

Raymond Central Public Schools Board of Education Workshop

Wednesday, July 15, 2020 at 4:00 PM Central

Jr/Sr High School Mustang Classroom

1800 West Agnew Road

Raymond, NE 68428-9783

Present: Scott Black, Matt Blanchard, Brad Breitreutz, Cathy Burklund, Dr. Harriet Gould, Lori Springer. Also attending was Dr. Derrick Joel

Call to Order and Pledge of Allegiance

Meeting was called to order at 4:02 PM by Dr. Harriet Gould, BOE President

Motion to Excuse Board Member's Absence

No Board of Education members were absent

Open Meeting Law

Dr. Gould explained the open meetings law/act and shared where it was posted in the room

Discussion Items

Feasibility Study Presentation

The Board of Education listened to the initial presentation by First National Bank. The Board of Education is looking to find ways to become more efficient in regards to budget, tax asking, staffing, and facility locations. This will be an ongoing conversation as First National develops the study even more.

Matt Fisher and Carl Dietz from First National Bank Capital Markets

Review 2019-2020 Data and Vision 2025

The Board of Education reviewed and updated the 2019-2025 strategic plan. The BOE prioritized goals for next year.

Discuss the 2020-2021 Superintendent Goals

Mutual Goals for New Superintendent 2020-2021

Ensure continuing well being of staff and students by creating an equitable framework for responding to and recovering from a pandemic.

Performance Indicators:

Expand the community knowledge and information about equity in the district through the implementation of the Board of Education adopted resolution in response to the current racial disparity and injustice.

Continue to monitor the spread of COVID-19 to make data informed decisions and communicate accordingly

Preserve the continuity of essential school functions through the use of research based mitigating measures

Minimize educational and social disruption

Respond to academic losses.

Continue the creation of a 10 year facilities strategic plan for implementation that addresses maintenance and improvements for existing building assets.

Performance Indicators:

Continue partnership with First National Bank to provide visual and cost projections for the future of RC facilities using the data and results from the 2020 feasibility study.

Add to the existing plan start / end dates, projected timelines, list of contractors, and a progress monitoring system.

Prioritize list of projects for all building sites to ensure minimal impact on instructional practice.

Develop progress monitoring tools to evaluate the effectiveness of district initiatives to ensure the sustainability over time.

Performance Indicators:

Sustain an effective and meaningful Professional Learning Community framework at RC to drive professional inquiry among staff.

Adopt the Multi Tiered Systems of Support system to ensure learning for all students through targeted interventions.

Create a district wide grading and assessment framework focused on student growth and learning

Create a Positive Behavioral Intervention System of Supports district wide to track and reward positive behavior.

Update/Modify the current teacher evaluation system (P.R.I.D.E) to emphasize teacher growth and reflection for the betterment of student learning.

Model and reinforce a "fail forward" attitude among staff and students to focus on learning rather than compliance.

Discuss Reopening Plan for Fall 2020

The Board of Education reviewed the 2020-2021 Fall Reopening Plan. The Board of Education took a vote on the plan at the regular scheduled meeting.

Adjournment

The meeting was adjourned at 6:25 PM

2019-2020 RC Strategic Plan

Mission Statement

The Raymond Central community is committed to providing a positive, challenging learning environment which prepares each individual student to be a responsible citizen in an ever-changing society.

School Improvement Goal

All students will meet or exceed normal growth rate on standardized tests annually.

- Raymond Central Public Schools believe that a Professional Learning Community (PLC) can be defined as a group of educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for our students (*Learning By Doing/DuFour, DuFour, Eaker*). In doing so, Raymond Central has committed to three fundamental assumptions:
 - We can make a difference - our schools can be more effective.
 - Improving our people is the key to improving our schools.
 - Significant school improvement will positively impact teaching and learning.
- Intervention (1): Raymond Central is committed to working together to achieve our collective purpose of learning for all students. Staff will cultivate a collaborative culture through the continued development of high performing teams, Professional Learning Communities (PLCs).
 - To achieve this, teams will meet on a regular basis clarifying what students must learn, gathering evidence of student learning, analyzing evidence, identifying the most effective instructional strategies and practices, increasing the instructional capacity of all team members while working to achieve their SMART goals.
- Intervention (2): Teachers will use lesson design, GANAG (Goal setting, Access to prior knowledge, New information, Application, Goal Review) as the district instructional framework.
- Intervention (3): The School Improvement Team will work to develop meaningful, personalized professional development opportunities targeting individual and team growth.
- Intervention (4): Raymond Central will develop a Multi-Tiered System of Support (MTSS) for both academic and behavioral student needs. PBIS (Positive

Behavioral Intervention and Supports will be implemented to provide a system of prevention, noting early identification and intervention. The goal of MTSS is to ensure success for ALL students.

District Strategic Plan 2019-2025

Goal 1 - Increase the number of students that meet or exceed normal growth rates

- Performance Indicator (1): Students will be provided rigorous academic and real-life learning opportunities to become college and career ready.
- Performance Indicator (2): Develop and implement a Multi-Tiered System of Support (MTSS) based on a needs-driven model ensuring students at all levels and sites have access to appropriate resources to accelerate performance proficiencies.
- Performance Indicator (3): Teachers will utilize effective instructional models, including differentiation, based on research and best practice with curriculum aligned to national, state and local standards while continuously assessing and monitoring student progress.
- Performance Indicator (4): Increase Measurement of Academic Progress (MAP) scores to meet or exceed national growth rates from first data collection points to additional collection points through the academic year.
- Performance Indicator (5): The Board of Education will review student growth data in Reading, Math, and Social, Emotional Behavior, from results in the Formative Assessment System for Teachers, at a minimum of three times per year (fall, mid-year, and spring).
- Performance Indicator (6): The district will research and develop a Capstone experience for Raymond Central students serving as a culminating project, or senior exhibition, that will encourage students to incorporate life skills such as critical thinking, problem solving, written and oral communication, and goal setting as they prepare to exit from their #RCJourney and enter a career, college, military or adult life as a responsible citizen in an ever-changing society.
- Performance Indicator (7): The district will research, design and implement a grading and assessment philosophy based on research and best practice.

Goal 2 - Research and implement strategies to recruit, hire, develop, support, and retain the highest quality staff

- Performance Indicator (1): Develop and implement pathways for teacher leaders that allow them to gain leadership experience and expertise through professional collaboration with other teachers and administrators.

- Performance Indicator (2): To encourage high performance, develop and implement a performance-based program that recognizes individuals for their accomplishments.
- Performance Indicator (3): Review 2019-2020 staff exit surveys to determine patterns and trends.
- Performance Indicator (4): Research and implement an online resource for accepting applications for all open positions.

Goal 3 - Increase Student Enrollment

- Performance Indicator (1): Develop a positive ratio of option-enrolled students through advertising and showcasing the accomplishments of Raymond Central students using a variety of social and media outlets.

Goal 4 - Maintain and Improve Current Facilities

- Performance Indicator (1): Continue to update the RC 5-10 year facilities plan.
- Performance Indicator (2): Explore creative/innovative classroom and campus concepts.
- Performance Indicator (3): Hire a consultant to assist in future facility planning including the construction of a Performing Arts Center.

Goal 5 - Technology

- Performance Indicator (1): Continue to stay up-to-date with devices and infrastructure.
- Performance Indicator (2): Update and maintain the district website frequently to keep all stakeholders informed.
- Performance Indicator (3): Teachers will utilize technology targeting student-centered learning, differentiated instruction and digital citizenship. The district will provide training opportunities for teachers to enhance their skills in this area.

Goal 6 - Staff Professional Development

- Performance Indicator (1): Provide meaningful and relevant staff development training to improve instruction. Professional Learning Communities will be the major vehicle for accomplishing this task by using teacher collaboration.
 - Professional learning opportunities will focus on increasing knowledge and use of differentiation strategies within all classrooms.
 - Increasing student engagement is also critical. PLCs will play a vital role in implementing these strategies.

- Performance Indicator (2): Develop a data collection process to ensure high yield instructional strategies are implemented with fidelity to the GANAG lesson design.

Goal 7 - Mental Health Action Plan

- Performance Indicator (1): Provide ongoing professional development in mental health issues for staff, students, parents and community.
- Performance Indicator (2): Develop and implement a progress monitoring evaluation tool for RC mental health programs: Move This World Social/Emotional Curriculum (PK-6); mental health therapist (7-12); other.

Goal 8 - Ensure all students learn in a safe environment

- Performance Indicator (1): Conduct annual external safety audits at each school site.
- Performance Indicator (2): Develop and implement a district-wide reunification plan as part of the adopted standard response protocol.
- Performance Indicator (3): Provide ongoing safety training for staff and students.
- Performance Indicator (4): The district will research and implement an anonymous reporting app for students, parents, and staff that will be used in partnership between the school and law enforcement.
- Performance indicator (5): Continue to engage all stakeholders in school safety issues.

The final Vision 2025 community roundtable conversation was held Monday, July 1, 2019 in the Mustang Room. To begin the conversation, attendees were briefed on the process the Board of Education created to seek feedback from stakeholders on what the future of RC education needs to look like to prepare our students to be successful for life outside of high school. At the meeting, attendees utilized a protocol to prioritize action solutions to current or future issues in the district, and also identify the essential skills RC graduates need to possess after they graduate. Thank you to everyone who participated in the Vision 2025 process, the Board of Education will now take the feedback and incorporate it into the 2019-2020 district strategic plan and beyond.

At the conclusion of the roundtable conversation, attendees were asked to create a final list of action steps for the Board of Education to review. Below is a summary of the action steps recommended (all duplicate answers have been removed):

- One location for school sites (unified school site similar to Norris)
- Build a performing arts center to showcase student skills in fine arts
- Be more positive and encouraging of all students success
- Provide more leadership opportunities for students and staff
- Provide a long term project that helps students cultivate ownership of their work, mistakes, attitudes, interests, etc.
- Expose students to many definitions of success, not just a 4 year institution at the end of high school
- Find ways to retain and recruit students
- Create a district grading and assessment policy focused on a growth mindset and learning
- Adopt a common instructional model
- Track graduating students to test viability of district practices
- Make problem solving and failing forward a part of every class - do not punish students for failing
- Teach life skills such as communication, problem solving, leadership, technology, and work ethic
- Reward positive behavior
- Create more enrichment opportunities for high ability students
- Become a culturally responsive school through teaching empathy
- Continue to develop positive relationships with students - Place more of an emphasis on mentoring
- Keep the website up-to-date (this is what people see first)
- Incorporate more communication and leadership courses into the current curriculum (mandatory)
- Teach students digital citizenship
- Charge money for fine arts events - this adds value to the performance
- Find resources to educate parents on parenting
- Become more competitive with local schools through course offerings, technology, and having a single school site (2 buildings)

- Create before and after school programs for families
- Teach students and model for them about taking ownership and responsibility for mistakes and failure (how to learn from failure)
- Continue to find, adapt, and offer activities and courses that interest students

The group was also asked to create a list of skills they thought were important students who graduate RC must possess to be successful post high school.

- Critical thinking
- Problem solving
- Adaptability
- Leadership
- Communication skills (public speaking)
- Fail-forward
- Confidence
- Ownership
- Empathy from a cultural perspective
- Money skills
- Functional life skills

CDC guidance for schools and plan if positives in schools

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html#>

Temperature Checks. From AAP

Temperature checks and symptom screening are a frequent part of many reopening processes to identify symptomatic persons to exclude them from entering buildings and business establishments. The list of symptoms of COVID-19 infection has grown since the start of the pandemic and the manifestations of COVID-19 infection in children, although similar, is often not the same as that for adults. **School policies regarding temperature screening and temperature checks must balance the practicality of performing these screening procedures for large numbers of students and staff with the information known about how children manifest COVID-19 infection, the risk of transmission in schools, and the possible lost instructional time to conduct the screenings.** Schools should develop plans for rapid response to a student or staff member with fever who is in the school regardless of the implementation of temperature checks or symptom screening prior to entering the school building. In many cases, it will not be practical for temperature checks to be performed prior to students arriving at school. **Parents should be instructed to keep their child at home if they are ill.** Any student or staff member with a fever of 100.4 degrees or greater or symptoms of possible COVID-19 virus infection should not be present in school.

In lieu of temperature checks and symptom screening being performed after arrival to school, **methods to allow parent report of temperature checks done at home may be considered.** Resources and time may necessitate this strategy at most schools. The epidemiology of disease in children along with evidence of the utility of temperature screenings in health systems may further justify this approach. Procedures using texting apps, phone systems, or online reporting rely on parent report and may be most practical but possibly unreliable, depending on individual family's ability to use these communication processes, especially if not made available in their primary language. Although imperfect, these processes may be most practical and likely to identify the most ill children who should not be in school. School nurses or nurse aides should be equipped to measure temperatures for any student or staff member who may become ill during the school day and should have an identified area to separate or isolate students who may have COVID-19 symptoms.

Physical Distancing - AAP

In Pre-K, the relative impact of physical distancing among children is likely small based on current evidence and certainly difficult to implement. **Therefore, Pre-K should focus on more effective risk mitigation strategies for this population. These include hand hygiene, infection**

prevention education for staff and families, adult physical distancing from one another, adults wearing face coverings, cohorting, and spending time outdoors.

Higher-priority strategies:

- Cohort classes to minimize crossover among children and adults within the school; the exact size of the cohort may vary, often dependent on local or state health department guidance.
- Utilize outdoor spaces when possible.
- Limit unnecessary visitors into the building.

Lower-priority strategies:

- Face coverings(cloth) for children in the Pre-K setting may be difficult to implement.
- Reducing classmate interactions/play in Pre-K aged children may not provide substantial COVID-19 risk reduction.

Elementary Schools

Higher-priority strategies:

- Children should wear face coverings when harms (eg, increasing hand-mouth/nose contact) do not outweigh benefits (potential COVID-19 risk reduction).
- Desks should be placed 3 to 6 feet apart when feasible (if this reduces the amount of time children are present in school, harm may outweigh potential benefits).
- Cohort classes to minimize crossover among children and adults within the school.
- Utilize outdoor spaces when possible.

Lower-priority strategies:

- The risk reduction of reducing class sizes in elementary school-aged children may be outweighed by the challenge of doing so.
- Similarly, reducing classmate interactions/play in elementary school-aged children may not provide enough COVID-19 risk reduction to justify potential harms.

Secondary Schools

There is likely a greater impact of physical distancing on risk reduction of COVID in secondary schools than early childhood or elementary education. There are also different barriers to successful implementation of many of these measures in older age groups, as the structure of

school is usually based on students changing classrooms. Suggestions for physical distancing risk mitigation strategies when feasible:

- Universal face coverings in middle and high schools when not able to maintain a 6-foot distance (students and adults).
- Particular avoidance of close physical proximity in cases of increased exhalation (singing, exercise); these activities are likely safest outdoors and spread out.
- Desks should be placed 3 to 6 feet apart when feasible.
- Cohort classes if possible, limit cross-over of students and teachers to the extent possible.
 - Ideas that may assist with cohorting:
 - Block schedule (much like colleges, intensive 1-month blocks).
 - Eliminate use of lockers or assign them by cohort to reduce need for hallway use across multiple areas of the building. (This strategy would need to be done in conjunction with planning to ensure students are not carrying home an unreasonable number of books on a daily basis and may vary depending on other cohorting and instructional decisions schools are making.)
 - Have teachers rotate instead of students when feasible.
 - Utilize outdoor spaces when possible.
 - Teachers should maintain 6 feet from students when possible and if not disruptive to educational process.
 - Restructure elective offerings to allow small groups within one classroom. This may not be possible in a small classroom.

Special Education

Every child and adolescent with a disability is entitled to a free and appropriate education and is entitled to special education services based on their individualized education program (IEP). Students receiving special education services may be more negatively affected by distance-learning and may be disproportionately impacted by interruptions in regular education. It may not be feasible, depending on the needs of the individual child and adolescent, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions, often on a case-by-case basis.

Physical Distancing in Specific Enclosed Spaces

Bussing

- Encourage alternative modes of transportation for students who have other options.
- Ideally, for students riding the bus, symptom screening would be performed prior to being dropped off at the bus. Having bus drivers or monitors perform these screenings is problematic, as they may face a situation in which a student screens positive yet the parent has left, and the driver would be faced with leaving the student alone or allowing the student on the bus.
- Assigned seating; if possible, assign seats by cohort (same students sit together each day).
- Tape marks showing students where to sit.
- When a 6-foot distance cannot be maintained between students, face coverings should be worn.
- Drivers should be a minimum of 6 feet from students; driver must wear face covering; consider physical barrier for driver (eg, plexiglass).
- Minimize number of people on the bus at one time within reason.
- Adults who do not need to be on the bus should not be on the bus.
- Have windows open if weather allows.

Hallways

- Consider creating one-way hallways to reduce close contact.
- Place physical guides, such as tape, on floors or sidewalks to create one-way routes.
- Where feasible, keep students in the classroom and rotate teachers instead.
- Stagger class periods by cohorts for movement between classrooms if students must move between classrooms to limit the number of students in the hallway when changing classrooms.
- Assign lockers by cohort or eliminate lockers altogether.

Playgrounds

Enforcing physical distancing in an outside playground is difficult and may not be the most effective

Meals/Cafeteria

School meals play an important part in addressing food security for children and adolescents. Decisions about how to serve meals must take into account the fact that in many communities there may be more students eligible for free and reduced meals than prior to the pandemic.

- Consider having students cohorted, potentially in their classrooms, especially if students remain in their classroom throughout the day.
- Create separate lunch periods to minimize the number of students in the cafeteria at one time.
- Utilize additional spaces for lunch/break times.

- Utilize outdoor spaces when possible.
- Create an environment that is as safe as possible from exposure to food allergens.
- Wash hands or use hand sanitizer before and after eating.

Cleaning and Disinfection

The main mode of COVID-19 spread is from person to person, primarily via droplet transmission. For this reason, strategies for infection prevention should center around this form of spread, including physical distancing, face coverings, and hand hygiene. Given the challenges that may exist in children and adolescents in effectively adhering to recommendations, it is critical staff are setting a good example for students by modeling behaviors around physical distancing, face coverings and hand hygiene. Infection via aerosols and fomites is less likely. However, because the virus may survive in certain surfaces for some time, it is possible to get infected after touching a virus contaminated surface and then touching the mouth, eyes, or nose. Frequent handwashing as a modality of containment is vital.

Cleaning should be performed per established protocols followed by disinfection when appropriate. Normal cleaning with soap and water decreases the viral load and optimizes the efficacy of disinfectants. When using disinfectants, the manufacturers' instructions must be followed, including duration of dwell time, use of personal protective equipment (PPE), if indicated, and proper ventilation. The use of EPA approved disinfectants against COVID-19 is recommended ([EPA List N](#)). When possible, only products labeled as [safe for humans and the environment](#) (eg, Safer or Designed for the Environment), containing active ingredients such as hydrogen peroxide, ethanol, citric acid, should be selected from this list, because they are less toxic, are not strong respiratory irritants or asthma triggers, and have no known carcinogenic, reproductive, or developmental effects.

When EPA-approved disinfectants are not available, alternative disinfectants such as diluted bleach or 70% alcohol solutions can be used. Children should not be present when disinfectants are in use and should not participate in disinfecting activities. Most of these products are not safe for use by children, whose "hand-to-mouth" behaviors and frequent touching of their face and eyes put them at higher risk for toxic exposures. If disinfection is needed while children are in the classroom, adequate ventilation should be in place and nonirritating products should be used. Disinfectants such as bleach and those containing quaternary ammonium compounds or "Quats" should not be used when children and adolescents are present, because these are known respiratory irritants.

In general, elimination of high-touch surfaces is preferable to frequent cleaning. For example, classroom doors can be left open rather than having students open the door when entering and leaving the classroom or the door can be closed once all students have entered followed by hand sanitizing. As part of increasing social distance between students and surfaces requiring regular cleaning, schools could also consider eliminating the use of lockers, particularly if they

are located in shared spaces or hallways, making physical distancing more challenging. If schools decide to use this strategy, it should be done within the context of ensuring that students are not forced to transport unreasonable numbers of books back and forth from school on a regular basis.

When elimination is not possible, surfaces that are used frequently, such as drinking fountains, door handles, sinks and faucet handles, etc, should be cleaned and disinfected at least daily and as often as possible. Bathrooms, in particular, should receive frequent cleaning and disinfection. Shared equipment including computer equipment, keyboards, art supplies, and play or gym equipments should also be disinfected frequently. Hand washing should be promoted before and after touching shared equipment. Computer keyboard covers can be used to facilitate cleaning between users. Routine cleaning practices should be used for indoor areas that have not been used for 7 or more days or outdoor equipment. Surfaces that are not high touch, such as bookcases, cabinets, wall boards, or drapes should be cleaned following standard protocol. The same applies to floors or carpeted areas.

Outdoor playgrounds/natural play areas only need routine maintenance, and hand hygiene should be emphasized before and after use of these spaces. Outdoor play equipment with high-touch surfaces, such as railings, handles, etc, should be cleaned and disinfected regularly if used continuously.

Masks/face coverings -AAP

Evidence continues to mount on the importance of universal face coverings in interrupting the spread of SARS-CoV-2. Although ideal, universal face covering use is not always possible in the school setting for many reasons. Some students, or staff, may be unable to safely wear a cloth face covering because of certain medical conditions (eg, developmental, respiratory, tactile aversion, or other conditions) or may be uncomfortable, making the consistent use of cloth face coverings throughout the day challenging. For individuals who have difficulty with wearing a cloth face covering and it is not medically contraindicated to wear a face covering, behavior techniques and social skills stories(see resource section)can be used to assist in adapting to wearing a face covering. When developing policy regarding the use of cloth face coverings by students or school staff, school districts and health advisors should consider whether the use of cloth face coverings is developmentally appropriate and feasible and whether the policy can be instituted safely. If not developmentally feasible, which may be the case for younger students, and cannot be done safely (eg, the face covering makes wearers touch their face more than they otherwise would), schools may choose to not require their use when physical distancing measures can be effectively implemented. School staff and older students (middle or high school) may be able to wear cloth face

coverings safely and consistently and should be encouraged to do so. Children under 2 years and anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove a face covering without assistance should not wear cloth face coverings.

On-site School Based Health Services

On-site school health services should be supported if available, to complement the pediatric medical home and to provide pediatric acute and chronic care. Collaboration with [school nurses](#) will be essential, and school districts should involve School Health Services staff early in the planning phase for reopening and consider collaborative strategies that address and prioritize immunizations and other needed health services for students, including behavioral health and reproductive health services.

Behavioral Health/Emotional Support for Children and Adolescents

Schools should anticipate and be prepared to address a wide range of mental health needs of children and staff when schools reopen. Preparation for [infection control](#) is vital and admittedly complex during an evolving pandemic. But the emotional impact of the pandemic, financial/employment concerns, social isolation, and growing concerns about systemic racial inequity — coupled with prolonged limited access to critical school-based mental health services and the support and assistance of school professionals — demands careful attention and planning as well. Schools should be prepared to adopt an approach for mental health support.

Schools should consider providing training to classroom teachers and other educators on how to talk to and support children during and after the COVID-19 pandemic. Students requiring mental health support should be referred to school mental health professionals.

Suicide is the second leading cause of death among adolescents or youth 10 to 24 years of age in the United States. In the event distance learning is needed, schools should develop mechanisms to evaluate youth remotely if concerns are voiced by educators or family members and should be establishing policies, including referral mechanisms for students believed to be in need of in-person evaluation, even before schools reopen.

School mental health professionals should be involved in shaping messages to students and families about the response to the pandemic. Fear-based messages widely used to encourage strict physical distancing may cause problems when schools reopen, because the risk of exposure to COVID-19 may be mitigated but not eliminated.

When schools do reopen, plans should already be in place for outreach to students who do not return, given the high likelihood of separation anxiety and agoraphobia in students. Students

may have difficulty with the social and emotional aspects of transitioning back into the school setting, especially given the unfamiliarity with the changed school environment and experience. Special considerations are warranted for students with pre-existing anxiety, depression, and other mental health conditions; children with a prior history of trauma or loss; and students in early education who may be particularly sensitive to disruptions in routine and caregivers. Students facing other challenges, such as poverty, food insecurity, and homelessness, and those subjected to ongoing racial inequities may benefit from additional support and assistance.

Schools need to incorporate academic accommodations and supports for all students who may still be having difficulty concentrating or learning new information because of stress associated with the pandemic. It is important that schools do not anticipate or attempt to catch up for lost academic time through accelerating curriculum delivery at a time when students and educators may find it difficult to even return to baseline rates. These expectations should be communicated to educators, students, and family members so that school does not become a source of further distress.

Immunizations

Existing school immunization requirements should be maintained and not deferred because of the current pandemic. In addition, although influenza vaccination is generally not required for school attendance, in the coming academic year, it should be highly encouraged for all students. School districts should consider requiring influenza vaccination for all staff members. Pediatricians should work with schools and local public health authorities to promote childhood vaccination messaging well before the start of the school year. It is vital that all children receive recommend vaccinations on time and get caught up if they are behind as a result of the pandemic. The capacity of the health care system to support increased demand for vaccinations should be addressed through a multifaceted collaborative and coordinated approach among all child-serving agencies including schools.

Raymond Central Public Schools Reopening Plan

Fall 2020

Nebraska Association Local Health Directors (NALHD)

Working With Schools

Below are shared core principles that local health departments (LHDs) in NE consider when making recommendations and advising local schools about how to safely reopen and stay open during the COVID-19 pandemic.

- LHDs statewide monitoring and evaluating public health data related to COVID-19 in our local jurisdiction daily.
- LHDs want Nebraska schools to open and stay open. We recognize the unique nature of schools and the education system's role in the economic and well-being of children and adults.
- LHDs work closely with our local schools and ESUs to develop reasonable plans for social distancing and masking in school facilities to reduce the spread of COVID-19. These plans need to be locally-responsive and aim to create school environments that will minimize the impact on the school community and the student learning experience when students or staff test positive for COVID-19

Key recommendations that these plans include when community spread is occurring include:

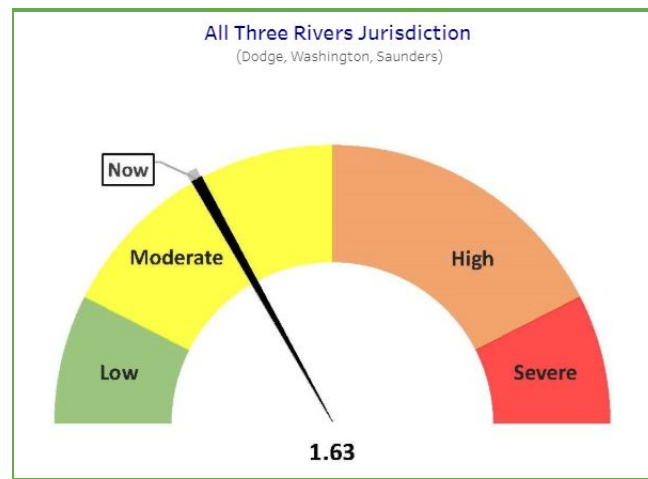
- All staff and students wear cloth face coverings over their nose and mouth whenever possible.
- General physical distancing of 6 feet between individuals wherever possible.
- Frequent hand washing and/or hand sanitizing

When a positive COVID-19 case is confirmed in a school, that individual will be excluded and allowed to return based upon current guidance from CDC at the time. LHDs will work with schools to consider the following questions when determining how that case will impact others in their classroom and/or school building.

- What is the level of community spread outside of the school building?
- Was the individual with COVID-19 wearing a mask most of the time?
- Were other students and staff who were within 6 feet of the individual with COVID-19 for more than 15 minutes masked?
- Was the individual with COVID-19 part of the cohort within the building or did they interact with a large number of students and staff throughout the day?
- To what extent is the school community implementing other non-pharmaceutical interventions?
- The answers to these questions will determine:
 - The number of close contacts.
 - If the close contacts who are not symptomatic may stay in the classroom.
 - The number of other students and staff who will need to be quarantined.

Raymond Central Public Schools Reopening Plan Fall 2020

Raymond Central Public Schools is excited to welcome students back to our three school sites on August 12th, 2020. In order for our district to provide a safe and secure environment for our students and staff, the following measures must be taken and will be implemented with fidelity. The COVID-19 risk level is based on the COVID-19 Risk Dial created and updated by the Lincoln-Lancaster Health Department and Three Rivers Health Department. The COVID-19 threat level will be updated as needed by the Lancaster County Health Department and Three Rivers Health Department which will guide the decision making progress for Raymond Central Public Schools. This plan will be updated to follow the recommendations of local health departments as needed. Updates will be communicated via the school website and school correspondence.



Updated 7.10.20

Raymond Central Public Schools Reopening Plan

Fall 2020

COVID Green

- All students grades PK-12 will attend school in person
- Based on the current recommendations of local health departments, students and staff may choose to wear masks when the risk level is identified as green. RC will provide multilayered cloth face coverings for students and staff who do not have them available. Students/Staff are welcome to bring and wear their own appropriate multilayered cloth face coverings.

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COVID Yellow

- All students in PK-12 will attend school in person
- Accommodations will be made for K-12 students who are not attending in person to utilize online learning through Zoom and other remote learning tools. Remote learning may consist of joining classes via zoom, meeting individually with a teacher, completing online assignments, etc.
- Based on the current recommendations of local health departments, students are encouraged to wear masks and may be required when appropriate/needed such as during small groups, one on one instruction, etc, and/or for the safety of students and/or staff due to unforeseen circumstances when the risk level is identified as yellow. Staff will be required to wear masks when students are present. RC will provide multilayered cloth face coverings for students and staff who do not have them available. Students/Staff are welcome to bring and wear their own appropriate multilayered cloth face coverings. Any student or staff riding a school bus must wear a mask when the dial level is yellow.

COVID Orange

- All students in PK-12 will attend school in person, however, capacity numbers may need to be adjusted based on recommendations from the health department.
- Accommodations will be made for K-12 students who are not attending in person to utilize online learning through Zoom and other remote learning tools. Remote learning may consist of joining classes via zoom, meeting individually with a teacher, completing online assignments, etc.
- Based on current recommendations of local health departments and to help reduce the spread of COVID-19, RC will require face coverings to be worn by students, staff, visitors and other building users while at school or utilizing district transportation. RC will provide multilayered cloth face coverings for students and staff who do not have them available. Students/Staff are welcome to bring and wear their own appropriate multilayered cloth face coverings.

COVID Red

Raymond Central Public Schools Reopening Plan

Fall 2020

- All RC buildings will be closed and all students will participate in remote learning from home.

Health and Sanitation Procedures:

The following health and sanitation procedures are actions that we will collectively implement to keep our students and staff members safe.

Topic	Resulting Action
Hand Washing & Hand Sanitizing	<p>Students and staff sanitize their hands consistently, i.e. upon entering the building, entering district transportation vehicles, entering the classroom, exiting the classroom, entering the cafeteria, exiting the cafeteria, exiting the building.</p> <p>Raymond Central Schools will provide 60% or greater alcohol content in the provided hand sanitizer at each school site. The district used a ratio of one gallon for every 8 students.</p>
Physical Distancing	<p>Social distancing will be practiced at appropriate times before, during and after school hours. Staff will ensure they appropriately distance students in the classroom, cafeteria, hallways, buses, etc. Staff and students will not be in physical contact with others unless needed to provide care and/or safety.</p>
High Touch Surface Cleaning	<p>Tabletop surfaces and highly touched areas cleaned consistently, i.e. between each period, door handles cleaned each period, restrooms cleaned during the day and in the evening.</p> <p>Raymond Central Schools will follow all current and updated guidelines from the CDC and local health departments.</p>

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Masks	<p>Mask requirements will be based on the COVID-19 dial. When the dial indicates a threat level of green, masks are optional for both students and staff. When the threat level is yellow, students are encouraged to wear masks and may be required when appropriate/needed such as during small groups, one on one instruction, etc, and/or for the safety of students and/or staff due to unforeseen circumstances. When the threat level is orange, masks will be required for both students and staff. Masks will be required for all students and staff who are riding a school vehicle.</p> <p>Raymond Central Schools has ordered two cloth masks for every staff member and student. Students and staff are encouraged to wash their mask often to ensure safety for themselves and others. In the event of a forgotten mask, the district will have disposable masks available.</p> <p>Medical/behavioral exceptions and short term exceptions for instructional need will be followed. Face shields will also be available for use when appropriate.</p>
Pre Screening at Home	<p>Parents/Guardians will be asked to screen children at home for temperature, runny nose, cough, and other symptoms. Staff will self-screen at home for temperature, runny nose, cough, and other symptoms. If a person has any symptoms, he/she should not report to school.</p> <p>A protocol will be provided for both staff and families to follow by the District School Nurse.</p>
Bussing	<p>Students will be assigned a specific seat, prioritizing students sitting together from the same household. All students must wear masks and sanitize their hands before boarding school transportation. Surfaces and seats will be wiped down between routes.</p>
Water Fountains	<p>The district will not allow the use of drinking fountains when the risk dial is yellow or higher. Touchless hydration stations will still be able to be used on each school site. Students and staff are encouraged to bring their own clear bottle for water only. Water bottles will also be made available by the school.</p>
Cafeteria	<p>Social distancing required, no matter what space is being used. Students will wash/sanitize their hands before and after eating. Students will have assigned seats in the cafeteria and will eat with the same cohort of students each day. Lunch times will be spread out due to increased distancing. No salad bar or buffet style meals will be provided. Students will not be allowed to serve themselves.</p>

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Passing Periods	Passing times will be staggered to increase required social distancing. Students will not be allowed to loiter in hallways or by lockers. Specific action steps will be developed at each building site.
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Levels of Attendance: (0% in school, 50% in school, 100% in school)

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Raymond Central Public Schools is starting school under the current calendar, however, there may be a time during the school year when directed health measures will need to be followed.

0% in School - Red (100% Remote): If need be, Raymond Central will utilize the remote learning platform created during the 2019-2020 school year. Feedback was collected from students, parents/guardians and staff members and used to improve the plan for 2020-2021. The district understands this is not an ideal situation for multiple reasons. This solution also creates obstacles in establishing routines and transitions as well as gathering baseline data on students. All school sites would be closed to all stakeholders except for essential personnel.

50% in School - Orange: This level of attendance would require combining 100% attendance and 0% attendance. If required by government or health officials, Raymond Central Schools would create an A/B schedule to allow for 50% of grade levels to attend school on an every other day rotation. Any day students are not at school, they would be working remotely from home. All students would be working remotely 3 days per week and in school for two days. 50% building capacity would allow each building site to socially distance students to a greater degree than at 100% capacity.

100% Capacity in School - Yellow and Green: Our goal as a district is to start and end with all students and staff returning to school. Coupled with health and sanitation practices, the risk level for both staff and students will be minimized. This plan is preferred if health and sanitation protocols can augment the physical presence of students and staff at school..

Communication Loop

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Communication is important for the development and implementation of the district's reopening plan. Raymond Central has worked hard to develop a strong partnership by working in collaboration with state and local officials (to the extent possible) to create a reopening plan to open and operate schools while adjusting to meet the unique needs and circumstances of the local community. Our goal has been to develop a plan that prioritizes the health, safety, and wellness of students, families, and educators while considering the many issues that COVID-19 presents to bring students and staff back for the start of the 2020/21 school year. For this plan to be implemented with fidelity, school officials are requesting the development of shared information protocol and routine communication with county health officials throughout the current pandemic threat.

The current COVID-19 pandemic forced school districts to move to a remote learning model overnight. We believe that remote learning serves an immediate need but does not replace the multitude of instructional modalities children experience with their teachers, administrators, and support staff while attending school in a traditional setting. Transitioning back to students in a school setting five days a week will take the collaboration of local and state officials along with educational leaders to ensure families feel proper measures have been developed and instituted creating a safe and healthy environment for all children. The same can be said of those who care for and educate all students.

Raymond Central Public Schools has worked in collaboration with county health officials to develop a shared information protocol along with a routine communication schedule for the duration of the current COVID-19 pandemic. It would be our hope that as we come together as a district to sustain a 100% capacity that we create a communication loop between school districts and health departments so that we can:

- a) Keep students, staff, and families safe,
- b) Refine communication and response when a positive case presents itself in a school, and
- c) Provide a data collection process so school districts can provide information to health officials allowing for the development of a collaborative categorization of the health status (Red, Orange, Yellow, Green) in our community which can be easily communicated.
- d) When determined to be **severe** the district will look at either 50% attendance or 0% attendance at school sites.

Below is a chart of actions that schools could potentially take based upon the health department's recommended 'COVID-19 Risk Dial' level.

Topic	High	Moderate	Low
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<p>Masks / Facial Coverings</p>	<ul style="list-style-type: none"> -Require students and staff to wear masks 	<ul style="list-style-type: none"> -Students are encouraged to wear masks and may be required when appropriate/needed such as during small groups, one on one instruction, etc, and/or for the safety of students and/or staff due to unforeseen circumstances -Staff are required to wear masks 	<ul style="list-style-type: none"> -No masks required -Students and staff may choose to wear masks
<p>Pre Screen</p> <p>Click here for a copy of Home Screening Tool</p>	<ul style="list-style-type: none"> -Taking temperature and symptom check at home -Do not attend school/work if symptomatic 	<ul style="list-style-type: none"> -Taking temperature and symptom check at home -Do not attend school/work if symptomatic 	<ul style="list-style-type: none"> -Taking temperature and symptom check at home -Do not attend school/work if symptomatic
<p>Travel Restrictions</p>	<ul style="list-style-type: none"> -Travel restrictions set by the County Health Officials -Possible District Travel Enforcement -Quarantine if out of state -No out of state professional travel for staff -No instate travel -Communicate possible travel with direct supervisor 	<ul style="list-style-type: none"> -Travel restrictions set by the County Health Officials -Quarantine if out of state travel was to a "hot spot" -Communicate possible travel with direct supervisor 	<ul style="list-style-type: none"> -Travel restrictions set by the County Health Officials -Communicate possible travel with direct supervisor

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Hand Washing	-Use of sanitizer or soap/water entering and exiting district facilities and transportation including transitions to other classrooms/spaces.	-Use of sanitizer or soap/water entering and exiting district facilities and transportation including other classrooms/spaces.	-No hand sanitizer or soap/water required entering and exiting facilities/vehicle s/classroom, however, continuing the practice will be emphasized
Student Desks	-Cleaned between classes by students entering their seat	-Cleaned between classes by students entering their seat	-Cleaned as part of the daily regiment
Passing Periods	-Staggered passing periods with social distancing	-Staggered passing periods with social distancing	-Regular Passing Period with social distancing
Bussing	-Mask required -Busses cleaned between routes -Assigned seats	Masks required -Busses cleaned between routes -Assigned seats	-Masks optional -Assigned seats
Cafeteria/ Lunch	-Sanitize hands upon entering cafeteria and exiting cafeteria line or designated eating area -Adjust lunch periods -Social distance tables	-Sanitize hands upon entering cafeteria line -Adjust lunch periods -Social distance tables	-Sanitize hands upon entering cafeteria line

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	<ul style="list-style-type: none"> -Possible bag lunches with options to eat in other locations including classrooms -Possible outside time during/after lunch 	<ul style="list-style-type: none"> -Possible outside time during/after lunch 	
Arrival at School	<ul style="list-style-type: none"> -Staggered arrival -Straight to first period classes -Masks required as enter building -Sanitize hands as students walk in the building -Parents/Guardians restricted from entering school 	<ul style="list-style-type: none"> -Students will not be allowed to enter the building until 8 AM, then students must report first period class/class -Sanitize hands as students walk in the building -Parents/Guardians access must be scheduled and will be restricted to essential needs only 	<ul style="list-style-type: none"> -No staggered arrival required -Sanitize hands as students walk in the building
Dismissal from School	<ul style="list-style-type: none"> -Staggered dismissal -Sanitize hands as exiting school 	<ul style="list-style-type: none"> -Staggered dismissal -Sanitize hands as exiting school 	<ul style="list-style-type: none"> -No requirements
Cleaning During Day	<ul style="list-style-type: none"> -Clean door knobs, handles, rails, (touch surfaces) wipe down surfaces 3 times per day -Restrooms cleaned at least once during the day 	<ul style="list-style-type: none"> -Clean door knobs, handles, rails, (touch surfaces) wipe down surfaces 2 times per day 	<ul style="list-style-type: none"> -Clean door knobs, handles, rails, (touch surfaces) wipe down surfaces 2 times per day

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Cleaning Overnight	<ul style="list-style-type: none"> -Restrooms -Clean high touch surfaces such as door knobs, handles, wipe down surfaces -Other Standard district cleaning procedures 	<ul style="list-style-type: none"> -Restrooms -Clean high touch surfaces such as door knobs, handles, wipe down surfaces -Other Standard district cleaning procedures 	<ul style="list-style-type: none"> -Restrooms -Clean high touch surfaces such as door knobs, handles, wipe down surfaces -Other Standard district cleaning procedures
Co/Extra Curricular	<ul style="list-style-type: none"> -Following NSAA Guidance 	<ul style="list-style-type: none"> -Following NSAA Guidance 	<ul style="list-style-type: none"> -Follow NSAA Guidelines
Drinking Fountains	<ul style="list-style-type: none"> -No mouth use of faucets -Students and staff may bring own water bottle -Hydration stations available for use 	<ul style="list-style-type: none"> -No mouth use of faucets -Students and staff may bring own water bottle - Hydration stations available for use 	<ul style="list-style-type: none"> -Drinking fountains open for use
Vending Machines	<ul style="list-style-type: none"> -Closed 	<ul style="list-style-type: none"> -Open/clean touch surfaces 2 times a day 	<ul style="list-style-type: none"> -Open/clean touch surfaces 2 times a day
Visitors	<ul style="list-style-type: none"> -No outside visitors on campus 	<ul style="list-style-type: none"> -Essential visitors only -Must be scheduled in advance with the office -Screening visitors required -Visitors will be required to wear masks 	<ul style="list-style-type: none"> -Standard district protocol -Screening visitors required

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Teacher Workroom	<ul style="list-style-type: none"> -Social distancing -Table cleaned before sitting -Encourage eating in room -Sanitize hands 	<ul style="list-style-type: none"> -Social distancing -Table cleaned before sitting -Encourage eating in room 	<ul style="list-style-type: none"> -Social distancing -Table cleaned before sitting -Encourage eating in room
Playgrounds or Outdoor Activities	<ul style="list-style-type: none"> -Playground closed -Outside visits canceled with virtual opportunities developed 	<ul style="list-style-type: none"> -Playground usage and outdoor activities limited to school hours only, social distancing and cleaning procedures established -Signage posted with warnings and expectations 	<ul style="list-style-type: none"> -Playground usage and outdoor activities allowed

Conclusion

In the end, Raymond Central Public Schools must come together and work for the common good to successfully open and sustain face-to-face instruction for the 2020-2021 school year. We are in this together as a team and will take the necessary precautions to

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keep our students and staff healthy and safe. Thank you students, staff, and families for your cooperation, understanding & support as we pull together to overcome the challenges we'll surely face #RCJourney

As a reminder, the Raymond Central Schools reopening plan is based on the Lancaster County COVID-19 threat dial and will be updated accordingly as the health department analyzes data to make changes to the dial.