

USD 484 - Fredonia
Strategic Reopening Plan
2020-2021



To meet the ever changing needs of our students, staff, parents and community members, the Fredonia School District will provide two options for student learning for the Fall 2020 semester:

- **On-site Learning Environment with enhanced safety protocols:**
students and teachers will be in school with enhanced sanitation, required face coverings and social distancing practices put into place when possible.

- **Rigorous Remote Learning Environment:** students will be doing all of their learning from home and will not enter the school building at all. Students will receive direct instruction daily via Zoom. K-12th grade students will utilize Canvas. Students and parents must complete a daily log to ensure that students are completing the necessary hours and work through this learning environment.

*****District administration is going to recommend to the USD #484 Board of Education to adjust the first day of school to August 25, 2020.***

*****Inside facilities and playgrounds are not open to the public during the pandemic.***

******This living document is subject to change as we continually adjust to the changing nature of our current pandemic.***

On-site Learning Environment with enhanced safety protocols

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

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

Entry & Hygiene Procedures

- **All students and staff are required to wear a mask to and during school.** Staff may approve the removal of masks and provide mask breaks when students and staff are able to appropriately social distance in the learning environment. Alternative face shields will be utilized when required for the learning environment.
- Mask exceptions will be made for:
 - Eating;
 - Activities that cannot be safely conducted with a mask or other face covering;
 - Children who are not students and are five years of age or under;
 - Persons with a medical condition, mental health condition, or disability that prevents wearing a face covering;
 - Persons who are deaf or hard of hearing or communicating with a person who is deaf or hard of hearing, where the ability to see the mouth is essential for communication;
 - Persons for whom wearing a face covering would create a risk to the person related to their work.

FJSHS

- After entry to the building, each student will report directly to their first classroom of the day or to the breakfast area.

Lincoln

- After entry to the building, each student will report directly to the gym for breakfast or wait to be picked up by their homeroom teachers.

ELC

- After entry to the building, each student will report directly to their classroom.

All

- Students and staff will sanitize their hands during every transition. This includes when they enter the building, transitions to another classroom and during any close proximity between one another. Hand sanitizer stations will be at the entrance at every building and every classroom in the district.
- Students and staff will perform a temperature check as they enter the building on a daily basis.
- Students and staff will need to bring their own personal water bottles to school as water fountains will not be available. Water refill stations will be utilized for students and staff.
- Additional Personal Protective Equipment (PPE) will be provided and available in each school building.
- All buildings have protective barriers for office staff and additional barriers will be purchased as needed.

Exclusion from School

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

- Fever (100.4 or higher)
- Chills
- Rigors
- Muscle or body aches
- Fatigue
- Headache
- Sore throat

- Lower respiratory illness (cough, shortness of breath or difficulty breathing)
- New loss of taste or smell
- Diarrhea

Bus Procedures

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

Classroom & Building Procedures

- Practice and prepare to model proper hygiene practices, such as handwashing, using hand sanitizer and social distancing techniques, including alternatives to handshakes.
- There will be limited group assemblies or field trips during the current pandemic.
- Post signage in classrooms, hallways and entrances to communicate how to reduce the spread of COVID-19.

- Model the proper wearing of masks.
- Communicate effectively and empathetically with students about the pandemic and about the necessary changes to school life.
- Reduce class sizes as needed, and maintain adequate staffing levels for teaching and learning to occur in a safe and equitable manner (i.e. band, choir, physical education).
- Social distance by increasing space between students during in-person instruction. Understand there may be times that it will be necessary to provide close individual contact to provide comfort, private discipline or personal instruction. When in close contact for long periods of time, staff should wear PPE, as feasible.
- Extra furniture should be removed from the classroom to increase the space available to provide distance between students.
- As much as possible, furnishings with fabric and other hard-to-clean coverings should be removed from the classroom.
- Arrange student furniture to have all students face in the same direction.
- When possible, assign seats and require students to remain seated in the classroom.
- Utilize outdoor spaces as appropriate.
- Accommodate students with disabilities, including students who may be nonverbal, so they are safe from harm.
- Administrators may consider delaying academic instructional activity to start the school day with a focus on social and emotional learning activities. Assess students' capacity and readiness to learn and address gaps from previous year prior to focusing on academics and classroom plans. Social emotional support should then be continued throughout the school year and be integrated into students' regular learning opportunities.
- Practice what different learning environments may look like as schools fluidly move from one learning environment to another in response to local transmission.
- Establish stable groups, when possible at the elementary level.
- Students may travel in stable groupings, when feasible at the elementary level.
- Where possible, teachers will rotate with the stable group staying in one location at the elementary level (in the orange level).
- Attendance awards will be postponed during the pandemic.

- Staff will continue to teach the district priority standards and supporting standards while analyzing the new state competencies to ensure our district priority standards are in alignment with the new state priority competencies.
- Clean and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) within common spaces at least daily and between use as much as possible.
- Discourage sharing of items that are difficult to clean or disinfect.
- Keep each child's belongings separated from others' and individually labeled containers, cubbies or areas.
- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
- Avoid sharing electronic devices, toys, books, games or learning aids.
- Workspaces for students and staff members should be cleaned and disinfected between uses by different individuals.
- Space seating areas at least six feet apart when feasible.
- Lunch seating will adhere to social distancing guidelines.
- Limit entrance points and exit points.
- FJSHS may readjust their master schedules to reduce transitions during the school day.
- FJSHS will minimize the use of lockers. Students will need to take materials to their classes directly.
- FJSHS may set specific breaks and modify transition times to allow for washing hands and hand sanitizer and decrease interaction between student groups.
- FJSHS may adjust lunches to have lunches brought to the classroom while the lunch room will be used to rotate classes when social distancing can occur safely while ensuring appropriate sanitation between each lunch session.
- Teachers will develop Canvas courses and work to teach students how to access them should we need to transition to remote learning.

Additional recommendations and guidance can be found at:

<https://www.ksde.org/Teaching-Learning/Resources/Navigating-Change-Kansas-Guide-to-Learning-and-School-Safety-Operations>.

Rigorous Remote Learning Environment

****Students who have enrolled as a full time student in the rigorous remote learning environment will be able to participate in extracurricular activities.**

It is our expectation that all students will be active participants in the learning process and grades will be based on students competency in the priority standards delivered by our teachers in the learning activities they provide. Please understand that we will provide various learning opportunities to students, with parental support and flexibility.

Expectations & Requirements

- Students will have a daily connection with their teacher(s). Such connections will be done through Zoom & Canvas. Attendance is required and monitored by the classroom teacher. This attendance will be entered in Powerschool daily.
 - Teachers will address social emotional needs of students on a daily basis.
- K - 6th Grade Time Allotment & Instruction (6 total hours daily)
 - (Pre-K - minimum of 3 hours)
 - ELA - 90 minutes daily (at least 30 minutes remote direct instruction)
 - Math - 60 minutes daily (at least 20-30 minutes remote direct instruction)
 - Science - 150 minutes weekly (Alternate with Social Studies)
 - Social Studies - 150 minutes weekly (Alternate with Science)
 - Specials - 150 minutes weekly
 - Offline work will be at a minimum of 2-3 hours a day.
 - Plan for tiered intervention with students needing additional supports in foundation reading or math skills (buildings need to consider using interventionists as online supports)
 - Consider a flipped remote presentation for reteaching previously taught skills
 - Up to 30 minutes of additional daily support for students with tiered instructional needs

- 7th - 12th Grade Time Allotment & Instruction (6 total hours daily)
 - Each class a student is enrolled will meet during their scheduled time daily to provide direct or flipped instruction (15 - 45) minutes daily.
 - Project Based Learning and Differentiated Instruction is encouraged to prove mastery of priority standards through competencies.
 - The Building Leadership Team may adjust the master schedule to meet the learning needs of students during the pandemic.
 - Offline work will be at a minimum of 2-3 hours a day.
 - Plan for tiered intervention with students needing additional supports in foundation reading or math skills.
 - Consider a flipped remote presentation for reteaching previously taught skills.
 - Up to 30 minutes of additional daily support for students with tiered instructional needs.
 - Students must maintain a daily log of activities signed by the student, parent or responsible adult and submitted to the district that shows **6 hours** of learning each day. These logs must be submitted weekly via Canvas (K-12).
 - Students that do not attend class meetings or complete their learning logs can be considered truant.
 - The district will provide technology to allow access to all students. If a parent does not have appropriate internet access they may utilize the district WIFI or contact the building administration for additional resources.
 - Learning activities will take place through direct instruction, flipped instruction and project based learning activities.
 - IEPs - Establish contingent learning plans for individual students.
 - Contact students/family on a regular basis
 - On-going collaboration with general education teachers ensuring accommodations and modifications are provided.
 - All services and supports are intended to support the child accessing the general education curriculum with their non-disabled peers to the maximum extent appropriate.