



Coming Back Together

USD 232 Learning Environment Guidelines

On-Site Learning Environment
Remote Learning Environment

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Introduction

We remain committed to doing everything we can to protect the health of our students and staff for the safe return to on-site instruction and learning. Our team worked to develop a comprehensive framework that incorporates the most current guidance from health experts, educational leaders, as well as feedback from parents and students. The protocols outlined in our plan will help us deploy risk-reduction strategies to hopefully mitigate the spread of COVID-19.

Because there is the possibility of a COVID-19 outbreak within our school community, we must all be prepared to adapt to any number of actions to increase preventative measures in response to changing circumstances throughout the school year. There is no doubt that on-site learning and support is best for most students and is beneficial to not only their academic success, but especially their social-emotional health. However, until a vaccine is developed there may be changes to community health requirements that would require school districts to shift strategies, which could include limiting the number of students at school, Hybrid Learning Environment, or shifting to a Remote Learning Environment where few or no students attend school on-site.

We will continue to rely on the recommendations of public health experts. We remain in a pandemic and must continue to depend on the expertise of our public health partners. This is a time to be careful, deliberate and prudent.

The *Coming Back Together* document is divided into two sections: On-site Learning and Remote Learning. The On-Site Learning section contains guidelines for Public Health and Safety, Classrooms, Common Spaces, Transitions, Extra & Co-Curricular Activities, Health Office, Facilities, Food Service and Transportation. The Public Health and Safety section contains information that is important for every aspect of school operations whereas the other topics provide specific guidance for certain areas of school operations.

The Remote Learning section contains general guidelines for all grade levels, as well as specific learning guidelines for elementary, middle school, and high school in the event our schools need to cease or modify on-site instruction. The plan concludes with a proposal to offer Optional Remote Learning to students. The specifics for Optional Remote Learning still need to be developed. The availability of an Optional Remote Learning Program and the robustness of its offerings are dependent upon the number of students/families that request this option and available staffing.

Three Learning Environments

	On-Site	Hybrid	Remote
Student Capacity	100%	50%	Extremely Limited
Social Distancing	Where Feasible	6 Feet	6 Feet
Group Gatherings	By County Guidelines	15 person target	10 or fewer
Spectator Events	By County Guidelines	Not Allowed	Not Allowed

Section 1: On-Site Learning Environment Guidelines

Public Health and Safety

The following information is the result of collaboration with and guidance from many health experts from the Kansas Department of Health and Environment (KDHE), Johnson County Department of Health and Environment (JCDHE), The Centers for Disease Control and Prevention (CDC), American Academy of Pediatrics, and others. As we look ahead to the 2020-21 school year, it is possible that COVID-19 will continue to spread. A public health approach is key to addressing the impacts of COVID-19 as well as in charting our way forward.

Schools are an essential part of the communities where they are located and have a significant impact on the health and well-being not only of the students but also school staff, parents, and the broader community. There are many simple actions (e.g. social distancing, hand washing, staying home when sick, disinfecting frequently touched surfaces and wearing barrier masks) that can reduce the risk of COVID-19 exposure and spread during the school day as well as at school-sponsored activities. This section provides a framework from a public health perspective, considerations for nurses and other school health personnel, recommendations for when to exclude students and staff because of symptoms and strategies for symptom detection.

This section also includes the latest guidance from Centers for Disease Control and KDHE about how to address what happens when a student and/or staff member tests positive and ensuring that contacts to the person testing positive are handled appropriately. In the event a school does indeed have even one case of COVID-19, school administrators will work closely with JCDHE to ensure that isolation and quarantine procedures are initiated and followed, and that appropriate public information is shared.

You will notice throughout this section that protecting the health of the students, school staff and anyone in the community who interacts with the school is not just the responsibility of the school administrator or school nurse--it is the responsibility of everyone, including the students. It is anticipated there will be frequent updates to this section as the situation with COVID-19 is constantly evolving.

This guidance also includes important additional information that is included as appendices.

Appendix A-- As we all know, children experience a multitude of conditions including colds, influenza and allergies. Many of the symptoms of these conditions mimic the symptoms often experienced with COVID-19; many are different. It is important for school personnel to be aware of the symptoms and know how to respond. Appendix A provides a comparison of three common conditions with COVID-19 so school personnel can be more informed and recognize signs of COVID-19 as early as possible.

Appendix B—Isolation and Quarantine Graphic provides a short synopsis of KDHE's recommendations when members of the school community have tested positive for COVID-19 or when they are a close contact of someone who is. More detailed information

for districts when they are faced with a positive case of COVID-19 are found in the *exclusion from school* section below.

Adopt Hygiene Measures

To increase the likelihood of consistent and continued on-site learning schools must adopt and adhere to sound public health hygiene measures. Based on current information from public health experts, COVID-19 primarily spreads through respiratory droplets, the most important preventive measures are those that limit contact with respiratory droplets from others.

- Encourage staff and students to practice social distancing whenever possible. Social distancing is defined as physical separation of a minimum of six feet. This physical separation decreases the likelihood that individuals will come in contact with respiratory droplets of others.
- Barrier masks and/or face shields are required to be worn covering the nose and mouth. Exceptions to wearing a mask or face shields will be granted for individuals with circumstances that make wearing masks or face shields dangerous or impracticable. Additionally, masks and face shields are not required while in the act of eating or drinking. When social distancing can be practiced, students and staff may be allowed to remove their mask from their nose and mouth for a short time.
- Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
- All persons are encouraged to wash hands when they come to school and every hour.
 - Teach and reinforce [handwashing](#) with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff.
 - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
- Place hand hygiene stations at the entrances of the building.
- Encourage students and employees to sanitize their backpacks and personal items at the beginning and end of the day and separate personal items into cubbies or baskets that are not shared with other students. Do not allow students to share lockers.
- Encourage classes and employees to create their own hand signals to replace shaking hands, hugging or giving high-fives.
- Make sure that disinfectant and related supplies are available to all employees close to their workstations.
- Post signs at all entrances informing all who enter that they must:
 - not enter if they have a cough or fever;
 - maintain a minimum of six-foot distance from one another;
 - not shake hands or engage in any unnecessary physical contact.
- Post [signs](#) in highly visible locations (e.g., school entrances, restrooms) that [promote everyday protective measures](#) and describe how to [stop the spread](#) of germs (such as by

[properly washing hands](#) and [properly wearing a cloth face covering](#)

- Post signs in bathrooms with directions on how to effectively wash hands.
- Include messages (for example, [videos](#)) about behaviors that prevent the spread of COVID-19 when communicating with staff and families (such as on school websites, in emails, and school social media accounts).

Exclusion from School

Students and employees exhibiting symptoms of COVID-19 without other obvious explanations, are prohibited from coming to school, and if they do come to school, they will be sent home immediately. Parents and school staff should be familiar with the symptoms of COVID-19 based on KDHE guidance (See Appendix A: Coronavirus vs. Cold vs. Flu vs. Allergies). Parents and guardians are asked to take students' temperatures each morning and watch for the other COVID-19 symptoms. Students that have a fever or exhibit other symptoms should not come to school.

The current known symptoms are:

- Fever (100.4 or higher)
- Chills
- Rigors
- Muscle or body aches
- Fatigue
- Headache
- Sore throat
- Lower respiratory illness (cough, shortness of breath or difficulty breathing)
- New loss of taste or smell
- Diarrhea

Temperature and Symptom Screening

- School staff will make a visual inspection of every student for signs of illness and trained staff will take students' temperature as needed.
- Staff members will be screened daily.

Medical Inquiries

- Given the nature of the pandemic, the school district will make additional medical inquiries of staff and students than they otherwise would have. Please note that federal law typically limits the type of medical inquiries that can be made but given the nature of the pandemic more leeway has been given by federal agencies in this circumstance.
- If a parent tells the school that a student is ill, the school will ask the parent whether

the student is exhibiting any symptoms of COVID-19. If an employee calls in sick or appears ill, the school will inquire as to whether the employee is experiencing any COVID-19 symptoms. Trained school staff may take the temperature of students, employees and visitors to school property on a random basis or in situations where there is reason to believe that the person may be ill. If someone is sneezing or coughing, he or she may be excluded to minimize the spread of bodily fluids, even if the person is not exhibiting signs of COVID-19. If a person is obviously ill the school may make additional inquiries and may exclude the person from school property.

Defining a Case of COVID-19 Disease and the Infectious Period

A person is considered a case of COVID-19 disease if they have tested positive for the SARS-CoV-2 virus by a diagnostic test (PCR or antigen). Based on what we currently know, a case is considered infectious 2 days prior to the onset of symptoms through at least 10 days after the onset of symptoms. For cases that do not have symptoms, the infectious period is considered as 2 days prior to the date the sample was collected through a minimum of 10 days from the date the sample was collected. Cases must remain in isolation until they have met the criteria for release from isolation set by KDHE or JCDHE (See Appendix B: Isolation and Quarantine Graphic).

Defining a Close Contact

A person is considered a close contact of a case if they were within 6 feet of the case for 10 minutes or more, or if they had exposure to secretions (for example, being coughed or sneezed on). Close contacts must remain in quarantine until they have met the criteria for release from quarantine set by KDHE or JCDHE (See Appendix B: Isolation and Quarantine Release Graphic).

Return to School After Exclusion

Once a student or employee is excluded from the school environment, they may return if they satisfy the recommendations of KDHE or JCDHE. Currently those guidelines are:

Untested. Persons who have not received a test proving or disproving the presence of SARS CoV-2, the virus that causes COVID-19, but experience symptoms may return if the following conditions are met:

- Ten (10) calendar days have passed since symptoms first appeared AND
- Fever free for 72 hours without the use of fever reducing medicine and other symptoms have improved (for example, when cough or shortness of breath have improved)
- Whichever criteria is longer. Meaning, a minimum of ten (10) calendar days.

Tested and Awaiting Results

Persons who are suspected of having COVID-19 disease and are awaiting test results should be isolated at home until test results are received.

Positive Result

- **Symptomatic** cases may return if the following conditions are met:
 - Ten (10) calendar days have passed since symptoms first appeared AND
 - Fever free for 72 hours without the use of fever reducing medicine and other symptoms have improved (for example, when cough or shortness of breath have improved)
 - Whichever criteria is longer. Meaning, a minimum of ten (10) calendar days.
- **Asymptomatic** cases may return if the following conditions are met:
 - Ten (10) calendar days have passed since the date sample was collected AND
 - Symptoms have not developed.
 - If symptoms develop during the ten-day isolation period, then follow the above criteria for symptomatic cases with a new isolation period starting from the day symptoms started.

Negative Result

- **Known exposure to a COVID-19 case or travel from a location on the [KDHE Travel-related Quarantine List](#).** People who are identified as close contacts of a COVID-19 case or have travelled from a location on the KDHE Travel-related Quarantine List must be quarantined for 14 days. A negative test result within the 14-day quarantine period does not affect the quarantine period and the person must finish their 14-day quarantine.
- **No known exposure to a COVID-19 case or travel-related exposure.** People who have not been identified as a close contact to a COVID-19 case and have not travelled from a location on the KDHE Travel-related Quarantine List may return to work/school.

Other Students and Employees in the Household

- If a student or employee is excluded from school because of a positive COVID-19 test, other students and employees living in the same household are considered close contacts and will be excluded from school for a mandatory 14-day quarantine period which begins after their last exposure to the case. If the household contacts continue to live in the same household as the case while the case is in isolation, the 14-day quarantine period for household contacts begins once the case is released from isolation by Public Health (See Appendix C: Isolation and Quarantine Release

Graphic).

- If a student or employee is excluded from school on a 14-day mandatory quarantine period because they have been identified as a close contact of a case, then other students and employees living in the same household are considered contacts of a contact and do not need to be excluded from school unless they were also identified as a close contact of a case.

Travel-related Quarantine

If a student or employee has recently traveled from a location on the [KDHE Travel-related Quarantine List](#) the student or employee is subject to a mandatory 14-day quarantine starting from the day after they return to Kansas.

School Response to Student or Employee in Isolation or Quarantine

- As soon as the school becomes aware of a student or employee that has been diagnosed with COVID-19 disease, the custodial staff will be informed so that all desks, lockers and workspaces of the person are thoroughly disinfected. If the school is not open when notification occurs, the custodial staff will wait 24 hours or as long as possible prior to disinfecting and instead will block off the area so that others do not have contact. However, if that is not possible or school is in session, the cleaning will occur immediately.
- School staff will immediately begin compiling a list of close contacts, including names, email addresses and phone numbers. Consider the 2 days prior to when the case started having symptoms, or if the case was asymptomatic the 2 days prior to the date the sample was collected. Identify anyone who would have been within 6 feet for 10 minutes or more or would have had direct contact with secretions. With JCDHE guidance, guardians of students who have been identified as close contacts and any staff identified as close contacts should be informed immediately. Close contacts must start a 14-day mandatory quarantine period starting from the day after the last contact with the case (Appendix B). The list of close contacts should be shared with the JCDHE for follow-up during the quarantine period.

Separation While in School

- Each school must have a room or space separate from the nurse's office where students or employees who may have COVID-19 or another communicable disease will wait to be evaluated or for pickup. The ill students or staff members will be given a mask to wear. Only essential staff (nurses and trained staff) and ill persons assigned to the room may enter, a record of all persons who entered the room will be maintained, and the room will be disinfected several times throughout the day. Strict

social distancing is required, and essential staff must wear appropriate PPE. Students who are ill will be walked out of the building to their parents.

Care Rooms for Students with Physical Needs

Each school will designate a location separate from the nurse's office for the care of students with special care needs such as suctioning, tube feeding and nebulizers to minimize exposure to students who might be ill. The room will be disinfected frequently, and all staff members present will wear appropriate PPE. The student will be provided a mask.

Confirmed Case of COVID-19 In the School Building

- When a person is confirmed to have been in a school building while being positive for COVID-19, the school may remain open. Spaces that were known to be occupied by the person will be sanitized.
- The school will work with the local health department to assess for close contacts within students and staff and inform those who are exposed that they must start a mandatory 14-day quarantine period.
- The school will contact parents/students and employees and notify them that a person who tested positive for COVID-19 was in the building and encourage cooperation with the school and the local health department during contact tracing. The individual who tested positive will not be identified in communications to the school community at large.

Classroom Spaces

Instructional Programing

General Guidance

- Practice and prepare to model proper hygiene practices such as handwashing, using hand sanitizer, and social distancing techniques, including alternatives to handshakes.
- Post signage in classrooms, hallways, and entrances to communicate how to reduce the spread of COVID-19.
- Practice and prepare to model the proper wearing and disposal of personal protective equipment (PPE), including masks.
- Devote time at the beginning of the school year to develop positive relationships with students. Focus on social and emotional learning activities that includes trauma screening and supports to help students and adults deal with grief, loss, etc.
- Socio-emotional supports should be continued throughout the school year and be integrated into students' regular learning opportunities.
- Assess students' capacity and readiness to learn and address gaps from previous year prior to focusing on academics and classroom plans.
- Social distance as possible by increasing space between students during in-person instruction. Understand there may be times that it will be necessary to provide close individual contact to provide comfort, private discipline, or personal instruction. When in close contact for long periods of time, staff should wear PPE, as feasible.
- Extra furniture should be removed from the classroom to increase the space available to provide distance between students.
- As much as possible, furnishing with fabric and other hard to clean coverings should be removed from the classroom.
- Arrange student furniture to have all students face in the same direction.
- When possible, assign seats and require students to remain seated in the classroom.
- Utilize outdoor spaces as appropriate.
- For large enrollment courses, consider reducing class sizes as needed and maintain adequate staffing levels for teaching and learning to occur in a safe and equitable manner (i.e. Band, Choir, PE).
- Practice what different learning environments may look like as schools fluidly move from one learning environment to another in response to local transmission. Align school response to community response.
- Field Trips will not be allowed, utilize virtual options to supplement learning activities.
 - Programs with off-site learning requirements will be considered separately.

Group Stability

Low Community Restrictions: On-site Learning Environment

- Establish stable groups, when possible (MS/HS may be part of multiple stable groups).
- Students may travel in stable groupings, when feasible.
- Consider the use of stable groups as defined by local, state, and CDC guidelines.
- Where possible, consider teachers rotating with the stable group staying in one location.

Moderate Community Restrictions: Hybrid Learning Environment

- To reduce the risk of exposure to COVID-19 develop a schedule of stable groups so that some students are attending school on-site while others are attending remotely. On-site and remote learning groups can alternate but stable groups should be maintained.
- Stagger days in which students are attending (AACBB) and stagger students' schedules as necessary by building.
- Maintain hybrid learning/adjusted schedules so young students and most vulnerable students can be on site.
- Students should stay in their locations and staff rotate in and out of classes.
- Implement stable groups, when possible (MS/HS may be part of multiple cohort groups).
- Limit mixing of groups.

High Community Restrictions: Remote Learning Environment

- Establish remote learning opportunities for most students.
- Maintain small at-risk groups of less than ten on-site.
- Consider scheduling a few students with specific needs on-site.
- Abide by the max number of people allowed to congregate as determined by local state governments.
- Students shall remain with the core stable group as defined by local, state, and CDC guidelines.

Social Distancing

Social distancing should always be observed to the extent possible. However, based on increase prevalence of COVID-19 in the community, stricter adherence to social distancing will be required.

Low Community Restrictions

- Social distance, when feasible.

Moderate Community Restrictions

- Social distance whenever possible.
- Limit interaction between students and staff from separate stable groups.

High Community Restrictions

- Maintain 6 feet social distancing
- Restrict interaction between students and staff from separate stable groups.

Instructional Materials

Low Community Restrictions

- Create individual materials/supply bags or kits.
- Wipe center/shared materials after each group.
- Shared digital devices wiped after use; 1:1 devices used as normal.
- Ensure hand washing/sanitizer after shared use of items.
- Supplies, manipulatives, and technology should be cleaned and sanitized daily.

Moderate Community Restrictions

- When feasible, no sharing of school supplies.
- If sharing is not preventable, wipe/clean between uses.
- Provide individual pencil sharpeners for each child or sharpened pencils to prevent use of shared pencil sharpeners.
- All supplies, textbooks, manipulatives, and technology should be cleaned and sanitized between each use.

High Community Restrictions

- All students should have their own supplies.
- Avoid sharing of materials.
- If sharing is unavoidable, sanitize between each use.

Specialized Classes

Low Community Restrictions

- All supplies, including instruments, art supplies, tools, etc., should be cleaned and sanitized between each use.
- Students should not share any supplies, including instruments, art supplies, tools, etc., where feasible.
- Allow a stable group of elementary students to move to specialized classes as a group with proper hygiene and cleaning routines.

Moderate Community Restrictions

- All supplies, including instruments, art supplies, tools, etc., should be cleaned and sanitized between each use.
- Stable student groups remain in the classroom and specialized teachers can rotate into the classroom.

High Community Restrictions

- Students should not share any supplies, including instruments, art supplies, tools, etc., where feasible.
- All supplies, including instruments, art supplies, tools, etc. should be cleaned and sanitized daily.

Support Groups

Low Community Restrictions

- All supplies are cleaned and sanitized between each use.
- Within the school structure, minimize the movement of the specialized staff with proper hygiene and cleaning routines.

Moderate Community Restrictions

- Teachers travel to classes/groups, when feasible (MS/HS may be part of multiple cohort groups).
- All supplies are cleaned and sanitized between each use.
- Within the school structure, minimize the movement of students with proper hygiene and cleaning routines.

High Community Restrictions

- Teachers travel to classes/groups, when feasible (MS/HS may be part of multiple cohort groups).
- Students should not share any supplies when possible.

Considerations for Early Childhood and Classrooms with Specialized Instruction

All Levels of Community Restrictions

- The use of face coverings may not be feasible for staff and students in early childhood programs and for classrooms with medically fragile students and students with special needs, e.g. deaf and hard-of-hearing students who will struggle with muffling by masks and loss of ability to see face and lips.
- Consult with local health officials/medical experts and staff regarding appropriate alternative face coverings, such as face shields or transparent barriers, which allows visibility of face.
- Reinforce other healthy practices, including [frequent handwashing](#), avoiding touching mouth, nose, and eyes as much as possible, and as much social/physical distancing as is practicable.

- Information specific to individual classrooms and students will be developed at the building level and communicated to families.

Classroom Visitors

All Levels of Community Restrictions

- No visitors or volunteers for classrooms.

Attendance Standards

General Guidance

- Review attendance policies and communicate how those might be relaxed and/or altered during various phases.
- Postpone widely publicized awards such as “perfect attendance” when students and staff should stay at home.

Low Community Restrictions

- Consider creating a process to identify those students at “high risk;” schools might utilize their behavior/SEL protocols to tier students in order to provide an appropriate amount of support while in various phases.
- Consider assigning each student someone to check in on them; could be the classroom/seminar teacher, counselor, or social worker.

Moderate Community Restrictions

- Stagger the days in which students are attending (AACBB)
- As part of the Hybrid Learning Environment, daily logs of attendance and engagement will be required for days a student is not on-site.
- Identify those students at “high risk;” schools might utilize their behavior/SEL protocols to tier students in order to provide an appropriate amount of support while in various phases.
- School Nurses may ask for medical documentation for long-term illnesses.
- Assign each student someone to check in on them; could be the classroom/seminar teacher, counselor, or social worker.
- Establish regular routines and procedures to check, monitor, and assist students who are not attending in-person.
- Utilize technology as much as possible to allow students not attending in-person to still have equal access to education.

High Community Restrictions

- Stagger the days in which students are attending (AACBB).
- As part of the Remote Learning Environment, daily logs of attendance and engagement will be required daily.
- Identify those students at “high risk;” schools might utilize their behavior/SEL

protocols to tier students in order to provide an appropriate amount of support while in various phases.

- Assigning each student someone to check in on them; could be the classroom/seminar teacher, counselor, or social worker.
- School Nurses may ask for medical documentation for long-term illnesses.
- Establish regular routines and procedures to check, monitor, and assist students who are not attending in-person.
- Utilize technology as much as possible to allow students not attending in-person to still have equal access to education.

Discipline

All Levels of Community Restrictions

- Protect administrative staff with a clear barrier/sneeze guard or face shields.
- Administrators travel to the student who is struggling (rather than bringing the student to the office).
- If a student must come to the office, designate a space for the student to sit where he/she can be monitored but also a place where he/she, as well as office staff, are distanced and protected.

Emergency Safety Interventions (ESI)

All Levels of Community Restrictions

- Restraint, as always, should be a very last resort. If a restraint is deemed necessary, consider a restraint that does not put the student and adult(s) face-to-face, to limit exposure. Adults should wear a mask, as appropriate, and as they are able to.

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Common Spaces

Promoting Behaviors that Reduce Spread in Common Spaces

Schools may consider implementing several strategies to encourage behaviors that reduce the spread of COVID-19 for students and staff specific to Common Spaces. This can include closing or restricting the use of common spaces. Common Spaces may include but are not limited to: Library, Hallways, Cafeteria, Front Office, Gymnasiums, Health Room, Front Entry, Auditorium, Bathrooms, Locker Rooms, Sports Venues, Parking Lots, Breakrooms, Workrooms, Conference Rooms, and Multi-purpose rooms.

Maintaining Healthy Environments in Common Spaces

Cleaning and Disinfection

- [Clean and disinfect](#) frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) within common spaces at least daily or between use as much as possible.

Shared Objects

- Discourage sharing of items that are difficult to clean or disinfect.
- To reduce touch points, have office staff record visitors to the building as opposed to using sign-in/out forms.
- Keep each student's belongings separated from others and in individually labeled containers, cubbies, or areas.
- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
- Avoid sharing electronic devices, toys, books, and other games or learning aids.
- Workspaces for students and staff should be cleaned and disinfected between uses.

Modified Layouts

- Space seating areas at least 6 feet apart when feasible.
- Have students sit on only one side of tables, spaced apart, when feasible.

Physical Barriers and Guides

- Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).
- Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least 6 feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

WORKING DRAFT

- Add physical barriers, such as plastic flexible screens, between bathroom sinks especially when they cannot be at least 6 feet apart.
- Have visitors schedule appointments in advance and remain outside facility until appointment time/contact via phone. All visitors should answer no to the following questions prior to entering:
 - Do you have a temperature over 100.4?
 - Do you have symptoms of fever and cough, shortness of breath?
 - Have you visited any of the restricted travel advisory locations listed on the KSDE within 14 days?
 - Have you had close contact with anyone in the past 14 days who has been diagnosed with COVID-19?
- Limit the number of visitors to the front offices so as to keep social distancing standards.
- Designate single entrance points and exit points.

Multiuse Spaces

- Depending on Community Restriction Level, multiuse spaces such as cafeterias, multipurpose rooms, and stage areas may stagger use and [clean and disinfect](#) between use.

Maintaining Healthy Operations

Schools may consider implementing several strategies to maintain healthy operations in Common Spaces.

Protections for staff and students at higher risk for severe illness from COVID-19

- Consistent with applicable law, put in place policies to protect the privacy of people at [higher risk for severe illness](#) regarding underlying medical conditions.
- Stock common areas with medical supply kits to address initial first-aid needs so as to reduce traffic to nurse offices.

Gatherings of staff and students

- Limit the use of common spaces by multiple groups at one time. If students and staff are in stable groups in classrooms, they should not come together in common spaces.
- Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people or groups if events are held. Limit group size to the extent possible.
- Pursue virtual activities and events in lieu of student assemblies, special performances, school-wide parent meetings, and spirit nights, as possible.

Visitors

- Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as possible – especially with individuals who are not from the local geographic area (e.g., community, city, county).
- Use virtual options for guest speakers.
- Do not allow lunch guests.

Parents

- Limit parents coming into the building.
- Establish procedures to allow parents to drop off or pick up students without entering the building.
- Establish practices for parents to drop off student materials with minimal interaction with non-family members.
- Use virtual options for parent meetings and conferences whenever possible.

Staggered Scheduling

- Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.
- Alter bell schedules and release times between class periods to assist in minimizing foot traffic.

Staff Training

- Train staff on all safety protocols regarding safe use of common spaces.
- Include proper use of cleaning supplies if cleaning and disinfection will be required of non-custodial staff.
- Conduct training virtually or ensure that [social distancing](#) is maintained during training.

Sharing Facilities

- Revise assemblies and performances to allow for social distancing.
- Plan alternative activities for graduation and other milestone events.

Transitions

Transitions within schools include arrival, dismissal, movement in the hallways between classes, to and from lunch, and specials, restroom breaks, and any other collective movement within the school. The recommendations below will help schools decide the best way to maintain health and safety for students and staff during transitions.

Some of the best ways to prevent the spread of viruses are through social distancing and hygiene practices including handwashing, use of hand sanitizer, and masks where appropriate.

Effective social distancing during transitions will mean fewer people in the same spaces. Limiting the numbers of people and the numbers of transitions may help. These recommendations are based on current knowledge and understanding about COVID-19 and are subject to change or modification based on scientific evidence and the incidence of disease in each specific community.

Depending on the prevalence of COVID-19 in the community, students should travel between locations as little as possible. When traveling, procedures to decrease interaction between students should be considered. Traveling in groups should only occur with stable student cohorts as described for classroom settings.

Arrival and Dismissal

- Each building will develop plans for arrival and dismissal that minimize students congregating in non-cohort groups.
- Plans will be building specific due to the differences in building layouts and student population.
- Considerations will be the use of multiple entrances, pre-staging by class or bus cohorts, and altering arrival and dismissal times of student groups.
- As always, student safety and security will be a priority.

One-Way Traffic

- If hallways are not wide enough for proper social distancing of students, one-way traffic should be considered as well as possible staggered release times.

Adhere to Social Distancing

- Visual cues in hallways may be necessary to assist students with proper social distancing: decals on the floor, tape, paint, carpet squares.

Front-Facing

- Students should face forward during transitions to prevent face-to-face interaction.

Alternate Days and Staggered Times (Hybrid Learning Environment)

- In order to adhere to smaller groups of students, schools may look at alternating schedules when attending on-site classes. This may include half days, block scheduling, alternating days, and other hybrid models.
- Schools may want to stagger arrivals, departures, and transitions within the school to avoid larger gatherings.

Open doors as possible to reduce spread of germs on doors

- To reduce the number of interactions with door handles, door openers may be installed (manual/automatic).
- Some schools may find leaving doors open to be the easiest way to reduce the shared common surface of doorknobs and handles.

Lockers

- To decrease the number of students in hallways, lockers should be closed and locked.
- If lockers must be an option, it is highly recommended that student transition time be staggered to allow for social distancing.

Use outside spaces as possible

- If possible, transitions could take place outside the building as well as cohort learning. Student safety and school security should be considered at all times.

Restrooms

- It is recommended that students use restrooms during instructional time to reduce the number of interactions in the hallway.

Movement Between Buildings

- Eliminate or minimize students traveling between buildings to receive services.
 - For EDTEC and other off-site course offerings coordinate with host facility about requirements.
 - To minimize the number of students on the bus to EDTEC, students may drive themselves with parent permission.
- Minimize staff members traveling between buildings to provide student services.
- Record dates and times when itinerate staff work with specific students.
- Record dates, times and locations for staff members working in multiple buildings (i.e. administrative and maintenance staff)

Seminar (Secondary Only)

- Restricted travel and/or the relocation of Seminar time will be considered during times of higher community spread of COVID-19

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Extra & Co-Curricular Activities

The following criteria for extra and co-curricular activities are suggested and/or best practices from reputable sources including the Centers for Disease Control and Prevention (CDC), National Federation of State High School Associations (NFHS), Kansas Department of Health and Environment (KDHE), and the Kansas High School Activities Association (KSHSAA). Each building will need to adjust accordingly for its activities.

Administrative Recommendations

- Provide COVID-19 education for coaches/sponsors, students, and parents.
- Post signage regarding COVID-19 prevention and safety.
- Post signs and symptoms of COVID-19 throughout all facilities.
- Take attendance daily at all activities for contact tracing purposes.
- Conduct and document symptom & temperature monitoring.
 - Maintain documentation of the following as feasible:
 - Date/Time
 - Participant name
 - Temperature
 - Report of cough
 - Report of sore throat
 - Report of congestion, runny nose
 - Report of headache
 - Report of chills
 - Report of fatigue
 - Report of new loss of taste/smell
 - Report of muscle weakness
 - Report of shortness of breath
 - Report of nausea, vomiting, diarrhea
 - Report of close contact with someone diagnosed with COVID-19
 - Travel to states listed by KDHE
- Individuals who exhibit any symptoms of COVID-19 or indicate contact with someone with COVID-19 will be excluded from activities and reported to the Health Services Coordinator following district procedures.
- Student(s) and/or Coaches will not be allowed to attend activities if exposed to COVID-19 in the prior 14 days or under a 14-day quarantine.
- Provide coaches/sponsors with hand sanitizer, tissues, gloves, face shields and face coverings/masks as appropriate.
- Communicate support for high-risk individuals to avoid participation in extra & co-curricular activities. High-risk individuals include those 65 years of age or older and people of any age with underlying medical conditions, including chronic lung disease, moderate to severe asthma, serious heart conditions, immunocompromised (i.e. cancer treatments, smoking, HIV, organ transplant), severe obesity, diabetes, chronic kidney disease/dialysis,

and liver disease.

- Develop plans for communicating with participants, families and the public about the status of practices, competitions or performances when changes are made due to temporary school closures or other factors restricting activities.
- Practice and workout groups should be as small as possible and remain static throughout the season.
- Outdoor workouts where students can spread out should be prioritized over indoor workouts whenever reasonable.
- Increase physical distancing in pre and post-practice/event team meetings/huddle. Masks shall be worn in team meetings.
- Masks should be worn during transport to and from events if physical distancing cannot be maintained.
- When possible, prioritize inviting local schools when scheduling events.
- Make every reasonable effort to follow KSHSAA activity specific risk mitigation considerations.

Communication Recommendations

- Establish regular communication with relevant stakeholders via district/school webpages, Twitter, Email, Text messages, etc. (translate all communications and provide translation services if needed).
 - Hold regular meetings with Activities Directors and Principals to address necessary information and provide updates for coaches, staff, and students.
 - Create contingency plans for extra & co-curricular reopening and potential renewed concerns regarding COVID-19.
 - Communicate with JCDHE should a staff member/student exhibit signs/symptoms and/or have a positive COVID-19 test.
 - Develop district/school/activity communication plans to notify parents/guardians of a staff member/student who reports coronavirus signs/symptoms and/or has a positive COVID-19 test observing all FERPA/HIPAA requirements.
- Provide frequent, clear and concise information and updates related to extra & co-curricular activities.
 - Communicate preventative measures schools are taking to keep extra & co-curricular students and staff as safe as possible.
 - Communicate anticipated timelines for reopening and/or any potential change in current status quo related to extra & co-curricular activities.
 - Communicate changes in district/school policies, procedures and practices.
 - Communicate adjustments to busing students, drop-off and pick-up times.
 - Communicate/outline any changes in attendance and/or enrollment policies as issues arise related to extra & co-curricular activities.
 - Adjust academic, activities and athletic calendars as needed.
 - Friendly reminders to stay home if ill, instructions to prevent spread (i.e.

COVID-19 Pillars of Safety).

Personal Hygiene Recommendations

- Personal hygiene protocols for extracurricular activities should be consistent with protocols used in all other school settings.
- Use hand sanitizer/wash hands upon arrival, frequently during play/practice, after activities.
- Maintain at least 6 feet of personal distance as much as possible.
 - Require masks, especially when at least 6 feet of personal distance is not feasible.
 - Masks are not advised during high intensity workouts or while playing instruments.
- Encourage alternatives to high fives and celebrations to minimize contact.
- Cough/sneeze into your elbow.
- Do not spit near others or onto surfaces used by others.
- Cover open wounds.
- Clean/disinfect highly touched surfaces frequently.
- Shower, wash clothing, and clean gear immediately after play/practice.

Equipment/Facilities Recommendations

- Limit sharing of equipment and gear. Students should provide their own clothing, shoes, water bottles, towels, etc. If gear is shared, clean/disinfect between individual use.
- Group hydration devices (water cows, water fountains, hoses, etc.) should not be used other than to refill personal water containers. Wash all clothing/towels after play/practice.
- When sharing implements (balls, equipment) do not touch eyes, nose or mouth and use hand sanitizer frequently.
- Athletic equipment such as bats, batting helmets and catchers gear should be cleaned between each use and not shared if possible.
- Balls/equipment should be wiped and cleaned between practice sessions and during sessions as feasible.
- Consider storage of equipment and gear separately in order to avoid cross contamination and/or clean/disinfect equipment/gear pre/post use.
- Any equipment such as weight benches, athletic pads, etc having holes with exposed foam should be covered.
- Establish a locker room cleaning schedule with the custodial staff which ensures appropriate cleaning is taking place each time a group leaves the locker room.
- If locker rooms are used, precautions should be taken to ensure large groups do not congregate.
- Locker assignments should be established to maintain as much physical distancing as possible and to ensure participants from different sports are not coming into close

contact with each other.

- Adequate cleaning schedules should be created and implemented for all athletic facilities to mitigate any communicable diseases.

Recommendations for Athletics

- Follow all safety and prevention protocols practiced in school.
- Anyone involved in a school activity should be screened daily for COVID-19 signs and symptoms. Screening could include temperature check which can take place at home prior to arriving at school.
- Engage in individual work as much as possible.
- Encourage small group work as much as possible.
- Maintain at least 6 feet of distancing when not engaged in activities.
- Non-participants should consider wearing a mask when indoors or in situations where physical distancing cannot be maintained. Wearing a mask should never be discouraged unless it poses a safety risk.
- Limit number of times athletes are face to face as much as possible.
- Limit length of time athletes are face to face as much as possible.
- Consider staggered start times.
- Encourage athletes to arrive/depart in individual cars.
- Avoid/limit shared equipment/gear.
- Stagger locker room schedule to avoid overcrowding.
- Be aware of increased risk as participation moves from school, regional, and state levels.
- Consider live streaming of events if allowed or practicable.
- Higher risk activities present greater opportunities for spread of disease. Therefore, consideration should be made for increased precautions as the risk increases.
 - Per NFHS:
 - Higher Risk Activities: Wrestling, Football, Lacrosse, Cheer (stunting)
 - Moderate Risk Activities: Basketball, Volleyball, Baseball/Softball, Soccer, Gymnastics, Swim Relays, Pole Vault, High Jump, Long Jump
 - Lower Risk Activities: Individual Running Events, Sideline Cheer/Dance, Cross Country
 - Note: Some activities listed above could move categories depending on mitigating measures (staggered start times, cleaning implements between use, spacing, etc.).

Recommendations for Performing Arts

General considerations

- Follow all safety and prevention protocols practiced in school.
- Refer to NFHS Performing Arts resources.
- When transportation is required:
 - Assigned seating.

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- Wear cloth face coverings/masks when 6 feet of personal distance isn't feasible.
- Be aware of increased risk as participation moves from school, regional, and state levels.
- Consider live streaming as allowed with appropriate licensing.

Marching Band

- Refer to KSHSAA guidelines.
- Refer to NFHS information regarding instrument hygiene.
- Adhere to spacing requirements of 6 feet or greater for on-field performances.

Orchestra/Concert Bands

- Venue size/spacing in rehearsal should allow for at least 6 feet or greater of personal distance.
- Venue size/spacing in performances should allow for at least 6 feet or greater of personal distance.
- Develop procedures for cleaning/disinfecting of school owned and rental instruments.

Choir/Music Education

- Refer to NFHS guidelines
- Cloth face coverings/mask usage as feasible.
- When masks are not feasible, utilize outdoor locations and/or large indoor locations allowing for increased personal distance of greater than 6 feet. Develop a plan for 10 feet of distance or more.
- Venue size/spacing during rehearsals should allow for increased personal distance. Develop a plan for 10 feet of distance or more.

Theatre

- Maximum cast sizes based on size of stages to allow for personal distance of at least 6 feet.
- Venue size/spacing requirements in rehearsals should allow for personal distance of at least 6 feet.
- Size/spacing requirements for staging/choreography should allow for personal distance of at least 6 feet or 10 feet when singing.
- Technical theatre considerations:
 - Shared tools should be cleaned immediately after use and not shared if possible.
 - Use cloth face coverings/masks when unable to maintain social distancing. Develop plans for individual microphone usage, storage, cleaning/disinfecting.
 - Develop plans for cleaning costumes and/or use of rental costumes.
 - Develop plans for cleaning/disinfecting items handled by multiple students.
- Spacing for orchestra pits in musicals should allow for at least 6 feet of personal distance.
- Eliminate special on-stage moments or effects not compliant with 6 feet of personal

- distancing.
- Prohibition of stage kissing or staged intimacy.
- Omit flying rigs and other action requiring close physical contact between technician and actor.
- Omit or mitigate staged combat.

Spectator/Audience Recommendations

Audience Considerations

- Communicate with the public about regulations and recommendations that will impact spectators at all activities.
- Encourage participants to use hand sanitizer prior to entry at events.
- Consult with local health department to determine allowable number of spectators/guests.
- Venue size/spacing for maximum audience size should allow for at least 6 feet of personal distance.
- Consider streaming rights/licensing for allowing online audiences.
- Require audience members to wear cloth face coverings/masks.
- Address audience traffic management (Arrival, Entrance, Intermission, Exit) to avoid crowding.
- Consider box office management/online sales
- Address restroom safety issues, limit numbers
- Develop a plan for safety measures for concession services
- Develop a plan for safety measures for souvenir or other sales
- Prevent audiences from gathering in large groups to greet students after performances.

Health Office

Supplies & Equipment

Maintain adequate supply of equipment/materials needed to support health services in all schools.

- Non-Latex gloves
- Thermometers
 - No-touch model
 - Contact thermometers must be cleaned with new alcohol wipe between individuals
- Alcohol wipes
- Face-Coverings/Masks
 - Use of n95 masks by nurses for certain student health needs/procedures. N95 masks should only be used by personnel who have been fit tested and as part of an established respiratory health program.
 - Surgical masks are available for:
 - Health room staff
 - Any employee working with a medically fragile child
 - Any person exhibiting symptoms
 - A surgical mask plus face shield could be used during an interaction with students/staff that will likely cause increased exposure to respiratory droplets.
- Gowns
- Eye Protection
- No-touch trash cans
- Soap
- Hand Sanitizer
 - Should not be used in lieu of handwashing unless soap and water are not readily available
- Tissues

Nurse Office Management

Designate spaces in each building to care for students with routine health needs. It would be important to designate a separate space to care for students/staff who are ill. Nurses should wear PPE when working with students on health needs.

- Individuals with a fever should be isolated
- Space will need frequent cleaning, sanitizing, disinfecting
- Individuals with COVID-19 symptoms should wait in the designated quarantine space until they can return home or to a health facility

- Use physical barriers such as a plastic/Plexiglas barrier to maintain physical distancing in high-frequency areas
- Triage first aid/evaluate valid office visit and nurse interventions.
- Prepare lists of medical/dental resources to share with families.
- Prepare to provide daily health reports to the superintendent or central office.
- Communicate with state and local health departments.
- Verify where staff and students can be tested for COVID-19.
- Obtain current information and tools that help student, families and staff self-screen for COVID-19 illness.
- Notify the health department when student or staff absences exceed predetermined threshold

Confirmed Person with COVID-19 in Building

If there is a confirmed case in a school, officials with Johnson County Department of Health and Environment and Kansas Department of Health and Environment will help determine appropriate course of action; follow health protocols. If the school becomes aware of a case *before* contact by health officials:

- Health Service Coordinator or school nurse should immediately notify local health officials.
- Public health will help determine course of action
- Follow JCDHE, KDHE protocols for isolation / exclusion.

Students with Chronic Conditions

Discuss health and safety needs with the student's parent/guardian and medical provider to determine how best to meet student needs safely and consider the following:

- Examine the care of students with respiratory illnesses and the administration of nebulizer treatments or suctioning.
- Revise medication schedules to minimize the number of students in the nurse's office at one time.
- **Protecting Vulnerable Populations**
Protect and support staff and students who are at higher risk for severe illness
- Provide remote learning option or other options that minimize exposure risks
- Staff working directly with students with chronic conditions may be asked to wear barrier masks or PPE.

Responding to General Emergencies

- Establish safe distancing protocols for fire drills, evacuation, and shelter in place
- Identify crisis teams and response protocols to assist with the following:

- Illness and/or injury emergencies
- Behavioral and emotional emergencies
- Follow mandatory child abuse reporting process

Educate

Encourage staff or students who are sick to stay at home. Reinforce healthy habits, such as:

- Hand washing/hand sanitizer use
 - Schools should consider adding time into master schedule to allow for more frequent opportunities for handwashing
- Cover your cough/sneeze
- Cleaning frequently touched objects
- Consider Standard Precautions: Covers blood borne pathogens, but includes other important topics that address how to reduce the transmission of infectious diseases
- Reminders to keep hands away from the face
- Use of protective equipment
- Masks, gloves, and other equipment if appropriate
- Safe physical distancing practices when practicable (6-feet)
- Limit sharing supplies, food, drink, utensils
- Triage first aid/evaluate valid office visits and nurse interventions
- Self-check/self-evaluation protocol
- Post signs on how to mitigate the spread of illness

Facilities

Custodial and maintenance practices are important parts of maintaining a healthy school environment. USD 232 has always had clean, well-maintained facilities. The following guidelines are in addition to the normal USD 232 practices.

Cleaning, Sanitizing, and Housekeeping Protocols

Established cleaning and disinfecting protocols for custodial staff at each individual building are essential. Protocols may be modified based on occupancy level and hours of use. Additional protocols for non-custodial staff are included in other sections.

Follow established cleaning procedures regarding the frequency, equipment, materials, and products to be used for each of the following:

- Prioritize high touch areas such as door handles, handrails, counters and surfaces, tables, chairs, desks, drinking fountains, computer keyboards, workstations, etc.
- Prioritize common spaces used by different cohort groups such as main office, health offices, isolation rooms, cafeteria, bathrooms, etc.
- Cover surfaces that are not easily cleaned.
 - Soft Surfaces/Fabrics: Eliminate or limit soft surfaces that are hard to clean. Clean after each use with EPA-approved product appropriate for surface.
- Use cleaning products that are listed as effective for the Novel Coronavirus (COVID-19).
- Evaluate how hygiene products like soap, paper towels, tissues and toilet paper are dispensed and how frequently they are replenished.
- Cleaning and sanitizing responsibilities and protocols will be reviewed and clearly defined for athletic facilities such as weight rooms, wrestling rooms, dance studios, etc.; and especially for the equipment that is contained and used in these facilities.
- Define what cleaning and disinfecting is to be performed by custodial staff, and what cleaning and disinfecting will be the responsibility of non-custodial staff.

Training

Although cleaning procedures for touch points and sanitizing may be considered routine by the custodial staff, it is important to ensure that any staff member responsible for cleaning is properly and routinely trained.

- Review training procedure for newly hired custodial staff.
- Train all staff on new procedures and protocols.
- Retraining/recertify returning staff as needed.
- Refresher training is prudent to ensure that all of the procedures are being followed thoroughly and effectively.
- Any non-custodial staff that has responsibility for cleaning and disinfecting should be

properly trained before performing new duties.

Storage

The increased emphasis on cleaning and sanitation will require greater access to cleaning chemicals and supplies.

- Students should not have access to chemical supply storage.
- Cleaning products, materials, and equipment should be stored in lockable rooms or areas.
- Ensure all cleaning products are properly labeled, and that Safety Data Sheets are readily available for reference and identification of hazards.
- Establish protocols for any school district staff (other than custodial or maintenance staff) that may have access to product.
- If non-custodial staff is granted access to and use of cleaning and disinfecting products, ensure that they have been trained on its use and possible hazards.

Building Recommendations and Considerations

Hand sanitizer

Hand sanitizer and/or hand sanitizer stations will be available in multiple locations throughout the school/building to encourage frequent use.

- Typical areas may include building entryways, classrooms, cafeterias, gymnasiums, and offices.
- Consider placing signage at these locations to encourage use.
- At a minimum, hand sanitizer stations should be available at strategically identified locations that represent high traffic areas.

Ventilation

The CDC and ASHRAE (American Society of Heating, Refrigeration and Air Conditioning Engineers) recommend that the introduction of outside air be increased in air handling operations for COVID-19 considerations. They also recommend using air filters with a MERV (Minimum Efficiency Rating Value) of 13 or higher. In addition, they recommend that ventilation be performed on a 24hour/7 day/week basis.

- Adjust HVAC units to increase outside air ventilation.
- Check and change HVAC unit filters frequently.

Considerations: The introduction of additional outside air will affect HVAC system performance and may result in increased cooling costs for air conditioning. Introducing additional volumes of hot/humid outside air will require that the air be cooled more to

maintain the same temperature for occupants. Humidity removal may be more difficult to achieve. Be careful in considering the use of a higher MERV air filter. The higher the rating the more restrictive the filter is in allowing air to pass through the air handling unit. Too much filtration could affect system performance. It may be advisable to consult with an HVAC contractor that has familiarity in servicing or repairing your specific equipment; or a controls contractor that installed the controls for your HVAC. Consider consultation with an engineer that may have been involved in designing or specifying the equipment used in the buildings.

Modifying the use of Spaces

If school spaces are being used differently, consider how changes and modifications will affect safety.

- Update emergency evacuations or sheltering in place plans
- Consider any required ADA access be affected or newly required by revised use of spaces?
- Make sure all spaces have readily available intercom or phone communication.
- Make sure that all spaces have adequate emergency notification features such as audible fire alarms and strobes and required exit markings.

Drinking Fountains

Drinking fountains may continue to be in service.

- Drinking fountains will be cleaned and sanitized daily.
- Students and staff are encouraged to use water bottles or cups as opposed to drinking directly from the water fountain.

Lockers

Lockers are high touch point areas and can be a place of student congregation. Consider not using lockers. Decision Point

- If lockers are used, establish protocols for both academic and athletic lockers,
- Lockers should be cleaned and sanitized frequently.
- Assign lockers to maximize the distance between students using sets of lockers at the same time.
- Consider not allowing shared use of lockers by multiple students.

Grounds & Exterior Building Recommendations and Considerations

Playground equipment

Exterior playground equipment may be used.

- Students shall wear masks and/or face shields when using playground equipment with others.
- The CDC suggests that “it is impractical and an inefficient use of resources to spray disinfectants on outdoor areas”.
- Students should wash hands or use hand sanitizer immediately following the use of the equipment.
- Alternate recess times to minimize the number of students from different groups using the same spaces at the same time.
- To minimize the use of playground equipment, encourage the use of other outdoor and natural spaces.

Building Access to Outside Groups or Individuals

School Facility Rentals

In order to have the time needed to thoroughly clean and sanitize school facilities of student and staff use, the following modifications are being made to the USD 232 Facility Use guidelines.

- USD 232 indoor facilities will not be made available to non-USD 232 organizations on days that school is in session.
- Indoor School spaces used by outside groups will be cleaned before and after any use.
- Only school district staff will perform the cleaning of school spaces.
- The additional cleaning fee approved by the USD 232 Board of Education will be assessed.

Outside Contractors and Vendors

In many cases, having outside contractors and vendors come into school buildings is unavoidable.

- Review expectations for preventive measures being required before a contractor or vendor comes on site. Building staff will enforce and report any violations of preventative measures by contractors and vendors.
- Maintain a log of the persons that enter the building with time and date as well as the locations in the building.
- Establish Protocols for post work cleaning and sanitizing.

Construction Sites

Most construction projects that occur while school is in session are typically separated from students even if they are occurring in the same building.

- Interaction between students and staff and construction workers should be minimized.

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- Specific expectations for behaviors and preventive measures should be addressed with on-site supervisors before students are in the building.
- Contractors should be expected to abide by current CDC and/or OSHA recommendations for the construction site.

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Food Service

Introduction

It is important to ensure all children have access to school meals, regardless of the learning environment. For the health and wellbeing of students, continuation and adaptation of meal service in some form will remain a priority.

On-Site Meal Service

With many students in and out of the lunchroom throughout the day, and students historically sitting close to each other eating and talking, adjustments will need to be made.

When at all possible, students will come to the cafeteria to get meals. This allows for the continuations of Offer vs. Serve meal service (where students choose what they would like) and provide a variety of options.

Food service staff will wear masks and gloves while serving and preparing food.

Meal Service Considerations

- Require students to wash their hands prior to coming to the serving line. At a minimum, hand sanitizer will be available prior to the serving line.
- Students come to the cafeteria at staggered times to allow for appropriate social distancing.
 - Lunch must be served between 10:00 am – 2:00 pm.
- An adult (i.e., whomever is covering lunch duty/non-Student Nutrition employee) should be at the doorway of the serving area to control traffic, ensure distancing and monitor students.
- Menu items will be limited at each level. Emphasis on grab-and-go packaged meals at the secondary level. Utilize shorter menu cycle with higher participation meals. Plan to reevaluate cycle frequently dependent on food supply, staffing, and guidance from local health department.
 - Elementary School – 3 Meal Choices
 - Middle School – 4 Meal Choices
 - High school – 7 Meal Choices
- Students will grab own pre-packaged silverware kit. Adult will hand them tray.
- Student Nutrition employees will put hot entrée items (not packaged) on the tray except for prepackaged hot sandwiches or pizza that will be placed in a warmer for self-service.
 - If students are using self-service, an adult must supervise to ensure:
 - Student takes the first item they touch (example: milk cartons).
 - Leave doors open on self-service coolers to minimize touch points.
- Continue the use of Food Bars/Salad Bars with the following procedures in place (the use

of Food Bars in school nutrition programs positively impacts the amount of fruits and vegetables students consume. Students are more likely to consume items that they serve themselves):

- Check with local health department
- Offer items packaged for individual consumption (pre-portioned by food service employees or individually wrapped as purchased).
- Staff to monitor the bar and sanitize as necessary.
- Sanitize food bar between each serving group.
- Stagger students with markings on the floor to allow for social distancing.
- Implement Offer vs. Serve meal service (where students are allowed to make food choices) with the following considerations:
 - Students will indicate what they want by a head nod for items student nutrition employees are serving to them.
 - Secondary schools will have multiple lines available to choose meals.
 - Clean and sanitize service line between each group.

Point of Sale Considerations

All meals will need to be charged based upon student eligibility status. Cashiers will wear face shields and eliminate the use of keypads by students. The Point of Sale will look different at elementary and secondary levels.

- At the elementary level, students will line up by class (preferred alphabetical order). Cashiers will utilize class list via alphabetical order and input into Point of Sale at a later time.
 - Best Practice: Elementary teachers input meal choice by student. Allows students to get through the line more efficiently. Planning needed (If this can't be done, that is OK. We can stick with students lining up in alphabetical order.)
 - Secondary students will be given a lunch card at enrollment that contains their specific barcode (DHS students will have their barcode on their student ID). Each student will be responsible for their own lunch card.
 - Student Nutrition will work with building administration to ensure lunch cards are ready to go for enrollment.
 - Staff verbally tell PIN to cashier.
- Encourage use of online payments versus use of cash.
- Limit hand-to-hand contact by having student place the cash on the counter.

Cleaning & Sanitizing Considerations

- Sanitize cookware, plates, cups, cutlery and food preparation service areas regularly and

plan for distribution that minimizes handling.

- Sanitize table surfaces between eating shifts.
- Sanitize all high touch point services frequently.

Other Considerations

- Ensure each lunchroom has wall mounted hand sanitizer before entering the serving area to get meals.
 - Consider adding more wall mounted hand sanitizer in the common areas (especially high schools).
- Limit unnecessary staff and visitors in food service areas.
- Eliminate the use of the share table; Student Nutrition Department cannot implement in a safe way at this time.
- Microwaves at secondary level will need to be cleaned after each use if utilized. Recommend not using microwaves unless adequate non-Student Nutrition staff is able to monitor and clean.
- Use of disposable/compostable trays and prepackaged cutlery kit (contains milk, straw, & napkin).
- Use of condiment packets; no condiment pumps or bottles.
- Ala Carte
 - Limited prepackaged ala carte items will be available for purchase.
 - Ala Carte will be available near the point of sale at every meal service line to ensure social distancing. Social distancing markers will be used.

On-Site Dining Needs Planning

Because barrier masks cannot be worn while eating, on-site dining presents a greater risk of exposure to COVID-19. To mitigate the risk as much as possible implement the following to the extent possible.

- Assign seating for contact tracing.
- Maximize the distance between students while eating.
- Arrange seating to reduce students facing each other.
- Mark off seats that are not to be used.
- Custodial staff or another adult disinfect tables/eating areas between serving periods.
- Provide separate location for high risk students upon request.
- Utilize a variety of spaces around the school to allow students more space while consuming meals/snacks (ex: cafeteria, auditorium, gym, classrooms).
- If spaces other than the cafeteria are used, the following procedures need to be in place:
 - Ensure appropriate number of trash cans available in each location.
 - Instead of a paper tray given to the younger students (Kindergarten/First Grade), meal items will be pre-packaged and put into paper sack to allow for easy transport.
 - Sticky items (i.e. syrup) will not be allowed if eating in classrooms.

Remote and Hybrid Learning Environments

- In this type of learning environment, schools would continue to claim and be reimbursed for meals based on the eligibility status of the student.
- Students will need to “opt-in” in order to receive meals.
 - If a student “opts-in”, they will receive meals for days not physically at school. (3 breakfasts/3 lunches for hybrid and 5 breakfasts/5 lunches for all remote). Students will be charged according to their benefit status.
 - An online form will be used to sign-up for meals on a weekly basis.

Food and Personnel Safety

Follow all county health department guidance, the Kansas Food Code and Hazard Analysis Critical Control Points (HACCP) Plan.

- Limit co-mingling of food service staff between buildings and departments and maintain social distancing.
- All employees required to clock in and out to track when they were in each building.
- Adopt HACCP Stand Operating Procedure #25 – Viral Pandemic Response as a part of the school HACCP Food Safety Plan.

Food Vendor Considerations

Protocols for food vendors delivering product to schools.

- All vendors will adhere to USD 232 staff protocols. Vendors may have more restrictive protocols as is feasible
- Director of Student Nutrition will discuss company safety protocols regarding health of vendor employees (ex: health screenings, temperature checks)
- When signing invoices, the Student Nutrition employee should use their own pen.
- Technology will be used to communicate with vendors instead of in-person visits.
- Delivery drivers required to sign in and out when delivering to kitchens.
- Director of Student Nutrition will communicate guidelines to all vendors.

Transportation

Due to the inability to maintain social distancing on school district vehicles, several changes will be required for both bus operations and student riders. The following are regulations and protocols necessary for transporting students in school buses, activity buses and school passenger vehicles. If groups size restrictions are mandated for school buses, these regulations will be further modified.

Sanitation

Frequently touched surfaces, including hand railings, student bus seats, and surfaces in the driver cockpit commonly touched by the operator should be sanitized daily. High touch areas including the door entrance railings should be cleaned between bus routes.

- Open bus doors and windows during cleaning to improve air circulation.
- Student hand sanitization before boarding the bus is recommended. Conversation with FS

Students

- Barrier masks and/or face shields are required. Exceptions to wearing a mask or face shields will be granted for individuals with circumstances that make wearing masks or face shields dangerous or impracticable.
- Assigned seating for students on all routes.
- Maximum space between students should be maintained based on the number of riders and capacity. Individuals from the same household will be seated together.
- Seats will be assigned such that the bus will fill from the back of the bus to the front to avoid students walking past each other in the aisle.
- Students will unload from the front of the bus first to avoid students walking past each other in the aisle.
- When possible, open the windows while transporting students to improve air circulation.
- Minimize Loading times by prestaging students for bus transportation home.
- If possible, transport medically fragile students in a separate vehicle.

Bus Stops

- Social distancing between students is recommended at all bus stop areas.

Drivers

- Drivers will wear masks while students are loading and unloading.
- Drivers will participate in a health pre-screener before each work shift.

Activities and Athletics

- Assigned seating for students on all trips.
- Fill the bus seats at the back of the bus first, and then load to the front to avoid students walking past each other in the aisle.
- Unload students from the front of the bus first to avoid students walking past each other

in the aisle.

- If the bus is not full, spread students out as much as possible.
- Focus on transporting students who are competing. Work to lower the total number of students on a bus so that social distancing can occur, especially on long trips to competition.

Bus Modifications

- Bus modification of any kind is not allowed. This includes putting in Plexiglas partitions between the driver and students and individual student seats.

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Section 2: Remote Learning Environment Guidelines

Introduction

As stated earlier, our preference is to provide on-site learning opportunities whenever possible. We firmly believe that on-site learning along with the social interactions between students and staff provide the best educational opportunities for all students. Due to the changing nature of the COVID-19 pandemic, we developed plans for a Remote Learning Environment. This section describes our plans in the event that we are required to stop on-site instruction. These plans are intentionally flexible in order to adapt to the variety of scenarios in which the Remote Learning Environment may need to be used.

As described earlier, increased community spread of COVID-19 may require us to limit the number of students that attend school on-site. In that case, we could implement a Hybrid Learning Environment where only some students attend on-site while other students are learning remotely. During this time, Remote Learning strategies will be used when students are not on-site.

Although each of the learning environments are designed to be district or building-wide depending on the public health situation at any one time, an **Optional Remote Learning Environment may be available for families.**

The specifics for Optional Remote Learning still need to be developed. The availability of an Optional Remote Learning Program and the robustness of its offerings are dependent upon the number of students/families that request this option and available staffing. In general, an Optional Remote Learning Program would allow some families to choose a Remote Learning Environment for their students while most students are attending school On-Site. Preliminary criteria for the Optional Remote Learning Program are found at the end of this section.

Guidelines for All Levels

Building and teacher autonomy and professional discretion reside within the parameters of KSDE and USD 232 District frameworks.

1. "Navigating Change 2020: Kansas' Guide to Competency-Based Learning"
 - Grade bands identified as PreK-2, 3-5, 6-8, and 9-12
 - Competency-based model organized in themes of Humanities, STEAM, and SECD
 - Bands include Content Area, Classification, Competency, Standard(s), and Benchmark(s)
 - Special Education-
 - "In general, it is expected that children with disabilities will achieve these competencies with the support of special education services, related services, and supplementary aids and services specified in an Individualized Education Program (IEP) or 504 Plan. In addition, IEP teams have authority to modify curriculum and set educational goals to enable children with disabilities to make appropriate educational progress considering each child's unique circumstances. The modified curriculum and educational goals set by an IEP team for an individual child with a disability might be different than the outcomes expected of other students. When, and to the extent, educational goals specified in an IEP are different than the competencies described in the document, the successful student can achieve the educational goals specified in the IEP." (p. 58)
2. "USD 232 Remote Learning Document 2020-2021- Elementary"
3. "USD 232 Remote Learning Document 2020-2021- Secondary"

Sources:

- Kansas State Department of Education
- USD 232 District Remote Learning Framework

All students in grades K-12 will have a device at home for remote learning. Devices are taken home at-will in grades 6-12, and per teacher recommendation/request in grades K-5.

1. Grades K-5 have 1:1 access to iPads.
2. Grades 6-12 have 1:1 access to MacBooks

Other Considerations:

- Hotspots should be considered for students who have limited or no internet access. Grades, documentation of student work, and student attendance/participation are required components of remote learning in the 2020-2021 school year. USD 232, in coordination with KSDE guidelines, require all components for accountability and student engagement.

Possible Sources:

- Canvas
- Skyward
- Parent/Guardian Responsibility- Student Attendance Logs
- Synchronous Communication (i.e. video conferencing)

Other Considerations:

- Requirements vary by elementary, middle school, and high school levels. See level-specific sections for more definitions.
- Parent-Teacher Conferences will occur through online means if Remote Learning is in effect September 30-October 1, 2020 and February 10-11, 2021.

Teachers will hold “live” remote instruction during identified schedules and create recorded video for reference and use at later times.

Possible Sources:

- Canvas
- Seesaw
- Office 365 Teams
- Google Classroom
- Other administrator-approved sources

Other Considerations:

- Requirements vary by elementary, middle school, and high school levels. See level-specific sections for more definitions.
- Small group and 1:1 instruction will occur per core differentiation and MTSS protocol.

Teachers will maintain established office hours to work or communicate with students and parents. Office hours will be set with and approved by the principal.

Possible Sources:

- Canvas
- Teacher webpage
- Email communication with students and parents

Other Considerations:

- Office hours will be consistent and not fluctuate.
- Office hours will be posted on the teacher’s website and Canvas.
- Teachers will return student and parent communication within one business day.

Students will be in daily contact with at least one teacher.

Possible Sources:

- Canvas may be used to monitor student participation with staff in grades 6-12.
- Elementary teachers will document attendance daily.
- Synchronous Communication (i.e. video conferencing)

Other Considerations:

- Alternate accommodations may be approved by the principal for student/family circumstances that render this requirement logistically impossible.
- Documentation will be submitted weekly.

Students will be assessed in regular classroom assessments in a fashion similar to On-Site Learning.

Possible Sources:

- District
 - FastBridge – screeners and progress monitoring
- Elementary
 - Seesaw
 - My Math online
 - Benchmark Advance online
 - Local performance assessment uploads
 - Demonstration of understand through project-based learning
 - Intervention assessments
 - 1:1 live assessment with teachers
 - Highly recommended for kindergarten skill assessment/readiness
- Secondary
 - Canvas
 - Local performance assessment uploads
 - Demonstration of understanding though project-based learning
 - Intervention assessments
 - 1:1 live assessment with teachers

Other Considerations:

- Buildings will have additional assessments that are site-based.
- While assessments may not look the same, competencies and content will be consistent across the district.
- Pre-assessment will occur at the beginning of the school year to establish student readiness.

Students and parents will keep a daily activity log and provide a signed copy to the school.

Possible Sources:

- USD 232 will provide a district student activity log, for continuity of form and expectation.

Other Considerations:

- Daily activity logs will be submitted to the school weekly.
- Document will be provided in electronic format.
- No paper copies will be offered or returned to buildings.
- Alternate accommodations may be approved by the principal for student/family circumstances that render the state requirement logistically impossible.

Where appropriate, Special Education staff will be included in the decision-making process as related to student interventions and determination to move to an evaluation for special education services.

Possible Sources:

- Building-assigned resource teachers.
- Department of Special Services staff including: Special Services Coordinators, related service providers, and district specialists (instructional, behavior, assistive technology, and transition).

Other Considerations:

- When determined by the SIT team, special education staff will be included in discussion of consideration to move a student to evaluation.
- Same staff will also be included, as the PLC/SIT teams deem appropriate, to provide recommendation and guidance for MTSS Tier decision supports.
- At times it is necessary to provide students with disabilities accommodations or modifications to ensure equal access to the general education curriculum and opportunity to demonstrate mastery of concepts. In the case of a remote or hybrid learning model, it is important for educational teams to work collaboratively to determine what individualized accommodations or modifications are necessary for the student. To assist with this understanding, definitions of an accommodation and modification are provided below.
 - **Accommodation:** A change to instruction, testing, or presentation of materials to support access to the general education curriculum. Students with disabilities who utilize accommodations are expected to demonstrate mastery at the same level of proficiency as students who are not. Areas in which you may utilize accommodations are environmental, presentation, assistive technology, assignments, reinforcement, and testing adaptations. Accommodations “level the playing field” but do not:
 - Change the content of instruction
 - Change the learning expectations
 - Reduce the requirements of the academic task

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- **Modification:** A change to instruction, testing, or curriculum that alters the content of the academic standard or demonstration of mastery. Areas in which you may consider a modification are lower leveled curriculum, adaptation of materials, grades, reduced expectations, change in testing. Modifications “change the playing field by:
 - Changing the learning expectation(s) for the student
 - Reducing task requirement(s)

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Elementary Specific Guidelines

Students in grades K-5 will have iPads deployed for their use at the beginning of the school year.

Possible Sources:

- The Technology Materials Assistant will create a plan to deploy all iPads to buildings for district set-up.
- K12itc staff will set up software and apps on iPads.
- The Elementary District Instructional Specialist will work with K12itc to secure all necessary apps on student and staff iPads.

Other Considerations:

- Students may need to take iPads home to facilitate Remote Learning Environment.
- iPads and cases must be thoroughly cleaned by district-approved means upon returning to the school building, prior to student use.

Kindergarten reading and math will be assessed 1:1.

- For the most accurate assessment results, teachers will meet in-person with students to administer the reading and math assessments.
- If an in-person meeting is not feasible, teachers will meet online with students to administer the reading and math assessments.
- At a minimum teacher will upload reading and math assessments for students to complete at home.

Possible Sources:

- FastBridge early Reading and early Math
- My Math online
- Benchmark Advance online
- DIBELS (as needed)

Other Considerations:

- Additional content areas may be assessed.
- Support staff may be utilized as deemed appropriate to assist with kindergarten assessments (i.e. principal, SIS, Reading Specialist, SLP, etc.)

Teachers and certified support staff will maintain and provide schedules to principals showing student contact time, instructional minutes, and method of instruction.

- Schedules will be maintained by each teacher and made available to building administration.
- Attendance will be taken at required synchronous activities.
- Student engagement with asynchronous activities will be recorded.

Possible Sources:

- SharePoint
- Google Docs
- Locations agreed upon by the principal and teacher

Other Considerations: This can be a “live” dual document that also tracks student attendance and participation.

All teachers will provide grades, feedback, and documentation of student work.

- Students are required to complete and turn in one (1) work item each week in the core content areas of reading, math, social studies, and science.
 - Core content work is not optional.
- Teachers will provide grades on work that is competency-based and contained in the quarterly grade card.
- Specials teachers will provide Choice Boards for student work.
- Students will receive feedback on work that is turned in, in progress (PBL), or is not cited on the quarterly grade card. Feedback will be documented.

Possible Sources:

- Seesaw
- Electronic gradebooks
- Google.doc Sheets
- Skyward
- Other means as approved by building principal

Other Considerations:

- Teachers are expected to communicate with building administration if they have students not completing and turning in work.
- Competencies and standards are in grade bands, which affords teachers differentiation opportunity for students in need of re-teach, intervention, or more challenging work.
- Alternate accommodations may be approved by the principal for student/family circumstances that render the time parameter requirement logistically impossible.
- Grade documentation will be continuous, and appropriate for the learning environment.
- Grades will be taken, documented, and assigned per traditional practices.
- KSDE’s “Navigating Change 2020: Kansas’ Guide to Competency-Based Learning” provides a grade band (K-2, 3-5) competencies model organized in themes of Humanities, STEAM, and SECD. Bands include Content Area, Classification, Competency, Standard(s), and Benchmark(s).
- USD 232 provides an elementary quarterly pacing guide that cross-correlates KSDE competencies with each grade-level grade card. This is provided to create equivalency in grading and consistency across the district.
 - Teachers will use the quarterly pacing guide in both Remote Learning and On-Site

environments to provide consistency and equity of instruction and learning, so all students receive the same content framework, provided in the manner most appropriate to the individual student's needs and situation.

- Grade cards will be completed quarterly, regardless of the student's learning environment.
- Progress reports will be provided per usual practice.

Source:

- KSDE's "Navigating Change 2020: Kansas' Guide to Competency-Based Learning"
- USD 232 Elementary Quarterly Pacing Guide
- USD 232 Grade Cards

All students will utilize FastBridge screeners for reading, math, and social-emotional assessment (SAEBRS and MySAEBRS). FastBridge screeners and progress monitoring will be accessible in a remote learning platform.

Other Considerations:

- Growth data will be measured from WINTER screener results, as that is the sole consistent baseline-forward data each student has available.
- Academic (reading and math) data is uploaded in Skyward; SEL data and results are not.

All students in grades 3-5 will utilize KITE KAP interim assessments. All students will take this criterion-based assessment during the 2020-21 school year, regardless of the learning platform.

Source:

- KITE Educator Portal

Other Considerations:

- If it is determined inappropriate for a student to take the KITE KAP state assessments, the student should not take the interims.

Provide parent education on Remote Learning.

Source:

- Elementary District Instructional Specialist

Other Considerations:

- Topics include, but not limited to:
 - iPads as an instructional tool
 - How to manage student screen time
 - How to use supplied apps (Seesaw, etc.)
 - Use of online resources for math, reading, and other content areas
 - Instruction for technology support

Middle School Specific Guidelines

Teachers will use the KSDE Navigating Change Competencies for the 6-8 grade band to guide instructional decisions.

- Students engage in activities that are focused on addressing the identified competencies.
- Students will be assessed on their progress and/or mastery of identified competencies.
- Students may demonstrate mastery of competencies through personalized, project-based activities that encompass a broad range of related skills.

Other Considerations:

- Opportunities exist for cross-curriculum collaboration between content-area teachers.

All teachers will provide grades, feedback, and documentation of student work.

- Teachers will provide grades on all work that is competency-based and contained in the quarterly grade card.
- Students will receive feedback on work that is turned in, in progress (PBL), or is not cited on the quarterly grade card. Feedback should be documented.

Possible Sources:

- Canvas
- Skyward
- Other means as approved by building principal

Other Considerations:

- Teachers are expected to communicate with building administration if they have students not completing and turning in work.
- Competencies and standards are in grade bands, which affords teachers differentiation opportunity for students in need of re-teach, intervention, or more challenging work.
- Grade documentation will be seamless and continuous.

Grades will be taken, documented, and assigned per traditional practices.

- KSDE's "Navigating Change 2020: Kansas' Guide to Competency-Based Learning" provides a grade band (6-8) competencies model organized in themes of Humanities, STEAM, and SECD. Bands include Content Area, Classification, Competency, Standard(s), and Benchmark(s).
- Grade cards will be completed quarterly, regardless of the student's learning environment.

Sources:

- KSDE's "Navigating Change 2020: Kansas' Guide to Competency-Based Learning"
- USD 232 grade cards

The layout of Canvas courses within a building should be visually and functionally consistent.

Possible Sources:

- Canvas Best Practices: A quick reference sheet for district expectations.
- Learning Modules: Access to course learning materials
- Canvas Student Guides (Links to an external site.): Answers to frequently asked Canvas questions

Other Considerations:

- **Communication**: It is preferred that staff use the Announcements and the Calendar functions in Canvas to communicate with students rather than using email.
- **Material Access**: Learning materials, including Assignments, should be located in Learning Modules.
- **Organizational Method**: Navigation buttons should be located on the teacher's homepage. Modules are organized by topic, with tutorials, links, and resources arranged as subtopics.

All students will utilize FastBridge screeners for reading, math, and social-emotional assessment (SAEBRS and MySAEBRS).

Other Considerations:

- Growth data will be measured from WINTER screener results, as that is the sole consistent baseline-forward data each student has available.
- Academic (reading and math) data is uploaded in Skyward, but SEL data and results are not.

All students in grades 6-8 will utilize KITE KAP interims.

Source: KITE Educator Portal

Other Considerations:

- If it is determined inappropriate for a student to take the KITE KAP state assessments, the student should not take the interims.
- Class assessments can be aligned with questions found on the interims and mini-tests.
- Interims are administered three times per year.

Tier II instruction will be provided to students for a minimum of 30 minutes per week.

- Teachers will document contact time and method of instruction.
- Updated information will be share with building administration regularly.

Other Considerations:

- Documentation can be communicated through shared documents and folders.

Provide parent education on Remote Learning.

Source:

- Secondary District Instructional Specialist

Other Considerations:

- Topics to include, but not limited to:
 - Defining Remote Learning
 - Summarizing expectations for Remote Learning
 - Using MacBooks as an instructional tool
 - Use of Canvas
 - Instruction for technology support

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High School Specific Guidelines

Teachers will use the KSDE Navigating Change Competencies for the 9-12 grade band to guide instructional decisions.

- Students engage in activities that are focused on addressing the identified competencies.
- Students will be assessed on their progress and/or mastery of identified competencies.
- Students may demonstrate mastery of competencies through personalized, project-based activities that encompass a broad range of related skills.

Other Considerations:

- Opportunities exist for cross-curriculum collaboration between content-area teachers.

All teachers will provide grades, feedback, and documentation of student work.

- Teachers will provide grades on all work that is competency-based and contained in the quarterly grade card.
- Students will receive feedback on work that is turned in, in progress (PBL), or is not cited on the quarterly grade card. Feedback should be documented.

Possible Sources:

- Canvas
- Skyward
- Other means as approved by building principal

Other Considerations:

- Teachers are expected to communicate with building administration if they have students not completing and turning in work.
- Competencies and standards are in grade bands, which affords teachers differentiation opportunity for students in need of re-teach, intervention, or more challenging work.
- Grade documentation will be seamless and continuous.

Grades will be taken, documented, and assigned per traditional practices.

- KSDE's "Navigating Change 2020: Kansas' Guide to Competency-Based Learning" provides a grade band (9-12) competencies model organized in themes of Humanities, STEAM, and SECD. Bands include Content Area, Classification, Competency, Standard(s), and Benchmark(s).
- Grade cards will be completed quarterly, regardless of the student's learning environment.

Source:

- KSDE's "Navigating Change 2020: Kansas' Guide to Competency-Based Learning"
- USD 232 grade cards

Tier II instruction will be provided to students for a minimum of 30 minutes per week.

- Teachers will document contact time and method of instruction.
- Updated information will be share with building administration regularly.

Other Considerations:

- Documentation can be communicated through shared documents and folders.

All students will utilize FastBridge screeners for reading and social-emotional assessment (SAEBRS and MySAEBRS).

Other Considerations:

- Growth data will be measured from WINTER screener results, as that is the sole consistent baseline-forward data each student has available.
- Reading data is uploaded in Skyward, but SEL data and results are not.

All 9th and 10th students will utilize the PreACT assessment.

- Data is uploaded into Skyward.

The layout of Canvas courses within a building should be visually and functionally consistent.

Possible Sources:

- Canvas Best Practices: A quick reference sheet for district expectations.
- Learning Modules: Access to course learning materials
- Canvas Student Guides (Links to an external site.): Answers to frequently asked Canvas questions

Other Considerations:

- **Communication:** It is preferred that staff use the Announcements and the Calendar functions in Canvas to communicate with students rather than using email.
- **Material Access:** Learning materials, including Assignments, should be located in Learning Modules.
- **Organizational Method:** Navigation buttons should be located on the teacher's homepage. Modules are organized by topic, with tutorials, links, and resources arranged as subtopics.

Provide parent education on Remote Learning.

Source:

- Secondary District Instructional Specialist

Other Considerations:

- Topics to include, but not limited to:

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- Defining Remote Learning
- Summarizing expectations for Remote Learning
- Using MacBooks as an instructional tool
- Use of Canvas
- Instruction for technology support

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Optional Remote Learning Program

Proposed

In order to be eligible to participate in the USD 232 Optional Remote Learning Program, students:

- Must be eligible to enroll as a USD 232 student based on current policy and regulation.
- Must be enrolled and select optional remote by [REDACTED]
- Must keep a daily log of learning and submit weekly.
- Must attend and engage in regular contact with teachers
- Must complete assigned tasks

Additionally, students enrolled in the Optional Remote Learning Program will remain in the program throughout the current [REDACTED].

Students enrolled in the Optional Remote Learning Program are not eligible to participate in or attend activities or athletics.

The Optional Remote Learning Program will focus on core and required subjects and prioritize advancement toward graduation requirements.

Depending on the total enrollment in the Optional Remote Learning Program, the elective, exploratory and specials course may be significantly limited.

Students may be grouped by grand band (K-2, 3-5, 6-8, 9-12). Although enrolled in a multiage class, each student will be expected to work at their appropriate grade level.

Optional Remote Learning is not available for the Early Childhood or Bridge programs. *Specific information about Remote Learning opportunities for Early Childhood and Bridge programs will be determined case by case.*

####



COVID-19

CORONAVIRUS vs. COLD vs. FLU vs. ALLERGIES

SYMPTOMS	COVID-19*	COLD	FLU	ALLERGIES
 Fever	Common (measured at 100 F or higher)	Rare	High (100-102 F), can last 3-4 days	No
 Headache	Sometimes	Rare	Intense	Sometimes
 General aches, pains	Sometimes	Slight	Common, often severe	No
 Fatigue, weakness	Sometimes	Slight	Common, often severe	Sometimes
 Extreme exhaustion	Sometimes (progresses slowly)	Never	Common (starts early)	No
 Stuffy nose	Rare	Common	Sometimes	Common
 Sneezing	Rare	Common	Sometimes	Common
 Sore throat	Rare	Common	Common	No
 Cough	Common	Mild to moderate	Common, can become severe	Sometimes
 Shortness of breath	In more serious infections	Rare	Rare	Common
 Runny nose	Rare	Common	Sometimes	Common
 Diarrhea	Sometimes	No	Sometimes**	No

For more information: www.kdheks.gov/coronavirus

* Information is still evolving.

** Sometimes for children.

RELEASING CASES AND CONTACTS FROM ISOLATION AND QUARANTINE

CASES

Must be isolated for a minimum of 10 days after onset and can be released after afebrile and feeling well (without fever-reducing medication) for at least 72 hours, whichever is longer.

Note: Lingering cough should not prevent a case from being released from isolation.

Examples:

- A case that is well on day 2, and afebrile and feeling well for 72 hours, can be released from isolation on day 10.
- A case that is well on day 6, and afebrile and feeling well for 72 hours, can be released from isolation on day 10.
- A case that is well on day 14, and afebrile and feeling well for 72 hours, can be released from isolation on day 17.



HOUSEHOLD CONTACTS

Must be quarantined for 14 days after the case has been afebrile and feeling well (because exposure is considered ongoing within the house).

If a household contact develops symptoms, they should be tested.

This means that household contacts may need to remain at home longer than the initial case.

Examples:

- A case is well 3 days after onset, case released from isolation on day 10, household contact must remain quarantined until day 24.
- A case is well 7 days after onset, case released from isolation on day 10, household contact must remain quarantined until day 24.
- A case is well 14 days after onset, case released from isolation on day 17, household contact must be quarantined until day 31.



NON-HOUSEHOLD CONTACTS

Must be quarantined for 14 days from the date of last contact with the case.

