



SCHOOL DISTRICT OF SHIOCTON

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**School District of Shiocton
Return to School Plan * District
Fall 2020**

The goal of our Return to School Plan for Fall 2020 is a healthy and safe-as-possible return to in-person instruction for all of our students and staff. To the very best of our ability, we will implement the health and safety protocols and procedures (best practices) recommended by the Center for Disease Control (CDC) while balancing these best practices with what we know to be true: “kids will be kids” and they need to be with each other for learning and for play. We acknowledge and accept that our responsibility lies to both the students and the staff within our schools. The health, safety, and well-being of students and staff will be at the forefront of all of our efforts. Too, we acknowledge that the virus is still new and that so much is yet to be learned. Therefore, we accept the responsibility to always stay abreast of the new and changing information and to take into consideration the evolving knowledge as decisions are made and actions taken. Finally, we know the saying to be true, “the best laid plans often go awry”. There will be stumbling blocks and pot holes, unforeseen issues and unanticipated consequences as we navigate the unknown waters of bringing students and staff back together amid the continued COVID-19 concerns. We acknowledge and accept the challenges doing so brings because we believe teaching and learning is maximized when learners and educators are together in the physical classroom.

AREA/DEPARTMENT	DISTRICT RESPONSE	TO DO
GOVERNANCE/DISTRICT LEVEL	<ul style="list-style-type: none"> ● Survey staff regarding return to school ● Survey parents regarding return to school ● Create Back-to-School PD plan: (a) Ed Camp for teachers based on DLD needs expressed in EOY survey; (b) education for teachers re: new instructional and procedural expectations, processes - review this plan, plus procedure for for stu/staff showing symptoms ● Determine education plan for parents - when to keep home (create flow chart), why masking, social dist, what will be done with stu show symptoms, when might we close CR/Grade/School/Detc; share this plan, share plan for return w/“roll-in” of grades ● Create communication for parents that includes education on prevention, best practices & protocols to be implemented, instructional model, etc 	<p>Review results, factor into Plan Review results, factor into Plan Finalize EdCamp schedule; Finalize information to be taught to teachers</p> <p>Create talking points for each of these; create flow chart</p> <p>Send out communication (timeline needed)</p>

	<ul style="list-style-type: none"> ● Establish team to be used to manage day-to-day responses as stu/staff return ● Notifications when a positive case occurs: Work through OCHD and let them follow their process, do the contact tracing ● Review Fund 10 budget for 2020-2021 and allocate dollars for COVID-related expenditures such as supplies, devices, furniture, remodeling, etc (tracking purposes) ● Work with SPICE, booster clubs, and other outside organizations on way to maintain support of students and athletes ● Delegate responsibility to District Administrator to update and modify this Plan as the virus and related factors dictate such change <ul style="list-style-type: none"> ○ Monitor and Update Return Plan and Pandemic Plan as needed 	<p>At elementary = building principal, SPED director, school nurse, district admin; At MS/HS = same Work w/OCHD regarding their contact tracing protocol and share with parents, staff</p>
<p>DISTRICT/SCHOOL OPERATIONS</p>	<ul style="list-style-type: none"> ● BEST PRACTICES - HEALTH, SAFETY, WELL-BEING <ul style="list-style-type: none"> ○ Implement recommended protocol and precautions per CDC and OCHD: <ul style="list-style-type: none"> ■ Social distancing of 6' (to the greatest extent possible) ■ Facial masks - strongly recommended for staff and students <ul style="list-style-type: none"> ● "Situation masking" - situations where mask wearing is required ● Required when working less than 6' apart ■ Washing hands, using hand sanitizer ■ Cleaning, disinfecting, and sanitizing high touch areas, frequently used surfaces, work areas, objects, etc (especially those shared) ■ Cohort model (the the greatest extent possible) ■ Gatherings of 10 or fewer (when outside of the instructional setting) ● INSTRUCTION: <ul style="list-style-type: none"> ○ Five (5) days/wk, in-person instruction ○ Operate on a cohort-model to the greatest extent possible, keeping each group of students together for as much of the day as possible, ECH - Gr 8 ○ Provide <i>synchronous</i>, real-time "blendEd" instruction for students deemed "medically fragile" or with "mf" person in immediate household or currently quarantined. <ul style="list-style-type: none"> ■ devices and connectivity options will be provided ■ student has an opportunity to interact and learn 	<p>Need to determine what devices and connectivity are needed for the family AND for the classroom to facility real-time "blendEd" instruction</p>

	<p style="text-align: center;">with peers</p> <ul style="list-style-type: none"> ○ Virtual on a case-by-case basis; requires meeting w/principal and counselor; requires semester long commitment <ul style="list-style-type: none"> ● COMMUNICATION <ul style="list-style-type: none"> ○ Families will be provided with the Notices of Health Precautions and Concerns (universal, Tier II, and Tier III) ○ Families of Tier III, and a few of Tier II, will be contacted directly by SPED coordinator and school nurse to determine plan for return to school ○ Share with Families the Return to School Plan (District, Building-specific) ○ Share registration plans ● SPACE <ul style="list-style-type: none"> ○ Student enrollment and area* recommendations regarding potentially high-risk instruction will be reviewed and plans modified as needed. (* PE, Band, Choir, CTE) ○ Student enrollment in each class, Elem to HS, will be reviewed and compared with instructional area. Where there are too many students for the instructional area*, changes will be made in either number of students or instructional area (* will comply as close to 6' recommendation as possible; teachers will remove all unnecessary furniture and other objects taking up space in classroom) ● MEALS, RECESS <ul style="list-style-type: none"> ○ schedules will be flexed so as to reduce the number of students in the cafeteria and out at recess; lunch room space and seating options will be expanded into main lobby ○ Breakfast: will be monitored and seating will be increased so that students are spread out ● ARRIVAL, DEPARTURE <ul style="list-style-type: none"> ○ AM Drop-off: not before 7:40AM (will need to hold firm due to concerns for congregation inside) ○ procedures, including before school and after, will need to be created and communicated to parents, staff, drivers, etc ○ Upon entry, students go to classrooms; paras and teacher oversee until first hour begins ○ Students needing breakfast will go to cafeteria; spread out over full cafeteria; para oversees ● Passing Times - will look to minimize the interaction of students in such close proximity (ex: considering staggered releases) 	<p>Notify Families: Universal precautions, health notice Universal Health Notice added to registration Notify Families: Medically Complex Notify Families: Medically Fragile</p> <p>Share plan once approved by Board</p> <p>Review recommendations</p> <p>Review class lists, schedule for specials (ELEM/MS); review HS student schedules</p> <p>AUG 3-12: review each class and classroom; make changes as needed; review lunch/recess times; make changes as needed</p> <p>Para to be scheduled</p> <p>Doors open at 7:40AM</p> <p>Will need to review para and teacher schedules so as to afford increased oversight at ends of day</p>
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	<ul style="list-style-type: none"> ● Lockers - students will be encouraged to wash hands and/or use hand sanitizer after using lockers, upon entering classroom ● Staff work hours and tasks for all groups (professional, support, administration) are considered flexible and subject to change as needed, especially where student supervision and support are needed ● <i>Essential persons only</i> will be afforded access to the building on a daily basis. <ul style="list-style-type: none"> ○ <i>No visitors or volunteers</i> will be permitted at this time ○ Parents needing assistance during the day will report to the school office ● Attendance expectations will continue with the exception of days that as student is quarantined due to COVID-related concerns ● Athletic and extra-curricular guidelines will be updated as needed; the determination* of whether a sport will run or a season will be held will be made as early as possible (* in conjunction with various stakeholder groups, organizations) ● REGISTRATION <ul style="list-style-type: none"> ○ Online registration will be strongly encouraged for all students the week of Aug 10 (tentative); information available in Spanish ○ Limited, in-person registration will be offered through a sign-up process on Aug 12 and 13; interpreter will be provided as needed ○ Verify students: <ul style="list-style-type: none"> ■ Riding bus (create bus routes) ■ Interested in virtual instruction (principal, counselor contacts, sets up meeting to discuss) ● District buildings will remain closed to outside organizations and group through September 30, 2020. A re-evaluation of this status will take place no later than September 25, 2020. 	<p>Communicate out expectation</p> <p>Inform parents; post notices on doors; LINK</p> <p>Need COVID code in Skyward; admins, school nurse monitor</p> <p>Continue to work with ADs, CWC, WIAA, and others</p>
<p>INSTRUCTIONAL TECHNOLOGY</p>	<ul style="list-style-type: none"> ● Continue normal summer cleaning and reimaging of stu, staff, and district devices; maintain 1:1 through Gr 3; explore expansion into Gr 2 ● Work with admins and directors to determine devices and connectivity options for students who will need to learn via blendEd ● Explore use of Common School Funds to support student and teacher needs ● DIGITAL LEARNING & BlendEd <ul style="list-style-type: none"> ○ Identify technology issues from '19-'20 Q4 and create plan to 	<p>Work with Sadie, IT staff; what devices are needed; what are connectivity options</p> <p>Review CSF use guidelines</p>

	<p>proactively address in anticipation of return to DLD for extended period of time</p> <ul style="list-style-type: none"> ○ Ensure uninterrupted access to needed DLD instructional and virtual platforms for teachers ○ Determine a universal platform for DLD instruction (ex: Google Classroom) and a universal virtual instructional platform (ex: ZOOM) ○ Create professional development plan to ensure mastery of universal platforms AND based upon DLD needs expressed in survey and incorporate into Back-to-School in-service days, TT/WW/ThTh, and other planned PD days (train paras, subs) ○ Develop a pool of “experts” among staff to assist colleagues in continued use of DLD platforms and program ○ Train a pool of teachers, paras on basic tech issues so that they can assist each other ○ Assist teachers in using devices and learning programs associated with <i>synchronous</i>, real-time “BlendEd” student instruction 	
<p>TEACHING and LEARNING</p>	<ul style="list-style-type: none"> ● Utilize cohort model; students move between classrooms, learning environments as a cohort in Gr PK -6 (to best of ability in Gr 7 - 12) ● Modify instruction so as to minimize instructional learning activities that require grouping of students in small space, very close proximity (EX: carpet time, riser time) <ul style="list-style-type: none"> ○ For instructional activities that call for partner work <ul style="list-style-type: none"> ■ if working less than 6’ apart, require the use of masks ■ ensure shared objects, equipment, implements, etc are cleaned/disinfected after use ● Modify routines, pacing, and schedules to allow for inclusion of best practices ● Specialty Classes <ul style="list-style-type: none"> ○ Band = no summer band camp; rotation of 1/3 of the students (ex: Mon = woodwinds; Tues = brass...); practice outside ○ Choir = small class sizes, checking on masks, greater spacing; may need to require masks due to elevated projection of respiratory droplets ○ Both - wait on recommendations from State level ○ Computer Lab/Other Lab Use <ul style="list-style-type: none"> ■ Use 1:1 devices in CR whenever possible 	

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Look to purchase keyboard covers ■ Students and teacher wipe down keyboards, monitors, mice, tables, chairs, equipment, implements, and other surfaces, objects before and after use ○ LMC - follow protocol for LMC per building plan ● Orientation day at beginning of the school year for different grades ● STAFF PARTICIPATION: <ul style="list-style-type: none"> ○ Create professional development plan to ensure mastery of universal platforms AND based upon DLD needs expressed in survey and incorporate into Back-to-School in-service days, TT/WW/ThTh, and other planned PD days (train paras, subs) (EdCamp) ○ Assist teachers in using devices and learning programs associated with DLD and with <i>synchronous</i>, real-time “BlendEd” student instruction ○ Utilize pool of “experts” among staff to assist colleagues in continued use of DLD platforms and program ○ Utilize pool of teachers, paras on basic tech issues so that they can assist each other ● SUBSTITUTE TEACHERS - <ul style="list-style-type: none"> ○ Train a pool of substitute teachers on health and safety protocols and procedures (join B2S in-service) (retirees, recent college grads, alum) ○ Consider hiring 1 - 2 full time substitute teachers for the 20-21 school year to ensure availability <ul style="list-style-type: none"> ■ When not assigned to sub, building principal will allocate services to ○ Non-classroom educators may be flexed to cover classrooms in the event of a sub failure; cohorts will not be split nor combine ○ Admins may be flexed to cover classrooms as needed 	<p>School Nurse - teach protocols and exact how to's and the WHY; Counselors - SEL and mental health, counseling, individ/group counseling; Admins - supporting the implementation of protocols, etc</p> <p>Someones in addition to Elizabeth and Sadie</p> <p>Some one other than just Sadie</p>
<p>INFECTION CONTROL MITIGATION</p>	<ul style="list-style-type: none"> ● All staff will observe and implement best practices in reducing the spread of COVID-19 ● All students in Gr 2 - 12 will be strongly encouraged to wear a mask at all times ● All students and staff will be required to adhere to “<i>situational masking</i>” needs ● Review and incorporate DPI’s COVID-19 Cafeterias and Food Service Guidance recommendations 	<p>Post DPI’s Returning to School after COVID and CDC’s How to Protect Yourself and Others</p> <p>Meet w/Deb, admins, school nurse, Dick</p>

	<ul style="list-style-type: none"> ● Review procedures for a student (staff) showing symptoms (see handout) ● Share protocols of sending student to nurse VS isolation room AND review the isolation rooms for space and needs ● To aid in the implementation of best practices, hand sanitizer units will be placed in frequent use and high touch areas including all main entrances, gyms, offices, cafeteria, classrooms, etc. ● To aid in the decreased chance of transmission from face-to-face contact, install clear physical barriers in high touch, frequent use areas such as offices, lunch line, lunch room, circulation desk, etc AND install physical barriers for bus drivers ● Minimize contact to address concerns regarding transmission of disease when students (staff) show signs/symptoms, create an isolation room in each wing; school nurse or nurse assistant utilizes flow chart to determine course of action [OCHD will be contacted and Contact Tracing Protocol implemented] ● Frequently used surfaces in classrooms, LMC, cafeteria, gyms, at entrances, and throughout the building will be cleaned <i>nightly</i> ● Use visual cues/plaquards on walls and floors to assist students in observing/implementing best practices (social distancing, proper handwashing, etc) ● Review room needs w/regard to papertowel dispensers, door openers, and other high touch fixtures ● Resume weekly parent letter - Fridays the months of Aug and Sept 	<p>School Nurse educates; use flow chart (see Appleton Health Dept's) School Nurse, admins, Dick</p> <p>Order and install sanitizer units (wall mount, standing)</p> <p>Order plexi glass and holders, mount to counters; sneeze guards for lunch line; meet w/bus owners</p> <p>Consider hiring additional custodian for this specific purpose; Dick will provide schedule of when, what, and who is assigned</p> <p>Consider motion sensor papertowel dispensers, trash receptacles by BR doors, etc OR teach students to use forearm to operate papertowel dispensers</p>
<p>COMMUNICATION</p>	<ul style="list-style-type: none"> ● Provide parents with plan summary via The Link, Skylert attachment, mailing including graphics, visuals (include Spanish translation) ● Provide Parent education regarding signs and symptoms, best practices in reducing the spread of COVID-19 including the WHY behind using best practices. Emphasize importance of symptom checking and keeping students home. (translate) ● Notices of Health Precautions and Concerns (universal, Tier II, and Tier III) sent out 	<p>Create Create (school nurse)</p>
<p>SOCIAL EMOTIONAL, MENTAL HEALTH</p>	<ul style="list-style-type: none"> ● Provide refresher instruction to staff: QPR, ACES, Trauma Informed Care, NVCi/Ross Green (WHY) so that staff may create safe and supportive environments for students ● Review mandated reporting requirements and processes including CPS reporting ● Provide instruction, support, and counseling for students as they return, including orientation days 	<p>Admins, counselors; <i>?youth adolescent mental health first aid training??</i> BACK TO SCHOOL</p> <p>Counselors (DK)</p> <p>counselors</p>

	<ul style="list-style-type: none"> ● Continue and monitor responses to healthy behavior screenings including YRBS and mental health screener; work with Catalpa (other) to connect student/family with necessary resources, services ● Consider incorporation of pet therapy for students, staff 	<p>Counselors, Kelly; Nick will check w/SC: doing YRBS?</p> <p>Dannielle K & Becky E; ck w/school nurse</p>
FOOD SERVICE	<ul style="list-style-type: none"> ● Switch to the “Subway” model of serving food ● Open soft walls and expand into lobby area (additional seating likely required) ● Tables+ washed down after each class w/soapy water (teacher, student) ● Tables+ sanitized each night 	<p>Plexi glass sneeze guard over all foods; food service staff fill trays and hand to students once all foods have been placed on tray</p>
CO-CURRICULARS	<ul style="list-style-type: none"> ● Limit the opportunity for exposure to occur: <ul style="list-style-type: none"> ○ Implement best practices for health & safety ○ No physical contact ○ Cancel camps and gatherings over 10 (athletics, band, etc) where best practices cannot safely be implemented ● Minimize travel and in-person contests <ul style="list-style-type: none"> ○ No physical contact ○ Explore impact on Quiz Bowl, Math League, etc ○ Where travel is needed, employ best practices 	
BUSSING	<ul style="list-style-type: none"> ● As per survey, social distancing will not be feasible on school bus ● Students and driver will be strongly encouraged to mask ● Students will load from the back to the front as age appropriate ● Students from same household will sit together whenever possible ● A seating chart will be created and followed (contact tracing) ● Consideration will be given to see-through barrier for driver ● Hand sanitizer will be provided for all buses 	