

**MISD Roadmap to
Reopening Schools
Safely
2020-21 School Year**

Approved by Board of Education 07/29/20

Governance

Launch a school-level Return to School

Present Returning to School plan to school board for approval

Provide consistent and clear updates about the status of the health of the district and what this means for district stakeholders.

Review district policies and procedures related to telecommuting, virtual learning, security, and privacy protocols.

Gather information to prepare for completing the requirements for AB1038 for school boards to gather information and report by Nov. 1, 2020 that during the public health emergency, 1) whether virtual instruction was provided, 2) the number of staff laid off, 3) the number of lunches provided, and 4) the amount of certain expenditures reductions.

Continuously Improve

- Collect and listen to questions and concerns.
- Schedule and prepare for stepback meetings.
- Hold stepback meetings and reflect on progress challenges

Get feedback from stakeholders.

The Board authorizes the Superintendent to change the Reopening Plan as situations with COVID 19 Changes. (NEOLA Policy 8420.01 - EPIDEMICS AND PANDEMICS- grants district administration authority to take appropriate action as required in any instance where the district's plan is inadequate or does not cover the particular situation being addressed, and the urgency of the situation dictates the necessity for immediate decisive action.

School Operations

In consultation of the school board policy, consult insurance company and legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to SARS-CoV-2 . Communicate necessary information to school leadership.

Confidentiality training for staff of HIPPA laws and student health information

Conduct a staff assessment to understand who is coming back.

Plan for higher than usual staff absenteeism due to more strict expectations about not coming to work if not feeling well.

Look into any flexibility with the ability of retired educators hours to be increased without penalty of their retirement.

Develop a plan to replace teachers and staff who are not returning and to add new or additional positions with a specific focus on student and staff wellness and technology support.

Determine the professional learning needs for teachers to provide instruction in a virtual or blended model.

Engage teachers is professional learning about teaching in a virtual or blended model.

Create digital and analog resources for families and students about learning in a virtual or blended model.

In partnership with families, determine what supports families and students need for learning in a virtual or blended model.

In consultation with the school board, establish policies for extracurriculars and athletics, including the allowance of spectators, close-contact sports, and equipment sterilization based on CDC guidance.

Verify that student and staff handbooks and planners are printed and ready for distribution. Create a master list of any changes to distribute at the first staff meeting.

Evaluate whether new food vendors need to be sourced if there is a change in requirements (e.g., individually packaged items) based on CDC guidance.

Build out supports and policies for a virtual or blended environment for students who lack accessibility or affordable access to the internet or devices.

In consultation with the school board, update extracurricular and athletic policies based on CDC guidance.

Adjust all schedules as needed based on public health guidance.

Actively recruit subs
Have a designated sub per building
Public Health will identify who needs to isolate

<h2>Technology</h2>
Check out and assign every student 4k-12 a chromebook
Make a plan for extended technology support
Students who need wifi at home
Get students and teachers access to our online Library system
Stage device processing areas as needed to run procedures. Supplies, instructions, and equipment should be moved to areas where work will take place to make school opening as smooth as possible.
Communicate frequently with families regarding technology use in the building. If students are using their own devices, make sure that communication includes the district's bring-your-own-device policy (if you don't have one, create it). Consider technical support for families and students.
Develop and communicate a return to school technology plan, aligned to the district library plan if not integrated, for coherence across the district. Coordinate with district leadership to identify staff that can assist with device management and extended technology support.

Infection Control and Mitigation

Temperature checks coming into buildings 100 degrees student/staff will be sent home

Monitoring staff Temperature -building principals setting building hours at 7:00 am for teachers

Monitoring student Temperature-set by each building

Monitoring student temperature on bus

Kyla will make one google form

Order PPE Supplies

Rob is working on ordering

masks face shields

Kids sets of disinfectant wipes and spray

Liquid disinfectant

gloves

Isolation Rooms

KPS

MIMS

HS

Create plans on how each school will implement social distancing in common areas-cafeteria, gym, playground, bathrooms

Plans are being created in school operation tabs

Limit parent contact and access to buildings

By appt and emergency-meetings held in offices and not conference rooms

IEP by zoom if possible

Create partitions in common areas

As need ie band choir science

Attendance policies for ill students and staff
HR follow up with Bob for staff
New policy for FMLA and Leave-Rob and Wendell
No questions asked for students
Policy for a positive COVID test student/staff/member of someone in the home
Work with Davis & Kuelthaul (District Legal Counsel)
Step by step Handout created for staff
Scheduled Disinfection
bathrooms- yes checklist will be developed, assigned, and monitored
Hallways
Locker rooms
Turn off bubblers
Public Health will identify who needs to isolate when they complete contact tracing
Ordering disposable masks for kids to use
Disinfecting playground throughout the day

School Safety/Mental Health

Develop a communication strategy regarding student and staff mental health Create clear district messaging and share the district messaging with all staff.

Clinic hired a nurse who works with behavior health who can get meds in one visit

continue to offer mental health services that we currently have-SHC-counseling, therapists

SEL will be part of everyday curriculum

PD-Onward curriculum for staff, historical trauma, SEL, and RP

Review and/or revise district board policies and school safety plans to update pandemic response, mental health related crisis response, and response to community concerns.

school safety plans-added section on PPE, isolation rooms-Karl

Align district resources to support the creation or strengthening of school-level mental health referral pathways. This may include: Creating a district level mental health team, Providing needed student records management systems, Building relationships with external partners, Developing systems for monitoring interventions..

improving physical and mental health by increasing resources

Districts should review mandated reporting requirements and direct all school district personnel to have the information.

Review the school's equitable Multi-Level System of Support (MLSS) to ensure a continuum of behavioral supports, applicable to both virtual and in person situations.

Review and/or revise district's attendance policy to accommodate students who do not attend school due to concerns associated with the pandemic or are otherwise experiencing changes to their living situations (students in out-of-home care, migratory students, and students transitioning out of a neglected or delinquent facility).

Inform guardians of how online attendance will work

On virtual learning days students will still have access to mental health resources to the district

Teaching and Learning

In-service training August 24, 25, 26, 27, & 31

Blended Learning

SEL (Social-Emotional Learning)

Staying Alive--Safety protocol

Building needs

Virtual Orientation September 1-18

Drive thru format for pick up of technology and backpacks for students

Orientation for 4K, Kindergarten, 6th, 9th and any new students to school

September 1st and 3rd drive through pick up for technology

Virtual Check in for each student-teachers will check in with students September 8-18th

Building protocol when having students in the buildings--September 21

All student and staff temperatures will be taken prior to entry into school buildings

Limited movement of students throughout school day

Breakfast and lunch will be served and eaten in classrooms and library by cohort group

7:00 am buildings will be open

Continuance of Google Classroom work

Teachers are expected to continue preparing and posting assignments to Google Classroom through 1st semester

Big 10 assignments standard based grading

Building deep cleaning and sanitizing
All district buildings will be closed on Wednesday for thorough deep cleaning and sanitizing
Cohort Grouping
Keshena-Monday Tuesday
Neopit, Zoar, Middle Village, Branch, Shawano-Thursday-Friday
Review & monitor quarterly, any changes to the cohort grouping will be done at the semester
If school goes 100% virtual staff may be asked to come into building 3 days a week

Transportation

Collaborate with transportation vendors to implement a bussing plan that meets social distancing requirements, if necessary (including pick-up, in-transit, and drop off) and cleaning and disinfection protocols.
starting conversation with transit and WI bus association
Setting up staggered Bus Routes
student numbers were identified for 5 areas in the district
Create a map by area by number of students- Luis, Chuck, Karl
consider offering mileage reimbursement for guardians for drop off students
Laurie W Made lists by school by student
Communication needs to be sent to parent on what days areas will attend
communication to guardians that bussing may not accept last minute route changes
communicate to Dr. Slagle about number of students on a bus
All buses staying at school district every night

Disinfecting buses between every route
Temp check prior to letting students on bus
Installing a plexi-glass barrier behind the driver compartment-Kake has some plexi ordered
Assign seating on the bus following physical distancing guidelines.
Allow students from the same household or living unit to sit together?
Big families being picked up on family bus
Success mentors can pick up on family bus
success mentors would sanitize family bus
Making mobile classrooms in buses
Looking at turning older buses into mobile classrooms by removing seats and adding tables
Kate will look for resources for mobile classroom buses
Ordering two additional buses (already budgeted)
Cleaning and Disinfecting School Buses
Conduct a high-touch audit to identify surfaces that are touched frequently and can become contaminated easily.
Clean and disinfect each bus after each run, including the morning run, afternoon run, and any special runs.
Wipe down driver controls, such as the steering wheel, mirrors, and device used to open entry door.

Special Education

Familiarize yourself with the following resources: • DPI Special Education COVID-19 resources with a particular focus on the extended School Closure Due to COVID-19

As all students with IEPs are general education students, refer to the guidance in the Teaching and Learning section. Ensure students have meaningful and effective access to the general education environment and instruction. Least restrictive environment (LRE) should be central to decision making.

Be creative when aligning individual accommodations to student needs to ensure students with IEPs meet school-wide health and safety requirements (e.g. using tape to create visual boundaries, using a unique method for hand sanitizing, visual schedules to follow class routines)

Identify additional costs associated with providing services due to COVID-19 and determine the best funding source, whether the Individuals with Disabilities Education Act (IDEA) formula funding, Elementary and Secondary School Emergency Relief (ESSER) funds, or local dollars.

IDEA maintenance of effort requirements have not been waived. If your local Fund 27 costs for FY 2020-2021 will decrease due to effects of COVID-19. Schedule a consultation call with the Special Education Team fiscal monitoring consultant.

Re-establish relationships and a sense of safety for students through consistent and predictable routines and procedures that emphasize and allow for communication and choice.

Re-establish current level of performance on IEP goals to determine where students are re-entering and establish growth from IEP goal baseline prior to and during the school closure period.

Document observed effects of school closures on individual students to inform upcoming IEP meetings to assist IEP teams with discussing and identifying root causes and disability-related needs and need for additional services. See Bulletin 20.01 on additional services due to extended school closure.

In prioritizing additional services determinations, LEAs should first consider those students who did not receive special education services during the school closure or were unable to access the services provided, and students with newly identified needs requiring additional services for a successful return to school.

Convene IEP teams to consider, on an individualized basis, whether and to what extent, additional services are required due to the impact of the public school closure. Determinations about whether and to what extent additional services are required should be made as soon as possible after sufficient data has been obtained to make the determination and no later than the first six months of the 2020-21 school term. Document in the student's IEP the discussion, data relied upon, and the determination regarding additional services

Timely evaluation cyclical data collection (Indicator 11): 2020-21 submissions will begin in August for LEAs notified of participation by letter dated March 3, 2020.

Develop a plan for identifying graduating students or students reaching the maximum age of eligibility who are willing to participate in additional services.

Within guidance, continue to use the Indicator 13 application to document compliance with postsecondary transition planning: COVID-19 Special Education Question and Answer Document

Continue to monitor Early Childhood reporting requirements

Athletics

Waiting on decision from WIAA and information from ICC

WIAA last week agreed to:

- Cross Country will start practice on Aug 17. First meet no earlier than Aug 25
- Volleyball will start practice on Sept 7. First match no earlier than Sept 15
- Football will start practice on Sept 7. First game no earlier than Sept 23

CWC and NFC conferences will be meeting to discuss schedules

CWC for Cross Country and Volleyball will be meeting July 29
NFC for football will be meeting July 30

Athletics at MIMS and KPS will be delayed until Oct 30