

# RETURNING TO LEARNING

## *Plan for Re-Opening Schools*



## INTRODUCTION

Piper School District is committed to ensuring in-person school occurs with reasonable safety modifications while following the executive orders of the Wyandotte County Health Department. The value of a caring staff, friends and classmates is central to the Piper School District educational experience. The information below provides an in-depth overview of what on-site learning will look like from the time students leave for school to the time they arrive home. From arrival and departure, to masks and lunch and more, every reasonable modification will be made for the safety of your children and our staff. This plan was created trying to maximize the learning process while minimizing health and wellness risks to our students, staff and community.

The Piper School District is committed to protecting the health of our students and staff for the safe return to on-site instruction and learning. The guiding practices in this framework were created using the Kansas State Department of Education's "Navigating Change: Kansas Guide to Learning and School Safety Operations", the Wyandotte County Health Department, and the Piper Returning to Learning Task Force comprised of parents, teachers, administrators, medical professionals, and other community experts. The protocols outlined in our plan will help us deploy risk-reduction strategies to hopefully mitigate the spread of COVID-19.

Because there is the possibility of a COVID-19 outbreak within our school community, we must all be prepared to adapt to changing guidance and circumstances throughout the school year. We will continue to rely on the recommendations of public health experts. We remain in a pandemic and must continue to depend on the expertise of our public health partners.

Whether families choose the hybrid 50% on-site learning model or remote learning model, the formal Board of Education Residency Policy will be strictly enforced and followed. Students must be residents of Piper School District and must have bonafide Piper School District enrollment status. Please go to [the district's website](#) to review that policy as needed.

The Piper Returning to Learning document has been created to explain both the On-site Hybrid 50% Learning and Remote Learning. The On-Site Hybrid Learning section contains guidelines for Public Health and Safety, Classrooms, Common Spaces, Transitions, Extra & Co-Curricular Activities, Health Office, Facilities, Food Service and Transportation. The Remote Learning Guidelines explains what the instruction and learning will look like in the remote learning or 100% online environment.

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## Two Learning Environments

	Hybrid 50%	Remote
Student Capacity On-Site	50 percent	Extremely Limited
Social Distancing	6 feet	6 feet
Group Gatherings	15-20 person target	10 or fewer
Spectator Events	By County Guidelines	By County Guidelines

## LEARNING ENVIRONMENT DESCRIPTIONS

### Hybrid 50% Model: "4 by 1 Model"

#### Elementary

- Pre-K and Elementary students attend 4 days a week in person; Fridays they will have activities to do online. We believe this will provide students with the opportunity to practice remote learning if the need should arise to move to a fully remote platform as dictated by the WYCO Health Department. We will follow very stringent social distancing procedures that have been mandated by the governor and WYCO Health Department.
- Elementary teachers would have 1 day a week (Fridays) to make up for the plan time and duty-free lunches they will miss, have PLC meetings, and time for deep cleaning. They will still report to work on-site on Fridays.
- Based on student enrollment for the Hybrid On-Site Learning, we may need to utilize Piper Creek Elementary, Piper Prairie Elementary, Piper East, Piper Middle School and Piper High School for our Pre-K and elementary school students to ensure we are social distancing properly based on hybrid 50% enrollment numbers. Final school locations will be communicated via building principals.
- YMCA will be available for families who need daycare on Fridays. They will also help facilitate the online activities that are assigned on Fridays for the Pre-K-5<sup>th</sup> graders. We want parents to be able to work and children to be safely supervised. We will send out more detailed information as soon as possible.
- Specials and support teachers will travel from room to room to see kids. Kids will stay in their cohort group (classroom). **We want as little transitioning as possible.**
- For Pre-K-5<sup>th</sup> grade students with SPECIAL EDUCATION IEPs, we will have one cohort at every grade level that includes the special education students and those classes will be co-taught with a general education and special teacher. This will ensure their IEP minutes are met.

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- Mental Health supports for students with individualized needs will be available Monday through Fridays. Please contact your building's counselor for more information.

### 6<sup>th</sup> Grade-12<sup>th</sup> Grade

- Secondary students will attend at least 1 day a week. During on-site day(s), students will stay in ONE classroom and the teachers will travel to them.
- Based on individual needs and personalized learning plans, some students may attend more than one day per week. Individual school buildings will notify families of specific plans for their student. If parents have questions or concerns regarding their child's assigned and personalized learning schedule, particularly on days their child is to be working remotely, please contact the building principal.
- Secondary teachers will report to work every day—their instruction would be completed at work and be delivered to remote learners via Edgenuity and Canvas.
- Secondary teachers will have office hours in which secondary students can sign up for additional help and support students via both video and on-site conferencing.
- Based on student enrollment for the Hybrid On-Site Learning, we may need to utilize Piper Creek Elementary, Piper Prairie Elementary, Piper East, Piper Middle School and Piper High School for our Secondary students on their assigned day (s) to be on campus to ensure we are social distancing properly based on hybrid 50% enrollment numbers. Final school locations will be communicated via building principals.
- High School students taking concurrent enrollment courses through Kansas City Kansas Community College will follow KCKCC's schedule and begin courses virtually beginning August 17<sup>th</sup> or based on their KCKCC assignment. Further questions regarding concurrent enrollment courses should be handled directly with Mr. Nguyen at Piper High School.
- We will keep Friday as a day that secondary students are home doing online learning so they are available to help with childcare on the Fridays the elementary school children are home doing online work.
- Mental Health supports for students with individualized needs will be available Monday through Fridays. Please contact your building's counselor for more information.
- Schedule for secondary students electing the hybrid model would be as follows (See page 37 for a more detailed schedule of a remote learning day):

### Monday

#### A.M. Session:

- Students work online from home
- 45-60 minute sessions of direct instruction via Zoom for **Purple Day** classes (4 sessions)

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<p><i>(Remote Learning)</i></p>	<p>total)</p> <ul style="list-style-type: none"> <li>Attendance taken for Zoom sessions</li> </ul> <p><u>P.M. Session:</u> Teachers have virtual "office hours" to provide support as needed</p>
<p><b>Tuesday</b> <i>(Remote Learning)</i></p>	<p><u>A.M. Session:</u></p> <ul style="list-style-type: none"> <li>Students work online from home</li> <li>45-60 minute sessions of direct instruction via Zoom for <b>White Day</b> classes (4 sessions total)</li> <li>Attendance taken for Zoom sessions</li> </ul> <p><u>P.M. Session:</u> Teachers have virtual "office hours" to provide support as needed</p>
<p><b>Wednesday</b> <i>(On-Site for ALL)</i></p>	<p><u>A.M. Cohort:</u></p> <ul style="list-style-type: none"> <li>7:30-10:30 A.M.</li> <li>*Students with last names A-L</li> </ul> <p><u>P.M. Cohort:</u></p> <ul style="list-style-type: none"> <li>11:45 A.M. – 2:45 P.M.</li> <li>*Students with last names M-Z</li> </ul> <p>*Note: Individual exceptions can be made to cohort assignments as deemed necessary.</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> <li>District transportation will be available</li> <li>Pre-packaged lunch will be available</li> <li>Students report to seminar to work on Individual Plan of Study, Social-Emotional Learning, progress checks, and work time for the week's assignments</li> <li>SPECIAL EDUCATION students will be assigned to case manager's seminar for support</li> <li>Attendance taken</li> <li>To avoid excessive transitions and transmission risk, students will remain with their seminar cohort for the entirety of their ½ day session</li> </ul> <p>Students will be dismissed in a staggered manner; bus riders will be dismissed first, and drivers and car riders will be dismissed afterward</p>
<p><b>Thursday</b> <i>(On-Site for SOME)</i></p>	<p><u>A.M. Session:</u></p> <ul style="list-style-type: none"> <li>30 minute sessions of direct instruction via Zoom for <b>Purple Day</b> classes (4 sessions total)</li> <li>Attendance taken for Zoom sessions</li> </ul> <p><u>P.M. On Site Session:</u></p> <ul style="list-style-type: none"> <li>11:45 A.M. – 2:45 P.M.</li> </ul> <p><b>Made available to:</b></p> <ul style="list-style-type: none"> <li>Students receiving special education services</li> <li>Students receiving ESOL (ENGLISH TO SPEAKERS OF OTHER LANGUAGES) services</li> <li>At-risk students</li> <li>Any student by parent request</li> </ul> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> <li>District transportation will be available</li> <li>Pre-packaged lunch will be available</li> <li>Students will report to seminar to work on assigned work in a supervised setting.</li> <li>Rosters will be established so teachers know who needs to report</li> <li>Attendance taken</li> <li>Students may travel with passes to see teachers for assistance</li> <li>SPECIAL EDUCATION students will be assigned to case manager's seminar for support</li> <li>ESOL (ENGLISH TO SPEAKERS OF OTHER LANGUAGES) students will report to ESOL</li> </ul>

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<b>FRIDAY</b> <i>(Remote Learning)</i>	teacher for support and instruction
	<u>A.M. Session:</u> <ul style="list-style-type: none"> <li>Students work online from home</li> <li>30-minute sessions of direct instruction via Zoom for <b>White Day</b> classes (4 sessions total)</li> <li>Attendance taken for Zoom sessions</li> </ul>
	<u>P.M. Session:</u> <ul style="list-style-type: none"> <li>Teachers have virtual "office hours" to provide support as needed</li> <li>Department PLC meetings</li> <li>Teacher plan time</li> </ul>
	<u>Additional Notes:</u> <ul style="list-style-type: none"> <li>Deep clean of facilities</li> </ul>

### Pre-K Through 12<sup>th</sup> Grade

- Lunch will be delivered to classrooms. We want as little transitioning as possible.
- Pre-K through 12<sup>th</sup> grade Special Education students in center-based classrooms will follow the 4 day a week model to meet all of their minutes. Case managers will contact families with their assigned locations.
- For students receiving ESOL (ENGLISH TO SPEAKERS OF OTHER LANGUAGES) services in grade Pre-K-12, an individualized plan that could include both on-site or remote instruction will be developed. Individual school buildings will contact families with final plans.
- Enrollment and finalizing choice of hybrid or remote will open July 28<sup>th</sup> and run through August 4<sup>th</sup>.**
- After August 4<sup>th</sup>, we will finalize the cohort groups Pre-K-12 and notify parents of their assignments.

### **Remote Learning (See Remote Learning Guidelines beginning on page 31)**

- All students will work online through Edgenuity and Canvas
- All students will have DAILY contact with at least one teacher
- SEL lessons will be required
- Students will be held accountable for finishing all coursework to earn a passing grade
- Per the Kansas State Department of Education, all students working virtually will have a daily form in which parents will need to sign and electronically submit to the schools stating the students was involved in learning activities for at least 6 hours a day. More specific details will be coming from principals regarding the form and the process.

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## ON-SITE HYBRID 50% LEARNING ENVIRONMENT GUIDELINES

### **Public Health and Safety**

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

Schools are an essential part of the communities where they are located and have a significant impact on the health and well-being not only of the students but also school staff, parents, and the broader community. There are many simple actions (e.g. social distancing, hand washing, staying home when sick, disinfecting frequently touched surfaces and wearing barrier masks) that can reduce the risk of COVID-19 exposure and spread during the school day as well as at school-sponsored activities.

All Piper School District families, students, and guests will practice behaviors that reduce the spread of the virus within the learning environment or throughout the district and building grounds and facilities. These practices include:

- Personal daily health assessment prior to entering the school environment.
- Frequent handwashing. Hand sanitation may occur with soap and water or use of personal or school-provided hand sanitizer.
- Wearing of masks/face coverings and utilization of any other PPE.
- Adherence to social distancing guidelines.
- Consideration of the use of space and materials.
- Cover coughs and sneezes within tissues or the elbows. Tissues should be disposed of immediately and hands washed for at least 20 seconds.
- Students should not share cubbies or baskets; lockers will not be utilized
- Physical contact such as high-fives, shaking hands, or hugging should be avoided.

### **Exclusion from School**

Students and employees exhibiting symptoms of COVID-19 without other obvious explanations, are prohibited from coming to school, and if they do come to school, they will be sent home immediately. Parents and school staff should be familiar with the symptoms of COVID-19 based on WCHD/KDHE guidance. Parents and

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

The current known symptoms are:

- Fever (100.0 or higher)
- Chills
- Rigors
- Muscle or body aches
- Fatigue
- Headache
- Sore throat
- Lower respiratory illness (cough, shortness of breath or difficulty breathing)
- New loss of taste or smell
- Diarrhea

### ***Temperature and Symptom Screening***

Staff members and students will be screened daily with a temperature check

### ***Medical Inquiries***

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

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

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

A person is considered a case of COVID-19 disease if they have tested positive for the SARS- CoV-2 virus by a diagnostic test (PCR or antigen). Based on what we currently know, a case is considered infectious 2 days prior to the onset of symptoms

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through at least 10 days after the onset of symptoms and 72 hours fever free without use of anti-pyretic medications (i.e. Tylenol or Ibuprofen).

For cases that do not have symptoms, the infectious period is considered as 2 days prior to the date the sample was collected. Cases must remain in isolation until they have met the criteria for release from isolation set by WCHD/KDHE.

### **Defining a Close Contact**

According to WCHD, a person is considered a close contact if they are exposed to a positive case within 6 feet for 10 minutes or more. Close contacts must remain in quarantine until they have met the criteria for release from quarantine set by WCHD/KDHE.

### **Return to School After Exclusion**

Once a student or employee is excluded from the school environment, they may return if they satisfy the recommendations of KDHE or WCHD.

- **Untested** - Persons who have not received a test proving or disproving the presence of COVID-19 but experience symptoms may return if the following conditions are met:
  - 10 calendar days have passed since the onset of symptoms AND
  - Fever free for 72 hours without the use of fever-reducing medicine
  - Improvement of other symptoms (cough, shortness of breath are improved)
- **Tested and Awaiting Results** - Persons who are suspected of having COVID-19 and are awaiting test results should be isolated at home until test results are received. Upon notification of test results, the staff member or student should contact their supervisor or the school nurse (students).
- **Positive Test Results** - Symptomatic individuals may return when the following conditions are met:
  - 10 calendar days have passed since symptoms first appeared AND
  - Fever free for 72 hours without use of fever-reducing medicine

Asymptomatic individuals may return when the following conditions are met:

- 10 calendar days have passed since the date the test sample was collected
- Symptoms have not developed
- If symptoms developed during the 10-day period of isolation, then the above criteria for symptomatic individuals should be followed and adhere to a timeline of 10 days from the first day of onset of symptoms



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- **Known Exposure to a COVID-19 case or travel from a location on the list** - People who are identified as close contacts of a COVID-19 case or who have traveled from a location on the KDHE Travel-Related Quarantine List must be quarantined for 14 days and will not be allowed to enter the school environment. A negative test result within the 14-day quarantine does not allow the individual to return earlier than the 14 day out requirement.
- **No known exposure to COVID-19 individual or travel-related exposure** - Students or staff who have not been identified as a close contact to a COVID-19 case and have not traveled from a location on the KDHE list may return to school/work.
- **Other Students and Employees in the Household** - If a student or staff member is excluded from school because of a positive COVID-19 test result, other students or employees living within the same household are considered a close contact and will be excluded mandatorily for a 14-day quarantine period which begins after the date of their last know exposure to the case. If the household contact continues to live in the same household as the case while in isolation, the 14-day quarantine period for household contacts is to begin once the case is released from isolation as identified by public health.
- **Travel-Related Quarantine** - If a student or employee has recently traveled from a location on the KDHE Travel-Related Quarantine List the student or employee is subject to a mandatory 14-day quarantine starting from the day after they return to Kansas.

### **School Response to Student or Employee in Isolation or Quarantine**

As soon as the school becomes aware of a student or employee that has been diagnosed with COVID-19 disease, the custodial staff will be informed so that all desks and workspaces of the person are thoroughly disinfected. If the school is not open when notification occurs, the custodial staff will wait 24 hours or as long as possible prior to disinfecting and instead will block off the area so that others do not have contact. However, if that is not possible or school is in session, the cleaning will occur immediately.

School staff will immediately begin compiling a list of close contacts, including names, email addresses, and phone numbers. Consider the 2 days prior to when the case started having symptoms, or if the case was asymptomatic the 2 days prior to the date the sample was collected. Identify anyone who would have been within 6 feet for 10 minutes or more or would have had direct contact with secretions. With

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WCHD guidance, guardians of students who have been identified as close contacts and any staff identified as close contacts should be informed immediately without sharing the individual's name who tested positive. Close contacts must start a 14-day mandatory quarantine period starting from the day after the last contact with the case. The list of close contacts should be shared with the WCHD for follow-up during the quarantine period.

### ***Separation While in School***

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

### ***Care Rooms for Students with Physical Needs***

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

### ***Confirmed Case of COVID-19 In the School Building***

When a person is confirmed to have been in a school building while being positive for COVID-19, the school may remain open. Spaces that were known to be occupied by the person will be sanitized.

The school will work with the local health department to assess for close contacts within students and staff and inform those who are exposed that they must start a mandatory 14-day quarantine period.

The school will contact parents/students and employees and notify them that a person who tested positive for COVID-19 was in the building and encourage cooperation with the school and the local health department during contact tracing. The individual who tested positive will not be identified in communications to the school community at large.

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## ARRIVAL

Procedure for arrival at each school level will be designed to encourage social distance and discourage social gatherings.

**Early Childhood/Pre-K** - Early Childhood/Pre-K students will proceed directly to their classrooms, escorted by classroom staff. Alternate entrance/exit locations may be utilized per building schedule.

**Elementary School (ES)** - Students will arrive as walkers, car riders, or bus riders. Students will proceed directly to their classrooms after having their temperatures checked. Upon arrival in the classroom, students will be provided an activity to complete. Individual schools will provide their staggered start schedule.

**MS & HS** - Students will arrive as walkers, car riders, or bus riders. Individual schools will provide their staggered start schedule. Upon arrival, after having their temperatures checked, students will enter the school building and progress to an assigned location in the building.

Students are invited to be on school campus only on their scheduled school days and during school hours. Students would be present on campus before or after school hours when scheduled or invited to be present by an administrator, coach, sponsor, or teacher.

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## CLASSROOM SPACES

### **Instructional Programing**

- Practice and prepare to model proper hygiene practices such as handwashing, using hand sanitizer, and social distancing techniques, including alternatives to handshakes.
- Post signage in classrooms, hallways, and entrances to communicate how to reduce the spread of COVID-19.
- Practice and prepare to model the proper wearing and disposal of personal protective equipment (PPE), including masks.
- Devote time at the beginning of the school year to develop positive relationships with students. Focus on social and emotional learning activities that includes trauma screening and supports to help students and adults deal with grief, loss, etc.
- Provide Social and Emotional supports and integrate them into students' regular learning opportunities.
- Assess students' capacity and readiness to learn and address gaps from previous year prior to focusing on academics and classroom plans.
- Social distance as possible by increasing space between students during in-person instruction. (There will be times that it will be necessary to provide close individual contact to provide comfort, private discipline, or personal instruction.) PPE including masks will always be worn by staff and students.
- Extra furniture will be removed from the classroom to increase the space available to provide distance between students.
- As much as possible, furnishing with fabric and other hard to clean coverings will be removed from the classroom.
- Arrange student furniture to have all students face in the same direction.
- Assign seats and require students to remain seated in the classroom.
- Utilize outdoor spaces as appropriate.
- No Field Trips

### **Social Distancing**

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

### **Instructional Materials**

- All students should have their own supplies.
- Avoid sharing of materials.
- If sharing is unavoidable, sanitize between each use.
- All supplies, including instruments, art supplies, tools, etc. should be cleaned and

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sanitized daily.

### **Small and Support Groups**

- Teachers travel to classes/groups

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

- Reinforce other healthy practices, including frequent handwashing, avoiding touching mouth, nose, and eyes as much as possible, and as much social/physical distancing as is practicable.
- Information specific to individual classrooms and students will be developed at the building level and communicated to families.

### **Classroom Visitors**

- No visitors or volunteers for classrooms.

### **Attendance Standards**

#### General Guidance

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

### **Discipline**

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

### **Emergency Safety Interventions (ESI)**

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

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## COMMON SPACES

### **Promoting Behaviors that Reduce Spread in Common Spaces**

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

### **Maintaining Healthy Environments in Common Spaces**

#### Cleaning and Disinfection

- Clean and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) within common spaces at least daily or between use as much as possible.
- Restrict usage of toys, resources, and equipment with soft surfaces that cannot be easily disinfected.

#### Shared Objects

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

#### Modified Layouts

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

#### Physical Barriers and Guides

- Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least 6 feet apart in lines and at other

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times (e.g. guides for creating “one-way routes” in hallways).

- Designate single entrance points and exit points.

### **Maintaining Healthy Operations**

#### Gatherings of staff and students

- Students and staff will be in cohort groups in classrooms and should not come together in common spaces.
- Pursue virtual group events, gatherings, or meetings, if possible,
- Pursue virtual activities and events in lieu of student assemblies, special performances, school-wide parent meetings, and spirit nights, as possible.
- No rental of any indoor facilities or gymnasiums

#### Visitors

- No visitors
- Use virtual options for guest speakers.

#### Parents

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

#### Staggered Scheduling

- Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.

#### Staff Training

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

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### TRANSITIONS

With the prevalence of COVID-19 in the community, students should travel between locations as little as possible. When traveling, procedures to decrease interaction between students will be utilized. Traveling in groups should only occur with cohort groups.

#### **Arrival and Dismissal**

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

#### **One-Way Traffic**

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

#### **Adhere to Social Distancing**

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

#### **Front-Facing**

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

#### **Lockers**

- Lockers will not be utilized and assigned to student

#### **Use outside spaces as possible**

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

#### **Restrooms**

- It is recommended that students use restrooms during instructional time to reduce the number of interactions in the hallway. Bathroom breaks will be scheduled by cohorts; then cleaning in-between cohort bathroom breaks.



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### ***Movement Between Buildings***

- Minimize staff members traveling between buildings to provide student services.
- Record dates and times when itinerate staff work with specific students.
- Record dates, times and locations for staff members working in multiple buildings (i.e. administrative and maintenance staff)

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## HEALTH OFFICE

### **Supplies & Equipment**

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

- Non-Latex gloves
- Thermometers
- No-touch model
- Contact thermometers must be cleaned with new alcohol wipe between individuals
  - Alcohol wipes
  - Face-Coverings/Masks
- Surgical masks are available for:
  - Health room staff
  - Any employee working with a medically fragile child
  - Any person exhibiting symptoms
  - A surgical mask plus face shield could be used during an interaction with students/staff that will likely cause increased exposure to respiratory droplets.
- Gowns
- Eye Protection
- No-touch trash cans
- Soap
- Hand Sanitizer
  - Should not be used in lieu of handwashing unless soap and water are not readily available
- Tissues

### **Nurse Office Management**

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

- Individuals with a fever should be isolated
- Space will need frequent cleaning, sanitizing, disinfecting
- Individuals with COVID-19 symptoms should wait in the designated quarantine space until they can return home or to a health facility
- Use physical barriers such as a plastic/Plexiglas barrier to maintain physical distancing in high-frequency areas
- Triage first aid/evaluate valid office visit and nurse interventions.
- Prepare lists of medical/dental resources to share with families.
- Prepare to provide daily health reports to the superintendent or central office.

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- Communicate with state and local health departments.
- Verify where staff and students can be tested for COVID-19.
- Obtain current information and tools that help student, families and staff self-screen for COVID-19 illness.
- Notify the health department when student or staff absences exceed predetermined threshold

### **Confirmed Person with COVID-19 in Building**

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

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

### **Students with Chronic Conditions**

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

- Examine the care of students with respiratory illnesses and the administration of nebulizer treatments or suctioning.
- Revise medication schedules to minimize the number of students in the nurse's office at one time.

### **Protecting Vulnerable Populations**

- Protect and support staff and students who are at higher risk for severe illness
- Provide remote learning option or other options that minimize exposure risks
- Staff working directly with students with chronic conditions may be asked to wear barrier masks or PPE.

### **Responding to General Emergencies**

- Establish safe distancing protocols for fire drills, evacuation, and shelter in place
- Identify crisis teams and response protocols to assist with the following:
  - Illness and/or injury emergencies
  - Behavioral and emotional emergencies
  - Follow mandatory child abuse reporting process

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### **Educate**

Staff and students who are sick to stay at home. We will reinforce healthy habits, such as:

- Hand washing/hand sanitizer use
- Cover cough/sneeze
- Cleaning frequently touched objects
- Reminders to keep hands away from the face
- Use of protective equipment
- Masks, gloves, and other equipment if appropriate
- Safe physical distancing practices when practicable (6-feet)
- Limit sharing supplies, food, drink, utensils
- Triage first aid/evaluate valid office visits and nurse interventions
- Self-check/self-evaluation protocol
- Post signs on how to mitigate the spread of illness

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## EXTRA & CO-CURRICULAR ACTIVITIES

The Piper School District staff and students will follow guidelines from the Kansas State High School Activities Association (KSHSAA), Kansas Department of Health and Environment (KDHE), and the Centers for Disease Control and Prevention (CDC). Coaches/sponsors will be required to provide written plans to their athletic/activity building administrators about how their activity/sport will adhere to safety guidelines. Protocols regarding COVID-19 will be strictly followed while maintaining student and staff confidentiality.

**Note: Final determinations regarding activities and athletics are currently pending as the district awaits further guidance from KSHSAA.**

- Follow all safety and prevention protocols practiced in school.
- Anyone involved in a school activity should screen daily for COVID-19 signs and symptoms. Screening would include a temperature check to take place prior to arriving at practice.
- Engage in individual work to maintain 6 feet of distance as possible.
- Limit the length of time athletes are face-to-face as much as possible.
- Maintain at least 6 feet of distancing when not engaged in activities.
- Non-participants wear a mask/face covering when indoors or when situations where physical distancing cannot be maintained. Limit the number of times athletes are face-to-face as much as possible.
- Consider smaller group practices or stagger the number of students present at a time.
- Avoid/limit shared equipment/gear.
- Locker rooms should not be overcrowded. Consider smaller groups or staggered use. Prioritize the necessity of use.

### **Competition and Travel Considerations:**

- When travel is allowed, competition will be considered and planned accordingly.
- An open line of communication will be maintained between school administration, coaches, sponsors, and medical personnel which includes but is not limited to athletic trainers, school nurses, and doctors.
- Schools competing against one another will need to be willing to share information regarding potential positive cases and exposures.
- When travel is allowed, it should be limited when possible and there will be no travel to states that are listed on the KDHE Travel & Exposure Related Isolation/Quarantine website.
- Social distancing should be maintained when possible during travel.

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- Masks should be worn during travel.
- Overnight stays will not be allowed at this time but will be reassessed and communicated

### ***Spectator/Audience Recommendations***

#### Audience Considerations

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

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## FACILITIES

Custodial and maintenance practices are important parts of maintaining a healthy school environment. The Piper School District has always had clean, well-maintained facilities. The following guidelines are in addition to the normal USD 203 practices.

### **Cleaning, Sanitizing, and Housekeeping Protocols**

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

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

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

### **Training**

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

- Review training procedure for newly hired custodial staff.
- Train all staff on new procedures and protocols.

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- Retraining/recertify returning staff as needed.
- Refresher training is prudent to ensure that all of the procedures are being followed thoroughly and effectively.
- Any non-custodial staff that has responsibility for cleaning and disinfecting should be properly trained before performing new duties.

### **Storage**

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

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

### **Building Recommendations and Considerations**

#### Hand sanitizer

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

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

#### Drinking Fountains

- Drinking fountains will only be used to fill water bottles and disposable cups; no drinking directly from the water fountain; we will turn off this feature

#### Lockers

- Lockers will not be utilized or assigned to students



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

#### Playground equipment

- Exterior playground equipment may be used.
- Students will wear barrier masks when using playground equipment when social distancing cannot be practiced.
- The CDC suggests that “it is impractical and an inefficient use of resources to spray disinfectants on outdoor areas”.
- Students should wash hands or use hand sanitizer immediately following the use of the equipment.
- Alternate recess times to minimize the number of students from different groups using the same spaces at the same time.
- To minimize the use of playground equipment, encourage the use of other outdoor and natural spaces.

### **Building Access to Outside Groups or Individuals**

#### School Facility Rentals

- In order to have the time needed to thoroughly clean and sanitize school facilities of student and staff use, indoor facilities will not be made available to the community at this time.

#### Outside Contractors and Vendors

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

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

#### Construction Sites

- Most construction projects that occur while school is in session are typically separated from students even if they are occurring in the same building.
- Interaction between students and staff and construction workers should be minimized.
- Specific expectations for behaviors and preventive measures should be addressed with on-site supervisors before students are in the building.
- Contractors should be expected to abide by current CDC and/or OSHA recommendations for the construction site.

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### FOOD SERVICE

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

**Per guidance of Wyandotte County Health Department, lunch should be served and eaten in the cohort classroom to avoid unnecessary transitions and contact areas. A “cohort” or class should stay together but be isolated from all other cohorts of children.**

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

#### **Meal Service Considerations**

- Menu items will be limited; emphasis on grab-and-go packaged meals

#### **Point of Sale Considerations**

- All meals will need to be charged based upon student eligibility status.

#### **Cleaning & Sanitizing Consideration**

- Sanitize cookware, plates, cups, cutlery and food preparation service areas regularly and plan for distribution that minimizes handling.
- Sanitize desk or table surfaces before and after eating
- Sanitize all high touch point services frequently.

#### **On-Site Dining**

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

- Eat outside as weather allows.
- Assign seating for contact tracing.
- Maximize the distance between students while eating.
- Arrange seating to reduce students facing each other.
- Provide separate location for high risk students upon request.
- Ensure appropriate number of trash cans available in each location.
- Meal items will be pre-packaged and put into paper sack to allow for easy transport.
- Sticky items (i.e. syrup) will not be allowed in classrooms.

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### **Hybrid and Remote Learning Environments**

- Students will need to order school lunches to receive meals whether they are participating in the hybrid or remote learning model.
- Remote students who order lunches will need to pick up meals for days not physically at school. Students will be charged according to their benefit status. (Free and Reduced or Full Price meals.)
- Building principals will communicate the details of the food ordering and pick up plan.

### **Food and Personnel Safety**

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

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

### **Food Vendor Considerations**

Protocols for food vendors delivering product to schools.

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

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### TRANSPORTATION

Due to the inability to maintain social distancing on school district vehicles, several changes will be required for both bus operations and student riders. The following are regulations and protocols are necessary for transporting students in school buses, activity buses and school passenger vehicles. If group size restrictions are mandated for school buses, these regulations will be further modified. **Parents who can transport their own children to school are urged to do so.**

#### **Sanitation**

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

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

#### **Students**

- Masks are required.
- Assigned seating for students on all routes.
- Maximum space between students should be maintained based on the number of riders and capacity. Individuals from the same household will be seated together.
- When possible, open the windows while transporting students to improve air circulation.
- Minimize Loading times by prestaging students for bus transportation home.
- If possible, transport medically fragile students in a separate vehicle.

#### **Bus Stops**

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

#### **Drivers**

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

#### **Activities and Athletics**

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

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long trips to competition.

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## REMOTE LEARNING ENVIRONMENT GUIDELINES

These guidelines are centered around the best student experience possible. Expectations for remote learning are aligned with these goals for student learning and maximizing the opportunities presented in the online format.

### **Definitions: Remote v. Blended**

For the purposes of this playbook, the term “**Remote Learning**” refers to the situation in which teachers teach and students learn in an online format. Families will have the option to select to participate in “**Remote Learning**” in which students’ educational experience is online as a choice or need.

**Blended learning** can happen in any format--in-person or online; the term describes an instructional approach rather than a mode of delivery. To blend learning means leveraging digital tools to enhance teaching and learning. It is the strategic mix of human and technological resources to achieve greater success.

### **Abbreviation Guide:**

ES=Elementary School

MS=Middle School

HS=High School

### **Three Focus Areas**

LEARNING EXPERIENCES

SEL & CLASS CULTURE

COMMUNICATION

**In the remote learning environment there will be a focus on three areas related to teaching and learning:**

1. Comparable and personalized learning experiences
2. Rich social-emotional learning and positive class culture
3. Clear and consistent communication

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### **Equitable & Personalized Learning Experiences**

Learning in the remote environment will be comparable to learning in a blended or on-site model. While activities and strategies will vary, students; all students, regardless of learning format, will have relevant, student-centered and personalized learning experiences.



#### **STUDENT LEARNING GOAL**

Students will experience the full district curriculum to the extent possible. When necessary, priority standards will be emphasized so that students are prepared for the next grade level or course in the sequence.

#### **EXPECTATIONS FOR TEACHERS**

- Teachers will teach the district curriculum as written utilizing Edgenuity and follow the approved scope and sequence of a course.
- Teachers will identify and communicate the focus standards of their instruction for each unit of study.
- Learning activities will be comparable in scope, rigor and time to the same in-person course.
- Teachers will participate in professional learning and PLCs with teachers of the same in-person courses.



#### **STUDENT LEARNING GOAL**

Students will engage in live/synchronous, direct instruction from their teacher in addition to asynchronous classwork.

#### **EXPECTATIONS FOR TEACHERS**

- (MS/HS) Teachers will facilitate live/synchronous learning activities a minimum of 60 minutes and a maximum of 120 minutes per week per course in addition to asynchronous classwork.
  - Synchronous activities are live sessions in which the teacher facilitates learning in real-time via an online video conferencing platform, like Zoom. Synchronous learning does not automatically equate to a lecture. Teachers can facilitate small group instruction, collaborative group work and other student-to-student interaction.
- (ES Core) Teachers will facilitate live/synchronous learning activities a minimum of 60 minutes per day per student. Small-group literacy instruction must be part of these sessions. Teachers will most likely spend more than 60 minutes per day conducting live/synchronous instruction due to the need for small group instruction.
- (ES Specials) Teachers may facilitate live/synchronous learning activities at a maximum of 20 minutes per week per student. Specials teachers should have weekly contact with their students through email, video conferencing and/or video.
- These live/synchronous sessions can be broken into smaller sessions.

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- Required live/synchronous class meetings should take place during normal school hours and according to the designated schedule.
- Teachers will use best practices for live/synchronous activities that take into consideration the learning goal, age of learners and student privacy.
- Teachers will hold a minimum of 30 minutes of virtual office hours per day.



### STUDENT LEARNING GOAL

Students will have the opportunity to engage in learning activities that develop collaboration skills with peers.

### EXPECTATIONS FOR TEACHERS

- Within each unit of study, teachers will design opportunities for students to learn, practice and receive feedback on collaboration skills.
- Teachers will ensure that students have age-appropriate access and skills to use technology tools to collaborate digitally.



### STUDENT LEARNING GOAL

Students will receive quality feedback on their performance in a timely manner.

### EXPECTATIONS FOR TEACHERS

- Teachers will provide feedback on submitted work in a timely manner.
- Grades will be given at a frequency and level of impact that is comparable to in-person courses and in compliance with the Negotiated Agreement.
- Grading will not be interrupted by school building closures and will continue to be cumulative for all work--distance and in-person--for the grading period.
- Grades will be submitted following the normal grading period schedule.



### STUDENT LEARNING GOAL

Students will engage in an age-appropriate balance of digital and analog activities.

### EXPECTATIONS FOR TEACHERS

- Teachers will use an appropriate mix of analog and digital learning activities in their instruction.
- When digital tools are used, teachers will strive to create online activities that are interactive and/or adaptive, as possible.
- Teachers will clearly identify the tangible materials necessary for instruction and provide alternatives to students who lack access to those items.



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### STUDENT LEARNING GOAL

Students of all abilities will be able to access remote learning.

### EXPECTATIONS FOR TEACHERS

- Teachers will follow all accommodations or modifications as written in a student's IEP, 504, or intervention plan.
- Teachers will collaborate with support staff to make remote learning accessible for all.



### STUDENT LEARNING GOAL

Students will have personalized learning experiences.

### EXPECTATIONS FOR TEACHERS

- Teachers will use information about students, including academic performance data, to design instruction that is personalized.
- Teachers will use formative assessment strategies to drive instructional planning.
- Teachers will use interactive/adaptive tools to enhance the personalized learning experience.



### STUDENT LEARNING GOAL

The amount of time in which students will engage in school work will be comparable to their peers in an in-person environment.

### EXPECTATIONS FOR TEACHERS

- Teachers will design learning such that the activities take an equitable amount of time to in-person courses.
- Teachers will take attendance for live/synchronous sessions as prescribed using the required tool.

### **Rich Social-Emotional Learning & Positive Class Culture**

Students in a remote learning environment will continue to experience learning social-emotional skills embedded in their academic instruction. They should also experience a class culture that enhances learning and promotes positive relationships.



### STUDENT LEARNING GOAL

Students will develop social-emotional skills through explicit instruction on specific competencies.

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### EXPECTATIONS FOR TEACHERS

- Teachers will embed appropriate social-emotional competencies in academic instruction.
- Teachers will provide feedback on student performance on social-emotional learning.



### STUDENT LEARNING GOAL

Students will experience a positive class culture and develop quality relationships with peers and their teachers.

### EXPECTATIONS FOR TEACHERS

- Teachers will use routines, policies and procedures that produce a positive class culture.
- Teachers will explicitly plan for opportunities for students to develop quality relationships.
- Teachers will implement a proactive classroom management system.

### **Clear & Consistent Communication**

Quality communication strategies will enhance the remote learning experience for students, families and teachers.



### STUDENT LEARNING GOAL

Students and families will understand what to expect from the remote learning experience.

### EXPECTATIONS FOR TEACHERS

- Information about what to expect and how to engage in remote learning will be shared from a district level. Teachers will reinforce these messages.
- The district will develop a family training to assist parents/guardians in the transition to remote learning.



### STUDENT LEARNING GOAL

Students will have one platform, Canvas, where they will receive information, communicate with teachers and enter into learning experiences.

### EXPECTATIONS FOR TEACHERS

- Teachers will use Canvas as the platform for remote learning.
- Teachers will explicitly teach digital organization skills related to school.
- As age-appropriate, teachers will use the calendar in Canvas to assist with organizing student information and activities.
- Teachers will use Canvas announcements as the main conduit for global

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student and family communication.

- Third-party apps, websites and tools may be used. When possible, teachers should provide access/links to these resources from their Canvas courses.
- Accounts requiring personally identifiable student information should not be utilized without district consent.



### STUDENT LEARNING GOAL

Students will rely on a consistent cadence of information from their teacher(s).

### EXPECTATIONS FOR TEACHERS

- Because Piper School District is making devices available to all students there will not be any distribution of paper copies of lessons/activities. Exceptions will be made for accommodations within IEPs/504s/Student Intervention Plans.
- (ES) Teachers post assignments and meeting times by Friday 4 p.m. for the following week.
- (HS/MS) Posts weekly schedule by Monday 7:30 am. To the extent possible, provide information related to assignments, due dates, etc. Ensure an appropriate amount of time between assigning a task and its due date.

### **Synchronous Activity Schedules**

Synchronous activities will take place during normal, in-person class period times. Consult your building schedule and share this with your students. There will be no separate school schedules for times of remote learning.

Unless further direction is provided by a building administrator, the schedule of the instructional day should be adhered to with additional direction being provided to guide any clubs/activities/athletics that may occur during Remote learning.

### **Attendance Procedures**

Although attendance procedures are slightly different between the elementary and secondary levels, our district attendance and tardy policies will be followed and applied to remote learners just as if they were on-site. Parents should refer to the Building Student Handbook for specific attendance and tardy procedures.

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## SAMPLE ELEMENTARY REMOTE LEARNING SCHEDULE

Ⓢ = synchronous/live activity

### TEACHER SCHEDULE

### STUDENT SCHEDULE

<b>8:30-8:45</b>	All-Class Morning Meeting Ⓢ	All-Class Morning Meeting Ⓢ
<b>9:00-9:30</b>	Reading Group 1 Ⓢ	Reading Group 1 with teacher Ⓢ
<b>9:30-10:00</b>	Reading Group 2 Ⓢ	Reading station work <i>offline activity</i>
<b>10:00-10:30</b>	Reading Group 3 Ⓢ	Reading station work <i>teacher-recorded video and activity</i>
<b>10:30-11:00</b>	Individual student check-ins, follow-ups, support	Art (20 minutes)
<b>11:00--11:30</b>	Open office hour	Music (20 minutes)
<b>11:30 - 12:00</b>	LUNCH	LUNCH
<b>12:00-1:00</b>	Planning, assessing student work and providing feedback	Independent work time and play
<b>1:00-1:30</b>	Math Group 1 Ⓢ	Math Group 1 with teacher Ⓢ
<b>1:30-2:00</b>	Math Group 2 Ⓢ	Math work <i>offline activity</i>
<b>2:00-2:30</b>	Math Group 3 Ⓢ	Math work <i>teacher-recorded video and activity</i>
<b>2:30-3:00</b>	Individual student check-ins, follow-ups, support	Independent work time and play
<b>3:00-3:15</b>	All-Class Closing Circle Ⓢ	All-Class Closing Circle Ⓢ

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## SAMPLE SECONDARY REMOTE LEARNING SCHEDULE

### ***Monday and Wednesday - Purple Day Classes via Zoom***

P1: 8:00 - 9:00 A.M.

P2: 9:15 - 10:15 A.M.

P3: 10:30 - 11:30 A.M.

Lunch: 11:30 A.M. - 1:00 P.M.

P4: 1:00 P.M. - 2:00 P.M.

### ***Tuesday and Thursday - White Day Classes Via Zoom***

W1: 8:00 - 9:00 A.M.

W2: 9:15 - 10:15 A.M.

W3: 10:30 - 11:30 A.M.

Lunch: 11:30 A.M. - 1:00 P.M.

W4: 1:00 P.M. - 2:00 P.M.

### ***Friday - Seminar Check-in and Teacher Office Hours (Late Start)***

Seminar Check-In: 9:00 - 10:00 A.M.

Teacher Office Hours: 10:00 A.M. - 12:00 P.M.