Concrete School District Re-Opening Scenarios

__Concrete will be required to open in option # 4 due to Covid-19 increased activity__

Option #1 In the event that the Covid-19 outbreaks are expanding and there is still significant threat to the health and safety of staff and students.

- Remote learning will commence for all students in the district with the support of Florida Virtual. Concrete teaching staff will support the model.
- Purchase 40 Hotspots through Verizon to assist students without service. Agreement with Marblemount community center for students to complete work.
- Students with special needs will attend in person to receive specially designed instruction.

Option # 2 Level 2-3 with minimal Covid-19 cases in our immediate area.

- K-3 Students to attend Monday, Tuesday/ Thursday, Friday all day Wednesday deep cleaning day. Special programs student will be the only students to attend on Wednesday.
- Grades 4-8 A/B rotation 3 hours with certificated teacher 3 hours with para for learning support.
- Grades 9-12 A/B rotation with Wednesday deep clean day. Staff only on Wednesday Prep and student monitoring. Continue with Florida Virtual and Concrete Staff supporting learning. All students registered in core subjects. Electives during in person instruction days.

Option #3 Temporary Remote learning in the event of a positive case in a cohort group/building or staff shortage due to illness.

- Immediate transfer to remote learning model until cleaning and approval from health department to reopen.

Option # 4 Enroll students in Concrete Virtual Academy

- 100 % enrollment online
- Provide technology
- Teacher supported
- Purchase 40 Hotspots through Verizon to assist students without service. Agreement with Marblemount community center for students to complete work.
- Students with special needs will attend in person to receive specially designed instruction.
- Satellite Locations for student assistance as needed.

Concrete Distance Learning Satellite sites as of August 7, 2020

The following locations have been contacted to become satellite remote locations for students to come and receive assistance with their academic needs during the 2020-21 academic school year:

- Rockport Interpretive Center Howard Miller

- Marblemount Community Center

- Birdsview Fire Department

We will have a reservation system designed to allow students to sign up. Each site will be staffed by a Concrete School District employee and school district staff will make certain each site is cleaned and disinfected regularly while in use. We would like to thank the community for the outreach and support of our students and their success.

Respectfully

Wayne Barrett
Superintendent

Concrete School District

Parent Drop/Student Walk ups Screening Protocol

1. No individual will be admitted inside all school district facilities without the being screened in the following manner.
   - Temperature taken as per CDC guidelines not over 100.4degrees Fahrenheit.
   - Attestation form completed or Covid-19 Questions answered per CDC guidelines.
   - Screening document must be signed prior to entry.
   - Any individual with symptoms will need to return home and will not be allowed onsite until cleared.
   - All staff, students and anyone visiting the buildings are required to adhere to Labor and Industry/ Health department standards and wear facemasks at all times while in buildings.
   - Practice social distancing at all times.

Screening will be completed outside each building entrance by Concrete staff members.

Concrete School District Safe Start to 2020-21

Phase A	Phase B	Phase C
K-12 Concrete Virtual Academy	K-12 Concrete Virtual Academy	K-12 Concrete Virtual Academy as an option
Remote Learning for all students	Hybrid learning for all students—K-3, four days per week 4–8, four days per week, 3 hours w/teacher, 3 hours w/paraeducator 9-12, in person 2 days per week.	Hybrid learning OR full on-site learning for all students (depending on DOH requirements)
Hybrid learning for students in special education programs		
Remote learning support on-site or in satellite locations in the district for families without internet connectivity	Remote learning support on-site or in satellite location in the district for families without internet connectivity	On-site learning support or remote learning support for families as needed
All staff working on-site in buildings or in satellite locations (except staff with medical exemptions)	All staff working on-site or in satellite locations	All staff working on-site in buildings
Bus route meal service	On-site and take home meal service	On-site and take home meal service/return to normal when possible
District office open	District office open	District office open

1. **Covid-19 Reopening with only staff on site:**
   - Maintenance and Custodial staff will have their temperature checked upon arrival to work.
   - Student restrooms will be shut down.
   - Staff restrooms will be cleaned disinfected hourly.
   - Staff restrooms will be mopped daily
   - Classrooms will be disinfected nightly.
   - Entry and exit doors and handles will be disinfected hourly.
   - Floors and carpets will be mopped and vacuumed weekly.
   - Special Education classrooms will be vacuumed daily.
   - Maintenance staff will clean and sanitize the areas in which they work.

2. **Covid-19 Reopening with staff and students on site:**
   - Maintenance and Custodial staff will have their temperature checked upon arrival to work.
   - Student and staff restrooms will be cleaned and disinfected hourly.
   - Student and staff restrooms will be mopped daily.
   - Classrooms will be disinfected nightly.
   - Entry and exit doors and handles will be disinfected hourly.
   - Floors and carpets will be mopped and vacuumed twice a week.
   - Special Education and Kinder classrooms will be vacuumed daily.
   - Cafeteria tables will be cleaned and disinfected as the students leave their seats.
   - Maintenance staff will clean and sanitize the areas in which they work.

Food Service Re-Opening Plan

Cooks:
- ❖ Temperature will be taken and logged upon their arrival in high school kitchen
- ❖ All counters and touch points will be sanitized in each kitchen at start of each day
- ❖ Cooks will wear masks
- ❖ Cooks will follow procedures already in place regarding gloves
- ❖ Social distancing will occur during food preparation and serving
- ❖

Food Distribution:
- ❖ Sneeze guards will be in place on serving line
- ❖ Trays will be kept in kitchen and handled by staff through serving and then given to student at end of line
- ❖ Student will take their own milk
- ❖ Salad Bars will not be available during this time of Covid-19
- ❖ Condiments:
  - ▪ High School cafeteria– packets will be available
  - ▪ Elementary cafeteria- ??
- ❖   .

Cafeterias:
- ❖ There will be social distance markers for students standing in line for meal service
- ❖ Hand Sanitizers will be at the entrance to each cafeteria
- ❖ Elementary: Certain grade levels will go back to classroom to eat, others will be social distanced in the cafeteria
- ❖ High School:
- ❖

Transportation Re-Opening Plan:

Driver & Monitor:
- ❖ Temperatures of Driver and Monitor will be taken and logged upon their arrival at bus barn
- ❖ Driver will wear a mask
- ❖ Monitor will wear a mask and gloves
- ❖ Monitor will take each student temperatures and log them, for the morning run
- ❖ Monitor will distribute masks, hand sanitizer and coordinate social distance seating
- ❖ .

Students:
- ❖ Student temperatures will be taken and logged before they board the bus
- ❖ Student are required to wear a mask
- ❖ Students will have a seating assignment
- ❖ .

Bus sanitizing:
- ❖ In the morning after the AM run, driver will clean & sanitize touch points
- ❖ In the afternoon after the PM run, driver will clean touch points and inside of bus will be sprayed with sanitizer gun
- ❖ If A/B schedule – Wednesday will be a deep clean day for each bus being used.
- ❖ .
- ❖

Symptoms of COVID-19

Symptoms of COVID-19	Strep Throat	Common Cold	Flu	Asthma	Seasonal Allergies
FEVER	✔		✔		
COUGH		✔	✔	✔	✔
SORE THROAT	✔	✔	✔		✔
SHORTNESS OF BREATH				✔	
FATIGUE		✔	✔	✔	✔
DIARRHEA OR VOMITING	✔		✔		
RUNNY NOSE		✔	✔		✔
BODY/ MUSCLE ACHES	✔	✔	✔		

✔ Symptom of illness

Elementary Curriculum
From FLVS Global
Online Learning for Grades K-5
Available for the 2020-21 School Year

Explore online learning for students in Kindergarten through 5th grade with innovative elementary courses from FLVS Global. You'll be amazed by the creative and engaging experiences offered through our interactive curriculum that includes Language Arts, Math, Science, Social Studies and special subjects like Art, P.E., Spanish, and Technology.

Language Arts

Language Arts – Kindergarten
Language Arts – Grade 1
Language Arts – Grade 2
Language Arts – Grade 3
Language Arts – Grade 4
Language Arts – Grade 5

Mathematics

Mathematics – Kindergarten
Mathematics – Grade 1
Mathematics – Grade 2
Mathematics – Grade 3
Mathematics – Grade 4
Mathematics – Grade 5

Science

Science – Kindergarten
Science – Grade 1
Science – Grade 2
Science – Grade 3
Science – Grade 4
Science – Grade 5

Social Studies

Social Studies – Kindergarten
Social Studies – Grade 1
Social Studies – Grade 2
Social Studies – Grade 3
Social Studies – Grade 4
Social Studies – Grade 5

Art

Art – Kindergarten
Art – Grade 1
Art – Grade 2
Art – Grade 3
Art – Grade 4
Art – Grade 5

Physical Education

Physical Education – Kindergarten
Physical Education – Grade 1
Physical Education – Grade 2
Physical Education – Grade 3
Physical Education – Grade 4
Physical Education – Grade 5

Spanish

Spanish – Introductory
Spanish – Level 1
Spanish – Level 2
Spanish – Level 3
Spanish – Level 4
Spanish – Level 5

Technology

Computer Science – Kindergarten
Computer Science – Grade 1
Computer Science – Grade 2
Computer Science – Grade 3
Computer Science – Grade 4
Computer Science – Grade 5

Learn more about our new elementary course suite at flvsglobal.net/elementary or contact your FLVS Global Account Manager.

flvs

FLVS Digital Curriculum: FLVS-Hosted: Per Student

HIGH SCHOOL

Core Courses

English Language Arts
English I (Honors Available)
English I for Credit Recovery
English II (Honors Available)
English II for Credit Recovery
English III (Honors Available)
English III for Credit Recovery
English IV (Honors Available)
English IV for Credit Recovery
English IV College Prep

Mathematics
Algebra I (Honors Available)
Algebra I for Credit Recovery
Algebra II (Honors Available)
Algebra II for Credit Recovery
Algebra Readiness
Calculus Honors
Geometry (Honors Available)
Geometry for Credit Recovery
Integrated Mathematics I
Integrated Mathematics II
Integrated Mathematics III
Liberal Arts Math I
Liberal Arts Math II
Pre-Algebra
Pre-Calculus Honors
Probability and Statistics Honors

Science
Anatomy & Physiology (Honors Available)
Biology (Honors Available)
Biology for Credit Recovery
Chemistry (Honors Available)
Chemistry for Credit Recovery
Earth Space Science (Honors Available)
Marine Science (Honors Available)
Physical Science (Honors Available)
Physics I (Honors Available)

Social Studies
American History I
American History II
Comprehensive American History
Economics (Honors Available)
Economics with Financial Literacy
 (Honors Available)
Economics with Financial Literacy
 for Credit Recovery
Personal Financial Literacy (Honors Available)
U.S. Government (Honors Available)
U.S. Government for Credit Recovery
U.S. History (Honors Available)
U.S. History for Credit Recovery
World History (Honors Available)
World History for Credit Recovery

Health and Physical Education

Fitness Lifestyle Design
Health Opportunities through
 Physical Education (HOPE)
Life Management
Skills Personal Fitness

World Languages

American Sign Language I
Chinese I
Chinese II
Chinese III Honors
French I
French II
Latin I
Latin II
Latin III Honors
Spanish I
Spanish II
Spanish III Honors
Spanish IV Honors
Spanish for Spanish Speakers

Advanced Placement®*

AP Art History
AP Biology
AP Calculus AB
AP Calculus BC
AP Computer Science A
AP English Language and Composition
AP English Literature and Composition
AP Environmental Science
AP Human Geography
AP Macroeconomics
AP Microeconomics
AP Psychology
AP Statistics
AP U.S. Government and Politics
AP U.S. History

Electives

Agriscience Foundations I
Art History & Criticism I Honors
Digital Information Technology
Foundations of Programming
Intensive Reading: A Universe of Reading
Intensive Reading: Fields of Reading
Journalism I
Procedural Programming
Psychology I
Reading for College Success
Social Media I
Thinking and Learning Strategies

MIDDLE SCHOOL

Core Courses

English Language Arts
Language Arts I (Advanced Available)
Language Arts II (Advanced Available)
Language Arts III(Advanced Available)

Mathematics
Grade 6 Mathematics (Advanced Available)
Grade 7 Mathematics (Advanced Available)
Pre-Algebra

Science
Comprehensive Science I (Advanced Available)
Comprehensive Science II (Advanced Available)
Comprehensive Science III (Advanced Available)

Social Studies
Civics
U.S. History
World History I
World History II (CA, OH, IN)

Health and Physical Education

Comprehensive PE Grades 6/7
Comprehensive PE Grades 7/8
Fitness Grade 6

World Languages

Spanish Beginning
Spanish Intermediate

Electives

Business Keyboarding
Coding Fundamentals
Critical Thinking, Problem Solving &
 Learning Strategies
Orientation to Art 2D
Reading I

ELEMENTARY SCHOOL

Core Courses

Language Arts Grades K-5
Mathematics Grades K-5
Science Grades K-5
Social Studies Grades K-5

Specials

Art Grades K-5
Physical Education Grades K-5
Spanish Levels Introductory-5
Technology Grades K-5

flvsglobal.net

Daily Home Screening for Students

Parents: Please complete this short check each morning and report your child's information [INSERT YOUR SCHOOL REPORTING INSTRUCTIONS] in the morning before your child leaves for school.

SECTION 1: Symptoms

If your child has any of the following symptoms, that indicates a possible illness that may decrease the student's ability to learn and also put them at risk for spreading illness to others. Please check your child for these symptoms:

☐	Temperature 100.4 degrees Fahrenheit or higher when taken by mouth
☐	Sore throat
☐	New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline)
☐	Diarrhea, vomiting, or abdominal pain
☐	New onset of severe headache, especially with a fever

SECTION 2: Close Contact/Potential Exposure

☐	Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19
☐	Traveled to or lived in an area where the local, Tribal, territorial, or state health department is reporting large numbers of COVID-19 cases as described in the Community Mitigation Framework
☐	Live in areas of high community transmission (as described in the Community Mitigation Framework) while the school remains open

CDC

cdc.gov/coronavirus

CONCRETE SCHOOL DISTRICT
2020-2021 School Calendar

Additional days will be added due to any Covid-19 closures

Aug 25-27: Staff Training Days
Aug 28: All Staff Welcome Back
Sep 1: First Day of School
Sep 7: Labor Day
Sep 23: 2 Hr Late Start PD
Oct 14: 2 Hr Late Start PD
Nov 6: End of 1st Quarter
Nov 11: Veterans' Day
Nov 18,19,20,23,24: Conferences ½ Days
Nov 25-27: Thanksgiving Break
Dec 9: 2 Hr Late Start PD
Dec 21-Jan 1: Winter Break
Jan 13: 2 Hr Late Start PD
Jan 18: Martin Luther King Day
Jan 22: End of 1st Semester/ Grading/Conferencing ½ Day
Feb 10: 2 Hr Late Start PD
Feb 15: Presidents' Day
Mar 17: 2 Hr. Late Start PD
Mar 26: End of 3rd Quarter/ Grading/Conferencing ½ Day
Mar 29: Snow Make-up Day
Apr 5-9: Spring Break
Apr 14: 2 Hr Late Start PD
May 5: 2 Hr Late Start PD
May 28: Snow Make-up Day
May 31: Memorial Day
Jun 4: Graduation
Jun 14: Last School Day Excused 10:00/End of 2nd Semester
Bold Text Early Release For Students/Teacher Grading

Board Workshops and Meetings
Start/End of School Year
2 Hour Late Starts
Start/End Of Quarter/Semester
½ Day/ Early Release
No School, No Staff
No School, No Teachers/Students

Board Adopted: 04/30/20

00 — Days Of School In Month

August 2020
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

00

September 2020
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

21

October 2020
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

22

November 2020
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

17

December 2020
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

14

January 2021
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

19

February 2021
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

19

March 2021
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

22

April 2021
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

17

May 2021
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

19

June 2021
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

10

July 2021
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

00

REMOTE PLUS

The PLUS

Proposal:

- Get permission from special education families to attend school

- Small groups of sped students who are working on academics, with sped teacher (no more than 9 students) per meeting

- Teachers will group special education students, needs to be completed by 8/17/20 so phone calls can be made.

- Students attend 1 day a week (4 days for teacher)

- HS Day runs from 8:00-12:00; Elementary Day runs from 8:00-10:30

- Elementary High needs program needs to have 2 paras on site with Emily and bus monitors

- Zoom General Education support with Zoom Break Out Rooms with a Para

- All Evaluations and Re-evaluations will be conducted in Sped office with Psych by appointment and sped teacher on paper work day (1 day a week)

- Sped Teachers will give all general education teachers that teach sped students IEP at a glance and note the accommodations and modifications to the curriculum

- Expectation of the general education teacher and special education teacher is the they will work together for the good of the student

- Sped Teachers take daily attendance of sped students

- Assessments in October and May for MAP (Pre/Post)

Teacher	Period 1 7:55-8:50 am	Period 2 8:55-9:40 am	Period 3 9:45-10:35 am	Period 4 10:40-11:30 pm	Period 5 12:05-12:55 pm	Period 6 1:00-1:50 pm	Period 7 1:55-2:45 pm
Butler	Biology		Biology		Biology		PREP
Camp	MS Band	PREP	Guitar	HS Band	MS Band	Guitar	HS Band
Howard	ELA 9 A	Careers	ELA 10	PREP	ELA 9	Careers	
Joens	PREP	Personal Fitness	Personal Fitness		Info Processing	Info Processing	
Newby	Personal Fitness		MS PE	MS PE	MS PE	MS PE	
K. Rider	PREP	Resource ELA HS	Resource ELA MS / HS	Math MS / HS	Transitions	Math MS / HS	JEP PREP
P. Rider	Commercial Art	Commercial Art	Advanced Commercial Art	PREP	Commercial Art	Commercial Art	MS Advanced Art
Reese	PreAlgebra	PreAlgebra	PreAlgebra		PREP	ELA 8 Advanced	
Weyand	Math Lab	MS Coding	MS Coding	PREP	MS Coding	MS Math 7	
Smith	Middle School US History	Middle School US History	Middle School US History	PREP	Middle School US History		
Van Wagoner	PREP	PREP	Spanish 1	US Government		Spanish 1	
Wright	US History	Liberal Arts Math 1	PE HOPE	PE HOPE			
Zeiser	Leadership	PREP	Leadership	PE HOPE	PE/Life Management	PE/Life Management	

Remote Learning Schedule- Concrete High School

	Monday	Tuesday	Wednesday	Thursday	Friday
7th Grade	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	This day is set for the following activities for all grades 7-12.	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3
8th Grade	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	• Family Communication	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3
9th Grade	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	• Professional Development	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3
10th Grade	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	• Staff Collaboration	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3
11th Grade	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	• Student Assessment	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3

12th Grade	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	• Special Programs Assessment and Paperwork	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3 (in person, small group 3)	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3 (in person, small group 4)
Special Populations Grades 8-12	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3 (in person, small group 1)	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3 (in person, small group 2)	• Time for students to catch up on assignments	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3 (in person, small group 3)

Remote Learning Schedule- Concrete Elementary School

	Monday	Tuesday	Wednesday	Thursday	Friday
Kindergarten	Attendance ELA Math PE/ART	Attendance ELA Math PE/ART	This day is set for the following activities for all grades K-6.	Attendance ELA Math ART/PE	Attendance ELA Math ART/PE
1st Grade	Attendance ELA Math PE/ART	Attendance ELA Math PE/ART	• Family Communication	Attendance ELA Math ART/PE	Attendance ELA Math ART/PE
2nd Grade	Attendance ELA Math PE/ART	Attendance ELA Math PE/ART	• Professional Development	Attendance ELA Math ART/PE	Attendance ELA Math ART/PE
2/3 Split	Attendance ELA 2/ELA 3 Math 2/Math 3 PE/ART	Attendance ELA 2/ELA 3 Math 2/Math 3 PE/ART	• Staff Collaboration	Attendance ELA 2/ELA 3 Math 2/Math 3 ART/PE	Attendance ELA 2/ELA 3 Math 2/Math 3 ART/PE
3rd Grade	Attendance ELA Math PE/ART	Attendance ELA Math PE/ART	• Student Assessment	Attendance ELA Math ART/PE	Attendance ELA Math ART/PE
4th Grade	Attendance ELA Social Studies PE/ART Math PE/ART	Attendance ELA Social Studies PE/ART Math PE/ART	• Special Programs Assessment and Paperwork	Attendance ELA Social Studies ART/PE Math Science	Attendance ELA Social Studies ART/PE Math Science
5th and 6th Grade	Attendance ELA Math Science PE/ART	Attendance ELA Math Science PE/ART	• Time for students to catch up on assignments	Attendance ELA Math Science ART/PE	Attendance ELA Math Science ART/PE

Paraeducator Schedule for Remote Learning

Location	Monday/Tuesday	Wednesday	Thursday/Friday
Roberts-SPED	Latta/Meins	Latta/Meins	Latta/Meins
Crouse-SPED	Adkinson/Johnson	Adkinson	Adkinson/Bauer
Rider-SPED	Meacham	Meacham	Meacham
CES Cafeteria	Bauer/Shields	Shields/Bauer	Shields/Johnson
Multipurpose Room	Law?/Moffitt	Law?/Moffitt	Law?/Moffitt
Birdsview	Wentz/Dellinger	Wentz/Dellinger	Wentz/Dellinger
Bald Eagle Interpretive Center	Weaver	Weaver	Weaver
Marblemount CC	?	?	?
Book Checkout	Moffitt	Moffitt	Moffitt
Materials for Students	?	Johnson	?
Cashier to charge Breakfast and Lunch to students	?	?	?
Bus Monitor for Health Screenings	?	?	?

Jackie Johnson
Nancy Weaver
Laura Moffitt
Wendy Shields
Kim Latta
Jayme Adkinson
Traci Meacham
Monette Bauer
Jennifer Law?
Nita Wentz
Debbie Meins

K-6 Basic School Supply List for Remote Learning

- Computer (Chromebooks will be issued to all students of CSD)
- Printer (Optional)
- Family Cell Phone that can take pictures of projects to email to the teacher
- Pencils
- Paper (lined notebook paper and/or 1 spiral notebook/composition notebook for each class)
- Colored Pencils/Crayons
- Set of Markers
- Glue/Tape
- Scissors

7-12 Basic School Supply List for Remote Learning

- Computer (Chromebooks will be issued to all students of CSD)
- Earbuds
- Printer (Optional)
- Family Cell Phone that can take pictures of projects to email to the teacher
- Pencils
- Paper (lined notebook paper)
- 3-ring binder with dividers
- Colored Pencils
- Glue/Tape
- Scissors

Frequently asked questions about Remote Learning at Concrete School District

FAQ	Answers
Technology	Each student registered in the Concrete School District will have a chromebook checked out to him/her.
Internet Connectivity	40 hotspots for wifi Remote locations for wifi support in Concrete, Birdsview, Rockport, and Marblemount.
Grading Process	Grading practices will be back to pre-Covid grading. K-6 students will be graded using standards based grading (4, 3, 2, 1) 7-12 students will be graded using A, B, C, D , F
Attendance	OSPI has required attendance to be taken daily.
Health	All Student Health Plans are still required to be updated through our school Nurse each year Debora Johnson-School Nurse djohnson@concrete.k12.wa.us

Family Engagement during remote learning	Families can:
	• Email staff
	• Call Teacher
	• Zoom with teacher
	• View announcements in Google Classroom
	• Watch for communications and announcements through:
	    ○ School Website
	    ○ Social Media
	    ○ School Messenger
	School Staff will:
	• Communicate with families through email, phone, zoom, website, and school messenger
	• Elementary Counselor directed Social Emotional Learning (SEL)
	• Principal directed Leader in Me and PBIS

High school students that had an incomplete	If they pass the following course, we will back-fill the last class to a "D" For example: If a student received an "I" in ELA 9....If you pass ELA 10, you will receive a "D" in ELA 9
Time Schedule	Office Hours for CES and CHS • Mon-Fri 8 am - 4:30 pm Teacher Schedules • To Be Determined

Tech Support	Nathaniel Martin and Alex Aiken • tech@concrete.k12.wa.us • 360-853-4006 or 360-853-4007
CVA Support	
Guidance Counseling	Elementary School - Abbey Harrison • aharrison@concrete.k12.wa.us • 360-853-4115 Middle/High School - Linda Joens • ljoens@concrete.k12.wa.us • 360-853-4154
Mental Health Counseling	Mental Health Counselor - Rachel Richter • rrichter@concrete.k12.wa.us • 360-853-4045 Student Assistance/Prevention Specialist - Mitch Metcalf • mmetcalf@concrete.k12.wa.us • 360-853-4031
Meals	Food Service - Marla Reed • mreed@concrete.k12.wa.us • 360-853-4035
Transportation (co-directors)	Marla Reed (see above) Paul Carter • pcarter@concrete.k12.wa.us • 360-853-4071
Building Principals and Office	Elementary Office • Lori Corn-Secretary • lcorn@concrete.k12.wa.us • Jaci Gallagher-Principal • jgallagher@concrete.k12.wa.us • 360-853-4110 7-12 High School Office • Christine Tripp-Principal • ctripp@concrete.k12.wa.us • 360-853-4115

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Coronavirus Disease 2019 (COVID-19)

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Preparing K 12 School Administrators for a Safe Return to School in Fall 2020 Preparing for a Safe Return to School

Updated July 23
2020

Print

Schools are an important part of the infrastructure of communities and play a critical role in supporting the whole child, not just their academic achievement.

This guidance is intended to aid school administrators as they consider how to protect the health, safety, and wellbeing of students, teachers, other school staff, their families, and communities and prepare for educating students this fall.

This guidance is for K 12 school administrators who are preparing for students, teachers, and staff to return to school in fall 2020. School administrators are individuals who oversee the daily operations of K 12 schools, and may include school district superintendents, school principals, and assistant principals.

It is critical that all administrators:

. Engage and encourage everyone in the school and the community to practice preventive behaviors. These are the

  most important actions that will support schools' safe reopening and will help them stay open.

- Implement multiple SARS-CoV-2 mitigation strategies (e.g., social distancing, cloth face

coverings, hand hygiene, and
use of
cohorting).

• Communicate educate and reinforce appropriate hygiene and social distancing practices in ways that are
developmentally appropriate for students,
teachers, and staff.

• Integrate SARS-COV 2 mitigation strategies into co-curricular and extracurricular activities (e.g., limiting or cancelling
participation in activities where social distancing is
not feasible).

• Maintain healthy environments (e.g., cleaning and disinfecting frequently
touched surfaces).

• Make decisions that take into account the level of community
transmission.

• Repurpose unused or underutilized school (or community) spaces to increase classroom space and facilitate social
distancing, including outside spaces, where
feasible;

• Develop a proactive plan for when a student or staff member tests
positive for COVID 19.

• Develop a plan with state and local health department to conduct case tracing in the
event of a positive case.

• Educate parents and caregivers on the importance of monitoring for and responding to the symptoms of COVID-19 at
home.

• Develop ongoing channels of communication with state and local health departments to stay updated on COVID-19
transmission and response in your
local area.

The guidance described in this document is based on the best available evidence at this time. This guidance is meant to supplement-not replace—any state, local, territorial, or tribal health and safety laws, rules, and regulations with which schools must comply.

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Key considerations for school administrators:

• COVID 19 transmission rates in the immediate community and in the communities in which

students, teachers,

and staff live

• Approaches to cohorting that fit the needs of your school/district and community (e.g., keeping students in class

pods, staggering when students return to school facility, having the same teacher stay with the same group of students)

o Can unused or underutilized school spaces including outdoor spaces be repurposed to increase classroom

space and facilitate social distancing?

• Concurrently implementing multiple strategies in school to prevent the spread of COVID 19 (e.g., social distancing,

cloth face coverings, hand hygiene, and use of cohorting)

• Best practices for your school and community to communicate, educate, and reinforce personal protective

behaviors to prevent the spread of COVID 19 in school and in the community

• Integrating strategies to reduce COVID 19 transmission into co-curricular and extracurricular activities (e.g., limiting

participation in activities where social distancing is not feasible)

• Planning and preparing for when someone gets sick

• Working with state and local health authorities to develop a plan to conduct contact tracing in the event of a

positive case

• Communicating appropriately to families about home-based symptom screening

Critical Role of Schools

This guidance is intended, first and foremost, to protect the health, safety and wellbeing of students, teachers, other school staff, their families, and communities.

Schools are an important part of the infrastructure of communities, as they provide safe, supportive learning environments for students, employ teachers and other staff, and enable parents, guardians, and caregivers to work.

Schools also provide critical services that help to mitigate health disparities, such as school

meal programs, and social, physical, behavioral, and mental health services. School closure disrupts the delivery of these critical services to children and families, and places additional economic and psychological stress on families, which can increase the risk for family conflict and violence [1] [2]

The unique and critical role that schools play makes them a priority for opening and remaining open, enabling students to receive both academic instruction and support as well as critical services. In order to prioritize opening schools safely and helping them to remain open, communities should consider adopting actions to mitigate community transmission. CDC'S Implementation of Mitigation Strategies for Communities with Local COVID 19 Transmission has strategies for community mitigation to reduce or prevent the spread of COVID 19, which in turn will help schools to open and stay open safely. Recognizing the importance of providing safe, in-person learning, communities may also wish to help schools by examining whether additional public or private space, including outdoor spaces, that is currently underutilized might be safely repurposed for school and instructional purposes.

Returning to school in fall 2020 poses new challenges for schools including implementing mitigation measures (e.g., social distancing, cleaning and disinfection, hand hygiene, use of cloth face coverings), addressing social, emotional, and mental health needs of students, addressing potential learning loss, and preparing for the probability of COVID-19 cases within the broader school community. This guidance provides information about:
Se

• what is currently known about COVID-19 among school-aged children;

• the importance of going back to school safely;

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• what is currently known about SARS-COV-2 (the virus that causes COVID 19) transmission in schools and its impact on

community
transmission; and

• the ways administrators for kindergarten through grade 12 (K 12) schools can plan and prepare for in-person
instruction and minimize the impact of
potential closures.

What is known about the signs and symptoms, burden, and transmission of SARS CoV-2 among children?

Signs and Symptoms

Common COVID 19 symptoms among children include fever, headache, sore throat, cough, fatigue, nausea/vomiting, and diarrhea. [3] However, many children and adults infected with the virus that causes COVID 19 are asymptomatic (meaning they have no signs or symptoms of illness).

Impact of COVID-19 on Children

Collecting and sharing data, including how it affects different places and populations, is important for understanding the context and burden of the COVID-19 pandemic. School officials should make decisions about school reopening based on available data including levels of community transmission and their capacity to implement appropriate mitigation measures in schools. Children appear to be at lower risk for contracting COVID 19 compared to adults. While some children have been sick with COVID-19 adults make up nearly 95% of reported COVID-19 cases. (4) Early reports suggest children are less likely to get COVID 19 than adults, and when they do get COVID 19, they generally have a less serious illness (5) As of July 21, 2020 6.6% of reported COVID-19 cases and less than 0.1% of COVID 19-related deaths are among children and adolescents less than 18 years of age in the United States. [6]

Early reports suggest the number of COVID 19 cases among children may vary by age and other factors. Adolescents aged 10 17 may be more likely to become infected with SARS CoV-2 than children younger than age 10,17). [8] but adolescents do not appear to be at higher risk of developing severe illness. (9) There are currently a higher proportion of COVID 19 cases among

Hispanic/Latino children as compared to non-Hispanic white children. Children and adults with certain underlying medical conditions are at increased risk of severe illness from COVID-19.[10] Severe illness means that they may require hospitalization, intensive care, or a ventilator to help them breathe, or may even die. Children with intellectual and developmental disabilities are more likely to have comorbid medical conditions (e.g., diseases of the respiratory system; endocrine, nutritional and metabolic diseases; and diseases of the circulatory system) that may put them at increased risk for severe illness from COVID 19.[11] Although rare, some children have developed multisystem inflammatory syndrome (MIS-C) after exposure to SARS-COV-2 As of May 20, 2020 the majority of children hospitalized with MIS-Chad recovered. [12]

Data on SARS-COV-2 transmission among children are limited. Evidence from other countries suggests that the majority of children with COVID-19 were infected by a family member. (13) For example, the first pediatric patients in South Korea and Vietnam were most likely from contact with an adult family member. (14), [15] Published reports from contact tracing of students with COVID 19 in schools from France, Australia, and Ireland suggest that students are not as likely to transmit the virus to other students compared to household contacts. (16) (17),[18] However, more research is needed on SARS-COV-2 transmission between children and household members.

What is known about how schools have reopened and the impact on SARS-CoV-2 transmission?

Internationally, schools have responded to COVID 19 using a variety of approaches [19] [20] For example China Denmark,

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https://www.cdc.gov/coronavirus/2019 ncov/community/school.

Norway, Singapore, and Taiwan all required temperature checks at school entry.[21 Most countries have changed the way they operate to reduce class sizes, increase physical distance between

students, and keeping students in defined groups to reduce contacts (i.e., cohorting). (22) Furthermore, many countries have staggered attendance, start and stop times, and created alternating shifts to enable social distancing. In some places this means that only certain students have returned to schools, either by grade range or need. For example, Denmark was the first European country to reopen schools. Denmark staggered students' reentry in waves (e.g., one group started school first, followed by another group at a later date), with limited class sizes and using other social distancing measures. (23) Younger students (under age 12) returned first based on their lower health risk and need for more supervision than older students. Class sizes were reduced to allow physical distancing. In Taiwan, students returned to school with mandatory temperature checks and use of face masks. Rather than national school closures, Taiwan relied on local decision making to determine if classroom or school closures were needed, based on infection rates. [24]

There is mixed evidence about whether returning to school results in increased transmission or outbreaks. For example, Denmark initially reported a slight increase in cases in the community after reopening schools and child care centers for students aged 2-12 years, followed by steady declines in cases among children between ages 1 and 19 years. [25] In contrast, Israel experienced a surge of new cases and outbreaks in schools after reopening and relaxing social distancing measures; it is unclear what caused the increase in cases and what other mitigation measures the schools had

implemented. (26) In summer 2020, Texas reported more than 1,300 COVID-19 cases in childcare centers; however, twice as many staff members had been diagnosed as children suggesting that children may be at lower risk of getting COVID-19 than adults
[27]

It is important to consider community transmission risk as schools reopen. Evidence from schools internationally suggests that school re-openings are safe in communities with low SARS-COV-2 transmission rates. [28] Computer simulations from Europe have suggested that school re-openings may further increase transmission risk in communities where transmission is already high.[29] More research and evaluation is needed on the implementation of mitigation strategies (e.g., social distancing, cloth face coverings, hand hygiene, and use of cohorting) used in schools to determine which strategies are the most effective. Such research would improve understanding of the impact of mitigation strategies on the risk of SARS-CoV-2 transmission in schools, and ongoing monitoring and surveillance of transmission in schools could help with timely outbreak detection and prevent wider spread.

Why is it Important to Open Schools for In-Person Instruction?

While opening schools - like opening any building or facility-does pose a risk for the spread of COVID-19, there are many reasons why opening schools in the fall of 2020 for in-person instruction is important.

Schools play a critical role in the wellbeing of communities. Schools are a fundamental part of the infrastructure of communities. Schools provide safe and supportive environments, structure and routines for children, as well as other needed support services to children and families. Schools play a vital role in the economic health of communities by employing teachers and other staff and helping parents, guardians, and caregivers work.

Schools provide critical instruction and academic support that benefit students and communities in both the short and long-term. The main role and priorities of K-12 educational institutions are to provide age-appropriate instruction and support students' academic development. Reopening schools will provide in-person instruction for students, facilitate increased communication between teachers and students, and provide students with critical academic services, including school-based tutoring, special education, and other specialized learning supports.

Studies show that students have experienced learning loss during the period of school closure and summer months. [30] In person instruction for students has advantages over virtual learning, particularly when virtual learning was not the planned format for instruction, and schools may not have the resources or capability to transition fully to virtual learning. In-person classroom instruction has the added benefit for many students of interpersonal interaction between the

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student and the teacher and the student and peers. (31) Teachers are able to more actively participate in student learning, provide feedback as students encounter challenges, and promote active learning among students. (32)

In-person instruction may be particularly beneficial for students with additional learning needs, Children with disabilities may not have access through virtual means to the specialized instruction, related services or additional supports required by their Individualized Education Programs (IEPs) or 504 Plans. [33] Students may also not have access through virtual means to quality English Language Learning

(ELL). (34)

When schools are closed to in-person instruction, disparities in educational outcomes could become wider, as some families may not have capacity to fully participate in distance learning (e.g., computer and internet access issues, lack of parent, guardian, or caregiver support because of work schedules) and may rely on school-based services that support their child's academic success. The persistent achievement gaps that already existed prior to COVID-19 closures, such as disparities across income levels and racial and ethnic groups, could worsen and cause long-term effects on children's educational outcomes, health, and the economic wellbeing of families and communities. (35) (35) While concern over higher rates of COVID-19 among certain racial/ethnic groups may amplify consideration of closing a school that educates primarily racial minority students, there should also be consideration that these may also be the schools most heavily relied upon for students to receive other services and support, like nutrition and support services.

Schools play a critical role in supporting the whole child, not just the academic achievement of students.

• Social and emotional health of students can be enhanced through schools. Social interaction among children in
grades K-12 is important not only for emotional wellbeing, but also for children's language, communication, social, and interpersonal skills. [37] Some students may have experienced social isolation and increased anxiety while not physically being in school due to COVID-19. Resuming in-person instruction can support students' social and emotional wellbeing. [38] Schools can provide a foundation for socialization among children. When children are out of school, they may be separated from their social network and peer-to-peer social support. Schools can facilitate the social and emotional health of children through curricular lessons that develop students' skills to recognize and manage emotions, set and achieve positive goals, appreciate others' perspectives, establish and maintain positive
relationships, and make responsible decisions. [39]

• Mental health of students can be fostered through school supports and services. Schools are an important venue
for students to receive emotional and psychological support from friends, teachers, and other

staff members Lengthy school building closures can leave some students feeling isolated from important friendships and support from other caring adults. [40] Schools also provide critical psychological, mental and behavioral health (e.g., psychological counselling, mental and behavioral assessment) services to children who may not have access to these services outside of school. School closures have limited the availability of these services. Furthermore, isolation and uncertainty about the COVID 19 pandemic can create feelings of hopelessness and anxiety while removing important sources of social support. Some students may have experienced trauma through the loss of a loved one from COVID 19. Increases in anxiety and depression may occur when students do not have the structure and routine that being in school brings to their daily lives. Finally, having opportunities to be physically active through recess and physical education can help improve students' feelings of anxiety and sadness. These physical activities should be provided regularly to students in a safe and supportive environment that includes physical distancing and strategies

to reduce close contact between students.

• Continuity of other special services is important for student success. Students who rely on key services, such as

school food programs, special education and related services (e.g., speech and social work services, occupational therapy), and after school programs are put at greater risk for poor health and educational outcomes when school buildings are closed and they are unable to access such school health programs and services (41) During periods of school building closures, students had limited access to many of these critical services, potentially widening educational and health disparities and inequities.

How can K-12 schools prepare for going back to in-person instruction?

Expect cases of COVID 19 in communities. International experiences have demonstrated that even when a school
plans and prepares cases may still occur within the community and schools Expecting and planning for the occurrence of cases of COVID 19 in communities can help everyone be prepared for when a case or multiple cases are identified.

• Coordinate, plan, and prepare. Administrators should coordinate with local public health officials to stay informed

about the status of COVID-19 transmission in their community. Additionally, planning and preparing are essential steps administrators can take to safely reopen schools:

O CDC's Considerations for Schools provides detailed recommendations for schools to plan and prepare to reduce

the spread of COVID 19, establish healthy environments and maintain healthy operations. This guidance includes information about implementation of mitigation strategies such as physical distancing within buses, classrooms and other areas of the school, healthy hygiene habits, cleaning and disinfection, use of cloth face coverings, staggering student schedules, and planning for staff and teacher absences (e.g., back-up staffing plans). o One important strategy that administrators can consider is cohorting (or "pods"), where a group of students

(and sometimes teachers) stay together throughout the school day to minimize exposure for students, teachers, and staff across the school environment At the elementary school level, it may be easier to keep the same class together for most of the school day. In middle and high school settings, cohorting of students and teachers may be more challenging. However, strategies such as creating block schedules or keeping students separated by grade can help to keep smaller groups of students together and limit mixing. Strategies that keep smaller groups of students together can also help limit the impact of COVID 19 cases when they do occur in a school. If a student, teacher, or staff member tests positive for SARS COV-2, those in the same cohort/group should also be tested and remain at home until receiving a negative test result or quarantine. This helps prevent a disruption to the rest of the school and community by limiting the exposure. Schools should have systems in place to support continuity or learning for students who need to stay home for either isolation or quarantine. This includes access to online learning, school meals, and other services. The same holds for students with additional needs, including children with a disability, that makes it difficult to adhere to mitigation strategies.

Operating Schools During COVID 19: Guiding principles and mitigation strategies to use when school is open

• Prepare for potential COVID 19 cases and increased school community transmission. Schools should be prepared for COVID 19 cases and exposure to occur in their facilities. Collaborating with local health officials will continue to be important once students are

back to school, as they can provide regular updates about the status of COVID 19 in the community and help support and maintain the health and wellbeing of students, teachers, and staff. Having a plan in place for maintaining academic instruction and ensuring students have access to special services is also critical.

• Making decisions about school operations: Administrators should make decisions in collaboration with local health

officials based on a number of factors, including the level of community transmission, whether cases are identified among students, teachers, or staff, what other indicators local public health officials are using to assess the status of COVID 19 and whether student teacher, and staff cohorts are being implemented within the school.

o What is the level of community transmission? There are specific strategies schools can implement based on

the level of community transmission reported by local health officials:

If there is *no to minimal* community transmission, reinforcing everyday preventive actions, ensuring proper ventilation within school facilities, including buses, and maintaining cleaning and disinfection practices remain important. These actions can help minimize potential exposure. Schools should also monitor absenteeism among teachers, staff, and students to identify trends and determine if absences are due to COVID 19, symptoms that led to quarantine, concerns about being in the school environment and personal

health and safety, or positive test results. Anyone who tests positive for COVID 19 should stay home and self-isolate for the timeframe recommended by public health officials. Anyone who has had close contact with someone who has tested positive or is symptomatic for COVID 19 should be tested and stay home until receiving a negative result, or stay home and monitor for symptoms. If there is *minimal to moderate* community transmission, schools should follow the actions listed above and continue implementing mitigation strategies such as social distancing, use of cloth faced coverings, reinforcing everyday preventive actions, and maintaining cleaning and disinfection. This also can include ensuring that student and staff groupings/cohorts are as static as possible and that mixing groups of students and staff is limited. If there is *substantial, controlled* transmission, significant mitigation strategies are necessary. These include following all the actions listed above and also ensuring that student and

staff groupings/cohorts are as static as possible with limited mixing of student and staff groups, field trips and large gatherings and
events are canceled, and communal spaces (e.g., cafeterias, media centers) are closed.

• If there is *substantial, uncontrolled* transmission, schools should work closely with local health officials to make decisions on whether to maintain school operations. The health safety and wellbeing of students, teachers, staff and their families is the most important consideration in determining whether school closure is a necessary step. Communities can support schools staying open by implementing strategies that decrease a community's level of transmission. However, if community transmission levels cannot be decreased, school closure is an important consideration. Plans for virtual learning should be in place in the event of a school closure.

o Did a student or staff member test positive for SARS CoV-2? If someone within the school community (e.g.,
student, teacher, staff) tested positive for SARS-COV 2, assessing the level of risk is important to determine if, when, and for how long part or all of a school should be closed. K 12 administrators can also refer to CDC'S Interim Considerations for K 12 for School Administrators for SARS COV 2 Testing, which provides additional information about viral diagnostic testing. A single case of COVID 19 in a school would not likely warrant closing the entire school, especially if levels of community transmission are not high. The levels of community transmission described above and the extent of close contacts of the individual who tested positive for SARS COV-2 should all be considered before closing. These variables should also be considered when determining how long a school, or part of the school, stays closed. If the transmission of the virus within a school is higher than that of the community, or if the school is the source of an outbreak, administrators should work collaboratively with local health officials to determine if temporary school closure is necessary. Students, teachers, and staff who test positive or had close contact of the individual who tested positive should be provided with guidance for when it is safe to discontinue self-isolation or end quarantine.
• What other indicators are local public health officials using to assess the status of COVID 19? Local
health officials can help inform decisions related to school operations by examining public health indicators a that are used to determine level of community transmission and disease severity levels. For example, indicators such as healthcare capacity (e.g., staffing, ICU bed occupancy), changes in newly identified COVID 19 cases, and percentage of people testing positive for SARS-CoV-2 infections in the community might be useful to determine whether to maintain or modify school operations. These indicators are set by state, local

tribal, and territorial health and healthcare officials, and should be shared with schools for decision making.

• Is a cohort approach used within the school? The level of student and staff mixing within the school
should also be considered. If students are kept in cohorts to minimize mixing of students, exposure to an individual with COVID 19 may be limited to one particular cohort and not pose a broad risk to the rest of the school. Cohorts that have been in close contact with someone with COVID 19 can switch to virtual learning and stay home in accordance with CDC's guidelines for quarantine and self-isolation, and the school may remain open.

Communicate with families, staff, and other partners. When preparing to go back to school, regular communication

should be used to update students, families, teachers, and staff about academic standards, meal program services, and access to other school-based essential services that students and families rely on Regular communication with families, staff, and other partners should include:
o Updates about the status of COVID 19 in the school and community o Notification when there are COVID-19 cases in the school (when communicating about the health status of students, schools should take care to avoid disclosing personally identifiable information and should follow all
applicable privacy requirements, including those of the Family Educational Rights and Privacy Act) o Explanation of what parents, students, teachers and staff can expect when returning to school; in particular
communicating about:
• the importance of staying home when sick and staying home to monitor symptoms if close contact
occurred with a person who tested positive for SARS-COV-2

considerations for COVID-19 symptom screenings + types of social distancing measures being implemented

when students teachers, staff and/or visitors will be expected to wear cloth face coverings and whether cloth face coverings will be available from the school. everyday healthy hygiene practices that will be implemented upon reopening (e.g., students, teachers, staff

staying home when sick, hand hygiene, cleaning frequently touched surfaces) o actions being taken to prevent SARS-CoV-2 transmission in buses, school buildings and facilities o actions that families and households can take to help prevent the spread of COVID 19 o actions families can take to manage anxiety about COVID 19 o decisions about operational status potential use of virtual learning if COVID-19 cases are identified among

students, teachers, or staff, and o guidance on caring for someone who is sick and for parents, guardians, and caregivers who are sick o guidance on how to reduce stigma. Fear and anxiety about a disease can lead to social stigma, which is negative attitudes and beliefs toward people, places, or things

Families and students who had to make alternative arrangements with community providers to receive services (e.g., physical or occupational therapy, speech therapy, mental health services) during periods of school closures may need additional support and communication to establish a transition plan upon returning to school. Additionally, some families may have experienced significant hardship that now increases the number of students who need or qualify for some services, such as school meal programs. Schools can take actions to identify, support, and communicate with families who need to initiate new services as schools prepare to open. Administrators can work with community partners to plan for additional school-based services and programs during the transition back to normal schedules in anticipation of an increased need for mental health services.

Additional resources for K-12 administrators

• Considerations for Schools

  Latest COVID 19 Information

• Cleaning and Disinfection

  Guidance for Businesses and Employers

  Guidance for Schools and Childcare Centers

  COVID 19 Prevention

- Handwashing Information

- Face Coverings

- Social Distancing

- COVID-19 Frequently Asked Questions

- People at Higher Risk

- Managing Stress and Coping

- HIPAA and COVID-19 . CDC Communication Resources

- Community Mitigation

- Approach for Monitoring and Evaluating Community Mitigation Strategies

- OSHA Guidance on Preparing Workplaces for COVID-19 A

- FERPA & Coronavirus Disease 2019 A

What Is Cohorting? Cohorting (sometimes called podding) is a new term for a strategy that schools may use to limit contact between students and staff as part of their efforts to limit transmission of SARS-CoV-2 (the virus that causes COVID-19). These strategies work by keeping groups of students - and sometimes staff - together over the course of a pre determined period of time. Ideally the students and staff within a cohort will only have physical proximity with others in the same cohort. This practice may help prevent the spread of COVID-19 by limiting cross-over of students and teachers to the extent possible, thus:

- decreasing opportunities for exposure or transmission of SARS COV-2

- reducing contact with shared surfaces, . facilitating more efficient contact tracing in the event of a positive case, and

- allowing for targeted testing, quarantine, and/or isolation of a single cohort instead of school-wide measuresin the

event of a positive case or cluster of cases.

Cohorting strategies are common practice in many elementary schools across the United States. Many elementary school students have the same teacher and classmates during the entire school year. Implementation of this strategy varies, depending on setting and resources. For example

• Schools may keep cohorts together in one classroom, and have teachers rotate between rooms.

• Schools may alternate cohorts by days or weeks, with cohorts assigned to specific days or weeks.

• Schools may adopt a hybrid approach, with some cohorts assigned to in-person learning and others assigned

to online learning

Evidence of the impact of cohorting on spread of COVID 19 is limited. Some evidence from other viral disease outbreaks and school reopenings in international settings suggests that cohorting may be an important tool for mitigating COVID 19 spread. However, it is essential to note that those studies were conducted in very different contexts, in communities with lower transmission levels

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