Roadmap for Reentry

Chequamegon School District Guidelines for the Reopening of Schools
Fall 2020

Written by the Chequamegon School District in consultation with the Price County Health Department

Revised 7-29-2020

The information that follows was put together by the employees of the Chequamegon School District in consultation with the Price County Health Department. We began working on how to start school in the fall in May, as a District Reentry Team. Specific details were worked out within the buildings by the Building Reentry Teams in late June and July, in time for the July Board of Education meeting.

The decisions made by both Teams were based on the following research and format, as well as the attached **MATRIX**.

<u>CSD Checklist for Reentry</u>

<u>Immediate Actions</u>
- ✓ Form a CSD COVID Reentry Team
- ✓ Review what was learned from the Spring of 2020
- ✓ Make a list of responsibilities of each member of the CSD COVID Reentry Team
- ✓ Create a Matrix of Actions necessary for Reentry, including Barriers, Solutions and costs
- ✓ Create a Draft Reentry Plan to be edited and reviewed by the Reentry Teams
- ✓ Determine what resources are needed for reentry
- ✓ List the most essential needs and address them first
- ✓ Form Building Reentry Teams with Teachers, Counselors, and others
- ❏ Finalize and Implement the Reentry Plan
- ✓ Schedule Professional Development
    - ✓ Effective Instruction in the Virtual Setting
    - ✓ Tech use
    - ✓ Procedures to minimize infection spread
    - ✓ Primary student use of devices
- ✓ Create a Communication Plan:
    - ✓ Determine what media platforms to use
    - ✓ Determine timeline of communications
    - ✓ Determine when is the best time to include the community for input
    - ✓ Develop a list of common questions and their answers for the community and the press
        - ❏ Enrollment and attendance policies

<u>Ongoing Actions</u>
- ● Maintain regular contact with local and state leaders (health, education, policy, local government)

- ● Remain open and receptive to ideas and suggestions

- ● Use the Team for reflection and determination of next steps

COVID Reentry Team Responsibilities

You need to become an expert in your area, and be willing to coordinate your area's needs with those of the other areas.

Health and Safety
       Facilities Improvements   Kevin
       Group Movement, Size, Location   Principals, Kristiana
       PPE inventory   Kristiana, Kevin
       Health Data (illness rate), Attendance, Screening   Kristiana, Principals
       Mental health of students and staff   Kristiana, Jess
              Plan for community deaths

Teaching and Learning
       PD: virtual/blended instruction   Principals
       PD: technology   Bill
       Resource acquisition   Principals, Bill
       Assessment   Principals, Jess
       Instruction   Principals
       Gap Reduction   Principals, Jess
       CELC   Jess

Finance
       Procurement and Planning   Lexi

Food Service
       Safe in-school service   Mary, Jill, Kristiana
       Delivery   Mary, Harold

Transportation
       Group size   Harold, Kristiana
       Routes   Harold

Communication
       Create Team   Tim

CSD Roadmap for Reentry (Academic)

Why do we need a Reentry Plan?

Based on available information as of June 2020, it is reasonable to create a reentry plan based upon the following assumptions:

1. The virus that causes COVID-19 will remain in circulation until a vaccine is developed and widely used.
   a. A vaccine is not likely to be in broad use during the next 12-18 months.
   b. A second wave of infections is expected, possibly coinciding with influenza season in October or November. This wave could result in building, district, or regional, or school closures.
   c. Short-term closures of single or multiple schools will remain a possibility until a vaccine is widely used.
   d. Children and staff with significant health conditions will continue to be especially vulnerable during this time.
   e. Teaching and reinforcing preventative behaviors (hand washing and cough/sneeze etiquette) and frequent cleaning and disinfection will remain essential during the next school year.
2. When schools are reopened it is likely that operations will need to be modified to include:
   a. Screening of students and staff for symptoms.
   b. Social distancing in all settings.
   c. Isolation and timely removal of students and staff displaying symptoms.
3. Fear, loss, and isolation will result in the need for increased mental health supports. Whole child supports are encouraged.
4. Communications with staff, families, and students are critical to the successful, safe return to school.

Goals of Returning to School

School leaders are faced with a host of questions to answer and decisions to be made before schools can reopen. The goal of this document is therefore to "keep it simple" and be clear and straightforward, allowing details to be finalized with dynamic flexibility in mind. The fall will be a time for focusing on a few critical things:

● Keeping students and staff physically safe.
● Keeping learning coherent, focused on the highest priorities for each grade level, and holding students accountable, whether learning is occurring in-person, virtually, or blended.
● Attending to, and caring for, the social-emotional and mental health needs of students and staff.
● Meeting the needs of every student, across in-person and remote learning contexts -- including students who are at-risk, have low connectivity, and students with IEP's.
● Aligning teaching roles, responsibilities, and structures to the new reality of teaching and learning at the highest possible levels.
● Designing schedules that flexibly accommodate this new reality, including new protocols for being together in school buildings and structures for continuing learning when it is happening remotely.

Research for consideration

Academic

Younger students are harmed more by virtual learning.

At-risk and students with IEP's fall further behind due to virtual learning.

Advanced students may suffer long-term (post-secondary, career) disadvantages.

All students do best with direct contact with teachers.

The greatest risk for "slide" is in math. If given an ultimatum:

Math should be taught in-person

English can be taught virtually with much less "slide".

Well trained paraprofessionals can provide nearly as high a level of instruction in <u>small groups</u> as teachers.

Parents can work if PK - Grade 5 children are in school.

Academic check-points are essential for classes to determine effectiveness of instruction.

Pacing guides are essential for effective virtual learning. This is best accomplished via a live, scheduled reentry plan.

Reopening for Whom (examples)

Primary students first:	Denmark and Norway
At-risk, SPED first:	Estonia, UK, Israel
Grades w/ high stakes exams:	Germany, Portugal, France
Fully opened in low-risk areas:	China and Japan
Did not reopen (risk of resurgence):	Spain, Italy

<u>Assessment</u>

Must be done immediately in fall to determine gaps compared to Winter of 2020.

Grades PK - 5 (and 6-8 in small groups if possible): AIMSweb

HS math and ELA (and 6-8 if necessary): Learning Targets assessed w/ Google Forms

Data needs to be communicated to faculty to lead instructional planning.

<u>SPED</u>

SPED assessment plan needed immediately in the fall.

Create a realistic plan of services for all students.

Develop a referral process that is user-friendly.

Create a data acquisition process that can be done in-person or virtually, if necessary.

<u>Professional Development</u>

Necessary in two areas to be effective virtual teachers:

● Use of new technology
● Teaching
  ○ Creating learning plans geared toward virtual learning
  ○ Using technology as effectively as possible

<u>Labor</u>

Staff at high risk of infection may need to work from home, based on state and federal law

Flexible time-off is necessary so employees do not feel obligated to attend when they are ill

Reentry Scenarios (In-Person, Blended, Virtual)

The following tables contain the general guidelines for how schools will reopen in the fall within each of the scenarios, by building. More specific procedures can be found at the following link: **Links to addendums**

In-Person Reentry Scenario

ACTION
All Schools
All students in Buildings, both Campuses
Live virtual learning for those who opt out due to underlying health conditions of students or families Enforce traditional attendance policy Severe flu-like procedures • Family self screening each morning at home • Hand sanitizing, touchless bathrooms • Masks required to ride buses and in building when social distancing is difficult • Increased building sanitizing
Other Considerations
Resurgence: move to Blended or Virtual Scenarios based on consultation with local health officials
Vulnerable Employees: Based on state and federal law and policy

Blended Reentry Scenario

Phase 1

ACTION
PFES and GES
All students in building Core instruction from 8:00 am - 2:30pm Enrichment and remediation from 2:30 - 3:30pm led by HS/MS faculty Prep time scheduled for core teachers from 2:30 - 4:00pm

Student to teacher ratio of no greater than 12:1
Five days per week
"Live" teaching to students who opt-out
Normal instructional hours
Teachers move, rather than student cohort groups
Coordinated movement of students when necessary
Live teaching rotates through classrooms
Severe flu-like procedures
    ● Family self screening each morning at home
    ● Hand sanitizing, touchless bathrooms
    ● Masks required to ride buses and in building when social distancing is difficult
    ● Increased building sanitizing
Rescheduled drop off and entry of students to promote social distancing

CMS and CHS
No students in Buildings (with possible exceptions: SPED, testing, labs, low connectivity students)
Virtual Learning Only Scheduled, Live Classes Scheduled office hours Attendance required High expectations for academic achievement Recorded classes available Five days per week Four hours Live Instruction per day CMS core classes: M-F CHS Alternating Schedule: Periods 1-4 M/R, Periods 5-8 T/F, Periods 1-8, W Students with poor/no connectivity transported to school with supervision
Other Considerations
Resurgence of Virus: move to Virtual Scenarios based on consultation with local health officials Significantly reduced risk of infection: Move to In-Person Scenario
Vulnerable Employees: Based on state and federal law and policy

Phase 2

ACTION
PFES and GES
Same as Phase 1, except: Dismiss at 2:28
CMS and CHS

Family self [screening](#) each morning at home
Bring back 50% of students per day
Low connectivity students transported to alternate sites (school) with supervision
Live teaching with 12 student max in classrooms
Scheduled office hours
Attendance required
High expectations for academic achievement
Pacing guide for all students
Schedule: Alternate Virtual and In-Person (M,T,R,F):
   Virtual: (CORE Classes only)
   In-Person: 8am - 2:05p (MS), 2:28pm (HS)
   Virtual office hours and discussion groups (W)
Modified passing times
Severe flu-like procedures
- Family self [screening](#) each morning at home
- Hand sanitizing, touchless bathrooms
- Masks required to ride buses and in building when social distancing is difficult
- Increased building sanitizing

Other Considerations

Alternative transportation schedules needed

Resurgence of Virus: move to Virtual Scenarios based on consultation with local health officials
Significantly reduced risk of infection in region: Move to In-Person Scenario

Vulnerable Employees: Based on state and federal law and policy

Virtual "Reentry" Scenario

ACTION
All Schools
All classes taught by faculty Live Recorded option available Greater focus on Core classes Low connectivity students transported to alternate sites (library, town halls) with supervision Scheduled classroom hours Scheduled office hours Attendance required High expectations for academic achievement Pacing guide for all students Benchmark checking for all students 4 hours per day, all in the am 4K-5: Core classes each day, encore A/B CMS: Core and Electives CHS: Alternate periods 1-4, 5-8, M,T,R,F
Other Considerations
Confusing schedule: Clear communication necessary
Significantly reduced risk of infection in region: Move to In-Person or Blended Scenario

Combined Schedules

Other Links and Addendums

Summer School/Athletics

PFES and CMS Summer School	Cancelled
CHS Summer School	Safety procedures general band
Athletics	Safety procedures WIAA summer guidelines Schedule of activities

	PROJECTED ENROLLMENT	PROJECTED SECTIONS	COVID SECTIONS	CLASS SIZE
	PFES			
4K	30	2	3	10
K	30	3	3	10
1	41	3	4	11
2	35	3	3	12
3	33	2	3	11
4	34	2	3	11
5	47	2	4	12
	GES			
4K	8	.5	1	9
K	8	.5	1	8
1	7	.5	1	8
2	9	.5	1	11
3	7	.5	1	8

Specific Reentry Plan Links by Department or Building

[Park Falls Elementary School](#)

[Chequamegon Middle School and Glidden Elementary School](#)

[Chequamegon High School/Class ACT Charter](#)

[Health Services Guidelines](#)

[Finance](#)

[Transportation](#)

[Technology](#)

[Maintenance](#)

[Food Service](#)

[Communication Plan](#)

[Student Services](#)

[CELC](#)