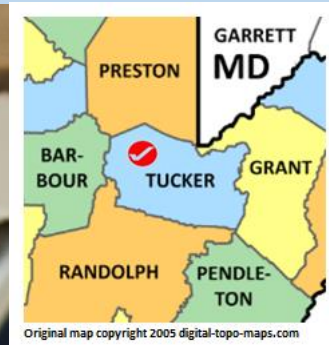


Reopening Tucker County High School

Beyond COVID-19



Reopening Tucker County High School

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in collaboration with

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August 3, 2020

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Letter to Parents

Dear parents:

The COVID-19 pandemic has changed our world and, specifically, education more dramatically than any other recent event in our history. The new normal of school operations may be measured in terms of before and after the pandemic. High School operations are changing to include increased health and hygiene measures such as wearing masks, temperature checks, handwashing, frequent sanitation, and social distancing.

Reduced class sizes can be expected, consisting of students placed in the smallest classes possible with desks that are placed 3.2 feet apart. Large school dances and social functions will not be possible. Special curriculum areas may be offered remotely via video chat along with parent/teacher conferences, discipline conferences, 504, and IEP meetings. Adjustments in parental involvement in school activities must occur since people can no longer freely enter the school buildings without assessment.

There are a lot of areas that need to be addressed, and I will keep you apprised of any new developments. I wish you the best during this difficult time and want to assure you that my staff and I will do our utmost to make Tucker County High School a safe and memorable learning experience for your children.

David Koritko

Principal

West Virginia Rules for Reopening Schools

Per Governor Jim Justice of West Virginia, schools and counties are required to:

- Provide social distancing floor/seating markings in waiting and reception areas.
- Mark or designate six feet of spacing to remind students and staff to always stay six feet apart in lines and at other times when they may congregate
- Provide marks on the floors of restrooms and locker rooms to indicate proper social distancing
- Limit nonessential visitors and activities involving external groups or organizations
- Monitor arrival and dismissal of students to discourage congregating and ensure students report directly to classrooms or designated areas
- Develop policies and procedures to address appropriate social distancing to accommodate essential parent/ guardian meetings, such as IEPs, disciplinary action, etc

Additional Tucker County High School Concerns

In addition, the following rules will be put into place and adhered to at the high school:

- Prohibit outside food from being delivered to students on campus
- Procure permission slips for student drivers and names of authorized persons riding in the vehicle, signed by parents
- Move outside picnic tables to location adjacent to cafeteria
- Use other areas as an additional overflow cafeteria seating area to ensure social distancing
- Adjust schedule of staff and paraprofessionals to provide additional student coverage during lunch and student arrival and departure
- Stagger lunch times to reduce the number of student in the food line at one time
- Create bathroom schedules limiting the number of students in the school lavatories
- Prohibit non-essential visitors in the school building
- Eliminate cross-school transfer of special programs, including gifted and social service students
- Hold IEP's 504s teleconferences
- Identify individuals with chronic health conditions
- Adjust CTE classes, to accommodate COVID-19 safety precautions
- Keep traffic in the office areas and nurse's office to a minimum
- Have teachers contact the nurse's office before sending students to the school nurse
- Policies, procedures and schedules subject to changed based on changing dynamics of COVID-19

Plan for Reopening Tucker County High School

Tucker County High School Strategic Goals for Safe Reopening Fall 2020

1. Safety of Students, teachers, and staff
2. Maximize face to-face instruction
3. Provide social-emotional support to students, teachers, and staff
4. Communicate concisely and frequently with all stakeholders
5. Deploy school resources strategically
6. Adapt to ever-changing conditions and requirements

TCHS Management Actions Items:

- Teacher feedback to plans and implementation strategies
- Virtual conferencing and video chats protocols and program initiatives
- Teachers having time to prepare and organize and provide timely announcement of work/assignments
- Teachers having consistent virtual office hours to respond to student and parent requests
- Virtual learning can be difficult for students with disabilities so added special ed support provided
- Some teachers are prepared to use technology while others will require more training.
- Teachers and staff need more professional learning time to explore online resources
- Teachers and students need more training on the use of devices and learning programs
- Reliable internet access for all students
- Development of a robust online instructional delivery system within 2 years (Blackboard)
- In-school technology support for students and teachers
- School staffing flexibility and availability based on COVID-19 – teachers and substitutes in class

TCHS August-September Priorities:

1. Re-establishing relationships and routines with new principal
2. Teacher training on technology platforms – Google Classrooms, I-Ready, Teams, Smore
3. Teacher preparation of new virtual on-line syllabus
4. Teacher classroom instructional material prep and delivery to platform for team review
5. Teacher & staff social & emotional well-being program implementation
6. Special Education assessments of student supports & academic progress
7. Assessing potential learning loss by students and determining remediations
8. Intensified safety & health measures to prevent the spread of COVID-19

Hybrid Model:

Should five-day normal school routine need to be reduced. Students will be divided into two cohorts allowing 50% of the students to attend school under social distancing restrictions while the other 50% learn at home. This combines face-to-face and virtual learning.

Students are broken down into cohorts by alphabetical listing and placed into either “A” or “B” Cohort which will designate the days of the week in which they have face-to-face instruction. School staff will consider student placement into cohorts with the following priorities:

- Academic needs
- Course selection
- School-age siblings
- Special education needs
- Student mode of transportation

Teacher Prep & Student Support Friday:

Teachers will prepare class materials for the next week, grade student submissions and make time available for virtual office hours to assist students with questions and answers.

Hybrid Model Heavy Cleaning Day: Friday

The health and safety of students and staff are Tucker County High School's first priority.

The school will be cleaned and disinfected each day with special emphasis on frequently touched surfaces. The absence of students will allow custodian teams to clean and disinfect the school for the upcoming school programs on the following Monday. Cleaning will occur each evening and teachers will also assist by disinfecting their specific classroom areas.

Tucker High School COVID-19 Symptoms Protocols

Tucker County High School’s protocols for dealing with a COVID-19 event in the school around three major principles: communicating the event to administrators and parents, isolating and transporting the infected individual to ensure his/her safety and that of the school body, and ensuring that the school environs are thoroughly cleaned and disinfected if such an event occurs.

Communicate	Isolate & Transport	Clean & Disinfect
The school nurse and the administrative secretary will implement a communication process when notified by teachers, staff, or parents of individuals in the school exhibiting COVID-19 symptoms, a COVID-19 positive test, or possible exposure to a person or persons with COVID-19 within the last 14 days.	School staff will immediately separate the individual presenting COVID-19 symptoms, a COVID-19 positive test, or possible exposure to a person or persons with COVID-19 within the last 14 days <u>at the school</u> . Individuals who are sick should go home or to a healthcare facility depending on how severe their symptoms are and follow CDC guidance for caring for oneself and others who are sick.	Close off areas used by possible COVID-19 students or staff and do not use these areas until after cleaning and disinfecting. Wait at least 24 hours before cleaning and disinfecting a contaminated space. Mark the space with special tape as quarantined.

Communicate.

The school nurse and the administrative secretary will implement a communication process when notified by teachers, staff, or parents of individuals in the school exhibiting COVID-19 symptoms, a COVID-19 positive test, or possible exposure to a person or persons with COVID-19 within the last 14 days. **Teachers will refer to WV Association of School Nurses Appendix G Matrix.**

Activate Contact Alerts through both phone and email, in the following order:

1. School Principal & Administrative staff – Asst Principal, Counselor, Nurse
2. Superintendent
3. Parent
4. Mr. Snyder – Tucker Health Department

The school nurse will work together with Tucker health department personnel to implement a contact tracing process, as necessary.

The high school will follow guidance from Mr. Snyder, the CDC and the WV Department of Health. The CDC describes the following:

When someone gets sick:

- Advise staff and families of sick student guidelines and home isolation criteria
- Sick staff members or students will not return until they have met CDC’s criteria to discontinue home isolation

Isolate & Transport.

Make sure that school staff and student families know that they (staff) or their children (families) should not come to school, and that they should notify the high school principal & nurse if they (staff) or their

child (families) become sick with COVID-19 symptoms, test positive for COVID-19, or have been exposed to someone with COVID-19 symptoms or a confirmed or suspected case.

School staff will **immediately separate the staff person or the students** presenting COVID-19 symptoms (such as fever, cough, or shortness of breath) at school.

Individuals who are sick should go home or to a healthcare facility depending on how severe their symptoms are and follow CDC guidance for caring for oneself and others who are sick.

An **isolation room** has been designated on the first floor by main entrance as a space to separate anyone who has COVID-19 symptoms or tests positive but does not have symptoms. School nurses and school staff should use Standard and Transmission-Based Precautions when caring for sick students.

Procedures for **safely transporting anyone who is sick** to their home or to a healthcare facility will be posted on the school website, at the attendance office or with the school nurse.

A new policy will be to contact parents or guardians to pick-up ill students ASAP and not longer than 60 minutes once notified by the school. Should the nurse, teacher or administrator determine the parent is unable to pick-up the student then a call to 911 for ambulance support is required. If a teacher or admin decide to call an ambulance or are bringing someone to the hospital, call the hospital/clinic first to alert them that the person may have COVID-19.

The school nurse should establish a procedure for students who receive daily medications during the school day.

Administrators working with the school leadership team will develop a flowchart regarding when to isolate and send home sick students.

Students are required to present a doctor's note for return to school that they are clear of COVID-19.

Create procedures for students/staff who may arrive to school with illness and send home as soon as possible to avoid spread of infection.

Clean & Disinfect.

Close off areas used by possible COVID-19 students or staff and do not use these areas until after cleaning and disinfecting.

Wait at least 24 hours before cleaning and disinfecting a contaminated space. Mark the space with special tape as quarantined. If it is not possible to wait 24 hours to clean the space, wait as long as possible. Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from students.

Notify Tucker Health Department and Close Contacts:

1. Principal will notify local health officials, staff, and families immediately of any case of COVID-19 while **maintaining confidentiality** in accordance with the Americans with Disabilities Act (ADA).
2. Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self- monitor for symptoms and follow CDC guidance if symptoms develop.

Follow Disinfection Protocols in next section.

Tucker High School COVID-19 Prevention Protocols

There are several procedures which will have to be maintained on a daily basis in order to prevent the spread of COVID-19, even when there is no immediate emergency.

DISINFECTION:

Disinfection Protocols:

- Clean and disinfect frequently touched surfaces (e.g., gym equipment, door handles, sink handles, bathroom sinks) within the school and on school buses at least daily or between use as much as possible. Use of shared objects (e.g., gym or physical education equipment, art supplies, calculators) should be limited when possible, or cleaned between uses.
- With leadership team develop a schedule for increased, routine cleaning and disinfection.
- Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children. Use products that meet EPA disinfection criteria.
- Discourage students from sharing of items that are difficult to clean or disinfect.
- Cleaning products should not be used near students, and staff should ensure that there is adequate ventilation when using these products to prevent students or themselves from inhaling toxic fumes.
- Keep each students' belongings separated from others (e.g., no backpacks)

Disinfect CTE equipment and workspaces

CTE teachers will advise administration on a process and schedule to disinfect CTE equipment. It may be impractical to individually disinfect all CTE items such as nails, wires, clay, etc. As a result, it is recommended that CTE students wear disposable gloves, face masks, and aprons at all times when working with CTE equipment.

SPACING & CLASSROOM LAYOUT:

- Space seating/desks at least 6 feet apart when feasible.
- Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.

Staff will teach and reinforce use of cloth face coverings. Face coverings should be worn by staff and students as feasible and are most essential in times when physical distancing is difficult. Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently. Information should be provided to staff on proper use, removal and washing of cloth face coverings.

- Install physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least 6 feet apart in lines and at other times (e.g. guides for creating "one way routes" in hallways).
- Stagger use and clean and disinfect between use in shared spaces such as dining halls.

FOOD SERVICES:

- No meals in classrooms except breakfast and special study groups
- No outside deliveries from local restaurants or from home
- Enforce strict handwashing with soap and water after food contact

- Disinfect surfaces after food contact is made
- Institute “do not share” food policy among students
- Before school resumes, teachers will review food allergy and 504 plans for all children with food allergies.
- Teachers should refresh their understanding of food allergies, including symptoms of allergic reactions to food.
- Ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot or in a dishwasher. Individuals should wash their hands after removing their gloves or after directly handling used food service items.
 - Staff who are at higher risk for severe illness (including older adults and people of all ages with certain underlying medical conditions) can request modified job responsibilities that will limit their exposure risk). This means other assigned duties that must still be performed.
 - Consult with kitchen staff to create a plan in the event of positive cases of COVID-19 in the food and nutrition staff and/or increased volume of staff absenteeism.
 - Staff and students are encouraged to bring their own water to minimize use and touching of single dispensers.
- Teachers will demonstrate and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students.

TRANSPORTATION:

- Consideration should be made to allow an increased number of parents to transport their own children to and from school due to health concerns and/or parents being out of work or unemployed.
- Junior and Senior students will be provided the opportunity to drive to school if they have obtained an unrestricted driver’s license and pay \$45 permit fee. Parental signature, insurance, signed waivers are required. Students who violate any safety or process rules of the high school will lose their right to drive to school and will not receive a refund for their permit fees.

Other Considerations

COMMUNICATIONS and PUBLIC RELATIONS:

- Determining the key messages provides a reference point for all communication updates. For example:
- All students, educators, and staff should feel comfortable and safe in their school environments.
- Student learning is paramount.
- Reflection on recent experiences with distance learning has informed the recovery planning.
- We are moving quickly, and we must stay flexible; we will explore, reflect, and acquire new knowledge to ensure continuous improvements are achieved.

SPECIAL EDUCATION:

The provision of special education and related services operates within the broader context of the general education curriculum and instruction, which continues to be a driver. Though this situation has impacted the ability of local public agencies to fully implement some students' Individualized Education Programs (IEPs), it is important to remember that a Free Appropriate Public Education (FAPE) continues to be the touchstone for the IEP process, including special education eligibility and services during the extended school closures. It will be essential to provide FAPE and the provision of early intervention and special education services (IDEA) to the greatest extent possible.

- Addresses student-specific needs arising from the transition back into school buildings
- Considers whether a student has experienced a regression of skills and/or lack of progress
- If regression and/or a lack of progress is present, identifies opportunities for recovery, including additional, new, or different services and accommodations.

SUPPORT PROGRAMS - DUAL ENROLLMENT:

Our programs with Eastern Community College allows us to increase the number of students participating in dual enrollment programs at the high school and local college. This allows the student to earn credits that apply to both high school diploma requirements and college graduation requisites. Efforts will be taken to maintain student access to technologies to access online learning based on student individual needs.

FAMILY OUTREACH:

As students return to school, the school counselor will continue to reach out to families and connect them with the vital services that they need. Our school counselor will support families in ensuring that students are attending school daily; referring families for expanded mental health services; connecting families to organizations that provide essential services and crisis supports.

PROFESSIONAL LEARNING:

Remote learning is new and teachers will need to be trained on the best methodologies to deliver instruction via the web. Through additional professional learning opportunities including online training, educators will be able to transfer their high-quality teaching practices to the virtual environment.

Efforts to improve teacher content delivery at Tucker High will include:

- Project based learning
- Writing effective lesson plans
- Training on Microsoft Teams
- Enhanced usage of Outlook
- Google Classrooms
- I-ready assessments

MENTAL HEALTH

- Support services for loss of any staff, students, or family
- If the Tucker HS community has experienced a loss of life, establish a “safe room” as needed within the school for counseling service provision
- Hold faculty and staff meetings that provide information on signs and symptoms of stress that can be observed in students, faculty, and staff
- Communicate counseling support services available to students
- Work with faculty and staff on identifying families in need of long term physical and mental health support and intervention and provide resources to families

SCHOOL COUNSELOR

- Make a presentation to transitioning school students. For example, counselor and staff hold a virtual welcome to 9th grade.
- Create classroom guidance lessons on transitioning to High School. (e.g., students practice opening locks on lockers)
- Prepare to offer real tours and meetings for transitioning students when it is safe to do so.
- Provide individual counseling to students who express fears, loss, anxiety and/or signs of depression
- Refer students to outside counseling as needed
- Observe and talk to students who may have signs of abuse or neglect. Use referral processes to secure help for the student and family
- Review and create a plan in case of a sudden closing of schools due to resurgence of the virus.
 - How to reach homeless students, student without internet services, etc.
 - How to stock up on needed supplies should the virus return
 - Communication strategies for parents, students, staff and teachers

PRIORITIES OF FACILITIES MANAGEMENT

- Review procedures for sending ill persons home from the school facility
- Is locker use allowed, if not, secure from use
- Determine distance and flow paths through facility, mark flooring, walls appropriately
- Determine communication and outreach methods to students and parents for notification of information
- Determine a “Use of restroom” policy that maintains distancing,
- Communicate processes to Faculty/Staff/Students proper hygiene techniques
- Communicate the “Use of restroom” policy to students
- Post signage within restrooms on proper hygiene practices
- Provide communication to students, parents on new academic policies in place

SCHEDULE FOR REOPENING – PHASED APPROACH

PHASE 1	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast (8:04 – 8:09 am)	All students	All students	All students	All students	All students
1st block (8:09 - 9:31 am)	All students	All students	All students	All students	All students
2nd block (9:36 - 11:03 am)	All students	All students	All students	All students	All students
Lunch A and B (11:06 am - 12:10 pm)	All students	All students	All students	All students	All students
3rd block (12:14 – 1:41 pm)	All students	All students	All students	All students	All students
4th block (1:45 – 3:12 pm)	All students	All students	All students	All students	All students

In school

Remote

PHASE 2	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast (8:04 – 8:09 am)	All students	All students	All students	All students	All students
1st block (8:09 - 9:31 am)	All students	All students	All students	All students	All students
2nd block (9:36 - 11:03 am)	All students	All students	All students	All students	All students
Lunch A and B (11:06 am - 12:10 pm)	All students	All students	All students	All students	All students
3rd block (12:14 – 1:41 pm)	All students	All students	All students	All students	All students
4th block (1:45 – 3:12 pm)	All students	All students	All students	All students	All students

In school

Remote

PHASE 3	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast (8:04 – 8:09 am)	A1, A2	B1, B2	A1, A2	B1, B2	All students remote
1st block (8:09 - 9:31 am)	A1, A2	A1, A2	A1, A2	A1, A2	
	B1, B2	B1, B2	B1, B2	B1, B2	
2nd block (9:36 - 11:03 am)	A1, A2	A1, A2	A1, A2	A1, A2	
	B1, B2	B1, B2	B1, B2	B1, B2	
Lunch A and B (11:06 am - 12:10 pm)	A1, A2	B1, B2	A1, A2	B1, B2	
3rd block (12:14 – 1:41 pm)	A1, A2	A1, A2	A1, A2	A1, A2	
	B1, B2	B1, B2	B1, B2	B1, B2	
4th block (1:45 – 3:12 pm)	A1, A2	A1, A2	A1, A2	A1, A2	
	B1, B2	B1, B2	B1, B2	B1, B2	

Group A

A1: Reliable Remote Access; **A2:** Unreliable Remote Access

Group B

B1: Reliable Remote Access; **B2:** Unreliable Remote Access

In school

Remote

PHASE 4	Monday	Tuesday	Wednesday	Thursday	Friday
1st block (8:04 - 9:31 am)	All students	All students	All students	All students	All students
2nd block (9:36 - 11:03 am)	All students	All students	All students	All students	All students
Lunch (11:06 am - 12:10 pm)	All students	All students	All students	All students	All students
3rd block (12:14 – 1:41 pm)	All students	All students	All students	All students	All students
4th block (1:45 – 3:12 pm)	All students	All students	All students	All students	All students

In school

Remote