING



Return to the classroom:

Students and staff practice operational safety procedures to reduce the spread of COVID-19

Staffing:

May be reassigned to support distancing and safety procedures enabling students to return to the classroom

Schedules:

Daily schedule modification (ex. lunch, recess) as necessary with start and end of day bell times remaining the same

Social Emotional Learning (SEL):

SEL foundation for reboarding students and staff

Resources:

May require additional resources to support work and systems

Alternatives:

Students and families who are not comfortable will be provided an online/virtual option

Communication:

Ongoing and systematic communication to staff and families

Moving Between Models:

Models may need to be moved between based on positive COVID-19 cases within the community or individual schools with a preference for in-person classroom learning in a safe and healthy environment

INSTRUCTIONAL MODEL: IN-PERSON LEARNING PK-5 Students

Schedules:

In-person classes following the school calendar

Devices and Access:

All K-5 students assigned a district device

Art and Music:

Will be provided in the classrooms by the specialist teacher

Physical Education:

Use outdoor spaces when possible, follow CDC guidelines for safety, provided by the physical education teacher

Library:

Students will have access to library books

Lunch:

Provided in the classroom much like breakfast

Recess:

Cohorts of students depending on the ability to social distance

Resources:

Learning Management System (Schoology) will be utilized for all grade levels.

Grading:

Proficiency grading (1-4)

Moving Between Models:

Models may need to be moved between based on positive COVID-19 cases within the community or individual schools with a preference for traditional classroom learning in a safe and healthy environment

INSTRUCTIONAL MODEL: BLENDED LEARNING

6-12 Students

Schedules:

Monday, Thursday: Cohort A attends class; Cohort B Virtual Learning

Wednesday: All student Virtual Learning Day with teacher office hours and small group/one on one instruction

Tuesday, Friday: Cohort B attends class; Cohort A Virtual Learning

Devices and Access

Students use district device, home internet access becomes vital for all students or district provided hot-spots

Grading:

Traditional grading

Lunch:

Provided in common spaces with social distancing

Early Identification:

Teachers and schools to quickly identify students struggling to engage and develop a plan with families

Communication:

Ongoing and systematic communication

Resources:

Learning Management System (Schoology) will be utilized for all courses.

Moving Between Models:

Models may need to be moved between based on positive COVID-19 cases within the community or individual schools with a preference for traditional classroom learning in a safe and healthy environment

INSTRUCTIONAL MODEL: ONLINE/VIRTUAL LEARNING

Moving Between Models Schedule:

Monday, Tuesday, Thursday, Friday: Online/Virtual instruction

Wednesday: Online/Virtual Learning Day with teacher office hours and small group/one on one instruction

Online/Virtual Only Schedule:

TBD based on platform, model, and enrollment

Devices and Access:

Students use district device, home internet access becomes vital for all students or district provided hot spots

Early Identification:

Teachers and schools to quickly identify students struggling to engage and develop a plan with families

Resources:

Learning Management System (Schoology) will be utilized for all grade levels.

Grading:

Traditional grading 6-12 and proficiency grading (1-4) K-5

Communication:

Ongoing and systematic communication

INSTRUCTIONAL MODEL: SPECIAL EDUCATION

Environments:

Access to education will be reconfigured to meet social distancing guidance while meeting the needs of individual students. Some programs may meet in-person daily based on IEP

Case Loads:

Staff or schedules may be redesigned to provide access to individualized learning to meet IEP and 504 plans

Travel :

Teacher schedules may be revised to limit travel as much as possible while providing services to students

Resources:

May require additional resources to support work and systems

Communication:

Ongoing and systematic communication

Moving Between Models:

If/as there is a need to move between instructional models, accommodations will be made for safe delivery of services utilizing the student IEP and 504 teams

INSTRUCTIONAL MODEL: SOCIAL & EMOTIONAL HEALTH

Reboarding:

Focus on social and emotional health during the first week back for students and staff focusing on inclusion and anxiety reduction

Climate and Culture:

Work to introduce students to new look of school and classrooms before school starts, creating welcoming environments for learning

Universal Instruction:

Utilize curricular components of Second Step, Zones of Regulation, and Foundations

Wellness:

Focus on student and staff wellness activities, Virtuwell and Doctor on Demand, Employee Assistance Program (EAP) options

Communication:

Ongoing and systematic communication to staff and families

Moving Between Models:

Needs will likely change if/as instructional models change in response to school or community conditions. At these points, additional SEL resources and strategies will be implemented for staff and students.

ATHLETICS & EXTRA CURRICULAR ACTIVITIES

WIAA Guidance:

Refer to guidance from WIAA and the Menasha Health Department to safely hold athletic practices, competitions, and events.

Clubs and Activities:

To be determined based on safety and social distancing practices being able to be followed