2020-2021

RoadMap for reopening

Fleming School District

As a school district, Fleming School looks forward to welcoming students back to school on August 18, 2020. Despite the challenges with COVID-19, our district will continue to provide the excellent education to our students, which will include both in-person and remote learning environments. As the public health crisis continues, we have been planning for the opening of the 2020-21 school year with a focus on the health, safety and well-being of our staff, students, and community.

The situation with COVID-19 is continuously changing, as are the protocols and measures needed to keep students and staff safe. Plans will remain flexible to accommodate potential changes and these guidelines may be modified as needed. As adjustments may be necessary throughout the coming school year, it will be our priority to keep the community informed of those changes and updates. The Fleming school District website will provide you with the most up-to- date information.

Fleming School, CDPHE, CDE and the Governor’s Office worked together to develop a plan to reopen Fleming School. The plan has been drafted in light of evolving scientific knowledge about the spread of COVID-19 among children and in schools, as well as real-world disease control knowledge acquired through the experience at the local level and state level.

# GOALS

1. Maximize in-person learning in as safe and healthy way as possible.
2. Ensure a reasonable level of safety for students and staff for in-person learning.
3. Minimize disruptions to education by facilitating timely responses to COVID-19 through cohorting students and staff when possible, screening for symptomatic individuals, and coordinating closely with local and state public health agencies.
4. Ensure equity in educational opportunity by considering learning and health needs of all students, including those with varying health conditions, economic backgrounds, language skills, or educational needs.
5. Encourage flexibility, adaptation, and innovation as schools develop novel approaches to disease control appropriate to local contexts and as scientific knowledge about COVID-19 transmission and control develops.

# GUIDANCE RATIONALE

* Global COVID-19 evidence suggests that younger children play a smaller role in onward transmission of COVID-19. The risk of transmission between young children and from young children to adults is lower, than the risk of transmission to adults between or from older children and adults. The risk to children is likely lower than that of yearly influenza, accounting for

both primary disease and Multisystem Inflammatory Disease in Children (MIS-C). This is why kindergarten and elementary schools should have different guidelines than secondary schools.

* The risk of transmission between children and from children to adults is low, and the risk of transmission to adults is greater from other adults with either symptomatic or asymptomatic infection. Therefore, the most important limit to classroom size for adults is the number of adults required to be in close proximity.
* Given the limited role young children likely play in transmission, there likely is minimal benefit relative to the great difficulty of physical distancing young children within a class to prevent

COVID-19 spread. ([American Academy of Pediatrics](https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/)) Moreover, physical distancing has the potential to negatively impact appropriate child development in this age group. Therefore, focus should be placed on other risk mitigation strategies that better complement the learning and socialization goals of children up through 5th grade. In secondary schools there is likely a greater impact of physical distancing on risk reduction of COVID-19.

* Cohorting significantly reduces the number of students and staff who will need to be excluded in the event of a case of COVID-19 in a school by limiting the number of close contacts of each individual (all of whom will need to be quarantined up to 14 days if they have close contact with

a case). Considerations about the number of close contacts should be included in decisions about transportation and activities as well.

* For COVID-19, a [close contact](https://www.cdc.gov/coronavirus/2019-ncov/php/contact-tracing/contact-tracing-plan/appendix.html#contact) is defined as any individual who was within 6 feet of an infected person for at least 15 minutes, starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to positive specimen collection) until the time the patient is isolated. However, members of the same classroom cohort may be considered “close contacts,” even if desk spacing is greater than 6-foot.
* Protection efforts applied collectively (for example social distancing AND masking AND cohorting) will provide stronger protection than any one effort in isolation as it will reduce the transmission of disease and minimize the disruption to in-person learning.

Fall 2020 Instructional information for families

* Regardless of learning environment, Fleming School District is committed to ensuring that students have an equitable experience and access to high quality instruction:
* Students will interact with instruction in two different environments (in person and at home)
* Fleming School will utilize the strategies and best practices associated with blended learning to design learning activities for all students.

In Person Learning

Students and teachers will attend class in-person, four days a week, with additional safety measures in alignment with state and federal guidelines and recommendations.

* In this setting, teachers will provide face-to-face instruction, learning resources and support.
* Teachers will plan instruction that is quickly and easily transferable from in person to remote in the event of a temporary school closure due to COVID-19 spread.

At Home Instruction

At home Instruction is a remote learning opportunity that will allow students to engage in high quality learning experiences, while staying connected with their teachers and other students. All activities will be designed to meet the needs of the student in the online environment.

Students will remain at home and will engage in learning activities that are primarily delivered through an online learning management system. Grading will follow the same grading policy as the courses in the face-to-face model.

##### Special Education Support

The nature of special education interventions may likely require a heavier concentration of supports and services to ensure that individual student needs are met. Progress will be carefully monitored and IEP teams will convene as needed to make appropriate recommendations to meet individual student needs. This will ensure continued growth in the general education curriculum and on IEP goals and objectives.

Preparation for Learning

**Student:**

* Be prepared for learning each day and have work and assignments completed and ready.
* Complete homework by deadline set by teachers.
* Attend class and give your best effort on school assignments.
* Be organized in your work and in getting projects completed.
* Ask questions and communicate with your teachers.
* Be aware of what you should be learning each day.
* Turn in assignments on time.
* Check school email on a daily basis.
* Students should have a designated, distraction-free workspace to engage in learning.
* Students will show their face on the screen to engage with the teacher virtually.
* Students will participate in the class activities, discussions, and assignments.

* Attend intervention or tutorial sessions

**Parent:**

* Encourage your child to have school supplies including face mask ready for school the night before.
* Create a designated place in your home for your child to use for schoolwork.
* Access PowerSchool to view student grades.
* Check with child(ren) to monitor completion of homework and assignments.
* Discuss your child’s day and what they learned in school.
* Provide assistance on day-to-day activities.
* Communicate with your child’s teacher by phone or email.

**Teacher:**

* Plan instruction for all students.
* Be prepared to teach daily lessons.
* Provide clear learning goals for students
* Grade student assignments in a timely manner and give feedback in verbal or written form.
* Post grades in a timely manner.
* Provide interventions or tutorial sessions as needed.
* Follow student IEP’s/504 accommodations in all learning environments.
* Communicate with students and parents.

The Fleming School District recognizes the need for students to have access to adequate technology resources. Learning devices will be provided as available. Students and families are expected to follow guidelines for care and use in order to ensure that the devises are properly maintained.

Return to School Protocols

Following are the protocols for reopening Fleming School. Since this is an ever-changing situation, the district may need to change protocols at any time to address specific needs and circumstances in order to protect the health and safety of students, staff, and the community. Please note, health guidance cannot anticipate every unique situation. As a result, Fleming School will continue to consult available guidance through governmental agencies and other information deemed relevant to monitor the situation. The district will comply with applicable federal and state laws.

* A parent or guardian will be required to screen their children for COVID-19 symptoms each day prior to sending them to school. Additional screening may be conducted during the school day (including temperature screenings at arrival for all students).
* Parents must ensure they do not send a child to school on campus if the child has COVID-19 symptoms or is lab-confirmed with COVID-19. Students will receive remote instruction until the below conditions for re-entry are met.
* Staff and students should not enter campuses or district buildings if any of the following apply. The individual is:
* Sick or has been sick in the past 14 days. Symptoms to watch for: fever (100.4°F or higher), cough, shortness of breath/difficulty breathing, chills, muscle pain, headache, sore throat, new loss of taste or smell, shaking/shivering, diarrhea.
* Has a confirmed case of COVID-19 or has been in close contact with a person with a confirmed case of COVID-19. These individuals must follow all isolation and quarantine guidelines from the local health authority or their physician.
* Has a household member who is awaiting COVID-19 test results, or who is awaiting their own test results.
* Has traveled internationally or on a cruise in the past 14 days. These individuals must follow current CDC self-quarantine recommendations.
* Teachers will monitor students and refer them to the office if symptoms are present.

Students who are ill will be separated from their peers and should be picked up promptly.

If an individual who has been in a school is confirmed to have COVID-19, the school must notify our local health department, in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the Americans with Disabilities Act (ADA) and Family Educational Rights and Privacy Act (FERPA).

▸ The school must close off areas that are heavily used by the individual with the confirmed case (student,

teacher, or staff) until the non-porous surfaces in those areas can be disinfected.

▸ District communication will notify all teachers, staff, and families of all students if a confirmed COVID-19 case is identified among students, teachers, or staff.

Any individuals who themselves either: (a) are confirmed to have COVID-19; or (b) experience the symptoms of COVID-19 must stay at home throughout the infection period, and cannot return to campus until the below conditions for campus re-entry have been met:

In the case of an individual who was diagnosed with COVID-19, the individual may return to school when all three of the following criteria are met:

* + at least three days (72 hours) have passed since recovery (resolution of fever without the use of fever-reducing medications);
  + the individual has improvement in symptoms (e.g., cough, shortness of breath); and
  + at least ten days have passed since symptoms first appeared.

In the case of an individual who has symptoms that could be COVID-19 and who is not evaluated by a medical professional or tested for COVID-19, such individual is assumed to have COVID-19, and the individual may not return to the campus until the individual has completed the same three-step set of criteria listed above.

If the individual has symptoms that could be COVID-19 and wants to return to school before completing the above stay at home period, the individual must either (a) obtain a medical professional’s note clearing the individual for return based on an alternative diagnosis or (b) receive two separate confirmations at least 24 hours apart that they are free of COVID via acute infection tests at an approved COVID-19 testing location.

School Environment and/or Activities

Physical Distance

* 6-foot between-student spacing reduces disease transmission risk and should be preferred; 3-foot distancing still provides substantial benefits and is acceptable in the context of a comprehensive disease control strategy.
* Teachers and other adult staff should make the greatest effort to adhere to 6-foot distancing, as their risk and disease transmission potential is higher than students.
* Create a seating chart and maintain children in assigned seats throughout the day as possible.
* Consider staggered arrival and pickup times to reduce crowding in entrances and hallways.

Class and Cohort Size:

* Class sizes and cohort grouping will vary with phase and grade level.
* Cohorts are encouraged to reduce contact with others.
* Cohorts reduce the number of exposed students/staff from a confirmed COVID-19 case and will result in fewer students/staff required to quarantine.
* Special service providers need not be included in the teacher-to-classroom ratios. These providers should minimize contact with non-client students and other adults in classrooms.

Minimize Transmission Risk:

* Use physical barriers as appropriate to decrease risk of viral transmission.
* Refer symptomatic employees and students to a health care professional for evaluation and potential testing, and report to local public health agencies.
* Identify a dedicated room or space to isolate symptomatic individuals until they can return home or to a health facility, cleaning and disinfecting appropriately between use. Locate isolation space apart from health office functions.
* Regularly clean and disinfect all high-touch surfaces and shared objects.
* Maximize ventilation and increase circulation of outdoor air.
* Keep hand sinks stocked with soap and paper towels. Use signage to encourage frequent hand washing.

## Confirmed COVID-19 case:

* Prepare to shift to remote learning (2 - 14 days) when school closures or cohort dismissals occur in the event of a confirmed COVID-19 case among students or employees.
* CDPHE will provide exposure definitions and outbreak investigation requirements. This will be a statewide standard.

## Employees

Masks/Face Coverings/PPE:

* Comply with applicable state and local mask orders, in addition to below.
* Require face coverings over the nose and mouth for all staff, including during in-person instruction

unless they cannot medically tolerate a face covering.

* If needed, face coverings may be temporarily removed or transparent alternatives may temporarily be substituted when learning differences interfere with instruction.
* If necessary, the mask may be removed for instruction for the shortest duration possible.
* Even when in a cohort, face coverings over the nose and mouth are required for all staff.
* Adults are required to wear coverings over the nose and mouth when they are with other adults including in faculty lounges.

## Health Screenings:

* Employees will undergo home temperature and symptom screening or self-screening.
* Remain home if experiencing COVID-19 symptoms or if a family member or other close contact has been diagnosed with COVID-19 or is experiencing symptoms.
* Employees unable to complete screening prior to arrival will undergo screening on site. Maximize privacy and minimize exposure to others during onsite screenings.
* School may consider daily on site temperature screenings for employees.

## Work Environment Options:

* Consider developing staff leave, online learning options, and alternative work duty policies that support employees working from home.
* Comply with legal requirements to provide alternative work assignments for older adults, pregnant people, and those identified as at [increased risk of severe illness from COVID-19](https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html).

## Hygiene/Safety:

* Wash hands frequently for 20 seconds with soap and water.
* Train staff on specific health/safety protocols.
* Avoid touching your face.

## Protecting Students/Parents

Masks/Face Coverings/PPE:

* Comply with applicable state and local mask orders, in addition to below.
* Encourage face coverings over the nose and mouth for students up to age 10 years except during outdoor recess and exercise activities.
* Require face coverings over the nose and mouth for students ages 11 and older except during outdoor recess and exercise activities where appropriate distancing can be maintained, unless the student has a health or education reason for not wearing a mask.
* Face covering styles with other than head-strap style attachments should be preferred for students under 10 to increase safety and improve ability of students to remove their own masks
* All masks should be removed during nap times and when younger children cannot be directly observed; masks should be designed so students can remove them without assistance.

## Health Screenings:

* Establish guidance for parents on temperature checks, home hygiene, and attendance/reporting procedure.
* Students will undergo home temperature and symptom screening or self-screening.
* Remain home if experiencing symptoms of COVID-19 or if a family member or other close contact has been diagnosed with COVID-19 or is experiencing symptoms.
* Students unable to complete screening prior to arrival will undergo screening on site. Maximize privacy and minimize exposure to others during onsite screenings.
* School will consider daily temperature screenings.

## Transportation:

* Reduce the risk of transmission by limiting capacity of school buses, having household and classroom units sit together and establishing more frequent and shorter trips.
* Bus services should follow guidelines developed for public transportation, with the exception that household groups may sit closely together with appropriate distancing between household groups.
* If physical distancing is not feasible on a bus, all students must wear face coverings over the nose and mouth, unless the student has a health reason for not wearing a mask or if a child is unable to wear a mask safely without supervision.
* If physical distancing is feasible, encourage face coverings over the nose and mouth for students up to age 10 years, and require cloth face coverings over the nose and mouth for students age 11 years and older, unless the student has a health reason for not wearing a mask or if a child is unable to wear a mask safely without supervision.

## Other areas:

Cafeteria/Lunchroom-

With many students in and out of the lunch room throughout the day, and students sitting very close to each other eating and talking, adjustments will need to be made.

* Sanitize cookware, plates, cups, cutlery.
* Limit unnecessary staff and visitors in food service areas.
* Sanitize table surfaces between eating shifts.
* No self-service, including salad bar, buffet lines, and family style service.
* Consideration will be given to providing lunch inside classrooms instead of the lunchroom.

Classrooms

Students are in classrooms for extended periods of time with each other, sharing the same air and smaller spaces. To minimize the spread of illness, the following adjustment may be helpful.

* Limit the number of people in a classroom at a time as well as the number of people in and out of the space during the day.
* Increase airflow in the classroom as much as possible.
* Keep students’ belongings separated from others’.
* Provide adequate supplies to minimize sharing of high touch materials. (art supplies, equipment, etc.) or limit use of supplies and equipment by one group of students at a time and clean and disinfect between use.
* Use signage and markings to establish safe distancing.
* Arrange desks to face the same direction.
* Remind students not to pass phones to each other.
* Wash hands frequently.

Elementary Specials

* Appropriate physical distancing measures will be followed.
* Equipment will be sanitized and wiped down after each use.
* Whenever possible, PE classes will be held outside to allow for maximum physical distance between students.
* Students should avoid touching their face at all times, but especially while playing games.
* Activities requiring multiple students to touch or handle the same equipment will be avoided.

Water Fountains

Students are expected to bring their own reusable water bottle for use throughout the day and expected to take water bottles home to be cleaned on a daily basis.

Hallways

At times during the school day, hallways may be very crowded with lots of students very close together.

* Where possible one-way hallways are to be used.
* Students could be kept in class and rotate teachers.
* Staggering passing periods by cohorts or by class could be established.

Lockers

* If lockers are used, a process will be created for fewer students to access their locker at the same time, ensuring students are at least 6 feet apart.

Recess, Playgrounds, Gyms

* Using the same health protocols, including staying 6 feet apart and wearing masks, recess may occur outside. Playground equipment may be used by small groups of students as long as they wash their hands upon returning into the school. Gym equipment may be used, if the equipment is disinfected after each group of students.

Protocols for Visitors

All visitors who enter the building will be required to wear a face covering.

▸ Parents are discouraged from entering the building and will not be allowed beyond the front office area.

▸ Volunteers and visitors are not allowed to visit campuses at this time (including parents for lunch, mentors, college representatives, guest speakers, etc.).

▸ All visitors will be subject to screening by way of a symptom screening before entering the building.

▸ If visitors have COVID-19 symptoms, or are confirmed with COVID-19, they must remain off campus until they meet the criteria for re-entry.

# STAY AT HOME

## High COVID-19 Incidence in the Community

### GRADE LEVEL CLASSROOM GUIDANCE3

K - 5th ● Remote learning, except for a limited number of students requiring in-person education due to specific learning needs.

* + Up to three adults rotate per classroom per day with a strict cohort of students. Maintain 6-foot distance between adults.

6th - 8th ● Remote learning, except for a limited number of students requiring in-person education due to specific learning needs.

* + Up to two adults rotate per classroom per day with a strict cohort of students. Maintain 6-foot distance between all people.

9th - 12th ● Remote learning, except for a limited number of students requiring in-person education due to specific learning needs.

* + Since students in grade 9-12 transmit the virus like young adults, limit size to no more than 10 in a cohort including the teacher and students. Maintain 6-foot distance between all people. Rotating teachers should be avoided.

Staff-Only Activities ● Remote or outdoors if possible; groups of 10 or fewer if physical attendance is required.

## Cohorting Guidance

Students should remain in their primary classroom with the same cohort of students throughout the week; staff should remain with the same classroom throughout the week.

# SAFER AT HOME

## Moderate COVID-19 Incidence in the Community

### GRADE LEVEL CLASSROOM GUIDANCE

K - 5th ● Continue remote instruction if best for your community or;

* + Up to four adults per classroom per day. So, only 4 teachers should rotate into one specific classroom per day.
  + Students in grades K-5 do not need to meet the 6-foot distance in classrooms or other locations.
  + Normal class sizes may occur.

6th - 8th ● Continue remote instruction if best for your community or;

* + Up to three adults per classroom per day. So, only 3 teachers should rotate into one specific classroom per day.
  + A firm student gathering number is not given because school classroom sizes differ between and among districts. Local schools should determine the appropriate gathering size while working towards 6-foot distance in a classroom. It is understood some adjustments for each school will need to occur.

9th - 12th ● Continue remote instruction if best for your community or;

* + A firm student gathering number is not given because school classroom sizes differ between and among districts. Schools should determine the appropriate gathering size while working towards 6-foot distance in a classroom. It is understood some adjustments for each school will need to occur.

Staff-Only Activities ● Remote or outdoors if possible; groups of 10 or fewer if physical attendance is required.

# SAFER AT HOME

## Moderate COVID-19 Incidence in the Community

Cohorting Guidance

* Students should remain in their primary classroom with the same cohort of students throughout the week to prevent full school closure if a case is identified.
* Cohorts should have staggered recess periods, and movement to specialized classrooms (e.g. science lab) should be coordinated to avoid mixing of cohorts.
* To increase cohort feasibility, consider staggered or alternating in-person schedules (e.g. M-T/W-F, AM/PM, or alternate weeks), block scheduling, or hybrid of in-person and proctored remote learning.
* The same staff may alternate during the day between two “partner cohorts.”
* Cohorts may be realigned during the school year to support student educational needs. Longer durations of stable cohorting and changes that coincide with school breaks or dismissals enhance the effect of cohorting.

# PROTECT OUR NEIGHBORS

## Low COVID-19 Incidence in the Community

### GRADE LEVEL CLASSROOM GUIDANCE

K - 5th ● Students in grades K-5 do not need to meet the 6-foot distance in classrooms or other locations.

* + Normal class sizes may occur.
  + Up to 4 staff may rotate among 1 cohort during the day.

6th - 8th ● Normal class sizes with increased cohorting, while observing 6-foot spacing as feasible.

* + A firm student gathering number is not given because school classroom sizes differ between and among districts. Local schools should determine the appropriate gathering size while working towards 6-foot distance in a classroom. It is understood some adjustments for each school will need to occur. If 6-foot distance is not attainable, maximize spacing while layering other transmission mitigation tactics, such as masks.

9th - 12th ● Normal class sizes with increased cohorting, while observing 6-foot distance as feasible.

* + A firm student gathering number is not given because school classroom sizes differ between and among districts. Local schools should determine the appropriate gathering size while working towards 6-foot distance in a classroom. It is understood some adjustments for each school will need to occur. If 6-foot distance is not attainable, maximize spacing while layering other transmission mitigation tactics, such as masks.

Staff-Only Activities ● 50% of listed space capacity while maintaining 6-foot distancing.

# PROTECT OUR NEIGHBORS

## Low COVID-19 Incidence in the Community

Cohorting Guidance

* If strict cohorts cannot occur, some cohorting is better than none. In circumstances where stricter cohorting is not feasible, the greatest practical degree of cohorting should be employed in conjunction with other layered risk reduction strategies.
* Cohorts should have staggered recess periods, and movement times to specialized classrooms (e.g. science lab) should be coordinated to avoid mixing of cohorts.
* To increase cohort feasibility, consider staggered or alternating in-person schedules (e.g. M-T/W-F, AM/PM, or alternate weeks), block scheduling, or hybrid of in-person and proctored remote learning.
* Be prepared to pivot to full-time remote learning for a class or entire school in case of an outbreak.
* Cohorts may be realigned during the school year to support student educational needs. Longer durations of stable cohorting and changes that coincide with school breaks or dismissals enhance the effect of cohorting.