Thomasville City Schools' Path to ReOpening for K-12

Considerations and Recommendations for Thomasville City Schools

The North Carolina Department of Education, in partnership with the North Carolina Department of Health, has developed guidance to support districts and communities in determining their plans and strategies for reopening schools. *Thomasville City Schools' Path to Reopening for K-12* provides a tiered approach with clear, actionable steps which are advisable prior to students and employees returning to school buildings, along with guidance applicable throughout the 2020-2021 school year.

This approach is built upon the guidance and recommendations of health officials; it is strongly aligned to the reopening guidelines that have been provided by our state and federal leaders; and it's designed to help districts prioritize the health and safety of students and staff as they open school buildings and deliver instruction for the 2020-2021 school year.

Thomasville City Schools' Path to ReOpening K-12 heavily focuses on the health and physical requirements necessary for reopening school buildings. The North Carolina Departments of Public Instruction (NCDPI) and Health and Human Services (NCDHHS) will continue to provide guidance and recommendations to districts and schools on navigating the academic, social, and emotional effects of the COVID-19 pandemic on students and employees.

Thomasville City Schools' Path to ReOpening K-12 provides considerations, recommendations,and best practices to ensure a safe and successful 2020-2021 school year. Many portions of this plan are mandated within supporting documents provided by the State of North Carolina.

State Guidebooks are linked to our district website:
https://www.tcs.k12.nc.us/apps/pages/index.jsp?uREC_ID=859257&type=d&pREC_ID=1963717
StrongSchoolsNC: Public Health Toolkit (K-12) and Reference Guide for Suspected,
Presumptive, or Confirmed Cases of COVID-19 (K-12) from NCDHHS, and Lighting our Way Forward from NCDPI
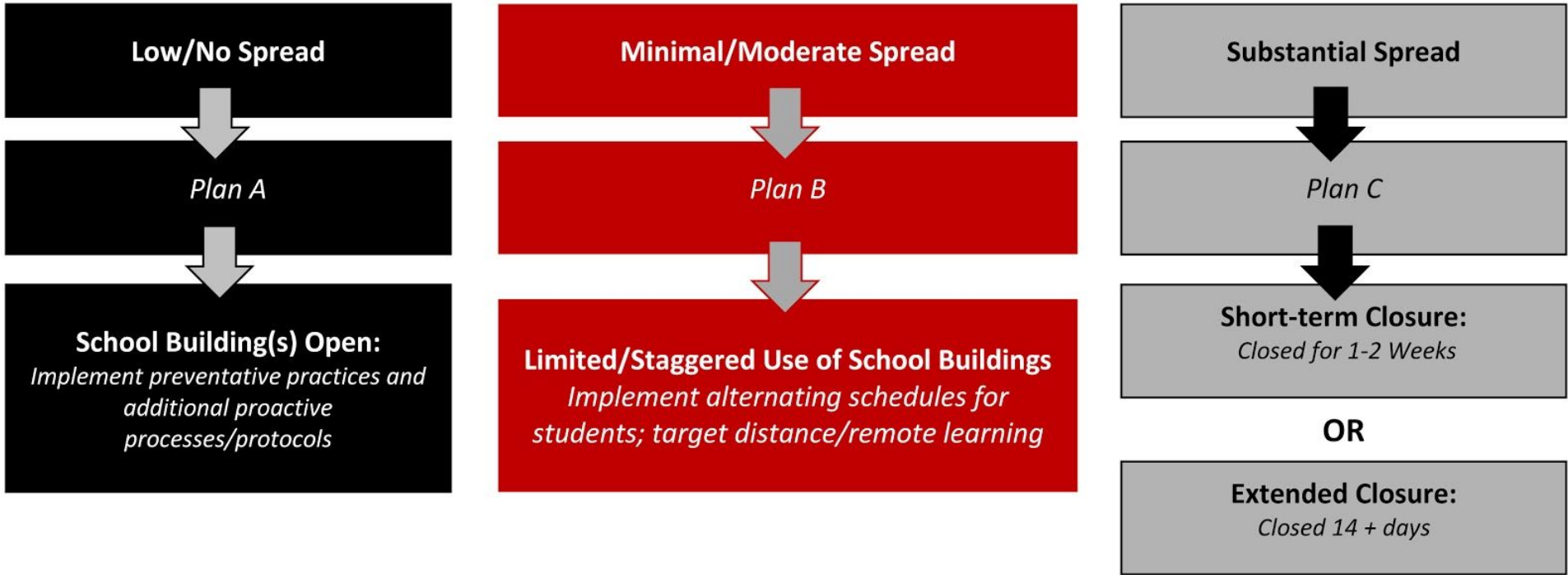
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Addressing Community Spread in Schools K-12

Low/No Spread NC Plan A	Minimal/Moderate Spread NC Plan B	Substantial Spread NC Plan C
- Establish and maintain communication with local and state health officials - Participate in contact tracing and specimen collection efforts as directed by local health officials - Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols - Establish a protocol for student/staff who feel ill/experience symptoms when they come to school - Consider how to accommodate needs of children, teachers/staff, and families at higher risk for severe illnesses	- Establish and maintain communication with local and state health officials - Participate in contact tracing and specimen collection efforts as directed by local health officials. - Implement **enhanced** social distancing measures and reduction of human density (populations) in buildings to 50% - Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols - Establish a protocol for student/staff who feel ill/experience symptoms when they come to school - Isolate and deep clean impacted classrooms and spaces - Consider how to accommodate needs of children, teachers/staff, and families at higher risk for severe illnesses *TCS has the authority and flexibility to close school buildings and utilize distance/remote learning as needed.*	- Coordinate with local and state health officials - Participate in contact tracing efforts and specimen collection efforts as directed by local health officials (to the extent feasible) - Schools that are closed, remain closed. Implement distance/remote learning - Close off affected areas and wait 24 hours before cleaning and disinfecting. - Consider ways to accommodate needs of children, teachers/staff, and families at higher risk for severe illnesses

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Definitions

Face Coverings	North Carolina requires a face covering of your choice for all employees, adult visitors, and middle and high school students when they are or may be within six feet of another person, including: inside school buildings and anywhere on school grounds, including outside; and while traveling on buses or other contract transportation vehicles. Elementary students are strongly encouraged to wear face coverings and must wear them during the duration of any bus travel. A face covering must be secured safely over the nose, mouth, and under the chin. State health officials strongly recommend face coverings for all people over the age of two. Face coverings are not required for individuals who: > Cannot tolerate a face covering due to developmental, medical, or behavioral health needs > Cannot wear one due to a sincerely held religious belief > Are "actively" eating or drinking > Are "strenuously exercising" - Are seeking to communicate with a hearing impaired person in a way that requires the mouth to be	**Hand Sanitizer And Washing** **(Hygiene)**	Handwashing is one of the best ways to protect yourself and your family from getting sick. The CDC recommends everyone wash their hands often with soap and water for 20 seconds. Avoid touching your eyes, nose, and mouth with unwashed hands. Teachers will be teaching handwashing in the classroom, incorporating handwashing breaks into the school day, and reinforcing handwashing during key times throughout the school day such as before and after eating, using the restroom, and touching shared objects. Washing hands with soap and water is the best way to get rid of germs in most situations. If soap and water are not readily available, individuals are encouraged to use an alcohol-based hand sanitizer (containing at least 60% alcohol). Schools will provide hand-sanitizing stations at every school entrance and exit, in the cafeteria, in every class, and on every bus and transportation vehicle. If your child has sensitivities to hand sanitizer, please communicate this with your	**Clean/ Disinfect**	All schools are taking actions to ensure all campus spaces and buildings support health and safety. These actions include: signage and floor markings to remind students of social-distancing practices, changes to foot-traffic flow through buildings and on campus pathways, furniture placement in classrooms and much more. Before and after school, we ask students to avoid congregating on campus. Employees will direct students to clear the hallways and parking lots and leave campus in an effort to encourage social distancing. Buildings will be thoroughly cleaned and disinfected throughout the day and every evening. Multiple times a day, custodians will perform the following duties, among others: > Sweeping, dust mopping, and spot mopping hallways, steps, and stair landings, as well as the cafeteria; > Cleaning and disinfecting hall water fountains; > Cleaning and disinfecting bathroom floors, sinks, toilets, urinals, and

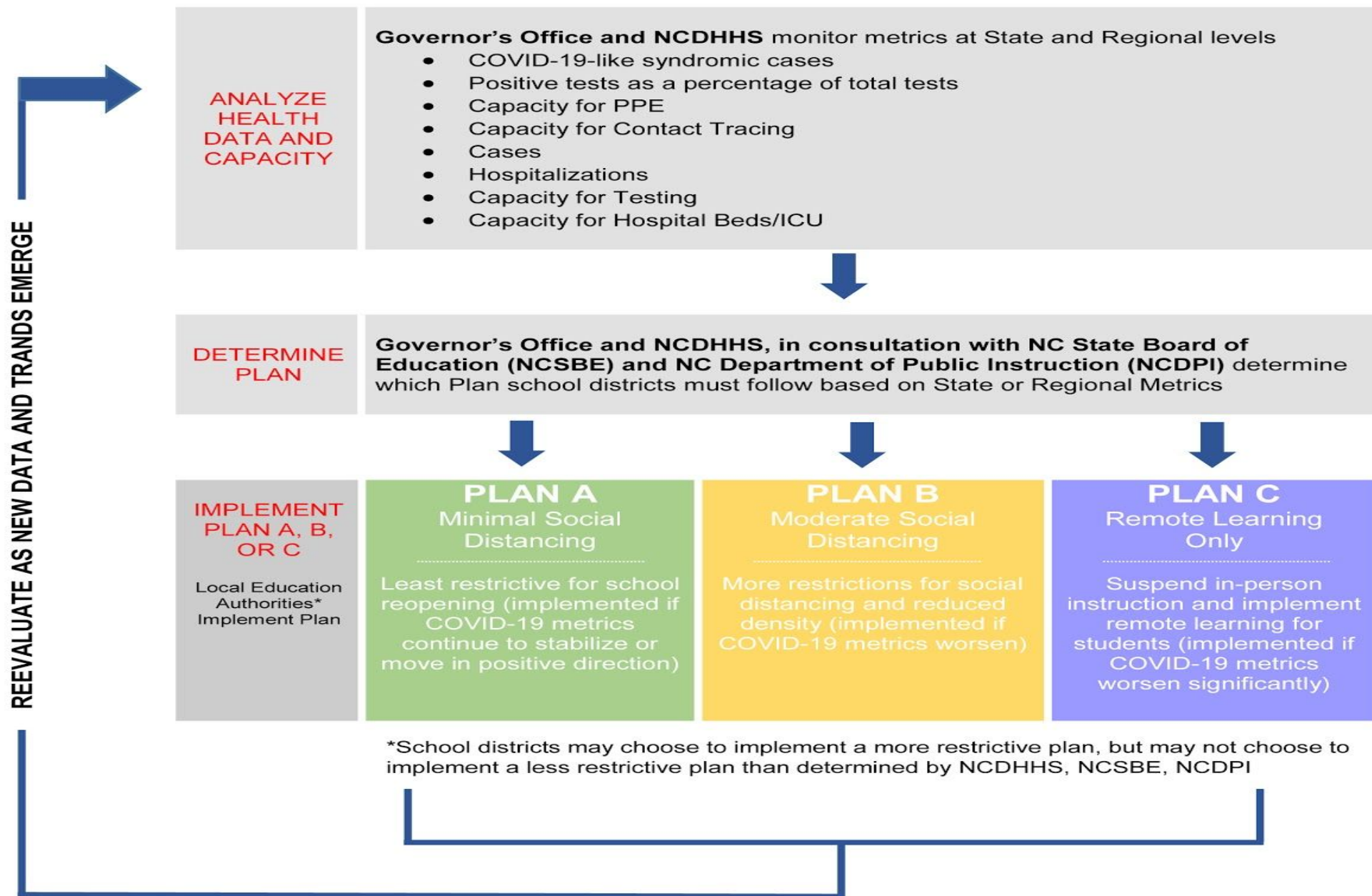| visible		child's		stall
> Have found that a face covering is impeding visibility to operate equipment or a vehicle > Are children whose parent, guardian, or responsible person has been unable to place a face covering safely on the child's face Face coverings are an additional step to help slow the spread of COVID-19 when combined with everyday preventive actions and social distancing in public settings. Face coverings will be provided for students who do not have access to one. If given a reusable face covering, it is the responsibility of the family to wash it when needed and bring it back to reuse it. Please also review face covering best practices on the CDC website with your child and help them practice wearing face coverings appropriately for extended periods of time. **EACH STUDENT AND STAFF MEMBER WILL BE PROVIDED WITH TWO TCS CLOTH MASKS (WEAR ONE - WASH ONE)**		teachers so they can provide your child other opportunities to clean their hands. To prepare for a return to campus, please review the hand sanitizer best practices on the CDC website with your child.		handles; monitoring hand sanitizer, soap, and paper products; > Wiping and disinfecting touch points in halls, common areas, and classrooms, if accessible. Our disinfectant is an EPA-approved disinfectant for SARS-CoV-2, the virus that causes COVID-19. Current cleaning and disinfecting protocols will continue to be reviewed and enhanced in terms of frequency and intensity.

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Thomasville City Schools' Path to ReOpening for K-12

Low/No Spread	Minimal/Moderate Spread	Substantial Spread
↓	↓	↓
Plan A	*Plan B*	*Plan C*
↓	↓	↓
School Building(s) Open: *Implement preventative practices and additional proactive processes/protocols*	**Limited/Staggered Use of School Buildings** *Implement alternating schedules for students; target distance/remote learning*	**Short-term Closure:** *Closed for 1-2 Weeks*
		OR
		Extended Closure: *Closed 14 + days*

Thomasville City Schools' Decision Chart

Thomasville City Schools' Path to ReOpening K-12 not only provides considerations for school leaders as they develop their own plans for restarting school this fall but provides a flexible framework to address challenges that may develop throughout the 2020-2021 school year. Instead of a one-size-fits-all approach, the above chart provides a menu of instructional models and responses schools can adopt to ensure the continued success and safety of students and staff members.

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Reopening Decision Tree

ANALYZE HEALTH DATA AND CAPACITY

Governor's Office and NCDHHS monitor metrics at State and Regional levels
- COVID-19-like syndromic cases
- Positive tests as a percentage of total tests
- Capacity for PPE
- Capacity for Contact Tracing
- Cases
- Hospitalizations
- Capacity for Testing
- Capacity for Hospital Beds/ICU

DETERMINE PLAN

Governor's Office and NCDHHS, in consultation with NC State Board of Education (NCSBE) and NC Department of Public Instruction (NCDPI) determine which Plan school districts must follow based on State or Regional Metrics

IMPLEMENT PLAN A, B, OR C

Local Education Authorities* Implement Plan

PLAN A	PLAN B	PLAN C
Minimal Social Distancing	Moderate Social Distancing	Remote Learning Only
Least restrictive for school reopening (implemented if COVID-19 metrics continue to stabilize or move in positive direction)	More restrictions for social distancing and reduced density (implemented if COVID-19 metrics worsen)	Suspend in-person instruction and implement remote learning for students (implemented if COVID-19 metrics worsen significantly)

*School districts may choose to implement a more restrictive plan, but may not choose to implement a less restrictive plan than determined by NCDHHS, NCSBE, NCDPI

REEVALUATE AS NEW DATA AND TRANDS EMERGE

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Daily In-Person Instruction (Plan A)

Under this plan, PreK-12 students will attend class in the school building, in-person with their teachers and classmates every school day. This environment is the most familiar to students and parents. Students receive daily, in-person instruction and support from school employees.

Hybrid Instruction (Plan B)

K-12 students will experience a combination of in-person learning in the school building with their teachers and classmates and online instruction through an online platform. Both learning environments will have high expectations and will result in work that contributes to the student's overall grade. Teachers will strategically place learning opportunities in each environment to create an overall experience that aligns to rigorous state standards for the grade level or course. Experiences during online instruction will be a combination of recorded and live instructional sessions. We are exploring options for PreK students to attend school on a daily basis as soon as is feasible. (PreK Students may attend daily on Plan B). Faculty and staff are on campus each day.

Fully-Online / Remote Instruction (Plan C)

Under this plan, all students (PreK-12) will experience fully-online instruction as a result of school closure based on decisions from state and local officials. All learning opportunities will happen remotely and will include recorded and live instructional sessions. Instruction will be accessed through the use of a technology device (grades 3-12) and/or paper/pencil learning opportunities (PreK-2) with digital options. Faculty and staff report to campus on a hybrid schedule.

How we'll schedule students in Plan B:

In Plan B, students will be assigned to Group A or Group B. Siblings and students residing at the same address/home will be in the same group. Groups will attend school in an ongoing rotation.

Option I: Attending school in person for one week and receiving online instruction for the next week. Regular school days/times will occur Monday-Thursday with Friday as a remote learning day to account for significant full building cleaning between weeks/groups. Teachers will be available and working Friday on site for conferences, small group assistance, meetings, and additional support time, etc.

Option II: Attending school in person Mon/Tue (for Group A) and Thur/Fri (for Group B) with Wednesdayas a remote learning day to account for significant full building cleaning between weeks/groups. Teachers will be available and working Wednesday on site for conferences, small group assistance, meetings, and additional support time, etc.

PLEASE NOTE: In Plan A, social distancing will not be feasible in grades 4-12 due to class sizes and facilities. In Plan A, Prek-3 will be on-site daily while 4-12 will follow a Plan B model.
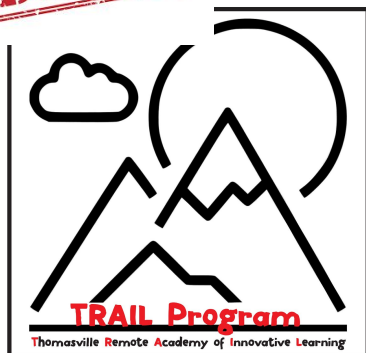
Thomasville City School TRAIL Program (Thomasville Remote Academy of Innovative Learning)

Grade K-12 families will have the option to choose the TRAIL Program for fully online instruction in the 2020-2021 school year. Families must commit to at least one semester, with a recommendation of a one-year commitment. The first ten school days will be a grace period (drop/add) and assessments will be made at the end of each quarter to determine continued placement in TRAIL

Families who chooseThe TCS TRAIL Program should expect the following to be true across all grade levels:

- Students will remain enrolled at their current school as assigned by TCS
- To the degree possible, students will be taught by teachers from their current school, with additional/specialized work through reputable online learning programs provided by TCS
- Students will experience a schedule and grading structure similar to their peers engaging in daily in-person or blended instruction.
- Instruction will be provided through a common online learning platform.
- Learning opportunities will include both recorded and live instructional session
- Students will experience social and emotional support through meaningful connections and a classroom community.

More information will be available at the week of July 20.

Students can apply to The TRAIL Program beginning July 20.

- The TRAIL program will provide students with a personalized educational experience that is flexible, rigorous, and innovative. Students will engage in learning including online and interactive off-line instructional materials facilitated by certified teachers.
- Students will be enrolled in their base TCS school but will receive instruction in both synchronous (live online) and asynchronous (on-demand) formats through the Canvas Learning Management System.
- Students will use TCS-issued technology devices to access the courses. Access to high-speed internet, either at home or through a reliable hotspot, is required to participate in the TRAIL program.
- Students in Grades K-8 will participate in grade-level instruction through TRAIL. Instruction will be available in reading, math, science, and social studies, as well as certain elective and enhancement activities.
- Students in Grades 9-12 will have the ability to participate in online learning from a variety of sources, including THS online courses, credit recovery options, and North Carolina Virtual Public School courses.
- Students will be graded per TCS policies and will take applicable end-of-grade and end-of course tests as well as teacher-made assessments.
- Success and engagement with previous remote learning will be a consideration.

All instruction will be meaningful.

We our core belief that all students deserve to be challenged and engaged in relevant, rigorous, and meaningful learning each day. This school year, regardless of which learning environment your child attends, they will be taught rigorous content every day that aligns with North Carolina's grade-level standards.

Here's what will be the same across all learning environments and across all schools:

- All students will have the same grading structures
- All schools will take attendance.
- All classes will use similar, district-supported learning materials, texts and instructional tools.
- All students will get appropriate support and services through the general education program, special education, Individualized Educational Plans (IEPs), 504 plans, Academically & Intellectually Gifted (AIG), English as a Second Language (ESL), and intervention.
- All students will get support from their counselors, social workers, and school psychologists, as needed.
- All schools will focus on establishing effective relationships and community.

All REMOTE LEARNING will be specific in time, expectations, format and requirements. Schedules will be provided by teachers. Students will sign in and complete/submit tasks in order to demonstrate attendance. Synchronous and Asynchronous options will be provided.

A Reminder: For the 2020-2021 school year, the TRAIL program will provide a full remote/virtual experience and opportunity regardless of the plan of entry or plans used throughout the year.

The 10% rule:

   Should cases of COVID-19 or similar symptoms begin to account for 10% of absences (students/staff) for three or more days, that will trigger a movement by the district to a more restrictive plan.

The 20% rule:

   Should 20% or more absences (students/staff) for three or more days based on COvid-19 or like symptoms will mandate movement to Plan C.

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Thomasville City Schools' Path to ReOpening for K-12

Level of Community Spread *(as determined by state and local health officials)*	Low/No Spread **Minimal Social Distancing** **Plan A**	Minimal/Moderate Spread **Moderate Social Distancing/Density Reduction** **Plan B**	Substantial Spread **Remote Learning** **Plan C**

Prevention			
	● Teach and reinforce good hygiene such as handwashing, covering coughs, and face coverings. ● Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas ● Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school specific protocols. ● Clean/disinfect frequently touched surfaces at least daily and shared objects after each use ● Follow CDC enhanced cleaning protocols for all areas of school facilities each day ● Require staff to wear face/coverings and other appropriate PPE as desired ● Require 6-12 students and strongly encourage PreK-5 students to wear face coverings ● Ensure all water systems and features are safe ● Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff ● Conduct deep cleaning of schools prior to students/staff returning; schedule periodic deep cleanings during weekends or school holidays/breaks; follow enhanced protocols each day for all facilities ● Prevent congregation and note social distancing in key traffic areas around facilities	● Teach and reinforce good hygiene such as handwashing, covering coughs, and face coverings. ● Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas ● Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick, good hygiene, and school specific protocols. ● Clean/disinfect frequently touched surfaces at least daily and between classes and shared objects after each use ● Follow CDC enhanced cleaning protocols for all areas of school facilities throughout each day - multiple times each day. ● Require face coverings and other appropriate PPE to staff ● Require 6-12 students and strongly encourage PreK-5 students to wear face coverings ● Designate socially distanced seating and classroom arrangements ● Turn off water fountains and allow students and staff to bring water from home ● Ensure ventilation systems operate properly and increased circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff ● Conduct deep cleaning of schools prior to students/staff returning; schedule additional cleanings during weekends or school holidays/breaks and also between Group A and Group B face to face sessions	● Use social media and other communications to inform parents, students, and staff about COVID-19 symptoms, preventative measures, good hygiene, and school/district specific protocols. ● Encourage COVID-19 testing ● Perform deep cleaning throughout the building and within each classroom (secure when complete)

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Thomasville City Schools' Path to ReOpening for K-12

Level of Community Spread *(as determined by state and local health officials)*	Low/No Spread Minimal Social Distancing Plan A	Minimal/Moderate Spread Moderate Social Distancing/Density Reduction Plan B	Substantial Spread Remote Learning Plan C
Transporting Students	• Families will print, complete, and sign an Attestation Form daily for every student who rides the bus. (AM Pick Up) • Every student must show the bus driver their completed daily attestation form upon entering the bus. (A supply of forms will be provided each week to students) • A responsible adult or older sibling is required to wait with elementary-age children at the bus stop to help the child return home should they not be able to board the bus. • All students and driver/support riding a bus must wear a face covering • After arriving at school, all bus riders will be asked the symptom screening checklist questions and have their temperature taken at school, before being allowed to enter the building. • Provide hand sanitizer for students and drivers	• Provide hand sanitizer for students • Bus Monitor to support driver (AM Pick Up) - Bus monitors will likely be Teacher Assistants in an A group and a B group • 50 % capacity on bus / 1 student per seat unless same household • A Group / B Group Routes • Families will print, complete, and sign an Attestation Form daily for every student who rides the bus. (AM Pick Up) • Every student must show the bus Monitor their completed daily attestation form upon entering the bus. (A supply of forms will be provided each week to students) • Temperatures will be taken before entering the bus. • A responsible adult or older sibling is required to wait with elementary-age children at the bus stop to help the child return home should they not be able to board the bus. • All students and drivers/support riding a bus must wear a face covering • After arriving at school, all bus riders will be asked the symptom screening checklist questions and have their temperature taken at school, before being allowed to enter the building.	• Buses will not be in use as schools are closed • Drivers will be offered work opportunities with custodian and child nutrition rotations

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Community Spread *(as determined by state and local health officials)*	Low/No Spread Minimal Social Distancing Plan A	Minimal/Moderate Spread Moderate Social Distancing/Density Reduction Plan B	Substantial Spread Remote Learning Plan C

Entering School Buildings	● Providing hand sanitizer for students and staff
	● Require faculty, visitors and grades 6-12 to wear face coverings; strongly encourage face covering PreK-5
	● Limit unnecessary congregations of students and staff
	● Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school specific protocols
	● Establish a protocol for students/staff who feel ill/experience symptoms when they come to school
	● Establish a protocol for visitors: **APPOINTMENT ONLY**, calling the front office before entering, screening visitors,requiring use of face coverings
	● Central Entry at each facility
	● Limit non-essential visitors and volunteers
	● No walking students to class (grades 1-12)
	● Attestations and screenings/temperature check for students, staff, visitors
		● Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school specific protocols
		● Establish a protocol for students/staff who feel ill/experience symptoms when they come to school
		● Mark spaced lines to enter buildings and designate entrance and exit flow paths
		● Screen students, visitors and staff
		● Take temperatures of all before entering buildings
		● Daily attestation forms
		  ○ Isolate and send home if internal temperature is over 100.4° F (38°C)
		  ○ Isolate and send home if exhibit symptoms or have close contact exposure
		● Establish a protocol for visitors: **EMERGENCY VISITORS ONLY;** meetings/conferences will be virtual or by phone
		● Restrict nonessential visitors and volunteers.
		● No walking students to class (PreK-12)
		● Require faculty, visitors and grades 6-12 to wear face coverings; strongly encourage face covering PreK-5
		● Establish a protocol for student pick up/drop off: staggered entry and release (by grade, class, or bus numbers), marked spacing for pickup
		● Central Entry at Each facility
			School Buildings are closed; only essential staff report in-person to carry out functions that are absolutely necessary.
			
			Who are essential staff to report:
			  - Child Nutrition
			  - School Custodian
			  - District Maintenance
			  - Bus Drivers (in other roles)
			  - School and District Leadership
			  - Front desk personnel
			
			District/School Considerations:
			● District/school leaders must remain vigilant and intentional as they determine roles, responsibilities, and reporting requirements for staff, refraining from blanket reporting requirements
			● District/school leaders should leverage virtual tools and platforms wherever possible to conduct essential business and keep in-person reporting to an absolute minimum during school closures

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Home Health Screening Requirement

All students should have their temperature taken every day at home before coming to school. Students must stay home if:

- They have tested positive for COVID-19 and have not met the criteria
  for returning to school;
- They have recently had close contact with a person with COVID-19
  and have not met the criteria for returning to school;
- They have a temperature of 100.4°F or higher.

In addition, students must be free of any symptoms potentially related to COVID-19 to be on a school campus. At this time, these symptoms include one or more of the following:

- Fever or chills
- New Cough
- Shortness of breath or difficulty breathing
- New loss of taste or smell

Campus Health Screening Requirement

When arriving at school, all students will be instructed to use designated entrances to undergo a health screening.The health screening process contains two parts:a symptom-screening checklist and an on-site temperature check using a touchless thermometer.

Individuals dropping off a student at school will not leave until the student has passed the health screening process.

Students who are feeling unwell or have a temperature of 100.4°F or higher will be held in a health waiting area.

Employees will contact students' parents/guardians to immediately pick them up from school.

Classroom Environments:

- In all plans: classrooms will be free of cloth seating/soft seating and special area rugs or throw rugs (hard surfaces)
- Students should have their own supplies for individual use
- No use of cubbies or storage areas
- Materials may not be left or stored in classsroom

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Thomasville City Schools' Path to ReOpening for K-12

Level of Community Spread *(as determined by state and local health officials)*	Low/No Spread **Minimal Social Distancing** **Plan A**	Minimal/Moderate Spread **Moderate Social Distancing/Density** **Reduction** **Plan B**	Substantial Spread **Remote Learning** **Plan C**
Transitioning	○ Conducting cleaning of hallways and high-touch surfaces throughout the school day ○ Designating areas of the hallway (i.e. lanes) to walk to keep students separated ○ Enforcement and monitoring to prevent congregation ○ Limit transitions (teachers move, not students in PreK-5 and 6-8 where practical) ○ Stagger transitions in 6-12 so small groups move at a time - monitor and enforce no congregating ○ Set specific timeframes for restroom use and monitor/limit numbers ○ All staff monitoring during transitions	● Limit mixing between groups ● For class changes and other transitions throughout the school day: 　○ Provide additional time for transitions 　○ Designate areas of the hallway (i.e. lanes) as flow paths to keep students separated to minimize congregation of students 　○ Plan staggered class (ex: by hall, odd/even room numbers, grades/discipline) changes to decrease number of students in hallways at the same time 　○ Have the same group of students stay with same staff (all day for young children and as much as feasible for older children) 　○ Conducting cleaning of hallways and high-touch surfaces throughout the school day 　○ Set specific timeframes for restroom use and monitor/limit to one student at a time 　○ Allstaff monitoring during transitions, limiting restroom entry	**School Buildings are closed.**

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Level of Community Spread *(as determined by state and local health officials)*	Low/No Spread Minimal Social Distancing Plan A	Minimal/Moderate Spread Moderate Social Distancing/Density Reduction Plan B	Substantial Spread Remote Learning Plan C

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- ○ Implement standard operating procedures while taking preventative measures such as:
  - Providing hand sanitizer for students and staff
  - Allowing students and staff to wear face coverings while in large group gatherings
  - Conducting cleaning of cafeterias and high-touch surfaces throughout the school day
  - Using cafeteria only for specific groups (those with gym, computer courses, band, etc. during the lunch block.
  - Most students served in class
  - Additional staff for collection of garbage, etc.
  - Consider pre-packaged boxes or bags for each student instead of traditional serving lines. Avoid sharing of food and utensils.

- ○ Allow student hand washing before and after meal service
- ○ Provide hand sanitizer for students and staff
- ○ Use disposable plates, utensils, etc.
- ○ Mark spaced lines to enter the cafeteria and serving lines (to the extent possible); designate entrances and exit flow paths; stagger use
- ○ Conduct cleaning of cafeterias and high-touch surfaces throughout the school day

Alternative Serving Models:
- ○ Serve meals in classrooms
- ○ Serve meals in cafeteria with:
  - Spaced serving lines (marked on floors)
  - Spaced seating (utilize outdoor space as practicable and appropriate)
  - Longer meal periods for more staggered meal delivery (utilizing state seat time waiver to extend meal periods)
  - Consider pre-packaged boxes or bags for each student instead of traditional serving lines. Avoid sharing of food and utensils.
  - Using cafeteria only for specific groups (those with gym, computer courses, band, etc. during the lunch block.

Provide schedule for breakfast and supper distribution (pick up on the remote for all day)

School Buildings are closed.

District/School Considerations:
- ○ Practice established social distancing protocols to the greatest extent possible
- ○ Provide PPE to participating staff
- ○ Reduce contact by picking up a week's worth of meals during a designated time
  - Monday
  - 8am-4pm
  - Thomasville
  - Primary
- ○ Distribute printed instructional packets/materials and district/school communications along with meals

[2] Subject to future USDA meal waiver approval

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Teaching and Learning

- ● Implement standard operating procedures while taking preventative measures such as:
  - ○ Providing hand sanitizer for students and staff
  - ○ Conducting cleaning of classrooms and high-touch surfaces each day
  - ○ Limiting physical interaction through partner or group work
- ● Establish an Academic Baseline
  - ○ Administer formative assessments toward the start of the school year
  - ○ Conduct meetings with teachers to identify where students are academically
- ● Target interventions and supports
  - ○ Provide additional instructional supports to:
    - ■ Students at risk of not graduating on time
    - ■ Students with disabilities
    - ■ Students who struggled in the prior distance/remote learning environment (i.e. early grades, English Learners, etc.)
    - ■ Other students identified as being behind academically by teachers and parents
  - ○ Identify essential concepts/skills grade levels and provide access to enrichment (fine arts, music, world languages, CTE, Computer Science, AP/IB, dual enrollment, physical education/play, STEM/STEAM, etc.)
- ● Addressing learning loss:
  - ○ Help students catch up/get ahead through the NCVPS
  - ○ Provide extended learning opportunities through before/after school programs, Saturday school, etc.
- ● Prepare for potential future distance/remote learning:
  - ○ Develop a digital learning plan
  - ○ Integrate virtual learning practices:

Hybrid Instructional Model
- ● *Hybrid models should only be implemented if absolutely necessary and after factoring in additional logistical requirements placed on working families and unnecessary burden on staff. Consider allowing special education students to continue in person instruction as there students often rely on daily routines and social interactions to address their individual needs.*

- ● A/B Schedules

Option I: Attending school in person for one week and receiving online instruction for the next week. Regular school days/times will occur Monday-Thursday with Friday as a remote learning day to account for significant full building cleaning between weeks/groups. Teachers will be available and working Friday on site for conferences, small group assistance, meetings, and additional support time, etc.

Option II: Attending school in person Mon/Tue (for Group A) and Thur/Fri (for Group B) with Wednesday as a remote learning day to account for significant full building cleaning between weeks/groups. Teachers will be available and working Wednesday on site for conferences, small group assistance, meetings, and additional support time, etc.

In Plan A, social distancing will not be feasible in grades 4-12 due to class sizes and facilities. In Plan A, Prek-3 will be on-site daily while 4-12 will follow a Plan B model.

School Buildings are closed.

District/School Considerations:
- ● Implement a robust distance learning plan
- ● Distribute printed instructional packets/materials and district/school communications along with meals; designate and communicate collection/drop off points

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- ■ Digitizing lessons
- ■ Requiring a certain number of online assignments for each grading period
- ○ Provide virtual learning-specific professional learning for educators:
- ○ Schedule specific planned district-/school-wide digital learning days as part of the traditional school calendar

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Social and Emotional Health

The volume of information in the media and elsewhere about COVID-19 can cause concern for parents and students. Here are some tips to help address your family's social and emotional needs:

> Share age-appropriate information with students and correct misinformation.

> Reassure children that they are safe and that adults are working to keep them safe.

> Emphasize ways children and families can be "germ-busters" and reduce the spread of illness.

> Try to keep routines as normal as possible.

> Limit the amount of exposure to television and social media regarding COVID-19.

Our schools are thoughtfully planning how to support all students' mental and emotional well-being upon their return to school.

If you have concerns about your student, please contact your student's school counselor.

Triage is critical in order to identify individuals needing additional support beyond classroom level/core. The following are factors to consider who maybe at higher risk for increased traumatic responses and who may need additional supports

Individuals already known to be at risk or vulnerable to increased stress responses

- Trauma history - abuse, neglect, exposure to domestic violence, - Mental health challenges - anxiety/depression - History of suicidal ideation

- ● Individuals living in poverty

Individuals with health/medical conditions who are vulnerable to COVID-19

- Individuals with loved ones who are vulnerable due to age/health conditions etc.
- Children with learning or attentional disorders
- Those who have lost a family member or loved one
- Individuals with an absence of support systems
- Individuals who have experienced discrimination related to COVID-19
- Individuals within communities that have been impacted by racism and racial injustice
- Those whose families have lost jobs or income
- Those with loved ones/caregivers work in the healthcare system/first responders

Additionally, communication between teachers/staff from one grade level to the next should be increased regarding students who may be her risk paying close attention to student work e.g. writings or art work which may indicate mental health concerns.

PRECAUTIONS WHEN WORKING WITH INDIVIDUALS AND GROUPS:

n all large group, small group, and individual interactions staff must ensure that they maintain required rules and regulations for social/phys tancing (6 feet apart) and wearing of masks.

Ensure small group and individual sessions/testing are held in a room which has the adequate space for physical distancing.

Sanitize all materials and areas after each interaction/group/session.

NNING OF THE YEAR RE-ENTRY: Upon re-entry administration should allow for time, with the help of Student Services staff, to help scho re students to recognize and address fear, anxiety, grief and loss related to:

- Death of a family member or loved one
- Change in schools
- Suspension of important rituals, routines, milestones, celebrations social gatherings
- Loss of job or home
- Racism, racial injustice and resulting protests
- Possible contracting of COVID 19
- Losses in academic skills (particularly for older students)

Adopting a trauma-informed care approach in all communications and interactions is critical. The National Center on Safe ~~ptive Learning~~ Environments provides an online module which can be used to train staff on trauma informed practices. The six domains no ~~ilding~~ trauma sensitive schools are:

~~p~~port Staff Development 2. Create a safe and supportive environment 3. Assess needs and provide support 4. ~~social~~ and emotional skills 5. Collaborate with students and families 6. Adapt policies and procedures

Building Trauma-Sensitive Schools | Safe Supportive Learning

This resource from the NCTSN provides strategies for educators, school staff and administrators during COVID-19, including ways to ~~e~~ a trauma informed learning environment, ways to support staff; as well as crisis response and discipline practices.

~~ollowing~~ link includes various resources with information related to trauma and a trauma informed approach including information specific to ~~D~~-19. Trauma Informed Approach Resources

~~ational~~ Center for School Crisis and Bereavement provides free teacher training modules related to grief

~~er~~ Training Modules

~~re~~-entry, it is crucial to prioritize addressing social/emotional and mental health needs in order to help students be ready for learning. Accor~~ Bruce Perry, an expert in childhood trauma, schools should promote regulation and relationships, in order to get to develop appropriate ~~ning~~ skills. In this video clip, Dr. Perry discusses brain functioning and the importance of self regulation and social emotional development p~~ ning.

~~SROOM:~~ The following universal trauma informed strategies promote feelings of safety, structure, connectedness, and resilience among ~~dents:

- 4:1 Interactions Ratio (Positive: Negative). This takes a strength based approach which fosters self-confidence and self-esteem.
- Class Meetings: Daily meetings where the class is arranged in a circle and uses a "talking piece." These meetings promote effective communication and problem-solving, and build a sense of connectedness.

● Conduct daily check-ins at the beginning of school/class to get insight into all student's emotional status.

● Establish a tool each student can use to indicate their emotional status. (e.g. color coded) Use regulation strategies to get back on calm/regulated state.

● Brain Breaks: Incorporate these throughout the day to allow play and movement (ex. Go Noodle).

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● Routines and Rituals:These promote a sense of structure and security. Routines that are modeled, taught and practiced, with opportunities for guided practice.

● Create a classroom environment that is positive, flexible, predictable, with rules that are reasonable and consistent.

● Keep directions simple and brief, use visual cues, and emphasize what you want the student to do, rather than what you don't want t to do (e.g.; "Walk please" rather than "Don't run").

● Prepare students for events that could be triggering, such as fire drills.

● Have calming corners in each classroom (Due to health concerns and concerns regarding sanitizing of items, students may need individual calming tools to take into the calming corner or access to virtual calming tools/apps in the calming corner).

● Encourage students to help others and to be involved in the school recovery process.

● Encourage students to rely on their faith and belief systems and community supports. These things promote resilience.

● Incorporate gratitude lessons/activities

● Provide opportunities for journaling and drawing activities to process feelings.

● Include info and toolkit for educators to create trauma informed SEL classrooms.

Trauma-Informed SEL Toolkit

● The National Association of School Psychologists provides information and resources on Social Justice, including issues of race and implicit bias. It also provides social justice lesson plans.

● Panorama Ed is the SEL platform approved by our district. The Panorama Ed playbook includes various suggestions for SEL activitie and lessons. The district SEAL team has several resources and can provide suggestions for SEL curricula based on specific school an student needs.

● Provide SEL lessons including the Core Competencies, as well as lessons on the importance of social distancing - teach new social norms of greeting and play.

● The following activities for calming and self regulation can be especially helpful:

○ Mindfulness
○ Meditation
○ Deep breathing
○ Engaging in fun/relaxing activities (music,art, dance etc)
○ Exercise
○ Calming apps (e.g. headspace, go noodle, settle your glitter)

cott Poland, provided the following trauma informed lesson in response to COVID-19, which can be used and modified as needed Teachers need to be trained prior to introducing this lesson and lesson can be co-facilitated with student services staff if needed.

able Moment Lesson Plan

L GROUPS:

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nt Services team members and/or community MH providers may utilize research based programs/strategies to address re-entry concerns ing grief and loss, anxiety, depression, trauma, self regulation, coping, stress relief.

us programs/strategies exist and student services staff can use research based tools/programs which they have found beneficial. Some les used in schools to work with students individually and/or in small groups includes:

nitive Behavioral Intervention for Trauma in schools (CBITS) School Crises - Meditation and mindfulness - Zones of Regulation Teach noted "Activities for calming and self regulation"

IDUAL: Student Services team members and/or community MH providers may utilize research based programs/strategies to address re-en rns including grief and loss, anxiety, depression, trauma, self regulation, coping, stress relief.

us strategies and approaches can be used with individual students such as:

● Conducting Functional Behavior Assessments and developing Behavior Intervention Plans or follow/modify existing plans

Not withholding recess: play is important in development. (See also American Academy of Pediatrics)

Avoiding suspensions when possible: this confirms the child's belief they don't belong, and it is not helping them heal (See work of Bruce Pe REGULATE-RELATE-REASON).

Refer to student services staff and/or outside agencies for mental health services as needed.

TS (STAFF AND PARENTS):

The CDC recommends taking breaks from watching the news, taking care of your body, making time to unwind, and connecting with others der to cope with stress and anxiety. Mental Health and Coping During COVID-19

The NCTSN recommends for adults to decrease the impact of secondary traumatic stress

○ Practice self compassion and self care

○ Access social supports

○ Create a routine which includes physical movement and breaks

○ Be safe and follow public health recommendations

○ Get enough sleep/rest and eat well

Review SEL practices for adults provided by CASEL https://drc.casel.org/uploads/sites/3/2019/03/3-Signature-Practices-for-Adults.pdf

Each staff member should develop a Self Care plan

Provide PD for teachers/staff on topics including childhood stress and trauma, grief, self care, coping, reactions to stress, change and olation.

t is recommended that the district implement a district wide program to be used across all grade levels to support student's social and notional needs. An example of this is the Capturing Kids Hearts Program which emphasizes the social and emotional well-being. This progr quires training.

The district should increase efforts to train staff in Youth Mental Health First Aid

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Regular check ins with teachers/staff regarding any coping/mental health needs and provide supports and community resources as needed

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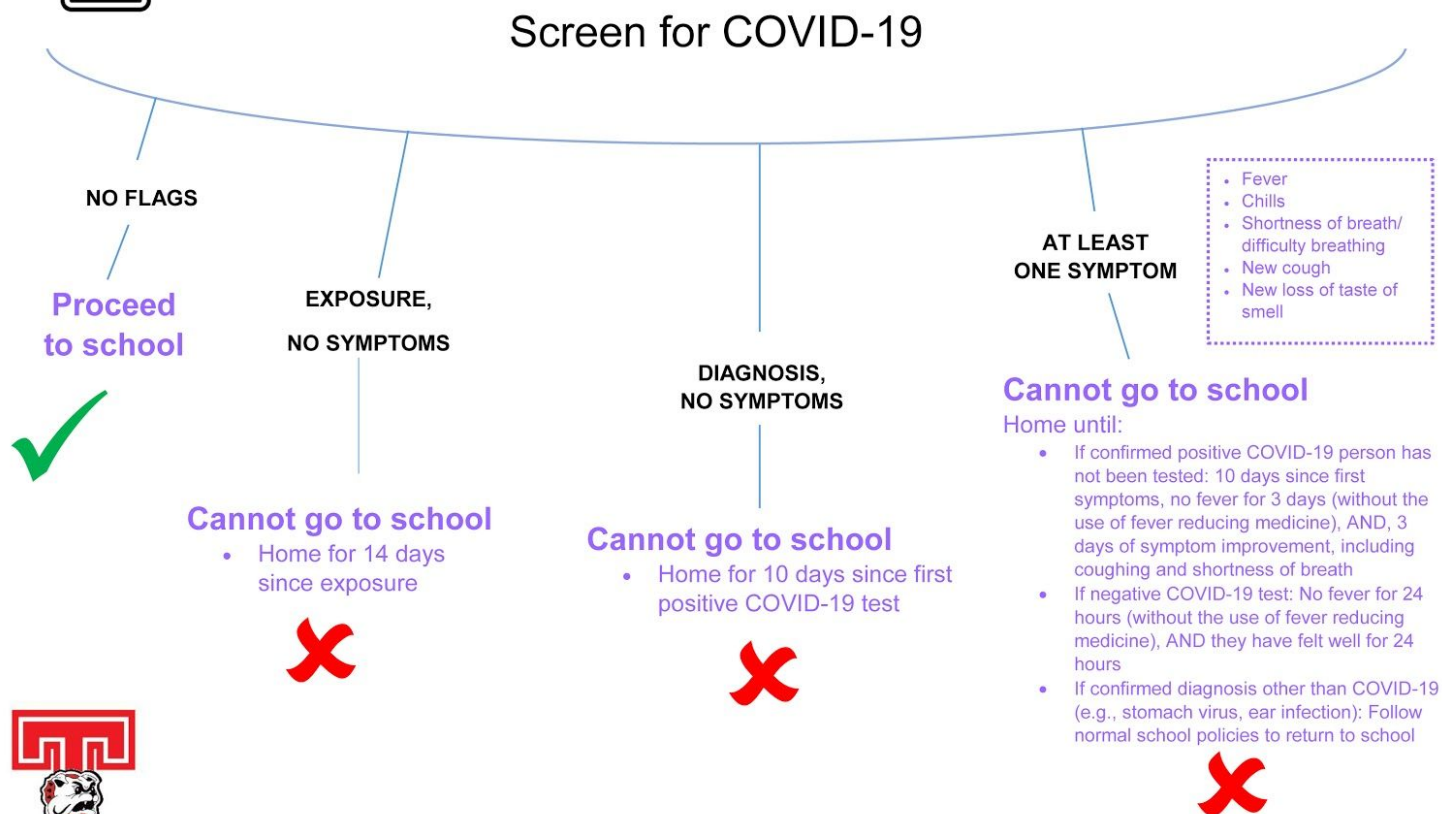|	**Schools**	**Classrooms**	**District**
Supplies	- Disposable masks (front office) - Hand held thermometers (front office) - Special isolation PPE (nurse +1 - nurses offices) - Cabinet/File crate - daily attestations and temp check records for staff and students - Ionizer/broad area SPRAYER for use throughout the building (1 per school - custodian's office) - No touch garbage cans in restrooms and classrooms	**Gloves for teacher** **Cleaning wipes and disinfecting spray (to clean desks and classroom objects with high use)** **Hand sanitizer and tissues/towels** **Yard Sticks (plan b - furniture socially distanced)**	- Cleaning/disinfecting supplies (warehouse) - Bus cleaning and kitchen cafeteria cleaning supplies (warehouse, on-buses and in cafeterias/kitchens) - Ionizer/broad area SPRAYER for use throughout the building and Bulldog Academy

	August 4, 5, 6	**August 11, 12, 13**	**Week of August 17**

| Orientation and Open House | - Instructional Videos posting on TCS district website and accessible through school and district social meeting
- 6:30 to 8:30: Air videos on Channel 13

Assignments for HYBRID groups (regular and orientation) will be made at this time. They will be mailed and posted on school/district websites and school/district social media outlets. | **- 5:30pm Zoom meetings by school each evening to address guidelines, expectations, etc.**
- Zoom meeting links provided on school website and school social media outlets

6:30pm-7:30pm
Students New to TCS, and those starting PreK, K, 4th, 6th. 9th
Small group face to face sessions on campus for building orientation with full staff working in small groups:
- Aug 11 - Group A
- Aug 12 - Group B
- Aug 13 - Group C | - Divide student body into ⅕:
- Monday - Group A
- Tuesday - Group B
- Wednesday - Group C
- Thursday - Group D
- Friday - Group E

All staff to work with students in small groups to share process, procedure, protocols for the learning plan and remote learning as well as new building operations |

Handling Suspected, Presumptive, or Confirmed

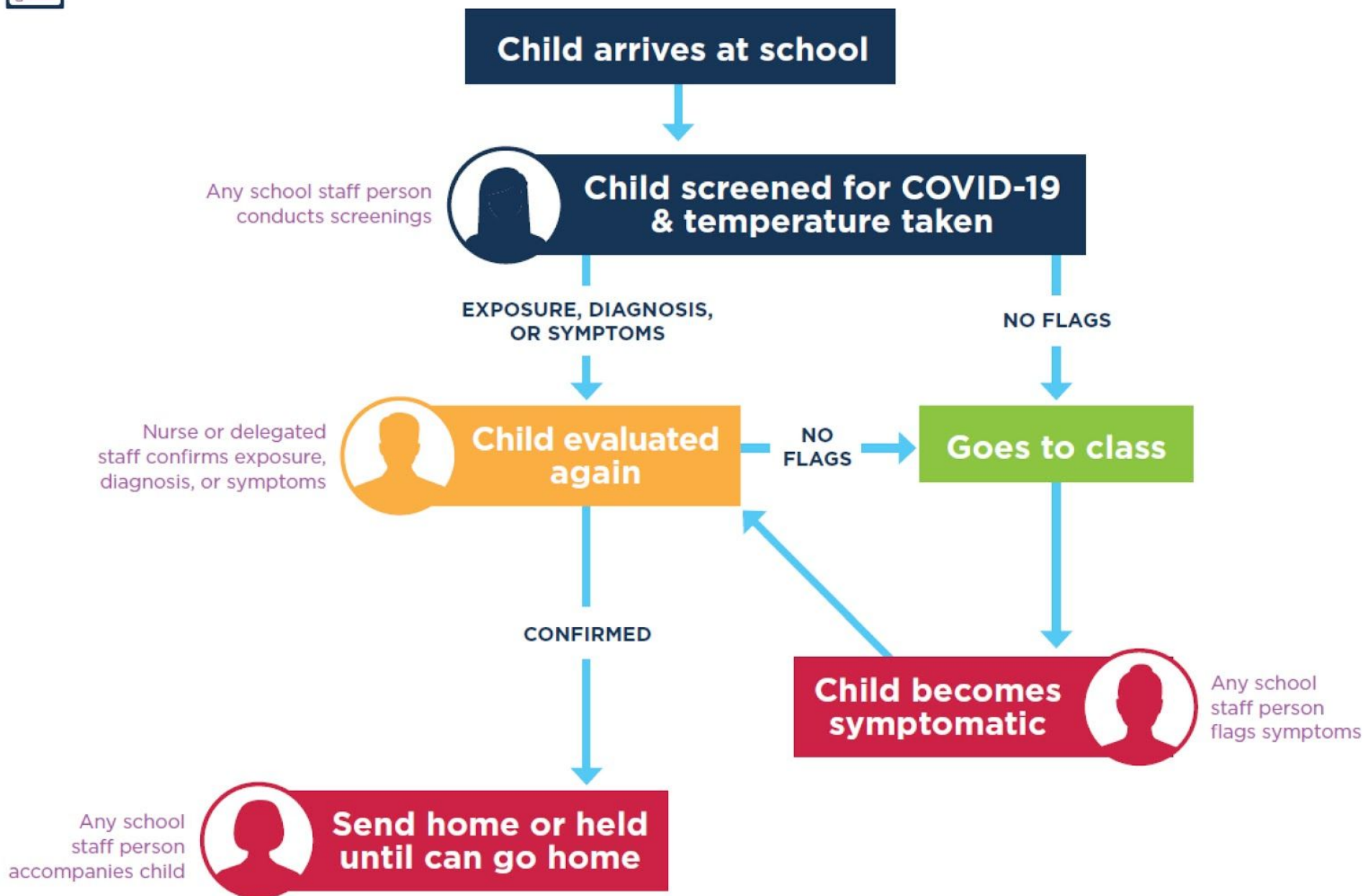**Cases of COVID-19 Flow Chart and Protocol**

Screening Flow Chart

Screen for COVID-19

NO FLAGS

**Proceed
to school**

✔

EXPOSURE,

NO SYMPTOMS

Cannot go to school
- Home for 14 days since exposure

✖

DIAGNOSIS,
NO SYMPTOMS

Cannot go to school
- Home for 10 days since first positive COVID-19 test

✖

**AT LEAST
ONE SYMPTOM**

- Fever
- Chills
- Shortness of breath/ difficulty breathing
- New cough
- New loss of taste of smell

Cannot go to school
Home until:
- If confirmed positive COVID-19 person has not been tested: 10 days since first symptoms, no fever for 3 days (without the use of fever reducing medicine), AND, 3 days of symptom improvement, including coughing and shortness of breath
- If negative COVID-19 test: No fever for 24 hours (without the use of fever reducing medicine), AND they have felt well for 24 hours
- If confirmed diagnosis other than COVID-19 (e.g., stomach virus, ear infection): Follow normal school policies to return to school

✖

Thomasville City Schools
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Staff Roles Flow Chart

Child arrives at school

Any school staff person conducts screenings

Child screened for COVID-19 & temperature taken

EXPOSURE, DIAGNOSIS, OR SYMPTOMS

NO FLAGS

Nurse or delegated staff confirms exposure, diagnosis, or symptoms

Child evaluated again

NO FLAGS → **Goes to class**

CONFIRMED

Child becomes symptomatic

Any school staff person flags symptoms

Any school staff person accompanies child

Send home or held until can go home

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For students/staff who have experienced at least one COVID-19 symptom, with or without being diagnosed with COVID-19: Students/Staff who have experienced at least one COVID-19 symptom, with or without being diagnosed with COVID-19, should not be in school. They should stay home until they (or a family member answering for a younger child) can answer YES to **all three** of the following questions:
- Has it been at least 10 days since they first had symptoms?
- Has it been at least 3 days since they had a fever (without using fever-reducing medicine)?
- Has it been at least 3 days since the symptoms have improved, including cough and shortness of breath?

Students/Staff are not required to have documentation of a negative test in order to return to school. If students/staff have a negative COVID-19 test, they can return to school once there is no fever without the use of fever-reducing medicines and they have felt well for 24 hours.

For students/staff who have been diagnosed with COVID-19 but do not have symptoms:
Students/staff who have been diagnosed with COVID-19, but do not have symptoms must remain out of school until 10 days have passed since the date of their first positive COVID-19 diagnostic test. Students are not required to have documentation of a negative test in order to return to school. If a student develops symptoms, they cannot return to school until they meet all of the criteria for students/staff who have experienced at least one symptom.

For students/staff who have been exposed to COVID-19 and do not have symptoms:
Students/staff who have been exposed to COVID-19 and do not have symptoms must remain out of school for 14 days since their last exposure, even if they test negative for COVID-19 (incubation is 2-14 days). If they develop symptoms, they cannot return to school until they meet all of the criteria for students/staff who have experienced at least one symptom.

We will report suspected, presumptive, or positive cases of COVID-19 to the Davidson County Health and work with them for follow-up and contact tracing. If a person with confirmed COVID-19 was in a Thomasville CIty Schools facility while infectious, we will coordinate with local health officials to notify necessary employees and families who were in close contact (6 feet or less for 10 minutes or more) while maintaining confidentiality in accordance with FERPA, NCGS 130A-143, and all other state and federal laws.
In the event of a confirmed case of COVID-19 in a school, the affected areas will be closed for 24 hours, then systematically cleaned and disinfected.

The health room/nurses office will remain a separate environment for regular student/staff health needs. Each school will also designate an isolation room for students/staff who present COVID 19 symptoms

Resources:

Thomasville City Schools Website
- https://www.tcs.k12.nc.us/apps/pages/reopen

CDC Guidance
- Reopening Guidance for Cleaning and Disinfecting Schools
- Guidance for Reopening Buildings After Prolonged ShutdownShutdown

CDC Guidance
- Reopening Guidance for Cleaning and Disinfecting Schools
- Guidance for Reopening Buildings After Prolonged Shutdown

CDC Guidance
- How to Protect Yourself and Others
- COVID-19 Symptoms
- COVID-19 and Children
- Communication Tools

American Health Care Association
- COVID-19 Screening Checklist for Visitors

Society for Human Resources Management (SHRM)
- Coronavirus Warning Poster for Entrances
  - For additional guidance on addressing community spread, see the CDC's Considerations for Schools
  - Talking to Children about COVID-19
  - Teaching Through a Pandemic
  - Roadmap for School Operations

CDC Guidance
- Symptoms of Coronavirus
- What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection
- Standard Precautions
- Transmission-based Precautions
  - National Association of School Nurses
  - Role of School Nurses Providing Care, and participating in return to school planning

American School Counselor Association
- School Counseling During COVID-19: Online Lessons and Resources

School Library Media Specialists
School Media Specialists Can Help During Crisis (School Library Journal)
Society for Human Resources (SHRM)
- Employment FAQ
- What to Do When Scared Workers Don't Report to Work Due to COVID-19
- Where can I find governmental and other reliable resources for workplace issues related to the coronavirus?

Re-Opening Checklists

ENTRY AND EXIT POINTS:

❏ Entry points should be limited to bus ramps and one or two (THS)other entrance that can accommodate large numbers of students.

❏ Doors at Entry Points should be clearly marked as ENTRANCE ONLY.

❏ Tape and floor markers/arrows should be used inside the school to direct students and visitors where to stand and to allow for proper social distancing and movement.

❏ Additional staff may be needed to monitor other points on campus where students frequently enter and direct all students arriving on campus from different points to a designated Entry Point.

❏ Upon entrance into the school, students should report directly to their classroom.

❏ Exits from the school must be clearly marked as EXIT ONLY with floor markers both

inside and outside of the school to direct traffic away from individuals waiting to enter the building. Exits doors should be

spaced a minimum of 6 feet away from entry doors.

❏ No fire exit door should be blocked or locked.

SCREENING TEAMS:

❏ In order to expedite student entrance into the building, there should be a minimum of

two screening teams at each entry point.

❏ Screening Teams should include one person to conduct temperature screens and one

person to check or complete or collect health questionnaires.

❏ Screening teams should be made up of all staff on a rotation (A/B like students) "off Day" Screening teams will supervise hallways and classrooms

.   ❏ Additional staff should be available to assist with students who may not be able to enter

the building or to escort a child to the Isolation Room.

❏ Sstudents arriving in cars wait inside their vehicle until they approach a screening team.

❏ Car riders will exit the vehicle to have temperature screened while the parent waits in the car for the screening to be completed. Health questionnaires will be completed with caregivers if one was not previously done.

HALLWAYS:

❏ Staff and students must wear masks in the hallways.

❏ Schools will control the flow of traffic into and out of the building to ensure that maximum capacity plans are adjusted and managed at each entry and exit point.

❏ Directional stickers (provided by the district?) need to be placed on the floors in the hallways, on the walls and in the stairway areas so that it is clear which direction to walk.

❏ Mark the hallways and common areas off with stickers 6 feet apart so that students
   have a visual reminder of the distance to keep apart when students and staff are moving in the hallway (ex. Class trips to the bathroom, dismissal).

❏ Have hand sanitizer at the entrance to each classroom. Mount hand sanitizer stations in hallways. Supervise student use to ensure proper application.

   ❏ *No use of lockers*

❏ **Minimize changing classrooms. Specialists should go to student's classrooms to give** instruction to avoid movement in the hallways and large crowds if possible.

❏ **Regularly disinfect the water fountains and stair rails. (*close water fountains in Plan B*)**

❏ **Encourage students to bring their own water bottles.**

❏ **Place appropriate signage in the hall and in the bathrooms reminding students of when** to stay home if they are sick, signs and symptoms of COVID-19, how to properly wash hands, etc.

    ❏ **For entering the hall to go to the bathroom, continue to adhere to wearing a mask and** waiting 6 feet apart. Wash hands when finished.

❏ **Teachers should use outside doors to move across campus when possible**

OFFICES:

❏ **Maintain 6-foot social distancing at all times. Floors shall be marked to remind staff, visitors, and students of 6-foot** distance and

r   Direction of flow of traffic.

❏ **Shared equipment should be wiped down between use.**

❏ **Signage regarding handwashing/sanitizing to be placed on walls.**

❏ **No congregating in the front office.**

❏ **Office doors should remain closed when possible**

❏ **If a shared suite is occupied, social distancing should be maintained.**

❏ **If an office space is shared, ensure the area is cleaned before vacating.**

❏ **Plexiglass shields will be installed on central desk location(s).**

❏ **Principal shall designate one office staff member to use Ident-A-Kid.Place Ident-A-Kid system next to individual designated as the** responsible person. No parent/visitor should enter information into Ident-A-Kid.

❏ **All visitors/parents/students must wear a mask to enter the building.**

❏ **If a parent/guardian is signing a child out of school, they must be screened outside the**

office door before entering the office or use Ident-A-Kid system remotely via a QR code.

❏ Tardy students will be signed in through the same process, however the student will

also need to be screened before entering the building.

❏ Any visitor to the front office must be screened.

❏ Hand sanitizer should be made available for use at the A-phone system/office doors.

❏ If any area in the office is used by a visitor or student (i.e. SLP, Counseling, etc.) the area must be cleaned immediately after use and before the next use.

RESTROOMS:

❏ Maintain 6-foot social distancing at all times.

❏ Floors shall be marked to remind staff, visitors, and students of 6-foot distance and
direction of flow of traffic in and out of restrooms

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❏ Sinks and basins closer than 6 feet apart should not be used
❏ Signage regarding handwashing/sanitizing to be placed on walls.
❏ Custodial staff to disinfect contact surfaces during the day at a scheduled frequency.

CAFETERIA:

❏ Meals will mostly be consumed in the classroom.

❏ **No mixing of classrooms.**

    ❏ **Any high-touch area must be sanitized according to EPA Guidelines after use by a classroom and prior to use by another class.**

    Maintain 6-foot social distancing at all times.

    ❏ **Floors shall be marked to remind staff, visitors, and students of 6-foot distance and** direction of flow of traffic in and out of the dining area.

GYMNASIUM:

    ❏ **Directional arrows must be placed on the floors and walls of the gym.**

    ❏ **6-foot spacing will be marked on the floors.**

    ❏ **PE will be in the classroom or outside areas.**

    ❏ **No mixing of classrooms.**

    ❏ **No shared items/equipment.**

❏ **Any equipment used by a student/class must be sanitized before use by another student/class.**

❏ **Gym must be cleaned according to recommended EPA Guidelines after any class use and prior to use by another class.**

❏ **Students will not utilize locker rooms or "dress out" for gym/PE.**

RECESS and EXERCISE: Follow CDC guidelines for equipment and distancing guidelines CDC Full recommendations including recess

❏ **Best practice will be to close playground equipment or limit on rotation to one class at a time followed by cleaning prior to next class**

❏ **Student water bottles can be taken outside.**

❏ **Classrooms should not be mixed when leaving for recess or when outside. Schedules should be staggered to go outside and scheduled to maximize use of any outdoor area.**

❏ **Masks can be removed outside if individuals can maintain distance greater than 6 feet.**

❏ **Focus on programs and activities that help ensure safe distancing, with a greater emphasis on target and individual games and sports. Examples include: Dancing, yoga, walking/running, fitness exercises, unstructured play in individual zones, relay races, use of active blacktop stencils, etc.**

❏ **Students should not pass objects or touch each other during play.**

❏ **Alternatives to outside recess may be to do indoor recess within the classroom.**

❏ **"Brain Breaks" and other classroom exercises should be practiced throughout the day.**

❏ **Sanitize prior to entrance and at exit.**

CLassrooms

❏ **Wear face covering if 6 foot distance cannot be maintained (e.g. teacher assisting**
   student with work at desk).
   ❏ **Space desk so that students are 6 feet apart.**
   ❏ **Desks shall be forward facing or have students sit on the same side of the table spaced**
   apart.
   ❏ **No shared items (e.g. writing utensils, headphones, books,electronics, etc.). Labeled**
pencil boxes or pouches should be used to store individual tools and kept in backpack, desk, or cubby. Boxes or pouches should be used
to transport supplies home as needed.
❏ **No group assignments that violate social distancing.**
❏ **Classroom will be sanitized during class changes and at the end of the school day per**
   CDC Guidelines.
   ❏ **Substitutes shall receive training at the district level on all protocols prior to beginning**
   work in any location.

BREAKROOMS/WORKROOM/TEACHER LOUNGE:

❏ **Maintain 6-foot social distance at all times.**

❏ **Seat 6-feet apart when eating or drinking.**

❏ **Consider utilizing the cafeteria tables to eat meals for non-classroom staff.**

❏ **Hand-washing will be extremely important due to the number of high-touch items/areas.**

❏ **No staff/school-wide celebrations or potlucks.**

❏ **Limit any crowding, self-monitor for available space.**