

2020

Pandemic Response Plan **Safe and Healthy Return to School**

Prepared by

Casa Grande Union High School District #82
Casa Grande, Arizona

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PURPOSE OF THIS DOCUMENT

The COVID-19 pandemic has created a new normal for school districts these days. The closure of schools last March and the sudden transition to remote learning has posed significant questions regarding how school districts should operate when this type of health crisis occurs. The Casa Grande Union High School District has created this document as a guide for addressing how the District responds to the current pandemic or should a future pandemic impact operations, instruction, and service delivery. The purpose of this document is to provide specific plans for the reopening of the District in the short-term, as well as plans for operations in the event of future closings. This document is designed to provide specific details in the areas of governance, communication, teaching and learning, students with disabilities, wellness, facilities, technology, and district and school operations.

The COVID-19 pandemic has demonstrated how school operations can change in a minute, and that there is no universal plan to address the various issues facing students, educators, and administrators. For that reason, this plan is intended to be a “living” document and will change and adapt as our District and schools learn from ongoing developments.

In the Casa Grande Union High School District, the safety, health, and well-being of our students, staff, parents, and school community will always be the number one priority. Like the rest of the state, our District was quickly immersed into a situation where solutions had to be developed quickly and align with ever changing national and state orders and guidelines. Despite those challenges, our priority does not waver. Ultimately, this plan is designed to reassure students, families, employees, and community members that the District is doing everything possible to create the safest learning environment for our students and staff. The trust of our families and community is paramount to our success, and we remain committed to maintaining that as we navigate the future together.

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GOVERNANCE

The Governance section provides a shared understanding of the goals, responsibilities, and accountability for the plan. This portion of the plan provides a framework as well as specifics of the overall operations of the Casa Grande Union High School District in-between, prior to, during and after a pandemic event.



INTRODUCTION

The COVID-19 pandemic experienced during the spring semester of the 2019-2020 school year resulted in an unprecedented amount of change throughout the country. These changes impacted all sectors, especially K-12 education. In this situation, the change was thrust upon school systems with no warning. School districts had to rapidly respond to decisions that were made at the national and state level.

The good news is that school districts learned a great deal from the statewide school closure and corresponding transition to virtual learning. The purpose of this document is to establish a plan based on lessons learned during the COVID-19 pandemic. While written through the lens of recent events, this plan will provide specific direction and decisions for any pandemic situation that may arise. This could include influenza, COVID-19, or even a new unidentified virus.

The priorities of the plan are to:

- Slow the spread of the virus
- Limit the number of illnesses and potential deaths
- Preserve continuity of essential school functions
- Minimize educational and social disruptions
- Minimize economic and academic losses

This plan will be coordinated and aligned with other local, county, and state emergency management guidelines and protocols.

PLANNING ASSUMPTIONS

Five assumptions will guide the Casa Grande Union High School District's decisions, preparations, and actions in the event of a pandemic. These decisions will provide a framework should there be a need to modify instruction and operations, close schools or make decisions regarding reopening.

- All decisions will be made with the health and safety of all students and staff as the primary factor. Health and safety considerations for students and staff at school as well as home will be evaluated when making these decisions.
- The District will work with local, state and national agencies to follow established guidelines, Executive Orders, and recommendations. Due to finite budget resources and other limitations posed by facility capacity, staffing, supply chain and budget restrictions, alignment with these guidelines will take place **to the greatest extent possible**.

- Given the complexity of issues created by a pandemic, the District recognizes and supports personal responsibility for students, parents/guardians, staff and the community in the decision-making process.
- The District will maximize resources to ensure equitable education of all students within the school district.
- Schools will work with families to provide the necessary resources to address educational, nutritional, and social emotional needs.

GUIDING PRINCIPLES

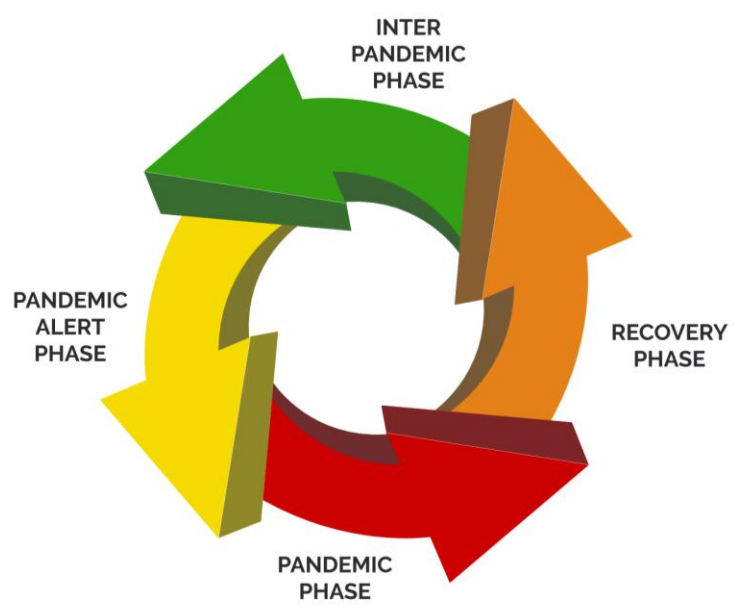
Five educational guiding principles will guide District decisions, preparations, and actions as part of the educational process. These principles include:

1. Ensure a safe learning and working environment for students and staff.
2. Maximize in-school student learning experiences, as allowed by state guidelines.
3. Ensure all students receive instruction that meets state and federal standards and have the necessary supports for success, including:
 - a. Social-emotional wellness and health supports
 - b. Access to technology
 - c. Additional support to meet the needs of special populations.
4. Provide training, time and support necessary for staff to prepare to provide a high quality learning experience in clean and safe schools.
5. Provide proactive, clear communication to all families and staff.

PHASES OF A PANDEMIC

In the development of this plan, the Casa Grande Union High School District relied on three organizations to establish an initial framework: the Federal Emergency Management Agency (FEMA), the Center for Disease Control and Prevention (CDC), and the World Health Organization (WHO).

Based on this research, the District has developed four distinct phases to identify the life cycle of a pandemic. Due to the wide variety of complex factors, data and recommendations from health and government officials will be considered, but the ultimate designation of each phase will be determined by the District. The four phases can be found below.



PHASES OF A PANDEMIC

- INTERPANDEMIC PHASE**
 This phase describes the time between any known virus. These viruses could include influenza (flu), COVID-19, and any number of other viruses that can spread among humans.
- PANDEMIC ALERT PHASE**
 This phase ranges from the initial spread of the virus to larger clusters of humans. In these cases the range of human-to-human spread is from no spread to larger clusters people, but it remains localized.
- PANDEMIC PHASE**
 This phase involves the declaration of a pandemic and the sustained transmission in the general population.
- RECOVERY PHASE**
 This phase has the pandemic in remission and provides for the reopening of schools and return to normal activities.

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The District’s Pandemic Response Plan will incorporate these four phases and provide specific recommendations and steps in the following areas:

- Governance
- COVID-19
- Communications
- Teaching and Learning
- Students with Disabilities
- Wellness
- Technology
- Facilities
- District Operations
- School Operations

STEERING COMMITTEE

The District Cabinet and site leadership teams serve as the primary steering committee for this plan. Designated support staff will also provide additional support to the committee with subject matter expertise, under the direction of their respective Director/Cabinet member. The plan was developed based on input through surveys of staff and parents. Specific areas of responsibility within the plan include:

- **Governance:** Dr. Steve Bebee, Superintendent
- **Communications:** Dr. Steve Bebee, Superintendent, Mr. Brian Mabb, Casa Grande Union High School, Ms. Glenda Cole, Vista Grande High School
- **Teaching and Learning:** Ms. Melani Edwards, Director of Curriculum and Instruction
 - Mr. Steven Sipes, Director of Career & Technical Education
 - Ms. Andrea Teran, Online Coordinator
 - Ms. Chantelle Frazee, Professional Development Coordinator
 - Mr. Alistair Mountz, Instructional Coach

- **Students with Disabilities/Wellness:** Mr. Sean Casey, Director of Student Services
- **Technology:** Mr. David Griffis, Director of Technology
- **Facilities:** Mr. Timothy Mace, Director of Facilities
- **District Operations:** Ms. Mary Ann Amerson, Director of Human Resource, Ms. Gina Salazar, Director of Business Services, Marilyn Gardner, Director of Federal and Local Projects
- **Schools:** Mr. Brian Mabb, Principal of Casa Grande Union High School, Ms. Glenda Cole, Principal of Vista Grande High School

INSTRUCTIONAL OPTIONS

The District has developed an instructional delivery plan that allows for parent choice as well as high quality instruction during all potential phases of a pandemic. The District is keenly aware of the complexities surrounding the COVID-19 pandemic and the uncertainty families may feel regarding the return to school. **For this reason, a two-option learning format has been established to provide consistency in instruction, while also empowering families to select an option that best serves their needs and comfort level.** An outline of these options can be found below, and additional information is provided in the Teaching and Learning section of this document.

Families will have the opportunity to select one of two options for their student:

- **Modified In-Person:** Combines face-to-face and online teaching into one cohesive experience. Approximately half of the students are on-campus, with the other half of the students working online.
 - a. Allows for physical distancing by reducing the number of students in the classroom
 - b. While on campus, students will adhere to all in-person learning experience protocols
 - c. Additional health and safety measures will also be taken, and are further outlined in the COVID-19 section of this document.
- **Virtual Learning:** To provide expanded learning opportunities, CGUHSD Online (AOI) has been established as an alternative platform for those students who choose to learn remotely full-time.
- Students will be enrolled in a full course load (typically three courses per quarter – six total for the semester) and attendance will be taken each period.
- Students may participate in extracurricular activities and high school athletics, following in-person eligibility guidelines and safety measures.
- All classes will be taught by CGUHSD certified teachers.

Additional information regarding the process and guidelines for families to select their desired instructional option will be shared on July 17, 2020. Students participating in the modified in-person or virtual learning formats will be eligible to participate in all extracurricular activities. Students will be expected to comply with all eligibility requirements to remain in these extracurricular activities.

The scenarios identified for instructional delivery allow for flexibility for families during each phase and include:

Interpandemic Phase	Pandemic Alert Phase	Pandemic Phase	Recovery Phase
Modified In-Person and Virtual Learning	Modified In-Person and Virtual Learning	Virtual Learning Only	In-Person and Virtual Learning

ANNUAL DISTRICT CALENDAR

Arizona Revised Statute (A.R.S.) governs the number of days and the instructional hours that are required for students attending school in Arizona. A.R.S. 15-901 requires all students to attend one-hundred and eighty (180) days of school or 720 instructional hours per grade level per year. The law requires the following for each grade level:

9th - 12th Grade
180 days or 720 Hours

The annual calendar for the District is built based on these parameters as well as required national or state holidays. The final factors are local considerations for Fall, Winter, and Spring Breaks or professional development days as approved by the Governing Board.

Unless there are specific changes by the Legislature to statute for the required number of days or instructional hours, the District will adjust the annual calendar based on potential school closures due to a pandemic.

As a result of Governor Ducey’s Executive Order issued on June 29, 2020 delaying the opening of schools, District administration met to finalize a new start date and present a recommendation to the Governing Board at the July 7, 2020 meeting. This will allow a modified calendar to be approved. As stated in the Executive Order, Modified In-person learning may not start until August 17, 2020, but virtual learning will begin August 10, 2020 for all students. Should this date change, families will receive communication regarding official start dates and instructions on how to select their learning option. Regardless of start date, parents will have the opportunity to select virtual or modified in-person instruction for their student(s).

In developing future or additional changes to the District calendar, the time of the year in which a pandemic occurs will determine specific adjustments. Possibilities to be discussed when changing the calendar include:

- Starting the school year later than normal.
- Reducing or eliminating the length of Fall, Winter and/or Spring breaks.
- Reducing or eliminating professional development days.
- Eliminating school break days that are not mandated under the law.
- Extending the school year, including past the Memorial Day Holiday.

SCHOOL DECISION TOOL

When making decisions regarding the reopening of schools, the District has adapted the [CDC School Decision tool](#), in alignment with guidance from local and state officials, to develop a District specific plan based on the [NIET Planning Guide](#). It is critical to note that determination of the most appropriate actions will always be guided by the unique needs and circumstances of the Casa Grande community. Final determination of decisions in a Pandemic will be based on consideration of national and state governmental orders regarding the pandemic and the Casa Grande Union High School District's assessment of the impact of the pandemic at the local level.

COVID-19

This section provides a detailed summary of health and safety recommendations that will be implemented to prevent the spread of COVID-19, as well as best practices when addressing confirmed cases of COVID-19 within the District. Information in this section may also be utilized in the event of other types of pandemics.



PREVENT THE SPREAD

The Casa Grande Union High School District will continue to collaborate with local and state health officials to ensure a safe and healthy learning environment for students and staff. Any person entering school sites or District facilities will be required to follow all public health recommendations and guidelines. Summarized below are current health and safety recommendations based on available information as of June 2020. Please note that these guidelines may be subject to change as public health situations evolve or more information becomes available.

Social Distancing

- Encourage students and staff to maintain a six feet distance from each other.
- Minimize or modify mass gatherings of large groups such as assemblies, cafeterias, field trips, and staff meetings whenever possible.
- All staff and students will wear masks and maintain as much social distancing as possible on buses, and while on school campuses; inside and outside.

Building Use

- Non-essential visitors will be limited to minimize exposure and lower building capacity.
- Signage and messaging will be displayed in highly visible locations throughout school sites to encourage healthy habits such as hand washing, traffic flow, social distancing, and proper use of face coverings.

Personal Protective Equipment (PPE)

- Staff Face Coverings/Masks:
 - Wearing of face coverings/masks will be **mandatory**, particularly in situations where social distancing cannot be maintained. Face coverings/masks or face shields will be provided for all staff.
 - Staff with medical conditions that prohibit the use of a face covering/mask, or who teach students who need to see the staff member's mouth, will instead be provided a face shield.
 - Guidance and recommendations on face coverings can be found [here](#).
- Student Face Coverings/Masks:
 - Wearing of face coverings/masks will be mandatory, particularly in situations where social distancing cannot be maintained.
 - Guidance and recommendations on face coverings can be found [here](#).

- Additional barriers such as sneeze guards will be utilized in high volume areas to reduce exposure.
- Gloves are required for food service workers and custodians at all times and recommended for staff who are cleaning or sanitizing an item or surface.

Handwashing and Hygiene

- Proper handwashing techniques will be taught and reinforced to ensure adherence among students and staff.
 - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
 - Students will wash or disinfect hands throughout the day, including when entering the classroom, prior to lunch and after recess/breaks.
 - Hand washing time will be built into the day for elementary students, and secondary students will be asked to wash or disinfect hands at each of the above intervals.
- Staff and students will be encouraged to cover coughs and sneezes with a tissue or place their mouth and nose in the crook of their elbow. Used tissues will be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.

Shared Objects

- The sharing of items that are difficult to clean or disinfect will be discouraged.
- The use of digital coursework will be utilized whenever possible to minimize the sharing of textbooks and other belongings.
- Every effort will be made to provide adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of students at a time and clean and disinfect between use.
- Students and staff will avoid sharing electronic devices, computers, books, or learning aids whenever possible. If sharing is necessary, items will be disinfected in between uses.

Personal Responsibility

The District recognizes the importance of strong positive relationships between parents/guardians, staff, and schools for student success. Working together to prevent the spread of COVID-19 will also ensure a safe learning and working environment for all. The following expectations are essential for creating the safest school environment for the upcoming year:

- Adults should screen themselves and their children daily for signs of COVID-19. This should include taking temperatures and looking for a fever, cough, or shortness of breath. This will be especially important for individuals identified in the high-risk categories.
- All staff and students will have access to have their temperature taken at school/work.
- Staff and students with a temperature exceeding 100.4° will be sent home.
- Staff and families will be educated about the importance of staying home when appropriate.
 - Staff and students who are sick should stay home. This includes all individuals who have a temperature greater than 100.4°.
 - Staff and students should stay home if they have tested positive for or are showing COVID-19 symptoms.
 - Staff and students who have recently had close contact with a person with COVID-19 must follow the District guidelines outlined later in this section.

- Policies and communication regarding absenteeism will also be evaluated to accommodate those who stay home when sick.

PREPARATION FOR WHEN SOMEONE GETS SICK

The following CDC guidelines will be utilized by the District in the event a staff member or student gets sick while at work or school:

- **Stay Home When Sick**
 - Staff and families should not come to work or school if they or their children become sick with COVID-19 symptoms or test positive for COVID-19. They must notify their immediate supervisor or school if they or their child, have become sick with COVID-19 symptoms or test positive for COVID-19. If they or their children have been exposed to someone with COVID-19 symptoms they must follow guidelines outlined in the Close Contact of COVID-19 section.
- **Isolate and Transport Those Who are Sick**
 - If a staff member or student is suspected of having COVID-19 at work/school, staff and children with COVID-19 symptoms (such as fever, cough, or shortness of breath) at school will be immediately separated.
 - Staff who are sick will be sent 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.
 - Students will be released to their parent/guardian, who should take the student 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 area will be implemented at each school to separate anyone who has COVID-19 symptoms or tests positive without symptoms. School nurses and other healthcare providers will use standard and transmission-based precautions when caring for sick people.
- **Clean and Disinfect**
 - The District will close off areas used by a sick person and not use these areas until after cleaning and disinfecting.
 - If feasible, the District will wait at least 24 hours before cleaning and disinfecting. If this is not feasible, the District will wait as long as possible before starting disinfecting procedures. These procedures are outlined in the Facilities section of this document.
- **Notify Health Officials and Close Contacts**
 - In the event the sick staff member or student receives a positive test for COVID-19, the procedures outlined in the subsequent subsections will be followed.

CONFIRMED CASES OF COVID-19

If there is a confirmed case of COVID-19 in the District, a short-term closure of some or all facilities may be implemented. A confirmed case is identified as **an infected person being in a school/district building**. In such cases, the District will implement the following procedures.

Coordinate with Local Health Officials

Once the District learns of a confirmed COVID-19 case of someone who has been in a District building, the District will immediately notify local health officials. Health officials will help District administrators determine an appropriate course of action based on the case and potential exposure.

Temporary Closure of Facilities

The District may dismiss staff and students at an affected school site or facility depending on the situation. An initial short-term closure will allow time for the local health officials and District administrators to assess the situation and determine appropriate next steps, including making the determination if an extended closure is necessary to stop or slow further spread of COVID-19. During the assessment period of a temporary closure:

- Local health officials and District administrators will establish recommendations for the scope (e.g., a single school, multiple schools, the full district) and duration of closures.
- Extracurricular group activities, school-based afterschool programs, and large events (e.g., assemblies, spirit nights, field trips, and sporting events) may be canceled based on a case-by-case basis.
- Staff, students, and their families of the impacted site or building will be discouraged from gathering or socializing elsewhere.

Communication

The District will work closely with local health officials to disseminate accurate and timely communication regarding confirmed COVID-19 cases and any school or facility closures. In addition to the communication platforms and best practices outlined in the Communications section of this document, school health staff will also share a letter with families indicating when a case of COVID-19 is confirmed.

Cleanliness During Temporary Closure

The District will implement the following procedures for the impacted school or district building:

- Areas used by the individual(s) with COVID-19 will be secured and a staff will wait a minimum of 24 hours before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. If feasible, outside doors and windows will be opened to increase air circulation in the area.
- Cleaning staff will clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.
- If surfaces are dirty, they will be cleaned using a detergent or soap and water prior to disinfection.
- For disinfection, the District staff will follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.).

Extending a Closure

The decision to temporarily close a school site or facility is not taken lightly, and the extension of a closure may take place if deemed necessary to stop or slow the further spread of COVID-19.

- Depending on exposure and health and safety factors, some facilities may be allowed to open for limited uses during a temporary or extended closure.
 - Teachers may be allowed to develop and deliver lessons and materials virtually from their classrooms, thus maintaining continuity of teaching and learning.
 - Other staff members may be allowed to continue to provide services and help with additional response efforts. Decisions on which, if any, staff should be allowed on site should be made in collaboration with local health officials.
- District administrators will work in close collaboration and coordination with local health officials to make closure and cancellation decisions. The nature of these actions (e.g., geographic scope, duration) may change as the public health situation evolves.
- District officials will seek guidance from local health officials to determine when students and staff should return to schools and what additional steps are needed for the safety of the school community. This guidance will be aligned with the phases outlined in the various sections of the District's Pandemic Response Plan.

Supporting Students During a Closure

In the event of a school closure, the District will ensure continuity of educational and support services for all students. These are outlined in more detail in the respective sections of this document but include implementation of modified in-person and virtual learning, provision of essential medical and social services, and ensuring continuity of food service programs.

Returning to School or Work

The following CDC guidelines will be utilized by the District when a staff member or student **has a confirmed case of COVID-19**. These guidelines also provide specific steps that must be completed prior to returning to school/work following a positive test for COVID-19. **All staff and students with a confirmed case of COVID-19 will stay home for 14 days after the date the positive test is taken.** Upon confirmation of a positive test, staff must inform their school site or Human Resources of the test results immediately. Parents must inform their child's school of a positive COVID-19 test. Staff and students may return to work or school upon meeting one or more of the following criteria*:

- At least 14 calendar days have passed since the date of their first positive test or documentation from a doctor or local health department allowing the return to work, **OR**
- Documentation of a negative test, **OR**
- Staff/student has no fever for at least 72 hours prior to returning (that is three full days of no fever without the use of medicine that reduces fevers), **OR**
- Other symptoms have improved (for example, when cough or shortness of breath have improved), or symptoms were never present.

****In all cases, staff and students are expected to follow the guidance of their doctor and local health department. The decision to return to work/school should be made in consultation with healthcare providers and state and local health departments. Some people, for example those with weakened immune systems, may continue to shed virus even after they recover, hence additional guidance may be necessary.***

CLOSE CONTACT OF COVID-19

The following CDC guidelines will be utilized by the District when a close contact has been identified. Per the CDC guidelines, a close contact is an individual who has been within six feet, for 15 minutes or more, of a person who has tested positive for COVID-19. The timeframe for having contact with the confirmed individual includes the period 48 hours before the individual becomes symptomatic.

Staff should notify supervisor/principal and Human Resources of a close contact. To the greatest extent possible, staff and students will be notified if they meet the criteria of a close contact of a confirmed case. This notification may come from local health officials or the District. If a student or staff member feels they may meet the requirement for close contact, but they have not been notified of a close contact situation, they may voluntarily choose to follow the guidelines presented below.

Staff or students who have had an exposure as a close contact but remain asymptomatic will adhere to the following practices while at work or school:

- **Self-Screen:** Staff and students should take their temperature and assess symptoms prior to coming to work. Upon arrival to work will indicate they have completed a self-check at home by accepting the conditions of the Staff Return to Work Procedures either by logging into the district network, or having a signed Staff Return to Work Procedures form on file.
- **Regular Monitoring:** As long as the staff member or student does have a temperature or symptoms, they should self-monitor for fever, cough, loss of taste and shortness of breath.
- **Wear a Mask:** Staff and students must wear a mask at all times while at work/school. If staff or students do not have access to a mask, one will be provided. Those staff or students who are not wearing a mask may be sent home.
- **Social Distancing:** Staff and students should maintain a distance of six feet and practice social distancing to the fullest extent possible in the work or school setting.
- **Disinfect and Clean Workspaces:** Staff and students should clean and disinfect their workspaces routinely. The District will implement their cleaning processes for all facilities, and staff and students are encouraged to also maintain cleanliness throughout the day.
- **Testing:** If staff or students choose to take a test for COVID-19, they should provide their supervisor or school with the results of a negative test. If they receive a negative test or are symptom free for 72 hours, the staff or student may return to work or school. If they receive a positive test, they must adhere to the District protocols outlined in this section for Confirmed Cases of COVID-19.

COMMUNICATIONS

This section provides an overview of the role and function of strategic communications during the phases of a pandemic. It includes information about the dissemination of information and the evaluation of communication platforms, best practices, metrics, and content development.



The role of strategic communications is paramount to effectively inform, engage, and interact with internal and external stakeholders of the Casa Grande Union High School District. The importance of this function is only amplified during various phases of a pandemic such as COVID-19 and necessitates an increased flexibility and adaptability in order to address the ever evolving developments and complexities posed by a public health crisis.

The District communications team remains committed to ensuring all employees, students, families, and community members receive timely, accessible, and accurate information to properly relay important updates, elevate the District's brand, enable family engagement, and maintain transparency and trust.

In order to successfully execute these functions, the sections below outline best practices and processes that will guide the District's communication strategy during the various stages of a pandemic. It is important to note, that as mentioned in the Planning Assumptions section of this document, all communication practices will be aligned with the recommendations and guidelines established by local, state, and national agencies.

KEY INFORMATION FOR FAMILIES

In preparation for the upcoming school year, families will receive several pieces of key communication regarding new plans and guidelines that will necessitate response or action. These updates will be shared via social media, email, and phone calls. To ensure you receive these updates, families should ensure that correct contact information and email addresses are on file with the school, as well as follow the District [website](#), [Facebook](#), and [Twitter](#) pages.

The webpage <http://www.cguhsd.org/doReopeningPlan.aspx> houses all of these communications, as well as other helpful FAQs, documents, links, and resources as families embark on the new school year.

STRATEGIC CONSIDERATIONS

Due to the complex dynamics surrounding the delivery of the District's instruction options for the 2020-2021 school year, it is anticipated that there will be an enhanced need for communications on all platforms. While communication during all phases of a pandemic are critical, potential changes in the status of schools, format of instruction, health recommendations, operational and staffing limitations, resource scarcity, and local, state and national actions will trigger and define much of the District's communication strategy. To provide clear and consistent information during this rapidly

changing environment, the communications team must remain creative, adaptable, and responsive, and utilize a dynamic multi-platform communication strategy.

The importance of communication in all phases of the pandemic cannot be overstated, however it is critical to note that as there are modifications to closures, schedules, instruction, operations, or guidelines, clear and consistent communication will be a necessity to allow for a smooth transition.

Frequency of communication should be situational and adaptive, as different phases of the pandemic will require different levels of engagement. It should be anticipated that Yellow and Red phases of the pandemic require additional crisis communication and alerts, while Green and Orange phases incorporate proactive content to encourage interaction and engagement with District platforms.

COMMUNICATION PLATFORMS

The communications team will utilize a variety of traditional and digital platforms to deliver responsive and timeline information to stakeholders. Content will include high-value topics such as school schedules information, curriculum resources, family engagement, technology resources, meal distribution, mental health, special education, FAQs, and other resources.

Communication channels will include emails, phone, websites, social media, earned media, video, and signage.

Platform	Content
Website	The District and school websites should be consistently updated and serve as the primary platform for information for families and students. All content shared on other mediums should link or redirect users back to the website for additional details. A designated web page will be established on the site to provide a one-stop resource that houses all key communication, frequently asked questions, resources and more.
Email	Email serves as the primary communication channel for messages and updates for students, families, and staff. Depending on the scope and needs of the email campaign, multiple tools are available to ensure the content is shared most effectively. Power school should be used when communicating with families and students and can be segmented by school, while CGUHSD e-mail should be utilized for targeted campaigns such as information about loaned laptops, internal communication to staff, or campaigns that necessitate additional metrics and user analytics. Email messages should be tailored based on audience, i.e. student and family communication versus staff/employee communication.
Phone Calls	All email communication should be accompanied by phone call notifications via Power school. These become increasingly important tools for the District as well as schools during all phases of a pandemic, as they provide critical updates and crisis alerts in the form of immediate contact tools.

Social Media	District and school social media channels should be utilized to provide engaging and current content that encourages interaction and engagement. The sharing of content among District and school channels should be encouraged to maximize exposure and share content with a wider audience.
Media Coverage	Communication with media should be proactive as well as responsive during all phases of the pandemic. Media inquiries should be addressed promptly by the Superintendent, and relevant content should be pitched and shared via press releases to garner additional exposure. All earned media coverage should be maintained and tracked.
Signage	Signs will be posted in highly visible areas during all phases of the pandemic to convey important information. This may include messages regarding closures on school marquees, directional signage for curbside pickup of meals or technology, or internal signage with reminders about social distancing, handwashing, and other protective measures.
Community Relations	The District will continue to cultivate and maintain collaborative partnerships with community partners and stakeholders who align with its mission and vision. The communications team will provide leadership in the coordination of these relationships in cooperation with other departments and schools.

BEST PRACTICES

When developing messaging and content to disseminate via communication platforms, the following best practices will be applied:

- **Families and students must maintain current and accurate contact information on file with their school (including email address) to ensure that they receive communication updates.** Community members and stakeholders will also be encouraged to follow the District's social media channels and email communication platforms to receive timely information.
- Consistency and accuracy are critical in maintaining the trust and confidence of students and families. For that reason, the Superintendent will work collaboratively, along with key staff, to develop all messaging related to content related to school closures, instruction, and service delivery. **All official communication to families, students, and staff regarding a pandemic will come directly from these District sources exclusively.** This messaging will be shared with departments and schools for supplemental distribution when appropriate, and shall not be altered or amended without prior permission. To avoid rumors and misinformation, families are strongly encouraged to access District owned communication platforms as the source of accurate and verified information.
- Analytics and metrics for all communication will be tracked regularly to measure efficacy of campaigns and platforms.

INTERNAL COMMUNICATION

There are several additional considerations that should be made when implementing the internal communications strategy during the phases of a pandemic. To ensure consistency and accuracy of information shared, certified and classified staff may require dissemination of key information prior to external distribution. This enables internal employees such as teachers or administrative staff to be equipped with the necessary information to address questions and concerns posed by students and families after external communication is shared.

TEACHING AND LEARNING

The Teaching and Learning section of this plan provides a shared understanding of the District philosophy for providing instruction. This section will provide information on the District’s instructional model, instructional practices, and grading expectations during phases of a pandemic.



INSTRUCTIONAL MODEL

CGUHSD’s mission is to inspire excellence by providing globally competitive and career opportunities for all students. The district promotes high student achievement through work force development and rigorous academic curriculum. CGUHSD is a data driven district where personalized instruction is designed and monitored through both grade level and department PLC’s to increase student engagement. As a one-to-one district, personalized instruction is enhanced with the use of technology to improve teaching and learning.

Nurturing Culture

CGUHSD culture promotes positive, safe, and healthy learning environments, where students, staff and administration build genuine relationships to achieve higher levels of learning.

Innovation

Creativity and critical thinking skills are encouraged to promote collaboration in solving relevant real-world situations. The curriculum is founded on providing relevant, current methodology and resources for all course offerings to meet the needs of the diverse student population of the district.

Purposeful Learning

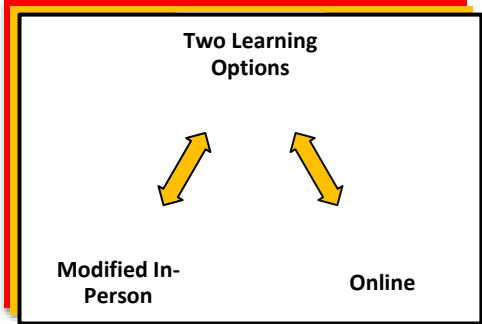
CGUHSD provides relevant, authentic, engaging, learning experiences leading to transferable skills applicable to the world in which students live.

Assessment

CGUHSD assesses student progress by collecting a variety of actionable data responding to the ever-changing needs of students, teachers and school community

INSTRUCTIONAL FORMAT

The District has identified two learning options for families to choose from for the 2020-2021 school year. Regardless of the option selected, teachers and staff will leverage existing district adopted curriculum resources and learning management systems.



Option 1: Modified In-Person Learning

*The school year will begin August 10 with remote learning for all students. Remote learning will continue until it is safe to transition to modified in-person learning and ultimately in-person learning.

In the Modified In-Person learning model students will alternate between in-person learning and structured, remote learning throughout the week. Students will be assigned to an "A" or "B" schedule based on their last names and will attend school on alternating days (ex: Mondays/Thursdays and every other Wednesday or Tuesdays/Fridays and every other Wednesday) to ensure fewer students are on campus to maximize physical distancing.

In the remote portion of the week, students will participate in learning through the Blackboard learning management system, using teacher-created curriculum. Students who attend in-person will practice health and safety precautions outlined in the COVID-19 SECTION of this document.

Option 2: Online Learning

The school year will begin August 10 with remote learning for all students. Remote learning will continue until it is safe to transition to modified in-person learning and ultimately in-person learning.

Students will participate in the high-level learning they are used to, but in a structured online environment using Edgenuity. The Edgenuity curriculum is grounded in research and is aligned to Arizona State Standards, the Common Core, and the NGSS. Students will be enrolled in three courses per quarter, and are expected to complete six courses per semester, based on each student's academic graduation requirements. Families who choose to continue in this model are asked to remain remote for the duration of the school semester.

Please note, elements of our plan may be subject to change based on new information and guidance from the Federal/State government and health agency partners. We will continue to share relevant updates with our community. [CGUHSD Learning Models](#)

Families received an email with information on how to select their desired learning option on July 17, 2020. This selection must be made by July 31, 2020 in order to allow the District to make preparations prior to the start of school. Should families wish to change their selection during the year, they are able to do so at the semester, however these requests will be subject to a review and approval process.

Asynchronous Learning

is an approach where teachers and students are not online at the same time. The teacher provides learning resources and tasks in district online resources and students access learning and tasks at a time that works for their family

Synchronous Learning

is an approach where teachers and students are online at the same time with a set schedule. The teacher provides learning resources and tasks in district online resources during the set class time.

There are two types of learning that can occur with in-person and virtual learning. These types are **asynchronous learning**, what occurred this past Spring as part of remote learning, and

synchronous learning. Regardless of which option is selected, all instruction has been designed to be **synchronous**, which allows learning to be personalized and learner centered. This means that learning, collaboration with peers, interaction with the teacher, and practice and application of skills will all occur at the same time with the rest of the class. Students who are engaging in virtual learning will access Blackboard LMS for materials and resources in the same manner as students attending the in-person setting.

PROFESSIONAL DEVELOPMENT

The District will work with teachers to guide student learning of the Arizona State Standards. Not only is mastery of the standards, transfer of knowledge, and application of skills across subject and content areas the goal, but the District will strive to activate critical thinking and problem-solving skills for students to utilize in predictable and unpredictable situations.

To accomplish this, the District is committed to supporting all teachers in applying learning concepts, processes, and tools through multiple modalities and levels designed to meet the needs of evolving adult learners. Knowledge and skills are introduced and explored through multiple modes of collaborative, blended learning experiences embedded with personalized opportunities for learners to focus on pedagogy, refine and reflect on their work, and add new understandings into their professional practices.



Professional Learning Plan to Support Student Learning

In order to ensure student learning continues, no matter the environment, professional development will continue to provide rich, relevant learning experiences and opportunities for CGUHSD teachers. Learning sessions will embrace existing systems in curriculum to acquire standards mastery, application of skills, problem-solving and critical thinking. Professional development will provide the platform and means for teachers to develop strong relationships with students in order to establish learner-centered cultures, in which students own their learning. Furthermore, professional development will support teachers’ knowledge and use of existing technology systems to use as a platform for innovative learning opening the possibility of asynchronous and synchronous learning pathways as part of a teacher’s blended learning model. Professional learning will continue to provide explicit, personalized, targeted learning experiences for teachers to experience and apply to their own practice.

<p>Before School Begins Professional Learning</p> <p>Creating Cultures</p> <p>Before the year begins, teachers will engage in professional learning designed to help staff create processes for building strong relationships (SEL).</p> <ul style="list-style-type: none"> • District-wide Professional Learning • Skills and process teachers will use with students • Sets the stage for students to learn and collaborate in alternative environments 	<p>Before School Begins Professional Learning and Collaborative Teaming</p> <p>Student Engagement</p> <p>Before school begins teachers will engage in grade level/department collaborative teaming designed to create lessons for engaging students in different learning environments.</p> <ul style="list-style-type: none"> • Use of Teams and Discussion Boards using Office 365 • Defining the course of learning • Identifying clear learning objectives • Assessing gaps in student learning • Social Emotional Learning • Developing a plan of communication • Management strategies for alternate environments 	<p>After School Begins Professional Support</p> <p>Continued Support</p> <p>Teachers will receive continued support and professional learning opportunities as teachers develop lessons for student learning.</p> <ul style="list-style-type: none"> • Ongoing support for teachers and teams through PLC's and early release Wednesdays. • District-wide professional and site learning driven by the PD plan and student/teacher needs • Assessing gaps in student learning • Instructional and content coaching supporting in lesson development
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ASSESSMENT

Assessment is the process of gathering evidence of student learning to allow teachers to make responsive decisions through the analysis of data and report learning to a variety of stakeholders. The District believes that a comprehensive and balanced assessment system is essential to ensuring that learning is purposeful, allows for innovation, and provides for a nurturing culture.

A comprehensive assessment system evaluates all valued learning outcomes at all levels of the system, with results and analyses describing learning for individual learners, classrooms, schools, and the district. A balanced assessment system ensures that a variety of types of assessments serve a variety of purposes and uses, producing some evidence that can be used formatively, to improve learning, and some evidence that can be used summative, to report learning.

There are five components to the District Comprehensive Assessment System. These include short-cycle daily classroom formative assessment, medium-cycle PLC formative assessment, classroom summative assessment (grading), long-cycle formative benchmark assessments, and District/State level summative assessments. The first three components have high utility to teachers and parents/guardians, while the final two components have high utility to district-level administrators and coaches.

Short-Cycle Daily Classroom Formative Assessment

This assessment provides evidence of learning of lesson-sized learning target(s), generated

and used by both students and teachers while learning. It answers the question of whether students have learned the lesson content and whether students can identify the learning target, where they are in relation to the target, and what should the student do next. These should not be graded but focused, descriptive, meaningful, and actionable feedback should be provided.

Medium-Cycle PLC Formative Assessment

This assessment provides evidence of learning across related lessons or a unit for short-term instructional and learning adjustment. This evidence is identified and analyzed within a PLC Data Team structure, in which common formative assessment evidence is collected and charted, analyzed and needs prioritized, SMART goals are identified, instructional strategies are selected, and results indicators are determined. It answers the question of whether students have retained their learning.

Additionally, it looks at how students are thinking about unit-sized chunks of content, what next steps students need to take in their understanding, and how will teachers adjust planning moving forward within the unit. These should be scored using a rubric or scoring guide, but not graded. Feedback should be provided that is focused, descriptive, meaningful, and actionable. Assessments at this level are developed and owned by teachers and are collaboratively scored, providing immediate feedback to teachers and students. These are designed purposefully and aligned to the appropriate Depth of Knowledge (DOK) ceiling.

Classroom Summative Assessment

This assessment provides evidence of student achievement at a point in time, for reporting purposes. It also answers the question of whether students have retained their learning, but with the view towards reporting their status in their learning on the identified learning goals.

GRADING

Grading is a process of communicating progress while learning. It documents and quantifies student learning as well as encourages and supports student academic progress. Regardless of instructional option that is selected, the following should be applied:

- All assignments will be graded following the CGUHSD grading policies
- Teachers are responsible for communicating student progress on learning goals.
- Success criteria of learning goals should be clearly articulated and shared with students and families.
- Students should receive descriptive feedback that helps the learner understand what she or he needs to do in order to improve.
 - Practice: Those times where students are making a first attempt and using or working with new learning.
 - Homework: Work completed at home that is either an extension or deepening of the key learning outcomes or work completed after descriptive feedback has been provided and or in preparation for a summative assessment.
- Learning tasks are to be standards-aligned, clearly communicated, and will appropriately reflect student proficiency of essential concepts and skills of the course.
- Students should be given every opportunity to demonstrate skills and understanding toward learning goals.
- Please refer to CGUHSD policy IKA for specifics of the District’s grading policy and assessments.

COMMUNITY EDUCATION

Community Education programs offered by the District includes Cougar Cubs preschool and Spartan Sparkies preschool. These programs provide a critical resource for the community in the form of childcare and early childhood education. As the District anticipates and prepares for various pandemic phases, it is important to identify guidelines and processes to protect children and staff, prevent the spread of COVID-19, and continue to deliver these high quality services to families as appropriate.

Operations and Refunds

All Community Education programs will continue to be offered during Green, Yellow, and Orange phases of a pandemic. In the event of a closure during a Red phase, tuition fees will be adjusted accordingly to reflect any change in days. The District will practice as much flexibility as possible when issuing tuition refunds or credits for programs affected by these closures. Families should anticipate a two to four-week time frame for all refunds.

Special Considerations

In addition to the health and safety guidelines outlined in the COVID-19 section of this document, are several supplemental prevention practices that should be implemented to help maintain the safety of students and staff in Community Education programs. All practices are ultimately guided by CDC guidelines for administrators of childcare programs and K-12 schools, state and local childcare licensing policies and regulations, and other local, state, and federal health agencies.

During Yellow, Red, and Orange phases of a pandemic, additional safety measures include the following:

- Whenever possible, childcare activities will include the same group each day, and the same childcare providers will remain with the same group each day.
- Each group of children will be kept in separate rooms whenever possible.
- When possible, staff will ensure that children's naptime mats are spaced out as much as possible, ideally six feet apart. Consideration will be given to placing children head to toe in order to further reduce the potential for viral spread.
- Families will be encouraged to have the same parent/guardian or designated person drop off and pick up the child every day. If possible, older people such as grandparents or those with serious underlying medical conditions should not pick up children, because they are more at risk for severe illness from COVID-19.
- A visual inspection of the child for signs of illness which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness, will be completed when the child arrives.
- If a sick child has been identified in a Community Education program, the same protocol outlined in the COVID-19 section of this document will be followed

STUDENTS WITH DISABILITIES

The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, provide for equitable services appropriate for the needs of students with disabilities.



SPECIAL EDUCATION

Students receiving special education are identified through an evaluation process and have an Individualized Education Plan (IEP) outlining their educational services, accommodations and modifications.

An IEP team has determined the necessary services and supports to ensure a free appropriate public education (FAPE) is available to each student with a disability. When the typical school day is altered due to a pandemic, the IEP team, in collaboration with the parent/guardian, must determine what services and supports will be provided. Once the determination of services and supports are agreed to, the team will document the services and proceed with service delivery.

Modified In-Person: Synchronous learning on a virtual platform determined by CGUHSD while school is closed will have students following the daily campus bell schedule and their class schedule of six classes per day: live sessions with teachers, staff, and peers. When schools reopen for in-person instruction students will continue to follow their same schedule and continuing to receive all of their services on their IEP.

Online: Determined as the location of services by the IEP team. This model is asynchronous and self-paced for students. Students take three classes per day per quarter for a total of six classes per semester. All accommodations and modifications will be implemented by the student's teachers and support staff per the student's IEP.

Classroom Instruction: Regardless of the pandemic phase, students who participate in general education classrooms and special education self-contained classrooms, will continue to do so. For students who receive pull-out services, the special education teacher or service provider will collaborate with the classroom teacher to ensure that the instruction is accessible for the student and adaptations provided as identified on the student's IEP. Instruction will be provided in all subjects as identified by the District.

The classroom teacher will consider the universal design for learning (UDL) framework to ensure learning is accessible to all students.

IEP SERVICES

IEP services will be provided in adherence to the IEP and district plan. Service delivery will align to the school master schedule. Consideration must be given to the number of students in a group, working within a student cohort to minimize cross interaction of students and safety procedures related to entry and exit of students. Related services providers will work with special education teachers to

provide services within the special education classroom as appropriate to minimize movement on campus.

In addition to the services and supports identified, the case manager of the student will share the IEP Information document from IEP-PRO to ensure all relevant staff have information about the student. Detailed schedules or meeting times will be provided for those receiving IEP or Section 504 services and will be shared with families directly by their school.

Related Services: Services may be provided on campus or virtually, as determined by the IEP team in collaboration with all team members including parent(s)/guardian(s) and student.

CHILD FIND, EVALUATION, AND ELIGIBILITY

The district is always obligated to complete Child Find requirements, whether a student elects in-person or virtual learning. The Child Find requirements cover the 45-day screener and when a parent/guardian or staff member suspect a student may have a disability and require special education. When the student is on campus, observation and review of records may be completed to meet the requirements of child find. When the student is not on campus, the use of virtual observation by appropriate staff, interview with parent/guardian, and/or review of educational records may guide the team in completing the screener.

Once information is gathered and documented, the screener must be shared with the Review of Existing Data (RED) team to determine next steps. Parent/guardian and the teacher(s) of the child must be offered strategies to address the concerns including connecting students into an intervention group. A RED meeting for an initial evaluation will take place when the school is in session. The health and safety of the student and staff will continue to drive any decision about face to face contact related to child find requirements.

If a RED has been completed for the student, the evaluation team will determine the level of safety to work with the student face to face to complete the assessment or if virtual interaction is possible. If a delay in the evaluation is necessary due to health and safety, a 30-day extension will be requested and a Prior Written Notice (PWN) created. The evaluation will be completed at the first available moment. Priority completion of cases will take place in order of date of RED, significant change in student warranting new information to guide IEP development and implementation or other such cases such as age appropriate eligibility categories are needed (i.e. DD by 10th birthday, PSD consideration for kindergarten age students).

If the evaluation has been completed, a Multidisciplinary Evaluation Team (MET) will meet face to face or virtually depending on the health and safety considerations of staff and family. The MET will be reviewed, and eligibility determined. A PWN will be completed. If the timeline went past the 60 days from written consent, the PWN will reflect the reason(s) why. An IEP meeting will be held within 30 days of the MET or sooner if appropriate. A draft copy of the IEP and MET report must be made available to the parent/guardian at least 2 days prior to the scheduled meeting.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

The IEP must be reviewed annually or as deemed necessary by the team if consideration of changes may be needed for FAPE. If the IEP team was not able to meet prior to the annual IEP date, the case manager will contact the parent/guardian and discuss extending the IEP till a meeting may be held. The IEP extended will continue as written and agreed to. There will be no lapse in services.

The IEP Report of Progress (ROP) must take place as often as general education students receive progress, which is quarterly. Data will be collected during IEP service time and reported out at the end of each quarter. A Special Note about the unique circumstances that have taken place due to virtual learning will be included to provide additional information about the progress of the student towards their IEP goals.

SECTION 504

The Section 504 regulations require a District to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

To be protected under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment. Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities.

A Section 504 team will review the related documents to determine if eligibility under Section 504 may be determined. The team may seek additional information including conducting an evaluation if needed.

If the student is found eligible for Section 504, the team determines if the student requires a Section 504 Plan. The plan will consider the services and supports necessary for the student to access their learning due to his/her impairment.

For modified in-person and virtual learning, Section 504 accommodations will be implemented to the extent appropriate. The Section 504 Coordinator on each campus will review the plan with relevant personnel to ensure all services and supports are in place. The Coordinator will also reach out to the parent/guardian and if appropriate the student to discuss the plan and the delivery of services and supports.

If a staff or parent/guardian has concerns about the Section 504 plan or feels that his/her child may require a change of the plan, a meeting will take place with pertinent members of the team.

If the Section 504 team feels that currently identified services and supports are not needed and that others may be needed, the team must reconvene to discuss and make the changes to the plan. If the

changes to services and supports are only during a specific time (i.e. virtual learning), the team will document that on the 504 Plan and notify all staff working with the student.

The staff must consider the use of universal design for learning guidelines and accessibility features beyond what is identified on the Section 504 plan if necessary, as part of the instruction for all learners.

WELLNESS

The District recognizes the interconnectedness of mental health and physical health as part of a comprehensive instructional model for students. This section highlights how the District will support these needs in the event of a pandemic.



MENTAL HEALTH

A prominent pillar of the Casa Grande Union High School District is the focus on creating a nurturing culture throughout all campuses. Teachers and staff strive to intentionally build relationships with all students to support them with their positive mental health development. The District has certified school counselors, school social worker and school psychologists available to support students, and when appropriate will contact families and collaborate with community based mental health providers.

Mental Health refers to the emotional, psychological and social well-being of an individual. It affects how students and staff think, feel, and act, as well as determines how they handle stress, relate to others, and make choices.

Importance of Connections

The District recognizes that the life changes, stress, and uncertainty brought on by the pandemic has altered how students may think, feel, and act. The District's goal is to continue to nurture the culture teachers and staff have with students and strive to meaningfully connect with them to support them in their development academically, socially and behaviorally. The District will strengthen relationships with students and families through shared information regarding school/community-based support, continuing the availability of social-emotional learning curriculum and connecting personally with students and families. The school's Crisis Response Teams services will also remain available to those in need, which may include outside agencies.

SOCIAL AND EMOTIONAL LEARNING

The District will continue to provide social-emotional learning (SEL) instruction adhering to best practices as outlined by state and national organizations and trauma informed research. An emphasis will be placed on providing strong instruction and support for students that focus on a sense of safety and connectedness. Staff who interact with students will be provided training to understand the impact of a pandemic and the feelings students may have as a result.

Each experience will be different so the importance of knowing what to say, how to act and the warning signs that may necessitate a higher-level response are key to successfully supporting student needs. Non-suicidal self-injury and suicide risk assessment are a few of the tools a mental health team member may use to determine level of risk and escalate the level of support to higher tiers and outside mental health agency support.

SEL lessons will be embedded in each teacher's curriculum based on the needs of students. These lessons will be shared with students by the classroom teacher and/or in collaboration with the mental health provider on each campus.

PHYSICAL HEALTH

The District will follow the guidelines set forth by the CDC related to physical health, prevention, and health and safety precautions as outlined in the COVID-19 section of this document. The Health Office Nurse or Assistant will be the key contact on campus to monitor, log and communicate the health status of students on campus. A Pandemic Log will be kept by the Health Office staff and will be shared with the school administrator and district nurse daily to monitor the types and frequency of symptoms on the campus.

For students with chronic health care plans, the Health Office staff will review the plan with the parent/guardian, note any changes, and make recommendations about the student learning in-person or virtually to address health and safety concerns. The student's health and that of the campus will be monitored, and adjustments will be made based on current data and collaboration with the site principal, school nurse and district level administrator.

TECHNOLOGY

This section provides an overview of technology requirements to continue instruction and operations during various phases of a pandemic.



Technology will never replace an engaged classroom teacher but is a vital tool to enhance and support instruction. The sudden shift to virtual learning in the Spring revealed the stark challenges students faced if they could not connect to the online content or video conferences with their teachers. As the District prepares for the new school year, it provides an opportunity to assess what worked and did not work with remote learning, address home connectivity gaps, and provide teachers the training they need to succeed next year with in-person and virtual instruction.

DEVICE ACCESS

The District will place specific emphasis on connectivity, computing devices, and management and instructional platforms, bearing in mind that approaches and resources may evolve as information or needs change.

- When in-person instruction is limited or restricted due to a pandemic, the District will utilize a two option learning model that distributes educational time between Modified In-Person and Online learning. Recognizing the dangers of excessive time on devices, especially for young students,
- The District will identify students and staff who lack sufficient access to the internet and devices, and determine solutions for equal access to learning opportunities for those who are unable to connect with the school digitally.
- The District will use State and Federal funding to help in the purchase of necessary laptops and WiFi access devices.
- The District will consider leveraging community resources, working with nonprofits, city/county/state/tribal governments or consortiums, and business and industry partners to secure computer devices/connectivity for students and teachers.
- To the greatest extent possible, the District will refine its checkout and distribution processes, as well as for the collection and dispersal of equipment, while also providing specific accommodations for logistical issues affecting students/staff.
- To the greatest extent possible, the District will provide uniform platforms based on common standards necessary for virtual work, teaching and learning and communication for teachers, staff, parents/guardians, and students. Notebook computers will be used as the platform as they are easily managed for virtual instruction and use.
- The District will take into consideration that some students are in a home with multiple children who need access to more than a single computing device to complete schoolwork.
- The District will take the necessary steps to provide language services to ensure schools, teachers, and other staff communicate effectively with both students and parents/guardians in their home languages, including learning tools, platforms, and instructions.

DEVICE DISTRIBUTION

At the beginning of the school year, parents/guardians will be asked to complete an online survey to help determine the need of at-home technology resources. This information will allow the District to prepare resources for checkout and to ensure timely contact and distribution.

Modified In-Person Learning	Online Learning
<ul style="list-style-type: none"> • District will supply a notebook computer to all students • WiFi/Internet resources made available for home use according to need and availability 	<ul style="list-style-type: none"> • District will supply a notebook computer to all students

In the event schools are unable to open for the start of school and the District moves to Online Learning Only, the school district will reach out to families to collect information on technology needs. Information on distribution dates, time, and locations will be communicated.

CONNECTIVITY AND INTERNET ACCESS

Regarding home connectivity, online learning works only if students can access the content and instruction. A series of measures are necessary to ensure that students can learn virtually, as well as prepare in the event that there is another school closure and all students must transition to virtual instruction.

- The District will assess a student’s at-home access and plan for an additional device and connectivity access as needed. A specific emphasis will be placed on work to procure access for the students/staff with limited or no connectivity.
- Schools will develop protocols for providing technical support in virtual learning contexts, including providing just-in-time support for teachers.
- Considerations will be taken for teachers or office staff who have no or inadequate access to connectivity if schools are required to close.
- In the event the need exists, the district will provide hotspots.

SAFETY AND SECURITY

Students and safety are of the utmost importance. Content management is used to manage and protect students through monitoring of student access to the Internet. The content management also monitors for any self-harm or bullying activity, as well as any content that has pornography, or

possible content that poses a security risk. Content filtering will work whether on campus or when off campus.

- Security procedures and protocols as students transition to online tests and graded assignments.
- The District will strive to maintain student privacy and security for safety, while complying with LEA policies, state, and federal laws.
- Mobile Device Management Considerations:
To the extent possible, monitor, manage, and secure all employee and student mobile devices (i.e., laptops, tablets, etc.)

SUPPORT

To establish and maintain the best opportunity for student success during in-person or virtual learning, the District will consider student and teacher familiarity with devices and platforms and provide appropriate support to ensure navigation of features.

- The District will consider a plan that provides flexible means of accessing professional learning resources and support for staff and families.
- To the greatest extent possible, the District will provide multiple opportunities for support including office hours, helplines, or help desks.
- The District will provide a plan where iterative improvement occurs as efficiently as possible by ensuring robust lines of communication between students, families, educators, and leaders who continuously identify and share areas of success and need.
- The District will develop ways to implement technical assistance for parents/guardians who do not have technical language or skills to navigate a device or learning software platform.

FACILITIES

This section will provide specific guidance regarding the cleaning and disinfecting of facilities, maintenance, and use of facilities by outside individuals or vendors. The guidelines will be aligned with the four phases of the pandemic as outlined in the plan.



CUSTODIAL GUIDELINES

Reducing the risk of exposure to COVID-19 through proper cleaning and disinfection is an important part of maintaining school operations in the Casa Grande Union High School District. It is also vital in helping to build trust with students, staff, parents and community.

The EPA has compiled a list of disinfectant products that can be used against COVID-19, including ready-to-use sprays, concentrates, and wipes. Each product has been shown to be effective against viruses even stronger than COVID-19.

This section provides a general framework for cleaning and disinfection practices in all four phases of a pandemic. The framework is based on the following principles:

- Cleaning with soap and water will decrease how much of the virus is on surfaces and objects. Therefore, normal routines will include this practice in order to reduce the risk of exposure.
- The District will utilize EPA-approved disinfectants against COVID-19 to also help reduce the risk of spread.
- Outside vendors specializing in sanitation have been consulted and can quickly be hired if district staff cannot accommodate proper sanitation of district environments.
- Frequent disinfection of high touch surfaces and objects will be implemented.

The District is committed to following the highest level of standards and practices when mitigating the risk of COVID-19 exposure. These important practices and reminders include the following:

- COVID-19 on surfaces and objects naturally die within hours to days. Warmer temperatures and exposure to sunlight will reduce the time the virus survives on surfaces and objects.
- Normal routine cleaning with soap and water removes germs and dirt from surfaces and lowers the risk of spreading COVID-19 infection.
- While sanitizing and disinfecting, special attention will be paid to frequently touched areas, such as desks, countertops, doorknobs, computer keyboards, hands-on learning items, faucet handles, and phones.
- EPA-approved disinfectants will be used and are an important part of reducing the risk of exposure to COVID-19.
- Disinfectants will be stored and used in a responsible and appropriate manner according to the label. All disinfectants will be kept out of the reach of children.

- Appropriate gloves will be worn based on the type of chemicals being used during cleaning and disinfecting. Additional personal protective equipment (PPE) will be provided based on setting and product.
- When sanitation or disinfectant supplies are not available, social distancing will be practiced, facial coverings will be worn, and other proper prevention hygiene should be followed.

Staff Guidelines

The District has created this plan with the safety of staff and students as a guiding principle. The following guidelines will be implemented for staff safety from being exposed to the virus and to any toxic effects of the cleaning chemicals.

- Staff will wear appropriate PPE for cleaning and disinfecting.
- Staff will be use up to date equipment for effective and efficient sanitation of all district environments.
- Staff will be instructed on how to apply the disinfectants according to the label and equipment use guidelines.
- Staff will ensure that the products are used effectively.

Guidance recommends PPE ensembles for various types of activities that workers will perform. In general:

- PPE should be selected based on the results of department supervision and management hazard assessment with the workers specific job duties in mind.
- When disposable gloves are used, workers should typically use a single pair of nitrile exam gloves. Change gloves if they become torn or visibly contaminated.
- When eye protection is needed, use goggles or face shields. Personal eyeglasses are *not* considered adequate eye protection.
- If workers need respirators, they must be used in the context of a comprehensive respiratory protection program that meets the requirements of OSHA's Respiratory Protection standard (29 CFR 1910.134) and includes medical exams, fit testing, and training.
- After removing PPE, staff are to always wash hands with soap and water for at least 20 seconds, if available. Hand hygiene facilities (e.g., sink or alcohol-based hand rub) will be readily available at the point of use (e.g., at or adjacent to the PPE removal area).
- Standard operating procedures will be established and followed for cleaning (including laundering) PPE and items intended to function as PPE, as well as for maintaining, storing, and disposing of PPE. When PPE is contaminated with human blood, body fluids, or other potentially infectious materials, employers must follow applicable requirements of the Bloodborne Pathogens standard (29 CFR 1910.1030) with respect to laundering. OSHA's Enforcement Procedures for the Occupational Exposure to Bloodborne Pathogens (CPL 02-02-069) provide additional information.
- All district facilities staff are trained annually on updated bloodborne pathogen cleaning protocols.

MAINTENANCE

Building core infrastructure will be routinely inspected during shifting phases of a pandemic. Since buildings may have been closed with little warning and preparation, the District will follow best practice and thoroughly inspect for any damage or issues caused by the vacancy. The physical condition and operation of the equipment and service supporting the building will also be assessed.

When re-opening a facility after a closure, the building will be flushed with clean air, all water lines should be drained and flushed, and all HVAC filters changed.

FACILITY RENTALS

An important community-based function of the District is its rental of sites and facilities to community, non-profit groups, and businesses of all sizes. During phases of a pandemic, the use of sites and facilities may be restricted in order to comply with state and federal guidelines, school closures, or health and safety standards. To maintain transparency and trust with these community partners, it is imperative that the District provide prompt and timely communication with renters, as well as flexibility in the provision of refunds or credits for unused site use.

Interpandemic Phase	Pandemic Alert Phase	Pandemic Phase	Recovery Phase
Facility rental use is generally unrestricted with few or no additional guidelines or precautions.	Facility rentals should be alerted of the potential impending situation and notified of additional precautions that may be applied in order to abide by local, state, or federal guidelines.	Facility rentals shall be suspended upon the declaration of school closures or other restricted use. Refunds or credits shall be applied to accounts to the fullest extent possible, and renters shall receive communication at a minimum of monthly regarding the potential date for re-opening.	Facility rentals shall progressively resume with ongoing communication regarding safety precautions and restrictions. Permanent changes in process or policy shall be communicated to renters and reflected in future facility use agreements.

The custodial guidelines outlined above shall also be applied to sites and facilities before/after rental use. Depending on the scope of use, custodial fees may be applied to renters to ensure proper sanitization of the site. Building use and social distancing recommendations will also be applied based on the Pandemic Phase, as outlined in the COVID-19 section of this document.

Regardless of the Pandemic Phase, the District shall guide all decisions regarding facility use by prioritizing the safety and health of students, staff, and community, which will be emphasized in all communication.

DISTRICT OPERATIONS

The District Operations section of this plan provides a shared understanding of expectations from Human Resources, Business Services, Food Services, and Transportation Services.



HUMAN RESOURCES

The Casa Grande Union High School District workforce is large and varied, delivering direct and indirect services to critical components of education. During planning and implementation of workforce management initiatives, attention will be given to two primary needs:

1. Delivering all services related to education and operations
2. Supporting staff with personal needs related to work, safety and personal health

The delivery of concurrent in-person and virtual learning will pose challenges, and the workforce management plan and implementation will follow the structures below.

Work Schedules

The District will provide flexibility for staff in balance with personal needs as well as the needs of delivering instruction and services to students. The District will provide all employees with the following:

- A Telecommuting Agreement that defines expectations when working from home in the event of school closures or the need for an employee to work from home.
- Expectations for the different scenarios the District may need to follow in various phases of a pandemic. These scenarios will include modified in-person, in-person, and virtual learning environments as well as potential school closures.
- Relevant training and guidance to properly execute the recommendations and guidelines established within this document.

Teacher schedules will be built primarily within the standard school day but modified in collaboration with school administrators to meet the needs of students/families. In the event of a change in the school or District schedule, the necessary adaptations in schedules and locations will be made quickly and thoughtfully to cause the least disruption for students.

Certified Staff Flexibility and Leaves

All legally required leaves and leaves available through District policy will be available, communicated, and honored. Human Resources staff is available to assist staff with questions regarding absences and leaves.

The Casa Grande Union High School District will comply with the requirements of the Families First Coronavirus Response Act (FFCRA). The FFCRA describes paid leave entitlement for employees who miss work due to COVID-19 or must care for children as defined under the Act.

The FFCRA is only in place from April 1, 2020 through December 31, 2020. Since this Act reimburses organizations for the cost of the paid leave the District will need to develop a plan to address paid leave entitlement leave beginning January 1, 2021. The current District budget has not been built to fund this program without federal assistance.

Classified Staff Flexibility and Leaves

Administrators will maintain flexibility in their own work to assist staff, as needed, with the goal of building networks of support for staff and students. The District will consider use of non-school administrators to support schools and learning in different ways, as needed, based on critical timing of essential tasks.

During Yellow, Orange, and Red phases of a pandemic, maintaining full employment for staff is an important value to the District. The District will make efforts to create functional “combination jobs” that allow full-time employees to continue full-time work during the modified learning and work periods. This means performing functions outside of a primary job, such as a paraprofessional or security officer assisting with food service or other necessary tasks. Staff will be asked to work only in tasks for which they are able and generally qualified to complete.

Administrator and operations/support positions will be reviewed with Human Resources and department leaders to identify remote work possibilities, and the requirements inside any remote work arrangements. Balance and fairness are paramount in determining onsite versus offsite work arrangements, as is the health and safety of all staff.

Human Resources staff is available to assist staff with questions regarding absences and leaves.

Substitute Teachers

The District anticipates a need for substitute teachers, including long-term assignments (non-contract, 10+ days per assignment) and daily assignments. These teachers will be expected to support the blending learning model, utilizing both modified in-person and virtual instruction. Therefore, the District will prepare an in-person substitute teacher training curriculum with target offerings in early August. This training will include distributing surfaces to all substitutes in attendance, as well information on new responsibilities and approaches, technology, onsite safety, and other appropriate topics.

Evaluations and Work Agreements

All District staff will continue to practice accountability for their assigned work and the education of students and support of student learning.

- The District will await information from the Arizona Department of Education regarding any adjustments to teacher evaluation requirements for the 2020-21 school year.
- While no adjustments or waivers are currently anticipated, the District will expect informal and formal observations completed in the school year with a culminating summative professional practices rubric evaluation in the Spring of 2021.
- Evaluations for administrators and support staff will be completed by the end of the school/work year, in the Spring of 2021.

Workspace Expectations

Due to concerns regarding the health and safety of staff, the following expectations will be implemented for personal workspaces:

- Staff in high traffic areas, such as school offices and reception areas, will have sneeze guards in place for protection.
- Throughout the District, social distancing will be practiced, and masks are to be worn at all times.
- Signage encouraging social distancing and other healthy habits will be placed in highly visible areas.

Payroll

In the event of a school or office closure due a Red phase of a pandemic, the District will work with state officials and the Governing Board to determine how staff will continue to be paid for the duration of the closure. In the event a closure takes place, staff are expected to abide by the terms of the Telecommuting Agreement, which is available through the Employee Portal.

BUSINESS SERVICES

The school closures in Spring 2019 coupled with anticipated enrollment changes in 2020-2021 have generated several new challenges for District budgets and finances. The following considerations will be applied to ensure continued fiscal responsibility and sustainability for the District.

Budget

- Virtual and online learning opportunities will be tied to a brick and mortar school when possible to allow for optimum state reimbursement rate.
- Adjustments will be made to transportation route miles to allow for an increase in bus routes with fewer students.

Accounts Payable

In the event of a school or office closure due to a Red phase of a pandemic, all vendors will continue to be paid through the accounts payable process once a week.

Student Activities/Refunds/Field Trips

The closure of schools may result in the cancellation of field trips or other activities for students. In the event that this takes place, the following procedures will be followed:

- Payments made directly to the school/district, (i.e. not using the tax credit system) will be refunded in all situations. For high school sports whose seasons were not able to be completed, the refund will be prorated depending on when the school closed.
- Refunds for payments received through the state tax credit system **are not allowed under the law**. This would include money for field trips or for extra-curricular activities. The state tax credit allows an individual to receive a dollar for dollar credit on their tax filings as a result of the donation. Since the individual is receiving a state tax credit benefit on their tax filings, the District is not able to refund these monies.
 - The District is able to roll tax credit monies forward to be applied in the next year for students in K-11. This would include students who are moving from elementary to middle school or middle school to high school. Any money that is rolled forward may only be used for the activities that meet the criteria for tax credit as established under state statute. Unfortunately, for seniors who are graduating, the District will not be able to refund the payments.

FOOD SERVICES

The District will continue to follow local, state, federal, and CDC guidelines when feeding students and staff. Regardless of the learning option selected, the District will continue to provide meal service to students to the greatest extent possible.

Students Participating in In-Person Instruction

- Breakfast and lunch may be served in the cafeteria or other designated location based on social distancing and occupancy needs. Food Services will prepare portable, packaged food items that may be consumed regardless of meal location.
- Food service will continue to prepare meals as medically necessary for those children with properly documented allergies (Special Dietary Needs Form on File with Food Services).
- Disposable food service items such as utensils, trays, dishes will be used for all meals.
- Employees will use appropriate PPE such as masks and gloves during student interaction and food preparation.
- Single line and one-way direction for meal distribution will be encouraged, including the practice of social distancing for students and staff; only 10 students permitted at a time in serving area
- Individuals will wash their hands after removing their gloves or after directly handling used food service items.
- If food is offered at an event within the designated school hours, it will be in pre-packaged boxes or bags for each attendee.
- Schools will have three 30-minute lunch periods to minimize the number of students.
- Cafeterias will be set up so that all tables are facing in the same directions. Students will be appropriately spaced at tables.
- Daily temperature checks will be conducted on food service staff; anyone displaying any signs of COVID-19 will be sent home.
- Hand sanitizing stations will be located at each entrance to the serving sites.

Students Participating in Virtual Learning

- A “Grab and Go” meal distribution program for families of students who participate in virtual instruction may be made available.
- Specific locations will be determined for the “Grab and Go” program based upon need and information will be provided to families.

The following table provides guidance for the food services during the four phases of a pandemic.

Interpandemic Phase	Pandemic Alert Phase	Pandemic Phase	Recovery Phase
Provide meals in the cafeteria or designated location using normal protocols.	Provide meals in the cafeteria or designated location normal protocols and begin to develop feeding plans in the event of a pandemic.	Implement meal distribution to school families in the event of a school closure	Follow District protocols to return to work and/or provide meals in the cafeteria or designated locations using designated protocols.

TRANSPORTATION SERVICES

The District will follow CDC guidelines to the greatest extent possible when providing transportation for students to and from schools. The Transportation Department supports students by providing safe and timely transport services for eligible riders attending in-person learning. In order to ensure the health and wellness of these riders, the following recommendations will be implemented.

Student Transportation

- While on buses, students and staff are required to wear masks and practice social distancing.
- All students will be visually screened for signs of illness, which could include flushed cheeks, rapid breathing or difficulty breathing, or fatigue when getting on the bus.
- All bus schedules and plans will be released to the public prior to the start of school. These may include modifications to limit the amount of close contact between students during high-traffic situations and times.
- Students who ride the bus will still be subject to bus evacuation drills, but will follow appropriate health and safety guidelines when doing so.
- Students and parents are requested to help maintain social distancing while at bus stops.
- For students who walk home the District recommends that students maintain social distancing.

Additional Cleaning/Decontamination of School Buses

- A CDC-approved disinfectant will be used when wiping down surfaces.
- Each school bus will be wiped down after each run, including the morning run, afternoon run and any special runs.
- Items to be wiped down include the entry handrail, the fronts and backs of seats and any hardware or accessories, windows, window handles and walls.
- In addition, the exterior surfaces and hardware of the entry door as well as driver controls of the bus such as the steering wheel, mirrors, etc. will be wiped down each run, including the morning run, afternoon run and any special runs.

Hand Sanitizer Stations for School Bus Drivers and Students

- Drivers will have sanitizer available on the bus.

Tissues:

- Each school bus will have tissues available for students who cough or sneeze. In addition, a trash disposal station will be readily available.
- Disposal of tissues after each run will be part of the disinfecting of the bus.

Driver Training:

- All drivers will receive training on proper disinfecting procedures for the school bus and CDC recommendations.
- This training will be properly documented similar to other District provided training.

Sick Student Procedures:

- Any student who is feeling ill or displays symptoms of being ill should refrain from riding the bus and remain at home.

Driver Isolation:

- All drivers, office staff and mechanics will be encouraged to practice social distancing when inside the Transportation Facility.
- Drivers will also be supported by the establishment of a buffer zone on the bus. This means no one will be able to sit in the seat directly behind the bus driver.

The following table provides guidance for the transportation services during the four phases of a pandemic.

Interpandemic Phase	Pandemic Alert Phase	Pandemic Phase	Recovery Phase
Provide transportation using normal protocols.	Provide transportation using normal protocols. and begin to develop transportation plans in the event of a pandemic	Implement transportation plans as a result of a pandemic	Follow District protocols to return to work or provide transportation using normal protocols.

SCHOOL OPERATIONS

This section provides a shared understanding of expectations for students, staff, and administrators as they conduct routine operations on school sites.



VISITORS AND VOLUNTEERS

Non-essential visitors will be limited to minimize exposure and lower building capacity. Volunteers on campus will be postponed until further notice.

WELLNESS CHECK-IN

In order to prioritize the health and safety of students and staff, it is expected that all staff and students are fever free and do not have any COVID-19 related symptoms before entering school/district buildings or facilities. You can view the [COVID-19 Parental Acknowledgment and Disclosure here](#).

If a staff member or student develops a temperature, staff and students will go to the nurse's office for a temperature check. If the temperature exceeds 100.4° the staff member or student will be isolated until they can be sent home.

STAGGERED LUNCH PERIODS

In order to maximize social distancing and minimize exposure, students will eat lunch during one of three developed lunch periods to limit the number of students eating lunch at one time. As students enter and leave school buildings, they are expected to maintain appropriate social distancing.

When arriving at school, students are expected to go straight to their class. If they require breakfast, they may have breakfast in the cafeteria prior to going to class.

PHYSICAL ACTIVITIES

Physical activities remain critical in the overall school experience for students. The District is committed to providing opportunities for students to safely participate in physical activities regardless of the pandemic phase. This plan provides for two different models of recess and physical activity:

- **Modified In-Person Model:** Physical activities are held for students attending school in-person.
- **Online Learning Model:** Physical activity is encouraged as part of the online learning plan.

The following table applies the levels of physical activities with the four phases of a pandemic.

Interpandemic Phase	Pandemic Alert Phase	Pandemic Phase	Recovery Phase
Modified In-Person Model	Modified In-Person Model Or Online Learning Model	Online Learning Model	Modified In-Person Model, Online Learning Model

ATHLETICS AND EXTRACURRICULARS

Athletics and activities are a critical part of a student’s 9-12 experience. These activities, which generally occur outside of the classroom and during the school day, provide a strong social and emotional connection for students, while allowing them to explore and develop specific interests. Students are eligible to participate in all extracurricular activities regardless of if they select in-person or virtual learning and are expected to comply with all eligibility requirements to remain in these activities. Given the importance of these activities, this section of the plan provides the guidance necessary for restarting or continuing these activities within schools. For the purposes of this plan, athletics will include any athletic team and activities governed by the Arizona Interscholastic Association (AIA). Activities include clubs, Career and Technical Student Organizations (CTSO’s), after school activities, and field trips. This section of the plan will also address competitions, travel, and practices.

Stages of Gatherings

For athletics, the guidance that has been developed among state and national federations is based on the phases established at the federal level and prioritized based on the size of the gatherings. The guidance provides direction for both inside and outside meetings. The District has established five specific stages of guidance regarding athletic practice and competition. These stages are listed below:

- **Traditional:** Athletic practices and competitions are held in a traditional fashion.
- **Individual:** No gathering of more than 20 people at a time (inside or outside).
- **Small Group:** No gathering of more than 20 people at a time (inside) and up to 50 individuals may gather outdoors for workouts.
- **Large Group:** No gatherings of more than 150 people at a time (inside or outside).
- **Event Cancellation:** Events are canceled at the state association level or state governmental level.

The following table applies the five stages for athletic practices to the four phases of a pandemic.

Interpandemic Phase	Pandemic Alert Phase	Pandemic Phase	Recovery Phase
Follow traditional schedule for athletics	<ul style="list-style-type: none"> ● Individual ● Small Group ● Large Group 	<ul style="list-style-type: none"> ● Individual ● Small Group ● Large Group <p>All events may be canceled during this phase.</p>	<ul style="list-style-type: none"> ● Individual ● Small Group ● Large Group <p>Move to a traditional schedule when allowed.</p>

The District provides the following guidance for athletics regarding pre-workout screening, use of locker rooms, meeting rooms, and weight rooms, physical activity, athletic equipment, practice and hydration. Sports and activities are grouped into one of three risk levels. These levels are:

- Higher Risk:
 - Sports that involve close, sustained contact between participants, lack of significant protective barriers, and high probability that respiratory particles will be transmitted between participants.
 - *Examples: Wrestling, football, competitive cheer, dance*

- Moderate Risk:
 - Sports that involve close, sustained contact, but with protective equipment in place that may reduce the likelihood of respiratory particle transmission between participants OR intermittent close contact OR group sports OR sports that use equipment that can't be cleaned between participants.
 - *Examples: Basketball, volleyball*, baseball*, softball*, soccer, tennis*, swimming relays, pole vault*, high jump*, long jump*, 7 on 7 football, marching band*
 *Could potentially be considered "Lower Risk" with appropriate cleaning of equipment and use of masks by participants

- Lower Risk:
 - Sports that can be done with social distancing or individually with no sharing of equipment or the ability to clean the equipment between use by competitors.
 - *Examples: Individual running events, throwing events (javelin, shot put, discus), individual swimming, golf, weightlifting, sideline cheer, cross country running (with staggered starts)*

Other Considerations

- Hand sanitizer will be available at contests and practices. Participants, coaches, CTSO advisors and officials should clean hands frequently.
- To the greatest extent possible, balls and equipment will be wiped down frequently.
- No pre-game and post-game handshakes/high-fives/fist bumps will be permitted.
- Officials and sideline volunteers will be encouraged to wear face coverings.

- Food sold for events out of the concession stand will follow the same guidelines as the District’s Food Service team.

Games, Competitions, and Activity Guidance

Guidance for games, competitions, and activities has been developed based on the phases established at the federal level and prioritized based on the size of the gatherings. The guidance provides direction for both school activities on school property as well as activities off campus (field trips). The District has established five types of activities. These activities are:

- **Out of State Trips:** Activities and activity competitions that require travel out of state.
- **In-State Trips:** Activities and activity competitions that require travel within the state.
- **Overnight Field Trips:** Activities and activity competitions that require overnight stays.
- **Day Field Trips:** Activities and activity competitions that occur during the normal school day.
- **Classroom Activities:** Activities that include clubs and after school activities on campus.
- **Field Trip Cancellation:** Events may be canceled based on state and federal decisions.

The following table applies the five levels for activities with the four phases of a pandemic.

Interpandemic Phase	Pandemic Alert Phase	Pandemic Phase	Recovery Phase
<p>In-state trips, with or without overnight stays, and Day Competitions are permitted.</p>	<p>In-state trips, without overnight stays, and Day Competitions are permitted.</p> <p>In-state trips with overnight stays will be reviewed on a case by case basis.</p> <p>Out of state trips are not permitted. *</p>	<p>In-state trips, without overnight stays, and Day Competitions are permitted pending direction from the AIA or other agencies.</p> <p>In-state trips with overnight stays are not permitted.</p> <p>Out of state trips are not permitted. *</p>	<p>In-state trips, without overnight stays, and Day Competitions are permitted pending direction from the AIA or other agencies.</p> <p>In-state trips with overnight stay will be reviewed on a case by case basis.</p> <p>Out of state trips are not permitted. *</p>

***Out of State Trips:** Out of state activities and trips will not be permitted during the 2020-2021 school year.

In-State Trips: Activities and activity competitions that require travel within the state will be evaluated on a case-by-case basis. Decisions on these trips will take into consideration current national, state, and local restrictions.

Overnight Field Trips: Overnight field trips will be evaluated on a case-by-case basis. Decisions on these trips will take into consideration current national, state and local restrictions.

Day Field Trips: Activities and activity competitions that occur during the normal school day will be evaluated on a case-by-case basis. Decisions on these trips will take into consideration current

national, state and local restrictions. It is recommended to the extent possible that staff utilize virtual field trips as much as possible.

Classroom Activities: Activities that include clubs and after school activities on campus.

School Assemblies and Large Events

Large gathering events including but not limited to assemblies, open house, special performances, Homecoming parades, and carnivals will follow national and state guidelines for gatherings.

- The District will pursue the use of virtual options for these gatherings. Some celebrations, such as school wide awards assemblies, will only take place in the classroom.
- All nonessential visitors, volunteers, and activities involving external groups or organizations will be limited as much as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, county).

The following table applies the five levels for activities with the four phases of a pandemic.

Interpandemic Phase	Pandemic Alert Phase	Pandemic Phase	Recovery Phase
School events and large gatherings proceed as normal.	School events and large gatherings will follow national guidelines for gatherings (no event will be allowed to exceed national guidelines)	All School events and large gatherings are canceled	School events and large gatherings will follow national guidelines for gatherings (no event will be allowed to exceed national guidelines)

MANDATED DRILLS

The following guidance will be provided for drills normally conducted during the school year. These drills include fire drills, lockdown drills and bus evacuations drills. For the overall safety of students and staff these drills will continue to be conducted, however they will be modified to meet the pandemic phase expectations and guidelines.

Fire Drills

- During the 1st quarter of the year, these drills will be announced and walk through only.
- During Yellow or Orange pandemic phases, a smaller portion of the school will participate in drills at a time (class or grade level) to minimize the size of gatherings.
- The District will meet the legal obligation of holding one drill per month.
- The District will work with Fire and Police officials to determine best options for lockdown drills.

Lockdown Drills

- During the 1st quarter of the year, these drills will be announced and walk through only.
- During Yellow or Orange pandemic phases, a smaller portion of the school will participate in drills at a time (class or grade level) to minimize the size of gatherings.
- Lockdowns will take place in a safe and secure area of the room, with social distancing in place to the greatest extent possible.
- Shelter in Place will take place in classrooms with existing spacing.
- The District will work with Fire and Police officials to determine best options for lockdown drills.

Bus Evacuation Drills

- The first Bus Evacuation drill will take place in the Fall, while the second drill will take place in the Spring.
- Evacuations will take place by grade level.
- All students in school on the day of the evacuation drills will be required to participate in the drills.