

# LANDER COUNTY SCHOOL DISTRICT PATH TO RECOVERY FOR K-12 SCHOOLS

<i>Level of Community Spread (as determined by state and local health officials)</i>	<b>SUBSTANTIAL SPREAD RECOMMENDATIONS</b>	<b>MINIMAL/MODERATE SPREAD RECOMMENDATIONS</b>	<b>LOW/NO SPREAD RECOMMENDATIONS</b>
<b>Practicing Prevention</b>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>Use social media and other communications to inform parents, students, and staff about COVID-19 symptoms, preventative measures, good hygiene, and school/district specific protocols</li> <li>Encourage COVID-19 testing</li> </ul> <p>CDC Guidance</p> <ul style="list-style-type: none"> <li>How to Protect Yourself and Others</li> <li>COVID-19 Symptoms</li> <li>COVID-19 and Children</li> <li>Communication Tools</li> </ul>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>Teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings</li> <li>Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas</li> <li>Post signage in classrooms, hallways, and entrances to communicate how to stop the spread, COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols.</li> <li>Clean/disinfect frequently touched surfaces at least daily and shared objects after each use</li> <li>Provide masks and other appropriate Personal Protective Equipment (PPE) to staff and students</li> <li>Allow students and staff to bring hand sanitizer and face masks/coverings to use from home</li> <li>Take steps to ensure all water systems and features are safe</li> <li>Turn off water fountains-- provide bottle filling stations, bottled water, or allow students and staff to bring water bottles from home. Personal water bottles will be provided through the SSR Mining Donation.</li> <li>Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff</li> <li>Conduct deep cleaning of schools prior to students/staff returning; schedule additional cleanings during weekends or school holidays/breaks</li> </ul> <p>CDC Guidance</p> <ul style="list-style-type: none"> <li>Reopening Guidance for Cleaning and Disinfecting Schools</li> <li>Guidance for Reopening Buildings After Prolonged Shutdown</li> </ul>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>Teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings</li> <li>Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas</li> <li>Post signage in classrooms, hallways, and entrances to communicate how to stop the spread, COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols.</li> <li>Clean/disinfect frequently touched surfaces at least daily and shared objects after each use</li> <li>Allow students and staff to bring hand sanitizer and face masks/coverings to use from home</li> <li>require staff to wear face masks/coverings, and other appropriate PPE</li> <li>Take steps to ensure all water systems and features are safe</li> <li>Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff</li> <li>Conduct deep cleaning of schools prior to students/staff returning; schedule periodic cleanings during weekends or school holidays/breaks (to the extent practicable)</li> </ul> <p>CDC Guidance</p> <ul style="list-style-type: none"> <li>Reopening Guidance for Cleaning and Disinfecting Schools</li> <li>Guidance for Reopening Buildings After Prolonged Shutdown</li> </ul> <p>Return to School</p> <ul style="list-style-type: none"> <li>Roadmap for Facilities</li> </ul>

<p><b>Transporting Students</b></p>	<p><b>School buildings are closed;</b> buses used to deliver meals to students and families</p> <p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>● Reduce contact by delivering a week’s worth of meals during a designated time and place (ex: delivering a week’s worth of meals every Monday)</li> </ul> <p><i>2Subject to future USDA meal waiver approval</i></p>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>● Provide hand sanitizer for students and bus drivers</li> <li>● Provide face masks for bus drivers; require students to wear face masks/coverings</li> <li>● Screen students and bus drivers for symptoms of illness and utilize spaced seating (to the extent practicable)</li> <li>● Eliminate field trips</li> <li>● Clean and disinfect frequently touched surfaces on the bus after each route is complete</li> <li>● Establish protocols for bus stops, loading/unloading students to minimize congregation of children from different households</li> </ul> <p>CDC Guidance</p> <ul style="list-style-type: none"> <li>● What Bus Operators Need to Know</li> </ul>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>● Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> <li>○ Providing hand sanitizer for students and bus drivers</li> <li>○ requiring bus drivers and students to wear face masks/coverings</li> <li>○ Limiting field trips (to areas of limited/low transmission)</li> <li>○ Inspecting buses prior to students returning and as part of a regular rotation</li> <li>○ Cleaning and disinfecting frequently touched surfaces on the bus at least daily</li> <li>○ Airing out buses when not in use</li> </ul> </li> </ul>
<p><b>Entering School Buildings<sup>3</sup></b></p> <p><sup>3</sup><i>School Calendars: Local school districts have authority over school calendars – meaning they have full authority to set start and end dates, holidays/breaks, and school hours, provided instructional requirements are met.</i></p>	<p><b>School buildings are closed;</b> districts should require only that <i>essential staff</i> report in-person to carry out functions that are <i>absolutely necessary</i>.</p> <p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>● District/school leaders must remain vigilant and purposeful as they determine roles, responsibilities, and reporting requirements for staff, refraining from blanket reporting requirements</li> <li>● District/school leaders should leverage virtual tools and platforms wherever possible to conduct essential business and keep in-person reporting to an absolute minimum during school closures</li> </ul>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>● Post signage in classrooms, hallways, and entrances to communicate how to stop the spread, COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols.</li> <li>● Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (see When a Child, Staff Member, or Visitor Becomes Sick at School)</li> <li>● Mark spaced lines to enter the building and designate entrance and exit flow paths</li> <li>● Screen students and staff (to the extent practicable): <ul style="list-style-type: none"> <li>○ Ask students pertinent CoVid screening questions</li> <li>○ Continually encourage parents to keep sick children at home</li> <li>○ Isolate and send home if internal temperature over 100.4°F (38°C)</li> <li>○ Consider safety and privacy concerns (confidentiality should be maintained)</li> </ul> </li> <li>● Establish a protocol for visitors: calling the front office before entering, screening visitors, requesting use of face coverings/masks, etc. Restrict nonessential visitors and volunteers.</li> <li>● Establish a protocol for student pick up/drop off: staggered entry and release (by grade)</li> </ul>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>● Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> <li>○ Provide hand sanitizer for students and staff</li> <li>○ Limit unnecessary congregations of students and staff</li> <li>○ Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols</li> <li>○ Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (see When a Child, Staff Member, or Visitor Becomes Sick at School)</li> <li>○ Establish a protocol for visitors: calling the front office before entering, screening visitors, requesting use of face coverings/masks, etc.</li> </ul> </li> </ul> <p>American Health Care Association</p> <ul style="list-style-type: none"> <li>● COVID-19 Screening Checklist for Visitors</li> </ul> <p>Society for Human Resources Management (SHRM)</p> <ul style="list-style-type: none"> <li>● Coronavirus Warning Poster for Entrances</li> </ul>

<p><b>Serving Meals</b></p>	<p>School buildings are closed.</p> <p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>● Practice established social distancing protocols to the greatest extent practicable</li> <li>● Provide PPE to participating staff</li> <li>● Reduce contact by delivering a week’s worth of meals during a designated time (ex: delivering a week’s worth of meals every Monday)<sup>2</sup></li> <li>● Distribute printed instructional packets/ materials and district/school communications along with meals</li> </ul> <p><i><sup>2</sup>Subject to future USDA meal waiver approval</i></p>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>● Allow student hand washing before and after meal service</li> <li>● Provide hand sanitizer for students and staff</li> <li>● Use disposable plates, utensils, etc. as practicable</li> <li>● Mark spaced lines to enter the cafeteria and serving lines (to the extent practicable); designate entrances and exit flow paths; stagger use</li> <li>● Conduct cleaning of cafeterias and high-touch surfaces throughout the school day</li> </ul> <p><b>Alternative Serving Models:</b></p> <ul style="list-style-type: none"> <li>● Serving meals in designated areas</li> <li>● Serving meals in cafeterias with: <ul style="list-style-type: none"> <li>○ Spaced serving lines (marked on floors)</li> <li>○ Spaced seating (utilize outdoor space as practicable and appropriate)</li> <li>○ Longer meal periods for more staggered meal delivery (utilizing state seat time waiver to extend meal periods)</li> <li>○ Consider pre-packaged boxes or bags for each student instead of traditional serving lines. Avoid sharing of foods and utensils.</li> </ul> </li> </ul>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>● Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> <li>○ Providing hand sanitizer for students and staff</li> <li>○ requiring students and staff to wear face masks/coverings while in large group gatherings</li> <li>○ Conducting cleaning of cafeterias and high-touch surfaces throughout the school day</li> </ul> </li> </ul>
<p><b>Transitioning</b></p>	<p>School buildings are closed.</p>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>● Limit mixing between groups (to the extent practicable)</li> <li>● For class changes and other transitions throughout the school day: <ul style="list-style-type: none"> <li>○ Provide additional time for transitions (utilizing state seat time waiver to extend transition period)</li> <li>○ Designate areas of the hallway (i.e. lanes) as flow paths to keep students separated and to minimize congregation of students</li> <li>○ Plan staggered class (ex: by hall, odd/even room numbers, grade)</li> <li>○ Have the same group of students stay with the same staff (all day for young children and as much as feasible for older children) as practicable</li> </ul> </li> </ul>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>● Implement standard operating procedures while taking preventive measures for <ul style="list-style-type: none"> <li>○ requiring students and staff to wear face masks/coverings while in large group gatherings</li> <li>○ Conducting cleaning of hallways and high-touch surfaces throughout the school day</li> <li>○ Designating areas of the hallway (i.e. lanes) to walk to keep students separated (to the extent practicable)</li> </ul> </li> </ul>

<p><b>Conducting Large Group Gatherings</b></p>	<p><b>School buildings are closed.</b> Abide by the maximum number of people allowed to congregate as defined by the Governor’s current statewide Executive Order</p>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>Abide by the maximum number of people allowed to congregate as defined by the Governor’s current statewide Executive Order</li> <li>Discourage the congregation of students in parking lots and common areas</li> <li>Stagger the schedule for large group gatherings (i.e. recess and school meals)</li> <li>Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing</li> </ul>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> <li>Providing hand sanitizer for students and staff</li> <li>requiring students and staff to wear face masks/coverings</li> <li>Limiting unnecessary congregations of students and staff</li> <li>Follow Nevada Interscholastic Activities Association guidelines for sporting events and practices</li> </ul> </li> </ul>
<p><b>Supporting Teaching and Learning</b></p>	<p><b>School buildings are closed.</b>  <b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>Implement a robust Distance Learning Plan</li> <li>Distribute printed instructional packets/materials and district/school communications along with meals; designate and communicate collection/drop off points.</li> </ul> <p><b>BMES PLAN</b></p> <ul style="list-style-type: none"> <li>Students will continue on Schools PLP at home with teacher contact via email, Google Meets, and/or phone. Each student must have at least once-a-week contact with a teacher. Contact will be attempted daily.</li> <li>Student quizzes and tests will be taken at predetermined times proctored by teachers via Google Meets.</li> <li>Students with an IEP will have set aside sessions with SPED Staff via Google Meets to meet the requirements of their IEP.</li> </ul> <p><b>ELJH PLAN</b></p> <ul style="list-style-type: none"> <li>Students will continue on Schools PLP at home with teacher contact via email, Google Meets, and phone. Each student must have at least once-a-week contact with a teacher. Contact will be attempted daily.</li> </ul>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>Survey families to gauge which students may want to conduct their schooling virtually for the 2020-2021 school year; schools can offer their own online courses or enroll students through Schools PLP (schools earn FTE while student learns from their home school)</li> </ul> <p><b>Traditional Instructional Model</b></p> <ul style="list-style-type: none"> <li>Schools can deliver traditional instruction under Minimal/Moderate Spread by implementing the recommendations outlined in this guidance. <b>District or school-wide distance/remote learning is allowable and a local decision.</b></li> <li>Use the master schedule to balance class numbers as much as possible – maximize social distancing (to the extent practicable)</li> <li>Limit physical interaction through partner or group work</li> <li>Establish distance between the teacher’s desk/board and students’ desks</li> <li>Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing</li> </ul> <p><b>Hybrid Instructional Models</b></p> <ul style="list-style-type: none"> <li>Hybrid models should only be implemented if absolutely necessary and after factoring in additional logistical requirements/costs as well as day care requirements placed on working families and unnecessary burden on staff. Consider allowing special education students to continue in person instruction as these students often rely on daily routines and social interactions to address their individual learning needs.</li> </ul> <p><b>IF SOCIAL DISTANCING IS AT 6 FEET:</b></p> <p><b>BMES PLAN</b></p> <ul style="list-style-type: none"> <li>A/B schedules</li> </ul>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> <li>Providing hand sanitizer for students and staff</li> <li>Conducting cleaning of classrooms and high-touch surfaces each day</li> <li>Limiting physical interaction through partner or group work</li> <li>Surveying families’ interest in continuing online learning to reduce number of students requiring face-to-face, traditional instruction</li> </ul> </li> </ul> <p><b>BMES PLAN</b></p> <ul style="list-style-type: none"> <li>All students will attend 4 days per week</li> <li>Teachers will utilize the Schools PLP curriculum along with Google Classroom. All tests and quizzes will be taken at the school.</li> <li>Daily Intervention for students struggling or falling behind in all core subject areas.</li> <li>All extra school activities such as; Donuts with Dads, Muffins with Moms, Music Programs, Youth Basketball, etc. will be looked at on a case by case basis to ensure federal, state and local guidelines are being followed.</li> <li>School visitors/volunteers in classrooms/lunchroom may be limited to adhere to social distancing protocols. As soon as deemed safe, visitors/volunteers may resume.</li> </ul> <p><b>ELJH PLAN</b></p> <ul style="list-style-type: none"> <li>A/B Schedules</li> <li>Alternating Days: Continuous A/B schedule - school year calendar showing appropriate days will be disseminated to all parties.</li> <li>Students will be placed in an A or B group- trying to accommodate families across all schools with the same schedules.</li> </ul>

<p style="text-align: center;"><b>Supporting Teaching and Learning</b></p>	<p>- Student quizzes and tests will be taken at predetermined times proctored by teachers via Google Meets.</p> <p>- Students with an IEP will have set aside sessions with SPED Staff via Google Meets to meet the requirements of their IEP.</p> <p><b>BMHS PLAN</b></p> <p>- Students will continue with an online curriculum at home (Schools PLP, teacher created online resources, etc) at home with teacher contact via email, Google Meets, and phone. Each student must have at least once-a-week contact with a teacher. Contact will be attempted daily.</p> <p>- Student quizzes and tests will be taken at predetermined times proctored by teachers via Google Meets.</p> <p>- Students with an IEP will have set aside sessions with SPED Staff via Google Meets to meet the requirements of their IEP.</p>	<ul style="list-style-type: none"> <li>○ Alternating Days: Continuous A/B schedule - school year calendar showing appropriate days will be disseminated to all parties.</li> <li>○ Students will be placed in an A or B group - trying to accommodate families across all schools with the same schedules.</li> <li>○ Students will utilize the Schools PLP curriculum with teacher guidance, assistance and intervention. All tests and quizzes will be taken at the school.</li> <li>○ Daily Intervention for students struggling or falling behind in all core subject areas.</li> <li>○ School visitors/volunteers in classrooms/lunchroom may be limited to adhere to social distancing protocols</li> </ul> <p><b>IF SOCIAL DISTANCING IS AT 3 FEET: BMES PLAN</b></p> <ul style="list-style-type: none"> <li>○ All students may attend 4 days per week</li> <li>○ Teachers will utilize the Schools PLP curriculum along with Google Classroom. All tests and quizzes will be taken at the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will utilize the Schools PLP curriculum with teacher guidance, assistance, and intervention. All tests and quizzes will be taken at the school. Students are able to move ahead of the suggested pacing if they are able.</li> <li>• Daily Intervention for students struggling or falling behind in all core subject areas.</li> <li>• Project Based Learning will be used for 2 weeks each month to ensure collaboration, creativity, and communication skills are developed.</li> <li>• School will start using an A/B schedule as described above. As soon as it is deemed safe and the education plan is established and practiced, the school will move to every student attending every day.</li> <li>• All extra school activities such as; Donuts with Dads, Muffins with Moms, Music Programs, Youth Basketball, etc. will be looked at on a case by case basis to ensure federal, state and local guidelines are being followed.</li> </ul>
<p style="text-align: center;"><b>Supporting Teaching and Learning</b></p>		<ul style="list-style-type: none"> <li>○ Daily Intervention for students struggling or falling behind in all core subject areas.</li> <li>○ School visitors/volunteers in classrooms/lunchroom may be limited to adhere to social distancing protocols.</li> </ul> <p><b>IF SOCIAL DISTANCING IS AT 6 FEET: ELJH PLAN</b></p> <ul style="list-style-type: none"> <li>• A/B schedules <ul style="list-style-type: none"> <li>○ Alternating Days: Continuous A/B schedule - school year calendar showing appropriate days will be disseminated to all parties.</li> <li>○ Students will be placed in an A or B group - trying to accommodate families across all schools with the same schedules.</li> <li>○ Students will utilize the Schools PLP curriculum with teacher guidance, assistance and intervention. All tests and quizzes will be taken at the school.</li> </ul> </li> </ul>	<p><b>BMHS PLAN</b></p> <ul style="list-style-type: none"> <li>• A/B Schedules <ul style="list-style-type: none"> <li>○ Alternating Days: Continuous A/B schedule - school year calendar showing appropriate days will be disseminated to all parties.</li> <li>○ Students will be placed in an A or B group - trying to accommodate families across all schools with the same schedules.</li> <li>○ Students will receive direct instruction; plus virtual/online resources with teacher guidance, assistance and intervention. All tests and quizzes will be taken at the school. Students may be able to move ahead of the suggested pacing depending on the program the teacher utilizes.</li> <li>○ Daily Intervention for students struggling or falling behind in all core subject areas.</li> <li>○ School will start using an A/B schedule as described above. As soon as it is deemed</li> </ul> </li> </ul>

## Supporting Teaching and Learning

Students are able to move ahead of the suggested pacing if they are able.

- Daily Intervention for students struggling or falling behind in all core subject areas.
- Project Based Learning will be used for 2 weeks each month to ensure collaboration, creativity, critical thinking and communication skills are developed.
- All extra school activities will be looked at on a case by case basis to ensure federal, state and local guidelines are being followed.

### IF SOCIAL DISTANCING IS AT 3 FEET: ELJH PLAN

- A/B Schedules
  - Alternating Days: Continuous A/B schedule - school year calendar showing appropriate days will be disseminated to all parties.
  - Students will be placed in an A or B group - trying to accommodate families across all schools with the same schedules.
  - Students will utilize the Schools PLP curriculum with teacher guidance, assistance and intervention. All tests and quizzes will be taken at the school. Students are able to move ahead of the suggested pacing if they are able.
  - Daily Intervention for students struggling or falling behind in all core subject areas.
  - Project Based Learning will be used for 2 weeks each month to ensure collaboration, creativity, critical thinking and communication skills are developed.
  - School will start using an A/B schedule as described above. As soon as it is deemed safe and the education plan is established and practiced, the school will move to every student attending every day.
  - All extra school activities will be looked at on a case by case basis to ensure federal, state and local guidelines are being followed.

### IF SOCIAL DISTANCING IS AT 6 FEET: BMHS PLAN

- A/B schedules

safe and the education plan is established and practiced, the school will move to every student attending every day.

- All extra school activities such as; Donuts with Dads, Muffins with Moms, Music Programs, Youth Basketball, etc. will be looked at on a case by case basis to ensure federal, state and local guidelines are being followed.
- Decisions concerning athletics will be made in conjunction with the NIAA.

**Supporting  
Teaching and  
Learning**

- Alternating Days: Continuous A/B schedule - school year calendar showing appropriate days will be disseminated to all parties.
- Students will be placed in an A or B group - trying to accommodate families across all schools with the same schedules.
- Students will receive direct instruction; plus virtual/online resources with teacher guidance, assistance and intervention. All tests and quizzes will be taken at the school. Students may be able to move ahead of the suggested pacing depending on the program the teacher utilizes.
- Daily Intervention for students struggling or falling behind in all core subject areas.
- All extra school activities will be looked at on a case by case basis to ensure federal, state and local guidelines are being followed.

**IF SOCIAL DISTANCING IS AT 3 FEET:  
BMHS PLAN**

- A/B Schedules
  - Alternating Days: Continuous A/B schedule - school year calendar showing appropriate days will be disseminated to all parties.
  - Students will be placed in an A or B group - trying to accommodate families across all schools with the same schedules.
  - Students will receive direct instruction; plus virtual/online resources with teacher guidance, assistance and intervention. All tests and quizzes will be taken at the school. Students may be able to move ahead of the suggested pacing depending on the program the teacher utilizes.
  - Daily Intervention for students struggling or falling behind in all core subject areas.
  - School will start using an A/B schedule as described above. As soon as it is deemed safe and the education plan is established and practiced, the school will move to every student attending every day.
  - All extra school activities will be looked at on a case by case basis to ensure federal, state and local guidelines.
  - Decisions concerning athletics will be made in conjunction with the NIAA.

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