



COVID-19

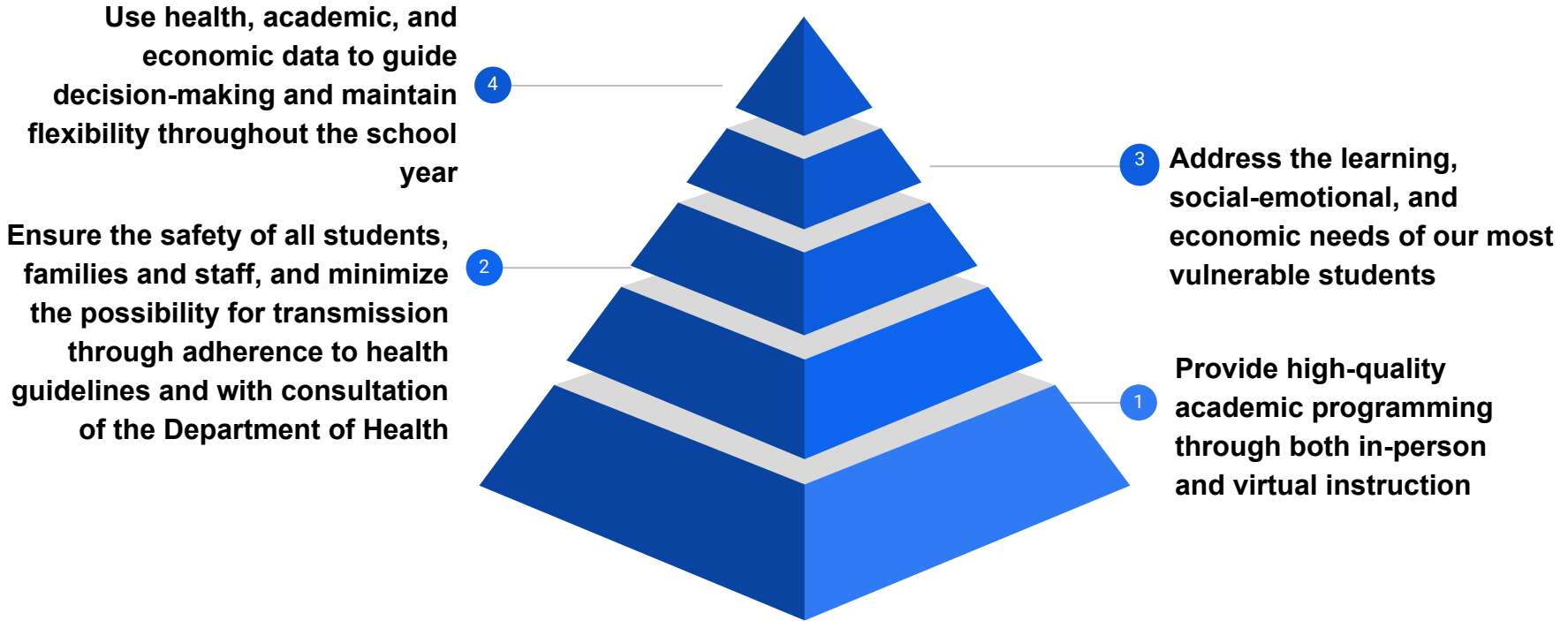
Re-Entry Update

**South Bend Community School
Corporation**

Outcomes

- Keep the health and safety of our students and staff as our priority
- Communicate a plan that brings students back slowly and in a way that allows us to collaborate with the community and health care officials
- Prioritize our students that need hands-on learning experiences or in-person services to meet individual learning goals
- Develop a plan that allows for us to remain flexible and responsive to the given health conditions and recommendations

Updated Theory of Action



Current Status

- One positive case out of 50 students during the entire time of CTE (Spring 2020- today)
- 856 Fall Athletes 6 positive cases (.7%) and 21 quarantined (2.5%)
- 98 Fall Coaches 1 positive case (1%) and 2 quarantined (2%)

“The Why”

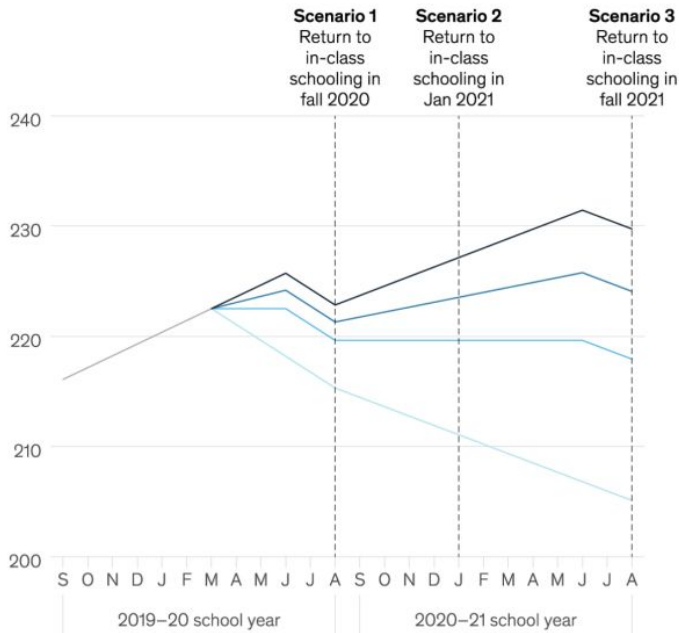
- SBCSC teachers have done amazing work pivoting last spring and improving upon their instruction this fall to meet the needs of students
- However, even with the best remote learning, it is not a replacement for in-person learning
- Our students are in need of in-person learning for both academic and social emotional needs
- State is not allowing for flexibility in instructional days as compared to the beginning of the pandemic last spring
- The majority of our community, including our parents and students are expressing a desire for a face-to-face option

“The Why”

McKinsey
& Company

COVID-19 and Student Learning

Projected 6th-grade math performance, example, NWEA¹ RIT Scores



Typical in-person: Students learn at typical rates with in-classroom instruction²

Learning slowdown—average remote learning: Students learn at typical rates until March 2020, followed by ~52% of learning through remote instruction³

Learning slowdown—low-quality remote learning: Students learn at typical rates until March 2020, followed by no growth or loss resulting from low-quality remote instruction⁴

Learning loss—no instruction: Students lose learning equivalent to an extended summer slide, as a result of no instruction or disengagement from remote learning

Emma Dorn, [Bryan Hancock](#), [Jimmy Sarakatsannis](#), and Ellen Viruleg. “COVID-19 and student learning in the United States: The hurt could last a lifetime” *McKinsey & Company*, June 1, 2020.

“The Why”

COVID-19 and Student Learning

McKinsey
& Company

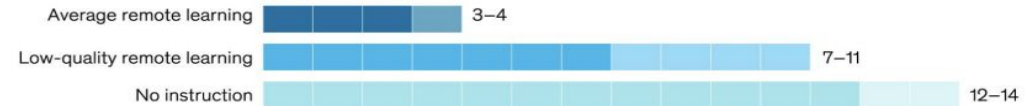
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Average months of learning lost in scenario 2 compared with typical in-classroom learning



¹NWEA is a K-12 assessment provider serving over 9,500 schools across the US; their RIT scores are a standardized scaled score that measures student performance and progress.

²Normal school year growth rates estimated using NWEA data.

³52% assumed growth for high-quality instruction.

⁴0% assumed average growth for low-quality instruction. Rates of learning loss may differ by student groups.

Source: Megan Kuhfeld, Dennis Condon, and Doug Downey, *When does inequality grow?*, 2019; Center for Research on Education Outcomes, Online Charter Schools Study, 2015

Emma Dorn, [Bryan Hancock](#), [Jimmy Sarakatsannis](#), and Ellen Viruleg. “COVID-19 and student learning in the United States: The hurt could last a lifetime” *McKinsey & Company*, June 1, 2020.

Return to eLearning Matrix

Evaluating SBCSC return to school involves several components:

1. State of Indiana color coded system
 - a. 7-Day All Tests Positivity Rate
 - b. Weekly Cases Per 100,000 Residents
 - c. Weekly Score

2. Back on Track Indiana
 - a. State has moved to Stage 5 on September 23
 - b. Mask mandate is in place till October 17

3. St. Joseph county color coded system
 - a. New cases per day in SJC, based on 7-day rolling average
 - b. Active cases in SJC (cases diagnosed in preceding 14-day period)
 - c. Percent positivity of tests in SJC (from ISDH website)
 - d. R0 estimate (available at covid-19.scientificchpc.com)

Indiana Department of Health

Color Coded System

Primary Metrics	Geography	Definition	Blue (0 Points)	Yellow (1 Point)	Orange (2 Points)	Red (3 Points)
7-Day Positivity Rate (All Tests)	County	7-day moving average of the all tests positivity rate, calculated by taking the total number of positive tests and dividing by total tests administered	Less than 5%	5.0-9.9%	10-14.9%	15% or greater
Weekly Cases Per 100,000 Residents	County	Total weekly cases in a county divided by the county population and multiplied by 100,000	Less than 10 new cases per 100,000	10 to 99 new cases	100 to 199 new cases	200 or more new cases

Indiana Department of Health

Color Coded System

Blue - Least restrictive color code: (Mean between 0 and 0.5)

- Minimal community spread
- Schools operate all grades in person but limit activities where social distance is not possible
- Extra-curricular activities to follow local and state guidelines, including distancing and masks, and limit spectators
- Outreach to encourage the public to continue with precautions

Yellow color code: (Mean between 1.0 and 1.5)

- Moderate community spread
- Schools continue all grades in person but increase vigilance in distancing, hand hygiene, and masks
- No assemblies or activities if social distancing is not feasible
- Postpone or cancel extra-curricular activities as warranted, consider allowing only parents or close family to attend athletic and other events
- Work with the local health department to determine if increased precautions and public outreach should begin to halt the spread

Orange color code: (Mean between 2.0 and 2.5)

- Moderate to high community spread
- Grade schools continue in-person; strong recommendation for hybrid learning for middle and high school students
- No assemblies or large group activities
- Strong recommendation to limit extra-curricular activities and have competitors and participants only with no in-person attendees
- Discussions with parents about limiting social events outside of school
- County education leaders work with the local health department to consider implementing aggressive prevention in schools and communities

Red- Most restrictive color code: (Mean = 3.0)

- High community spread
- Grade schools remain in person or consider hybrid learning; Middle and high schools consider virtual learning
- No assemblies or large group activities
- Extracurricular activities canceled
- Discourage social events
- County education leaders work with the local health department to consider implementing aggressive prevention efforts in schools and communities

Indiana Department of Health Color Coded System

County Distributions

Select a county below by tap or click

Cases Deaths Tested Positivity **County Metrics**

Below results are as of **09/20/2020, 11:59 PM**. The county metrics map is updated Wednesdays at **12:00 PM** and reflects data through the previous Sunday. [Click here to learn more about the county metrics map](#)

Map Filter: Weekly Score

ISDH District: Statewide

Weekly Score

- Blue (0 and .5)
- Yellow (1 and 1.5)
- Orange (2 and 2.5)
- Red (3)

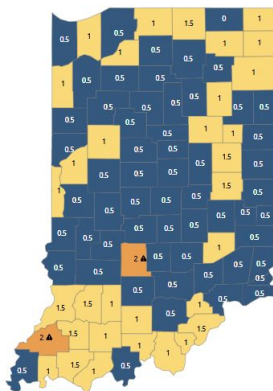
Weekly Cases Per 100,000 Residents

- Less Than 10 new cases(0)
- 10 to 99 new cases(1)
- 100 to 199 new cases(2)
- 200 or more(3)

7-Day All Tests Positivity Rate

- Less than 5% (0)
- 5% to 9.9% (1)
- 10% to 14.9% (2)
- 15% or greater (3)

The **▲** indicates a disclaimer alert for the county. Hover over the symbol for additional details.



Primary Metrics	Geography	Definition	Blue (0 Points)	Yellow (1 Point)	Orange (2 Points)	Red (3 Points)
7-Day Positivity Rate (All Tests)	County	7-day moving average of the all tests positivity rate, calculated by taking the total number of positive tests and dividing by total tests administered	Less than 5%	5.0-9.9%	10-14.9%	15% or greater
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- Work with the local health department to determine if increased precautions and public outreach should begin to halt the spread

St. Joseph County Guidance for Re-opening K-12 Schools

	New cases per day in SJC, based on a 7-day rolling average	Active cases in SJC (cases diagnosed in preceding 14-day period)	Percent positivity of tests in SJC (from ISDH website)	R0 Estimate (available at covid-19.scientificjpc.com)
Red (strong recommendation for e-learning or severely limited in-person instruction)	> 28 cases per day (= approximately 10 new cases per day per 100,000 residents)	> 400 active cases	> 7.5%	> 1.5
Yellow (consider hybrid model or reduced capacity)	14 – 28 cases per day (5-10 cases per day per 100,000 residents)	280-400 active cases (and downward trajectory)	5 – 7.5%	0.7-1.5
Green (consider in-person instruction at usual capacity)	< 14 cases per day	< 280 active cases (and downward trajectory)	< 5%	< 0.7

St. Joseph County Guidance for Re-opening K-12 Schools



ST. JOSEPH COUNTY
DEPARTMENT OF HEALTH
Prevent. Promote. Protect.

Metrics as of 9/28/2020

	New cases per day in SJC, based on a 7-day rolling average	Active cases in SJC (cases diagnosed in preceding 14-day period)	Percent positivity of tests in SJC (from ISDH website)	R0 Estimate (available at covid-19.scientifichpc.com)
Red	70.4	833		
Yellow				1.45
Green			4.6% (as of 9/21/2020)	

St. Joseph County ICU Bed and Ventilator Usage, Today and since March

Resource Usage

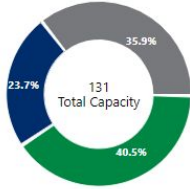
Today By Day

Today's District 2 ICU Bed Usage

35.9%
ICU Beds in Use - Non-COVID

23.7%
ICU Beds in Use - COVID

40.5%
ICU Beds Available

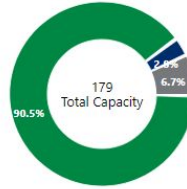


Today's District 2 Ventilator Usage

6.7%
Ventilators in Use - Non-COVID

2.8%
Ventilators in Use - COVID

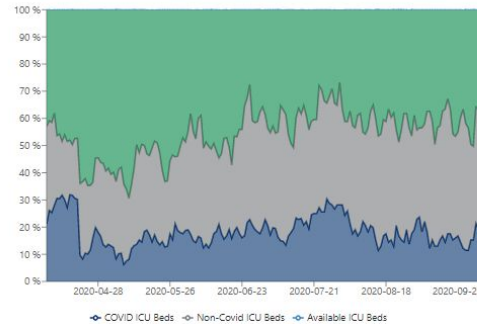
90.5%
Ventilators Available



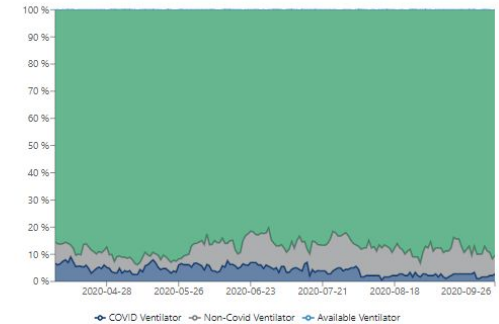
Resource Usage

Today By Day

District 2 ICU Bed Usage by Day



District 2 Ventilator Usage by Day

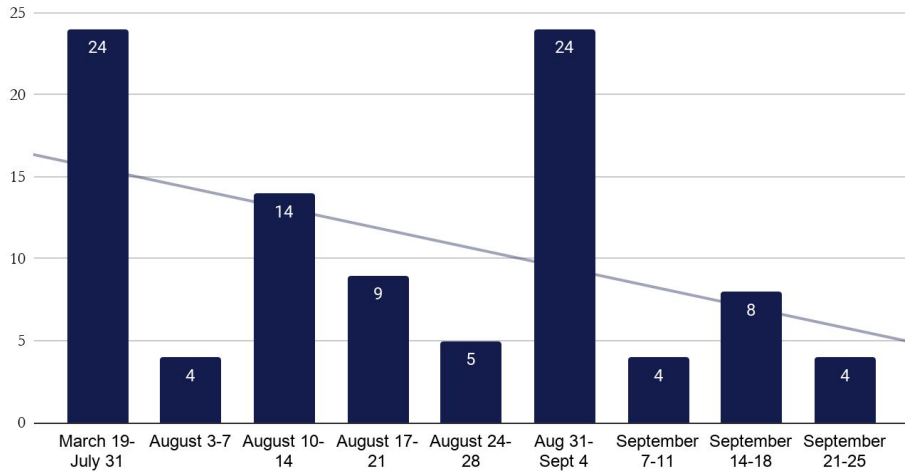


From: <https://www.coronavirus.in.gov/>

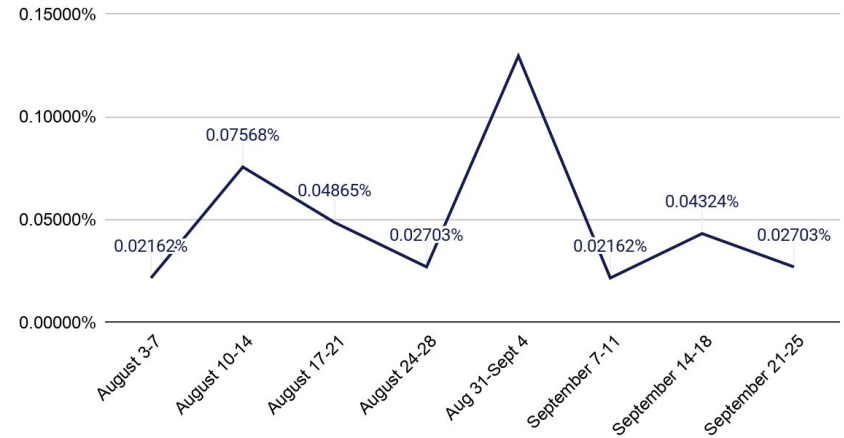
District 2 Includes: St. Joseph, Elkhart, Starke, Marshall, Kosciusko, Pulaski, and Fulton Counties

Data on SBCSC Confirmed Positive Cases in 2020

SBCSC Positive COVID-19 Cases Reported



SBCSC Confirmed Positive Rate, August to Present



Individual School Closure Matrix

Factor	Green	Yellow	Red
<u>Positive Cases</u> <i>Number of positive cases in a building per 100 people (staff and students) in the building</i>	One or fewer in the last 14 days.	2 to 5 in the last 14 days	More than 5 in the last 14 days
<u>Teacher Absences</u> <i>Percentage of teachers absent from a building due to COVID</i>	Less than 5%	5% to 15%	More than 15%
<u>Student Absences</u> <i>Percentage of students absent from a building due to COVID</i>	Less than 10%	10% to 20%	More than 20%
<u>Capacity</u>	Sufficient supplies and staff to provide food and cleaning services	Have to use supplies or staff from another building to provide food and cleaning services	Insufficient supplies and staff to provide food and cleaning services

Individual School Closure Matrix

CAMPUS OR BUILDING CLOSURE

- SBCSC will follow state and local guidance and mandates that require closure regardless of matrix.
- An “absence due to COVID” includes positive cases, required self-quarantines, and required isolations. It does not include teachers and students who are participating in elearning.
- Even in green, buildings may be closed up to 24 hours to clean as necessary when it’s confirmed a positive case was in the building.
- A building in yellow may be closed between 24 and 72 hours as necessary to clean, recover, and ventilate.
- A building that is red in one category will be closed for at least 24 hours for cleaning, recovery, and ventilation and may be closed for up to 72 hours.
- A building that is red in two or three categories will be closed for at least 72 hours.
- A building that is red in four categories may be closed for longer than 72 hours to recover the resource and human capital capacity to reopen.
- Students and teachers in a closed building will still do eLearning.

CLASSROOM OR POD CLOSURE

- If a classroom or a pod experiences one or more positive cases and 75% of the class needs to isolate or quarantine, then the entire class or pod will move to elearning.
- If only the teacher of the class needs to quarantine, then an adult will supervise the classroom and the teacher can provide virtual instruction.

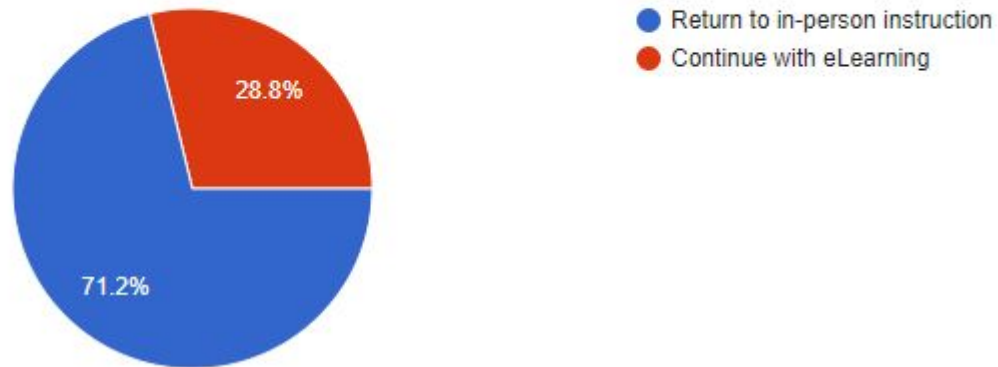
Timeline

- **September 16, 2020** Survey deployed to parents to determine what their current preference is in regards to the learning environment for their student (Face-to-face v. eLearning)
- **September 21, 2020** Board meeting discussing re-entry plans including
 - Possible gradual timeline
 - Logistics
 - Protocols and procedures
- **September 25, 2020** Window closes
- **October 5, 2020** First step in introducing students back to face-to-face instruction (CTE, and Special Education)
- **October 5, 2020** All teachers and staff report to buildings, except for those have completed the process and documentation with HR to remain in a remote learning capacity
- **October 9, 2020** Records Day- No School for students
- **October 12th and 13th, 2020** No school
- **October 14th-16th, 2020** Continued re-entry and introduction of hybrid model

Current Survey Data

Please indicate whether your child will return to in-person instruction or continue with eLearning through the conclusion of the first semester:

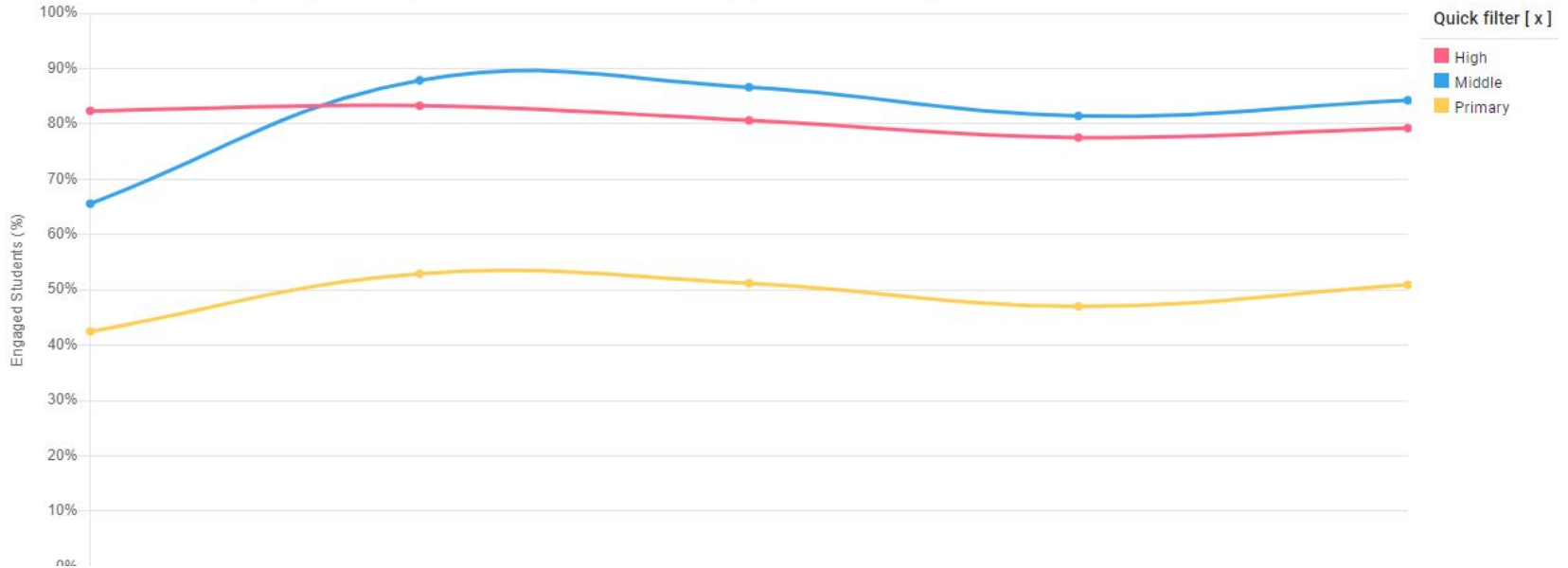
9,227 responses



Student Engagement

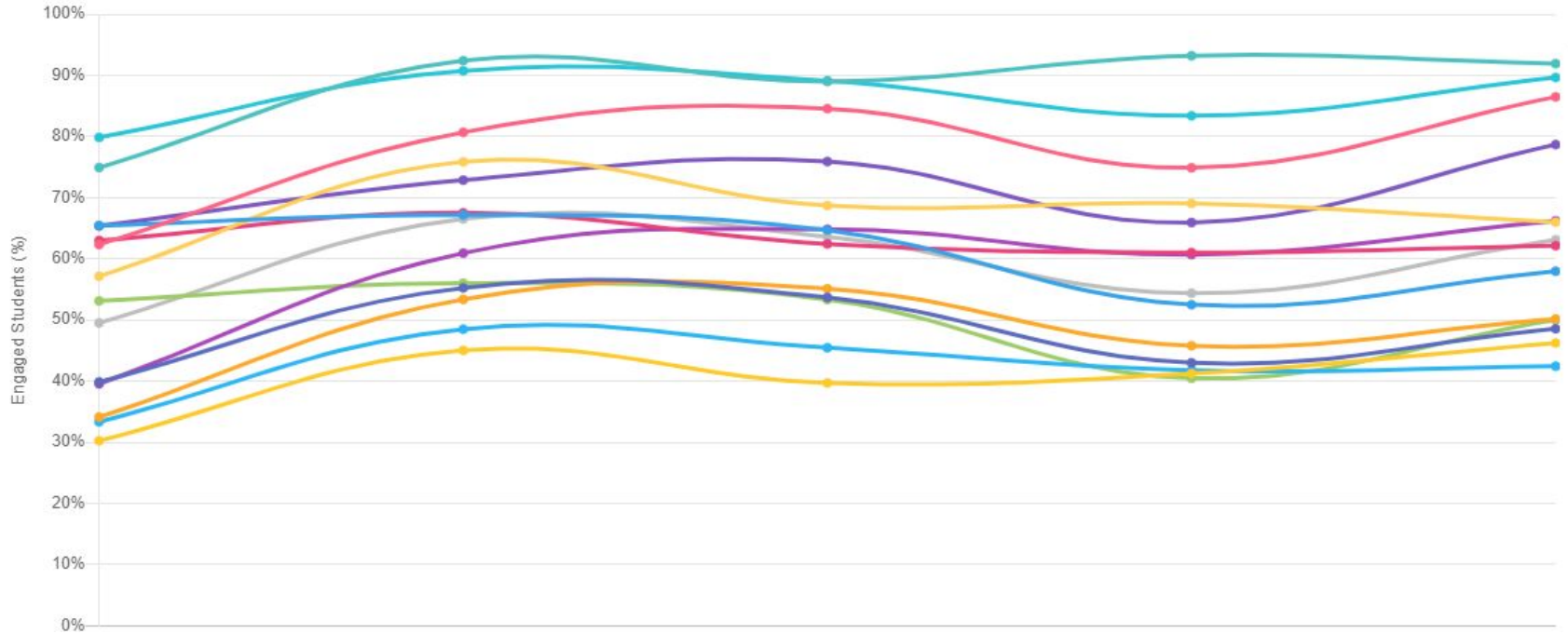
- Over 80% of students completed at least 5 assignments/week at middle and high school, compared to only 62% at the elementary level.

Engaged Students (%): Percentage of students who have "completed" assignments according to "Engaged Condition" configuration



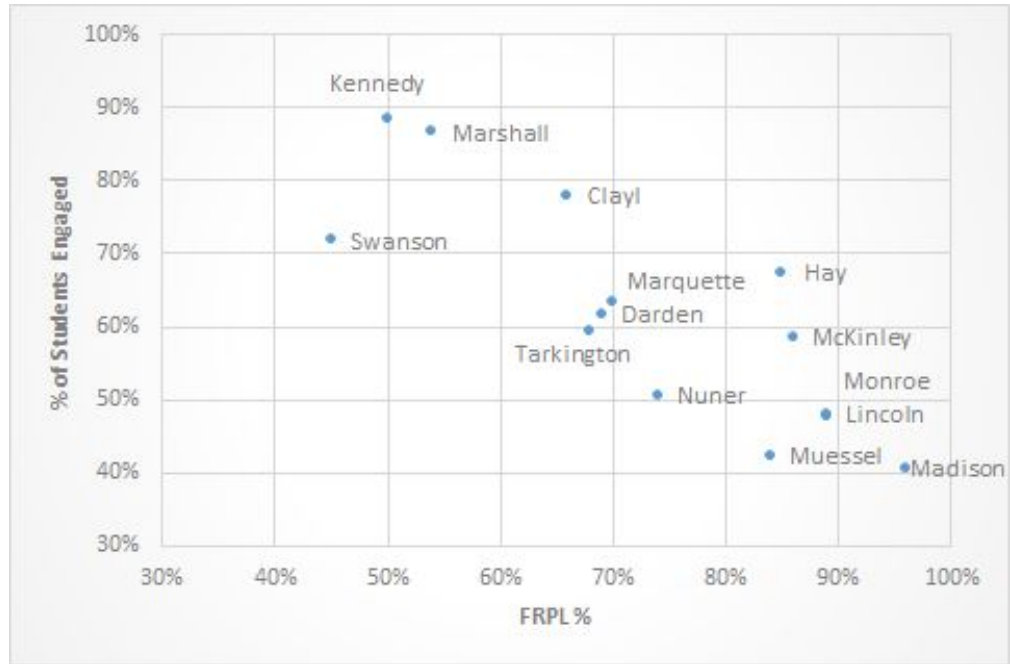
Engagement by School (Elementary)

Engaged Students (%): Percentage of students who have "completed" assignments according to "Engaged Condition" configuration



Engagement vs. School Demographics (Elem.)

- Highest poverty elementary schools consistently struggle to achieve eLearning engagement.



Survey Information Regarding Teachers Returning

- Prior to the start of the school year, we sent a survey to all SBCSC teachers asking *“Do you anticipate that something will prevent you from providing in-person instruction this fall when SBCSC returns to in-person instruction?”*
- If teachers answered yes, they were directed to other surveys which would ask them for additional information (Updated: 09/28/2020)
 - Number of Teachers who completed medical documentation: 42
 - Number of Teachers who personally requested to teach virtually: 31
 - Number of Teachers who requested accommodation based on age: 8
- Section 2 of the survey read as follows
“We accommodate individuals with qualifying disabilities under the ADA and will attempt to accommodate others who may be in a high-risk category (e.g., those over 65). When we are finally able to return to in-person instruction with our students, eLearning positions may be available as one example of an accommodation. But those positions will be limited and we may have to use other accommodations for some employees.”

Information to consider for Teacher Assignment to elearning

Virtual Learning Teaching Assignment Considerations

In order of priority

1. Physician's note
2. Condition (including age)
3. Personal request
4. Volunteers
5. Seniority (least senior will be assigned first in each category based on license and certification)

Virtual Learning Potential Location Assignment Considerations

*Based on number of students and teachers requesting eLearning

Priority	Teaching Assignment	Location
1st	Same grade level/content	Stay home school
2nd	Same grade level/content	Multiple schools
3rd	Same grade level/content	Different school
4th	Multiple grade level/content	Stay home school
5th	Multiple grade level/content	Multiple schools
6th	Multiple grade level/content	Different school
7th	Different grade level/content	Stay home school
8th	Different grade level/content	Multiple schools
9th	Different grade level/content	Different school

Priority Groups

	Student Groups	Rationale	Staffing
October 5, 2020	<p>CTE Students- Reflects total student CTE seats filled (students may enroll in more than one class)</p> <p>Total Students: 789</p>	<p>Students in these courses are required to have minimum 50% in-person, hands on instruction</p>	<p>All CTE eligible course teachers teaching in-person required courses</p>
October 5, 2020	<p>Students serviced through special education services life skills, autism Resource Center (full-time), SNAP, and Young Adult Services</p> <p>Total Students: 514</p>	<p>Students in these areas are some of our students who need crucial in-person services that are difficult to provide</p>	<p>Special education teachers and paras</p>

Priority Groups

Date	Student Groups	Rationale	Staffing
<p>October 5 - 8, 2020</p> <p>Asynchronous Learning Day</p>	<p>All groups except for CTE and special education served groups</p>	<p>The two days will be used for teachers to work with students to get them caught up on instruction and assignments. This will also provide the opportunity to engage in professional learning for blended learning.</p>	<p>All Staff (Certified and Classified)</p>
<p>October 7 & 8</p> <p>Orientation Instructional Days</p> <p>Hybrid</p> <p>October 7 A-K</p> <p>October 8 L-Z</p>	<p>Pre-Kindergarten Total Students: 131</p> <p>Kindergarten Total Students: 1,141</p> <p>Sixth Grade <i>Excluding 6th grade @ Marquette</i> Total Students: 1,252</p> <p>Freshman Total Students: 1,332</p>	<p>These grades represent our transition grades. Students in these groups are new to their buildings and will need to support in transitioning into their new learning environments.</p> <p>No more than two grade levels per building Small numbers of students in the building Note: Include eLearning continuing students</p>	<p>All Staff (Certified and Classified)</p> <p>District will work to all accommodate certified staff who submitted preferences for eLearning instruction in July 2020.</p>

Possible Re-Entry Model

	Student Groups	Rationale	Staffing
October 14, 2020	<p>Pre-K- 5 (All Elementary)</p> <p>Grades 6-12</p> <p>Group A: Last names A-K Group B: Students will eLearn</p>	<p>These grade levels will allow for buildings to operate at half capacity to test procedures and processes in regards to social distancing, cleaning, and other health measures</p>	<p>All Staff: Certified and Classified Teaching in person or virtual, but all teachers required to teach in person will be in building</p>
October 15, 2020	<p>Pk-5 (All Elementary)</p> <p>Grades 6-12</p> <p>Group B: Last names L-Z Group A: Students will eLearn</p>	<p>This allows us to test all health measures with 100% of students wishing to participate in in-person learning will be in buildings.</p> <p>Provides the weekend for reflection and thorough cleaning of buildings if needed.</p>	<p>All Staff: Certified and Classified Teaching in person or virtual, but all teachers required to teach in person will be in building</p>
October 16, 2020	<p>District eLearning Day</p>	<p>Staff and district administrators will conduct After Action Review to determine the need for adjustments to health protocols</p>	<p>All Staff: Certified and Classified Teaching in person or virtual, but all teachers required to teach in person will be in building</p>

Pre-Kindergarten Programs

- Pre-Kindergarten at Marquette will follow the same schedule as K-12 hybrid
- Preschool SNAP @ Studebaker will follow a Monday-Friday schedule
 - Specific communication will be sent to parents later this week

Possible Ongoing Schedule

Weekday	Student Groups	Rationale	Staffing
Monday-Friday	Grades PK-5	To ensure that students have access to in-person instruction, focused on Indiana standards, and graduation requirements	All Staff
Monday and Tuesday	Grades 6-12 Group A	To ensure that students have access to in-person instruction, focused on Indiana standards, and graduation requirements	All Staff
Wednesday	eLearning Grades 6-12 Excluding CTE courses	To ensure students and staff have the opportunity to continue to engage in eLearning protocols, and give schools the opportunity to engage in review of procedures in regards to in-person	All Staff
Thursday and Friday	Grades 6-12 Group B	To ensure that students have access to in-person instruction, focused on Indiana standards, and graduation requirements	All Staff

CTE Courses and Students serviced under special needs will continue on a pre-established schedule

Possible Ongoing K-12 Hybrid

Weekday	Student Groups	Rationale	Staffing
Monday and Tuesday	Grades PK-12 Group A Last name A-K	To ensure that students have access to in-person instruction, focused on Indiana standards, and graduation requirements	All Staff reports to building
Wednesday	District eLearning Day Excluding CTE courses	To ensure students and staff have the opportunity to continue to engage in eLearning protocols, and give schools the opportunity to engage in review of procedures in regards to in-person	All Staff reports to building
Thursday and Friday	Grades PK-12 Group B Last name L-Z	To ensure that students have access to in-person instruction, focused on Indiana standards, and graduation requirements	All Staff reports to building

CTE Courses and Students serviced under special needs will continue on a pre-established schedule

Hybrid

- Students will attend school based on their last name
 - A-K Group A (Monday and Tuesday)
 - L-Z Group B (Thursday and Friday)
- Families with students who have students with different last names will use the name of the oldest child to determine grouping for students
- We want families to attend on the same day

Parent-Teacher Conferences

- It is our recommendation that we continue as planned with parent teacher conferences in regards to times and dates
- However, we plan for all parent teacher conferences to be conducted virtually
- Conferences should be less reflective on eLearning and quarter one performance, but instead focus on moving forward in establishing goals for either in-person or continued eLearning instruction

Magnet and Specialized Courses

- Students who decide to remain on eLearning will continue to have access to magnet programs and specialized courses
- Teachers who teach these courses will be responsible for creating blended learning opportunities
 - Use of Google Classroom for both in-person and eLearning students
 - Teacher video of live classroom instruction to provide eLearning students access to the same instruction as in-person students

Date Contingencies

All dates are contingent on the COVID-19 health matrix, collaboration with St. Joseph Health Department, and community feedback.

HEALTH

&

SAFETY

**SBCSC
Reopening
Plan**



General Operations of Our Systems

- Cenergistic has scheduled all rooms with a two hour pre occupation fresh air flush to achieve three air changes and a post occupation flush for two hours as well
 - They are performing 25 audits a week with 80% on site, reporting any issues they find with us, providing mechanical systems operation verification
 - They collaborate with faculty and building engineers on all these items as well
- Our building engineers also monitor their system operation daily
- All our units provide fresh air anytime our units operate per code, we generally set the minimum outside air damper setting to 20% and as much as 100% depending on the current weather conditions (extreme heat and humidity or extreme cold require minimum settings to keep the rooms and space comfortable). During milder seasons, our units automatically go to economizer settings and use all outside air to control our space temps.
- We currently have 28 newer energy management systems that control all aspects and operation of our systems and all other schools are older electronic systems on target to be replaced in near future

Types of Systems

- **Air Handler Unit Only:** Mostly found in gyms, industrial type larger spaces
- **Air Handler Unit (AHU) with Variable Air Volume Boxes (VAV) in the rooms:**
Found in 40% of our buildings, classrooms, office and other areas
- **Air Handler Unit (AHU) with Dual Duct Boxes that serve the rooms in the zone:**
Found in two buildings, the dual duct boxes receive both cold and warm air to each box from the AHU. The box uses dampers to decide how much hot or cold air to keep the room at setpoint.
- **Unit Ventilator (Univents):** These units serve 60 % of our classrooms, and perform all the functions of an AHU system within the univent
- **Fan Coils:** Just supply heat and are usually found in vestibules

Minimum Efficiency Reporting Values (MERV)

- MERV is the scaled rating of the effectiveness of air filters. The scale is designed to represent the worst-case performance of a filter when dealing with particles in the range of 0.3 to 10 micrometers. The MERV rating is from 1 to 16. Higher MERV ratings correspond to a greater percentage of particles captured on each pass, with a MERV rating of 16 filter capturing more than 95% of particles over the full range
- The American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) current recommendation is to use a filter with a Minimum Efficiency Reporting Value (MERV) of 13, but a MERV 14 (or better) filter is preferred. Of course, the ultimate choice needs to take the capabilities of the HVAC systems into consideration. Generally, increasing filter efficiency leads to increased pressure drop which can lead to reduced air flow through the HVAC system, more energy use for the fan to compensate for the increased resistance, or both. If a MERV 13 filter cannot be accommodated in the system, then use the highest MERV rating you can.

Maintenance

- Our filter standard for our AHU's and univents has been MERV 8, this was the standard recommended before COVID, however now 13+ is recommended

MERV	Avg. Arrestance	Particle Size Range	Applications
1-4	60-80%	>10.0 microns	Minimum filtering for: Residential buildings Light commercial buildings Equipment protection, light pollen, dust mites
5-8	80-95%	3.0-10.0 microns	Industrial workplaces Typical commercial buildings Better residential buildings Paint booths & finishing, dust, mold, spores
9-12	>90-98%	1.0-3.0 microns	Superior residential buildings Better industrial workplaces Better commercial buildings Hospital laboratories, legionella, dust
13-16	>95-99%	0.30-1.0 microns	Smoke removal Hospital inpatient care General surgery Superior commercial buildings
HEPA			
17-20	99.97 to 99.9999	.03 or less	Clean Rooms, Surgery, chem-bio

Increase in Staff to Support Procedures

- **Nurses**

- Full time nurses are being allocated at each building
- Where we have openings, we will split nurses across buildings
- We will also have nurse assistant available to assist at several schools
- We will also utilize Beacon's substitute nurses
- Working with Beacon Health to fill vacancies

- **Custodians**

- Only five vacancies remain
- Placing advertisements in Tribune to recruit more
- Ongoing training and protocols to ensure fidelity to procedures

Nursing Decision Protocol

COVID-19 Screening Decision Tree

For Use by School Personnel

Student or staff member complains of COVID-19 or MIS-C symptoms.

Call 9-1-1 (EMS) if any the following symptoms are exhibited

- +Difficulty or Rapid Breathing
- +Pulse O₂ <92%
- +Bluish Lips/Face
- +Persistent pain or pressure in the chest
- +New Confusion
- +Unable to wake or stay awake

NO

Mask student or staff member



Place student in isolation area away from others



Staff should go home immediately and consult a healthcare provider.

Questions to ask:

1. When did your symptoms appear?
2. What are your signs and symptoms? *(see list on back)*
3. Have you been within 6 ft. of someone who has tested positive for COVID-19 for 15 min. or more?

Verbal, Visual, & Physical concerns out of range?

NO

Allow to rest for 10 minutes

Improving? NO

YES

Back to Class

YES

- +Isolate
- +Send home ASAP
- +Contact Medical Provider
- +Contact Public Health

FOLLOW-UP WITH

- +Student/family
- +Health Services
- +Administrator

Updated: 8/27/20



Symptoms of COVID-19

Symptoms of COVID-19



**May present with more than one symptom. This list does not include all possible symptoms.*

Look for emergency warning signs* for COVID-19. If someone is showing any of these signs, seek emergency medical care immediately

- *Difficulty or rapid breathing
- *Inability to wake or stay awake
- *Persistent pain or pressure in the chest
- *Bluish lips or face
- *New confusion
- *Pulse O₂ < 92%

**This list is not all possible symptoms. Please call your medical provider for any other symptoms that are severe or concerning to you.*

**Call 911 or call ahead to your local emergency facility:
Notify the operator that you are seeking care for someone who has
or may have COVID-19.**

Symptoms of MIS-C

- *Rash
- *Red/Swollen Tongue
- *Red Eyes
- *Swelling Hands/Feet
- *Cracked/Swollen Lips
- *Stomach Pain

Health & Safety - Cleaning

Recommendation

- Every classroom cleaned and disinfected at least once a day
- HS and MS desks and high-touch areas disinfected between classes
- Teachers and other employees be responsible for disinfecting surfaces and high-touch areas in their work area during the day
- Bathrooms disinfected twice a day
- High touch surfaces in common areas disinfected two times a day

SCHOOL OPERATIONS & LOGISTICS

**SBCSC
Reopening
Plan**



Food & Nutrition - Student Service Models

Met with school Principals to discuss their initial breakfast and lunch plans. Below is an overall summary of their plans.

Daypart	Elementary	Secondary
Breakfast	<ul style="list-style-type: none">● Breakfast in the classroom● Students routed through cafeteria to pick up breakfast - then go to designated areas to eat to ensure social distancing	<ul style="list-style-type: none">● Breakfast available in the cafeteria● Breakfast available at various locations where students enter and they go to designated areas
Lunch	<ul style="list-style-type: none">● Lunch picked up in cafeteria and students go to designated areas to eat	<ul style="list-style-type: none">● Meals picked up in cafe or other designated location and proceed to designated area

High Schools - Service Model Plans

Adams	Clay	Riley	Washington	Rise-Up
<p>Breakfast will be served in the cafeteria and the window of entry is long enough for them to be served and social distanced.</p> <p>Lunch will be in auditorium, every other row and every third seat. They will also use the café and remove seats to ensure distancing.</p>	<p>Breakfast served in pods and then students will go to auxiliary spaces. Principal is working out the designated areas.</p> <p>Lunch classes will be released in a staggered fashion, and students will eat in assigned areas. He is working on assignments based on their class schedule.</p>	<p>Looking to feed in café and 3 other locations to minimize contact and have enough supervision.</p>	<p>Will feed in café and an additional area, the commons area, for both breakfast and lunch.</p>	<p>Current model of feeding in the café will be sufficient since the enrollment is minimal. Food will be available in grab ' n go fashion.</p>

Intermediate Schools - Service Model Plans

Clay International	Dickinson	Jackson	Jefferson	LaSalle	Navarre
<p>Breakfast picked upon entry and go to classroom. Lunch will be in café and distanced.</p>	<p>Breakfast – will utilize gym, café and may have 6th grade eat in select classrooms. She is working on additional spacing at breakfast</p> <p>Lunch – will utilize, gym, café, little theater, ISS room and an alternate room near café to distance students. This will be sufficient to distance students.</p>	<p>We will have breakfast set up for the students to grab n go to class.</p> <p>Lunch will be in café and in auditorium.</p>	<p>Breakfast will be served at each of the 4 entry ways, students will eat in class during morning announcements.</p> <p>Lunch will use café with 3 students per table and an alternate serving area in the theater room. Tables are needed for the alternate area.</p>	<p>Breakfast – passing out at entrance and allowing the students to eat in classroom.</p> <p>Lunch – eating in café, library and possibly the gym with bleachers and two other classrooms – so that all could be social distanced.</p>	<p>Breakfast- Students will pick up breakfast upon entry and go to their classroom to consume.</p> <p>Lunch – Students that bring lunch will eat in the gym and those that eat with us will eat in the café and she feels that social distancing can be met.</p>

Elementary Schools - Service Model Plans

Darden	Hay	Kennedy	Lincoln	Madison
<p>Going to have a canopy where students can go outside and eat breakfast and in the café and gym. No BIC</p> <p>Lunch- in the café and both gyms will be used to serve lunch.</p>	<p>Plan to rotate the students into the cafeteria so they can eat and be spaced out.</p> <p>Lunch-students to eat in café at lunch periods will be staggered out for adequate space.</p>	<p>Prepared to do BIC and LIC with lunch aides watching the students at lunch.</p>	<p>Will do breakfast in café and gym.</p> <p>Lunch can utilize café with staggered lunch and the possibility of using the gym.</p>	<p>Prepared to do BIC and LIC.</p>

Elementary Schools - Service Model Plans

Marquette	McKinley	Monroe	Muessel	Nuner
<p>Trying to figure out how to extend eating space with the space on the stage (music & art) .</p>	<p>Breakfast concern that they will not be able to social distance in the class. If this is the case no BIC. Will work on alternate feeding areas for breakfast.</p> <p>For lunch will use the café and gym, dependent upon enrollment this could be sufficient.</p>	<p>Currently does grab 'n go for breakfast.</p>	<p>Ok, with BIC as long as the students can be distanced. Also looking at options when the students arrive for them to pick up breakfast and possibly eat in café, gym, LGI.</p> <p>Lunch – students will pick up and eat in café and gym if possible. Staff is working on finalized plan and where the students will sit. Concern about having enough paras and lunch aides that are able to effectively watch students.</p>	<p>Ok to do BIC and was determining how to social distance for lunch, some in café and then in classroom.</p>

Elementary Schools - Service Model Plans

Swanson	Tarkington	Harrison	Warren	Wilson
<p>Will have students eat as normal for breakfast – in café.</p> <p>Lunch- will have enough room to eat in café and will stagger classes 5 minutes apart.</p>	<p>Breakfast in cafeteria would be easiest. Possible solution is to cycle students into the café, starting with K&1st grade and then bring others in as they arrive.</p> <p>Lunch will be in the café – 2 students per table and any overflow can go into the library.</p>	<p>Plan to have all students go through the line at breakfast and they will eat in the gym and café. The students will eat there for lunch and breakfast.</p>	<p>BIC and lunch will space out in cafeteria and gym.</p>	<p>Ok with bic and lunch will pick up and go to designated areas – still determining designated areas.</p>

Student Service Model - Breakfast Recommendation

1

Classroom Delivery

2

Grab and Go to
Classroom

3

Cafeteria

4

Off the Bus

5

Take Home

6

Home Delivery

Alternate for Secondary
Students (grades 6 -12)

BREAKFAST IN THE CLASSROOM PROCEDURES

Elementary Buildings

Your school participates in the National School Breakfast Program. Per the USDA, we must document and account for all breakfasts served in the classroom. If USDA requirements are not met, the financial funding for this program could be jeopardized. Listed below is a brief summary of the Breakfast In the Classroom process:

1. *Breakfast will be delivered to all classrooms with a roster sheet and meal that meets USDA meal pattern requirements*
2. *At minimum, students who wish to eat breakfast must take a bagged breakfast in order for foodservice to claim the meal. Students may choose whether they wish to take a milk.*
3. *As each student receives a compliant meal, the teacher needs to place a legible check mark next to the student's names who received breakfast*
4. *When breakfast is complete, insulated bags, any unclaimed meals as well as the roster sheet should be placed outside the classroom door*
5. *In the event there is any leftover, sealed, non-perishable food that is not returned to the Cafeteria it is the responsibility of the teacher to ensure that said food is kept in a designated tote with a lid that will be provided by food service*
6. *Food & Nutrition staff will pick up all insulated bags, unwanted/ leftover meals, and completed roster sheets*

A teacher's training on these procedures as well as more specific sanitation protocol will be provided during the SY 20-21 Opening Staff Meetings.

Grab and Go to Classroom Model - Breakfast

Secondary Buildings

- Great solution to reduce congregation without moving to classroom delivery meal service, this is ideal for use in the secondary buildings
- Provides a great deal of flexibility in regards to the meal options offered, and therefore has the potential to increase participation in the Secondary Schools
- Serving stations will be placed throughout the building and will open in coordination with the building schedule
- Students will be asked to pick-up their breakfast and then proceed to their first class or other building administrator assigned designated area
- All trash from breakfast will be asked to be deposited into large trash cans placed in the hallway. These cans will be emptied by the custodial staff immediately following the 2nd hour bell

Breakfast in the Classroom

Addressed Concerns

- **Concern**
 - Increased trash in the classroom and additional sanitation needed throughout the day
- **Solution**
 - All trash from breakfast will be asked to be deposited into large trash cans placed outside of the classroom in the hallway. These cans will be emptied by the custodial staff
- **Concern**
 - Increased pest/rodent issue with food in all parts of the school
- **Solution**
 - Plastic totes with lids will be provided to each classroom to use for ALL FOOD items in the classroom, along with sanitation guidelines

Grab and Go to Classroom Model

- While physical distancing is enforced this will allow for quality meals to be served and the students to be properly distanced while eating
- A version of this model will be implemented in all buildings
- Students will be given a scheduled time to go to the cafeteria either with their class or according to their class schedule
- Elementary students lunch selection will be submitted via a google doc during morning procedures. This will aid in giving the cafeteria staff a better idea in which to prepare for each class and subsequently serve the classes as quickly as possible.
- In both the Secondary and Elementary; meals are then taken back to the classroom or another designated dining area in the building that will allow for the proper physical distancing

Student Transportation

- Mail letter home to current families with transportation information
- Route information will also be available in the MyStop App
- Drivers will provide masks to students in need on the first day on the bus
- Buses will load students from the back to the front
- Drivers will use a seating charts for all routes
- ID card readers are installed on every bus. Cards will be distributed with photos from PowerSchool
- Buses will drop off at elementary schools no earlier than 7:40 to minimize the large groups of students interacting

Student Transportation

- Buses will be cleaned at the beginning and end of each day, and between each school drop off
- Bus drivers will use one only bus to the extent possible
- Will drive with the windows open to the extent possible
- Adding bi monthly check-ins with Teamsters and AFSCME to collaborate on safety and other issues as they arise
- Use of rental vans for shared homeless student transportation to/from other districts until Activity buses arrive.

Teaching Responsibilities

- K-5 Face-to-Face teachers will be responsible for daily instruction of the students attending in person
- K-5 eLearning will be provided by teachers approved and/or assigned for eLearning
- 6-12 Face-to-Face teachers will be responsible for daily instruction of students attending in person, as well as eLearning of hybrid group
- 6-12 eLearning will be provided by teachers approved and/or assigned for eLearning

Teaching and Learning - Universal Classroom Procedures

Recommendation

Physical Distancing

- Limit cross group interaction as much as possible
- Daily administrator walkthroughs to ensure physical distancing and other recommendations are being followed to the best extent possible

Health and Safety

- Wear masks at all times indoors except in select scenarios (eating, secondary fine arts, taking medication, etc.)
- SEL supports based on students not having a healthy and safe environment potentially while being out of school. **SEL focus for the first two weeks is crucial.** Keeping groups small as possible even during instructional time.
- Pre-K students encouraged to wear mask, but based on health guidelines will not be required
- K-5 students will need their own supplies and tools for learning and made available for daily sanitizing (K-5 left on desk)
- Teach students expectations around hand washing and use of hand sanitizer
- K-3 teachers and instructional support staff (including special education, fine arts, interventionist and EL resource and instructional specialists, are provided face shields for phonics and language development instruction

Communication

- Policy and procedures will be given to parents, and updates provided often

Teaching and Learning - Elementary & Secondary

Fine Arts/Lunch/Recess Procedures

Recommendation

Recess (Elementary)

- PE would meet outside as much as possible, and would allow for groups to meet in gym to allow for increased physical distancing during other classes, or possibly lunches, if needed. **(Defer to operations group to determine what lunch hour will look like)**
- Zoning of students on the playground to reduce and limit interaction with other classes
- Work with building and grounds to determine sanitizing requirements and needs for playground equipment
- Recommendation to not wear mask during recess time

Music (Elementary)

- Music and art meet outside as much as possible
- Music and art teachers would travel to classrooms as much as possible. The need to purchase carts for teachers
- Music teachers at the elementary level would focus on non-vocal curriculum during first semester (time to collaborate would be needed)
- Necessary PPE will be provided to students and teachers

Fine Arts (Secondary)

- Sanitation of common touch areas between classes as much as possible
- Social distance students in choir/vocal and instrumental classrooms. Students wear masks when not engaged in instruction

Teaching and Learning - CTE

Recommendation

- **CTE Re-entry August 17th / Half Day Programs (current)**
 - Career & Technical Education (CTE) half day programs, minimum 50-80% in-person time to meet State CTE guidelines focused on skills-based learning, such as labs, live instruction, and dual credit / industry certification requirements
 - Approximately 30 dual credit / industry certification programs with 572 students (305 a.m., 267 p.m.) spread between 5 high schools, 9 community-based instructional locations, and numerous work-based learning locations
- **CTE Re-entry October 5th / 1 Hour Classes**
 - Career & Technical Education (CTE) 1 hour classes requiring a minimum of 50% in-person time to meet State CTE guidelines focused on skills-based learning, such as labs, demonstrations, and industry engagement
 - 789 students, including students taking multiple 1 hour CTE classes (less total students), 5 high schools
- **CTE Teachers Serving 8th-12th grades**
 - Following the October 5th re-entry for CTE students, 75 teachers will be teaching CTE students with approximately 40 providing a minimum of 50% in-person instruction in a hybrid format while the remaining continue in eLearning formats

eLearning and After School Supports

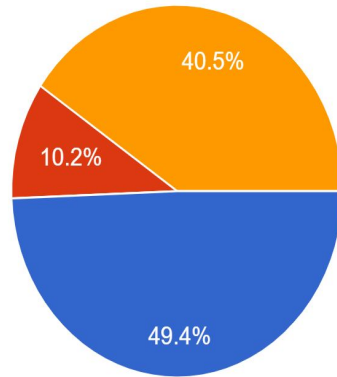
- Kaleidoscope
Darden, Hay, Kennedy, Marquette and Swanson
- Safe Haven Program
Clay HS and Adams HS
- 21st Century Learning Programs
Dickinson, Riley and Washington
- School Climate Transformation Grant
Cohort 1: Nuner, Hay, Muessel, Monroe and Dickinson
- Boys and Girls Club
Muessel, Boys and Girls Club, Harrison (zone) and Madison (potential addition)
- St. Joseph County Library by appointment at [Tutor.com](https://www.tutor.com)
- Grow Your Own Tutoring Program

Students will be socially distant, wear masks and safety and cleaning protocols will be followed. Used items will be cleaned and sanitized. Parents will not be allowed in the buildings, however communication will continue through email, text, phone or appropriate signage.

Social Work Support

Reason For Student Contact

482 responses



- Mental Health
- Physical Health
- Family Crisis/Emergency

Well-Being

In order to improve the social and emotional well-being for students and staff we have the following recommendations:

- **Increased time outside**
 - Classroom instructional time
 - Nature/neighborhood walks
 - Structured recess
- **Staff Circles**
- **Mindfulness, Movement, and Reflection for teachers and staff**
- **Resiliency and rejuvenation for all staff**
- **Continued ongoing communication to teachers and staff**
- **Employee Assistance Program**

Immunizations

- Highly encourage all students and staff to get influenza (flu) vaccines this season
- **All students wishing to return to face-to-face instruction, must be up-to-date on all immunizations**
 - *The district is partnering with the health department to increase the opportunity to receive vaccinations at school sites from their mobile immunization clinic.*
- Immunization information from any health care provider and/or health department is updated in the state immunization registry program called CHIRP. School Nurses are checking this registry daily for immunization compliance.
- Students who are not fully immunized due to medical, religious and/or a personal health decision will need to remain on eLearning during the *Pandemic!*

Questions?

**SBCSC
Reopening
Plan**

