



FAIRMONT AREA SCHOOLS
Inspired Learning for Life

**Planning for Our Return
to School
2020-2021**

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Last updated: 7-30-2020

Back to School 2020 Planning Team



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Co - Jr/Sr. High School Principal

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Curriculum, Instruction, &
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School Board Members

Building Student Support Teams

Teacher Site Leaders

Feedback from Family Survey



Preferred Mode of Learning 20-21

What instructional model are you willing to have your child participate in throughout the school year? Please check all that apply.

**repondants could check more than 1 answer (1,234 Responses)*

1. **Scenario 1: In-person** 75.4% (930)
2. **Scenario 2: Hybrid** 48.9% (603)
(In Person at FES; Combination of In-Person & Distance Learning at FJSHS)
3. **Scenario 3: Distance Learning** 28.7% (354)

Top Concerns About Reopening Schools

**repondants could check more than 1 answer (1,234 Responses)*

1. **My Child's Social-Emotional Well Being**
41.4% (511)
2. **My Child being exposed to COVID19**
39.2% (484)
3. **No Concerns**
38.3% (473)
4. **Exposing Immediate Family to COVID19**
33.2% (410)
5. **Childcare/Daycare issues**
8.8% (108)

State Guidance on Reopening Schools



Minnesota Department of Education

Guidance for Families

(multiple languages)

Guidance for Public Schools

(automatic download)

Minnesota Department of Health

2020-2021 Planning Guide for

Schools

Playground Guidance for Schools

Center of Disease Control

Considerations for Schools

Top Priorities for Planning



- ❖ Health, Safety, and Well-Being of our students, staff, & community
- ❖ Educational options and support for students, families, & staff

Top Priorities for Instruction



- ❖ **Coherence**: planning is unified and logical, and promotes consistency as we move between learning scenarios (in-person, hybrid, distance learning).
- ❖ **Equity**: planning addresses the need for equitable approaches that meet the needs of all learners.

Instructional Scenarios



1. **Scenario 1: In-person Learning***
2. **Scenario 2: Hybrid Learning*** (*strict physical distancing & capacity limits*)
3. **Scenario 3: Distance Learning Only**

**If a parent/guardian is uncomfortable sending their child(ren) back to school, the school will provide an option for distance learning. Parameters will be in place in the event a family chooses to transition back to Scenario 1 or 2.*

**If a student is exposed to COVID19, the school will contact the MN Dept. of Health (MDH) for guidance. The student may need to go to distance learning for a specified period of time. Following the specified period of time, students may return to school per guidance provided by MDH.*

Schools may need to use more than one scenario during the school year. The transition to a new scenario may need to happen in a short amount of time.

School buildings within the district may operate within different instructional scenarios at the same point in time. This may be due to different health and safety needs, building capacities, and student instructional needs within each building.

SCENARIO ONE: *In-Person at School*

**If a parent/guardian is uncomfortable sending their child(ren) back to school, the school will provide an option for distance learning.*



- PreK-6th Grade (in-person learning)
 - In-person instruction, minimizing close contact by spreading out within the classroom and using all available spaces
 - Students arranged in small cohort groups that stay together, minimizing contact between cohorts
- 7th-12th Grade (in-person learning)
 - In-person instruction, minimizing close contact by spreading out within the classroom and social distancing throughout the building in areas such as the hallways, media center, and commons.
 - Building will be marked with one-way flow of traffic (stairwells and hallways)
 - Seating in the commons/lunchroom will be modified to accommodate distancing.

SCENARIO TWO: *Hybrid Learning*

**If a parent/guardian is uncomfortable sending their child(ren) back to school, the school will provide an option for distance learning.*



- PreK-6th Grade
 - Maintain strict 6ft. distancing
 - Facilities and transportations limited to 50% capacity in all learning spaces.
 - All PreK-6 students will still be able to attend school daily, while adhering to MDE and MDH requirements.
 - 6th Grade will be housed at the Jr./Sr. High School - 2nd Floor / South Wing.
- 7-12 Grade
 - Maintain strict 6ft. distancing
 - Facilities and transportations limited to 50% capacity in all learning spaces.
 - Split the alphabet A-L for “A days” and M-Z for “B days”. Students will attend school 2 days per week and 3 days will be distance learning. (“A day” will be Monday and Tuesday; “B days” will be Thursday and Friday).
 - Wednesday will be distance learning for all students

SCENARIO THREE: *Distance Learning*

**Schools must continue to meet required
minimum instructional hours per year*



- All Students
 - PreK 350 hours
 - Full day Kindergarten 850 hours
 - 1st-6th Grade 935 hours
 - 7th-12th Grade 1,020 hours
 - *Scenarios 2 & 3: Actual instructional time will constitute at least 20% of the student daily membership time*
- PreK-3rd Grade
 - Use Seesaw/Google Meets as main platforms
 - Grade level packets as needed
 - Daily attendance - students must check in with classroom teacher each day
- 4th-6th Grade
 - Use Schoology/Google Meets as main platforms
 - Daily attendance will be based on contact with the teacher, participation in video chats, and/or engaging in learning via Schoology.
- 7th-12th Grade
 - Use Schoology as main platforms
 - Attendance will be taken every class period

Daily Operations

Scenarios 1 & 2 (Slide 1 of 2)



Principals and district teams are currently analyzing building logistics to develop plans to maximize physical distancing protocols in the following situations:

- Student Arrival/Dismissal Procedures
- Parent Drop Off and Pick Up Procedures
- Use of Common Areas
- Hallway Movement
- Lunch and Recess Times and Procedures
- Restroom Use
- Clear water bottles allowed, no public water fountains

Daily Operations

Scenarios 1 & 2 (Slide 2 of 2)



Classroom (and other Learning) Spaces

- Arrange furniture and supplies to maximize space and allow for distancing
- Support cleaning/sanitizing learning spaces
 - Establish schedule for routine cleaning of high-touch surfaces
 - Ensure availability of soap, hand sanitizer, paper towels, disinfectant wipes, tissues, etc.
 - Build routines for hand hygiene, teach handwashing and/or usage of hand sanitizer.

Instructional Materials (limit sharing)

- Where/When possible, designate supplies for individual student use
- When not possible, implement cleaning procedures

Instructional Considerations Scenarios 1 & 2



Curricular Implications

- Prioritize essential learning to be taught in physical classrooms
- Set expectations for virtual programs/structures to continue to be used or embedded into classroom lessons to make future transitions easier.
 - Use Seesaw (preK-3)/Schoology (4-12) to communicate weekly/daily instruction.
 - Teach and use digital tools/platforms.
 - Provide digital citizenship learning and lessons for social-emotional development.

Assessment for Learning

- Determine student learning gaps and plan for progress monitoring.
- Target individual learning needs using differentiation and academic supports to meet student needs.

Art, Music, Physical Education, Library, etc..

- Activities, materials/equipment utilized, and room set-up may be modified to support social distancing, health/safety, and cleaning/sanitizing procedures.

Instructional Considerations

Scenario 3



Digital Instruction to Support Efficient Transition Between Instructional Scenarios

- Use Seesaw (preK-3)/Schoology (4-12) to communicate weekly instruction
- Provide digital citizenship and lessons for social-emotional support

Curriculum implications will be considered based on instructional mode

- Promote student-to-student interactions and a positive learning culture in all settings

Assessment for Learning

- Determine student learning gaps and plan for progress monitoring, especially for younger students
- Target individual learning needs using differentiation and interventions to meet student needs

Office Hours and Hotline Options will be available for students to get help or talk to a teacher or adult.

Social Emotional Learning (SEL)



❖ **Jr. - Sr. High School (7-12)**

- Advisory lessons to address social/emotional needs of students.
- Advisory teachers check in with advisory students mental health and make referrals as needed.
- Evaluate how/when to offer social/emotional content to students.
- Top 20, Second Step, and other support staff resources.

❖ **Elementary (PK-6)**

- Classroom Teachers will provide daily/weekly Social/Emotional connections, supports, and/or lessons.
- Top 20 & Mindfulness lessons/discussions (Classroom Teachers/Student Support Staff)

Special Education, 504 Plans & English Language Learners



Special Education

- Instruction will be delivered to learners based on student needs as determined by the IEP.
- Students with significant and complex learning needs (as determined by the IEP team) who require in-person instruction, and are not able to maximize learning in an online environment, may be considered for return to the school setting during Scenarios 2 & 3.
- IEP teams will collect baseline data for students returning to school to determine skills acquisition and progress toward goals. IEPs will be adjusted as necessary in accordance with due process in order to address social, emotional, and learning needs.

504

- 504 plans will be reviewed, and revisions may be made if necessary to accommodate for all learning scenarios.

English Language Learners

- Instruction for English Language Development will continue to be delivered to meet the needs of our students in all instructional scenarios.

Technology Access



Need for Internet Access

We are partnering with local internet providers in an effort to provide internet access to any family that doesn't currently have access. Please make sure that your child's teacher is aware that you do not have internet access. They will relay this information to our technology staff as they work closely with local internet providers. In the event that we are not able to coordinate internet access, your child will receive an alternative means for participation and learning.

Technology Office

We understand that our students may need additional technology support as we begin distance learning. In the event your child needs assistance, please start by contacting the classroom teacher. If further support is needed, you may be directed to one of the following people.

Technology Staff:

Will McAdams - wmcadams@fairmont.k12.mn.us

Lee Stewart - lstewart@fairmont.k12.mn.us

Erik Walker - ewalker@fairmont.k12.mn.us

If you are having internet connection issues, please contact your internet provider.

Midcontinent Communications - Call 1.833.338.4638
(1.833.EDU.INET)

Face Coverings Staff & Students



- Staff and students are required to wear face coverings while in school buildings or riding on school transportation.
- All students in grades K-12 will be required to wear a face covering throughout the school day
- Children age 5 years old and younger in Preschool will not need to wear a face covering in the school building.
- Others exempt include those with a medical condition, a mental health condition, or disability that makes it unreasonable for the individual to maintain a face covering.
- Facial coverings can be removed temporarily when students and staff are exercising (including recess), eating, drinking, singing, public speaking, playing musical instruments, and receiving personal care or medical service.
- Facial coverings are strongly recommended outdoors when it is not possible to maintain physical distancing.
- Different parameters may be in place for pre-K and child care spaces.

Health Screenings



Regular screening for symptoms and ongoing self-monitoring throughout the school day can help to quickly identify signs of illness and help reduce exposure. ****By sending a student to school, parents are attesting to the fact their child is healthy, symptom free, and an at home screening for symptoms has been completed. Additional screening strategies may be implemented (i.e. temperature scan)***

Staff and students stay home if:

- They have tested positive for, or are showing COVID-19 symptoms, until they meet criteria for return (see MDH Decision Tree).
- They have recently had close contact with a person with COVID-19, until they meet criteria for return.

Staff or students who develop symptoms during the school day must notify school health services. Designated areas will be used for students and staff to remain until they can leave the building.

The school nurse will be the designated staff to evaluate and work with MDH on any positive COVID cases.

Routine education will be provided to staff, students, and parents on the COVID signs and symptoms and when to refrain from attending school.

Cleaning and Disinfecting



- Hand sanitizer stations will be available throughout the schools for students and staff.
- Disinfectant will be placed in various areas throughout the schools.
- Custodial, maintenance, & teaching staff will work together to sanitize high touch surfaces.
- Signage to encourage and reinforce physical distancing and hand washing/sanitizing will be displayed.
- Daily cleaning practices will follow CDC/MDH guidelines.
- All water fountains will be disabled; touchless bottle filling stations will be available. Students and staff will be encouraged to use individual bottles from home.
- Restrooms will be regularly cleaned, disinfected, and stocked with supplies for handwashing, including soap or hand sanitizer.

Cleaning and Disinfecting



- Outdoor areas generally require normal routine cleaning and do not require disinfection. Spraying disinfectant on sidewalks and other ground surfaces is not an efficient use of disinfectant supplies and has not been proven to reduce the risk of COVID-19.
- In regards to playgrounds, the targeted use of disinfectants can be done effectively, efficiently, and safely on outdoor hard surfaces and objects frequently touched by multiple people (e.g., handrails, benches); disinfectant will be thoroughly dried before allowing children to play.

Food Service and Dining Arrangements/ Locations



Scenarios 1 & 2

- **Breakfast:** All items will be prepackaged for Grab & Go or delivered to classroom
 - FJSHS: Grab & Go Breakfast at arrival and take to room.
 - FES: Grab & Go Breakfast upon arrival and take to room.
- **Lunch:** All items will be prepared or prepackaged with no self-serve selections.
 - **FJSHS:** Meals served in cafeteria with physical distancing.
 - **FES:** Meals served in cafeteria with physical distancing & students facing same direction, and/or delivered to classrooms.

Scenario 3

- Multi-day meals can be picked up at designated times/locations listed below.
- **Days/Times: Mondays/ TBD**
- **Locations: Fairmont Elementary / TBD**

Transportation

**Boxes of masks will be placed on each vehicle for those who may forget masks at home or at school*

*Face covering exemptions include those with a medical condition, a mental health condition, or disability that makes it unreasonable for the individual to maintain a face covering



Scenario 1: In-person Learning

- ALL students transported per normal bus schedule
- ALL students and driver are required to wear face coverings.
- Households will be required to sit together.
- Load bus from back to front

Scenario 2: Hybrid Learning

- **PreK-6th grade** transported and attend daily.
- **7-12th grade**
 - **Group A:** transported Mon. & Tues.
 - **Group B:** transported Thur. & Fri.
- ALL students and drivers are required to wear face coverings on school transportation.
- Bus capacity will be limited to 50%.
- Households will be required to sit together.
- Busses will be loaded from back to front

Ventilation: Vehicles will offer increased ventilation by opening windows on buses (when appropriate) and using air filtration systems on other school vehicles

Disinfection: Vehicles will be disinfected after each run.

Visitors and Volunteer Procedures



- Non-essential Visitors
 - Refrain from hosting non-essential visitors
 - Work to host any typical, non-essential visitors via electronic means (i.e. Google Meet or Zoom)
- Essential Visitors
 - Secretarial staff will be trained to conduct health screening for essential visitors to the building
 - Essential visitors (curricular, student services, custodial/maintenance) will follow school protocols (i.e., physical distancing, masks, etc.)

Athletics & Extracurricular Activities



Fairmont Area Schools will follow guidelines presented by the MN Department of Health and the MN State High School league in regard to in-school and out-of-school activities and sports.

Activities Director:

Mat Mahoney

mmahoney@fairmont.k12.mn.us

School-Age Care and Preschool Care



Scenarios 1 & 2:

- All students in grades PK-6 will be in school each day per the approved school calendar.
- Students should follow their family's pre-arranged childcare plans for before and/or after school.

Scenario 3:

- Childcare will be offered M-F from 7:30 a.m - 5:00 p.m. to currently enrolled students whose parents' profession(s) are classified as 'Tier 1 Essential Workers'.

Submission of Family Survey



Fairmont Area Schools Back to School Information Request

Survey will be available on the district website on **July 31st @ 10:00 a.m.**

Survey window will close **August 4th @ 1:00 p.m.**

****An updated Staff Survey will be sent out Thursday, August 6th.***



FAIRMONT AREA SCHOOLS

Inspired Learning for Life

Fairmont Area School District will communicate additional information to parents/guardians as it is made available. Information will be distributed via auto-dialer, email, text, and/or through social media. For the most up-to-date information visit our website: <https://www.fairmont.k12.mn.us/>



FAIRMONT AREA SCHOOLS

Inspired Learning for Life

Please help us prepare our students for a great year....

- ❖ Set a positive tone for the school year
- ❖ Present the selected plan while accentuating the possibilities it offers
- ❖ Focus on the importance of keeping everyone safe and supporting the social, emotional, and health needs of each individual
- ❖ Know and understand our students are watching our reactions and listening to our dialogue about the unique setting of our current situation.
- ❖ Work to embrace the uncertainties and opportunities for growth that are presented.
- ❖ Continue to provide encouragement in all that we do for students, staff, parents, and community members.