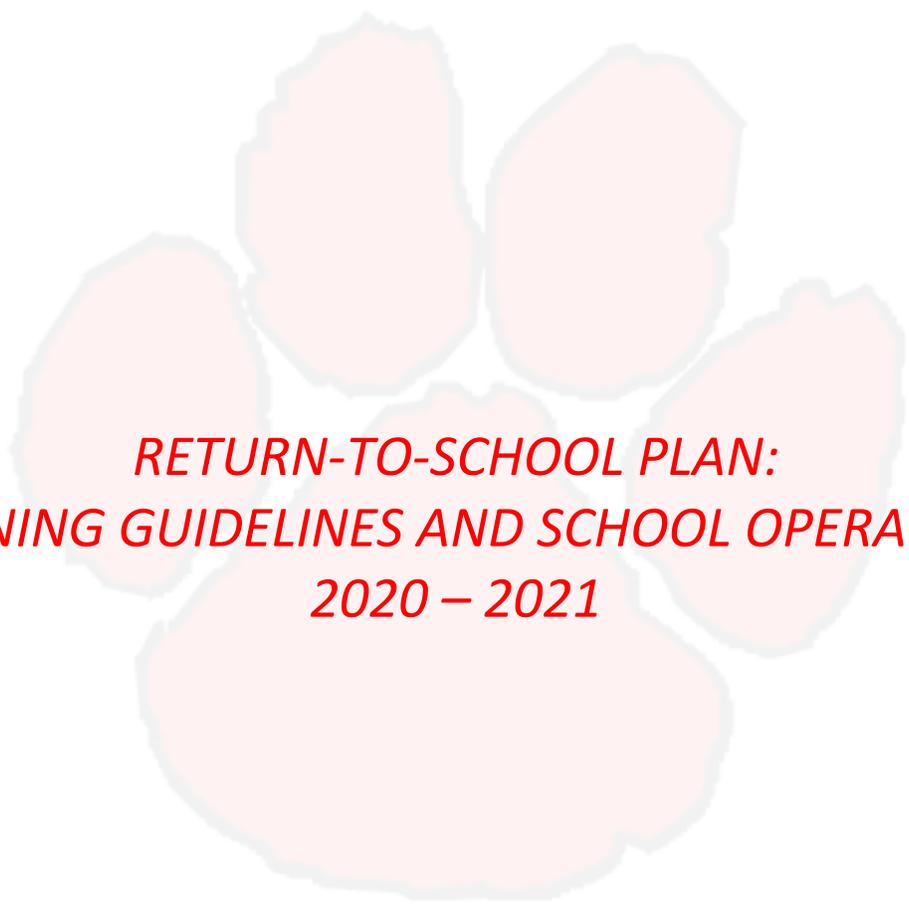


*USD 234 – FORT SCOTT SCHOOLS*



*RETURN-TO-SCHOOL PLAN:  
LEARNING GUIDELINES AND SCHOOL OPERATIONS  
2020 – 2021*

*UPDATED NOVEMBER 9, 2020*

**USD 234 Return-to-School Plan**  
**Learning Guidelines**  
**In-Person Learning**  
**Remote Learning**

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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 and educational leaders, as well as feedback from parents and students. The protocols outlined in our plan will help us deploy risk-reduction strategies to help 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 in-person learning, and support is best for most students and is beneficial to not only their academic success, but also 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 or shifting to Remote Learning 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.

On the following page, you will find a summary of the In-Person and Remote Learning environments. This summary also highlights key characteristics of a Hybrid Learning environment which, if instituted, would operationally mirror the In-Person learning environment. The remainder of the document is divided into two sections: In-Person Learning and Remote Learning. The In-Person Learning section contains guidelines for Public Health and Safety, Classrooms, Common Spaces, Transitions, Extra & Co-Curricular Activities, Health Office, Facilities, Food Service, Transportation, and Specials and Electives. 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 a link to Remote Learning environment general guideline 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.

## **USD 234 Instructional Learning Models**

Depending on the level of risk in Bourbon County, according to public health data, the number of students served each day could vary throughout the school year. USD 234 will be utilizing the following models, as needed, to best serve our students during the 2020-21 academic year.

On-Site	Hybrid	Remote
<p>Schools reopening <b>on-site</b> would mean that nearly all students (80% or more) would report to school and attend classes, taking precautions as noted in the reopening plan.</p> <ul style="list-style-type: none"> <li>● Follow State Standards &amp; Competencies as outlined by KSDE, as well as District Pacing</li> <li>● Implement standard operating procedures while taking preventative measures such as:               <ul style="list-style-type: none"> <li>○ Providing hand sanitizer for students and staff</li> <li>○ Conducting cleaning of classrooms and high-touch surfaces each day</li> <li>○ Limiting physical interaction through partner or group work</li> </ul> </li> </ul>	<p>Schools opening in a <b>hybrid</b> model would mean that approximately half of the students would report to school at any given time.</p> <ul style="list-style-type: none"> <li>● Follow State Standards &amp; Competencies as outlined by KSDE, as well as District Pacing</li> <li>● Students will be engaged in independent (asynchronous) learning on days they are not in the school building.</li> <li>● Group A students - Monday-Tuesday on Campus, Wednesday-Friday Remote Learning</li> <li>● Group B Students - Monday-Wednesday Remote Learning, Thursday-Friday on Campus</li> <li>● Wednesday - distance learning for most students               <ul style="list-style-type: none"> <li>○ Utilize time for small groups and thorough cleaning.</li> </ul> </li> <li>● When possible, siblings will be assigned to the same in-person attendance cycle.</li> </ul>	<p>Students utilizing <b>remote</b> learning would remain at home while utilizing online learning management systems, online learning tools, and instructional packets.</p> <ul style="list-style-type: none"> <li>● Follow State Standards &amp; Competencies as outlined by KSDE, as well as District Pacing</li> <li>● Distribute printed instructional packets/ materials and district/school communications along with meals</li> <li>● All Grade Levels - Four days of direct/interactive instruction (synchronous) per week and one day of independent learning (asynchronous) per week</li> <li>● Elementary School - Students receive approximately 2.5-3.5 hours per day of direct/interactive instruction (synchronous). Students also receive specialized instruction, as needed, such as English for Speakers of Other Languages (ESOL) or special education service will be determined by individualized education program (IEP) teams. Considerations will be given to individualized student needs.</li> <li>● Middle &amp; High School - Students will follow the school's daily bell schedule.</li> </ul>

## **In-Person Learning**

### **Health**

The following information is the result of collaboration with and guidance from many health experts from the Kansas Department of Health and Environment (KDHE), Southeast Kansas Multi-County Department of Health and Environment (SEKMCHD), 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 includes the latest guidance from CDC and KDHE/SEKMCHD regarding the management of positive COVID cases and exposed individuals. In the event of a school-related case of COVID-19, school administrators and school nurses will collaborate with district health services and SEKMCHD to ensure that all necessary measures are taken and that appropriate communication to families occurs.

Protecting the health of the school community is a responsibility shared by all stakeholders including administrators, school nurses, staff, students, and families. The combined actions of all will enhance the effectiveness of each. The efforts of our families in support of a healthy school community is greatly appreciated.

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** - “Releasing Cases and Contacts from Isolation and Quarantine” provides a graphic representation of isolation and quarantine requirements for COVID cases and COVID exposures (contacts).

**Appendix C** - Effective utilization of healthcare professionals and healthcare offices/areas are particularly important during times of pandemic or high spread of communicable diseases. “Guidelines for Health Room Utilization” provides guidance for best practice usage of the nurses’ offices and health services personnel.

**Appendix D** – Recommendations for school districts in the jurisdiction of the Southeast Kansas Multi-County Health Department.

### **Personal Protective Equipment (PPE)**

*Governor Kelly’s executive order requires visitors, staff, and students to wear masks or face coverings while inside school facilities, with the few exceptions (e.g. persons who are deaf or hard of hearing).*

### **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, and the most important preventive measures are those that limit contact with respiratory droplets from others. Therefore, hygiene measures will include, but are not limited to:

- Staff and students are to practice social distancing whenever possible. Social distancing is defined as physical separation of a minimum of 6 feet.
- All persons are encouraged to wash hands frequently throughout the day.
  - 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).
- 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 or disinfect with hand sanitizer.
- Make hand sanitizer readily available throughout the building.
- Encourage students and employees to sanitize their backpacks and personal items before and after school. Separate personal items into cubbies or baskets that are not shared with other students and employees. Do not allow students to share lockers and storage spaces. Make sure that disinfectant and related supplies are available to all employees.
- Post district-approved signs throughout buildings informing individuals of hygiene best practices.

### **Temperature Checks**

- *Governor Kelly’s executive order requires all individuals entering all public schools to have their temperatures checked before entering the building for the first time each day.*
- Schools will develop site-specific plans to help expedite this process.

## Considerations for Nurse's Office Operations

- Inventory and request necessary supplies for the health room and other building use. Examples: Personal Protective Equipment (PPE) - gloves, masks, face shields, gowns; touch-free thermometers, and approved disinfectant.
- Provide medical-grade masks for health room staff members and any employee working with a medically fragile child.
- Provide cloth, procedure mask, or face covering for any person exhibiting symptoms.
- N95 masks should only be used by personnel who have been fit tested and as part of an established respiratory health program.
- Some procedures commonly available through Health Services in the past involve increased risk from the aerosolized respiratory particles. For this reason, it is important to collaborate with parents to substitute lower risk options whenever possible, e.g. convert nebulizer treatments to inhaler with spacer. If not possible, collaborate with parents to develop a safe treatment delivery plan.
- Review health office/facility to minimize infection. Examples:
  - Provide a separate room for students/staff who might have COVID-19 and are waiting for pickup. The room needs to be disinfected frequently and restricted to authorized staff and students.
  - Determine if an area separate from the nurse's office is needed for administering aerosol-producing procedures such as ventilator management, suctioning, and nebulizer treatments to minimize contact with potentially ill children.
  - Ensure furniture and other surfaces can be easily disinfected.
  - Ensure trashcans and other receptacles are no-touch.
- Explore telehealth options for district, staff members, and family use.
- Contact all parents with students on health plans and determine if they need to be revised to address minimizing infection. Examples:
  - Review the care plans of students with respiratory illnesses and aerosol-particle producing procedures (nebulizer and suctioning). Some procedures commonly available through Health Services in the past involve increased risk due to COVID-19. For this reason, it is important to collaborate with parents to substitute lower risk options whenever possible, e.g. convert nebulizer treatments to inhaler with spacer. If not possible, parents, nurses, and HCP should collaborate to develop a safe treatment delivery plan.
  - Revise medication schedules to minimize the number of students in the nurse's office at one time.
- Limit nurse office utilization to the provision of essential health services for students, as much as possible, to avoid unnecessary exposure to potentially sick students for non-essential visits, e.g., naps, lost baby teeth, paper cuts. This is particularly important during times of increased community spread of COVID-19.
- Establish a communication system to indicate high traffic or maximum capacity in the nurse's office to prevent excess traffic/back-ups into the office and/or hallway.
- Report cases of COVID-19 to the school district office.
- Communicate with state and local health departments.
- Verify where staff and students can be tested for COVID-19.
- Provide information to assist students, families, and staff with self-health checks for COVID symptoms and appropriate mechanism for reporting.

- Notify the health department when student or staff absences exceed predetermined threshold.

### **Care Considerations for Students with Specialized Health Needs**

- Determine if an area separate from the nurse's office is needed to care for medically fragile students with special procedures to minimize their contact with potentially ill children.
- Collaborate with parents whose students have procedures that create aerosolized particles to substitute lower risk options whenever possible, e.g. convert nebulizer treatments to inhaler with spacer. If not possible, parents, nurses, and health care provider should collaborate to develop a safe treatment delivery plan.

### **Case Identification Measures**

**Parents and guardians are asked to take students' temperatures each morning and watch for the other COVID-19 symptoms. Students who have a fever or exhibit other symptoms should not come to school.**

The current known symptoms are:

- Fever (100.0 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**

- Individuals entering all school buildings shall have their temperatures checked before entering the building for the first time each day. If an individual has a temperature higher than 100.0° Fahrenheit, those individuals will be sent to an isolation room for further symptom checking by a school nurse.
- If an individual has two or more of the current known symptoms, arrangements will be made for them to be sent home.
- During the school day, school staff will make a visual inspection of their students for signs of illness.
- Trained staff will take students' temperature, as needed.

### **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 thinks that his/her symptoms are COVID-related, he/she is required to report this to their administrator or supervisor. Only designated school staff may take the temperature of students and employees, with district-approved equipment, where there is reason to believe that the person may be ill. If a person is obviously ill, the school may make additional inquiries and may exclude the person from school property.

## Definitions

- **COVID-19 Disease and the Infectious Period:** A person is considered a case of COVID19 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 SEKMCHD (See Appendix B: Releasing Cases and Contacts from Isolation and Quarantine Graphic).
- **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 direct exposure to secretions into their nose, eyes, or mouth (for example, being coughed or sneezed on). An in-school contact of an individual with lab-confirmed COVID-19 is not considered a close contact requiring quarantine if the above mitigation strategies are in place. A **high-risk** contact is defined as those individuals with unmitigated exposure such as unmasked lunch exposure, social exposure, extracurricular activities including sports, home exposure or other exposure outside of the school setting, and as determined by the health officer or designated official. A **low-risk exposure** is defined as mitigated exposure (mask-in place, appropriate hand washing/sanitization) and casual contact while at school, as determined by the school administration, with mitigation standards in place. Parents/staff will be notified of positive cases within the classroom and asked to monitor the students for symptoms of illness and notify the school if symptoms develop. Ongoing monitoring and tracking of classroom exposures will be conducted, and these definitions may change if concerns arise for in-school spread. These definitions of close contacts are only valid if all mitigation, management, and monitoring procedures are in place. These definitions would not apply to other systems without these procedures nor should similar results be expected.
- **Incubation Period:** The incubation period of COVID-19 is from 2-14 days after the date of exposure.

## Management of Cases

### 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.

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 who have a fever or exhibit other symptoms should not come to school.**

#### **Exclusion of Household Contacts of Cases**

- 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, continuous exposure is assumed. Therefore, quarantine of the contact must continue for 14 days after the case is released from isolation (See Appendix B: Releasing Cases and Contacts from Isolation and Quarantine Graphic).
- Students and employees who are close contacts of a person who has been EXPOSED but is not sick with COVID-19 do not need to quarantine. Only those in close contact with a person sick with COVID-19 are exposed and require quarantine.

#### **Exclusion for 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.
- Travel outside of Kansas for professional development by staff is prohibited.

#### **School Response to Positive Cases and Exposures: Isolation and Quarantine**

- When a student or employee is diagnosed with COVID-19, custodial staff will disinfect the desks, lockers, and workspaces of the individual. The custodial staff will delay cleaning as long as possible (24 hours is preferred) and will block off the area to prevent contact by others. If delay is not possible, clean immediately.
- School staff will compile a list of close contacts, including names and contact information. 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 exposure to secretions into their nose, eyes, or mouth (for example, being coughed or sneezed on).
- In collaboration with SEKMCHD, guardians of students who have been identified as close contacts and any staff identified as close contacts should be informed immediately. **Students with school low risk exposure close contacts and who did not have high-risk exposure have the option to start a 14-day quarantine period starting from the day after the last contact with the case (Appendix B).** The list of close contacts will be shared with the SEKMCHD for follow-up during the quarantine period.
- USD 234 will collaborate with SEKMCHD to assess building and community factors to determine appropriate actions and communication. If the school building is closed in collaboration with SEKMCHD, all school activities will be cancelled or rescheduled

regardless of whether the activity was to take place in the building or another location (including extracurricular activities, before and after-school programs, and field trips).

- The individual who tested positive will not be identified in communications to the school community.

### **Management of Sick Students and Staff Identified at School: 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 will wait to be evaluated or for pickup. 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 after each use. Strict social distancing is required, and essential staff must wear appropriate PPE.

### **Resolution of Case and Safe Return to School**

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

- *Untested.* Those 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 and feeling better for at least 72 hours without the use of fever reducing medicine. (Cough should be improved but may linger for weeks.)
  - Whichever criteria is longer. Meaning, a minimum of ten (10) calendar days.
- *Tested and Awaiting Results.* Those 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 and feeling better for at least 72 hours without the use of fever reducing medicine. (Cough should be improved but may linger for weeks.)
    - 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 his/her 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 unless other disease exclusion criteria apply.

## **Classroom Spaces**

In the previous section entitled Health, guidance is provided for protecting the overall health of not only the school community but community at large through optimizing education regarding COVID-19, promoting health and safety, and mitigating risk. This guidance was developed by the State of Kansas based upon suggestions and/or best practices from reputable sources including the Kansas Department of Health and Environment (KDHE) and Centers for Disease Control and Prevention (CDC). After further review of the State of Kansas recommendations and input from the Southeast Kansas Multi-County Health Department (SEKMCHD), the following guidance for our schools has been developed. This guidance is meant to ensure that ongoing face-to-face instruction may continue into the future by not only limiting the spread of COVID-19, but also limiting disruption to the educational process.

## **Instructional Programming**

- In order to social distance to the maximum extent possible:
  - Increase spacing between students and student desks/tables.
  - Arrange furniture to have all students face in the same direction.
  - Assign seats and require students to remain seated in the classroom.
- Practice and prepare to model proper hygiene practices such as handwashing, using hand sanitizer, and social distancing techniques, including alternatives to handshakes.
- Practice and prepare to model the proper wearing and disposal of PPE, including masks.
- Post district-approved signage in classrooms, hallways, and entrances to communicate how to reduce the spread of COVID-19.
- Utilize outdoor spaces as appropriate.
- Field Trips will not be allowed.
  - Utilize virtual options to supplement learning activities.
  - Programs with off-site learning requirements will be considered separately.
- While essential visitors may be allowed into school buildings, no visitors, guest speakers or volunteers will be allowed in classrooms.
- Minimize sharing of materials, including instruments, supplies, and tools that are difficult to clean and disinfect by sanitizing shared items frequently.

## **Group Stability**

- To the maximum extent possible:
  - Establish stable groups. Stable groups are groups of students/staff who consistently stay together.
  - Many students, such as high school students, may be part of multiple stable groups.
  - Students should travel in stable groupings.
  - Consider teachers rotating with the stable group staying in one location.
  - Minimize the movement of specialized staff, ensuring proper hygiene and cleaning routines.

## **Considerations for Early Childhood and Classrooms with Specialized Instruction**

- 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.

- Alternative face coverings, such as face shields, which allows visibility of face, will be utilized where feasible.
- 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.

## **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 the 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., door handles, sink handles, drinking fountains) within common spaces at least daily or more frequently, to the maximum extent possible.

#### **Shared Objects**

- Discourage sharing of items that are difficult to clean or disinfect.
- Log in visitors.
- To the maximum extent possible, keep each student's belongings separated from others and in individually labeled containers, cubbies, or areas.
- Minimize sharing of high-touch materials to the extent possible.
- Workspaces for students and staff should be cleaned and disinfected frequently.

#### **Physical Guides**

- 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).
- To the maximum extent possible, designate primary entrance and exit points.
- Have essential 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 100.0?
  - Do you have symptoms of fever and cough, shortness of breath?
  - Have you visited any of the restricted travel advisory locations listed on the KDHE Travel-Related Quarantine List 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 to maintain social distancing standards. In addition, *Governor Kelly's executive order requires all individuals entering all public schools to have their temperatures checked before entering the building for the first time each day.* Visitors not staying longer than 10 minutes in a building will not need to have their temperature checked.

### **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.

### **Parents**

- 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.

### **Staff Training**

- Train staff on all safety protocols regarding safe use of common spaces.
- Include safe and appropriate use of common cleaning supplies.
- To the maximum extent possible, conduct training virtually or ensure that **social distancing** is maintained during training.

## **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.

### **Arrival and Dismissal**

- Each building will develop plans for arrival and dismissal that minimize students congregating in non-stable groups.
  - Non-bus riders will not be allowed into the buildings until 7:30 a.m.
- Plans will be building-specific due to the differences in building layouts and student population.
- Considerations will be given to the use of multiple entrances and pre-staging by class or bus stable groups.
- As always, student safety and security will be a priority.
- *Governor Kelly's executive order requires all individuals entering all public schools to have their temperatures checked before entering the building for the first time each day.*

### **Adhere to Social Distancing**

- Visual cues in hallways may be necessary to assist students with proper social distancing: decals on the floor, tape, etc.
- Students should face forward during transitions to prevent face-to-face interaction.

### **Lockers**

- To decrease the number of students in hallways, hallway lockers at the secondary level will not be available for use.
- If a special accommodation is required, please follow building process.

## **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 and 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 direct contact with someone with COVID-19 will be excluded from activities and reported to the building administrator following district SEKMCHD procedures.
- Student(s) and/or coaches will not be allowed to attend activities if they have been directly exposed to COVID-19 in the prior 14 days or under a 14-day quarantine.
- When transportation is required:
  - Assigned seating.
  - Wear cloth masks or face coverings when 6 feet of personal distance is not feasible.
- Practice and workout groups should be as small as possible and remain stable 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.
- To the maximum extent possible, masks or face coverings are to be worn in team meetings whenever possible.

- Masks or face coverings are to be worn during transport to and from events if social distancing cannot be maintained.
- Make every reasonable effort to follow KSHSAA activity-specific risk mitigation considerations.

### **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 prescribed social distance and wear a mask or face covering, to the maximum extent possible.

### **Equipment/Facilities Recommendations**

- Follow all KSHSAA guidelines regarding equipment and facility sanitization, storage, etc.
- 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 social distancing as possible and to ensure participants from different sports are not coming into close contact with each other.

### **Recommendations for Athletics**

- Follow all safety and prevention protocols practiced in school.
- Engage in individual work as much as possible.
- Maintain at least 6 feet of distancing when not engaged in activities.
- Non-participants should wear a mask or face covering 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.
- Consider staggering locker room schedule to avoid overcrowding.
- Activities present greater opportunities for spread of disease. Therefore, consideration should be made for increased precautions.

### **Recommendations for Performing Arts**

#### **Marching Band, Orchestra/Concert Bands, Choir/Music Education, Theatre**

- Follow all safety and prevention protocols practiced in school.
- When transportation is required:
  - Assigned seating.

- To the maximum extent possible, wear masks or face coverings when social distancing is not possible. Refer to KSHSAA/NFHS information
- Adhere to spacing requirements of 6 feet or greater, when feasible.
- To the maximum extent possible, venue size/spacing in rehearsal and performances should allow for at least 6 feet or greater of social distancing.
- Develop procedures for cleaning/disinfecting of school-owned and rental instruments.
- Utilize masks or face coverings, to the maximum extent possible.
- When masks are not feasible, utilize outdoor locations and/or large indoor locations allowing for increased personal distance of greater than 6 feet.

### **Theatre**

- Follow all safety and prevention protocols practiced in school.
- When transportation is required:
  - Assigned seating.
  - Wear masks or face coverings when 6 feet of personal distance is not feasible.
- Maximum cast sizes based on size of stages to allow for social distancing of at least 6 feet.
- Venue size/spacing requirements in rehearsals should allow for personal distancing of at least 6 feet.
- Size/spacing requirements for staging/choreography should allow for social distancing of at least 6 feet or 10 feet when singing.
- Technical theatre considerations:
  - Shared tools should be cleaned as frequently as possible and not shared if possible.
  - Use masks or face coverings 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 social distancing.
- Eliminate special on-stage moments or effects not compliant with 6 feet of social 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**

- Encourage participants to use hand sanitizer prior to entry at events.
- Venue size/spacing for maximum audience size should allow for social distancing.
- Consider streaming rights/licensing for allowing online audiences.
- Audience members are to wear masks/face coverings.

- Address audience traffic management (Arrival, Entrance, Intermission, Exit) to maintain social distancing to the maximum extent possible.
- 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.

## **Facilities**

Custodial and maintenance practices are important parts of maintaining a healthy school environment. USD 234 has always had clean, well-maintained facilities. The following guidelines are in addition to the normal USD 234 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 stable groups such as main office, health offices, isolation rooms, cafeteria, restrooms, etc.
- Use cleaning products that are listed as effective for the Novel Coronavirus (COVID-19).
- 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.
- Any non-custodial staff who 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) who may have access to products.
- 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 made 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 24 hour/7 day/week basis.

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

### **Building Water Systems**

- While drinking fountains will remain on, students and staff are encouraged to utilize them only to fill personal water bottles.
- Where possible, extend automatic flow times for hand washing stations.

## **Grounds & Exterior Building Recommendations and Considerations**

### **Playground equipment**

- The CDC suggests that “it is impractical and an inefficient use of resources to spray disinfectants on outdoor areas.”
- 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.
- Students should wash hands or use hand sanitizer immediately following the use of the equipment.

### **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 234 Facility Use guidelines.

- USD 234 indoor facilities will not be made available for use by outside parties.
- Buck Run Community Center will be permitted to continue use of school facilities while following KDHE and SEKMCHD guidelines.

### **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 who 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.
- Specific expectations for behaviors and preventative 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.

## **Food Service**

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 provides 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.
- An adult should be at the doorway of the serving area to control traffic, ensure distancing, and monitor students.
  - Consider social distancing stickers or marks on the floor to help students maintain 6 feet.
  - Signage posted to encourage social distancing in line and serving area.
- Menu items will be limited at each level. Emphasis on grab-and-go packaged meals at the secondary level, when feasible. Utilize shorter menu cycle with higher participation meals. Plan to reevaluate cycle frequently dependent on food supply, staffing, and guidance from local health department.
- Adults will hand students their tray and prepackaged silverware kit.
- Food Services employees will put hot entrée items (not packaged) on the tray except for pre-packaged, 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.
- Implement Offer vs. Serve meal service (where students are allowed to make food choices) with the following considerations:
  - Secondary schools will have multiple lines available to choose meals.
  - Clean and sanitize service line as frequently as possible.
- Fort Scott High School open lunch will not be allowed during the first semester of the 2020-2021 school year. Opening lunch will be reevaluated for the second semester.

### **Point of Sale Considerations**

All meals will be charged based upon student eligibility status. Cashiers will wear face masks and utilize no-touch laser scanners.

- At the elementary level, procedures will be developed to minimize the handling of meal cards and allow for their sanitization after each use. Secondary students will be given a student ID card at enrollment that contains their specific barcode. Each student will be responsible for his or her own lunch card.
- Staff will purchase meals using their meal account and barcoded ID card.
- 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 frequently and plan for distribution that minimizes handling.
- Sanitize table surfaces frequently.
- Sanitize all high-touch point services frequently.

### **Other Considerations**

- Ensure each lunchroom has hand sanitizer available before entering the serving area to get meals.
  - Consider adding additional hand sanitizer throughout common areas (especially high schools).
- Limit unnecessary staff in food service areas.
- No outside visitors will be allowed in the food service areas.
- Microwaves at secondary level should be sanitized frequently.
- Use of disposable/compostable trays and prepackaged cutlery kit (contains milk, straw, and napkin).
- Use of condiment packets; no condiment pumps or bottles.
- Limited prepackaged ala carte items will be available for purchase.
- Assign seating for contact tracing.
- Provide a separate location for high-risk students upon request.

### **Remote 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 a “carryout meal” to be picked up at their attendance center on the day it is served.
  - 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 will wear a mask or face covering while at work. Employees will work to maintain 6 feet social distancing to the maximum extent possible throughout food production, service, and clean up.

### **Food Vendor Considerations**

Protocols for food vendors delivering product to schools.

- All vendors will adhere to USD 234 staff protocols. Vendors may have more restrictive protocols as is feasible
- Director of Food Services will discuss company safety protocols regarding health of vendor employees (ex: health screenings) with the vendor.
- When signing invoices, the Food Service employee should use his/her own pen.
- Vendor delivery drivers required to sign in and out when delivering to kitchens.
- Director of Food Services 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 regulations and protocols are necessary for transporting students in school buses, activity buses, and school passenger vehicles. If group 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 frequently. High-touch areas including the door entrance railings should be cleaned between bus routes.

- It is recommended that bus doors and windows are open during cleaning to improve air circulation.
- Hand washing or sanitization by students before boarding the bus is recommended.

### **Students**

Masks or face coverings are required for all students. Students not wearing a mask may lose transportation privileges.

- 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 should 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 pre-staging students for bus transportation home.

### **Bus Stops**

- Social distancing between students is required 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.

## Specials and Electives

### Physical Education (PE) and Health

#### Elementary

- Students are expected to wash hands or use hand sanitizer before they go and when they arrive at a public space like the gym.
- Students will meet for PE class in the gym with their teacher.
- PE will move outside when possible.
- *Governor Kelly's executive order regarding masks and social distancing guidelines will be followed.*
- Teachers will focus on physical exercise and games with fewer students competing and minimal or no equipment.
- When equipment is used, it will be minimally shared and cleaned often.

#### Secondary (Middle and High School)

- Students are expected to wash hands or use hand sanitizer before and after entering a public space like the gym or weight room.
- Student lockers will be assigned for all students (same gender) taking PE in any given hour so that students are socially distant by design. PE departments will need to work on this together to assign lockers.
- Teachers will stagger the timing of when students are released to the locker room at the end of class to reduce congestion.
- PE will move outside when possible.
- *Governor Kelly's executive order regarding masks and social distancing guidelines will be followed.*
- Teachers will focus on physical exercise and games with fewer students competing and utilizing little to no equipment:
  - Short-field games
  - Smaller teams
  - Maintain same opponents for entire period (contact tracing)
- When equipment is used:
  - It should be easy to clean
  - Cleaned regularly (prior to the next use; spray)
  - Assigned to a single student each period
  - Preferred the equipment lends itself to foot-games
- Classes will not combine with other classes in order to maintain lower numbers.
- Increased lessons on wellness (physical and emotional).
- **Weights Class:** Students will sanitize/wash hands before and after using weight equipment.
- **Weights Class:** Students maintain social distancing.
- **Weights Class:** Masks will be mandatory.

## Fine Arts

### Elementary

- Students are expected to wash hands or use hand sanitizer before and after class.
- *Governor Kelly's executive order regarding masks and social distancing guidelines will be followed.*
- **General Music and Visual Art** teachers will push into grade level classrooms to provide instruction in these content areas. Any equipment or materials used during that class (instruments, art tools, etc.) will be cleaned between classes, or students may have individual kits with general art tools/materials, or basic classroom instruments.
- Students will not be singing in general music classes. Classroom instruction will focus on playing instruments, listening and responding to music, music theory, composition, and other non-singing activities.
- Students will have the opportunity to celebrate their learning and achievements through musical performances. At this time, these performances will look unique and non-traditional such as recording and sharing classroom performances, virtual performances, etc. (following all copyright restrictions).

### Secondary (Middle and High School)

- Students are expected to wash hands or use hand sanitizer before and after entering a public space.
- *Governor Kelly's executive order regarding masks and social distancing guidelines will be followed.*
- **Choir:** We are currently awaiting the release of findings and recommendations from these studies for singing. If the studies support the safety of singing, we will establish recommended guidelines for appropriate social distancing, wearing masks, group size, and time limitations that will allow our students to safely sing in our music classrooms. If the studies find that singing is not safe at this time, we will reserve singing for large outdoor spaces, engage our students in non-singing activities, and focus our choir classroom instruction on other aspects.
- **Band and Orchestra:** At this time, the preliminary findings of the study listed above indicate that students can safely play wind instruments (brass and woodwind) in small groups if they are spaced at a safe distance from one another (6 feet shoulder to shoulder/front to back). Students will sit or stand in lines facing forward when playing, and active playing will be limited to no more than 30 minutes. Wind players will wear masks when they are not playing their instruments, and some students can modify their mask with a small slit to allow playing with a mask if possible. String and keyboard players along with percussionists will wear masks at all times during class. These students should be able to play in larger groups if the room space allows.
- **Marching Band:** Students will have the opportunity to participate in marching band activities. Rehearsals and field shows could be modified to allow for social distancing, group-size limitations, and guidelines pertaining to wind instruments. USD 234 will follow any additional guidelines for marching band provided by KSHSAA and KSDE.
- **Equipment and Materials:** When possible, students will not share instruments, bows, mallets/sticks, music, or music stands. When sharing must occur, all instruments and

accompanying equipment will be cleaned and disinfected between uses. All students will have their own copies of music (digital or paper).

- **Music Performances:** Performance is a very important part of every student’s experience in all music classes, and we will continue to provide opportunities for students to celebrate their learning and achievements through performances. It is likely that these performances will be non-traditional at least during first semester and possibly later in the year as well. Examples of non-traditional performances include streaming live performances, recording and sharing classroom performances, virtual performances, etc. (following all copyright restrictions).
- **Theatre Performances:** Virtual rehearsals and performances will be used whenever possible. If in-person rehearsals or performances become possible, safety guidelines based upon current research and established by national theatre associations will be followed. Guidelines include:
  - All actors, technicians, and directors will wear masks and maintain 6 feet of social distancing in all rehearsal/performance spaces, green rooms, and dressing rooms.
  - Avoid sharing costumes, makeup, microphones, wigs, and props. Any equipment that must be shared or touched by multiple people will be cleaned and disinfected between uses.
  - All students will have their own copy of the script and work on backstage sets, costumes, lights, sound, etc. will be done on a staggered schedule to ensure social distancing in all spaces.
- **Visual Art Classes:** Students will follow established social distancing and other safety guidelines during art classes. When possible, students should have their own art tools and materials. If sharing is necessary, tools and equipment will be cleaned and disinfected between uses.

## Library (Media Center)

### Elementary

- Students are expected to wash hands or use hand sanitizer before and after entering a public space like the library.
- *Governor Kelly’s executive order regarding masks and social distancing guidelines will be followed.*
- Students will travel to a library class with their pencil cases and any required materials (pencils, markers, scissors, etc.). This helps to avoid having to sanitize common library materials between classes.
- Some libraries are large enough to support spacing students six feet apart. Each school needs to decide what works on a case-by-case basis.
- Class instruction time may be adjusted to restock instructional carts with materials and to sanitize.
- Books will still be checked out to students, but librarians will need to have a system to safely check out books and to quarantine returned books.
- Recommended that Makerspaces are NOT utilized during first quarter in order to monitor COVID activity.

- It is recommended that a collection return box be used for all items being returned. Leave in the box for 72 hours before replacing items on the shelves. This will require a 3-day rotation of collection return boxes.

### **Secondary (Middle and High School)**

- Students are expected to wash hands or use hand sanitizer before and after entering a public space like the library.
- *Governor Kelly's executive order regarding masks and social distancing guidelines will be followed.*
- Teachers should work with librarians to stagger class arrivals in order to avoid large groups converging in the library at the same time.
- Librarians will also need time between classes to sanitize surfaces and wash hands.
- Some libraries are large enough to support spacing students six feet apart. Each school needs to decide what works on a case-by-case basis.
- Books will still be checked out to students, but librarians will need to have a system to safely check out books and to quarantine returned books. Consider allowing browsers a limited amount of time like the public library.
- Recommended that Makerspaces are NOT utilized during first quarter in order to monitor COVID activity.
- For classroom libraries, follow checkout and return guidance above.
- Orientation may have more to do with digital access than mapping or touring specific spaces in LMC or it could look like smaller groups.
- Desktops in libraries will need to be cleaned often during the day.
- Barrier tape system may not work (people don't respect the tape barrier) but possibly furniture could work (placed around desk). This will be an individual school decision to keep librarians safe.

### **Computer Lab**

#### **Elementary**

- Students are expected to wash hands/use hand sanitizer before and after entering a public space like the computer lab.
- *Governor Kelly's executive order regarding masks and social distancing guidelines will be followed.*
- It is recommended that students have personal earbuds or headphones.
- It is recommended that manipulative materials are NOT utilized during first quarter in order to monitor COVID activity.

## ***USD 234 Remote Learning Model***

USD 234 will rely on local and state health guidelines to determine the type of instructional model that we will have available for our students.

### **Student Instructional Delivery Models: 3 Options**

1. On-Site (Face to Face) – Students will be on campus in the classroom with teachers.
2. Hybrid Model – A combination of face to face and remote learning will be used to reduce student population on campus.
3. Remote/Virtual Model – Instruction will be delivered on-line to students off campus.

If local health guidelines/restrictions are supportive to having students on campus, USD 234 students will have the option for on-site learning.

- Parents may choose to keep students at home and use the Remote Learning plan. The student must be enrolled in this mode of learning by no later than Friday, August 14th for staffing purposes. Please contact your building administration before this date for more details.
- This instructional model will have a trial period that ends on October 2nd. If the child/parent chooses the Remote Learning Model, the student will be committed to this mode of instruction for the first semester of the 2020-2021 school year.
- If this style is chosen, students will have access to in-person extra-curricular activities during that time frame.

The Hybrid Model will only be used if it is deemed necessary to reduce the student population in a specific building, classroom, or the entire district campus. This option is not an individual choice option. This model will be employed when local health officers and school administration deem it necessary.

### **Remote Model Definitions**

Remote Learning is defined by daily interaction with USD 234 teachers via Google Classroom, Microsoft Teams, Zoom, or SeeSaw. USD 234 will provide a student with a computer device for students who need a computer. Students will be online daily interacting with their instructors and/or peers. To remain in good standing, these students will be required to log 6 hours of learning daily. If a student is using this model, it is the parents'/students' responsibility to complete and return the online learning log weekly so that participation can be documented.

**Student participation is mandatory;** students deemed to not be meeting participation expectations may be considered truant. The classroom model will vary by building; FSMS and FSHS students will log in and participate in live class sessions based on their schedule. Elementary students will have structured lessons via various platforms (SeeSaw/Zoom/Etc). It is strongly recommended that all of these students have internet access and the ability to interact for the length of the day with their class and teachers. If this style of learning is chosen, students will have access to extra-curricular activities.

### **Attendance**

Students choosing to enroll in the Remote Learning Model are required by law to complete 1,116 hours of learning like their peers who attend classes on site. To achieve this, students will complete academic work within a schedule that provides a learning experience equivalent to a minimum of 1,116 hours of learning.

- Recording attendance is required daily and will be subject to the policies/procedures and consequences outlined in the respective school handbooks of attendance. Truancy guidelines continue to be followed.
- Students and parents will be required to log learning participation and activities as set forth in the Kansas Department of Education's Navigating Change 2020 document.
- Students will be engaged in instructional tasks for 6 hours.
  - Individual courses or content areas require at least 40-60 minutes for each course or area in order to maintain pace for course completion by end date.
- Students will engage in class regularly using these two options:
  - live instruction with teacher, collaboration with peers
  - view content, complete activities and labs on their own and complete assessments.
- Students will be required to engage in virtual interactions with staff on a daily basis. Student schedules may vary by grade level.
- Students are required to access their courses or subject areas/content areas daily.
- Students who miss live lessons are expected to view the recordings and complete the assignments within 24 hours of the missed session, unless alternate plans have been arranged with the instructor.
- Students who do not complete the assignments, take the assessments, or engage in the live lessons are at risk of failing the course or content area.

### **PARENT/GUARDIAN SUPPORT**

Parental support and partnership with remote learning teachers and adherence to these responsibilities are essential to the viability and success of the program and student learning.

- Parents will complete the Remote Daily Attendance Log.
- Parents will conduct a daily check-in with students on work completion, mental/emotional well-being, and identify any issues.
- Parents will communicate to staff any support needed.
- Parents will check email daily for updated information or necessary correspondence with staff.
- Parents will communicate with the teacher if they need technology assistance.
- Parents will promote student self-advocacy.
- Parents will ensure all contact information is up to date.

### **HABITS FOR SUCCESS**

- A designated workspace that is free of distractions is strongly recommended in order to assist with establishing a set learning environment.
- School supplies or materials required for learning tasks must be organized and accessible during all courses or content area instruction to support the components of active engagement: guided instruction, collaboration with peers and independent work time
- Routines should be established at home and in coordination with the assigned teacher in order to foster predictability and consistency during the designated school hours.
- Time management is the process of organizing and planning how to divide your time between specific activities and will be important in tracking completion of assignments. Procrastination is strongly discouraged and potentially adds stress to a student.
- Be punctual to online appointments or scheduled times with teachers and/or peers.
- Students should dress appropriately during virtual interactions with teachers and peers.

### **REMOTE CLASSROOM ETIQUETTE**

The remote classroom may exist at a private residence. Families should expect a camera providing live feed to a remote classroom that includes a teacher and a room filled with students. In an effort to ensure appropriate learning experiences, we suggest the following virtual etiquette protocols:

- The student's camera is facing towards a wall or with limited access to high traffic backgrounds.
- The student's learning space will need to be free from other distractions like
  - other people's conversations.
  - background noise (Turn off the TV and radio).
  - playful pets or noisy siblings.
  - cell phones. (No multitasking during class!)

### **Hybrid Schedule Model**

If the Hybrid model is required, all buildings will follow an alternating schedule based upon students last name and place of residence. Students will attend on-site every other day.

Example:

**Red Days** - All students with the last name starting with A-J will attend on-site. Students not on-site will attend school remotely.

**White Days** - All students with the last name starting with K-Z will attend on-site. Students not on-site will attend school remotely.

- Family grouping will be provided

## How is Family Choice Remote Learning Different from Continuous Learning of Last Spring?

Continuous Learning Model (March-May 2020)	Family Choice Remote Learning (August 2020-TBD)
Regular Teacher Check-ins	FSMS/FSHS: Teacher Led Instruction Elementary: Recorded Lessons, Daily Assignments, Teacher Check-in
Unplanned/Reactive	Intentional Rigor/Mastery of Standards
Flexible daily requirements	Schedule/Planned School Day – <b>6 hours of documented participation time during normal school day</b>
Packets or Online Options	<b>Online Only</b>
Mixture of review and minimal new concepts	Focused on grade level standards utilizing district pacing guides
Flexible Grading Pass/Fail	Mastery of Concepts
Tracked Attendance	Daily Class Attendance Required; Truancy Reported
Minimal Assessments	Assessments Scheduled Regularly
Activities/Athletics Cancelled	Participation in in-person Extra-curricular Activities/Athletics is allowed

## USD 234 Student/Parent Contract for Remote Learning

\_\_\_\_\_ I understand that I will be an active partner with the school for my child's learning.

\_\_\_\_\_ I understand that I need access to a reliable internet connection on a daily basis.

\_\_\_\_\_ I understand that online attendance will be tracked daily and lack of attendance could result in truancy.

\_\_\_\_\_ I understand that all work will be completed entirely online.

\_\_\_\_\_ I understand that I will turn in a remote log weekly.

\_\_\_\_\_ I understand that my student will complete all assigned work daily.

\_\_\_\_\_ I understand that I need to have all of my information updated so the school can easily contact me (phone, email, etc.)

\_\_\_\_\_ I understand that by choosing this option, my child will be required to remote learn for at least 9 weeks.

\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)



# COVID-19

## CORONAVIRUS vs. COLD vs. FLU vs. ALLERGIES

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

For more information: [www.kdheks.gov/coronavirus](http://www.kdheks.gov/coronavirus)

\* Information is still evolving.

\*\* Sometimes for children.

Sources: KDHE, CDC, WHO, National Institute of Allergy and Infectious Diseases, American College of Allergy, Asthma and Immunology.

## Appendix B:



\*Adapted from TN Dept of Health

# 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.



5/27/20

## Appendix C: Guidelines for Health Room Utilization

**Background:** The school nurse serves in a pivotal role that bridges health care and education. Grounded by standards of practice, services provided by the school nurse include leadership, community/public health, care coordination, and quality improvement (NASN, 2016a).

Students who are medically fragile or who deal with chronic health issues come to school in increasing numbers and with increasingly complex medical problems that require complicated treatments commonly provided by the school nurse (Lineberry & Ikes, 2015). Chronic conditions such as asthma, anaphylaxis, type 1 and type 2 diabetes, epilepsy, obesity, and mental health concerns may affect the student's ability to be in school and ready to learn (NASN, 2018).

According to the Kansas Department of Health & Environment, School Nursing and Integrated Child Health Services, resource guide:

Registered nurses are the only professional in the school setting prepared to assess and address the health issues and needs that students bring with them to school, and to evaluate health care outcomes and their impact on educational outcomes.

In addition to serving as a coordinator and provider of Health Services, school nurses assist with the seven other recognized components of a Coordinated School Health Program: Health Education, Healthy Environment, Nutritional Services, Physical Education, Counseling/Mental Health, Parent/Community Involvement, and Staff Wellness.

In summary, the school nurse is a health care provider practicing in an educational setting and the nurse's office is the clinic in which the delivery of that care occurs. To meet the varied needs of the students, the nurse's office must be an area that is dedicated to the following priorities:

- Coordination and provision of care for the physical and mental health needs of students,
- Provision of nursing practice and procedures that support the attendance and success of all students (school screenings and general medical care) and the medically fragile students with chronic health conditions (coordination and management of diabetes care, medication administration, catheterizations, etc.),
- Collaborative planning with parents, healthcare providers, and educational staff.
- Protection of confidentiality of student health information, including the current care provided when a student is present in the nurse's office. Each student in the nurse's office has a right to privacy for communication shared and care provided by the nurse.
- Communicable disease management and containment.
- Counseling of students and staff in matters of health, hygiene, health education, growth and development, and a variety of mental/emotional concerns requiring sensitivity and privacy.

It is the position of health services that the utilization of the nurse's office should be in support of the departmental goals to provide nursing services grounded in the school nurse scope of practice and standards of care. Activities not in support of the delivery of confidential, safe student health care should be avoided. Utilization unrelated to accessing healthcare services poses

several risks to students, e.g., breaches in confidentiality, risk of contagion, reduced instructional time, and also increased risk of nursing errors due to redirection of nursing attention from critical tasks with potential grave consequences.

Examples of nonessential health room utilization include, but are not limited to, use of nurse's office for routine naps and breaks; use of nurse's restroom as a common-use restroom for staff, classes, parents, and visitors; daily dental hygiene; and use as a convenient passageway or shortcut.

### **Additional Considerations During Infectious Disease Outbreaks:**

During times of increased incidence of communicable disease, special attention must be paid to the utilization of the nurse's office and traffic through the area due to two considerations:

- Overwhelming the school healthcare system with both regular duties and high illness numbers,
- Increased spread of infectious diseases by crowding in the nurse's office and by extraneous traffic through the nurse's office resulting in exposure and cross contamination.

When deemed necessary through communication with the Southeast Kansas Multi-County Health Department, modifications to health room utilization will be implemented as needed for containment and safety.

Procedures that can lead to increased risk to students, nurses, and other staff will be restricted, e.g., aerosolized particle producing procedures during COVID. Parents will be encouraged to provide inhalers instead of nebulized medication. In rare instances where alternative treatments are not possible, the school nurse and parents will develop a plan for safe care, including a safe location and PPE.

Building administration and nurses will collaborate to address any physical configuration changes that are needed to support safety and containment of spread, e.g., Plexiglas barriers. Risk mitigation for students and staff is the priority and should include consideration of the following:

- The number of students in the health room at one time will be limited by prescribed distancing.
- Where additional students will wait for the health room and how will flow be managed.
- Intake process: utilize hall passes, phone, etc. for student safety and limit waiting.
- Isolation plan for suspected contagious students, e.g., isolate from routine health room utilization and still monitored by staff.
- Prompt pick-up by parents or emergency contacts.
- When a suspected infectious student is in the care of the nurse, the health room utilization may need further restriction on a temporary basis. Considerations for this "essential-only" designation should include what constitutes "essential," and the method of communicating "essential-only" status to staff.

- To the extent possible, students provide self-care with staff direction and distancing within the classroom for minor concerns. Examples of possible classroom-based services:
  - Minor toothache/loose or lost primary tooth
  - Small paper cuts, abrasions, picked scabs
  - Minor cuts with slight bleeding requiring a band aid
  - Ice pack for small bumps/bruises (call nurse/office for ice pack)
  - Localized bug bites
  - Readily controlled nosebleeds where the student can deliver self-care
  - Anxiety/emotional distress- try calming techniques and/or contact counselor

Appendix D:

SEKMCHD Recommendations to Schools:

**Levels of Community Spread**

SEKMCHD will use the following chart to designate “levels” of community spread. The chart was developed using scope and severity of illness, and county population.

County	“Red” Level	“Yellow” Level	“Green Level”	“All Clear” Level
	Green and Yellow Precautions + mandatory masks, mandatory social distancing, remote learning or school closure	Green Level Precautions + increased cohorting, masks, increased social distancing	Use good Public Health practices: Handwashing, disinfection, sick stay home, cohort if possible	No special precautions needed. Back to pre-COVID procedures.
Allen	20 or more active cases	10-19 active cases	1-9 active cases	No active cases for at least 2 incubation periods
Anderson	15 or more active cases	5-14 active cases	1-4 active cases	No active cases for at least 2 incubation periods
Bourbon	25 or more active cases	10-24 active cases	1-9 active cases	No active cases for at least 2 incubation periods
Woodson	10 or more active cases	5-9 active cases	1-4 active cases	No active cases for at least 2 incubation periods

**Scope**

Limited	Pattern	Widespread
Jails Long Term Care	Classrooms Restaurants	School Common Areas Spectator Sports Activities Commonly visited Businesses

## **School Activity Restriction Recommendations**

Activity	Red	Yellow	Green	Clear
VISITORS	No visitors	No visitors	No visitors	Visitors unrestricted
SEKMCHD recommends that schools not allow visitors to school buildings while there are active cases in the community.				
Activity	Red	Yellow	Green	Clear
VENDORS	Deliveries outside Vendor list Limit to essential	Deliveries inside Screening Vendor list Limit to essential	Vendor list Screening	Vendors unrestricted
SEKMCHD recommends not admitting delivery persons during RED, and maintaining a vendor list which includes date / time of visit and locations within the school visited. If deliveries are to be made inside the building, health screening should be done and records maintained.				
Activity	Red	Yellow	Green	Clear
SUBSTITUTE TEACHERS / PARAs	List of subs Screening Cohort if possible	List of subs Screening Cohort if possible	List of subs Screening	No restrictions
SEKMCHD recommends that substitute teachers and paraprofessionals be assigned to a cohort of classrooms if possible. Health screening should be done and records maintained.				
Activity	Red	Yellow	Green	Clear
MULTI-DISTRICT /MULTI-BUILDING STAFF	Avoid if possible List of staff Screening Separate room if possible	List of Staff Screening	List of Staff Screening	No restrictions
SEKMCHD recommends that school personnel who move from building to building or district to district be health screened. If impossible to exclude, efforts should be made to move students to the instructor rather than having services conducted within classrooms.				
Activity	Red	Yellow	Green	Clear
PTO MEMBERS	No PTO members in classrooms	List of PTO members Screening	List of PTO members Screening	No restrictions
SEKMCHD recommends excluding PTO members during RED. During other phases, health screening should be done and records maintained.				
Activity	Red	Yellow	Green	Clear
MEAL SERVICE	Delivered to classroom	Delivered to classroom	Grab n go	No restrictions
SEKMCHD recommends that meals be delivered directly to the classrooms, or that a single person be designated to go and get student meals and return them to classrooms. Trash removal should come to the classroom.				
Activity	Red	Yellow	Green	Clear
TRANSPORTATION	Plan required	Plan required	Plan required	No restrictions
SEKMCHD recommends that schools have a plan related to bussing of students. SEKMCHD also recommends that bus drivers wear masks and that busses be thoroughly cleaned between trips.				

Activity	Red	Yellow	Green	Clear
Masks	See below	See below	See below	No restrictions
SEKMCHD recommends that schools follow the Governor’s Executive Order EO 20-59. If that’s not possible, then follow the Navigating Change document. Adults should wear masks.				
Activity	Red	Yellow	Green	Clear
SCREENING – STUDENTS	See below	See below	See below	No restrictions
SEKMCHD recommends that schools follow the Governor’s Executive Order EO 20-59. If that’s not possible, then follow the Navigating Change document.				
Activity	Red	Yellow	Green	Clear
SCREENING – STAFF	Screening every day	Screening every day	Screening every day	No restrictions
SEKMCHD recommends that schools screen staff each day before the school day begins.				
Activity	Red	Yellow	Green	Clear
NURSE’S OFFICE	See below	See below	See below	No restrictions
SEKMCHD recommends that a separate area be designated for students who are ill. This should be an area that can easily be cleaned/disinfected. It is also recommended that teachers call the nurse prior to bringing an ill student to the area. If a separate area is not possible, then the school should consider providing routine health services in the classroom if possible.				