COVID-19 PREPAREDNESS PLAN

KENSTON SCHOOLS

RESPONSIBLE RESTART
2020-2021

Published: July 14, 2020
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At Kenston, our students, parents, staff and community members are the heart and soul of our district. Every effort to support their health and well-being remains paramount to our purpose.

Our Administrative Team has meticulously reviewed every area of our operations to implement enhanced safeguards - some clearly noticeable while others invisible. Nonetheless, all are meaningful in regard to how we deliver a safe learning environment for our students and staff.

The purpose of this document is to share the precautions that are being established. We hope we have anticipated your questions and illustrated that our efforts will meet and exceed all government guidelines. We will continue to update this plan as developments that benefit public health progress and we learn how to best move forward together. This is our plan as of today. It will continue to evolve.

In addition to our focus on student and faculty safety, providing students with a continuous and rigorous curriculum has always been our top priority. In conjunction with an academic focus, the Return-to-School Instructional Plan includes consideration for supporting the social-emotional needs of our learners.

We look forward to welcoming all of our students and staff back safely.

Sincerely,

Nancy R. Santilli
Superintendent

*This is Kenston’s Responsible Restart Plan as of July 14, 2020. It will continue to evolve as additional information becomes available.*
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OVERVIEW

The well-being of our students, parents, staff and community members remains the district’s highest priority. As we closely monitor and adhere to changes in government policy, we have enhanced our health and safety precautions to comply with the recommendations and guidelines set by the Centers for Disease Control and Prevention (CDC) and the Ohio and Geauga County Departments of Health. We will continue to elevate our standards as best practices evolve.

This document serves as a blueprint for reopening schools in the wake of the COVID-19 pandemic, including:

- Ensuring that our facilities, buses and vehicles are fully cleaned, disinfected and equipped to maintain safe conditions.

- Designing a support system for our students and staff as they return to school and adjust to the new realities and emotional challenges presented by the COVID-19 pandemic.

- Creating a plan for a safe learning environment that protects students and staff from risks connected to COVID-19, including exposure and transmission.

The response to the COVID-19 pandemic is continually changing. We will continue to update our plan as we learn more about the virus and the best techniques to address the associated risks.
June 30, 2020

Board of Education Members
Superintendent, Nancy Santilli
Kenston Schools
17419 Snyder Rd.
Chagrin Falls, Ohio 44023

Superintendent Santilli,

Let me begin by expressing my appreciation for the high degree of collaboration as we blended the institutional expertise of your educators and academic administrators with that of our local health department. Your team developed and presented a thorough plan which anticipates the needs to the extent anyone can predict them with this novel virus. Your return to school plan reflects your high degree of commitment to the health and safety of both students and staff.

While we all recognize the risks inherent in an environment that includes a novel virus capable of spreading from person to person in congregate settings, we are confident that the planning that has been done will reduce those risks to every degree possible and that, if the virus does find its way into the classroom, there are plans in place to mitigate its transmission.

Please consider Geauga Public Health to be an ongoing resource to you and your team as we navigate this new experience.

Sincerely,

Tom Quade
Geauga County Health Commissioner
The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

**Should you consider opening?**
- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Is the school ready to protect children and employees at higher risk for severe illness?
- ✓ Are you able to screen students and employees upon arrival for symptoms and history of exposure?

**Are recommended health and safety actions in place?**
- ✓ Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering, as feasible
- ✓ Intensify cleaning, disinfection, and ventilation
- ✓ Encourage social distancing through increased spacing, small groups and limited mixing between groups, if feasible
- ✓ Train all employees on health and safety protocols

**Is ongoing monitoring in place?**
- ✓ Develop and implement procedures to check for signs and symptoms of students and employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to stay home
- ✓ Plan for if students or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- ✓ Monitor student and employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

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**SCHOOLS DURING THE COVID-19 PANDEMIC**

[Diagram showing decision-making flow]

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[Diagram showing decision-making flow]
LAYERS OF PROTECTION

This plan describes many ways to keep the safety of your students, faculty and staff central to your COVID-19 planning and response. While no single tactic is 100% effective, when used together they add layers of protection and support a culture of safety. These proven practices address a variety of risk points and should be considered as a collection of actions to keep your environment safe in the era of COVID-19.

In 1990, James Reason, Ph.D., introduced the “Swiss Cheese Model” that has been adopted to improve safety across many industries. In any setting, there are inherent risks. Most of the time these risks are never realized because safeguards are in place to prevent them. These safeguards are represented in his model as multiple layers of Swiss cheese. However, every process has “holes” that, under the right circumstances, can line up and lead to an error, accident or “hazard” as Reason described it.
GENERAL RECOMMENDATIONS

STOP THE SPREAD OF GERMS

WEAR A FACE MASK
Protect yourself and others in public with a face mask, covering, or shield in public, particularly where it’s difficult to maintain a 6-foot distance from others. Try to avoid touching your face.

COVER YOUR MOUTH AND NOSE
When you cough or sneeze, cover your mouth and nose with a tissue or your sleeve or elbow, rather than your hands. Properly dispose of your tissue in a trash can.

PRACTICE PHYSICAL DISTANCING
Maintain a 6-foot distance from others.

FOLLOW SOCIAL DISTANCING GUIDELINES
Avoid group gatherings and crowded places.

WASH YOUR HANDS
Stop the spread of disease-causing germs by washing your hands often and for 20+ seconds. Use hand sanitizer if soap and water are not available.

CLEAN AND DISINFECT
Use a virus-killing disinfectant to clean frequently touched surfaces such as phones, keyboards, doorknobs, handles and faucets.

MAINTAIN HEALTHY HABITS
Get enough sleep, eat healthy foods, drink plenty of water and exercise, if you are able, to help keep your immune system strong.

KENSTON
GENERAL RECOMMENDATIONS - PROPER HANDWASHING TECHNIQUE

WASH YOUR HANDS:

- Whenever they look dirty.
- Before, during and after you prepare food.
- Before eating.
- Before and after contact with a person who is ill.
- Before and after treating a cut, sore or wound.
- After using the toilet or changing diapers.
- When entering/exiting schools and the workplace.
- After blowing your nose, coughing or sneezing. (Wash your hands more often when you are sick to prevent spreading your illness to those around you.)
- After touching animals or animal waste.
- After touching garbage, body fluids, or anytime you have doubt if your hands are clean.

WHEN SHOULD WE USE ALCOHOL-BASED HAND SANITIZERS?

The CDC recommends washing hands with soap and water whenever possible to reduce the amounts and types of all germs and chemicals on them. However, if soap and water are not available, an alcohol-based hand sanitizer that contains at least 60% alcohol should be used. Hand sanitizers with lower alcohol levels are not as effective in killing germs.
GENERAL RECOMMENDATIONS - PROPER HANDWASHING TECHNIQUE

PROPER HANDWASHING TECHNIQUE

1. Rinse water
2. Rub back of hands and between fingers
3. Use soap or hand sanitizer
4. Rub base of your thumbs
5. Wash your palms
6. Scrub nails on palms
7. Rinse off soap with water
8. Dry hands with towel or dryer
9. Turn off faucet with paper towel
10. Scrub each finger
11. Wash your wrist
12. Hands are clean

KENSTON
PERSONAL PROTECTIVE EQUIPMENT (PPE)
FACE MASK GUIDELINES

To facilitate a safe school environment and responsibly resume operations, students and staff are expected to wear cloth face masks or face shields in common spaces. They are recommended by the Centers for Disease Control and Prevention (CDC) to potentially help prevent transmission when used as a complement to social distancing. A face covering is not required if there is a practical reason one cannot be worn. Masks should be removed and replaced when wet or soiled.

HOW TO WEAR A MASK OR FACE COVER:

The CDC recommends keeping these criteria in mind when wearing a mask or face cover:

• It should be snug but comfortable against the sides of the face.
• It needs to be secured with ties or ear loops.
• It should be made with multiple layers of material.
• It must allow you to breathe without restriction.
• It should be able to withstand machine washing and drying and not get damaged or change shape.

How to Keep Masks and Face Covers Clean
The CDC recommends washing cloth face masks frequently, either by hand or in a washing machine. Individuals should take care not to touch their eyes, nose, mouth or face when removing a worn face covering, and to wash their hands immediately after removing them as they may carry infectious contaminants.
FACE MASK POLICY
USE OF FACE MASKS/COVERINGS

The Board of Education is committed to providing students, staff, and visitors with a safe and healthy environment.

In order to maintain a healthy environment, the Board will follow the mandates and requirements set forth by the federal government, Center for Disease Control, Ohio Governor, Ohio State Health Department, Geauga County Health Department, Ohio Department of Education, and other entities (“Directing Entities”) as it relates to protecting the health of students. If any of the Directing Entities or District Administration requires staff, students, and/or visitors to wear cloth face coverings / masks while attending school, reporting to work at a school, or visiting a school, the District’s Administration will follow and enforce such directives.

As of July 2020, pursuant to COVID-19 Health and Prevention Guidance for Ohio K-12 Schools issued by the Ohio Department of Health and the Ohio Department of Education, all staff members must wear face coverings.

Students, staff and volunteers
Face covering must be worn:
1. While on school grounds (except when eating or drinking).
2. While leaving school.
3. While on the school bus.

Face coverings / masks shall not include surgical masks or respirators (as those should be reserved for healthcare works), masks designed to be worn for costume purposes, etc. All face coverings / masks shall meet the requirements of the appropriate dress code policies and/or codes of conduct.

Exceptions to this face coverings policy may be made for the following:
• Children younger than 2 years old;
• Outdoor activities, such as recess;
• Physical Education classes;
• While eating lunch or snack during designated lunch/snack times;
• At the discretion of the classroom instructor when other social distancing precautions are possible;
Face Mask Policy continued

- Facial coverings will significantly interfere with the learning process;
- Anyone who has trouble breathing;
- Anyone who is unconscious, incapacitated, or otherwise unable to remove the cloth face covering without assistance;
- Facial coverings are in violation of documented industry standards;
- Facial coverings are in violation of documented safety policies, as such Kenston Resource Officers will not be required to wear masks while on duty.
- Individuals who have received approval from District Administration after discussing their request not to wear a face covering / mask due to a physical, mental or developmental health condition; if wearing a mask would lead to a medical emergency or would introduce significant safety concerns.
- In this exception, the District Administration may also discuss other possible accommodations for the student or staff member. Such discussion shall follow District policies and procedures under Section 504 and the ADA.

Face coverings / masks shall not include surgical masks or respirators (as those should be reserved for healthcare workers), masks designed to be worn for costume purposes, etc. All face coverings / masks shall meet the requirements of the appropriate dress code policies and/or codes of conduct.

Kenston Local School District is required to provide written justification to the local health officials upon request explaining why a staff member is not required to wear a facial covering in the school. Therefore, if any of the above exceptions are made, the request for such exception must be submitted in writing to the individual’s supervisor, and a decision on the request will be provided in writing. An individual may be required to wear a face shield or other face covering as appropriate for an accommodation of this face covering requirement.

Any school nurse or staff who care for individuals with COVID-19 symptoms must use appropriate personal protective equipment (PPE) in accordance with OSHA standards. If face masks / coverings are required, and no exception has been applied, students and/or staff who violate this policy shall be subject to disciplinary action in accordance with the applicable Student Code of Conduct/Student Discipline Code, staff Code of Conduct, and in accordance with policies of the Board.
# How To Properly Wear A Face Mask

Always wash hands before and after wearing your mask and clean reusable masks after use. Avoid touching the mask at all times and only use the bands or ties to put on and remove.

- **DON'T** wear your mask below your nose
- **DON'T** wear your mask low on your nose
- **DON'T** leave your chin exposed
- **DON'T** wear your mask under your chin or temporarily remove it in public
- **DON'T** let your mask hang loosely with gaps around your face
- **DO** wear your mask up to the top of your nose and under your chin; snug and without gaps

*Source: San Francisco Department of Public Health*
GENERAL RECOMMENDATIONS - CLEAN AND DISINFECT

- Disinfect high-touch surfaces several times per day, including door handles and locks, light switches, desks, chairs, keyboards, computer mice, frequently handled equipment, handrails and vending machines.

- Provide cleaning stations with disinfectant wipes for students, faculty and staff to self-disinfect their desks, printers and conference areas in designated areas throughout the campus.

- Keep surfaces clear as much as possible to allow for sanitation with disinfectant wipes throughout the day.

- Enhance cleaning of all areas, including more frequent cleaning of classrooms, common areas and meeting spaces using EPA-approved disinfectants that meet CDC requirements for use and effectiveness against viruses, bacteria, and airborne and bloodborne pathogens.

- Provide alcohol-based sanitizing wipes and hand sanitizer stations in high-traffic spaces (e.g., public and personnel entrances, classrooms, cafeterias, restrooms) and other common spaces.

- Normal routine cleaning with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure.

- Disinfection using EPA-approved disinfectants against COVID-19 can also help reduce the risk. Frequent disinfection of surfaces and objects touched by multiple people is important.

- When EPA-approved disinfectants are not available, alternative disinfectants can be used (for example, 1/3 cup of bleach added to 1 gallon of water, or at least 60% alcohol solutions).

- Do not mix bleach or other cleaning and disinfection products together--this can cause fumes that may be very dangerous to breathe in. Keep all disinfectants out of the reach of children.
GENERAL RECOMMENDATIONS - CLEAN AND DISINFECT

• We have secured sufficient supplies of hand sanitizer, soap, handwashing stations, tissues, no-touch trash cans and paper towels.

• We have cleaning supplies to continuously disinfect our school buildings in accordance with Ohio Department of Health and EPA guidance.

• If an area has been unoccupied for seven (7) days or more, it will only require normal routine cleaning to reopen the area. This is because the COVID-19 virus has not been shown to survive on a surface longer than this time.

• Outdoor areas generally require normal routine cleaning and do not require disinfection. We will maintain existing cleaning and hygiene practices for outdoor areas. The targeted use of disinfectants can be done effectively, efficiently and safely on outdoor hard surfaces and objects frequently touched by multiple people.

• All Material Safety Data Sheets (MSDS) will be kept on file in Custodial Closets and at the Board of Education. Directions will be followed on the labels, including safety information and application instructions. Always wear gloves appropriate for the chemicals being used when cleaning and disinfecting. Additional personal protective equipment (PPE) may be needed based on setting and product.

• Air filters will be cleaned and replaced per manufacturer’s instructions.

• The HVAC system is fully automated which allows us to monitor the amount of fresh air that the system brings into our buildings and increase or decrease as needed.

• We will consider moving or removing soft and porous materials to reduce the challenges of cleaning and disinfection.
GENERAL RECOMMENDATIONS - CLEAN AND DISINFECT

DISINFECT HIGH TOUCH AREAS FREQUENTLY

- Light Switches
- Door Knobs and Locks
- Computer Accessories
- Desks and Chairs

KENSTON
GENERAL RECOMMENDATIONS - SOCIAL DISTANCING

The classroom will look and feel different than it did before COVID-19. As we reenter school, maintaining physical and social distance will be important to minimize the likelihood of the virus being transmitted from one person to another. The “COVID-19 Health and Prevention Guidance for Ohio K-12 Schools” states: “School staff should try when possible to maintain 6-foot social distance among students, staff, and volunteers in all school environments, including classrooms, hallways, restrooms, cafeteria, playground, drop-off and pick-up locations, and school buses. Where social distancing is difficult, face coverings are even more essential.”

We will increase physical space between people. This may include:

• Adding extra space between desks and workspaces and/or installing plexiglass dividers
• Creating one-way traffic flow through classrooms and hallways.
• Use of face mask and/or face shield.
• Staggering breaks and class changes.
• Signage and training to remind students and employees of the importance of physical distancing.
• Limiting visitors and volunteers; those required to enter will submit to the same screening process as staff.
• Following guidance from the CDC and Ohio Department of Health utilizing virtual activities in lieu of field trips and postponing non-essential events.
• Evaluating whether and to what extent external community organizations can safely utilize the site and campus resources. Review facility use agreements and establish common facility protocols for all users of the facility.
• Establishing protocol for accepting deliveries safely.
PREPARING OUR BUILDINGS AND CAMPUS

We are taking the appropriate precautions to reopen the Kenston Schools and creating a safe, protected environment for our students and staff. This includes assessing exposure risk, potential exposure sources and transmission routes and appropriate controls and procedures. We will continue to plan, implement and maintain as the pandemic continues to evolve.

Physical Spaces

Classrooms
Measures will be taken to set up the classroom to best conform to the General Recommendations listed, but not limited to the following:

- Adding extra space between desks and workspaces, desk shields and/or install plexiglass dividers.
- Arranging desks in a way that minimizes face-to-face contact.
- Creating one-way traffic flow through classrooms and hallways.
- Insisting that everyone wear masks.
- Limiting or eliminating the use of shared classroom supplies and books.

![Image of classroom setup with desk dividers]
Shared Staff Spaces
The use of shared staff spaces will decrease as we practice physical distancing and flexible work arrangements. Our staff lounge areas will be closed temporarily and will only be accessible for the use of microwaves and refrigerators, which will be wiped down with disinfecting wipes after each use. All office and break areas will be cleaned and disinfected daily.

Cleaning Protocols/Products
A variety of EPA-approved, antimicrobial and surface disinfectants are utilized, which include hydrogen peroxide, alcohol and bleach-based solutions. These cleaners meet CDC requirements for use against viruses (such as COVID-19), bacteria and other airborne and bloodborne pathogens. We will incorporate electrostatic spray technology for superior disinfectant applications as appropriate.
Communal, Meeting and Public Spaces
The frequency of cleaning and disinfecting all public spaces will increase. There will be an emphasis on high-traffic areas and key touchpoints, such as front offices, elevator landings, meeting rooms, restrooms, door handles, stair handrails, trash bins, fitness equipment, dining surfaces and seating areas. Furniture will be arranged to allow for physical distancing.

Offices
Plexiglass partitions have been added at front office desks; they will be cleaned and disinfected frequently.

Signage
Signage will be displayed throughout the campus to remind faculty, staff and students of physical distancing and personal hygiene practices, such as hand washing.

Sanitizing Stations
Sanitizing stations will be placed in all classrooms and main offices for use upon entry and exit.
RETURNING TO IN-PERSON INSTRUCTION

Screening

As students and staff return to campus, we will utilize a Passive Screening process.

- Parents will be instructed to screen students before leaving for school.
- Check temperature to ensure it is below 100.4 degrees Fahrenheit.
- Observe for symptoms, including coughing or experiencing shortness of breath.
- Look for signs of illness, which could include flushed cheeks and/or fatigue.
- Keep students or staff at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.

Staff will follow the same guidelines.

Managing Symptoms

As students and staff return to school, it is important to educate them about the different symptoms of COVID-19 and other common illnesses.

What Symptoms are we watching for?
Patients confirmed with COVID-19 reported these respiratory symptoms:
- Cough
- Shortness of Breath or Difficulty Breathing
- Fever
- Chills
- Muscle Pain
- New Loss of Taste or Smell
- Sore Throat
- Other, less common symptoms: Nausea, vomiting, diarrhea and/or fatigue

(Symptoms can rage in severity from very mild to severe. In about 80% of patients, COVID-19 causes only mild symptoms.)
Screening workflow example

The CDC and some states, including Ohio, have recommended screening of employees prior to entering the workplace. These guidelines are changing frequently. Here is a screening workflow and sample questions consistent with the current guidelines, subject to your employee policies and individual business requirements:

**EXAMPLE SCREENING QUESTIONS:**

- Do you have a new cough, fever or shortness of breath?
- Have you traveled to an area with a current COVID-19 outbreak* in the past 14 days?
- Have you had exposure or contact with COVID-19 suspected or diagnosed individuals in the last 14 days without a mask?

* YES to one or more questions is a positive screen

* Check the CDC website often for up-to-date areas of concern

** Next steps may include reference to advising employees to seek medical attention, your company’s sick leave policies, and/or provide information about a COVID-19 medical hotline that you make available

---

Check temperature for employees prior to entering workplace site

Is temperature greater than 100.0°F (37.8°C)?

YES

Provide employee instructions for next steps**

NO

Ask the following questions

Is it a positive screen?

YES

Provide employee instructions for next steps**

NO

Proceed to work and follow company guidelines

---

** Provide employee instructions for next steps**

---

* Check the CDC website often for up-to-date areas of concern

** Next steps may include reference to advising employees to seek medical attention, your company’s sick leave policies, and/or provide information about a COVID-19 medical hotline that you make available
How will we handle a student or staff member who has symptoms or becomes ill at school?

We will follow these steps if a student or staff member begins having suspected COVID-19 symptoms or feels ill during the school day:

• Immediately separate the person who is ill from others. Secondary clinics have been established in all buildings.

• Staff with symptoms of COVID-19 will be sent home and instructed to contact their Primary Care Physician to initiate testing protocols and follow their Physician’s health recommendations. Call 911 or send to hospital if emergency care is needed.

• Ill students should be encouraged to return home and isolate there.

• Close off all areas that the ill person was using.

• Refer to the CDC guidance for cleaning and disinfecting your building when someone is sick.

• Click here for Suspected Student/Staff COVID-19 Illness Protocol for Health Aides form or access in Appendix/Forms.

• Click here for Suspected Illness Form or access in Appendix/Forms.
What protocols are in place for screening individuals that complain or exhibit symptoms of COVID-19?

- We recommend barriers and partial controls (using proper PPE) for screeners/health aides. Screening would be conducted for students or staff that complain or exhibit symptoms of COVID-19 (see pg. 19).

- Stand behind a physical barrier (glass or plastic partition) to protect their face and mucous membranes from respiratory droplets that may be produced when someone coughs, sneezes or talks.

- If no physical barrier is available, put on a facemask, eye protection (goggles or disposable face shield that fully covers the front and sides of your face), a single pair of disposable gloves and a gown if you expect to have extensive contact with someone.

- Clean your hands with either soap and water for 20 seconds or with hand sanitizer containing at least 60% alcohol.

- Use a new pair of disposable gloves. If disposable or non-contact thermometers are used to screen multiple people and you did not have physical contact with an individual, you do not need to change your gloves before the next check.

- Look for signs of illness, which could include flushed cheeks or fatigue.

- Confirm individuals aren’t coughing or experiencing shortness of breath.

- Check the individual’s temperature by reaching around or through an opening in the partition. (Keep your face behind the barrier at all times.)

- If non-contact thermometers are used, follow the manufacturer’s instructions for cleaning and disinfecting.

- Reusable thermometers must be sanitized between each check.

- After screening the last person, remove and discard PPE and gloves and clean your hands with either soap and water for 20 seconds or with hand sanitizer containing at least 60% alcohol.
Diagnosis

What protocols are in place if a student, faculty or staff member is diagnosed with COVID-19?

• Isolate the symptomatic individual and any person who may have come into contact with individual. Staff members who have been exposed may continue to report to work as long as they remain asymptomatic, and follow the guidelines (mask, hand hygiene, social distancing). Even if they have a family member with COVID-19, they are allowed to work carefully, as long as they are asymptomatic.

• Send home any faculty and staff with symptoms of COVID-19 and instruct them to contact their Primary Care Physician to initiate testing protocols, as well as follow Physician recommendations.

• Instruct faculty and staff to contact their manager immediately if they notice that a colleague is exhibiting symptoms of COVID-19.

• Report confirmed cases of COVID-19 immediately as required by local health authorities.

• Shut down the area of the school thought to be contaminated. The area should be closed until enhanced cleaning with EPA-approved disinfectants can be accomplished according to CDC guidelines. Ensure that whoever cleans the school and its equipment follows requirements and guidelines from the CDC and any local governing bodies that may have jurisdiction and wears appropriate PPE.

• Clean surfaces and equipment thought to be contaminated, if possible, with EPA-approved disinfectants that are appropriate for the surface in accordance with CDC guidelines. If equipment cannot be cleaned, isolate it. As viruses survive for different periods of time, consider the surface type when determining the amount of time it cannot be used. If a surface cannot be cleaned, the CDC recommends isolating porous surfaces for a period of 7 days before handling.
COMMUNICATING WITH STUDENTS, FAMILIES, FACULTY AND STAFF

The Covid-19 pandemic is a complex situation that requires frequent and consistent communication with our stakeholders. It is the District’s goal to ensure clear, open, and transparent communication and offer multiple means in which to distribute and receive information to best meet the needs and preferences of our students, staff, parents and community. In addition to direct one-to-one and paper communications, below you will find a guide to electronic platforms.

Kenston Local School District & School Websites:

District: kenstonlocal.org
High School: kenstonlocal.org/hs/
Middle School: kenstonlocal.org /ms/
Intermediate School: kenstonlocal.org/is/
Timmons Elementary School: kenstonlocal.org/tes/

Kenston Email Communications
In addition to emails sent directly from individual teachers and administrators, each building has an email database platform they use for dispersing information via email lists as specific as a classroom to as broad based as the entire Kenston community. This may include newsletters, important events, and building specific reminders. Additionally, the District will send communications such as our In The Know! monthly newsletter, Superintendent News, and much more.

Kenston Alert Now Phone Communications
The District utilizes Blackboard Connect AlertNow Systems for communications that require immediate or emergency dissemination (i.e. school closings, extreme incidents). The phone numbers you provide at registration will be included in our database, but you have the ability to opt out entirely or opt out certain numbers if you wish. We also utilize the texting feature to bring attention to more detailed communications.
Communicate new COVID-19 related protocols including:

- Proper use of Personal Protective Equipment (PPE).
- Cleanliness and disinfection.
- Transmission prevention.
- Guidelines for families when to keep students home from school.
- System for self-reporting symptoms.
- Student/staff screening.
- Criteria and plan to close buildings if needed.
- If students, staff, family or community members have symptoms, they are to stay home and contact medical professionals for advice, testing and diagnosis.
- Use signage to prompt and reinforce distancing.
- Remind students and staff of our commitment to health and safety prevention measures with signage near the entrance and inside classrooms, gym, cafeteria, lounges and restrooms. Include reminders about the importance of handwashing, face masks and physical distancing, as well as cough and sneeze etiquette.
- Use markings on the floor in queuing spaces (e.g., gym, cafeteria) to stress that students, faculty and staff leave 6 feet of space between themselves and others.
- Encourage students and staff not to congregate in groups or clusters.
- Encourage students, staff and their families to get the seasonal influenza vaccine and all other required vaccinations.
- Creating a culture of responsibility for self and others and for citizenship in the broader community under our PEAK tenants.
STUDENT AND STAFF WELLNESS

WELLBEING AND RESILIENCE
The COVID-19 global health pandemic has disturbed our way of life and caused increased stress and anxiety for people everywhere. Utilizing our PEAK (Peaceful Environment at Kenston) framework we will provide support and systems to help our students and staff rebalance and refocus on the task of learning and being productive in our school and community. We will care for ourselves and one another within our supportive school community by practicing the health and safety measures detailed in this plan because the future is in our hands.

MANAGING STRESS
Restoring a sense of normalcy can go a long way to help our students and staff cope with the constantly changing environment helping those around us remain calm and focused. While some people may successfully manage their anxiety levels, we need to encourage everyone to explore resources to help manage the increased levels of stress and anxiety.

EXERCISE REGULARLY
Aerobic exercise (e.g., walking, running, hiking or playing with your kids/pets), can help release endorphins (natural substances that help you feel better and maintain a positive attitude).

MAINTAIN A HEALTHY DIET
Stress can adversely affect your eating habits and your metabolism. The best way to combat stress or emotional eating is to be mindful of what triggers stress eating and to be ready to fight the urge.

CONNECT WITH OTHERS
Fear and isolation can lead to depression and anxiety. Reach out to family members, friends and colleagues regularly via phone, text, FaceTime or other virtual platforms.

TAKE A BREAK
While it's important to stay informed of the latest news and developments, the evolving nature of the news can get overwhelming. Find a balance of exposure to news that works for you. Whenever reasonably possible, disconnect physically and mentally.

GET ENOUGH SLEEP
It's especially important that individuals get the recommended amount of sleep to help them stay focused on work and on managing the stress the current outbreak can bring. Experts recommend avoiding alcohol and stimulants like caffeine and nicotine before bed.
STAFF EXPERIENCE

Health Screenings
Before arriving at work, staff will self-screen daily for COVID-19 symptoms and temperatures over 100.4 degrees Fahrenheit. Staff confirmed to have symptoms or a temperature over 100.4 degrees Fahrenheit should not report to work and contact their Primary Care Physician and report their absence to their supervisor.

Personal Protective Equipment (PPE)
Appropriate PPE will be worn by selective staff based on their role and responsibilities and in adherence with state and local regulations and guidelines. Training on how to properly use and dispose of all PPE will be provided. Every staff member will be issued a cloth face covering and be required to wear it as appropriate.

Policies
Safe return to work guidance will be provided to our staff and will include additional personal and medical leave options, protocols for daily health screenings, personal hygiene and physical distancing requirements, property and workspace cleanliness standards, district and personal travel policies, and detailed steps for responding to presumed COVID-19 cases. (See COVID-19 Return to Work on pg. 33.)

Training
Staff will continue to train in all enhanced health, hygiene and physical distancing practices to ensure they are consistently followed. Staff will also be trained to recognize and report COVID-19 symptoms and follow medical care and isolation procedures as recommended by the CDC.
OVERVIEW

Governor DeWine has stated that Ohio intends to re-open schools for the 2020/21 academic year. As we prepare to return to school in August, providing a safe learning environment within a caring school environment is critical. Our Back to School Plan prioritizes student learning with a challenging curriculum supporting the whole child within our school buildings. Our instructional plan will be flexible and responsive as we adapt to the current needs of our students.

We understand that some students will require full-time remote learning or intermittent instruction. If a “flare up” occurs, the district will be prepared to transition to remote learning as necessary.

Day to Day Operations
Our parents, students and staff are most interested in what a “typical” day will look like with the new constraints caused by COVID-19. Creating a safe learning environment is always our priority. We now are stepping into our students shoes to reassess and develop plans for activities and events that we previously took for granted. Below is a list of many of our daily operations that will need to be restructured and communicated to our families. The list below is just a starting point as we redefine routine procedures during the COVID-19 pandemic.

• Transportation
• Drop-off / Pick-up
• Lockers / Individual Belongings
• Classroom Procedures
• Restroom Procedures
• Nurse’s Office Visits
• Special Education
• Technology
• Classroom Supplies
• Specials / Electives
• Library
• Band / Music
• Nutrition Services
• Athletics
• Water Fountains
• Trash / Recycling
• Field Trips
• Classroom Management
• Student Recognition
BACK TO SCHOOL TRANSITION 2020-2021

This return to school instructional plan was developed with the following assumptions:

1. The Governor supports the opening of school; the Department of Health guide actions.

2. Student and faculty healthy, safety and well being are critical; the facility and learning environment follow the required protocol; caring for the school community includes providing social-emotional support. The needs of the most vulnerable will be prioritized.

3. School will be open for students; transportation will be provided.

4. Some students may need to use remote learning for full-time instruction or intermittent instruction.

5. If a “flare-up” occurs or extended student absences are necessary, teachers should be prepared to transition to remote learning for short or longer periods. As a learning organization, our instructional plan needs to be flexible and responsive.

7. Student learning is prioritized, and students are ensured a challenging curriculum. Equity in opportunity is required.

8. A Kenston education supports the whole child. The primary goal is to build a community of learners; the secondary goal is to address academic gaps through curriculum and a continuous learning model.

9. Student voice is encouraged to best understand the needs and preferences to maximize learning.

10. The District’s Peaceful Environment at Kenston (PEAK) program and beliefs will serve as an overarching approach in responding to school closure and necessary transitions between remote and face-to-face learning. Caring, kindness and empathy will shape our decision-making.
Social-Emotional Well-Being

The social-emotional well being of Kenston students will remain a priority as plans are considered for remote and face-to-face learning. Each building will work with building level PEAK and Health and Wellness committees to develop a plan to best meet the needs of their students. Building plans may include adjustments to Positive Behavioral Interventions and Supports (PBIS) Plans (including specific lessons to address safety procedures), movement breaks to counter the effect social distancing restrictions, access to counselors, mindfulness activities, stress relievers, trauma-informed care, culturally sensitive practices and student feedback. Building plans will focus on four elements that impact the well-being of members of the school community:

1. Addressing the social-emotional competence of staff members.
2. Establishing connections and relationships with students.
3. Direct teaching of social and emotional skills (Ohio Learning Standards); (Universal Screening tools).
4. Creating a safe, inviting and nurturing environment.

Professional Development

Professional learning opportunities will be available for teachers to support the expected flexible nature of instruction. Specific training may include the following areas:

- Restorative practices to meet the social-emotional needs of students as they return to school.
- Google resources such as Classroom and Meet to ensure all educators are comfortable with quickly pivoting to a remote learning model.
- Blending learning instructional strategies.

Field Trips

Following State Guidelines, at this time, field trips present too many risks that could compromise the health of participants. Therefore, field trips that involve students being in close proximity to each other, navigating large crowds, increased interactions with strangers and unpredictable circumstances should be avoided. Virtual field trips are an option to broaden the student experience without taking undue risk.
Levels of Instructional Continuity

As a public school district, we are required to develop multiple instructional plans to ensure we are prepared to pivot to the learning model that best meets the needs of our school community and aligns with guidance provided by the governor. With the potential to alternate between home and school learning, a coherent plan and routines for learning are vital for a seamless transition. There are three levels of instructional plans for students: face-to-face learning (Green), a hybrid model that combines remote with face-to-face learning (Yellow), and a plan for short term closures or student absences (Red). Students with medical conditions or situations that warrant full remote learning will be offered a full remote learning option.

Attendance

Regardless of the location where the student learning occurs, attendance will be taken daily. Buildings will develop a system to closely monitor student attendance. School Health Aides and counselors will be included in the attendance monitoring when necessary.
Progress Monitoring, Assessment and Grading

Regardless of the location where the student learning occurs, student learning and progress will be monitored. Ongoing formative assessments, common unit assessments, rubrics and student feedback will be utilized to determine student competency in the learning expectations. Digital resources such as Edulastic, Kahoot, Kami, Flipgrid, Google Classroom, Google Meet may be used, especially during school closures to fairly and consistently monitor students progress. Communication to parents regarding student grades and progress will use the structure as used when face-to-face learning is in place.

For students who are not able to access technology consistently during school closures, a school team will determine equitable ways to assess student learning and progress. Our grading procedures are intended to be compassionate, equitable and responsive to the unique situations that each child and family face.

For all students, intervention through special education services, English Learner support, academic tutoring and 504 accommodations will be made available to students regardless of the location of the student learning.
**GREEN LEVEL:**
For school-based learning- students return to school full-time

With required health and safety protocols in place, the majority of Kenston students will receive face-to-face instruction in the school setting. Outside of social-distancing requirements and new health and safety routines, students can expect to return to school and be educated with the curriculum and learning expectations previously in place.

Some additional considerations will exist to allow Kenston to be flexible and transition as seamlessly as possible between a school-based and remote learning experience should a closure be determined by the Health Department or a student’s need requires them to learn remotely for short periods of time. To this end, some components of the instructional day will be strengthened to support potential transitions between home and school-based learning. These considerations for all classrooms include:

- Chromebooks will be available for all students from K-12
- The Google Classroom will be the platform used for all students to organize and manage school work. This allows for clear instructions, clear expectations and an ability to communicate individualized feedback for learning
- Google Meet is the synchronous platform that will be used
- Consistent diagnostic tools will be used to monitor student progress and learning (iReady, Edulastic, Common Assessments)
- Existing digital resources used in Kenston will continue to be used (SORA, Libby, Envision, Naviance, McGraw Hill Social Studies, McGraw Hill StudySync for 6-12 ELA, Edulastic, INFOhio, Khan Academy, etc.)
- Classroom routines, work and behavior (handbook) expectations and Chromebook skills will be reviewed at the start of the year to plan for possible transition to home learning
- The Ohio Learning Standards, the Kenston Course of Study (COS), common assessments, the Ohio Department of Education (ODE) Gap Analysis documents, and the universal screening tool, iReady math and Reading for grades K-8, will focus teacher teams on identifying academic gaps, simplifying and prioritizing essential understandings and guide them on designing student work.
- The established process for gifted identification and acceleration will remain the same.

It is possible that once school re-opens, there will be cause to close classrooms, schools or the district and quickly pivot to remote learning. Additionally, even with
school physically in-session, there may be reasons that a student will not be able to attend for the short term or intermittent absences. In these situations, the building teams may identify a process for continuing the education for the students involved. This plan may include consideration for synchronous learning. Participation and work in the learning would continue alongside the rest of the class.

Some students may present health issues that could make the physical return to school impossible at this time. For these students, a holistic remote learning program will be provided through the Kenston online Learning Academy. Using the oversight of the Educational Service Center of Northeast Ohio (ESC-NEO) and two providers of digital curriculum, Kenston students would be enrolled in courses that address the four core content areas, English Language Arts, Math, Social Studies and Science. Enrollment will be offered for one semester at a time. An application and eligibility process will be required.

For elementary and middle school students, the content will be customized to align with Kenston curriculum and delivered online with Kenston faculty supporting the learning. For some secondary courses, due to class size or licensing issues, there may be online learning courses that are facilitated by the ESC-NEO personnel. All students enrolled in the Kenston Online Academy will continue to be registered as a Kenston student, be supported by Kenston personnel and receive grades through the process already established in the district.

**YELLOW LEVEL:**
For a combination of remote and face-to-face learning

This level will only be used if social distancing requirements cannot be met in the GREEN level. The YELLOW level includes a schedule that allows for one half of the student body to attend face-to-face each day. Each student will be scheduled to attend alternate, full days of school. Transportation will be provided. Accommodations for families with children in multiple buildings will be addressed to provide families with a similar schedule for all members of the family. Teachers will balance instruction between face-to-face learning with independent work that is assigned via the Google Classroom platform for when students are not at the school building. Students will log into Google Classroom every day regardless of if they are in school or at home.
RED LEVEL: Extended Closure

It is possible that once school re-opens, there will be cause to close classrooms, schools or the district and quickly pivot to remote learning. Additionally, even with school physically in-session, there may be reasons that a student will not be able to attend for the short term or intermittent absences. In these situations, the building teams may identify the process for continuing the education for the students involved. This plan may include consideration for synchronous learning. Participation and work in the learning would continue alongside the rest of the class.

If a closure is expected to extend beyond two consecutive weeks for some or all students, Kenston teachers will ensure interactive learning experiences at a minimum of two times per week for both academic and social-emotional well being of the students. In this situation, Kenston will use Google Meet as the interactive platform. Social-Emotional support and College and Career Readiness for Middle and High School students will be addressed. Additionally, the building principal and Design Leaders will be responsible for determining parent guidance regarding a recommended home structure and schedule to maximize learning and student participation requirements. Faculty will consider the view of synchronous learning from the view of the home and be cognizant that parents may be observing the interactive learning. In addition to previously established digital resources, additional resources to support remote learning will be purchased and introduced such as Screencastify, Kami, and RazKids (elementary).

In the case of a faculty member illness, building administrators will prepare substitute teachers to cover a classroom, for both face-to-face or remote learning. Preparation for remote would include use of the Google Classroom, possible Google Meet, current pacing of the specific class, digital resources used both for face-to-face and remote learning. If the teacher absence results in face-to-face coverage, the building administrators will develop a plan for ensuring the substitute is trained with cleaning protocols.
Multi Tier System of Support - Response to Intervention

Monitoring student progress and supporting areas of need will be available for all students. The established Intervention Assistance Team (IAT) process for at-risk students and students with disabilities will remain the same. The evidence-based Tier 1 interventions will continue to be available to all (including social-emotional interventions listed previously). The evidenced-based Tier 2 and 3 interventions and targeted support service will be provided as appropriate to eligible students. Building teams will identify specific interventions available through the academic and social-emotional (Response to Intervention (RTI) models as well as other considerations:

- Collaboration meeting schedule established for teachers using student data to drive discussions
- Use of the ODE Student Readiness Toolkit and ODE Gap analysis documents
- In elementary schools, the use of No New Instruction (NNI) periods will be established for re teaching opportunities based on student need

Teachers will be encouraged to use instructional strategies that will allow the most successful transition between school and remote learning. For grading practices, consideration will focus on feedback and evidence of essential learning. Additionally, teachers are expected to routinely integrate digital resources as a component of face-to-face instruction. Building teams will determine what consistent learning models will be in place for each building. These may include:

- Student learning goals
- “Flipped” classroom
- Project-Based Learning (PBL)
- Virtual field trips and speakers
- Choice boards
- Portfolios of work
- Additional digital resources identified by building teams
One of the safety guidelines recommends minimal travel and transition to limit the exposure of new students to a group. This may impact how intervention support is scheduled and provided or how hall traveling to teachers/classes will be replaced in some situations by teachers traveling to the students. In a face-to-face learning environment, protocols will be established by building teams and may include:

- Teacher distancing during classroom instruction
- Specials classes; changing classes
- Locker use
- Sharing of classroom learning materials, including keyboards and lab materials
- Lunch location and supervision
- Recess schedule and restrictions
- Room sanitation practices and routines for handwashing
- Library materials
Special Education

For students with disabilities and groups of students known to be at risk, careful consideration must be applied to ensure all students receive challenging work and the social-emotional support needed to be successful. Use of push-in support would support safety recommendations for minimizing contact with multiple groups of people. Safety protocols for small group work, parent meetings, assessment activities, counselor support will be in place for the entire district. Sanitation protocols will be developed to support the need for more individualized learning. The majority of students with disabilities will acclimate to any facility or learning adjustment alongside their peers. For students who are medically fragile or are immune compromised, teams will create individualized programs using remote learning tools. For students who may need moderate to extensive support, the following may be appropriate:

• All protocols and procedures etc. will need to be explicitly taught
• Special accommodations to reduce barriers will be made for students with specific aversions to noise, face masks, and other necessary routines such as lunch time, hallway passage and arrival/departure
• Least restrictive environment (LRE) and pull-out services may require re-consideration to reduce the travel and minimize exposure to students outside their classroom.
• Medical support if needed will be provided at the classroom location unless traveling to the clinic is most appropriate
• Delivery of instruction and related services will be determined by Individualized Education Program (IEP) teams for those whose unique needs prevent attendance at school or face-to-face services
• For students whose needs require close physical contact, additional protective procedures may need developed
• Consider the social-emotional impact of social distancing and provide necessary support
• Daily health screening and temperature checks may be appropriate
School Office Procedures

In a face-to-face learning environment, the Building Clinic will be a necessary resource for school personnel. Procedures for routine visits such as medication, a need for a band aid, regular monitoring of health conditions will be established for all buildings. Procedures for students with symptoms of a potential positive case will also be established for all buildings, including a protocol for evaluation, communication and use of a separate waiting space. Health aides will document potential positive cases with district developed checklists and forms.

In a face-to-face learning environment, Visitors will be restricted and protocols for office interactions will be established by building teams and may include:

• Parent meetings
• Student pick-up for appointments
• Counselor and administrator access for students

As part of opening school, transportation will be provided for students K-8 and will include mandatory safety practices. Building teams will develop plans that will include:

• Arrival and dismissal procedures
• Use of bus passes
• Parent drop off and pick up procedures

Social-Emotional Well-Being

The social-emotional well being of Kenston students will remain a priority as plans are considered for remote and face-to-face learning. Each building will work with building level PEAK and Health and Wellness committees to develop a plan to best meet the needs of their students. Building plans may include adjustments to Positive Behavioral Interventions and Supports (PBIS) Plans (including specific lessons to address safety procedures), movement breaks to counter effect of social distancing restrictions, access to counselors, mindfulness activities, stress relievers, trauma informed care, culturally sensitive practices and student feedback. Building plans will focus on four elements that impact the well-being of members of the school community:

1. Addressing the social emotional competence of staff members
2. Establishing connections and relationships with students
3. Direct teaching of social and emotional skills (Ohio Learning Standards) (Universal Screening tools)
4. Creating a safe, inviting and nurturing environment
Timmons Elementary Reopening Summary

Timmons Elementary will begin the academic year with traditional, in-person classes, but will be planned and prepared for an outbreak that causes the school community to transition swiftly to virtual learning.

Summary of Face-to-Face Learning Plan

Timmons Elementary students will receive face-to-face instruction within their assigned classrooms by their classroom teacher. Proper health and safety protocols will be in place. Instruction will focus on English Language Arts and Mathematics using an established framework while blending Social Studies and Science standards within those content areas. Social/Emotional support will be provided through guided lessons and class meetings throughout the week. Digital skills will be reinforced through daily lessons and prescribed practice so that students are prepared to shift to remote learning if called upon to do so. Students will also attend special’s classes allowing for our full curriculum to be accessible. Students requiring intervention support will receive that support within their classrooms or in a cohort of their peers from their classroom.

Summary of Hybrid Learning Plan

Timmons Elementary students will receive in-person instruction on alternating days of the school week. This schedule would divide the students in the building in half- balancing boy-girl ratio, and total size. This cuts class sizes to allow for social distancing in seating, no more than 12-15 in a classroom. (Accommodations for families with children in multiple buildings will be addressed to provide families with similar schedules for all members of the family and allows for consistency for families until protocols change and all students return together or are all at home via long distance learning.

Teachers will balance instruction between face-to-face learning with independent work that is assigned via the Google Classroom platform for when students are not at the school building. Students will log into Google Classroom every day regardless of if they are in school or at home.
While in attendance, Timmons students will receive instruction in English Language Arts (ELA) and Mathematics using an established framework while blending Social Studies and Science standards within those content areas. Students will also attend special's classes allowing for our full curriculum to be accessible.

During the day when students are not in physical attendance, students will be provided independent work that is focused on reinforcing ELA and math concepts taught the previous day. This instruction will be through a virtual format. Students requiring additional targeted intervention services or special education services may be scheduled with an alternate schedule.

Sample Schedule

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<th>Week</th>
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Summary of Remote Learning Plan

Timmons Elementary students will receive their instruction via a digital learning platform, Google Classroom. Timmons students will receive instruction in English Language Arts and Mathematics using an established framework while blending Social Studies and Science standards within those content areas. The method of instruction will be delivered through a fully electronic way through use of video instruction and synchronous interactive online instruction. Timmons students will access their Google Classroom daily, click on the current day, and access their learning materials that are posted by their teacher. Students will be required to meet with their teacher via Google Meet for differentiated instruction. Intervention support will be provided virtually through small groups and 1:1 synchronous sessions. Students would access one special (art, music, PE, or technology) per day.
Kenston Intermediate School Reopening Summary

Kenston Intermediate School will begin the academic year with traditional, in-person classes, but will be planned and prepared for an outbreak that causes the school community to transition swiftly to virtual learning.

Summary of Face-to-Face Learning Plan

Kenston Intermediate School students will receive face-to-face instruction within their assigned classrooms by their classroom teachers. Proper health and safety protocols will be in place. Instruction will focus on English Language Arts (ELA) and Mathematics using an established framework while blending Social Studies and Science standards within those content areas. Social/Emotional support will be provided through guided lessons and class meetings throughout the week. Digital skills will be reinforced through daily lessons and prescribed practice so that students are prepared to shift to remote learning if called upon to do so. Students will also attend special's classes allowing for our full curriculum to be accessible. Students requiring intervention support will receive that support within their classrooms or in a cohort of their peers from their classroom.

Summary of Hybrid Learning Plan

Kenston Intermediate school students will receive in-person instruction on alternating days of the school week. This schedule would divide the students in the building in half-balancing boy-girl ratio, and total size. This cuts class sizes to allow for social distancing in seating, no more than 12-15 in a classroom. (Accommodations for families with children in multiple buildings will be addressed to provide families with similar schedules for all members of the family and allows for consistency for families until protocols change and all students return together or are all at home via long distance learning.

Teachers will balance instruction between face-to-face learning with independent work that is assigned via the Google Classroom platform for when students are not at the school building. Students will log into Google Classroom every day regardless of if they are in school or at home, accessing the Kenston Course of Study (KCOS) provided by teachers.

While in attendance, Intermediate Students will receive instruction in literacy, math, science and social studies while attending special's classes allowing for our full curriculum to be accessible.
During the day when students are not in physical attendance students will be provided with teacher-led. This instruction will be face-to-face through a virtual format. Additionally, students will complete extension activities which are part of the ELA curriculum.

Students requiring additional targeted intervention services or special education services may be scheduled with an alternate schedule.

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*Schedule would be created to coordinate with all days that school is in session. Calamity days would pertain only to the days that they occur. Schedule will not be altered.*

**Summary of Remote Learning Plan**

Kenston Intermediate School students will receive their instruction via a digital learning platform, Google Classroom. KIS students will receive instruction in English Language Arts and Mathematics using an established framework while blending Social Studies and Science standards within those content areas. The method of instruction will be delivered through a fully electronic way through use of video instruction and synchronous interactive online instruction. KIS students will access their Google Classroom daily, click on the current day, and access their learning materials that are posted by their teachers. Students will be required to meet with their teacher via Google Meet for differentiated instruction. Intervention support will be provided virtually through small groups and 1:1 synchronous sessions. Students would access all specials on a weekly basis.
Kenston Middle School Reopening Summary

We understand that the way we reopen our school may change due to the COVID-19 pandemic. Because of this, our model of instructional delivery may change. The plan is to open the 2020-2021 school year with the traditional classes. We are planning and preparing for different delivery choices based on any outbreaks/surges that would cause us to move to partial/whole virtual learning.

Summary of Face-to-Face Learning Plan

Kenston Middle School students will receive face-to-face instruction five days a week on a regular eight period day. They will be following COVID safety guidelines and safety modifications throughout the building. This instruction model will encompass practice in technology areas to easily move to a hybrid model (yellow) or a total virtual model (red) if needed.

The focus on ELA and mathematics is primary and will be incorporated into the areas of social studies and science. The digital skills will be taught, reinforced, and practiced in the event of having to quickly move to a hybrid or virtual model.

Summary of Hybrid Learning Plan

This hybrid learning environment will consist of face-to-face instruction and online instruction with 50% capacity in classrooms. Adhering to social distancing guidelines and balancing class rosters we would not have more than 15 students in the classroom at any given time. Teachers would balance their instruction between face-to-face learning and online learning. Independent work would be frontloaded at school and then assigned in the Google Classroom when the student is not at the building. Students would need to log into Google Classroom every single day to access recorded lessons and/or materials for the day. Continued Social-Emotional support may be provided through the Guidance Annex, classroom support systems, and guidance lessons through Connections period.

Summary of Remote Learning Plan

Kenston Middle School students will receive their instruction 100% online. Digital home instruction that includes online teacher-led lessons will be provided to each student. Students will be following a regular school day (7:45 am - 2:25 pm) and attending daily live sessions with their teachers.
Kenston High School Reopening Summary

Summary of Face-to-Face Learning Plan

Kenston High School students will receive in-person instruction five days a week on a regular 4x4 block schedule. Students will proceed to their regular scheduled classes abiding by strict safety modifications made to the classrooms and specific areas of the building. Face-to-face instruction will incorporate components to easily transition to blended hybrid or remote style of instruction.

Summary of Hybrid Learning Plan

Kenston High School students will receive in-person instruction on alternating days of the school week. This schedule would divide the students in the building in half balancing roster numbers. This cuts class sizes to allow for social distancing in seating, no more than 15-20 in a classroom. Accommodations for families with children in multiple buildings will be addressed to provide families with similar schedules for consistency with planning.

Teachers will balance instruction between face-to-face learning with independent work that is assigned via the Google Classroom platform for students who are not at the school building. Students will log into Google Classroom everyday regardless of if they are in school or at home, accessing recorded lessons or other materials for the day.

Students requiring additional targeted intervention services or special education services may be scheduled with an alternate schedule.

There will be no homerooms to avoid larger gatherings of students. Meetings for extracurricular will be offered virtually.
### KHS Hybrid Schedule (In-Person / On-line Learning)

<table>
<thead>
<tr>
<th>Blocks</th>
<th>Monday - A</th>
<th>Tuesday - B</th>
<th>Wednesday - A</th>
<th>Thursday - B</th>
<th>Friday - A</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45 - 9:08</td>
<td>A Rosters</td>
<td>B Rosters</td>
<td>A Rosters</td>
<td>B Rosters</td>
<td>A Rosters</td>
</tr>
<tr>
<td>9:14 - 10:37</td>
<td>B Rosters</td>
<td>A Rosters</td>
<td>B Rosters</td>
<td>A Rosters</td>
<td>B Rosters</td>
</tr>
<tr>
<td>10:43 - 12:51</td>
<td>A Rosters</td>
<td>B Rosters</td>
<td>A Rosters</td>
<td>B Rosters</td>
<td>A Rosters</td>
</tr>
<tr>
<td>12:57 - 2:10</td>
<td>B Roster</td>
<td>A Roster</td>
<td>B Roster</td>
<td>A Roster</td>
<td>B Roster</td>
</tr>
</tbody>
</table>

*Schedule would be created to coordinate with all days that school is in session. Calamity days would pertain only to the days that they occur. Schedule will not be altered.*

### Summary of Remote Learning Plan

**Situation 1:** All students quarantined at home and district moves to a full remote learning with a consistent instructional platform. Input from design leaders to address a more consistent platform for all classes. Designated uninterrupted live sessions and office hours.  
**Situation 2:** addresses students who might be out for an extended period receiving home instruction from teachers. Refer to Intervention Assistance Team (IAT) plans/protocols but this might be a larger percentage of students that needs to be addressed.
RESOURCES


Cleaning and Disinfecting your Facility
https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19

EPA-approved disinfectants against COVID-19

Guidance for Cleaning and Disinfecting - Public Spaces, Workplaces, Businesses, Schools, and Homes

The KidsLink School
Policies & Procedures Manual; Everything you need to know about returning to On-Site Instruction during the COVID-19 Pandemic

CDC ReOpening for Education and Childcare Guidelines

University Hospitals - Healthy Restart Playbook
https://www.uhhospitals.org/-/media/Files/Coronavirus/UH-Healthy-Restart-Playbook5-6-2020.pdf

Kenston Parent Survey
https://docs.google.com/forms/d/e/1FAIpQLSduTMScXeA6JSOl10ios559sOJtGB_auaAD-O26waTIIkdyig/viewform?usp=sf_link

AFT - A Plan to reopen America's Schools and Communities - Guidance for Public Education

American Enterprise Institute (AEI) - A Blueprint for Back to School, May 2020

ASCD - Educational Leadership - Special Edition: A New Reality, Getting Remote Learning Right

Meghan Barlow - Connecting in the Classroom Virtually

California Department of Education - Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools, June 2020

Cleveland Clinic - Return to School Amid COVID-19: A Cleveland Clinic Guide for Educators
Corwin Connect - Visible Learning Effect Sizes When Schools are Closed, by John Hattie

Council of the Great City Schools - IDEA Best Practices During the COVID-19 Crisis, Spring 2020

COVID-19 Health and Prevention Guidance for Ohio K-12 Schools

COVID-19 - CDC Considerations for Schools, May 2020

COVID-19 Resource Center - Re-opening

ESC of Central Ohio - Considerations for School Reopening, April 2020

Michigan Department of Education - Continuity Of Learning and COVID 19 Response Plan template

Minnesota Department of Health - MDH Guidance for Social Distancing in Schools

ODE - Remote Learning Guide

ODE - Reset and Restart-Education Discussion Guide for Ohio Schools and Districts, May 30, 2020

Review of Northeast Ohio District plans

The Reset and Restart Education Planning Guide for Ohio Schools and Districts

Schlechty Center - Superintendent Leadership Network, May 2020


Articles
Schools Are Opening Worldwide, Providing a Model for the US
https://www.edutopia.org/article/schools-are-opening-worldwide-providing-model-us

The Urgency and Challenge of Opening K-12 Schools in the Fall of 2020
Sharfstein JM, Morpew CC. The Urgency and Challenge of Opening K-12 Schools in the Fall of 2020. JAMA, Published online June 01, 2020. doi:10.1001/jama.2020.10175
https://jamanetwork.com/journals/jama/fullarticle/2766822

Global Education Coalition - Framework for Re-Opening Schools
APPENDIX

FORMS
COVID-19 Risk Screening Form

Suspected Student/Staff COVID-19 Illness Protocol for Health Aides

Suspected Illness Form

GUIDELINES
Athletic Guidelines

American Choral Directors Association (ACDA) Guidelines for Choir Rehearsals and Performance

Band/Musical Instrument Guidelines

PROCEDURES
Nutrition Services

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