



CIRCLE USD 375

NAVIGATING CHANGE

#THRIVEIN375

**CIRCLE PUBLIC SCHOOLS
GUIDE TO LEARNING AND OPERATIONS**

DRAFT TWO 7/24/2020

NAVIGATING CHANGE:

CIRCLE PUBLIC SCHOOLS GUIDE TO LEARNING AND OPERATIONS



CONTENTS

INTRODUCTION

[GLOSSARY](#)

[MODES OF LEARNING](#)

[YOUR CHOICES](#)

[THE SCHOOL YEAR](#)

[SELF-SCREENING](#)

[STAKEHOLDER ROLES & RESPONSIBILITIES](#)

[TECHNICAL SUPPORT](#)

[LEARNING LOGS](#)

LEARNING17

[PreK-2 LEARNING](#)

[3-5 LEARNING](#)

[6-12 LEARNING](#)

OPERATIONS ...44

[PreK-6 OPERATIONS](#)

[7-12 OPERATIONS](#)

[HEALTH](#)

[FOOD SERVICES](#)

[TRANSPORTATION](#)

[FACILITIES](#)

[EXTRA/CO-CURRICULAR](#)

BUILDING LEVEL OPERATIONS ...73

[BENTON ELEMENTARY](#)

[GREENWICH ELEMENTARY](#)

[OIL HILL ELEMENTARY](#)

[TOWANDA ELEMENTARY](#)

TEACHERS & STAFF80

[HEALTH](#)

[INSTRUCTIONAL SUPPORT](#)

[CONTACT LOG](#)

[TECHNICAL SUPPORT](#)

APPENDIX86

[LEARNING LOGS](#)

[KSHSAA](#)

[HEALTH](#)

INTRODUCTION

CONTENTS

GLOSSARY	STAKEHOLDER ROLES & RESPONSIBILITIES	TECHNICAL SUPPORT
MODES OF LEARNING	STUDENTS	LEARNING LOGS
YOUR LEARNING CHOICES	FAMILIES	
	STAFF	
	DISTRICT	



Staff, students, and parents,

To assist with the safe and effective opening of the 2020-2021 school year at Circle Public Schools, a district task force was created in mid July. This task force is comprised of parents, district staff, local business leaders, as well as local educational and health experts. Using the “Kansas Guide to Learning and School Safety Operations” created by Kansas Department of Education, committee members assembled this working document, “Navigating Change: Circle Public Schools Guide to Learning & Operations.”

Within “Navigating Change,” you will find information describing the various learning modes that will give you a choice for your student, in addition to how learning will occur in each mode. Also included is information explaining school operations, transportation information, health guidelines and a number of other items. We ask that you take time to read through this document carefully. Families will be receiving a survey. In order to respond to the survey, families will need to be familiar with the contents of this document.

Should you choose a learning mode other than in-person for your student, the Kansas State Board of Education stipulates these requirements:

- 6 hours of daily student learning activities.
 - This is for full time remote or virtual students.
 - Should a partial hybrid model be chosen, the number of hours spent between in person and remote work should total 6 hours per day.
- Students participate daily in teacher-initiated contact.
- Completion of a daily remote learning log submitted to the school (frequency to be determined).
- Participation in the same assessments as students who are attending school in person.

Please remember this is a working document. As information is brought to our attention via Kansas State Department of Education and County Health Departments we will communicate as quickly and thoroughly as possible. We know these are uncertain times. Be assured Circle Public Schools are committed to the safety of students, families and staff, as we work diligently for the education of our students.

USD 375 NAVIGATING CHANGE HIGHLIGHTS

HIGHLIGHTS



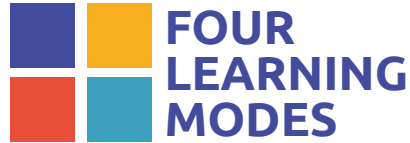
ENROLLMENT

ONLINE

7.29.2020

**NEW STUDENT
ENROLLMENT**

8.3.2020 10AM-6PM



**FOUR
LEARNING
MODES**

Families may choose
from four learning
modes.

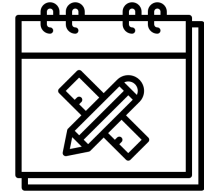
For more
information see

[MODES OF
LEARNING](#)



**TEACHERS
RETURN**

TBD



SCHOOL BEGINS

**TUESDAY,
SEPTEMBER
8TH, 2020**

MASKS REQUIRED



Per E.O 20-59, as
adopted by USD 375
school board, masks are
required. For more
information, see

[MASKS & FACE
COVERINGS.](#)



**FALL
ACTIVITIES**

TBD

TBD KSHSAA

For more information, see
[KSHSAA.](#)



GLOSSARY

BLT

Building Leadership Team

COMMON SPACES

May include but are not limited to: library, hallways, cafeteria, front office, gymnasiums, health room, front entry, auditorium, bathrooms, flex rooms, art/science rooms, playground, teacher lounges, and conference rooms.

DLT

District Leadership Team

ESSENTIAL LEARNINGS

The skills and knowledge considered critical to master a topic.

FORMATIVE ASSESSMENT

Evaluation of student learning; occurring *during* an instructional unit.

HYBRID, DISTRICT CHOICE

Utilized if local administration and health officials limit the number of students in a classroom.

EXAMPLE structure models for **Hybrid, District** *may be* as follows: Students attend two days a week for in-person instruction & work remotely with teacher contact three days.

HYBRID, PARENT CHOICE

Student attends for hands-on classes, attends other classes remotely.

IN-PERSON LEARNING

Students attend daily in person for learning.

LEARNING

Includes learning structures, content, accountability, assessment, access & equity, competencies, social emotional learning, special education, etc.

MODES OF LEARNING

For the purpose of this document, modes of learning are: in-person, hybrid, remote & online.

OPERATIONS

The daily running & logistics of our district including transportation, health, food services, & facilities.

PLC

Professional Learning Community

PROJECT-BASED LEARNING

Real-world, student driven learning.

REMOTE, USD 375 EDGENUITY

An online learning system monitored by USD 375 Director of Online Learning. Available PreK-12.

REMOTE, USD 375 TEACHER

Students will log in during a time that they can watch lessons presented by the classroom teacher.

This will be done in conjunction with in person when students are unable to attend in-person learning.

SECD

Social Emotional Character Development

SOCIAL EMOTIONAL LEARNING (SEL)

How adults and students process and manage emotions.

SOUTH CENTRAL MENTAL HEALTH (SCMH)

USD 375 partner, providing mental & behavioral health services.

SUMMATIVE ASSESSMENT

Evaluation of student learning; occurring at *the end* of an instructional unit.

TRANSITIONS

May include but are not limited to: arrival, dismissal, movement in the hallways, between classes, to and from lunch, specials, and restroom breaks.

VIRTUAL, ORION EDUCATION

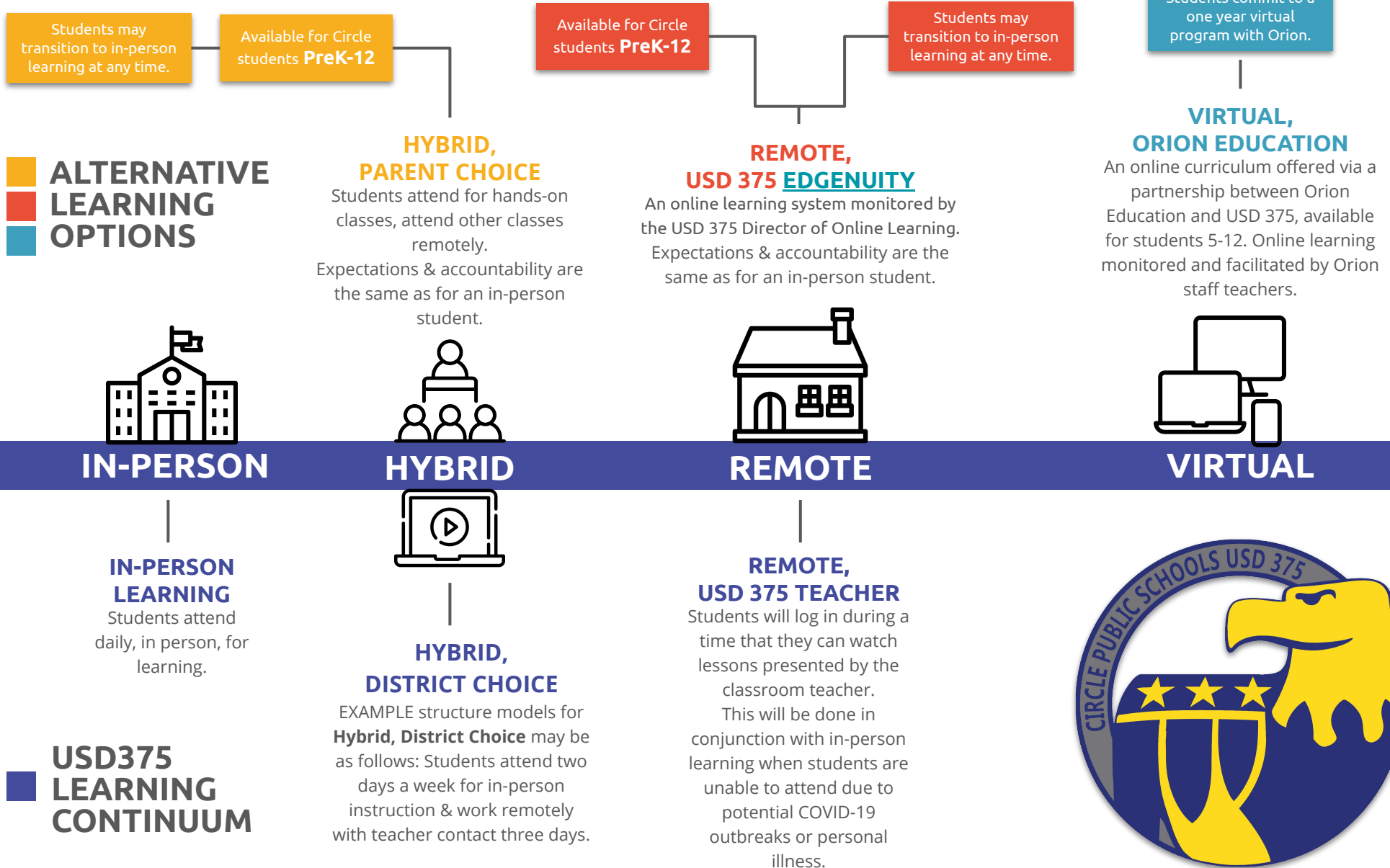
An online curriculum offered via a partnership between Orion Education and USD 375.

Online learning monitored and facilitated by Orion staff teachers. Available grades 5-12.

MODES OF LEARNING

The following modes of instruction are available for Circle families for the 2020-21 school year.

MODES OF LEARNING



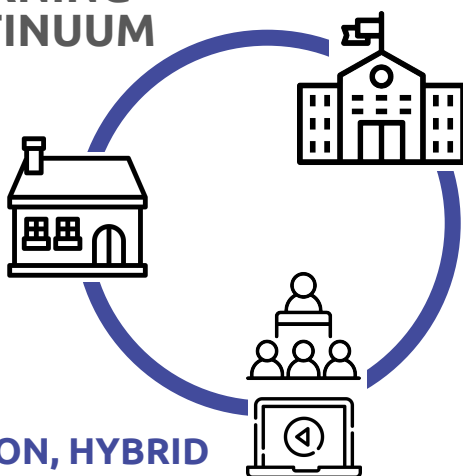
YOUR CHOICES

USD 375 families have 4 learning choices to select from this August.

ALTERNATIVE LEARNING OPTIONS

1

USD375 LEARNING CONTINUUM



IN-PERSON, HYBRID & REMOTE LEARNING

The goal at USD 375 is for 100%, in-person learning. Working in conjunction with KDHE, Circle schools will operate on a three-mode learning continuum consisting of in-person, hybrid, and remote learning.

If selected, your student(s) will attend the appropriate mode based on the current community restrictions for COVID-19 and KDHE recommendations.

If at any time your student must quarantine or falls ill, they will switch to remote learning with their current classroom teachers.

2

HYBRID, PARENT CHOICE

In the HYBRID, Parent Choice learning mode, students attend in person for hands-on classes (art, welding, physical education, etc), for specialized instruction, &/or to receive special education services. All "core" content classes (english, math, science, history) are attended remotely with Circle classroom teachers. Students are able to switch from this learning mode to the USD 375 learning continuum at any time. Available Pre-K-12.

3

REMOTE, USD 375

In the HYBRID, Parent Choice learning mode, students receive instruction via the Edgenuity curriculum program. Student learning is monitored by a USD 375 staff member & daily telephone or teleconferencing communication is required. REMOTE, USD 375 is available for your student(s) in grades PreK-12. Students are able to switch from this learning mode to the USD 375 learning continuum at any time.

4

VIRTUAL, ORION EDUCATION

In the VIRTUAL learning mode, students receive instruction via an online curriculum provided by Orion Education. Student learning is monitored by Orion Education, & daily telephone or teleconferencing communication with your Orion staff member is required. VIRTUAL, ORION EDUCATION is available for your students in grades 6-12.

MODES OF LEARNING

THINGS TO KNOW

- All modes of learning are included in your enrollment at USD 375.
- In any hybrid, remote or virtual mode, any day students are not in class with a USD 375 teacher, contact must be made with a designated USD 375 or Orion staff member.
- In any hybrid, remote or virtual mode, any day students are not in class with a USD 375 teacher, students are required to attend and log 6 hours of learning.

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THE SCHOOL YEAR

2020-21 calendar to be determined.

SCHOOL YEAR

CALENDAR COMING SOON



SELF-SCREENING

Knowing when to stay home is essential in keeping our schools healthy. Want a self-screening flowchart for your refrigerator? Find one [here](#)!

SELF-SCREENING

1 SHOULD I STAY HOME?*

Is anyone in my household (including me):

- Positive for COVID-19?
- Being tested for COVID-19?
- Displaying COVID-like symptoms?

—NO—

2

Do I have respiratory problems, including a persistent cough?

—NO—

3

Do I currently have a fever of 100.4 or higher?

NO

YES

YES

Have I been in close contact with a confirmed case of COVID-19?

YES

NO

Have I been on a cruise ship, river cruise or traveled to Arizona, Florida, or internationally in the last 14 days?

NO

YES

Come to school if you have been cleared by your family doctor.
Check in with the office upon return.

Have I been fever-free without medicine for 72 hours?

YES

NO

Come to school if you have been cleared by your family doctor.
Check in with the office upon return.

STAY AT HOME!
Inform the school & call your healthcare provider.



* At the discretion of the school nurse, you may be required to provide a doctor's release to return to school.

DRAFT TWO 7/24/2020

STAKEHOLDER ROLES & RESPONSIBILITIES

STUDENTS' & FAMILIES' ROLES & RESPONSIBILITIES

STUDENTS

The student's role is to participate daily and learn to apply skills and concepts to the best of his/her ability. Additionally, students should expect to have some fun while also taking age-appropriate initiative and individual responsibility for their own learning. This includes, but is not limited to, the following:

- Applying oneself to his or her studies in fun and focused ways.
- Working hard each day to learn and apply information.
- Staying engaged and participating fully in the lessons and activities.
- Asking questions and participating in discussions.
- Expressing and exploring personal interests.

FAMILIES

Parents and guardians play a key role in their student's success in any learning environment, but even more so in an at-home remote learning environment. In order to be kept informed of their student's progress, parents and guardians will need to be available for ongoing contact with their student's teachers by phone, e-mail, text, and/or video conferencing. Additionally, parents and guardians should contact the student's teachers to keep them informed of any anticipated absences or needs.

ACADEMIC ENGAGEMENT EXPECTATION

Time

At-home remote learning students (and families) should plan to engage in learning activities and experiences for at least **six (6) hours per day**. This time must be documented daily on the daily log, which is available in the [appendix](#).

STUDENT/ FAMILY COMMUNICATION

Communication between student and teacher(s) is vital to the academic success and social-emotional development of the student. In order to facilitate communication, students and staff will abide by the following policies:

- Students will reply or respond to teacher-initiated communication promptly.
- Students and *at least* one teacher will be in contact daily by phone or video.
- Students are encouraged to initiate communication with questions.
- Families will log activities on the provided form and follow the submission process as described in the [appendix](#).

*Please remember to inform teachers and/or the district if a change is made to your address, phone numbers, and/or email addresses.

MANDATORY OR COMPULSORY ATTENDANCE

Under an at-home remote learning model, students are still expected to "attend" school by completing work and participating to the fullest extent possible. If a student is not meeting the minimum participation and work completion expectations and/or is absent without valid reasons, we will seek to follow our district's truancy policy.

ACADEMIC INTEGRITY

All students, whether at home or in person, are expected to submit only work that they have completed themselves through their own original efforts. Academic integrity is taken very seriously; cheating, copying, and plagiarism are all violations of academic integrity and are not acceptable. Plagiarism is presenting another person's ideas or writing as your own. Examples of plagiarism include, but are not limited to: Copying and pasting a whole sentence, paragraph, artwork, or paper into your own work; using someone's original ideas in your work without giving them credit; using information from another source and only changing a few words here and there or moving around sentences.

DAILY CONFERENCING

Students will be expected to actively participate in daily conferences with teachers. This is a requirement of participation in the at-home remote learning option.

STAKEHOLDER ROLES & RESPONSIBILITIES

DAILY CONFERENCING CONT'D

Specifics will be communicated by teachers with families at the onset of at-home remote learning. Additionally, the completion of a daily log by students and parents along with periodic submission of this daily log will be required.

SPECIAL EDUCATION & STUDENT SUPPORTS

Students with an IEP, 504 Plan, and other documented student supports can be very successful in at-home remote learning models. Please continue to be in contact with your child's Special Education case manager and/or school administrator to determine if a meeting is necessary to develop or modify an existing plan to provide and implement additional supports as needed. Depending upon the needs of the student, the school may want to initiate an amendment to a student's IEP or 504 by adding remote learning as a temporary method of instruction.

STATE & LOCAL

ASSESSMENT REQUIREMENTS

Students who are in an at-home remote learning environment will be required to participate in the Kansas State Assessments. Arrangements will be made with students and families to safely participate in these proctored assessments which may need to occur at an on-site location in the district.

We will also make plans and provisions to have at-home remote learning students participate in local achievement and growth assessments.

USE & CARE OF DISTRICT-ISSUED DEVICES & TECHNOLOGY

Technology that we provide may serve as an important tool to support students who are at-home remote learners. If the district issues a device or devices to a student, we expect that students will follow the district's Acceptable Use Policy. If there are technical and software issues, concerns, or barriers, please report these as soon as possible by contacting our district's technical support contact.

PARTICIPATION POLICIES: ACTIVITIES, ATHLETICS, FIELD TRIPS

Our district will consider and follow any approved guidance or policy recommendations from KDHE, KSDE, KSHSAA, and other professional organizations regarding at-home remote learning students' eligibility to participate in extracurricular / co-curricular activities, athletics, and/or field trips. See [appendix](#) for more information.

MATTERS OF NON-COMPLIANCE

We understand that being an at-home remote learner may present specific challenges and barriers.

We will do everything possible to be your partner throughout this experience, and we will also have high expectations for students. To that end, we cannot expect a student to be successful if he or she is not participating and engaged in his or her learning. If teachers or school administration have concerns about a student's participation or progress, attempts will be made to meet with the student and his or her family to discuss barriers and work together to remove those barriers.

STAKEHOLDER ROLES & RESPONSIBILITIES

STAFF

STAFF ROLES & RESPONSIBILITIES

Our teachers and staff are responsible for ensuring that students are provided with the content, instruction, support, and assistance they need to be successful. Teachers will proactively monitor each student's progress and will initiate daily contact via phone or video conferencing. Teachers will also provide feedback on the student's learning and success on an ongoing basis.

COMMUNICATION BY TEACHERS & STAFF

Teachers and staff will respond to student requests for assistance no later than 24 hours after the request is made except on weekends and school breaks when assistance cannot be guaranteed. Flexible hours of attendance are permitted to accommodate your learning while meeting other obligations.

STAKEHOLDER ROLES & RESPONSIBILITIES

CONFIDENTIALITY

PRIVACY/FERPA POLICY

Our district will abide by the student privacy guidelines set forth by the Family Educational Rights and Privacy Act (FERPA). This will also apply to students in an at-home remote learning environment.

VIDEO/LIVE-STREAMING

Depending on how remote learning opportunities are structured, there may be instances where classrooms are live-streamed / recorded. Students who incidentally appear in these videos will not be identified by name.

STUDENT RECORDS

All student records shall be treated as confidential and primarily for school use unless otherwise stipulated.

TECHNICAL SUPPORT

Technical Support / Device
Support Contact Information

TECHNICAL SUPPORT

INFORMATION COMING SOON



LEARNING LOG

Should your child be in a learning mode other than in person (by your choice or school closure), the Kansas State Board of Education stipulates these requirements:

- 6 hours of daily student learning activities.
 - If your student is in a hybrid model, the number of hours spent between in person and remote work should total 6 hours per day.
- Students participate daily in teacher-initiated contact.
- Completion of a daily remote learning log submitted to the school (frequency to be determined).

LEARNING LOG REQUIREMENTS

- Learning logs should be completed daily.
- Logs may be via paper or electronic forms (see links to learning logs on this page).
- Submit to your school based on guidelines stated in [BUILDING OPERATIONS](#).

LEARNING LOG FORMS

CHS

- [Paper](#)
- [Google Form](#)

CMS

- [Paper](#)
- Google Form

Benton Elementary

- [Paper](#)
- Google Form

Greenwich Elementary

- [Paper](#)
- Google Form

Oil Hill Elementary

- [Paper](#)
- Google Form

Towanda Elementary

- [Paper](#)
- Google Form

NAVIGATING CHANGE:

CIRCLE PUBLIC SCHOOLS GUIDE TO LEARNING AND OPERATIONS

PreK-2 LEARNING

CONTENTS

<u>STRUCTURES</u>	18	<u>ACCOUNTABILITY</u>	20	<u>ACCESS & EQUITY</u>	22
IN-PERSON LEARNING		IN-PERSON		ASSURANCES	
HYBRID LEARNING		Grading & Learning		HYBRID & REMOTE LEARNING	
Class Size		HYBRID			
REMOTE LEARNING		Grading & Check-in		<u>SPECIAL EDUCATION</u>	23
ONLINE LEARNING		REMOTE & ONLINE		IN-PERSON, HYBRID,	
CONSISTENT PLATFORM		Grading & Check-in		& REMOTE LEARNING	
RELATIONSHIPS				ONLINE LEARNING	
<u>CONTENT</u>	19	<u>ASSESSMENT</u>	21	<u>SOCIAL EMOTIONAL LEARNING</u>	24
ESSENTIAL LEARNINGS		IN-PERSON, HYBRID,		<u>COMPETENCIES</u>	25
REMOTE & ONLINE		& REMOTE LEARNING			
		ONLINE LEARNING			



STRUCTURES

A variety of different structures will be given as options for families to determine which mode of learning fits best for their student.

IN-PERSON & HYBRID LEARNING

IN-PERSON LEARNING

- Students attend daily in person for learning.

HYBRID, PARENT CHOICE

- Attend for hands-on classes, attend other classes remotely.

HYBRID, DISTRICT CHOICE

- Utilized if local administration and health officials limit the number of students in a classroom.
- EXAMPLE structure models for **Hybrid, District** may be as follows: Students attend two days a week for in-person instruction & work remotely with teacher contact three days.

REMOTE, USD 375 TEACHER

- Students will log in during a time that they can watch lessons presented by the classroom teacher.
- This will be done in conjunction with on-site when students are unable to attend on-site learning.

REMOTE, USD 375 EDGENUITY

- An online learning system monitored by USD 375 Director of Online Learning.
- Available PreK-12.

CONSISTENT PLATFORM

Provide a consistent platform for parents to use to access student learning material.

- Grades PreK-2 will utilize the [SeeSaw](#) platform.
- Lessons will be posted Sunday evening by 9PM for the upcoming week.
- Structures and routines will be embedded into instruction, building independent learning habits to practice at home.
- Determine any long-term interdisciplinary projects/assignments that students can complete at home that will assist with mastery of concepts.

STRENGTHEN RELATIONSHIPS

When working online, creating/building relationships is just as, or even more, important. Consider incorporating tools and techniques that help you and your students connect.

Consider the following ideas:

- Make a short, personal video for each student.
- Have fun with emojis and GIFs that show you and your students care.
- Establish ways to show appreciation or that a student has exhibited good work. For example, during live

instruction establish a system for students to unmute & clap at the end of a presentation.

- Ensure students know how to use a tool on your platform to show a reaction or do a silent clap.
- Use a tool such as [Mentimeter](#) to get real-time input and reactions from students.
- Start live sessions with a show and tell.
- Weekly explicit activities that promote student connections. This might be "Tuesday tea" or a weekly "chat and chew".
- Introduce students to other members of the grade-level group through mini-lessons or guest instruction.

CONTENT

ESSENTIAL LEARNINGS

- Compare current ELs to competencies given to us by the state.
- Determine if our ELs meet outcomes or if we are ahead.
- PLC team review/share with grade-level assistants to ensure understanding, expected learning and how to assess learning.
- Embed strong spiraling review in any new content introduced.
- Focus on front-loading technology and executive functioning skills needed.

HYBRID & REMOTE LEARNING

- Ensure parents and students are informed and clearly understand expectations for their roles in the on-line learning environment including: good digital citizenship, online safety and completing work in a timely manner.

ACCOUNTABILITY

Teachers must be aware and adapt to home situations that hinder assignment completion. However, the expectation is students will complete all coursework assigned in any learning mode.

Teachers are responsible for evaluating student learning. The use of rubrics provided in the [state document](#) as a resource is encouraged.

IN-PERSON LEARNING

Grading & Ensuring Learning

- Common assessments will be completed for the Essential Learnings.
- Teacher observations/formal and informal assessments utilized.
- Complete standards assessment as usual for report cards.

HYBRID

Grading & Check-In Plan

- Common assessments will be administered for Essential Learnings.
- Teacher observations/formal and informal assessments utilized.
- Complete standards assessment as usual for report cards.
- Students and/or guardians will complete [a daily learning log](#).
- Online instructors will arrange daily phone or teleconference contact with students using the remote program.
- One day per week students will attend in person for testing to ensure learning targets are being met.

- On remote learning days, a staff member check-in with students via voice telephone call or interactive video conferencing.

REMOTE & ONLINE

Grading & Check-In Plan

- Students and/or guardians will complete a daily learning log.
- One day per week students will attend in person for testing to ensure learning targets are being met.
- Classroom (remote) or online teacher will check in daily with the student either by email, text, or phone call.

ASSESSMENT

IN-PERSON & HYBRID ASSESSMENT

- Assessments should be formative and used to determine current strengths and needs. Instruction will be based upon the support students need academically, socially, emotionally, and mentally.
- Delay formal academic assessments at the start of the year to allow the focus to be on building a community of learners and to attend to any social-emotional needs.
- Only use assessments that inform instruction and gauge growth over time and retention of material.
- Embed pre-assessments into units of instruction--especially math.
- Assess until students have mastered--especially foundational skills and reading fluency.
- Use screeners-AIMSWEB +, STAR reading and math, QPS, PAST, Pathways to Reading, Ages & Stages, running records, curriculum-based measures to monitor progress and individual grade level testing for growth.
- Collect authentic writing samples.

REMOTE ASSESSMENT

- Students will be assessed based on the program selected.

ACCESS & EQUITY

Parents will receive a technology survey assessing availability of technology.

ASSURANCES

The district teachers will ensure that every student has access to the same material.

- Teachers will support all learners by differentiating instruction.
- Staff will reflect and evaluate effectiveness of services for diverse students.
- Staff will develop a contingency plan that includes, but is not dependent upon students having access to home internet.
- The school will provide technology as needed.
- Establishing & building relationships is just as, if not more, important than in person. Staff will incorporate tools & techniques to foster genuine connections.
- Training will be provided for teachers, parents, and students for the use of technology.

HYBRID & REMOTE LEARNING

- Consumable materials for reading, handwriting, and math programs will help provide consistency in instruction.

SPECIAL EDUCATION

Adhere to all current federal and local guidelines.

IN-PERSON & HYBRID LEARNING, 375 EDGENUITY LEARNING

- Offer and align differentiated materials.
- Ensure all tier materials are accessible for those with need.
- Design interventions to be a combination of face-to-face and virtual.
- Ensure student accessibility is not dependent upon home Internet access.
- Provide a space in our virtual platform for counseling and South Central Mental Health Counseling (SCMHC).
- Ensure materials/opportunities are made available that are not Internet dependent.
- Follow state guidelines and laws--including IEP meetings.

REMOTE LEARNING

- Establish consistent virtual interventions.
- Ensure that materials/opportunities are made available that are not internet dependent.
- Follow state guidelines and laws--including IEP meetings.

The special education teacher will continue to provide accommodations/modifications for students with IEPs, ensuring student needs are met.

- Student IEPs will be updated to include special circumstances for all learning platforms.
- The special education teacher will work with teachers across all platforms to ensure appropriate resources and time are given for special education students.

SOCIAL EMOTIONAL LEARNING

TRAINING

Through professional development teachers will be able to:

Measure SECD ON IN-PERSON

HYBRID & REMOTE LEARNING

- Follow the state guidelines for [SECD](#) competencies.
- Collaborate with local experts trained in social emotional development; counselors, social workers, school psychologists, and early childhood educators.
- Utilize data sources- BASC-BESS, Family Engagement Surveys, The Ages and Stages Questionnaire (ASQ-3 and ASQ-SE20, school records, formative assessments, self and teacher observations and assessments.
- Provide a space in our virtual platform for counseling and [SCMHC](#).
- Incorporate tools and techniques to facilitate teacher-student relationships.

COMPETENCIES

DISTRICT ESSENTIAL LEARNINGS

Essential Learnings, aligned to state standards & created by district teachers will drive instruction on all platforms of learning for the Circle School District.

NAVIGATING CHANGE:

CIRCLE PUBLIC SCHOOLS GUIDE TO LEARNING AND OPERATIONS

3-5 LEARNING

CONTENTS

<u>STRUCTURES</u>	27	<u>ASSESSMENT</u>	30	<u>SOCIAL EMOTIONAL LEARNING</u> ...	33
IN-PERSON LEARNING		IN-PERSON, HYBRID,		EVALUATION	
HYBRID LEARNING		& REMOTE LEARNING		CLASSROOMS	
Class Size		ONLINE LEARNING		<u>COMPETENCIES</u>	34
REMOTE LEARNING		<u>ACCESS & EQUITY</u>	31		
ONLINE LEARNING		IN-PERSON, HYBRID &			
		REMOTE LEARNING			
<u>CONTENT</u>	28	ONLINE LEARNING			
<u>ACCOUNTABILITY</u>	29	<u>SPECIAL EDUCATION</u>	32		
IN-PERSON LEARNING		IN-PERSON, HYBRID,			
REMOTE LEARNING		& REMOTE LEARNING			
ONLINE LEARNING					



STRUCTURES

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IN-PERSON & HYBRID LEARNING

IN-PERSON LEARNING

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VIRTUAL, ORION EDUCATION

- An online curriculum offered via a partnership between Orion Education and USD 375.
- Online learning monitored and facilitated by Orion staff teachers.
- Available grades 5-12.

CONSISTENT PLATFORM

Provide a consistent platform for students and parents to access learning materials.

- Grades 3-5 will utilize the [Google Classroom](#) platform.
- Lessons will be posted Sunday evening by 9PM for the upcoming week.
- Structures and routines will be embedded into instruction, building independent learning habits to practice at home.

CONTENT

ESSENTIAL LEARNINGS

Instruction will focus on filling gaps and meeting the individual student needs.

- Use district Essential Learnings to evaluate student performance as a baseline for instruction
- Compare student performance with state competency rubrics
- Spiral review will be embedded within instruction prior to the introduction of new concepts
- Focus on technology skills needed for students to be successful in all learning platforms

HYBRID & REMOTE LEARNING

Additional content will be required for a smooth transition between in-person learning and learning from home.

- Ensure parents and students are informed and clearly understand expectations for their roles in the on-line learning environment including: good digital citizenship, online safety and completing work in a timely manner.

ACCOUNTABILITY

Teachers must be aware and adapt to home situations that hinder assignment completion. However, the expectation is students will complete all coursework assigned in any learning mode.

Teachers are responsible for evaluating student learning. The use of rubrics provided in the [state document](#) as a resource is encouraged.

- Teachers will work with individual families to ensure classwork is being completed in a timely manner.
- Expectations & accountability for a hybrid, remote & online student are the same as for an in-person student.
- Grades will reflect work completed across any mode of instruction.

IN-PERSON, HYBRID & REMOTE LEARNING

Teachers will be responsible for daily attendance, communication, and grades as in previous years.

- Students will transition between modes of learning as needed.
- If unable to attend school, students may receive instruction through the remote learning platform at any time.
- Grade level common assessments will be completed to evaluate essential learnings.
- 3rd grade teachers will complete all assessments for standards based grade card.

- Expectations will continue that students complete their daily assignments.
- On remote learning days, a staff member check-in with students via voice telephone call or interactive video conferencing.

ASSESSMENT

IN-PERSON, HYBRID, & REMOTE LEARNING

- All district assessments will be administered by the classroom teacher using best practices.
- Students will demonstrate mastery of skills with the classroom teacher.

REMOTE, 375 EDGENUITY & ONLINE LEARNING

- Assessments will be given as deemed appropriate by the remote and online designated teacher.

ACCESS & EQUITY

ONSITE, HYBRID, & REMOTE LEARNING

- All students will be provided with the materials needed to access equitable learning opportunities.
- Building leadership will work with classroom teachers, parents, and the tech department to ensure the instruction being delivered meets the needs of all students.
- Training for online resources will be available for all students, staff, and families.
- If Internet access is not available, plans will be made to communicate materials with families in an alternate manner.
- In the case of hybrid or remote learning, consumable materials will be available for students to use at home.

REMOTE, 375 EDGENUITY & VIRTUAL LEARNING

- Remote and virtual learning require the use of the Internet and a computer daily.
- Communication will be via the designated individual.

SPECIAL EDUCATION

Adhere to all current federal and local guidelines.

IN-PERSON & HYBRID LEARNING, 375 EDGENUITY LEARNING

- Offer and align differentiated materials.
- Ensure all tier materials are accessible for those with need.
- Design interventions to be a combination of face-to-face and virtual.
- Ensure student accessibility is not dependent upon home Internet access.
- Provide a space in our virtual platform for counseling and South Central Mental Health Counseling (SCMHC).
- Ensure materials/opportunities are made available that are not Internet dependent.
- Follow state guidelines and laws--including IEP meetings.

REMOTE LEARNING

- Establish consistent virtual interventions.
- Ensure that materials/opportunities are made available that are not Internet dependent.
- Follow state guidelines and laws--including IEP meetings.

The special education teacher will continue to provide accommodations/modifications for students with IEPs, ensuring student needs are met.

- Student IEPs will be updated to include special circumstances for all learning platforms.
- The special education teacher will work with teachers across all platforms to ensure appropriate resources and time are given for special education students.

SOCIAL EMOTIONAL LEARNING

EVALUATION

Using the [Social Emotional Competencies](#) (page 245) outlined by the state department, staff will assess students on their individual needs and communicate plans of action with parents. Resources will be available through South Central Mental Health and building counselors to help assist with student needs.

CLASSROOMS

- Assigned teachers will work to build relationships with students across all platforms of learning.
- Incorporate the Social Emotional Character Development (SECD) standards to equip students with tools to manage emotions, develop empathy, set goals, and make responsible decisions.
- Building staff will work to integrate the on-site classrooms with virtual learning by providing opportunities for participation throughout the school day.

COMPETENCIES

DISTRICT ESSENTIAL LEARNINGS

Essential Learnings, aligned to state standards & created by district teachers will drive instruction on all platforms of learning for the Circle School District.

NAVIGATING CHANGE:

CIRCLE PUBLIC SCHOOLS GUIDE TO LEARNING AND OPERATIONS

6-12 LEARNING

CONTENTS

<u>STRUCTURES</u>35	<u>ACCOUNTABILITY</u>37	<u>SPECIAL EDUCATION</u>40
CONSISTENT PLATFORM	IN-PERSON LEARNING	IN-PERSON, HYBRID,
IN-PERSON LEARNING	HYBRID LEARNING	& REMOTE LEARNING
HYBRID LEARNING	REMOTE & ONLINE	ONLINE LEARNING
REMOTE LEARNING		
ONLINE LEARNING		
<u>CONTENT</u>36	<u>ASSESSMENT</u>38	<u>SOCIAL EMOTIONAL LEARNING</u>41
ESSENTIAL LEARNINGS	IN-PERSON, HYBRID,	<u>COMPETENCIES</u>42
HYBRID & REMOTE LEARNING	& REMOTE LEARNING	
ELECTIVE CLASSES	<u>ACCESS & EQUITY</u>39	
CROSS CURRICULAR LEARNING	ASSURANCES	
	SPECIAL EDUCATION	



STRUCTURES

A variety of different structures will be given as options for families to determine which mode of learning fits best for their student.

IN-PERSON & HYBRID LEARNING

IN-PERSON LEARNING

- Students attend daily in person for learning.

HYBRID, PARENT CHOICE

- Attend for hands-on classes, attend other classes remotely.

HYBRID, DISTRICT CHOICE

- Utilized if local administration and health officials limit the number of students in a classroom.
- EXAMPLE structure models for **Hybrid, District** may be as follows: Students attend two days a week for in-person instruction & work remotely with teacher contact three days.

REMOTE, USD 375 TEACHER

- Students will log in during a time that they can watch lessons presented by the classroom teacher.
- This will be done in conjunction with in-person when students are unable to attend on-site learning.

Effort should be made to establish a fluid learning structure for smooth transition between learning modes.

REMOTE, USD 375 EDGENUITY

- An online learning system monitored by USD 375 Director of Online Learning.
- Available PreK-12.

VIRTUAL, ORION EDUCATION

- An online curriculum offered via a partnership between Orion Education and USD 375.
- Online learning monitored and facilitated by Orion staff teachers.
- Available grades 5-12.

CONSISTENT PLATFORM

Provide a consistent platform for students and parents to access learning materials.

- Grades 3-5 will utilize the [Google Classroom](#) platform.
- Lessons will be posted Sunday evening by 9PM for the upcoming week.
- Structures and routines will be embedded into instruction, building independent learning habits to practice at home.
- Families will commit to their platforms for a predetermined amount of time.
- If a student is enrolled in remote or virtual learning, their eligibility may be affected. For more information see [KSHSAA](#).

CONTENT

Primary curriculum delivered to students

ESSENTIAL LEARNINGS

- Compare current (Essential Learnings) ELs to the standards given to us by the state.
- Primary focus is on the teacher's Essential Learnings.
- Teacher discretion on how Essential Learnings are taught.
- PLC team to review/share with grade paras to ensure that they understand the expected learning and how to assess that learning is taking place.
- Strong spiraling review will be embedded in any new content introduced.
- Focus on front loading technology and executive functioning skills needed.

ELECTIVE CLASSES

- Alternate arrangements will be made for elective classes where content is difficult to teach remotely.

HYBRID & REMOTE LEARNING

- Ensure parents and students are informed and clearly understand expectations for their roles in the on-line learning environment including: good digital citizenship, online safety and completing work in a timely manner.

ACCOUNTABILITY

Student learning will be assessed & grades received based on essential learning common assessments.

Teachers must be aware & adapt to home situations that hinder assignment completion. However, the expectation is students will complete all coursework assigned in any learning mode. Teachers are responsible for evaluating student learning. The use of rubrics provided in the state document as a resource is encouraged.

IN-PERSON LEARNING

Grading & Ensuring Learning

- Common assessments will be completed for the Essential Learnings.
- Teacher observations/formal and informal assessments utilized.
- Normal expectations that students will complete all assignments.

HYBRID LEARNING

Grading & Check-In Plan

- Common assessments will be completed for the Essential Learnings.
- Teacher observations/formal and informal assessments
- Students &/or guardians will complete a [daily learning log](#).
- Normal expectations that students will complete all assignments.

- On remote learning days, a staff member check-in with students via voice telephone call or interactive video conferencing.

REMOTE LEARNING

Grading & Check-In Plan

- Complete a daily log-in created by the district.
- On remote learning days, a staff member check-in with students via voice telephone call or interactive video conferencing.

VIRTUAL LEARNING

Grading & Check-In Plan

- Virtual students are our "student of record" but are under the guidance of Orion Education.
- Online instructors will arrange a time to visit daily with students who are using the online program.
- Orion staff will check in daily with the student either by telephone or teleconferencing daily.

ASSESSMENT

A variety of assessments will occur based on building and subject requirements. Summative & formative assessments should be equitable between the different modes of learning.

IN-PERSON, HYBRID, & REMOTE ASSESSMENT

- Assessments should be formative and used to determine current strengths and needs. Instruction will be based upon the support students need academically, socially, emotionally, and mentally.
- Delay formal academic assessments at the start of the year to allow the focus to be on building a community of learners and to attend to any social-emotional needs.
- Only use assessments that inform instruction and gauge growth over time and retention of material.
- Embed pre-assessments into units of instruction-especially math.
- Assess until students have mastered-especially foundational skills and reading fluency.
- Use screeners & national normed referenced assessments--AIMSWEB +, STAR (7-8), NWEA (9-12) running records, curriculum-based measures to monitor progress and individual grade level testing for growth.
- Building level implementation determined by [BLT](#) Teams.

ACCESS & EQUITY

All students will have the same ability to learn in any learning mode.

ASSURANCES

The district teachers will ensure that every student has access to the same material.

- Teachers will support all learners by differentiating instruction.
- Staff will reflect and evaluate effectiveness of services for diverse students.
- Staff will develop a contingency plan that includes, but is not dependent upon students having access to home Internet.
- The school will provide technology as needed.
- Establishing & building relationships is just as, if not more, important than in person. Staff will incorporate tools & techniques to foster genuine connections.
- Training will be provided for teachers, parents, and students for the use of technology.

HYBRID & REMOTE LEARNING

- Consumable materials for reading, handwriting, and math programs will help provide consistency in instruction.

SPECIAL EDUCATION

Adhere to all current federal and local guidelines.

IN-PERSON & HYBRID LEARNING, 375 EDGENUITY LEARNING

- Offer and align differentiated materials.
- Ensure all tier materials are accessible for those with need.
- Design interventions to be a combination of face-to-face and virtual.
- Ensure student accessibility is not dependent upon home Internet access.
- Provide a space in our virtual platform for counseling and South Central Mental Health Counseling (SCMHC).
- Ensure materials/opportunities are made available that are not Internet dependent.
- Follow state guidelines and laws--including IEP meetings.

REMOTE LEARNING

- Establish consistent virtual interventions.
- Ensure that materials/opportunities are made available that are not internet dependent.
- Follow state guidelines and laws--including IEP meetings.

The special education teacher will continue to provide accommodations/modifications for students with IEPs, ensuring student needs are met.

- Student IEPs will be updated to include special circumstances for all learning platforms.
- The special education teacher will work with teachers across all platforms to ensure appropriate resources and time are given for special education students.

**Butler County Co-op meeting,
Monday 7.27. More info to come.**

SOCIAL EMOTIONAL LEARNING

Admin to parent contact is crucial to glean student mental health status.

PARENT CONCERNS

If parents or guardians have concerns about the social emotional health of their student(s) please contact one of the following resources:

CIRCLE HIGH SCHOOL

Molly Marshall

- Freshman/Sophomore Counselor
- mmarshall@usd375.org
- 316-541-2277 ext. 1245

Melissa Fleeker, LPC, MEd, MPA

- Junior/Senior Counselor
- mfleeker@usd375.org
- 316-541-2277 ext. 1262

SOUTH CENTRAL MENTAL HEALTH

Ashley Gull

- ashleygull@scmhcc.org
- 316-807-3241

Sarah Dye

- saradye@scmhcc.org

Tia McGuire

- tmcguire@usd375.org
- tiamcguire@scmhcc.org
- 316-708-9848

Suzanah Schoen

- sschoen@usd375.org
- suzanahschoen@scmhcc.org
- 316-768-9478

MEASURING SEL IN-PERSON, HYBRID & REMOTE

- Follow the [state guidelines](#) for SEL competencies (7-8 pg 543, 9-12 pg 809).
- Collaborate with South Central Mental Health (SCMH), local experts who are trained in social emotional development; counselors, social workers, etc.
- Utilize data sources-Family Engagement Surveys, school records, formative assessments, self and teacher observations and assessments
- Building SEL initiatives implemented
- Students will be assessed and given individual support when needed
- Provide a space in our virtual platform for counseling and SCMHC.
- Incorporate tools and techniques that help the teacher and their students connect/build relationships

COMPETENCIES

DISTRICT ESSENTIAL LEARNINGS

Essential Learnings, aligned to state standards & created by district teachers will drive instruction on all platforms of learning for the Circle School District.

NAVIGATING CHANGE:
CIRCLE PUBLIC SCHOOLS GUIDE TO LEARNING AND OPERATIONS

PreK-6 OPERATIONS

CONTENTS

<u>CLASSROOMS</u>44	<u>COMMON SPACES</u>45	<u>TRANSITIONS</u>46
INSTRUCTIONAL GUIDELINES General Guidelines Group Stability Instructional Materials Specialized Classes	MAINTAINING HEALTHY ENVIRONMENTS Cleaning & Disinfection Shared Objects Modified Layouts Physical Barriers & Guides Gatherings of Staff & Students Visitors Parents Staggered Scheduling Shared Facilities	BEST PRACTICES One-way Traffic Open Doors as Possible Movement Between Buildings
EARLY CHILDHOOD & CLASSROOMS WITH SPECIALIZED INSTRUCTION General Guidance		
ATTENDANCE STANDARDS General Guidance		



CLASSROOMS

Promoting behaviors that reduce spread in classrooms.

INSTRUCTIONAL GUIDELINES

GENERAL GUIDELINES

- 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.
- Social distance when possible during in-person instruction. Understand there may be times when close proximity instruction is unavoidable for long periods of time. In these instances staff should wear PPE, if feasible.
- Remove extra furniture to provide more space between students.
- Flexible seating options can happen with wobble chairs, yoga balls, height of tables, sitting on the floor or standing.
- Use of plexiglass dividers for small group settings.

GROUP STABILITY

- Establish and maintain stable groups when possible.
- When possible, teachers will rotate with the group staying stable in one location. Especially in the upper grades where they departmentalize.
- Younger students at tables should stay at the same table all day.

INSTRUCTIONAL MATERIAL

- Create individual materials/supply bags or kits.
- Shared digital devices wiped after use; 1:1 is optimal.
- Supplies, manipulatives, and technology should be cleaned and sanitized daily.

SPECIALIZED CLASSES

- All supplies, including instruments, art supplies, manipulatives, etc., should be cleaned and sanitized daily.
- If students move to a specialized class they should stay as a stable group with proper hygiene and cleaning routines.

CONSIDERATIONS FOR EARLY CHILDHOOD & CLASSROOMS WITH SPECIALIZED INSTRUCTION GENERAL GUIDANCE

- The use of face coverings may not be feasible for staff members 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.

- Reinforce other healthy practices including frequent hand-washing, avoiding touching mouth, nose and eyes as much as possible, and as much social/physical distancing as is practicable.

ATTENDANCE STANDARDS

GENERAL GUIDANCE

- Policies will be communicated as new guidelines are altered or relaxed during various phases of COVID-19 pandemic.
- Clear signage on doors regarding fever, illness symptoms, and mask requirements.
- Any large group assemblies or award ceremonies may be postponed or be recorded if feasible.

VISITORS

GENERAL GUIDANCE

- Visitors should have limited access to the building beyond the front office.
- Visitors are required to wear masks before entering.
- Clear signage on doors regarding fever, illness symptoms, and a mask usage.
- Any large group assemblies or award ceremonies may be postponed or be recorded if feasible.

COMMON SPACES

Promoting behaviors that reduce spread in common spaces.

MAINTAINING HEALTHY ENVIRONMENTS

CLEANING & DISINFECTION

- Clean and disinfect frequently touched surfaces between use as much as possible or at least daily.

SHARED OBJECTS

- Discourage sharing of items that are difficult to clean or disinfect.
- Reduce touch points, have office staff record visitors to the building.
- Ensure adequate supplies to minimize sharing of high touch point materials to the extent possible or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
- Workspaces for students and staff members should be cleaned and disinfected between uses by different individuals.

MODIFIED LAYOUTS

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

PHYSICAL BARRIERS AND GUIDES

- Install physical barriers, such as sneeze guards and partitions in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks)
- Provide physical guides, such as signage on walls and floors to ensure staff members and children remain at least 6 feet apart in lines and travel in the correct direction.
- Designate single entrance points and exit points when possible and have visual signage to communicate.

GATHERINGS OF STAFF & STUDENTS

- Limit the use of common spaces by multiple groups at one time.
- If possible utilize virtual group events, gatherings, or meetings. Limit group size to the extent possible with promoting social distancing of 6 feet between individuals.
- Provide physical guides, such as signage on walls and floors to ensure staff members and children remain at least 6 feet apart in lines and travel in the correct direction.
- Designate single entrance points and exit points when possible and have visual signage to communicate.

VISITORS

- Limit any nonessential visitors, volunteers and activities involving external groups or organizations as much as possible.
- Use virtual options for guest speakers.
- Until we can relax protocols do not allow lunch guests.
- All visitors will be screened per [Health policy](#).
- All visitors will be required to wear facial masks per district policy.

PARENTS

- Limit parents coming into the building.
- All parents will be required to be wearing a mask before entering buildings per district policy.
- Establish protocols for student drop-off or pick-up without entering the building.

STAGGERED SCHEDULE

- Upon arrival, students will report to their pods/classrooms.

SHARED FACILITIES

- Require organizations that share or use the school facilities to follow safe operations and social/physical distancing.

TRANSITIONS

Promoting behaviors that reduce spread in transitions throughout the day.

BEST PRACTICES

Students should travel between locations as little as possible. When traveling, procedures to decrease interaction between students should be considered. Traveling groups should only occur with table student groups as described for classroom settings.

ONE-WAY TRAFFIC

- In cases where hallways are not wide enough for proper social/physical distancing of students, one-way traffic should be considered, as well as possible staggered release times.
- Signage in hallways can be posted to assist students and staff members with proper distancing: decals on the floor, tape, paint, carpet squares.

OPEN DOORS AS POSSIBLE

- To reduce the number of interactions with door handles, doors will remain open when possible.

MOVEMENT BETWEEN BUILDINGS

- Eliminate or minimize students traveling between buildings to receive services.
- District staff (teachers, administration, and maintenance, etc) traveling between buildings must enter and exit through office.
- Standardized, district form for entering and exiting campus buildings across the district (using QR Codes).

NAVIGATING CHANGE:

CIRCLE PUBLIC SCHOOLS GUIDE TO LEARNING AND OPERATIONS

7-12 OPERATIONS

CONTENTS

CLASSROOMS49

- GROUPING STUDENTS
- HEALTH IN CLASS
- SUPPORT STAFF
- CLASSES
- LAB-STRUCTURED CLASSES
- PHYSICAL EDUCATION
- MUSIC & BAND
- ALL CLASSES
- STRUCTURE OF SEATING
- USE OF MATERIALS
- VISUALS
- TRAUMA INFORMED PRACTICES
- PARENTS
- ATTENDANCE PROCEDURES
 - In-Person Learning
 - Hybrid & Remote Learning
- DISCIPLINE PROCEDURES
- EMERGENCY SAFETY INTERVENTIONS

COMMON SPACES52

- CLEANING & DISINFECTION
- SHARED OBJECTS
- MODIFIED LAYOUTS
- PHYSICAL BARRIERS & GUIDES
- MULTI-USE SPACE
- GATHERINGS OF STAFF & STUDENTS
- VISITORS
- PARENTS
- STAFF TRAINING
- SHARING FACILITIES
- LIBRARIES
- COMMON SPACE SCHEDULE

TRANSITIONS54

- LOCKER USAGE
- LOCKER ROOMS
- CLASSROOM & COMMON SPACE DOORS
- VISITORS
- HALL USE
- OUTDOOR SPACE
- SOCIAL/PHYSICAL DISTANCE
- FRONT-FACING
- BUSES
- RESTROOMS
- MOVEMENT BETWEEN BUILDINGS



CLASSROOMS

Promoting behaviors that reduce spread in classrooms.

GROUPING STUDENTS

Establish stable cohort groups. Ideally, these students would travel together throughout the day.

- Where feasible, have the teacher travel to the classrooms vs students traveling.
- BLT teams will make specific determinations for [CMS](#) & [CHS](#).

HEALTH IN CLASS

Allow time for students to practice proper hygiene per [Health policy](#).

Allow time for disinfecting procedures throughout the class time.

- Follow [Health policy](#) recommendations.
- Establish a disinfecting/wipe station in each room.

SUPPORT STAFF

Paraprofessionals, SCMH workers

May be part of multiple student groupings/cohort groups.

- Wear a facial mask.
- Allow time for proper hygiene.
- Limit number of student groupings/cohorts support staff will be in contact with.

CLASSES

IN-PERSON & HYBRID CLASSES

Core classes & Special Education

- Masks will be required in all classes, per district policy.

LABSTRUCTURED CLASSES

Science, Required Technology classes, Elective classes

- Masks will be required in all classes, per district policy.

PHYSICAL EDUCATION CLASSES

- Follow current KSHSAA/KDHE recommendations.

MUSIC & BAND

- Follow KSDE/[KSHSAA](#) recommendations

ALL CLASSES

- As possible, utilize outside learning opportunities.

STRUCTURE OF SEATING

Organization of classroom furniture and seating options.

- Remove cloth surfaces as much as possible.
- Flexible seating options can happen with wobble chairs, yoga balls, height of tables, sitting on the floor or standing.
- Students assigned a seat/space to maintain space--eliminate free seating choices.
- Students seated facing the same direction.
- Group seating, sometimes referred to as pods, are discouraged.

USE OF MATERIALS

Establish a disinfection wipe down center in the classroom.

- Students will have their own pens, pencils, markers, glue, etc.
- No community supplies.
- Provide students with individual pencil sharpeners. Currently not on the supply lists including:
 - Shared curricular supplies including:
 - Classroom instructional materials.
 - Copy as needed to eliminate sharing instructional supplies.
 - Utilize online instructional materials.

CLASSROOMS

Promoting behaviors that reduce spread in classrooms.

USE OF MATERIALS, CONT'D

- Shared classroom supplies:
 - Items that students would need to complete a given task.
 - Allow for disinfection procedures following use.
 - Limit the use of these items as much as possible.
- Shared Equipment:
 - Follow directives from custodial services with disinfecting surfaces.
- HIGHLY SUGGESTED
 - Have a collection-return box for all items used. Leave items in the box for 72 hours before reusing. This will require a three day rotation of collection-reuse boxes.

VISUALS

Post visuals in rooms, hallways, common spaces, restrooms to communicate how to reduce the spread of COVID-19.

- Visual posted on front entry doors regarding fever, illness symptoms and mask per district policy.
- Work with CHS for making visuals that contain specific health guidance.

TRAUMA INFORMED PRACTICES

Prepare to communicate effectively and empathetically with students about the pandemic and the necessary changes to school life.

- Involve counselor and SCMh when signs of stress are visible and evident.
- Daily check-in for tracking SE health is recommended.

VISITORS

Any visitor to the school must check-in at the main office for screening purposes.

- Building access will be limited to visitors.
- All visitors will be required to wear facial masks per district policy.
- All visitors will be screened upon entry to building per [health policy](#).
- Designate separate hand sanitizer for visitors.
- Use virtual options for guest speakers.
- Until we can relax protocols do not allow lunch guests.

PARENTS

- Limit parents coming into the building.
- Establish protocols for student drop-off or pick-up without entering the building.
- All parents will be required to wear facial

masks per district policy.

ATTENDANCE PROCEDURES

Work with [CMS](#) & [CHS](#) BLT teams to establish attendance procedures per 3, 5, 7 state statute.

IN-PERSON LEARNING

- Consensus needs to be established for taking attendance across the learning modes, and communicating such to parents/students.
- Consider postponing widely publicized awards ex: perfect attendance.
- Identify high risk attendance students to provide support.
- Have a daily check-in person for each student in the building.

HYBRID & REMOTE LEARNING

- Consensus needs to be established for taking attendance across the learning modes, and communicating such to parents/students.
- Identify high-risk students and provide support. Consider working with SCMh/counselor in cases of truancy.
- Documentation of long-term illness can be asked for.
- Have a daily check in person for each student on remote learning.

CLASSROOMS

Promoting behaviors that reduce spread in classrooms.

CLASSROOMS

DISCIPLINE PROCEDURES

- Considerations when student is in need of redirection/consequences from administration.
- Provide clear barrier as needed.
- Administration travel to student needing intervention.
- As students need to come to office, proper social/physical distancing practices should be used with monitoring.
- Facial masks worn per board policy.

EMERGENCY SAFETY INTERVENTIONS

Should be last resort for those specifically trained for ESI.

- Employ a restraint that does not put the student and adult(s) face-to-face to limit exposure.
- Facial masks should be worn as appropriate and as able to.

COMMON SPACES

Promoting behaviors that reduce spread in common spaces.

CLEANING & DISINFECTION

- Clean and disinfect frequently touched surfaces (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/sign out forms.
- 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 students at a time; cleaning and disinfecting between use.
- Avoid sharing electronic devices, books, learning aids, manipulatives, games.
- Workspaces for students and staff members should be cleaned and disinfected between uses by different individuals.

MODIFIED LAYOUT

- Space seating areas to social/physical distance when feasible. Have students sit on only one side of tables, spaced asible.

PHYSICAL BARRIERS

& GUIDES

- Physical barriers, such as sneeze guards and partitions, will be installed in high traffic areas like reception desks, tech cafe, library, lunchroom pay station, etc.
- Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff members and children remain at least 6 feet apart in lines and at other times (e.g. guides for creating one way routes in hallways).
- Limit the number of visitors to the front offices, adhering to social/physical distancing standards.
- Designate single entrance points and exit points.

MULTI-USE SPACE

- Multi-use spaces, such as dining halls, multi-purpose rooms and stage areas may stagger use, cleaning and disinfecting between use.

GATHERINGS OF STAFF & STUDENTS

- Limit the use of common spaces by multiple groups at one time. If students and staff members are in stable groups in classrooms, they

should not come together in common spaces.

- Minimize non-essential small and large group meetings. Conduct essential small and large group meetings (tutoring, clubs, group work, student council, etc.) virtually whenever 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, town, city, county).
- Use virtual options for guest speakers.
- Do not allow lunch guests.
- All visitors will enter building using the office entrance and will be screened per the [Health policy](#).

COMMON SPACES

Promoting behaviors that reduce spread in common spaces.

PARENTS

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

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/physical distancing is maintained during training

SHARING FACILITIES

- Require organizations that share or use the school facilities to also follow safe operations and social distancing.
- Revise assemblies and performances to allow for social/physical distancing.
- Plan alternatives activities for graduation and other milestone events.

LIBRARIES

- Librarians promote digital options for reading.
- Hand sanitizer available for student use before they select a book.
- Limit traffic in the library and handling of books.
- Have a collection-return box for all items being returned.
- Leave items in the box for 72 hours before replacing them on the shelves. This will require a three day rotation of collection-return boxes.

COMMON SPACE SCHEDULE

- Structure access to shared spaces such as library, restrooms, locker rooms, and tech cafe to promote social distancing
- Minimize number of school directed gatherings (assemblies, in-person schedule distribution etc.)

TRANSITIONS

Promoting behaviors that reduce spread in transitions throughout the day.

LOCKER USAGE

- Lockers should not be used this year.
- Backpacks shall be allowed in the classrooms containing Chromebooks and all classroom materials.

LOCKER ROOMS

- [CMS](#) & [CHS](#) BLT teams will put policies in place for locker room use during transitions (should be lead by Physical Education Teachers).

CLASSROOM & COMMON SPACE DOORS

- Doors should be open when possible during instructional and transitional times to reduce the number of interactions with door handles.
- Doors should be closed during emergency procedures (i.e lockdown, fire, tornado).

VISITORS

- Visitors are not allowed in hallways during transitional times (i.e copier repair person, pop machine person, district maintenance).

HALL USE

DURING TRANSITIONS

- Traffic should be one-way if hallways are not wide enough for the proper social distancing of students.
- [CMS](#) & [CHS](#) BLT teams should determine traffic patterns.
- Staggered release times should be considered if proper social/physical distancing of students cannot be achieved.

OUTDOOR SPACE

- Allow students to walk outside during transitions with proper supervision in conjunction with one-way hall traffic.
- Mark doors specifically as exit and entrance doors.

SOCIAL/PHYSICAL DISTANCE

- Visual cues such as floor decals, tape, and carpet squares should be used in the hallway to help with appropriate physical distance,

FRONT-FACING

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

BUSES

- Buses riders will enter the school one bus at a time if multiple buses arrive at the same time.
- Temperature checks upon arrival of students per [Health policy](#).

RESTROOMS

- [CMS](#) & [CHS](#) BLT teams will put policies in place for restroom use during transitions.

MOVEMENT

BETWEEN BUILDINGS

- Middle school students enrolled in high school classes will attend remotely at the middle school campus.
- High school students will not act as teacher aides at middle school or elementary campuses.
- District staff (teachers, administration, and maintenance, etc) traveling between buildings must enter and exit through office.
- Standardized, district form for entering and exiting campus buildings across the district (using QR Codes).

NAVIGATING CHANGE:
CIRCLE PUBLIC SCHOOLS GUIDE TO LEARNING AND OPERATIONS

HEALTH OPERATIONS

CONTENTS

HAND HYGIENE MEASURES	56	COVID GUIDELINES & PROCEDURES	59	COVID SCREENING PROTOCOLS ...	64
<div>HAND SANITIZER</div> <div>HAND WASHING</div> <div>HAND DRYING</div>					
MASKS & FACE COVERINGS	57	<div>MEDICAL INQUIRIES</div> <div>EXCLUSION FROM SCHOOL</div> <div>THERMOMETERS</div> <div>SCREENING</div> <div>SYMPTOMS</div> <div>DEFINING A CASE & INFECTION PERIOD</div> <div>RETURN TO SCHOOL</div> <div>DEFINING CLOSE CONTACT</div> <div>HIGH RISK</div> <div>OTHERS IN HOUSEHOLD</div> <div>TRAVEL-RELATED QUARANTINE</div> <div>SCHOOL RESPONSE</div> <div>CONFIRMED CASE</div> <div>SEPARATION IN SCHOOL</div> <div>CARE ROOMS</div> <div>ASTHMA/NEBULIZED MEDICATIONS</div>			
PPE	58				
<div>WEARING OF</div> <div>MASK BREAKS</div> <div>DEFINITION OF</div>					



HAND HYGIENE MEASURES

HAND HYGIENE MEASURES

REQUIRED

Per E.O. 20-59, hand sanitizer shall be made available in all public or private K-12 classrooms and shall be made conveniently accessible throughout other areas of K-12 public or private school buildings or facilities.

- Students and faculty shall sanitize their hands at regular intervals throughout the school day and no less than once every hour.
- Consider hand hygiene upon school entry, prior to meals/snacks, following toileting and/or following a cough/sneeze.

HAND SANITIZER

- Routine proper hand hygiene, either with soap and water or with hand sanitizer containing at least 60% alcohol, is critical to lessen the transmission of illness and is one of the most effective methods to prevent the spread.
- Hand sanitizer should be readily available and easily visible for students and staff at each entry point of the school, as well as upon entry to each classroom.

HAND WASHING

- Hands should be washed with soap and water for at least 20 seconds. Proper hand hygiene education and guidance will be provided by nursing/health staff.

HAND DRYING

- The preferred method of hand drying is the use of single-use disposable paper towels rather than electric air-based hand dryers.

EXCEPTIONS

- Student exceptions will be handled on a case-by-case basis under the supervision/recommendation of a primary physician.
- A doctor's note stating the rationale behind the exception may be requested by the nurse/health staff.

MASKS & FACE COVERINGS

WEARING CLOTH FACE COVERINGS, MASKS AND OTHER

REQUIRED

Per E.O. 20-59, "K-12 public and private schools shall require all students, faculty, staff, vendors and other visitors to public or private K-12 school attendance centers to cover their mouth and nose with a mask or other face covering at all times."

Exceptions include:

- While eating;
- While working-other than to prepare food or meals-in a room or office that is 1) not open to students or visitors and 2) in which all individuals present can maintain a 6-foot distance from other individuals with only infrequent or incidental moments of closer proximity;
- While engaging in activity during which it is unsafe or impossible to wear a mask or other face covering;
- Children who are not students and are 5 years of age or under-children age two years and under in particular should not wear a face covering because of the risk of suffocation;
- Persons with a medical condition, mental health condition, or disability that prevents wearing a face covering-this includes person with a medical condition for whom wearing a face covering could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to

- remove a face covering without assistance;
- Persons who are deaf or hard of hearing, or communicating with a person who is deaf or hard of hearing, where the ability to see the mouth is essential for communication;
- Person for whom wearing a face covering would create a risk to the person related to their work, as determined by local, state, or federal regulators or workplace safety guidelines; and
- Persons engaged in any lawful activity during which wearing a mask or other face covering is prohibited by law.

SPORTS

- awaiting official recommendation

MASK/FACE COVERING BREAKS

- Students will be given mask breaks and staff will be educated on proper mask etiquette in the classroom.
- Breaks are recommended hourly consisting of 2-3 minutes without the mask/face covering over the nose and mouth.
- If a mask/face covering is fully removed from the face, it is to be placed in a brown paper bag marked with the student's name.

DEFINITION OF A MASK OR OTHER FACE COVERING

Per E.O. 20-59. "A covering of the nose and mouth that is secured to the head with ties, straps, or loops over the ears or is simply wrapped around the lower face. A mask or other face covering can be made of a variety of synthetic and natural fabrics, including cotton, silk, or linen. Ideally, a mask or other face covering has 2 or more layers. A mask or other face covering may be factory-made, sewn by hand, or can be improvised from household items such as scarfs, bandanas, t-shirts, sweatshirts, or towels."

PPE

School Nurses, Medical Personnel, UAP's

- School nurses and/or school medical personnel (including unlicensed assistive personnel such as secretaries, health aides, etc.) should wear appropriate PPE when evaluating students or staff who become ill at school and when providing care for ill students who are unable to wear a mask, who are unable to manage their secretions, and/or who are receiving nebulizer therapy. ([See Nebulized Medication section.](#))
- PPE may include:
- disposable gowns, gloves, N95 masks, surgical masks, and/or face shields or other eye protection.
- School nurses, school medical personnel, and school staff may be trained on the appropriate PPE donning and doffing techniques.

COVID GUIDELINES & PROCEDURES

MEDICAL INQUIRIES

- If an employee or a student calls in ill, the school will ask whether the employee or student is exhibiting any symptoms of COVID.
- The school may take the temperature of students, employees, and visitors to school property on a random basis or in a situation where there is reason to believe that the person may be ill.
- Non-contact thermometers are recommended. Thermometers will be cleaned routinely according to manufacturer's instructions.

EXCLUSION FROM SCHOOL/ TEMPERATURE AND SYMPTOM SCREENING

TEMPERATURE CHECKS

Per E.O. 20-59," Individuals entering all public or private K-12 attendance centers shall have their temperatures checked before entering the building for the first time each day."

- Temperature checks should occur in a manner that decreases potential crowding in lines and delayed entry and start times.

THERMOMETERS

- The district will use no-touch thermometers and conduct checks while wearing a mask/face covering and gloves.

- Thermometers will be sanitized after use with an approved cleaning solution.
- In order to ensure subject matter expertise and provide adequate coverage in performing daily temperature checks, the number of health personnel in each building should be sufficient.

SCREENING PRIOR TO SCHOOL ENTRY

- Students and employees exhibiting symptoms of COVID-19 without any other obvious explanations are prohibited from coming to school. If they do come to school, they will be sent home immediately.
- Staff and families should be empowered by placing the responsibility of screening on the parent/caregiver/staff member.
- A self- screening checklist will be provided for daily screening prior to school entry.
- Screening checklists should also be posted at all points of entry to every building in the district.
- A positive screening result will result in staff/students staying home and seeking further medical evaluation by a health professional.

EXCLUSION FROM SCHOOL

- Students and staff exhibiting symptoms of COVID-19, as listed below, without other obvious explanations are prohibited from coming to school.
- If they arrive at school, they will be sent home.

Symptoms of COVID-19 according to the Kansas Department of Health and Environment may include:

- Fever (measured at 100 F or higher),
- Headache,
- General Aches/Pains,
- Fatigue/weakness,
- Extreme Exhaustion,
- Cough,
- Chills,
- Rigors,
- Sore Throat,
- Lower Respiratory illness (including shortness of breath or difficulty breathing),
- New loss of taste or smell,
- and diarrhea.

CORONAVIRUS vs. COLD vs. FLU vs. ALLERGIES

- KDHE, [CORONAVIRUS vs. COLD vs. FLU vs. ALLERGIES](#)

COVID GUIDELINES & PROCEDURES

COVID

DEFINING A CASE OF COVID & INFECTION PERIOD

Definition

A person has COVID-19 if they have tested positive for the SARS-CoV-2 virus by a diagnostic test (PCR or Antigen).

Infection Period:

- **Symptomatic:** A case is considered infectious two days prior to the onset of symptoms through at least 10 days after the onset of symptoms.
- **Asymptomatic:** A case is considered infectious 2 days prior to the date the sample was collected through a minimum of 10 days from the date the sample was collected.

RETURN TO SCHOOL

AFTER EXCLUSION

Employees and students must satisfy the recommendations of KDHE or the local health department prior to returning to work/school.

CURRENT GUIDELINES

Untested individuals (with symptoms)

- 10 calendar days have passed since onset of symptoms AND fever free for 72 hours without the use of fever reducing meds and other symptoms have improved. (Whichever criteria is longer: Min of 10 days.)

Tested (awaiting results)

- Will be isolated at home until results are received

POSITIVE RESULT

Symptomatic

- 10 calendar days have passed since symptoms first appeared AND fever free for 72 hours without the use of fever reducing meds and other symptoms have improved. (Whichever is longer. Min of 10 days.)

Asymptomatic

- 10 calendar days have passed since sample collection AND symptoms have not developed. If symptoms develop during the 10 day isolation period, criteria for the symptomatic person will be followed with a new isolation period starting from the day symptoms started.

NEGATIVE RESULT

- 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.

DEFINING CLOSE CONTACT

A person is considered a close contact of a COVID-19 case if they were within 6 feet of the case for 10 minutes or more OR if they had exposure to secretions (cough/sneeze).

- Close contacts will remain in quarantine until they have met the criteria for release set by KDHE or the local health department.
- Butler County will be called to assist with all contact tracing.

HIGH RISK STUDENTS & EMPLOYEES

- Those staff/students that may be considered high-risk for contracting COVID-19 due to autoimmune disease &/or Immunocompromised health shall be handled on a case-by-case basis after staff/student consults with their primary care physician.

COVID GUIDELINES & PROCEDURES

COVID

OTHER STUDENTS & EMPLOYEES IN THE HOUSEHOLD

- Other students and employees in the household of a positive COVID case, 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.
- [KDHE, Releasing Cases and Contacts from Isolation and Quarantine.](#)

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.

EXCEPTIONS

- Critical infrastructure sector employees (such as public health, law enforcement, food supply, etc.) who have traveled to these destinations should contact their local health department regarding instructions for application of these quarantine orders while working.

SCHOOL RESPONSE TO STUDENT OR EMPLOYEE IN ISOLATION OR QUARANTINE

- If a school becomes aware of a student or employee that has been diagnosed with COVID-19 disease, the custodial staff will be informed in order to properly disinfect desks, lockers, and workspaces of the infected person.
- The Butler County Health Department will be notified immediately of the positive case and they will assume responsibility of all contact tracing.
- Circle USD nursing/health staff will cooperate with the health department and encourage parents of positive cases/staff to do the same in providing information helpful in contact tracing and for further guidance.
- Any individual testing positive will NOT be identified in communications to the school community at large.
- See CONFIRMED CASE OF COVID

CONFIRMED COVID CASE IN THE BUILDING

- When there is confirmation that a person infected with COVID-19 was in the school building, the school will contact Butler County Health Department immediately.
- The school will remain open but block off areas where the person infected with COVID-19 was in the school building until the building has been cleaned thoroughly.
- The school will work with Butler County Health Department to assess close contacts within students and staff and inform those who were 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 Butler County Health Officials to trace contacts with the individual.
- The individual who tested positive will not be identified in the communications to the school community at large.

COVID GUIDELINES & PROCEDURES

COVID

SEPARATION WHILE IN SCHOOL

- Each school must have a room or space separate from the nurse's office where students or staff who may have COVID-19 or another communicable disease will wait to be evaluated or for pick-up.
- Students/staff must wear a mask or they will be provided with one.
- A record of those entering the "sick room" must be kept.
- The room will be disinfected several times throughout the day.
- Students who are ill will be walked out of the building to their parents.
- Routine hygiene measures will be followed including proper PPE and handwashing after the care of all students/staff in the health room or sick room.

CARE ROOMS FOR STUDENTS WITH PHYSICAL NEEDS

REQUIRED

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.

STUDENTS WITH ASTHMA/NEBULIZED MEDICATIONS

- Students with asthma will provide their own personal labeled spacer and metered dose inhaler dedicated for school use.
- Nebulization therapy is considered an aerosol-generating procedure and should be avoided at school.
- If nebulization treatment is required at school, a room outside of the nurse's office must be dedicated to nebulization therapy.
- The room must have adequate ventilation.
- The area should be avoided for 60 minutes post therapy to allow particles to settle and then all surfaces wiped and disinfected with approved disinfectants.
- Appropriate PPE should be worn while disinfecting the room.
- Any staff assisting with nebulization therapy must utilize proper PPE.

COVID-19 SCREENING PROTOCOL

Individuals entering all public or private K-12 attendance centers shall have their temperatures checked before entering the building for the first time each day. They should also answer the following screening questions:

1. Are you experiencing or have you experienced any of the following symptoms in the past 14 days?

- ☐ Cough (not related to allergies)
- ☐ Shortness of breath
- ☐ Difficulty breathing
- ☐ Fever (100.4 or higher with oral thermometer)
- ☐ Chills
- ☐ Repeated shaking with chills
- ☐ Muscle pain
- ☐ New loss of taste or smell
- ☐ Sore throat or headache
- ☐ Nausea or vomiting
- ☐ Diarrhea

If you check any of the symptom boxes and they are *unrelated to another health condition*, please stay home and call your health provider.

2. Within the last 14 days, have you had close contact, without the use of appropriate PPE, with someone who is currently sick with suspected or confirmed COVID-19?

(Close contact is defined as within 6 feet or more for more than 10 consecutive minutes)

- ☐ YES
- ☐ NO

3. In the last 14 days have you traveled to:

- ☐ Arizona
- ☐ Florida
- ☐ Been on a cruise ship or river cruise
- ☐ Traveled internationally

4. Have you received notification from public health officials (state or local) that you are a close contact of a laboratory-confirmed case of COVID-19?

- ☐ YES
- ☐ NO

If an individual answers “yes” to any of the questions they will not be allowed into the building unless determined otherwise by a USD 375 official.

NAVIGATING CHANGE:

CIRCLE PUBLIC SCHOOLS GUIDE TO LEARNING AND OPERATIONS

FOOD SERVICES OPERATIONS

CONTENTS

FOOD SERVICE64

MEAL PREP
SERVING LINE
A LA CARTE
CONDIMENTS
DISHES
STAFF REQUIREMENTS
SHARE TABLE



FOOD SERVICE

MEAL PREPARATION

- Staff will stand at least 6 feet apart.
- Staff will wear masks .
- Staff will wash hands before putting new gloves on, and before moving onto another task.
- Food will be covered and pre-wrapped when necessary.
- Food will remain at proper cooking and holding temperatures to help prevent bacterial/viral growth.
- Staff will sanitize countertops/surfaces between tasks.

SERVING LINE

- Students will wash hands before entering the serving line.
- Hand sanitizer will be made available at the beginning of the serving line.
- Students will social distance while standing in line (signs and tape will be used for reminders).
- Students will communicate what items they want and a staff member will put those items on their tray from behind the serving line (students will receive their tray at the end of the serving line).
- Serving utensils will not be used by students.
- Vegetable bar items will be pre-wrapped.
- Serving lines, vegetable bars, and

scanning locations will be sanitized between each lunch.

- Students will wear masks when going through the serving line.
- Students will individually receive disposable plasticware.
- Staff will wash hands and change gloves before each serving time.
- Staff members who are scanning meals will use either sneeze guards or face shields.

A LA CARTE

- The a la carte line at CHS will function the same as the serving line.

CONDIMENTS

- Grades K-6 will use pumps that are monitored and administered by an adult wearing gloves.
- Pumps will be sanitized between each lunch.
- Grades 7-12 will use disposable packets upon request.

DISHES

- All dishes, trays, and utensils will be sanitized and put away properly after each use.
- Students will wear masks when putting trays away.

STAFF REQUIREMENTS

- Sneeze Guards are installed at every scanning location.
- Maintain social/physical distance throughout the work space.
- Masks will be worn during prep and serving times.
- Ensure that commonly used spaces are sanitized numerous times throughout the day.
- New hires will receive COVID-19 training.
- Monitor dishwashers to ensure proper sanitization.
- Monitor concentration levels of sanitizing solution to ensure proper sanitization.
- If a non-kitchen staff member visits the kitchen, they must wear a mask and sign-in to ensure contact tracing (visits should be limited, and only when necessary).

SHARE TABLES

A table that is used for unopened packaged food items that have not been consumed, allowing other students to eat/drink them. Milk, juice, chips, etc.

- Under normal circumstances, share tables are encouraged. However, due to the risks involved during the pandemic, the Food Service Department has decided to postpone the use of share tables until further notice.

NAVIGATING CHANGE:
CIRCLE PUBLIC SCHOOLS GUIDE TO LEARNING AND OPERATIONS

TRANSPORTATION OPERATIONS

CONTENTS

TRANSPORTATION66

- DRIVERS & EQUIPMENT
- LOADING & UNLOADING
- ASSIGNED SEATING
- ACTIVITIES & SPORTS
- MASK USE
- BUS DISINFECTING



TRANSPORTATION

DRIVERS & EQUIPMENT

DRIVERS

- Staff are required to use a self-screening survey/checklist prior to coming onsite and should stay home if they have a positive screen.
- Anything greater than 100 Fahrenheit must stay home.
- Drivers will wear mask/face coverings.
- Face Shields are not recommended.

EQUIPMENT

- Bus modifications of any kind are not allowed.
- This includes plexiglass partitions between driver & students or individual student seating.

LOADING & UNLOADING

Orderly and in control loading and unloading to accomplish social distancing with safety in mind.

- Drivers will dispense sanitizer to each student as enter the bus.
- Drivers will supervise students loading from the back to the front so that no student passes another to get to a seat.
- One student per seat, and all are wearing masks per CDC guideline recommendations.
- Drivers will supervise students unloading from the front of the bus first to avoid students walking past each other in the aisle.

- Students will wait for dismissal from the driver.
- Each bus will unload students and wipe down high touch surfaces before letting the shuttle students load the bus.
- Drivers will communicate with each building to let them know they are there to let the kids come in.

ASSIGNED SEATING

All students will have assigned seats.

- One student per seat unless family members.
- Shuttle students will be seated by driver (one student per seat).
- If the bus is not full, students will be spread out as much as possible.
- When possible, windows will be open while transporting students to improve air circulation.

ACTIVITIES & SPORTING EVENTS

- Drivers will supervise students loading from the back to the front so that no student passes another to get to a seat.
- Drivers will supervise students unloading from the front of the bus first to avoid students walking past each other in the aisle.
- If the bus is not full, students will be spread out as much as possible.
- Focus on transporting students who are competing.

- Focus on transporting students who are competing.

MASK USE

- Drivers will wear mask/face coverings.
- Students will wear masks per district policy.

BUS DISINFECTION

Using approved methods, the inside of the bus will be sanitized after each morning and afternoon route/shuttle.

- Sanitizing wipes will be used to wipe down high touch areas between route and shuttle changes.

NAVIGATING CHANGE:
CIRCLE PUBLIC SCHOOLS GUIDE TO LEARNING AND OPERATIONS

FACILITIES OPERATIONS

CONTENTS

<u>FACILITIES</u>68	<u>FACILITIES</u>69	<u>FACILITIES</u>70
BARRIERS & SNEEZE GUARDS	USE OF SPACE	STORAGE
HANDWASHING	WATER SYSTEMS	EXTERIOR EQUIPMENT
HAND SANITIZER	LOCKERS	SCHOOL FACILITY RENTALS
DISTANCE MARKERS	CLEANING PROTOCOLS	CONSTRUCTION
TRASH RECEPTACLES	TRAINING	CONTRACTORS & VENDORS
VENTILATION	STORAGE	
USE OF SPACE	EXTERIOR EQUIPMENT	
WATER SYSTEMS	SCHOOL FACILITY RENTALS	
LOCKERS		
CLEANING PROTOCOLS		
TRAINING		
STORAGE		
EXTERIOR EQUIPMENT		
SCHOOL FACILITY RENTALS		



FACILITIES

BARRIERS/SNEEZE GUARDS

Clear barriers or sneeze guards can help prevent the spread of COVID-19 where 6-foot social distancing is difficult to achieve.

- Circle district will provide plastic or plexiglass shields at school offices/reception desk areas to separate secretarial and reception staff from visitors entering the school/building.
- Building administration and staff will prioritize areas that are of greatest need to provide sneeze guards.
- Circle will provide face shields and encourage use of masks in areas of close contact with multiple non-cohort groups.

HANDWASHING

Handwashing for 20 seconds or more is the preferred method for cleaning and sanitizing, and it is an important part of reducing the spread of disease.

- Schedules and resources to accommodate frequent handwashing by students will be provided.

HAND SANITIZER

Opportunities will be available for utilizing hand sanitizer--frequent use is encouraged.

- Sanitizing stations will be placed at strategically identified locations that represent high traffic areas. High traffic areas may include building entryways, classrooms, cafeterias, gymnasiums and offices.
- Signage will be placed around the buildings to encourage good hygiene.

SOCIAL/PHYSICAL DISTANCING MARKERS

Social distance markers such as floor decals or signage to encourage 6 feet of separation between occupants in appropriate areas will be provided.

- Decals or signage to designate traffic flow patterns within the building will be provided to help facilitate safe student transitions in a building.

TRASH RECEPTACLES

Trash receptacles can be high touch points with increased risk of speeding pathogens.

- Ensure that an adequate number of touch trash receptacles are placed appropriately to minimize exposure.
- Monitor the frequency that trash receptacles are emptied and provide more frequent attention as needed.

VENTILATION

Circle will work to improve the air quality and decrease the transmission of harmful pathogens. In addition, they recommend that ventilation be performed on a 24-hour, seven days per week basis.

- Increase outside air ventilation and fan frequency where it is productive to do so.
- Consult with HVAC engineers on the best course of action.

FACILITIES

MODIFYING THE USE OF SPACE

In areas where school spaces are being used differently, Circle will 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 can communicate effectively in a crisis.
- Ensure all spaces have adequate emergency notification features such as audible fire alarms and strobes and required exit markings.

BUILDING WATER SYSTEMS

In areas where school spaces are being used differently, Circle will consider how changes and modifications will affect safety.

- Purge or flush water systems thoroughly.
- Flush drinking fountains and sink faucets after substantial breaks.
- Clean and sanitize drinking fountains and drinking water sources frequently.
- Building staff will consider whether drinking fountains will be left available for use or shut off or covered.
- Encourage students/staff members to bring their own bottled water to school when possible.

LOCKERS

Lockers are high-touch point areas and can be a place of student congregation.

- Encourage not using, or sparse use of lockers.
- If lockers are used, establish protocols for both academic and athletic lockers and assign lockers to maximize the distance between students using sets of lockers at the same time.

CLEANING PROTOCOLS

Circle will define and establish specific cleaning and disinfecting protocols for custodial staff at each individual building based on occupancy level and hours of use.

- Defined cleaning procedures including the frequency, equipment, materials and products will be established.
- Building staff will prioritize high-touch areas, such as door handles, handrails, counters and surfaces, tables, chairs, desks, drinking fountains, computer keyboards, work stations, etc.
- Building staff will prioritize disinfecting of common spaces used by different cohort groups, such as main office, health offices, isolation rooms, cafeteria, bathrooms, etc.
- Building staff will evaluate surfaces that are not easily cleaned and consider elimination or limited use.

- Evaluate how hygiene products like soap, paper towels, tissues and toilet paper are dispensed (no-touch) and how frequently they are replenished.
- Circle will establish 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 one responsible for cleaning is properly and routinely trained.

- Review training procedures for newly hired custodial staff.
- Staff will be trained on new procedures and protocols.
- Any non-custodial staff that has responsibility for cleaning and disinfecting will be properly trained before performing new duties.

FACILITIES

STORAGE

An increased emphasis on cleaning and sanitation will require greater access to cleaning chemicals and safe storage of supplies.

- Hazardous cleaning supplies will be safely stored away from students.
- 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.
- Disinfectant Sprayers will be purchased to enhance the effectiveness of disinfection procedures.

EXTERIOR EQUIPMENT

If used, exterior equipment such as playgrounds can be a high touch surface and limited use is recommended or a system to clean and sanitize regularly should be established.

- The CDC suggests that “it is impractical and an inefficient use of resources to spray disinfectants on outdoor areas.”
- Alternate recess times should be considered to minimize the number of students from different groups using the same spaces at the same time.

- To minimize the use of playground equipment, building staff should encourage the use of other outdoor and natural spaces.
- If touch points aren’t cleaned after each use, students should wash hands or use hand sanitizer immediately following the use of the equipment.

SCHOOL FACILITY RENTALS

Circle will review facility rental policies and determine if facilities will be available to outside groups. Allowing outside groups to use school facilities can increase risk to students and staff.

- Ensure school spaces used by outside groups will be cleaned before and after any use.
- Properly trained individuals, preferably school district staff, should perform the cleaning of school spaces.

CONSTRUCTION

Circle will limit construction projects that occur while school is in session and encourage that they are separated from students when possible

- Circle will minimize interaction between students and staff members and construction workers.

- Specific expectations for behaviors and preventive measures should be addressed with on-site supervisors before entering the building.

OUTSIDE CONTRACTORS & VENDORS

Circle will limit the use of outside contractors and vendors inside school buildings.

- Train building staff members to enforce and report any violations of preventative measures by contractors and vendors.
- Keep a log of vendors and visitors that enter the building with time and date as well as the locations in the building.
- Establish Protocols for post work cleaning and sanitizing.

NAVIGATING CHANGE:

CIRCLE PUBLIC SCHOOLS GUIDE TO LEARNING AND OPERATIONS

EXTRA/CO-CURRICULAR

CONTENTS

EXTRA/CO-CURRICULAR72



DRAFT TWO 7/24/2020

CIRCLE USD 375  #THRIVEIN375

EXTRA/CO-CURRICULAR

- Provide COVID-19 education for coaches/sponsors, students, and parents.
- Posts signage regarding both COVID-19 prevention/safety and signs/symptoms throughout the facility.
- Maintain an attendance roster at all activities for contact purposes.
- QR Codes will be available for attendance and signs and symptoms questions.
- All participants and staff will have their temperature taken prior to activity, anyone with a temperature of 100.4+ or known illness will be excluded pending clearance from a medical professional.
- Each participant will answer the following screening questions: sore throat, headache, chills, fatigue, muscle weakness, diarrhea, cough, new loss of taste and smell, general feeling of discomfort, shortness of breath, or difficulty breathing.
- All participants and staff will apply hand sanitizer prior to, during and after activity.
- Adhere to social distancing guidelines established by the Governor and Butler County Health Department. Maintain social distancing when applicable.
- Encourage contactless sportsmanship. I.E.: no hand slaps, high fives, fist bumps, chest bumps, etc.
- Work cooperatively with custodial staff when inside facilities are being used to follow cleaning protocols.
- Staff and athletes will need to be educated on how to properly clean equipment.
- Staff and students will be tasked with disinfecting equipment both during and after training sessions. We will have to be vigilant in holding them accountable for cleaning their equipment after and between uses.
- All parts of the equipment will need to be cleaned, not just where their hands were.
- Each student should bring their own water bottle to avoid contact of the water fountains.

NAVIGATING CHANGE:

CIRCLE PUBLIC SCHOOLS GUIDE TO LEARNING AND OPERATIONS

BUILDING OPERATIONS

CONTENTS

ELEMENTARY74

[BENTON](#)

[GREENWICH](#)

[OIL HILL](#)

[TOWANDA](#)

SECONDARY78

[CIRCLE MIDDLE SCHOOL](#)

[CIRCLE HIGH SCHOOL](#)



CIRCLE BENTON BUILDING OPERATIONS

LUNCH

- 4 lunch periods (for example purposes, not decided)

CIRCLE BENTON

BUILDING OPERATIONS COMING SOON



CIRCLE GREENWICH BUILDING OPERATIONS

LUNCH

- 4 lunch periods (for example purposes, not decided)

CIRCLE GREENWICH

BUILDING OPERATIONS COMING SOON



CIRCLE OIL HILL BUILDING OPERATIONS

LUNCH

- 4 lunch periods (for example purposes, not decided)

CIRCLE OIL HILL

BUILDING OPERATIONS COMING SOON

CIRCLE TOWANDA BUILDING OPERATIONS

LUNCH

- 4 lunch periods (for example purposes, not decided)

BUILDING OPERATIONS COMING SOON

CMS BUILDING-LEVEL OPERATIONS

LUNCH

- 4 lunch periods (for example purposes, not decided)

ATTENDANCE PROCEDURES

CIRCLE MIDDLE SCHOOL

BUILDING OPERATIONS COMING SOON



CHS BUILDING-LEVEL OPERATIONS

- LUNCH
- ATTENDANCE PROCEDURES

BUILDING OPERATIONS COMING SOON



NAVIGATING CHANGE:

CIRCLE PUBLIC SCHOOLS GUIDE TO LEARNING AND OPERATIONS

STAFF

CONTENTS

[CONTACT LOGS](#)

[INSTRUCTIONAL SUPPORT](#)

[EXPECTATIONS](#)

[HEALTH](#)

[TECHNICAL SUPPORT](#)



DRAFT TWO 7/24/2020

TEACHER DAILY CONTACT LOGS

STUDENT CONTACT LOGS

- Should students be in a learning mode other than in person (by their choice or school closure), the Kansas State Board of Education stipulates they will be in contact with at least one teacher/staff member per day.
- Contact must be made via voice or teleconferencing call--not email, text or other messaging platform.
- Student contacts will be determined by each BLT. For more information, see [Building Operations](#).

WHO IS RESPONSIBLE?

REQUIREMENTS

- Every remote learning student must have daily contact with a USD 375 staff member.
- How to keep your records
- Two District options
- What all logs must include if you create your own
- How to access & use logs created

[illegible][illegible][illegible]

TEACHER INSTRUCTIONAL SUPPORT

IN-PERSON, HYBRID & REMOTE LEARNING

- Students will transition between modes of learning as needed.
- If unable to attend school, students may receive instruction through the remote learning platform at any time.
- Grade level common assessments will be completed to evaluate essential learnings.
- Expectations will continue that students complete their daily assignments.

INSTRUCTION

- Teachers should be prepared to transition from in-person learning to hybrid and remote at any time.
- Procedures for transitioning between learning modes should be taught to students in the first days of school.
- Teachers should consider incorporating project-based learning opportunities, cross-curricular planning/co-teaching, implementing a flipped classroom structure, segmented instructional videos, etc.

PROFESSIONAL DEVELOPMENT

Teachers will be given the opportunity for professional development focusing on areas of high need and strategies for effective teaching in the remote setting.

INSTRUCTIONAL STRATEGIES

Several instructional strategies will facilitate a smooth transition between learning modes in the event of a school closure or teacher illness. Some such strategies include:

- a flipped classroom structure,
- cross-curricular & co-teaching,
- project-based learning,
- flipped classrooms,
- and segmented learning.

TEACHER EXPECTATIONS

IN-PERSON, HYBRID & REMOTE LEARNING

- Teachers must be aware and adapt to home situations that will hinder student assignment completion. However, the expectation is for students to complete all coursework assigned on the chosen instructional platform.
- Teachers are responsible for evaluating all student learning through a variety of assessment forms.
- Classroom teacher is responsible for daily attendance, communication, lesson planning and grades as in previous years.
- Teachers should be able to navigate the designated learning platform (SeeSaw/Google Classroom) and understand how to post lessons/activities.
- For continuity across buildings, teachers should use the educational platform selected for their grade level. [SeeSaw](#) will be used in grades PreK-2, [Google Classroom](#) in grades 3-12.
- Lessons will be posted Sunday evening by 9PM for the upcoming week.
- Design lessons that embed new material and offer a spiraled review.
- Develop a plan for providing feedback that continues to engage the students and enhances mastery of key skills/concepts that are to be covered.
- Teachers will align special education/title one accommodations for consistency.
- Teachers will communicate to parents the needs and expectations developed to ensure collaboration and attention to the instructional requirements and expectations.
- Teachers will ensure effective feedback and assessments in an online environment.

STAFF HEALTH SUPPORT

EMPLOYEE

ASSISTANCE PROGRAM

- Helplines, assessments & referrals, short-term counseling, and more.
- For more information, see [New Directions Overview Flyer](#).

HIGH RISK STUDENTS & EMPLOYEES

- Those staff/students that may be considered high-risk for contracting COVID-19 due to autoimmune disease &/or Immunocompromised health shall be handled on a case-by-case basis after staff/student consults with their primary care physician.

TEACHER & STAFF QUARANTINE

- Teachers & staff required to quarantine will be addressed on an individual basis.
- See [Families First Coronavirus Response Act: Employee Paid Leave Rights](#) for more information

STAFF TECHNICAL SUPPORT

**STAFF TECHNICAL SUPPORT
COMING SOON**



NAVIGATING CHANGE:
CIRCLE PUBLIC SCHOOLS GUIDE TO LEARNING AND OPERATIONS

APPENDIX

CONTENTS

<u>STUDENT DOCUMENTS</u>89	<u>KSHSAA</u>91	<u>HEALTH</u>92
LEARNING LOGS		SELF-SCREENING PRINTABLE
TEACHER DOCUMENTS.....		



DATE: _____ SCHOOL NAME: _____ USD 375

STUDENT NAME: _____ STUDENT GRADE: _____ STUDENT ID: _____

NAME(S) OF TEACHERS WHO MADE CONTACT TODAY: _____

ACTIVITY/CLASS	ASSIGNMENTS COMPLETE		TEST TAKEN		TOTAL MINUTES*
	Y	N	Y	N	
	Y	N	Y	N	
	Y	N	Y	N	
	Y	N	Y	N	
	Y	N	Y	N	
	Y	N	Y	N	
	Y	N	Y	N	
	Y	N	Y	N	
	Y	N	Y	N	
	Y	N	Y	N	

PAPER LEARNING LOG

* For a Remote Learning student to be funded as a full-time student, the student must participate in six hours (360 minutes) of learning activity each day.

I certify that I am enrolled and participating in courses offered through USD 375.

I certify that my child is enrolled and participating in courses offered through USD 375.

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

LOG SUBMISSION INSTRUCTIONS

DRAFT TWO 7/24/2020





USD 375 CHS REMOTE LEARNING LOG 2020-21

For a Remote Learning student to be funded as a full-time student, the student must participate in six hours (360 minutes) of learning activity each day.

[LINKS FOR EACH SCHOOL](#)

[LOG SUBMISSION INSTRUCTIONS](#)

KSHSAA

KSHSAA

REMOTE LEARNING POLICY

“Students who are receiving direct instruction via remote learning and are enrolled in at least 5 new subjects of unit weight will be eligible for participation in KSHSAA sponsored activities only at the member school in which they are enrolled and receiving instruction.”

- For more information, see KSHSAA's [REMOTE LEARNING POLICY](#).

CONSIDERATIONS FOR A RETURN TO SCHOOL ACTIVITIES

- For more information, see KSHSAA's [RETURN TO SCHOOL ACTIVITIES](#)

KSHSAA RISK MITIGATION

- For more information, see KSHSAA's [RISK MITIGATION](#)

SELF-SCREENING

Knowing when to stay home is essential in keeping our schools healthy.



1 SHOULD I STAY HOME?*

Is anyone in my household (including me):

- Positive for COVID-19?
- Being tested for COVID-19?
- Displaying COVID-like symptoms?

—NO—

2

Do I have respiratory problems, including a persistent cough?

—NO—

3

Do I currently have a fever of 100.4 or higher?

NO

YES

YES

Have I been in close contact with a confirmed case of COVID-19?

YES

NO

Have I been on a cruise ship, river cruise or traveled to Arizona, Florida, or internationally in the last 14 days?

NO

YES

Come to school if you have been cleared by your family doctor.
Check in with the office upon return.

Have I been fever-free without medicine for 72 hours?

YES

NO

Come to school if you have been cleared by your family doctor.
Check in with the office upon return.

STAY AT HOME!
Inform the school & call your healthcare provider.

* At the discretion of the school nurse, you may be required to provide a doctor's release to return to school.