

DOMAIN 1: RECONNECT AND REBUILD CULTURE

Overview:

Objective	Action
Reconnect scholars with each other.	Mandela-grams - Notes of positivity, encourage, and humor, written by scholars for scholars in other classrooms. Mandela-grams will can be deposited in a designated box and then distributed to various classrooms. (Maybe SLC can help by sorting and distributing.)
Reconnect scholars to NME and our core values.	Mural Project - Scholars will complete sentence frames on strips of colored paper that relate our core values to their experience in the covid-19 pandemic. (Covid-19 inspired me to serve others by... I used my wisdom during the pandemic by...) These strips of colored paper will then be pieced together on the cafeteria windows to create a huge rainbow mural (modeled after our Mandela logo and colors).
SEL / SEL Assessment	Morning Meeting Conversation Starters - Work with Mrs. Wells to create age appropriate conversation starters specific to the covid-19 pandemic, that we could then distribute to each classroom as a resource. Assessment would be informal and anecdotal.
Reconnect scholars to NME and each other.	Family Feud Style Class Tournament on Zoom - Since we cannot be together as a full school, host a zoom game show class versus class, during the school day.

Notes: We are still thinking about ideas and ways that we can support staff and reconnect them to NME and their students.

DOMAIN 2: SOCIAL AND EMOTIONAL HEALTH

Overview:

Objective	Action
Identify areas of prioritization	<ul style="list-style-type: none"> ● Establish a crisis response team focused on student and staff mental health and wellness. ● Assess natural resources (personnel, existing partners) to determine if there is a need for external support, and reach out to the existing vendor community to assess the potential for expanded work. ● Evaluate staff mental health readiness utilizing questionnaires, surveys, direct outreach.

	<ul style="list-style-type: none"> ● Provide resources for staff self-care, including resiliency strategies.
Identify lessons in existing products that will assist with SEL	<ul style="list-style-type: none"> ● Look at current SEL lessons provided by Sanford Harmony ● Reteaching classroom expectations to create a sense of normalcy and assist our scholars with getting back into a routine
Provide week by week and day by day plans for specific lessons	<ul style="list-style-type: none"> ● Reteach Classroom/School Wide Expectations ● Safety Procedures ● Routines ● Relationships/Community in the Classroom
Identify SEL needs of the team	<ul style="list-style-type: none"> ● Work with Grief's Journey and Arbor Family Counseling to ensure our staff have the support they need ● Check Ins with Mrs. Wells on an individual basis as needed ● Weekly Self Care Tips/Resources ● Provide Mindfulness Resources
Provide training, resources, and support for the team	<p>I. Interpersonal and Healthy Relationships Assertion, Anger Management, Anxiety Management.</p> <p>II. Personal Leadership Comfort, Empathy, Decision Making, Leadership</p> <p>III. Self Management Drive Strength, Time Management, Commitment Ethic, Positive Personal Change, Well Being/ Health</p> <p>IV. Intrapersonal Self Esteem, Stress Management, Health</p> <p>Training Topics could include but not limited to:</p> <ul style="list-style-type: none"> ● Emotional Intelligence and Resiliency: Teaching During Covid -19 ● Forming Healthy learning environments. ● Teacher health and wellness ● Reconnecting Relationships with colleagues, parents, scholars. ● Stress management
Provide training, resources and support for families	<ul style="list-style-type: none"> ● Continue posting resources on all Mandela Platforms ● Host Monthly sessions with an outside agency to present resources ● Zoom Parent Support Meetings

	<ul style="list-style-type: none"> ● Job Resources ● Food Resources
Coordinate with local agencies to support the entire school community	<p>Local agencies</p> <ul style="list-style-type: none"> ● Charles Drew ● North Omaha Learning Community Center ● Grief's Journey <ul style="list-style-type: none"> ○ Families lost to COVID-19 (Staff and Mandela Families) ● Arbor Family Counseling ● Connections ● Heart Ministry

Notes:

DOMAIN 3: SAFETY

Overview:

Objective	Action
Safe drop-off	<ol style="list-style-type: none"> 1. Mark areas in parking lots for drive-up screening by grade (3-A). 2. Scholars stay in the car and wait for an adult to come to the car. 3. Screening questions asked and recorded. (3-B) 4. Temperature taken and recorded 5. Smell test administered and recorded 6. Scholar exits the car with a mask on. 7. Escort directly to the classroom.
Arrival/Dismissal Times	<ul style="list-style-type: none"> ● Use google form/sign up genius to have parents sign up when they will be dropping. PARENT PREFERENCE SIGNING UP. ● Send to class right away utilizing staff/hall monitors. ● Use different parking lots if there is an overflow <ul style="list-style-type: none"> ○ Arrival: 7:30, 7:50, 8:10 <ul style="list-style-type: none"> ■ TAKE ATTENDANCE AT 8:30 ○ Dismissal: 3:30, 3:50, 4:10 *KidsCan for essential personnel ● Temperature, Coughing/Sneezing, exposure, smell, headache, diarrhea
Grab & Go Breakfast	<ul style="list-style-type: none"> ● In classroom
Lunch	<ul style="list-style-type: none"> ● In classroom <ul style="list-style-type: none"> ○ Cafe is the central location. There will be 14 carts set up and the para will come pick up the cart and bring it to the classroom. (Para's eat lunch 11:30-12:00 and teachers

	<ul style="list-style-type: none"> leave at 12:00) <ul style="list-style-type: none"> ○ All scholars eat 12:00-12:30
Cleaning/Sanitizing Schedule	<ul style="list-style-type: none"> ● Scholars clorox desks/chairs at end of day. ● All classrooms have no touch hand-sanitizer. ● Daniel will clean all common area high touch items every hour
Areas of the building that need procedures	<ul style="list-style-type: none"> ● Up/down staircases ● Mark spots for lining up both in classrooms and hallway. ● Arrows on floor. ● Walkie talkies to help coordinate communal spaces.
Drinking fountain/Water	<ul style="list-style-type: none"> ● Drinking fountains turned off. ● Allowing water bottles.
Restrooms	<ul style="list-style-type: none"> ● Stressing/modeling/scheduled breaks ● All supervised ● Two at a time, mark spots for waiting
Supplies	<ul style="list-style-type: none"> ● Each scholar will have their own bin using their own supplies. ● Each scholar will have their own device. Bring back chromebook.
Classroom Furniture	<ul style="list-style-type: none"> ● All scholars facing forward ● Mark off teacher supplies/desk to teach about awareness and so they are not touching others stuff ● Remove all rugs, soft things, pillows, etc.
Temperatures	<ul style="list-style-type: none"> ● Morning and Lunch <ul style="list-style-type: none"> ○ 99.5 - do not allow in/immediate containment
Transitions	<ul style="list-style-type: none"> ● Scholars will use hand sanitizer every time they leave and come into the classroom.

DOMAIN 4: RESOURCES

Overview: To assist the staff with the need for supplies without cross contamination

Objective	Action
Supplies	<ul style="list-style-type: none"> ● Hand sanitizer ● Face masks ● Ziploc bags ● Milk crates & Supply list
Hand Sanitizer	Every classroom will have a automatic dispenser

	<ul style="list-style-type: none"> ● One bag of sanitizer should last for a week. ● We will evaluate how often to replace
Facemasks & Ziploc	<p>Every scholar and teacher will be provided new face masks each day.</p> <ul style="list-style-type: none"> ● Ziploc bags will be provided for students to put their masks in when not in close proximity.
Milk Crates & Supply lists	<p>We will be making a supply checklist to hang outside each classroom, we will also have milk crates to put outside your door when supplies are needed. (This is to limit the number of people going into the classroom) after the supplies are refilled it will be put back in your classroom.</p>

Notes: Subject to change

DOMAIN 5: CONTAINMENT AND MITIGATION

Overview: The virus that causes COVID-19 is mainly spread by respiratory droplets. When someone is infected with COVID-19 coughs or sneezes, respiratory droplets that contain the virus are expelled and can be breathed in by someone nearby. Although the virus cannot enter the body through the skin, the respiratory droplets carrying the virus can get into your airways or mucous membranes of your eyes, nose, or mouth to infect you. The virus can also be spread if you touch a surface contaminated with the virus and then touch your eyes, nose or mouth, although this is not the primary way the virus spreads.

Objective	Action
Building cleaning procedures to maximize safety	<ol style="list-style-type: none"> 1. Prepare facilities for the resumption of school: <ol style="list-style-type: none"> a. Air filters changed regularly. b. Distribute wastebaskets, tissues, and hand sanitizer to every office and classroom so that these materials can be used upon entry and exit. c. Signage about frequent <u>handwashing</u>, <u>cough etiquette</u>, <u>and nose blowing</u> posted, disseminated, and encouraged through various methods of communication. d. Have appropriate stock (minimum 14 day supply) on hand e. Place a touchless hand-sanitizer in every classroom and common space f. Provide hand sanitizer for every office 2. Conduct a facility walkthrough with janitorial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and scholars 3. Disinfect all common area spaces and frequently touched items daily

	<ol style="list-style-type: none"> 4. Wipe down and disinfect restrooms, and door handles, and railings hourly 5. Disable drinking fountains- all team members and scholars will use a personal water bottle filled from a water pitcher
Cleaning Procedures if the classroom had a positive COVID-19 case	<ol style="list-style-type: none"> 1. Dismiss the entire class for 2 days and switch to distance learning. 2. Notify the families of procedures and toggle 3. Close off the classroom impacted 4. Open outside doors and windows to increase air circulation in the area. 5. Wait 24 hours 6. Clean and disinfect all areas used by the person who is sick, 7. Vacuum empty room with (HEPA) filter <ol style="list-style-type: none"> a. Turn off room fans and the central HVAC system that services the room, so that particles that escape from vacuuming will not circulate. 8. Once the classroom has been appropriately disinfected, it can be opened for use. 9. If more than 7 days since the person who is sick visited school, additional cleaning and disinfection is not necessary.
Playground cleaning procedures	<p>Playgrounds in schools and parks generally require normal routine cleaning, but do not require disinfection.</p> <ul style="list-style-type: none"> ● Do not spray disinfectant on outdoor playgrounds- it is not an efficient use of supplies and is not proven to reduce the risk of COVID-19 to the public. ● High touch surfaces made of plastic or metal, such as grab bars and railings should be cleaned routinely. ● Cleaning and disinfection of wooden surfaces or groundcovers is not recommended.
Alternative learning environments	<ol style="list-style-type: none"> 1. Allow for classes to meet and eat outside 2. Empty outdoor trash cans frequently
Mask use for mitigation	<ol style="list-style-type: none"> 1. Masks shall be worn by all team members and scholars when outside of the classroom (halls, restrooms, etc.). They may be taken off while playing outside if 6 ft. distance is used. 2. Masks shall be worn if adults are meeting with other adults in person. Physical distancing should also be practiced.
Positive tests/exposure	<ol style="list-style-type: none"> 1. If anybody is exposed or tests positive in the family, the ENTIRE family stays home for the ENTIRE fourteen days.

	2. 36 hours out of the classroom if scholar/peer gets tested positive
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DOMAIN 6: COMMUNICATION

Overview: *Effective communication from the Nelson Mandela Campus will help ensure the success of all new safety measures and protocols implemented due to COVID-19. Information and updates will be delivered through both written and digital platforms to ensure the entire Mandela community is reached. This domain will determine the best platforms to deliver important information and updates and make sure the entire community is aware of these platforms. If communication methods are ineffective, this domain will reassess and research new methods.*

Objective	Action
Informing the Mandela community of new protocols/procedures	<ul style="list-style-type: none"> • Determine which platforms are most effective for communication • Provide consistent, weekly updates via newsletter, Class Dojo, and the website
Platforms	<ul style="list-style-type: none"> • Utilize back to school night to make sure everyone is signed onto the correct communication platforms and knows how to use them
Effective communication	<ul style="list-style-type: none"> • Ask for feedback from families regularly, to make sure we are reaching them

DOMAIN 7: TOGGLE TEACHING

Overview:

Objective	Action
Universal platform	<p>Class dojo will be used for:</p> <ul style="list-style-type: none"> • Communication between teacher and family • ALL work will be submitted via class dojo portfolio <p>Direct instruction:</p> <ul style="list-style-type: none"> • Zoom • Freckle

	<ul style="list-style-type: none"> ● Packet work sent home
Assessment	<ul style="list-style-type: none"> ● Google Forms/Quizzes ● Freckle has tests ● Bring scholars in groups (cohorts) to keep updated with testing (MAP, WCJ, and unit tests)
Safety/areas of health that need addressed in toggle time	<ul style="list-style-type: none"> ● Domestic Abuse (see every face) ● Food ● Hygiene (based upon referral) ● Mrs. Wells weekly zooms with each class
Optional Learning Plans	<p>A) Split learning formats by K-2 and 3-5.</p> <ul style="list-style-type: none"> a) Reading: 3-5 will have higher expectations with sustained silent reading. K-2 can utilize EPIC for reading support. b) Math: K-5 - flash cards, timed tests c) Spelling: zoom instruction d) Science: K-5 - Amplify? e) Social Studies: K-5 - Flocabulary, scholastic f) Writing: Imbed in all other areas g) Phonograms: push the phonogram app to all families, even if NME pays. WPR videos on class dojo.

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DOMAIN 8: ACADEMICS

Overview: Nelson Mandela Elementary will assess every student’s academic level and analyze this data to develop a plan of action to address the individual learning needs of each individual. This information will be used to assist teachers in implementing evidence based interventions in the classroom and guide specialists intervention in small groups or individually.

Objective	Action
Create a timeline and plan for MAP testing	<ul style="list-style-type: none"> ● Identify scholars that will not be returning to school in July ● Schedule fall testing dates starting the first week of July ● Complete all fall testing by end of July
Determine procedures for communicating to parents about MAP scores from March to Current.	<ul style="list-style-type: none"> ● Analyze results ● Identify areas of concern ● Develop plan to address areas of concern ● Provide summary of information to parents
Provide suggestions	<ul style="list-style-type: none"> ● Develop Action Plan/Flow chart to address areas of concern

for teachers to address varying mastery levels.	<ul style="list-style-type: none"> ● Flow chart will suggest interventions for specific areas that will be implemented in the classroom and with specialists.
Create Woodcock-Johnson testing timeline and procedures	<ul style="list-style-type: none"> ● Schedule testing ● Complete all testing by end of July ● Receive all results by the beginning of August or ASAP
Follow state and local guidelines for flexibility to adhere to legal obligations.	<ul style="list-style-type: none"> ● Identify state and local guidelines for testing ● Will assist and comply with OPS guidelines for management of IEP ● All current IEPs are updated and amended to reflect virtual learning needs from spring semester 2020. Once school resumes in the school building, IEP minutes will reflect what is written on the IEP.
Create an assessment plan for remote learning by individual scholars	<ul style="list-style-type: none"> ● Identify students that will not return to the classroom in person ● Develop distance learning plan
Coordinate parents, teachers, and necessary personnel to address any IEP needs.	<ul style="list-style-type: none"> ● Coordinate with OPS, scholars, and teachers to address IEP goals ● Comply with OPS guidelines in management of IEP

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DOMAIN 9: PROFESSIONAL DEVELOPMENT

Overview: The Nelson Mandela Campus will create and implement a professional development plan to meet the professional needs of our staff and ensure the highest quality of education for our scholars. The purpose of this plan is to establish a framework to improve professional practices and procedures.

Objective	Action
Professional Development Plan	<ol style="list-style-type: none"> 1. Survey the Nelson Mandela Campus staff for professional development needs/ training obtained. 2. Provide training with different modalities <ol style="list-style-type: none"> a. Range of virtual experiences (webinars, ThinkHR) b. In a group setting not exceeding 20 staff members 3. Pandemic Response Training- <ol style="list-style-type: none"> a. General Information about Coronavirus and Covid-19 b. Responding Effectively to Risks

	<ul style="list-style-type: none"> c. Assessing Your Organization’s Risks d. Facing Virtual Team Challenges e. Contributing as a Virtual Team Member
Research Solutions	<ul style="list-style-type: none"> 1. Websites <ul style="list-style-type: none"> a. Centers for Disease Control and Prevention https://www.cdc.gov/ b. Department of Health and Human Services http://dhhs.ne.gov/Pages/Coronavirus.aspx c. Occupational Safety and Health Act https://www.osha.gov/
Timeline and Platform	<p>Timeline</p> <ul style="list-style-type: none"> 1. Nelson Mandela Staff will have #___ of Pandemic Response Training with a target date of July 1st. 2. ThinkHR will provide the majority of the professional development opportunities to Nelson Mandela staff. 3. Ongoing monthly/quarterly professional development will be provided to the Nelson Mandela staff to support ongoing efforts. <p>ThinkHR will be the primary platform for professional development</p>

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DOMAIN 10: RECESS AND ELECTIVES

Overview:

Objective	Action
Equipment/Field Options	<ul style="list-style-type: none"> 1. Classes will be assigned to 1 of 6 designated areas: Miller Park field, Miller Park trail, ½ BBall Court (2), ½ Field(2) 2. Teachers will decide on activity to play at each spot 3. Each grade level will have their own play-equipment, and sanitize regularly
Water	<ul style="list-style-type: none"> 1. Students will each have individual water bottle 2. In the event they lose/don’t have bottle, a cup will be provided to use and disposed of afterwards
Enter/Exit	<ul style="list-style-type: none"> 1. Groups will exit through front doors with ample distance between groups 2. Upon re-entry at the gym door, students will each use sanitizer upon re-entry 3. Groups will line-up with spacing and re-enter with ample

	<p>distance through the gym doors</p> <p>4. Be sure to ALWAYS re-enter through gym; do not alternate route or change entry spot</p>
Mask Removal	<p>1. Students will have pre-labeled ziplock bag to keep mask in</p> <p>2. Upon exit, when reaching the door, student will remove mask and place in ziplock bag and then the bin</p> <p>3. Upon re-entry, student will re-collect mask, sanitize, then return to line</p>
No Contact Sports	<p>1. Students will only be allowed to participate in sports that are contact-free (I.E. No football, basketball, soccer played “normally”)</p> <p>2. Alter contact sports to portions of the game</p> <p style="padding-left: 40px;">a. HORSE, shootout, catch, etc.</p> <p>3. Pre-plan and pre-teach to avoid confusion</p>

Notes: