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Neenah Joint School District, Rocket Re-entry Plan, 2020-2021 School Year

Rocket Re-entry Framework

The Neenah Joint School District COVID-19 Rocket Re-entry Framework provided support and guidance to district and school leaders in setting up, communicating, and continuously improving our plan for managing re-entry to school after state-wide school building closures in March, 2020. The Leadership Team was established to maximize collaboration and transparency across the district and throughout the greater community. The Leadership Team accepted, discussed and finalized all recommendations from five subcommittees: safety, procedures/practices, relationships, learning and community/culture. The purpose and work of each subcommittee is briefly described below. Resources utilized for the Rocket Re-entry plan are available as part of the framework. Use this link for a complete description of the COVID-19 Rocket Re-entry Framework.

COVID-19 Rocket Re-entry Leadership Team

This team is organized to address student, family and staff needs, in a collaborative, cohesive manner, as we begin the process to re-enter schools in Neenah and oversee the facilitation of five critical, systemic components.

<table>
<thead>
<tr>
<th>Safety</th>
<th>Procedures/practices</th>
<th>Relationships</th>
<th>Learning</th>
<th>Community/Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addresses health, safety, food distribution, and urgent concerns for families and staff</td>
<td>Ensures procedures and practices are aligned to laws which govern employment, financial responsibilities, state requirements and special education considerations</td>
<td>Establishes and maintains communication pathways and engagement routines for staff, students, and families</td>
<td>Determines instructional delivery models and makes a plan to adjust scope and sequence, and diagnose and address gaps in learning</td>
<td>Develops strategies for supporting students' social-emotional needs as they return to school buildings, and ensures all staff are committed and aligned around these strategies</td>
</tr>
</tbody>
</table>

Source: schoolresourcehub.org/hierarchy-of-needs, Leadership Toolkit

The Rocket Re-entry Plan approved by the Leadership Team was created in two parts: the re-entry of 12-month employees on July 6, 2020 and the re-entry of staff and students in late August (staff) and on September 1, 2020 (students). Please refer to the appropriate sections below for detailed information related to each part of re-entry.
NJSD Goals

**Safety**: The Neenah Joint School district values the safety of our students, staff, and families. Plans to return to school have taken into consideration the variety of safety needs that will exist within our buildings and reflect input and guidance from the Winnebago County Health Department, the Center for Disease Control (CDC), the Department of Public Instruction (DPI) and the American Academy of Pediatrics (AAP).

**Social and Emotional Well-being**: The overall emotional health and well-being of our students and staff will remain at the forefront of all planning efforts. In coordination with the district’s Mental Health Coordinator, an intentional focus will be placed on building a positive and supportive culture among students and staff.

**Instruction**: The Neenah Joint School District understands the importance of meeting our students where they are at and aims to provide instructional methods that will continue advancing the learning of our students. As individual barriers to learning are met, methods will be differentiated so as to address gaps in learning that may be present due to the previous quarter of digital learning.

**Flexibility**: It is the ambition of the Neenah Joint School District to return to school for in-person learning on September 1. With that in mind, we understand the importance of flexibility in being able to shift our plans and methods of instruction should the need arise. The Neenah Joint School District is prepared for virtual learning, should this become necessary, and has an established framework in place to provide digital instruction via the use of Schoology and SeeSaw.
SAFETY

PERSONAL PROTECTIVE EQUIPMENT AND SAFE BEHAVIOR AT SCHOOL

Masks

All students, staff, and visitors will be required to wear masks. We understand that it will be necessary to be patient as we begin this new requirement and especially at the elementary level. We also understand that wearing a mask for seven hours is not reasonable so “mask breaks” will be provided throughout the course of the day in various forms.

Why wear a mask? For now and in addition to social distancing, this is the best way to minimize the transfer of COVID-19. In order for schools to remain open, everyone must work together to minimize the transfer of COVID-19.

According to the American Academy of Pediatrics, wearing a mask can protect others if the wearer is infected with the virus and is not aware. Cloth masks may also offer some level of protection to the wearer. Evidence continues to mount on the importance of universal face coverings in interrupting the spread of the virus.

This will be a transition for all of us. Wearing a mask is something that will be required at certain times throughout the day by all students. Your child's teacher will teach, model and remind all students about the expectations of wearing a mask while at school.

- All students are required to bring masks to school on a daily basis
- If a student needs a new mask while at school, one will be provided.

We understand that this will be a new experience for all of us and we must be patient as adjustments are made. We also must be aware that there may be some students, for various reasons, who are unable to wear a mask and we will need to work through that. Students without medical or other identified needs will be required to wear masks at the times identified above and/or by the teacher or administrator.

In accordance with The State of Wisconsin, Office of the Governor, Emergency Order #1, all students and staff ages 5 and older will wear a face covering if both of the following apply:

a. The individual is indoors or in an enclosed space
b. Another person or persons who are not members of individual’s household or living unit are present in the same room or enclosed space.
Per the Executive Order, exceptions will be made:
   a. While eating or drinking.
   b. When communicating with individuals who are deaf or hard of hearing and communication cannot be met through other means.
   c. When engaging in work where wearing a face covering would create a risk for the individual as determined by government safety guidelines.

This order will be followed in all Neenah Joint School District (NJSD) buildings and sites where NJSD programming is delivered until the order expires on Monday, September 28 or is replaced by a subsequent superseding emergency order. Should no subsequent superseding emergency order exist, NJSD will follow the guidelines below.

- When do I need to wear a mask?
  o When I am within 6 feet of someone
  o When I am talking to other students or an adult
  o When I am in a classroom working in a small group
  o When I am in the hallways, bathrooms, or other common areas

- When do I have a choice to wear a mask?
  o When I am outside and more than 6 feet away from someone
  o When I am inside of a classroom, more than 6 feet apart and working by myself
- If I am a 4K student and Emergency Order #1 is expired and not replaced by another order.

**Water Fountains**
Hand-touch water fountains in the hallways will be disabled and/or covered. Touchless bottle-filling stations will remain active. Students are encouraged to bring a labeled water bottle to use at school.

**Cleaning**
- Each classroom will be equipped with a cleaning and sanitizing solution, and hand sanitizer. These supplies will be provided by NJSD and will be replenished regularly.
- All students will be asked to sanitize their hands each time they enter and exit the classroom and regularly throughout class periods. Teachers are encouraged to establish routines that provide for regular sanitizing of hands by all students.
- Students should sanitize hands prior to and after handling classroom/teacher provided materials
- Students may be asked to sanitize work stations regularly throughout class periods. This includes cleaning hard surfaces and classroom materials.
Classrooms including all hard surfaces will be sanitized each evening.

Tables in cafeterias and other common spaces where breakfast and lunch are eaten will be sanitized between groups using them. Sufficient time will be allowed between sanitizing and use by subsequent student groups.

**Air Flow, Fans and Air Purifiers**

While HVAC filters and air purifiers are effective against reducing indoor pollutants and viruses, the EPA states these filtration solutions “are not enough to protect people from the virus that causes COVID-19.” Additionally, the CDC has recommended upgrading air filters to MERV-13, based on guidance from the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE). Unfortunately, our older NJSD building systems are not entirely compatible with these filters based on their original design and the balancing of the entire HVAC system.

Since we can not upgrade to MERV-13 filtration, the following solutions are in place:

**Air Flow**
- HVAC air exchange systems have been opened to the maximum capacity
- Air exchange systems will be run 24 hours per day
- Air filters have all been replaced and will be changed quarterly (usually changed twice per year)
- NJSD’s air exchange systems can not be outfitted with HEPA filters

**Fans**
- In order to reduce the movement of air that may contain coronavirus particles, interior fans will not be permitted. This includes fans in windows, pushing air out of the room.

**Air Purifiers**

While air purifiers filter airborne particles and viruses, the effectiveness of the equipment will not provide a reasonable solution to reducing COVID-19 transmission. Transmission typically happens between two people in close proximity. An air purifier will not remove exhaled particles before they reach individuals in close proximity or in another area of the room.

**Social Distancing**

**Recess**
- Social distancing is to take place as much as possible
- Masks are not required when outside AND social distancing takes place
- Students physically close to each other, even when outside, will need to wear a mask
- When using equipment, students may be placed in cohort groups in order to minimize contact with other students.
- Students may choose to wear a mask at all times
Lunch
In an effort to reduce the number of students in one area, each school will organize lunch based on the physical capacity of the building and using the following guidelines:

- Lunch is to be physically distanced between students as much as possible
- Areas to be used within school may be the classroom, cafeteria, gym and/or outside
- Each classroom will remain cohorted as much as possible
- At the high school level, all students will have open campus with parent permission

Building principals will work directly with the food service director to determine the most appropriate lunch solution at each building.

Busing
- All students riding a school bus must wear a mask
- All students will be given assigned seats due to requirements for contact tracing related to COVID-19
- Students with siblings may be assigned to sit together
- Spacing will take place as much as possible
- Bus seats and other high touch areas will be sprayed with disinfectant between each route and the entire bus will be deep cleaned each night
- Drivers will wear a mask (no plexiglass partitions)
- Full route schedule as in previous years
- NJSD will supply spray bottles and disinfectant to be used between routes

Classroom Expectations
- 4K - grade 6 students will be placed in the same small groups as much as possible
- Secondary schedules have been modified to reduce the number of interactions between different students each day. This has been accomplished by creating extended time blocks for courses.

Medication for In-person Students
- In-person student medication dropoff at building sites can begin on Monday, August 24

Student Illness
Suspected COVID-19 Case
- An isolation room will be identified in each school for a COVID-19 suspected case and the student will be monitored by a school nurse or assistant until the parent or guardian arrives
- The nurse or assistant will provide instructions to the parent or guardian as well as information to include testing for COVID-19
Verified COVID-19 Case
● If a student or staff member tests positive for COVID-19, the Winnebago County Health Department will conduct a contact tracing investigation for all students and staff who were in close contact (less than 6 feet for more than 15 minutes)
● All students and staff in this situation may be isolated or quarantined for 14 days as per the Winnebago County Health Department
● Whenever possible, isolated or quarantined students will participate in a distance “real time,” or virtual learning if they are well enough

Signage
Signage communicating safe and healthy practices and behaviors at work, symptoms of COVID-19 and a statement to stay at home when sick will be posted at the designated point of entry for each district site. Additional signage on the exterior of the building will be posted reminding all who enter that a mask is required for kindergarten students to adults.

Classroom furniture
In an effort to increase classroom space and provide more room for physical distancing, the District will require all personal furniture items to be removed from classrooms and teaching areas prior to August 9. This applies to all couches, chairs and tables. Carpets/rugs, appliances, bookshelves and lighting fixtures may remain in classrooms. Furniture items will be removed by the staff owner and disposed of, if needed, off of school district property.

Some District-owned furniture may also be relocated by operations staff to provide additional space in classrooms prior to or during the school year.

Visitors, Activities and Events in District Buildings and Grounds
PTOs/PTAs are welcome to use NJSD buildings during the summer for planning meetings (following all District protocols, i.e. physical distancing, masking, etc.) though virtual meetings are preferred. No in-person PTO/PTA (food) fundraisers or gatherings until further notice. Virtual events and virtual fundraising are encouraged.

Visitors and non-essential volunteers are not permitted beyond the school office during the academic day. Essential volunteers, determined by site by each building administrator, must follow all District protocols and will cohort with the same group(s) of students as much as possible.

Until further notice, no outside groups will be allowed to reserve indoor or outdoor facilities. Exceptions include: Y-Care, Head Start, Hope counselors, Path counselors and Shattuck community-based mental health therapist. These groups/organizations provide essential services to our students and/or families. Inclusion of new groups to reserve indoor and outdoor facilities will be considered only when it is safe to do so. NJSD will move slowly in this area to ensure the safety of our students and staff and to ensure that we can continue to remain open for in-person instruction.
ATHLETICS AND CO-CURRICULARS

The Student-Athlete Re-entry Plan is an outline for the Neenah High School Co-Curricular return to activity beginning July 6, 2020. The intention of this plan is to support a safe return of students for the purpose of acclimatization prior to the beginning of the 2020-21 school year. The health and safety of our students and advisor/coaching staff is a priority. The following re-entry plan is based on what is currently known about the coronavirus disease (COVID-19) and reflects our plan for re-entry during the summer.

This plan was designed to help prevent workplace exposures to COVID-19 for all student-athletes, coaches and staff and will be updated as additional information becomes available. The information was informed by the Centers for Disease Control (CDC), National Federation of State High School Associations (NFHS), Wisconsin Interscholastic Athletic Association (WIAA), Winnebago County Health Department and Licensed Athletic Trainers (LATs). Please find more details at this link: Student-Athlete Re-entry Plan.

PROCEDURES/PRACTICES

TRAVEL

Given that the Safer at Home restrictions have been lifted, the Neenah Joint School District will no longer be requiring employees to report out of state travel and will not require a 14-day quarantine upon return from their travels. If an employee will be traveling out of the country or to a “hot spot” location please inform the Human Resources Director and discuss any limitations upon your return. While the District respects an individual’s right to travel, restrictions may occur upon an employee’s return for their protection and the protection of others in the workplace.

Despite this shift in policy, it is important to continue your practice of safe and healthy behaviors. The Winnebago County Health Department has issued these guidelines when deciding to travel in addition to the CDC guidelines on safe travel that are outlined here.

Whether traveling or not it is important to:

● Wash your hands often
● Continue to practice safe physical distancing and avoid gathering in large groups
● Avoid close contact with individuals who are sick, even in your own home
● If you are showing symptoms consistent with COVID-19 or are sick, stay home from work
● Wear a face mask or covering when in public spaces

EMPLOYEE ACTIONS AFTER EXPOSURE TO OR CONFIRMED CASE OF COVID-19

Next Steps After Employee Has Close Contact With Someone Who Has COVID-19

● Follow the steps described in the COVID-19 Guidance Flowchart
Next Steps After Employee Confirmation of COVID-19
Isolation is used to separate people infected with the virus (those who are sick with COVID-19 and those with no symptoms) from people who are not infected. People who are in isolation should stay home until it’s safe for them to be around others. In the home, anyone sick or infected should separate themselves from others by staying in a specific “sick room” or area and using a separate bathroom (if available).

Employees who test positive for COVID-19 should be isolated based on medical provider and/or Winnebago Health Department recommendations.

Next Steps for Employees Who are Ill but Test Negative for COVID-19
Quarantine and return to work after symptom-free for 24 hours. Employees who test positive for another disease should stay excluded based on medical provider and/or Winnebago Health Department recommendations.

Source: CDC.gov/coronavirus and School and Day Care Setting Exclusion Graphic_6.19.20, Wisconsin Department of Health Services

EXPANDED FAMILY MEDICAL LEAVE AND REGULAR FAMILY MEDICAL LEAVE
Employees that are impacted by the school/childcare closure should work with the Human Resources Director regarding available options. Employees may be eligible for Emergency Family and Medical Leave Expansion Act (EFMLEA). This law only applies to those situations where leave is necessary to care for an employee’s child due to school closure or day care closures and other care alternatives are not available.

Separate from the Expanded Family Medical Leave, an employee’s rights to the regular Family and Medical Leave under state and federal law may apply. These laws have not changed. Contact Human Resources if you have questions about the Family Medical Leave Act (FMLA).

FEDERAL EMERGENCY PAID LEAVE
The Families First Coronavirus Recovery Act added emergency paid leave for eligible employees that meet one of the six qualifying events for such leave are:

1) The employee is subject to a Federal, State, or local quarantine or isolation order related to COVID-19.
2) The employee has been advised by a health care provider to self-quarantine due to concerns related to COVID-19.
3) The employee is experiencing symptoms of COVID-19 and seeking a medical diagnosis.
4) The employee is caring for an individual who is subject to an order as described in subparagraph (1) or has been advised as described in paragraph (2)
5) The employee is caring for a son or daughter of such employee if the school or place of care of the son or daughter has been closed, or the child care provider of such son or daughter is unavailable, due to COVID-19 precautions.
6) The employee is experiencing any other substantially similar condition specified by the Secretary of Health and Human Services in consultation with the Secretary of the Treasury and the Secretary of Labor.
This leave allows for up to 80 hours of paid leave for those full-time employees working 40 hours or more a week and a prorated amount for qualifying part-time employees. It does not pay 100% of pay in all circumstances. Contact Human Resources to discuss options.

OTHER LEAVE
Other District provided leave(s) may apply, but keep in mind that while employees should not report to work if they are sick, all employees are required to report to work when they are able to do so. Being concerned about COVID-19 and reporting back to work is understandable, but remember, significant safety precautions have been put in place at work.

District sick leave will still apply, but it only applies for the illness of the employee or where necessary to care for a sick family member. As in the past, medical verification may be requested and necessary.

To request emergency paid sick leave as provided under the Families First Coronavirus Response Act (FFCRA) and Emergency Paid Sick Leave Policy, staff are to complete the following request form and submit to the human resources department as soon as possible before leave commences.

*Fillable FFCRA Request Form*
*Flowchart to determine eligibility for FFCRA*

EMPLOYEE MEETINGS
When it is necessary to have meetings with and between employees, these meetings can be either in-person or virtual at the discretion of the organizer.

EMPLOYEES WORKING WITH IN-PERSON STUDENTS
Employees working with in-person students will deliver scheduled, planned services in-person. Informal/unplanned meetings with in-person students can be delivered virtually when possible.

RELATIONSHIPS
STAFF COMMUNICATION
An FAQ has been developed for all staff to provide up-to-date information as well as to respond to questions that are regularly asked. Here’s a link to the FAQ.

PARENT/COMMUNITY COMMUNICATION
A COVID-19 Updates page on the Neenah Joint School District website has been added to keep our students, parents, and the community up-to-date on our Rocket Re-entry process to reopen schools on September 1, 2020 as well as to provide an extensive list of community resources available to address a variety of needs. Here’s a link to the COVID-19 Updates webpage.
NJSD social stories (picture stories for younger students) and signs for bus expectations, classroom expectations, proper face masks and wearing of face masks, and social distancing at both elementary and secondary will be shared with both parents and students to aid in preparing to re-enter in-person school and review expectations after in-person school resumes.

STAFF SURVEY
On July 15, 2020, a Staff Return to Work Survey was disseminated. Responses to this survey will help us to continue clarifying professional development needs in the area of technology. Individual staff interest in providing both virtual learning and distance learning will be obtained as well.

LEARNING
RE-ENTRY SCENARIOS and GUIDELINES
Four re-entry scenarios were considered for planning purposes.

- **Scenario 1:** students attend school in-person
- **Scenario 2:** some students attend school in-person and some attend virtually
- **Scenario 3:** all students attend virtually
- **Scenario 4:** students are intermittently virtual (In this scenario, an individual school or several schools may shift to all virtual learning (RED) due to virus outbreak circumstances at a site(s) or throughout the Neenah community while the rest of the District remains at GREEN or YELLOW.)

Throughout the course of the school year, District level administration, working closely with and using data provided by the Winnebago County Health Department, may shift scenarios in our learning environments and we will refer to them as GREEN, YELLOW, and RED. It is also important to know that changes may take place throughout the course of the year related to our current established guidelines. It is important to note that these plans have been developed with flexibility and to be fluid so that disruption to the learning process is minimized.

**GREEN**
- School will be in session as usual
- We will continue to use the guidelines above during this phase.
- This phase will be determined by using attendance rates by school as well as data provided by Winnebago County.

**YELLOW**
- School will be in session in a modified format, half of the students in-person and half of the students virtually or by distance.
- Elementary students not in school will engage in virtual learning
- Secondary students not in school will engage in distance learning
● Student attendance days will be determined by last name (for example A-M will attend on the same days and N-Z on the other days). Students in the same family with different last names will attend on the same days.
● In groups, students will attend on 2 consecutive days. One group on Monday and Tuesday the other on Thursday and Friday. No students will attend on Wednesday and all will participate virtually.

RED
● All students will participate in virtual learning
● It is possible this phase will take place in one or two-week increments or longer

LEARNING PLAN
Regardless of the scenario under which we are operating, Neenah Joint School District will be implementing an acceleration of learning strategy designed to teach grade level content while providing “just in time” instruction that supports unsecured learning or untaught content/skills. “Just in time” instruction is delivered when the related material is presented during the established scope and sequence of the grade level curriculum during the school year. Source: Restarting School: planning for acceleration in the 2020-2021 school year, TNTP (The New Teacher Project).

Systemic Plan to Accelerate Learning
(1) Prioritize the prerequisite skills and content knowledge for each subject area and grade level
(2) Plan how unfinished learning will be diagnosed for the prerequisite skills and content knowledge
   (a) Get quick information on what students already know
      (i) Kindergarten PALS (September letters and sounds) and NJSD Concepts About Print (CAP)
      (ii) Grades 1-4 F&P benchmark assessments
      (iii) Grade 3 word study diagnostic
      (iv) Grade 4 and 5 Words Their Way diagnostic
      (v) Grades K-5 Bridges unit screeners
      (vi) Standards Mastery by unit (reading and math) grades 6-8
      (vii) Teacher made diagnostics on pre-requisite skills (just in time) grades 6-12
   (b) Baseline assessments*
      (i) Grades 1-8 iReady (Reading and Math)
      (ii) 4K and Kindergarten PALS (October)
      (iii) 4K Math Screener
      (iv) Grades 9 - 10 ACT Aspire
      (v) On-demand writing K-8
(3) Create a pacing guide to reflect where additional support may be needed based on (1) and (2) above
   (a) Select/create updated instructional materials to address prerequisite learning (1)
       and/or unfinished learning (2)
   (b) All teachers use materials in courses for which they were designed
   (c) Use diagnostic data to determine delivery method (whole group or small group)--teacher/class specific decision
(4) Other challenges that need to be addressed
   (a) Implement the SEL plan created by the Community/Culture subcommittee
   (b) Provide ongoing, continuous information to students, staff, parents and community (Relationships subcommittee)
   (c) Be prepared to shift quickly to at-home, virtual learning

*Community/Culture Subcommittee recommends reconnecting with students first before doing any formal diagnostic assessments.

**RE-ENTRY OPTIONS FOR INSTRUCTION**
Neenah Joint School District will provide three options to families to receive instruction.
1. **In person school (grades 4K-12)** — 5 days a week with a prescribed school schedule (see Elementary, Middle School and High School descriptions below) and health protocols in place. Health protocols include wearing masks, maintaining student cohort groups that remain together throughout the day as much as possible, hand washing/sanitizing on a regular, consistent basis, surface/object sanitizing, daily symptom screening and temperature taking at home and social distancing whenever possible. Athletics and co-curricular activities will be available as determined using the Student-Athlete Re-entry Plan.

**Elementary Daily In Person Schedule Description**

<table>
<thead>
<tr>
<th>Name of Course</th>
<th>Delivered By</th>
<th>Location of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core courses (literacy, math, science, social studies, human growth and development)</td>
<td>Regular education classroom teacher</td>
<td>Regular education classroom</td>
</tr>
<tr>
<td>Art (1 time weekly)</td>
<td>Art teacher</td>
<td>Regular education classroom</td>
</tr>
<tr>
<td>Music (1 time weekly)</td>
<td>Music teacher</td>
<td>Regular education classroom</td>
</tr>
<tr>
<td>Physical Education (PE) (2 times weekly)</td>
<td>PE teacher</td>
<td>Outside whenever possible, Regular education classroom during inclement weather</td>
</tr>
</tbody>
</table>
Grade 6 Daily In Person Schedule Description

<table>
<thead>
<tr>
<th>Name of Course</th>
<th>Delivered By</th>
<th>Location of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language arts</td>
<td>Lang Arts teacher</td>
<td>Language arts teacher travels from room to room to deliver instruction</td>
</tr>
<tr>
<td>Math</td>
<td>Math teacher</td>
<td>Math teacher travels from room to room to deliver instruction</td>
</tr>
<tr>
<td>Science</td>
<td>Science teacher</td>
<td>Science teacher travels from room to room to deliver instruction</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Social Studies teacher</td>
<td>Social Studies teacher travels from room to room to deliver instruction</td>
</tr>
<tr>
<td>Electives (art, music, physical education, world language exploration) every other day</td>
<td>Elective teacher</td>
<td>Elective teacher delivers instruction to cohort groups</td>
</tr>
</tbody>
</table>

Grade 7 and 8 Daily In Person Schedule Description

<table>
<thead>
<tr>
<th>Course</th>
<th>Delivered By</th>
<th>Location of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AM Course</strong>: 2.5 - 3 hour, extended period; includes lunch and other activities like literacy block, social-emotional learning, time for digital learning related to other courses etc.; each course meets one time every three days</td>
<td>Course teacher</td>
<td>Course teacher’s classroom</td>
</tr>
<tr>
<td><strong>PM Course</strong>: 2.5 - 3 hour, extended period; includes other activities like literacy block, social-emotional learning, time for digital learning related to other courses etc.; each course meets one time every three days</td>
<td>Course teacher</td>
<td>Course teacher’s classroom</td>
</tr>
</tbody>
</table>

Shattuck Middle School Daily Schedule Example

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 11:00 AM</td>
<td>Period 1</td>
<td>Period 2</td>
<td>Period 3</td>
<td>Period 4</td>
<td>Period 1</td>
</tr>
<tr>
<td>11:30 - 1:00 PM</td>
<td>*Class/Lunch</td>
<td>*Class/Lunch</td>
<td>*Class/Lunch</td>
<td>*Class/Lunch</td>
<td>*Class/Lunch</td>
</tr>
<tr>
<td>12:15 - 3:15 PM</td>
<td>Core Plus</td>
<td>Core Plus</td>
<td>Period 5</td>
<td>Period 6</td>
<td>Core Plus</td>
</tr>
</tbody>
</table>

*Students will be divided into different lunch periods. Example: Students may remain in
Period 1 until Noon and then eat lunch from 12:15-12:45 before reporting to Period 2 at 1:00. Other students may eat lunch from 11:30-Noon and then report to Period 2 at 12:15. Building principals may make schedule adjustments based upon transition needs.

**Neenah High School Daily In Person Schedule Description**

<table>
<thead>
<tr>
<th>Course</th>
<th>Delivered By</th>
<th>Location of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AM Course</strong>: 2.5 - 3 hour, extended period; each course meets one time every four days</td>
<td>Course teacher</td>
<td>Course teacher’s classroom</td>
</tr>
<tr>
<td><strong>Lunch</strong>: open campus with parent permission</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PM Course</strong>: 2.5 - 3 hour, extended period; each course meets one time every four days</td>
<td>Course teacher</td>
<td>Course teacher’s classroom</td>
</tr>
</tbody>
</table>

**Neenah High School Daily Schedule Example**

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 11:00 AM</td>
<td>Period 1</td>
<td>Period 3</td>
<td>Period 5</td>
<td>Period 7</td>
<td>Period 1</td>
</tr>
<tr>
<td>11:30 - 1:00 PM</td>
<td>*Class/Lunch</td>
<td>*Class/Lunch</td>
<td>*Class/Lunch</td>
<td>*Class/Lunch</td>
<td>*Class/Lunch</td>
</tr>
<tr>
<td>12:15 - 3:15 PM</td>
<td>Period 2</td>
<td>Period 4</td>
<td>Period 6</td>
<td>Period 8</td>
<td>Period 2</td>
</tr>
</tbody>
</table>

*Students will be divided into different lunch periods. Example: Students may remain in Period 1 until Noon and then eat lunch from 12:15-12:45 before reporting to Period 2 at 1:00. Other students may eat lunch from 11:30-Noon and then report to Period 2 at 12:15.

2. **Virtual, at-home school (grades 4K-12)** – 5 days a week remote learning. At the elementary level, we strongly encourage parents to have their child attend in person unless their child has a compromised health condition(s); however parents are encouraged to choose the best option for their family. Expectations, rigor of assignments, and grading will be the same as students attending in person. Athletics and co-curricular activities that are offered will be available to students participating in virtual learning.

3. **Distance “Real Time” learning (grades 7-12 only)** – 5 days a week, students will attend classes from home along with students who are attending in person. Students will connect to the class, ask questions, and experience class instruction and activities in “live” time for core (math, science, social studies, and English language arts) area classes. Some classes may not be available in this model. Expectations, including attendance, and rigor of assignments will be the same as students attending in person. Athletics and co-curricular activities that are offered will be available to students participating in distance learning.

Please refer to the Rocket Re-entry Options chart below for more information about the three re-entry options.
Rocket Re-entry Options

<table>
<thead>
<tr>
<th>Where does the learning occur?</th>
<th>In-person (all grades)</th>
<th>Virtual (all grades)</th>
<th>Distance (grades 7-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>At school</td>
<td>At home</td>
<td>At home</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When does the student attend?</th>
<th>In-person (all grades)</th>
<th>Virtual (all grades)</th>
<th>Distance (grades 7-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the normal school day</td>
<td></td>
<td>The student works in a flexible, online environment ** Please note that NJSD teachers are required to be available for virtual instruction during their 7:45 AM - 3:45 PM scheduled work day</td>
<td>During the normal school day</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What does instruction look like?</th>
<th>In-person (all grades)</th>
<th>Virtual (all grades)</th>
<th>Distance (grades 7-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom instruction is delivered in-person with a blend of direct instruction, individual student work, and/or small group instruction in a traditional, student-centered format</td>
<td>Students engage in learning online. Lessons are posted to Schoology or Seesaw daily and students are required to work through each lesson. In most cases, students will not attend class live or in real time.</td>
<td>Classroom instruction is delivered in-person with a blend of direct instruction, individual student work, and/or small group instruction in a traditional, student-centered format. In this case, the student is “attending” class from home connected to their class via live stream in real time. While their classmates are attending live in the classroom, the distance learning is not.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To whom is this available?</th>
<th>In-person (all grades)</th>
<th>Virtual (all grades)</th>
<th>Distance (grades 7-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available for all courses at all grade levels.</td>
<td>Available for all grade levels. In grades 6-12, courses available will be limited to core classes (math, English, science, social studies) and a limited number of elective/encore courses.</td>
<td>Available for grades 7-12. Courses available will be limited to core classes (math, English, science, social studies) and a limited number of elective/encore courses in grades 6-12.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What safety protocols will be in place?</th>
<th>In-person (all grades)</th>
<th>Virtual (all grades)</th>
<th>Distance (grades 7-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students and staff will wear masks. Regular cleaning and sanitizing protocols will be implemented. Students will remain socially distanced to the extent possible. Families will conduct daily health screens before sending their students to school and are asked to keep sick students at home.</td>
<td>All learning takes place at home.</td>
<td>All learning takes place at home.</td>
<td></td>
</tr>
</tbody>
</table>
Parents will have a choice to send their children to school five days a week or to have virtual schooling assuming that there is enough interest. Those families having a desire to select the distance learning or virtual option, will need to have information returned to the school via our survey by **JULY 31**. This choice will be offered on a semester basis. A parent choosing a distance learning or virtual option will be making a commitment for the first semester. Depending upon our status as well as enrollment, this option may or may not be offered the second semester. For anyone not responding by July 31, the District will assume in person attendance on September 1.

There will be times throughout the course of the year that we need to make shifts and we will need to be flexible. As we enter the year, we will do so cautiously. The reason for this is that we must be safe and we want to keep our schools open. We will need the help and partnership of everyone in order to do this.

**In Person Option (Grades 4K-12)**

Assuming that there is not a spike in the COVID-19 numbers we will open school on September 1 and in person with the following guidelines:

- Parents/guardians will monitor their student’s health. If students have COVID-related symptoms, they should stay home. If they have symptoms that are related to a current condition, e.g. allergies, they should come to school.
- Student temperatures are encouraged to be taken at home to ensure students are not attending school with a temperature of 100.40 or higher. Students with a high temperature should stay at home until they are 72 hours fever free without medication. At school, student temperatures may be taken when a student is presenting signs or symptoms of illness.
- Similar to our past approach, parents/guardians will be called to pick up students who develop symptoms at school.
- Attendance will be taken as it has in the past.

**Virtual Option (Grades 4K-12)**

The virtual learning option will begin on September 1 with the following guidelines:

- The virtual option will be provided based upon the number of students enrolling. This experience will be similar to what took place at the end of the last school year. In this option, all activities are online with interaction between students and the teacher as prescribed. [Rocket Virtual Academy Guidelines](#).
- Attendance will be monitored and should a student not be in attendance, the District may require the in person option.
- Students engaging in a virtual option may be grouped with students from different grade levels.
- At the secondary level, the student will be provided their schedule to minimally include English/language arts, math, science, social studies, and physical education. Freshmen students will be required to take health. Select classes at the secondary level such as welding, jazz, ensemble, or other elective options may not be afforded to students participating virtually.
- If the school finds it necessary, the student may require having additional contact with their teacher in a virtual face-to-face format above and beyond the instruction the entire class is receiving.
● It is the responsibility of the student to perform all teacher-assigned tasks and activities while in the virtual learning environment
● Similar to in person delivery, there will be high expectations for all students. Grading will not be different and at the secondary level, grades will count toward the student’s GPA.
● At the secondary level, credits needed for graduation will remain the same
● Virtual Learning Tips for Parents are available by level to aid parents in establishing expectations at home.

Distance “Real Time” Learning Option (Grades 7-12 Only)
The distance “real time” learning option will begin on September 1 with the following guidelines:
● The distance learning option will be provided for students in grades 7-12 only. In this option, students will log into the classroom where other students are attending class in person. NJSD Distance Learning Guidelines
● Attendance will be monitored and should a student not be in attendance, the District may require the in person option
● Students engaging in a distance learning option may be grouped with students from different grade levels
● The student will be provided their schedule to minimally include specific English/language arts, math, science, and social studies. In this option, advanced level courses may be available. Some elective options may not be afforded to students participating in distance learning.
● If a student is not performing at grade level, the student may have additional contact with their teacher in a virtual face-to-face format
● It is the responsibility for the student to be on time, follow the daily schedule, and perform all of the teacher-assigned tasks and activities while in the distance learning environment
● Similar to in person delivery, there will be high expectations for all students selecting this option. Grading will not be different than students attending in person. Grades will count toward the student’s GPA.
● Credits needed for graduation will remain the same

ELEMENTARY SCHEDULE FOR SOCIAL DISTANCING IN THE SCHOOL
Scenario 1: all students attend in-person
Specials- Art, Music, PE, Guidance, Library
PE teacher escorts students from the regular classroom and PE class is held outside. PE would be held in the regular education classroom during inclement weather.

Art and music classes are taught in the regular education classroom. Teacher travels to the classroom with materials needed (or if a special project or situation for a class consider art and music teacher pick up the class like the PE teacher if appropriate learning space is available and the area and materials can be sanitized appropriately between picking up the next class)

Library and guidance classes are taught in the regular education classroom.
Book check-out from Library utilizes digital sources (online catalog, Google forms), books dropped off at classrooms. When books are returned, there is a decontamination period.

**Core Areas- Math, Reading, Writing, Science, Social Studies**

**Whole Group/Mini Lessons**
Cohorts of students are together for these courses. Continue delivery as normal: complete activities from desk/table, or half kids at carpet, half at desks. Assigned seats/spaces, limiting student choice. Instruction will mostly remain the same, with some fluctuation; utilizing new K-2 Smart Boards and iPads.

**Small Groups/Meeting**
Small groups will continue maintaining physical distance when possible, and sanitation before and after. Teacher discretion about how and where groups take place in their classroom.

**Stations/Student Group Work**
Continue sanitization practices - make consistent groupings of 2 to 4 students who rotate through station/project and students are assigned specific task/jobs to the activity (same students/smaller cohort). Example: when playing a math or reading game with a spinner - one student is the spinner and/or handles the materials for that session and the duty rotates within the group on different days to limit exposure and limit sharing of supplies.

**Universal Tools (games, classroom library)**
Hand sanitizing before and after use. Disinfect materials if possible. If not possible do not use materials. Student book boxes are used and the only materials that students access individually until the materials are replaced. Replace on a Friday so we have the weekend for materials to naturally "disinfect".

**Specialist/Support Staff- Spec Ed, SLP, Lit Coach, Math Support, Counselor, EL**
Speech and Language Pathologist, Literacy Coach, Math Support Teacher, Counselor, English Learner: Recommend students get picked up and go to learning location; follow hand and space sanitizing before and after.

**Special Education**
Schedule to pick-up and drop off students from the classroom needing pull out support or “just in time/unscheduled” while using sanitizing practices.

**Scenario 2: some students attend school in-person and some attend virtually**
- School will be in session in a modified format, half of the students in-person and half of the students virtually.
- Elementary students not in school will engage in virtual learning
- Student attendance days will be determined by last name (for example A-M will attend on the same days and N-Z on the other days). Students in the same family with different last names will attend on the same days.
• In groups, students will attend on 2 consecutive days. One group on Monday and Tuesday the other on Thursday and Friday. No students will attend on Wednesday and all will participate virtually on Wednesday.

**Specials- Art, Music, PE, Guidance, Library for in-person instruction**

PE class outside when possible; offer recording of class. PE would be held in regular education classroom during inclement weather.

Art and music classes are taught in the regular education classroom. Teacher travels to the classroom with materials needed - offer recording of class.

Library and guidance classes are taught in the regular education classroom. Teacher travels to the classroom with materials needed - offer recording of class.

Book check-out from the Library utilizing digital sources (online catalog, Google forms). Library books are delivered to the classroom. When books are returned, there is a decontamination period.

**Core Areas- Math, Reading, Writing, Science, Social Studies for in-person instruction**

**Whole Group/Mini Lessons**

Cohorts of students are together for these courses. Continue delivery as normal: complete activities from desk/table, or half kids at carpet, half at desks. Assigned seats/spaces, limiting student choice. Instruction will mostly remain the same, with some fluctuation; utilizing new K-2 Smart Boards and iPads.

**Small Groups/Meeting**

Small groups will continue maintaining physical distance when possible, and sanitation before and after. Teacher discretion about how and where groups take place in their classroom.

**Stations/Student Group Work**

Continue sanitization practices - make consistent groupings of 2 to 4 students who rotate through station/project and students are assigned specific task/jobs to the activity (same students/smaller cohort). Example: when playing a math or reading game with a spinner - one student is the spinner and/or handles the materials for that session and the duty rotates within the group on different days to limit exposure and limit sharing of supplies.

**Universal Tools (games, classroom library)**

Hand sanitizing before and after use. Disinfect materials if possible. If not possible do not use materials. Student book boxes are used and the only materials that students access individually until the materials are replaced. Replace on a Friday so we have the weekend for materials to naturally "disinfect".

**Specialist/Support Staff- Spec Ed, SLP, Lit Coach, Math Support, Counselor, EL**

Recommend students in-person get picked up and go to learning location; follow hand and space sanitizing before and after. Intervention provided digitally when a student is at home.
using Google Hangouts Meet.

**Special Education**
Schedule to pick-up and drop off students from the classroom needing pull out support or “just in time/unscheduled” while using sanitizing practices.

**Scenario 3: all students attend virtually**

**Specials- Art, Music, PE, Guidance, Library**
PE, art, music, library and guidance activities on Friday each week

**Core Areas- Math, Reading, Writing, Science, Social Studies**

**Whole Group/Mini Lessons**
Modeled after Digital Learning in the Spring 2020 semester - encourage practicing this in person to help develop the routine and expectations of working remotely - use recordings and google meet. Utilize new iPad capabilities with apps controlled by teacher

**Small Groups/Meeting**
Continue to utilize Google meets to meet with small group

**Stations/Student Group Work**
Replace station/group work with digital component/app

**Universal Tools (games, classroom library)**
NA

**Specialist/Support Staff- Spec Ed, SLP, Lit Coach, Math Support, Counselor, EL**
Intervention provided digitally when student is at home using Google Hangouts Meet

**Special Education**
Modeled after Digital Learning in the Spring 2020 semester - encourage practicing this in person to help develop the routine and expectations of working remotely - use recording and google meet

**Scenario 4: students are intermittently virtual**

**Specials- Art, Music, PE, Guidance, Library**
Same as scenario 1 or scenario 3 depending upon whether in-person or virtual

**Core Areas- Math, Reading, Writing, Science, Social Studies**

**Whole Group/Mini Lessons**
Same as scenario 1 or scenario 3 depending upon whether in-person or virtual

**Small Groups/Meeting**
Same as scenario 1 or scenario 3 depending upon whether in-person or virtual
Stations/Student Group Work
Same as scenario 1 or scenario 3 depending upon whether in-person or virtual

Universal Tools (games, classroom library)
Same as scenario 1 or scenario 3 depending upon whether in-person or virtual

Specialist/Support Staff- Spec Ed, SLP, Lit Coach, Math Support, Counselor, EL
Same as scenario 1 or scenario 3 depending upon whether in-person or virtual

Special Education
Same as scenario 1 or scenario 3 depending upon whether in-person or virtual

MIDDLE SCHOOL SCHEDULE FOR SOCIAL DISTANCING IN THE SCHOOL - GRADE 6

Scenario 1: all students attend in-person
Cohort Model - students stay in the same group as much as possible throughout the day and receive core and encore courses with the same cohort in one classroom. Cohorts of students stay in the same classroom and teachers move/rotate from cohort to cohort, room to room.

Encore courses - students will attend electives within their cohorts to the extent possible. In scheduling, the desire is that each student has at least one of their chosen options for electives.

Block Scheduling Option - to reduce the amount of movement and sanitation, implement block scheduling of core classes. Students would have two core classes a day instead of four. Students would either have AM Core/PM Encore or vice versa. This will also reduce the number of classes students need to work on should there be a need to go completely digital.

Scenario 2: some students attend in-person and some students attend in a distance format
- School will be in session in a modified format, half of the students in-person and half of the students by distance.
- Secondary students not in school will engage in distance learning
- Student attendance days will be determined by last name (for example A-M will attend on the same days and N-Z on the other days). Students in the same family with different last names will attend on the same days.
- In groups, students will attend on 2 consecutive days. One group on Monday and Tuesday the other on Thursday and Friday. No students will attend on Wednesday and all will participate virtually on Wednesday.

Scenario 3: all students attend virtually
Core and encore courses - All instruction and related activities are posted digitally - mix of synchronous and asynchronous tools such as Google Meets, instructional videos, discussions, assignments, virtual assessments, etc.
Scenario 4: students are intermittently virtual
Same as scenario 1 or scenario 3 depending upon whether in-person or virtual

MIDDLE SCHOOL SCHEDULE FOR SOCIAL DISTANCING IN THE SCHOOL - GRADE 7 AND 8

Scenario 1: all students attend in-person
Shattuck Middle School will provide students with four core courses and up to four elective courses each semester, holding two extended class periods per day. One class period will be in the AM and one class period will be in the PM. Lunch, literacy block, social-emotional learning and other activities will be scheduled to occur with either the AM or PM class period to minimize the frequency with which students are mixing during the school day. A complete daily schedule of six courses (four core and two encore) will be completed in a 4-day rotation.

Scenario 2: some students attend in-person and some students attend in a distance format
- School will be in session in a modified format, half of the students in-person and half of the students by distance.
- Secondary students not in school will engage in distance learning
- Student attendance days will be determined by last name (for example A-M will attend on the same days and N-Z on the other days). Students in the same family with different last names will attend on the same days.
- In groups, students will attend on 2 consecutive days. One group on Monday and Tuesday the other on Thursday and Friday. No students will attend on Wednesday and all will participate virtually on Wednesday.

Scenario 3: all students attend virtually
All instruction and related activities are posted digitally - mix of synchronous and asynchronous tools such as Google Meets, instructional videos, discussions, assignments, virtual assessments, etc.

Scenario 4: students are intermittently virtual
Same as scenario 1 or scenario 3 depending upon whether in-person or virtual

HIGH SCHOOL SCHEDULE FOR SOCIAL DISTANCING IN THE SCHOOL - GRADES 9 - 12

Scenario 1: all students attend in-person
Neenah High School will provide students with two extended period courses per day, one AM course and one PM course. The typical eight course student schedule will be completed in a 4-day rotation. With parent permission, lunch will be open campus.
Scenario 2: some students attend in-person and some students attend in a distance format
- School will be in session in a modified format, half of the students in-person and half of the students by distance.
- Secondary students not in school will engage in distance learning
- Student attendance days will be determined by last name (for example A-M will attend on the same days and N-Z on the other days). Students in the same family with different last names will attend on the same days.
- In groups, students will attend on 2 consecutive days. One group on Monday and Tuesday the other on Thursday and Friday. No students will attend on Wednesday and all will participate virtually on Wednesday.

Scenario 3: all students attend virtually
All instruction and related activities are posted digitally - mix of synchronous and asynchronous tools such as Google Meets, instructional videos, discussions, assignments, virtual assessments, etc.

Scenario 4: students are intermittently virtual
Same as scenario 1 or scenario 3 depending upon whether in-person or virtual

Please use this link to view the four scenarios, by level, in chart form.

COMMUNITY/CULTURE
PROVIDING SUPPORT TO STUDENTS
A districtwide COVID-19 Mental Health Team consisting of school psychologists, school counselors, school social workers, program support teachers, central office administration, building administration, school nurses and others will meet every Friday at 10:30 AM throughout the school year with the following agenda:
- A procedure for managing referral flow
- A system for information gathering, including screening and assessment
- Continue to add to the secure student record management system (eduClimber, Infinite Campus)
- Create and maintain updated needs assessment and resource map
- Develop decision rules for determining appropriate intervention
- A system for school-based monitoring of intervention effectiveness

STUDENTS WITH MENTAL HEALTH NEEDS
Instructions on how to help students with mental health needs regardless of whether school is in person or virtual can be found using the links below.
- Flowchart for elementary staff to refer students w/mental health needs
- Flowchart for middle school staff to refer students w/mental health needs
- Flowchart for high school staff to refer students w/mental health needs
SUPPORTING SOCIAL-EMOTIONAL WELL-BEING OF STUDENTS
At least 15 minutes scheduled into each school day, whether in-person or virtual, will be used to support the social and emotional well-being of students at all grade levels. As quoted from DPI's Education Forward: Safely and Successfully Reopening Wisconsin Schools, "Start each day with a welcoming activity and end with an optimistic closure." As part of that 15 minutes, teachers would:
  ● Set the tone for respectful learning
  ● Establish a climate of trust
  ● Build connection with students and between students
  ● Encourage collaboration
  ● Support social, emotional and academic learning
  ● Provide safety procedure updates

The structure of the 15 minutes, called Community Circles, would include
  1. Acknowledging or greeting all students
  2. Sharing in large or small groups (This allows peers to check in with one another and for the teacher to gauge how students are doing.)
  3. Group Activity (e.g., 3 Signature Practices to support SEL Playbook from CASEL and presented in DPI's re-entry recommendations; Morning meetings, Mindfulness, character education, team building exercises, brain breaks, physical exercises, etc.)
  4. Announcements (This could include providing the day’s schedule, informing students of any changes in routine or teaching/reteaching safety measures.)

Lessons and ideas for Community Circles will be housed in a Schoology group, called COVID-19 Planning, for convenient access by staff.

PROVIDING SUPPORT TO STAFF
Professional development for staff on issues related to COVID-19
  ● Trauma Sensitive School Wide Discipline module 13 from DPI--Addresses need to be trauma sensitive when disciplining children. These are best practices for any time, but should be emphasized even more now. This module will be given to PBIS teams at each site (as it applies) and to all building administrators to utilize as needed and appropriate.
  ● Child Abuse and Mandatory Reporting professional development allows all staff to participate in the training on their own as part of our Safe Schools requirements. This module will be made available to staff via Safe Schools in August with a completion deadline of September. In addition to the notification process provided via Safe Schools, an announcement for staff will appear in the Rocket Roundup. The Child Abuse Reporting Handout, which is a supplement to the mandatory training, will be provided to staff as well.
  ● Suicide Prevention Training will also be required of staff and provided through Safe Schools during the first month of school. Communication to staff will occur via Safe Schools as well as through the Rocket Roundup.
SUPPORT FOR STAFF PRIOR TO AND AFTER RETURNING TO WORK
Each site will have a go-to person (Healthy You Champion) who will serve as a source for staff to connect with for additional resources related to COVID-19 and returning to work. Dr. Mike Altekruse, Mental Health Coordinator as well as Jessica Lehman, District Staff Wellness Coordinator can also be contacted directly by any employee.

SUPPORT FOR STAFF THROUGHOUT THE SCHOOL YEAR
Cross the Line teacher representative teams exist at the elementary and secondary levels. Traditionally, these teams meet monthly with the Elementary and Secondary Directors of Learning and Leadership, respectively. Upon re-entry in the fall, these teams will meet at least every other week, or as needed, to hear, discuss and address teacher concerns.