

YORK PUBLIC SCHOOLS

Safe Return to School Plan Draft

2021-22



The purpose of this blueprint is to provide a plan for how York Public Schools will respond to the COVID-19 pandemic and its impact on the educational program at YPS during the 2021-2022 school year. The plan is structured using tenets and tiers in order to allow the district to be flexible and responsive to changing public

health circumstances. A proactive approach will allow YPS to communicate a clear and thorough plan to our students, parents, and the York community.

Driving Beliefs (TBD):

- We believe in providing a high quality educational experience to all students regardless of the circumstances.
- We believe in making decisions that ensure the health and safety of students and staff, especially for those that are at an elevated risk.
- We believe that being proactive in planning and preparation is critical in order to effectively respond to the situation
- We believe that it is important to share with York stakeholders the “why” behind decisions and action steps.
- We believe that reflection is an important tool to support the development, and improvement, of any plans we implement in response to the COVID-19 pandemic.
- We believe that teachers are the most important factor in supporting student learning.
- We believe that being in school is the best place for students to receive an education.

Essential Planning Questions:

- How can we effectively serve York students educationally regardless of the modality and circumstances in which we are asked to serve them?
- Do school calendars, start times, or days of operation need to change in order to serve students within the guidelines to operate our schools safely?
- What school operations do we need to be prepared to alter on short notice as public health guidance changes when students and staff are on campus?
- How do we get students to school and concurrently honor public health guidelines such as social distancing?
- How can we meet social distancing guidelines and still operate with some or all students?
- How do we protect students in high risk categories when school is in session on campus and still deliver high quality instruction to them?
- How do we safely deliver an extracurricular program for sports, fine arts, and other co-curricular experiences?
- How do we protect staff in high risk categories when school is in session on campus and still operate a school effectively?
- What safety measures need to be in place to resume some degree of in-person instruction in the fall (e.g., screening)?
- How do we improve the quality of the remote learning experience for students and staff should an extended school closure be needed again in the 21-22 school year?

- What professional development, support, or planning opportunities do we need to provide to York staff this summer in order to prepare them for the 2021-2022 school year?
- What supplies and other resources do we need to acquire proactively in order to ensure we can carry out any on campus plans next fall?
- What steps can we take to promote best practices for personal hygiene for students, staff, and families?
- How can we meet the communication needs of York stakeholders (families, students & staff) in a systematic way so that our efforts are not overwhelming and yet sufficient to explain the “what,” “why,” and “how” any plans we make and implement?
- How will we respond if someone that has been on a YPS campus and has interacted with students and staff tests positive for COVID-19?
- How do we handle students that are unable to report to campus because they have been recommended for self-quarantine?
- How do we handle staff that are unable or refuse to report to campus?
- How should York Public Schools begin the 2020-2021 school year (instructionally and operationally)?
- How do we handle students whose behaviors require physical contact?

Individual School Plans:

- [YES Working Copy](#)
- [YMS Working Copy](#)
- [YHS Working Copy](#)
- [YPS Student Services Working Copy](#)

Draft Core Planning Scenarios:

| Scenario | Description | Rationale |
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| A | School is in session for all (100%) students and staff on campus in August. | <ul style="list-style-type: none"> In this scenario, the school has a plan to meet guidelines provided for the reopening of schools and local public health conditions warrant a return to school on campus with appropriate safety precautions being made. |
| B | Social Distancing Scenario - Possible 50% Capacity. <ul style="list-style-type: none"> K-7 spread out among all facilities & 8-12 remote. | <ul style="list-style-type: none"> This calendar would be used if public health officials, the commissioner, or governor indicated it was necessary and appropriate to hold school only with significantly reduced numbers of students and staff at one time to ensure social distancing measures. |
| C | Remote Learning | <ul style="list-style-type: none"> Necessary in the event of an extended school closure of more than 2+ weeks. |

School Exclusion:

Students and employees will be excluded from school if they test positive for COVID-19 or exhibit one or more of the symptoms of COVID-19 based on CDC Guidance that is not otherwise explained.

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 Four Corners Health.

Untested:

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

- They have not had a fever of greater than 100.4 degrees Fahrenheit for at least 24 hours without the use of medicine that reduces fevers; and
- Other symptoms have improved (for example, when your cough or shortness of breath have improved); and

- At least 10 calendar days have passed since your symptoms first appeared.
- Link to COVID-19 testing facilities (click [here](#))

Testing Positive-Symptomatic:

Persons who experience symptoms and have been tested for COVID-19 may return to school if the following conditions are met:

- The individual no longer has a fever (without the use of medicine that reduces fevers); and
- Other symptoms have improved (for example, when your cough or shortness of breath have improved); and
- At least 10 calendar days have passed since symptoms first appeared

Tested Positive-Asymptomatic:

Persons who have not had symptoms but tested positive for COVID-19 may return when they have gone ten calendar days without symptoms and have been released by Four Corners Health. Students may also return if they are approved to do so in writing by the student's health care provider.

Tested Negative- COVID-19:

Persons who have been excluded due to COVID-19 symptoms and have tested negative may return once they are fever free for at least 24 hours without medication.

Medical Inquiries:

- If a parent tells the district/school that a student is ill, the district/school will ask the parent whether the student is exhibiting any symptoms of COVID-19.
- If an employee calls in sick or appears ill, the district/school can inquire as to whether the employee is experiencing any COVID-19 symptoms.

Note: Even without symptoms, if a student or employee has recently had contact with a person with a suspected or confirmed case of COVID-19, has someone in their home being tested for COVID-19, or has recently traveled from somewhere considered to be a "hot spot" by the CDC, the district/school may exclude the student or employee from the school building and recommend that they self-quarantine for 14 calendar days. Decisions in these circumstances will be made in collaboration with public health officials and will vary based upon the specific circumstances.

Core Planning Tenets:

Governance - includes this document as the core structure that will guide decision making and the response to the public health crisis in addition to board policy, administrative regulations and memorandums which will guide the application of the district vision/mission during the pandemic.

Screening and PPE- includes steps taken to assess students and staff for COVID-19 symptoms prior to engaging in the school environment. Includes recommended or required PPE for students and staff to be worn during regular school operations.

School Operations - includes operational aspects of how schools run such as arrival/dismissal, passing periods, visitor access, student movement throughout the school, staff meetings, recess, student attendance policies, etc.

Food Service - includes school meal services such as breakfast, lunch, and grab and go when school is operating on campus and during extended school closure.

Cleaning/Facility Modifications - includes guidelines for custodians and staff for how to proactively avoid the spread of germs and illness, how to respond when someone who has tested positive for COVID-19 has been on campus, and any safety related facility modifications made.

Extracurricular Activities/External Facility Use - includes sports, activities, field trips, and co-curricular functions beyond core, within school day, instruction as well as access to school athletic facilities by external groups.

Academics - includes plans to address unfinished learning, continuity of learning (remote learning) in the event of extended school closure, and the delivery of educational services to special populations (e.g., special education, LEP, etc.).

Technology Services - includes promotion and support for the use of instructional technology for in-person and remote learning as well as logistics related to the distribution of devices and technology support (device repair, internet access strategies, etc.) in the event of an extended school closure.

Transportation - includes plans to keep students safe and healthy on school buses within guidelines provided by public health experts.

Human Resources - includes policies and programs related to staff absenteeism, strategies to address personnel shortages, and high risk populations.

Wellness - includes social and emotional supports and programs for students and staff as well as the strategic promotion of good personal hygiene habits across the York campus.

Health Services - includes the delivery of services by school nurses on campus during the pandemic including but not limited to the location of the health office, how to handle symptomatic students, and monitoring of on campus illness and absentee rates.

Crisis Team - includes delivery modification plans related to providing crisis support for students, staff, and the York community in the event of a tragic incident or death during the pandemic.

At-Risk or Vulnerable Populations - includes strategies to protect students in higher risk categories and the staff who serve them.

Tiered Model: Many of the elements in the plan below have tiered levels of response from the school district. The intended definition of each tier has been provided below. Depending upon public health guidance and other local context, the application of the tiers may be applied more rigorously than the degree of spread indicated in the chart. For example, public health recommendations may compel the use of tier II or III strategies even when no area spread exists. Likewise, the school district may choose to apply tier II actions in one tenet area when the conditions and public health recommendations will only result in the use of tier I practices. In this way, the real intent behind the tiered model below is to proactively outline the progressively rigorous actions the district may take as circumstances change throughout the pandemic.

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| Tier I | No to Minimal Area Risk/Spread - All Students |
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| Tier II | Minimal to Moderate Area Risk/Spread - All Students |
| Tier III | Moderate to Substantial Area Risk/Spread - All Students/Possible Reduced Capacity |
| Tier IV | Severe Risk - Anticipate Remote Learning |

FOUR CORNERS RISK DIAL

Tenet: Screening and PPE

Screening and PPE- includes steps taken to assess students and staff for COVID-19 symptoms prior to engaging in the school environment. Includes recommended or required PPE for students and staff to be worn during regular school operations.

| Screening | District |
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| <p>Standard Screening Practices</p> | <ul style="list-style-type: none"> ● Staff for themselves and parental self-screening for students at home. District provides self-screening resources for families to utilize at home. <ul style="list-style-type: none"> ○ Repeated reminders and literature sent home on a very regular basis ○ Keep an eye on immuno-compromised students and staff. ○ Screening of visitors (use kiosk already in place at YES, secretaries at YMS and YHS handle screening and registration) ○ Signage will be placed at all building entrances which includes the symptoms of COVID 19 ○ Professional development will be provided to all staff regarding the recognition of COVID 19 symptoms. Students exhibiting these symptoms will be discreetly referred to the designated nursing office where they will have their temperature taken and further assessed ○ Each school will receive touch free thermometers |

| PPE | District |
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| <p>Tier I</p> | <ul style="list-style-type: none"> ● Face coverings encouraged for staff and students but not required. ● Each student and staff will receive 2 cloth face coverings from the school district. Students and staff may also provide their own face coverings. |

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| | <ul style="list-style-type: none"> • Masks should be placed over the nose and mouth while being worn. |
| <p>Tier II and III</p> | <ul style="list-style-type: none"> • Face coverings required for all students and staff on the bus, in classrooms, and during passing periods; Not required when outdoors, socially distanced, during physical education class, or eating lunch. Exceptions may be made in some circumstances (Severe and profound students, very young students, IEP, 504 plan) • Face coverings will be required for all visitors. • Face coverings must be cloth or multi layered • Face shields will be provided as appropriate for students and staff being served in specialized programs or with documented health needs and/or settings • School staff will look for face covering breaks throughout the school day |

Tenet: School Operations

School Operations - includes operational aspects of how schools run such as arrival/dismissal, passing periods, visitor access, student movement throughout the school, staff meetings, recess, student attendance policies, etc.

| | Elementary | Middle | High |
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| Tier I | <ul style="list-style-type: none"> • Practice social distancing when possible. • Masks are encouraged. • Normal entrance into the building for all students. • Students will report to designated grade level areas in building; if weather permits students will walk outside in designated areas. • Students move through hallways as usual. • Frequent hand washing and sanitizing. • Teachers wash/sanitize classroom tables during school day. • Hand sanitizing at lunch & returning from recess • Normal attendance policies unless a plan is developed for specific students | <ul style="list-style-type: none"> • Practice social distancing when possible • Normal student entrance to the building and able to gather in the commons • Normal attendance policies unless a plan is in place for specific students • Masks are encourage • Students move through hallways as normal trying to keep socially distant • Handwashing occurs more frequently during the day • Hand sanitizing stations around the building • Teammates & visitors are asked screened questions. • Hand sanitizers a lunch | <ul style="list-style-type: none"> • Practice social distancing when possible. • Masks encouraged • Normal attendance policies unless a plan is in place for specific students • Frequent hand-washing and use of hand sanitizers around building • Bell schedule and passing periods as normal • Hand sanitizers for students returning from open campus • Hand sanitizer kiosk at lunch line. • Teammates, visitors screened |

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| | <ul style="list-style-type: none"> • Increased sanitation of high-touch areas • No water fountain usage. Bottle filling stations are still allowed. • Visitors healthscreen (by sign in kiosks) • Normal lunch procedures • Normal dismissal procedures | <p>and returning from recess</p> <ul style="list-style-type: none"> • Water fountains not used (bottle fill stations can be used) • Increased sanitation of high-touch areas • Friday Assembly masks are required | <p>upon entry.</p> <ul style="list-style-type: none"> • Heightened sanitizing of high-touch areas. • Water fountains not used (bottle fill stations can be used) |
| <p>Tier II</p> | <ul style="list-style-type: none"> • Continue procedures from Tier I • Masks required in hallways, in the lunch line, and when unable to socially distance in classrooms • Upon arrival students will report to designated grade level areas. • Hand Washing instead of hand sanitizing prior to & after lunch breakfast • Teachers wash/sanitize classroom tables during school day. • Parent/guardian meetings via | <ul style="list-style-type: none"> • Continue procedures from Tier I • Masks required in hallways, in the lunch line, and when unable to socially distance in classrooms • Students assigned specific gathering locations before school • Students exit school using grade level hallway • Lunch tables are added and seating is decreased at lunch tables • No Teammate, visitors | <ul style="list-style-type: none"> • Continue procedures from Tier I • Masks required in hallways and in the lunch line. Also required in classrooms when social distancing is not possible. • Students assigned specific gathering spaces before school, and encouraged to go to 1st period upon entry. • No Teammates, visitors, |

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| | <p>Zoom/Google Meet.</p> <ul style="list-style-type: none"> ● No assemblies/field trips. ● Staff meetings conducted with social distancing & face coverings or virtual. ● Recess by grade levels to designated areas with hand washing upon entry to the building. ● Individualized school equipment and school supplies, disinfected between uses. ● No water fountain usage. Bottled filling stations are still allowed. ● Parents call school when arriving to pick up students and wait in vehicle or outside entry doors for students to exit the building. ● Staggered dismissal ● Breakfast -use social distancing ● No visitors, Teammates or volunteers. ● Hand Washing instead of hand sanitizing prior to & after lunch ● Reduced lunchroom | <p>or volunteers in the building (except approved service providers)</p> <ul style="list-style-type: none"> ● Parents picking up students will be asked to call school when they arrive and wait in their car or vestibule for the student to come to them ● No field trips ● Minimize the use of shared equipment and supplies in the classroom ● No grouping of students during passing periods ● Teachers will gather for meeting such as IEP's, 504's, MTSS, PBiS meetings but parents and others must participate via teleconference or Zoom | <p>volunteers allowed in building (except approved service providers)</p> <ul style="list-style-type: none"> ● Grab & Go breakfast ● During lunch, students/tables spread out. ● Parent meetings by phone or by zoom. ● Parents call school when arriving to pick up students and wait in a vehicle or vestibule for students to exit the building. |
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| | capacity | | |
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| Tier III | <ul style="list-style-type: none"> Continued procedures from Tiers I & II Students will enter the building & leave building through their outside classroom doors Possible student screening Staggered arrival and dismissal time~using classroom exits Lunch & Breakfast in classrooms Students will stay in classrooms, teachers will come into classrooms <ul style="list-style-type: none"> Specialists, SPED, Encore teachers push in to classrooms No small groups pulled out of classrooms Designated recess areas/schedules will be assigned to individual classrooms All teacher meetings are held virtually. | <ul style="list-style-type: none"> Continue procedures from Tier I, II No Friday Assembly Lunch period is staggered to allow half capacity. During lunch period ½ of the students will eat lunch then go to recess. The other ½ will go to recess then to lunch. Passing periods are one-way directional movement in the hallways All teacher meetings are held virtually SPED services delivered in self-contained classrooms only for SUCCESS/SELF and Resource with limited movement <ul style="list-style-type: none"> IEP Amendments for limited minutes Possible | <ul style="list-style-type: none"> Continue procedures from Tier I and Tier II. Students screening is possible. No gatherings before school; students go straight to 1st period. Students assigned specific entry/exit doors for the building (based on their first period class) No gatherings during passing periods. Classroom doors designated for entry/exit, when possible. Limited/staggered use of locker rooms Grab & Go breakfast During lunch, students/tables |

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| | | <ul style="list-style-type: none"> ○ Lockers not in use ○ Students in grade level hallway when they arrive ○ Student screening | spread out as much as possible (using other floor space) |
| | <u>YPS Student Services (SPED, EL, 504)</u> | | |

Tenet: Food Service

Food Service - includes school meal services such as breakfast, lunch, and grab and go when school is operating on campus and during extended school closure.

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| Tier I | <ul style="list-style-type: none"> ● Hand washing or sanitizing before entering lunchroom location ● Students verbalize lunch number to cashier. Cashier enters number. ● No buffet-style fruit and veggie bar ● Social distancing in lunch room and lunch line ● Every table wiped down after each lunch ● Limited lunch menu ● Lunchtime Solution employees follow CDC and Four Corner Health Department Guidance for food preparation and service ● Cafeteria fogged once a week |
| Tier II | <ul style="list-style-type: none"> ● All Tier I bullet points implemented ● Maximize cafeteria space for social distancing ● Reduced chairs per table at YHS, YMS. Tape on seats at YES. ● Cafeteria fogged twice a week |
| Tier III | <ul style="list-style-type: none"> ● All Tier I and II bullet points implemented ● Handwashing/Sanitizing in the classroom ● Decreased capacity of the lunchroom, use additional spaces such as gymnasiums, classrooms, hallways. ● Classrooms disinfected after lunch |

Tenet: Cleaning/Facility Modifications

Cleaning/Facility Modifications - includes guidelines for custodians and staff for how to proactively avoid the spread of germs and illness, how to respond when someone who has tested positive for COVID-19 has been on campus, and any safety related facility modifications made.

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| | District Custodial duties will be very important. Sanitizing/disinfecting school spaces regularly will be closely monitored. |
| Tier I - Low Risk | <ul style="list-style-type: none"> ● Base Pandemic Cleaning Plan - CDC Guidance for Disinfecting ● Proactive purchase of cleaning supplies (9 week supply): ● Plexiglass shields in office areas ● Heightened cleaning of doors, entry ways, windows, bathrooms etc ● Spray bottle of disinfectant per room with towels ● Teachers/students help disinfect rooms throughout the day ● Maintenance staff disinfect each room at the end of each day ● Water fountains not in use. Students/staff use bottle fillers ● Bathrooms disinfected several times a day ● Locker Rooms disinfected several times a day |
| Tier II and Tier III | <ul style="list-style-type: none"> ● Scheduled cleaning of door knobs; highly frequented areas and bathrooms ● Maintenance staff use electrostatic sanitizing gun twice a week ● After 8pm classrooms vacant for disinfecting ● No water fountains. Students must bring bottles for refills. ● Locker Rooms - electrostatic sanitizing gun twice per week |

Tenet: Extracurricular Activities

Extracurricular Activities/External Facility Use - includes sports, activities, field trips, and co-curricular functions beyond core, within school day, instruction as well as access to school athletic facilities by external groups.

Hisk Risk Activities: Competitive Cheer, Dance, Football, Wrestling

Moderate Risk Activities: Basketball, Soccer, Softball, Tennis, Volleyball

Lower Risk Activities: Cross Country, Golf, Track & Field

| | Athletics | Fine Arts | Activities, Co-Curriculars, & Field Trips | External Facility Use |
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| Tier I | <ul style="list-style-type: none"> • Resume Competition Season with best practice Sanitary/Safety Protocols in Place • Tier I Personnel (all normal personnel) • Maximum capacity for spectators at all events • Attendance taken at all practices • Refer to Transportation Tenet for Guidelines. • Team dinners | <ul style="list-style-type: none"> • Activities as originally scheduled • Practices with smaller groups, competitions in locations where they can accommodate Sanitary and Safety Spacing • Tier I Personnel (all normal personnel) • Attendance taken at all practices. • Refer to Transportation Tenet for Guidelines. • Team dinners and banquets | <ul style="list-style-type: none"> • Activities and Co-Curricular activities resume with best practice sanitary and safety protocols in place. • Field Trips are allowed on a needed basis with best practice safety protocols in place • Waivers signed by all families with specific Covid-19 language. • Attendance taken at all | <ul style="list-style-type: none"> • Facility rental permissible depending on the level of risk associated with the activity(activity classifications noted above) |

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| | <p>and banquets permissible with appropriate protocols established.</p> <ul style="list-style-type: none"> • Locker Rooms cleaned and sanitized (Fog Machine) on a daily basis. | <p>permissible with appropriate protocols established.</p> | <p>practices and field trips.</p> | |
| <p>Tier II</p> | <ul style="list-style-type: none"> • Tier I Measures Activated. • Reduced Fan Attendance-certain percentage of capacity. • Schools provide LiveStreaming (Striv) Options for viewers. • Determine Tier Personnel (Essential & Media) • Masks recommended in locker rooms and | <ul style="list-style-type: none"> • Tier I Measures Activated. • Film/Live Stream events with limited audience. • Masks recommended in locker rooms and dressing rooms. • Possible virtual options for Quiz Bowl and Speech | <ul style="list-style-type: none"> • Tier I Measures Activated. • Field Trips Requests are determined on an individual case basis including factors such as travel, place of destination, essential learning outcomes tied to event, etc. | <ul style="list-style-type: none"> • Tier I Measures Activated. • Facility rental permissible depending on the level of risk associated with the activity(activity classifications noted above). |

| | dressing rooms. | | | |
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| Tier III | <ul style="list-style-type: none"> • Tier I and II Measures activated. • Possible Cancellation of Entire Sports seasons specific to individual programs. • Scenario may possibly allow Cross Country, Golf and Tennis. However, Football, Volleyball, and Softball may not be allowed. • Locker Rooms may not available. | <ul style="list-style-type: none"> • Tier I and II Measures Activated. • Move events to a later date or cancel entirely • Possible cancellation of entire season • Locker Rooms or Dressing Rooms may not available. | <ul style="list-style-type: none"> • Field Trips are cancelled. | <ul style="list-style-type: none"> • Tier I and II Measures activated. • Facility use restricted and/or cancelled for all activities both internally and externally. • Possible scenario that Middle School and Lower level practices cancelled, but not varsity. |

Tenet: Academics [YPS Distance Learning Plan](#)

Academics - includes plans to address unfinished learning, continuity of learning (remote learning) in the event of extended school closure, and the delivery of educational services to special populations (e.g., special education, LEP, etc.).

Individual School Plans:

- [YES Working Copy](#)
- [YMS Working Copy](#)
- [YHS Working Copy](#)
- [YPS Student Services Working Copy](#)

| | Elementary | Middle | High |
|----------------------------|--|---|---|
| Unfinished Learning | <p>Students will transition to their new teachers at the beginning of the year.</p> <p>Grade level chairs will communicate what was taught remotely in the 4th Quarter from the previous year.</p> <p>Teachers will use professional judgement to focus on essential skills/content for their current grade level, while being mindful of topics taught remotely from the previous year and where teaching or reteaching may be necessary.</p> | <p>Subject area teachers will communicate what are the missing skills not covered in 4th Quarter from the previous year. Teachers use professional judgement to fill in missing gaps and focus on essential skills/content to begin the year.</p> | <p>Students who finished with Incompletes must complete their core-subject classes during study hall, lunch, etc. Focus on <u>essential</u> content in all classes.</p> |

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| <p>Extended School Closure School Continuity (Remote) Learning Plan</p> | <p><u>YPS Distance Learning Plan</u> (To Be Updated)</p> <p>Loom, Seesaw, and Google Classroom utilized for blended learning.</p> <p>Prioritize standards and essential learning questions for units, chapters, and standards.</p> | <p><u>YPS Distance Learning Plan</u> (To Be Updated)</p> <p>Utilize a Blended Learning/Flipped Classroom Approach</p> | <p><u>YPS Distance Learning Plan</u> (To Be Updated)</p> <p>Teachers will utilize their classrooms and video themselves teaching shortened lessons (flipped classroom). Even when in session, teachers will be utilizing online methods with students.</p> |
| <p>Short-Term (2-5 days) Closure Continuity Plan</p> | <p>Packets sent home containing a review of newly learned standards. Packets are expected to be completed and will be graded. Upon return, unfinished packets may result in extended day learning opportunities.</p> | <p>Teachers will be prepared for a flipped classroom/blended learning approach. Maximize priority standards and essential learning.</p> | <p>TDLP will focus on essentials. Use flipped classrooms.</p> |
| <p>District</p> | | | |
| <p>Special Education/504</p> <p>Individual IEP goals met along with grade level standards. Primary Service Provider used when appropriate for extended closures.</p> | | | |
| <p>EL</p> | | | |
| <p>In the event of remote learning, families will receive a weekly check-in call from one of our interpreters within the district, much like in the 4th quarter of 2019-2020 to make sure families are directed towards acquiring necessary technology in a timely manner and are reminded of important district and building communication. Calls and feedback will be documented</p> | | | |

and available for staff to review.

For students that are “emerging” on their most recent ELPA test, progress made on lessons within Rosetta Stone will be required and documented.

Professional Development
PD for assessment and technology needed for staff.

Assessment
NWEA MAP Growth and formative classroom assessments administered as soon as possible and time blocked out for teachers to work with that data.

Tenet: Technology

Technology Services - includes promotion and support for the use of instructional technology for in-person and remote learning as well as logistics related to the distribution of devices and technology support (device repair, internet access strategies, etc.) in the event of an extended school closure.

| | Access: Devices & Internet | Help Desk/Support | Professional Development for Staff, Students & Families |
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| Pre-Closure | <ul style="list-style-type: none"> ● Designate approx. 400 chromebooks for possible check-out ● Each teacher have access to laptop ● Spanish Version of | <ul style="list-style-type: none"> ● Survey Staff on what worked, didn't work, needs for future remote learning? ● What PD/training do they need to provide | <ul style="list-style-type: none"> ● Staff: How to utilize Loom/Screencastify for recording lessons ● Staff: How to utilize Youtube ● Staff: How to better |

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| | <p>Chromebook Checkout Form</p> <ul style="list-style-type: none"> • Send paper information home • Which carts are next in line after the initial 400 • Evaluate those being replaced and repair what we can over the summer • K-2 iPad checkout for kids? • Do we designate 1 device per student for in house? | <p>students with the best distance learning</p> <ul style="list-style-type: none"> • ELL Family Tech Support plan • Google Classroom Training • What services are being used and will they need subscriptions? | <p>utilize google classroom</p> <ul style="list-style-type: none"> • Students: “Train” them to check their email and monitor google classroom daily • Staff: using Zoom and/or Google Meet • Boot Camp Topics; Back to School Day trainings |
| Extended Closure | <ul style="list-style-type: none"> • Chromebook checkout procedure same as before? • We now have a better idea of who needs devices at home. | <ul style="list-style-type: none"> • Technology department stays available as needed. | <ul style="list-style-type: none"> • In-person staff meetings during closure? |
| Technology Troubleshooting | <p>Have PD for parents when they pick up the chromebooks or trouble shooting videos of common questions/concerns. Utilize student helpdesk Identify avenues for remote support per given technology issues (Zoom, Screenconnect, Mobile Device video, etc)</p> | | |

Tenet: Transportation

Transportation - includes plans to keep students safe and healthy on school buses within guidelines provided by public health experts.

| | District |
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| Tier I | <ul style="list-style-type: none"> ● All buses will be sanitized with spray or wipes. ● Buses will be fogged twice a week ● Students and parents will be encouraged to self-screen for cold or flu-like symptoms prior to coming to the bus. ● Students will sit in the same seat to the event and back (extra curricular activities) ● Maintain open windows to promote airflow when possible ● Masks are optional |
| Tier II | <ul style="list-style-type: none"> ● All vehicles will be sanitized between each use <ul style="list-style-type: none"> ○ Specific Guidelines will be provided for Special Education Routes. ○ If applicable, sponsors will help sanitize vehicles after each use. ● Students and parents will be encouraged to self-screen for cold or flu-like symptoms prior to coming to the vehicle. ● Maintain open windows to promote airflow on the vehicle when feasible (e.g., weather elements). ● If applicable, on extracurricular trips, students should space out and sit one per seat. ● All students and drivers wear face coverings during times when ~6 ft of social distancing is not feasible. ● Parents will be reminded of the opportunity to transport their own child in lieu of school bus transportation as a strategy to reduce bus density. ● Encourage (based on good will and without reimbursement) parents to drop children off at school rather than ride the school bus to reduce bus density. |

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| Tier III | <ul style="list-style-type: none"> ● All students and drivers wear face coverings. ● Students will sit in the same seat to the event and back (extra curricular activities) ● When possible alternate transportation encouraged ● The bus will load from back to front and exit from front to back. <ul style="list-style-type: none"> ○ Be prepared to reduce bus capacity to 50% or one student per seat. Two times (for example first pick up at stop 7:15 and second pick up at 7:45) ○ Bus groups are static. The students must ride the bus on their assigned time and with their assigned group. |
| SPED | <p>YPS Transportation Needs</p> <ul style="list-style-type: none"> ● Discussed temps on bus ● Wipe down and sanitizing ● Arrival times may not be as close to what we like (15 min windows) |

Tenet: Human Resources

Human Resources - includes policies and programs related to staff absenteeism, strategies to address personnel shortages, and high risk populations.

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| | District |
| Human Resources | <ul style="list-style-type: none"> ● Families First Coronavirus Response Act posted in all buildings |

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| <p style="text-align: center;">Information</p> | <ul style="list-style-type: none"> ● Safe Schools COVID-19 training for staff and substitute teachers ● High Risk Staff Members: Individual plans/accommodations |
| <p style="text-align: center;">Employee Policies and Leave</p> | <ul style="list-style-type: none"> ● Americans with Disability Act (ADA): If an employee has a medical condition, the following steps should be followed: <ul style="list-style-type: none"> ○ Hold an interactive process meeting with the employee ○ Determine if the employee has a “disability” under the ADA; then ○ Determine whether a reasonable accommodation can be provided to the employee (See Section D for Accommodation Ideas) ● Family Medical Leave Act (FMLA): If an employee or member of an employee’s family has a medical condition, or an employee who needs leave to care for an immediate family member who has a medical condition, the following steps should be followed: <ul style="list-style-type: none"> ○ Determine if the employee is FMLA-eligible (Generally, worked at least 1,250 hours over the past 12 months); ○ Determine if employee has any remaining FMLA leave; ○ Request employee to complete FMLA application; ○ Determine if employee’s request qualifies as FMLA-eligible leave; then ○ Follow-up with other FMLA forms, as deemed appropriate. ● Families First Coronavirus Response Act (FFCRA): If an employee may meet any of the following conditions, have the employee submit a FFCRA leave request form: <ul style="list-style-type: none"> ○ Subject to a quarantine or isolation order related to COVID-19; ○ Been advised by a health care provider to self-quarantine related to COVID-19; ○ Experiencing COVID-19 symptoms and is seeking a medical diagnosis; ○ Caring for an individual subject to an order described in (1) or (2); ○ Caring for a child whose school or place of care is closed due to COVID-19; or ○ Experiencing any other substantially-similar condition specified by HHS. ● CARES Act: Contact Karen Hasse - may be some requirements to pay employees in the event of another closure. |

Tenet: Wellness (Health & Social and Emotional Supports)

Wellness - includes social and emotional supports and programs for students and staff as well as the strategic promotion of good personal hygiene habits across the York campus.

Staff Wellness Supports:

- Free EAP Program, Family Resources of Greater Nebraska <http://www.family-resources.net/overview.aspx> **(Staff wellness link on york public website) (For employees and family) (Details) (Contact info)**
- MeMD Telemedicine **(Share on wellness drive)**
- \$200 gym/wellness facility reimbursement (receipts) **(what qualifies) (make known)**
- 4 Corners Health Department **(website accessibility)**
- Wellness shared drive
- Fitness facility hours

Student Social and Emotional Supports:

- CDC guidance for talking with children about the coronavirus.
 - **Links to how to for parents (ease of access)**
 - **Different building discussion guidelines ready to go**
 - **Students still in school**
 - **Students at home**
 - **Parents at home**
 - **Teachers at home and/or in school**
 - **Preventive measures**
- Involve school counselors in discussions
- Send letter home with information for families
- Give Dessa first week of school (past year's teacher)
- Develop/implement small groups ~groups are predetermined and permanent

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| | <ul style="list-style-type: none"> ● Professional Development for Teachers on recognizing trauma and on social emotional learning. <ul style="list-style-type: none"> ○ QPR ○ 2nd Step ○ Mental health 1st aid (Region 5) Spark notes version ○ Safe schools PD ● Hotline for families to call for supports - either ours or publicize the boys town number/hotline <ul style="list-style-type: none"> ○ Rural Response 1-800-464-0258 ○ Boys Town Family Helpline 800-448-3000 ○ 4 Corners website ○ 211 |
| <p><u>Personal Hygiene Promotional Efforts:</u></p> <ul style="list-style-type: none"> ● Display posters about hand-washing and covering mouth when coughing? <ul style="list-style-type: none"> ○ CDC Covid page (graphics, videos, print resources) ● Hand sanitizer stations | |

Tenet: Health Office Services

Health Services - includes the delivery of services by school nurses on campus during the pandemic including but not limited to the location of the health office, how to handle symptomatic students, and monitoring of on campus illness and absentee rates.

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| Tier I | <ul style="list-style-type: none"> ● Current nurses office will house all students in need of medical attention; separate |

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| | <p>fevers versus non fevers within the nurse's office, limit time spent in health office to under 5 minutes (those not waiting to be transported home)</p> <ul style="list-style-type: none"> • Nurses continue to give daily meds when present, office staff administers medication if nurse not in building. • Masks would be worn at discretion of individual providing care (unless current guideline is for masks for all and at all times) and gloves to be worn per current BBP guidelines. • Temperatures taken/recorded on any student/staff member seeking health services (non-injury related) • Practice social distancing when feasible • Masks for student presenting with fever until in care of family member |
| <p>Tier II</p> | <ul style="list-style-type: none"> • Students w fevers are only ones in the nurse's office, have access to nearby areas where students with fevers or other covid symptoms can be isolated until picked up by parent • Students with fevers utilize masks until in care of family member • Guidance provided to teachers re: how to deal with some health issues in classroom to limit hallway/front office/health office traffic • Set up triage for other injuries/issues in front offices, seek direction from nurse when questions/concerns • Front office staff will give daily scheduled meds • Designated lines for social distancing, especially if no mask being worn by individual • Masks worn at all times by office and health office staff, gloves worn when providing care to student/staff member |
| <p>Tier III</p> | <ul style="list-style-type: none"> • Masks and gloves worn at all times by individual providing care, face shields if available • Office/Health office visits limited to only students with covid symptoms and injuries-separate areas to treat • Daily medications given by teacher in classroom |

Tenet: Crisis Team Services (Delivery Modifications)

Crisis Team - includes delivery modification plans related to providing crisis support for students, staff, and the York community in the event of a tragic incident or death during the pandemic.

| | Positive COVID-19 Test | Student or Staff Death |
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| Campus Open | <ul style="list-style-type: none"> • Email to staff • Principal contact the family • Involve 4 Corners Health & School Nurses (testing for students/staff) • Alert custodial staff, move into tier 2-3 cleaning plan | <ul style="list-style-type: none"> • Crisis Team Leader or Principal confirm death w family • Crisis Checklist link • Include re-assurance piece in letter or in person....”can’t catch cancer, auto accident..COVID19 is different and will elicit possible panic and emotion • Email info regarding staff meeting to all staff • Hold staff meeting either in person or zoom as soon as possible • |
| Campus Closed | <ul style="list-style-type: none"> • Email to identified staff • Principal contact the family • Involve 4 Corners Health & School Nurses • | <ul style="list-style-type: none"> • Crisis Team Leader or Principal confirm death w family • Email info regarding staff meeting to all staff • Hold staff meeting either in person or zoom as soon as possible |

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Tenet: At-Risk or Vulnerable Populations

At-Risk or Vulnerable Populations - includes strategies to protect students in higher risk categories and the staff who serve them.

| | SPED/504/IHP |
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| Tier I | <ul style="list-style-type: none"> • Families have option of homebound services - IEP team/504 team decision • Least Restrictive Environment (LRE) determined by IEP/504/Health team • Option for daily temperature checks per IEP/504/IHP plan |
| Tier II | <ul style="list-style-type: none"> • High risk students are provided a mask and optional face shield. • Families have option of homebound services • Least Restrictive Environment (LRE) determined by IEP/504/Health team • Option for Daily Temperature Checks • Severe behaviors - students will be sent home when escalation begins and before bodily contact occurs if possible |
| Tier III | <ul style="list-style-type: none"> • Least Restrictive Environment (LRE) determined by IEP/504/Health team |

SCHOOLS DURING THE COVID-19 PANDEMIC



The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

Should you consider opening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Is the school ready to protect children and employees at **higher risk** for severe illness?
- ✓ Are you able to screen students and employees upon arrival for symptoms and history of exposure?

ANY
NO



Are recommended health and safety actions in place?

- ✓ Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering, as feasible
- ✓ Intensify cleaning, disinfection, and ventilation
- ✓ Encourage social distancing through increased spacing, small groups and limited mixing between groups, if feasible
- ✓ Train all employees on health and safety protocols

ALL
YES

ANY
NO



ALL
YES

Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for signs and symptoms of students and employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to stay home
- ✓ Plan for if students or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- ✓ Monitor student and employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ALL
YES

ANY
NO

