



myIPS

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# Health and Safety Plan

**The COVID-19 pandemic has immensely changed our lives in so many ways. As we wait for a vaccine and treatment, we must work together to mitigate the risk in our community, while still educating and supporting the health and well-being of our students.**

We are establishing new norms within our schools and office spaces - understanding it will take time and constant positive reinforcement to teach and learn these new ways of being.

We urge our community to lean into this new normal and create a physically and emotionally safe space for everyone.

Physical distancing does not come naturally or easy. Maintaining physical distance violates so many of our social norms, especially for those we are closest with. As we adjust to this new normal, it is okay to politely correct one another when we breach public health measures.

The medical community teaches "gratitude - not attitude" when anyone corrects each other about safety precautions - no matter their role or title.

As we navigate our new normal, we must support each other in remaining humble and flexible. We continue to learn about COVID-19, and as the science changes our responses may need to change as well. We may find ourselves adopting new strategies or measures - and quickly having to revise our plans.

Flexibility is key as we try to contain the spread of COVID-19. As the [Centers for Disease Control and Prevention](#) advises, there may be times when we need to return to remaining safer at home. In any situation, we will work together with our community, relying on our collective ingenuity and creativity to help us respond and address changes as needed.

## PUBLIC HEALTH RECOMMENDATIONS

This plan was developed adapted from recommendations from the Indiana Department of Education [IN-Class Plan](#), [Marion County Public Health Department Guidance for schools](#), Indiana State Public Health Department and the [Centers for Disease Control and Prevention](#) to meet the unique needs of our school community.

### Health Precautions For Students And Staff

#### How COVID-19 Spreads

As we discuss mitigation measures, it is important for our community to know how COVID-19 is spread and controlled. COVID-19 is mostly spread by respiratory droplets released when people talk, sing, laugh, cough, or sneeze. There is also evidence that the virus spreads from contaminated surfaces to hands and then to the

## PERSONAL PREVENTATIVE MEASURES

To help prevent additional spread and to keep our schools open, our students and staff will be required to practice the following personal prevention measures:

- Self Screening
- [Physical distancing](#)
- [Face masks](#)
- [Hand hygiene](#)
- [Cough/sneeze etiquette](#)

### Mitigation requirements for students and staff

#### Health Screening

##### Self Screening

Staff and students must self-screen for symptoms at home daily.

This is called self- screening.

If a person is sick or exhibits symptoms of COVID-19, they may not come to school and will follow **Appendix B.**

Signs of illness include fever or chills (100 degrees or higher), new cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea per [CDC guidelines](#). IPS will send a weekly reminder to all family and staff with a self-screening protocol to use on a daily basis.

##### Active Screening - Temperature Checks and Procedures

Active screening requires all students and staff referred to the isolation room for any COVID related symptoms that emerge during the school day be screened for illness including a temperature check and review of signs and symptoms of illness. Any student or staff with a temperature of 100 degrees or higher, or signs or symptoms of illness per **Stay at Home Requirements** shall return home.

## Health Screening (Continued)

### Everyone Must Practice Physical Distancing

This means keeping at least 3–6 feet from other people at all times. Maintaining adequate space is one of the best tools available to avoid exposure to COVID-19 and slow its spread. Appropriate social distancing can sometimes be difficult to maintain, such as when walking in a busy hallway or in large crowds, which makes required face masks even more vital.

## Face Masks

### Wear A Cloth Face Mask

Wearing a cloth face mask decreases the chances of a person spreading respiratory droplets while talking, singing, breathing or coughing. They are primarily meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms).

### Cloth Face Masks Protect Our Community From The Spread Of Covid-19:

Wearing a cloth face mask is required for all IPS staff, students, parents/guardians and visitors.

Face masks should be worn at all times including:

- While entering or exiting school grounds or district spaces
- While on school grounds with few exceptions
- While on a school bus
- Engaged in work, whether at the workplace or performing work off-site, when:
  - » Interacting in-person with any member of the public;
  - » Working in any space visited by members of the public, regardless of whether anyone from the public is present at the time.

### Exceptions:

- Any staff or student with documented health conditions that makes wearing a face mask a risk to their health.
- When staff or students are performing tasks that cannot be completed while wearing a face mask: i.e. eating, drinking, etc.
- Any student who is unable to remove a face mask independently.
- When the wearing of a face mask or mask by a teacher is determined to impede or interfere with a student's learning, a face shield may be considered for use by the teacher.
- Persons who are engaged in outdoor work or recreation when alone and able to maintain a distance of at least six feet from others.



## Face Masks (Continued)

### Wear Your Face Mask Correctly

- Wash your hands before putting on your face mask
- Put it over your nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily



### Wear a Face Mask to Protect Others

- Wear a face mask that covers your nose and mouth to help protect others in case you're infected with COVID-19 but don't have symptoms
- Wear a face mask in public setting when around people who don't live in your household, especially when it may be difficult for you to stay six feet apart.
- Wear a face mask correctly for maximum protection  
Don't put the face mask around your neck or up on your forehead
- Don't touch the face mask, and, if you do, wash your hands or use hand sanitizer to disinfect



Center for Disease Control and Prevention

### Students

- Students will be expected to arrive at the bus stop wearing masks. Masks must be worn by all students on IPS buses; social distancing will occur to the maximum extent possible.
  - » Students will be assigned seating for morning and afternoon bus routes.
  - » Seats will be adjusted to improve social distancing.
- Students must wear a mask at all times in all common areas including bathrooms and while traveling outside the classroom.
- Masks on during any movement both inside and outside the classroom
- Students should leave one cloth mask at school at all times. The rest should be regularly brought home and laundered so that students arrive at school with their masks.
  - » IPS will provide one free reusable mask for students and staff. Students will need to supplement the one reusable mask they are receiving from IPS with additional, cloth reusable masks.
  - » Students should have at least 4 masks for their use.
  - » It is recommended that students have an extra mask with them each day.
  - » Families are encouraged to launder masks each day.
- PK-8 Cohort mask breaks
  - » 20 minute break during independent work time every 2 hours plus lunch/water breaks
  - » Students must be seated facing the same direction during mask breaks, no one getting up out of their seat.
  - » The mask is to be placed on a designated area on desk
  - » It is recommended that masks be placed on or in something while not in use during mask breaks

**Students (Continued)**

- High School Mask Breaks
  - » Lunch
  - » Students must be seated during any mask break.
  - » Consideration of “mask off” 5 minute water breaks each class period.
  - » Students must be seated facing same direction during mask breaks
  - » The mask is to be placed on a designated area on desk
- High Risk Student Considerations
  - » Students may need to be seated in a specially designated area
  - » Life Skills classes may be handled the same as students in the K-8 cohorts.
  - » IEPs may be revised to address face mask accommodations

**Teachers**

- Masks must be worn at all times in all common areas and while traveling outside the classroom, unless medical documentation determines this is unsafe
- Masks may be removed when in the classroom alone
- Teachers should have an area designated in the classroom that students are allowed to enter with permission. Teacher “safe zone”
  - » Follow the social distance guidelines
- Teachers will be expected to teach proper mask usage
- Teachers should use the classroom microphone system when available
  - » Teachers may consider using TEAMS for both whole group and small group instruction
- Teachers are able to wear a face shield for added protection.
  - » Can be worn with a cloth mask if desired for additional layer of protection
  - » Can be worn alone all day if medical documentation allows
  - » Can be worn alone if it improves instructional delivery and the teacher is stationary at least 6 feet from students.
- Teaching routines and proper face mask usage will be important at the beginning of the school year. Reinforcing desired behaviors will increase desired mask use. Demonstrating putting on masks, storing masks, lowering masks, and removing masks is encouraged on the first day of school.

**IPS Staff Guests PK-12**

- All staff coming into the classroom must be masked.
- IPS Staff guests must remain in a designated area
- IPS Staff guests will be asked to clean the area when exiting the classroom



## Face Masks (Continued)

### Recess Considerations

- Mask wearing while exiting and entering the building is required
- Social distancing is still an expectation for students while outside
- It is not practical for masks to be stored while outside.
- Mask wearing while on recess is encouraged.
- Students are allowed to lower their masks or place them on their person while playing.
- Teachers may direct students to wear masks.

Resource: <https://www.asphaltgreen.org/blog/rep-it-out-games-for-social-distancing>

### Other Considerations

- Extra disposable masks will be provided in school buses and at school entrances
- **USS is working with consequences for non-compliance with mask wearing and coordination with Student Code of Conduct**

### Guidance For Daily Use Of Face Masks

- Use a freshly washed or clean face mask for each on-site visit.
- Clean your hands with soap and water or hand sanitizer before touching the face mask.
- If you are not already wearing it, apply your face mask before coming onto the worksite or school.
- Avoid eating or drinking while wearing the face mask.

### Take Off Your Cloth Face Mask Carefully, When You're Home

- Untie the strings behind your head or stretch the ear loops
- Handle only by the ear loops or ties
- Fold outside corners together
- Place mask in the washing machine (learn more about how to wash cloth face masks)
- Be careful not to touch your eyes, nose, and mouth when removing and wash hands immediately after removing.



Center for Disease Control and Prevention

### How To Remove A Face Mask

- Wash your hands with soap and water or use hand sanitizer before touching the face mask. Avoid touching the front of the mask, which may be contaminated.
- Only handle the face mask by the ties, bands or loops.
- Throw any disposable face mask in a waste container.
- Wash your cloth face mask by hand with warm water and soap or in the washing machine after each use.
- Wash your hands with soap and water or use hand sanitizer after touching the face mask.

The cloth face mask guidance is based on the current public health orders, however these procedures may be revised if additional relevant guidance is issued.

## Practice Hand Hygiene

### Wash or Sanitize Hands Frequently

All students and staff must wash hands frequently. If soap and water are not available use district approved greater than 60% alcohol-based hand sanitizer. The district will provide written instruction and signage on proper hand washing techniques. The district will also provide hand sanitizer in all classes and stations outside cafeterias. The district also has reserve hand sanitizer for refills deployed to each facility. At minimum, students and staff must wash their hands or use hand sanitizer:

- Upon arrival to the school site
- Before and after lunch
- Before leaving the site
- Upon entry to any new classroom
- When using the restroom
- When visibly dirty
- After using a tissue, coughing into hands
- Upon arriving home

## Use Respiratory Hygiene

### Use Respiratory Hygiene At All Times On Site

Once a tissue is used, throw it away in a waste container and then wash hands with soap and water or use hand sanitizer. Do not touch the face. Reinforce respiratory hygiene or cough/sneeze etiquette, including use of tissues and elbows by using signage, training, and lessons.

## STAFF WORKING IN THE COMMUNITY

When going into the community for essential contact such as home visits or private facility work, always use personal hygiene and distancing precautions. This includes hand washing/sanitizing, wearing a cloth face mask, distancing and respiratory hygiene. Consult with Unified Student Service for specific questions, or for recommendations about situations that may put you at higher risk of exposure or may expose others to communicable disease such as COVID-19.

## MITIGATION STANDARDS FOR IPS SITES

To protect students, staff and visitors to school sites, IPS staff will evaluate all spaces and make modifications in order to maximize ventilation and meet physical distancing requirements of at least 3-6 feet. When staff and students return to campus, they will return to a physical space that promotes all individuals to follow recommended health precautions. This includes signage in every space with health hygiene reminders. To limit potential exposure, physical spaces will be designed in a way to limit close contact between individuals. Below is a list of standards to be followed at each IPS site.

### Ventilation and Air Flow

- Sites will replace all HVAC filters on a regular basis.
- HVAC systems will be maintained to optimize ventilation during occupancy.
- Keep classroom doors and windows vented open, if possible where it does not create a safety issue, to increase airflow.

### Entrances & Exits (Pick-Up & Drop-Off)

IPS will take every measure to minimize crowding at drop-off and pick-up times:

- Student pick-up and drop-off will occur outside the school entrance. Parents should remain in cars when picking students up. If a parent has walked, schools will articulate a safe and distant pick up process. If a parent picks a child up before the end of the school day, s/he will be restricted to the front office and must remain distanced from staff.
- Visual cues or barriers to direct traffic flow and ensure distancing if there is queuing.
- Signage and processes to minimize interactions between families.
- Divided student entry points rather than funneling all students through the same entry space.

These approaches can limit the amount of close contact between students in high-traffic situations and times

### Office Spaces

- Provided plexiglass barriers when close contact is likely such as at the front desk that do not allow for physical distancing of at least 6 feet.
- Arranged staff desks at least 3-6 feet apart.
- Arranged desks and equipment away from flow of other staff members using the office.
- Provided individualized supplies for each workstation - limiting the number of individuals using shared objects.
- Provided additional access to hand washing or hand sanitizer - especially near shared objects like photocopiers, etc.

### Designated “Care Room”

- Sites must designate an area for sick individuals where they can be isolated while waiting to be assessed and go home.
- Ensure good ventilation.
- Ensure the following supplies are available: hand sanitizer, face masks, disinfectant, thermometer, trash can with liner.
- Common surfaces in the room must be disinfected after each use.
- Staff access to the room will be limited to those supervising ill students and must be supervised.
- If more than one individual is sick, maintain as much physical distance and ventilation as possible and ensure mask usage continues.

### Classrooms

- Sanitizer will be available in every classroom.
- Classrooms should open doors and crack windows if possible to maximize ventilation (unless this creates a safety issue).
- Classroom layout should include:
  - » 3 to 6 feet of distance between all student desks/seating
  - » Continuous spacing provided for teaching staff at the front of the classroom
  - » Enough room near walls for students to move out of their desks
  - » Limited use of tables. The district is currently working to replace as many tables with desks as possible. If using tables, mark off areas and alternate seating at each end of the table to ensure distancing.
- Develop activities that model and reinforce good hygiene and physical distancing practices
- Limit sharing of materials/supplies; consider individual supply bags versus communal bins
- For younger students:
  - » Modify activities that bring students close together to maintain distance between students
  - » Use classroom materials to help students visualize the required 6-foot distance between people
- Disinfectant and paper towels will be provided for all classrooms. Schools will have a protocol for disinfecting surfaces between classes or when student groups change. For share items, schools will either disinfect or wait 24 hours before allowing the materials to be shared between students.
- Provide access to hand washing or hand sanitizer and cloth face masks at entrances.
- If necessary, utilize other campus spaces for instructional activities (e.g..., lecture halls, gyms, auditoriums, cafeterias, outdoors).

### Common Areas

- Evaluate areas such as yards, quads, library, cafeteria, playground, and make modifications to encourage social distancing, for example: dots 3-6 feet apart, squares, lines, arrows, and taped off barriers.
- Drinking fountains will be closed off. IPS is providing touchless water fountains and water bottles for student use.

### **Bathrooms**

- IPS has purchased additional soap, paper towels and extra trash cans for all schools.
  - » Paper towels will be provided and are recommended for use over air dryers.
- Clear signage posted for occupancy, hygiene, distancing.
  - » Teachers will ensure students wash hands even if they are not using the bathroom.
- Avoid taking large groups to the bathrooms at once (e.g., avoid having all classes use the bathroom right after lunch or recess) or maintain distancing in a line.

### **Hallways**

- Evaluate traffic flow and post arrows, signs and floor decals to guide flow in one direction. Examples could be: delineator cones, stanchions or guide-ropes that create lanes in larger hallways.
- Post signage that encourages safe greetings, the use of cloth face masks, and reminders to stop talking, yelling, singing, etc. while moving along hallways.

### **Recess/Yards And Playspaces**

- Maintain cohorts or small groups; discourage mixing of large groups of students.
- Stagger playground use rather than allowing multiple classes to play together.
- Limit activities where multiple classes interact.
- Special classes at the K-8 level will remain in cohorts and in their homerooms.
- Wash hands or use hand sanitizer before and after recess.
- Maintain at least 3- 6 feet of space from other children as much as possible.
  - » When possible, build in visual cues that demonstrate physical spacing.
- If picnic benches or seating is available outside — provide visual cues to reinforce physical distancing.

### **Large Gatherings — I.e., Field Trips & Assemblies**

- Cancel activities and events like field trips, Civic Permits, participant assemblies, athletic events, practices, special performances, program-wide meetings, or spirit nights where large groups would gather.
- Field trips will transition to free virtual opportunities.
- Back to school nights, registration, and Parent In Touch day will become virtual as appropriate.

### **PE Classes/Athletics**

- Physical education (PE) and intramural/interscholastic athletics should be limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.
- Ensure **Appendix C** in locker rooms, including physical distancing of 3-6 feet and use of face masks. This will result in fewer students in the locker room at a time.

### **School Bus/Transportation**

All Personal Hygiene Requirements must be followed on the school bus. In order to practice physical distancing on a school bus, the seating capacity will be reduced. Seating charts will be used to designate which seats are available and bus monitors will track student attendance, manage hand sanitizer and masks, as well as seating assignments daily.

- 3 - 6 foot distancing at bus stops and while loading and unloading.
- All riders should wear a cloth face mask while waiting for the bus and while riding the bus (unless medical documentation exempts a student).
- Each rider must use hand sanitizer before entering the bus.
- Ensure good ventilation with open/partially open windows.
- Prevent students from walking past each other by taking the following measures:
  - » Seat students from the rear of the bus forward.
  - » Board afternoon runs based on the order in which students will be dropped off. Students who get off first should board last and sit in the front.
- Buses will be thoroughly cleaned and disinfected daily and after transporting any individual who is exhibiting symptoms of COVID-19.
- Bus monitors will be provided disinfectant and disposable gloves to support disinfection of frequently touched surfaces during the day.



## IPS DISINFECTING MATERIALS

Due to the unprecedented nature of the Coronavirus (COVID-19), and the awareness surrounding it, IPS understands the desire to protect students and staff from possible infection.

While the district is committed to ensuring that supplies are replenished at our school sites, the following is a list of items staff or families may want to have for individual use:

### **Hand Sanitizer**

It is recommended that hand sanitizer be at least 60%-65% alcohol based in order to kill the virus and any other bacteria.

### **Disinfecting Wipes**

Disinfecting wipes are effective and allowable, but it is important to read and follow all instructions. If the product is not allowed to dwell on the surface long enough (typically 5 minutes) it will not kill all virus or bacteria. Also the wipe is only effective for use in a small area. For example, a large table or multiple desks would require more than one wipe. Additionally, only one wipe should be used on one surface to prevent cross contamination.

**It is critical that individuals read and follow the directions for any cleaning product everytime before use.**

## PROPER DISINFECTING PROCEDURES

Regularly disinfect high-touch areas throughout the day. Frequently touched surfaces in the school include, but are not limited to:

- Door handles
- Light switches
- Sink handles
- Bathroom surfaces
- Tables
- Student Desks
- Chairs

### District/School Inventory

- Current Supplies
  - » Cloth face masks — one provided for students and staff, individuals can be encouraged to supplement these with their own cloth face mask
  - » Disposable masks for care room, busses, and facility entries for those who arrive without face masks.
  - » Individual hand sanitizer — in every room and common spaces
  - » Spray bottles and disinfectant and paper towels in every room to clean surfaces
  - » Gloves, goggles or face shields, masks and thermometers for use in care of sick or injured individuals
  - » Back stock of PPEs

## COVID RESPONSE PROTOCOLS

COVID reporting protocols will help the district quickly identify cases and prevent the spread within the IPS community, and reduce potential harm.

This fall, the district will follow enhanced preventative measures and heightened surveillance as directed by the state and county health departments. Protocols and procedures may change depending on the public health situation and the decisions and direction of public health leadership.

### Responsibilities of School Site Staff

1. Sites must prepare for when someone gets sick. Individuals who have symptoms of illness must be immediately separated to prevent possible transmission of disease to others. Individuals who are sick should go home or to a healthcare facility depending on the severity of their symptoms. (See Appendix E for more information and ideas for setting up a sick room vs. first aid room on your campus, and [Appendix F for How to Take Care of Sick Students](#) during COVID-19 Pandemic).

#### Sick Students And Sick Staff Must:

- » Be quickly separated from other students/staff until picked up by parent/guardian
- » Maintain more than 6 feet of distance from others, preferably in a separate room that is well ventilated
- » Wear a mask
- » Attending staff must use standard precautions when assisting a sick individual.

### Responsibilities of School Site Staff (Continued)

For suspected COVID-19 this includes, disposable face mask, eye covering/face shield and gloves

- » Call parent/guardian for immediate pick up
    - ◇ Provide parent/guardian or staff member with Stay at Home/When to Return to School instructions
  - » Disinfect all surfaces after the student/staff leaves and before use by others
  - » If COVID-19 is suspected, begin the reporting process for possible outbreaks of infectious disease.
2. Collect and track illness-related absence information at the time of student or staff absence.
    - » School site staff responsible for entering attendance data into Powerschool will also list reasons for illness, symptoms if available
  3. Follow HIPAA confidentiality laws noting that **communicable disease concerns are confidential**, and all staff are expected to protect health information except to report to COVID response teams per below.
  4. Contact **COVID Response Team** (in the order listed below) if notified of staff, student, or family member with a COVID-19 symptoms, diagnosis or exposure:
    1. Lead school nurse, designated consultant nurse, or contracted health services staff
    2. School administrator
    3. COVID report form
    4. School supervisor/District COVID Response Team
  5. Require students and staff to remain home per [Stay at Home Requirements \(p. 33/Appendix B\)](#).
    - Stay home if experiencing the following symptoms of illness: fever or chills (100 degrees or higher), new cough, shortness of breath or difficulty breathing, muscle or body aches, new loss of taste or smell, or diarrhea.
      - \* Subject to change as revised by CDC.
    - Stay home if advised to isolate or quarantine by your doctor or the health department due to COVID-19 precautions. Reasons may include:
      - » Recent contact with a person with confirmed COVID-19 diagnosis
      - » Recent diagnosis with COVID-19
    - Return to school or work when free of illness for the duration outlined by the Indiana State Health Department below:

### Covid-19: When A Student, Faculty Or Staff Member Can Return To School









Individual	Symptomatic	No Symptoms
Not Tested with Alternate Explanation (strep, influenza, etc. as determined by a provider)	May return to school after 24 hours resolution of fever <b>AND</b> note (including email and fax) from provider stating the individual has an alternate diagnosis and the provider believes it's appropriate for the patient to return to school.	N/A
Not Tested Without Alternate Explanation	Must remain home for at least 10 days from the first day symptoms appeared <b>AND</b> 72 hours fever-free without fever-reducing medicine and with improvement of respiratory symptoms.	N/A
Tested and Negative	If no alternative explanation, isolate for at least 10 days from the first day symptoms appeared <b>AND</b> 72 hours fever-free without fever-reducing medications and with improvement of respiratory symptoms. The test may have been a false negative. The individual can return to school if tested negative <b>AND</b> with a note from the provider stating they believe the patient to have an alternate diagnosis and it's appropriate for the patient to return to school..	May proceed with attending school. <b>EXCEPTION:</b> A known close contact (within 6 feet of a confirmed case for more than 15 minutes) must complete a 14-day quarantine, even if test results are negative for COVID-19.
Tested and Positive	Must remain home in isolation for at least 10 days from the date symptoms began <b>AND</b> 72 hours fever-free without fever-reducing medications and improvement of respiratory symptoms	Isolate at home for 10 days from the day the test was taken. *If the individual develops symptoms, then isolation time starts on day 1 of symptoms (see symptomatic tests positive.)
Close Contact (within 6 feet for more than 15 minutes of someone with confirmed COVID-19)	N/A If an individual becomes symptomatic, refer to the symptomatic scenarios. The individual must quarantine for 14 days after contact with the COVID-19 Positive person even if the student has an alternate diagnosis for symptoms.	Quarantine for 14 days before returning to school. Must remain symptom-free. If individual develops symptoms, then refer to the symptomatic scenarios.

Note: QUARANTINE keeps someone who was in close contact with someone who has COVID-19 away from others.

ISOLATION keeps someone who is sick or tested positive for COVID-19 without symptoms away from others, even in their own home.

Updated:6/26/20

## Covid-19: When A Student, Faculty Or Staff Member Can Return To School (Continued)

- |   |  |   |
|---|--|---|
| <br><b>10 days</b> | <ul style="list-style-type: none"> <li>Student gets tested for COVID-19 at a testing event put on by a community organization. The student was symptom-free when he got the test. The test comes back positive. The student must isolate and stay symptom-free for 10 days after the date he took the test.</li> </ul>   |   |
|                    | <br><b>14 days</b>  | <ul style="list-style-type: none"> <li>Student gets tested for COVID-19 at a testing event put on by a community organization. The student was symptom-free when she got the test. The test comes back positive. The student starts isolating for 10 days after the date she took the test. Four days into her isolation, she develops a fever and cough. She must now isolate at home for at least 10 days and 72 hours fever-free without fever-reducing medicine and with improvement in respiratory symptoms. The student ends up isolating at home for 14 days.</li> </ul> |
| <br><b>14 days</b> | <ul style="list-style-type: none"> <li>Student tests positive and has three siblings in the home or as close contacts who attend other schools. If the siblings have symptoms, they should be tested and report to that school if results are positive. Otherwise, siblings should quarantine for 14 days before returning to school. Contacts of the siblings are not considered a close contact unless the siblings test positive themselves.</li> </ul> |   |
- 
- |  |  |   |
|--|--|---|
| <br><b>10 days<br/>72 hours</b> | <ul style="list-style-type: none"> <li>Student has a fever, cough, headache and loss of taste and smell. The student goes to get tested and the test is negative. There is at least a 30% chance of having a false negative test. Therefore, it would still be required that this student isolate at home for at least 10 days and 72 hours fever-free without medication and with reduction in respiratory symptoms.</li> </ul>   |   |
|                                 | <br><b>24 hours</b>   | <ul style="list-style-type: none"> <li>Student has a fever and sore throat and history of getting strep throat. Student sees her provider, who does a strep test and exam and believes the patient has strep throat and does not have COVID-19. The student may return to school after 24 hours fever-free with a note from her provider stating she may return to school.</li> </ul> |
| <br><b>10 days<br/>72 hours</b> | <ul style="list-style-type: none"> <li>Student has fever, cough, shortness or breath, and loss of taste and smell. His parents do not want to get him tested for COVID-19. Highly recommend that the student get tested so that the proper contact tracing can be done. The student will need to isolate at home for at least 10 days and go 72 hours fever-free without use of medication and have a reduction in respiratory symptoms. Additionally, if the school is suspicious that the student has COVID-19, the school could do contact tracing and monitoring for others with symptoms..</li> </ul> |   |

### Responsibilities of COVID Response Teams

1. IPS staff and COVID response teams will work to verify any reported concern, including speaking directly to families and/or staff when appropriate.
2. Communicable disease concerns are confidential and all staff are expected to protect this health information and mitigate any public concern or fear.
3. The Covid Response Team will consult with and verify all information with MCPHD.
4. If contact tracing is necessary, MCPHD will complete and provide documentation should a staff member or student be required to quarantine due to COVID-19 exposure.
5. Based on the guidance provided by MCHD, COVID Response Team will communicate with school site and department staff regarding any next steps or additional resources needed (i.e. cleaning, custodial, nurses, counselors, psychologists, and safety and security measures).
6. MCPHD will collaborate with the Communications Team and school sites to provide any required family or staff communication. The most accurate and up-to-date medical information will be used for all communication.

### Notification of a Confirmed Case of COVID-19

- The Centers for Disease Control (CDC) has designated COVID-19 as a reportable communicable disease. Therefore, in the event a student or staff member tests positive for COVID-19, the Marion County Health Department (MCHD) will notify the student or staff member. MCHD will issue directions and recommendations to the patient. It is our expectation that MCHD will also notify the school district.
- If a student or staff member notifies school or district staff that they have been diagnosed with COVID-19, staff must immediately contact COVID Response Team per above.
- COVID Response Team will inform district and site level staff with the guidance provided by MCHD.

### Notification of a Confirmed Exposure of COVID-19

A contact is a person who has been exposed to a person who tested positive for COVID-19. Contacts are notified by the county health department and given instructions for quarantine and return to work/school guidelines. Currently MCHD defines a contact as someone who has been within 6 feet or less of distance for at least 15 minutes.

- The contact must follow public health orders to stay at home for any period directed, which is at least 14 days.
- The contact should request documentation from a medical provider or health department for quarantine orders and provide it to the school (student) or supervisor/human resources (staff).
- Note that quarantine guidelines only apply to those who have had recent close contact with an individual infected with COVID-19. Other contacts of the quarantined individual do not need to stay home from school.

### Classroom, School Site, or District Wide Closures

If a confirmed case of COVID-19 is identified within the district, the Marion County Public Health Department will provide guidance on the required measures. Responses depend on the risk of transmission of COVID-19 in schools. Many factors are considered, including timing of the course of the illness and the number and type of contacts at school. If there is determined to be risk of disease transmission at school, responses may include identifying and quarantining contacts or closing classrooms, school sites, or the district for several days or longer. For this reason, all schools and programs will have contingency plans for potential short term and long term closures in order to continue learning and food services.

### Attendance Policies

All absences due to COVID related illness or exposure are excused with proper documentation. For additional specific leave, pay and sick day usage for staff, please see COVID 19 Staff Resources Page on the IPS website.



## SCHOOL SITE ROLES & RESPONSIBILITIES

These roles and responsibilities must be widely shared with responsible staff and also be included in Staff Handbooks, Student/Parent Handbooks, planners or other communication means.

### Administrator Checklist

- Follow all Individual Health Precautions for Students and Staff and Mitigation Standards for IPS Site
  - Personal prevention practices, such as physical distancing, hand hygiene, cloth face masks and cough/sneeze etiquette are important principles to reduce the spread of COVID-19. ([CDC](#))
- Actively model and support all required public health measures. Teach everyone it is OK to correct each other — use “please” and “thank you” to everyone when reminded about public health measures.
- Make changes to site physical spaces and/or implement policies to enforce mitigation measures.
- Provide frequent communication about COVID-19 and cold/flu prevention efforts for students and staff.
- Use all modalities — email, announcements on speakers, announcements by teachers, signage, and direct instructions at staff meetings.
- Designate and facilitate a school based COVID Response Team to be responsible for responding to COVID-19 concerns, PPE, safety, etc. Employees should know who they are and how to contact them.
- Ensure posters are placed in impactful areas. Signage should be visible in all bathrooms, classrooms, and public spaces. Post information on social media regularly. Distribute flyers and posters widely on the following topics:
  - Signs and Symptoms of COVID-19
  - Physical distancing
  - Face mask guidance
  - Stay home when sick guidelines
  - Hand hygiene
  - Cough and sneeze hygiene
  - Occupancy limits
  - Mental Well-Being and [free mental health](#) services for staff.
- Know and ensure that staff follows COVID Response Protocols for Illness during COVID-19 Pandemic. Begin reporting protocol immediately if:
  - A student or staff is diagnosed with, is suspected of having, or has been exposed to COVID-19 or other reportable communicable disease

### Administrator Checklist (Continued)

- Ensure teaching staff provides students with distance learning opportunities, full-credit options, and extended time to complete missing assignments due to illness related absences.
- Ensure staff and student attendance is entered in a timely manner on a daily basis. Document and take notice of any patterns of absences with similar symptoms.
- Encourage electronic communication, including submitting and/or sharing electronic forms (i.e. documents requiring signature, homework submission, etc).
- Provide designated space and supervision for sick students until they are able to go home (i.e. Isolation Area) that is not used by other individuals) that is separated from well students.
- Provide designated space and supervision for students who need first aid, medication administration, procedures at school, etc. (i.e. Well Student Area).
- Reinforce Stay at Home Requirements (Appendix B) by sending home any students or staff who have signs or symptoms of illness.
- Ensure office/nursing staff have appropriate resources to support sick students or staff including non-touch thermometer, face mask, water and hand soap, hand sanitizer, facial tissues, gloves, goggles or face shields.
- Follow any guidance provided by COVID Response Team and MCPHD
- Ensure all appropriate staff are aware of students with special health needs and are familiar with any Emergency Care Plans, including all substitute staff.
- Encourage activities and strategies that promote positive [coping](#) during times of stress.
- Direct any person with heightened concerns to District resources and MCPHD resources. Discuss concerns with School Nurse and/or Student Support and Health Services staff.

### Office Staff/Attendance Staff Checklist

- Follow all Individual Health Precautions for Students and Staff and Mitigation Standards for IPS Sites.
  - Personal prevention practices, such as [physical distancing](#), hand hygiene, cloth [face masks](#) and [cough/sneeze etiquette](#) are important principles to reduce the spread of COVID-19. (CDC)
- Actively model and support all required public health measures. Teach everyone it is okay to correct each other — use “please” and “thank you” to everyone when reminded about public health measures.
- Distribute flyers and posters widely on the following topics: physical distancing, face cloth coverings, hand hygiene, [cough/cold hygiene](#), and staying home when sick. Ensure posters are placed near the entrance in every classroom, bathroom and other impactful areas. Post information on social media regularly.
- Encourage electronic communication, including submitting and/or sharing electronic forms (i.e. documents requiring signature).

### Office Staff/Attendance Staff Checklist (Continued)

- Ensure office staff have appropriate resources to support sick students or staff, including face mask/shield, non-touch thermometer, water and hand soap, facial tissues, gloves, and goggles.
- Reinforce Stay at Home Requirements (Appendix B) by sending home any students or staff who are sick.
- Provide a care space for sick students and staff until they are able to go home
- Reinforce health precautions for parents - wear mask, use hand sanitizer, maintain distance.
- Ensure Staff and Student attendance is entered in a timely manner on a daily basis.
- Know and communicate to parents the Stay at Home Requirements (Appendix B) for sick and exposed students.
- Work with the Lead school nurse, designated consultant nurse, or contracted health services staff to follow protocols that lower the risk of infectious students being on campus.
- Direct health related questions to the school nurse or to their family doctor.
- Follow Communicable Disease Response Protocols for Illness during COVID-19 Pandemic if the following situations occur - **contact building principal/nurse immediately if:**
  - Student or staff are diagnosed with, are suspected of having, or have been exposed to COVID-19 or other communicable disease
  - Ensure all appropriate staff are aware of students with health needs and are familiar with any Emergency Care Plans, including all substitute staff.

### Operations/Custodial Staff Checklist

- Follow all Individual Health Precautions for Students and Staff and Mitigation Standards for SCUSD IPS Sites.
  - Personal prevention practices, such as [physical distancing](#), hand hygiene, cloth [face masks](#) and [cough/sneeze etiquette](#) are important principles to reduce the spread of COVID-19. (CDC)
- Actively model and support all required public health measures. Teach everyone it is OK to correct each other — use “please” and “thank you” to everyone when reminded about public health measures.
- Ensure school has adequate supplies of handwashing materials, facial tissues, district-approved disinfecting cleaner, etc.
- Maintain a stock of cleaning materials and personal protective equipment to ensure readiness - order additional supplies from the warehouse as needed.
- Routine disinfecting: On a daily basis, disinfect all common spaces and classroom areas.
  - High-touch areas and areas where sick students or staff were present should be routinely disinfected, following established district guidelines.

### Operations/Custodial Staff Checklist (Continued)

- Follow all established district protocols for cleaning and disinfecting.
- Contact Operations Department if a large-scale deep disinfecting/cleaning is required.
- Encourage electronic communication, including submitting and/or sharing electronic forms (i.e. documents requiring signature or orders).

### Food Service Staff Checklist

- Follow all [Individual Health Precautions for Students and Staff](#) and [Mitigation Standards for IPS Sites](#).
  - Personal prevention practices, such as [physical distancing](#), hand hygiene, cloth [face masks](#) and [cough/sneeze etiquette](#) are important principles to reduce the spread of COVID-19. ([CDC](#))
- Actively model and support all required public health measures. Teach everyone it is OK to correct each other — use “please” and “thank you” to everyone when reminded about public health measures.
- Follow department policies that reduce risk of disease transmission
  - One-way passage ways through meal delivery
  - Increase ventilation for enclosed areas (open doors)
  - Follow all district disinfectant protocols and procedures
  - Ensure your space has the following supplies – hand sanitizer, facial tissue, garbage cans with liners (changed daily), disinfectant wipes or spray, paper towels, gloves and face masks

## Teacher Checklist

- Follow all [Individual Health Precautions for Students and Staff](#) and [Mitigation Standards for IPS Sites](#).
  - Personal prevention practices, such as [physical distancing](#), hand hygiene, cloth [face masks](#) and [cough/sneeze etiquette](#) are important principles to reduce the spread of COVID-19. ([CDC](#))
- Actively model and support all required public health measures. Teach everyone it is okay to correct each other — use “please” and “thank you” to everyone when reminded about public health measures.
- Reinforce and follow health precautions with your students
  - Physical distancing at all times — at least 3 - 6 feet.
  - Provide highly visible floor markings in shared spaces if possible or helpful
  - Desks must face in the same direction.
  - Establish regular times for hand washing/hand sanitizer — including upon entry to school/class, before eating, whenever entering a new room, before going home.
  - [Proper handwashing](#) is one of the best ways to prevent illness — [show videos that teach the proper procedures for handwashing](#).
  - Open doors and windows (if possible). Maximize ventilation through the room.
  - Have students remain together during recess or mealtimes (cohorting).
  - Ensure distancing protocols during meals — use alternative locations such as the classroom or outside while ensuring Increased awareness of food allergies if allergy free tables are not able to be utilized.
  - Close shared spaces in classrooms — remove reading corners or hang-out spaces
  - Ensure all students have individual supplies and no sharing of food or items. Store personal items-backpack/jacket/lunch bag at the student desk.
  - Ensure your classroom has the following district approved supplies — hand sanitizer, facial tissue, garbage cans with liners (changed daily), disinfectant spray and paper towels.
  - Consider decreasing decorative items which would require daily cleaning.
  - Disinfect shared equipment such as desks, computers, piano keyboards, lab equipment, wood or auto shop tools, etc. after each student.
  - Limit visitors/volunteers to the classroom — only district staff permitted.
- Ensure you are aware of any students in your class with special health needs and are familiar with their Emergency Care Plans or Action Plans, including providing this information for substitute teachers.
  - For students who are visibly sick, follow building-based protocols for transport and access to Isolation Areas (i.e. student has symptoms such as new cough, diarrhea, appears to have a fever/flushed cheeks, achey, chills, shortness of breath, loss of taste or smell).

## School Nurse Checklist

- Follow all [Individual Health Precautions for Students and Staff](#) and [Mitigation Standards for IPS Sites](#).
  - Personal prevention practices, such as [physical distancing](#), hand hygiene, cloth [face masks](#) and [cough/sneeze etiquette](#) are important principles to reduce the spread of COVID-19. ([CDC](#))
- Actively model, teach, positively reinforce, support, check compliance and re-teach all required public health measures. We must establish “new” norms — understanding it will take time and constant positive reinforcement. Teach everyone it is okay to correct each other — teach “please” and “thank you” to everyone when reminded about public health measures.
- Keep up to date on public health and district guidance for communicable disease management and support administrators and staff with accurate information about disease risks and precautions.
- Follow IPS MCPHD and CDC guidelines to support contact tracing and other public health measures.
- Provide training and information as needed to site administrators and staff.
- Work with attendance to support [Stay at Home Requirements \(Appendix B\)](#). Provide training, monitoring and reinforcement of district procedures and any new procedures required by the health department as a result of contact tracing.
- Encourage precautions and measures that reduce risk of disease transmission. Identify risks and work with staff to improve behaviors.
- Look for visible signs of illness in students or staff - assist to ensure sites have supplies including thermometer to check temperature.
- When possible, school nurses, nurse interns, or other community partners will provide lessons on staying healthy and preventing cold/flu transmission (i.e., handwashing and coughing/sneezing etiquette).
- Reinforce standard wellness protocols by training staff to recognize and send home any students or staff who are sick per [Stay at Home Requirements \(Appendix B\)](#).
- Follow [Communicable Disease Response Protocols for Illness during COVID-19 Pandemic](#) for all communicable disease per Communicable Disease Chart, and contact appropriate IPS staff members as required (COVID Response Team).
- Encourage electronic communication, including submitting and/or sharing electronic forms (i.e. documents requiring signature, etc).



### Bus Drivers/Transportation Checklist

- Follow all [Individual Health Precautions for Students and Staff](#) and [Mitigation Standards for IPS Sites](#).
  - Personal prevention practices, such as [physical distancing](#), hand hygiene, cloth [face masks](#) and [cough/sneeze etiquette](#) are important principles to reduce the spread of COVID-19. ([CDC](#))
- Actively model and support all required public health measures. Teach everyone it is okay to correct each other — use “please” and “thank you” to everyone when reminded about public health measures.
- Ensure adequate space for physical distancing at bus stops and school loading and unloading zones
- Reinforce with parents and students steps they must take to keep students and staff safe during loading and unloading.
- All riders should wear cloth face mask while waiting for the bus and on the bus, unless medically excused.
- Each rider must use hand sanitizer before entering the bus.
- Bus seating arrangement will physically distance to the extent possible. Mark or block seats that must be left vacant.
- Ensure good ventilation with open/partially open windows.
- Buses should be thoroughly cleaned and disinfected daily.

### Support Staff Checklist

- Follow all [Individual Health Precautions for Students and Staff](#) and [Mitigation Standards for IPS School/SCUSD Sites](#)
  - Personal prevention practices, such as [physical distancing](#), hand hygiene, cloth [face masks](#) and [cough/sneeze etiquette](#) are important principles to reduce the spread of COVID-19. ([CDC](#))
- Actively model and support all required public health measures. Teach everyone it is okay to correct each other — use “please” and “thank you” to everyone when reminded about public health measures.
- Look for visible signs of illness in students or staff. Refer visibly sick students and staff to the office or school nurse. Be aware of the district [Stay at Home Requirements \(Appendix B\)](#).
- Encourage activities and strategies that promote positive coping during times of stress for adults and children.
- Encourage electronic communication rather than in person, including submitting and/or sharing electronic forms (i.e. documents requiring signature, etc).
- Provide telesupports rather than in-person when feasible.
- Report any concerns about suspected communicable diseases to school site Administrators or school nurse.

### Student Checklist

- Follow all [Individual Health Precautions for Students and Staff](#) and [Mitigation Standards for IPS School/SCUSD Sites](#)
  - Personal prevention practices, such as [physical distancing](#), hand hygiene, cloth [face masks](#) and [cough/sneeze etiquette](#) are important principles to reduce the spread of COVID-19. ([CDC](#))
- Let your parent/guardian know if you feel sick and please remain at home if you have a fever or other new symptoms.
- If you become ill during the school day, inform your teacher or adult to be directed or escorted to the Isolation Area
- Be kind and understanding with others. Use “please” and “thank you” when talking about or being reminded about public health.
- Let others make their own choices. Do not tease or bully people who look, behave, or believe differently than your family.

### Parents/Guardian Checklist

- Ensure the school has your family’s current contact information including emergency contacts’ numbers
- Keep your child home per the [Stay at Home Requirements \(Appendix B\)](#). Contact your school office or school nurse if there are any questions about the Health Precaution guidelines.
- Call the school office when your child is sick. Report symptoms of illness.
- Call the school office if anyone in your household has been diagnosed with COVID-19 or has had close personal contact with someone with COVID-19.
- While on school site follow all [Individual Health Precautions for Students and Staff](#).
  - Personal prevention practices, such as [physical distancing](#), hand hygiene, cloth [face masks](#) and [cough/sneeze etiquette](#) are important principles to reduce the spread of COVID-19. ([CDC](#))
- Teach your child the public health guidelines — reinforce and practice these measures when in public.
- Ensure your child has at least 3 additional reusable masks. Ensure they are properly washed and that your child always has an extra, freshly laundered mask in their backpack. Handwashing with soap and water is recommended. Practice wearing them with your child prior to school starting.
- Be accepting of other people’s choices who may look, behave, or believe differently than your family.

## APPENDIX A - SELF SCREEN

The guidelines below will reduce the risk of spreading illness at school. Guidelines may change over time.

### Health Screening

**Every Day Before School:** Check your child's temperature and look for signs of illness

Your child should stay home if they:

Please note that your child may be required to stay home and participate in distance learning for up to 10-14 days based on public health guidelines. Report your child's absence and symptoms to the school each day.

### Use Cough/Sneeze Hygiene

Teach children to sneeze into a tissue or elbow. Throw tissue away in a waste container. Wash hands with soap and water or use hand sanitizer. Do not touch face.

### Practice Hand Hygiene

Students should wash hands before leaving home and upon returning home. All students will wash hands often or use hand sanitizer at school.

### Use Cloth Face Masks at School

Children should come to school with a cloth face mask, unless a doctor says not to, or the child can't safely wear one due to their developmental level. Wash the cloth face masks daily at home. Face masks may be available at school if needed.

### Maintain Physical Distancing at School

Keep at least 3 to 6 feet away from other people. Space is the best way to avoid the spread of COVID-19. Do not form groups with other parents during drop off and pick up.

## APPENDIX B - STAY AT HOME AND RETURN TO SCHOOL REQUIREMENTS

### For Students and Staff During COVID-19

These policies are based on [public health guidance from the CDC](#). For any return to school outside of these guidelines students must bring a doctor's note. Contact your school nurse if you have questions about returning to school after illness.

#### Keep your child home if they have any of the following symptoms:

- Fever or chills (over 100 F)
- Cough
- New loss of taste or smell
- Fatigue
- Shortness of breath or difficulty breathing
- Muscle or body aches
- Headache
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

#### Keep your child home if they have been told to [quarantine or isolate](#) due to COVID-19 precautions:

- Advised to isolate or quarantine by your doctor or the health department
- Recently had contact with a person with COVID-19
- Has been diagnosed with COVID-19
- Recently traveled somewhere outside the U.S. or to reported areas of high COVID-19 transmission

**If your child misses school call the school office daily and report your child's symptoms. See specific information below for return to school or work.**

Individual	Symptomatic	No Symptoms
Not Tested with Alternate Explanation (strep, influenza, etc. as determined by a provider)	May return to school after 24 hours resolution of fever <b>AND</b> note (including email and fax) from provider stating the individual has an alternate diagnosis and the provider believes it's appropriate for the patient to return to school.	N/A
Not Tested Without Alternate Explanation	Must remain home for at least 10 days from the first day symptoms appeared <b>AND</b> 72 hours fever-free without fever-reducing medicine and with improvement of respiratory symptoms.	N/A

<p>Tested and Negative</p>	<p>If no alternative explanation, isolate for at least 10 days from the first day symptoms appeared AND 72 hours fever-free without fever-reducing medications and with improvement of respiratory symptoms. The test may have been a false negative. The individual can return to school if tested negative AND with a note from the provider stating they believe the patient to have an alternate diagnosis and it's appropriate for the patient to return to school..</p>	<p>May proceed with attending school. EXCEPTION: A known close contact (within 6 feet of a confirmed case for more than 15 minutes) must complete a 14-day quarantine, even if test results are negative for COVID-19.</p>
<p>Tested and Positive</p>	<p>Must remain home in isolation for at least 10 days from the date symptoms began <b>AND</b> 72 hours fever-free without fever-reducing medications and improvement of respiratory symptoms</p>	<p>Isolate at home for 10 days from the day the test was taken. *If the individual develops symptoms, then isolation time starts on day 1 of symptoms (see symptomatic tests positive.)</p>
<p>Close Contact (within 6 feet for more than 15 minutes of someone with confirmed COVID-19)</p>	<p>N/A If an individual becomes symptomatic, refer to the symptomatic scenarios. The individual must quarantine for 14 days after contact with the COVID-19 Positive person even if the student has an alternate diagnosis for symptoms.</p>	<p>Quarantine for 14 days before returning to school. Must remain symptom-free. If individual develops symptoms, then refer to the symptomatic scenarios.</p>

\*These return to school guidelines omit “other symptoms have improved” from the CDC recommended guidelines with the intention of keeping people with any symptoms of illness away from school to protect the health of other students and staff. In all cases, follow the guidance of your doctor and local health department. For return to school outside of these guidelines students must bring a doctor’s note or receive clearance from the school nurse.

Children with non-infectious chronic conditions should not be excluded from attending school. For instance, a child with allergy symptoms may have congestion, but is not a reason to exclude that child from school. Please notify the school in writing if your child has a chronic condition such as allergies, asthma, or migraines to prevent unnecessary exclusion. If there are questions about individual cases, contact your school nurse or health services.

## APPENDIX C - PERSONAL HYGIENE REQUIREMENTS

### For Students and Staff During COVID-19 Pandemic

COVID-19 is mostly spread by respiratory droplets released when people talk, sing, laugh, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose, mouth, or eyes causing infection. Personal prevention practices, such as handwashing, using masks and cough/sneeze etiquette are important principles to reduce spread. (CDC)

#### Wash Hands Frequently

All students and staff should wash hands frequently. If soap and water are not available use alcohol-based hand sanitizer. The following guidelines are recommended for school settings.

#### Wash Hands Or Use Hand Sanitizer:

- Upon arrival to the school site
- Before lunch and after lunch
- Before leaving the site
- Upon entry to any new classroom
- When using the restroom
- When visibly dirty
- After using a tissue, coughing into hands
- Upon arriving home

\*Visible signage and reminders effective hand washing and use of sanitizer to all students and staff.

#### Use Face Masks

A cloth face mask should be worn by all individuals in school sites unless it is not recommended by a physician or is inappropriate for the developmental level of the individual.

#### When Can You Take The Mask Off?

- Persons who are eating or drinking, provided that they are able to maintain a distance of at least six feet away from persons who are not members of the same household or residence.
- Persons who are engaged in outdoor work or recreation when alone and able to maintain a distance of at 3-6 feet from others.
- During designated mask breaks.
- when working alone in a room.

#### Promote Respiratory Hygiene

Reinforce cough/sneeze etiquette including use of tissues and elbows using signage, training, lessons.

#### Maintain At Least 3- 6 Feet Distance From Others.

Keeping distance from others is the best way to avoid being exposed to respiratory secretions that are expelled into the air when other people talk, cough or breathe.

## APPENDIX D - FIRST AID, NURSING PROCEDURES, MEDICATION, SICK STUDENT ISOLATION

### And Expanded Needs to Isolate Sick Students

First aid situations, to the degree possible, should be handled by the student and in the classroom to prevent office congregation and possible cross exposure. The following recommendations are made:

All classrooms should be provided with first aid supplies for minor concerns. (e.g. minor scrapes, nosebleeds, bug bites). Items may include bandaids, gloves, gauze, soap, paper towels, etc. To the extent possible, students provide self-care.

Students who are not feeling well will wear a cloth face mask when sent to the office and should take their belongings with them.

Students needing first aid, medication, medical procedures, who are ill, or who were previously cared for in the health office will now need to be separated into designated well care and sick care areas based on health needs. As students enter the office or assessment area with unscheduled needs, they will be triaged to determine which area in which they will receive care.

The sick care area will be an isolated space set up to keep students with possible COVID-19 symptoms separate from well students. Parents will be contacted to pick up their student(s)

Students without COVID-19 symptoms will be considered well and will be seen in a different area that is distanced from sick care areas.

## Well Student Area

- First Aid
- Medications
- Diabetes
- Asthma Care
- Allergies Anxiety
- Seizures
- Hungry
- Behavior
- Tired

**Staffing:** A trained staff member, school nurse, or medical staff provides care.

**PPE:** Staff delivering care will wear cloth face mask and use standard precautions if at risk of exposure to blood or body fluids.

**Room requirements:** Consider using the current nurse office already set up for first aid.

- Sink, soap, and paper towels available
- Have access to the bathroom
- Cot and/or chairs for resting students
- Table, counter, or desk
- First aid supplies
- Medication and procedure
- Computer or laptop to access IC to contact parents

### Supplies

- First aid supplies
- PPE - gloves and masks
- Soap and paper towels
- Water for drinking
- Cot cover paper
- Disinfecting supplies - solution and paper towels

### Well student procedure:

- Student must wash hands upon arrival
- Place face mask on student if not already wearing one
- Use standard precautions when assisting students in first aid or procedures
- Disinfect surfaces after student leaves and before use by others



## Sick Student Area/COVID-19 Symptom Area

- Fever or chills (over 100 F)
- Muscle or body aches
- Nausea or vomiting
- Congestion or runny nose
- Shortness of breath or difficulty breathing
- Cough
- Headache
- Diarrhea
- New loss of taste or smell
- Sore throat
- Fatigue

**Staffing:** A trained staff member, school nurse, or medical staff assesses and provides care. IF this is a separate room, additional staff may be necessary to monitor students if not visible by the staff member providing well-student care.

**PPE:** Staff must wear gloves, disposable mask, and eye protection/face shield.

**Room requirements:** Consider using a separate room or move sick care to a large room that can separate well and sick students by more than 6 feet and barrier.

- The room must be well-ventilated (open windows and door)
- Consider a barrier such as plexiglass between staff and sick students
- Have a sink, soap, and paper towels
- Have access to restroom nearby
- Cot and chairs for waiting students
- Phone
- Table, counter, or desk
- Computer or laptop to access IC to contact parents

### Supplies

- PPE - gloves, masks, face shield
- Vomit bags
- Thermometer
- Water for drinking
- Soap and paper towels
- Disinfecting supplies - solutions and paper towels

- Cot cover paper

## **Sick Student Area/COVID-19 Symptom Area (Continued)**

### **Sick student procedure**

- Student must wash hands upon arrival
- Place a surgical mask on the sick student
- Use standard precautions when assisting sick students - for suspected COVID-19 this includes, mask, face shield, and gloves
- Provide care keeping as much distance and little contact as possible
- Ask if they have been around someone with COVID-19 or have signs and symptoms of COVID-19
- Take temperature. Ask about and document any symptoms.
- Call parent/guardian for immediate pick up
- If a parent/guardian cannot pick up students, consider procedures for arranging transportation to their home
- Provide parent/guardian with Stay at Home/When to Return to School guidelines (Appendix B)
- Disinfect all surfaces after the student leaves and before use by others
- If symptoms indicate that COVID-19 is suspected contact your school nurse or Health Services:
- Follow Communicable Disease Guidelines for notifying Health Services for possible outbreaks of infectious disease

## APPENDIX E - GUIDELINES FOR TAKING CARE OF SICK STUDENTS DURING COVID-19

Sites must prepare taking care of students and staff when they get sick at school. Due to the risk of possibly transmitting COVID-19 to others, individuals who have symptoms of illness must be immediately separated to an isolation area. Individuals who are sick should go home or to a healthcare facility depending on the severity of their symptoms.

Upon student arrival to the Isolation Area, the following steps should be followed:

- The building nurse or designated staff member should utilize the district provided PPE (mask, gloves, etc.) prior to engaging with the student.
- The student should wash his/her hands prior to entry or utilize hand sanitizer prior to or upon entry and ensure mask is in place
- The staff member should utilize the screening tool provided to nurses.
- Notify building administrators and nurse/nurse consultant (for buildings without full-time nursing services), if applicable, if the tool indicates the need for the student to go home
- The school nurse or nurse consultant (for buildings without full-time nursing services) should follow MCHD guidance on contact tracing when/if applicable

Sick students must stay in the isolated Sick Student Area area until picked by parent/guardian.

- The room must be well-ventilated - windows and doors left wide open.
- Maintain at least 3-6 ft distance from others
- Sick individuals must wear a disposable mask.

Provide parent/guardian with Stay at Home and When to Return to School instructions.

Disinfect all surfaces after the student leaves and before use by others.

If COVID-19 is suspected follow Communicable Disease Guidelines for notifying Student Support & Health Services of possible outbreaks of infectious disease.

## APPENDIX F - TRAINING FOR STAFF, PARENTS, AND STUDENTS

### Staff Training via SafeSchools

- Self-screening and when to stay home
- Physical distancing guidelines and their importance
- Use of face masks & safe glove removal
- Screening practices
- COVID-19 symptom identification and what to do
- Cleaning and disinfection training
- Anti-bullying, anti-racism
- Additional Resources made available to school-based team: stress management, mental health, self-care

### Student Training

- What is Covid-19?
- Self-screening and when to stay home.
- Precautions we are taking and why - distancing, face mask, hand washing, stay at home guidelines.
- Handwashing How To
- How to use a facemask
- What is 3 to 6 feet
- Cleaning their space
- Resources, stress management, mental health, self-care

### Parent/Guardian Training

- What is COVID-19?
- Rationale for district guidelines
- Self-screening. When to keep students home if they are ill and the length of time they must stay home.
- Taking and monitoring temperatures at home.
- Hygiene precautions - distancing, face mask, hand washing
- Need for accurate contact information and multiple emergency contacts
- Importance of coming to school quickly to pick up their child, if called
- Anti-bullying, anti-racism
- Resources - stress management, mental health, self-care

## APPENDIX G - SUGGESTIONS FOR SETTING UP CLASSROOMS

In order to reduce the spread of COVID-19 at school, we will use a combination of measures to prevent the spread of COVID-19 and break the chain of infection. Every space and group of kids will be different, the idea is to minimize risk of transmission using

### Physical Distancing

**Rearrange desks and common seating spaces** to maximize the space (3-6ft) between participants and at the front of the room). Use visual aids to help communicate proper distance (e.g. hula hoop, tape on carpet, arm span).

**Turn desks to face in the same direction** (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).

**Hold classes outside** and encourage participants to spread out whenever possible

**Consider use of cardboard “offices”** as a mechanical barrier between students

**Use visual cues to demonstrate physical** spacing (spacing dot/ markers).

**Use visual aids (e.g., painter’s tape, stickers) to illustrate traffic flow** and appropriate spacing to support social distancing.

**Allow children to alternate sitting and standing** at their desk rather than walking around the room. Encourage stretching.

### Hand Hygiene & High Touch Surfaces

**Create a hand washing or hand sanitizer routine** upon entering the classroom. Place bottles of hand sanitizer at the entrance. Allow time for handwashing or use of alcohol-based hand sanitizer before eating and upon returning to the classroom.

**Avoid community supplies when possible.** If shared supplies are necessary, consider using designated bins for clean and used supplies. Community supplies are considered high-touch and should be cleaned frequently.

Ensure adequate supplies to minimize the sharing of high-touch materials to the extent possible, assign supplies to a single student, or limit the use of supplies and equipment by one group of children at a time and clean and disinfect between use

**Do not share equipment** between staff, volunteers, and participants when possible

## Hand Hygiene & High Touch Surfaces (Continued)

**Do not allow students to bring toys or personal items** to school. Avoid sharing electronic devices, toys, books, and other games or learning aids.

**Keep child's belongings separated from others** and in individually labeled containers, cubbies, or areas. Store backpacks/jackets at desks.

**Give students their own fidget toys**, or create their own calm downspace rather than a fidget box or classroom time out space

## Cloth Face Masks

**Model wearing a face mask** in the classroom. Provide access to face cloth coverings at entrances. [Cloth Face Masks for Children During COVID-19](#)

**Decorate cloth face masks as a class activity.**

**Encourage students to wear a cloth face mask correctly.** Review how to put one on and take it off. Encourage students to avoid touching their face with their hands as much as possible.

**Hang pictures of students and staff both with and without a mask.**

**Develop a system for students to express their frustrations or feelings** (e.g. desk cards, email, etc.) since facial expressions can be difficult to discern while wearing a cloth face mask.

**For group work, group students in the virtual setting** to reduce movement of students around the room.

## Cough/Sneeze Etiquette

Have facial tissue available in the classroom, or packets of tissue in a baggie for each student.

Hang Cover Your Cough posters, Wash Your Hands, and Stay Home if You Are Ill posters in your room.

Have an open-top wastebasket available in the classroom, or baggies at individual desks to reduce children walking around the classroom.

Show videos that teach proper cough/sneeze etiquette and handwashing.

Consider ways to accommodate the needs of children and families at risk for serious illness from COVID-19. Look for visible signs of illness in students or staff. Send any visibly sick students to the office.

Limit volunteers to the classroom.

## APPENDIX H - HAND HYGIENE: ROUTINE IDEAS FOR TEACHERS

When teaching handwashing reinforce the concept of classroom community, protecting and caring for each other. Use videos to teach and demonstrate handwashing. Practice hand washing yourself.

- Video for young children: [CDC - Wash Your Hands!](#) (30 seconds)
- Video for older children: [CDC - Fight Germs, Wash Your Hands!](#) (3 minutes)
- Classroom resources for teaching about handwashing: [Minnesota Department of Health](#)

### Hand Washing Routine: Teaching Younger Students

Proper handwashing, especially for the younger students, can be challenging. Establishing a routine at the entrance to the classroom at the beginning of the day, after recess and before lunch helps to keep students and staff healthy while ensuring washing is lasting long enough to rid the hands of germs. Engaging helpers (if desired) makes this a community activity of protecting one's self, as well as protecting your fellow classmates and teacher.

#### Supplies

- Spray bottle with clean water
- District approved pump hand soap
- Paper towels and tongs
- 3-4 student helpers (wash hands first, put on face cover)

#### Procedure

1. When lining up to enter the classroom (while ensuring proper distancing)
  - a. Helper 1 with spray bottle wets the lined-up student's outstretched hands
  - b. Helper 2 dispenses small amount of soap onto the wetted hands
2. Student scrubs hands together and begins counting to 20 or humming Happy Birthday (quietly to self) or going through the ABCs as they slowly make their way to the sink.
3. Student rinses hands after 20 seconds of vigorous scrubbing.
4. Helper 3 provides towel (with clean tongs –fine motor skill practice)
5. Helper 4 ensures used towels are properly disposed of.

### Hand Washing Routine: Idea for Rooms without a Sink

For rooms without a sink you may have all students use the same process as above at a sink near the classroom. If this is not feasible use hand sanitizer with >60% alcohol.

**Supplies:** Hand Sanitizer >60% alcohol in pump use multiple bottles

#### Procedure:

1. Students line up to enter the classroom separated 6 feet apart.
2. Helpers with hand sanitizer pumps a dime sized amount into the lined-up student's outstretched hands
3. Students rub hands together being sure to wet thoroughly all parts of hands, top and in between fingers.

*my*IPS

# Academic Models



## I. Overview of Program Model

- Instruction will be delivered daily by a student's homeroom teacher OR content area teacher using Microsoft Teams.
- Student Attendance will be taken daily or every period (MS/HS) by the student's teacher. Teacher(s) will verify student attendance by the student's presence on Microsoft Teams daily.
- Students and teachers will follow a set schedule daily. Schedules will be created/determined by the school leader.
- Students will have the opportunity to receive their school's curriculum, access assignments, and complete assessments through our Single Sign On Clever. Here, students will access Microsoft Teams and Schoology.
- Elementary, Middle and High School schedules should begin at varied times to ensure that families can support children in logging on and beginning their school day.
- **The student day in the full virtual model should begin no earlier than 9:00am. The teacher day will start and end at the regular contractual time. See sample schedules for students and teachers below.**
- Teachers should record lessons in Teams so that lessons are available to students to view in the event they are absent or need additional intervention while completing independent assignments.
- Specific guidance pertaining to special populations will be provided via a separate, thorough plan (similar to HLP in Spring and the USS Reopening Guidebook developed for the fall)
- The structure of universal remote learning will look different from home learning in the spring

Spring 2020 Home Learning	Universal Remote Learning Fall 2020
Limited length of time	Designed to meet or exceed the instructional minutes set by the IDOE
Hold harmless grades	Will follow IPS standard grading guidelines
Limited teacher interaction	Required teacher interaction via video and live chats
Limited requirements on parental involvement	Required teacher interaction via video and live chats
Flex Schedule	Required expectations of parental involvement

## II. Requirements for Instructional Minutes

	IDOE Requirement (mix of synchronous and asynchronous instruction)	IPS Minimum Required (Synchronous, live instruction)	IPS Minimum Required (Asynchronous, independent student work and small group)
Pre-K and Kindergarten	N/A	<p><b>ELA-</b> 15 mins (Daily)  <b>Math-</b> 15 mins (Daily)  <b>SEL-</b> 15 mins (Daily)  <b>Special (PE/Arts)/ other content areas-</b> 15 mins (at least 1 per week)  <b>SPED/504/ELL:</b> Daily opportunities for service minutes outside of core SEL/ELA/Math instruction</p>	<p><b>ELA-</b> 20 mins (Daily)  <b>Math-</b> 20 mins (Daily)  <b>Lunch-</b> 20 mins (Daily)  <b>Recess-</b> 20 mins (Daily)  <b>Special (PE/Arts)/ other content areas-</b> 10 mins (at least 1 per week)  <b>SPED/504/ELL:</b> Daily opportunities for service minutes outside of core SEL/ELA/Math instruction</p>
1st through 6th grade	5 hours	<p><b>ELA-</b> 20 mins (Daily)  <b>Math-</b> 20 mins (Daily)  <b>SEL-</b> 20 mins (Daily)  <b>Writing/Reading Intervention-</b> 20 mins (Daily)  Social Studies- 20 mins (recommended at least once per week)  Science- 20 mins (recommended at least once per week)  Special (PE/Arts)- 20 mins (recommended at least 1 per week)  <b>SPED/504/ELL:</b> Daily opportunities for service minutes outside of core SEL/ELA/Math instruction</p>	<p>ELA- 45 mins (Daily)  Math- 45 mins (Daily)  Lunch- 20 mins (Daily)  Recess- 20 mins (Daily)  Social Studies- 30 mins (recommended at least once per week)  Science- 30 mins (recommended at least once per week)  Special (PE/Arts)- 30 mins (recommended at least 1 per week)  <b>SPED/504/ELL:</b> Daily opportunities for service minutes outside of core SEL/ELA/Math instruction</p>

7th through 12th grade	6 hours	<p>IPS Recommends block scheduling for departmentalized middle and high schools. Middle schools that do not have the staffing to support a block schedule could use the recommendations for 1st-6th grade as a guide.</p> <p><b>SEL/Advisory-</b> live synchronous, minimum 10 mins (Daily)  <b>Lunch-</b> minimum 20 mins (Daily)  <b>3 to 4 Periods/Blocks-</b> minimum 80 mins (Daily)</p> <ul style="list-style-type: none"> <li>• Please note, the entire block is not synchronous. See recommendation for using the block below.</li> <li>• General education and special education teachers must work in unison to intentionally schedule and facilitate co-taught lessons (i.e. utilization of break out group for small group instruction)</li> </ul> <p>Recommendation for how to use the block:</p> <table border="1" data-bbox="764 852 1461 1837"> <tr> <td data-bbox="764 852 995 947">5-10 min (Synchronous)</td> <td data-bbox="995 852 1461 947">Intro: Take attendance, quick circle-style check-in</td> </tr> <tr> <td data-bbox="764 947 995 1171">20-25 minutes (Synchronous)</td> <td data-bbox="995 947 1461 1171">Lesson: Whole-group live instruction about today's concept; aim for student participation, checks for understanding, questions on Teams Set up for independent task</td> </tr> <tr> <td data-bbox="764 1171 995 1640">50-60 minutes (Asynchronous)</td> <td data-bbox="995 1171 1461 1640"> <p><b>Independent task/Small group pullouts</b></p> <p>Students work independently on a practice task (reading and written response, problem series, etc). Teachers could also use breakout rooms to allow students to work together in small groups While students work on their own, teachers pull small groups of 3-4 students for concept review, extra practice, answering questions. Teachers could work with 3 or 4 small groups of students while the class is working independently.</p> </td> </tr> <tr> <td data-bbox="764 1640 995 1837">Up to 10 minutes (either synchronous or asynchronous)</td> <td data-bbox="995 1640 1461 1837">Regroup/reflect: Depending on the task, teachers may choose to have the class come back together for full group discussion at the end of the independent work time</td> </tr> </table>	5-10 min (Synchronous)	Intro: Take attendance, quick circle-style check-in	20-25 minutes (Synchronous)	Lesson: Whole-group live instruction about today's concept; aim for student participation, checks for understanding, questions on Teams Set up for independent task	50-60 minutes (Asynchronous)	<p><b>Independent task/Small group pullouts</b></p> <p>Students work independently on a practice task (reading and written response, problem series, etc). Teachers could also use breakout rooms to allow students to work together in small groups While students work on their own, teachers pull small groups of 3-4 students for concept review, extra practice, answering questions. Teachers could work with 3 or 4 small groups of students while the class is working independently.</p>	Up to 10 minutes (either synchronous or asynchronous)	Regroup/reflect: Depending on the task, teachers may choose to have the class come back together for full group discussion at the end of the independent work time
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### III. Sample Student Schedules: Day in the Life Of (DILO)

#### Sample DILO for Pre-K OR K Student

9:00am-9:15am	SEL Morning Meeting My parent or guardian assists me with logging into Clever and I join Microsoft Teams for a morning meeting with my class.
9:20am- 9:40am	Math mini-lesson with my teacher (live via Microsoft Teams)
9:40am-10:10am	Independent Math work (I log off of Microsoft Teams and complete the assignment my teacher has given me online. I access my assignment by staying signed into Clever and accessing Schoology). At least two times per week during this time, I am working in a small group with my teacher on Microsoft Teams working on improving my Math skills. <b>Special services (for SPED/504/ELL eligible students) could be provided during this block</b>
10:20am-10:40am	Reading/ELA mini-lesson with my teacher (live via Microsoft Teams)
10:40am-11:10am	Independent Reading work (I log off of Microsoft Teams and complete the assignment my teacher has given me online. I access my assignment by staying signed into Clever and accessing Schoology). At least two times per week during this time, I am working in a small group with my teacher on Microsoft Teams working on improving my Reading skills. <b>Special services (for SPED/504/ELL eligible students) could be provided during this block</b>
11:10am-11:50am	Lunch/Recess
12:00pm-12:15pm	Special (PE/Arts) or other content area mini-lesson with my teacher (live via Microsoft Teams) <b>Special services (for SPED/504/ELL eligible students) could be provided during this block</b>
12:20pm- 12:35pm	Independent Specials (PE/Arts) work (I log off of Microsoft Teams and complete the assignment my teacher has given me online. I access my assignment by staying signed into Clever and accessing Schoology). At least two times per week during this time, I am working in a small group with my teacher on Microsoft Teams working on improving my skills. <b>Special services (for SPED/504/ELL eligible students) could be provided during this block</b>

### Sample DILO for K-8

9:00am-9:25am	SEL Morning Meeting I log into Clever and I join Microsoft Teams for a morning meeting with my class.
9:30am- 10:00am	Reading/ELA mini-lesson with my teacher (live via Microsoft Teams)
10:00am-11:00am	Independent ELA/Reading work (I log off of Microsoft Teams and complete the assignment my teacher has given me online. I access my assignment by staying signed into Clever and accessing Schoology). At least two times per week during this time, I am working in a small group with my teacher on Microsoft Teams working on improving my ELA/Reading skills. <b>Special services (for SPED/504/ELL eligible students) could be provided during this block</b>
11:00am-11:40am	Lunch/Recess
11:45am-12:15pm	Math mini-lesson with my teacher (live via Microsoft Teams)
12:15pm-1:15pm	Independent Math work (I log off of Microsoft Teams and complete the assignment my teacher has given me online. I access my assignment by staying signed into Clever and accessing Schoology). At least two times per week during this time, I am working in a small group with my teacher on Microsoft Teams working on improving my Math skills. <b>Special services (for SPED/504/ELL eligible students) could be provided during this block</b>
1:20pm-1:45pm	Writing/ Reading Intervention mini-lesson with my teacher (live via Microsoft Teams)
1:50pm-2:15pm	Special (PE/Arts), Social Studies, or Science mini-lesson with my teacher (live via Microsoft Teams)
2:15pm- 2:45pm	Independent Specials (PE/Arts), Social Studies, or Science work (I log off of Microsoft Teams and complete the assignment my teacher has given me online. I access my assignment by staying signed into Clever and accessing Schoology). At least two times per week during this time, I am working in a small group with my teacher on Microsoft Teams working on improving my skills. <b>Special services (for SPED/504/ELL eligible students) could be provided during this block</b>

### Sample High School OR Middle School DILO for Students

- Student logs into Clever and joins Microsoft Teams anytime live instruction is taking place. Specific times and directions will come from the school principal and/or school teacher.
- General education and special education teachers must work in unison to intentionally schedule and facilitate co-taught lessons (i.e. utilization of break out group for small group instruction)

	Monday	Tuesday	Wednesday (Mostly an asynchronous intervention day. Students check-in at the beginning of period)		Thursday	Friday
9:00am-9:15am	Advisory (SEL)	Advisory (SEL)	Advisory (SEL) 9:00a-9:10a		Advisory (SEL)	Advisory (SEL)
9:20am-10:40am	Period 1	Period 5	Period 1 9:15a-9:55		Period 1	Period 5
10:45am- 12:15pm	Period 2	Period 6	Period 2 10:00-10:40		Period 2	Period 6
12:15p-12:35p	Lunch	Lunch	Period 3 10:45-11:25		Lunch	Lunch
12:40p-2:00p	Period 3	Period 7	Period 4 11:30-12:10		Period 3	Period 7
2:05p-3:25p	Period 4	Period 8	Lunch 12:10-12:30		Period 4	Period 8
			Period 5 12:30-1:10			
			Period 6 1:15-1:55			
			Period 7 2:00-2:40			
			Period 8 2:45-3:25			

## IV. Sample Teacher Schedules: Day in the Life Of (DILO)

### Elementary Teacher DILO

8:00am-9:00am	<p>Teacher Planning Time</p> <ul style="list-style-type: none"> <li>This time can be used for individual teacher planning, a staff meeting called by a building principal, professional development, the teacher can use this time for additional student intervention, and/or a virtual student club/activity.</li> </ul>
9:00am-9:25am	<p>SEL Morning Meeting</p> <ul style="list-style-type: none"> <li>Teacher uses Microsoft Teams to facilitate a morning meeting with their class of students.</li> <li>Teacher takes student attendance in PowerSchool.</li> </ul>
9:30am- 10:00am	Teacher teaches a live Reading/ELA mini-lesson via Microsoft Teams
10:00am-11:00am	<p>Teacher releases students to do an independent reading/ELA assignment.</p> <p>Teacher uses this time to do small group or individual ELA intervention sessions with students</p>
11:00am-11:40am	Lunch
11:45am-12:15pm	Teacher teaches a live Math mini-lesson via Microsoft Teams
12:15pm-1:15pm	<p>Teacher releases students to do an independent Math assignment.</p> <p>Teacher uses this time to do small group or individual Math intervention sessions with students</p> <p><b>Special services (for SPED/504/ELL eligible students) could be provided during this block</b></p>
1:20pm-1:45pm	Teacher teaches a live Writing/Reading Intervention mini-lesson via Microsoft Teams.
1:50pm-2:15pm	<p>Some days out of the week, the teacher would use this time to do a mini-lesson on Social Studies, Science, and/or writing.</p> <p>Some days this would be an extra plan, because students would be receiving a mini-lesson from a Specials (PE/Arts) teacher</p> <p>Special services (for SPED/504/ELL eligible students) could be provided during this block</p>

**Elementary Teacher DILO (Continue)**

<p>2:15pm- 2:45pm</p>	<p>Teacher releases students to do an independent SS, Sci, or Writing assignment.</p> <p>Teacher uses this time to do small group or individual intervention sessions with students</p> <p><b>Special services (for SPED/504/ELL eligible students) could be provided during this block</b></p>
<p>2:45pm-3:45pm</p>	<p>Teacher Planning Time</p> <ul style="list-style-type: none"> <li>• This time can be used for individual teacher planning, a staff meeting called by a building principal, professional development, the teacher can use this time for additional student intervention, and/or a virtual student club/activity.</li> </ul>



### HS/MS Teacher DILO (Standard Day)

8:00am-9:00am	<p>Teacher Planning Time</p> <ul style="list-style-type: none"> <li>This time can be used for individual teacher planning, collaborative planning for co-teachers, staff meetings called by a building principal, professional development, or teachers can use this time for additional student intervention, and/or a virtual student club/activity.</li> </ul>								
9:00am-9:15am	<p>Advisory</p> <ul style="list-style-type: none"> <li>Teacher uses Microsoft Teams to facilitate a morning meeting with their class of students.</li> <li>Teacher takes student attendance in PowerSchool.</li> </ul>								
9:20am- 10:40am	<p>Teacher teaches Period/Block 1: Recommendation for how to use the block:</p> <table border="1" data-bbox="527 766 1430 1633"> <tr> <td data-bbox="527 766 760 850">5-10 min (Synchronous)</td> <td data-bbox="760 766 1430 850"><b>Intro:</b> Take attendance, quick circle-style check-in</td> </tr> <tr> <td data-bbox="527 850 760 1014">20-25 minutes (Synchronous)</td> <td data-bbox="760 850 1430 1014"><b>Lesson:</b> Whole-group live instruction about today's concept; aim for student participation, checks for understanding, questions on Teams Set up for independent task</td> </tr> <tr> <td data-bbox="527 1014 760 1514">50-60 minutes (Asynchronous)</td> <td data-bbox="760 1014 1430 1514"> <p><b>Independent task/Small group pullouts</b></p> <p>Students work independently on a practice task (reading and written response, problem series, etc). Teachers could also use breakout rooms to allow students to work together in small groups</p> <p>While students work on their own, teachers pull small groups of 3-4 students for concept review, extra practice, answering questions. Teachers could work with 3 or 4 small groups of students while the class is working independently.</p> <p>In co-taught classes, implementation of Specially Designed Instruction should occur as written in students' IEPs (such as small group pull outs or one-on-one instruction)</p> </td> </tr> <tr> <td data-bbox="527 1514 760 1633">Up to 10 minutes (either synchronous or asynchronous)</td> <td data-bbox="760 1514 1430 1633"><b>Regroup/reflect:</b> Depending on the task, teachers may choose to have the class come back together for full group discussion at the end of the independent work time</td> </tr> </table>	5-10 min (Synchronous)	<b>Intro:</b> Take attendance, quick circle-style check-in	20-25 minutes (Synchronous)	<b>Lesson:</b> Whole-group live instruction about today's concept; aim for student participation, checks for understanding, questions on Teams Set up for independent task	50-60 minutes (Asynchronous)	<p><b>Independent task/Small group pullouts</b></p> <p>Students work independently on a practice task (reading and written response, problem series, etc). Teachers could also use breakout rooms to allow students to work together in small groups</p> <p>While students work on their own, teachers pull small groups of 3-4 students for concept review, extra practice, answering questions. Teachers could work with 3 or 4 small groups of students while the class is working independently.</p> <p>In co-taught classes, implementation of Specially Designed Instruction should occur as written in students' IEPs (such as small group pull outs or one-on-one instruction)</p>	Up to 10 minutes (either synchronous or asynchronous)	<b>Regroup/reflect:</b> Depending on the task, teachers may choose to have the class come back together for full group discussion at the end of the independent work time
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Up to 10 minutes (either synchronous or asynchronous)	<b>Regroup/reflect:</b> Depending on the task, teachers may choose to have the class come back together for full group discussion at the end of the independent work time								

### HS/MS Teacher DILO (Standard Day)

10:45-12:15pm	<p>Period 2/Block 2 is a prep period for this teacher Teacher Planning Time</p> <ul style="list-style-type: none"> <li>This time can be used for individual teacher planning, collaborative planning for co-teachers, staff meetings called by a building principal, professional development, or teachers can use this time for additional student intervention, and/or a virtual student club/activity.</li> </ul>
11:00am-11:45am	Lunch
12:40p-2:00p	Teacher teachers Period/Block 3 (See block 1 guidance above)
2:05p-3:25p	Teacher teachers Period/Block 4 (See block 1 guidance above)
After 3:25	<p>If there is additional time left in the contractual day, this time would be used for additional planning time and/or team meetings. The teacher can also use this time for a virtual student club/activity.</p>

## V. Curriculum

Pre-K	Indiana Early Learning Foundations Second Step - SEL
K-6	<p>Students will follow the IPS approved curriculum at their home school. See below:</p> <p>ELA- HMH</p> <p>Math- Eureka</p> <p>Science Curriculum- Teachers will incorporate Science standards into the ELA and Math curriculum. Teachers can also do model Science lessons using their school-based curriculum.</p> <p>Social Studies Curriculum- Teachers will incorporate Social Studies standards into the ELA. Teachers can also do model Social Studies lessons using their school-based curriculum.</p> <p>Specials (PE, Arts) - Teachers will use school based curriculum</p>
Middle School	<p>Students will follow the IPS approved curriculum at their home school. See below:</p> <p>ELA- HMH or Wit Wisdom</p> <p>Math- Eureka or School-based curriculum</p> <ul style="list-style-type: none"> <li>Given that we may move to a model where some students are in person and some students are remote at some point during the year, schools that opted into HMH and Eureka earlier this month, must continue to move forward with opting into these curricula</li> </ul> <p>Science Curriculum- Teachers will incorporate Science standards into the ELA and Math curriculum. Teachers can also do model Science lessons using their school-based curriculum.</p> <p>Social Studies Curriculum- Teachers will incorporate Social Studies standards into the ELA. Teachers can also do model Social Studies lessons using their school-based curriculum. Students in grades 7 and 8 have access to Discovery Education.</p> <p>Specials (PE, Arts) - Teachers will use school based curriculum</p>
High School	<p><b>Students will NOT be enrolled in Edmentum as their tier 1 instruction. Teachers will use the curriculum at their school. If schools want their teachers to use Edmentum as an instructional resource to aid the teacher in delivering instructional content, please email Randall Smith and copy Dr. Warren Morgan by Thursday August 6th to let them know. Mr. Smith will follow-up with how to get your teachers access.</b></p> <p>ELA - MyPerspectives by Pearson and BFW for Honors</p> <p>MATH - A variety of textbooks are used depending upon the school selection.</p> <p>SS - A variety of textbooks are used depending upon the school selection.</p> <p>SCI - A variety of textbooks are used depending upon the school selection.</p> <p>CTE/ Electives- A variety of textbooks are used depending upon the school selection.</p>

## VI. School Leader Actions

- Create a Master schedule, teacher schedule, and student-based schedule that aligns to guidelines set in this document (IPS universal remote model).
- Ensure the master schedule is conducive to allow teachers and service providers the appropriate time to provide IEP/504/ILP service minutes on a daily basis
- Build time into the master schedule to allow for co-teachers time to plan
- Communicate school-based specific teacher and student schedules to families and ensure the program model is set-up at your school.
- Principal provides instructional resources and PD that will support teachers in this model.
- Provide time, space, and resources for teacher teams and intervention teams to meet.
- Collaborate with Learning Community Directors to strategize on appropriate or creative scheduling for special education students.
- Turn in master schedule for feedback to your EDS by Wed. August 5th.
- HS/MS Principals, email Randall Smith and Dr. Warren Morgan by Thurs. August 6th if you want to have Edmentum available as an instructional resource for teachers in certain content areas. Remember, students will not be enrolled in Edmentum, but teachers can use certain content or lessons from the platform as a resource to aid the instruction they will deliver using the school based curriculum.
- Ensure teachers are reaching out to families to do an introduction and share with families expectations for teaching and learning in a virtual environment. See this sample letter a Washington Township Teacher gave to their parents:

*Hello!!!*

*I hope your family has had a wonderful and safe summer. My name is \_\_\_\_\_ and I will be your child's 5th grade teacher this year! Even though the beginning of the year is going to be different than any other, I'm still so excited to be back and to get to know your child!*

*Attached is a form that I would like for you to fill out (I only need one per child, so you can decide who fills it out). This form will help me get to know your child a little better before we start our virtual classroom.*

## VII. What happens when a Teacher or Student is Absent?

- Principals should determine what happens for instruction in the event a teacher is absent. We recommend that teachers plan instruction a week in advance so that someone at the school will be able to share content with students in the event a teacher is absent.
- Principals will need to determine which staff member takes attendance for students virtually that day, and how students will receive their asynchronous assignments.
- Since teachers will be recording their live instruction in Teams, students can access past lessons in the event they are absent. Students can also review recordings for intervention purposes.
- School leaders and teachers will be responsible for ensuring students receive their make-up and intervention work in the event a student is absent.

## VIII. School-based Roles and Responsibilities

### School-based core instructors: Deliver core instruction by:

- Delivering live whole-group instruction
- Supporting guided practice, discussion time, and intervention in whole/small group
- Differentiating instruction to meet students' needs
- Actively monitoring student progress of deliverables and grading student work
- Meeting with grade-level teams, student/family health & tech support, and engagement coordinators to find ways to enable and engage students who are missing classes or assignments

### School-based special educators and service providers:

- Deliver live or recorded instruction for co-taught, small group, or individual instruction
- Support guided practice, discussion time, and intervention in whole/small groups or individual instruction
- Utilize Specially Designed Instruction (SDI) when appropriate and as written in students' IEPs
- Collaborate intentionally with general educators to offer support with student accommodations and modifications to the learning experience
- Log all service minutes in Indiana IEP
- Meet with grade level teams or other PLCs to identify students in need and establish appropriate supports
- Ensure implementation of all USS defined expectations as noted in the USS School Start Guide (coming soon)

### School-based social workers:

- Adhere to the shared Roles and Responsibilities
- Ensure 504 meetings are held and updated in IIEP for previously identified students by October 15
- Ensure caseloads compliant and receiving services as outlined in their 504
- Facilitate at least one weekly SEL check-in for all students assigned to the IPS@Home model
- If a large number from your building are impacted as a result of the IPS@Home Model, have multiple small group check ins to ensure a weekly touch point
- Reinforce SEL best practices and/or utilize the SEL pacing guides for lesson delivery
- Identify potential needs in academic or social-emotional support for students assigned
- Implement the new, electronic mental health referral form and procedures to efficiently direct students in need to community-based mental health partners
- School Social Workers, in concert with the McKinney-Vento Specialist, will continue to identify new and current students of greatest need
- All new information will be updated in PowerSchool weekly
- All new MV students will be identified using this form (coming soon)
- Once the form is completed MV Specialist will make contact with parent and communicate next steps to SSW
- Follow district attendance guidelines to monitor attendance during universal remote learning.
- Ensure implementation of all USS defined expectations as noted in the USS School Start Guide (coming soon)

**School-based enrichment/specials instructors:**

- Develop lessons based on the rotation for electives time in the student schedule
  - » In some schools, deliver these lessons live; in others, offer office hours for students working through the lessons independently
- Monitor student progress of deliverables and grade student work
- In some schools, coordinate virtual enrichment and social activities (e.g. clubs, virtual sports/games, etc.)
- In some schools, support intervention of core instruction

**SEL instructors (could be a teacher or another staff member)**

- Deliver SEL curriculum (including implementation of SEL structures like Morning Meeting, Closing Circle, etc.)
- Regularly check-in on students' social-emotional and health/well-being

**Student/family health support (could be a Social Worker, counselor or another staff member)**

- Check in on the health and safety of students and their families, ensuring that families have access to the student meals, tech infrastructure to support learning, child care and safe learning spaces
- Refers families in unsafe/unhealthy learning spaces to Hub center and additional social services
- Acts as point of contact for families

**Special Education Classified Staff (i.e. instructional assistants, mentors, etc.)**

- Provide skills strengthening (academic and behavior) to assigned caseloads of students (i.e. virtual read alouds, teaching replacement behaviors, SEL instruction, etc.)
- Meet with individual/small groups of students, as assigned by teachers of record, for daily check-ins, supplemental instruction, and general engagement
- Track time spent with and services provided to students
- Collaborate with general and special educators to ensure streamlined communication
- Ensure implementation of all USS defined expectations as noted in the USS School Start Guide (coming soon)

**Engagement coordinator (could be a teacher or another staff member)**

- Develop and implement a tiers of support system for student disengaging from virtual learning. Examples include:
  - Regular touchpoints with student throughout the day (calls, texts, emails)
  - Scheduled calls with parents and other caretakers
  - Creating an 'engagement plan' to support students' learning
  - Referring students to Hub center (if appropriate)
- Meet with core and elective teachers to know which students are engaged in class and assignments

**Tech support (could be a support staff member)**

- Providing regular tech support to students with software, hardware, and connectivity issues, which may include virtual and on-site tech support, regular office hours, and other systems to support students in getting the tech support they need to support their learning
- Meeting with engagement coordinators to know when tech is a barrier to students' engagement

**In some schools: Small group advisor (Could be any staff member)**

- Meet regularly with a small group of students (less than 10) to build relationships, problem-solve challenges with remote schoolwork, learn and practice SEL skills.
- Many adults can serve as advisors: core and elective teachers, social workers, counselors, deans and assistant principals, assistants and support staff
- Relationship between advisory, engagement coordinators, and SEL instructors should be considered
  - in some schools, these could be parts of the same role



## IX. Key Staffing Implications:

### Elementary:

- In homeroom based models, the homeroom teacher would spend the majority of the student day supporting core instruction, particularly ELA/Math. Planning, prep, and lunch may happen during students' lunch breaks and during the elective rotating block. Given the shorter student day, teachers will have additional time outside of the student day for more collaboration planning time and to conduct more regular check-ins (including one-on-one) with students
- Specials teachers will have fewer teaching responsibilities (given the rotating specials blocks in students' schedules), so they may be able to take on additional roles/responsibilities to support either core instruction or additional support roles (see above)
- In departmentalized grades, Science and Social Studies teachers would also have fewer teaching responsibilities, so they may be able to take on additional core instruction in ELA/Math (depending on certification and area of expertise), or additional support roles (see above)
- Non-instructional staff (including aides and student support staff) may be able to take on additional support roles

### Middle School:

- Core instructors (ELA, Math, Science, and Social Studies) would spend the majority of their day supporting core instruction in a block schedule (see 'recommendations for how to use the block' above for specific roles/responsibilities). Planning, prep, and lunch may happen during students' lunch breaks, during the elective rotating block, or before/after the student instructional day.
- Electives and non-core instructors would have fewer teaching responsibilities given the reduced time in students' schedules for electives, so they may be able to take on additional roles/responsibilities to support either core instruction (depending on certification and area of expertise) or additional support roles (see above)
- Non-instructional staff (including aides and student support staff) may be able to take on additional support roles

### High School

- Most secondary instructors will spend the majority of their day in blocked classes with their students (similar to an in-person schedules- see 'recommendations for how to use the block' above for specific roles/responsibilities)
- Non-instructional staff (including aides and student support staff) may be able to take on additional support roles

*my*IPS

# Reopening School Phases

## REOPENING SCHOOL PHASES

<p>Phase 1</p>	<p>Full Virtual learning is default for all students</p> <p>IPS establishes learning hubs to serve students in-person who qualify for McKinney-Vento supports</p> <p>IPS partners with community centers and partners to serve additional students that will need support</p> <p>Food services occur across all school buildings</p>
<p>Phase 2</p>	<p>Initiated after 14 consecutive days of avg. 5% positive rate AND 30 or less new daily cases</p> <p>Full Virtual learning still in place for secondary students; elementary students may return to schools for in-person learning (elem students may also still opt-in to remote learning)</p> <p>Learning hubs still in place for secondary students qualifying for McKinney-Vento supports</p> <p>Food services occur across all school buildings (students in remote learning may access meals at their home school)</p>
<p>Phase 3</p>	<p>Initiated after 28 consecutive days of avg. 5% positive rate AND 30 or less new daily cases</p> <p>In-person learning available to all students, PK-12 with opt-in to remote learning still available</p> <p>Learning hubs no longer in place</p> <p>Food services occur across all school buildings (students in remote learning may access meals at their home school)</p>