

BACK
TO
SCHOOL



2021-2022

TEACHING & LEARNING:

CURRICULUM, INSTRUCTION & DIGITAL LEARNING



Instructional Practices/Design

- Traditional in-person instruction
- Virtual instruction (RVA)

Instructional Curriculum & Resources

- Board approved curriculum
 - Traditional materials
 - Digital access and tools
- Supplemental resources

Professional Learning Opportunities

- New educator training
- On-demand resource and technology guides
- Mental Health training
- Multiple methods/modes of instruction

Instructional Tools & Communication

- Learning Management Systems (LMS)
 - Seesaw (grades K-4)
 - Canvas (grades 5-12)
- Skyward Message Center
- Virtual Conferencing (Microsoft Teams)

Digital Instruction & Support

- Clear norms and procedures for interacting digitally
- Remote Device Support
- Digital teaching & learning tools



TEACHING & LEARNING: VIRTUAL EDUCATION



Virtual Options

- Marshfield educators will offer Marshfield curriculum and resources for short-term periods when students need to quarantine
- RVA Consortium Partnership (a 100% virtual option for those students and families who are uncomfortable with returning to an in-person school setting)
- RVA District Connect (blended education)

Parent/Family/Learner Choice

- 100% virtual option for students requires families to commit to a minimum of one full semester at a time
- Virtual programming tailored to the best fit for the learner and family



TEACHING & LEARNING:

SPECIAL EDUCATION/STUDENT SERVICES



Special Education - Instructional Delivery

- Special educators work with classroom teachers to provide additional supports and supplemental supports when needed
- All related services and supports are driven by the Individual Education Plan (IEP) of each learner and will be provided in a virtual setting if learners cannot be in school

Individual Education Program (IEP) Team Meetings

- Hold IEP team meetings virtually whenever possible (Microsoft Teams)
- When needing to meet in-person, follow building and district safety protocols

Additional Considerations

- Collaboration, communication, and support provided to learners and families will need to be tailored to each individual child and following the plan of the IEP

Student Services - Instructional Delivery

- Focus on Social Emotional Learning lessons
- Social emotional and self-care support
- Alcohol and Other Drug Abuse (AODA) related instruction and support
- Trauma support
- At-risk student support



OPERATIONS:

PHYSICAL SAFETY & CLEANING



Air Quality and Airborne Particles

- Monitor air ventilation performance
- Reduction of airborne particles

Hand Hygiene & Surface Touching

- Hand sanitizing stations, disinfectant wipes
- Touch-less technology wherever feasible
- Bottle filling stations
- Removal of vending machines

Enhancing Space for Physical Distancing

- Separation of cohort classes where practical

Common/Shared Areas

- Staggered use

Cleaning & Disinfecting

- Electronic disinfecting machines & UV Robots as needed

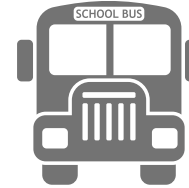
Signage & Floor Markings

- Separation markings on floor in high traffic areas
- Adjust student traffic patterns to support physical distancing where practical



OPERATIONS:

TRANSPORTATION



Boarding/Exiting Buses

- Face covering requirement, per CDC order
- Additional point of entry/exit to and from schools
- Staggered drop off/pick up times

Rider Safety

- One student/family per seat whenever possible
- Encourage parent pick up/drop off

Transfer Lot

- Maintain foot traffic flow process where practical
- Staggered arrival/departure where practical

Sanitation

- Buses will be disinfected following each route
- Fogger disinfectant

Extra Curricular Travel

- Restricted school field trips or club/activity buses
- Encourage parent transportation to events



OPERATIONS:

FOOD SERVICE



Air Flow and Airborne Particles

- Keep windows open and venting (fans) drawing air out
- Plexi-glass to protect staff where appropriate

Enhancing Space for Physical Distancing

- Add additional lunch periods
- Use alternative entrances to cafeterias
- Mark hallways to identify physical distancing

Cleaning & Disinfecting

- Adjust custodial schedules (mid-day cleaning)
- Tables cleaned after each lunch session
- Use of gloves, PPE
- More garbage dispensers

Hand Hygiene & Surface Touching

- Hand sanitizer in key areas
- Student Education
 - Hand hygiene
 - Surface touching
 - Keypad entry



OPERATIONS:

GENERAL BUILDING OPERATIONS



Arrivals & Dismissals

- Limiting student gatherings
 - Hallways
 - Staggered start/end
 - Traffic flow
 - Signage
- Staggered recess, lunch periods

Access to School

- Use of intercom
- Restricted access for
 - Parents
 - Volunteers
 - Vendors
 - Outside organizations, etc

Traffic Flow & Social Distancing

- Staggered arrival/dismissal times and passing periods where practical
- Students go directly to classrooms when entering
- Floor markings and signage for physical distancing

Before/After School

- Specific drop off and pick up times and locations for different groups of students
- Students enter the building upon arrival
- Use of multiple entrances and exits



OPERATIONS:

RESPONSE TO OUTBREAK



Absence Tracking

- Data collection from parents regarding absence reasons
- Absence rate monitoring
- Communication with Wood County Health Department

Illness Tracking at School

- Contact tracing if necessary and possible
- Student & staff quarantines

Decreasing Disease Spread

- Surveillance of staff and students
- Limiting or prohibiting visitors/family members

Communication with Staff/Parents/Community

- Dashboard on website
- Wood County Health Department Role in communications





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