



COWGILL R-VI SCHOOL DISTRICT

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COWGILL R-VI

School District

Pandemic

Reopening Guide

(Board Approved July 21, 2020)

**COWGILL R-VI School District
Pandemic Reopening Guide**

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**Note: The intent of this document is to create a template to guide our District in reopening schools and is not a "one size, fits all" document. The document provides examples of protocols the District could implement, if feasible, during a "phased-in approach" to bringing students and staff back to school. The material in the document is not required by law to be implemented and is evolving as new information and recommendations are issued by federal and state agencies. The District will work with our local health departments and local stakeholders to ensure that protocols align with the most current scientific knowledge and community expectations. It is also reasonable to expect that the protocols schools implement will change as the local conditions change.*

I. Overview- Re-entry Phases

The COWGILL R-VI School District will follow the Centers for Disease Control phases of operation, which are as follows-

Phase I (schools are not physically open):

- Vulnerable Individuals/High-Risk Populations (See definition below) should continue to shelter in place
- Members of these households with vulnerable individuals need to be assured before going into the public that they can maximize and maintain appropriate distancing
- Social distancing in groups less than 10
- Schools remain closed and implement distance learning

Phase II (schools are open under restrictions):

- Vulnerable individuals should continue to shelter in place
- Schools may reopen with appropriate protocols in place
- Consider students at risk of severe illness should consider implementing individual plans for distance/ e-learning
- Social distancing in groups less than 50 (reduce the frequency of large gatherings- assemblies and limit number of attendees per gathering; alter scheduling to reduce mixing of groups- keeping the same group of 50 together- stagger recess/ entry/dismissal/lunches)
- Consider regular health checks (ex. Temp, respiratory symptom screening) of students, staff and visitors if feasible
- Short term dismissals for school and extracurricular activities as needed for cleaning and contact tracing
- Physical distancing should be maintained as well as sanitizing protocols

Phase III (schools are open):

- Vulnerable individuals can go in public with maximized distancing
- Gather guidance from health care providers for staff and students with increased risk to see if they should return or what individual accommodations need to be made
- Minimize time in crowded areas for all
- Review attendance policies and protocols for students and staff
- Encourage personal protective measures among staff/ students (stay home while sick, handwashing, respiratory etiquette)
- Protocols for if a student or staff member becomes symptomatic at school
- Plans in place to transition to other phases based upon the level of community transmission or impact

II. Board Policy and Procedural Items

2020-2021 Calendar

Utilization of Alternative Methods of Instruction (AMI) when the school district is forced to be closed (when scheduled to be open) for more than one regularly scheduled day. This includes but is not limited to inclement weather, forced closure for a pandemic, epidemic, or other emergencies. Students will be expected to attend all AMI sessions and attendance will be recorded. All faculty will be expected to participate in the AMI format.

In the event of future closure, staggered start dates for seated schooling 2020-2021 School Year are as follows:

- September 14, 2020
- September 28, 2020
- October 12, 2020

*If school is unable to open on September 1, 2020, the District will initiate AMI on September 2nd. Equipment and materials will be distributed in the following manner:

- A distribution schedule will be sent by building to families to retrieve Chromebooks and other materials during the week on September 2, 2020.

Pandemic Task Force Members

The COWGILL R-VISchool District will create a Pandemic/Epidemic Task Force Team, which will analyze all available information and advise the District on the Phase of Operation (as discussed in Section I) needed for added safety measures, social distancing, and closure. The team will consist of the following individuals:

Chair- Superintendent
Member-Administrative Assistant
Member- Nurse
Member- County Health Official

Board of Education/Administration Meeting Schedule during Closure

The adopted Board of Education Meeting Schedule will continue during school closure. Additional meetings will be called, per district policy, as needed to discuss pertinent or time-sensitive. The Superintendent is expected to maintain frequent communication with the Board of Education.

Board of Education Meeting Format during Closure/Social Distancing

The Board of Education will adhere to all local, state, and/or national guidelines regarding social distancing and congregating during a pandemic/epidemic crisis. When possible, the Board of Education will meet in-person to conduct board business. If possible, the video streaming of the meeting will be offered. If the local, state, and/or national guidelines prevent meeting in person, the Board of Education will utilize an electronic means (e.g., Google Meets, Zoom, etc.) to conduct business. Also, the Board of Education will use electronic means to conduct special meetings of the Board of Education during a time of closure.

Alternate Command Structures

In the event the Superintendent of School is unable to perform his/her duties during a time of crisis, the assumption of his/her responsibility will be as follows:

1. Administrative Assistant

Alternative Methods of Instruction Plan

Virtual learning will be utilized as the Alternative Method of Instruction for the COWGILL R-VI School District (see Appendix A). All teachers will engage in the virtual learning process, and paraprofessionals will continue to support instruction in the virtual environment. The following guidelines will be utilized by district instructional staff:

- Teachers and/or collaborative teams will organize assignments on a common template provided by the District
 - Teachers are strongly encouraged to develop consistent expectations for the volume of assignments and communicate assignments in multiple disciplines to parents through a single common template to avoid the need to monitor multiple templates.
- Students will have a minimum of two days to complete assignments.
- If AMI is needed for an extended time period (more than three days), Fridays will be utilized as an intervention and support days, no new concepts or instruction will occur on Friday of each week.

- Assignments will be meaningful and linked to instructional standards.
- Virtual learning platforms (e.g. SeeSaw and Google Classroom) will be utilized to provide instruction.
 - The District will provide a list of approved online educational resources that teachers can utilize during the AMI structure.
 - The District will provide a parent brochure as well as online help resources on utilizing and accessing the approved platforms.
- Teachers will be expected to provide opportunities to communicate virtually with students on a routine basis and a building-level schedule will be designed to avoid overlapping of individual help sessions.

The following will be expected of students:

- Students are expected to attend virtual sessions and will be held accountable for assignments in the virtual environment.
- Students are encouraged to engage in help sessions and live sessions.
- Students are encouraged to contact teachers with specific learning issues utilizing approved district communication methods and report instances where their questions are left unanswered.

Parental recommendations:

- If your child is experiencing problems in the virtual environment, please contact his/her teacher. If the issues persist, please contact the building administrator.
- If you are experiencing issues managing multiple students in the virtual environment, please contact the District to discuss additional instructional support.

*Written packets are considered an acceptable Alternative Method of Instruction for students who do not have internet or devices to successfully participate in virtual learning.

Criteria for Moving to Alternative Methods of Instruction/Moving out of Alternative Methods of Instruction

Moving to AMI (Phase I and other instances causing extended closure)

1. Based on the advice (and preponderance of the evidence) of the COWGILL R-VI Task Force, County Health Officials, State Health Officials, the school district is asked to move to Phase I and close for more than one regularly scheduled school day, unless we are forced to move the school start date beyond September 1. If this occurs, AMI will start immediately upon closure of a regularly scheduled school day.
2. Due to inclement weather or natural disaster causing the inability to operate in the traditional school setting for more than one day. Unless damage has caused widespread utility and internet outage. If outages of utilities and internet are on a smaller scale

and/or in isolated areas, individual plans will be developed for students in the affected areas.

3. Other unforeseen emergencies causing disruption of physical schooling for more than one day, unless we are forced to move the school start date beyond September 1. If this occurs, AMI will start immediately upon closure of a regularly scheduled school day.
4. The final decision to close the District or remain open rests with the COWGILL R-VI School District or state-mandated closure.

Moving out of AMI

1. Based on the advice (and preponderance of evidence) of the COWGILL R-VI Task Force, County Health Officials, State Health Officials, the school district is able to move to Phase II or III.

III.

Academic

The following guidelines apply during a move to Phase I Operations or an emergency that causes the District to move to the Alternative Methods of Instruction (AMI) format.

Attendance

Regardless of the format (traditional or AMI), students are expected to attend classes and educational opportunities. School and district officials will work with students experiencing difficulty, but students must engage in the opportunities available to the maximum extent possible. Individual or family health emergencies and other crises will continue to be addressed through communication between school and families.

During traditional schooling, all school attendance guidelines remain in effect. A new state statute goes into effect beginning with the 2020-2021 school year that allows for the use of AMI days. Use of AMI on days that school is canceled means that districts do not have to add make-up days to the calendar. The Missouri Department of Elementary and Secondary Education has developed guidelines for the use of AMI days. Districts are required to ensure that students are learning on AMI days and districts are required to develop a method to track attendance on AMI days; students who do not meet the requirements are to be marked absent for the day.

Engagement in AMI will be evaluated through attending virtual sessions as described in the Engagement Expectations section below. Additionally, students will have two days to turn in assignments at the conclusion of AMI. Students who do not turn in the assignments within two days of the conclusion of AMI will be marked absent for the class that the work was assigned for.

Each day, buildings will report the number of students calling in sick to the Superintendent.

Virtual Engagement Expectations

Kindergarten-5th Grade Students

	Consistently	Usually	Sometimes	Rarely	Below
Participation	Student <u>consistently</u> offers opinions and answers. Students have a thoughtful answer (right or wrong) when engaged in live sessions.	Student <u>usually</u> offers opinions and answers. Students have a thoughtful answer (right or wrong) when engaged in live sessions.	Student <u>sometimes</u> offers opinions and answers. Students have a thoughtful answer (right or wrong) when engaged in live sessions.	Student <u>rarely</u> offers opinions and answers. Students have a thoughtful answer (right or wrong) when engaged in live sessions.	Student <u>ignores or interrupts</u> the speaker and does not ask questions or make comments at appropriate times.
Assignment Completion	Student is turning in 80%-100 % of work assigned.	Student is turning in 79%-60% of work assigned.	Student is turning in 59%-40% of work assigned.	Student is turning in 39%-10% of work assigned.	Student is turning in 9%-0% of work assigned.
Quality of Contributions	Comments are <u>consistently</u> relevant and reflect understanding of assigned text(s); previous remarks of other students and insights about assigned material	Comments are <u>usually</u> relevant and reflect understanding of assigned text(s); previous remarks of other students and insights about assigned material	Comments are <u>sometimes</u> relevant and reflect understanding of assigned text(s); previous remarks of other students and insights about assigned material	Comments are <u>rarely</u> relevant and reflect understanding of assigned text(s); previous remarks of other students and insights about assigned material	<u>No</u> contributions are made by the student.

Completion of Online Assessments	Students complete 100% of assigned online assessments	Students complete between 99% and 80% of online assessments	Students complete between 79% and 60% of online assessments	Students complete 59% or less of online assessments	Students completed 0 online assessments
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4th-8h Grade Students

Criteria	Meets Expectations	Does Not Meet Expectations
Course participation	Virtual- Student attends 80% or more of the virtual sessions offered.	Virtual- Student attends less than 80% of the virtual sessions offered.
Assignment Completion	Virtual- Student completes 80% or more of the assignments given in the virtual environment. Completion consists of a valid attempt to fulfill all aspects of the assignment with verification by the teacher.	Virtual- Student completes less than 80% of the assignments given in the virtual environment.
Participation in Academic Assistance or other virtual learning supports	Virtual- Student has attended a minimum of 80% of the online Academic Assistance opportunities provided by the instructor.	Virtual- Student attends less than 80% of the Academic Assistance opportunities provided.
Completion of online assessments	All online assessments and/or traditional assessments have been completed. Completion consists of a valid attempt to fulfill all aspects of the assignment with verification by the teacher.	All online assessments and/or traditional assessments are not completed. Completion consists of a valid attempt to fulfill all aspects of the assignment with verification by the teacher.

Make-up Opportunities

The following guidelines for the completion of missing work during the spring of 2020 will be utilized. In addition, these guidelines will be used during future closures if they extend through a designated grading period.

Kindergarten-5th Grade:

- In order to ensure student mastery on standards, students who fall below, rarely and sometimes category will receive an incomplete for the standard on the report card. Students who earn incomplete standards on the standards-based report card may be required to attend summer school as a condition of promotion to the next grade level.

6th-8th Grade:

Students who do not engage in the virtual learning environment or submit written materials assigned during the spring closure will have the following options:

- If a student did not engage in virtual learning or packet materials, he/she will attend summer school. During summer school the student will complete missing assignments to fulfill expectations in as many courses as possible. Any courses not completed during summer school will be carried over as an “Incomplete” for a semester.
- If a student does not attend summer school, he/she will be given an “Incomplete” on his/her coursework and he/she will have a semester to complete the required assignments.
- If a student does not completely work within one semester, he/she will receive a failing grade for the coursework and have the option to retake the semester during the traditional school day or in a virtual format.
- Individual cases of hardship will be reviewed by the building administrator and teacher teams.

Completing an “Incomplete” course during the upcoming semester:

- Middle School students who chose not to participate during the spring 2020 closure or take part in summer school offerings will have the fall semester of 2020 to complete missing assignments.
- The District will fund additional afterschool tutorials for these students to attend to receive assistance.

Lesson Plan Expectations

Due to the potential of transitioning quickly to a virtual environment, teachers will be expected to post weekly lesson plans for administrative review utilizing the district common template (see Appendix D). If the District is forced to move into the AMI format, templates will be posted for student and parental viewing. These templates include assignments in the regular classroom each day for a week, as well as alternate virtual assignments. In addition, whenever possible,

teachers are encouraged to work as teams to create common templates that decrease the number of templates parents must access to identify course requirements for students.

Special Services

1. All K-3rd grade special education teachers will utilize SeeSaw for the students on their caseload. For students who do not have online access, instructional materials must be available for parents to ensure that students are able to access the general ed. curriculum and work on IEP goals.
2. All 4th – 8thth grade special education teachers will utilize Google Classroom to push out instructional videos, assignments, announcements, and hold relevant discussions. For students who do not have online access, instructional materials must be available for parents to ensure that students are able to access the general ed. curriculum and work on IEP goals.
3. Related service providers will provide teletherapy to all of their students. If parents do not want teletherapy, materials will be sent to parents for students to continue working on their OT, PT, speech, and language goals.
4. IEP and evaluation meetings will be held virtually.
5. IEP teams may decide the most appropriate way to grade students during virtual learning in order to ensure FAPE.
6. 504 plans must be followed. Process Coordinators will work with general ed. teachers to ensure that accommodations and modifications continue during virtual learning.

Homebound

1. Attempts should be made by homebound teachers for homebound instruction to continue. All homebound instructions must be virtual or over the phone.

Academic Progress Teams

- Prior to the end of the current school year, teachers will meet to review progress in the completion of the district curriculum, as well as discussing student progress. In addition, in conjunction with the building administrator, teams will create lists of students who have not engaged in virtual or distance-learning, identify assignments for completion, and submit these to building administration for use in make-up opportunities (summer school and after school).
- Transition meetings will be scheduled by the Superintendent for special education students and other students receiving support through the special services office (EL, Gifted, etc.). These teams will work in conjunction with the Superintendent to identify and implement needed supports.

The following guidelines will be in place for new students entering the District and in Phase II and III or normal operations:

Enrollment

- Students may enroll but cannot attend until they have received all required immunizations per the Missouri School Immunization Requirements, unless covered under a legal exemption.
- When a student enrolls in the Cowgill R-VI School District the below questions will be asked:
 - The last place the student resided and the last date of residence at that location.
 - Any international or out of state travel within the last two months.
 - Has the student been quarantined or isolated within the past month?
 - Voluntary Question: Has the student or person living within the home tested positive for COVID-19 within the past month.
- All parents will be required to check and update emergency contact lists.

Teaching Healthy Habits/Social Distancing Guidelines

- The COWGILL R-VI Nursing Staff will create the below lessons for students at each grade level:
 - Hygiene behaviors (ex-washing hands- when and how; respiratory etiquette; not sharing utensils, food, bottles, etc.; wiping down areas after they're used)
 - Safety practices- include both social and physical distancing guidelines
 - Proper use of masks/ cloth masks and face coverings
 - Proper use of disinfectants: hand sanitizers, sprays, etc.

Lessons will be available to building principals and scheduled in back to school procedures for students dependent upon the current phase. Direction regarding mandatory lessons will be sent by the Superintendent before the first-day students report back to school.

Sample Elementary for Reduced Attendance in Restricted Environment (Phase III)

Elementary Hygiene/Sanitization

- Time for sanitizing will be scheduled by the classroom teacher and will occur every hour of the school day.
- Handwashing will occur frequently throughout the day.
- A student sneezing, coughing, etc. will be sent directly to the nurse's office for evaluation. The student area will be disinfected.
- All classrooms thoroughly cleaned following the school day utilizing the guidelines stipulated in the Physical Plant section of this document.

Elementary Attendance Schedule 2020-2021 School Year

- All staff report each day.
- .Every other Friday s will be used for PLCs, meetings, instructional planning, virtual lesson, classroom deep cleaning.
- Students will be taught to socially distance during recess times, but allowed to go outside.

Breakfast/Lunch in Restricted Environment

- Breakfast and Lunch will be served on a staggered schedule.

IV.

Communication

District Methods of Communication

TextCaster

Email

Facebook

Website

Radio and Television

Required Communication in District Handbooks (or by supplement)

The following items will be included in all student handbooks:

- Health protocol regarding when to report to the nurse's office
- Basic COVID-19 Information
- Clear direction on when to keep a student home
- Mandatory immunizations
- Resources to assist students with mental health and wellness
- How to locate and access community resources
- Distance learning procedures and expectations

Required Signage in Buildings

- The below signage for buildings will be posted upon return to school:
 - Hygiene behaviors (ex-washing hands- when and how; respiratory etiquette; not sharing utensils, food, bottles, etc.; wiping down areas after they're used)
 - Safety practices- include both social and physical distancing guidelines
 - Proper use of masks/ cloth masks and face coverings
 - Basic COVID 19 information
 - Direction on when to stay home/ keep a student home
 - Mandatory immunizations
 - Provide information on district exclusion rules on the District's webpage and in other communications.
- Training document for staff on:
 - Use of Personal Protective Equipment (PPE)
 - Social and Physical distancing
 - Hygiene Behaviors (washing hands/ respiratory etiquette)
 - Signs and Symptoms of COVID 19 and direction on when not to report to work

V.

Nursing/Health

Securing Appropriate Personal Protective Equipment

The Superintendent will coordinate with the district nurse to identify the number of masks, gowns, and gloves that will be necessary to appropriately protect employees and the stakeholders they interact with on a routine basis. When the number of products is identified, it will be the responsibility of the Superintendent to procure the necessary equipment. Appropriate inventory will be monitored at the building level by the school nurse, head custodian, and kitchen manager. Inventory needs will be sent to the Superintendent, who is responsible for maintaining appropriate inventory.

Phase I and II:

Required to Wear Personal Protective Equipment

School Nurse
Custodians
Food Service
Bus Drivers
Maintenance

Optional Wear Personal Protective Equipment

All other Staff
Students
Visitors

Phase III: Optional for all staff, students, and visitors

Staff Education

- **The nurse will provide the required training on the below items:**
- Hygiene behaviors and prevention techniques
- Symptoms of COVID-19
- Universal precautions when in contact with bodily fluids
- Safety practices- include both social and physical distancing guidelines. Proper use of masks/ cloth masks and face coverings
- Proper use of disinfectants (for staff use, not custodial/maintenance) focusing on the use of sprays in their rooms, hand sanitizers, etc.
- Protocol for referring students to the school nurse.

Screening Process for Employees, Visitors, and Students

Phase I- Food Service and Transportation.

Phase II- Food Service, Transportation, and anyone coming in direct contact with students. In ,random screenings of students will be done daily and any staff, student, and all visitors will be screened. Screening logs will be sent to the Superintendent daily.

Phase III- Any staff, student, or visitor displaying symptoms will be screened.

Any individual that is flagged during screening will follow isolation procedures as outlined in the Quarantine for ill students.

Symptoms of Coronavirus

Older adults and people who have severe underlying medical conditions like heart or lung disease or diabetes seem to be at higher risk for developing more serious complications from COVID-19 illness.

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness.

Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms or combinations of symptoms may have COVID-19:

- Cough, shortness of breath or difficulty breathing

Or at least two of these symptoms:

- Fever, Chills, Repeated shaking with chills, Muscle pain, Headache, Sore throat, New loss of taste or smell

Children have similar symptoms to adults and generally have mild illness.

*This list is not all-inclusive.

When to Seek Medical Attention:

If you see any of these **emergency warning signs*** for COVID-19 get **medical attention immediately**:

- Trouble breathing, Persistent pain or pressure in the chest, New confusion or inability to arouse, Bluish lips or face
- This list is not all-inclusive.

Call 911 if you have a medical emergency: Notify the operator that you have, or think you might have, COVID-19. If possible, put on a cloth face covering before medical help arrives.

PPE/hand hygiene: Appropriate PPE such as mask and gloves must be worn when caring for a student/staff with possible Covid-19. Clean hands often, before and after caring for a student/staff. Hands should be cleaned immediately after removing gloves and after contact with

an ill person, by washing hands with soap and water for 20 seconds. If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains at least 60% alcohol may be used. However, if hands are visibly dirty, always wash hands with soap and water.

Assessment of ill students/staff: Assess for symptoms listed above per CDC guidelines. If the assessment of body temperature is questionable, reassess temperature using an alternative thermometer. If fever is present or student/staff show possible symptoms of Covid-19 student/staff should be placed in designated isolation immediately. Parents should be called immediately to pick the student up as soon as possible. The parent will be asked to call the nurse's office upon their arrival at the facility. The student should be escorted to their vehicle by designated staff. A medical referral should be sent to each student. Designated staff will explain to guardians our current policy for when the student should be allowed to return to school. Individual cases will be monitored closely and the District will adhere to the guidance given from the local Health Department and the physician monitoring the student's care to determine their eligibility to return to school. Remember that schools are not expected to identify cases of COVID-19, but are responsible for referring those with symptoms and reporting those to the Caldwell County Health Department.

Procedures for referring students to school nurse:

When a student reports or staff member observes symptoms of COVID 19 then the staff member should call the nurse's office and report the student's symptoms prior to sending them to the nurse's office. The nurse will direct the staff member as to whether they should send the student to the nurse's office or await the nurse to come accompany the student to the isolation room.

Once in a confidential setting, the nurse will screen the student and ask the COVID-19 symptom questions:

If the student has a new onset or worsening cough or shortness of breath or difficulty breathing with no known cause then they will provide the student a mask and place them in the isolation room. The nurse will follow protocol for isolating the student, contacting parents/ guardians and sending the student home with a physician referral form.

If the student has any two or more of these symptoms: fever, chills, cough, repeated shaking with chills, difficulty breathing and/or shortness of breath, muscle pain, headache, sore throat, or new loss of taste or smell then the nurse will follow protocol for isolating the student, contacting parents/ guardians and sending the student home with a physician referral form. If the student presents a fever of 100 or higher then they will be excluded from school until they have been 72 hours fever free without the use of fever reducing medication.

Physical Distancing

The following physical distancing restrictions may be implemented:

- Limitation on the mixing of cohorts of students to the extent possible.
- Space students as far apart as possible. Six feet apart is best; when that's not possible, schools should make efforts to ensure a minimum of three feet of space between students.

- Placement of physical distancing markers and cues to remind and prompt students to remain distanced where lines assemble.
- Require hand hygiene before and after students move from one space to another within the building.

Isolation: Student/staff with concerning symptoms, particularly respiratory illness symptoms, should be asked to wear a mask when possible. A mask will be provided as needed. Isolation should immediately follow in the designated isolation room. Ill students/staff should be separated from others until they can be picked up or leave. Each building has identified a “sick/isolation room” which others do not regularly pass through. The “sick/isolation room” should be separated from areas used by well students/staff for routine health activities, such as taking daily medications. Staff in the “sick/isolation room” should be limited in numbers and should not be at high risk for severe illness if they become unwell. The door to the isolation room should remain open with all staff maintaining appropriate distancing.

Disinfecting: The nurse’s office and “sick/isolation room” should be disinfected between each use. All equipment used or possibly contaminated should be disinfected each time by the nurse or designated staff. Anything that the patient comes into contact with should be disinfected via disinfectant sprays and disinfecting wipes.

Social Distancing Plan

Social distancing is a way to prevent the spread of Coronavirus by limiting the number of people you are exposed to.

Phase I: No more than 10 people should be gathered in an area at one time maintaining a physical distance of six feet while together and a reduction of the mixing of the groups, meaning keeping the same 10 together.

Phase II: No more than 50 people should be gathered in an area at one time maintaining a physical distance of six feet while together and a reduction of the mixing of the groups, meaning keeping the same 50 together.

Phase III: Minimize time in crowded areas for all. Individual accommodations for those with increased risk will be made.

Frequent Reporting Guidelines

The nurse will follow their protocols for reporting to the Superintendent and County Health for students.

Administrative Assistant and the nurse will report staff displaying symptoms or absences due to illness to the Superintendent. The Superintendent will work with the Superintendent and local health department to determine when employees can report back to work.

Monitoring Staff/Student Illness

Staff absences will be reported to the Superintendent and kept in a spreadsheet to determine when employees can report back to work. Student absences will be monitored by the nurse. The nurse will follow their reporting protocol for students and report to the Superintendent and County Health.

All calls regarding student absences due to illness will be tracked by the nurse.

Vulnerable Populations and Guidelines

Vulnerable/ At-Risk Populations: Nurse will generate a list of students we know of that fall into these areas:

Populations vulnerable or at a higher risk for severe illness from COVID-19 as defined by the CDC:

- People 65 years and older
- People who live in a nursing home or long-term care facility
- People of all ages with underlying medical conditions, particularly if not well controlled, including:
 - People with chronic lung disease or moderate to severe asthma
 - People who have serious heart conditions
 - People who are immunocompromised
 - Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications
- People with severe obesity (body mass index [BMI] of 40 or higher)
- People with diabetes
- People with chronic kidney disease undergoing dialysis
- People with liver disease

An area separate from the nurse's office is necessary to care for students that need suctioning, tube feeding and nebulizers to minimize contact with potentially ill children.

- Ensure furniture and other surfaces can be easily disinfected.
- Ensure trash cans and other receptacles are no-touch.

Nurses will examine equipment such as thermometers to determine if adjustments need to be made to increase sterilization and minimize chances of reinfection or if new equipment is needed.

Prior to school, starting the nurse will notify all parents of students who are not immunized or have a legal exemption on file that the student will not be allowed to attend school until those immunizations have been completed or the first dose of an ongoing immunization is received. (See MDH immunization for school resources)

In addition, nurses will contact all parents with students on health plans and determine if they need to be revised to address minimizing infection.

The Superintendent will generate a list of vulnerable staff members for each site as reported by employees. A list of recommended accommodations per their health care provider will be included in this list.

VI. Physical Plant

Facilities

The following changes will be made to our buildings:

- Shut down water fountains and provide bottled water or install the refillable bottle fountains w/ some no-touch signage
- There will be restrictions on certain high traffic areas, or areas where students are more likely to interact in large groups.

Cleaning Schedule for Buildings

Building Cleaning Process Prior to Reopening

Prior to students being present, all buildings will be thoroughly cleaned inside and outside touch areas. Training will be provided to all staff on-site before cleaning tasks are designed. Training will include when to use PPE, what PPE is necessary, how to properly put it down, use and take off PPE, and how to properly dispose of PPE.

The District will also ensure we are committed to:

- Educate workers performing cleaning, laundry and trash pick up to recognize the symptoms of COVID-19.
- Provide instructions on what to do if they develop symptoms within 14 days after their last exposure to the virus.

Building Cleaning Process after Reopening

After each passing or transition period, buildings will be thoroughly cleaned and sanitized with emphasis on high touch areas;

- High touch surfaces: sneeze guards, seats, desks, railings, floors, mirrors, door handles, stairs, sinks, faucets, keyboards, desks, restroom facilities,

After each day building will be thoroughly sanitized to include;

- Soft surfaces: carpeted floor, rugs, and drapes.
- Building Entries: exterior rails, doors & windows, secure entry device.

Cleaning Schedule for Transportation

Transportation Cleaning Process Prior to Reopening

Prior to students being present and riding the school bus, all buses will be thoroughly cleaned inside and outside. Training will be provided to all staff on-site before cleaning tasks are designed. Training will include when to use PPE, what PPE is necessary, how to properly put it down, use and take off PPE, and how to properly dispose of PPE.

The District will also ensure we are committed to:

- Educate workers performing cleaning and laundry to recognize the symptoms of COVID-19.
- Provide instructions on what to do if they develop symptoms within 14 days after their last exposure to the virus.

Buses will be thoroughly cleaned and sanitized to include:

- Seats, railings, emergency exit handles and buttons, floor, entire driver area instrument panel, windows, mirrors, emergency equipment & kits, door handles, seat belts, bus exterior.

Transportation Cleaning Process after Reopening

After each bus run, all buses will be thoroughly cleaned and sanitized with emphasis on high touch areas;

- High touch surfaces; seats, railings, emergency exit handles and buttons, floor, entire driver area instrument panel, windows, mirror, door handles, seat belts

Cleaning Chemicals will include:

- Bleach solution for all surfaces.
- Window Cleaner for Windows.
- Clorox Wipes for all Surfaces.
- Portable UV-C Air & Surface Disinfection Lamp

Posting of Federal Leave Information

The Superintendent shall ensure all required federal leave information is posted in the appropriate location to include updated COVID-19 information.

Schedule for Appropriate Hygiene

Sufficient time will be built into all building schedules for handwashing and sanitization.

Professional Development Prior to Reopening

The Superintendent or his/her designee will ensure a professional development series for all staff will be conducted prior to reopening to include the following:

- Training on symptoms of COVID-19, prevention techniques, and LEA procedures relevant to the staff member to prevent and minimize exposure.
- Universal precautions when in contact with bodily fluids.
- Signs of mental health stress in co-workers and protocols.
- Signs of mental health stress in students and protocols.
- Training in trauma-informed practices.
- Mandated report obligations.
- Training on the suicide prevention policy.
- Training on the anti-bullying policy.
- Information on the economic impact of COVID-19 in the community and the families of the students (sensitivity training).
- How to identify deficits in learning and how to respond.
- Individual staff member's responsibilities if a shutdown occurs during the school year.
- Effective remote learning techniques.
- How to use the technology the District provides for effective remote learning.
- Cybersecurity.
- Maintaining professional boundaries with students and electronic communication.
- Train custodial staff on effective methods of cleaning and disinfecting work and play areas and the time schedules for cleaning.
- Crisis Response Training

Plan to Track Absences

Staff absences due to illness will be reported to the Superintendent. The Superintendent will maintain a spreadsheet to determine when employees can report back to work (see Report Back to Work Protocol).

The Superintendent will generate a list of vulnerable staff members for each site as reported by employees. A list of recommended accommodations per their health care provider will be included in this list.

Return to Work Protocol

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 the CDC. Currently those guidelines are:

1. **Untested.** Persons who have not received a test proving or disproving the presence of COVID 19 but experience symptoms may return if the following three conditions are met:

- A. They have not had a fever for at least 72 hours (that is three full days of no fever without the use of medicine that reduces fevers); and
- B. Other symptoms have improved (for example, when your cough or shortness of breath has improved); and
- C. At least ten (10) calendar days have passed since your symptoms first appeared.

2. **Tested.** Persons who experience symptoms and have been tested for COVID 19 may return to school if the following three conditions are met:

- A. a. They no longer have a fever (without the use of medicine that reduces fevers); and
- B. b. Other symptoms have improved (for example, when your cough or shortness of breath have improved); and
- C. c. They have received two negative tests in a row, at least 24 hours apart

3. **Tested with no symptoms.** Persons who have not had symptoms but test positive for COVID 19 may return when they have been gone ten (10) calendar days without symptoms and have been released by a healthcare provider.

Students may also return if they are approved to do so in writing by the student's health care provider.

Individual cases will be monitored closely and the District will adhere to the guidance given from the local Health Department and the physician monitoring the employee's care.

Welcoming Re-entry Process for Students and Staff

Building principals will develop re-engaging activities for staff upon the return to school. The District will provide an opportunity before school starts to get parents and students comfortable in the school building by hosting a Meet the Teacher Night or through a virtual format dependent upon the current phase

The Superintendent will work with the NWRPDC to develop a resource folder that includes student lessons and re-engagement activities for students K-8. The principal will be responsible for ensuring re-engagement activities occur one time per day for the first two weeks of school.

In addition, buildings will provide emotional closure for students. Examples of activities include: virtual assemblies, memory books, videos, phone calls, organized virtual social meets for students (this list is not all-inclusive).

Mental Health Implications and plans to respond

When schools reopen, students and staff, who are having trouble recovering from recent events will be referred to counseling resources by the nurse. The Superintendent will prepare and revise lists of professional mental health services, particularly those willing to provide services via telehealth. The Superintendent will contact law enforcement, juvenile office, and the Children's Division to ensure the District has the most recent information on active cases with enrolled students. The Superintendent will provide buildings with a parent/teacher referral for students that are displaying the below at-risk behavior:

- Cries often
- Sad/Withdrawn
- Worries/Anxious
- Anger outbursts
- Overt defiance
- Self-harm threats or behaviors
- Social isolation
- Suicidal talk/writings

The Superintendent and nurse will coordinate referrals to the appropriate stakeholders to assess and assist in the psychological and emotional recovery of staff and students.

In addition to required staff training Counselors will also be provided additional training on the below items:

- District Crisis Response Training
- Screening tool for students displaying at-risk behavior
- Process for referring to professional mental health services

IX.

Fiscal

Organize and maintain the inventory for Personal Protective Equipment across the school district- Executive Director of Operations

Ensure funding is allocated to purchase sufficient infrastructure and devices to support virtual learning- Chief Financial Officer/Superintendent.

Distance Learning Daily Assignments-4th through 8th

Building:	
Teacher:	Week:

Course			
Periods			
Day	Standard/Objective		
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Assignments Due			
Online Schedule			
Additional Notes			

Exchange of materials/ resources between schools:

- Location for material preparation should be cleaned and disinfected.
- Staff assisting with material preparation should be screened and symptom free, trained on infection control basics, social distancing, hand washing, and use of gloves/face masks if needed for preparation and delivery of materials.
- Paper documents can be placed in large envelopes that have a tie or use tape/labels to secure. Do not use envelopes that require moisture to secure.
- Plastics, including electronic devices should be disinfected according to manufacturer recommendations.
- If used, backpacks or cloth bags should be new or laundered.
- Materials should be prepared at least 24 hours in advance for paper materials and 72 hours in advance for plastic materials.
- For onsite pick up locations:
 - Use family drop off lanes outside at schools and have families display the student name upon arrival.
 - Create walking zones outside of school for in person pick up with tables to maintain 6 feet distance between staff and families. Use cones, chalk or tape to direct families and assist them in keeping the required distance apart.
 - Instruct families that have an ill family member not to attend. Families can notify the school and provide permission for a replacement such as a neighbor or friend.

● Returning materials from families back to school:

- Use family drop off lanes outside of schools and have families place the returned items in a bin with a teacher or grade level labeled on the bin for easy identification.
- Use return bins with wheels and lids to secure prior to moving into the school lobby or another central location.
- Create walking zones outside of school for in person pick up with tables to maintain 6 feet distance between staff and families. Use cones, chalk or tape to direct families and assist them in keeping the required distance apart.
- Instruct families that have an ill family member not to attend. Families can notify the school and provide permission for a replacement such as a neighbor or friend.
- Schedule pick-up times to spread out the number of people present at any given time to less than 10 persons.
- Clean and disinfect tables and other equipment used in the drop off.
- Allow materials to sit for 24 hours before they are accessed by staff if paper materials, and 72 hours for electronic devices.
- Staff should use gloves for moving the materials to an interior location.
- Staff should be trained on school procedures to clean and disinfect items meeting this requirement.

Cowgill Activities Department COVID-19 Return to Participation Guidelines and Recommendations

Cowgill R-VI Schools understands the mental and physical benefits associated with athletics and activity, while also acknowledging the need to keep student-athletes, coaches, and their families safe. This resource is intended to address the state-wide restrictions and guidelines provided by the CDC, the state Show Me Strong Recovery Plan, as well as the local health department.

Physical Education:

- Reorganize to allow for smaller classes and social distancing
- Schedule outdoor activities as much as possible with weather conditions being considered
- Manage social distancing when moving students to gymnasium
- Provide students with their own equipment for class/ prohibit equipment sharing
- Disinfect equipment between classes
- Individual equipment used (i.e. balls, jump ropes) could be separated by cohort to reduce the need for disinfecting between uses.
- Students disinfect hands in and out of PE class
- Utilize blended learning (technology platforms) for concepts and skills relating to each standard
- Teachers utilize technology to broadcast instruction due to increased social distancing (i.e. megaphone or microphone)
- Self- management- Individualized programs- multiple activity stations allowing for personal choice with personal recording (record keeping, personalized logs, goal setting, etc)
- Games and sport activities that require close guarding and potential contact with another player can be excluded. Provide lessons that include no contact activities and no or limited equipment (i.e. shadow tag, jumping rope, running, etc.)
- Workstation equipment set-up should consider strategies for social distancing throughout activity
- Teachers use controlled entrance and exits so students are not entering and exiting through the same door if possible.
- When possible reorganize to allow for 10-12 foot physical distancing rule for classes which require an increased heart rate, hence, deeper respiratory breathing.

Physical Activity/ Recess:

- Alternate recess to minimize the numbers of students on the playground, require social distancing and disinfect equipment between classes. Consider placing a part of the students in organized arts activities during recess time or providing outdoor activities like nature walks where social distancing can be observed.
- Keep groups together consistent, maintain the same groups daily restricting students to engaging with their primary cohorts to the extent possible.
- Individual equipment used (i.e. balls, jump ropes) could be separated by cohort to reduce the need for disinfecting between uses.
- Larger playground equipment that cannot be disinfected between uses should not be used until social distancing requirements can be eased.
- Classroom energizers/ mindful minutes can be done in the classroom where students stay at or near their assigned desks/ workstations.
- Provide regular breaks from the classroom for outdoor or hallway walking and movement activities.
- Teachers use controlled entrance and exits so students are not entering and exiting through the same door if possible.
- Have students wash hands immediately before and after outdoor playground time.
- Introduce games such as red light/ green light, obstacle courses based on activities rather than equipment, etc. to limit physical contact.
- Start walking clubs or dance competitions.

Music:

- Reorganize to allow for smaller classes and social distancing.
- Provide students with assigned seats and mark spots on the floor with stickers or dot spots.
- Teachers use controlled entrance and exits so students are not entering and exiting through the same door if possible.
- Students should be provided their own paper copy of music if necessary and should not share with others. Music can also be projected on a screen for all students to view or students can view music on their own device. (Teachers should purchase the correct amount of music in order to not violate copyright laws).
- Students disinfect hands in and out of the music classrooms.
- Avoid touching, choreography, singing/ playing in circles.
- Utilize blended learning (technology platforms) for concepts and skills relating to each standard.

Art:

- Tables/ desks should be arranged to accommodate social distancing requirements
- Schedule outdoor art if possible
- If visual art teachers are to travel from one room to another (art on a cart), it is recommended that the cart not enter the room, and that any supplies that enter the classroom stay unless they can be disinfected before entering the next classroom. Artwork will also remain in the students home classroom
- Consider lessons supporting the art curriculum that focus on presenting, responding and connecting to art rather than always creating
- Consider self-management/ individualized student lessons with multiple activity stations allowing for personal choice with no rotation between stations during class
- Utilize blended learning (technology platforms) for instruction of concepts and skills relating to each standard to avoid close contact during instruction, especially for demonstrations
- Consider digital art lessons (graphic design, photography, stylus drawing, etc.) to provide art-making experiences, especially if hands-on art-making is not possible
- Teachers should demonstrate proper hand washing and cleaning of tools, equipment and media so that students can properly clean shared items when appropriate
- If students need to share media/ tools/ equipment, students should wash or use hand sanitizer before entering art and before leaving
- Limit media within each lesson, to lessen the need to disinfect materials, especially if supplies are shared
- If students are required to have individual media/ tools: provide safe storage after each use, supplies should NOT go home daily unless they can be disinfected when coming back to school
- Provide adequate time to disinfect classroom surfaces, media, tools or equipment between classes
- When possible, consider a staggered product schedule for use of school media/ tools by class (i.e.: pastels for class 1, paint for class 2, scissors for class 3) giving time to sanitize between use
- Follow clay (regular, modeling, etc.) recommendations for contamination reduction regarding use, storage and sharing
- When possible, develop simple hand-building lessons that require no shared supplies, or use disposable supplies/tools when possible- plastic spoons, craft sticks, straws, etc.

Bus:

- Students who live within city limits will not be able to ride the bus unless inclement weather requires them to do so or the current pandemic is considered over.
- Screening of COVID 19 symptoms at home prior to getting on the bus
- Encouraging hand hygiene upon boarding the bus
- Assign seats so contacts are stable
- Set siblings together
- Load the bus back to front
- Use of masks during transport
- Have windows open when safe and weather-permitting
- Bus driver wears PPE

Take measures to decrease students congregating in one location:

- Assign students to use different entrances.
- Stagger times students are in the cafeteria
- Stagger times that classes are released.
- Schedule restroom breaks to avoid overcrowding.
- Make hallways or entrances one-way.
- Rearrange furniture to avoid clustering in common areas.
- In locations where students line up, tape marks are put on the floor to indicate the appropriate social distancing.

Take measures to decrease employees congregating in one location:

- Close the staff/teacher's lounge.
- Encourage virtual meetings.
- Rearrange workstations to ensure they are separated by six feet.