

BRODHEAD SCHOOL DISTRICT

REOPENING SCHOOLS

2020-2021



#WEARECARDINALS

DISTRICT VISION and MISSION STATEMENTS

The purpose of the School District of Brodhead is to provide a comprehensive curriculum of core subjects and electives useful for the college bound, vocational bound, or work bound student. The District's mission...is to provide all students with quality education; enthusiastically delivered.

OUR COMMITMENTS

SAFETY

Student and staff safety is a top priority. Plans will reflect guidance from the Center for Disease Control, State and Green and Rock County Health Departments.

FLEXIBILITY

Plans will be developed to allow for a fluid response keeping in mind staff, student and parent capacity, coupled with financial resources of the District.

INSTRUCTION

Plans will reflect a preference for traditional classroom learning and focus on creating conditions to safely reopen schools. Instructional models will include blended/virtual learning options for 4K-12 in the event that traditional classroom learning cannot occur.



OPERATIONS: PHYSICAL SPACES



Implementation of guidelines based on Center for Disease Control, State, and Green and Rock County Health Departments guidance

Physical Barriers

- Plexiglass barriers in public spaces

Floor Adhesives

- 6' separation stickers in high traffic areas

Safety Signage

- Hand Hygiene
- Social Distancing
- Symptoms

Drinking Water

- Bottle filling only
- Students encouraged to bring water bottles

Sanitation Stations

- Increased placement and encouraged usage

Locker Usage

- Staggered, limited use, or use of backpacks
- Limited use of locker rooms

Creating Space for Distancing

- Removal of furniture
- Reconfiguring or moving work spaces
- Reconfiguring or moving teaching spaces

Isolation Room

- Established in each building



OPERATIONS: **HEALTHY ENVIRONMENTS**



Training

- Education on COVID-19 symptoms and procedures

Self-Assessments

- Parents/Students will be requested to complete at home self-assessments each day
- Staff will be requested to complete at home self-assessments each day

Cleaning and Disinfecting

- Increased daily and weekly protocols
- Deep cleaning during virtual learning days

Shared Objects

- Use individual supplies
- Limit shared supplies/materials

Communal Spaces

- Staggered Use
- Increased cleaning protocols

Hand Hygiene

- Teach and reinforce strategic signage placement
- Provide hand sanitizer in classrooms & entrances

Modified Building Layouts

- Adjusted student pedestrian patterns
- Relocate classrooms within buildings to provide distancing

Ventilation

- Increased circulation of outside air into buildings



OPERATIONS: DAY TO DAY



Face Coverings

- Face coverings will be required for students when social distancing is not possible
- Face coverings will be required for staff when social distancing is not possible

Visitors

- Limit non-essential visitors and visits

Cohorts

- Move Elementary classrooms as static groups
- Limit interaction outside of classroom environment
- Possible staggered times for arrival, lunches, and dismissal

Entrances & Exits

- Regulate access and directional flow

Staffing

- Reassign staff as needed to cover daily operational needs prioritizing student learning and safety
- Additional Health Aide
- Additional Middle School Custodian

High Risk Staff & Students

- Limit exposure and provide alternatives/accommodations

Communication

- Frequent and systematic
- Self-assessments to be completed by staff and parents/students

COVID-19 Point of Contact

- Lenny Lueck, Superintendent
(608) 897-2141 [ext. 176]
llueck@brodhead.k12.wi.us



OPERATIONS: DAY TO DAY continued



Student/Staff Employee Daily Self-Check

- ** If you can answer NO to all questions, you are OK to come to school

- ** If you answer YES to any questions, do NOT come to school and please call your medical provider.

- Have you been exposed to anyone who has tested positive for or is suspected to have COVID-19?

- Have you had any of the following in the past 48 hours?
 - ❖ Fever (Temperature >100)
 - ❖ Cough
 - ❖ Shortness of breath
 - ❖ Sore throat
 - ❖ Body aches
 - ❖ Diarrhea
 - ❖ Vomiting
 - ❖ Loss of taste
 - ❖ Loss of smell

The best prevention of transmission of any illness is staying home until symptoms have passed

Someone Gets Sick While at School

Student

- Sent to the office
- If the student has COVID-19 symptoms they will be escorted to the isolation room which is used only for potential COVID-19
- Student will be required to wear a mask the entire time they remain at school
- Student's parent will be called to arrange pick up
- Green County Health Department will be contacted for guidance

Staff

- Sent to the office
- If the staff has COVID-19 symptoms they will be sent home
- Staff will be required to wear a mask the entire time they remain at school
- Green County Health Department will be contacted for guidance

We are still waiting guidance on what we can share with staff/parents. We will be as communicative as possible

How Long Do I have to Stay Home

- **If you are sick**, you should remain at home for:
 - ❖ At least three days (72 hours) after you are well and fever free, and
 - ❖ At least 10 days from the date you first had symptoms

- **I have been diagnosed** with COVID-19, but never showed symptoms you should remain at home **for 10 days after your positive test date**



OPERATIONS: **TRANSPORTATION**



Student Capacity

- One student per seat (students from the same household may sit together when possible)
- Sit at window to provide 6 feet of separation

Health and Safety

- Buses will be disinfected following each route with special attention to high touch areas

Face Coverings

- Student face coverings will be required

Students with Special Needs

- IEP driven accommodations in review with a commitment to finding solutions for all families

Self or Parent Transport

- All families are encouraged to provide transportation for their own students if possible and must be prepared to identify their transportation plan at registration. Bussing will be available for most resident families. Middle School and High School students who live within 2 miles of the school may be asked to self-transport (walk, bike, or drive). Students with transportation in their IEPs will continue to have transportation as stated.

Drop Off/Pick Up Zones

- Drop-off / pick-up zones, times, and protocols may need to be modified. It is important that you have plans to pick your child up within a 15-minute window at the end of day.
- The specifics of these plans will be communicated separately by building principals as we approach the start of school.



OPERATIONS: **EXTRA-CURRICULAR ACTIVITIES**



WIAA Guidance

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

Clubs and Activities

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

Safety Precautions

- Student/Parent waivers
- Self-assessments
- Follow all safety/social distancing guidelines as much as reasonable

Communication

- Ongoing and systematic communication to participants and advisors

Moving Between Models

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



INSTRUCTIONAL MODEL: TRADITIONAL 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

Grading

- Students will be graded using the traditional grading system established by each building

Resources

- May require additional resources to support work and systems

Alternatives

- Students and families who are not comfortable will be provided an online streaming/recorded/virtual option
- Cardinal Academy Virtual Program will be offered for parents interested in a full semester online commitment

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 traditional classroom learning in a safe and healthy environment



INSTRUCTIONAL MODEL: BLENDED LEARNING



Split Grade Instruction Models

- Used to reduce number of students in the schools
- Grades 4K-5 will continue traditional classroom learning
- Grades 6-12 will follow an alternating day schedule

Schedule

- Monday, Thursday: [Grades 6-12] Cohort A attends class; Cohort B streamed / recorded learning
- Tuesday, Friday: [Grades 6-12] Cohort B attends class; Cohort A, streamed / recorded learning
- Monday, Tuesday, Thursday, Friday: [Grades 4K-5] Traditional learning
- Wednesday: [Grades 4K-12] All student at-home learning day; Teacher prep day with office hours

Devices and Access

- 6-12 grade students use District device if available; home internet access becomes vital for all students

Communication

- Ongoing and systematic communication to staff and families

Resources

- May require additional resources to support work and systems

Grading

- Students will be graded using the traditional grading system established by each building

Early Identification

- Teachers and schools to quickly identify students struggling to engage

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:

VIRTUAL LEARNING



Targeted or District-Wide

- May be used for short or long-term needs as determined by positive COVID-19 cases

Schedule

- Monday through Friday: Virtual Learning

Devices and Access

- Students use District device; home internet access becomes vital for all students

Early Identification

- Teachers and schools to quickly identify students struggling to engage

Resources

- May require additional resources to support work and systems

Grading

- Students will be graded using the traditional grading system established by each building

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 traditional classroom learning in a safe and healthy environment



INSTRUCTIONAL MODEL: 504, SPECIAL EDUCATION, ENGLISH LEARNERS



Resources

- May require additional resources to support work and systems

504, Special Education, English Learners

- All students with Individualized Education Plans (IEPs), Individual Learning Plans (ILPs), and 504 plans are general education students, please refer to the traditional, blended, and virtual learning sections of this document

Communication and Collaboration

- Ongoing and systematic communication and collaboration with students, families, and staff

Moving Between Models

- If/as there is a need to move between instructional models, contingency plans may be needed to ensure the safe delivery of services as determined by ILP, IEP, and 504 team meetings



INSTRUCTIONAL MODEL: SOCIAL & EMOTIONAL DEVELOPMENT; PHYSICAL & MENTAL HEALTH

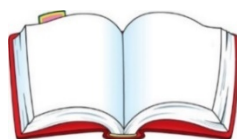


SEL Critical Practices for Reopening

- Take time to cultivate and deepen relationships, build partnerships, and plan for SEL
- Design opportunities where adults can connect, heal, and build their capacity to support students
- Create safe, supportive, and equitable learning environments that promote all students' social and emotional development
- Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff
- Prioritize relationships that haven't been established, engage in two-way communication, and build coalitions to effectively plan for supportive and equitable learning environments that promote social, emotional, and academic learning for all students
- Help adults feel connected, empowered, supported, and valued by cultivating collective self-care and well-being, providing ongoing professional learning, and creating space for adults to process and learn from their experiences
- Ensure all students feel a sense of belonging; have consistent opportunities to learn about, reflect on, and practice SEL; examine the impact of the pandemic and systemic racism on their lives and communities; and access needed support through school or community partners
- Partner with students, families, staff, and community partners to learn about students' and adults' ongoing needs and strengths, and continuously improve SEL and transition efforts



INSTRUCTIONAL MODEL: MOVING BETWEEN MODELS



	Traditional Classroom [4K-12]	Blended Learning [4K-5 follow traditional model 6-12 follow a blended model]	Virtual Learning [All students at home]
Criteria	<ul style="list-style-type: none"> Use State classification system by county to determine when to go to Plan B -- Green County will use a classification system that includes the following activity levels: Low, Medium, and High <ul style="list-style-type: none"> ❖ Plan A - Low and Medium Level 	<ul style="list-style-type: none"> Plan B – High Level with consideration given to local conditions 	<ul style="list-style-type: none"> Plan C – considerations as they relate to active cases among students and staff, spread across multiple buildings, infection trends, and/or rate of positive tests State or County closure decision
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 secondary students utilizing transportation and present in secondary buildings 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 building 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 for largest buildings while prioritizing traditional classroom learning for 4K-5 students 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



INSTRUCTIONAL MODEL: MOVING BETWEEN MODELS continued



	Traditional Classroom [4K-12]	Blended Learning [4K-5 follow traditional model 6-12 follow a blended model]	Virtual Learning [All students at home]
Learning Environment	<ul style="list-style-type: none"> ▪ Defining the 'new' normal in classrooms and schools 	<ul style="list-style-type: none"> ▪ Defining the 'new' normal in classrooms and schools ▪ Clear expectations for staff and students 	<ul style="list-style-type: none"> ▪ Clear expectations for staff and students ▪ Clear expectations for auxiliary staff support for student learning
Curriculum	<ul style="list-style-type: none"> ▪ Identified Learning Targets ▪ Common aligned learning targets and assessments 	<ul style="list-style-type: none"> ▪ Identified Learning Targets ▪ Common aligned learning targets and assessments 	<ul style="list-style-type: none"> ▪ Identified Learning Targets ▪ Common aligned learning targets and assessments
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



NEXT STEPS

School Reopening Plan shared with staff, parents, and community with ongoing communication of preparedness plans and needs

AUGUST 12

**Regular School Board Meeting
[final adjustments as needed; decision regarding which plan to start the school year in]**

SEPTEMBER 1

Re-opening of Schools 2020-21

