

# Tonganoxie USD 464 Strategic Reopening Plan

---



## Table of Contents

<b>Overview</b>	<b>2</b>
<b>On-Site Learning Environment with Enhanced Safety Protocols</b>	<b>3</b>
Entry & Hygiene Procedures	3
Exclusion from School	4
Social Distancing, Isolation, Quarantine	4
When to Quarantine	4
Releasing from Isolation & Quarantine	5
Bus Procedures	6
Classroom & Building Procedures	6
Elementary Building	9
Secondary Building	9
<b>Rigorous Remote Learning Environment</b>	<b>10</b>
Expectations & Requirements	10
<b>Staff Resources &amp; Procedures</b>	<b>13</b>
Links	13
Substitute Teachers	13
Health	13
Adopt Hygiene Measures	14
Considerations for Nurse/Health Personnel	15
Defining a Case of COVID-19 Disease and the Infectious Period	16
Defining a Close Contact	16
Return to School After Exclusion	16
COVID Exposure Guidance	17
Families First Coronavirus Response Act: Employee Paid Leave Rights	17
Reduced Class Sizes & Social Distancing	17
<b>Information Regarding Special Education Services for Parents</b>	<b>18</b>
<b>Recommended Learning Modes</b>	
<b>Based on COVID-19 Community Transmission</b>	<b>19</b>
<b>Appendix A</b>	<b>21</b>
Safe Reopening Principles	21

## Overview

The Tonganoxie USD 464 Strategic Reopening Plan was created using guidance from public health officials and input from students, staff, Board of Education, and community members. This is a difficult time for everyone, and we knew our plan needed to include options and flexibility. The Tonganoxie School district will provide two options for student learning for the Fall 2020 semester:

**On-Site Learning Environment with enhanced safety protocols:** Students and teachers will be in school, 5 days per week, full time, with enhanced sanitation, required face coverings and social distancing practices put into place when possible.

**Rigorous Remote Learning Environment:** Students will be doing all of their learning from home and not entering the school building at all. Students will receive direct instruction daily via Google Classroom (Seesaw for grades PreK-2). Remote students MAY participate in athletics and activities.

***\*\*The choice selected by each student/guardian will be the student's learning platform for the complete semester of the Fall 2020 school year, unless we are required to close all buildings to move to a remote learning environment.***

***\*\*Facilities and playgrounds are not open to the public during the pandemic.***

***\*\*All current student handbooks, policies, and guidelines will still be followed explicitly.***

***\*\*\*This living document is subject to change as we continually adjust to the changing nature of our current pandemic. For the most current and updated plan, please visit our [website](#). Significant changes to the document will be communicated via email. USD 464 administration is authorized to revise the plan to account for changes in the pandemic or operational efficiencies. USD 464 administration reserves the right to deviate from this document in real time if there are any health or safety concerns.***

*The following provides a deeper understanding of each platform:*

## **On-Site Learning Environment with Enhanced Safety Protocols**

***\*\*On-Site Learning will be 5 days per week, full time.***

***\*\*No outside visitors or parents will be permitted past the office/triage point during the pandemic for the health and safety of all students and staff. Only visitors with needed educational supports for students and staff will enter the building.***

***\*\*Students are required to wear a mask at all times on a bus and on district property unless staff deem appropriate social distancing is available. Students who cannot adhere to this procedure will not be allowed to ride the bus or attend the on-site learning environment.***

### Entry & Hygiene Procedures

- **All students and staff are required to wear a mask to and during school, with exemptions as stated under Governor Kelly's [Executive Order 20-59](#).** Staff may approve the removal of masks and provide mask breaks when students and staff are able to appropriately social distance in the learning environment. Alternative face shields will be utilized when required for the learning environment. Please see [Navigating Change: Kansas' Guide to Learning and School Safety Operations](#) and [Children's Mercy: Guidance for School Reopening During the COVID 19 Pandemic](#) for further information.
- "Mask or other face covering" means a covering of the nose and mouth that is secured to the head with ties, straps, or loops over the ears or is simply wrapped around the lower face. A mask or other face covering can be made of a variety of synthetic and natural fabrics, including cotton, silk, or linen. Ideally, a mask or other face covering has two or more layers. A mask or other face covering may be factory-made, sewn by hand, or can be improvised from household items such as scarfs, bandanas, t-shirts, sweatshirts, or towels. Face shields, by themselves, will NOT be acceptable, and if worn, MUST also be worn with a mask.
- Drop-off and pick-up procedures will be developed and communicated by each building.
- After entry to the building, each student will report directly to their first classroom of the day.
- Students and staff will sanitize their hands during every transition. This includes when they enter the building, transitions to another classroom and during any close proximity between one another. Hand sanitizer stations will be at every building entrance and every classroom in the district.

- Students and staff will perform a temperature check as they enter the building on a daily basis.
- Students and staff will need to bring their own personal water bottles to school as water fountains will not be available. Water refill stations will be utilized for students and staff.
- All buildings have protective barriers for office staff and additional barriers will be purchased as needed.

#### Exclusion from School

Students and employees exhibiting symptoms of COVID-19 without other obvious explanations are prohibited from coming to school, and if they do come to school, they will be sent home immediately. The current known symptoms are:

- Fever (100.4 or higher)
- Chills
- Rigors
- Muscle or body aches
- Fatigue
- Headache
- Sore throat
- Lower respiratory illness (cough, shortness of breath or difficulty breathing)
- New loss of taste or smell
- Diarrhea

#### Social Distancing, Isolation, & Quarantine

What are the differences among social distancing, isolation, and quarantine? When should students, staff, and families use social distancing, isolation, and quarantine? Please see the following for specific guidance.

[Social Distance, Isolation, Quarantine Guidance & FAQ's](#)

#### When to Quarantine

Quarantine is used to keep someone *who might have been exposed to COVID-19* away from others. Quarantine helps prevent spread of disease that can occur before a person knows they are sick or if they are infected with the virus without feeling symptoms.

People in quarantine should stay home, separate themselves from others, monitor their health, and follow directions from their state or local health department.

[COVID-19 CDC- When to Quarantine](#)



\*Adapted from TN Dept of Health

# RELEASING CASES AND CONTACTS FROM ISOLATION AND QUARANTINE

## CASES

Must be isolated for a minimum of 10 days after onset and can be released after afebrile and feeling well (without fever-reducing medication) for at least 72 hours, whichever is longer.



*Note: Lingering cough should not prevent a case from being released from isolation.*

**Examples:**

- A case that is well on day 2, and afebrile and feeling well for 72 hours, can be released from isolation on day 10.
- A case that is well on day 6, and afebrile and feeling well for 72 hours, can be released from isolation on day 10.
- A case that is well on day 14, and afebrile and feeling well for 72 hours, can be released from isolation on day 17.

## HOUSEHOLD CONTACTS

Must be quarantined for 14 days after the case has been afebrile and feeling well (because exposure is considered ongoing within the house).



If a household contact develops symptoms, they should be tested.

*This means that household contacts may need to remain at home longer than the initial case.*

**Examples:**

- A case is well 3 days after onset, case released from isolation on day 10, household contact must remain quarantined until day 24.
- A case is well 7 days after onset, case released from isolation on day 10, household contact must remain quarantined until day 24.
- A case is well 14 days after onset, case released from isolation on day 17, household contact must be quarantined until day 31.

## NON-HOUSEHOLD CONTACTS

Must be quarantined for 14 days from the date of last contact with the case.



5/27/20

Bus Procedures

- **Masks are required for all students and drivers, with exemptions as stated under Governor Kelly's [Executive Order 20-59](#).**
- **Student hand sanitization before boarding the bus is required.**
- Assigned seating for students on all routes.
- Have individuals from the same household sit together.
- Fill the bus seats at the back of the bus first, and then load to the front to avoid students walking past each other in the aisle. Within the scope of this process, school districts still need to be cautious about having students of various age groups sit together due to bullying and other issues.
- Unload students from the front of the bus first to avoid students walking past each other in the aisle.
- If the bus is not full, spread students out as much as possible.
- When possible, open the windows while transporting students to improve air circulation.
- Minimize loading times by prestaging students for bus transportation home.
- Frequently touched surfaces, including hand railing, student bus seats and surfaces in the driver cockpit commonly touched by the operator will be sanitized daily.
- High-touch areas, including the door entrance railings, will be cleaned between bus routes.

Classroom & Building Procedures

- Practice and prepare to model proper hygiene practices, such as handwashing, using hand sanitizer and social distancing techniques, including alternatives to handshakes.
- There will be no group assemblies or field trips during the current pandemic.
- Post signage in classrooms, hallways and entrances to communicate how to reduce the spread of COVID-19.
- Practice and prepare to model the proper wearing and disposal of personal PPE, including masks.
- Prepare to communicate effectively and empathetically with students about the pandemic and about the necessary changes to school life.
- Reduce class sizes as needed, and maintain adequate staffing levels for teaching and learning to occur in a safe and equitable manner (i.e. band, choir, physical education).
- Social distance as possible by increasing space between students during in-person instruction. Understand there may be times that it will be necessary to provide close individual contact to provide comfort, private discipline or personal

instruction. When in close contact for long periods of time, staff should wear PPE, as feasible.

- Extra furniture should be removed from the classroom to increase the space available to provide distance between students.
- As much as possible, furnishings with fabric and other hard-to-clean coverings should be removed from the classroom.
- Arrange student furniture to have all students face in the same direction.
- When possible, assign seats and require students to remain seated in the classroom.
- Utilize outdoor spaces as appropriate.
- Prepare to accommodate students with disabilities, including students who may be nonverbal, so they are safe from harm.
- Consider delaying academic instructional activity to start school with a focus on social and emotional learning activities. Assess students' capacity and readiness to learn and address gaps from previous year prior to focusing on academics and classroom plans. Socio-emotional supports should then be continued throughout the school year and be integrated into students' regular learning opportunities.
- Practice what different learning environments may look like as schools fluidly move from one learning environment to another in response to local transmission.
- Establish stable groups, when possible at the elementary level.
- Students may travel in stable groupings, when feasible.
- Where possible, consider teachers rotating with the stable group staying in one location.
- Attendance awards will be postponed during the pandemic.
- Staff will continue to teach the district priority standards and supporting standards while analyzing the new state standards to ensure our district priority standards are in alignment with the new state priority standards.
- Clean and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) within common spaces at least daily and between use as much as possible.
- Discourage sharing of items that are difficult to clean or disinfect.
- To reduce touch points, have office staff record visitors to the building as opposed to using sign-in/out forms.
- Keep each child's belongings separated from others' and individually labeled containers, cubbies or areas.
- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.

- Avoid sharing electronic devices, toys, books, games or learning aids.
- Workspaces for students and staff members should be cleaned and disinfected between uses by different individuals.
- Space seating areas at least 6 feet apart when feasible.
- Have students sit on only one side of tables, spaced apart, when feasible.
- Limit entrance points and exit points.

### Elementary Building

- Elementary buildings will readjust their schedules to have the same stable groups of students for a 1- to 2- week period to increase stable groupings.
- Elementary buildings will set specific restroom breaks and modify recess times to allow for cleaning and decrease interaction between stable groups.
- Elementary buildings may adjust lunches to have lunches brought to the classroom while the lunch room will be used to rotate classes when social distancing can occur safely while ensuring appropriate sanitation between each lunch session.
- Building administration will work to develop a lunch rotation to work to give every staff member a duty free lunch at a different time.
- Elementary teachers will develop Google Classrooms (Seesaw for grades PreK-2) and work to teach students how to access them should we need to transition to remote learning.

### Secondary Buildings

- Secondary buildings may readjust their master schedules to reduce transitions during the school day.
- Secondary schools will not utilize academic lockers. Students will need to take materials to their classes directly.
- Secondary buildings may set specific breaks and modify transition times to allow for washing hands and hand sanitizer and decrease interaction between student groups.
- Secondary buildings may adjust lunches to have lunches brought to the classroom while the lunch room will be used to rotate classes when social distancing can occur safely while ensuring appropriate sanitation between each lunch session.
- Building administration will work to develop a lunch rotation to work to give every staff member a duty free lunch at a different time.
- Secondary teachers will develop Google Classrooms and work to teach students how to access them should we need to transition to remote learning.

Additional Recommendations and guidance can be found at:

[Navigating Change: Kansas' Guide to Learning and School Safety Operations](#)

[CDC: Considerations for Schools- Operating Schools During COVID](#)

[Children's Mercy: Guidance for School Reopening During the COVID 19 Pandemic](#)

## **Rigorous Remote Learning Environment**

It is our expectation that all students will be active participants in the learning process, and grades will be based on student's competency in the priority standards delivered by our certified educators in the learning activities they provide. Please understand that we will provide various learning opportunities to students, with parental support and flexibility, we believe this next semester will be filled with meaningful learning.

This section covers a basic overview of the Rigorous Remote Learning Environment. For more specific information can be found in the [USD 464 Remote Learning Handbook](#).

### **Expectations & Requirements**

- Students will have a daily connection with their teacher(s). Such connection will be done through Google Classroom (Seesaw for grades PreK-2). Attendance is required and monitored by the classroom teacher. This attendance will be entered in Skyward daily.
- Remote learning will include daily direct or flipped, teacher-led instruction, online work (activities and work on the computer), offline work (activities and other work not involving screen time), and a connection/check in time with a teacher (phone call, video conferencing).
- Remote students MAY participate in athletics and activities.
- **K - 5th Grade Time Allotment & Instruction (6 total hours daily- *any and all learning activities, not just screen time*)**
  - ELA - 90 minutes daily (combination of teacher-led, direct instruction and offline work)
  - Math - 60 minutes daily (combination of teacher-led, direct instruction and offline work)
  - Science – 30 minutes daily (Alternate days with Social Studies)
  - Social Studies - 30 minutes daily (Alternate days with Science)
  - Grade Level Teams will provide choice boards for students with minimum requirements to show competency.
  - Offline work may include an additional 3 hours a day.
  - May include tiered intervention with students needing additional supports in foundation reading or math skills (i.e.co-teaching with specialists, ELL, special educators, interventionists, aides).

- Competency-based learning activities will take place through direct instruction, flipped instruction and project based learning activities.
- **6th - 12th Grade Time Allotment & Instruction (6 total hours daily- any and all learning activities, not just screen time)**
  - Each class a student is enrolled in will meet during their scheduled time daily to provide direct or flipped instruction (15 - 45) minutes daily.
  - Project based learning and differentiated instruction is encouraged to prove mastery of priority standards through competencies.
  - The Building Administration may adjust the master schedule to meet the learning needs of students during the pandemic.
  - Offline work may include an additional 3 hours a day.
  - May include tiered intervention with students needing additional supports in foundation reading or math skills (i.e.co-teaching with specialists, ELL, special educators, interventionists, aides).
  - Competency-based learning activities will take place through direct instruction, flipped instruction and project based learning activities.
- Students that do not attend class meetings can be considered truant.
- The district will provide Chromebooks to allow access to students if students do not have a device at home (must be a device other than a cell phone). If a parent does not have appropriate internet access they may utilize the district Wi-Fi, district provided hot spot, or contact the district office for additional resources.
- Competency-based learning activities will take place through direct instruction, flipped instruction and project based learning activities.
- Co-teaching with specialists, ELL, special educators, interventionists, aides.
- IEPs - Establish contingent learning plans for individual students.
  - Case managers contact students/family on a weekly basis
  - On-going collaboration with general education teachers ensuring accommodations and modifications are provided.
  - All services and supports are intended to support the child accessing the general education curriculum with their non-disabled peers to the maximum extent appropriate.

## Staff Resources & Procedures

**\*PLEASE NOTE THIS IS A LIVING DOCUMENT AND MAY BE ADJUSTED REGULARLY BASED ON THE TRENDS WITH COVID-19 AND LEGISLATIVE ADJUSTMENTS.**

### Links-

#### **State Approved Plan with Competencies –**

[Navigating Change: Kansas' Guide to Learning and School Safety Operations](#)

#### **CDC Considerations for Schools–**

[CDC: Considerations for Schools- Operating Schools During COVID](#)

#### **Children’s Mercy: Guidance for School Reopening During the COVID 19 Pandemic–**

[Children's Mercy: Guidance for School Reopening During the COVID 19 Pandemic](#)

### **Substitute Teachers-**

Building Administration will work to develop their back-up sub scheduling if no subs are available. This schedule should have multiple layers and explain which services or supports may need to be cancelled to provide core instruction for the day.

### **Health-**

Because there will continue to be new information regarding COVID-19, recommendations from national, state and local agencies will continue to evolve. Tonganoxie will work with their local health department and local stakeholders to ensure their protocols align with the most current scientific knowledge and community expectations. It is also reasonable to expect that the protocols schools implement will change as the local conditions change.

Schools are an essential part of the communities where they are located and have a significant impact on the health and wellbeing not only of the students, but also school staff members, parents and the broader community. Objectives throughout this pandemic are to optimize education, promote health and safety and mitigate risk for everyone who is part of the school community.

There are many simple actions (e.g. hand-washing, staying home when sick, disinfecting frequently touched surfaces) that can reduce the risk of COVID-19 exposure and spread during the school day, as well as at school-sponsored activities.

In the event a school does indeed have a case(s) of COVID, school administrators need to work closely with their local health department to ensure that isolation and quarantine procedures are initiated and followed and that appropriate public information is shared.

You will notice throughout this section that protecting the health of the students, school staff members and anyone in the community who interacts with the school is not just the responsibility of the school administrator or school nurse - it is everyone's responsibility, including the students! It is anticipated there will be frequent updates to this section as the situation with COVID-19 is constantly evolving.

### ***Adopt Hygiene Measures***

- All people are required to wash hands when they come to school and every hour.
- Teach and reinforce hand-washing with soap and water for at least 20 seconds, and increase monitoring to ensure adherence among students and staff.
- If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
- Place hand hygiene stations at the entrances of the building.
- Encourage staff and students to practice social distancing whenever possible. Social distancing is defined as physical separation of a minimum of 6 feet.
- Encourage students and employees to sanitize their backpacks and personal items at the beginning and end of the day and separate personal items into cubbies or baskets that are not shared with other students. Do not allow students to share lockers.
- Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash, and hands should be washed immediately with soap and water for at least 20 seconds.
- Encourage classes and employees to create their own hand signals to replace shaking hands, hugging or giving high-fives.
- Make sure that disinfectant and related supplies are available to all employees close to their workstations.
- Post signs at all entrances informing all who enter that they must:
  - a. Not enter if they have a cough or fever.
  - b. Maintain a minimum of 6-foot distance from one another.
  - c. Not shake hands or engage in any unnecessary physical contact.
- Post signs in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face covering).
- Post signs in bathrooms with directions on how to effectively wash hands.

- Include messages about behaviors that prevent the spread of COVID-19 when communicating with staff and families (such as on school websites, in emails, and on school social media accounts).

### ***Considerations for nurse/health personnel***

- Inventory and request necessary supplies for the health room and other building use. Examples: Personal Protective Equipment (PPE) - gloves, masks, face shields, gowns; touch-free thermometers; and sanitizers/ cleanser, hand soap, tissues.
- Make sure, at minimum, surgical masks are available for health room staff members; any employee working with a medically fragile child; and any person exhibiting symptoms.
- A surgical mask plus face shield can be used during an interaction with students/staff that will likely aerosolize droplets. N95 masks should only be used by personnel who have been fit tested and as part of an established respiratory health program.
- Review health office/facility to minimize infection. Examples: Provide a separate room for students/ staff who might have COVID-19 or other communicable disease and are waiting for pickup. The room needs to be disinfected frequently and restricted to authorized staff and students.
- Determine if an area separate from the nurse's office is necessary to care for students that need suctioning, tube feeding and nebulizers to minimize contact with potentially ill children.
- Ensure furniture and other surfaces can be easily disinfected.
- Ensure trash cans and other receptacles are no-touch.
- Examine equipment such as thermometers to determine if adjustments need to be made to increase sterilization and minimize chances of reinfection or if new equipment is needed.
- Explore telehealth options for district, staff members and family use.
- Communicate with families.
- Review immunization records.
- Notify all parents of students who are not immunized or have a legal exemption on file that the student will not be allowed to attend school until those immunizations have been completed or the first dose of an ongoing immunization is received.
- Notify all parents of students who have a legal exemption on file that the student may be excluded from school if there is an incident of a disease for which they are not immunized in the school community.
- Contact all parents with students on health plans and determine if they need to be revised to address minimizing infection. Examples: Examine the care of

students with respiratory illnesses and the administration of nebulizer treatments or suctioning.

- Revise medication schedules to minimize the number of students in the nurse's office at one time.
- Prepare lists of medical/dental resources to share with families.
- Prepare to provide daily health reports to the superintendent or central office.
- Communicate with state and local health departments.

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

A person is considered a case of COVID-19 disease if they have tested positive for the SARS-CoV-2 virus by a diagnostic test (PCR or antigen). Based on what we currently know, a case is considered infectious two days prior to the onset of symptoms through at least 10 days after the onset of symptoms. For cases that do not have symptoms, the infectious period is considered as two days prior to the date the sample was collected through a minimum of 10 days from the date the sample was collected. Cases must remain in isolation until they have met the criteria for release from isolation set by KDHE or the local health department.

### **Defining a Close Contact**

A person is considered a close contact of a case if they were within 6 feet of the case for 10 minutes or more or if they had exposure to secretions (for example, being coughed or sneezed on). Close contacts must remain in quarantine until they have met the criteria for release from quarantine set by KDHE or the local health department.

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

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

***Untested-*** Persons who have not received a test proving or disproving the presence of SARS CoV-2, the virus that causes COVID-19, but experience symptoms may return if the following conditions are met:

- Ten (10) calendar days have passed since symptoms first appeared AND
- Fever free for 72 hours without the use of fever reducing medicine and other symptoms have improved (for example, when cough or shortness of breath have improved).
- Whichever criteria is longer. Meaning, a minimum of 10 days.

***Tested and awaiting results-*** Persons who are suspected of having COVID-19 disease and are awaiting test results should be isolated at home until test results are received.

**Positive result-**

Symptomatic cases may return if the following conditions are met:

- Ten (10) calendar days have passed since symptoms first appeared AND
- Fever free for 72 hours without the use of fever reducing medicine and other symptoms have improved (for example, when cough or shortness of breath have improved).
- Whichever criteria is longer. Meaning, a minimum of 10 days.

**Asymptomatic cases-** may return if the following conditions are met:

- Ten (10) calendar days have passed since the date sample was collected AND
- Symptoms have not developed.
- If symptoms develop during the 10- day isolation period, then follow the above criteria for symptomatic cases with a new isolation period starting from the day symptoms started.

**Negative result**

- Known exposure to a COVID-19 case or travel from a location on the KDHE Travel-related Quarantine List People who are identified as close contacts of a COVID-19 case or have travelled from a location on the KDHE Travel-related Quarantine List must be quarantined for 14 days. A negative test result within the 14-day quarantine period does not affect the quarantine period and the person must finish their 14-day quarantine.
- No known exposure to a COVID-19 case or travel-related exposure. People who have not been identified as a close contact to a COVID-19 case and have not travelled from a location on the KDHE Travel-related Quarantine List may return to work/school.

**COVID Exposure Guidance (CDC Procedures if in contact with a person with COVID-19)** - <https://www.cdc.gov/coronavirus/2019-ncov/php/public-health-recommendations.html>

**Families First Coronavirus Response Act: Employee Paid Leave Rights** - <https://www.dol.gov/agencies/whd/pandemic/ffcra-employee-paid-leave>

**Reduced Class Sizes & Social Distancing** - In an effort to stop the spread of COVID-19 our district is committed to providing remote learning and creating structured learning environments with the support and development of strategic building plans.

### **Information Regarding Special Education Services for Parents**

The TBLSEC recognizes there may be many questions for families with students with exceptionalities as we begin the 20-21 school year with options regarding learning environments and special education services. The determination of services lies with the IEP team. The student's IEP team, including the parent, should start by thinking about the district's general education curriculum through the different learning environments. All services and supports are intended to provide the student with access to the general education curriculum to the maximum extent appropriate. Below is a list of the learning environments offered with considerations for the IEP team.

#### ***On-Site Learning***

- IEP implemented as written with minor adjustments as necessary to keep students and school staff safe
- Students remain in specific groupings in general education to minimize contact with multiple environments per district reopening plan
- Services provided in individual or small group setting
- Some services may be provided via Google Meet or other virtual platform to eliminate travel from one location to another

#### ***Remote Learning***

- IEP teams determine how services will be provided depending on each student's unique needs
- Special educators provide specialized instruction that will assist the student with meeting IEP goals. They will also provide support so the student is able to access and make progress in the general education curriculum.
- Speech/language Therapy, Occupational Therapy and Physical Therapy can be provided virtually or the parent could bring their student to a district location for on-site services. If provided virtually, Occupational Therapy and Physical Therapy will consist of coaching the parent on how to help their child work toward meeting their therapy goals.
- The IEP team may determine services and supports are provided on-site if services cannot reasonably be provided in a remote learning environment.

For specific questions and concerns, please contact the following special education administrator:

- Jillian Porter, Early Learning Coordinator ([jporter@usd458.org](mailto:jporter@usd458.org)) - Pre K
- Jennifer Martin, Assistant Director of Special Education ([jmartin@usd458.org](mailto:jmartin@usd458.org)) - K-5, Pathways, RISE
- Donna Foy, Director of Special Education ([dfoy@usd458.org](mailto:dfoy@usd458.org)) - 6-12; BLVS

**Recommended Learning Modes Based on COVID-19 Community Transmission**

*Leavenworth County Health Department*

*Adapted for Tonganoxie USD 464*

*Revised 9/3/20*

	Green	Yellow	Red
<b>Gating Criteria<sup>1</sup></b>			
New Cases/100,000 population (change from a 2-week period)	Less than 50	51- 200	201 or more
% of Persons Testing Positive (Positivity rate) for the 2-week period	Less than 5%	5% - 15%	15% or more
Trend in Incidence Rate (change in 2-week period)	Decreasing	Stable	Increasing
<b>Instruction</b>			
Elementary School	In-person instruction following safe opening principles <sup>2</sup>	In-person instruction following safe opening principles <sup>2</sup>	Remote
Middle/High School	In-person instruction following safe opening principles <sup>2</sup>	In-person instruction following safe opening principles <sup>2</sup>	Remote
<b>Extra and Co-Curricular Activities</b>			
Elementary School	In-person activities following safe operating principles. <sup>2</sup>  If allowed by school guidelines, spectator/audience should be distanced by household groups; masked both indoors and outdoors. Facilities should limit capacity to allow for 6' physical distancing of ALL school-related events.	No all-school activities. Limit activities with accompanying safe operating principles including (but not limited to) masking and physical distancing.  If allowed by school guidelines, spectator/audience should be distanced by household groups; masked both indoors and outdoors. Facilities should limit capacity to allow for 6' physical distancing	No extra-curricular activities

		<p>of ALL school-related events.</p> <p>Limited building visitor access with masks and physical distancing.</p>	
<b>Middle/High School</b>	<p>In-person activities following safe operating principles.<sup>2</sup></p> <p>Spectator/audience should be distanced by household groups; masked both indoors and outdoors. Facilities should limit capacity to allow for 6' physical distancing of ALL school-related events.</p>	<p>Follow KSHSAA and Frontier League Guidelines for athletics and activities.</p> <p>If allowed by school guidelines, spectator/audience should be distanced by household groups; masked both indoors and outdoors. Facilities should limit capacity to allow for 6' physical distancing</p> <p>Limited building visitor access with masks and physical distancing.</p>	No extra-curricular activities

<sup>1</sup>Leavenworth County Health Department Community Data

[LVCO COVID data](#)

<sup>2</sup>See Appendix A, *Safe Opening Principles*

## Appendix A

### Safe Reopening Principles

*All district plans should keep the following safe reopening principles in mind:*

- Plans should be in place for high-risk individuals to work/learn.
- Develop options for remote learning, should the situation require limiting in-person activities.
- Promote healthy hygiene practices, including frequent hand washing, covering coughs and sneezes with an elbow, and staying home when sick.
- Intensify cleaning and disinfection practices. Frequently touched surfaces should be disinfected often.
- As much as possible, student groups should remain the same and not intermingle. As much as possible, the same adult should remain with static student groups.
- A six-foot distance between people should be maintained as much as possible. If six feet cannot be achieved, a three-foot distance should be maintained. Distancing is particularly important when people will be in proximity of one another for a period of more than 10 minutes, when mixing between static groups, and/or when they are participating in activities that may result in respiratory droplets traveling further than normal (e.g., singing, exercising).
- Barrier masks/facial coverings are required, per Governor Kelly's [Executive Order 20-59](#).
- Limit sharing of materials and supplies. When items are shared, they should be disinfected after use and all involved should practice good hand hygiene.
- Limit non-essential outside visitors.
- Maintain healthy operations. Each building team should establish protocols for the management of staff and/or students exhibiting COVID-like symptoms, including identifying isolation areas/supervision.
- Appropriate PPE should be supplied and worn when health/medical procedures or care standards necessitate it (cloth barrier masks/facial coverings are not considered PPE).

