#345
Seaman
School District
Learning Without Limits

R2R
READY TO REOPEN

2020-2021 PLAN FOR THE REOPENING OF SEAMAN SCHOOL DISTRICT USD #345

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Beginning of the School Year Welcome & Overview

Since the unprecedented closing of school buildings last year, we have been hard at work preparing for the reopening for the 2020-21 school year. I am excited to share with you our Ready to Reopen plan for the Seaman School District. This plan prioritizes the health and safety of our students, staff, and community while maximizing instruction for each student in various scenarios.

The instructional side of the Ready to Reopen plan focuses on different learning environments for the 2020-21 school year. The district and/or building will determine the learning environment status based on county health orders and/or local needs of the building/district. All learning environments will allow parents to choose Family Choice Remote Learning. Basically, parents will have two options: 1.) send kids to school according to the learning environment determined by the district and/or health officials; 2.) register for Family Choice Remote Learning.

Any family who does not feel comfortable returning to school buildings has the option to learn from home by registering for Family Choice Remote Learning. Family Choice Remote Learning will be a commitment of one semester, and parents will have the option to return to on-site learning at the beginning of the next semester or register again in remote learning. Students would be learning from home and not entering the school building at all. You can find more information about this option in the Ready to Reopen plan.

The other part of the plan focuses on operations. Our top priority will be to create the safest possible learning environment for our students and staff. The district will be providing each staff member with two reusable cloth face coverings/masks and one plastic face shield. The district will also be providing two reusable cloth face coverings/masks for each student.

I encourage you all to review the plan, provide feedback, and ultimately make the best decision for your family. The board will consider approval of the final version of the plan on July 27. I use the term "final version" loosely as this will no doubt remain a living document as we adjust to our current needs and environment.

We are excited to welcome students back for the 2020-2021 school year, whenever that may be. We thank you in advance for your patience, flexibility, and understanding while we continue to develop our reopening plan. Your partnership in safely welcoming students and staff back into our buildings is truly appreciated.

Dr. Steve Noble
Superintendent

Learning Environments

The district and/or building will determine the learning environment status based on county health orders and/or local needs of the building/district. All three learning environments will allow parents to choose Family Choice Remote Learning.

Full On-site- students and teachers will be in school with or without social distancing and safety measures in place.	**Advantages**	**Disadvantages**
• Students are on site and in attendance at their school	✓ Students attend daily	xSocial distancing is difficult to accomplish
• All staff and students wear face coverings due to potential social distancing limitations	✓ No internet connectivity issues	xSchool community may need to quickly transition to remote learning
• Classrooms should be set up in a blended format utilizing synchronous (live) and asynchronous (not live) learning to support potential building closure	✓ Alternate childcare needs are minimized.	xBus transportation limitations due to social distance restrictions
	✓ Students with individual plans (IEP, 504, MTSS or ELL) will receive services daily	
• Flexible learning environments can be used but should be scheduled to ensure safety guidelines	✓ Continuity of instruction	
• Students should remain with the same cohort group in one space to minimize mass movement when possible	✓ Staff provide in-person contact for social emotional supports	
	✓ In person social interactions with peers	

Hybrid- students would be spending part of their time in the classroom on-site in school building and part of their time learning remotely from home. See Appendix A for a sample schedule.	**Advantages**	**Disadvantages**

● Students will attend school on-site two or more days a week and engage in remote learning on the other days
 	
● Students will engage in class or live learning (synchronous) and independent learning without real time learning (asynchronous) every day when off site
 	
● Social distancing measures can be maintained according to current guidelines
 	
● Class sizes will be reduced by creating cohorts based on alphabet with the exception families with different last names staying together
 	
● Onsite priority will be provided for:
  ● Students with Low Incidence Disabilities
  ● Students with IDEA Individual education plans
  ● English language learners
  ● Homeless
  ● Students in foster care
  ● Students with written plans created through collaborative teams
	✓ Maximizes contact time with cohort of students daily
	
	✓ Reduces class size to support social distancing
	
	✓ Allows students to connect socially with peers
	
	✓ Reduces contact in passing/transition periods
	
	✓ Access to hands-on learning experiences (ex- ceramics, welding, science/PLTW labs, PE, etc.)
	
	✓ Ability to transport by bus with social distancing
		x Teacher availability on remote learning days
		
		x Families without access to internet or devices
		
		x Accessing and coordinating childcare services
		
		x Remote access to school lunch
		
		x Difficulty with keeping track of the schedule for families of multiple children across multiple buildings

Required Remote Only- students learn from home due to district, building or classroom closure.	**Advantages**	**Disadvantages**
● Students engage in school remotely during regular school hours and follow a standard school schedule	✓ Mitigates possible exposure to COVID-19 in school buildings	x Lack of in-person social interactions
● Students maintain enrollment status at their brick and mortar school	✓ Diminish interruptions to school closure due to an outbreak	x Families without access to internet
● Learning will occur asynchronously (not live) with daily synchronous (live) contact		x Increase cost to provide technology
● Teachers meet with students daily utilizing web conferencing technology		x Limited student supervision and support
● Individual services may occur on campus or remotely as appropriate and as allowable		x High need for parent involvement, especially at primary grades
		x Service limitations for students with special needs or English Learners (EL)
		x Remote access to school lunch
		xAccessing and coordinating childcare services

Parameters for Determining Learning Environments

The purpose of defining multiple learning environments is in response to educational disruptions caused by the COVID-19 pandemic in our community. These learning environments were designed to prepare our district to respond in a more strategic manner when confronted with the various scenarios of infection in our learning community, county, and state. Learning environments will be determined by a number of factors which include guidance from Governor's executive orders, county health officials, the Kansas State Department of Education (KSDE), and the outbreak in our community. Our USD 345 Board of Education will determine which learning environment the district will begin in and any transitions thereafter will be determined by the Superintendent with the following set of parameters:

	Decisions by District	Decisions by Building	Decisions by Classroom
● Full On-site	minimum level of staffing requirements can be attained	determined by the district's status	determined by the district's status
● Hybrid	cannot meet minimum level of staffing requirements; social distancing and other safety COVID related restrictions are not logistically attainable	determined by the district's status	determined by the district's status
● Required Remote	cannot meet minimum level of staffing requirements; cluster outbreak; county safer-at-home order issued	cannot meet minimum level of staffing requirements; cluster outbreak; as determined by the district's status	classroom required quarantine; teacher required quarantine; cluster outbreak; as determined by the district's status

Quarantine and Isolation (*Revised on 1/9/21*)

Community outbreak, quarantine/isolation, and/or positive COVID cases in the classroom/building present challenges for student learning and teacher led instruction. This document is meant to provide ideas for responding to challenges and effective response.

Student Learning Considerations	Staff Instruction and Planning Considerations	General District Considerations
Students maintain enrollment status at their assigned school building and aligned to the current learning environment	Incorporate asynchronous learning to full-onsite learning environment	Provide 1:1 devices in all learning environments Prek students contact school for device checkout if needed Provide access to wifi hotspots for students/staff
Learning will occur asynchronously (not live) with daily synchronous (live) contact	Incorporate hybrid style synchronous remote learning to full-onsite learning environment	Reconvene the R2R committee as needed to revise district R2R plan and expand stakeholders to include county health experts and additional staff
Prek students contact school for device checkout if needed	Teachers meet with students utilizing web conferencing technology	Review academic progress and modify intervention days as needed
Students maintain communication with teachers via email, video conferencing or Schoology/Seesaw	Special education teachers and related service providers will provide services to students with Individual Education Programs (IEPs) remotely	Review teacher planning and professional development needs and adjust calendar/schedules as necessary
Students with special education needs will participate in synchronous learning remotely to work toward their goals according to their IEPs	Staff may teach remotely following agreements established between SEA and USD 345	Adjust district calendar(s) to accommodate learning environment needs
It is recommended that students follow their school schedule at home • remote into classes at the designated times • complete assignments during allotted content times to maintain pace	Staff checkout additional equipment (cameras, tripods, monitors, etc.) as needed to assist with instruction	Activities and sports participation will follow KSHSAA, USD 345 Board of Education policies and attendance area school policies
		Staff and families communicate with nursing staff pertinent health information

Parents have an option: Family Choice Remote Learning

Families who wish their student(s) to not attend brick and mortar building learning environments may choose to register their student(s) in Family Choice Remote Only. Students will be guaranteed experiences in the core curricular areas and will have access to electives to the extent possible.

Family Choice Remote Only- students will complete all of their academic learning from home and not participate in the onsite or hybrid learning environments.	Advantages	Disadvantages
Students maintain enrollment status at their brick and mortar school.	✓ Mitigates possible exposure to COVID-19 in school buildings	x Lack of social interactions
Families will sign an agreement in order to participate Click here for agreement	✓ Diminish interruptions to school closure due to an outbreak	x Families without access to internet or devices
Remote learning commitments will occur for at least a semester. Exceptions could be allowable based on individual circumstances.	✓ Accommodates high risk or medical concerns for students/families	x Increase cost to provide technology to families
Students engage in school online during regular school hours and follow a standard school schedule.		x Student supervision and support is not as robust as the brick and mortar environment
Learning will occur asynchronously (not live) with daily synchronous (live) contact.		x High need for parent involvement, especially at lower grades
Teachers meet with students daily utilizing web conferencing technology.		x Service limitations for students with special needs or English Learners (EL)
IEP teams will need to reconvene for students with special education needs to determine services		x Remote access to school lunch
Activities and sports participation will follow KSHSAA, USD 345 Board of Education policies and attendance area school policies.		x Building relationships with teachers and peers
		x Not all elective courses will be available

Teaching & Learning

Introduction

Our goal is to ensure teaching and learning programs are delivered with a focus on continuous improvement of student achievement through student engagement, rigorous and relevant content and personalized learning.

Equity

Area of Consideration	On-Site Learning Environment	Hybrid Learning Environment	Remote Learning Environment
Technology	Early Childhood (EC)-6 students will access devices within their classrooms 7-12 students will maintain 1:1 laptop device	Early Childhood (EC)-6 students will access devices within their classrooms and checkout devices from their enrolled site as needed 7-12 students will maintain 1:1 laptop device	Early Childhood (EC)-6 students will checkout devices from their enrolled site as needed 7-12 students will maintain 1:1 laptop device
MTSS Tier 2 & 3 Intervention	Scheduled classes addressing instructional needs continue to be offered	On-site instruction is offered as permitted and/or scheduled via a remote setting	Continuation of Tier 2 and Tier 3 interventions will be provided remotely
English Learners (EL)	Students continue to receive on-site services	Students continue to receive on-site services as allowable	Services will be scheduled and provided remotely
Homeless Students	The district social workers and counselors take referrals for students who may qualify for homeless services through the McKinney-Vento Assistance Act	The district social workers and counselors take referrals for students who may qualify for homeless services through the McKinney-Vento Assistance Act	The district social workers and counselors take referrals for students who may qualify for homeless services through the McKinney-Vento Assistance Act

	The Director of Special Services receives the referrals and provides provisions accordingly	The Director of Special Services receives the referrals and provides provisions accordingly Provisions for transportation and meals, along with social work support are given to those who are identified as homeless Students should be given priority or the first opportunity possible to come on campus to work. Flexibility with work and instruction hours should be a priority if remote The school will partner with local wrap around service providers to assist the family	The Director of Special Services receives the referrals and provides provisions accordingly Provisions for meals, along with social work support are given to those who are identified as homeless Flexibility with work and instruction hours should be a priority if remote. The school will partner with local wrap around service providers to assist the family

Curriculum: Planning and Preparation

Area of Consideration	○○● On-Site Learning Environment	○🟡○ Hybrid Learning Environment	🔴○○ Remote Learning Environment
Content and Pedagogy	Identify essential standards and competencies Follow curriculum maps or MTSS curricular protocols Consider opportunities to integrate standards and competencies with other content/courses	Identify opportunities to integrate standards and competencies with other content/courses	Identify opportunities to integrate standards and competencies with other content/courses

Instructional Outcomes	Learning expectations are rigorous, common, explicit, transparent, and measurable Units contain essential questions and daily instruction contain clear learning objectives/ learning targets. These objectives/learning targets are explicit- posted and verbalized Students understand the learning objectives/ targets and they know indicators of success	Learning expectations are rigorous, common, explicit, transparent, and measurable Units contain essential questions and daily instruction contain clear learning objectives/ learning targets. These objectives/learning targets are explicit- posted and verbalized Students understand the learning objectives/ targets and they know indicators of success	Learning expectations are rigorous, common, explicit, transparent, and measurable Units contain essential questions and daily instruction contain clear learning objectives/ learning targets. These objectives/learning targets are explicit- posted and verbalized Students understand the learning objectives/ targets and they know indicators of success
Instructional Resources	Use of district approved resources to ensure coherence and equity of opportunity	Use of district approved resources to ensure coherence and equity of opportunity	Use of district approved resources to ensure coherence and equity of opportunity
Coherence	Learning activities are aligned to objectives, have reasonable time allocations, and engage at a high-cognitive level	Learning activities are aligned to objectives, have reasonable time allocations, and engage at a high-cognitive level	Learning activities are aligned to objectives, have reasonable time allocations, and engage at a high-cognitive level
Instruction Communication	We will use one mode of communication for students and families EC-1 Seesaw 2-12 Schoology	We will use one mode of communication for students and families EC-1 Seesaw 2-12 Schoology	We will use one mode of communication for students and families EC-1 Seesaw 2-12 Schoology
Tech tools, Online apps, platforms or programs	Technology tools are used in a blended learning format as appropriate for the unit and leverage the approved grade level learning management system (LMS) such as Schoology or Seesaw (EC-1st)	Technology tools are used in a blended learning format as appropriate for the unit and leverage the approved grade level learning management system (LMS) such as Schoology or Seesaw (EC-1st)	Technology tools will be leveraged to design meaningful instruction opportunities within a remote-only environment. These tools will include those within an on-site or hybrid model, as well as others designed specifically for remote

			learning
	Additional examples of technology tools include, but is not limited to ● Google Suite ● Jamboard ● Padlet ● Canva ● Nearpod ● Flipgrid ● EDpuzzle	Additional examples of technology tools include, but is not limited to ● Google Suite ● Jamboard ● Padlet ● Canva ● Nearpod ● Flipgrid ● EDpuzzle	

Classroom Environment

Area of Consideration	○○● On-Site Learning Environment	○●○ Hybrid Learning Environment	●○○ Remote Learning Environment
Relationship building	Staff deliberately build relationships the 1st day of class with the intent to get to know each individual student Staff interactions with students convey they are interested in and care about their students	Staff deliberately build relationships the 1st day of class with the intent to get to know each individual student Staff interactions with students convey they are interested in and care about their students	Staff deliberately build relationships the 1st day of class with the intent to get to know each individual student Staff interactions with students convey they are interested in and care about their students
Respectful Interactions: *Teacher to student* *Student to student* *Student to teacher*	Students and staff interact in a polite and encouraging manner Respectful language, active listening, turn- taking and appropriate body language are evident	Students and staff interact in a polite and encouraging manner in personal and virtually Respectful language, active listening, turn- taking and appropriate body language are evident	Students and staff interact in a polite and encouraging manner in a virtual setting Respectful language, active listening, turn- taking and appropriate body language are evident
Procedures/Routines	Establish classroom routines that maximize learning and promote	Establish class and online routines that maximize learning and	Establish online routines that maximize learning and promote

	student ability to transition easily, and independently Materials are managed efficiently and there is minimal loss of instruction time Management of instructional groups will assist students in developing collaborative skills	promote student ability to transition easily and independently Ensure students have necessary materials at home to complete learning tasks Management of instructional groups will assist students in developing collaborative skills	student ability to transition easily, and independently. The organization of resources in the LMS and effective use of techtools promote effective routines Ensure students have necessary materials at home to complete learning tasks Management of instructional groups will assist students in developing collaborative skills
Culture of Learning	Instructional staff conveys high expectations and provides relevant learning experiences Expectation and recognition of student effort, persistence, participation, expression and work products occur frequently	Instructional staff conveys high expectations and provides relevant learning experiences Expectation and recognition of student effort, persistence, participation, expression and work products occur frequently	Instructional staff conveys high expectations and provides relevant learning experiences Expectation and recognition of student effort, persistence, participation, expression and work products occur frequently
Managing Student Behavior	Instructional staff present clear standards of conduct for onsite learning and positively reinforce desired behaviors Building PBIS procedures are followed. Majors and minors are addressed accordingly at the elementary level and the point systems are followed at the secondary level	Instructional staff present clear standards of conduct for both onsite and remote learning and positively reinforce desired behaviors Building PBIS procedures are followed. Majors and minors are addressed accordingly at the elementary level and the point systems are followed at the secondary level	Instructional staff present clear standards of conduct for remote learning and positively reinforce desired behaviors Building PBIS procedures are followed. Majors and minors are addressed accordingly at the elementary level and the point systems are followed at the secondary level
Organizing Physical and Remote Spaces	Classrooms are arranged in a safe way and provide accessibility for all	On-site: Classrooms are arranged in a safe way and provide	Organize virtual settings to foster opportunities for collaboration and

	students Social distancing (6ft) from peers when not in a classroom setting Organize blended settings to foster opportunities for collaboration and accessibility for learning	accessibility for all students Social distancing (6ft) from peers at all times except for infrequent and incidental contact Room arrangement must accommodate opportunities for collaboration Remote: Organize virtual settings to foster opportunities for collaboration and accessibility for learning	accessibility for learning Utilize tech tools that enhance collaboration

Instruction

Area of Consideration	⚪⚪🟢 On-Site Learning Environment	⚪🟡⚪ Hybrid Learning Environment	🔴⚪⚪ Remote Learning Environment
Instructional Frameworks	Instructional frameworks include blended learning, Project Based Learning (PBL) and explicit instruction Blended learning and PBL use synchronous and asynchronous modes of learning	Instructional frameworks include blended learning, Project Based Learning. Synchronous and asynchronous modes of learning are utilized	Instructional framework utilizes synchronous and asynchronous modes of learning for online learning

Key Terms Defined

Blended Learning: Any formal education program in which a student learns at least in part through online learning, with some element of student control over time, place, path, and/or pace. https://www.christenseninstitute.org/blended-learning/		**Project Based Learning:** Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. https://www.pblworks.org/what-is-pbl	
Synchronous Learning: This type of learning is live and in real time. This means that students, their classmates, and their instructor interact in a specific virtual place, through a specific online medium, at a specific time. In other words, it's not exactly anywhere, anyhow, anytime. Methods of synchronous online learning include video conferencing, teleconferencing, live chatting, and live-streaming lectures.		**Asynchronous Learning:** This type of learning activities is not live and has flexible timelines. Teachers provide materials for reading, lectures for viewing, assignments for completing, and exams for evaluation. Students can access and work on their activities within a flexible time frame. Methods of asynchronous online learning include self-guided lesson modules, streaming video content, virtual libraries, posted lecture notes, and exchanges across discussion boards or social media platforms.	
Communication	Content is clear and scaffolded for students	Content is clear and scaffolded for students and is found in the LMS	Content is clear and scaffolded for students and is found in the LMS
Discussion Techniques	Instructional practices encourage student engagement, ownership of learning, and inquiry Practices may include: Collaborative structures Socratic Seminars Philosophical chairs	Instructional practices encourage student engagement, ownership of learning, and inquiry in both onsite and remote settings Practices may include: Collaborative structures Socratic Seminars Philosophical chairs	Technology tools facilitate instructional practices that encourage student engagement, ownership of learning, and inquiry Practices may include: Collaborative structures Socratic Seminars Philosophical chairs
Opportunities to Respond	Staff will ensure opportunities for students to respond to learning through oral responding, unison responding, team responses, written responses or action responses throughout instructional onsite time. Teacher talk should be	Staff will ensure opportunities for students to respond to learning through oral responding, unison responding, team responses, written responses or action responses throughout instructional onsite time and via tech tools.	Staff will ensure opportunities for students to respond to learning through oral responding, unison responding, team responses, written responses or action responses via tech tools. Teacher

	no more than 40-50% of the instructional time	Teacher talk should be no more than 40-50% of the instructional time	talk should be no more than 40-50% of the instructional time
Instructional Choice	Staff will provide a choice of product (written paper, oral presentation, YouTube Video, Choice Boards, etc.) **or** will provide choice in the order of completion of assigned tasks **or** within activity choice such as differentiation of materials **or** differentiation for work completion (Select 3 out of 5 problems; Choose Even or Odd problems; Work independently or with a partner; Finish in class or at home)	Staff will provide a choice of product (written paper, oral presentation, YouTube Video, Choice Boards, etc.) **or** will provide choice in the order of completion of assigned tasks **or** within activity choice such as differentiation of materials **or** differentiation for work completion (Select 3 out of 5 problems; Choose Even or Odd problems; Work independently or with a partner; Finish in class or at home)	Staff will provide a choice of product (written paper, oral presentation, YouTube Video, Choice Boards, etc.) **or** will provide choice in the order of completion of assigned tasks **or** within activity choice such as differentiation of materials **or** differentiation for work completion (Select 3 out of 5 problems; Choose Even or Odd problems; Work independently or with a partner; Finish in class or at home)
Demonstrating Flexibility and Responsiveness	Staff can respond to student learning in the following ways: ● Lesson adjustment: adjust when things aren't going well; pick up on cues from students; adjust smoothly and seamlessly ● Response to our students: take advantage of teachable moments to enhance/enrich student learning ● Persistence: persevere to help students learn and understand using different strategies and techniques	Staff can respond to student learning in the following ways: ● Lesson adjustment: adjust when things aren't going well; pick up on cues from students; adjust smoothly and seamlessly ● Response to our students: take advantage of teachable moments to enhance/enrich student learning ● Persistence: persevere to help students learn and understand using different strategies and techniques	Staff can respond to student learning in the following ways: ● Lesson adjustment: adjust when things aren't going well; pick up on cues from students; adjust smoothly and seamlessly ● Response to our students: take advantage of teachable moments to enhance/enrich student learning ● Persistence: persevere to help students learn and understand using different strategies and techniques
Instructional Time Allotments	Follow established building	Follow established building	Follow established requirements

| | schedules | schedules and requirements for remote schedules | for remote schedules |

Assessment

Area of Consideration	On-Site Learning Environment	Hybrid Learning Environment	Remote Learning Environment
Feedback	Staff will provide students with feedback in- person or via tech tools that support the following: ● Goal-referenced ● Tangible and transparent ● Actionable ● User friendly ● Timely ● Ongoing ● Consistent ● Goal progress	Staff will provide students with feedback in- person and via tech tools that support the following: ● Goal-referenced ● Tangible and transparent ● Actionable ● User friendly ● Timely ● Ongoing ● Consistent ● Goal progress	Staff will provide students with feedback via tech tools that support the following: ● Goal-referenced ● Tangible and transparent ● Actionable ● User friendly ● Timely ● Ongoing ● Consistent ● Goal progress
Interim Assessments	Staff will provide interim assessments onsite at particular intervals of the school year that: ● Measure growth toward the completion of courses/yearly learning goals ● Inform and guide instruction ● Provide feedback to students (i.e. from self, peers, and teacher) ● Facilitate a systematic collective response to address student learning needs ● Focus on standards ● Should predict performance on	Staff will provide interim assessments onsite and via tech tools at particular intervals of the school year that: ● Measure growth toward the completion of courses/ yearly learning goals ● Inform and guide instruction ● Provide feedback to students (i.e. from self, peers, and teacher) ● Facilitate a systematic collective response to address student learning needs ● Focus on standards	Staff will provide interim assessments, via tech tools, at particular intervals of the school year that: ● Measure growth toward the completion of courses/ yearly learning goals ● Inform and guide instruction ● Provide feedback to students (i.e. from self, peers, and teacher) ● Facilitate a systematic collective response to address student learning needs ● Focus on standards

	• summative assessments • Often common assessments	• Should predict performance on summative assessments • Often common assessments	• Should predict performance on summative assessments • Often common assessments
Formative Assessment	Formative practices are planned, instructionally- embedded, and ongoing processes used by all students and teachers that: • Provide feedback to students (i.e. from self, peers, and teacher) • Inform and guide instruction • Monitor learning • Focus on standards • May be common among teachers of the same content • May be Informal or formal • Check for understanding, but not counted for a grade	Formative practices are planned for onsite and via tech tools, instructionally- embedded, and ongoing processes used by all students and teachers that: • Provide feedback to students (i.e. from self, peers, and teacher) • Inform and guide instruction • Monitor learning • Focus on standards • May be common among teachers of the same content • May be Informal or formal • Check for understanding, but not counted for a grade	Formative practices are planned, via tech tools, instructionally- embedded, and ongoing processes used by all students and teachers that: • Provide feedback to students (i.e. from self, peers, and teacher) • Inform and guide instruction • Monitor learning • Focus on standards • May be common among teachers of the same content • May be Informal or formal • Check for understanding, but not counted for a grade
Summative Assessment	Summative assessments will be administered onsite to provide evidence of learning and mastery of standards for all stakeholders at an end point in time that: • Summarize what students know and do not know • Facilitate a systematic collective response to address future student learning needs • Assist with program or course evaluation • Often common assessment	Summative assessments will be administered onsite and via tech tools to provide evidence of learning and mastery of standards for all stakeholders at an end point in time that: • Summarize what students know and do not know • Facilitate a systematic collective response to address future student learning needs • Assist with program or course evaluation • Often common assessment	Summative assessments will be administered via tech tools to provide evidence of learning and mastery of standards for all stakeholders at an end point in time that: • Summarize what students know and do not know • Facilitate a systematic collective response to address future student learning needs • Assist with program or course evaluation • Often common assessment
Grading	Follow the grading guidelines and	Follow the grading guidelines and	Follow the grading guidelines and

	report via Powerschool (1-12) and ESGI (EC-1st)	report via Powerschool (1-12) and ESGI (EC-1st)	report via Powerschool (1-12) and ESGI (EC-1st)

Technology

Area of Consideration	⚪⚪🟢 **On-Site Learning Environment**	⚪🟡⚪ **Hybrid Learning Environment**	🔴⚪⚪ **Remote Learning Environment**
Internet Access	All students on-site will have high speed internet access in all areas of the building. Internet content filtering will run as usual when onsite.	All students on-site will have high speed internet access in all areas of the building. Internet content filtering will run as usual. Internet access at home will be the responsibility of the family for remote learning. Laptops checked out from the student's home school will be filtered on any internet service they are connected to.	Internet access at home will be the responsibility of the family for remote learning. Laptops checked out from the student's home school will be filtered on any internet service they are connected to.
Hardware	All 7-12 students will retain their 1:1 MacBook Air. EC-6 will have access to iPads and MacBook Air's in the classrooms.	All 7-12 students will retain their 1:1 MacBook Air. EC-6 will be provided 1:1 devices that will be transported between school and home.	All 7-12 students will retain their 1:1 MacBook Air. EC-6 will be provided 1:1 devices for remote learning.
Assistance	Support channels will function as normal. Issues that cannot be resolved by building staff are escalated to the Tech department.	On-site: Support channels will function as normal. Issues that cannot be resolved by building staff are escalated to the Tech department. Remote: Tech office hours will be M-F 7am to 4pm for support of district provided devices,	Remote: Tech office hours will be M-F 7am to 4pm for support of district provided devices, PowerSchool assistance, and any Tech related issues that cannot be resolved by the student's teacher.

		PowerSchool assistance, and any Tech related issues that cannot be resolved by the student's teacher.	

Special Services

Area of Consideration	○○● On-Site Learning Environment	○○○ Hybrid Learning Environment	●○○ Remote Learning Environment
IDEA Compliance			
Child Find (public outreach) - Local Education Agencies are required to have a process in place to identify students with disabilities	K-12 - MTSS referrals after Tier 2 and 3 interventions Early Childhood (EC)– First Fridays screening, TARC Transitions, Community Outreach - when possible	K-12 MTSS referrals after Tier 2 and 3 interventions Early Childhood (EC) Remote: ● Communicate with parents the expectations of the screening ● Parents will complete the DIAL and parent questionnaire electronically ● Team observes the child remotely for up to 30 minutes ● Team meets remotely to discuss recommendations. Flexible options if students need a face-to-face screenings for various reasons	K-12 MTSS referrals after Tier 2 and 3 interventions Early Childhood (EC) Remote: ● Communicate with parents the expectations of the screening ● Parents will complete the DIAL and parent questionnaire electronically ● Team observes the child remotely for up to 30 minutes ● Team meets remotely to discuss recommendations Flexible options if students need a face-to-face screenings for various reasons
Assessment tools for psychologists, speech and language pathologists, etc.	Typical tools will be utilized to conduct evaluation face to face	Typical tools will be utilized to conduct evaluation on site face to face	Flexible: in person typical tools will be utilized to conduct the evaluation face to face If in-person is not possible,

			evaluation timeframe could be lengthened with parental permission.
Intelligence and Achievement assessments	Typical tools will be utilized to conduct evaluation face to face	Typical tools will be utilized to conduct evaluation on site face to face	Flexible: in person typical tools will be utilized to conduct the evaluation face to face. If in-person is not possible, evaluation timeframe could be lengthened with parental permission.
Parent Permission for evaluation	Parent comes to school to sign paperwork or paperwork is sent home with student for signature, or esignature could be obtained through Adobe Sign	Paperwork is sent via Adobe Signature In rare circumstances when parents can't sign electronically they will be asked to come to the building site and sign paperwork at the door or paperwork will be sent in the mail.	Paperwork is sent via Adobe Signature In rare circumstances when parents can't sign electronically they will be asked to come to the building site and sign paperwork at the door or paperwork will be sent in the mail.
Parent refusal to present child for an evaluation	Follow KSDE guidelines	Follow KSDE guidelines	Follow KSDE guidelines
Backlog of Evaluations	Once returned to school and in-person evaluations are permitted to begin then, staff will work through evaluations in order of due date with an explanation to families	Work with the parent and teachers to complete as much as possible for an Evaluation Report (ER) or Re-evaluation Report (RR). When students are on campus, in-person assessment is allowed, and the the remainder of the assessment will be completed	Work with the parent and teachers to complete as much as possible for an Evaluation Report (ER) or Re-evaluation Report (RR) short of face-to-face testing. Once return to in-person assessment is allowed, proceed with the remainder of the assessment needed. Option to offer services based on evidence available prior to the face-to-face and then evaluate to refine the exceptionality and needs upon

			return to traditional school settings
Specific Learning Disability determination	Follow KSDE eligibility determination guidelines. Students qualify under the pattern of strengths and weaknesses theory or have failed to make adequate progress in the school's intervention system *See assessment guidelines for academic and cognitive assessments	Follow KSDE eligibility determination guidelines. Students qualify under the pattern of strengths and weaknesses theory or have failed to make adequate progress in the school's intervention system *See assessment guidelines for academic and cognitive assessments	Follow KSDE eligibility determination guidelines. Students qualify under the pattern of strengths and weaknesses theory or have failed to make adequate progress in the school's intervention system During a remote evaluation, classroom data will need to be used to determine eligibility. Cognitive assessment cannot be completed remotely. *See assessment guidelines for academic and cognitive assessments
Holding the Annual IEP/Evaluation Results meetings	Meetings are held in person at the building site, remotely, or a combination of in-person and remote	IEP meetings will be held by a combination of onsite and remote participation. Signatures will be obtained via Adobe electronic signature In rare circumstances when parents can't sign electronically they will be asked to come to the building site and sign paperwork at the door or paperwork will be sent in the mail	All IEP meetings continue on remote platforms and signatures obtained via Adobe electronic signature In rare circumstances (a parent does not agree to meet remotely), one member of the IEP team will meet with the parent, all other participants will meet remote. In rare circumstances when parents cannot sign electronically they will be asked to come to the building site and sign paperwork at the door or paperwork will be sent in the mail

Individualized Education Plan and Programming

Present Levels of Academics and Functional Performance (PLAAFP)	Gather classroom data and assess in the resources and general education classroom according to standards and goals	Gather classroom data and assess in the resource and general education classroom according to standards and goals Behavior and/or academic – Caregiver collect data or video the student	Gather classroom data and assess in the remote resource and general education classroom according to standards and goals Behavior and/or academic – Caregiver collect data or video the student
Annual Goals/Objectives	Set based on PLAAFPs, observations. Measurable, formal and non-formal assessments (benchmarks if on DLM)	Set based on PLAAFPs, observations. Measurable, formal and non-formal assessments (benchmarks if on DLM)	Set based on PLAAFPs, observations. Measurable, formal and non-formal assessments (benchmarks if on DLM)
Expectations of instruction (Specially Designed Instruction)	Specific to the goal, research based practices, small teacher student ratio, utilizing school & district resources, explicit, direct instruction according to the needs outlined in the IEP	Specific to the goal, research based practices, small teacher student ratio, utilizing school & district resources, explicit, direct instruction according to the needs outlined in the IEP AND/OR Remote students – According to the hybrid plan – Explicit instruction; focused on goals. Modifying classroom work, meeting directly with students remotely providing instruction and feedback Related services – Provide direct services remotely according to the remote student plan There will be services documented on the remote plan related to each	According to the remote plan – Explicit instruction; focused on goals. Modifying classroom work, meeting directly with students providing instruction and feedback remotely Related services – Provide direct services remotely according to the remote plan There will be services documented on the remote plan related to each goal Remote – Synchronous and asynchronous model Blended Learning Playlist opportunities

		goal Remote - Synchronous and asynchronous model Blended Learning Playlist opportunities Flipped Model	Flipped Model
Least Restrictive Environment (LRE) Level of Intervention (access to nondisabiled peers)	Participating with typically developing students; instruction provided as much in the classroom; skills needed are supported by specially designed instruction that is not able to be provided in the gen ed classroom. (includes related services)	Placement and LRE calculations remain in IEP as in traditional schooling. All students will have access to their general education peers through remote learning with support of a para and/or teacher	All students will have access to their general education peers through remote learning with support of a para and/or teacher according to the student's remote plan
Behavior Plans	Based on Observations, data collection (HOF, SSIS, etc), least amount of support to allow students to access gen ed settings, FBA completed when needed. Specific instruction component to support progress on the goal. Can include crisis steps. Daily or weekly data collection	On-site: Based on Observations, data collection (HOF, SSIS, etc), least amount of support to allow students to access gen ed settings, FBA completed when needed. Specific instruction component to support progress on the goal. Can include crisis steps. Daily or weekly data collection Following Plans (remote) - Consulting with family on what to do when a behavior occurs. Plans are individualized for learning at home and with a family **Behavior specialist will be available to work with teams	Following Plans - Consulting with family on what to do when a behavior occurs. Plans are individualized for learning at home and with a family. **Behavior specialist will be available to work with teams.
IEP process and documentation	IEP notifications and meetings are	IEP notifications and meetings are	IEP notifications and meetings are

	set according to KSDE regulations and Seaman Special Education procedures IEP meetings can be attended on campus or remotely. Any remote attendees can sign through Adobe Signature	set according to KSDE regulations and Seaman Special Education procedures IEP meetings can be attended on campus or remotely. Any remote attendees can sign through Adobe Signature	set according to KSDE regulations and Seaman Special Education procedures IEP meetings will be attended remotely. Any remote attendees can sign through Adobe Signature
Progress reports/data collection	Behavior & Academic - Observations, data collection, (HOF, SSIS, etc), curriculum based assessments; daily or weekly data collection Minimum of every 9 weeks IEP progress reports are sent out with regular education report cards	On-site: Behavior & Academic - Observations, data collection, (HOF, SSIS, etc), curriculum based assessments; daily or weekly data collection Minimum of every 9 weeks IEP progress reports are sent out with regular education report cards Remote: Behavior - data collection (behavior)– use an likert scale; set some standard scales for different behaviors (adjust for specific students based on their baseline); parents complete or work with the teacher to complete. This would be done daily or weekly depending on the plan Academic - reestablish data collection on a more frequent basis than quarterly to determine recoupment/regression. Collected via work submission or direct teacher/student interactions using	Remote: Behavior - data collection (behavior)– use an likert scale; set some standard scales for different behaviors (adjust for specific students based on their baseline); parents complete or work with the teacher to complete. This would be done daily or weekly depending on the plan Academic - reestablish data collection on a more frequent basis than quarterly to determine recoupment/regression. Collected via work submission or direct teacher/student interactions using district curriculum based

		district curriculum based assessments	
Accommodations/Modifications Supplementary Aids and Services	Accommodations/Modifications and supplementary aids and services are provided according to each student's IEP Staff will consider how to safely utilize traditional supplementary aids and services	On-site: traditional model process Remote: Elementary- With family engagement, offer sessions remotely to guide them through teacher-designed activities modifying classroom work Secondary- With family engagement, offer sessions remotely to guide them through teacher-designed activities. Modifying classroom work	Elementary- With family engagement, offer sessions remotely to guide them through teacher-designed activities modifying classroom work Secondary- With family engagement, offer sessions remotely to guide them through teacher-designed activities modifying classroom work
Focus on goals for academic, behavioral, social/emotional.	Services are focused on IEP goals and classroom data	Services are focused on goals and classroom data Reestablish data collection on a more frequent basis than quarterly to determine recoupment/regression	Services are focused on goals and classroom data Reestablish data collection on a more frequent basis than quarterly to determine recoupment/regression
Assistive Technology (AT)	Implemented according to the Individual Education Plan	Implemented according to the Individual Education Plan during synchronous and asynchronous learning AT equipment that students use at school for completing tasks will be provided to them in the home setting for remote learning instruction and asynchronous	Video modeling will be provided on how to use equipment properly and how to interact with the student for desired responses AT equipment that students use at school for completing tasks will be provided to them in the home setting for remote learning instruction

		learning	Communication devices (low-tech to high-tech) will be available at home for students that use them as their method of communication
IEP Changes	Changes to services should only be made based on reliable and valid data	Changes to services should only be made based on reliable and valid data	Changes to services should only be made based on reliable and valid data
Secondary Transition			
Work study/Community based instruction	On campus instruction (classroom)/In community when available	On-site or remote instruction (classroom) In community (community may be an on-campus school environment outside of the classroom)	Remote instruction (no on-site or community)
Transition Survey/Interview	In-person or remote student interviews On campus instruction and support	In-person student interviews Online surveys completed by students On site or remote instruction and support	Online surveys completed by students Remote instruction and support
Career Exploration	Career Exploration on-site and in community when available On campus instruction and support	Career exploration on campus or remotely On-site and remote instruction and support	Career exploration remotely Remote instruction and support
Transition to post secondary education	On-site or remote access to transition coordinator, staff, counselors College visits in person or remote, pre-visit the office of disability, taking college credit classes	On site and remote access to transition coordinator, staff, counselors College visits, pre-visit the office of disability, taking college credit classes	Remote access to transition coordinator, staff, counselors Remote visits, Zoom/Google meetings with postsecondary placements Online college classes

		Remote visits, Zoom/Google meetings with postsecondary placements Online college classes	

Early Childhood Special Education (ECSE)

EC - K transition	Remote meeting with all SPED staff, K teachers, Principals, and Related service providers from each elementary school and the EC staff	Remote meeting with all SPED staff, K teachers, Principals, and Related service providers from each elementary school and the EC staff	Remote meeting with all SPED staff, K teachers, Principals, and Related service providers from each elementary school and the EC staff
Assessments (AEPS, IGDI's)	Face to Face, one-on-one in the classroom via teacher and/or paraprofessional	Options include: ● Video recordings submitted by parents ● Remote observations completed by staff ● Questionnaires completed by parents ● Assessments completed through Zoom ● Parents possibly complete assessment at home *Flexible options if students need a face to face screenings for various reasons	Options include: ● Video recordings submitted by parents ● Remote observations completed by staff ● Questionnaires completed by parents ● Assessments completed through Zoom ● Parents possibly complete assessment at home *Flexible options if students need a face to face screenings for various reasons

Special Services Other Considerations

Area of Consideration	○○● On-Site Learning Environment	○●○ Hybrid Learning Environment	●○○ Remote Learning Environment
Tele Practices	Students receive in-person services on-site face-to-face or through teletherapy for SLP/OT/PT	Students receive in-person services on on-site days or on-site teletherapy for SLP/OT/PT services	Remote learning for SLP/OT/PT/ SW/Counselor services

	services (students in the classroom SLP/OT/PT in their room) could be utilized	(students in the classroom SLP/OT/PT in their room) could be utilized List of Home Items for parents to have on hand for asynchronous services	SW/Counseling specific appointments for students to come into the building when possible Phone Communication: Consultation with parents and direct services is with student communication for IEP minutes List of Home Items for parents to have on hand for asynchronous services
Parent Communication	Progress reports every 9 weeks, email, phone calls, written communication, daily communication logs, behavior tracking sheets, monthly newsletter (EC), attending PT conferences	Progress reports every 9 weeks, email, phone calls, written communication, daily communication logs, behavior tracking sheets, monthly newsletter (EC), attending PT conferences	The Primary Implementor will set up a regular scheduled meeting time with parents (email, google, phone) documented in the ICLP Progress reports every 9 weeks, email, phone calls, daily communication logs, behavior tracking sheets, monthly newsletter (EC), attending PT conferences
Role of the Paraprofessional	Continue with traditional model	On-Site: same as traditional model Remote: Meet with students one-on-one or in groups; join sessions with teachers or work directly with students and parents during asynchronous learning Paraprofessionals will join the inclusion teacher classes for instruction and then communicate needed	Meet with students one-on-one or in groups; join sessions with teachers or work directly with students and parents Paraprofessionals will join the inclusion teacher classes for instruction and then communicate needed accommodations/modifications to primary implementer

		accommodations/modifications to primary implementer	
Training needs	Training for safety for PPE Adobe signature process	On-Site: (all SPED staff) ● Training for safety for PPE ● Live videoing your teaching for students at home ● Recording your remote session ● Adobe signature process ● Resources for social-emotional support and practices at home Remote: (all SPED staff) ● Videoing a lesson ● Recording remote session ● Google phone numbers (paras also) ● Adobe Signature ● Remote Learning (Teletherapy) Practices ● Resources for support and practices at home	Medicaid reimbursement process for related service providers and remote learning (SW/SLP/OT/PT) All SPED staff ● Videoing a lesson ● Recording remote session ● Google phone numbers (paras also) ● Adobe signature ● Remote Learning (Teletherapy) Practices ● Resources for support and practices at home
504 Plans			
504 Plans	Re-visited annually by the school team. Provides accommodations in the general education classroom for qualified students who have a physical or mental impairment that substantially limits one or more major life activity	The accommodations and modifications according to the plan will be provided during synchronous and asynchronous learning.	The accommodations and modifications will continue to remain active during remote learning.

Social Emotional Supports

Area of Consideration	⬤⬤🟢 On-Site Learning Environment	⬤🟡⬤ Hybrid Learning Environment	🔴⬤⬤ Remote Learning Environment
Family Support	Staff purposefully build relationships with students and families - build supports based on need Chain of contact for need - para, teacher, counselor, social worker, principal Social Workers work with families to access wrap around community supports Community Resource room at Logan - provides, food, clothing, resources for financial need, and social emotional support Self-correcting feedback loop is practiced- including FSGC and other outside private supports	The Mental Health team at each building continues to meet regularly and montor family wellness through data collection Remote - Regular home contact through phone conversations or various other communication modes Community Resource room at Logan - provides, food, clothing, resources for financial need, and social emotional support Self-correcting feedback loop is practiced- including FSGC and other outside private supports Regularly scheduled communication about resources and supports from the district mental health team	The Mental Health team at each building continues to meet regularly and montor family wellness through data collection. Community Resource room at Logan - provides, food, clothing, resources for financial need, and social emotional support Self-correcting feedback loop is practiced- including FSGC and other outside private supports Regularly scheduled communication about resources and supports from the district mental health team
Social Emotional Curriculum	K-6 - Regularly scheduled counseling curriculum taught to all students. Prek-12 - Regularly scheduled social emotional curriculum taught to students by classroom teachers.	K-6 - Regularly scheduled counseling curriculum taught to all students. Prek-12 - Regularly scheduled social emotional curriculum taught to students by classroom teachers.	K-6 - Regularly scheduled counseling curriculum taught to all students. Prek-12 - Regularly scheduled social emotional curriculum taught to students by classroom teachers.

	Tier 2 & 3 Social/Emotional groups taught to students who are identified with a need based on SRSS-IE data/HOF Data/or individual Multi-tiered system of support.	Tier 2 & 3 Social/Emotional groups taught to students who are identified with a need based on SRSS-IE data/HOF Data/or individual Multi-tiered system of support. Remote - Synchronous and asynchronous model Blended Learning Playlist opportunities Flipped Model	Tier 2 & 3 Social/Emotional groups taught to students who are identified with a need based on SRSS-IE data/HOF Data/or individual Multi-tiered system of support. Remote - Synchronous and asynchronous model Blended Learning Playlist opportunities
Student Participation	Truancy teams at each building. Attendance reported	Truancy teams at each building. Attendance reported	Truancy teams at each building. Attendance reported
Student Check-in	Social emotional programming incorporates regular student check-ins	Social emotional programming incorporates regular student check-ins	Programming includes remote wellness check-ins
Staff Supports	EAP (Employee Assistance Program) Regularly Scheduled Updated Communication	EAP (Employee Assistance Program) Regularly Scheduled Updated District Plan Communication and community supports focused on staff mental health and wellness	EAP (Employee Assistance Program) Regularly Scheduled Updated Communication and community supports specifically focused on staff mental health and wellness.
Building and District Mental Health Teams	All buildings will implement a building mental health team that meets regularly to support staff and students and monitor data. The District Mental Health team	All buildings will implement a building mental health team that meets regularly to support staff and students and monitor data. The District Mental Health team	All buildings will implement a building mental health team that meets regularly to support staff and students and monitor data. The District Mental Health team

| | meets 3 times per year to support building level teams. | meets 3 times or more depending upon need to support building level teams. | meets 3 times or more depending upon need to support building level teams. |

Professional Learning

Area of Consideration	○ ○ ● On-Site Learning Environment	○ ● ○ Hybrid Learning Environment	● ○ ○ Remote Learning Environment
Staff Training	Provide ongoing training for blended learning (including blended learning models, and strategies such as synchronous/asynchronous learning, instructional videos, leveraging technology, personalizing through pace, place, path, time, etc) Provide ongoing training for project based learning and the development of authentic, real-world learning opportunities. Provide ongoing training in the use of Schoology tools to personalize learning for students. Develop a plan for ongoing PD within blended learning and PBL models, either in-person or self-paced through Schoology. Utilize instructional coaches for on-site support and modeling of instructional practice through	Provide ongoing training for how to merge blended learning practice across in-person and remote locations (including blended learning models, and strategies such as synchronous/asynchronous learning, instructional videos, leveraging technology, personalizing through pace, place, path, time, etc) Provide ongoing training for how authentic learning through project based learning can occur across in-person and remote learning. Provide ongoing training in the use of Schoology tools to support hybrid environments. Develop a plan for providing ongoing PD that is a mixture of in-person and remote sessions. Utilize instructional coaches for on-site support and modeling of	Provide ongoing training for how to apply some blended learning practices in remote environments (including blended learning models, and strategies such as synchronous/asynchronous learning, instructional videos, leveraging technology, personalizing through pace, place, path, time, etc) Provide ongoing training for how authentic learning through project based learning can occur in a remote environment. Provide ongoing training in the use of Schoology tools to support remote environments. Develop a plan for providing ongoing PD through remote sessions. Utilize instructional coaches for support and modeling of

	coaching cycles.	instructional practice through coaching cycles as well as 1:1 virtual support for staff.	instructional practice through both building or district groups and 1:1 virtual support for staff.
Student Training	Establish ongoing support for students in the areas of Schoology and Seesaw use, organizing and managing content, and accessing digital resources.	Establish ongoing support for students in the areas of Schoology use, organizing and managing content, accessing digital resources, and engaging in remote office hours.	Establish ongoing support for students in the areas of Schoology use, organizing and managing content, accessing digital resources, and engaging in remote office hours.
Parent/Family Training	Identify strategies to prepare students and families for returning to school, including information such as accessing learning resources, student curriculum, and communication with teachers. Offer parent support nights related to in-person topics and/or office hours either in-person or via Zoom as needed.	Identify strategies to prepare students and families for returning to school, including information such as accessing learning resources, student curriculum, and communication with teachers. Offer parent support nights related to hybrid topics via Zoom as needed.	Identify strategies to prepare students and families for returning to school, including information such as accessing learning resources, student curriculum, and communication with teachers. Offer parent support nights related to remote learning topics via Zoom as needed.

Non-Instructional Building Procedures and Routines

The following areas of consideration are intended to be broad guidance for building staff. Each building administrator will plan for specific needs based on building level factors.

Area of Consideration	On-Site Learning Environment	Hybrid Learning Environment	Remote Learning Environment
Early Childhood-Elementary			
Social/Physical Distancing	Social distancing cannot be guaranteed	Social distancing will be attainable in	

Considerations [Per 20-59](#)	Cloth face coverings/masks will be required per guidelines Floor markings will provide visual reminders of spacing in common areas	this model except for infrequent and incidental contact Cloth face coverings/masks will be required per guidelines Floor markings will provide visual reminders of spacing in common areas	
Arrival/Departure	Arrivals and departures may be staggered	Arrivals and departures may be staggered	
Health screening	Parents should complete an initial health screening of students prior to school All individuals entering our EC-12 school buildings shall have their temperature checked upon entering the building each day. See school nursing guidelines	Parents should complete an initial health screening of students prior to school All individuals entering our EC-12 school buildings shall have their temperature checked upon entering the building each day. See school nursing guidelines	
Hygiene	Water fountains will be closed. Water bottle fillers will still remain open. Students must bring their own water bottles Principals will institute a handwashing/ hand sanitation schedule per most recent county or governor order.	Water fountains will be closed. Water bottle fillers will still remain open. Students must bring their own water bottles Principals will institute a handwashing/ hand sanitation schedule per most recent county or governor order.	
Classroom Supplies	Each student will have his/her own school supplies	Each student will have his/her own school supplies	

	Classroom instructional materials, tools, or equipment will be monitored and cleaned regularly	Classroom instructional materials, tools, or equipment will be monitored and cleaned regularly	
Breakfast	Breakfast will be provided with added safety precautions and will follow social distancing requirements	Breakfast will be provided with added safety precautions and will follow social distancing requirements	
Lunch	Buildings will identify a flow of traffic with designated entrances and exits Students will be spaced 3-4 ft apart in lunch line, at lunch tables and classroom tables Assigned seating will assist with contract tracing as needed. Some classes may eat in the classroom to limit the number of students in the lunchroom at one time	Buildings will identify a flow of traffic with designated entrances and exits Students will be spaced 6 ft apart in lunch line and at tables Some classes may eat in the classroom as needed	
Required Drills	Required drills will occur and be modified to comply with safety guidelines	Required drills will occur and be modified to comply with safety guidelines	
Restrooms	EC-K classrooms with individual restrooms use those instead of communal spaces Staggered scheduling of classroom bathroom access throughout the day, when possible schedule at same time as other transitions Add 6 ft marking locations to indicate spacing in restrooms and hallways for waiting students	EC-K classrooms with individual restrooms use those instead of communal spaces Staggered scheduling of classroom bathroom access throughout the day, when possible schedule at same time as other transitions Add 6 ft marking locations to indicate spacing in restrooms and hallways for waiting students	

	When restroom emergencies arise, Individual students access the restroom as needed	When restroom emergencies arise, Individual students access the restroom as needed	
Playground/Recess	Hand sanitizing stations will be made available at doors to the playground Students engage in handwashing or hand sanitizing before and after playground/recess	Hand sanitizing stations will be made available at doors to the playground Students engage in handwashing or hand sanitizing before and after playground/recess	
Transitions	Traffic flow patterns will be established in hallways Social distancing should occur during hallway or common area usage	While on-site: Traffic flow patterns will be established in hallways Social distancing should occur during hallway or common area usage	
Communal Spaces (office, teacher workroom, gym, library, multi-purpose rooms, etc.)	Spaces will follow safety guidance: Social distancing between staff, students and visitors Distancing will be marked in high traffic areas Cloth face coverings/masking requirements	Spaces will follow safety guidance: Social distancing between staff, students and visitors Distancing will be marked in high traffic areas Cloth face coverings/masking requirements	
Flexible Instructional Spaces (library, outdoors, commons, hallways)	Spaces will follow safety guidance: Social distancing between staff, students and visitors Cloth face coverings/masking requirements	Spaces will follow safety guidance: Social distancing between staff, students and visitors Cloth face coverings/masking requirements	

	Flexible instructional spaces must be scheduled.	Flexible instructional spaces must be scheduled.	
Attendance	Schools will continue to monitor attendance per district policy Teachers will record attendance on PowerSchool Building administration will continue to monitor attendance and follow truancy procedures	On-site: Schools will continue to monitor attendance per our district policy Remote: Teachers will monitor attendance on Schoology/Seesaw and record attendance on PowerSchool Building administration will continue to monitor attendance and follow truancy procedures	Teachers will monitor attendance on Schoology and record attendance on PowerSchool/Seesaw Building administration will continue to monitor attendance and follow truancy procedures
Field Trips	In-person field trips are suspended until further notice. Exceptions may be approved by district administration. Virtual field trips are encouraged	In-person field trips are suspended until further notice Virtual field trips are encouraged	Virtual field trips are encouraged.
Personal Protective Equipment (PPE)	Staff will be provided a face shield and two cloth face coverings/masks Students will be provided two cloth face coverings/masks	Staff will be provided a face shield and two cloth face coverings/masks Students will be provided two cloth face coverings/masks	
Assemblies	All school assemblies are prohibited Virtual assemblies are allowable	All school assemblies are prohibited Virtual assemblies are allowable	Virtual assemblies are allowable
Technology checkout	A device will be assigned to every student to restrict multiple users on one device	A device will be assigned to every student to restrict multiple users on one device	A device will be assigned to every student to restrict multiple users on one device
Visitors	Post signage outside requiring visitors to wear face coverings/masks Visitors only in office area	Post signage outside requiring visitors to wear face coverings/masks Visitors only in office area	

	Limit visitors to number allowable by space Document any visitors in office logs	Limit visitors to number allowable by space Document any visitors in office logs	
Volunteers	Volunteers will be allowed if pre-approved by building principal and follow building safety guidelines	Volunteers will be allowed if pre-approved by building principal and follow building safety guidelines	
Area of Consideration	○○● **On-Site Learning Environment**	○●○ **Hybrid Learning Environment**	●○○ **Remote Learning Environment**
Secondary			
Social/Physical Distancing Considerations Per 20-59	Social distancing cannot be guaranteed. Cloth face coverings/masks will be required per guidelines. Markings/signage will provide visual reminders of spacing in common areas.	Social distancing will be possible in this model Masks will be required when 6ft distance is not possible Floor markings will provide visual reminders of spacing in common areas	
Arrival/Departure	Arrivals and departures may be staggered	Arrivals and departures will be staggered	
Health screening	Parents should complete an initial health screening of students prior to school All individuals entering our prek-12 school buildings shall have their temperature checked upon entering the building each day.	Parents should complete an initial health screening of students prior to school All individuals entering our prek-12 school buildings shall have their temperature checked upon entering the building each day.	

	See school nursing guidelines	See school nursing guidelines	
Hygiene	Water fountains will be closed. Water bottle fillers will still remain open Students must bring their own water bottles Principals will institute a handwashing/ hand sanitation schedule per most recent county or governor order.	Water fountains will be closed. Water bottle fillers will still remain open Students must bring their own water bottles Principals will institute a handwashing/ hand sanitation schedule per most recent county or governor order.	
Classroom Supplies	Each student will have his/her own school supplies Classroom instructional materials, tools, or equipment will be monitored and cleaned as appropriate	Each student will have his/her own school supplies Classroom instructional materials, tools, or equipment will be monitored and cleaned as appropriate	
Breakfast	Breakfast will be provided 6ft distance is not guaranteed	Breakfast will be provided with added safety precautions and will follow social distancing requirements	
Lunch	Identify a flow of traffic with designated entrances and exits Non-traditional spaces such as outdoors and gyms may be used Assigned seating will assist with contract tracing as needed.	Identify a flow of traffic with designated entrances and exits Students are spaced 6 ft apart in lunch line and at tables Some classes may eat in the classroom to limit the number of students in the lunchroom at one time Non-traditional spaces such as outdoors may be used	

Required Drills	Required drills will occur and be modified to comply with safety guidelines	Required drills will occur and be modified to comply with safety guidelines	
Restrooms	Staggered scheduling of classroom bathroom access throughout the day, when possible schedule at same time as other transitions 6 ft marking or signage in locations to indicate spacing in restrooms and hallways for waiting students When restroom emergencies arise, Individual students access the restroom as needed	Staggered scheduling of classroom bathroom access throughout the day, when possible schedule at same time as other transitions Add 6 ft marking locations to indicate spacing in restrooms and hallways for waiting students When restroom emergencies arise, Individual students access the restroom as needed	
Transitions	Traffic flow patterns will be established in hallways Social distancing will be encouraged in hallway or common area usage	Traffic flow patterns will be established in hallways Social distancing should occur during hallway or common area usage	
Communal Spaces (Office, teacher workroom, gym, library, multi-purpose rooms, etc.)	Spaces will follow safety guidance: Social distancing between staff, students and visitors Distancing will be marked in high traffic areas Cloth face coverings/masking requirements	Spaces will follow safety guidance: Social distancing between staff, students and visitors Distancing will be marked in high traffic areas Cloth face coverings/masking requirements	
Flexible Instructional Spaces (library, outdoors, commons, hallways)	Spaces will follow safety guidance: Social distancing between staff, students and visitors	Spaces will follow safety guidance: Social distancing between staff, students and visitors	

	Cloth face coverings/masking requirements Flexible instructional spaces must be scheduled.	Cloth face coverings/masking requirements Flexible instructional spaces must be scheduled.	
Attendance	Schools will continue to monitor attendance per district policy Teachers will record attendance on PowerSchool Building administration will continue to monitor attendance and follow truancy procedures	On-site: Schools will continue to monitor attendance per our district policy Remote: Teachers will monitor attendance on Schoology and record attendance on PowerSchool Building administration will continue to monitor attendance and follow truancy procedures	Teachers will monitor attendance on Schoology and record attendance on PowerSchool Building administration will continue to monitor attendance and follow truancy procedures
Field Trips	In-person field trips are suspended until further notice. Exceptions may be approved by district administration. Virtual field trips are encouraged	In-person field trips ar suspended until further notice Virtual field trips are encouraged	Virtual field trips are encouraged
Personal Protective Equipment (PPE)	Staff will be provided a face shield and two cloth face coverings/masks Students will be provided two cloth face coverings/masks Students will be required to wear cloth face coverings/masks on the bus and in school	Staff will be provided a face shield and two cloth face coverings/masks Students will be provided two cloth face coverings/masks Students will be required to wear cloth face coverings/masks on the bus and in school when social distancing of six feet or more cannot be achieved	
Assemblies	No in person school assemblies	No in person school assemblies	

Visitors	Post signage outside requiring visitors to wear cloth face coverings/masks Visitors only in office area Limit visitors to number allowable by space Document any visitors in office logs	Post signage outside requiring visitors to wear cloth face coverings/masks Visitors only in office area Limit visitors to number allowable by space Document any visitors in office logs	
Volunteers	Volunteers will be allowed if pre-approved by building principal and follow building safety guidelines	Volunteers will be allowed if pre-approved by building principal and follow building safety guidelines	

Activities & Athletics

Coaches & Athletes will continue to monitor and follow the KSHSAA and District protocols as introduced in June 2020.
KSHSAA introduced updated guidance on October 27, 2020.
KASHSAA COVID-19 Resources

Athletics

Area of Consideration	○○● On-Site Learning Environment	○🟡○ Hybrid Learning Environment	●○○ Remote Learning Environment
Transportation		Follow transportation guidelines, distancing allowance & require masks to be worn while being transported on the bus/van.	**Athletics may or may not be allowed to continue. If allowed the following protocols will be followed:**

			Follow transportation guidelines, distancing allowance & require masks to be worn while being transported on the bus/van.
Practice		Practice will not begin prior to 3:30 pm to allow for on-site traffic to depart following class for on-site students and allow remote learners time to transition time to SHS/SMS for practice. Equipment will be sanitized before and after use and between groups during practice. FB athletes will only leave helmets, shoulder pads & shoes in their FB locker following practice for disinfecting purposes by custodial staff nightly. FB athletes will have practice jerseys removed from their shoulder pads following practice for the staff to wash on a nightly basis. Practice schedules may be arranged to accommodate smaller groups	**Athletics may or may not be allowed to continue. If allowed the following protocols will be followed:** Practice will not begin prior to 3:30 pm to allow for transition time to SHS/SMS for practice. Masks/face coverings should be worn at all times by all personnel, including students, except when students are directly participating in the activity. Wearing a mask should never be discouraged unless it poses a safety risk. Maintain common groups as much as possible; practice outside whenever possible; spread out for team meetings; minimize full team interactions with teammates in close proximity. Practice and workout groups should remain static throughout a season insofar as possible.

Added Safety Measures		Coaches & Athletes will be administered temperature checks	**Athletics may or may not be allowed to continue. If allowed the following protocols will be followed:**
		Separate locker rooms assigned to reduce capacity.	Coaches will review universal guidelines and personal hygiene requirements on a regular basis.
		Athletes and coaches wear masks while in the locker room.	
		Athletes will have their own individual water bottle. Team water bottles will NOT be used.	Participants will maintain 6 feet social distance when possible.
		Athletes will be asked to shower at home	Anyone involved in a school activity will be screened daily for COVID-19 signs and symptoms, including a daily temperature check.
		Athletes will NOT be allowed to leave clothing or personal items in their locker following practice and be asked to launder their personal gear nightly.	
		Follow KSHSAA Specific Guidelines	A daily record should be kept of all team members present including adult personnel. Responses to screening questions for each person should be documented and retained on file. Documentation is confidential.
		Staggered meet start, finishing, medal presentations, etc. to ensure distancing	
		Teams will not switch benches between matches unless it is an advantage. They will take their chairs and belongings if they do switch.	Athletes will have their own individual water bottle. Team water bottles will NOT be used.
			Athletes will be asked to shower at home
			Athletes will NOT be allowed to leave clothing or personal items in their locker following

			practice and be asked to launder their personal gear nightly. All athletic equipment, including balls, should be cleaned intermittently during practices and competitions per the manufacturer's guidelines. Students returning after a COVID-19 diagnosis will follow KSHSAA's [COVID-19 Return to Participation Guidelines.]
Competitions			**Athletics may or may not be allowed to continue. If allowed the following protocols will be followed:** Masks/face coverings should be worn at all times by all personnel, including students, except when students are directly participating in the activity. When traveling to an event, student participants will be screened immediately prior to leaving school for the contest. Prior to competition: demonstrate respect to officials and opposing team/coach with appropriate gestures other than physical contact.

| | | | Conclusion of competition: in lieu of handshakes, develop and utilize an appropriate sign of respect and sportsmanship that does not include handshake or other physical contact; suggestions include head nod, chest thump, salute, etc.

All athletic equipment, including balls, should be cleaned intermittently during practices and competitions per the manufacturer's guidelines.

Officials will be provided resources as described in KSHSAA's guidelines |
|---|---|---|---|

Introduction

All coaches and sponsors are educated in the Universal Guidelines of Personal Hygiene, screening protocol and illness protocols, and facilities safety management to ensure the safest environment for our students.
KSHSAA COVID-19 Resources

Activities

Area of Consideration	○ ○ ● On-Site Learning Environment	○ ● ○ Hybrid Learning Environment	● ○ ○ Remote Learning Environment

Band/Chorus/Orchestra	Outdoor rehearsal whenever possible, social distance, masks whenever not playing instrument. Students can use instrument covers. Students will not share instruments.Virtual teaching and recorded rehearsals are possible. Concerts can be recorded and viewed virtually. Follow all KSHSAA guidelines and protocols - https://www.ksnt.com/wp-content/uploads/sites/86/2020/07/KSHSAA-SPECIFIC-REQUIREMENTS.pdf Pg. 31	Outdoor rehearsal whenever possible, social distance, masks whenever not playing instrument. Students can use instrument covers. Students will not share instruments. Virtual teaching and recorded rehearsals are possible. Concerts can be recorded and viewed virtually. Follow all KSHSAA guidelines and protocols - https://www.ksnt.com/wp-content/uploads/sites/86/2020/07/KSHSAA-SPECIFIC-REQUIREMENTS.pdf Pg. 31	We will follow KSHSAA guidance. Recordings may occur onsite with approval of the activities Director. Concerts will be recorded and then streamed.
Debate	Masks, social distancing, Virtual competition. Practice and research can be accomplished virtually as necessary based on CDC and county guidelines. https://www.ksnt.com/wp-content/uploads/sites/86/2020/07/KSHSAA-SPECIFIC-REQUIREMENTS.pdf pg. 30	Virtual competition. Practice and research can be accomplished virtually as necessary based on CDC and county guidelines. -https://www.ksnt.com/wp-content/uploads/sites/86/2020/07/KSHSAA-SPECIFIC-REQUIREMENTS.pdf pg. 30	We will follow KSHSAA guidance. Practice and research can be accomplished virtually as necessary based on CDC and county guidelines. -https://www.ksnt.com/wp-content/uploads/sites/86/2020/07/KSHSAA-SPECIFIC-REQUIREMENTS.pdf pg. 30
STUCO	Virtual regional conference, wear masks and social distance when in person, wash hands frequently https://www.ksnt.com/wp-content/uploads/sites/86/2020/07/KSHSAA-SPECIFIC-REQUIREMENTS.pdf	Virtual regional conference, wear masks and social distance when in person, wash hands often https://www.ksnt.com/wp-content/uploads/sites/86/2020/07/KSHSAA-SPECIFIC-REQUIREMENTS.pdf	We will follow KSHSAA guidance. Virtual Regional Conference. Communication and planning can occur virtually if necessary. https://www.ksnt.com/wp-content/uploads/sites/86/2020/07/KSHSAA-SPECIFIC-REQUIREMENTS.pdf

| Cheer and Dance | Social distance, wear masks, wash hands frequently, sanitize mats before and after use, practice outside whenever possible. No stunting as to maintain social distancing and guidelines from CDC, county health department and KSHSAA - https://www.ksnt.com/wp-content/uploads/sites/86/2020/07/KSHSAA-SPECIFIC-REQUIREMENTS.pdf pg. 28 | Social distance, wear masks, wash hands frequently, sanitize mats before and after use, practice outside whenever possible. No stunting as to maintain social distancing and guidelines from CDC, county health department and KSHSAA - https://www.ksnt.com/wp-content/uploads/sites/86/2020/07/KSHSAA-SPECIFIC-REQUIREMENTS.pdf pg. 28 | **Athletics may or may not be allowed to continue. If allowed the following protocols will be followed:**

We will follow KSHSAA and Shawnee County guidance.

PRACTICE:
Cheer practice will not begin prior to 3:30 pm to allow for transition time to SHS/SMS for practice. Vikettes will continue morning practices.

Masks/face coverings should be worn at all times by all personnel, including students, except when students are directly participating in the activity. Wearing a mask should never be discouraged unless it poses a safety risk.

Maintain common groups as much as possible; practice outside whenever possible; spread out for team meetings; minimize full team interactions with teammates in close proximity.

Practice and workout groups should remain static throughout a season insofar as possible.

PERFORMANCE:

Cheer will be limited to 1/2 (12) of squad to ensure social distancing.

Dance will arrive, perform at half-time |

			and then leave while players are in the locker room. Performances will be streamed. Parents will not be allowed in the gym at this time. https://www.ksnt.com/wp-content/uploads/sites/86/2020/07/KSHSAA-SPECIFIC-REQUIREMENTS.pdf pg. 28
Scholarsbowl	Social distance, wear masks, wash hands frequently, sanitize tables and desks before and after use, practice outside whenever possible. Virtual practice can occur when necessary. https://www.ksnt.com/wp-content/uploads/sites/86/2020/07/KSHSAA-SPECIFIC-REQUIREMENTS.pdf pg. 32	Social distance, wear masks, wash hands frequently, sanitize desks and tables before and after use, practice outside whenever possible. Virtual practice can occur when necessary. https://www.ksnt.com/wp-content/uploads/sites/86/2020/07/KSHSAA-SPECIFIC-REQUIREMENTS.pdf pg. 32	Practice may use a hybrid model for participation. Any on-site practice will follow social distance, wear masks, wash hands frequently, sanitize desks and tables before and after use, practice outside whenever possible. We will participate in virtual competitions as necessary. (4 essential competitors + coach)
Theater	Students will maintain six feet for social distancing, wear masks and wash hands often. Theater practice can occur in open space on stage or outdoors when possible. Each student will have their own script. Costumes will not be shared. Practices and set work will occur in staggered shifts if many students involved. Plays and performances can be recorded and viewed remotely.	Students will maintain six feet for social distancing, wear masks and wash hands often. Theater practice can occur in open space on stage or outdoors when possible. Each student will have their own script. Costumes will not be shared. Practices and set work will occur in staggered shifts if many students involved. Plays and performances can be recorded and viewed remotely.	Practice may use a hybrid model for participation. Any on-site practice will follow social distance, wear masks, wash hands frequently, sanitize desks and tables before and after use, practice outside whenever possible. Any on-site activities need to be scheduled with the Activities Director for approval. Performances will be virtual/streamed.

			Audiences on site are not allowed.
Robotics			We will follow KSHSAA guidance.

Any on-site activities will be scheduled with the Activities Director for approval.

Audiences on site are not allowed. |
| Other non-KSHSAA sponsored activities | Social distance, wear masks, wash hands frequently, sanitize work areas before and after use, meet outside whenever possible. | Social distance, wear masks, wash hands frequently, sanitize work areas before and after use, meet outside whenever possible. | **Clubs may or may not be allowed to continue on site. If allowed the following protocols will be followed:**

School sponsored clubs and other extracurricular activities may use a hybrid model for participation.

SHS: Numbers of participants will not exceed 25% of room capacity at SHS and will follow the most recent mass gathering county guideline.

SMS: Numbers of participants will not exceed 50% of room capacity at SMS and will follow the most recent mass gathering county guideline.

Sponsors will coordinate use of the building with the Activities Director.

Social distance, wear masks, wash hands frequently, sanitize work areas before and after use, meet outside whenever possible. |

			A daily record will be kept of all members present including adult personnel. Responses to screening questions for each person should be documented and retained on file. Documentation is confidential.

Introduction

Coaches & Athletes will continue to monitor and follow the KSHSAA, Shawnee County Resolutions and guidance (update 3/24/21) and District protocols as introduced in June 2020.

Events

Area of Consideration	⚪⚪🟢 **On-Site Learning Environment**	⚪🟡⚪ **Hybrid Learning Environment**	🔴⚪⚪ **Remote Learning Environment**
SMS Athletics	KSHSAA guidelines will be followed. Shawnee County guidance and recommendations will be considered when implementing district plans.	Seaman Middle School Athletic Event Plan	KSHSAA guidelines will be followed. Shawnee County guidance and recommendations will be considered when implementing district plans.
SHS Athletics	KSHSAA guidelines will be followed. Shawnee County guidance and recommendations will be considered when implementing district plans.	Seaman High School Athletic Event Plan	KSHSAA guidelines will be followed. Shawnee County guidance and recommendations will be considered when implementing district plans.

	Spring sports protocols 2020-2021		
Other SHS Events	KSHSAA guidelines will be followed. Shawnee County guidance and recommendations will be considered when implementing district plans.	Seaman High School Plan for Other Events	KSHSAA guidelines will be followed. Shawnee County guidance and recommendations will be considered when implementing district plans.

Introduction

Our goal is for the school community to work together to prevent the introduction and spread of COVID-19 in the school environment and in the community while still providing a quality education program.

Area of Consideration	○ ○ ● On-Site Learning Environment	○ ● ○ Hybrid Learning Environment	● ○ ○ Remote Learning Environment
Absence Tracking	School nurses will continue to track daily absences and report to the Health Services Director any increase in absences		
Sick students	Establish a dedicated space (isolation room) for symptomatic individuals who are waiting to go home (different from where health services will be delivered to those who are well and need routine types of care (medication administration, first aid, chronic disease management) ● All waiting staff and students or employees should wear a cloth face covering ● Only essential staff assigned to the room may enter ● A record will be kept of all persons who entered the room and the room will be disinfected after a symptomatic person leaves the room ● Strict social distancing is required and staff must wear appropriate PPE ● All staff and students with fevers or symptoms associated with COVID-19 should be encouraged to seek medical attention for further evaluation and instructions		
Sick staff	Sick staff will need to leave the building immediately or wait in an isolation room until they can be picked up Staff will follow the same return to school guidelines as the students		

Travel restriction for students/staff	Refer to CDC and KDHE travel restrictions Students or staff who have traveled to any area identified as a "hot spot" will be required to quarantine for 14 days https://www.coronavirus.kdheks.gov/175/Travel-Exposure-Related-Isolation-Quaran https://www.cdc.gov/coronavirus/2019-ncov/travelers/map-and-travel-notices.html#travel-1
Personal Protective Equipment for health staff.	Gloves, masks, face shields, gowns should be available for health staff to use with students who are displaying COVID-like symptoms.
Normal health room operations (medication administration, first aid, chronic disease management, procedures, etc.)	Students who do not display symptoms of COVID-19 can be seen and treated in the nurse's clinic. These would include students who are injured during the school day or students with special health care needs such as those with chronic health conditions (i.e. diabetes, asthma, etc.), those requiring medical treatments (i.e. tube feeding, catheterizations, etc.), and those with individual health care plans. Cross-train other school staff to assist in the nurse's clinic in case the nurse is with another student in the isolation room.
Return to school after exclusion	Once a student or employee is excluded from the school environment due to COVID-19 related symptoms, they may return if they satisfy the recommendations of the CDC **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: ● They have not had a fever for at least 72 hours without the use of medicine that reduces fevers; and ● Other symptoms have improved (cough, shortness of breath, muscle pain, headache, sore throat, new loss of taste or smell); and ● At least 10 calendar days have passed since their symptoms first appeared. **Tested Positive – Symptomatic:** Persons who have experienced symptoms and tested positive for COVID-19 may return to school if the following conditions are met: ● The individual no longer has a fever (without use of medicine that reduces fevers); and ● Other symptoms have improved (cough, shortness of breath, muscle pain, headache, sore throat, new loss of taste or smell); and ● At least 10 calendar days have passed since symptoms first appeared

	Tested Positive – Asymptomatic: Persons who have not had symptoms but test positive for COVID-19 may return when they have gone ten calendar days without symptoms (cough, shortness of breath, muscle pain, headache, sore throat, new loss of taste or smell) and have been released by a healthcare provider. Even without symptoms, if a student or employee has recently had contact with a person with a suspected or confirmed case of COVID-19, has someone in their home being tested for COVID-19, or has recently traveled from somewhere considered to be a "hot spot" by the CDC (or on the KDHE quarantine list), the school may exclude the student or employee from the school building and recommend that they self-quarantine for 14 calendar days. All students who are quarantined due to COVID symptoms or exposure will remain working with their teacher of record during the extent of their absence.
Contact tracing – The process of identification of persons who may have come into contact with an infected person and subsequent collection of further information about these contacts.	Notify SCHD of confirmed cases of COVID-19 among students and staff. The school nurse will work with the SCHD to help identify close contacts and determine the next steps regarding exposure to students and staff. All close contacts will be advised to self-quarantine for 10 days unless they are released earlier from the Shawnee County Health Department. Take measures to help with tracing: ● Use assigned seating ● Take attendance in every class ● Keep accurate records of any persons (other than students/staff) who enter the building, their reason for being there, and locations in the building they visit
Hand washing, hygiene etiquette	Ensure the availability of appropriate supplies to support healthy hygiene behaviors (i.e. soap, water, hand sanitizer, paper towels, tissues). Build routines of hand hygiene into the daily school schedule for all students and staff. Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol. Teach students to cough into their elbow and avoid touching their face, eyes, nose, or mouth. https://www.cdc.gov/handwashing/videos.html https://www.cdc.gov/handwashing/posters.html
Face coverings	Cloth face covering/mask wearing recommendations and requirements should be consistent with state and local guidelines. Teach and reinforce the use of face coverings for students and staff as much as possible throughout the day. https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering.pdf

	https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html https://www.coronavirus.kdheks.gov/DocumentCenter/View/492/Children-and-Masks-PDF—-4-14-20?bidId= https://www.snco.us/hd/Document/resolution_2020_44.pdf Have face coverings available for staff and students who do not have their own. Cloth face coverings/masks will be available at each building for those who do not have their own. It will be the parent and staff member's responsibility to wash the cloth face coverings/masks routinely. Strict social distancing will be followed with students not able to wear a cloth face covering/mask.
Symptom Screening	All staff, students, and visitors will have their temperature screened upon entering the school building every day. Any person found to have a temperature of 100 degrees or greater will be referred to the school nurse for further evaluation. If it is determined by the school nurse that this person is exhibiting symptoms of possible COVID-19 he or she will be isolated from others and arrangements for immediate pick-up will be made. Require students and staff to self-screen before coming to school. Students and staff exhibiting symptoms of COVID-19 (fever, cough, shortness of breath, muscle pain, headache, sore throat, new loss of taste or smell) should not come to school. https://www.coronavirus.kdheks.gov/DocumentCenter/View/1229/COVID-19-Employee-Health-Screening-Form—PDF—-5-20-20
High risk students/staff	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html Identify staff and students at high risk for illness due to COVID-19. Evaluate all current plans (IHPs, IEPs, 504 plans) and develop accommodations to decrease the risk for exposure to COVID-19. Offer distance learning to students who may be medically vulnerable.
Exclusion policy	Educate parents and staff about the signs and symptoms of COVID-19, and when they/their children should stay home and when they can return to school. COVID-19 related symptoms: A fever of 100.4 or greater, Cough, Shortness of breath or difficulty breathing, Chills, Repeated shaking with chills, Muscle pain, Headache, Sore throat, New loss of taste or smell, congestion or runny nose, nausea or vomiting, diarrhea Previous USD #345 exclusion guidelines will still be applicable.
Confirmed case of COVID-19 on	When there is confirmation that a person infected with COVID-19 was on school property, the district will

| school property | contact the local health department immediately. The district will work with the local health department to determine the likelihood of exposure to employees and students in the building.

The local health department will contact the person confirm
ed with COVID-19, inform direct contacts of their possible exposure, and give instructions to those involved with the confirmed case regarding self-quarantine and exclusions. The individual who tested positive will not be identified in communications to the school community at large but may need to be selectively identified for contact tracing by the local health department.

As soon as the district becomes aware of a student or employee who has been exposed to or has been diagnosed with COVID-19, the custodial staff will be informed, so that impacted areas are thoroughly disinfected. If possible, custodial staff will wait 24 hours or as long as possible prior to disinfecting. However, if that is not possible or school is in session, the cleaning will occur immediately. |
| Signs for buildings | Sign 1   Sign 2   Sign 3   Sign 4   Sign 5   Sign 6   Sign 7   Sign 8   Sign 9   Sign 10   Sign 11   Sign12   Sign 13 |

Introduction

Our goal is to increase the daily cleaning and disinfecting process with priority on high touch surfaces and creating clean and efficient learning environments.

Area of Consideration	On-Site Learning Environment	Hybrid Learning Environment	Remote Learning Environment
Cleaning Frequency	Ongoing cleaning during school day; deep cleaning and disinfecting outside school hours	Ongoing cleaning during school day; deep cleaning and disinfecting outside school hours	Ongoing cleaning during school day; deep cleaning and disinfecting outside school hours
Lunch rooms	If traditional lunch is offered, the cleaning chemicals take 10 minutes to work between kids Extended lunch periods to accommodate cleaning timeframes	If traditional lunch is offered, the cleaning chemicals take 10 minutes to work between kids Extended lunch periods to accommodate cleaning timeframes	If traditional lunch is offered, the cleaning chemicals take 10 minutes to work between kids Extended lunch periods to accommodate cleaning timeframes
Cleaning/ Training	Custodians all trained by Hillyard, cleaning and PPE	Custodians all trained by Hillyard, cleaning and PPE	Custodians all trained by Hillyard, cleaning and PPE
Cleaning supplies	EPA Hospital grade disinfectant used	EPA Hospital grade disinfectant used	EPA Hospital grade disinfectant

	by the district, no outside cleaning supplies should be used as traditional disinfectants leave a residue on the surface All rooms will have these available	by the district, no outside cleaning supplies should be used as traditional disinfectants leave a residue on the surface All rooms will have these available	used by the district, no outside cleaning supplies should be used as traditional disinfectants leave a residue on the surface All rooms will have these available
Employee hours	May need extended or increased staff	May need extended or increased staff	May need extended or increased staff
Heating and Air	Remove setbacks for increased air circulation	Remove setbacks for increased air circulation	Remove setbacks for increased air circulation
Heating and Air filters	Change on regular schedule	Change on regular schedule	Change on regular schedule
Indoor air quality	Use caution opening the windows as this may allow increased humidity and pollen, causing allergy and mold	Use caution opening the windows as this may allow increased humidity and pollen, causing allergy and mold	Use caution opening the windows as this may allow increased humidity and pollen, causing allergy and mold
Community facility use	Limited to no access	Limited to no access	Limited to no access
Protective equipment	Gloves, cloth face coverings/masks, face shield, sneeze guards will be provided to maintenance staff	Gloves, cloth face coverings/masks, face shield, sneeze guards will be provided to maintenance staff	Gloves, cloth face coverings/masks, face shield, sneeze guards will be provided to maintenance staff
Confirmed or Suspected COVID case - Procedure	As soon as the district becomes aware of a student or employee who has been exposed to or has been diagnosed with COVID-19, the custodial staff will be informed so that impacted areas are thoroughly disinfected. If possible, custodial staff will wait 24 hours or as long as possible prior to disinfecting. However, if that is not possible or school is in session, the cleaning will occur immediately.		

Operations – Personnel

Introduction
Our goal is to consider personnel needs, including substitute teachers, high risk staff, workday, assignments, dress code, evaluations, and orientation. While each is addressed in the different possibilities a few underlying issues must be considered. We are limited in some of what we can do by state and federal statute, the negotiated agreement, and budgetary considerations.

Area of Consideration	On-Site Learning Environment	Hybrid Learning Environment	Remote Learning Environment
Substitute Need and Availability.	Substitutes have to have a license from the state and pass a background check. We typically have around 120 substitute teachers and a handful of substitutes for para, secretarial, and custodial positions. Teachers that are absent would be covered by a substitute teacher based upon availability. That also applies to any para, secretary, or custodial position.	Teachers that are on-site will be covered by substitute teachers as is possible and applicable. Those teachers who are working remotely will likely be able to shift their schedule for a short term, a long term illness or inability to teach will have to be handled on a case by case situation.	Those teachers who are working remotely will likely be able to shift their schedule for a short term, a long term illness or inability to teach will have to be handled on a case by case situation.
Workday Expectations	The state requires 1116 hours for students for instruction. USD 345 teachers are contracted for 184 days, and have a contracted day of	The state requires 1116 hours for students for instruction. USD 345 teachers are contracted for 184 days, and have a contracted day of	The state requires 1116 hours for students for instruction. USD 345 teachers are contracted for 184 days, and have a contracted day of

7 hours and 15 minutes with a 25 minute duty free lunch.	7 hours and 15 minutes with a 25 minute duty free lunch.	7 hours and 15 minutes with a 25 minute duty free lunch.
Assess negotiated agreement and contracts for definition of work hours, number of workdays and structure of workday; number of hours and lunch breaks.	Assess negotiated agreement and definition of work hours and structure of workday; number of hours and lunch breaks.	Assess negotiated agreement and definition of work hours and structure of workday; number of hours and lunch breaks.
Assess in-service days and whether they are designated for specific use or may be used more flexibly.	Determine work year for instructional staff and year-round staff. Contractual obligations are an element to consider.	Clearly define workday requirements and expectations, including instruction, planning, meetings, office hours.
Determine work year for instructional staff and year-round staff. Contractual obligations are an element to consider.	Determine whether teachers and support staff will stay at school and continue to work if students are in school reduced hours, or whether they will conduct remote instruction from the school.	Determine work year for instructional staff and year-round staff, including whether this may be adjusted if the workday is shorter. Contractual obligations are an element to consider.
Prepare for significant numbers of staff to be unable to report for work at school sites, including consideration of realigning roles and responsibilities (i.e., responsibilities for virtual learning might need to shift to staff members who need to work from home).	Assess in-service days and whether they are designated for specific use or may be used more flexibly.	Recognize the need for flexibility in scheduling based on personal responsibilities (childcare, caregiver, etc.) and balancing that with contractual obligation
Consider possible adjustments in staff lunches and preparation time due to changes in student schedules made to reduce class size or movement.	Consider possible adjustments in staff lunches and preparation time due to changes in student schedules made to reduce class size or movement.	
Consider using instructional assistants to cover lunch periods in classrooms	Consider using instructional assistants to cover lunch periods in classrooms.	
	Assess the financial impact of shift differentials for designated staff who may be needed to perform	

		additional work	
	Assess the financial impact of shift differentials for designated staff who may be needed to perform additional work		
Staff Evaluations	Teachers the first 2 years in the district receive one in each semester. Teachers in years 3 and 4 receive one evaluation. Teachers beginning year 5 and beyond are required to be evaluated at least every 3 years Non-teaching staff should be evaluated annually Work cooperatively with staff in conducting evaluations; emphasis should be given to establishing roles and responsibilities for staff members One consideration is meeting the requirements for observations and steps in evaluation process can be met, especially if a staff member is absent for an extended timeframe	Teachers the first 2 years in the district receive one in each semester. Teachers in years 3 and 4 receive one evaluation. Teachers beginning year 5 and beyond are required to be evaluated at least every 3 years Non-teaching staff should be evaluated annually Work cooperatively with staff in conducting evaluations; emphasis should be given to establishing roles and responsibilities for staff members Determine when observations will occur, in-person or online Identify strategies for conducting pre- and post-observation conferences Establish guidelines for conducting teacher observations in online format	Teachers the first 2 years in the district receive one in each semester. Teachers in years 3 and 4 receive one evaluation. Teachers beginning year 5 and beyond are required to be evaluated at least every 3 years Non-teaching staff should be evaluated annually Work cooperatively with staff in conducting evaluations; emphasis should be given to establishing roles and responsibilities for staff Identify strategies for conducting pre- and post-observation conferences Establish guidelines for conducting teacher observations in online format Identify strategies for implementing improvement plans to assure adequate support for staff in an online environment Recognize that staff struggling with technology implementation may have it impact their observations

Onboarding New Employees	Ensure new staff receive both traditional orientation training, as well as specialized training required for addressing current health and safety plan implementation and considerations	Ensure new staff receive both traditional orientation training, as well as specialized training required for addressing current health and safety plan implementation and considerations	Ensure new staff receive both traditional orientation training, as well as specialized training required for addressing current health and safety plan implementation and considerations
	Allocate additional time for more intense and/or streamlined training for new staff	Allocate additional time for more intense and/or streamlined training for new staff	Allocate additional time for more intense and/or streamlined training for new staff
			Determine how mentors may be assigned and work in a virtual environment
Changes in placement for staff due to potential issues surrounding or caused by Covid-19	Special courses at the elementary level (i.e., physical education, music, art, library) present social distancing challenges – consider reallocation of special staff to high-need areas if special courses are not feasible	Determine whether additional pay is included in the contract when classes are combined, or staff cover an additional class period	Review and discuss if the contract specifies the number of periods taught in a day/week
	Secondary-level schools might consider classroom-level cohorts, allowing the same students to remain together for the entire day; this is a barrier to providing individualized schedules, but has the benefit of limiting student interaction	Determine whether CBAs or contracts contain provisions regarding the number of individuals using leave on a specific day and impact on instruction in the hybrid model	Determine whether designated staff will be required to make home visits to students
			Determine whether teachers will work in the building while students are at home to allow better access to materials and accountability
	Prepare contingency plans for staff testing positive for COVID-19 during the school year; develop strong points of contact with state and local health departments	Determine whether designated staff will be required to make home visits to students	Assess need for additional or fewer custodians, food service, paraprofessionals, bus drivers, Certified School Nurses or Licensed Practical Nurses, technology specialists or secretaries
		Prepare contingency plans for staff testing positive for COVID-19 during the school year; develop strong points of contact with state and local health departments	Consider whether additional technology staff will be needed for
		Prepare to follow direction	

	Prepare to follow direction regarding quarantine of positive staff and those who have come in contact with them; communicate plans for responding to these circumstances prior to the start of the school year and during the school year	regarding quarantine of positive staff and those who have come in contact with them; communicate plans for responding to these circumstances prior to the start of the school year and during the school year	preparing, repairing and monitoring student devices, as well as troubleshooting hardware, software and network issues of students and staff
		Survey staff to determine preferences for in-person or online assignments	
	Assess need for additional or fewer custodians, food service, paraprofessionals, bus drivers, Certified School Nurses or Licensed Practical Nurses, technology specialists or secretaries	Survey parents to determine how many students may attend school physically, and how many may attend virtually (depending on what models and approaches are used); this will assist in determining staff needs and assignments	
	Demands of cleaning and sanitizing during the day, in addition to following other guidelines, may increase the need for maintenance and custodial employees/contractors	Assess need for additional or fewer custodians, food service, paraprofessionals, bus drivers, Certified School Nurses or Licensed Practical Nurses, technology specialists or secretaries	
	Curtailment of large groups may eliminate large lunch periods and additional cafeteria/food service staff may be required to address logistical challenges with serving food in alternate locations, such as classrooms	Determine whether additional cleaning staff will be needed for deep cleaning on nights/weekends	
		Consider using instructional assistants for working with small groups of students while others are with teacher for instruction	
	Students may be experiencing increased anxiety after school closures and having limited access to mental health support; additional mental health professionals may be needed for support	Consider whether additional staff	

	Consider providing additional school nursing staff to handle the anticipated increase in student health screening and illness at school, as well as handling medication Consider mental health needs of both students and staff who may be experiencing grief following loss due to COVID-19 or have suffered depression; identify how to fill needs through Student Assistance Program (SAP) staff, contracted services, the intermediate unit, etc. Determine whether additional cleaning staff will be needed for deep cleaning on nights/weekends Consider whether additional staff will be needed for monitoring social distancing on arrival/departure and in hallways, conducting temperature screening, traveling on buses	will be needed for monitoring social distancing on arrival/departure and in hallways, conducting temperature screening, traveling on buses Consider whether additional technology staff will be need for preparing, repairing, and monitoring student devices, as well as troubleshooting hardware, software and network issues for students and staff	
Staff Identified as "High Risk"	Those that are in the high risk category will be very unlikely to report to an "on-site" position Consideration for how the positions of those considered high risk can be covered or filled The legal expectations and considerations must be evaluated	Those that are in the high risk category will be very unlikely to report to an "on-site" position Consideration for how the positions of those considered high risk can be covered or filled Those that are "high risk" may be able to still perform their duties in a	Those that are in the high risk category will be very unlikely to report to an "on-site" position Consideration for how the positions of those considered high risk can be covered or filled Those that are "high risk" may be able to still perform their duties in a

	when dealing with the individual cases of staff deemed high risk	remote location. That will have to be determined by the position and needs related to it The legal expectations and considerations must be evaluated when dealing with the individual cases of staff deemed high risk	remote location. That will be hThe legal expectations and considerations must be evaluated when dealing with the individual cases of staff deemed high risk
Dress Code	School appropriate attire with possible consideration regarding PPE items	School appropriate attire with possible consideration regarding PPE items Staff working remotely would still have an expectation of appropriate dress	Staff working remotely would still have an expectation of appropriate dress

⬤ ⬤ ⬤ # Operations - Transportation

Introduction

Our goal is to transport students to and from school in a safe and efficient manner.

Area of Consideration	○○🟢 On-Site Learning Environment	○🟡○ Hybrid Learning Environment	🔴○○ Remote Learning Environment

Employee on the bus	All employees will be required to wear cloth face coverings/masks while on the bus (this includes drivers and paras and any adult riding on the bus with students)	
Students on the bus and bus stops	Students will be required to wear cloth face coverings/masks on the bus. Students of the same family may share a seat, otherwise students will be placed one to a seat when seating is available to do so. Students will load the bus back to front and unload front to back	
District vehicles	Any employee or student using or riding in a district vehicle, is required to wear mask/face shields because social distancing is not possible	
Disinfecting/cleaning buses after each route	Using Tersano after each route to disinfect buses for the next group of students. Buses will be spot cleaned daily (student seats, touch sites, driver area) and whole bus cleaned weekly (cleaning all surfaces including windows) https://www.tersano.com/ Clorox/antibacterial wipes on each bus for touch up sanitizing. Hand sanitizers will be available on all buses	The same cleaning and sanitizing procedures would be in place

Operations - Food/Nutrition Service

Introduction

Our goals are to offer reimbursable USDA meals to all students based upon demand, and to classify with a high degree of accuracy all Seaman students as qualified for Free, Reduced, or Paid benefits. School district funding and grants may be related to student school meal benefit qualifications and the department must be diligent in assisting families and maintaining confidentiality of applicants for services as required by law. The department strives to provide meal services to students that can be supported by reimbursement funds from the USDA and KSDE.

Child Nutrition Programs are guided by a Program Agreement/Contract between the Seaman School Board and the Kansas State Department of Education (KSDE), Child Nutrition & Wellness Division. This agreement is also signed by the "Authorized Representative" for Seaman, the Director of Child Nutrition. Meals are planned to meet the United States Department of Agriculture (USDA) requirements for a reimbursable meal as directed by this agreement.

Programs Offered by the Seaman Child Nutrition Department:
National School Lunch Program (NSLP) in all Seaman Schools
National School Breakfast Program (NBP) in all Seaman Schools
Fresh Fruit & Vegetable Program (FFVP) (Logan)
Afterschool Snack Program (ASP) (Logan)
Child and Adult Care Food Program (CACFP) (MELC Snack Program & School Day Out Meals at Logan Boys & Girls Club Participants)
Child and Adult Care Food Program for MELC lunch for one classroom (Possible Additional Program in Fall 2020)

Reimbursable Meal Menu Development & Service, Lunchroom Social Distancing

Area of Consideration	On-Site Learning Environment	Hybrid Learning Environment	Remote Learning Environment
Determine meals to be offered (breakfast, lunch, snacks depending on the building) based	Meals will be available to students based on KSDE/USDA guidance - **Meals are served at no**	Meals will be available to students based on KSDE/USDA guidance - **Meal fees charged based**	Grab and Go meal services Meals will be available to students

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on KSDE/USDA funding and requirements as per the **Program Agreement**

Determine **specific menus** for each meal service

Logistics of supplies, either all disposable or mix of washable/disposable if staffing is adequate

Historically building administrators determine where students consume meals, will this be the same for 2020-21?

Building administrators will determine how students are socially distanced in the cafeteria or the classroom

If meals are to be consumed in the classroom, consider **additional trash and possible increased pest control needs**

Nutrition Services offers the meal components in food service areas, monitors that all tray served meet the reimbursable meal pattern, and exit the serving area;

Distribute food safely

Meal Modifications, ensure all adults assisting with meal service are informed of students needing

charge to June 30, 2021 as per KSDE/USDE updated in November 2020

- ~~**Meal fees charged based on eligibility status of student**~~

The **menu planners develop a cycle menu** based upon facilities and skills of staff to produce meals. The meals must meet the USDA meal pattern requirements, which may have changes/flexibilities evolving as the first day of school at Seaman approaches. **There is a significant amount of record keeping for child nutrition programs**. For example, items must be bid and nutritional information obtained/updated each year (the annual bid has over 500 food and non food items for consideration). **Meals must meet the pattern and be within calorie/nutritional requirements approved by KSDE/USDA to qualify for funding.** The ongoing goal is to offer meals that appeal to the majority of students. The department must also be prepared to offer services to those **students requiring a meal modification upon request** (ex. gluten free, soy milk, etc.).

on eligibility status of student

Meat times as set by individual schools and possible grab and go take home for virtual learning at home as allowed by USDA for reimbursable meals

PPE For all staff and personnel involved in food distribution

based on KSDE/USDA guidance
- **Meals are served at no charge to June 30, 2021 as per KSDE/USDE updated in November 2020**

For Hybrid or Remote Notes:

COVID-19: Child Nutrition Response #33 - Nationwide Waiver to Allow Non-congregate Feeding in Child Nutrition Programs - Extension #2
This extension allows non-congregate feeding to June 30, 2021. Meals must be claimed under the appropriate operating Program (students would be charged for paid and reduced meals, only students qualified for free could be served at no charge).

COVID-19: Child Nutrition Response #34 Nationwide Waiver to allow Meal SErvice Time Flexibility in the NSLP, SBP and CACFP - Extension #2
Under this waiver lunch and breakfast at Seaman could be done with established meal times that support streamlined access to nutritious meals (allow for service of more than one meal or day's worth of meals at one time) to June 30, 2021.

meal modification while **maintaining confidentiality** of each student Safety of students with food allergies	The menu planner works with a management team (managers are typically located at base kitchens; Seaman has 4 base kitchens with a team led by the Director and currently 6 managers/interim managers on active duty). If meals are to be consumed in the classroom there will be costs incurred for disposable service items and individually wrapped food components as needed. For example, instead of a student using tongs to select baby carrots from a bulk pan, the cafeteria staff will be making individual bags of carrots. Or the director will seek bids for individual bags of carrots at a higher cost than bulk carrots. Current staffing levels for classified staff in the food service allow for students to come to the cafeteria. If meals are to be consumed in classrooms, additional staff will be needed to transport meals to classrooms. To avoid adding more expense, students should come to the cafeteria to pick up a meal to consume at safe social distances in the cafeteria, or return to the classroom to consume the meal.		**COVID-19: Child Nutrition Response #35 Nationwide Waiver to Allow Parents & Guardians to Pick Up Meals for Children - Extension #2** Extended to June 30, 2021 Sponsors must describe how they will maintain accountability and program integrity. Sponsors must describe how they will ensure meals are distributed only to parents and guardians of eligible children. PPE For all staff and personnel involved in food distribution

	Food safety must be paramount, keeping hot foods hot and cold foods cold are most effectively done by students coming to a central location to pick up a meal. **PPE For all staff and personnel involved in food distribution**		
Times for meal service by building **Breakfast** **Lunch**	Breakfast could be grab and go offered to students as they arrive at schools to be taken to be consumed in the classroom (if students are allowed to go directly to classrooms upon arrival; in past traditional formats Seaman students must wait in designated areas before being allowed to go to individual classrooms). Meal times as set by individual schools every school year – administrators at each building set the meal schedule and food service offers meals based on the number of students who select a school meal. School meals are optional, not every student takes school meals. To allow for social distancing, administrators may expand the times needed for the department to offer services, and labor costs will	Meat times as set by individual schools and possible grab and go take home for virtual learning at home	Grab and Go meal services if allowed with USDA waivers

	increase exponentially. For example, Logan lunch time in 2019-20 was 11:00 to 12:30 PM. The time may need to be expanded to 10:45 to possibly 1:00. Classified staff in the food service department would need to be required to work longer hours at an additional expense. Disposable use will increase to reduce the transmission of germs via tray reusable trays, forks, and spoons when school begins. If reusable trays, forks, and spoons are utilized, there will be increased planning and costs to determine how to collect the soiled items and get them back to the cafeteria in a safe and timely manner. Facilities will need to assist with increased access to trash cans near classrooms if the consuming in the classroom is the chosen model.		
Accountability/Meal Accounts The department utilizes a Point of Sale (POS) system to maintain accurate records as required by KSDE/USDA. Each meal must meet minimum requirements for a reimbursable meal. Traditionally this is done by the meal checker (computer operator) checking every	~~Each Seaman student requesting a meal must have a~~ **unique account** ~~for meals as per KSDE guidance for the monthly claim. If meals are delivered to classrooms, the teacher/para may be required to provide meal accountability information to the food service department, adding additional staff~~	Accountability will be by KSDE guidance The department will need to develop a system to take orders for requested meals for students learning remotely. A preorder system using google sheets may assist with this possible need.	Accountability will be by KSDE guidance The department will need to develop a system to take orders for requested meals for students learning remotely. A preorder system using google sheets may assist with this possible need. Update: **January 2021 – a weekly**

tray for at least ½ cup fruit/veggies, and 2 other full components for lunch as an example. If a student purchases only a milk, there must be a charge made, the district does not qualify for a free milk program. Meals have been offered during the summer at no charge with USDA funding at 100%. When school begins, current guidance is that all students will be paid, reduced, and free and universal free meals will not be an available option as per KSDE, Child Nutrition & Wellness 7/13/2020 guidance. **Update November 2020: All meals served to children can be done at no charge to June 30, 2021**	~~time to both the classroom and the cafeteria staff day to account for meals outside the cafeteria.~~ Meals are served at no charge to June 30, 2021 and individual unique identifiers are not currently being utilized. Traditionally **elementary teachers** in Seaman schools are providing some **assistance with meal forecasting.** They input aggregate numbers in PowerSchool in the morning for students requesting a cold or hot entree, and milk a la carte. Although the data is variable, some teachers are very good at the daily entries, others are not. This same system could be used to assist with a classroom service model. There are a significant number of students who bring a meal from home and request to purchase a **milk a la carte.** A school district cannot offer both free meals and free milk (law). There must be a plan to account for a student wishing to purchase only a carton of milk.		**order for remote meals is sent by the Communications Department. Google orders created by Nutrition Services and aggregate numbers are given to TNO for weekend packs as part of program. coordination.**
Federal requirement all meal **participants have access to water during meal service**	Students bring their own water bottle and **filling stations must be accessible** or there will be costs	Same as traditional	

	incurred to provide bottled water and Food Service offers water cups to be used at water filling stations (a disposable cup has traditionally been offered at Seaman to any student upon request from the computer operator)		
KSDE, Child Nutrition & Wellness is awaiting more information soon regarding the requirement for potable water during meals			

Meal Service Sanitation/HACCP

Area of Consideration	○ ○ ● On-Site Learning Environment	○ ● ○ Hybrid Learning Environment	● ○ ○ Remote Learning Environment
Sanitation of Meal Service Areas Note not all meals are provided by the Food/Nutrition Department, **a number of students bring in a meal from home** or a parent/guardian may bring a meal at lunch time;, consideration must be given to sanitizing areas where meals from home are consumed in addition to meals from the department; custodians must have primary responsibility for sanitizing tables (tables are often also used for purposes other than meal service as another consideration)	Guidance for Shawnee County and Kansas Department of Agriculture will be followed School Food Services must always adhere to the Kansas Food Code and are cleaned and sanitized normally. We will increase the number of times surfaces are sanitized as needed. All school services must have **Hazard Analysis Critical Control Point (HACCP) plans in place** normally. Food safety is always a priority. Allow adequate time between table uses if meals are consumed in the cafeteria.	The Child Nutrition Department will provide meal services based on KSDE/USDA guidance for hybrid models (serve in school and provide non congregate meals if allowable by program regulations - meaning allow a student to take a meal home for a day where they be doing school virtually)	Same as the hybrid model: Seaman Nutrition Programs will be available based on funding availability from KSDE/USDA and prepared as per Kansas Food Codel and Shawnee County guidance.

	Develop a plan to sanitize desks if meals are consumed in the classroom.		
Service/Staffing specific to each school based on anticipated participation levels in the meal programs: Administrators in individual buildings determine the lunch schedule and communicate to the Nutrition Department the times and the grade levels that will come to meal services **Supporting Data**: In October 2019 consider the participation levels by school for this Focus Area: LUNCH: ADP = Average Daily Participation SHS 50% (ADP 614 meals) SMS 66% (ADP 405 meals) (PH meals are with SMS) EL 55% (ADP 195 meals) NF 55% (ADP 182 meals) WI 55% (ADP 267 meals) LO 80% (ADP 304 meals) NH 69% (ADP 268 meals) BREAKFAST: SHS 8% (ADP 100 meals) SMS 36% (ADP 218 meals) EL 6% (ADP 19 meals) NF 5% (ADP 16 meals) WI 10% (ADP 51 meals) LO 44% (ADP 167 meals) NH 27% (ADP 105)	Based on estimates of anticipated participation in meal programs, the nutrition department will offer meals to all students in a school; it is anticipated the demand will be higher based on possible higher anticipated free and reduced qualified students.		
Engineering actual **service to**	Seaman meal services are	Same as Traditional with packaged	Grab and go meals individually

reduce possible transmission **School Staff outside of the FS department will be helpful to keep students social distanced upon entrance to food line areas.**	traditionally "offer", meaning students have the option to decline some meal items offered. Tongs and shared serving utensils were used before COVID 19. Now the department should plan for individual servings or pre bagged items. Food Service staff may be placing items on trays for students upon request to avoid hand to hand possible transmission of pathogens. The program may become "serve" where all items are required to be taken, this is a menu planning decision yet to be determined.	grab and go meals if allowable by USDA. Non congregate grab and go meals would require an approved waiver for the state of Kansas. KSDE, Child Nutrition & Wellness make the applications for waivers in Kansas.	bagged .
Food services staff Base Kitchen Closure - If a kitchen is required to close due to a staff or student with COVID 19 in a building with a base kitchen, how will other kitchens assist to ensure services are still provided? Data to consider: ● **SMS is the largest base kitchen with the most staff**. This base kitchen services SMS, PH, EL, NF, WI, and MELC. ● LO serves only LO students but shares a manager currently with NH ● NH serves only NH but shares a manager with LO	**Safety protocols for nutrition staff** should be defined: ● Temperature Checks ● Handwashing ● Gloves/Cloth face coverings/masks ● Staffing hours, social distancing is challenging in kitchens (direct supervision of food service staff is required for a successful communication of menu production needs (a manager must direct actual work and procedures constantly) The department must **develop an action plan for any school closure,** with special focus on schools with base kitchens		

● SHS serves only SHS students Required closure of the SMS base kitchen would be the largest challenge to the programs offered. If only for one or two days, services may be able to be maintained from the SHS kitchen.	

Families with Seaman students who are food insecure
 	
Free and Reduced Qualifications for Seaman Students
 	
The application for Child Nutrition Benefits cannot be distributed prior to July 1 each year, this is federal law. The process for qualifying families has begun already for SY 2020-21
 	
Due to the current COVID crisis the **department anticipates an increase in the number of students being qualified for benefits** = increase in the clerical work in the office
 	
The Child Nutrition Department processes applications for benefits and coordinates data provided by the State of Kansas/KSDE (Direct Certification) to qualify Seaman students for Free/Reduced and updates PowerSchool data continually
	Assisting Seaman Families with Resources is continual.
	
	Two main ways to qualify for Child Nutrition Benefits:
	● Household is qualified for Food Assistance, TAF, or FDPIR (through state of Kansas)
	● Household applies locally with a Child Nutrition Benefit Application
	    ○ A complete application is approved for free, reduced or denied
	    ○ NEW July 1, 2020 a household may apply online
	
	The department has one Administrative Assistant who primarily initially processes Free and Reduced Applications. During enrollment time, she is assisted by kitchen managers and the second office administrative assistant. The director is the final determining official signature on each application. If there are increases in application to process due to COVID 19, there may be additional clerical support needed or overtime pay incurred at the beginning of the school year. Update September 2020: Application numbers were not increased significantly and were very similar to September 2019.

Data for consideration: September 20, 2019 (official count day for F/R to be reported to KSDE) Seaman: Enrollment: 3773 Free: 933 Reduced: 359 F/R 34.24%			
Confidentiality note – a parent or guardian must provide written, signed consent for the Child Nutrition Program to benefit information locally (to reduce school fees a "Consent for Disclosure" must be completed and on file in the Food Service Office), this becomes a FAQ each year when parents/guardians inquire why school fees have not been reduced when their household is qualified for free or reduced fees	The Consent for Disclosure form allows the food service department to share information for local benefits. This form is provided to all households qualifying for benefits with Direct Certification and is provided with the application packet. This is important every year and is shared here as a note of the most FAQ with F/R		
Assisting families in need of food support Ensuring knowledge of federal resources for food	Make information available online and distribute information to all families in the annual district household mailed calendar **Provide ongoing information regarding food availability for school meals or through community resources**	Email and Social Media information outreach	Email and Social Media information outreach
Menus and school specific meal service procedures communication	The department works with school administrators on meal service		

| | times and models unique to each site

The department works with the Director of Communication to update services, menus, and other important information on the **district website** | | |
| --- | --- | --- | --- |

Appendix A- Sample Hybrid Schedule

🏫 **In-Person Learning**

💻 **Remote Learning**

Group Distribution
Students will be divided into two groups: Student Group A and Student Group B. Parents will have the flexibility to choose a group that works best for their family if the initial group assignment poses a challenge.

	Mon	Tue	Wed	Thu	Fri
Student Group A	🏫	🏫	**Remote Learning & Intervention**	💻	💻
Student Group B	💻	💻		🏫	🏫

Appendix B- COVID-19 Exposure Guidelines

Seaman #345
School District
Learning Without Limits

COVID-19 Exposure Guidelines

COVID-19 Symptoms

- Fever of 100.4 (F) or higher
- Chills
- Rigors
- Muscle pain or aches
- Malaise
- Headache
- Sore throat
- Lower respiratory illness (cough, shortness of breath, or difficulty breathing)
- Loss of taste or smell
- Diarrhea
- Congestion or runny nose,
- Nausea or vomiting

10 Day Home Quarantine Guidelines

- Do not leave your home unless to satisfy critical needs.
- Do not attend any settings where you are unable to maintain a 6-foot distance from other people.
- You may not have visitors at your home unless authorized by SCHD.
- SCHD could monitor your condition through daily phone calls.

What is close contact?
Close contacts are people who have been within 6 feet of you for a period of 10 minutes or more.

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1 I am having COVID-19 symptoms

Parents/Students should contact their school nurse, employees should contact Jenny Crowell.

Contact the Shawnee County Health Department at 785-251-5715

Take a COVID-19 test and follow the instructions below while awaiting tests.

- Self-Isolate to your home.
- If you live with others, self-isolate in a private room and use a private bathroom if possible.
- Make a list of close contacts you have had from two days before you became sick until you isolated.
- Wear a mask when you enter general living areas. Interact with others as little as possible.
- If you develop additional symptoms or if your symptoms get worse, notify your healthcare provider for instructions.

2 I have received a positive COVID-19 test

Parents/Students should contact their school nurse, employees should contact Jenny Crowell.

⭐ **School personnel will notify close contacts at school.**

Notify your close contacts and let them know they should quarantine at home for 10 days. This includes your family.

Self-isolate in your home until the following conditions are met: a.) 10 days from the beginning of symptoms or 72 hours after fever is gone without the use of fever reducing medicine and other symptoms have significantly improved WHICHEVER IS LONGER. b.) If your symptoms get worse or if you require hospitalization, notify your healthcare provider immediately and follow instructions about wearing a mask when you arrive at the facility. c.) If you do not need hospitalization, continue to self-isolate at home.

3 I have been in close contact with a confirmed COVID-19 patient

Parents/Students should contact their school nurse, employees should contact Jenny Crowell.

Quarantine for 10 days and monitor your health. Household contacts must quarantine for 20 days.

4 I have been exposed to a person with COVID-19 symptoms

If you have no symptoms, no additional action is required. Continue to monitor your health.

5 I have been exposed to a person who was exposed to a confirmed COVID-19 patient

If you have no symptoms, no additional action is required. Continue to monitor your health.

6 I have traveled to an area with high COVID-19 cases

Parents/Students should contact their school nurse, employees should contact Jenny Crowell.

Quarantine for 10 days and monitor your health.

7 I have been exposed to a person who traveled to an area with high COVID-19 cases

If you have no symptoms, no additional action is required. Continue to monitor your health.

Updated 12/18/20

Appendix C- Second Semester Revisions

Page	Descriptions
4	Bullet point one adde 2 or more days (2/19) Bullet point five removed the number of days and added specific priorities for IDEA IEPs.
7	New page added. This page adds considerations related to how students and staff reposn in learning environments when students and staff are in quarantine.
36	Lunch: Changed 6 ft to 3-4 ft apart (2/19) Added assigned seats (2/19)
38	Elementary: added "Exceptions may be approved by district administration." (2/19)
39	Markings and signage was added on (2/18)
40	"6ft distance is not guaranteed" was added on (2/18) Removed 6ft distance at lunch. (2/18) Added outdoors and gyms as possible lunch locations (2/18) Assigned seating will assist with contract tracing as needed (2/19)
41	Added signage (2/18) Added "Social distancing will be encouraged in hallway or common area usage" (2/18) Removed "when social distancing of six feet or more cannot be achieved" (2/19)
42	Secondary field trips were amended to match elementary (4/16)
46	Remote protocols for Athletics have been revised to match county and KSHA guidance
49	An area of consideration titled Competitions was added (2/18)

50	A link was added to the Activities introduction (2/18)
Starting at pg 50	All areas of consideration for Activities for remote learning were updated (2/18)
52	Events: KSHSAA and county guidance statement added (2/16) Spring sports protocols added (3/25) Added Shawnee County Resolution and recommendations updated on 3/24 (4/16)
54	Robotics was added
55	The section on Events related to the remote learning environment was updated Quarantine time was changed from 14 to 10
57	Added runny nose or congestion; nausea or vomiting, and diarrhea to COVID-19 symptom list
55	Removed 2 negative tests 24 hours apart
70, 74	Nutrition Services: Meals can be offered at no charge to June 30, 2021 as per KSDE/USDA
73	Nutrition Services: Weekly orders are done for remote meal services for any enrolled Seaman student. Aggregate numbers are shared with TNO for weekend packs weekly.

Acknowledgements

Seaman School District appreciates the staff, parents, and community members who have dedicated time this summer to this important task. Thanks also to our school community for their continued partnership!

Ready to Reopen Task Force: