

SEDALIA SCHOOL DISTRICT #200

RE-ENTRY

GUIDE



Note: This living document will continue to change. It is still pending board discussion and approval.

LAST UPDATED 8/19/2020

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Commitment

The Sedalia School District is committed to providing a quality education to all students, while also ensuring their safety and well-being. The administration has researched COVID-19 and have developed plans following all applicable local, state, and federal guidelines, to the greatest extent feasible, and will incorporate many best practices advocated by school associations and groups. The following are considerations as of July 27, 2020, and are subject to change as new information surfaces from local, state, and federal agencies. Student learning options 2 and 3 in this document are pending approval from DESE.

Student Considerations

Students may have experienced educational loss due to prolonged school closures during this pandemic. While some school districts have implemented distance learning, this is not generally believed to replicate the in-person learning experience. Such districts may also experience a widened divide in academic progress, with certain children able to access distance learning and continue to grow academically, while others might experience difficulty accessing or engaging with virtual instruction.

Education

The impacts of lost instructional time and social emotional development on children should be anticipated and we will need to be prepared to adjust curricula and instructional practices accordingly without the expectation that all lost academic progress can be caught up. Plans to make up for lost academic progress due to school closures and distress associated with the pandemic should be balanced by a recognition of the likely continued distress of educators and students that will persist when schools re-open. If the academic expectations are unrealistic, school will likely become a source of further distress for students (and educators) at a time when they need additional support. It is also critical to maintain a balanced curriculum with continued physical education and other learning experiences rather than an exclusive emphasis on core subject areas.

Students with Disabilities

The impact of loss of instructional time and related services, including mental health services, as well as occupational, physical and speech language therapy during the period of school closures is significant among this population. Students with disabilities may also have more difficulty with the social and emotional aspects of transitioning out of and back into the school setting. As schools prepare for reopening, school personnel should develop a plan to ensure a review of each child with an Individual Educational Program (IEP) to determine the need to adjust for lost instructional time as well as other related services. Further, schools can expect a backlog in evaluations, therefore, plans to prioritize those for new referrals as opposed to re-evaluations will be important. Many school districts require adequate instructional effort before determining eligibility for Special Education services. However, virtual instruction or lack of instruction should not be reasons to avoid starting services such as response-to-intervention (RTI) services, even if a final eligibility determination is postponed

Annual School Health Requirements

Parents should continue to reach out to coordinate well-child care and immunizations with their health care provider. School districts may consider limited extensions for families to submit annual paperwork required for start of school, to accommodate delays in accessing well-child care during the public health emergency. To limit the risk for other vaccine-preventable diseases during this critical period, immunization compliance should continue to be prioritized.

Mental Health

School mental health professionals are critical in shaping messages to students and families about school re-entry including addressing anxiety, social acclimation, etc. Students requiring more mental health support, including those who are exhibiting suicidal ideation, should be referred for additional services. Support should be provided to grieving students as well as those experiencing other losses (e.g., missed experiences). Schools are encouraged to contact students who do not return to school, as they may be experiencing school avoidance due to anxiety related to the pandemic. Schools should be attuned to the broader social and family stressors that may affect a student's ability to attend school or be ready to learn. Schools need to incorporate academic accommodations and supports for students who may still be having difficulty concentrating or learning new information due to stress associated with the pandemic into planning considerations.

RE-ENTRY

STUDENT LEARNING OPTIONS

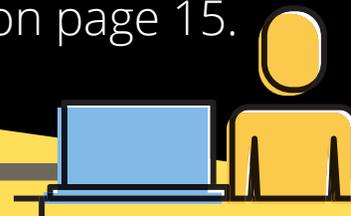


Seated and In-Person

1

All students PrK-12 will be physically in school. Students K-12 and staff will wear a face covering. Additional Cleaning protocols will be in place. Students needing a virtual option can follow MoCAP procedures on page 15.

2 Blended



PreK-5 students will all be physically present but staying within immediate cohort groups.

6-12 students will be in two cohort groups labeled "S" and "C". Students will attend physically only two days a week, each group alternating days. One day a week will be completely virtual.

Additional cleaning protocols will be in place. Students and staff will be wearing a face covering.

All Virtual

3

All students will participate in online virtual learning. K-5 students will use Google Classroom for activities and assignments. 6-12 students will use Canvas for activities and assignments.





Seated and In-Person

1

At this time we are planning for a face-to-face return in September. The following is a list of what we believe at this time to be best practices and applicable based on current recommendations. Schools will make reasonable best efforts to minimize risk, however, **attending our schools in-person will introduce a greater risk of exposure.**

Face Coverings

- All K-12 students and faculty will be required to cover their mouth and nose with a face cover while at school and unable to ensure 6 foot social distancing. We understand that face coverings in the school setting may present challenges, particularly for younger students and students/staff with special health care or educational needs. That being said, face coverings of those students grades K-2 will be closely monitored and reviewed to see how feasible this practice is to the overall safety and education of our students.
- If a student or faculty/staff member is unable to obtain their own face coverings, the district will provide them. Availability of district-provided face covering is subject to the district's ability to procure face coverings (supply shortages may limit availability).
- Homemade face coverings are acceptable but must meet school dress code guidelines.
- Face coverings must be in clean, sanitary condition. Cloth face coverings should be washed after everyday of use and/or before being used again. Masks can be included with regular laundry and regular laundry detergent. If washing by hand, prepare a bleach solution by mixing 1/3 cup of household bleach per one gallon of room temperature water. Soak the mask in the bleach solution for five minutes, rinse thoroughly and let dry.
- Students may not share face coverings.
- Students will have the face covering on when getting on the bus and upon arriving on school grounds.
- Face coverings will be worn through the duration of first quarter and then re-evaluated at that time.

Social Distancing and Student Activities

- Social distancing will be observed to the extent possible by all faculty, staff and students.
- Student activities and athletics will be conducted following MSHSAA guidelines to the extent they are permissible under local, state, and federal guidelines.
- Attendance incentives for both staff and students will cease. If you are sick you need to stay home.
- Where applicable, large group gatherings will be limited. This may result in:
 - Students reporting to a classroom upon arrival, instead of large gatherings
 - Altered cafeteria procedures
 - Limited attendance and/or guidelines at sporting or other events
 - Concerts and performances in small groups or not at all
 - Modified bus loading and unloading procedures
- Cancellation or modification of school dances or parties, assemblies, etc.



Seated and In-Person (Cont'd)

1

At this time we are planning for a face-to-face return in August. The following is a list of what we believe at this time to be best practices and applicable based on current recommendations. Schools will make reasonable best efforts to minimize risk, however, **attending our schools in-person will introduce a greater risk of exposure.**

Student Cohorts

Cohorts are described as students that stay with the same group of peers throughout the day. DESE recommends rotating teachers, rather than moving groups of students throughout the school building. Strict adherence to a specific size of student groups should be discouraged, as this may limit the ability to provide in-person education. Sedalia #200 will implement and enforce assigned seating, and keep records of those seating charts to assist with identifying close contacts in the event a member of the school community is diagnosed with COVID-19.

Recess and Physical Education

Physical activity during recess and physical education class is important for a child's physical, mental and emotional health. Students should engage in these activities with their primary cohorts (to the extent possible) to reduce the number of contacts. Multiple cohorts could have recess at the same time, as long as they are playing in separate areas of the playground.

Music Classes and Singing

Keeping music in our schools is important. We understand that the risk of transmission during music and band classes increases in older grades. Additional physical distancing will take place as much as feasible.

Cleaning and Hygiene

Students will be given opportunities to wash hands multiple times per day. Hand sanitizer will be provided at multiple locations throughout the school. Drinking fountains should not be used, except for the bottle filling capabilities. Students should bring personal water bottles from home. They should be labeled with the student name, and in clean, sanitary condition. Daily sanitizing and disinfecting will be a priority at all District facilities.



Seated and In-Person (Cont'd)

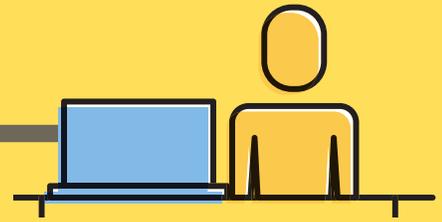
1

At this time we are planning for a face-to-face return in August. The following is a list of what we believe at this time to be best practices and applicable based on current recommendations. Schools will make reasonable best efforts to minimize risk, however, **attending our schools in-person will introduce a greater risk of exposure.**

Transportation

- Parents/guardians are encouraged to drop off students at school instead of using bus service.
- Drop-off and pick-up systems will be organized to ensure social distancing to the greatest extent possible.
- Students will need a mask on before loading a bus; buses will be sanitized daily. School bus transportation may not readily allow for physical distancing. However, strategies to reduce contact on buses and risk of infection can include:
 - Screening of COVID-19 symptoms at home prior to getting on the bus.
 - Encouraging hand hygiene upon boarding the bus.
 - Assigning students to seats so contacts are stable.
 - Seating siblings together.
 - Loading the bus from back to front.
 - Having windows open when safe and weather-permitting.
- Providing bus drivers and monitors onboard with personal protective equipment, such as face masks and face shields and/or eye protection, as long as these do not impair driving.

2 Blended



The Plan

Elementary

K-5 departmentalized classrooms will no longer travel but will remain in their homeroom. Teachers will travel to serve the individual cohorts.

Limited commingling of certain special groups of students will need to occur. Seating charts will be in place in all settings.

Secondary

Building population would be split to as close to 50% as possible (S-day students and C-day students).

- Families with students in multiple buildings will be on the same scheduled "S" or "C" day
- Smith-Cotton High School estimates 741/810
- Smith-Cotton Junior High 580/623
- Whittier 25/25

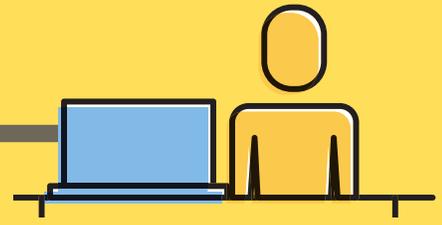
The Purpose

Reducing the number of seated students per day by approximately 50% helps maintain lower class sizes, smaller lunch shifts, and fewer students traveling in the hallways between classes. These efforts would help reduce exposures to the virus as well as simplify contact tracing in the event of a positive case. This model also provides an opportunity for our students to remain involved in activities and sports. [MSHSAA Guidelines](#)

The Schedule 6-12

- Monday and Thursday S-day students would attend on campus while C-day would be working virtually
- Tuesday and Friday C-day students would attend on campus while S-day would be working virtually
- Wednesday is virtual learning for all students and teachers will be on campus participating/attending team meetings, professional development, and communicating with students regarding virtual work as well as developing virtual assignments/lessons

2 Blended (Cont'd.)



Before School Grades 6-12

Junior High School

- 6th grade will report to the FEMA gym
- 7th grade will report to the main gym
- 8th grade will report to the cafeteria

Students will sit by seminar in assigned seats.

Students will get a grab and go breakfast to take to their assigned areas.

Smith-Cotton High School

- Doors will not open until 8:10 am
- Car riders/drivers will enter through the gym doors
- All students will go directly to 1st hour

Breakfast will be available at entrances for students to grab and go upon entering the building.

Whittier High School

Students will enter the building and go directly to their 1st hour class.

Breakfast will be available for them to take with them to 1st hour.

Lunch for Grades 6-12

In Person -

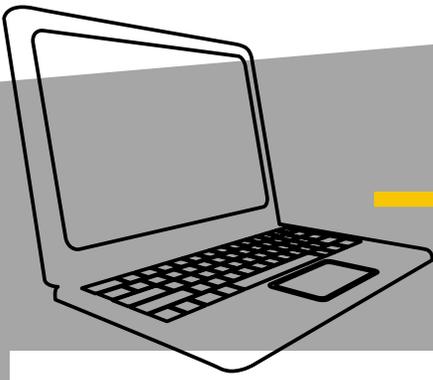
Students will be spaced out in the cafeteria with assigned seating that coordinates with their lunch hour teacher.

Virtual -

Students will be surveyed to determine need for breakfast/lunch on virtual days. Students will pick up at their neighborhood school preference as indicated in the survey.

Co-Curricular Changes & Off Campus Hours

Additional practices may be needed outside of the school day.



All Virtual **3**

The Purpose

In the event that Sedalia #200 would need to pivot due to COVID-19, all K-12 students would remain home and continue their education virtually. This would allow our students to still receive essential instruction remotely.

The Plan

Devices

K-1: iPads will be distributed to K-1 students from their current buildings.

2-8: Chromebooks will be distributed to our 2-8 grade students from their current buildings.

9-12: Students that attended last year should already have a Chromebook. 9th grade students and new students would receive a Chromebook from the building.

Each building administrator will communicate the device procedures with their respective families.

Connectivity

Families in need of internet connectivity will receive a hotspot as determined by various communication methods that include, but are not limited to, surveys, phone calls, and email.

Learning Management Systems

K-5: Students will interact with their teacher and complete activities through Google Classroom.

6-12: Students will interact with their teacher and complete activities through Canvas.

Learning will be in an asynchronous model, meaning this allows students to complete their work at any time of the day.

Instruction

Teachers and other certified personnel will interact with students to provide instruction and feedback through email, phone calls, the learning management system, and teleconferencing.

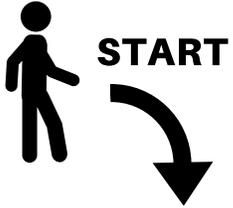
Teachers will follow the Department of Elementary and Secondary Education [recommendations/guidelines](#) for accelerated learning. Classroom teachers will continue to follow the curriculum scope and sequence for our essential/priority standards.

Teachers will respond to students/parents within 24 hours Monday through Thursday. Friday emails will be answered by Monday morning.

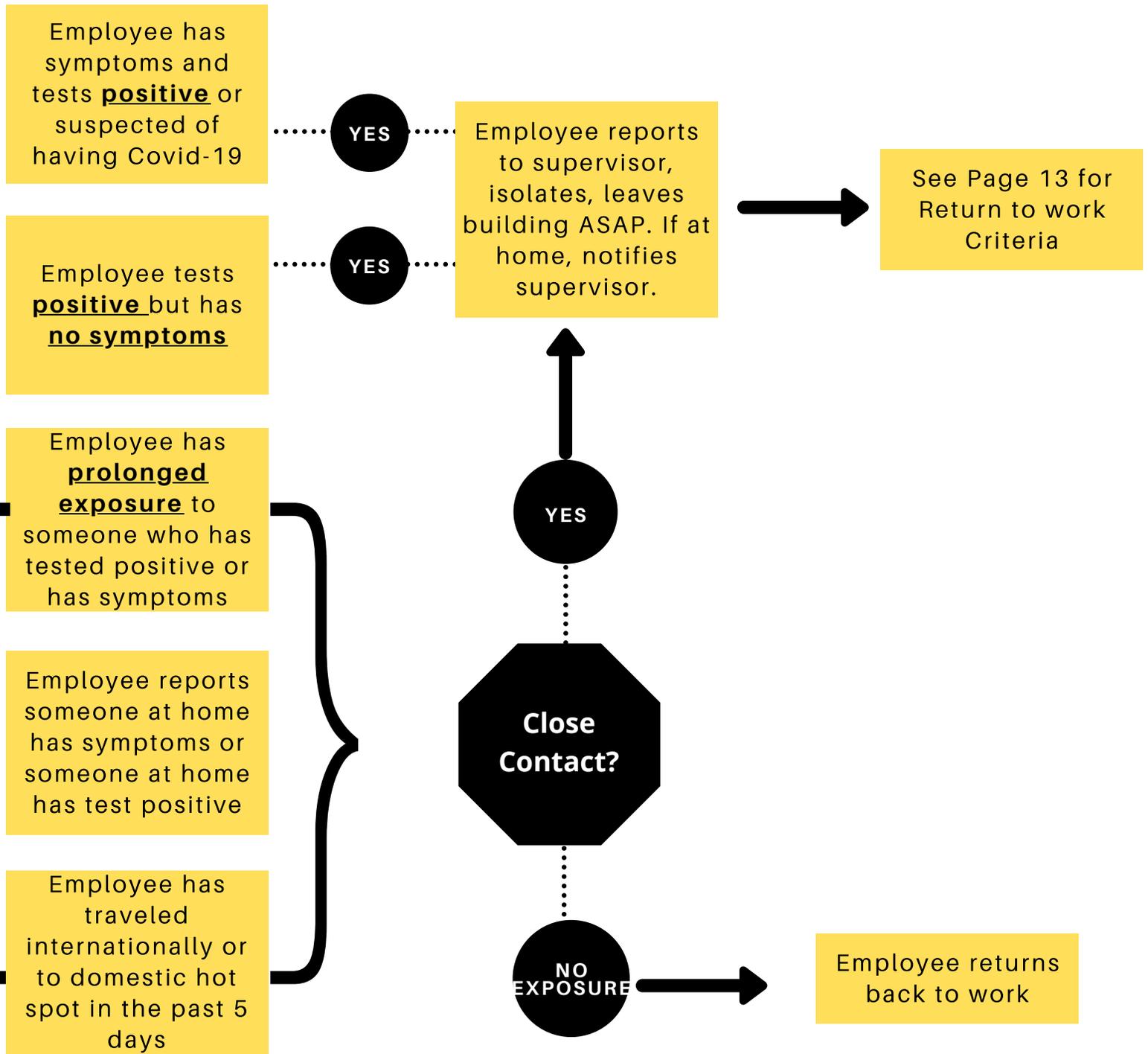
Parents will receive a guide to help their students navigate through the learning management systems and processes.

Students with special needs can receive modifications as determined by the IEP team.

SSD #200 Employee COVID-19 Flowchart

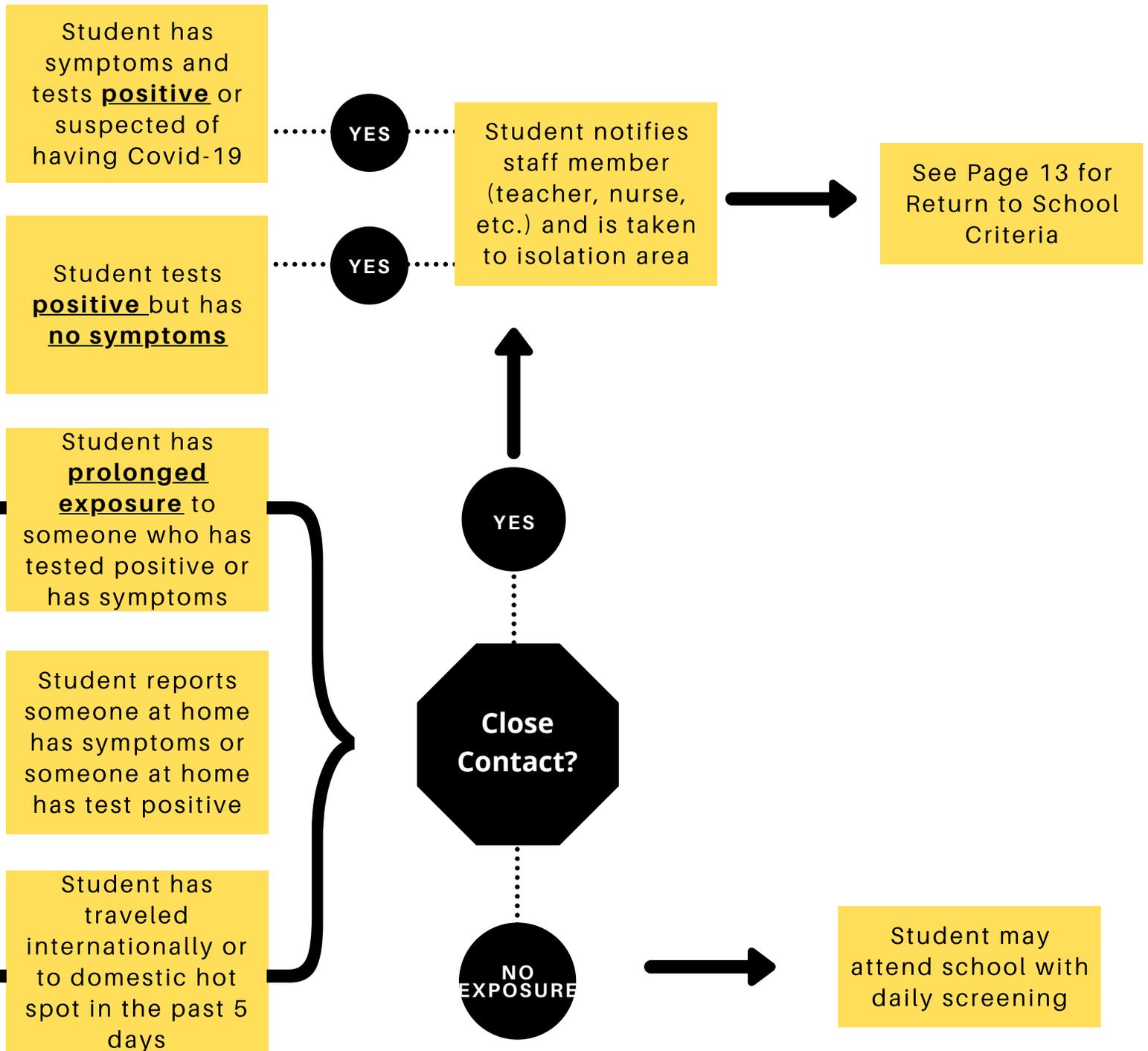


To be considered exposed to COVID-19, you need to have prolonged close contact with a person who has the virus. Close contact includes living in the same household, caring for a sick person with the virus, being within 6 feet of a sick person with the virus for at least 15 continuous minutes without the use of a face covering, or being in direct contact with secretions from the sick person.



SSD #200 Student COVID-19 Flowchart

To be considered exposed to COVID-19, you need to have prolonged close contact with a person who has the virus. Close contact includes living in the same household, caring for a sick person with the virus, being within 6 feet of a sick person with the virus for at least 15 continuous minutes without the use of a face covering, or being in direct contact with secretions from the sick person.



COVID-19 & Return to School/Work Criteria

POSSIBLE COVID-19 SYMPTOMS

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

Important Information



- Determine last date employee/student was physically present at school, the time the employee/student was within 6 ft or less of another individual
- "Close contact" includes being directly exposed to infectious secretions (i.e., being coughed on while not wearing a face covering) or being within 6 ft for a duration of 15 minutes while not wearing a face covering
- Determine all areas that may have been exposed within the past 48 hours
- Close off areas used by employee/student
- Disinfecting protocols
- Determine additional closure response and communication if positive test confirmed
- Quarantine guidance from Pettis County Health Center derived from [RSMO 192.320](#) and Code of State Regulation [19 CSR 20-20](#)

Criteria for Return Employee/Student

Positive Test

- 10 days from onset of symptoms
- No fever for 24 hours without fever reducing medication
- Significant improvement in symptoms
- Written approval to return by a healthcare provider

Close Contact Exposure to a Positive Individual

- 14 days from the last exposure to the positive individual if they reside in the home
- 10 days from the last exposure if the positive individual does not reside in the home

**Health department will provide release dates for all instances

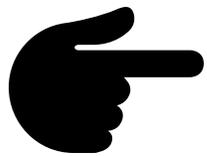
Symptomatic - NO Test or Negative Test

- Return to school/work 72 hours after symptom resolution without the use of medication
- No fever for 24 hours without fever reducing medicine

Asymptomatic - Positive Test

- 10 days from positive test and showing significant improvement of symptoms
- No fever for 24 hours without fever reducing medications

COVID-19 Positive Cases and LPHA



Are public health officials (LPHA) allowed to share health information about a student or staff member with district/school officials to allow necessary contact tracing to take place?

YES

The Family Education Rights and Privacy Act (FERPA) has a provision that allows Local Education Agencies (LEAs) to share student records, which include student health information, with LPHAs (34 C.F.R. § 99.36).

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) has a provision that allows personal health information (PHI) to be shared by DHSS and LPHAs to LEAs (45 C.F.R. § 164.512j(1)(i)) if the disclosure is necessary to protect public health. Some public health authorities may be considered “covered entities” or “hybrid entities” under HIPAA, meaning that the law applies to them. HIPAA specifically states that covered entities that disclose PHI in the interests of protecting public health are presumed to have “acted in good faith” if the “disclosure:

- (A) Is necessary to prevent or lessen a serious and imminent threat to the health or safety of a person or the public; and
- (B) Is to a person or persons reasonably able to prevent or lessen the threat, including the target of the threat.”

What communication will take place between local public health authorities (LPHAs) and school leaders when a member of the school community tests positive for COVID-19, and what role will each entity play in that communication process?



It is the responsibility of the LPHA to contact the person confirmed with COVID-19, inform direct contacts of their possible exposure and give instructions to those involved with the confirmed case, including siblings and other household members, regarding self-quarantine and testing, as indicated. LPHAs should proactively communicate to the school or district the existence of a positive case among its students or staff.

Schools and districts should designate a point of contact at both the school and district levels with whom LPHAs will coordinate regarding COVID-19 exposures, case investigations and contact tracing. Pursuant to 19 CSR 20-20.030(1), schools and districts should report any known COVID-19 cases or exposures to the LPHA where the student resides. When there is confirmation that a person infected with COVID-19 was on school property, the district/school should contact the LPHA immediately and follow the directions of the LPHA where the school is located. Schools and districts should track information regarding cases and exposures to ensure that no staff member or student returns to school before released to do so by the LPHA of record. LPHAs should provide clear guidance and direction to schools and districts on the next steps for contact tracing and potential quarantine.

Additional Information

Building Visitors

Face coverings are required for anyone entering any building. Visitors should be limited as much as possible. Only visitors with essential business should be permitted to enter any building. Parents will remain outside when picking up a student. Student teachers will be permitted but student observers will be restricted for the school year.

Building Cleaning

All attempts will be made to disinfect high touch areas in classrooms throughout the district.

- Spray bottles with disinfectant will be provided for each classroom.
- Teachers will use the bottles to disinfect when time permits between classes.
- Industrial sprayers will be used to spray QT-3 disinfectant in larger and frequented areas.
- UV wands will be used to disinfect electronic devices as needed.
- Restrooms will be disinfected multiple times daily.
- Common spaces will be sprayed and disinfected daily.

Breakfast/Lunch

If Sedalia #200 needs to pivot to option 2 (Blended Learning) or option 3 (Virtual Learning) students needing breakfast and/or lunch will be able to pick those up at their neighborhood school. These will be grab and go meals. Surveys will be used to determine the number of meals needed for preparation purposes.

Student Activities and Travel

Students will not be permitted to travel out of state for any school activity or event. We will follow [MSHSAA guidelines](#) for all activities and sports. Concession stands will not be open for sporting events in the fall of 2020.

MoCAP and Virtual Education

The Missouri Course Access and Virtual School Program (MOCAP) has developed a catalog of virtual online courses for students. Students will be able to take an entire course from any Internet-connected computer, available 24 hours a day, seven days a week. LAUNCH is Sedalia School District 200's preferred provider. Additional information may be found at <https://mocap.mo.gov/>. If Sedalia Schools maintain a seated in-person environment and you need a virtual option, we will refer you to MoCAP at this time. Please see page 16 for more information regarding our preferred virtual provider.

MoCAP VIRTUAL EDUCATION INFORMATION

The District's preferred virtual provider is LAUNCH, which has been providing virtual education to students since 2012 with the past three years being in partnership with over half of Missouri schools. Our experience with this provider has been excellent with the District being provided the ability to assist in the monitoring of your student's' progress in their courses. Other virtual providers do not provide the District with this capability. Past experience with other providers has not met the District's expectations, therefore we are hesitant to recommend these programs for our students.

To begin the process for virtual education:

- Complete Online Registration thru the Parent Portal
 - This enrolls your student in the District with current address, phone, etc.
- Complete the District's form "Virtual Education Request to Enroll"
 - This form is found on the District's website under MOCAP heading
- Make an appointment with your student's principal or counselor
 - Either call the school or send an email – email addresses are on the website
 - Principal or counselor will assist in selection of courses for your student
 - Student's with an IEP will meet with the IEP team
- If you are unable to complete the On-Line Registration and Virtual Education Request to Enroll, you may do so with assistance from the principal or counselor

Informational Items

- Virtual education enrollment is for the entire semester
 - Withdrawing before the semester is complete and returning to on-site education is **not** an option
- Enrollment deadlines for each semester is as follows:
 - Semester 1: apply by August 15th
 - Semester 2: apply by December 1st
- District report cards will only reflect semester grades
 - District and parents/guardians have the ability to monitor their student's progress up to and including the final semester grade thru the Launch program
 - District retains the final semester grade in the Tyler SIS program as a permanent record

LAUNCH OFFERINGS

The infographic is divided into three columns, each representing a different school level. Each item is preceded by a green checkmark icon. The background of the infographic is a light blue and white pattern.

Elementary School	Middle School	High School
Launch's full-time virtual K-5 offerings include:	✓ Courses in all core content areas	✓ Complete, Comprehensive Core Content Offerings
✓ 6 hours of daily teacher-supported virtual programming	✓ Multiple world language offerings	✓ AP, Honors and dual credit opportunities
✓ Live, synchronous daily lessons with teachers	✓ Engaging exploratories	✓ Expansive credit recovery opportunities
✓ 25:1 student-teacher ratio	✓ Live teacher tutoring available	✓ Live teacher tutoring available
✓ Full-time teacher support	✓ Launch provides accommodations and modifications for students with IEPs and 504s	✓ Launch provides accommodations and modifications for students with IEPs and 504s
✓ Daily workbook activities		
✓ Launch provides accommodations and modifications for students with IEPs and 504s		
✓ ELA, Math, Science & Social Studies instruction		
✓ 5 Related Arts courses (1 hour of each per week): Physical Education, Music, Art, Coding, & Information Literacy		