

*This document will continue to be updated based on feedback and the latest information/guidance.
The newest additions are noted in red.*

(updated as of 07/29/2021)

OASD 2021-22 School Year Plan



Oshkosh Area School District 2021-22 School Year Plan: District Handbook

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The following document was prepared by staff who represented all areas of our school district employees. These various teams contributed and added valuable input and suggestions into this plan. We sincerely thank these individuals for their work and effort as we move closer to the start of the 2020-2021 school year.

The Oshkosh Area School District (OASD) understands that COVID-19 recommendations are changing rapidly. The district utilized guidelines from the State of Wisconsin, Winnebago Health Department, the Center for Disease Control (CDC) and the Oshkosh School Board for guidance on best practice and direction.

The goal for the school district is to provide students, staff, and families with the opportunity for in person teaching and learning as much as possible, while also maintaining the ability to flex and shift into different models as necessary.

The district is committed to providing the safest possible environment for all. As conditions change with COVID-19, the district is prepared to shift into the following models as needed. Transitioning between models may occur rapidly. The models are:

Model 1: Full Face-to-Face Learning

- In this model, students are fully in school and learning face-to-face with the teachers
- No restrictions are required

Model 2: Face-to-Face with Partial Virtual Attendance

- Most students are attending face-to-face, but some students are participating in learning activities from home due to quarantine/isolation
- Safety precautions are in place to promote distancing and cleaning whenever possible

Model 3: Hybrid Learning

- Half of your students are face-to-face while the other half are learning from home
- This would be part of an A/B schedule to cut face-to-face attendance at any given time to 50% of the student population. Students would alternate days at school and at home
- Learning activities at home could be synchronous, asynchronous or a combination of the two

Model 4: Fully Virtual Learning

- Fully virtual learning would take place in the event if a district-wide or school-wide closure
- All teaching and learning would take place virtually, from home
- Learning activities at home could be synchronous, asynchronous or a combination of the two

****OASD eAcademy (Independent from the traditional school environment)**

- This is a fully virtual option offered to families who opted not to return to face-to-face school in the fall
- Students participating in eAcademy committed prior to the start of the school year and will not be on classroom teachers rosters at any point, unless they choose to enroll face-to-face at semester

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1. Operations: Healthy Environments

1.1 Building Ventilation Guidelines

When possible, all facilities in the Oshkosh Area School District will follow the guidelines put forth by the ASHAE [Epidemic Task Force](#) (American Society of Heating, Refrigerating, and Air Conditioning Engineers).

- All buildings will run in an occupied schedule prior to the return of staff and students for the 2020-21 school year. This will reduce the potential spread of existing airborne pathogens and limit mold growth in the facilities. When possible, building temperatures will be maintained within district energy policy standards ([7640 - Energy Usage Rules](#))
- Outside air ventilation rates will be maintained at their designed minimum and be allowed to fully open, as needed, throughout the duration of the daily occupied schedule. Maintaining minimum outside air will ensure proper air exchange in all spaces that have mechanical ventilation provided to that space.
- All mechanical ventilation will be started one hour prior to the scheduled start of the school day and one hour following the end of the scheduled school based on the specific building's schedule
- When possible, mechanical air distribution equipment will operate with Merv-13 filters or equivalent. Merv-13 is a high grade filter capable of filtering a virus from the air stream. This will eliminate the possibility of distributing viruses throughout a facility via the mechanical air distribution system
- When the forecasted Heat Index is 90 degrees or higher, face-to-face school/instruction will be conducted in the morning with instruction virtually in the afternoon. This safety procedure is put in place due to face coverings and the potential for heat related complications

1.2 Cleaning and Disinfecting

1.2.a Custodial Cleaning Procedures: Daily Cleaning/Disinfection of General Spaces

- **Use of appropriate cleaning supplies**
 - All disinfection processes during the school day, or in any occupied space, must use Quat #5 - cleaner and disinfectant
 - Disinfectant applications may use Quat #25, Bleach Tabs, or a similar chemical if the situation allows for longer chemical dwell times.
- **Additional Daily Routines:** These daily tasks will be completed by custodial staff in addition to the existing daily cleaning routines. Staff should note that custodial staff will be prioritizing disinfecting and safety-oriented cleaning.
 - Table tops (clean and disinfect daily)
 - Locker rooms (cleaned and disinfected daily)
 - **Gymnasiums (cleaned and disinfected daily)**
 - Clean bathrooms (toilets, sinks, urinals - daily)
 - Damp mop bathroom floors with disinfectant (daily)
 - Classrooms/Offices/Common spaces touchpoints disinfected (daily)
 - Check all wall table top pump dispensing disinfectant stations and add chemical as needed (daily)

1.2.b Teacher/Para Cleaning Procedures

- All desk tops - will be sprayed with disinfectant at the end of each day
- All toys/manipulatives (PK-12) that are used for education and stored in bins/baskets cleaned by teacher/para at the end of each day in addition to after each use
- All PPE recommendations for the cleaner/ disinfectant being used should be followed

1.3 Shared Supplies and Communal Items

- **Technology:**
 - All high-touch technology, e.g. copiers and printers, must be cleaned by the teacher, para, or administrative staff after use. Chemical and towels for cleaning/disinfection will be provided by the Facilities Department

- Disinfection process:
 - Wipes will be provided to clean high touch areas on the tech
 - Do NOT saturate the cloth or spray directly on the tech
 - Use on copiers, CBx, computer touch screens, and keyboards/mice
- **Individual supplies:** Whenever possible, students should have their own school supplies including, but not limited to, pencils, scissors, markers, crayons, glue sticks, choice boards/schedules, etc. Personal math/writing/reading tool kits should be created in lieu of shared sets. If a teacher loans a student any materials, they would need to be disinfected or quarantined for 24 hours prior to being re-used
- **Shared supplies:** In the event it is not feasible for each student to have their own items, supplies can only be used by one student at a time and must be disinfected or quarantined for 24 hours prior to being re-used. This would include, but is not limited to, purposeful play items, sensory tools, sensory circuits, art supplies, games, manipulatives, science resources, recess games, etc. In extenuating circumstances, teachers may work with principals to determine that students must share items. In this case, students should wash their hands or use sanitizer before and after the items are used
- **Books:** Students should have personal book bags/boxes. When students are finished with books from their bin, the books will be quarantined for a minimum of 24 hours prior to being issued to new students. The book cover should also be sanitized if it is not paper or cardboard material
- **FACE/Tech Ed/Science Labs, etc.:** For large shared equipment, one student will use the equipment at a time and it will be disinfected appropriately between uses. Students should wash/sanitize their hands before and after using equipment. Staff should consult equipment guidelines and follow safe techniques for cleaning equipment

1.4 Guidelines for Communal Spaces

1.4.a District-wide Practices

- **Desk/Table Space:** Throughout the district, there is a mixture of student desks and tables. If the room has tables and 6 ft. distancing is not possible, plastic partitions may be utilized. If students are in desks, every effort should be made to place them 6 ft. apart, but can NOT be guaranteed.
 - **Small Group Instruction Tables:** When using small group tables plastic partitions will be placed between students when possible. Tables should be disinfected between groups and after each use. A face covering must be used when working closely together
- **Flexible Seating:** Students should be assigned a seating space for a duration of time or work spaces must be disinfected in between student use
- **Bathrooms:** All stalls urinals and sinks will be available for use as each stall has its own barrier for distancing. Max capacity will be posted outside of each bathroom.
- **School Stores:** School stores should transition to a digital or paper ordering platform through which items are ordered and delivered/picked up to minimize touch points and individuals interacting with materials
- **Cafeterias:** Cafeterias are addressed below in [3. Food Service and Cafeteria Protocols](#)
- **In order to accommodate the above criteria, buildings may opt to use some of the following strategies or any others that work for your physical layout and availability of staffing:**
 - Lunch times may need to be extended to accommodate distancing requirements
 - **Alternate lunch locations (such as classrooms) may be provided as an alternative to cafeteria. When alternative locations are used, the school must supplement the custodial staff to ensure educational spaces are cleaned, disinfected, and ready for students**
 - Tables may be labeled with “spots” so students know where they can sit
 - Students’ lunch barcode may be affixed to the student ID or printed as a class set and kept in a binder at the secondary level
- **Drinking Fountains:** All drinking fountains (including those located within classrooms) will be used as fill stations ONLY. Students/staff will not be permitted to drink directly from the drinking fountains. Students should be encouraged to bring water bottles filled from home at the beginning of each day to eliminate refilling at school unless necessary. Disposable cups will be available for one time use at drinking fountains. For younger grades (4K-1), consider an adult filling a pitcher with water and serving students in cups
- **Free Little Libraries/Pantries:** The use of little libraries and pantries will be suspended until further notice and should be emptied of their contents and signage should indicate they are closed due to COVID

- **Staff lounges/Dept. Work Areas:** Staff lounges may be used to prepare food, but staff should not eat or congregate in the lounge unless you can appropriately social distance (6ft.). All staff should handwash before using common appliances and sanitize any communal items used. Similar guidelines and protocols should be followed in Departmental offices or collaborative work spaces

1.4.b Elementary Specific Practices

- **Safe Places:** All soft furnishings, stuffed animals and rugs should be removed. Only items that can easily and safely be cleaned with the standard disinfectant should remain. Spaces should be cleaned between student use or student's should use alternative types of spaces such as their own desk/table spot. "Big Joe" chairs should be sprayed with disinfectant between students or removed from the room. Fidgets should be disinfected between student use or removed. Teachers should set and maintain the timer for students, or disinfect the timer between students
- **Math Workplaces/Partner Work:** Face covering must be used when students are working closely together. Students will keep as much distance from one another as possible. Workplace materials should be disinfected between use and students should not share the same manipulatives
- **Class Library/Purposeful Play:** Play and library spaces should limit the number of students in each area to allow for appropriate distancing. Students should be grouped at the start of the activity and should not be mingling or switching groups throughout. Groups can be switched once toys/books are disinfected or have been quarantined for a period of 24 hours. If students move between centers during the day, students need to wash their hands or use hand sanitizer before moving to another center and centers need to be disinfected between groups of students
 - PreK Level Play Materials
 - Children should wash their hands before and after play time in learning centers
 - Children should use hand sanitizer when switching between centers. Hand sanitizer should be made available at children's level throughout the room to promote smooth transitions.
 - All staff and students will wear a face mask during play as 6 ft. distancing will likely not be possible to maintain
 - Toys should be sprayed with food grade sanitizer between sessions and at the end of the day. Any toys that have been mouthed by children will be removed from the play center by a staff member wearing gloves and placed in a bucket to be washed thoroughly at a later time
- **Rug/Carpet Space:** Limit the number of students sitting on the carpet at the same time in order to comply with social distancing guidelines. Students should be assigned a single consistent location to sit on the carpet that is marked in some way.
- **Lining up in the Classroom:** Teachers should put routines and procedures in place to encourage distancing between students and to limit student congregating during transitions
- **Snacktime in the Classroom:** Individual barriers can be utilized while eating. Every effort should be made to space children out as much as possible. Table surfaces should be disinfected before and after snack time
- **Elementary Media Checkout:** Media centers can be open but must limit the number of students in the media center at one time, have more sanitization stations available, have book carts out for materials that are looked at but not taken, and sanitize surfaces between groups. Seating charts should be made when appropriate.
- **Playgrounds:** Students should handwash/sanitize before going out for recess and as soon as they return to the classroom. Students will go out for recess in their building-determined cohorts to minimize exposure (for example: by grade level or classroom) and can be assigned a certain area they can play on that day. It is recommended that social distancing continues

1.4.c Secondary Specific Practices

- **Science Labs/Tech Areas/Weight Rooms/Art Classes:** For common lab areas within buildings, it is recommended that each student has their own tools and equipment whenever possible. Materials can be placed in "Clean" or "Used" bins to be disinfected between teams, classes or at the end of the hour. Instead of students rotating through stations or equipment, materials will be brought to students. Ideally, we should be using disposable materials when possible. Table tops and all shared equipment should be sanitized between students. Students should handwash before entering and upon leaving. Teachers should also review units/activities to determine what can be digital versus actual usage of equipment

- **Locker Rooms:** Locker room usage should be eliminated if possible. If the locker room needs to be used, alternating lockers may need to be closed off in order to promote social distancing. High touch areas in the locker room should be cleaned after each day. Bathrooms will remain open and follow procedures for building wide use of bathrooms
- **Middle/High School Media Checkout:** Students will utilize the Destiny search engine to select and reserve books. Media centers can be open but must limit the number of students in the media center at one time, have more sanitization stations available, have book carts out for materials that are looked at but not taken, and sanitize surfaces when necessary. Seating charts should be made when appropriate.

1.5 Handwashing

- **Follow Five Steps to Wash Your Hands the Right Way:** All staff and students should be taught proper handwashing technique and be washing hands frequently throughout the day
 - Wet your hands with clean, running water (warm or cold), and apply soap
 - Lather your hands away from the water by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails
 - Scrub your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice
 - Rinse your hands well under clean, running water
 - Dry your hands using a clean paper towel and use the paper towel to turn off the faucet
 - Possible tip: Glo-germ use is a great teaching tool for younger students to demonstrate proper hand washing
- **Use Hand Sanitizer when Handwashing Is Not Readily Available**
 - Apply the gel product to the palm of one hand (read the label to learn the correct amount)
 - Rub your hands together
 - Rub the gel over all the surfaces of your hands and fingers until your hands are dry. This should take around 20 seconds
- See the following resources for lessons and classroom materials: [Classroom lesson resources](#) and [CDC guidelines](#)

1.6 Modified Building Layouts

Hallways

- Each school has a process in place to control student traffic flows in hallways so as to minimize congestion.
 - This can include making select hallways one way during passing times
 - Extend passing time, if necessary, to accommodate new patterns

Classrooms:

- Consider moving rooms to keep student cohorts closer together

1.7 OASD Employee Expectations

- All OASD Employees will be required to have their temperature checked prior to the start of the school day. This can be done through self-check or upon entrance into the building. Temperature must be below 100.4 degrees or lower to gain entry
- Employees are required to review screening questions upon entrance into the school building each day
- Any employee who is not feeling well prior to the workday or during the workday is to report this information to their supervisor. Any employee who does not feel comfortable reporting to their supervisor may also contact Human Resources if needed
- Employees are to wash their hands frequently and use the hand washing guidelines as outlined in [Section 2.5](#)
- Employees should report any concerns they have to their supervisor immediately. Any employee who does not feel comfortable reporting to their supervisor may also contact Human Resources if needed
- Employees are required to follow all guidelines for face coverings as outlined in [Section 4.5](#)

- For the safety of all, OASD employees are required to follow all protocols in this document as well as Board of Education policies and the Staff Handbook. Failure to do so may result in discipline up to and including termination

1.8 OASD Student/Parent/Guest Expectations

- For the safety of all involved, students/parents and guests are required to follow all requirements as outlined in this document as well as OASD Board of Education Policies
- All students are subject to progressive discipline as outlined in the student handbook for not following these protocols/guidelines. This includes all discipline up to and including expulsion from OASD
- Parents and visitors may be denied access to the buildings and grounds for not following the protocols outlined in this document as well as Board of Education Policies

2. Managing Physical Spaces

2.1 Installing Physical Barriers:

Building teams should work to identify high traffic areas, busy circulation desks and install semi-permanent or permanent plexiglass shields as needed. Areas to be considered include, but are not limited to, spaces such as: secretary desks, visitor entry points, media center circulations desks, food serving windows, etc. Once areas are identified, Matt Kaemmerer and Jim Fochs will help to facilitate the process of installation

2.2 Safety Signage

OASD will utilize the following standard signs to ensure consistency throughout all buildings

- Handwashing Sign
- Face Covering Sign
- Drinking Fountain Sign
- Sanitation Station Sign
- “When entering this building” Sign
- Know the Symptoms Sign
- “What if” Signs
- Floor Adhesives
- Isolation Room in Use Sign

Building teams will work to identify areas where signage is needed based on the following guidelines

- Pay special attention to high risk and high need areas (bathrooms, sinks, sanitation stations, etc.)
- Ensure each sink includes handwashing signage
- Ensure any visitors entering your building will see necessary safety signage

2.3 Drinking Water

Drinking fountains will be available for vessel filling ONLY, if they have a hands free bottle fill station. Students and staff should not drink directly from the drinking fountain. Staff and students will not be permitted to utilize drinking fountains to fill water bottles. Single use cups will be provided for those who do not have a refillable vessel.

2.4 Sanitation Stations

Building teams will work to identify appropriate locations for sanitation stations. At minimum, sanitation stations should be located at all entrances where students, staff and visitors are likely to enter the building and directly in front of locations where items will be exchanged (media desk, secretary desk, school bank, etc.). Additionally, stations should be placed throughout the building to encourage frequent use. The Custodian will check to make sure they are filled. Each sanitation station should include the following:

- A table
- A hand pump container of hand sanitizer (60% alcohol content or higher)
- The provided Sanitation Station signage

2.5 Student Lockers/Hooks

Whenever possible, care should be taken to separate students, when hooks and lockers are being utilized. In some buildings, this may require the utilization of lockers and hooks that have been previously unused. Students may not share lockers. At the secondary, lockers may be assigned, but students will be permitted to carry backpacks. Procedures will be in place to limit the number of students gathering their belongings at any given time by staggering dismissal, restricting use at certain times, or other means

2.6 Creating Space for Distancing within Classrooms

Each building, grade level, and classroom will provide unique advantages and challenges to providing adequate space for distancing. Please note that we have provided guidelines for your staff, but each building will need to determine if furniture and physical structures should be added or removed to support proper distancing. Please observe the following guidelines in each classroom setting

- When possible, students should not share a table or desk space (this is not possible in many schools/classrooms when in instructional models 1 and 2)
 - In the event students must share a table, care should be taken to limit the number of students per table and provide a plexiglass partition to help limit the potential spread of illness
- Students should be seated in a fashion that does not have them facing one another. Student seating arrangements should have them facing the same direction in the classroom when possible
- Students should not gather in large, concentrated groups for instruction (around lab tables, at the front carpet, etc.)
- Assigned seating will be required

2.7 Establishing an Isolation Room

Each building will need to identify at least one isolation room to place students into in the event they present with symptoms. Larger buildings may need to identify more than one space as symptomatic students/staff should not be placed in the same isolation room. The isolation area must meet the following requirements:

- Work with nursing staff to determine room requirements
- Room needs to be located near the Health Office (This may require that existing office space will need to be reconfigured temporarily)
- Door or room must have a window so staff can observe student from outside of the room
- Each school should have a prioritized list of rooms that can be used as isolation rooms

3. Food Services and Cafeteria Protocols

3.1. Standard District Practices for All Schools

Your food services team is dedicated to doing everything we can to continue providing high quality meals while also adhering to new safety standards. In ALL OASD buildings, please adhere to the following guidelines:

3.1.a Food Services Practices:

- Communication with the Food Service office will be done via phone or email whenever possible
 - If a student/parent needs to discuss in person, an appointment must be made with the food service office. No walk-ins will be accepted
- Cash will not be accepted in the food service lines for purchases
 - All money will need to be placed onto student/staff accounts via Infinite Campus or by bringing money/checks to the school banks or offices
- All plasticware will be pre-wrapped and disposable. No reusable silverware will be placed out for use
- Plexiglass barriers between food service personnel and students
- Plexiglass barriers will be placed on all serving lines, POS stations, and condiment tables

- Disposable products will be utilized as deemed necessary to reduce cross contact with common items, such as silverware
- All condiments will be prepackaged or served by food service employees
- Sanitation stations will be available at start of service lines, in cafeteria areas, and sanitizer will be available at POS stations
- Allergies/Special Dietary Requests: All special dietary requests will still go through our nutrition database coordinator. Substitutions and allergy requirements will still be accommodated after proper documentation. In instances where students are eating in the classroom, there will be communication with the teacher to ensure students receive meal substitutions as needed
- Rigorous cleaning practices using the wash, rinse, and sanitize bucket system
- No self-service items
- Staff temperature screenings daily per district policy
- Face covering and gloves worn at all times by food service personnel

3.1.b Student/Staff Practices:

- Serving lines will be mapped out with signs and floor markings to ensure social distancing
- No students or unauthorized staff members will enter kitchen areas at any school
- Food service coolers/refrigerators will be for FOOD SERVICE USE ONLY
 - No staff lunches, classrooms snacks, ect, may be stored in these locations. Any coffee makers, microwaves, or any other items for staff will be moved to staff lounges to limit the number of people accessing the kitchen areas
- **There will be no share tables allowed.** A student may choose to keep **their own** leftover non-perishable items to be consumed later/at home. Students may not share or give items to other students. Nothing is to be kept in the classroom for communal use. Any items that students wish not to take with them **MUST** be disposed of immediately
- Sharing and trading of food will not be permitted
- There will be no self-service of any kind
- Student helpers will not be allowed for any reason
- All adult volunteers must comply with all OASD food service safety protocols. Volunteers will be kept to a minimum and must have permission from food service employees before assisting in service

3.2 Student Eating Spaces - Design and Layout

Schools will limit the number of students in the cafeteria to accomplish social distancing standards. Each school will need to create a seating chart for students. Each school will be asked to meet the following cafeteria criteria, but given the flexibility to determine the best way to do so based on physical layout and availability of staffing.

- Students will not be entering their pin numbers using the keypad unless necessary. If a student must enter his/her pin, the key pad must have a plastic cover and be disinfected immediately following
 - Students at the elementary level will not need to utilize the pin pads
- Tables should be spaced appropriately to create as much space as possible between students. Students will be assigned tables
- Students should not be seated directly across from one another whenever possible
- Tables will need to be cleaned between cohorts of students
- Floor markings can be used to help with distancing while students are in the lunch line whenever possible
- Cold lunch students should report immediately to a table spot
- Multiple sanitation stations should be available in the cafeteria
- Students should wear their face coverings until they are seated in their assigned seat to eat and any time they leave their table
- Communal microwaves for student use will be removed
- Open campus lunch will still be honored to alleviate spacing strains at the two high schools. Students leaving for open lunch (9-12 only) will leave from a designated door(s) that are separate from the cafeteria area
- Outdoor spaces, and alternate interior spaces may be used to accommodate more students as long as distancing guidelines and supervision policies can be adhered to (classrooms, gym, courtyards, etc.)
- High Schools will add an additional lunch period to reduce the number of students in the lunchroom

- Lunch schedules may need to be altered in order to accommodate social distancing. Individual building plans need to be discussed and agreed upon by building administrators and the Food Service Director/Assistant Director

3.3 Breakfast Offerings - District Guidelines

3.3.a Breakfast in the Classroom - Elementary

- All elementary schools will utilize our “Breakfast in the Classroom” model until further notice. Breakfast will not be served in the cafeteria
- To start the school year a majority of Breakfast will consist of pre-packed meal kits. Dried fruit will be offered daily as the second fruit option
- Breakfast will be delivered to classrooms before the start of school at 7:45. Leftover meals will be picked up outside of the classroom starting at 8:10 daily. Food service employees will not enter the classroom to retrieve leftover items
- Breakfast will be handed out to students by a gloved teacher or para. Students may not grab anything themselves. Students will receive the meal kit and the option of dried fruit and milk. Students may also choose to only have milk, but will be charged \$0.40 regardless if the school is participating in CEP or not
- Any item that goes into the hands of students may NOT be returned to food service. Only unopened and untouched meal kits and untouched dried fruit and milk may be returned
- Food service can not be responsible for garbage disposal
- Meals will be delivered in a plastic grocery bag which may be disposed of if empty. Milk will be delivered in cooler bags or milk crates which can be sanitized daily after use by the food service employee
- Meals will be recorded by the teacher via class serve. Students only taking milk will also be recorded via class serve. Detailed instructions on the process will be provided to all teachers

3.3.b Middle School - Breakfast Offerings

- All Breakfast items will be pre-packed items to start the year. There will be no toast or smoothies available. Meals will be assembled by food service employees into “grab and go” bags. Students will be offered juice daily. Milk could be offered to students by an individual operating the POS system or foodservice employee, depending on school set-up. Students will not be allowed to grab their own milk out of milk coolers
- Students will maintain social distancing in line for breakfast by following signs and floor markings. At this point, students will need to enter a pin, so pin pads will need to be fitted with plastic that can be wiped in-between students. There may be a need to have additional point of sale terminals in schools with a larger number of students participating in breakfast
- Breakfast supervisors will need to help ensure students practice social distancing at tables
- **Middle schools may also choose to participate in breakfast in the classroom rather than traditional breakfast**

3.3.b High School - Breakfast Offerings

- All Breakfast items will be pre-packed items to start the year. There will be no toast or smoothies available. Meals will be assembled by food service employee into “grab and go” bags. Students will be offered juice daily. Milk could be offered to students by an individual operating the POS system or foodservice employee, depending on school set-up. Students will not be allowed to grab their own milk out of milk coolers
- Additional grab and go breakfast stations could be set up depending upon need. At North High, grab and go stations will be set up at door 1 and door 7 and monitored by either a foodservice employee or a para. Students will be handed a bag containing a complete meal and be offered milk
- Students will maintain social distancing in line for breakfast by following signs and floor markings. At this point, students will need to enter a pin, so pin pads will need to be fitted with plastic that can be wiped in-between students. May need to have additional pos terminals in schools with a larger number of students participating in breakfast
- Breakfast supervisors will need to help ensure students practice social distancing at tables

3.4 Lunch Offerings - District Guidelines

3.4.a Elementary Specific Lunch Offerings

- Lunch options will be reduced for the start of the school year. Hot meal options will still be available. Grab and go second choice options will also be available and could possibly be offered in a second line in order to reduce congestion in the main line. All self service garden bars will be eliminated. All food will be served by a food service employee. There will be no self service of any kind. Plexiglass barriers will be in place to allow minimal contact between food service employees and students/customers
- Students will come to the cafeteria to get their food. Students may eat in the cafeteria following safety measures put in place or any alternate location determined by building principal in keeping with above guidelines

3.4.b Middle School Specific Lunch Offerings

- Lunch options will be reduced at the start of the school year. Hot meal options will still be available. Grab and go second choice options will also be available and could possibly be offered in a second line in order to reduce congestion in the main line. All self service garden bars will be eliminated. All food will be served by a food service employee. There will be no self service of any kind. Plexiglass barriers will be in place to allow minimal contact between food service employees and students/customers
- If possible, students not getting school lunch could eat in another location in order to help with social distancing
- Ala carte options will still be available for students. Students may have to ask for items or items will have to be placed so that students can grab 1 item without contacting the other items. Ala carte will need to be purchased with the student's lunch account. Money will need to be added in the office or via infinite campus prior to meal service. No cash handling will occur in the lunch line

3.4.c High School Specific Lunch Offerings

- Lunch options will be reduced at the start of the school year. Hot meal options will still be available, as well as cold options. All self service garden bars will be eliminated. All food will be served by a food service employee. There will be no self service of any kind. Students will need to go to separate lines based upon which menu item they would like to get. They will receive their complete meal at this station. If possible, meals will be placed into a bag for students to take to the cafeteria, outside, or other designated eating area
- All items will be individually wrapped as possible, or will be placed in a disposable container
- Ala carte options will still be available for students. Students may have to ask for items or items will have to be placed so that students can grab 1 item without contacting the other items. Ala carte will need to be purchased with the student's lunch account. Money will need to be added at the bank or via infinite campus prior to meal service. No cash handling will occur in the lunch lines

3.5 Wisconsin School Day Milk Program (Recess/Snack Milk)

- Students will no longer be allowed to collect milk for their classrooms
- As there is not a food service employee in the building at this time, the building administrator should designate an employee who is gloved and face covered to get milk for the classrooms
- Students should not be accessing milk coolers
- Milk will need to be handed out by a teacher/para to students (hands must be washed/ sanitized before handing out)
- Milk will be recorded in Class Serve as in previous years

3.6 Fresh Fruit and Vegetable Program

- Fruits and vegetables will be washed and individually bagged
- Fruit and vegetables will be delivered to classrooms with Breakfast in the Classroom
- Teachers/paras will need to hand out the fruits/vegetables to students (hands must be washed/ sanitized before handing out)
- Any leftovers should be discarded
- Leftovers MAY NOT be saved in classroom and should not be returned to food service
- In the event of large amounts of leftovers, please communicate with the Food Service Department.

- This information only pertains to schools that have been awarded the Fresh Fruit and Vegetable Grant

3.7 Child and Adult Care Food Program (After School MELT and Lighted School House Program Meals)

- Meals will be individually packaged
- Meals should be handed out to students via a gloved coordinator or program assistant
- Students MAY NOT grab anything for themselves
- Milk will be offered to students via coordinator or program assistant (hands must be washed/ sanitized before handing out)
- Any item that goes into the hands of students may not be returned to food service. Only unopened meal kits and milk may be returned
- **There will be no share tables allowed.**
 - A student may choose to keep **their own** leftover non-perishable items to be consumed later/at home. Students may not share or give items to other students
 - Nothing is to be kept for communal use
 - Any perishable items or items that students wish not to take with them **MUST** be disposed of immediately

3.8 Non Face-to-Face Day Meal Services

As OASD implements various learning models, we strive to continue to provide meals to all of our students, every day. Please reference the following for information regarding how students can still receive meals during at home learning days.

3.8.a A/B Rotation At-Home Learning Meals

- **Students will have access to meals for their virtual learning days as listed below. Meals will only be offered for scheduled school days (not provided for weekends or no school days).**
 - **Middle and High School:** At the secondary level, meal distribution will occur on Tuesdays and Wednesdays only. Middle and high school students will receive breakfast and lunches for all virtual learning days until the next Tuesday or Wednesday distribution day for their group. Middle and high school students who would like meals will need to come down to the cafeteria at staggered intervals scheduled by school building administration and Food Service Director/Assistant Director.
 - **Elementary School:** At the elementary level, meal distribution will occur on each in-person school day. Elementary school students will be offered a breakfast and lunch for their virtual school day at the end of each in-person school day. Meals will be brought to the classroom during the last hour of the day and students will be offered their breakfast and lunch for their next virtual day. (NOTE: Lakeside and Oakwood students will be offered lunch only as those schools do not participate in school breakfast.) (Model 3 and 4 ONLY)
- At this point, per DPI, eligibility must be checked and meals recorded accordingly by student and accounts must be charged if applicable
- If DPI/USDA regulations change and waiver is approved to provide meals without identification of students, we will move distribution locations to school exits and allow students to grab meals as they exit the building. At this time, this HAS NOT been approved. Meals would still need to be tallied as they are taken
- Food service will need assistance from district paras to facilitate distribution of meals. Currently an additional delivery of meals will need to be added. Food service does not currently have employees in the buildings at these times in the afternoon
- Additional milk coolers will need to be purchased to store meals at each school. Flexibility within the buildings to ensure coolers can be plugged in and to have additional storage space for these meals will be needed

3.8.b District Closure Meals (Entire District Returns to At-Home Learning)

In the event we return to district-wide school closure, the following plan will take effect to ensure meal delivery:

- A “grab and go” meal pick-up model will be used
- **Meal distribution will be available at four OASD sites on Mondays and Thursdays**
 - Jefferson Elementary (in front of main entrance) from 10:30 to 11:30 a.m.
 - Webster Stanley Elementary (in front of main entrance) from 10:30 to 11:30 a.m.

- West High School (in front of door 24) from 12:15 to 1:15 p.m.
- North High School (circle drive in front of school) from 12:15 to 1:15 p.m.
- *As announced on September 2, all OASD students participating in the District's food service program - as well as anyone 18 years old and younger - will receive free school meals through December 31, 2020 (or until federal funding is depleted).
- ~~At this point in time, eligibility will have to be determined with a record or a charge made students accordingly~~
 - ~~Check-off rosters will be provided at all grab and go sites. Students or guardians will need to provide student names and students would need to be verified by food service staff before receiving meals. Meals will then later need to be entered manually into Infinite Campus. As this is a lengthy process, food service would require assistance from district paras or other personnel~~
- Distribution will occur off of school district food service vehicles or school buses as necessary at Jefferson and Webster Stanley elementary schools.
 - Distribution will occur outside of buildings at designated locations
 - Tables will be set up with plexiglass barriers and proper social distancing guidelines will be followed
 - Should weather be deemed hazardous, the School Superintendent and Food Service Director/Assistant Director can move distribution to school vestibules or another location deemed appropriate. Should this occur, proper notice would be given to Director of Buildings and Grounds and Building Administrator to ensure staff and visitor safety
 - In extreme weather conditions, food distribution could be suspended for safety reasons by approval of the Superintendent and Food Service Director/Assistant Director. In this case, notification would be made to families via Infinite Campus
- Meals will only be provided for scheduled school days only
- Free meals will be available for anyone 18 and under thanks to funding from the USDA. Meals will continue to be free for all children until December 31, 2020 or until funds are depleted. Children do not need to be enrolled in OASD to receive meals. Children do not need to be present to receive meals. Parents and guardians may pick-up meals for their children, and in addition children may pick up meals for siblings at home.
- Students and family members coming to pick up meals must be wearing face coverings, practicing social distancing, and following safety procedures that are in place
- Hand sanitizer will be available for use at all locations

3.8.c Individual School Closure Meals (A Single School Closes Due to Exposure)

In the event of a single school closure, the following plan will take effect to ensure meal delivery:

- In the event a single school closes due to a COVID exposure, grab and go meals for the remainder of that week will be made available outside of that building the following day at a communicated time and location.
- For the remainder of the closure, grab and go meals will be available Mondays and Thursdays starting the following week.
- Because this would be an event of unplanned closure, meals would need to be counted and student eligibility would not need to be checked. Meals will still only be available for enrolled students of Oshkosh Area School District and students of that school specific building.
- Parents/guardians may still pick up meals for those students. This will need to be staffed by foodservice staff or paras of that specific building to prevent any further cross-contact.
- A vehicle will need to be provided via Kobussen or another district vehicle and assistance will be needed via a district employee approved to drive (custodian, ect.) to bring meals and supplies to the location. As other schools would still be in session, food service delivery vehicles and drivers would be required to continue with normal schedules and would be unavailable.
- If more than one individual school is closed at the same time, the same process will be utilized and additional resources will be needed.
- All meals are produced out of the two high school kitchens. Should a high school close due to COVID, the kitchen will need to be thoroughly sanitized as soon as possible by designated cleaning crew. The kitchen will still need to be utilized to provide meals for the rest of the district. Food service kitchen employees will need to have a safe path to access the kitchen and loading dock/area will need to be accessible for food service trucks to pick up food.

Food Service Employee Exposure

- In the event that a food service employee tests positive for COVID, the Food Service Department would comply with district practice for staff exposure. Additional staffing help will be needed in that building by paras should additional food service staff not be available to cover that position. See the [Response to COVID](#) section for further details.

4. Operations: Day-to-Day Procedures

4.1 Visitor Protocols

Visitors entering the buildings should be limited to any degree reasonable. Buildings with high visitor traffic may consider communicating new practices and procedures for parents/families/guests entering the building based on the following guidelines.

- **Visitor Screenings:** Screening should be consistent and well publicized, posted on doors and emailed to all potential visitors. All visitors entering the building must comply with the following:
 - Answer the stock questions asked about well being
 - Have their temperature checked (must be below 100.4 degrees)
 - Visitors will not be permitted entrance to the building without a face covering
 - Report to a designated holding area (most likely the main office)
 - Visitors may not report to classrooms or cafeterias without explicit, prior consent from the building principal or designee
- **Types of Visitors:**
 - **Non-District Employees:** Entry of non-employees should be limited to essential visitors only. Essential visitors would include, but are not limited to: mail/shipping delivery, volunteer recess supervisors, school photographers, **contractors**, etc.
 - **Parents/Families**
 - Drop-off/Pick-up
 - Parents must remain outside during Drop-off/Pick-up
 - Buildings will need to assign Drop-off/Pick-up doors/locations to minimize crowding and communicate that information to families prior to the start of school
 - Staggered arrival/dismissal may be used to alleviate crowding, but bus arrivals/departures cannot be adjusted
 - Parents/families dropping off or picking up materials will be asked to do so at the door whenever possible to minimize outside traffic within the building and alleviate the demand for screenings
 - Parents/families picking a student up for an appointment will be asked to park in a designated area and remain in their car. They should call the main office/student services to inform of their arrival so students can be sent/walked outside (high school may adjust this practice as appropriate for older students). See [Section 8.3](#) and [Section 8.4](#) for students who are ill
 - Parents will not be allowed to enter the building to visit classrooms or cafeterias without explicit, prior consent from the building principal or designee
 - IEP meetings should continue to be held virtually whenever possible. When this is not possible, larger private spaces should be utilized to allow for appropriate distancing (classrooms vs small offices)

- **Guest Speakers/Mentors:** All guests of this nature should be asked to connect with classrooms/students virtually until further notice. In the event you have extenuating circumstances, please work with your building principal.

4.2 Safe Return to the Classroom Practices

Classroom/Materials Cleaning Recommendations

All Grades PreK-12

- Items used by an individual student should be quarantined for a period of 24 hours prior to being redistributed, unless they can be properly sanitized. For shared items that can be sanitized, teachers should provide a “Clean” bin and a “Used” bin. Any item that is made of paper or cardboard only needs to be quarantined for 24 hours
- As much as possible, have students use their own “tools” such as pencils, scissors, markers, etc.
- Whenever possible, create personal “sets” of materials/supplies for each student based on activities and projects for the day. For activities such as labs or other hands on learning, teachers may consider a multi-day rotation to allow for sanitizing. Coordinate when units are taught to allow for material sharing with more than one class
- Avoid sharing of textbooks and either use the eBook version or issue students their own textbooks. Teachers may also opt to scan in print materials and upload them to Canvas or another closed forum for students to access
- Sanitize materials and highly used spaces regularly.
- Assign specific cleaning responsibilities to students (age appropriate) and/or adults in the class to sanitize surfaces (doorknobs, chairs, tables, desks, sink, shared materials, etc.)
- In PreK/Elementary classrooms that have “safe spots” for calming, remove items that cannot be sanitized easily (plush pillows/animals/soft bean bag chairs) and consider creating two sets of “tools” to use in the safe spots so those can be sanitized in between students

4.3 Limiting Cohort Interaction - Standard District Guidelines

Each building and level will need to determine how they define a “cohort” of students and then work to implement practices to limit cohort interaction when possible. This will look different across grade levels and perhaps across different buildings depending on size and layout.

- **Before School**
 - Schools should plan to utilize as many building access points as possible to limit crowded entries and hallways as students enter the building
 - Each building should assign door numbers for student entry to disperse crowds and communicate that to families prior to the start of school. This can be done by grade level, homeroom location or whatever means makes most sense for your level and building.
 - Middle and Elementary students should wait in outdoor spaces as they have in the past. Students and families should be reminded to maintain distancing when outside
- **After School**
 - Students should exit the building through the same door they enter in the morning so as not to confuse families
 - Each building should create a plan that allows for staggered dismissal. Options could include:
 - Dismiss students when the bus arrives-staff calls on radio to office and announcement is made
 - Dismiss by grade level
 - Dismiss building floors/wings
 - Dismiss by staggered times
 - See [5.1 of the Transportation](#) section for specifics on bussing procedures
- **School-wide/grade level assemblies:** All large gatherings will be prohibited until further notice. Buildings should consider digital or streaming options to take the place of gatherings such as assemblies and grade level meetings

4.3.a Elementary Specific Cohort Limitations

At the elementary level, every effort will be made to limit the interactions between cohorts of students. This will require a number of changes to standard practice. Please see below for new protocols related to minimizing cohort interactions:

- **Students will be encouraged to arrive as close to the start time as possible:** Students will not be permitted entrance to the building prior to the start of school as guidelines indicate students gathering outdoors is safer and distancing is more feasible
- **Specials**
 - Art, Music, and Phy Ed Teachers should create a schedule for working with classes that allows for any combination of the following:
 - Specialist goes to the teacher's classroom and provides instruction there. Materials could be on a cart
 - Specialists retrieve students from their classroom and take them outdoors (weather permitting)
 - Classroom teachers should no longer deliver their students to Specials. Specialists should retrieve students from their classrooms or work with students in their rooms
- **Building Practices**
 - Multiple full classrooms of students should not combine for instruction
 - Lunch procedures should be established at each building that meet the above criteria as well as consideration for each following item
 - Each cafeteria will determine how many students can eat lunch at a given time
 - Buildings may choose to have a rotating schedule to determine which grade level(s) are in the cafeteria each day vs who may need to eat in the classroom
 - The recommendation is to have a schedule that rotates grades to provide some lunch time relief for teachers during the week
 - Recess should NOT be attached to lunch by default, but scheduled at a different time of the day by grade level (this would provide a 25 min break for a teacher at another time of the day)
 - Recess Milk needs to be retrieved by teacher/paraprofessional or delivered by a staff member (building assistant for example)
 - No Mix Up Days for PBIS will be permitted until further notice
 - No school-wide assemblies will be permitted until further notice

4.3.b Middle School Specific Cohort Limitations

At the middle school level, every effort will be made to limit the interactions between cohorts of students. This will require a number of changes to standard practice. Please see below for new protocols related to minimizing cohort interactions:

- **Students will be encouraged to arrive as close to the start time as possible:** Students will not be permitted entrance to the building prior to the start of school as guidelines indicate students gathering outdoors is safer and distancing is more feasible

4.3.c High School Specific Cohort Limitations

At the high school level, every effort will be made to limit the interactions between cohorts of students. This will require a number of changes to standard practice. Please see below for new protocols related to minimizing cohort interactions:

- **Arrival**
 - Students will be asked to arrive as near to the start of the school day as they are able
 - Once students arrive, they should report immediately to their 1st/0 hour class. No common spaces should be used within the building as a holding area. If teachers have not yet arrived/unlocked the door, students should space as far apart as possible and wait in the hallway
 - If a student's first hour teacher also teaches 0 hour, only then should an alternative arrival space be provided

4.4 Student Leaving for Appointment

A standard set of precautions should be followed as students enter/exit the building during the school day for appointments. Please observe the following

- Parents will be asked to park in a designated area and phone the office (depending on grade level) to indicate they are onsite to pick up their student
 - In the event the student needs to be supervised, a staff member will then escort the student to their waiting parent
 - Upon return to school, this process would be reversed to escort the child back into the building
- Staff members monitoring doors should complete the paperwork or data entry for students signing in/out to prevent the sharing of communal materials
- Hand sanitizer should be available at all entrances where students enter and exit throughout the day and students entering should be asked to sanitize their hands

4.5 Student and Staff Face Coverings

For the safety of our students and our staff, all those entering the buildings will be required to wear a face covering that fully covers the nose and mouth. Please observe the following requirements as it relates to student/staff face coverings:

- **Face Coverings Specifications:**
 - Face coverings may be fabric or medical grade and must fully cover the individual's mouth and nose. No mesh masks or masks that do not fully cover the mouth and nose as well as masks with valves or vents. Gaiters and bandanas would also be permitted provided they are worn in a manner that covers the nose and mouth. In keeping with county health guidelines, face shields will not be permitted until further notice or unless building principal and pupil services agree a face mask is not a viable option
 - Face coverings must abide by Board Policy 5511 for Dress and Grooming. Any face covering that depicts images or products that cause disruption to the learning environment, will not be permitted at school
 - If students or staff arrive at school without a face covering, one will be provided for them
 - Instruction on how to appropriately wear and clean face coverings will be provided
- **Face Covering Requirements:**
 - ALL staff and ALL students must wear a face covering at all times while in a shared space with others with the following exceptions
 - Students can remove their masks when outdoors if they are able to socially distance and with teacher approval
 - Students may remove their masks when eating or drinking
 - Students with IEPs or 504 plans may qualify for accommodations only as part of a team decision that takes all factors of the student's disability and safety into account
- **Refusal/Non-compliance**
 - Face coverings are required and therefore all staff and students are subject to disciplinary measures as outlined in both student, staff and district policies/procedures. Refusal and non-compliance should be addressed using existing behavior strategies and matrices aligned with PBIS frameworks.

4.6 Field Trips and Large Gatherings

To the degree possible, field trips, and large gatherings will be suspended until further notice. Please observe the following guidelines:

- **Field Trips/Student Outings:**
 - All enrichment field trips and community activities will be prohibited until further notice
 - Student volunteer hours should be limited to service that can be conducted virtually until further notice. Programs requiring community service hours may need to re-evaluate with building principals as the situation evolves
 - Students who have community engagement written into their IEPs will still be permitted to work in the community and the case manager will work with the IEP team, local organizations and families to ensure necessary safety precautions are taken off school grounds
- **Large Gatherings:**

- **Student Gatherings:** All school events which involve large student gatherings will be suspended until further notice. These events include, but are not limited to:
 - Pep rallies
 - School dances
 - Family nights
 - STEM nights
 - Assemblies
 - Class/school celebrations
- **Staff Meetings:**
 - All face to face staff meetings should be held in spaces where adequate distancing is possible
 - Staff meetings may also be held virtually if that is a suitable option
- **Music Concerts/Theatre Productions:** Music departments will continue to revisit options for showcasing students safely.
 - Departments may consider pre-recorded/virtual events as long as copyright and other laws/rules are followed
- **Athletic Events:** Guidelines are still being explored by WIAA and the FVA and our Athletic Directors will continue to inform staff and families as more information becomes available

4.7 School Safety Protocols and Drills

School safety protocols will be practiced with modifications to allow for safe distancing. In the event of a real emergency, immediate safety will be prioritized over distancing practices.

- **Fire Drills:** Fire drills must be completed as normal, per local fire department guidelines
- **Tornado Drills:** Tornado drills will be conducted, but need to be adjusted to accommodate social distancing. This may require staggered drills by grade level/wing/floor, etc.
 - Alarms do not have to be used due to social distancing
 - Individual wings or classrooms may need to conduct drills separately from the rest of the building
- **ALICE Drills:** ALICE drills will take place as normal. Buildings should make efforts to allow for distancing at the rally point. However, the safety benefits of practicing ALICE protocols are paramount

4.8 High Risk Staff

Any staff member who is high risk may direct any questions regarding accommodations and leave requests to the HR Director. Employees should complete the form requesting accommodations or a leave of absence and submit the form to the HR Director where each request will be reviewed on a case by case basis. Staff inquiries should be communicated directly to Dr. Belynda Pinkston

4.9 Recess Procedures

Recess is a vital part of the day in grades PK-8. It allows students a much needed brain-break and develops gross motor skills. Please follow the recess guidelines in a way that best meets your building needs and physical space:

- **Teach, Reteach, and Remind Students to Distance:** Students should be reminded that being outdoors does not mean distancing themselves from others loses importance
- **No contact sports:** No sports that bring students into close contact will be allowed during recess. This includes, but is not limited to: football, wrestling/rough and tumble play, etc.
- **Contactless sports are allowed:** Students may still use limited sporting equipment, as long as they are not coming into close contact. Students should sanitize prior to playing and the equipment should be sanitized after use
- **Cohort Equipment:** Each cohort may provide a dedicated supply of equipment (footballs, basketballs, jump ropes, etc.) The equipment would need to be sanitized at the end of each day and not be shared across cohorts
- **Playground Equipment:** At this time the county health department is approving playground equipment. Students must sanitize hands before and after recess. If county recommendations change, buildings will be notified immediately

- **Limit group size:**
 - Buildings will make decisions about how to best limit the number of students on the playground at any given time
 - Decisions may also be made to assign cohorts of students to a specific area on the playground each day if the physical space allows
 - Buildings should strongly consider separating recess from lunch to allow for more staggered recess times and alleviate supervision challenges
- **Handwashing/Sanitizing:** Students should be expected to wash their hands or sanitize both before and after recess. Buildings may choose to place a sanitizing station at the entrance/exit to the playground

5. Transportation

5.1 Student Capacity and Seating

In an effort to provide safe transportation options, OASD and Kobussen will observe the following guidelines:

- Two students to a seat maximum
- Goal is 48 students per bus
- Siblings/households should sit together
- Start filling the back of the bus first
- Assign student bus seating
- Schools should work with Kobussen to facilitate bus lines in the afternoon to coincide with assigned seating from back to front. Students will need to be lined up according to the seating chart on the bus that allows them to board back to front according to routing and drop off location. Those that are dropped off first will need to be seated at the front of the bus
 - Create seating chart with position on seat noted - window or the aisle
 - Each child must have an assigned seat on the bus. This seat should correspond with their pick-up/drop off order on the route so students are always loading back to front and unloading front to back
 - Use of assigned seats minimizes the exposure to a large number of students and also aids in contact tracing if need be
- Drivers will consistently be assigned to the same routes whenever possible
- Elementary may want to create videos and social stories for students once final expectations are set. If so, please share these resources with Kobussen

Drivers will do their best to ensure students are healthy enough to enter the bus

- Visibly ill students should not be transported by bus
- It is strongly recommended that, in group pick up situations, a parent representative assist with maintaining social distancing and potentially ill students

5.2 Face Coverings During Transport

Cloth Face Coverings for all Staff and Students

- Face coverings will be required while on the bus for all staff and students
- It is strongly recommended that students wear face coverings at pick up and transfer locations
- Extra face coverings will be made available on buses
- If a rider refuses to wear a face covering OASD and Kobussen will follow the traditional discipline procedures for non-compliant students. If repeated violations occur, it could result in disciplinary actions up to suspension of bussing services

5.3 Student Safety Expectations

- Hand sanitizer will be provided on the bus and students will be expected to sanitize their hands when they enter and when they exit
- No eating, drinking (unless medically required) will be allowed on the bus.
- Signs will be posted in each bus that illustrate the COVID-19 related Rider Expectations and Safety Precautions (How to Stop the Spread, Proper Hand Washing, Covering Your Cough). Parents/guardians should receive a copy

- For PK-5 it is highly recommended that visual (picture) formats are posted for safety procedure
- Students must sit and stay in their assigned seat

5.4 Students with Special Needs

Special Education

- Follow same capacity, distancing, face covering guidelines as other buses
- Aides are already on every bus that serves students with special needs
- It is highly recommended that visual (picture) formats are posted for safety procedure
 - Possibly small laminated cards that can be clipped on a backpack and used as a reminder for students who struggle to comply
- It is possible that buses will arrive at schools early
 - These situations **MUST** be communicated with administrators as they would need to have staff available and may need to adjust start/end times of staff
- Communicate restrictions/protocols to families early - some may decline busing once they know the plan
 - All special programs will follow the established district guidelines on transportation
 - If public transportation is utilized, students will be taught expectations and safety protocols before outings

5.5 Families Opting to Self-Transport

Families are encouraged to drop off children at school using their own cars, or walking to school, if feasible, to lessen the demand for riding the bus and lowers the risk of children inter-mingling in confined spaces. If parents opt out of bussing services, they must notify Kobussen so they can adjust their route accordingly.

5.6 Drop-Off and Pick-Up Zones

- Schools should have a plan in place for implementing social distancing at drop-off/pick-up zones that are on school grounds
- Staff should incorporate bussing routines into their other lessons about appropriate distancing
- Individual school sites will develop process for drop off and pick up procedures

5.7 Athletics and Extra-Curricular

Athletic teams and Extra-curricular teams should follow all of the above protocols during bus transport when applicable.

- Follow above guidelines for school buses regarding capacity, physical space, face coverings, etc.
- Assigned seating should be communicated to athletes **PRIOR TO** getting on the bus
 - Get on/off bus in order of seating, students in back get on first and off last
- School staff must load and unload any equipment, not the bus driver

Options for adjusting procedures if capacity restrictions require it:

- **Multiple trips for separate levels:**
 - **Example:** Volleyball has 3 levels - for conference matches, Freshman and JV teams play at 5:30, Varsity at 7:00
 - Bus leaves West/North at 4:30 to take Freshman and JV team to opponent's location
 - After dropping off Freshman and JV teams, driver would sanitize seats that were used and return to the school to pick-up the Varsity team to bring to location
 - After dropping Varsity team off, driver sanitizes again and brings FR/JV teams back to West/North
 - Repeat sanitation process and return to take Varsity team home
- **Multiple buses to same event**
 - Similar situation to the multiple trips option, but use 2 buses instead of 1.
 - This would be easier on drivers (not having to sanitize 4 times) and reduce chance of contact or contamination across teams
 - Cost issues?
- **Waivers/Permission for families to transport students?**

- In the past, students were required to ride school transportation TO events, unless they had prior written permission for special circumstances
- Could be signed out after the event and ride home with their parents/guardian only.

****Different sports may utilize different options, depending on their size and needs****

5.8 Kobussen Employee Guidelines

Employee Training

- Ensure drivers and maintenance/cleaning staff are properly trained in the use of the tools and products related to cleaning of buses and other transportation vehicles
- Ensure drivers and maintenance/cleaning staff are properly trained in topics related to the pandemic. Examples of training topics should include:
 - Information about COVID-19, how it spreads, symptoms, and risk of exposure
 - Employees understand the difference between allergies, regular sickness and COVID-19 symptoms
 - What will be done when a student or driver tests positive for COVID-19 or becomes ill
 - How to properly fit, wear and dispose of the PPE they will be using (face coverings, gloves, clothing, etc.)
 - The appropriate methods for cleaning and disinfecting the high touch areas of the bus, including proper ventilation
 - Techniques for mitigating exposure such as:
 - Using gloves when handling and disposing of trash
 - Avoiding touching surfaces often touched by passengers
 - Avoid touching your face
 - Proper Hand Washing Techniques
 - How to Properly Cover Coughs and Sneezes
 - Proper ventilation of vehicle

5.8 Illness Protocols in Transport

Develop protocols and train staff for what to do if a passenger or bus driver develops symptoms

If driver becomes ill during route:

- Contact dispatch to inform them of illness
- Dispatch will inform school immediately so parents who had not yet been picked up/ dropped off can be notified
- Dispatch will make arrangements for a replacement driver AND bus to transfer students.
- Transfer location will be determined by dispatch
- At time of transfer, driver should exit bus and wait at a location away from where students will be exiting or entering the new bus.
- Once transfer is complete, the bus driver will return the bus to the station (if possible)
- The bus should be thoroughly sanitized and not used again for at least 24 hours

If passenger becomes ill during route:

- Isolate the seating area and students as best as possible. This would include moving students as far away from infected students as possible
- Open more windows to increase ventilation in the vehicle
- Make sure the student keeps their face covering on if possible
- Bus driver should immediately inform the school of the student's illness. The school will then get in touch with the student's parents to inform them the child will be returned home. If parents will not be home, the child should be returned to the school where the student will be isolated until the parent can pick them up
- Bus driver then proceeds with the remainder of the route. Area where the student was seated must be thoroughly sanitized before the next route
- If another route is scheduled to run that day, consider using another bus if possible
- Establishing procedures for drivers who become sick while on their route
- Establish procedures for safe removal, disposal, and cleaning of body fluids when students are sick on the bus

- Establishing procedures for contacting parents or guardians and safely transporting children and youth who become sick
- See DPI's Interim COVID-19 Infection Control and Mitigation Measures for Schools for further information

6. Instructional Models

6.1 Understanding our New Instructional Models

In the coming year, teaching staff will need to be prepared for a highly fluid instructional model. Throughout the 2020-21 school year, it is possible that teachers will need to support Face to Face (Model 1 and 2) Learning, Hybrid Learning (Model 3), At-Home/Virtual Learning (Model 4) as well as address the needs of students who are quarantined or test positive, but are asymptomatic. As such, instructional planning for the coming school year will account for the following:

Model 1: Full Face-to-Face Learning

- In this model, students are fully in school and learning face-to-face with the teachers
- No restrictions are required

Model 2: Face-to-Face with Partial Virtual Attendance

- Most students are attending face-to-face, but some students are participating in learning activities from home due to quarantine/isolation
- Safety precautions are in place to promote distancing and cleaning whenever possible

Model 3: Hybrid Learning

- Half of your students are face-to-face while the other half are learning from home
- This would be part of an A/B schedule to cut face-to-face attendance at any given time to 50% of the student population
- Learning activities at home could be synchronous, asynchronous or a combination of the two

Model 4: Fully Virtual Learning

- Fully virtual learning would take place in the event if a district-wide or school-wide closure
- All learning would take place virtually, from home
- Learning activities at home could be synchronous, asynchronous or a combination of the two

OASD eAcademy

- This is a fully virtual option offered to families who opted not to return to face-to-face school in the fall
- Students participating in eAcademy committed prior to the start of the school year and will not be on classroom teachers rosters

6.2 Teaching Routines for Safety Practices

All Grades PreK-12

- Work hand-washing/sanitizing/cleaning routines into the schedule and routine. Have students wash/sanitize their hands in between switching materials
- Matrixes for expected behaviors should be updated to reflect new cleaning and safety practices and posted in the classroom. All rules/expectations should be explicitly taught and practiced frequently at the beginning of the year and as needed for reminders throughout the year. These rules/expectations should be posted for all areas and may include visuals, social stories, and clearly marked expectations as appropriate per grade level
- Do not use reusable bathroom passes and instead use disposable paper passes
- Do not allow food in the classroom, except during designated meal/snack times, unless deemed necessary per the CARE team, IEP, IHP, or 504 Plan

6.3 Adjusting Common Practices

All Grades PreK-12

- Plan for activities that do not involve touching other people (i.e., community building activities)

- Make Google Hangouts available during the school day for all students, K-12, so teachers can answer questions and students can collaborate without having to physically be right next to each other
 - Parameters will be set to activate during school hours only K-5 or K-8 as deemed appropriate
- As much as possible use technology and digital assignments instead of paper assignments
- Observe safe material distribution practices. Options include:
 - Teachers sanitize hands to distribute and distribute items directly to individuals (instead of passing papers down rows to avoid multiple touches, or instead of having kids crowd around a table to pick up materials)
 - Items which have been untouched for 24 hours could be picked up at the door by students
 - Teachers should not return or distribute materials until they have not been handled for 24 hours OR have been properly sanitized
- Observe safe material collection practices. Options include:
 - Have a designated place for students to turn things in when they are finished
 - Teacher sanitizes hands and collects materials from each student
 - Teachers should not touch/correct student materials for 24hours
- Do as much instruction with students all facing the same direction as possible
- Build in time for Social-Emotional Learning (SEL) in order to address the mental health needs that will arise as a result of the new expectations. Teach coping skills as part of instructional time. Building relationships and community PreK-12 will be more essential now than ever before
- Due to increased screen time and decreased social interaction, build in frequent brain breaks, stretching/movement, deep breathing, meditation, etc.
- For labs, stations, or other demonstrations, use the document camera for the demonstration to avoid students congregating

6.4 Managing Groupings of Students (within a single classroom)

Whole Group Instruction

- Use of document camera to demonstrate and share whole group instruction
- Use of technology to maintain space
- Student “desks/carpet squares” distanced for a different seating selection when possible
- May need to break into smaller groups for instruction when possible
- Mini lessons and whole group instruction should not take place at the carpet (elementary specific)

Partner/ Small group work

- Using a document camera to demonstrate
- Virtual group work (Utilize Google Meet, Docs to facilitate group conversations)
- Use of different instructional areas to spread out (Outdoor areas, hall area...)
- Reserve other areas to use for instruction (creative with spaces, Google Calendars for sign up)
- Avoid in person “turn and talk” and/or do this via technology instead
- Work with your technology coach to explore options for team tests and other shared products

Conferring

- Student approach teacher in designated area that contains plexiglass divider (mirror teach with supplies-teacher materials/student materials)
- Painters tape to map out designated room floor areas and spacing
- Technology w/headphones (Google Chat, Google Hangout...)

6.5 Curriculum Planning and Filling in Gaps

- Learning gaps created by COVID-19 response including standards and district approved curriculum gaps in grades PK-12 documented and addressed in curriculum and lesson planning
- Develop an assessment schedule for one on one assessments for elementary students. Student(s) administered PALS, DRA2, DSA, AVMR, iReady Reading and Math dependent on grade level in classroom settings. Set the school year assessment windows.
- Develop an assessment schedule for one on one assessment for secondary. Set the school year assessment windows. FAST, iReady, F&P, iXL, etc.
- CANVAS utilized as the learning management system for K-12.

- Establish PBIS and relationships at the beginning of the year in ALL environments and at all levels. School leadership and PBIS teams establish a plan for each school to launch the school year.

6.6 Considerations for New Models

6.6.a Face-to-Face (Model 1 and Model 2)

- Establish attendance protocols and definitions
- Guidance on setting up classrooms to minimize contact and support cleaning and hand hygiene
- PBIS framework and Classroom Community agreements include hygiene, face coverings, and best practices for social distancing
- Use curriculum/standards gap documents to plan for September and October. Capitalize on curriculum and standards spirals outlined in documents. (K-12) Concentrate on accelerating with layers of support rather than remediating
- Kindergarten--structure schedule with more purposeful play
- Elementary--Literacy and Math team meetings include data monitoring of the following:
 - Baseline data for each student on progress towards grade level expectations
 - Develop individualized planning/clustering for building on current knowledge and bridging to grade level expectations
 - Develop individualized planning/clustering for building on current knowledge for students at grade level expectations
- Middle School Grade Level Teams and Departments
 - Baseline data for each student on progress towards grade level expectations
 - Develop individualized planning/clustering for building on current knowledge and bridging to grade level expectations
 - Develop individualized planning/clustering for building on current knowledge for students at grade level expectations
 - Modify unit planning to accommodate spiraling standards or curriculum by department with special attention to Math, English, Science and Social Studies. Electives make adjustments to units as appropriate
 - CANVAS as the LMS and grade book. Blueprint courses pushed out and district level sandboxes utilized for curated content aligned to essential standards
- High School Departments
 - Modify unit planning to accommodate spiraling standards or curriculum by department with special attention to Math, English, Science and Social Studies. Electives make adjustments to units as appropriate
 - CANVAS as the LMS and grade book. Blueprint courses pushed out and district level sandboxes utilized for curated content aligned to essential standards
 - Continued planning for Credit Recovery using essential standards through RACE/DASH and Edgenuity
- Front load virtual learning strategies for students and families
 - All K-5 (non-Canvas pilot) teachers will be required to set up and teach students Google Classroom as a universal platform for learning. Google classroom should be the launching point for all online learning activities
 - Teachers supported in planning for how to maintain highly engaging and authentic learning activities in online environments 4K-12. Consider how what you are planning for face-to-face translates into a digital environment by working collaboratively with colleagues and coaches to create and share high quality digital resources across courses
 - Provide a one stop shop for learning activities that includes weekly agendas for course/class for student
 - Canvas course Home Page should include an agenda for the week
 - Elementary should include a Google slide or doc with an agenda for the week

- Teach students technology and navigation skills, and online forum expectations and etiquette, from day 1 of face-to-face school in preparation for move to At-home learning/virtual (level 4)

6.6.b Hybrid (Model 3) includes all steps or items in Model 1 and 2)

- Establish attendance protocols and definitions. Students assigned to A group or B group keeping in mind siblings and students living in the same household. A/B Groups are designed to reduce the capacity of the school/classroom by 50% when cohorts are not possible due to scheduling at the secondary level
- Guidance on setting up classrooms and rosters keeping in mind not to track or dismantle proportional representation in classrooms when setting up A/B Groups
- A/B calendar established for grades 6-12 and utilized for the 2020-21 school year when in Model 3 (hybrid). Same A/B calendar to be used by elementary if moved to a hybrid model
- Intervention/Lit Skills/Math Skills meet face to face at secondary grades in small groups or one to one as scheduled. Intervention, tutoring, or additional support can be scheduled by appointment when needed
- Create a curriculum plan for virtual courses at the elementary level when in hybrid or virtual model. Designate “lead teachers” to help guide the planning for science and social studies and how to appropriately follow-up with students. Develop an elementary specialist schedule for engagement in Art, Music, Phy Ed if hybrid or virtual
- Professional Development on iReady Instruction in Reading and Math for grades 3-8 including how to use it to supplement Units of Study in Literacy and Bridges/College Preparatory Mathematics
- Professional Development on DreamBox for grades K-2 including monitoring progress as well as education for families on how to help

6.6.c 100% Virtual (Model 4)

- Establish a checklist for materials that need to go home (staff and students) when/if a building closure occurs and a shift to virtual is needed after the start of the school year
- Establish attendance protocols and definitions for virtual learning. Attendance will be taken and submission of student work requirements communicated

Elementary

- Create expectations of what teaching in a virtual environment looks like as well as provide professional development. Shift from maintaining learning to new instruction. Accelerate versus maintain
- Determine common platform (Google Classroom, Canvas pilot for select K-5 schools)
- Plan for synchronous and asynchronous instruction
- Create a curriculum plan for virtual courses at the elementary level when in hybrid or virtual model
- Designate “lead teachers” to help guide the planning for science and social studies and how to appropriately follow-up with students. Develop an elementary specialist schedule for engagement in Art, Music, Phy Ed if hybrid or virtual
- Professional Development on iReady Instruction in Reading and Math for grades K-8 including how to use it to supplement Units of Study in Literacy and Bridges
- Professional Development on DreamBox for grades K-2 including monitoring progress as well as education for families on how to help

Secondary

- Use CANVAS as a Learning Management System to push out new learning and content
- Develop and use exemplar lessons/content from district collaborative sandboxes
- Plan for synchronous and asynchronous instruction with recordings for students
- Utilize apps for supporting learners including Google Read and Write, Nearpod, etc.
- Use A/B calendar at 6th grade level so students and teachers are engaging with half of their scheduled courses daily. (A Day=Hours 1,3,5,7 can be synchronous and B Day= Hours 0,2,4,6 can be synchronous)
- Additional supplemental resources
 - iReady (Reading and Math 6-8)

Supporting Extended Student Absences

- Grade Levels and curricular areas plan for what are the essential expectations for students who may become ill or have extended periods of absence
 - Determine what is essential for students to complete and what can be exempted
 - Determine a building wide or department wide plan for support for students who may return to school and have not kept up on virtual learning
 - Open communication between Special Education teachers and Regular Education teachers
 - Establish a team of pupil services and teachers to provide individualized support for students who are gone for an extended period
 - Each student who is learning at home/virtual for an extended absence needs to be assigned an At-Home Learning “coach”. This may be a classroom teacher or case manager
 - Check-in twice per week to provide support and inquire about basic needs
 - Acting as point person for other staff in the event student is having difficulty keeping up or communicating
 - Act as an advocate for students and families if they feel overwhelmed
 - Support students in time management and prioritizing work during their absence

6.6.d OASD eAcademy for grades K-12--100% online schedule for the school year

The OASD’s K-12 eAcademy is a high-quality, free, and local online program that offers a fully virtual learning environment for students. The following key points are important to understand:

- The OASD’s K-12 eAcademy is a fully virtual educational option
- It IS NOT the same as the At-Home Learning or Model 4 Instruction provided by OASD teachers during the end of the 2020-2021 school year due to COVID-19
- We are using the same virtual curriculum as other state and nation-wide programs. However, the OASD’s eAcademy uses local OASD teachers (who are trained by the Wisconsin Digital Learning Collaborative) to provide exceptional instruction to students
- While similar to other virtual school options, the OASD’s K-12 eAcademy offers access to valuable local opportunities and resources that other virtual schools do not. Students enrolled in the OASD eAcademy are able to participate in OASD co-curricular activities and athletics, receive an OASD digital device, work with OASD teachers, access OASD student support services, and receive their diploma from Oshkosh North or Oshkosh West high school upon completion of graduation requirements

Additional information and enrollment details, including the required application, can be found online at www.oshkosh.k12.wi.us/district/school-curriculum/oasd-eacademy. Space is still available in eAcademy for the fall of 2021.

7. Flexible and Responsive Staffing

7.1 Daily Sub Shortages

Given the current health concerns, schools should be prepared for an already problematic sub shortage to be exacerbated. Please utilize the following prioritized Daily Sub coverage, while also using your best judgement about individual personnel and “best fit.” [LINK to OASD Sub Triage List](#)

7.2 Long-Term Leave without Sub Coverage

In the event of a Long-Term Leave without a Substitute, every effort will be made to find the most qualified teacher to provide high-level, long term instruction. Please note, this may take many different forms and will require staff across the district to be flexible and place the focus on student learning, and recognize they are all our children. Below are options that principals may employ in the event of a Long-Term Leave with no substitute availability:

- ISTs may be pulled from their coaching role to teach in the classroom for a duration of time.
 - Preference would be to pull from your own building first, but the district will also have the flexibility to pull from other buildings if deemed necessary

7.3 Emergency Protocol - Numerous Staff Exposures

- In the event this happened the district would follow the recommendations of the Winnebago County Health Department.
- Individual staff would be asked to comply with the Winnebago County Health Department in contact tracing

8. Response to COVID-19 Symptoms or Exposure

8.1 Creation of Internal Response Team

Team Members

1. Each school must designate staff members to serve on the Internal Response Team. The total number on the team should be determined based on the size of the school. The school nurse needs to be one of the designated staff members.
2. Team members can include any staff member who is available to respond to student or staff needs at certain times during the school day.
3. Internal Response Team members can include individuals who are a part of the school's emergency response team.
4. Individuals who have underlying medical or health conditions or have family members who have underlying medical or health conditions should not be selected as team members without first checking with their physician

Team Member Responsibilities

Team members may be asked to perform one or all of the following responsibilities. While all necessary safety precautions will be taken, there may be an increased risk with taking on some of these responsibilities.

1. Escort students who are demonstrating symptoms to designated office waiting area
2. Safely retrieve student belongings when they are being sent home due to illness
3. Take over classroom when staff member leaves with an illness
4. Make home visits to notify parents of sick child that cannot be reached by phone
5. Supervise students in isolation rooms

Training Needs

All staff members who are a part of the Internal Response Team must be trained on the following:

1. How to properly use and dispose of Personal Protective Equipment (PPE), DON/DOFF
2. How to properly handle and transport potentially contaminated items
3. How to maintain safety guidelines while escorting students and/ or conducting home visits
4. What to do when taking over for teachers who leave due to illness
5. Privacy laws related to FERPA requirements

Resources Needed

1. Access to PPE (including gloves, face covering, and gown), DON/DOFF of PPE
2. List of schedules for team members, master schedule
3. Walkie talkie
4. Large plastic bags for collecting student belongings
5. Access to disinfectant and sanitizer

Protocol for Responding to Classroom or Isolation Room

1. Office will contact team member based on availability and inform them where to go without using personally identifiable information
2. Team member will then verify they are available to respond
3. Team member will immediately go to area where student is located after making sure they have on appropriate PPE
4. Team member will escort face covered student while maintaining at least 6 feet of distance from them

5. Ensure student reports directly to designated area without stopping to pick up belongings or communicating with any other individuals
6. When retrieving student belongings, make sure to wear gloves and place items directly into plastic bag
7. Follow proper protocols before entering isolation rooms

8.2 Student or Staff Member Presents with Symptoms

Exclusion from In-person Instruction

The school district will use a liberal approach when determining whether to send a child home due to illness.

Students and staff will be sent home/ excluded from in-person instruction under the following circumstances:

- The individual has taken any medications (for example, ibuprofen, Tylenol) to reduce fever in the last 24 hours
- The individual has tested positive for COVID-19, with or without having symptoms and have not yet finished their isolation period per public health recommendations
- The individual has been diagnosed with COVID-19 by a health care provider, and have not yet finished their isolation period per public health recommendations
- The individual or someone within the individuals household has a pending COVID-19 test (not related to upcoming medical procedures)
- Within the last two weeks, the individual has come in close contact with anyone who has COVID-19
- Within the last 24 hours, the individual or their household member has experienced the following symptoms above their baseline:
 - Cough
 - Shortness of breath
 - Difficulty breathing
 - New loss of taste or smell
 - At least two or more of the following symptoms:
 - Fever of 100.4 degrees or higher *
 - Vomiting*
 - Diarrhea*
 - Muscle or body aches
 - Headache
 - Sore throat
 - Fatigue
 - Congestion or runny nose
 - Nausea

*Vomiting, diarrhea, and fever as a single symptom should still exclude a child from school. However, each of these as a single symptom do not necessarily indicate the need to test for COVID-19 or for COVID-19 isolation.

**Updated 08/19/2020 based on guidance from Wisconsin Department of Health Services

Students who demonstrate or complain of symptoms

Please use this protocol if a student demonstrates or complains of any of the following symptoms:

- Fever/ chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - Loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
1. Make sure the student has a face covering on and keep them at least 6 feet away from all other individuals. Try to be as discreet as possible.

2. If the student vomits and the mask is soiled, throw it in the trash and provide the student with a disposable replacement mask.
3. Contact the office and notify them the student is not feeling well. Someone from the office or the response team will come to escort the student to an area to be screened.
4. Keep other students away from the area where the student was seated and from any other areas/ objects the student recently accessed until they can be thoroughly sanitized.
5. Await notification from office or health staff about when a student can return if they are sent home. If the student returns to school before the designated return date, contact the office immediately.

Staff members experiencing symptoms

1. Contact office staff to inform them you are experiencing symptoms.
2. Keep at least 6 feet of distance between you and any other individuals and keep face covering on at all times.
3. Wait for a member of the response team to arrive to take over your classroom.
4. Leave the building immediately without accessing any other areas of the school. If you are not able to leave the building immediately, maintain at least 6 feet of distance between you and others until you are able to leave. Call 911 if you need immediate medical attention.
5. Contact your primary physician or the health department to consult on next steps.

Protocol for Office Staff

If a staff member calls the office to report that a student is feeling ill, please follow the following protocol:

1. Immediately inform the health office (school nurse or health assistant) about a student experiencing symptoms of an illness.
2. Contact someone from the internal response team to retrieve the student.
3. Internal response team member will bring the masked student to the office waiting area where the student can be at least 6 feet away from all other individuals while waiting to be screened. The student's face covering should be kept on at all times.
4. Notify health staff the student has arrived and is waiting.

Please use this protocol if a student reports directly to the office with any of the following symptoms:

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

1. Make sure the student has on their face covering.
2. Identify an area the student can wait that is at least 6 feet away from all other individuals.
3. Immediately inform the health office (school nurse or health assistant) about the presence of a student experiencing symptoms of an illness.

Staff member reports they are experiencing symptoms

1. Let staff member know someone will be coming to cover their classroom so they can leave. Ask the staff member which parts of the school they have accessed that day and document for isolation and sanitization purposes.

2. Contact someone from the response team to take over the staff member's classroom.
3. Notify the building administrator that the staff member will be leaving due to illness. Principal will contact the HR Director to report ill staff member.
4. Contact the building custodian to let them know of any areas that need to be isolated or sanitized.
5. Create a coverage plan for the remainder of the school day

After School Activities

1. If a coach or after school supervisor becomes ill, they should leave immediately if another adult or supervisor is present. If another adult is not present, have students leave or contact their parents to pick them up. The coach or supervisor should keep as much distance between themselves and the students as possible during this time.
2. If a student becomes ill during a practice or after school activity, contact the student's parents immediately. Isolate the student away from other individuals until the parent arrives. If the student typically transports themselves and is able to do so, they can leave after the parents are notified. The coach or after school supervisor should notify the school nurse and building administrator of the illness.

8.3 Isolation Protocol

Isolation Room Protocol

1. Health staff assess a student with symptoms to determine if they need to be isolated.
2. If it is determined that the student needs to be isolated, make sure the isolation room is clear, proper PPE is accessed, and then escort the student into the room.
3. Only one student should be placed in an isolation room at a time. If an isolation room is occupied, the next room on the list should be accessed. If there ends up being more than one student in a room at a time, a floor to ceiling barrier should be between students.
4. Immediately contact the student's parents/ guardian to come pick up the child and any household members present at any other schools
5. Escort the student to the proper exit (maintaining at least 6 feet of social distance) when the parent arrives.

Isolation Determination

The student should be isolated in the following circumstances:

- The individual has taken any medications (for example, ibuprofen, Tylenol) to reduce fever in the last 24 hours
- The individual has tested positive for COVID-19, with or without having symptoms and have not yet finished their isolation period per public health recommendations
- The individual has been diagnosed with COVID-19 by a health care provider, and have not yet finished their isolation period per public health recommendations
- Within the last two weeks, the individual has come in close contact with anyone who has COVID-19
- Within the last 24 hours, the individual has experienced the following symptoms above their baseline:
 - Cough
 - Shortness of breath
 - Difficulty breathing
 - New loss of taste or smell
 - Fever of 100.4 degrees or higher
 - Vomiting
 - Diarrhea
 - At least two or more of the following symptoms:
 - Muscle or body aches
 - Headache
 - Sore throat
 - Fatigue
 - Congestion or runny nose
 - Nausea

*Updated 08/19/2020 based on guidance from Wisconsin Department of Health Services

Health Assessment Protocol

1. Make sure to put on all necessary PPE before entering the isolation room. This must include a face covering, a face shield, a gown, **AND** gloves.
2. Check the student's temperature, if you have not already done so.
3. Ask the student the following questions:
 - a. Do you have any of the following symptoms:
 - i. Fever/ chills
 - ii. Cough
 - iii. Shortness of breath or difficulty breathing
 - iv. Fatigue
 - v. Muscle or body aches
 - vi. Headache
 - vii. Loss of taste or smell
 - viii. Sore throat
 - ix. Congestion or runny nose
 - x. Nausea or vomiting
 - xi. Diarrhea
 - b. When did you first begin to notice the identified symptoms?
 - c. Has anyone in your household tested positive for COVID19 or have you been in direct contact with anyone who has tested positive for COVID 19 in the past 14 days?
4. **If the student has symptoms that meet the exclusionary protocol**, contact the student's parent/ guardian to inform them they need to pick up their child and any household members and verify answers from the questions asked in number 3b and 3c . Inform them that they must either wait at the entrance or call the school when they arrive, as they will not be allowed to enter the building.
5. Notify the office that the student will be going home so they can document the absence and contact someone from the Response Team to collect the student's belongings.
6. Observe the student from outside the isolation room until the parent arrives, unless they need immediate assistance.
7. When the parent arrives, escort the student to the front door. Provide the parent with guidance on next steps, including:
 - a. Contacting their child's pediatrician for further guidance
 - b. Contacting the Winnebago County Health Department
 - c. Inform parent that they will be notified when their child can return to school according to the recommendations from the Winnebago County Health Department

8.4 Protocol for Sending Home

Protocol for Sending Home

1. Contact the student's parent/ guardian to inform them they need to pick up their child. Inform them that they must either wait at the entrance or call the school when they arrive, as they will not be allowed to enter the building.
2. Notify the office that the student will be going home so they can document the absence and contact someone from the response team to collect the student's belongings.
3. Observe the student from outside the isolation room until the parent arrives, unless they need immediate assistance.
4. When the parent arrives, escort the student to the front door. Provide the parent with guidance on next steps, including:
 - a. Contacting their child's pediatrician for further guidance
 - b. Contacting the Winnebago County Health Department
 - c. Timeline on when student can return to school
5. **The guidelines recently released by the Wisconsin Department of Health Services indicate that if a child or staff member meet the symptom criteria for COVID-19, all siblings, household members, and other close contacts should follow the close contact guidelines that align with the specific situation. This would include a**

quarantine period where the student or staff member who is considered a close contact would not be able to return to school.

What to do if parents cannot be reached:

1. Make sure all parent contact and emergency contact numbers have been tried.
2. Try any other individuals with contact information listed in Infinite Campus for that student (Non-household Relationships).
3. Designate staff member(s) to conduct a home visit in an attempt to inform parents of the situation
4. Keep student in the isolation room until the parent can be reached.
5. If the parent cannot be reached after the school day has come to an end:
 - i. If the student walks or transports themselves to school, they can leave 30 minutes after the end of the school day. Health staff (or designee) must continue to attempt to contact parents after the school day. Inform the student they cannot return until further guidance can be given to the student's parent.
 - ii. If a student rides the school bus or utilizes public transportation to return home, arrangements must be made to transport the student home (call Kobussen).

What to do if the parent is contacted but does not have a way to pick up the student

1. If the student walks or transports themselves to school, they can leave immediately (if age appropriate).
2. If a student rides the school bus or utilizes public transportation to return home, arrangements must be made to transport the student home.
3. The parent can also designate someone to pick up their child.

What to do if the parent is contacted but refuses to pick up their child

1. Have a second staff member contact parent in an attempt to get them to pick up their child.
2. Notify the parent of other options for transport.
3. For early learning or elementary students (or any student who is too ill to be home alone), inform parents that non-emergency police department will be contacted if the parent or trusting adult is not home when the student arrives.

Return to School Guidelines for Students and Staff

The following criteria will be used in conjunction with consultation with the Winnebago County Health Department:

Students and staff who are NOT close contacts to a COVID-19 case

Students and staff who TEST NEGATIVE for COVID-19 infection and HAVE SYMPTOMS:

- The individual has been fever-free for 24 hours without the use of fever reducing medications
- If diagnosed with another condition, the individual must complete the exclusion period for the diagnosed disease/ illness. An alternative diagnosis is not required

* Negative PCR test results are required in order to return prior to the end of a designated quarantine period

Students and staff who TEST POSITIVE for COVID-19 infection and HAVE SYMPTOMS:

- The individual must isolate at home for at least 10 days since the first symptoms began AND be fever free without the use of fever-reducing medications for 24 hours AND with improvement in symptoms

Students and staff who TEST POSITIVE for COVID-19 infection BUT HAVE NO SYMPTOMS (asymptomatic):

- The individual must isolate at home for at least 10 days after the day the sample was collected

Students and staff who are NOT TESTED for COVID-19 infection but MEET THE SYMPTOM CRITERIA in Section 8.2:

- The individual must remain home at least 10 days since the first symptoms began AND be fever free without the use of fever-reducing medications for 24 hours AND with improvement of symptoms

- If diagnosed with another condition that explains the symptoms, such as influenza or strep throat, no isolation or quarantine of close contacts is necessary.

Students and staff who ARE close contacts to a COVID-19 case

- **Staff and students who are considered fully vaccinated (two weeks after final vaccine dose) no longer need to quarantine if they are identified as a close contact to someone who has symptoms of COVID-19 or who tests positive for COVID-19. However, they must still quarantine if they themselves experience symptoms of COVID-19 or test positive for COVID-19. Proof of vaccination may be required by staff and students in order to alter or eliminate quarantine timelines.**

Students and staff who REMAIN ASYMPTOMATIC during their quarantine period and are either NOT TESTED OR TEST NEGATIVE FOR COVID-19 infection:

- The individual must quarantine for 14 days from the date of the last exposure before returning to school
- If the exposure is to a household member and the case cannot properly isolate away from others at home, the last date of contact may be the last day of isolation for the case

Students and staff who REMAIN ASYMPTOMATIC during their quarantine period and test POSITIVE FOR COVID-19 infection:

- The individual must isolate at home for 10 days from the day the sample was collected

Students and staff who DEVELOP COVID-19 SYMPTOMS during quarantine and are NOT TESTED for COVID-19 infection:

- The individual must quarantine for 14 days after the last contact with the COVID-19 positive person. If the exposure is to a household member and the case cannot properly isolate away from others at home, the last date of contact may be the last day of isolation for the case
- The individual must also remain home for at least 10 days since the first symptoms began AND be fever free without the use of fever-reducing medications for 24 hours AND with improvement of symptoms
- THE CRITERIA IN BOTH OF THE ABOVE BULLETS MUST BE MET BEFORE RETURNING TO SCHOOL

Students and staff who DEVELOP COVID-19 SYMPTOMS during quarantine and TEST NEGATIVE for COVID-19 infection while symptomatic:

- The individual must quarantine for 14 days after the last contact with the COVID-19 positive person. If the exposure is to a household member and the case cannot properly isolate away from others at home, the last date of contact may be the last day of isolation for the case.
- The individual must also be fever-free for 24 hours without the use of fever-reducing medications AND if diagnosed with another condition, they must complete the exclusion period for the diagnosed disease/illness. An alternative diagnosis is not required
- THE CRITERIA IN BOTH OF THE ABOVE BULLETS MUST BE MET BEFORE RETURNING TO SCHOOL

Students and staff who DEVELOP COVID-19 SYMPTOMS during quarantine and TEST POSITIVE for COVID-19 infection while symptomatic can return to in-person instruction and school activities after meeting the following:

- The individual must isolate at home for at least 10 days since the first symptoms began AND be fever free without the use of fever-reducing medications for 24 hours AND with improvement in symptoms. Repeat testing is NOT recommended for making decisions about when people can return to work or school

The CDC recently released updated quarantine guidelines for individuals who are considered a close contact of someone who has COVID-19. While the recommended quarantine timeline is still 14 days, there are now alternative timelines that can be used when certain conditions are met. Since it would be difficult for students to meet the requirements that go along with the alternative timelines in the school setting, the district will only be using the alternative timelines for staff at this time.

In general, any OASD staff member who is found to be in close contact with someone who tests positive for COVID-19 will still be expected to quarantine for 14 days. There are circumstances that could allow the quarantine timeline to be shortened for staff members who remain asymptomatic after 10 days or asymptomatic and have a

negative PCR test result after 7 days. Any staff member who qualifies for the use of a shortened quarantine timeline **must strictly adhere to the following guidelines.** Failure to do so will result in them having to fulfill the entire 14 day quarantine period for close contacts.

- The staff member must monitor and document symptoms twice daily for what would otherwise be the full 14 day quarantine period (see the back of this form for the tracking sheet).
- If the staff member begins to experience any symptoms associated with COVID-19, they must immediately isolate and inform their health care provider, the local public health authority, and their building administrator. They would then need to follow any updated quarantine guidance provided by the local public health authority and/ or OASD.
- The staff member **MUST** strictly adhere to all COVID-19 safety measures that are in place, especially mask wearing and social distancing, at all times when at school. *Staff members who cannot wear a mask or cannot maintain 6 feet of distance from all other individuals at all times must instead complete the full 14 day quarantine period.*
- Staff members can only use the 7 day quarantine timeline for close contacts if they have received prior approval from their building administrator. In order to be eligible to return on day 8, the staff member must remain asymptomatic and have a negative PCR test result from a test sample taken on day 6 of the quarantine period or later.

8.5 Family Notification of Exposure Protocol

Legal Guidelines for Family Notification

FERPA/ HIPPA requirements regarding student identifying information

- **Can schools inform other students, parents, or staff if an individual who was in school tests positive for COVID-19?** School districts have the right to inform other students, their parents, and staff if an individual who was in school tests positive for COVID-19 so long as no personally identifiable information will be shared, including the individual's name, grade, or if they were a student or staff member. Additionally, other individuals must be absent for other reasons to ensure that a reasonable member of the school community could not easily identify those who may be absent due to COVID-19. For more information, reference this [FAQ](#) document from the Department of Education Student Privacy Policy Office [Recommendations/FAQs on Testing for Schools](#)

Health Department Role in Notification and Isolation

- **Should schools contact local and tribal health departments if they send a student or staff member home with COVID-19-like symptoms? Is it legal for schools to disclose this information to health departments?** School administrators are encouraged to work with their local and tribal health departments to establish a process for notifying the health department about suspected or confirmed cases, as notification preferences may vary between health departments. The Family Educational Rights and Privacy Act (FERPA) health or safety emergency exception permits schools to disclose PII from student education records to appropriate officials at a public health department without prior written consent. For more information, reference this [FAQ](#) document from the Department of Education Student Privacy Policy Office. Wis. Stat. 252.05(3) authorizes schools to disclose staff who are sent home with symptoms to the local health department [Recommendations/FAQs on Testing for Schools](#)

Family Notification Process

- Families will no longer be sent a notification when there is a positive case of COVID-19 confirmed in their child's school. However, the district's website contains a COVID-19 dashboard that tracks the number of active and cumulative COVID-19 cases and quarantines for each school in the district.
- Families will still be notified if their child was in close contact with someone who tested positive for COVID-19 or if their child's classroom or school will be closing for in-person instruction due to COVID-19.

Exposure Protocol

- Upon receiving information of a confirmed positive case, OASD district administration and the Winnebago County Health Department will be contacted
- Staff members and the parents of any student who is suspected of being exposed will be contacted immediately. If outside of the school day, inform the parent of the student/ staff member they cannot report to school and should follow the guidance provided by the Winnebago County Health Department (which could include self-isolating for 14 days or longer). If notification is received during the school day, develop a plan to isolate those who have been exposed before contacting parents to send students home. Staff members who have potentially been exposed can leave as soon as coverage is available. They should maintain at least 6 ft. of distance from any other individuals while they wait
- Begin creating a list of those potentially exposed (individuals who have been within 6 feet of the person for more than 15 minutes)
- Any individual who was exposed will have to follow all guidance provided by the Winnebago County Health Department for their particular situation. This could include self-isolating for 14 days or longer

8.6 Documentation and Communication Process to Identify Contacts

Documentation for Health Staff

A Google spreadsheet will be created for health staff members at each school that will allow them to track any student who reports symptoms, tests positive, or has been in direct contact with someone who tests positive for COVID-19. Since this spreadsheet will contain student specific information, no other staff members can have access to the document other than the building administrator and contact tracing designees

Documentation for health staff only with student specific information:

- Name of student
- Symptoms or date of contact with positive case
- Testing results including date tested
- Anticipated return date
- Close contacts (within 6 ft. for more than 15 min.)

Identification of Contacts

- Once it is determined that a student has tested positive for COVID-19 or has been isolated with symptoms, begin creating a contact list of those in the school who have potentially been within 6 ft. of the student for more than 15 minutes. The 15 minutes are cumulative, meaning the contact can be smaller chunks of time that total 15 minutes or more
- Contact tracing must include anyone who was a close contact in the 48 hours prior to the student or staff member experiencing symptoms or when they had their test sample taken (if asymptomatic)
- Teachers or other staff members may need to be notified in order to collect this information
- Identification of contacts should only be done for students who have tested positive for COVID-19. Students will be isolated at school and sent home if they meet any of the following criteria:
 - The individual has taken any medications (for example, ibuprofen, Tylenol) to reduce fever in the last 24 hours
 - The individual has tested positive for COVID-19, with or without having symptoms and have not yet finished their isolation period per public health recommendations
 - The individual has been diagnosed with COVID-19 by a health care provider, and have not yet finished their isolation period per public health recommendations
 - Within the last two weeks, the individual has come in close contact with anyone who has COVID-19
 - Within the last 24 hours, the individual has experienced the following symptoms above their baseline:
 - Cough
 - Shortness of breath

- Difficulty breathing
- New loss of taste or smell
- Fever of 100.4 degrees or higher
- Vomiting
- Diarrhea
- At least two or more of the following symptoms:
 - Muscle or body aches
 - Headache
 - Sore throat
 - Fatigue
 - Congestion or runny nose
 - Nausea

*Updated 08/19/2020 based on guidance

- The process should also be completed for any staff member who tests positive for COVID-19
 - The list of contacts and information can then be provided to the Winnebago County Health Department when needed
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