



RETURN²⁰²⁰

Provide excellent, challenging learning opportunities and experiences that prepare each student for success.

www.kusd.edu/return2020

Contents

<u>FOREWORD</u>	1
<u>CONTRIBUTIONS AND ACKNOWLEDGMENTS</u>	2
<u>INTRODUCTION</u>	4
<u>GENERAL SAFETY GUIDELINES</u>	5
<u>TECHNOLOGY ACCESS</u>	6
<u>IN-PERSON LEARNING</u>	7
Elementary School	7
Middle and High School	10
<u>VIRTUAL LEARNING</u>	14
Daily Attendance	14
Expectations	15
Virtual Learning Tips	18
Elementary School	19
Middle School	20
High School	21
Additional Information	22
<u>TEACHING AND LEARNING</u>	23
Special Education	23
English Language Learners	23
Gifted and Talented	24
Social Emotional Learning	24
Professional Learning	24
Extracurricular Activities (athletics, clubs, etc.)	26
Academic Information	27
Lesson Components	27
<u>OPERATIONS</u>	29
Impact of Positive Case	29
Screening	29
Physical Distancing	34
Personal Protective Equipment	35
Personal Hygiene	36
Cleaning and Disinfecting Expectations	36
Visitor Protocols and Procedures	37
Food Services	38
Transportation	40
Staff Information	41
<u>APPENDICES</u>	43
Appendix A - Definitions	43
Appendix B - References and Resources	43

Foreword

The end of the 2019-20 school year was far from what we envisioned for our students and staff, yet we are extremely proud of how it was handled. Through the unwavering dedication of our staff and unbelievable support of our families and students, we were able to quickly pivot to online learning while facing mounting challenges and changes from state and local leaders amidst a global pandemic.

While we are proud of our response then, we must do better going forward, no matter what we are faced with in the future. It is evident that in-person learning is the most effective for our students, but we know now that may not always be a reality.

This is why we created dedicated teams of experts to handle the daunting task of determining how best to educate students in the safest ways possible going forward. We realize there is not a one-size-fits-all answer. It took creativity and a great deal of planning to ensure we meet the needs of all families.

The Return 2020 core workgroups spent countless hours researching, meeting, writing, presenting, adjusting and finalizing this plan to get it to its current state. This was done in conjunction with staff, Board members, parents, students and others who provided feedback, time and time again through various reactor group platforms.

We understand that with this topic comes varying opinions, and that is okay. Please review the options contained herein and choose what is best for your child(ren) and family, and we encourage you to respect the choices of others. We know we cannot predict the future, and as such, we ask for your understanding that this plan is not all-inclusive and may need to be modified on a moment's notice.

Again, we appreciate your continued support as we strive to provide the safest educational experience possible for the students of our community.

Sincerely,



Dr. Sue Savaglio-Jarvis
Superintendent

2020-21 School Year:
September 14, 2020 - June 8, 2021

Other than the start date, instructional calendars are unchanged, visit kUSD.edu/events.



Contributions and Acknowledgments

The following individuals spent numerous hours researching, developing and refining this plan. We greatly appreciate the time and dedication put forth by these individuals and share our sincere gratitude for their efforts. The asterisk* indicates the team lead for each group listed.

Executive Team

Dr. Sue Savaglio-Jarvis*
Kathleen DeLabio
Kris Keckler
Jessica Doyle-Rudin
Julie Housaman
Patrick Finnemore
Sue Valeri
Tanya Ruder
Tarik Hamdan

School Redesign Team

Allison Walton
Brian Geiger*
Brienne McPhee
Casandra Brooks
Chad Dahlk
Cheryl Kothe
Chris Pratt
Christine Adams
Cindy Scott
Cliff Johnson
Dr. Sue Savaglio-Jarvis
Duane Sturino
Ed Kupka
Elisabeth Bischoff
Elizabeth Beere
Erik Schlick
Erin Roethe
Gina Greil
Heather Connolly
Jane Larsen
Jen Folkers
Jen Lawler
Jenny Schmidt

Jim Hanrahan
JJ Kotarak
Jody Cascio
Joel Kaufmann
Jon Young
Joseph Kosman
Joshua Barker
Juan Torres
Kathy Walsh
Kristine Coshun
Kurt Johnson
Laura Sawyer
Leah Whitford
Luanne Rohde
Marty Pitts*
Matt Brown
Matt St. Martin
Michelle Santelli
Mike Makowka
Patrick Finnemore
Patti Clements
Rhonda Lopez
Sandy Procknow
Sarah Smith
Scott Plank
Shane Gayle
Steve Germain
Sue Mirsky
Sue Valeri*
Teri Giampietro
Tom Tuttle
Travis Ciesielski
Ursula Hamilton-Perry
Yolanda Jackson-Lewis

Virtual Learning Team

Aaron Williams
Amanda Drews
Amanda Ticha
Amos Beernink
Amy Baratta
Angie Becker
Annie Fredriksson*
April Nelson
Barbara Villont
Barb Villont
Beth Kaufmann
Brenda Post-Chvilicek
Brian Geiger*
Brook Greno
Bryan Mogensen
Che Kearby
Christine Adams
Christine O'Regan
Dan Roethe
Drew Baker
Erika Buchholz
Erik Schlick
Heather Conolly
Jeff Wirsch
Jen Folkers
Jennifer Marvin
Jenni Knight
Jenny Schmidt
Jeremy Kriedeman
Jill Zupetz
Jim Hanrahan
John Choi
Jon Bar-Din
Juan Torres

Juile Weavel
Kara Leiting
Karen DuChene
Kathy Kindsvater
Kathy Montemurro
Kathy Nelson
Katie Toler
Keith Ebner
Kelli Cairo
Keri Heusdens
Kim Fischer
Kim Gorman
Kris Keckler
Kristie Nixon
Kyla Hyllinski
Lauren Johnson
Lisa Ruediger
Luanne Rohde
Margaret Zei
Mary Limbach
Mary Salani
Melissa Kearby
Michelle Valeri
Natalie Marciniak
Nicole Uttech
Page Kessler
Patti Clements
Polly Amborn
Rebecca Arnold
Sarah Smith
Stacy Cortez
Sue Pacetti
Tony Casper*
Tracy DeRose
Trent Barnhart
Yolanda Jackson-Lewis

Contributions and Acknowledgments

Student Social Emotional Team

April Nelson
Bridget Kotarak*
Bridgett Hodges
Chris Tindall
Dana Ballewske
Dave Duffy
Diana Trammel
Ed Kupka*
Erin Waynes
Gina Greill`
Hailey DeLuca
Hansel Lugo
Jane Larsen
Jeanne Floreani
Joel Kaufmann
Karen VanBlarcom
Kelly Wynstra
Kim Broderick
Kimberly Weber
Kristal Brandt
Kristina Dean
Laura Marran
Laura Stone
Lisa Hackeloer
Lisa Ruediger*
Michael Russell
Nicole Froehlich
Pat Demos
Sam Gibson
Sarah Hubbard
Sarah Johnson
Stacy Guckenberger
Taryn Neff
Tom Tuttle

Safety and Staff Wellness Team

Adam Sulko
Angela Andersson*
April Nelson
Beth Smith
Bryan Mogensen
Cheryl Kothe
Christine O'Regan
Cindy Gossett
Cliff Johnson
Doreen (Dori) Perri
Emily Gerstung
Jeff Marx
Jen Hart
Jenny Miller
John Allen
John Setter
Katie Crowe
Kevin Christoun
Kevin Neir
Laura Gulatz
Laurie Krueger
Lisa Niederer
Mary Bohning
Maxceen Augustus
Melissa Ruta
Melissa Thomas
Patrick Finnemore*
Rade Dimitrijevic
Roy Evans
Scott Plank
Steve Mastronardi
Susanne Ventura

Professional Learning Team

Amy Hyland
Beth Kaufmann
Darlene Andre
Donna Chamberlain
Elisabeth Bischoff
Hillary Fioravanti
Jen Folkers*
Jessica Meyer
John Matera
Katie Toler
Keri Heusdens
Lee Belanger-Gonzalez
Maggy Leden
Mandy Taylor
Michelle Valeri
Patti Clements*
Rachael Dauman
Rebecca Arnold
Sarah McLellan
Stacey Keckler
Val Dowe



Introduction

In March 2020, Gov. Tony Evers mandated that all schools close for two weeks due to the COVID-19 pandemic. Shortly thereafter, the Safer at Home order was put into place that ended in-person learning for the remainder of the 2019-20 school year. Students and staff quickly pivoted and engaged in online learning to finish out the spring semester. While our preferred model of instructional delivery is a traditional face-to-face educational environment, we anticipate continued public health concerns when school resumes in the fall of 2020.

The purpose of the Return 2020 plan is to emphasize options for Kenosha Unified's new and returning families, whether they prefer traditional in-person learning or virtual learning. In addition, it is intended to ensure KUSD is better prepared should additional school closures occur. No matter what learning model a family chooses, the goal is to provide high-quality educational experiences in a safe and meaningful way.

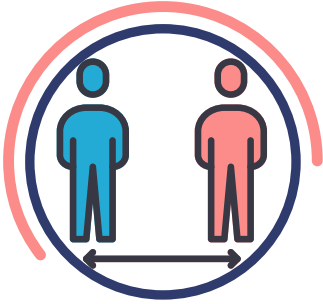
The safety of our students and staff have been at the forefront of all research and planning. We will continue to review best practices from other states, school districts and educational bodies to ensure the needs of all students are met. This plan outlines processes and procedures for the upcoming school year, and may also be updated and utilized for future school closures.

NOTE: This is a fluid plan. The district will work closely with local, state and federal health agencies to closely monitor the state of the pandemic. Nothing within this plan precludes the district from closing buildings and implementing virtual learning for all students for any given period of time.



Safety guidelines

GENERAL SAFETY GUIDELINES THAT WILL BE UPHELD:



- Practicing physical distancing of 6 feet or more whenever possible
- Encouraging regular hand washing for 20 seconds or more
- Requiring face coverings (i.e. face shield or mask) for all staff and students, with the exception of those with a medical condition and where required due to the nature of courses, especially in areas where physical distancing is not possible
 - Staff will receive a face shield and four cloth face masks from the district
 - Students will receive two face cloth masks from the district
- Including clear masks for staff and students who may be hearing impaired to aid in lip reading
- Wisconsin Department of Health Services cloth face coverings in schools need to know document ([English](#), [Spanish](#))
- Providing hand sanitizer and encouraging individuals to use it when entering/exiting classrooms and shared spaces (e.g. gym, library, office, etc.)
- Sharing of supplies will be discouraged to the extent possible
- Covering coughs and sneezes
- Cleaning and sanitizing frequently touched surfaces
- Touching of the eyes, nose and mouth will be discouraged
- Postponing field trips at all levels until further notice
- Safety drills will occur with modifications in place
- Staff and students should stay home if they have COVID-19 symptoms, including:
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea

Technology access

Thanks to funding supplied through the Coronavirus Aid, Relief, and Economic Security Act, also known as the CARES Act, KUSD is moving toward a 1:1 model to ensure all students have a computer while at school and home, as well as internet access at home. This new model will allow for better continuity of learning should a student elect virtual learning for the 2020-21 school year, or if the district faces another closure due to the pandemic, snow days or otherwise.

WE WILL DO THIS BY ENSURING:

- All students will have access to a/an:
 - District-issued device that is and properly filtered for standardization and CIPA compliance
 - Charging cord
 - Bag/sleeve
 - 1:1 Device Handbook
 - Internet, either in their own home or via a district-issued hotspot, provided upon request.
 - Public wireless internet connection via libraries or the Bookmobile
- All instructional staff and long-term substitute teachers will have access to a/an:
 - District-issued device
 - Charging cord
 - Anti-virus software
- Technical support is available via:
 - Dedicated workday and off-hour support line (262-359-7711 or kUSD.edu/return2020) to help with
 - connectivity issues
 - login issues
 - troubleshooting hardware issues
 - designated drop-off and repair sites

Grades 4K-2 will be using the Seesaw platform while students in grades 3-12 will use Google Classroom in a variety of ways for both in-person and virtual learning.



In-person learning

ELEMENTARY SCHOOL

Due to the pandemic, additional steps will be taken for the safety and well-being of all, including establishing protocols for lunch, transitions, specials and enhanced cleaning considerations. We believe with clear procedures, enhanced attention to cleanliness and revamped methods of our daily routines, we can provide a safe and supportive learning environment for our students.

Elementary students will remain with their classroom peers throughout the day, as well as having most specials and lunch in the classroom, to limit potential exposure. [Hours of the school day](#) can be found online.

Student arrival/dismissal

Each school will create a plan that outlines specific entry/exit doors and increases the time allotted for students to enter/leave so physical distancing may be maintained. Specific doors will be selected for each grade level, as well as students with special needs who arrive via bus, and will open no earlier than 10 minutes prior to the start of the school day to prevent congregating and overcrowding. During inclement weather, [Policy 3643-Emergency School Closings](#) will be followed. The building principal will decide whether or not to bring students into an area where physical distancing can be attained. As students enter the building, reasonable effort will be made to have students flow one direction to their classroom. Additional measures may be made to prevent all students from being in the hallway at the same time, including taking backpacks to classrooms.

Building principals also will develop written rules for staff regarding the supervision of students during arrival, dismissal and transitions to ensure safe and orderly conduct in the building, on school grounds, and in supervised areas adjacent to schools. Staff members will be positioned throughout the building to prevent students from congregating in the hallways upon arrival, transitions and dismissal. Supervision for playgrounds and other assigned areas will be provided before school in accordance with plans developed by the building principal.

Any new protocols will be disseminated to staff, students and families prior to the start of the school year.



Student arrival/dismissal (continued)

Students who leave the building at dismissal shall not return without permission. Only students who are requested to remain after school for a teacher-supervised activity, or those attending a supervised school activity, shall remain in the building after dismissal.

Please see the [Transportation](#) section for additional details.

[Before and After School Care](#)

Breakfast/Lunch

Please see the [Food Services](#) section for additional details.

Classroom Layout/Physical distancing

Every school learning environment has slight variations of size, design and layout. Building principals and custodians will work with teachers to have only the most essential items needed in the classrooms (e.g. no extra tables, lamps, chairs, etc.) and to develop a safe path for entry and exit. Reasonable effort will be made to allow for appropriate physical distancing for the duration of the class with the understanding that this may not be possible in all cases. Reasonable effort also will be made to seat students facing one direction. In addition, library, art and music will be held in classrooms to reduce the amount of movement within the building.

Each classroom and shared space, including areas such as the gymnasium, library, etc., will be outfitted with a hand sanitizer station. Teachers and staff will have access to cleaning supplies as needed to use on furniture and/or instructional materials between usage.

Students will be encouraged to use personal school supplies as much as possible, as well as using district-assigned devices to submit assignments via Seesaw (4K-2) and Google Classroom (3-5). Teachers may also use online textbooks to minimize the sharing of class sets. Students will be expected to charge district-assigned devices at home because the device will be utilized during the classroom periods. Limited charging spaces will be available during the school day.

Recess

Teachers are always encouraged to provide multiple movement activities with their class throughout the day. Principals will develop a schedule to ensure teachers receive a 30-minute, duty-free lunch. Teachers will be responsible for supervising students on their way to/from recess. Lunch supervisors may supervise a 30-minute recess and/or lunch.

Students will wash their hands and/or use hand sanitizer before and after recess and will remain with their classroom peers through the use of designated recess zones to reduce the level of exposure. These zones may contain structured activities, such as non-contact games supported by physical education teachers, and may be rotated for variety. Any equipment used by the class for activities will be contained and disinfected by the class.

All students will be reminded to practice physical distancing while playing and lining up before and after recess. Markings, such as cones, may be used to provide a visual indicating a 6-foot distance. It is required that students and staff wear facial covering to and from recess, though it is not recommended to wear facial coverings during physical exertion.

A principal may direct custodial staff to include touch-point cleaning of playground equipment (e.g. monkey bars, slides, etc.) in the rotation of the cleaning schedule.

Library Learning Commons

Book checkout will occur on a scheduled basis as a part of library classes. Students will use the online catalog (Destiny) to browse and place holds on materials. Library staff will retrieve, check out, and arrange a pick-up or drop-off time for students. When books are returned, they will be quarantined before they are checked in and reshelved.

The library media teacher, in collaboration with classroom teachers, will teach lessons on information literacy skills, digital citizenship and read-alouds in each classroom rather than in the library for the duration of the pandemic.

All KUSD libraries have 24/7 access to many digital resources, ebooks and audiobooks through [ClassLink](#).

Physical Education

The district will do its best to minimize class size, however, physical distancing may not always be possible. Each gym will be outfitted with a hand sanitizer station, and additional stations will be available throughout the building.

PE teachers will designate the entrance and exit points of the gymnasium, as well as warmup and attendance spaces that encourage physical distancing. A rotation of activities will be created to prevent the sharing of equipment and daily sanitation will occur. PE teachers may use transitions for lesson setup, rather than sanitizing, if activities are different from class to class. Face coverings will be required for teachers providing instruction that involves physical activity.

Staff will also identify universal learning outcomes that can be applied to multiple activities. Some curriculum modifications will be made to limit shared equipment and high-risk activities.

Outdoor facilities will be used whenever feasible and students will be encouraged to bring their own water bottles.

PE teachers are encouraged to build in 10-minute transitions between classes and to create a call system so there is only one class transitioning in the hall at a time.

Music

Hand sanitizer will be used upon entering/exiting music classes, which will be held in individual elementary classrooms and lessons will be limited to what is appropriate based on space. Classes may be held outdoors or in larger spaces when possible to achieve physical distancing. Sharing of instruments during elementary band and orchestra lessons will be suspended for the duration of the pandemic.

Art

Art classes will be held in individual classrooms and will be limited to what is appropriate based on space. Elementary supply lists will be revised to include basic art materials based on teacher input to help avoid the sharing of materials.

MIDDLE AND HIGH SCHOOL

With a larger student body and schedules that require students to move from classroom to classroom with various teachers, several additional measures will be implemented for the safety and well-being of all. Additional steps will be taken to minimize traffic and reduce the density of students, as well as establish protocols for lunch, transitions, electives and enhanced cleaning considerations. We believe with clear procedures, enhanced attention to cleanliness and revamped methods of our daily routines, we can provide a learning environment that students can operate safely within.

Student Arrival/Dismissal

Each school will create a plan that outlines specific entry/exit doors and increases the time allotted for students to enter/leave so physical distancing may be maintained. Specific doors will be selected for each grade level, as well as students with special needs who arrive via bus, and will open no earlier than 10 minutes prior to the start of the school day to prevent congregating and overcrowding. During inclement weather, the building principal will decide whether or not to bring students into an area where physical distancing can be attained. As students enter the building, reasonable effort will be made to have students flow one direction to their first period classes. Additional measures may be made to prevent all students from being in the hallway at the same time, including staggering locker time or the use of backpacks.

Building principals also will develop written rules for staff regarding the supervision of students during arrival, dismissal and transitions to ensure safe and orderly conduct in the building, on school grounds, and in supervised areas adjacent to schools. Staff members will be positioned throughout the building to prevent students from congregating in the hallways upon arrival, transitions and dismissal. Any new protocols will be disseminated to staff, students and families prior to the start of the school year.

Students who leave the building at dismissal shall not return without permission. Only students who are requested to remain after school for a teacher-supervised activity, or those attending a supervised school activity, shall remain in the building after dismissal.

See the [Transportation](#) section for additional details.

Breakfast/Lunch

Please see the [Food Services](#) section.

Classrooms

Every school learning environment has slight variations of size, design, and layout. Building principals and custodians will work with teachers to have only the most essential items needed in the classrooms (e.g. no extra tables, lamps, chairs, etc.) and to develop a safe path for entry and exit. Reasonable effort will be made to allow for appropriate physical distancing for the duration of the class with the understanding that this may not be possible in all cases. Reasonable effort also will be made to seat students facing one direction.

Classrooms (continued)

Each classroom will be outfitted with a hand sanitizer station, including areas such as the gymnasium, library, etc. Teachers and staff will have access to cleaning supplies to use as needed on furniture and/or instructional materials between usage.

Students will be encouraged to use personal school supplies as much as possible, as well as using district-assigned devices to submit assignments via Google Classroom (6-12). Teachers may also use online textbooks to minimize the sharing of class sets. Students will be expected to charge district-assigned devices at home because the device will be utilized during the classroom periods. Limited charging spaces will be available during the school day.

Lockers

Administration will request a dress code waiver to allow students to wear backpacks to carry district-issued devices and personal materials throughout the day, as well as to minimize locker use and congregating in hallways.

Passing Time/Transitions

Schools will provide visual reminders to stay tight to the right and 6-feet apart when moving through hallways and stairwells. Students should practice safe physical distancing and avoid congregating in hallways. Staff members will be positioned throughout the building to prevent students from congregating in the hallways upon arrival, transitions and dismissal.

Electives

Elective courses will continue to be offered for students with physical distancing layouts and additional cleaning measures in place, especially where shared materials (e.g. keyboards, sports equipment, instruments, etc.) are used. Elective teachers may use transitions for lesson setup, rather than sanitizing, if activities are different from class to class. Teachers and staff will have access to cleaning supplies to use as needed on furniture and/or instructional materials between usage.

Release Times (High school only)

Allowing upperclassmen to continue with an assigned release may assist with physical distancing in the classroom and building. Because students with a release need to leave the school, building staff may stagger releases between the start and end of the day to help alleviate high traffic times.

Library Learning Commons

Students may utilize the option with which they are most comfortable as the school building is open. Recommendations for appropriate physical distancing, face coverings and sanitizing/disinfecting must be followed when students are selecting books for checkout.

- Option 1: Use the online catalog (Destiny) to browse and place holds on materials. Library staff will retrieve, check out, and arrange pick-up/drop-off times for students.
- Option 2: A modified checkout process will occur on a scheduled basis and during open book checkout times to limit the exchange and handling of library books. Schedules will be located on school websites.

When books are returned, they will be quarantined before they are checked in and reshelfed.

Library Learning Commons (continued)

The library media teacher, in collaboration with classroom teachers, will teach lessons on literacy skills and digital citizenship in the classroom rather than in the library for the duration of the pandemic.

All KUSD libraries have 24/7 access to many digital resources, ebooks and audiobooks through [ClassLink](#).

Course Offerings (high school only)

Courses selected by students in spring of 2020, including AP courses, will be used to build student schedules for this fall. As always, student enrollment and interest determine course availability

Physical Education

The district will do its best to minimize class size, however, physical distancing may not always be possible. Each gym will be outfitted with a hand sanitizer station, and additional stations will be available throughout the building.

PE teachers will designate the entrance and exit points of the gymnasium, as well as warmup and attendance spaces that encourage physical distancing. A rotation of activities will be created to prevent the sharing of equipment and daily sanitation will occur. PE teachers may use transitions for lesson setup, rather than sanitizing, if activities are different from class to class. Face coverings will be required for teachers providing instruction that involves physical activity.

Staff will also identify universal learning outcomes that can be applied to multiple activities. Some curriculum modifications will be made to limit shared equipment and high risk activities, such as snorkeling being removed from high school instruction for the duration of the pandemic.

Outdoor facilities will be used whenever feasible and students will be encouraged to bring their own water bottles.

Middle and high school PE teachers will structure consistent pods for small group fitness activities that are rotated to limit overlap. Students will be asked to assist with sanitizing shared equipment after each use (e.g. sanitizing weights after use). Locker rooms usage will be kept to a minimum and knowledge-based assessments will be given online.

Music

Students and staff are required to wear a mask, except when playing an instrument. Hand sanitizer also will be used upon entering/exiting music classes, which will be held in the largest spaces possible or outdoors to achieve physical distancing. Sharing of band and orchestra instruments will be suspended for the duration of the pandemic.

Performance music classes will operate as they have traditionally, with the focus being on musical skills and knowledge building through the study and performance of large ensemble literature.

Wisconsin School Music Association (WSMA) events are not yet determined for 2020-21. Information will be shared as it becomes available.

Art

Art classes will implement physical distancing, face covering and cleaning protocols along with National Art Education Association guidelines for media considerations. Shared materials will be allowed with proper sanitization (e.g. paints, brushes, scissors, etc.), and students will be asked to assist with sanitizing shared equipment after each use.

Theatre

Theatre classes will implement physical distancing, face covering and cleaning protocols. Hand sanitizer also will be used upon entering/exiting classes. Productions will utilize physical distancing with minimal shared materials. Considerations for makeup and costuming and/or prep at home will be encouraged. Information regarding performances will be forthcoming.

Dance (high school only)

Dance classes will implement physical distancing, face covering and cleaning protocols.

Career and Technical Education

Hand sanitizer will be used upon entering/exiting CTE classes. Please know physical distancing will not be possible in some instances during lab time.

Staff will rotate activities for each class to limit shared equipment throughout each day to the extent possible. Shared materials will be allowed with proper sanitation (e.g. welding equipment, tools, etc.), and students will be asked to assist with sanitizing shared equipment after each use. Transitions can be used for lesson setup, rather than sanitizing if activities are different from class to class.

Staff will identify universal learning outcomes that can be applied to multiple activities and may make curriculum modifications to limit shared equipment and high-risk activities.

Middle School Specifics

Middle school schedules will follow bell schedules, which will be posted under quick links on your child's [school website](#).

High School Specifics

In this option, students will receive instruction through a 4+1 model with an A/B schedule. 4+1 is defined as students having a traditional schedule for four days of the week, with one day focused on asynchronous learning and virtual face-to-face support lessons. The A/B schedule extends each period of the school day to ~100 minutes on alternating days Monday-Thursday.

Virtual learning

Virtual learning requires students to become independent learners who will work through instructional material at a self-guided pace that may require varying degrees of support from their parents/guardians, particularly at the elementary level.

Virtual learning will be offered through the district's learning platforms, Seesaw (4K-2) or Google Classroom (3-12). Students will follow the district's curriculum and lessons will be closely aligned to in-person lessons. Virtual learning is a blend of online face-to-face instruction with teachers as well as independent learning tasks. Teachers will meet virtually with students to provide instruction, answer questions and give feedback. Quizzes, tests and grades will align with traditional in-person grading.

Once this choice is made, students will take all courses virtually. To ensure schools are fiscally responsible and able to staff learning options as selected by families, students will not be able to mix in-person and this form of virtual learning.

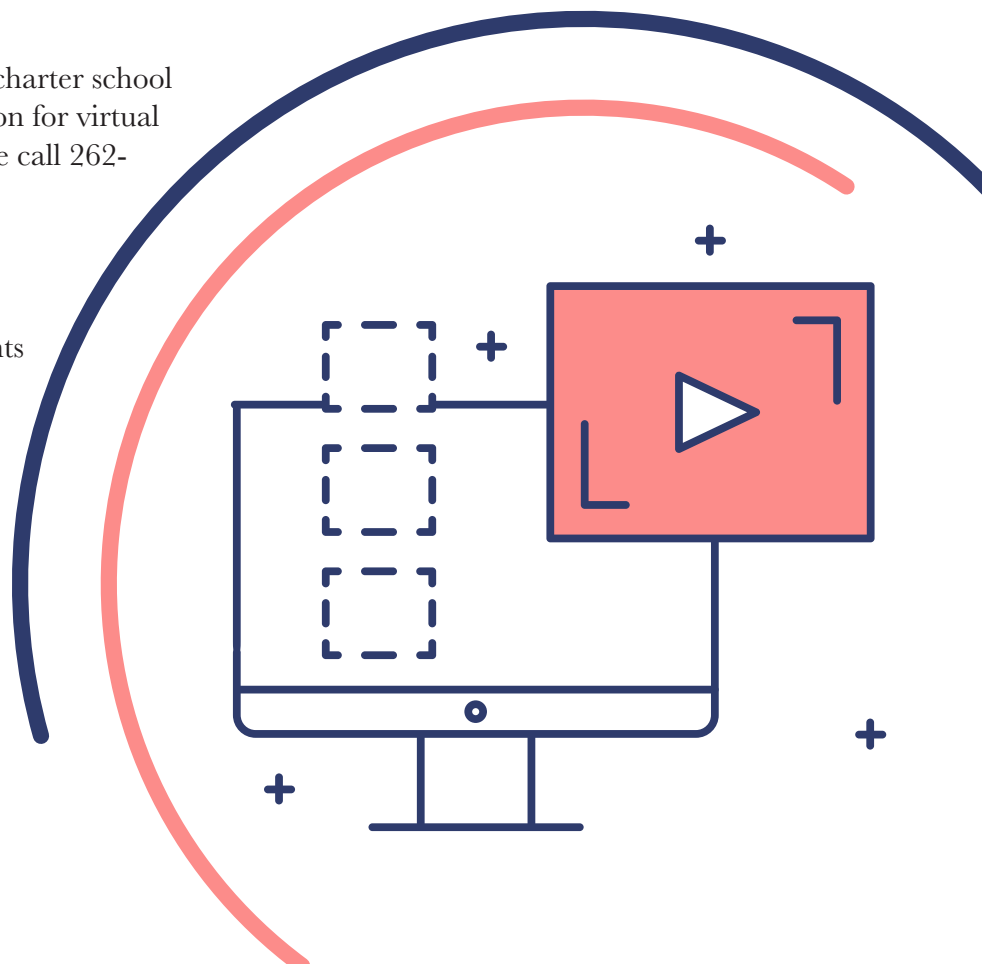
While we understand the desire to have students remain with teachers at assigned schools, this model will require the composition to be contingent on the number of students who elect this option and available staffing. For example, students may have a teacher from their assigned boundary school, or they may have a teacher from another school based on participation numbers. This will not affect a student's school enrollment.

Please note: eSchool is a stand-alone charter school that may be utilized in a limited fashion for virtual learning. For more information, please call 262-359-7715.

DAILY ATTENDANCE

Virtual Attendance

Attendance will be taken when students log in to their assigned virtual face-to-face class with their teacher. Elementary attendance will be taken in the a.m. and p.m. during a virtual face-to-face class; middle and high school attendance will be taken during each virtual face-to-face class. To report an absence, parents/guardians must follow their school's absence reporting procedures.



Usual attendance procedures

- Attendance procedures will mirror those used during in-person school to the greatest extent possible, with adjustments to accommodate the virtual schedule.
- Attendance designations will include Present, Tardy, Absent.
- As usual, “absent” is automatically adjusted at the end of the day to excused, unexcused, or truant. Absent periods that have not been excused by a parent via communication with school attendance staff will automatically convert to truant.
- As always, attendance defaults to present unless adjusted by the teacher.

Attendance procedures related to virtual Learning

- Students are expected to attend all virtual face-to-face sessions with teachers, which determines attendance.
- If a student does not attend, they will be marked absent.
- If students are not able to log in due to illness, parents/guardians must contact the school to excuse their child.
- In accordance with state law, a doctor’s note may be required. If the illness is mild, students are encouraged to engage in all assigned work, even if they are unable to attend classes.
- High school only - if a student arrives late and missed the virtual face-to-face instruction, they are responsible for contacting the teacher to verify their presence.
 - Upon proof of arrival, teachers will change attendance to present, document the time the student arrived.
 - **Information Services** will “auto-fill” alternate class periods on A/B days each evening for flexible periods that may change daily. For example, A Day periods on B Day, etc.
 - Parents should note that while KUSD is aware that flexibility may be required in attendance procedures during virtual learning, we also know that student attendance is crucial to student learning. Concerns regarding non-attending students will be addressed in the same manner as in-person expectations and in accordance with state law.
- These attendance procedures do not pertain to eSchool who will utilize their normal attendance procedures.

EXPECTATIONS

Student Expectations Overview*

- Virtual learning will have regularly scheduled class days that will include live virtual instruction by the teacher, independent work time, and opportunities for small group or one-on-one support.
- The amount of time spent each day in virtual classes will vary based on student grade level, course complexity, and learner readiness.
- Students will be expected to log in into their assigned daily classes.
- Attendance will be taken when students log into their assigned face-to-face meeting with their teacher.
- To report an absence, parents/guardians must follow their school’s absence reporting procedures.
- Virtual classes will be fully graded. High school students must receive a passing grade to earn credits.

Student Expectations Overview* (continued)

- Students are expected to monitor their Seesaw (4K-2) or Google Classroom (3-12) and respond to assigned coursework and teacher feedback.
- At the middle and high school level, a portion of this time may also be utilized for asynchronous (independent) learning or intervention support.
- Students are expected to inform teachers of technical difficulties to avoid delayed progress.
- Students are expected to be respectful, responsible, and safe, adhering to teacher classroom expectations and all KUSD policies, including the appropriate use of technology.
- Choice/Charter school schedules will be determined to support school programming needs and will be communicated by those schools.

** Parents/Guardians, especially the elementary/middle level, may need to assist the students with these expectations.*

Early Education Staff Expectations

The philosophy of KUSD Early Education remains the same whether the children are in the classroom or participating in their learning from home. The items listed below will help us maintain fidelity to each aspect of the program philosophy in a virtual learning environment.

Providing effective and intentional instruction is critical to support student learning.

- Teachers should have a unit plan for the current Early Education unit being taught.
- Teachers should have a weekly lesson plan that outlines intentional daily activities for the week based on the unit learning goals targeted for that week in the unit plan.

Primary caregiver(s) are a child's first and most important teacher.

- At-home activities shared are short, play-based, and easy for working family members to engage in with the Early Education student.

Constructive intentional play supports essential learning.

- At-home activities shared should be play-based.

On-going documentation is a critical part of every day.

- Children should be allowed to demonstrate their learning on unit learning goals.

K-12 Staff Expectations

Teachers will use KUSD adopted, endorsed, and supported curriculum planning documents and resources to design, facilitate, and assess instruction aligned with grade level/course expectations.

- Instruction will begin on the first day of school with quarter 1 expectations.
- Prioritize grade-level expectations and support unfinished learning as needed.
- Continuously review and align all course content with applicable course standards.
- Create, select, and organize appropriate assignments and assessments to align curricular content with associated standards-based learning goals.

Teachers will use digital tools that help learners access and interact with learning content.

- Use the single sign-on application ClassLink to provide access to applications.
- Use Seesaw in grades K-2 and Google Classroom in grades 3-12 to organize class content and learning activities.
- Incorporate subject-specific and developmentally appropriate digital learning resources into lessons.

- Use digital communication tools to build positive relationships with students and families.
- Use appropriate best practices for digital instruction daily.
- Use the tools on the KUSD Instructional Technology Resources Google Site

Teachers will inspire learner engagement through timely and encouraging communication and community building.

- Embed the three signature practices from the Collaborative for Academic, Social and Emotional Learning into lessons.
 - Welcoming Inclusion Activities
 - Engaging Strategies
 - Optimistic Closure
- Create expectations for appropriate interactions among learners.
- Provide opportunities for peer interactions that are conducive to active learning.

Teachers will provide instruction based on learners' diverse academics and employ effective multi-level systems of support.

- Help learners reach content mastery through frequent, actionable, specific and timely feedback.
- Work collaboratively with appropriate school staff to address necessary accommodations and modifications for students with individual learning plans, language acquisition plans and gifted and talented plans.
- Work collaboratively with appropriate school staff to address necessary accommodations and modifications for students.
- Use qualitative and quantitative data to identify learners who need additional support.
- Evaluate learner readiness and progress using formative and summative assessments and learner feedback.
- Choose appropriate assessment tools, that accurately measure learner proficiency and allow students the opportunity to demonstrate mastery of content.

Teachers will be available online during class periods

- Each class period will consist of both face-to-face time and independent student work time, in varying amounts depending on the content, learning target(s), and developmental needs of the learners.
- Just like in-person learning, the first days of a new unit may need more extensive virtual face-to-face instruction. Later lessons, however, may find the teacher beginning class with the whole group to clarify the learning task, allowing students time to work independently or in small teacher-led groups for support, and finally bringing the whole group together again for feedback near the end of class.

As always, available time beyond customary teacher preparation time is to be used for collaboration, planning, professional responsibilities, student support, professional learning, and parent communication.

Parent/Guardian Virtual Learning Tips



LEARNING SPACE

Create a learning space with your child where they feel comfortable and focused.



SUPPLIES

Make sure they have materials necessary to complete assignments, whether it is a computer, Wi-Fi, pencil, paper, markers or otherwise, be sure your child has what they need to get their work done.



SCHEDULE AND DEADLINES

Review the daily class schedule with your child and use a calendar to keep track of deadlines.



ROUTINE

Develop a routine with your child and help them stick to it to the best of your ability.



COMMUNITY

Connect with other parents/guardians and help your child connect with peers to build a learning support network.



PARENT SUPPORT

Support needs will vary by child and may be more common for parents/guardians of younger children.



BREAK TIME

Maintain breaks, snack time and get plenty of exercise to help reduce stress and improve attention.



ASSIGNMENT REVIEW

Ask them to show you completed work before they turn in assignments.



COMMUNICATION WITH TEACHERS

Communicate with your child's teacher as needed, whether it is for tips on how to help your child, understanding assignments, or any other reason - they are trained professionals who are available and ready to help.



HELP

If you are having any issues with your child's virtual learning, be sure to reach out to the building principal so matters can be addressed.

PRO TIP ?

Ask your child questions about understanding, such as what did you like best about today's lesson, or what was the most interesting thing your teacher said?



VIRTUAL LEARNING

ELEMENTARY SCHOOL SPECIFICS

In this option, students will receive virtual instruction via Seesaw (4K-2) and Google classroom (3-5). Students will spend time meeting virtually with their teacher, but some learning will happen independently without teacher guidance. Staff and students will be expected to engage in virtual learning throughout regular [hours of the school day](#).

SAMPLE A.M. EARLY EDUCATION SCHEDULE (MONDAY-THURSDAY)

8:30-8:50 A.M.	Morning Meeting/2nd Step	12:30-12:50 P.M.
8:50-9 A.M.	Brain Break/Music and Movement	12:50 - 1 P.M.
9-9:15 A.M.	Read Aloud	1-1:15 P.M.
9:15-9:45 A.M.	Free Play	1:15-1:45 P.M.
9:45-10:15 A.M.	Learning Standard Work	1:45-2:15 P.M.
10:15-10:30 A.M.	Small Groups	2:15-2:30 P.M.

SAMPLE P.M. EARLY EDUCATION SCHEDULE (MONDAY-THURSDAY)

SAMPLE ELEMENTARY SCHOOL SCHEDULE SAMPLE

MONDAY - THURSDAY

8:30 A.M.	A.M. Learning Sessions
11:40 A.M.	Lunch/Movement 75 Minutes
12:55 P.M.	P.M. Learning Sessions
2:15 P.M.	Individual Learning
EXAMPLE SCHEDULE	
8:30 A.M.	Community Meeting Number Corner
9:00 A.M.	Literacy/Reading - 40 min.
9:40 A.M.	Math - 40 min.
10:20 A.M.	Supplementary Rotating Lessons - 40 min. • Library media, counselor or writing
11:00 A.M.	Specials (art, music, PE) - 40 min.
11:40 A.M.	Lunch/Movement - 75 min.
12:55 P.M.	Support Rotating Lessons - 40 min. • Guided reading • Intervention • Writing • Skills
1:35 P.M.	Social studies/Science - 40 min.
2:15 P.M.	Individual Learning • This time is reserved for students to complete daily tasks with support from parents/guardians as needed

FRIDAY

8:30 A.M.	A.M. Learning Sessions
11:40 A.M.	Lunch
EXAMPLE SCHEDULE	
8:30 A.M.	Community Meeting Number Corner
9:00 A.M.	Literacy/Reading - 40 min.
9:40 A.M.	Math - 40 min.
10:20 A.M.	Support Rotating Lessons - 40 min. • Guided reading • Intervention • Writing lesson • Skills

MIDDLE SCHOOL SPECIFICS

In this option, students will receive virtual instruction via Google Classroom. Elective options will vary based on enrollment numbers and available staffing. While effort will be made to assign staff to either virtual or in-person students, it is possible that student enrollment numbers may necessitate that a teacher have both in-person and virtual sections. Middle school schedules will follow bell schedules, which will be posted under quick links on your child's [school website](#).

SAMPLE MIDDLE SCHOOL SCHEDULE

6TH GRADE			7TH GRADE			8TH GRADE		
MON.-THUR.		FRIDAY	MON.-THUR.		FRIDAY	MON.-THUR.		FRIDAY
8:35-9 a.m.	Advisory	8:35-8:50 a.m.	8:35-9 a.m.	Advisory	8:35-8:50 a.m.	8:35-8:55 a.m.	Advisory	8:35-8:50 a.m.
9:03-9:56 a.m.	Academic 1	8:53- 9:38 a.m.	9:03-9:56 a.m.	Academic 1	8:53-9:38 a.m.	8:58-9:12 a.m.	Varies	8:53-9 a.m.
9:59-10:52 a.m.	Academic 2	9:41-10:27 a.m.	9:59-10:52 a.m.	Academic 2	9:41-10:27 a.m.	9:12-10:07 a.m.	Academic 1	9-9:47 a.m.
10:55-11:37 a.m.	Varies	10:30-11:07 a.m.	10:55-11:37 a.m.	Varies	10:30-11:07 a.m.	10:10-10:52 a.m.	Elective 1	9:50-10:27 a.m.
11:42 a.m.-12:12 p.m.	lunch	11:10-11:40 a.m.	11:40 a.m.-12:22 p.m.	Elective 1	11:10-11:49 a.m.	10:55-11:37 a.m.	Varies	10:30-11:07 a.m.
12:16-12:31 p.m.	Varies	11:44 a.m.-12:01 p.m.	12:24-12:54 p.m.	lunch	11:50 a.m.-12:20 p.m.	11:40 a.m.-12:35 p.m.	Academic 2	11:10-11:58 a.m.
12:31-1:26 p.m.	Academic 3	12:01-12:49 p.m.	12:56-1:38 p.m.	Elective 2	12:22-12:59 p.m.	12:38-1:07 p.m.	Academic 3	12:01-12:28 p.m.
1:29-2:25 p.m.	Academic 4	12:52-1:40 p.m.	1:41-1:58 p.m.	Varies	1:02-1:18 p.m.	1:10-1:40 p.m.	lunch	12:31-1:01 p.m.
2:28-3:10 p.m.	Elective 1	1:43-2:20 p.m.	1:58-2:55 p.m.	Academic 3	1:18-2:07 p.m.	1:43-2:25 p.m.	Elective 2	1:03-1:40 p.m.
3:13-3:55 p.m.	Elective 2	2:23-3 p.m.	2:58-3:55 p.m.	Academic 4	2:10-3 p.m.	2:28-2:57 p.m.	A3 cont.	1:43-2:09 p.m.
						3-3:55 p.m.	Academic 4	2:12-3 p.m.

HIGH SCHOOL SPECIFICS

In this option, students will receive instruction through a 4+1 model with an A/B schedule. 4+1 is defined as students having a traditional schedule for four days of the week, with one day focused on asynchronous learning and virtual face-to-face support lessons. The A/B schedule extends each period of the school day to ~100 minutes on alternating days Monday-Thursday.

M	TU	W	TH	In-person school and live virtual learning occurs, as usual.
F	In person and virtual students will attend school virtually on Fridays for continuity of learning. To provide for additional virtual instruction, preparation/planning time, and professional learning/collaboration time.			
AM	<ul style="list-style-type: none">• Staff will provide virtual independent lessons for all students (both in-person and virtual). No students report on Fridays.• Additional virtual face-to-face instructional/intervention time for special needs and planning opportunities are available.			
PM	<ul style="list-style-type: none">• Staff preparation and collaboration time to ensure curricular alignment between virtual and in-person learners.• Opportunities for professional learning, with an emphasis on virtual instructional methods.			

Staff assignments and classes will be adjusted to provide both virtual and in-person instruction Monday through Thursday, with all students participating virtually on Fridays. This provides the flexibility, additional planning, professional learning and opportunities for additional virtual student support that the high school level must have to meet the needs of both their in-person and virtual learners. Because of scheduling, certification complexity, credit acquisition focus and specialized classes, it is anticipated that many high school teachers will need to teach both virtual and in-person classes.

Staff will develop virtual learning expectations for all high school students to complete on Fridays, regardless of whether they choose to attend in-person or participate virtually. All students must complete their Friday virtual learning expectations. Additionally, teachers will be expected to provide feedback and support to both in-person and virtual learners.

The model allows all instructors the ability to adapt to the expectations for high-quality virtual learning while continuing to meet the needs of in-person students. Additionally, this model provides the opportunity for all students and teachers to gain experience in virtual learning in the case of additional closures.

SAMPLE COMPREHENSIVE HIGH SCHOOL A/B SCHEDULE (MONDAY-THURSDAY ONLY)

A DAY SCHEDULE		B DAY SCHEDULE	
7:30-9:10 A.M.	Period 1	7:30-9:10 A.M.	Period 5
9:15-10:55 A.M.	Period 2	9:15-10:55 A.M.	Academic Support, Asynchronous Learning, Small Group Support
11 A.M. - 1:15 P.M.	Period 3	11 A.M. - 1:15 P.M.	Period 6
LUNCH	A Lunch 11-11:30 a.m. B Lunch 11:35 a.m.-12:05 p.m. C Lunch 12:10-12:40 p.m. D Lunch 12:45-1:15 p.m.	LUNCH	A Lunch 11-11:30 a.m. B Lunch 11:35 a.m.-12:05 p.m. C Lunch 12:10-12:40 p.m. D Lunch 12:45-1:15 p.m.
1:20-3 P.M.	Period 4 (with announcements)	1:20-3 P.M.	Period 7 (with announcements)

*Please note that individual schools may make variations within this sample to accommodate school specific needs. The A/B Schedule will not apply to Reuther or eSchool and other Choice/Charter school schedules will be determined to support school programming needs.

ADDITIONAL INFORMATION

Curriculum

Virtual learning will follow the district's curriculum and pacing guidance.

Course Offerings

Courses selected by students in spring of 2020, including AP courses, will be used to build student schedules for this fall. As always, student enrollment and interest determine course availability. Limited course availability may also apply to students enrolled in choice/charter schools, which may cause them to alter their usual program sequence.

Breakfast/Lunch

Please see the [Food Services](#) section.

Library Learning Commons

Students will use the online catalog (Destiny) to browse and place holds on materials. Library staff will retrieve, check out, and arrange a pick-up or drop-off time for students. When books are returned, they will be quarantined before they are checked in and reshelfed.

The library media teacher will communicate with students ways to access online informational resources, tools, ebooks and audiobooks. The library media teacher, in collaboration with classroom teachers, will teach lessons on information literacy skills, digital citizenship and read-alouds. Your child's library media teacher will be available to answer questions and provide library related support by email and phone. Check your school's library website for additional information.

Music

Performance music classes will focus on the same musical skills and knowledge as their in-person counterparts, but will be shifted to a more individualized or small ensemble experience. Virtual courses will use online music learning platforms and lesson materials and will also require a similar commitment to individual practice as would be expected with in-person participation.



Teaching and learning

The district will ensure that all students receive equitable access to grade level learning. The focus for the 2020-21 school year is to accelerate learning so students are where they need to be academically by the end of the year. All students, including students with an IEP, 504 plan, English learners and advanced learners will receive timely support to successfully engage in learning. Through frequent check-ins, such as exit tickets following a lesson, daily independent work, student responses to questions, quizzes and unit tests, teachers will continuously assess student progress in learning and adjust instruction to meet the learning needs of all students. Teachers will focus on the whole child with the understanding that social, emotional and academic needs are interconnected.

SPECIAL EDUCATION

Delivery of Special Education Services

Students who receive special education services will continue to receive those services as written in their current Individual Education Plan (IEP). Please know, due to the nature of some services, not all can be delivered virtually, including audiology, braille instruction, physical therapy, and orientation and mobility services. This should be considered when choosing virtual or in-person learning for your child. Parents/guardians of medically fragile children should contact the Office of Special Education at 262-359-7392.

Child Find and Evaluation

Evaluation procedures will be completed in-person with students, on an individual basis with parent consent. Staff will adhere to public health and safety guidelines while evaluating students. IEP evaluation meetings with parents or guardians will be conducted by video conference or by phone.

Parent Support

If there are questions or concerns regarding IEP services, parents/guardians should contact their child's special education teacher and/or building program support teacher for support and guidance.

ENGLISH LANGUAGE LEARNERS (ELL)

Per the U.S. Department of Education, the district is required to provide "effective communication and language assistance." When school officials provide information to students, parents, and the community about the coronavirus or actions it's taking in response to the coronavirus, they generally need to provide meaningful access to such information to English learner students and adults with limited English proficiency. For more information, [click here](#).

GIFTED AND TALENTED EDUCATION

The district is committed to providing a strong virtual program that results in growth for all students, including gifted and talented students. The Teaching and Learning Department will coordinate with all relevant stakeholders to ensure continued academic and emotional support for all gifted learners and their families who choose virtual learning.

Educational programming outlined in a student's Gifted and Talented Education (GaTE) Plan will be implemented for both in-person and virtual learning. Best practices will be outlined for all schools to meet the needs of and foster growth for gifted and advanced students. Social-emotional resources and supports will be provided to students and families identified as having a need. For more information, [click here](#).

SOCIAL AND EMOTIONAL LEARNING

As defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL), social and emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

In order for students to be ready to engage in academic learning, they must be regulated and in safe and supportive relationships.

Supports for Students

- Building and strengthening relationships with students will be a priority.
- Focus will be on creating predictable routines and procedures in order to create safe and supportive environments.
- Students will benefit from the schoolwide implementation of CASEL 3 Signature SEL Practices during daily lessons and interactions.

Supports for Families

- A video will be created and shared on social media that includes tips on how families can best emotionally prepare their child for return to school. This will be available in both Spanish and English.
- Resources will be provided on the KUSD website for parents who would like to learn more about SEL and how to support their student at home.

Supports for Teachers

- All staff (i.e. support staff, instructional administrators and teachers) will be required to complete three SEL modules by August 31, 2020 (approximately 2 hours total)
 - What is SEL?
 - CASEL 3 Signature SEL Practices
 - Staff and Student Regulation
- Monthly professional learning opportunities will be provided.

PROFESSIONAL LEARNING

To ensure that all Kenosha Unified School District students during the 2020-21 school year have their educational needs met in the safest learning environment possible, the district will be engaging staff in professional learning around the following areas:

PROFESSIONAL LEARNING (CONTINUED)

• ***Best practices for a safe school environment***

- Custodial staff will be provided training on new disinfecting cleaning process and PPE requirements.
- Transportation staff - Will be provided training on cleaning high touch-point areas, physical distancing on buses, and PPE requirements.
- Food Services will be provided training on use of hand sanitizer and gloves, food distribution including serving grab-and-go meals, disinfecting checkout/POS machines, and PPE requirements.
- Instructional and Support staff will be provided training on proper student arrival and dismissal procedures, classroom setup and disinfecting, restroom breaks, recess procedures, electives procedures, visitor procedures and PPE requirements.

• ***Ensuring rigorous instruction and support***

- Instructional staff will receive professional learning and support in using the district curriculum, including digital resources, supporting special education and English Language Learners (ELL), building a community among learners within the classroom, and providing constructive feedback that engages students in their learning.

• ***Using technology for teaching and learning***

- All classrooms will be using a learning platform to deliver learning experiences and house digital content. Grades 4K-2 will be using Seesaw and grades 3-12 will be using Google Classroom. Instructional staff will complete a minimum of 90 minutes of initial training for their platform prior to students returning to school.

Throughout the school year, teachers should be using a variety of digital tools and apps in their instruction. To increase the knowledge and skills of instructional staff on Google Apps, staff will be engaging in learning through MobileMind. MobileMind is a personalized learning hub that provides mini-courses on Google Apps and will be available for instructional staff throughout the school year. There will be course requirements for specific staff to complete prior to students returning and at the end of the first semester.

• ***Social emotional learning for students***

- Instructional staff will be asked to complete three learning modules prior to students returning. See the [Social Emotional Learning section](#) for more details.

• ***Employee well-being***

- In order for staff to return to work in which they feel safe and healthy, a resource site covering monitoring and reporting, navigating Families First Coronavirus Response Act (FFCRA), personal health and well-being, health and well-being while working remotely, and managing resources in supporting employees will be developed on the [KUSD staff intranet](#).

• ***Creating a support system at home with families***

- To support our families, resources on social emotional learning and digital learning will be made available to support the success of their child. Videos will be created in order to support families' social and emotional well-being. Resources also will be available to help families with using technology in their homes, such as instructional videos on how to use the learning platforms (Seesaw and Google Classroom), a 1:1 district-issued device handbook providing guidance on technology use, and additional learning around digital instruction and tools.

PROFESSIONAL LEARNING (CONTINUED)

Learning and support will be provided in a variety of formats throughout 2020-21:

- Interactive on-demand modules
- Virtual trainings
- Potential face-to-face trainings when feasible and appropriate
- Informational resources, such as fliers and informational packets
- Ongoing support from leaders and teacher leaders, including principals, coordinators, teacher consultants, instructional technology staff, library media teachers, and instructional coaches

EXTRACURRICULAR ACTIVITIES (eg. sports, clubs, etc.)

Students electing the virtual option will be able to participate in extracurricular activities at their home school to the same extent they are offered to in-person learners. WIAA sports will start either Aug. 24 or Sept. 7. Other clubs and activities may begin Sept. 14.

Due to health and wellness concerns related to the spread of COVID-19, before and after school activities, clubs and events will meet virtually and will not attend competitions unless those groups are able to provide a health safety plan to mitigate risks for students and directors/advisors/club chairs.

ACADEMIC INFORMATION

A variety of grade level resources will be provided to teachers so they may include instruction, as appropriate for their students, on the current pandemic. Teachers must also be cognizant of the mental health and well-being of students who have been directly impacted by the coronavirus pandemic in any number of ways.



EARLY EDUCATION LESSON COMPONENTS

PARTS OF THE DAY	LESSON EXPECTATIONS	LESSON EXPECTATIONS GROUP (WHOLE GROUP, SMALL GROUP OR INDIVIDUAL)	FORMAT (LIVE, WORK TIME, FEEDBACK)
Second Step	Monday = Puppet Script Tuesday = Story and Discussion Wednesday = Skill-Practice Activity 1 OR 2 Thursday = Extension Story	Whole Group	10-20 minutes live whole group
Brain Break/Music and Movement	Teacher models/children participate in a song/activity to encourage physical activity	Whole Group	5-10 minutes live whole group
Read Aloud Free Play	Read books/repeated Read Alouds as outlined in “First Six Weeks” Study in the Creative Curriculum for Preschool	Whole Group	10-15 minutes live whole group
Learning Standard	Students are offline, participating in play activities at home (e.g. play outside, play with toys, eat snack) Activity shared through Seesaw, modeled by the teacher	Individual	30 minutes work time
Work	Based on Early Education Curriculum Units and Unit Plan	Whole Group and Individual	10-15 live whole group, 15 minutes individual/feedback
Small Groups	Work with children on a specified learning target based on children’s progress on Teaching Strategies GOLD objectives.	Small Group and Individual	10-15 minutes live

GRADES K-12 LESSON COMPONENTS			
COMPONENTS All components are built into the allocated lesson time.	FORMAT	K-8 LIVE INSTRUCTIONAL TIME PERIOD Forty minutes is allocated for daily instruction in virtual each content area. Minutes for each lesson component will vary based on the learning goals and student needs.	9-12 LIVE INSTRUCTIONAL TIME PERIOD Ninety minutes is allocated for daily instruction in each virtual class period. Natural adjustments can be made to the order of lesson components and number of minutes based on the learning goals and student needs.
		The minutes below are an example of how the lesson minutes might be allocated.	
LESSON LAUNCH <ul style="list-style-type: none"> Establish goals for the lesson Activate prior knowledge Introduce a new activity 	Whole group or small group rotation	5 minutes	10 minutes
ACTIVE LEARNING <ul style="list-style-type: none"> Students and teacher engage in interactive activities and discussion to support learning goals 	Whole group or small group rotation	15 minutes	30 minutes
LESSON CLOSURE <ul style="list-style-type: none"> Provide opportunities for students to summarize main ideas, evaluate class processes, answer questions posed at the beginning of the lesson, and link to both the past and the future 	Whole group or small group rotation	5 minutes	10 minutes
STUDENT INDEPENDENT LEARNING <ul style="list-style-type: none"> May include: reading, writing, hands on activity, lesson video, demonstration, digital simulation, etc. to solidify learning or prepare for new learning Teachers provide ongoing feedback on student work 	Individual or small group rotation	15 minutes	40 minutes

Operations

The recommendations in this document have been made with the health and safety of our students and staff at the forefront of each discussion. This section is fluid pending possible local, state or national mandates/orders that are beyond the district's control.

IMPACT OF A POSITIVE CASE

The district will work closely with the Kenosha County Division of Health (KCDH) regarding all confirmed positive cases. KCDH will assist district staff in determining a course of action for individual schools on a case-by-case basis, up to and including closure of a building and/or cancellation of activities/sports if deemed necessary. When a suspected or confirmed case arises, all identified areas will be disinfected. Buildings will not be closed without confirmed positive tests.

Upon confirmation of a **positive case**, the building principal will notify the Office of School Leadership who will work with KCDH and district staff to notify any and all impacted families and staff of next steps, including length of closures/cancellations, as well as expectations of students and staff during the closure/cancellation. The district will not be sending communications regarding suspected cases or close contact exclusions due to HIPPA and FERPA concerns. Any immediate concerns will be communicated by KCDH to families or staff through their contact tracing process.

Should school be closed for any period of time, staff and students will transition to a virtual model to continue learning during the closure. Details regarding meals will be provided should this occur. If a teacher tests positive and is too ill to work during any portion of a closure, a substitute will be sought for the continuity of learning.

SCREENING

Student Self-screening

The district asks that all parents/guardians perform a daily screening of their children prior to the start of the school day using the following criteria:

- Has your child been in close contact with an individual who tested positive for COVID-19?
- Is your child experiencing a cough, shortness of breath or difficulty breathing, or sore throat?
- Has your child had a fever (100.4 or higher) in the last 48 hours?
- Has your child had a new loss in taste or smell?
- Has your child had muscle pain or chills?
- Has your child had a new headache?
- Has your child had nausea, vomiting or diarrhea?

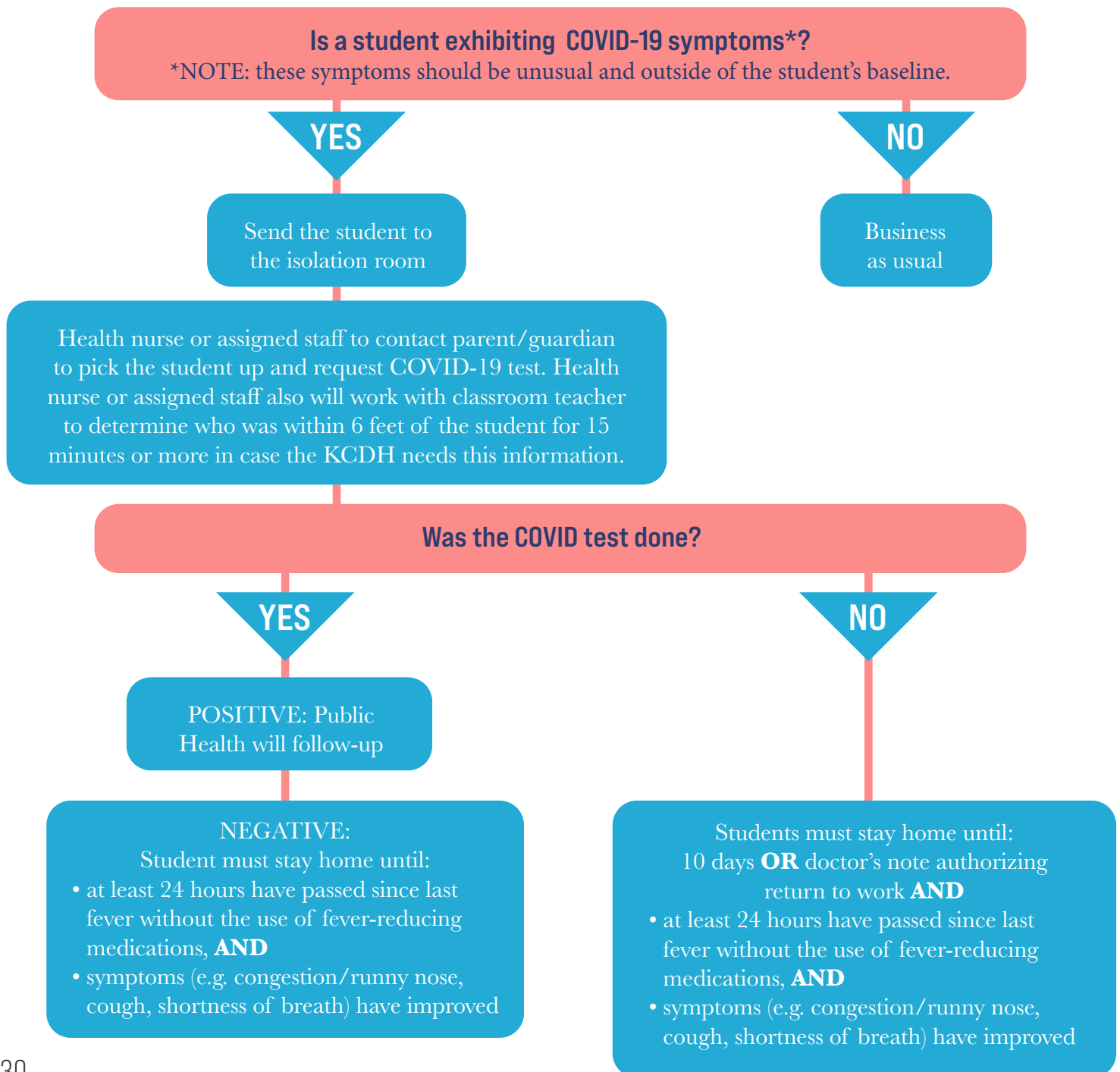
If your child is feeling sick or showing any symptoms, please keep them home until they are symptom free for 24 hours (1 days) without the use of medication to help [Prevent Spread of COVID When Sick](#). If you believe they may be impacted, please contact your healthcare provider. Even a minor cold is a reason to remain at home amidst the pandemic.

School districts across the state will continue working with the Wisconsin Department of Public Instruction regarding absence requirements amidst the pandemic. There have been no updates at this time, but they will be communicated if/when they become available.

Students Who Become Sick at School

Each school building will have a designated isolation room outside of the main office/nurses room for staff and students exhibiting [COVID-19 symptoms](#) where they will wait to be picked up by a parent/guardian. These rooms are separate from healthy student office visits (e.g. daily medications, diabetic testing, routine asthma care, etc.). Health staff will use infrared no-touch thermometers provided by the state to monitor for temperatures, and any areas used by the sick student will be closed for cleaning and disinfecting.

The chart below will be used by staff to determine how long a student must remain symptom free before returning to school. In the instance of a close contact concern, the KCDH will notify the impacted family of exclusion timelines. Any further decisions regarding the closure of schools will be made in conjunction with the KCDH and communicated to families as outlined in the [School Closure Due to Pandemic section](#).



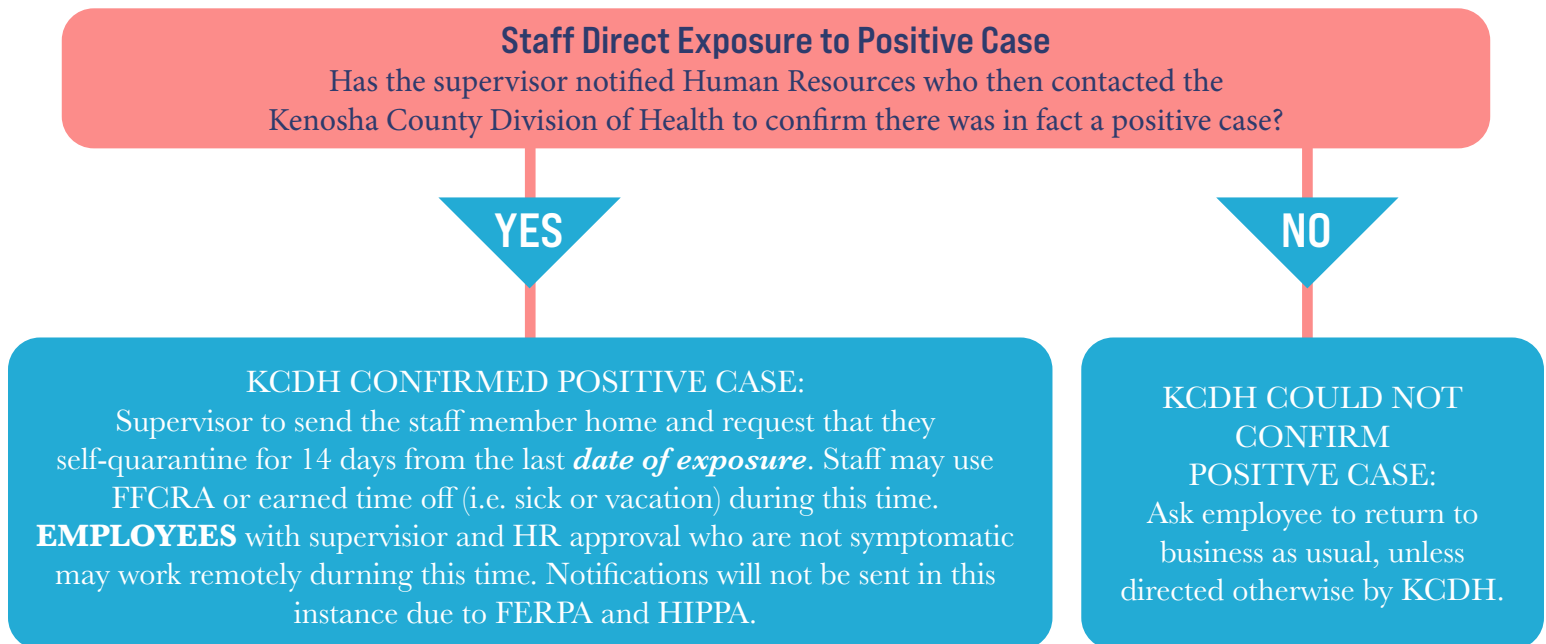
Staff self-screening

KUSD will be using a self-reporting approach to monitoring for COVID-19 in the workplace. We kindly ask all staff to self-screen for any [symptoms](#) (e.g. fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and/or diarrhea).

If staff are ***not showing symptoms***, they should report to work at their regularly scheduled time. During this time, we strongly urge staff to [practice increased hygiene](#), including washing hands often, practicing physical distancing, covering coughs and sneezes, leaving doors open to avoid touching handles, refraining from shaking hands, and wearing a mask and/or face shield. Please know that masks are required for all staff and students. (See [Personal Protective Equipment section](#) for more information). Staff who need of a mask should see their direct supervisor to request more supplies. Any office and/or building needing additional supplies should contact the Facilities Department.

Staff Self-quarantine

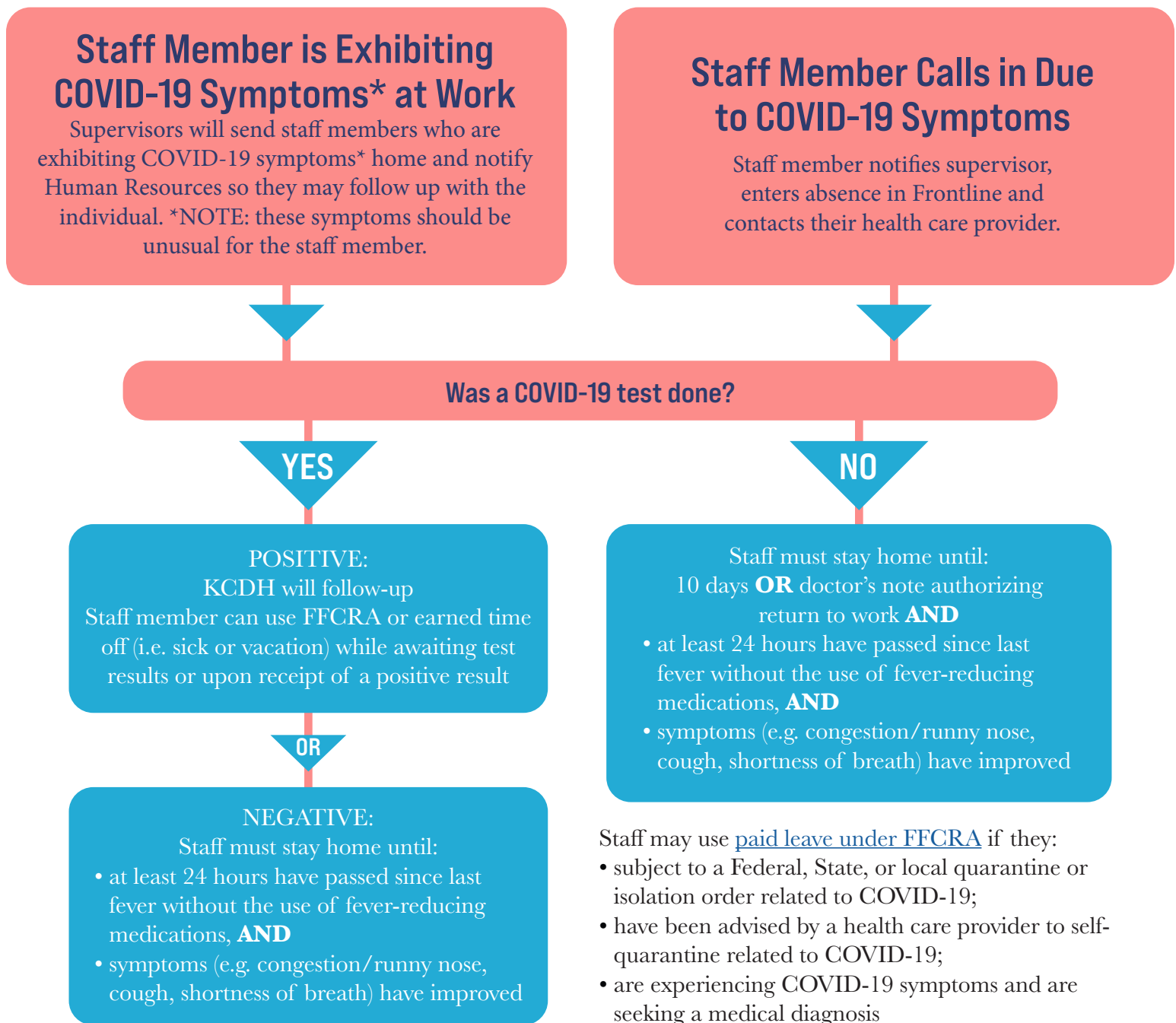
Staff who have had direct exposure to an individual confirmed positive with COVID-19 are to self-quarantine for 14 days or otherwise directed by the KCDH. Anyone with secondary contact to an individual identified as positive with COVID-19 should monitor their symptoms, including taking their own temperature twice a day, for 14 days but should report to work if they are asymptomatic unless otherwise directed by the KCDH or a health care provider.



Staff Who are Sick or Become Sick at Work

If staff have any COVID-19 symptoms, they should stay home, notify their supervisor of the absence, enter it into Frontline Absence Management per normal absence reporting procedures, and contact their health care provider for potential testing.

Staff witnessing colleagues exhibiting [symptoms of COVID-19](#) should notify their direct supervisor who will then ask the individual about symptoms witnessed. Reporting is intended to help create a safe working environment for all. Please be mindful of reporting only serious concerns versus periodic symptoms.



Staff Who are Sick or Become Sick at Work (continued)

Staff will be required to utilize Families First Coronavirus Response Act (FFCRA), or earned time off (e.g. sick, vacation, flextime, etc.) for benefit-eligible staff, for absences related to COVID-19. FFCRA does not deplete earned sick time, it is a form of paid federal leave beyond earned time off. FFCRA paperwork is available on the staff intranet.

Following any COVID-19 conversations with staff showing symptoms, supervisors must send an email to the Office of Human Resources (humanresources@kUSD.edu) noting the conversation and that the individual was sent home. HR will then follow up with the staff member and Kenosha County Health Department as needed.

The Office of Human Resources will then notify the Facilities Department of any areas that may need deep cleaning due to pending tests for the safety and well-being of others. This will be done within 24 hours of reporting to the Facilities Department.

If someone is showing any of the signs* listed below, call 9-1-1 immediately and notify the operator that you are seeking care for someone who may have COVID-19. Also, notify the building administrator, as well as front desk/office staff, so they are aware of 9-1-1 being dialed.

- Trouble breathing
- Persistent pain or pressure in the chest
- Disorientation
- Inability to wake or stay awake
- Bluish lips or face

*This list is not all possible symptoms that may require emergency care.



Personal Travel and Quarantine

The Department of State [advises U.S. citizens](#) to avoid all international travel due to the global impact of COVID-19. If you travelled internationally in the last 14 days:

- Stay home, monitor your health, and practice physical distancing for 14 days after you return from travel. Physical distancing means staying out of crowded places, avoiding group gatherings, and maintaining distance (approximately 6-feet) from others when possible.
- Learn more about [what to do if you are sick](#) after travel.
- [CDC travel recommendations by country](#).

Benefit-eligible employees will be required to utilize earned time off (e.g. sick, vacation, flextime, etc.) while self-quarantining following international travel. FFCRA does not apply here and the district is no longer allowing staff to work remotely unless specifically advised due to a closure mandated by the Kenosha County Division of Health.

Staff Concerns About Returning to Work:

Staff with concerns directly related to COVID-19 may be eligible for [paid leave under FFCRA](#). This includes individuals who are unable to work because the individual:

1. is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;
2. has been advised by a health care provider to self-quarantine related to COVID-19;
3. is experiencing COVID-19 symptoms and is seeking a medical diagnosis;
4. is caring for an individual subject to an order described in (1) or self-quarantine as described in (2);
5. is caring for his or her child whose school or place of care is closed (or child care provider is unavailable) due to COVID-19 related reasons; or
6. is experiencing any other substantially-similar condition specified by the U.S. Department of Health and Human Services.

[FFCRA paperwork](#) is available on the staff intranet.

Staff who do not feel safe returning to work for other reasons should connect with their supervisor to learn about safety precautions put into place by the district. Example concerns may be age, health/medical reasons other than COVID, safety and others. If the individual still does not feel safe to return, refer them to the Office of Human Resources to determine whether or not there are any leave options available based on their concerns (e.g. FMLA, ADA, etc.).

Staff seeking additional support from an outside source are encouraged to contact LifeMatters, KUSD's employee assistance program, free of charge. LifeMatters is a 24/7 service that offers free, personal and confidential assistance to district staff and eligible dependents. Visit <https://members2.mylifematters.com/portal/landing> and enter kusd1 in the sign-in box.

PHYSICAL DISTANCING

Staff and students will be encouraged to practice the [CDC's recommended](#) 6-feet physical distancing to the extent possible in all areas of the district. To ensure the safety and well-being of all, meetings should be held virtually as much as possible. If face-to-face meetings are necessary, 6-feet spacing should be used between participants.

Additional considerations:

- Staff should eat lunch or take breaks at their own work space when feasible.
- Adjust where people sit within work stations to maximize physical distancing where possible.
- Limit the number of persons allowed in any office at one time.

PERSONAL PROTECTIVE EQUIPMENT

Face masks

As recommended by KCDH and [Centers for Disease Control](#), we will require all staff and students wear face masks from the time they enter a First Student or city bus, or arrive at school if they do not use district-provided transportation, until the time they leave district buildings or exit a bus at the end of the school day.

Students who forget their district-provided or personal face covering will be provided a mask for the day. District staff shall educate students regarding the importance of wearing a face covering in an effort to garner compliance. Repeated offenses or refusal to comply without a documented medical excuse will result in parent notification and may be subject to progressive discipline up to and including suspension.

It is understood there will be times during school when wearing a mask is not possible or even recommended. Per KCDH, those times include:

- When engaged in indoor or outdoor exercise activities or while in an outdoor public area provided that a distance of at least 6-feet is maintained among non-household members
- When not wearing a face covering is essential for communication (e.g. speech therapy; for deaf or hard of hearing, etc.)
- While obtaining a service that requires temporary removal of a face covering
- While eating or drinking
- As directed by the principal or teacher to prevent someone from getting overheated in a building without air conditioning on a hot day
- When the individual has a documented medical excuse

Note that Kenosha County exempts children younger than 4 years old from wearing a face covering, and although we do not serve children younger than 2 years old, it should be understood by all that those children should not wear a face covering due to the risk of suffocation.

The district will provide high-quality cloth masks (e.g. dual-layer, with at least one of the layers being a heavyweight 100% cotton; made of tightly bound fabric with ~600 thread count; and are well-fitted with minimal gaps around the edges) for all staff and students. One of the masks being provided to staff will have a clear area so individuals can see mouth movements. Students and staff may wear their own masks, too. Overall, cloth masks are preferable over disposable masks because:

- They are more comfortable, decreasing the amount of times a person will need to adjust it and potentially touch their face.
- They are reusable so individuals can wash them periodically.
- Level 1 procedural masks and inexpensive tissue masks are quickly rendered ineffective following use/moisture and regular replacement could become very costly.

The district will also require all visitors who enter buildings to wear a mask prior to granting entry. Masks will be provided to those who may not have one on hand.

N95 surgical masks shall be provided to school nurses, health aides, and office staff working directly with sick students or staff.

- [What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible Coronavirus Disease](#)
- [Transmission-Based Precautions](#)

Face Guards or Other Barriers

The district will provide a clear plastic face shield for any staff member who desires to wear one in addition to a face mask. Some positions that may want to wear both include nurses and health aids when working with sick students, as well as certain special education teachers and aids. In addition, staff members who are in regular contact with visitors or have a medical condition that causes additional concern about contracting COVID-19 may feel more comfortable with a face shield.

Gloves

Gloves are not practical for most district positions or functions but will be made available for custodians and people performing medical tasks, such as school nurses, health aids and others interacting with sick individuals. Gloves should be disposed of and hands should be washed immediately following contact.

Air purifiers/fans

Staff may utilize personal air purifiers and/or fans. Per the CDC, fans should not be blown across students/groups because it could spread contaminated air droplets. Pushing air in/out windows is appropriate. Fans also may be used for personal cooling. Devices used should not include essential oils or scents of any kind because they are asthma triggers.

PERSONAL HYGIENE

Staff and students are advised to do the following to protect themselves and others:

- Practice frequent and proper handwashing
- Eliminate physical contact – no handshakes, hugs, high-fives, etc.
- Cover coughs and sneezes inside elbow or with a tissue
- Avoid touching eyes, nose, and mouth

Hand sanitizing stations will be installed at the entrance of every classroom and every office area (e.g. main office, guidance office, ESC department entrances, etc.). This does not include individual offices or small pockets of offices. Stations will be installed in late summer and supplemented with more in early fall as they become available.

The hand sanitizer will be a non-alcohol product effective against COVID-19. [This article](#) provides information from the FDA website on the effectiveness of the active ingredient, Benzalkonium chloride, contained within the non-alcohol product. [This document](#) explains why we are not pursuing an alcohol-based hand sanitizer.

Schools will be provided signage regarding hand washing, physical distancing, wearing masks and others as needed to help remind students and staff about the safety measures in place.

CLEANING AND DISINFECTING EXPECTATIONS

[This document](#) explains the usual cleaning expectations of each custodian.

The Facilities Department will be increasing disinfecting protocols with an emphasis on sanitizing commonly touched surfaces throughout each building, such as counters, tables, desks, chairs, doorknobs, door surfaces, light switches, elevator buttons, railings, computer keyboards and lavatory fixtures, as well as all offices, cubicles, and meeting rooms.

Head custodians will continue to maintain an inventory of all routine cleaning and operational supplies and place orders as supplies, such as disinfectant sprays, hand sanitizer, etc., run low. Arrangements have been made for custodial staff at each site to obtain bottles of disinfectant, gloves, masks and paper towels for use to help keep them safe and perform additional disinfecting.

CLEANING AND DISINFECTING EXPECTATIONS (continued)

Custodial staff will rotate spraying rooms each night with [Protexus sprayers](#) regardless of any pending cases. Example: If someone has 30 rooms to clean on a daily basis, they will rotate spraying six rooms per day.

Each classroom/office will receive a 32 oz. bottle of [disinfecting product](#). These bottles will be labeled and will be for classroom/office use only. It will be up to staff in each room to determine how often they want to wipe down their tables, desks and/or door knobs throughout the day. Staff should leave a note for night custodians when a refill is needed. Paper toweling or white towels also will be supplied to each classroom.

VISITOR PROTOCOLS AND PROCEDURES

The district intends to limit all non-essential visitors in buildings, including parent and community volunteers, guest speakers and recruiters. Schools are encouraged to find ways to include these visitors virtually when possible. Parent meetings, such as IEPs, 504s, CSI and parent teacher conferences, will be held virtually to the greatest extent possible.

Parents/guardians are encouraged to remain in their vehicles during any form of pickup and/or dropoff – before, during and after school.

Parents dropping off their child(ren) after the school day has started should send students into the building by themselves. They also are discouraged from dropping off forgotten items, including lunches and musical instruments unless absolutely necessary. Should this occur, parents must contact the school office to arrange a dropoff of items, such as medications.

Parents/guardians picking their child(ren) up before the school day ends should call the school office. In this instance, parents/guardians should send a note to schools with their child indicating the need for an early dismissal. Elementary students will be walked out to the parent/guardian and may be asked to verify identification. Middle and high school students will be released to parents/guardians.

Deliveries should be dropped at a designated door away from student and staff traffic. If a visitor is allowed to enter the building, they will be required to wear a face covering.

Information regarding sports and fine arts events, including performances and audience participation, will be forthcoming based on the state of the pandemic.

Student teachers and field experience students from approved universities will continue to work in classrooms with a limited number of classes.

[Facilities use permits](#) for outside groups (all classification of permit users except school activity groups) will be limited to outdoor facilities only for the 2020-21 school year unless later action is taken by the School Board.

FOOD SERVICES

The framework of how the food service department provides meal service to students during a global pandemic was developed using resources from the United States Department of Agriculture (USDA), Department of Public Instruction (DPI), and Kenosha County. Guidelines and procedures outlined within the framework are fluid.

The district will require all food service staff to wear [face masks](#) and/or shields while at work. Masks and/or shields will be provided, or staff may wear their own.

Food Service staff at the central kitchen and sites with more than one staff member will complete [daily temperature checks and symptom screens](#). Staff members will self-screen where they are the only food service employee.

[Hand sanitizer will be provided for all school kitchens](#). Training on when to use hand sanitizer will be provided at back-to-school training and new-hire orientation.

[Protexus sanitizer sprayers](#) have been purchased for each middle and high school kitchen. The unit manager will spray all high-touch areas with a food-grade sanitizer at the end of each shift.

Gloves will be used in accordance with the [Wisconsin Food Code](#): “Bare hand contact is not permitted when handling ready-to-eat foods at any time.” Additionally, gloves will be worn when collecting/scanning meal cards. Training on when to use gloves will be provided at back-to-school training and new-hire orientation.

All menus will be modified to allow for both food service staff and students to practice better physical distancing.

Elementary lunch

Menu

Currently requesting waiver of Offer vs. Serve requirement from DPI/[USDA](#). Complete meals will be served to students via hot pack/cold pack and milk. Not participating in Offer vs. Serve will increase food waste and expenditures. Increased student food waste cannot be turned into [Sharing Tables](#).

Bulk/traditional serving sites will convert to a pre-pack grab-and-go system for the duration of the pandemic. This includes KTEC East and West, EBSOLA Creative Arts and Dual Language, McKinley and Dimensions of Learning.

Checkout/Point of Service

The current Friday serving model of [meals in the classroom](#) will be followed every day.

Schools generally use two different approaches:

1. Different serving stations set up within buildings – classrooms are assigned to a station for pick-up at a specified time – then return to the classroom to eat.
2. Classrooms are dismissed at specified times to pick up meals in the cafeteria.

Building principals will determine which option works best for their building and will need to make sure the timing optimizes physical distancing at the pickup point.

Checkout/Point of Service (continued)

Students will pick up their cold pack (on the bottom), hot pack (on top of cold pack) and milk (on top of hot pack) and return to the classroom to eat.

Meal cards will be eliminated. At the elementary level this may increase the chance that a student will receive a lunch choice other than what they chose.

Middle/High school lunch

Menu

The district is requesting a waiver of the Offer vs. Serve requirement from DPI/[USDA](#). This would allow for complete meals to be served in order to quickly move students through the cafeteria line, rather than allowing them to select and combine from a wide variety of entrees and sides. The elimination of Offer vs. Serve will increase food waste and food expenditures but provide a safer environment for staff and students. Note: The increased student food waste cannot be turned into [Sharing Tables](#).

A la carte will be eliminated during the pandemic to minimize time students spend in line. By offering only a limited number of complete grab-and-go style meals, students will be able to quickly get through food lines.

Checkout/Point of Service

[All checkout lines will be cashless](#). Currently, cash is accepted only at the high school level. Any cash needing to be deposited onto student accounts will need to happen through the unit manager in the morning, which is the current procedure at the middle school level. Families can still make payments [online](#) or at the ESC, 3600 52nd St., with cash, check or credit card.

Checkout cashiers will have isopropyl alcohol spray bottles for [disinfecting point of sale \(POS\) machines](#) as recommended by the POS company. POS and pin pads will be wiped with the isopropyl alcohol as frequently as possible.

Students will be asked to personally swipe ID cards at checkout as best practice. If they do not have their ID card, they will need to enter their ID using the pin pad.

Community Eligibility Provision (CEP) middle and high schools will use a DPI checkoff sheet rather than IDs/pins. This means we cannot give student specific meal information to parents (e.g. what a student ate last Thursday) at Bradford, Bullen, Hillcrest, Lincoln, Reuther and Washington.

[Plexiglass Barriers](#) have been installed at all middle and high school check-out/POS stations.

Increase Physical distancing

Middle and high school meals must be served centrally. However, the menu and packaging modifications will allow students to quickly pass through serving lines. [This could allow the following:](#)

1. School to add another lunch period, reducing the number of students in each lunch period.
2. Release from class to the cafeteria to be staggered to let fewer students move quickly through the lines before the next classes are released. It is recommended that students not all be brought into the cafeteria and seated before being released into the food lines.
3. Creating eating areas in spaces adjacent to cafeterias, in spaces not normally used for eating.

Breakfast

Breakfast at both elementary and secondary schools will consist of two cold packs and milk.

Elementary school students will pick up their packs at stations specified by building principals and proceed to their classrooms to eat. The number and location of breakfast stations will be determined by average breakfast participation.

Secondary school students will pick up packs centrally in the cafeteria and eat in designated areas. Non-Community Eligibility Provision (CEP) sites will be required to use a roster to identify eligible breakfast participants.

Each school is responsible for providing details about the location of pick up sites and where students will eat to families.

TRANSPORTATION

The bus is often a student's first point of contact with school in the morning and the last point of contact in the evening. As such, the district will implement additional protocols to mitigate the spread of COVID-19 and protect both students and staff. These steps are meant to supplement the [DPI Interim COVID-19 Transportation Guidance](#).

For most school districts, it is neither logistically nor fiscally possible to implement physical distancing on a school bus. In most cases, about 10-12 students would fit on a bus with physical distancing in place, which would take 2-4 times more buses, drivers and funds to implement.

The district will contact all parents/guardians to determine which students will be riding the bus and which ones will not based upon the district's mitigation plan. Students and parents/guardians will be a crucial part of helping ensure safety and mitigating risk while utilizing school transportation.

To ensure the safe transport of students, the district will work with bus companies to ensure the following is done throughout the school year:

- Inspect all buses and vehicles used to transport students for cleanliness and safety.
- Ensure vehicle safety inspections are current.
- Complete scheduled service and preventative maintenance or ensure it is on schedule to be completed.
- Inventory, collect, and purchase enough cleaning equipment and hygiene supplies with the understanding that buses will be disinfected on a more frequent basis. Use products recommended by the CDC, [Environmental Protection Agency](#), local health departments and/or risk management professionals.
- Thoroughly clean and disinfect all school buses and vehicles, especially commonly touched surfaces within the entry, passenger and driver's areas of the bus or transport vehicle, including car seats, seat belts, booster seats and harnesses, used to transport students on a regular basis.
- Allow time for the disinfecting products to dry and any fumes to dissipate before students are allowed on the bus.
- Document each time the vehicle is disinfected.
- Ensure that cleaning supplies kept on buses are appropriately labeled and stored so that students do not have access to them.
- Ensure that cleaning supplies used are appropriately labeled so that employees are aware of the chemicals being used. Ensure Safety Data Sheets are available for all chemical products in use.

The following are modifications the district will be urging bus companies to implement due to the pandemic:

- Require [face masks and/or face shields for passengers](#), drivers and aides
 - An appropriate alternative for city buses would be to have plexiglass installed between the driver and passengers
- Limit the number of students scheduled for each bus and at each bus stop
 - No more than two students per seat on yellow buses
 - No more than 50 students per bus for city transit shuttle buses
- Prohibit eating, drinking (unless medically required) or chewing gum on the bus
- Post [CDC safety signage](#) in buses

The district will also work with bus companies to consider the following whenever feasible:

- Assigning drivers to a single bus and a specific route, as well as taking other measures to minimize the number of drivers who use a vehicle
- Staggering dropoff and pickup processes and locations where possible at schools.
- Creating assigned seating expectations on each bus. Examples:
 - Formal seating chart to assist with seating assignments and any infection tracing needs (assign students by grade or bus stop)
 - First student on takes rear most available seat (inbound), last student on departs first at school (outbound) when age appropriate
 - Adding additional bus routes, if possible
 - Transporting medically fragile students in separate vehicles when directed by the Department of Student Support and Special Education
 - Exchanging drivers as opposed to loading students onto a different bus

STAFF INFORMATION

This section pertains to staff members and includes a variety of topics regarding adjustments being made for the 2020-21 school year due to the pandemic. These items are fluid and may be adjusted as we learn what works and what does not during these uncertain times.

Crisis Prevention Intervention (CPI)

Should an incident arise, CPI measures may be implemented for the safety of the student as well as others in the area. In this instance, staff should first ensure they are wearing a face covering (i.e. mask and/or face shield) and gloves before assisting as quickly as possible.

Safety Drills and Adjustments

Safety drills will continue to be held with modifications to ensure staff and students continue to be aware of proper procedures should an emergency arise. While the CDC has shared that the main transmission of COVID-19 is through air particles, there is the possibility that it could be transmitted by touching a surface or object that has the virus on it and then touching their own mouth, nose, or possibly their eyes, but this isn't thought to be the main way the virus spreads. Due to this, classroom teachers may elect to leave doors open despite ALiCE recommendations, or they may choose to keep it closed for safety reasons and ask students and other staff to use the classroom hand sanitizing station upon entering the classroom after opening/closing the door.

Staff Lounges

These areas will be regularly cleaned like the rest of the buildings. Building principals may utilize empty spaces to create additional staff lounges for physical distancing purposes pending available space. These additional spaces will provide space for seating, but usual amenities (e.g. refrigerator, microwave, etc.) will only be available in the main lounge.

Educator Effectiveness

The current process will be used with the exception that teachers providing virtual instruction will be observed through Google Meet sessions and asynchronous opportunities that are provided rather than in-person observations.

Isolation Rooms

Shall be staffed by a nurse when they are assigned to be onsite. When a nurse is not on site, the room will be staffed by the health information educational support professional.

Virtual Teacher Selection

Staff interested in being a virtual teacher will be able to express interest for openings. This will occur after the Aug. 26, 2020, deadline for families to lock in their decision of in-person or virtual. The selection process will utilize a rubric including the number of virtual students, scheduling needs, course selections, staff certifications, etc that principals will use to select staff who are best suited for virtual teaching.

This will look different at each level, with some staff teaching only virtually, some teaching only in person, and some teaching both in-person and virtually.



Appendices

APPENDIX A - DEFINITIONS

- Asynchronous - independent student learning
- [CARES Act](#) - Coronavirus Aid, Relief, and Economic Security Act
- CEP - Community Eligibility Provision is a non-pricing meal service option for schools and school districts in low-income areas.
- In-person - traditional learning that occurs within a school building
- Synchronous - virtual face-to-face instruction with the teacher
- Virtual learning - learning that occurs online with a mix of some teacher-led and some independently-led lessons

APPENDIX B - REFERENCES AND RESOURCES

- [A Focus on Mental Health and Wellness During School Closures](#)
- [Creating a Warmer, More Engaging Online Classroom](#)
- [DPI: Covid updates and Special Education Resources](#)
- [DPI SEL Webinar Series](#)
- [Elementary specific SEL \(DPI\)](#)
- [KUSD Assistive Technology Website](#)
- [KUSD Virtual Calming Room](#)
- [KUSD Transition website](#)
- [Middle and High School SEL \(DPI\)](#)
- [Preschool Specific SEL \(DPI\)](#)
- [Protect Yourself and Others](#)
- [Relationship Building During a Crisis-Search Institute](#)
- [Stop the Spread of Germs](#)
- [Strategies for Trauma Informed Distance Learning](#)



Kenosha Unified
School District

ACADEMICS. OPPORTUNITY. SUCCESS.



www.kusd.edu/return2020