



# Pandemic Response Plan

Returning to School 2020-21  
Maximize Learning and Community Health

RETURN TO

»»»» stability

»»»» meals

»»»» friendship

»»»» support

»»»» engagement

»»»» excitement

»»»» safety

»»»» instruction

RETURN TO  
»»»» LEARN

July 15, 2020

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# EXECUTIVE SUMMARY

The following COVID-19 Pandemic Return to School Plan 2020-21 was developed with guidance from the Centers for Disease Control and Prevention (CDC), the World Health Organization (WHO), the Missouri School Boards' Association (MSBA), the Missouri Department of Health and Senior Services, the St. Louis County Department of Public Health. The San Diego County Office of Education's COVID-19 Planning Assumptions also helped guide the development of this plan. The content of this plan includes a brief background of COVID-19, planning assumptions based on current public health information and understanding, and a series of recommendations for returning to school in the fall. Both the assumptions and recommendations in this plan may change over time as we learn more about COVID-19 and the implications of the pandemic on the educational environment. Appendices include department plans which align with the response level which is connected to the level of circulating virus in our community.

# BACKGROUND

COVID-19 is a disease caused by a new strain of coronavirus linked to the same family of viruses as Severe Acute Respiratory Syndrome (SARS) and some types of the common cold. Symptoms most commonly include fever, chills, dry cough, fatigue, body aches, headaches and shortness of breath. Other less common symptoms may include loss of smell or taste, sore throat, runny nose, nasal congestion and diarrhea. In more severe cases, the infection can cause pneumonia or breathing difficulties. More rarely, the disease can be fatal, mainly among older people with pre-existing medical conditions such as diabetes, asthma, respiratory disease, cardiac disease, etc. The early symptoms of COVID-19 are similar to the flu (influenza) or the common cold, which are a lot more common than COVID-19. Testing is required to confirm if someone has COVID-19.<sup>1,2</sup>

The virus spreads through respiratory or fomite transmission. Person-to-person respiratory transmission occurs through direct contact with respiratory droplets when small droplets from the nose or mouth of a person infected with COVID-19 are spread by coughing, sneezing or exhaling. Transmission happens most frequently among close contacts, usually within about six feet. These infected droplets can also land on objects and surfaces around the person infected with COVID-19. Individuals can then develop COVID-19 by touching these objects or surfaces (fomites) and then touching their eyes, nose or mouth. The COVID-19 virus may survive on surfaces for many hours or days (3-72 hours depending on the type of surface), but simple disinfectants and soap and water can inactivate it. The incubation period, the time between exposure to the virus and the development of first symptoms, is between 1-14 days, but most commonly about five days.<sup>1</sup>

Additionally, some people remain asymptomatic but are still able to spread the virus. As with other respiratory infections like the flu or the common cold, public health measures are critical to slow the spread of COVID-19. Everyday preventive actions include: staying home when sick, covering mouth and nose with flexed elbow or tissue when coughing or sneezing (dispose of used tissue immediately), washing hands often with soap and water, and disinfecting frequently touched surfaces and objects. As we learn more about COVID-19 public health officials may recommend<sup>1</sup> additional preventative actions.

# ASSUMPTIONS

Based on information from the Centers for Disease Control and Prevention (CDC) and other public health authorities, the Parkway School District has created contingency reentry plans to guide resumption of educational services based on the following assumptions.

- 1. The virus that causes COVID-19 will remain in circulation until a vaccine is developed and widely used.**
  - a. A vaccine is not likely to be in widespread use during the next 12 months.
  - b. During this time, improvements in understanding of the virus and in increasing access to reliable testing will allow public health officials to act with greater precision when taking steps to slow the transmission of COVID-19.
  - c. Public health authorities expect a second wave of infections, which could coincide with flu season in the fall or winter of 2020-21. This wave could result in building, District, regional, or statewide school closures.
  - d. Until a vaccine is widely available and used, short-term closures of single or multiple schools will remain a possibility.
  - e. Children and staff with significant health conditions will continue to be especially vulnerable during this time.
  - f. Teaching and reinforcing prevention behaviors (handwashing and cough/sneeze etiquette) and promoting flu vaccinations will continue to be essential strategies in slowing the spread of this and other infectious diseases.
  - g. Frequent cleaning and disinfection of high-touch surfaces will be critical throughout this period.
  
- 2. It will be safe for schools to return to pre-pandemic normal operations when all the following have occurred:**
  - a. The number of confirmed COVID-19 cases in the county has remained constant or declined for 28 consecutive days.
  - b. Public health authorities have removed the directive to physically distance.
  - c. There are no further limits on group gatherings.
  
- 3. When schools are permitted to reopen, operations will likely need to be modified to include:**
  - a. Proactive screening of students and staff for symptoms.
  - b. Physical distancing in all settings.
  
- 4. Fear, loss, trauma, and isolation will result in the need for increased mental health supports.**
  - a. The strain of a 12 to 18-month duration will overwhelm the coping skills of many.
  - b. Coping for people with pre-existing mental health concerns will be very difficult.
  - c. Suicide attempts and completions will rise.
  - d. Substance abuse, child abuse, and domestic violence are also likely to rise.

- e. Particular groups within the school community will be disproportionately affected by the pandemic (e.g., families experiencing unemployment or low income, immigrant families, individuals from specific ethnic groups who have higher COVID-19 rates of mortality and morbidity, those experiencing homelessness, and others at high risk)

**5. The economic impact of the pandemic will have a significant and lasting impact on schools.**

- a. State and local tax revenues will fall well below those of previous years with reductions in school funding likely.
- b. Job layoffs and business closures will result in higher levels of unemployment in our community, and possibly increased displacement of families.
- c. More students will need school nutrition programs, which will become a more significant portion of their access to food. Accommodations for continued access to meals for children who are ill or required to self-isolate may be necessary.
- d. The number of children and families experiencing homelessness and eligible for the support and protection needed under the McKinney-Vento Act is likely to increase.

**6. School district enrollment could fluctuate in ways different than previously projected.**

- a. Parent demand for enrollment in distance learning programs may increase as many will perceive them as a safer and more stable alternative to classroom-based instruction while COVID-19 is in circulation.
  - i. Some students with severe chronic health conditions will seek homebound instruction as a safer option during the pandemic.
  - ii. Distance learning programs may see increased enrollment.
  - iii. Demand for enrollment in district distance learning options will also increase each time health officials impose social controls in response to upticks and hotspots.
- b. Former private school students may enroll at higher rates due to an economic downturn.

**7. Student and employee attendance rates will decline in the 2020-21 school year.**

- a. Students and staff with COVID-19 and those who are directly exposed may miss two or more weeks of school. Children in larger households may be required to miss school for an extended period if the disease affects other family members.
- b. School staff will become more concerned about COVID-19 symptoms and encourage students and staff with symptoms to stay home.
- c. Fear and rumors will also negatively impact student and employee attendance rates.
- d. Temporary employees/substitutes may be in demand as employee absences rise and may also have lower rates of ability to work due to illness, quarantine, or health concerns for themselves or their family members.

- 8. Student learning outcomes going into the 2020-21 year will be uneven and vary broadly.**
  - a. Many students will begin the next year with learning deficits.
  - b. The most advantaged and able are likely to be better off.
  - c. The most disadvantaged are likely to suffer learning regression.
  
- 9. There will continue to be a broad spectrum of opinions in the community regarding government and school responses (from overreacting to underreacting) to COVID-19. Impacts could include:**
  - a. Non-compliance with measures enacted by the District
  - b. Increased contact with school leaders, superintendents, and board members
  - c. Protests
  
- 10. Structural changes (staggered schedules or blended learning configurations) needed to implement social distancing, and periodic school closures, will increase childcare needs for many families and create new challenges for before- and after-school programs.**
  
- 11. The challenges posed by COVID-19 and the duration of this threat will make it more difficult for regional school districts to make unified decisions. Differences in resources, negotiations, community concerns and direction from county public health services and county leadership in response to local conditions will impact local decision-making.**

# RECOMMENDATIONS



## Carefully consider when to reopen schools.

Parkway Schools will need to weigh the potential risks and benefits of reopening schools. Some parents will resist the idea that it is safe to return their children to school so soon after the apex of this crisis. Many staff members will share concerns.

- Is the District prepared to open with COVID-19 in circulation?
- What special accommodations do we need to protect vulnerable students and employees?
- Do we have the supplies we need to maintain heightened prevention measures (hand sanitizer, cleaning, disinfection products and personal protective equipment)?
- Do we have a plan to prevent symptomatic and asymptomatic spread?
- Are we prepared to implement social distancing in all settings?
- Do we have a plan to ensure all students and staff wear face coverings?
- Do we have health screening procedures in place for students and staff?
- Do we have the physical capacity to reopen schools in the time remaining?
  - What are the impacts the prolonged closure has had on our readiness to return?
  - What supplies and equipment must be returned or replaced?
  - What activities must occur first?
  - What staffing issues have occurred while we have been out?
  - What staffing changes will be required to support the operational changes required by COVID-19?
- Have we prepared our employees to return? Have we identified their concerns, and are we equipped with responses?



## Adapt all processes and timelines necessary to prepare for the new school year.

- Use job-alike groups to examine all routines used to prepare for the next year and develop alternative means for accomplishing the needed outcomes.
- Include adaptations that incorporate social distancing and online alternatives.
- Include special accommodations for people who are at higher risk, those who may be sick or who must self-isolate, and those who lack internet access.



## Create plans to restore operations in phases.

Reopening schools will require careful identification of the activities needed for return and the order in which they should occur. Create timelines and communication plans to support each phase.





## Consider the precautions necessary to protect students with special needs relative to the threat posed by COVID-19.

- What does a free and appropriate education look like for students who are immunosuppressed or who have significant health challenges?
- What special procedures will be necessary to protect students in classrooms that serve students with special needs?
- What is our plan for determining appropriate placements, services, and accommodations for:
  - Students supported by Individualized Education Programs (IEPs)
  - Students supported by 504 plans
  - Students supported by medical plans



## Create plans to assess and respond to the uneven outcomes created by school closures.

- What formative assessment tools can we use to understand the individual and collective needs of our students?
- What is our plan to accelerate learning and close gaps?
- What process will we use to assess and remedy impacts on students with specific learning needs:
  - Students supported by IEPs
  - Students supported by 504 plans
  - English language learners



## Develop procedures to identify and assist students who are experiencing homelessness.

- Develop strategies to mitigate the impact that site/office closures, limitations on walk-ins, and limited office hours, has on a school's ability to identify children who are eligible for McKinney-Vento support and protections.
- Develop procedures for regular contact with parents experiencing homelessness to prepare them for each shift in school operations.



## Consider making work assignments and accommodations to protect employees in high-risk groups.

- When possible and appropriate, assign teachers in high-risk groups to independent or online study programs.
- When possible and appropriate, assign classified employees in high-risk groups to roles and environments where social distancing can be maintained.
- Consider the installation of physical barriers in reception areas and workspaces where the environment cannot accommodate social distancing.



## Develop a continuum of distance learning options.

- Develop robust virtual study programs as an alternative for parents who want this option. Include a variety of options that allow students in virtual study programs to participate in campus life (electives, sports, dances, etc.).
- Consider the use of learning centers to support student learning with weekly in-person or virtual appointments for support.
- Develop the capacity to provide home via the internet (Schoology) to assist students who are ill, under quarantine, or in self-isolation.



## Develop plans to provide access to school meal programs for qualifying students who are impacted by COVID-19.

- Develop procedures that allow an adult designated by the parent to pick-up meals for children who are absent due to illness or self-isolation.
- If classroom and distance learning are blended, develop procedures to allow qualifying students to take home meals for the days they will not be on campus.
- Develop processes to provide access to meals for qualifying students enrolled in full time virtual study programs.  
(NOTE: Advocacy with state and federal legislators may be required to support these recommendations.)



## Develop and implement strategies to prevent the transmission of COVID-19 and other infectious diseases.

- Teach hand washing and cough and sneeze etiquette at all grade levels and reinforce on an ongoing basis.
- Provide adequate hand hygiene supplies and schedule time and structure routines for handwashing.
- Supervise students while alcohol-based hand sanitizer and wipes are in use. Place alcohol-based products and hygiene materials in highly visible areas.
- Develop a plan to isolate students who have COVID-19 like illness from the rest of the school community pending parent pick-up.
- Frequently disinfect high-touch surfaces.
- Disinfect school buses (seats, railings, etc.) frequently, ideally after each bus run.
- Provide CDC recommended personal protective equipment (PPE) or use by health office staff when assessing and isolating students/staff.
- Provide the CDC recommended PPE for custodial staff.
- The District will follow current CDC guidelines and consult with the St Louis County Health Department regarding school closure if an infected person has been in a school building.



## Develop a continuum of implementation strategies if social distancing is required.

- Identify all locations and times where students are in close contact with each other and create strategies to restructure those locations and activities.
- Consider altering bell schedules, staggering start times, creating multiple recess and lunch periods, and creating various meal distribution points.
  - Stagger recess to decrease the number of students on the playground
  - Stagger lunchtime groups and locations- consider the use of multiple sites for meals including the cafeteria, classrooms, and other areas in the school building
  - Stagger passing time between classes. Consider staggered releases or temporarily holding core classes in pods with students remaining in one classroom and teachers moving between classrooms, if feasible
- Limit movement of students around the building (e.g., Special teachers come to the classroom as opposed to students going to Specials, if possible.)
- In secondary schools, consider implementing a block schedule to reduce student movement during the day and cross-contamination of classrooms.
- Rearrange desks in classrooms to maximize space between students, ideally 3-6 feet apart; Eliminate the use of seating where students face each other.
- Consider temporarily suspending after school activities, meetings, sports, etc.
- Temporarily suspend assemblies and other large group gatherings.
- Consider temporarily suspending musical practices that pose a risk of COVID-19 spread.
- Consider the impact of social distancing on school-provided transportation, including Parkway buses and VICC transportation.
- Create plans that respond to the impact of these strategies on childcare, and before- and after-school programs.
- Follow public health guidance regarding the restriction of nonessential visitors to the district buildings.
- Work with election officials to identify secure spaces not occupied by students or staff for use on election days.



## Schools will follow guidelines for cleaning and disinfecting devices brought into school by staff and students (computers, cell phones, etc.).

- Consider limits to items allowed into the school to decrease virus transmission.
- Eliminate the use of communal school supplies.
  - Ensure students have school supplies for their individual use only.
  - Do not share musical instruments during the pandemic period.



## Collaborate with employee associations when developing plans that impact the work of their members.



## Develop plans to blend classroom and distance learning as an alternative to school closures.

Parkway has developed three learning schedules that could be used during the 2020-21 school year. Plans will be implemented depending on the level of community spread of COVID-19 in our region and using guidance from local and state health officials and CDC recommendations. Our priority will be to provide traditional in-person learning whenever possible.

### **Families will have two options for enrollment in the 2020-21 school year.**

- **Option 1:** A traditional in-person schedule using the plans below
- **Option 2:** A full-time virtual learning schedule

Families who choose Option 1 will follow Parkway's In-Person Learning Plans below.

#### **Plan A: Traditional Schedule**

- Plan A is used when there is minimal community spread of illness
- Students attend school in-person on a traditional schedule
- Additional health precautions and moderate social distancing will be implemented.
- Students and staff will wear cloth masks at school according to current CDC guidance.

#### **Plan B: Blended Learning Schedule**

- Plan B is used when there is a moderate community spread of illness and social distancing is required
- Students attend school in-person on a partial schedule. Students are placed into two groups to allow for social distancing at school. On Monday, all students attend school online together with live instruction from teachers. This allows each student to start the week with their teacher and outline a learning plan for the week. Then, Group A attends school in-person on Tuesday/Thursday and Group B attends school in-person on Wednesday/Friday. On days students are not in-person, they are learning at home.
- Additional health precautions and social distancing will be implemented.
- Students and staff will wear cloth masks at school according to current CDC guidance.

#### **Plan C: Distance Learning**

- Plan C would be used in the event of substantial spread of illness in our community using local and state guidelines and/or stay-at-home orders.
- District and/or school is closed and students learn online at home with live instruction from teachers.

We recognize that your preferences may change during the school year. At the end of the first semester, parents will have another opportunity to choose which option meets the needs of each student.

**For full learning plan details please refer to page 17 & 18.**



## Create plans to limit symptomatic and asymptomatic spread.

- Follow the current CDC and Missouri Department of Health and Senior Services (DHSS) guidelines and recommendations regarding health screening of staff, students, and visitors on arrival at school,<sup>5</sup> as feasible.
- If recommended by public health authorities, advise all students and staff to wear face coverings.
- Determine what supplies will be necessary (face covering, thermometers, personal protective equipment, etc.).
- Create staffing plans, modify job descriptions, negotiate needed changes.



## Develop plans to support the mental health of students and families.

- Implement social-emotional learning lessons to develop healthy coping skills.
- Adapt the Multi-Tiered System of Support to work when schools are working under the modifications described above.
  - Implement strategies to ensure all students feel highly connected to the school. Make sure all students have positive, meaningful, and dependable contact with at least one employee each week.
  - Implement systems to identify students who are struggling and provide appropriate support.
  - Ensure mental health supports are appropriate for students who have known challenges.
  - Incorporate regular check-ins with parents and offer supports and resources appropriate to their needs.

# RESPONSE LEVELS

## LEVEL 1

No Community Spread  
District Open



### Implement Social Distancing and Precautions

- Update emergency operations plans.
- Emphasize staying at home when sick.
- Properly cover coughs and sneezes.
- Clean frequently touched surfaces.
- Wash hands frequently for at least 20 seconds.
- Monitor staff absences.
- Determine what level of absences will disrupt the ability to operate.
- Establish procedures for sick staff and students to go home as soon as possible.
- Identify isolation area for sick staff and students to wait until picked up.
- Develop staggered work schedules.
- Develop 3-deep plan identifying who will assume essential roles and tasks.
- Cross-train staff in key functions.
- Identify essential tasks to be completed during short- and long-term closures.

## LEVEL 2

Minimal to Moderate Community Spread  
District Open



### Implement Social Distancing and Precautions

Everything within Level 1 and the following:

- Implement staggered work from home schedule.
- Disinfect high touch surfaces frequently.
- Provide cloth face covers for staff to wear while working within six feet of each other.
- Cancel in-person meetings, gatherings and celebrations.
- Conduct virtual meetings.
- Implement social distancing in work areas.
- Wear masks as required.
- Implement a procedure to report number of staff and students sent home ill and absent due to illness on a daily basis to Health Services and Human Resources.
- Prepare for closure if a case enters a school or building.
- Limit paper tasks between departments and schools.
- Implement plans to blend classroom and distance learning.
- Provide PPE for essential staff.

Action steps with guidance from St. Louis County Health Department

## LEVEL 3

Substantial Community Spread  
District or School Closed



### Implement Distance Learning

- School or district closure.
- Communicate with essential staff that will continue to work on a regular or intermittent basis.
- Implement work from home where possible.
- Provide PPE for essential staff.
- Identify staff who could be laid off or offered voluntary furlough.
- Evaluate reentry plans.

Action steps with guidance from St. Louis County Health Department

1

2

3

### Factors that may lead to movement from Level 1 up to Level 2 include:

- Spread of COVID-19
- COVID-19 identified within a school
- Guidance from St. Louis County Department of Health

### Factors that may lead to movement from Level 2 up to Level 3 include:

- Increasing spread of COVID-19
- Multiple cases of COVID-19 in school
- Recommendation by public health authorities including stay-at-home orders
- Insufficient staff to support staff
- Families requesting distance learning options

# “What can I expect?”

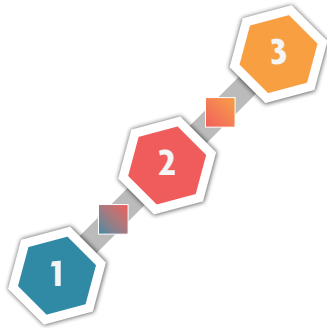
When our schools open this fall, they will look a little different.  
What remains the same is our care and commitment to our students.

## Multiple Learning Options

The health of our students, staff and community is our first priority. Our decisions throughout the school year will be based on the most current guidance provided by the Saint Louis County Department of Public Health and the Centers for Disease Control and Prevention (CDC).

Parkway has developed three learning schedules that could be used during the 2020-21 school year. Plans will be implemented depending on the level of community spread of COVID-19 in our region and using guidance from local and state health officials and CDC recommendations.

**For option details please refer to page 17 & 18.**



## Our Plans

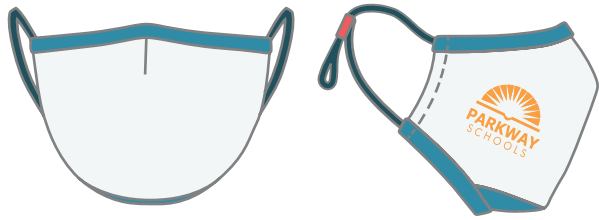
Our plans and action response will be determined by our Pandemic Response Plan. This plan outlines three levels of action depending on the spread of illness in our community and is designed to help us quickly adjust or adapt if needed.

## Monitoring Health at Home

Before leaving for school each day, we recommend families perform an evaluation of their students' health. Anyone with a fever of 100.4° or higher should not attend school. Families should conduct a self-assessment for symptoms including a fever, a sense of having a fever, chills, a cough, sore throat, headache, new loss of smell or taste, or new muscle aches. If these symptoms occur, do not attend school and call your child's school to report the symptoms your child is experiencing. Call your child's health care provider for advice on managing illness.



## Monitoring Health at School

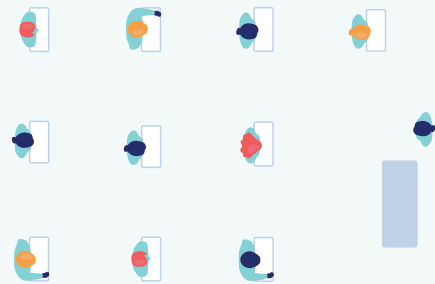


Students and staff will wear cloth masks at school using current CDC guidance. Students will be expected to wear a cloth mask unless there is a medical reason the face should not be covered or it hinders their ability to participate in the educational setting. Staff will provide education on proper use for students when necessary. More information on cloth face coverings for students and staff can be found at [Parkwayschools.net](http://Parkwayschools.net).

## Social Distancing

In the classroom, seating will allow for social distancing when possible. Furniture will be rearranged to and/or removed to allow maximum space and distance between students. Extra care will be taken to keep students' belongings separated. Frequently touched items will be cleaned regularly. Additionally, the sharing of materials such as school supplies, electronic devices, books, toys and equipment will be avoided.

Students will stay together in small groups/classrooms as much as possible and there will be limited mixing of student and staff groups. Class time, travel within the building, lunch and recess times will be staggered and/or spread out to alternate spaces to allow for social distancing. When students travel in the hallways, there will be visual aids to direct students throughout the building. These visual aids will illustrate directional traffic flow and appropriate spacing to support social distancing.



## Handwashing

Students will be encouraged to wash their hands often, including when entering classrooms, before lunch, after recess and after any activity outside of the classroom. We will take extra care to give students these opportunities to wash their hands during the school day. In locations where access to soap and water is limited, alcohol-based hand sanitizer will be available. A limited number of students will be allowed in the bathroom at the same time.



## Cleaning and Disinfecting

Schools will follow safety and disinfection guidelines developed by the CDC and the St. Louis County Department of Public Health for buses, classrooms, workspaces, outdoor spaces and playgrounds. At school, we will be cleaning and disinfecting frequently touched surfaces multiple times throughout the day. High-touch areas throughout the school building include tables, doorknobs, light switches, countertops, handles, desks, phones, toilets, faucets and sinks.



## Riding the Bus

Students will stay together in small groups/classrooms as much as possible and there will be limited mixing of student and staff groups. To allow for this social distancing on our buses and in order to plan accordingly for bus routes, parents will need to request bus transportation for the 2020-21 school year. Parents are encouraged to provide transportation to school if possible.

## Accessing Technology

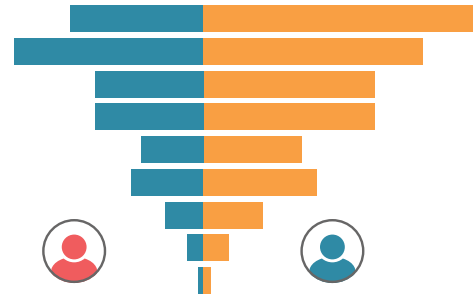
Parkway will accelerate its technology initiatives this year in order to provide students with additional access to devices and internet connectivity. For the 2020-21 school year each student grades K-12 will be provided a Chromebook to support learning. This will also allow us to prepare students for blended or virtual learning if necessary.

Students in K-2 will have 1:1 Chromebooks in the classroom. The devices will be sent home in the event of alternate schedules or virtual learning. Students in grades 3-12 will have 1:1 Chromebooks they can take to and from school. Students enrolled in Parkway Virtual full-time will receive a Chromebook for use at home. There will be a registration process with the option to purchase device insurance.



## Tracking Illness

We will closely monitor, track and report the number of staff and students sent home ill on a daily basis to our health services and human resources departments. We will also report illness to staff and families. Students who do not feel well at school will be supervised in a contained area to minimize contact with others until they are able to return home.



## Before and After School Activities

Adventure Club will be offered for elementary families if Parkway is open on a full or part-time schedule. Adventure Club would be closed in the event of a school or district-wide closure.

## Adjusting Events and Activities

Large gatherings such as school assemblies, dances and events may be restructured, rescheduled or canceled, as needed, in order to maintain social distancing guidelines and reduce the risk of exposure. Athletics and activities may be adjusted or canceled as guidelines change. Field trips will be postponed until further notice. Visitors will be limited inside the school and classrooms to minimize the risk of exposure.



## Accommodating All Students

Schools will partner with families and students to ensure equity and access to instruction. Accommodations will be made as needed for students who are medically vulnerable or require individualized education plans.

## OPTION 1

# Parkway's In-Person Learning Plan

**In the event of minimal community spread of illness**

### Plan A: Full-time In-Person Schedule

Students attend school on campus using a full-time traditional schedule with health and safety precautions in place



**In the event of moderate community spread of illness**

### Plan B: Two In-Person Days and one Virtual Day

Students learn virtually with teachers on Monday and are on campus either Tues/Thurs or Wed/Friday



**In the event of a school or district closure**

### Plan C: Distance Learning

All students participate in full-time distance learning online with teachers.



## OPTION 2

# Parkway Virtual

### Students Attend Parkway Virtual Campus

Students have the option to enroll in Parkway Virtual full time for the entire school year.



**Factors that may lead to movement from Plan A to Plan B include:** Spread of COVID-19, COVID-19 identified within a school and guidance from St. Louis County Department of Health






**Factors that may lead to movement from Plan B to Plan C include:** Increasing spread of COVID-19, multiple cases of COVID-19 in school, recommendation by public health authorities including stay-at-home orders, insufficient staff and/or support staff, and families requesting distance learning options.



# Parkway's In-Person Learning Plan

## Plan B: Students Attending In-Person Twice Per Week

### OPTION 1

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><b>All students attend virtually with live instruction from their teacher(s).</b></p> <p><b>Learning plans for the week are outlined for all students.</b></p> <p><b>Elementary:</b> Attend online with teachers for a few hours starting at 9 am.</p> <p><b>Middle and High:</b> Attend online with teachers from 10 am - 2:30 pm.</p> 	<p>Families in <b>Group A</b> attend school in-person.</p> <p>Families are together on the same schedule K-12.</p> <p><b>Elementary School:</b> Follow normal school day schedule</p> <p><b>Middle and High School:</b> Block schedules</p> 	<p>Families in <b>Group B</b> attend school in-person.</p> <p>Families are together on the same schedule K-12.</p> <p><b>Elementary School:</b> Follow normal school day schedule</p> <p><b>Middle and High School:</b> Block schedules</p> 	<p>Families in <b>Group A</b> attend school in-person.</p> <p>Families are together on the same schedule K-12.</p> <p><b>Elementary School:</b> Follow normal school day schedule</p> <p><b>Middle and High School:</b> Block schedules</p> 	<p>Families in <b>Group B</b> attend school in-person.</p> <p>Families are together on the same schedule K-12.</p> <p><b>Elementary School:</b> Follow normal school day schedule</p> <p><b>Middle and High School:</b> Block schedules</p> 

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Jeremy Mitchell, Principal, West

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# APPENDIX A: SUPERINTENDENT OF SCHOOLS

## LEVEL 1

### *No Community Spread*

- Develop list of required items/documents for schools.
- Develop guidelines on school visitors, volunteers, speakers and presentations by outside groups and individuals.
- Develop guidelines on gatherings, events and activities to ensure social distancing and proper hygiene, cleaning and disinfecting.
- Develop guidelines on the use of district facilities by outside groups.
- Develop guidelines for athletic games and practices.
- Develop guidelines on field trips and extracurricular activities.
- Develop student drop off and pick up procedures for parents.
- Develop procedures for parents to follow when bringing essential items to school for students.
- Develop protocol to ensure social distancing and proper hygiene, cleaning and disinfecting on school buses.
- Develop guidelines for implementation of IEPs during Levels 2 and 3.
- Develop modified protocol for emergency drills (fire, tornado, earthquake, intruder) during Level 2.



## LEVEL 2

### *Minimal to Moderate Spread*

- Develop guidelines identifying essential staff and those who can work from home on staggered schedules.
- Develop protocol for wearing cloth face coverings and PPE by staff and/or students as required.
- Develop and communicate plans for blended learning, virtual learning and eLearning as required in Level 2 and 3.
- Identify model configurations for learning spaces in schools.
- Develop guidelines for cancellation of athletic games and practices.
- Develop protocol for social distancing in work areas.
- Develop protocol for cleaning and disinfecting schools, buildings and high-touch areas.
- Develop and communicate protocol to be used in the event of school closure due to positive case.
- Develop reporting procedures for staff and student attendance during Level 2.
- Develop and deploy standardized signage for protocols in Level 2 (hygiene, traffic flow, social distancing, etc.).



## LEVEL 3

### *Substantial Community Spread*

- Develop work from home procedures and plan for essential staff that will continue to work on regular or intermittent basis.
- Develop and communicate plans for continued distribution of student and family meals.
- Develop contingency plans for potential employee furloughs.
- Develop operational plan for returning to school after closure.



# APPENDIX B: SCHOOL OPERATIONS

All schools and programs will do their best to create an environment to minimize risk, however, attending school in person will introduce a greater risk of exposure.

## LEVEL 1

### No Community Spread

#### School/General

- Determine building level processes to implement district guidance.
- Ensure that staff are trained on infection control measures and students have access to hand hygiene.
- Communicate face cloth coverings/masks expectations with students and staff.
- Provide physical guides, such as tape on floors and signs on walls throughout the building to communicate that staff and students are expected to follow social distancing guidelines at all times.
- Designate directions to walk in areas of the building. If possible, designate hallways as one-way. Add visual aids to illustrate traffic flow and social distancing.
- Establish alternative schedule. and be prepared to implement the schedule with a portion of students attending school on specific days.
- Identify critical job functions and positions, and plan for alternative coverage by cross-training staff.
- Update emergency operations plans.
- In collaboration with the school nurse identify a n with the school isolation room.
- Assess technology and school furniture needs.
- Remove couches/ tables/chairs/benches



## LEVEL 1

### No Community Spread

in common seating areas. If not possible, restrict with tape or mark the necessary social distancing between furniture.

- Designate location for items being dropped off for students during school day.
- Identify and implement protocols for communal staff spaces.
- Eliminate any recognitions tied to attendance.

#### Classroom

- Remove classroom fabric/soft seating (bean bags, couches, pillows, chairs etc.).
- Remove all possible items from classrooms to maximize space (furniture-tables, chairs, lighting, shelving, etc.

#### Restroom

- Limit number of students in a restroom and avoid mixing students from different classes.

#### Sanitation Etiquette

- Educate/reinforce respiratory and hand washing etiquette.
- Schedule times for students and staff to appropriately wash their hands throughout the day.
- Place hand sanitizer throughout the building.



## LEVEL 1

### No Community Spread

- Teach staff, students and families to maintain social distance in school. Educate them to why this is important.
- Instruct staff and students in the proper manner in which cloth face coverings/masks should be worn and when they are to be worn.
- Teach students and staff how to properly cover coughs and sneezes.

#### Limit Sharing

- Communal supplies are not allowed.
- Avoid sharing school materials/ supplies (writing utensils, electronic devices, toys, books, learning aids, etc.).
- Ensure water fountain is not utilized. Bottle filling stations can be used.
- Keep student belongings separated from others in individually labeled containers, cubbies or designated areas.

#### Limit Human Contact

- Establish procedures for sick students or staff to go home as soon as possible.
- Communicate the limitations of nonessential visitors, deliveries, volunteers and activities involving outside groups at school.
- Communicate the limitations of parents/guardians in the building.





# APPENDIX B: SCHOOL OPERATIONS

## LEVEL 1

### *No Community Spread*

- Designate doors for entering and exiting and add signage.
- Consider virtual staff meetings.
- Limit gatherings, events and extracurricular activities to those that can maintain social distancing, support proper hand hygiene, and restrict attendance of those from transmission areas.
- All seating arrangements to adhere to social distancing guidelines, when possible.
- Consider staggering arrival and drop-off times or locations or put in place other protocols to limit direct contact with parents and other students as much as possible.
- Consider staggering playground use among classes.
- Establish social distancing protocols for the playground.
- Keep groupings as static as possible.
- Incorporate virtual events such as field trips, parent/guardian/family meetings/conferences, school assemblies, school orientations, spirit- nights, performances, etc.
- Consider canceling field trips, inter-group events, and extracurricular activities.



## LEVEL 2

### *Minimal to Moderate Spread*

#### School/General

- Implement district guidance.
- Implement procedures to prepare for a temporary closure
- Be prepared to implement a schedule with a portion of students attending school on specific days.
- Identify increased cleaning and sanitizing needs.
- Work with all departments to implement a continuity of operations plan for essential department functions, including the delivery of instruction during periods of virtual learning.
- Review the district checklist to ensure the school has all required items/documents.
- Identify and communicate what student and staff items can enter the building each day.
- Work with the school nurse to implement use of an isolation room. Identify supervision for ill students or staff until they are picked up.
- Ensure high touch surfaces are cleaned frequently.
- Mark floors and walls to designate social distancing.
- Implement and practice revised emergency plans due to social distancing regulations.
- Monitor staff and student attendance.



## LEVEL 2

### *Minimal to Moderate Spread*

- Review needs for level 3 and be prepared for school/district closure.
- Develop a protocol to increase circulation of outdoor air as much as possible throughout the school day.

#### Limiting Contact

- Host virtual events such as field trips, parent/guardian/family meetings/conferences, school assemblies, school orientations, spirit-nights, performances, etc.
- Cancel or modify classes where students are likely to be in very close contact.
- Restrict congregation in student and adult communal areas.
- Communicate and implement the expectations for social distancing in work areas/offices.
- Communicate and implement the social distancing expectations for all student areas.
- Designate additional doors for entering and exiting and add signage
- Implement protocols for recess and lunch to limit the mixing of groups and allow for social distancing.
- Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff



# APPENDIX B: SCHOOL OPERATIONS

## LEVEL 2

### *Minimal to Moderate Spread*

(all day for young children, and as much as possible for older children).

- Avoid mixing students in common areas, when possible, particularly with students from other classes.
- Restrict the number of students in the hallway.
- Implement a protocol for student arrival and dismissal to provide social distancing.
- Suspend PTO functions.

### Cafeteria

- Identify additional locations for students to eat lunch and social distance, if possible.
- Remove all student community lunch storage containers.
- Implement protocols to protect students with food allergies.

### Classroom

- Rearrange student desks/tables to maximize space between students.
- Avoid instructional activities that require close interaction.
- Frequent hand-washing (time must be included in daily schedule for all students).
- Limit paper pencil tasks and exchange of materials and supplies.
- Avoid using locker rooms, if possible; otherwise, stagger use and clean and



## LEVEL 2

### *Minimal to Moderate Spread*

disinfect between uses.

- Identify and prioritize outdoor instructional activities.



## LEVEL 3

### *Substantial Community Spread*

#### General

- School or district closure.
- Generate checklist for what students and teachers should take home.
- Cancel contracts with vendors, speakers, and trips.
- Cancellation of extracurricular activities and sports.
- Evaluation of re-entry plans.
- Identify essential staff that will continue to work on a regular or intermittent basis.
- Communicate distance learning expectations.
- Ensure staff is aware of expectations regarding entering buildings.

#### Student Needs

- Technology distribution
- Ensure students have needed materials at home (instruments, art supplies)



# APPENDIX C: STUDENT SERVICES

## LEVEL 1

### No Community Spread

#### Mental Health

- Establish social/emotional team at each school and department to provide support for student and staff well-being during Phase 2 and 3.
- School teams should include school counselors, social workers, SEBs, district counselors and care coordinators.
- Non-school departments may reach out to Student Services for social/emotional resources not available to them.
- Coordinate with Human Resources for social emotional resources for staff.
- Utilize CASEL resources and the trauma informed framework to guide supports and activities during Phase 2 and 3.
- Follow established district procedures following the death of a student or staff member when school is in session as well as the procedures to follow when school is closed.
- Ensure students, staff and families have access to Parkway mental health professionals (school social workers, school counselors, school psychologists, Care Coordinators, District counselors).
- Prepare for a prolonged honeymoon period when students re-enter school and re-establish relationships after a closure. This may be followed by an increase in



## LEVEL 1

### No Community Spread

- gaps/disparities caused by inequities in the months of school closure.
- Anticipate significant academic, emotional, and social regression; try to build off of the unique learning experiences students may have had at home.
  - Avoid assuming lack of demonstration of social skills represents willful disobedience or purposeful insubordination. Establish an intentional focus on social/emotional skill building, which likely regressed with a lack of social interactions.
  - Anticipate significant challenges in re-establishing routines (allow time to learn new routines).
  - Anticipate student defiance or resistance as a method of establishing control as a response to possible feelings of abandonment, disempowerment or resentment. Consider mechanisms to empower students.
  - Anticipate significant fatigue and sleepiness.
  - Consider the needs of students and families transitioning to new schools that lacked an opportunity for transition.
  - Recognize the potential for higher rates of certain adversities and stressors during school closures, and underreporting of those stressors, such as: parental/caregiver substance use/abuse; Exposure to domestic violence; Child maltreatment;



## LEVEL 1

### No Community Spread

- Lack of secure housing; Mental health issues; Family separation; Grief/loss that could not be processed; Stigma and racism as a result of Covid-19.
- Consider a 'needs assessment' for students/families.
  - Require building/classroom opportunities for students to voice concerns, challenges and needs (community/restorative circles).
  - Recognize staff needs upon return from closures: Personal loss or stress (financial, personal, social, physical); Concerns about the district's plan to return; Inability for adequate closure with staff or students not returning.
  - Establish mechanisms to address secondary traumatic stress.

#### Student/Family and Staff Concerns

- Lack of closure in spring 2020 from trusted adults.
- Develop/revise counseling/SEL instruction to focus on changes, trauma, resilience, etc.
- Revisit/revise community resources to ensure availability and relevance (including Parkway's Food Pantry).
- Counseling departments should develop plans for connecting with/supporting students in collaboration with Care Coordinators.



# APPENDIX C: STUDENT SERVICES

## LEVEL 1

### No Community Spread

- Develop protocol for staff to share concerns about students with the building team.
- Be aware of increases in signs of abuse and neglect, trauma, depression: Share information with staff of how to recognize; and Share information with staff on how to respond/address.
- Develop protocol for individual and group counseling considering social distancing.
- Consult with classroom teachers about student needs and develop guidance lessons as appropriate to the age and grade level.
- Teach social emotional learning strategies to help students adjust to the changes in their environments.
- Provide professional development for staff regarding equity and trauma-informed care/supports.
- Coordinate services with other service providers in the school and community to identify and address student and adult needs.
- Prepare methods of information sharing with families who need support regarding health, food, shelter, Medicaid and other community services.
- Expect an increase in student behaviors and utilize equity lens in dealing with cultural behavioral change.



## LEVEL 1

### No Community Spread

#### Special Education/504

- Encourage teams to hold meetings virtually, when possible.
- When teams review 504/IEPs, discuss how services/supports would be provided if/when school closure and virtual learning is necessary.

#### Registration and student data

- Prepare for reentry of students who resettled with another relative, and an increase in Residency Affidavits.
- Prepare for an increase in the number of families in transition.
- Create protocols for virtual enrollment.
- Create protocols for enrolling families if face to face enrollment is not an option.

#### ADC/Student discipline procedures

- Plan to provide supports for students serving suspensions of 11 or more days.
- Consider alternate days of student attendance in order to encourage social distancing and other preventative measures.



## LEVEL 2

### Minimal to Moderate Spread

#### Mental Health

- Collaborate with re-entry teams to assess student, family and staff needs during a closure.
- Revisit distance learning protocols for online community building and supporting student social/emotional needs virtually during a closure.

#### Special Education/504

- Provide services required on IEPs/504s as students return to schools.
- Ensure staff understand what/how to provide accommodations and modifications in IEP/504s for virtual learning.
- Provide services to the maximum extent possible.
- Encourage teams to hold meetings virtually, when possible.
- Provide Distance Learning Plans for Special Ed services if needed.
- Maintain IDEA compliance and timelines.
- Conduct Special Education evaluations to the extent possible.

#### Registration and student data

- Reentry of students who resettled with another relative.
- Support and enroll families in transition



# APPENDIX C: STUDENT SERVICES

## LEVEL 2

### *Minimal to Moderate Spread*

without delay.

- Assist families that have transferred into the school district.
- Assist families in transition and foster care liaisons in the support of these students, who may have increased concern with school entrance.
- Adjust class sizes in IC if necessary
- Plan for the completion of course requests and scheduling for next school year and the potential for a modified schedule.
- Assist with enrollments and expect an increase in enrollment numbers.

### **ADC/Student discipline procedures**

- Student discipline policy continues to be in effect even during times of distance learning.
- DRC held virtually as necessary.
- Students continue to utilize teachers at ADC to assist in coordinating with their home-school teachers during distance learning.
- Students who are attending ADC long-term will work with ADC teachers for their distance learning.



## LEVEL 3

### *Substantial Community Spread*

#### **Procedural**

- Work with Technology Department to coordinate delivery of equity devices.

#### **Mental Health**

- Collaborate with re-entry teams to assess student/family and staff needs during closure.
- Revisit distance learning protocols for online community building and supporting student social/emotional needs virtually during a closure.

#### **Special Education/504**

- Provide services required on IEPs/504s as students return to schools.
- Ensure staff understand what/how to provide accommodations and modifications in the IEP/504s for virtual learning.
- Provide compensatory services as needed.
- All meetings conducted virtually.
- Provide Distance Learning Plans for Special Ed services.
- Hold only 504 meetings/reviews which are required due to change of placement (e.g., change in school setting, suspension) or 3-year periodic review timelines.
- Maintain IEP compliance and timelines.
- Conduct special education evaluations to the extent possible.



## LEVEL 3

### *Substantial Community Spread*

#### **Registration and student data**

- Reentry of students who resettled with another relative.
- Support and enroll families in transition virtually.
- Assist families that have transferred into the school district.
- Assist families in transition and foster care liaisons in the support of these students, who may have increased concern with school entrance.
- Plan for the completion of course requests and scheduling for next school year and the potential for a virtual schedule.
- Assist with enrollments for virtual classes and expect an increase in enrollment numbers.

#### **ADC/Student discipline procedures**

- Student discipline policy continues to be in effect during times of district shutdown.
- DRC held virtually as necessary.
- Students attending ADC short term will utilize distance learning programming from their home school. Teachers of suspended students will be informed of this by the Coordinator of Student Discipline.
- Students attending ADC long-term will work with ADC teachers for their distance learning.



# APPENDIX D: HEALTH SERVICES

## LEVEL 1

### No Community Spread

#### Prevention/Mitigation Planning

- Update emergency operations plans.
- Determine level of absenteeism that will disrupt ability to operate health office.

#### Education/Identification

- Educate staff and students/families to stay home when sick, with guidance on symptoms.
- Develop educational plan for students and staff regarding COVID-19 and proper hygiene habits.
  - How to properly cover coughs and sneezes.
  - How to wash hands frequently for at least 20 seconds.
  - How to properly use cloth face coverings.
- Prepare health office referral protocol during epidemic/pandemic periods.
- Identify staff and students who are in high-risk categories.
- Prepare alternate medication distribution procedures to be implemented in Level 2 and 3.
- Ensure substitute school nurses are trained in new protocols.



## LEVEL 1

### No Community Spread

#### Infection Control

- Clean and disinfect frequently touched surfaces in health office with EPA-approved virucidal disinfectant.
- Establish procedures for sick staff and students to go home as soon as possible.
- Identify isolation areas in schools and establish protocol for supervision of ill students or staff until they are picked up.
- Minimize use of items that are shared in the health office (e.g., blankets, books, toys).
- Stock adequate PPE supplies for school health staff.

#### Social Distancing

- Prepare health office protocol for social distancing while in health office.
- Consider developing a plan for an alternate waiting area.

#### Disease Monitoring/Tracking

- Collaborate Human Resources to monitor staff and student absenteeism.
- Implement protocol for absentee monitoring and communicate procedure with attendance secretaries.
- Communicate daily attendance information to school nurses.



## LEVEL 2

### No Community Spread

#### Prevention/Mitigation Measures

- Actively encourage staff and students/families to stay home when sick or after close contact with a person with COVID-19, following CDC and local public health guidance.
- Provide guidance on symptoms and length of quarantine/isolation based on CDC recommendations.
- Share information via school newsletters, communications home, etc.
- Identify/implement screening protocol for staff, students and visitors using current CDC guidance.
- Ensure signs are posted on entry doors of buildings identifying signs and symptoms of COVID-19 and alerting persons not to enter if they have any of them.

#### Infection Control

- Reinforce thorough hand washing and appropriate covering of coughs and sneezes.
- Encourage face coverings for staff and students as recommended by CDC/public health guidelines and provide education on proper use.
- Identify locations for nursing mothers to pump breast milk outside of school health offices.



# APPENDIX D: HEALTH SERVICES

## LEVEL 2

### *Minimal to Moderate Spread*

- Consider providing “stay care kits” in classrooms for teachers to dispense (Band-Aids, tooth envelopes, gloves, Vaseline, etc.)
- Work with teachers to encourage frequent hand washing when entering classrooms, before lunch, after recess and after any activity outside of the classroom.
- Wear PPE daily: Nurses and nurse assistants wear face masks (cloth or surgical) and district-supplied scrubs. Have N95 masks, gloves, face shields and gowns available for use when assessing students with potential COVID symptoms.
- Distribute PPE for staff as needed (e.g., isolation room monitor).
- Implement use of isolation areas in schools and supervision for ill students or staff.
- Clean and disinfect frequently touched surfaces in health office with EPA-approved virucidal disinfectant.
- Limit use of health office washers and dryers to avoid cross-contamination (rags used for cleaning should be laundered at central facilities location).
- Identify and do not use poorly ventilated rooms and locations where social distancing is not possible (locker rooms, staff lounges, etc.).
- Review daily cleaning/disinfecting tasks and priorities with custodial staff.



## LEVEL 2

### *Minimal to Moderate Spread*

- Continue to minimize use of items that are shared in the health office (blankets, books, toys, etc.).
- Stock adequate PPE supplies.
- Develop a plan for cleaning food prior to distribution at schools that re-distribute leftover cafeteria food.
- Limit items to be brought into school buildings from home to decrease potential virus transmission.
- Prepare for potential school closure if a positive COVID case is identified in a school.

### **Social Distancing**

- Limit students in the health office.
- Promote social distancing in the health office (spaced out chairs, tape on floors) and in waiting areas outside the health office.
- Have teachers call the nurse prior to sending a student to nurse's office to limit the number of students in the office at a time; Implement health office epidemic/pandemic visit protocol.
- Implement virtual meetings and staff training (med administration, diabetes, CPR, etc.).
- Encourage social distancing in work areas.
- Practice social distancing during flu clinics for students and staff.



## LEVEL 2

### *Minimal to Moderate Spread*

- Eliminate hearing/vision screenings, or implement alternative processes to accommodate social distancing.
- Evaluate feasibility and safety of dental clinics at school and consider postponing.
- Encourage staff to practice social distancing during emergency drills or consider virtual drills.
- Implement staggered or alternative schedule for daily student medication distribution.
- If possible, identify alternate areas for students who use the nurse's office bathroom and for students who need to miss recess/PE; Reduce unnecessary activity and visits to the nurse's office.

### **Disease Monitoring/Tracking**

- Monitor student absenteeism and educate attendance secretaries and nurse on documenting absences.
- Educate attendance secretaries and teachers on how to get details from parents who call students in sick.
- Inform school administrator and Director of Health Services regarding increased activity in the health office.
- Report students being sent home daily to the Director of Health Services.
- Assist Director of Health Services in providing information to the Department of



# APPENDIX D: HEALTH SERVICES

## LEVEL 2

### *Minimal to Moderate Spread*

Health and CDC.

- Work with families and staff in high risk categories; Consider confidential discussions with staff members.
- Prepare for possible school closure if a case enters an individual school.

### **Staffing**

- Identify and train staff who will provide nurse's office coverage in the absence of the nurse.
- Provide updated training on all new procedures for substitute nurses before school year begins.
- Provide information and training for substitute teachers on procedures and protocols.



## LEVEL 3

### *Substantial Community Spread*

- School or district closures likely.
- Work with district leaders on essential operations.
- Communicate with essential staff that will continue to work on a regular or intermittent basis.
- School health staff work from home or fill in at other sites still open.
- Implement medication distribution to families if deemed necessary.
- Evaluate re-entry plans.
- Develop plan for nurses to communicate periodically with families/students to assess health concerns and promote continuity of care.





# APPENDIX E: FOOD SERVICE

## LEVEL 1

### *No Community Spread*

- Soap dispensers refilled regularly
- Provide approved hand sanitizer for staff who drive.
- Determine essential staff that will continue to work on a regular or intermittent basis in Level 2 and 3.
- Essential staff initially identified as regionals, assistants and office staff.
- Order supplies for Level 2 and 3 to maintain food distribution either in school or pick up.
- Require cashiers to enter student IDs for payment.



## LEVEL 2

### *Minimal to Moderate Spread*

- Communicate with essential work employees.
- Implement district Level 2 student attendance schedule.
- Limit employee access to breakrooms.
- Establish social distancing in common areas or wear masks as required.
- Wear masks in kitchens and small work areas as required.
- Stagger clock in area and clean after each use with disinfectant wipes.
- Implement rotating on-site work schedules.
- Work with transportation for delivery of food if deemed essential.
- Implement grab and go breakfast and lunch in all schools.
- Prepare for possible use of delivery carts to classrooms.
- Audit food supply for possible donation or distribution to food pantry.
- Work with warehouse on modified food distribution schedule.
- Cashiers continue to enter student IDs for payment.
- Install plexiglass in work areas as identified.



## LEVEL 3

### *Substantial Community Spread*

- Continuance of food distribution.
- Cancel contracts.
- Work with warehouse on cancellation of food distribution to schools and centralize food pick up in central areas in the district.



# APPENDIX F: TEACHING LEARNING & ACCOUNTABILITY

## LEVEL 1

### No Community Spread

#### Teaching and Learning

- Prepare for level 2 and 3 by identifying priority standards and/or compacted curriculum.
- Create assessment plan to identify student gaps/needs.
- Utilize digital content strategy.
- Identify courses that will not be available in level 2 or 3.
- Develop a plan to distribute items students need for courses.
- Develop a plan for items that may need to be picked up if level shifts quickly or schools close long term.
- Work with facilities on cleaning plan for classroom resources.
- Accelerate development of virtual courses.
- Develop tools (by level) for parents to help students in a distance learning environment (consider parents who may not speak English as a first language).
- Develop teachers on quality practices in Schoology (Use Essential Elements for Virtual Learning as the guide).



## LEVEL 1

### No Community Spread

#### Professional Development

- Launch and continue to add to the Distance Learning Hub.
- Visits to classrooms by coordinators are in person when possible.
- Support PLCs and MSPLCs in accelerating student learning of key outcomes.

#### Assessment

- Modify and get Board approval for district assessment plan.
- Support schools with progress monitoring and intervention.
- Promote best practices in virtual assessment and feedback.
- Develop ongoing learning around grade books and grading.



## LEVEL 2

### No Community Spread

#### Teaching and Learning

- Identify content specific quality online instructional practices (using Distance Learning Hub).
- Develop instructions by level for students to access and work with Schoology.
- Implement and monitor use of quality practices in Schoology (Use Essential Elements for Virtual Learning as the guide).
- Share best practices about use and cleaning of equipment in a blended environment.
- Encourage use of electronic submission of assignments and limit printing.

#### Professional Development

- Develop on alternatives to face to face “best practices” (e.g. engagement strategies).
- Support teachers in flexible staffing structure.
- Continue to support to the Distance Learning Hub.
- Support PLCs and MSPLCs.



# APPENDIX F: TEACHING LEARNING & ACCOUNTABILITY

## LEVEL 2

### *Minimal to Moderate Spread*

#### Assessment

- Develop best practices for timely student feedback.
- Support schools with progress monitoring and intervention.
- Support teachers for best practices in grading in feedback in a face to face and virtual environments.



## LEVEL 3

### *Substantial Community Spread*

#### Teaching and Learning

- Identify quality online practices.
- Promote resources around high quality synchronous learning (including tools in Zoom).
- Help teachers roll out instructions for students to access and work with Schoology.
- Implementing quality practices in Schoology.
- Share online access information about student resources.
- Support teachers teaching in a virtual space both at launch and through ongoing development.
- Develop and share best practices for each content area.
- Meet all accessibility requirements for students.
- Monitor teacher rollout of virtual learning.

#### Professional Development

- No in-person local travel.
- No subs for in-person development for curriculum.
- Plan additional virtual development options as needed.
- Visits to classrooms by coordinators are virtual and during synchronous times when available.
- Support PLCs and MSPLCs.



## LEVEL 3

### *Substantial Community Spread*

#### Assessment

- Share best practices for timely student feedback.
- Provide development and support for Schoology assessments.
- Monitor and share announcements about State and National testing.
- Make arrangements if State or National testing will occur.
- Support progress monitoring and Intervention at the school level.
- Support teachers with best practices in grading and feedback for virtual environments.



# APPENDIX G: TECHNOLOGY

## LEVEL 1

### No Community Spread

- Audit technology needs for level 2 and 3 response.
- Audit technology workspaces to ensure social distancing guidelines are in place.
- Develop schedules for device distribution, repair and collection.
- Work with TLA on eLearning platform needs.



## LEVEL 2

### Minimal to Moderate Spread

- Identify device distribution plan for potential closures (devices/times/locations).
- Monitor student usage during virtual learning.
- Support schools and departments as necessary.



## LEVEL 3

### Substantial Community Spread

- Work with SAT on essential operations.
- Implement device distribution, repair locations and schedules.
- Coordinate delivery of equity devices.



# APPENDIX H: ATHLETICS AND ACTIVITIES

## LEVEL 1

### *No Community Spread*

- Evaluate athletic and activities that are high risk.
- Review practice and game schedules.
- Keep in contact with area ADs to determine if games/activities will be canceled or postponed.
- Work with coaches to develop home workout plans for athletes.
- Determine if facilities will be available for community use.
- Determine level of service or cancellation of Adventure Club.



## LEVEL 2

### *Minimal to Moderate Spread*

- Communicate to building ADs status of athletics and activities.
- Communicate to coaches if athletics will be suspended.
- Communicate to sponsors if activities will be suspended.
- Notify MSHSAA of closures.
- Notify referees of cancellations.
- Notify security of cancellations.
- Restrict community use of facilities.
- Inform any contractors of closures.
- Work with human resources to stop payment on contracts.
- Hold on hiring staff for upcoming sports or activities.
- Implement rotating on-site work schedules.
- Implement at-home workouts for athletes as needed.
- Implement at-home activities for co-curricular activities as needed.
- Suspend or modify Adventure Club services.
- Communicate needs with Parkway/Rockwood Community Education.
- Work with Communications Department on announcements.



## LEVEL 3

### *Substantial Community Spread*

- Work with district office on essential operations.
- Cancel contracts.



# APPENDIX I: COMMUNICATIONS AND SECURITY DEPARTMENT

## LEVEL 1

### *No Community Spread*

- Audit communication needs for level 2 and 3 response.
- Stock sufficient quantities of cloth face masks, PPE, gloves and disinfectants for department staff.
- Stock posters and signage for communication during pandemic: Distancing, hand-washing, personal health assessment, etc.
- Develop prioritized list of security extra duty tasks: Physical security, deliveries, meal and device distribution, etc.
- Develop alternate emergency drills that allow social distancing or are in a virtual format.
- Develop templates for school/district closure and protocols for emergency messages.
- Maintain and test communications platforms.
- Develop alternative plans for sports marketing programs, including digital delivery of sponsorship opportunities.
- Develop protocol for visitors and community facility use during pandemic.



## LEVEL 1

### *No Community Spread*

#### Communication Priorities:

- General pandemic flu plans.
- Personal health practices and protocol for staff or students who are ill.
- Illness prevention in schools - cleaning, disinfecting guidelines, distancing, etc.
- Guidelines for school closures, virtual learning plans, guidelines for education of students who are ill or isolated.
- Social-emotional, nutrition, health, and resources for staff and families.
- Instill community confidence by proactively communicating response plans.
- Communicate measures in place to both prevent and respond to health incidents.



## LEVEL 2

### *Minimal to Moderate Spread*

- Prioritize informational, emergency and crisis communications.
- Post frequent updates on dedicated website.
- Instill confidence by proactively communicating response plans.
- Provide ongoing updates and resources that leaders can share.
- Re-structure community relations activities, events and staff training to online formats.
- Shift department roles to address critical informational and crisis response priorities.
- Implement surveys and online engagement for ongoing feedback.
- Coordinate with Alumni Assn, PTO leaders, legislators, municipal and religious leaders, chambers and advisory groups as needed.
- Update district calendars with event cancellations and changes.
- Disinfect security dispatch desk and security vehicles between shifts.
- Wear masks and gloves as required during security patrols.
- Wear PPE and implement protective measures at ID badging station and visitor management areas.
- Limit patrols to one officer per vehicle and to building exterior unless emergency.
- Liaise with facilities, police and county emergency management office.



# APPENDIX I: COMMUNICATIONS AND SECURITY DEPARTMENT

## LEVEL 3

### *Substantial Community Spread*

- Work with SAT on essential operations and communications needs to all audiences during school/district closures.
- Communicate with essential staff that will continue to work on a regular or intermittent basis.
- Reduce daytime security patrol from two to one officer.
- Monitor school buildings, fields and facilities during closure.
- Implement security extra duty tasks as identified and prioritized.
- Communicate ongoing updates regarding virtual learning plans and plans for returning to school.



# APPENDIX J: FINANCE AND BENEFITS DEPARTMENT

## LEVEL 1

### *No Community Spread*

- Rearrange payroll workstations for improved social distancing.
- Be flexible and adapt to the situation as needed.



## LEVEL 2

### *Minimal to Moderate Spread*

- Only allow 1-4 visitors in office at a time and follow social distancing.
- Communicate key information regarding pay and benefits.



## LEVEL 3

### *Substantial Community Spread*

- Ensure payroll and accounts payable staff have access to on-site work stations.
- Stagger work schedules to ensure multiple people are not in at the same time.





# APPENDIX K: PURCHASING AND SUSTAINABILITY DEPARTMENT

## LEVEL 1

### *No Community Spread*

- Review contracts with outside vendors who provide a service if events need to be canceled.
- Include Force Majeure clause for pandemic related cancellation.
- Evaluate bid schedule.
- Bid products and services to include: gloves, masks, gowns, portable hand-washing stations, hand sanitizer, cleaning products, disinfectants, etc. as identified.
- Assess bidding needs within various departments for Level 2 or 3 scenarios.
- Collaborate with Facilities on HVAC plan for Level 2 or 3 scenarios.
- Enhance purchasing processes to better facilitate remote work (emailing of POs, electronic invoicing, etc).
- Establish purchasing and delivery procedures for Level 2 and 3.



## LEVEL 2

### *Minimal to Moderate Spread*

- Communicate key information regarding purchasing procedures to appropriate SAT member for dissemination.
- Communicate with administrators as necessary.
- Adjust heating and cooling systems during temporary closures.
- Identify HVAC schedules and input appropriately for Level 2 or 3 scenarios.
- Monitor energy-using systems to ensure optimization for energy savings.
- Reduce waste hauling services.
- Assess bidding needs across all departments and conduct any bids immediately needed to respond to Level 2 or 3, if bid awards not already in place.



## LEVEL 3

### *Substantial Community Spread*

- Conduct purchasing processes remotely.
- Coordinate processing of necessary paper-work - POs, Invoices, etc.
- Monitor and adjust HVAC and energy-consuming systems as needed.



# APPENDIX L: HUMAN RESOURCES

## LEVEL 1

### *No Community Spread*

- Audit HR needs for Level 2 and 3 response.
- Develop electronic systems to limit paper.
- CARES Act Posters for all worksites and post on website.
- Update job descriptions as required.
- Work with departments on essential staff for temporary shutdown.



## LEVEL 2

### *Minimal to Moderate Spread*

- Implement tracking for COVID-19 cases.
- Inform staff of CARES Act benefits if they qualify.
- Implement interviewing procedures.
- Implement electronic processes.
- Suspend coaching and activities contracts as necessary.
- Communicate to essential employees who will continue to work.
- Evaluate need for voluntary furlough or staff layoff.
- Modify work calendars.
- Modify pay schedules.
- Inform Kelly Education Staffing of temporary closures or modified schedules.



## LEVEL 3

### *Substantial Community Spread*

- Send communication to staff who are laid off or voluntary furlough.
- Process unemployment claims.



# APPENDIX M: TRANSPORTATION

## LEVEL 1

### *No Community Spread*

- Soap dispensers refilled regularly.
- Provide approved hand sanitizer for drivers.
- Establish procedures if a sick child wants to enter the bus.
- Determine essential staff that will continue to work on a regular or intermittent basis in Level 2 and Level 3.
- Parent communication regarding any changes to walk distances.
- Limit seating on bus to 2 per seat if needed.



## LEVEL 2

### *Minimal to Moderate Spread*

- Implement district Level 2 student attendance schedule.
- Consider canceling field trip contracts.
- Consider canceling events and practices.
- Cancel special trips.
- Cancel Spark! transportation.
- Cancel middle and high school activities buses.
- Cancel special assignment riders.
- Disinfect handrails, seats and other high touch surfaces frequently.
- Limit employee access to breakroom.
- Limit number of people in common areas.
- Limit seating on school bus to recommended guidelines whenever feasible.
- Rebalance tiers as needed.
- Families will need to opt in for bus transportation.
- Stagger clock in area and clean after each use with disinfectant wipe.
- Drivers clock in/out on own electronic device.
- No congregating in work areas.
- Stagger bus transportation as needed.
- Work with food service for delivery schedule of food if transportation staff is needed during a temporary closure.
- Increase walk distances as needed.
- Eliminate bus passes allowing students to ride alternate buses.
- Provide hand sanitizer for students as they



## LEVEL 2

### *Minimal to Moderate Spread*

- board the bus.
- Open bus windows for increased circulation.
- Increase walk to stop distance to reduce route time.



# APPENDIX M: TRANSPORTATION

## LEVEL 3

***Substantial Community Spread***

- Continuance of food distribution and utilize buses if needed. cancel contracts.



# APPENDIX N: FACILITIES

## LEVEL 1

### *No Community Spread*

- Review construction projects start and end date and develop plans for temporary shut down if necessary.
- Audit needs for Level 2 and 3 response.
- Order PPE for essential staff.
- Work with supervisors to regularly monitor work and critical needs.
- Work with custodial staff by developing and implementing cleaning schedules and ensuring schools are stocked with necessities.
- Audit desks and tables that can be deployed to schools.
- Evaluate high traffic areas where plexiglass could be installed.
- Begin RFP process for cleaning companies if needed for deep clean of schools/ playgrounds/offices.
- Provide cloth face masks for employees to wear while working, when within 6 feet of other people
- When performing 'dusty' or nuisance tasks, single-use masks will be used and discarded.



## LEVEL 2

### *Minimal to Moderate Spread*

- Support schools and departments as needed.
- Implement deep cleaning at impacted sites.
- Work with Food Service on modified warehouse food delivery.
- Work with schools on suspension of mail delivery.
- Communicate to contractors temporary shut-down or modified schedules.
- Set back heating and cooling settings during shutdowns.
- Work with CWA on district status and work schedules.
- Provide cloth face masks for employees to wear while working, when within 6 feet of other people.
- When performing 'dusty' or nuisance tasks, single-use masks will be used and discarded.



## LEVEL 3

### *Substantial Community Spread*

- Implement deep cleaning schedules during closure.
- Implement methods to identify disinfected work areas for no re-entry.

