

Reentry Plan for 2020-21 School Year

July 8, 2020, Board of Education Meeting



Rosholt School District

Education is a way of life.

Mission

The Rosholt School District recognizes that the education of our children is a shared responsibility of the school, family, and community. Working together, we believe our mission is to share knowledge, help children become problem solvers and seekers of information, promote respect for self and others, encourage positive choices, help students cope with a changing world, and instill an appreciation of lifelong learning.

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We are Committed to...

- **Safety and Equity for our Children**
- **Receiving Stakeholder Input**
- **Providing Timely Communication**
- **Planning that is Flexible and Adaptive**
- **Balancing Desires vs. Risks**
- **Considering Community Impact from our Decisions**

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Stakeholder Input

203 responders including staff, parents and community members

Face Masks

- 33% responded that adults should wear face masks
- 25.1% responded that that students should wear face masks

Comfortable for In-Person Learning

- 40.4% comfortable without add'l safety measures
- 50.7% with safety measures
- 8.9% not comfortable

Visitor Access

- 53.2% believe visitor and volunteer access should be reduced/restricted

Support for Student Social Distancing Protocols

- 22.7% limited or no recess
- 35% seating in one direction
- 39.4% seating 6-feet apart
- 45.3% controlled student traffic flow in/out and within building

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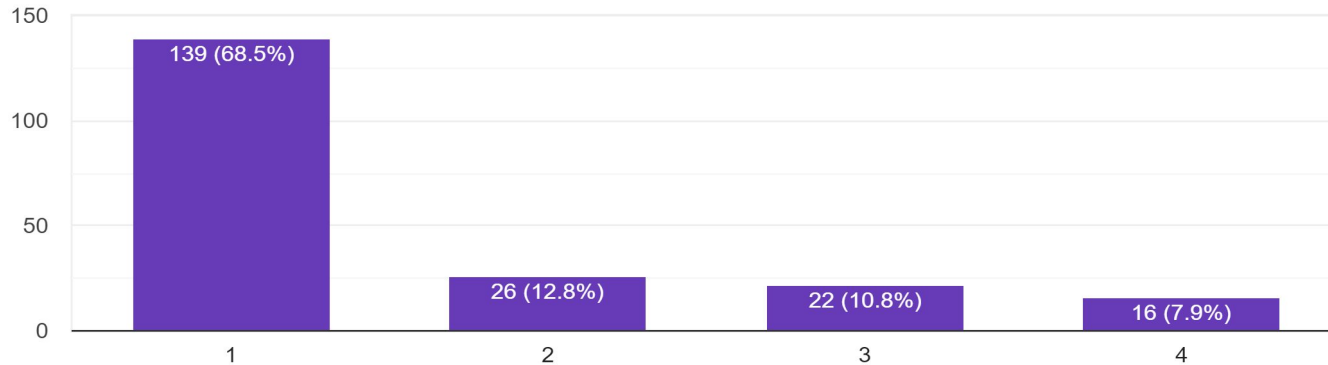
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Stakeholder Input: Prioritize Traditional/Face-to-face Learning

Please indicate your agreement with the following statement: "I believe back-to-school planning needs to prioritize face-to-face daily instruction."

203 responses



1: I agree that face-to-face instruction is crucial for our students; 4: I disagree

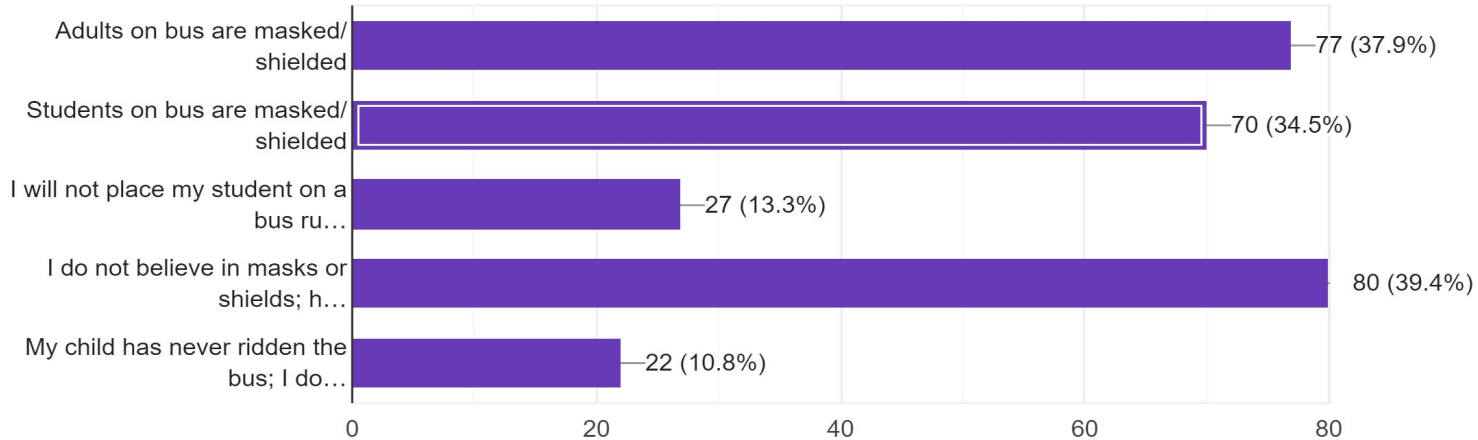
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Stakeholder Input: Transportation

I feel comfortable sending my student to school if buses run at half capacity (33 students, multiple students per seat if from one family) with the following protective measures in place (check all that apply):
203 responses



Goals for Returning Safely to Classrooms

Planning for:

- *Flexible Operations*
- *Adaptive Instructional Models*
- *Professional Learning for our Staff*
- *Movement between Instructional Phases*

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Operations: Physical Spaces

Physical Barriers

Use of Plexiglass Barriers where close contact could occur

Floor Adhesives

Separation tape on floor in identified areas

Safety Signage

Hand Hygiene, Social Distancing, & Symptoms

Drinking Water

Bottle Filling & One-time use cups

Sanitation Stations

Placed at entryways; encouraged use

Locker Usage

Strategically planned visits; possible usage of backpacks

Creating Space for Distancing

Removal of furniture; reconfigured work spaces

Isolation Room

Identification of space and PPE needs

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Operations: Healthy Environments

Communal Spaces

Staggered Use; increased cleaning protocols

Shared Objects

Individual supplies; sanitation after individual use

Cleaning and Disinfecting

Increased daily and weekly protocols

Hand Hygiene

Teach and reinforce; strategic signage placement

Modified Building Layout

Adjusted entrances, office locations, health room expansion, expanded cafeteria locations during lunch periods, possible relocation of classes if needed

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Operations: Transportation

Health and Safety

Buses disinfected following each route

Face Coverings

Adults will be masked and student face coverings suggested and may be required

Cleaning and Disinfecting

Increased daily and weekly protocols

Bus Capacity

Reducing number of students riding to promote greater social distancing

Self-Transport

Parents and/or students planning to self-transport are encouraged to contact Transportation Department to increase accuracy of routes and staffing required

Students with Special Needs

IEP driven accommodations will be reviewed with a commitment to finding solutions for all families

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Instructional Model: Traditional Learning

Return to the classroom

Students/staff practice operational safety procedures to reduce spreading COVID-19

Staffing

May be reassigned to support safety procedures and social distancing

Schedules

Lunch and recess will require modification

Alternatives

Student/families will be provided an at-home/virtual option

Resources

Additional resources may be needed to support work and systems

Communication

Ongoing and systematic communication to staff and families

Moving Between Models

Preference is Traditional Learning Model; transition to alternative models may be necessary should COVID-19 spread

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Instructional Model: Blended Learning

Schedule

- Cohort A attends Monday & Tuesday
- Cohort B attends Thursday & Friday
- Wednesday: Teacher Preparation & Building Deep Cleaning
- Students learn remotely from home on three days not attending school

Resources

Additional resources may be needed

Early Identification

Quickly ID students struggling to engage

Grading

4K-grade 3: standards/skills-based report card; Grades 4-12: A-F letter grades

Communication

Ongoing and systematic communication to staff and families

Moving Between Models

Preference is Traditional Learning Model; transition to alternative models may be necessary should COVID-19 spread

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Instructional Model: Virtual Learning

Schedule

Students tune in at specific times throughout day (schedules = easier transition between models)

Devices & Access

Home internet access necessary; school district may need to supply hot spots for families with weak or no internet

Early Identification

Teachers quickly identify students struggling to engage

Grading

4K-grade 3: standards/skills-based report card; Grades 4-12: A-F letter grades

Communication

Ongoing and systematic communication to staff and families

Moving Between Models

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Instructional Model: Special Education

Environments

Access to education will be reconfigured to meet social distancing guidelines while meeting instructional and emotional needs of individual students

Case Loads

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

Travel

Schedules may be reconfigured to limit travel between classrooms while providing services to students

Resources

Additional resources may be needed to support work and systems

Communication

Ongoing and systematic communication to staff and families

Moving Between Models

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Instructional Model: Social & Emotional Health

Reboarding

Focus on social/emotional health during the first week back

Universal Instruction

Accessing existing and updated curricular components including Hornet Pride, Zones of Regulation and Second Step

Wellness

Increased focus on POPS and Wellness Committees sponsored staff activities, as well as promote employee assistance programming

Resources

Additional resources may be needed to support work and systems

Communication

Ongoing and systematic communication to staff and families

Moving Between Models

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Instructional Model: Professional Learning

Learning Management System

- All gr. 3-12 teachers becoming Google Educator Level 1 certified to increase proficiency with Google Classroom, blended learning instructional style and greater preparedness for virtual instruction
- Considering Seesaw as 4K-gr. 2 LMS and applicable professional learning for teachers

Social Emotional Learning

Focus in September on training regarding student mental health

Elementary Reading/ELA Curriculum

Focus in Summer, August Inservice and October on training for elementary teachers with new curriculum, including online instructional components and assessments

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Extracurricular Activities

WIAA Guidance

Rely on and implement guidance from WIAA to safely hold athletic practices, competitions and events

Clubs & Activities

Assuming school is able to resume in a traditional model, clubs and activities will take place with social distancing and safety measures in place

Communication

Ongoing and systematic communication to participants, advisors, staff and families

Moving Between Models

Activities and events may be postponed or adjusted to meet guidelines and/or current conditions in schools or the community

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<u>Moving Between Models</u>	Traditional Learning	Blended Learning	Remote/At-home Learning
Health & Safety	<ul style="list-style-type: none"> ● Safety precautions implemented to limit spread and exposure ● Driven by positive COVID-19 case factors to include; possible staff exposure, student exposure, building exposure 	<ul style="list-style-type: none"> ● To be used as a tool to reduce the number of students utilizing transportation and present on a given day while providing in-person opportunities for teaching and learning 	<ul style="list-style-type: none"> ● To be used in the event of exposure to a positive COVID-19 case, county or state mandated closure ● May be school, classroom or grade level specific ● Allows for fewer instructional interruptions ● Allows cleaning protocols to be executed
Family & Community Needs	<ul style="list-style-type: none"> ● Addresses community and parent child care crisis concerns ● Reduces family burden of teaching and working from home 	<ul style="list-style-type: none"> ● Allows district flexibility to increase distancing ● Provides in-person interactions while reducing bus and building capacity on a daily basis 	<ul style="list-style-type: none"> ● Anticipate use of this model targeted to buildings or cohorts to address COVID-19 exposure and/or outbreaks ● Families must be prepared for short term building closures without significant notice throughout the school year
Social & Emotional	<ul style="list-style-type: none"> ● Offers needed human interactions in a safe environment ● Utilize the first weeks of school to rebuild relationships and debrief experiences ● Establishing the 'new' normal 	<ul style="list-style-type: none"> ● Offers needed human interactions in a safe environment ● Rapid identification of disengaged or struggling students 	<ul style="list-style-type: none"> ● Special attention paid to emotional health of students or staff ● Rapid identification of disengaged or struggling students or staff

Future Action

Consideration to approve reopening school for the 2020-21 school year with approval for district administrator and administrative team to move school district between instructional phases based on health needs and/or recommendations from Portage County Health Services or State of Wisconsin.

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Next Steps

- July & August 2020: Planning at district and school levels for plan implementation
- July 13-August 6, 2020: Summer School - In-person
- August 12: Update on Reentry Plan Implementation at August Regular Board of Education Meeting
- September 1, 2020: Reopening of schools

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