Menlo Park Academy

Developing the Potential of Gifted Children

Menlo Park Academy

2020-21 Return to School Plan*

*This is a working document and will be revised as new information is made available.

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What's New in This Version

Version 1.4 (April 2021)

- **Page 22** "Symptoms Screening: Screening at Home" reference to ODH Travel Advisory removed as ODH no longer issuing travel advisories based on state positivity rates.
- **Page 23** Added section "Travel" to replace guidance regarding the ODH Travel Advisory list.

Version 1.3 (March 2021)

- **Page 15** Updated section on " Social Distancing Plans" to reflect recent CDC updates regarding 3 feet of social distance between students.
- **Page 24** Updated section on "Symptom Screening: Students" to reflect process for temperature checks. Temperature checks are no longer done outside due to concern for temperature reading validity in extreme temperatures.
- **Page 24** Update section "Illness in Students and Staff" with link to updated Decision Tree-Students/Staff Experiencing Symptoms of Illness During School.
- **Page 25** Added section "Vaccinations."
- **Page 31** Added additional references used for above updates.

Version 1.2 (January 2021)

- **Page 20** Updated section on "Response to Confirmed Infection"

Version 1.1 (October 2020)

- **Page 22** Updated "Face Mask Policy" to include exemptions that comply with MPA Board Policy 411.1
- **Pages 23-24** Added guidance to refer to School Exclusion Criteria on MPA website to "Illness of Staff or Students" and "Return to School Following Illness or Exposure to COVID-19."

Version 1.0 (August 2020)

- Published initial Return to School Plan

Introduction

We would like to thank everyone for their patience and support during this challenging and unprecedented time. The COVID-19 global pandemic calls for schools to navigate uncharted waters, making seemingly impossible decisions that have an impact on so much of what we know and love about Menlo. The resulting plan provides each student with a robust educational experience.

This document provides a guide to families explaining how we are reacting to the current situation and outline our **Return to School** plan. We will continue to monitor the rapidly changing information and be ready to adapt with FLEXIBILITY & AGILITY as needed while conditions continue to evolve.

COVID-19 TASK FORCE

The Board of Directors of Menlo Park Academy (MPA) established an ad hoc COVID-19 Task Force in March 2020 when the pandemic began to have local impact. The main intent of the COVID-19 Task Force is to provide the school with awareness of the conditions and guidance surrounding the organization's reaction to the 2020 COVID-19 pandemic.

Purpose and Responsibilities

The main purposes and responsibilities of the COVID-19 Task Force are to:

1. Research and understand guidance around necessary parameters to ensure:
    a. MPA delivers a program that is guided by our mission and vision while following necessary guidelines to receive the allocated funding from the Ohio Department of Education.
    b. MPA employees are demonstrating engagement and the necessary documentation to allow for the distribution of public funds for payroll.
2. Consider how the situation impacts enrollment and retention efforts and what should be done to address those impacts.
3. Ensure the facility is in good order and determine needed report topics and cadence.
4. Consider other impacts and necessary actions to address them.

Membership

Members of the Task Force include both Board members, the School Director and staff. The Committee Chair provides regular reports to the Board, including pandemic conditions having a direct impact on the school and recommendations for the school's response, including necessary attainment of necessary resources.

Reopening Planning

MPA's COVID-19 Task Force determined the overarching goals of our Return to School plan:

1. Ensuring the physical safety for all students and staff;
2. Demonstrating concern for the social & emotional health of all students and staff;
3. Maintaining the integrity of our program – whether learning is in-person or virtual – including addressing the needs of families who are experiencing financial difficulties or who experience other inequities;
4. Maintaining the delivery of all specialized services to meet individual student needs including those defined in IEP or 504 plans, as well as English Language Learner services; and
5. Demonstrating flexibility in our schedules, spaces, procedures and norms.

Based on current National Charter Schools Institute recommendations and CDC Guidelines, the Task Force divided the reopening planning into five subteams:

1. Preparing the School Facility
    a. Planning for preparations needed to reopen the building including cleaning/disinfection of the building.

    b. Monitoring and remediation of the building following prolonged closure.
2. Social Distancing Planning
    a. Developing school wide social distancing strategies.
    b. New procedures for morning and afternoon carlines and bus service.
    c. Student placement in learning spaces.
    d. Student traffic throughout school.
    e. Restriction of areas that do not allow adequate social distancing.
3. Sanitation and Hygiene
    a. Following guidelines on daily cleaning and disinfection of items in learning spaces.
    b. Planning for limitation of shared items in the learning spaces.
    c. Incorporating handwashing and hygiene education into lesson plans.
4. Staff and Student Health
    a. Tracking student and staff absenteeism.
    b. Planning for appropriate actions for symptomatic students and staff.
    c. Planning for appropriate actions when a student or staff has +Covid testing.
5. Learning Supports
    a. Continue planning for online learning for periods of school closure or for students participating in the virtual learning plan.
    b. Evaluate the technology needed to provide an interactive and engaging online learning program.
    c. Consider the impact of spring virtual learning period on student growth and placements.
    d. Evaluate changes necessary to provide student experiences, such as activities, clubs, and field trips during the pandemic.

Task Force Members

We would like to thank the following team members who volunteered their time over the summer to inform the creation of this plan. Their leadership and input was invaluable to our decision-making.

LEADERSHIP:

Susan Dornan, Secretary, Board of Directors - Task Force Chair
Teri Harrison, Chair, Board of Directors
Seamus O'Hara, School Director
Barbee Thomas, Systems Director

SUB-TEAM MEMBERS:

Board Members: Fraser Hamilton, Dr. Richard Hronek, and Dr. Suzanne McFarland

Staff Members: Carla Biggert, Brittany Harramann, Shannon Jacubczak, Kateland Kacic, Shannon Kneidel, Amy Krieger, Ashley O'Malley, David Pannell, Erin Peters, Jenny Polasko, Rachel Scholosser, Cassie Sponseller, Barbee Thomas, Beth Turk, Debra Vandrasik, Kelly Whittaker.

Assumptions and Approaches

The formulation of this Return to School plan was based on the following assumptions regarding the COVID-19 pandemic:

- **As research continues and as the pandemic progresses, recommendations from federal, state, and local authorities may change, thus this plan may be altered.**
- Person-to-person transmission is mostly occurring via infectious respiratory droplets
    - The virus enters a person's body by large respiratory droplets containing the virus that adhere to mucous membranes of a person's eyes, nose or mouth, or by touching a surface or an object contaminated with the virus and then proceeding to touching one's eyes, nose and mouth.
- It is possible that people infected with COVID-19 may be infectious before showing significant symptoms.
- There may be community outbreaks that will necessitate a school-wide transition to virtual learning only.
- Local health authorities may recommend a period of building closure and transition to virtual learning due to an increase in absenteeism or the occurrence of a COVID-19 case in the building.
- A plan based on current recommendations from federal, state, and local authorities is necessary to assure the safety of a return to the building for staff and students.
- Mitigation procedures can decrease risk of infection, but the risk will not be zero.

Ohio COVID-19 Risk Level Guidelines

MPA will operate with guidelines and protocols when Cuyahoga county is within ANY level of a public emergency as defined by the Ohio COVID-19 Risk Level Guidelines for the Public. We will follow all public health orders.

Ohio COVID-19 Risk Level Guidelines for the Public

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Public Emergency Active exposure and spread. Follow all current health orders.	**Public Emergency** Increased exposure and spread. Exercise high degree of caution. Follow all current health orders.	**Public Emergency** Very high exposure and spread. Limit activities as much as possible. Follow all current health orders.	**Public Emergency** Severe exposure and spread. Only leave home for supplies and services. Follow all current health orders.

LEVEL 1–4 REQUIRE COMPLIANCE WITH ALL HEALTH ORDERS

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
• Conduct a daily health/symptom self-evaluation and stay at home if symptomatic.** • Maintain social distancing of at least 6 feet from non-household members. • Wear face coverings in public, especially when social distancing is difficult to maintain. • Increase caution when interacting with others not practicing social distancing or wearing face covers. • Avoid traveling to high-risk areas. • Follow good hygiene standards, including: o Wash hands frequently with soap and water for at least 20 seconds. o Use hand sanitizer frequently. o Avoid touching your face. o Cover coughs or sneezes (e.g., into a tissue, or elbow). o Symptom self-evaluation monitoring.	• Same guidelines as in **Level 1**. • Avoid contact with anyone who is considered high-risk. • High-risk individuals* should take extra care to follow precautions. • Decrease in-person interactions outside household. • Seek medical care as needed, but limit or avoid unnecessary visits to hospitals, nursing homes, and residential care facilities to see others as much as possible.	• Same guidelines as in **Levels 1-2**. • Decrease in-person interactions with others. • Consider necessary travel only. • Limit attending gatherings of any number.	• Same guidelines as in **Level 1-3**. • Stay at home/ necessary travel only.

Menlo Park Academy Learning Modalities Based on County Level

Menlo Park Academy Modalities offered based on county levels:

- Levels 1, 2, or 3 - Both in-person and virtual learning modalities will be offered.
- Level 4 - Virtual learning only.

Regardless of county risk level, the school may transition to virtual learning only based on school, local, or community conditions.

In order to continue offering the in-person modality, the following conditions must exist at all times:

- No state or county stay-in-shelter order exists.
- The school has access to sufficient personal protective equipment immediately.
- The school has access to adequate school-appropriate cleaning supplies to disinfect the school per CDC guidelines.
- There is availability of sufficient supplies such as hand sanitizer, soap, tissues, gloves, and paper towels.

Preparing the School Facility

Modifications to our facility and usage procedures have been made to decrease the likelihood of virus spread within the building.

Entrance & Exit Routes

Entry and exit points at the start of school and dismissal will be designated one way. Once a student or adult has crossed into, or out of, the building they will not be allowed to cross back out of, or into the building through the same doorway.

Building Movement

All traffic moving through the building will keep to the right while maintaining at least 6 feet of distance from others when possible.

Stairwells/Elevator

During times when stairwells are used, all efforts will be made to ensure that traffic is orderly, social distancing is observed and traffic is one way. Staggering of recess and other schedules will help ensure that this is possible. Elevator usage will be limited to those who need to use it with a maximum of two occupants at a time.

Visitors

Only essential visitors will be permitted into the school. Visitors will enter through the main entrance (wooden doors) and will sign in on the provided log- in sheets. Hand sanitizer and sanitized pens will be available. Visitors will communicate with the front office staff through the microphone system.

The lobby is secured from the remainder of the school building. Any visitor who needs to proceed beyond the lobby will be screened for symptoms of COVID-19, including a temperature check. Anyone with a temperature exceeding 100.0 ℉ or a positive symptom screen will not be permitted to proceed beyond the front lobby and will be asked to leave the premises.

Parents/Guardians may pick up their student during the school day for previously scheduled appointments, emergencies, or if they have been called to pick up their child. They should enter through the wooden doors and follow the same process as for visitors. The student will be brought to the parent.

Ventilation

The building heating, ventilation and air conditioning (HVAC) system includes a bipolar ionization system, an air treatment system that has been recognized as a “virus killer.” Furnace filters are being upgraded to MERV13, which provides a level of filtration that will remove virus size particles. Filters will be changed at least every 90 days. In addition, the building includes rooftop energy recovery ventilation units (ERVs). The ERVs and the air handlers associated with individual furnaces are being run around the clock to

increase the amount of fresh air brought into the building as well as the filtration of air in the building. Windows will be open as much as possible. Our building was the first in the world to have a system that introduced fresh air for worker comfort and health. We are proud to be able to continue offering optimized conditioned air.

Student Restrooms

Sinks that do not allow for at least 6’ of social distancing will be marked “Do Not Use.” Additionally, plexiglass dividers are being added to divide the countertop space. The hot air hand dryers in the student restrooms on the lower level have been removed from service. Those have been replaced with paper towel dispensers to reduce the spread of droplets and particles. Only two stalls per bathroom will be functional.

Drinking Fountains/Water Fillers

Each floor has a water fountain and a water fountain/bottle filler. The water fountains have been turned off while the water filler stations remain in service. Each student should bring a water bottle with their name on it. They will need to remove and hold the lid with one hand while filling the water bottle with the other hand.

Social Distancing Plans

We evaluated our building to maximize learning spaces. Our flexible environment allowed us to create enough spaces for all students to return to in-person learning while maintaining recommended social distancing. The American Academy of Pediatrics recommendations for schools returning to in-person learning allow for physical distancing of at least 3 feet. Our plan allows for at least 6 feet of physical space between students spread out throughout the building. Our goal is to maximize distance between students and staff as much as possible. However, in special circumstances where 6 feet of distance impedes with a learning activity, we will maintain social distancing in accordance with current CDC guidance, which can allow for a minimum of 3 feet of distance between students. Distance minimum of 6 feet will be maintained during snack/meal times and between students and staff. Partitions will be added in spaces, and cohort sizes will be limited.

	LL	1	2	3	4	TOTAL
Approx. SF Learning	2,000	3,800	5,200	3,600	8,000	22,600
# Students-6' Distance	56	106	144	100	222	628
# Students-5' Distance	80	152	208	144	320	904
# Students-4' Distance	125	238	325	225	500	1,413

	K-1	2-4	5-8	TOTAL
Est. Enrollment	140	220	225	585

This chart shows that all of our enrolled students can attend in-person learning while still maintaining the recommended physical distancing.

Temporary Space Utilization Plans

MPA has a flexible concept environment. Because of this, we are using partitions for specific teachers and student cohorts. Each space will allow for students and staff to remain 6 feet apart. Students will have a beach towel or yoga mat at least 6’ long in order to promote proper spacing. The use of space that does not allow proper social distancing will be restricted. Communal space will be limited to use by smaller groups or for staggered events and sanitized between uses.

Outdoor options have been increased in order to better facilitate teachers’ ability to conduct classes and activities when the weather allows. These outside spaces will be available for teachers to sign up for space and time slots to best organize distancing. Furthermore, teachers will receive professional development time regarding planning outdoor learning.

Student learning groups will optimize student needs for academic ability while minimizing the mixing of multiple cohorts throughout the school day.

Lower Level

The cafe will be closed for communal eating and re-purposed for additional space for groups of students to use. Items for our youngest learners to work on their gross motor skills will be available with easy access to outdoor spaces.

First Floor

The first floor will have space for six groups of K/1 students placed in groups by ability with partitions between spaces.

Second Floor

In addition to the Lower School Discovery Lab (used for STEAM courses), Guidance Services, and the Intervention spaces, the second floor will have 6 larger learning spaces with partitions for students in grades 2 through 4, placed in groups by ability.

Third Floor

In addition to the Art & Music rooms that are shared by all students, the third floor will have 4 larger learning spaces with partitions for students in grades 2 through 4, placed in groups by ability. We are also adding an additional space for Intervention Services.

Fourth Floor

The fourth floor will have spaces for all students in grades 5 through 8. Grade 5 and 6 students will be grouped by ability and divided into two cohorts. ELA and SS have been combined into a joint Humanities course. When possible, teachers will move into student spaces in order to limit student exposure to each other. Each teacher also has access to a Seminar Room. The STEAM encore space will be limited to a smaller area. The science lab space can be shared with grade 5/6 students when scheduled. Grades 7 and 8 will limit their travel to the West side of the floor for their main courses.

Outdoor Recreation

We are currently making changes in order to increase the usability of our entire campus and outdoor learning options. Some elements may not be completed by the first day of school, but the image below shows the current vision- including additional equipment, nets on the top field for games such as soccer, volleyball, badminton and painted games on the asphalt. Shade features are planned to create more comfortable outdoor learning areas. Amphitheaters have always been in our plans and we are currently collecting proposals to get this completed.

Car Line and Bus Procedures

We will begin the year with regular car line procedures except for adding temperature checks before students exit their vehicles. Signage will be added to promote spacing and unidirectional flow of foot

traffic. Students that ride busses will be directed in a similar fashion with distancing, temperature checks and unidirectional flow to and from the bus.

Before & After-Care - Edison Club

MPA offers a before and after school program called Edison Club. The morning schedule for Edison Club is 7:00am-7:45am. The after school program runs from 3:30pm-6:00pm. Social distancing and sanitation procedures will be implemented as discussed elsewhere in this document. Students will be temperature screened prior to entry into morning Edison club. Edison specific procedures will be communicated to participating families.

Signage - Walls, Floors

We will post physical guides, such as tape on floors and signs on walls, to remind staff and students to remain at least 6 feet apart (e.g. guides for creating “one way routes” in hallways, stairwells).

Restroom Procedure Markings

Each restroom will have spacing markers outside the restroom entrance for students to wait their turn if the maximum occupancy is met. Students will receive practice and guidance from teachers regarding restroom procedures to avoid overcrowding.

Staggered Start Dates

Per our 2020-21 School Calendar, the first day of school is Tuesday, August 25th. We are implementing 5 days of staggered starts in order to allow our staff and students to adjust to new electronic tools and learn new procedures. Please see the chart below for the start day for each level:

Kindergarten & 1st Grade ONLY	Tuesday, August 25th and Wednesday, August 26th
K & 1, add 2nd Grade	Thursday, August 27th
K-2, add 3rd and 4th Grades	Friday, August 28th
K-4, add 5th and 6th Grades	Monday, August 31st
K-6, add 7th and 8th Grades	Tuesday, September 1st

From September 1st onward, all grade levels report for learning each day. All students report on the day indicated, regardless of selected modality of learning (in-person or virtual).

Meals

Students will eat meals in their designated learning spaces. Students who participate in our meal program will have the meals delivered to them from the kitchen. This will decrease student migration throughout the building and reduce exposure to other students.

Staff and Student Transitions

Student movement will be as static as possible but will be required for specific classes. When students move through the building, transitions will be staggered to avoid crowding hallways and stairwells. These areas will also be cleaned frequently.

Drill Procedures

Whenever possible, fire and tornado drills will be conducted by class groupings and at various times, while in accordance with H.B. 178 and accompanying code. When a full building evacuation is required, staff will make sure all students are wearing facial coverings and that social distancing is observed when possible.

Sanitation and Hygiene

Cleaning and Disinfection

Products that meet the EPA's criteria for use against SARS-COV-2 will be used for disinfection purposes. Any surface that will be used during meal times will be disinfected with a product that is not only effective against SARS-COV-2 but is food service safe. The usage and supply of cleaning and disinfecting products will be closely monitored to avoid shortages; our goal is to have three weeks supply of cleaning and disinfecting supplies available at any time. While we will opt for cleaning and disinfecting products that produce lower fumes when available, windows will be open when possible to increase air circulation and ventilation.

Contracted day porters will be in the building throughout the school day. They will be responsible for repeated cleaning and disinfection of frequently touched surfaces, including but not limited to: stair railings, door handles and push bars, light switches, elevator buttons, toilets, faucets, sinks, water filling stations, and front lobby chairs. Tables will be cleaned and disinfected before and after meal times and in between a change in a cohort of students. Staff will also receive education on safe and effective cleaning and disinfection practices.

A night cleaning crew will perform a thorough cleaning each evening that consists not only of standard mopping, vacuuming and removal of trash, but also to include disinfection of all hard surfaces, stairwells, and bathrooms.

Nonessential furnishings with soft or porous surfaces will be removed. Any area rugs or soft surfaces that remain in the learning spaces will be cleaned/vacuumed daily. If students sit on an area rug, they will place their personal towel or yoga mat on the rug first, which will act as a barrier between the rug and student.

Response to Confirmed Infection

If it is learned that an individual with a confirmed case of COVID-19 has been in the building and exposed other staff/students, local health officials' recommendations will be followed regarding identification of close contacts as well as any need to quarantine staff or students. The area(s) where the infected individual was will be cleaned and disinfected. Further action or need for closure will be based on guidance from health officials.

Hand Hygiene and Respiratory Etiquette

Having clean hands is one of most important ways to decrease the spread of COVID-19. Students and staff will be encouraged to cough or sneeze into a tissue or their elbow. Regular hand washing breaks will be worked into the daily schedule, especially before and after meals, after using the restroom, after

coming in from recess, after sneezing and anytime hands are visibly dirty. Signs will be placed in the bathrooms reminding students and staff of proper handwashing technique.

Throughout the building, we have added hand sanitizing stations either mounted to walls or on pedestal stands. These stations are located at the building entrances, high-traffic areas, adjacent to bathrooms, and at stairwells. Whenever possible, internal doors will be propped open to decrease the need to touch door knobs. We strongly recommend that students wash their hands after returning home at the end of the school day.

Online education about hand hygiene and respiratory etiquette will be available to students and families prior to the first day of instruction.

Limitation of Shared Items

Sharing of school supplies will be limited as much as possible. Supply lists were abbreviated so that students will not have any additional supplies that cannot be comfortably carried in their backpacks with them during the day. Any shared supplies will be cleaned and disinfected between use.

Promote Staff & Student Health

Face Mask Policy

Although children are less likely to have severe symptoms of Covid-19, they can serve as carriers for the virus and spread it to school staff or family members at home. Masks are one of the most important mechanisms to protect against the spread of the virus. Therefore, in accordance with the State of Ohio Director's Order, all students and staff at MPA will wear cloth face coverings at school that cover the mouth, nose and chin. Masks with ventilation valves should not be worn.

Masks are most important and will be worn when entering and exiting the building, in hallways, and when moving to other spaces. Mask exemptions will be permitted per Menlo Park Academy Board Policy 411.1. We understand it can be challenging for a younger child to keep a mask on. Staff will encourage mask usage with positive reinforcement.

Students will be asked to bring their own face masks. We encourage fun masks that reflect your child's personality and style. However, please make sure the mask is appropriate for school and comfortable enough for your child to wear most of the day. MPA can provide masks for students who have forgotten their mask. Parents are encouraged to make sure the student has an extra face mask in their backpack. Students should have a clean bag or small container, labeled with their name, in their backpack to store their mask in during times the mask is off, such as during lunch.

Symptom Screening

Screening at Home

All parents/guardians will be required to screen students before leaving for school. Staff will be required to complete symptom screening before coming to work as well. This screen should include a temperature check and observation for the symptoms below. Any student or staff member exhibiting symptoms consistent with COVID-19, those who have had close contact with a person diagnosed with COVID-19, should STAY AT HOME (See section entitled "Return to School Following Illness or Exposure to Covid-19"). The parent/guardian should notify the school of the absence and if the symptoms are consistent with COVID-19 symptoms. Should there be an upward trend of students and staff absenteeism due to symptoms of COVID-19, MPA may transition to virtual learning to allow for cleaning and disinfection of the building.

Symptoms consistent with COVID-19 include:

- Fever above 100.0 ℉ OR chills
- Cough
- Shortness of breath (for students with chronic allergic/asthmatic cough, a change in their cough from baseline)
- Fatigue
- Muscle or body aches
- Headache
- Loss of taste or smell
- Sore throat
- Congestion or runny nose

- Nausea or vomiting
- Diarrhea

Screening at School

Staff. All staff will have their temperatures checked with a contactless thermometer upon entry into the building. Any staff member with a temperature of 100.0 ℉ or above will be sent home.

Students. As students come to school for the day, staff will perform temperature checks with contactless thermometers. Any child with a temperature of 100.0℉ or above will be taken to an isolation area, with their mask on, and the parent will be called to immediately pick up the child. For those students who ride the bus to school, a staff member will symptom screen the student prior to entry into the school.

Travel

Per ODH guidance, staff and parents/guardians are encouraged to carefully review the CDC guidance for Domestic Travel During COVID-19 when considering travel.

Illness in Student or Staff

Any student or staff member who develops symptoms of COVID-19 during the school day will be immediately sent to an isolation area utilizing social distancing measures while wearing a face mask. Once in the isolation area, students will be monitored by a staff member wearing appropriate personal protective equipment (PPE) while maintaining physical distancing when possible. Areas of the building that were occupied by the student or staff member exhibiting symptoms will be thoroughly cleaned and disinfected. The student/staff member will be sent home or to a healthcare facility if symptoms are severe. A list of local COVID-19 testing sites will be provided. See Menlo Park Academy Decision Tree-Students/Staff Experiencing Symptoms of Illness During School.

During this pandemic, the student services area will be revamped as the isolation area for COVID-19 related concerns. Students requiring student services for non-COVID-19 related concerns (ie routine medication administration) will be directed to the administrative office area. First Aid kits will be on each floor to allow teachers to tend to minor first aid needs, such as ice packs and bandages, while decreasing student movement in the building. All staff complete basic first aid training.

Return to School Following Illness or Exposure to COVID-19

Return to school following illness or exposure to COVID-19 for students and staff will be based on CDC recommendations. See Menlo Park Academy Decision Tree-Students/Staff Experiencing Symptoms of Illness During School.

For quarantined individuals:
https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html

For individuals who required isolation due to illness:
https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprevent-getting-sick%2Fwhen-its-safe.html

If a student in quarantine or in isolation feels well enough to do so, they should participate in the virtual learning plan. If a staff member is in quarantine or isolation but feeling well, the staff member may be requested to assist with the virtual learning environment. **All sick or exposed individuals are encouraged to contact their primary care provider.**

Confirmed COVID Case in School

Staff members who test positive, or parents/guardians of a COVID-19 positive child, are encouraged to notify the school. Guidance from health officials will be sought. Recommendations for closure will be based on local health officials and Ohio Department of Health recommendations. Please be aware that Menlo Park Academy cannot release the name(s) of the affected individual(s) to the public. Contact tracing will be done by the local health department.

Absenteeism/Attendance Policies

Students. Per Menlo Park Academy Policy #251 Attendance/Truancy/Withdrawal, if a student is quarantined in the home, absence will be excused for the duration of the quarantine as determined by proper health officials. However, if the child feels well enough to do so, they should transition to the virtual learning plan during their quarantined period. Participation in the virtual learning plan will not count as an absence as long as the student is accounted for in daily virtual attendance tracking.

Staff. Menlo Park Academy will abide by the provisions stated in the *Emergency Family and Medical Leave Expansion Act ("E-FMLA")*, which are part of the federal Families First Coronavirus Response Act ("FFCRA"), effective April 1, 2020 to December 31, 2020.

Vaccinations

In partnership with the Cleveland Department of Public Health (CDPH) and the Cleveland Metropolitan School District (CMSD), all Menlo Park Academy staff members were offered the opportunity to receive the COVID-19 vaccine. Staff were administered vaccinations starting in February 2021, completing in March 2021. We continue to observe vaccination guidance as it is developed.

Staff Education

All staff at Menlo Park Academy will have completed education on COVID-19 including; recognizing signs and symptoms, transmission, and appropriate sanitation and hygiene. Staff also complete basic first aid education.

Mental Health Supports

Menlo Park Academy has recently established a Center of Excellence for Social and Emotional Learning and a Director for that Center has been hired. The ODE Strategic Plan, specifically the foundational area of Social and Emotional Learning served as the basis for conceptualizing the Center and its focus. A committee of parents, teachers, administrators and board members reviewed research literature related to social and emotional learning in general and the special characteristics of gifted learners where their social and emotional needs and services were concerned. This Center will be the hub of creating and implementing social and emotional services during this pandemic period and well beyond.

Menlo also contracts with Family Achievement Center to provide individual and group counseling support, parent support, teacher professional development, parent talks, psychological testing and monitoring of our acceleration processes.

In addition, Menlo also has a licensed Social Worker and a licensed Guidance Counselor on its staff.

In combination, they will work to provide onsite and virtual guidance lessons and activities, opportunities for individual and small group counseling so every student enrolled at Menlo will have access to and experience these activities.

Enhanced Learning Supports

The basic premise of our enhanced learning program is that the instruction will be presented in a manner that will allow for consistency of the student experience whether they attend classes in the building or participate virtually. Our plan can convert easily to an all virtual instruction modality should the situation warrant. The concurrent learning model creates equity in the student experience while not being a constant live-stream activity of the classroom, particularly when an all virtual option is employed. Each day, students in both modalities will be expected to attend morning meetings, end-of-day wrap-ups, consistent and scheduled check-ins with teachers, initial check-ins with electives and encores, scheduled small group Google Meets and other regular select activities including meetings with our guidance team to address social and emotional needs. Online students will be encouraged to attend all whole group Google Meets in real time even though they will be recorded and stored in a shared folder for any student to view or review later.

We recognize that each family's situation is unique and that the conditions will evolve over the course of the Coronavirus time period. Therefore, we will ensure that all our students' experiences are compatible. We will have an emphasis on Project-Based Learning to allow greater differentiation and interest for students when they are doing independent work. This will enhance the experience for both modalities and will allow latitude for Gifted students and cross curricular design in our concurrent model and be easily transported to an all virtual version. Since Menlo is a 1: 1 school, students will have consistent technology access so that each student through their devices as well as in-person or virtual modality, can

move forward academically. The K-8 student experience at MPA will be standardized by using a consistent platform across the school, which is the Google platform.

In the event of a complete shift to all virtual learning, the only change to our programming will be the physical location students. All other elements of the program are congruent in both cases.

Student Instructional Needs

Whether students are in-person or virtual, their instructional needs as gifted learners will be determined and documented through baseline starting points by pre-assessment. We will use in-person and virtual versions of the NWEA MAP assessment as the situation permits. Identified academic gaps will be addressed through focus on specific student needs and differentiating instruction. Post testing will be conducted in the second and third trimesters to determine student growth and form future learning pathways for each student.

Documentation of Student Needs and Progress

Student needs and progress will be facilitated through Google Classroom, including Google Meet and other applications in the Google Suite in both learning modalities including an all virtual version. Students and parents will have access to Google Classroom and Google Suite. Additionally, students and parents can expect consistent opportunities for communicating and interacting with teachers during each day.

IEP/504/ESL/WEP

Students will continue to be provided needed services in both in-person and virtual modalities with high fidelity and use of individual Written Education Plans (WEP'S). Through Google Classroom, student goals and required interventions and accommodations will be communicated to teachers, intervention specialists, students, and parents, when appropriate while protecting the privacy of students and families. Meetings for processing the need and type of special services and other student specific meetings will be conducted safely in-person and virtually through Google Meet. All IEP interventions and 504 accommodations will be continued in both the Concurrent Model and all Online Model.
Contact will continue with our contractual service provider to ensure required services are being implemented (psych, OT, PT,ESL, etc) for identified students.

Student assessment

Both formative and summative assessments will be used to measure academic growth, assure correct placement in ELA and Math and plan future instruction. Teachers will formatively assess students on a daily basis as an integral plan of lessons and activities. There will be an emphasis on Summative assessments being done using NWEA testing and through the End of Project, Project-Based Rubrics, which will be created by teacher teams with the help of student input. Projects, portfolios, or other culminating work artifacts will be used to determine mastery or level of performance at the end of each

learning experience. Summative assessments will be used advisibly and equitably by both in-person and virtual learners. Documentation of assessments will be recorded through Google platform, for both models, concurrent virtual and in-person as well as all virtual while honoring students' required IEP interventions and 504 accommodations.

Grading Scale

We are going to remain with the same grading scales as last year; elementary as standards-based with intermediate and traditional scale. The same grading systems and scales will be applied to all models on program delivery, concurrent virtual and in-person and all virtual.

Attendance

Student attendance for in-person will follow standard attendance policy. virtual learning, whether it be as part of the concurrent virtual/in-person model or the all virtual model will follow the "72 hour rule" set forth in Ohio Revised Code §3314.03(A)(6)(b) "for automatically withdrawing a student from the school if the student without a legitimate excuse fails to participate in seventy-two consecutive hours of the learning opportunities offered to the student."

In-person student attendance will be taken at the beginning of the day, during advisory/morning meetings and in each subsequent class period, including the end-of-day wrap-up. Virtual students will have attendance taken during the beginning of the day, during advisory/morning meetings, scheduled teacher check-ins, at the beginning of subsequent periods/encores, and the end-of-day wrap-up. Attendance for virtual learners will be granted for synchronous time through presence in a Google Meet and by showing evidence of work from asynchronous time (independent work time) that was not virtually engaged. Specific expectations for progress during asynchronous time will be determined by students with teacher approval.

Attendance and absenteeism policies for both modalities of learning environments will follow Ohio Administrative Code 3301-69-02; Excuses from school attendance.

Teaching Models

Menlo uses a multi-age grouping model as the core of its program in order to accommodate the asynchronous development of gifted learners. Many times, gifted learners are very high in academic knowledge and skill while demonstrating social behaviors much like their age group or below. Multi-age grouping somewhat ameliates the results of this.
The multi-age patterns are: grades K & 1; grades 2 to 4; grades 5 & 6; and grades 7 & 8. The initial groupings are done using instructional levels in reading and math, thereby accommodating the varied academic needs of students regardless of their ages or grades.

Within each class, regardless of modality of instruction, teachers are expected to provide instruction appropriate to each child using instructional strategies that have been found to be effective with gifted

learners: differentiation, compacting, depth of study and others. Teachers have autonomy to use a wide range of instructional tools to implement instruction with creativity and fidelity while adhering to the school's program standards and enforcing safeguards (distancing, hygiene, etc) to protect the health of all students in the on-site model.

Equitable Access to Instruction

One of the parameters of the Menlo program is to provide as much equivalency between the in-person and virtual programs as possible during the time period of schooling during Coronavirus. We do this in a number of ways including:

- Having teachers working as partners to provide both in-person and virtual concurrent experiences
- Using assessments to assure every student has instruction at his/her instructional level regardless of grade or age
- Maintaining acceleration screening to advance academically ready students
- Providing all students with the technology to access instruction and contact with teachers
- Provide focused activities and group counseling to support social and emotional learning and support
- Provide materials for academic learning and special projects
- Continue the breakfast and lunch programs for those families that are eligible so no child is expected to learn when hungry
- Students who are income eligible are supplied with all necessary materials to complete school work or projects, club fees for in-house clubs, field trip fees, and other fees normally associated with our required material fee.

Menlo Park Academy will have a 1:1 ratio of chromebooks for our reopening, including grades K and 1. Both virtual and in-person students as well as all virtual will borrow a school provided chromebook to access instruction and contact with their teachers. Chromebooks will remain with students and will be taken home by our in-person learners, each night. This will ensure sanitary conditions are met and allow our in-person students to have their device, should the need arise to stay at home.

We will continue to provide daily free breakfast and lunch for in-person students who qualify. For virtual learners or all learners should we go to all virtual, meals can be picked up once per week. Menlo averages 23% to 26% of its students as eligible for free and reduced lunch. This is a continuation of our summer food operations.

Should the conditions of the pandemic affect a student's ability to access instruction, the school will ask parents to contact the school so we can assess and evaluate situations on a case-by-case basis to determine necessary accommodations.

Professional Development Opportunities For Teachers

In order to best serve the needs of our community, it will take additional support and training of our faculty and staff. We will be focusing our efforts on robust, year-long training for both Google Suite, Social-Emotional Learning, and Project-Based Learning.

Training modules will be made available for teachers during the last couple weeks of summer to enable those who desire a head-start. In addition, we will be providing time and opportunity for teachers to work together to collaborate on systems, PBL rubrics creation, lessons, teaching models, assessments, and portfolio design. Our nine days of professional development will be fully used to concentrate on instructional practices and important health protocols and procedures.

Virtual Experiences In Lieu of Field Trips and Assemblies

Both in-person and virtual modalities are subject to the same societal reality. It has been a long standing requirement that all students have an extended learning opportunity every month, whether it is a curriculum based field trip, an in-house program or expert speaker. Our ability to take traditional field trips for the first trimester will not be possible. However, more than ever, opportunities for our students to participate in virtual field trips and experiences to supplement their school experience are needed. A database has been started to provide teachers with possible virtual field trips to enhance their curriculum delivery.

Baseline Expectations For Virtual Learning

No matter the condition, concurrent learning model or all virtual, Menlo Park Academy is using the following industry standards as a guide for expectations for virtual program delivery.

- Teachers will conduct daily synchronous daily morning meetings/advisories
- Teachers will conduct 60 mins of virtual office hours per day (consistent times)
- Teachers will provide an average of 30 mins of activity/work each day (2 hours/week) for each class or subject taught
    - Each lesson plan will have a “must do” (artifacts of learning to be collected and determined by the teacher)
        - Focus on mastery, not seat time
    - Each lesson plan will have a “may do” (further enrichment for students that go beyond mastery)
- 3 virtual synchronous sessions per week during class time on schedule
    - Synchronous session may be shorter, in small groups and more frequent for k-4
    - Synchronous sessions may be whole group for 5-8
- 3 virtual asynchronous sessions per week, released on a regular schedule
    - These should be from teachers and not outsourced
    - Outsourced material may be used as a supplement the lesson

Menlo Learning Lab

The Menlo Learning Lab (MLL) is an option for students to participate in the Virtual Learning Program on-site at Menlo. The foundation of our Virtual Learning Program (VLP) is a full and robust virtual learning environment for all students, each day. The purpose of the MLL is to provide an option for in-building support to students. Students may have diverse needs that necessitate assistance from a physical learning environment.

MPA is prioritizing MLL for those families who have selected the in-person modality for Trimester 1. The MLL will be available during normal school hours of 8:15am to 3:30pm. Before and after-care must be signed up for separately. All in-building health and safety procedures would be in effect during the MLL.

Resources

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