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The risks of COVID-19 and its effects on the ever-evolving environment have made organizations worldwide adjust and adapt to life-as-usual. Such is the case for schools, public education, and Maize USD 266. Guided by research, mandates/restrictions, and guidance from professionals, district leaders, educators, and Maize Board of Education members are making adjustments to many facets of the 2020-21 school year, including the district calendar, operations, schedules, etc. Work and collaboration is ongoing, with a goal to support the education, health, and safety of all students, all employees, and the greater OneMa1ze community, during these unprecedented times.

Maize USD 266 has been working intensely this summer on the Together 4 Tomorrow (T4T) plan. About 100 staff members are cooperating on the initiative. Participants represent different departments, schools, and levels of experience and are working in seven teams. They are exploring three possible options for school next year: all students physically in schools, all students learning remotely, and a hybrid model that could present itself in many ways. While the district expects to incorporate innovations in teaching and learning as identified by the T4T process, some alterations may be implemented immediately, while other changes could be used in the future. Additional staff members of various positions and from a variety of grade levels will serve as critical reviewers of any plans or scenarios developed.

Participating are six Curriculum and Instruction teams: PreK-5, 6-8, 9-12, Professional Learning, Supporting All Learners, and Social Emotional Learning and Supporting Families. There also is an operations team, which includes five areas of focus: Health and Safety, Personnel, Technology, Food Service, and Transportation.

This document is dated and may be updated in the future to reflect updates to the plan itself. The district also is making information available on its T4T Reopening Plan resource page on the district website at www.usd266.com/T4TReopeningPlan.
Gating Criteria is a decision-making tool that provides a set of metrics the Maize Board of Education and Maize USD 266 district officials use to keep students, employees, and the OneMa1ze community safe.

<table>
<thead>
<tr>
<th>Building Criteria</th>
<th>Green</th>
<th>Yellow</th>
<th>Orange</th>
<th>Red</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 week school absenteeism rate (% of students absent from school/work non-activity related)</td>
<td>Less than 3% above baseline absenteeism rate (average daily attendance 19-20)</td>
<td>3.0-5.9% above baseline rate</td>
<td>6.0-9.9% above baseline rate</td>
<td>More than 10% above baseline rate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community Criteria</th>
<th>Green</th>
<th>Yellow</th>
<th>Orange</th>
<th>Red</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 week County percent positive case rate (%positive tests/all tests performed)</td>
<td>Less than 5%</td>
<td>5.1-9.9</td>
<td>10-14.9</td>
<td>More than 15%</td>
</tr>
<tr>
<td>2 week cumulative County incidence rate (# new cases/100K over prior 2 weeks)</td>
<td>0-50 new cases</td>
<td>51-100 new cases</td>
<td>101-150 new cases</td>
<td>More than 151 new cases</td>
</tr>
<tr>
<td>Trend in County incident rate</td>
<td>Decreasing</td>
<td>Stable</td>
<td>Stable</td>
<td>Increasing</td>
</tr>
<tr>
<td>Local/Referring hospital capacity</td>
<td>More than 30% available capacity</td>
<td>29.9-20% available capacity</td>
<td>19.9-10% available capacity</td>
<td>Less than 10% available capacity</td>
</tr>
</tbody>
</table>

(Gating criteria continued on the next page.)
<table>
<thead>
<tr>
<th>Area / Item</th>
<th>PK-12</th>
<th>PK-5</th>
<th>6-12</th>
<th>PK-5</th>
<th>6-12</th>
<th>PK-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Model</td>
<td>In-Person</td>
<td>Hybrid (may be In-Person)</td>
<td>Hybrid (may be In-Person)</td>
<td>Remote only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Activities</td>
<td>In person following safe-opening principles.</td>
<td>No all-school activities. Small group activities limited; masks and 6’ social distancing required; stable groups with limited numbers. <strong>Low-risk activities</strong> may continue with modifications.</td>
<td>Small group activities limited. No group travel. Conditioning/practice may continue with modifications.**</td>
<td>Remote only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High-Risk Activities</td>
<td>In person following safe-opening principles.</td>
<td>High-risk activities. Participation dependent on recommendation made by the OCAT team and BOE approval.</td>
<td>No high-risk activities. No group travel. Conditioning/practice may continue with modifications.**</td>
<td>Remote only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spectators/ Audience</td>
<td>Allowed: Distancing by household groups; masked if indoors. 6’ social distancing required; total group numbers limited per guidelines.</td>
<td>Allowed: Distancing by household groups; masked if indoors. 6’ social distancing required; total group numbers limited per guidelines.</td>
<td>Remote Only</td>
<td>Remote Only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visitor Access</td>
<td>Allowed: spectator/audience should be distanced by household groups; masked if indoors. Facilities should limit capacity to allow for 6’ social distancing at ALL school-related events.</td>
<td>Limited: by appointment; masks and 6’ social distancing required; building access requirements must be met.</td>
<td>Extremely limited: by appointment; masks and social distancing required; building access requirements must be met.</td>
<td>None Allowed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playgrounds</td>
<td>Open. Capacity to allow for 6’ social distancing; total group numbers limited per guidelines.</td>
<td>Open. Capacity to allow for 6’ social distancing; total group numbers limited per guidelines.</td>
<td>Open. Capacity to allow for 6’ social distancing; masks required if less than 6-foot social distance maintained; total group numbers limited per guidelines.</td>
<td>Closed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District and School Offices</td>
<td>Open to the public. Masks and 6’ social distancing required per guidelines.</td>
<td>Limited visitors by appointment: Masks and 6’ social distancing required; building access requirements must be met.</td>
<td>Open with restrictions. All staff members present; limited visitors by appointment; maintain all health parameters; disinfect after use of any common area.</td>
<td>Closed to the public. Staff members present in teams; maintain all health parameters; disinfect after use of any common area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Member Access to Work Areas</td>
<td>Full access. Masks and 6’ social distancing required per current guidelines.</td>
<td>Full access. Masks and social distancing required per current guidelines.</td>
<td>Limited access. Maintain all health parameters; disinfect after use of any common area.</td>
<td>Limited access. Administrator approval required; staff members work in teams; maintain all health parameters; disinfect after use of any common area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-District Staff Meetings</td>
<td>Full access. Masks and social distancing required per current guidelines.</td>
<td>Full access. Masks and social distancing required per current guidelines.</td>
<td>Allowed. Masks required; social distancing required; group numbers limited per current guidelines.</td>
<td>Remote Only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Work-Related Travel</td>
<td>Allowed: per current policy.</td>
<td>Limited: with superintendent approval.</td>
<td>None Allowed</td>
<td>None Allowed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Approved by the Maize Board of Education Aug. 20, 2020

Outdoor Facilities

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Open. Capacity to allow for 6’ social distancing; total group numbers limited per guidelines.</th>
<th>Open. Capacity to allow for 6’ social distancing; total group numbers limited per guidelines.</th>
<th>Open. Capacity to allow for 6’ social distancing; total group numbers limited per guidelines.</th>
<th>Closed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility Rentals/ Reservations</td>
<td>Allowed: Distancing by household groups; masked if indoors. Social distancing required; total group numbers limited per guidelines.</td>
<td>Closed: Indoor facilities. Allowed: Capacity to allow for 6’ social distancing; total group numbers limited per guidelines.</td>
<td>Closed</td>
<td>Closed</td>
</tr>
</tbody>
</table>

* Sedgwick County COVID-19 Dashboard, & Sedgwick County Community Recovery/Reopen Metrics among Sedgwick County Residents

** “High-risk activities” include contact sports (basketball, football, and wrestling) and non-sport activities, such as band (limited to woodwind and brass instruments) and choir (or other performing arts that include unmasked singing or shouting). No practices/performances that do not allow for mitigation techniques in Yellow phase. No group travel by bus or other collective means that does not allow for mitigation techniques and contributes to mixing among groups (including teams from other parts of the state) in the Yellow phase.

OneMa1ze COVID Advisory Team (OCAT)

The Maize USD 266 Board of Education will convene a OneMa1ze COVID Advisory Team. The purpose of the advisory team is to provide Maize USD 266 and the Maize Board of Education with multi-perspective recommendations to offer the safest teaching and learning environment possible during the COVID-19 pandemic. The team members will use the most recent scientific data and research, along with their professional experience as it relates to their specific medical, health, and educational fields.

OCAT team members:

- will review relevant resources and recent research related to the health and safety of students, staff members, and the community during the COVID-19 pandemic.
- will seek additional guidance from their respective professional fields.
- will participate in weekly (bi-monthly) team conference calls, as needed, to collaborate about the data, trends, research, and overall school community health. Team members unable to attend the conference call will provide a summary of recommendations.
- will use the collective resources of the team, and recommendations will be made regarding modifications to the T4T plan. The team recommendation will include a placement of the district in a gating “zone.”

OCAT Process

- The OCAT will meet on (TBD) with a time established after the team is formed.
- The recommendation will be completed by noon each Wednesday or Thursday and submitted to the board of education.
- The superintendent will conference with the board of education president and vice-president regarding potential next steps based on the most recent OCAT recommendation.
- A special meeting of the board of education may be called to address OCAT recommendations.
During the COVID-19 pandemic and in light of current and future cautions pertaining to community spread, parents may prefer that their children learn remotely but still desire the curriculum and excellent instruction and support that Maize USD 266 can provide. Others feel more comfortable and implore the district to open school to the fullest extent. Making plans and structuring a school year during uncertain times creates a unique set of challenges, as conditions, guidance, and other factors constantly change. District leaders and educators recognized the need to be nimble and design a plan that can be flexible in the event of shut-downs or new guidelines or requirements related to social distancing, crowd limitations, etc. There were two things to balance and address: the need to educate students at a highly rigorous level while protecting them, employees, and our community.

This need led to the Together for Tomorrow (T4T) initiative, through which about 100 staff members cooperated to develop plans and options for school in 2020-21. Participants represented different departments, schools, and levels of experience and worked in seven teams. They explored three possible options for the school year: all students physically in schools, all students learning remotely, and a hybrid model that could present itself in many ways. Participating were six Curriculum and Instruction teams: PreK-5, 6-8, 9-12, Professional Learning, Supporting All Learners, and Social Emotional Learning and Supporting Families. There also was an operations team, which includes five areas of focus: Health and Safety, Personnel, Technology, Food Service, and Transportation.

The district conducted surveys of employees and parents and sought feedback from the OneMa1ze community, receiving hundreds of e-mails and responses to review and consider. While there is no perfect solution that accommodates all levels of comfort and preferences, this plan is a resolution that looks as close to a typical school experience as possible while prioritizing the health and safety of students and employees.

The district launched its T4T resource web page at www.usd266.com/T4TReopeningPlan, which contains additional information and resources.

Competency-Based Education
To provide resources and guidance for the 2020-21 school year, Kansas Commissioner of Education Dr. Randy Watson assembled the Learning for the Future Task Force. The goal was to develop a competency-based model for Kansas schools in PK-2, 3-5, 6-8, and 9-12 grade bands. In a competency-based model, the competencies themselves are broadly stated and may include groups of related standards within and between subject areas, resulting in an instructional delivery model that does not focus on teaching singular skills. This, in turn, provides for a variety of opportunities to demonstrate students’ learning in ways that are meaningful and relevant to them. In a competency-based model, priority competencies and extended competencies are clearly defined. The list of “must dos” is more manageable. The designation of priority and extended will give more guidance as to what components of a course need to be mastered for a student to be successful at the next grade.
level or grade band and what topics can be viewed as extensions or challenges.

For the 2020-21 school year, Maize USD 266 is committed to the following, whether providing services to students in-person, in a hybrid model, or in a remote setting.

- Teachers will use priority/extended competencies to guide learning objectives and instruction.
- Teachers will analyze existing assessment tools and begin developing tools (if needed) for meaningful assessment of competencies.
- Teachers will focus on providing timely feedback to all students.
- Teachers will focus on providing differentiated support to all students based on assessment results.
- Teachers will implement strategies to ensure equity for all students.

Software Applications
The following software applications will be utilized during the 2020-21 school year.

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Synchronous Learning/Video-Conferencing Tool</th>
<th>Learning Management Systems</th>
<th>Curriculum-based Software (may not be an exhaustive list)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK</td>
<td>Zoom</td>
<td>SeeSaw</td>
<td>FrogStreet</td>
</tr>
<tr>
<td>Elementary</td>
<td>Zoom</td>
<td>SeeSaw Google Classroom</td>
<td>Accelerated Reader Bookflix Brainpop ClassLink Destiny Dreambox Dreambox ESGI (K-1) iReady Lexia Mystery Science ReadLive Reflex Math Savvas (Reading Street) TCI</td>
</tr>
<tr>
<td>Middle School</td>
<td>Zoom</td>
<td>Google Classroom Blackboard</td>
<td>ALEKS Big Ideas Math Blackboard Destiny HMH ED HMH HRW IXL Lexia PowerUp MobyMax Nearpod</td>
</tr>
<tr>
<td>High School</td>
<td>Zoom</td>
<td>Google Classroom</td>
<td>Blackboard</td>
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<td></td>
<td></td>
<td>Savvus EasyBridge</td>
<td>TCI</td>
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<td>Transmath</td>
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<td>VMath</td>
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<td>Xello</td>
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<td></td>
<td></td>
<td>Blackboard</td>
<td></td>
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<td></td>
<td></td>
<td>Cengage (Mindtap)</td>
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<tr>
<td></td>
<td></td>
<td>Destiny</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>HMH ED</td>
<td></td>
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<td></td>
<td>HMH HRW</td>
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<td>iLit</td>
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<td>IXL</td>
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<td></td>
<td></td>
<td>Lab-Aids</td>
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<tr>
<td></td>
<td></td>
<td>Lexia PowerUp</td>
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<tr>
<td></td>
<td></td>
<td>McGraw Hill</td>
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<tr>
<td></td>
<td></td>
<td>Nearpod</td>
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<tr>
<td></td>
<td></td>
<td>Savvus Easy Bridge</td>
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<td>Transmath</td>
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<td>VMath</td>
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<td></td>
<td></td>
<td>Xello</td>
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</tr>
</tbody>
</table>
Learning Options

In-Person Learning Option
In this option, students will follow the Maize Board of Education-approved curriculum and follow the schedules as outlined below.

School Schedules
Maize Early Childhood Center
Children will attend school on Monday, Tuesday, Thursday, and Friday. (Children attending two days a week will attend Monday/Thursday or Tuesday/Friday.) On Wednesday, the school will offer an hour of asynchronous remote learning through Seesaw that will include a storytime, music class, and more.

Elementary Schools (grades Kindergarten through 5)
To begin the school year, students will attend school in person on Monday, Tuesday, Thursday, and Friday and participate remotely on Wednesdays. This schedule will be routinely reevaluated based on gating criteria adopted by the Board of Education and may be adjusted as needed.

In order for meaningful learning to occur on Wednesdays:
- Curriculum and instruction will be prepared, provided, and/or supervised by the students’ regular classroom teacher(s). Emphasis will be on meaningful practice of remote learning tools and strategies that students and teachers could use in the event of a future school shutdown due to potential worsening COVID-19 factors.
- Remote Learning will approximate, to the furthest extent possible, the student learning experience that would take place in the on-site (in-person) classroom.
- Students will have at least one daily meaningful remote connection with their classroom teacher. Such connections may be through telephone and/or interactive video conferencing.
- Students must maintain a daily log of activities signed by the student and a parent, guardian, or responsible adult, and the daily log must be submitted to the student’s school. Log must include six hours of learning activities for each Wednesday during which the student is learning remotely.

Middle Schools (grades 6 through 8)
To begin the school year, students will be enrolled in our secondary schools for in-person instruction and will follow a hybrid schedule. Students whose last names begin with A-K will attend school in person on Mondays and Thursdays and participate remotely on Tuesdays, Wednesdays, and Fridays. Students whose last names begin with L-Z will attend school in person on Tuesdays and Fridays and participate remotely on Mondays, Wednesdays, and Thursdays. This schedule will be routinely reevaluated based on gating criteria adopted by the Board of Education and may be adjusted as needed. Please note that blended families with students whose last names fall in both groups (A-K and L-Z) should select one schedule to follow for all siblings who live in the same home and/or share transportation.
In order for meaningful remote learning to occur:

- Curriculum and instruction will be prepared, provided, and/or supervised by the students’ regular classroom teacher(s). Emphasis will be on meaningful practice of remote learning tools and strategies that will encourage active engagement in rigorous learning and teaching.
- Remote Learning will approximate, to the furthest extent possible, the student learning experience that would take place in the on-site (in-person) classroom.
- Students will have at least one daily meaningful remote connection with their classroom teacher. Such connections may be through telephone and/or interactive video conferencing.
- Students must maintain a daily log of activities signed by the student and a parent, guardian, or responsible adult, and the daily log must be submitted to the student’s school. Log must include a minimum of six hours of learning activities for each day during which the student is learning remotely.
- Students and parents/guardians will be required to acknowledge a list of guidelines that will promote effective remote learning.

**High Schools** (grades 9 through 12; see below for Complete High School Maize)
To begin the school year, students will be enrolled in our secondary schools for in-person instruction and will follow a hybrid schedule. Students whose last names begin with A-K will attend school in person on Mondays and Thursdays and participate remotely on Tuesdays, Wednesdays, and Fridays. Students whose last names begin with L-Z will attend school in person on Tuesdays and Fridays and participate remotely on Mondays, Wednesdays, and Thursdays. This schedule will be routinely reevaluated based on gating criteria adopted by the Board of Education and may be adjusted as needed. Please note that blended families with students whose last names fall in both groups (A-K and L-Z) should select one schedule to follow for all siblings who live in the same home and/or share transportation.

In order for meaningful remote learning to occur:

- Curriculum and instruction will be prepared, provided, and/or supervised by the students’ regular classroom teacher(s). Emphasis will be on meaningful practice of remote learning tools and strategies that will encourage active engagement in rigorous learning and teaching.
- Remote Learning will approximate, to the furthest extent possible, the student learning experience that would take place in the on-site (in-person) classroom.
- Students will have at least one daily meaningful remote connection with their classroom teacher. Such connections may be through telephone and/or interactive video conferencing.
- Students must maintain a daily log of activities signed by the student and a parent, guardian, or responsible adult, and the daily log must be submitted to the student’s school. Log must include a minimum of six hours of learning activities for each day during which the student is learning remotely.
- Students and parents/guardians will be required to acknowledge a list of guidelines that will promote effective remote learning.
Complete High School Maize
To begin the school year, students enrolled at CHSM will attend school on Mondays, Tuesdays, Thursdays, and Fridays. This schedule will be routinely reevaluated based on gating criteria adopted by the Board of Education and may be adjusted as needed.

Dual Credit Courses
USD 266 high school students may continue to participate in dual/concurrent credit courses as assigned. For students participating in dual credit courses:

- (1) located at a post-secondary campus such as WSU Tech OR (2) are enrolled in specified courses at the Maize Career Academy and taught by instructors employed by post-secondary partners:
  - Fall term classes will begin on the date assigned and communicated by the college/university.
  - Transportation to WSU Tech campuses will be provided from Maize Career Academy as needed.
  - Students may attend off-site WSU Tech block programs on a daily basis rather than following the hybrid remote learning schedule followed by the high schools.
  - Students may be required to attend skills training or other designated sessions at the Maize Career Academy on Wednesdays as assigned by their instructor.
- Nearly all fall term concurrent credit courses taught by USD 266 teachers will begin on the first day of regular school attendance. This includes courses in which students receive credit from Newman and Wichita State Universities.

Should Maize USD 266 require students to participate in full-time remote learning while post-secondary classes remain in session in an in-person learning environment, the student and parents/guardians will determine the students’ participation in the remaining dual credit courses and assigned activities.

Instructional Programming
In order to social distance to the maximum extent possible, teachers will:

- Social distance as possible by increasing space between students during in-person instruction. Understand there may be times that it will be necessary to provide close individual contact to provide comfort, private discipline, or personal instruction. When in close contact for long periods of time, staff should employ additional physical barriers.
- Extra furniture should be removed from the classroom to increase the space available to provide distance between students.
- Arrange furniture to have all students face in the same direction when possible.
- Assign seats and require students to remain seated in the classroom when instructionally appropriate.
- Utilize outdoor spaces as appropriate.
- Utilize virtual options, rather than field trips, to supplement learning activities. (Programs with off-site learning requirements will be considered separately.)
● Minimize sharing of materials, including instruments, supplies, and tools that are difficult to clean; and disinfect, sanitizing shared items frequently.
● Group Stability: To the maximum extent possible, establish stable groups. Stable groups are groups of students/staff members who consistently stay together.
● Vocal and instrumental music teachers will adhere to the NFHS/NAfME Fall 2020 Guidance for Music Education.

Elementary School Classroom Operations

<table>
<thead>
<tr>
<th></th>
<th>Low Community Restrictions</th>
<th>Moderate Community Restrictions *Begin Sept. 8, 2020</th>
<th>High Community Restrictions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Stability</strong></td>
<td>Establish stable groups, when possible. Students may travel in stable groupings, when feasible. Where possible, consider teachers rotating with the stable group staying in one location.</td>
<td>Establish stable groups, when possible. Students may travel in stable groupings, when feasible. Every effort will be made to create social distance while traveling in straight lines. Where possible, consider teachers rotating with the stable group staying in one location.</td>
<td>Establish remote learning opportunities for most students. Maintain small at-risk groups of less than 10 on-site. Schedule at-risk population on-site. Abide by the max number of people allowed to congregate as determined by the administration, state, local governments and CDC guidelines.</td>
</tr>
<tr>
<td><strong>Social Distancing</strong></td>
<td>Distance, when feasible.</td>
<td>Distance, when feasible. Limit student interaction between students from separate stable groups.</td>
<td>Distance, when feasible. Limit student interaction between students from separate stable groups. Maintain 6 feet social distancing.</td>
</tr>
<tr>
<td><strong>Instructional Materials</strong></td>
<td>When feasible, no sharing of school supplies. Wipe center/shared materials after each group. Ensure hand-washing/sanitizer after shared use of items.</td>
<td>When feasible, no sharing of school supplies. If sharing is not preventable, wipe/clean between uses. All supplies, textbooks, manipulatives and technology should be cleaned and sanitized between each use.</td>
<td>All students should have their own supplies. Avoid sharing of materials. If sharing is unavoidable, sanitize between each use.</td>
</tr>
<tr>
<td><strong>Specialized Classes (PE, Music, Media Center)</strong></td>
<td>All supplies, including instruments, equipment, etc., should be cleaned and sanitized daily. Students should not share any supplies, including instruments, art supplies, Library books will be rested for 24 hours before being</td>
<td>All supplies, including instruments, art supplies, tools, etc., should be cleaned and sanitized between each use. Library books will be rested for 24 hours before being</td>
<td>Students should not share any supplies, including instruments, art supplies, tools, etc., where feasible. All supplies, including instruments, art supplies, tools, etc. should be cleaned</td>
</tr>
</tbody>
</table>

Maize USD 266 Together for Tomorrow (T4T) Reopening Guide
<table>
<thead>
<tr>
<th>Tools, etc., where feasible. Allow a stable group of elementary students to move to specialized classes as a group with proper hygiene and cleaning routines.</th>
<th>Processed and returned to shelves. Specialized classes may be taught outdoors when the lesson plan is conducive to do so. Students will not peruse library shelves, books may be checked out from a curated collection in the classroom. To maximize classroom space, remove any unnecessary materials and furniture.</th>
<th>Sanitized daily.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intervention Groups</strong></td>
<td>All supplies should be cleaned and sanitized daily. Within the school structure, minimize the movement of the specialized staff with proper hygiene and cleaning routines.</td>
<td>Teachers travel to classes/groups, when feasible. All supplies are cleaned and sanitized between each use. Within the school structure, minimize the movement of students with proper hygiene and cleaning routines.</td>
</tr>
<tr>
<td><strong>Students with Disabilities</strong></td>
<td><em>See Special Considerations for Serving Students with Disabilities</em></td>
<td></td>
</tr>
</tbody>
</table>

Protecting Staff Members and Students During Emergency Safety Interventions

In such instances a student being served in the school setting becomes significantly dysregulated and unsafe, occasionally school personnel must implement physical restraint when other non-physical interventions are ineffective. Always an action of last resort, restraint is utilized only when the student or others are deemed at imminent risk. The presence of COVID 19 underscores the importance of utilizing preventative measures and de-escalation techniques to reduce the use of physical restraint. Along with adhering to the regulations and extensive guidance surrounding the use of physical restraint, the following guidance should be taken into consideration by those staff members working with students who may have challenges adhering to basic precautions and/or exhibit behaviors that require direct contact with staff to help promote infection prevention.

<table>
<thead>
<tr>
<th>Prevention of Restraint</th>
<th>During Restraint</th>
<th>After Restraint</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review individual plans. Discuss any COVID-related concerns on a case-by-case basis.</td>
<td>Wear appropriate PPE - It is recommended that staff use a facial shield and gloves during a restraint procedure.</td>
<td>Staff members should change clothes, face masks, and sanitize face shields and any other PPE.</td>
</tr>
<tr>
<td>As necessary, consider flexibility with wearing masks. Face shields may be an acceptable alternative for some students.</td>
<td>Masks may be used, but may offer less protection from spitting and/or coughing.</td>
<td>Gloves should be properly discarded and replaced with a fresh set.</td>
</tr>
<tr>
<td>Store PPE in various locations ensuring it is readily available to staff members.</td>
<td>Additional, full personal protective equipment should be used when interaction with students known to be at elevated risk of COVID 19.</td>
<td>Follow existing protocols for exposure to any bodily fluids.</td>
</tr>
<tr>
<td>Identify students at risk for self harm, and ensure protective measures do not pose a risk for choking or strangulation.</td>
<td>If the student is wearing a mask, consider removal (if possible) or monitor closely to minimize any concerns with breathing.</td>
<td>Staff should support the student with hand washing or the use of hand sanitizer.</td>
</tr>
<tr>
<td>Staff members working with populations with increased risk factors should maintain a change of clothes on site.</td>
<td>Staff members should implement the least restrictive physical intervention necessary.</td>
<td>School personnel will determine when the student’s self regulation levels are sufficient to allow the student to safely return to schedule.</td>
</tr>
<tr>
<td>Staff members working 1:1 with a student who is likely to have increased physical contact should wear gloves.</td>
<td>Additional staff may be required to support the de-escalation and letting go process from a distance if mask wearing poses challenges with communication.</td>
<td>Additional Staff Members will maintain a written record of the individuals involved for contract tracing purposes.</td>
</tr>
<tr>
<td>Some students may require additional space or alternative activities so they are less likely to invade others’ space.</td>
<td>Modification of training for staff in the appropriate and safe use of de-escalation techniques and physical restraint.</td>
<td>Disinfect any equipment or belongings after any close physical contact.</td>
</tr>
<tr>
<td>Instruction should include COVID precautions (e.g.,physical distancing, safety measures) as part of the behaviors being taught, monitored and rewarded.</td>
<td>Use minor breaches of precautions as an opportunity for students to discuss and learn from them.</td>
<td>Debrief and address any staff related needs related to stress and/or fatigue (e.g., tap in, tap out; buddy classrooms; boundary setting; self-care).</td>
</tr>
<tr>
<td>Use minor breaches of precautions as an opportunity for students to discuss and learn from them.</td>
<td>Modification of training for staff in the appropriate and safe use of de-escalation techniques and physical restraint.</td>
<td></td>
</tr>
</tbody>
</table>

Remote Learning

Full-Time Remote Learning Option 1 - Remote Rigorous for PreK-12

Criteria

Students may enroll in this full-time remote learning option. It is a quarterly commitment for grades Prek-5 semester-by-semester commitment for grades 6-12. A transition prior to the terms stated may be considered by both district and building administrators based on need. If a student transitions from Remote Rigorous to In-Person Learning, school and class placements will be determined administratively based upon class sizes across the district. Initial placement is not guaranteed. Students and parents must agree to follow the program assurances. The program will focus on providing instruction in the four core areas of learning (ELA, Math, Social Studies, and Science). USD 266 staff will determine the courses for the student. Elective course opportunities will be provided to the extent possible depending on staffing and programming availability. These course assignments may be coordinated throughout the first semester.

Assurances

Program assurances must be agreed to in order to guarantee an understanding of program requirements. No student may start in this program without signed commitment to these assurances. Failure to adhere to the assurances will result in termination of the remote learning and transition back into the bricks and mortar school.

- Please click to access the Remote Learning Application in the Appendix.

Learning Logs

Learning logs documenting a minimum of six (6) hours of learning per day are required by the state of Kansas. Teachers will guide students and parents in proper completion of these daily logs.

Curriculum

In the state of Kansas, remote learning must use the same curriculum that is being used in the bricks and mortar schools. Students will be utilizing the Maize Board of Education approved curriculum. This will include a blend of both online and offline resources. The assigned teachers will assign the appropriate curriculum and resources for your child’s learning.

Instruction

Students in this program will attend assigned classes daily via Zoom and/or Blackboard Collaborate. In addition, a learning management system will be utilized. Each instructor will provide lessons and opportunities for academic engagement. Classes will be scheduled by USD 266 and attendance is required. Orientations will be provided at the start of each semester.
Assessment
Just as in the face to face classroom, a variety of assessment activities will be conducted by our teachers. This may include written, digital, project-based and/or oral exams.

Grading System
The district’s grading system will be followed in this program.

Full-Time Remote Learning Option 2 - Remote Flex for Grades 6 -12

Criteria
Students may enroll in this full-time remote learning option. It is a semester by semester commitment and students and parents must agree to follow the program assurances. A transition prior to the terms stated may be considered by both district and building administrators based on need. If a student transitions from Remote Flex to In-Person Learning, school and class placements will be determined administratively based upon class sizes across the district. Initial placement is not guaranteed. The program will focus on providing instruction in the four core areas of learning (ELA, Math, History and Science) in addition to learning skills and guidance courses. USD 266 staff will determine the courses for the student. In this program, it is important that the student be a self-motivated learner.

Assurances
Program assurances must be agreed to in order to guarantee an understanding of program requirements. No student may start in this program without a signed commitment to these assurances. Failure to adhere to the assurances will result in termination of the remote learning and transition back into the bricks and mortar school.

Learning Logs
Learning logs documenting a minimum of six (6) hours of learning per day are required by the state of Kansas. Teachers will guide students and parents in proper completion of these daily logs and daily check ins are required.

Curriculum
In the state of Kansas, remote learning must use the same curriculum that is being used in the bricks and mortar schools. USD 266 utilizes the Edgenuity curriculum in grades 6-12. Although Edgenuity will be used for the core classes, other blended courses and activities will be added.

Instruction
Although students do not have assigned daily class sessions, the student will be expected to complete a minimum of six (6) hours of learning daily. The assigned teacher will monitor the student’s performance and assign additional learning activities/projects as required. The student is required to have daily meaningful contact with the assigned teacher.
Assessment
All assessments are digital but may require computerized observation.

Grading System
The district’s grading system will be followed in this program.

Supporting All Learners
Attention to sound instructional practice focused on differentiated learning opportunities, expected learning outcomes, and student-specific supports is important to the success of all learners. Thus, whether providing educational services in the face-to-face, hybrid, or remote setting, effective teachers make use of content knowledge, sound instructional approaches, and data to design, deliver, and evaluate the effectiveness of instruction. As Maize USD 266 moves forward with reopening schools and educating students, the study of data and focus on students who face obstacles in access, engagement, and progress in learning will remain a priority for school personnel. Key areas of focus to promote effective professional practice and advance the strategic decision-making necessary to support all learners will include, but are not necessarily limited to, the following:

Social/Emotional Well-Being of Students
Maize USD 266 is committed to a strong sense of connection serving to create positive social, emotional, behavioral, and academic outcomes for all students.

High Expectations
Maize USD 266 is committed to providing clear expectations and learning targets supporting strong outcomes for all students across a variety of educational settings.

Access to Research-Based Curriculum
Maize USD 266 is committed to the use of curriculum promoting domain-specific teaching practices effective in supporting positive student outcomes for diverse student populations.

Use of High Leverage Instructional and Assessment Practices
Maize USD 266 is committed to systematic planning, instruction, assessment, and feedback supporting active student engagement and learning.

Student Engagement
Maize USD 266 is committed to building positive teacher-student relationships necessary to engage students across multiple learning environments.
Family and Community Engagement

Maize USD 266 is committed to collaboration between schools and families to support the understanding needed to effectively plan for and deliver quality instruction.

Mode of Instructional Delivery

Maize USD 266 is committed to working with students and families with a focus on an accessible, individualized, and data-based approach to ensure students’ access and progress with the curriculum.

English for Speakers of Other Languages (ESOL)

Maize USD 266 will continue to provide quality instructional assistance and services to enable qualifying students to attain grade-level content standards while increasing their ability to listen, speak, read, and write English. The district is committed to remaining flexible and responsive with English for Speakers of Other Languages (ESOL) programs and services, ensuring the services provided support and supplement the instructional content delivered in the face-to-face and/or remote educational setting. Drawing upon the expertise of ESOL educators, schools will seek to partner with families and community partners who work closely with ESOL student populations and communities, ensuring sources of support and continuity for students and families during the school reopening.

Students With Disabilities

Programs and services provided in accordance with a plan under Section 504 (504) or a student’s individualized education program (IEP) provide equity and access for students with disabilities to participate in and progress in the general education curriculum. Thus, Maize USD 266 recognizes it is critical as part of the COVID-19 response to reduce the potential impacts on students with disabilities and ensure school personnel remain flexible and responsive in continuing to meet students’ educational needs.

Free Appropriate Public Education

A Free Appropriate Public Education (FAPE) remains at the heart of the 504 and IEP process, including eligibility and the provision of specially designed services during extended school closures and throughout the reopening process. Students with an existing 504 plan or IEP will be provided equal access to the modes of instructional delivery made available to their grade-level peers. Schools continue to have an obligation to collaborate with parents and families to ensure that students continue to be provided FAPE consistent with the need to protect the health and safety of students and their service providers. Maize USD 266 will continue to provide special education and related services to students in accordance with each student’s individualized education program (IEP) or for students entitled to FAPE under Section 504.
If a student is not making appropriate progress, the 504 or IEP team members would need to meet and discuss what changes can be made to the services and supports to address the student’s lack of progress. Such discussions may include, but are not necessarily limited to:

- Addressing student-specific needs arising from the transition back into the building and/or other educational environment.
- Whether or not a student has experienced a regression of skills and/or lack of progress.
- If regression and/or a lack of progress has occurred, the identification of the necessary services and support, including additional, new, or different services and accommodations.
- Consideration of any specialized instruction, related services, and service delivery options based on individual needs should remain consistent with the need to protect the health and safety of students and their service providers.

**Access to Educational Environments**

Students with 504 plans or IEPs will be provided equal access to the same environments for instructional delivery (face-to-face, hybrid, and remote) as their grade-level peers. School personnel will work with families to assess and, as deemed necessary, update individualized plans. Consideration regarding service delivery options should be based on the student’s unique needs and should remain consistent with the need to protect the health and safety of students and their service providers.

Students participating in remote learning will not forego services. If a parent and the other members of the IEP team agree that a student with a disability could or should participate in a remote learning option offered by the school district, the 504 or IEP team members should determine whether any changes are needed to the services and supports in the 504 plan or IEP in order for the student to participate in the alternative option.

Should a parent elect to have a student participate in remote learning for the 2020-21 school year and the other members of the child’s 504 or IEP team do not believe that the parent’s choice for full-time remote will confer a Free Appropriate Public Education (FAPE), then the school’s offer of FAPE will remain intact in the child’s IEP. However, the 504 team or IEP team also should create a temporary plan for the services and support necessary for the student to participate in the alternative option selected by the parent.

**Attendance**

Students with 504 plans or IEPs will be provided equal access to the same educational settings (face-to-face, hybrid, remote) and attendance expectations as their grade-level peers. In the event some modification to attendance needs to be considered in light of the student’s unique circumstances, the 504 and/or IEP team will meet, review all relevant data, and determine if the student requires modifications to the grade-level attendance schedule in order to address documented disability-related impacts and ensure the student continues to receive a Free
Appropriate Public Education (FAPE). Decisions will be made on a case-by-case basis and in collaboration with the student’s parent/guardian and appropriate school staff member(s).

Special Considerations for Serving Students with Identified Needs
Special considerations regarding accommodations to account for the diversity of students will be made, especially for vulnerable student populations, including but not limited to those who are medically fragile, have significant developmental challenges, and/or have special health care needs and/or significant disabilities. Special considerations affiliated with the school opening may include but are not necessarily limited to the use of personal protective equipment and safety protocols, configuration of the educational environment, development of specialized schedules and routines, adjustments to instructional materials, and the training of school personnel and/or parents.

Personal Protective Equipment and Safety Protocols
Personal protective equipment (PPE) is an important way for staff members to protect themselves and students from COVID-19. However, the use of PPE may not be feasible for staff members and students in early childhood programs, in classrooms with medically fragile students, and/or for some students with special needs. School personnel should consult with administration regarding alternative PPE options and, as necessary, consult with school and local health practitioners regarding appropriate alternatives.

- In some instances, the 504 and/or IEP team will need to meet to further consider and address any accommodations and/or modifications to match PPE to a student’s individual needs.
- Any decision to not use PPE should remain under review, and alternative strategies encouraging the introduction (explanation, instruction, and desensitization) and utilization of appropriate PPE should be addressed.
- In addition, the 504 and/or IEP team should, as necessary, consider any services and supports required to assist with social distancing protocols and the increase in hygiene routines such as handwashing.

Physical Environment
The configuration of building and classroom spaces directly influence the ways individuals interact with others. Thus, specific consideration and planning regarding the classroom layout and the ways staff members and students make use of shared spaces can affect the potential for disease transmission and assist in developing effective social distancing measures with student populations. Additionally, regularly cleaning surfaces and thorough handwashing are important. While not all inclusive, areas for consideration when planning for the classroom environment should include:

- Adhering to the local health official and/or district guidelines regarding the use of health screenings.
- Use of PPE to the fullest extent possible in accordance with individual student needs.
Approved by the Maize Board of Education Aug. 20, 2020

- Any needs related to alternative or additional PPE and/or sanitation-related equipment.
- The use of tables, partitions, and/or floor markings to designate work space.
- Utilizing space to maintain health and safety of students and staff and staff members, especially when tending to individual student medical or personal needs.
- Developing and adhering to systematic schedules and plans for sanitizing classroom environments and materials.
- Appropriate discard, storage, and timely disposal of any hygiene-related waste materials.
- As necessary, additional custodial services for classroom and special use bathrooms and equipment.

**Schedules and Routines**

In any educational setting, having a schedule and routine to establish what is expected assists students with behavior and time management and promotes instructional readiness to receive and benefit from the instruction provided. In addition to the instructional benefits, special consideration regarding scheduling and routines also can assist in promoting student and staff member wellness across the educational environments. Areas for further consideration and planning regarding schedules and routines for students with identified needs should include, but are not limited to:

- Planning for, scheduling, and ensuring student participation in the Least Restrictive Environment (LRE) as described in the IEP.
  - Planning for, scheduling, and adhering to the schedule for inclusion of students in the general education setting.
  - Planning for, scheduling, and adhering to the schedule for students to receive instructional time in the special education setting.
- Planning for, scheduling, and adhering to the schedule for the use of shared materials and/or equipment to ensure sanitation between each use.
- Planning for and making use of consistent staffing assignments/rotations to the fullest extent possible, reducing interaction between groups of staff members and students.
- Making use of intentional zoning, grouping, and proximity to reduce the scope and/or frequency of interactions between groups of students and/or personnel while maintaining participation in the Least Restrictive Environment (LRE) described in the IEP.
- Alternating schedules and/or locations for bathroom breaks and toileting.
- Planning for and limiting transitions to the fullest extent possible.

**Instructional Materials and Equipment**

Maize USD 266 will continue to provide special education and related services to students in accordance with each student’s individualized education program (IEP). School personnel will continue to monitor and assess individual student situations to ensure students have the
appropriate materials and resources necessary to engage in the various instructional delivery models. Areas for further consideration and planning regarding the materials and equipment necessary to provide specially designed instruction should include, but are not necessarily limited to:

- Ensuring accessible (i.e., print, digital) materials for individual student needs based on the services and supports outlined in the IEP.
- Utilizing systems to distribute, track, and rotate the necessary instructional materials for school and/or home use.
- Utilizing established protocols for sanitizing students’ materials used in the school and/or home environment.
- Arranging for additional materials and/or implementation of a modified schedule and rotation of materials and/or equipment previously shared (task boxes, vocational materials, sensory items, therapy equipment) to allow for sanitation between each student’s use.

Training and Professional Development
Training and technical assistance will be provided for school personnel to ensure effective navigation of technology and delivery of instruction in face-to-face, hybrid and/or remote learning models. To meet the individual needs of students, resources and/or training will be made available to staff members, students, and, as necessary, families, to enable all stakeholders to effectively partner in the various educational settings and support student participation and progress with learning. Areas for further consideration and planning regarding training and professional development in the context of the school reopening should include, but are not necessarily limited to:

- Supports for school personnel as outlined in the IEP and within the context of the instructional delivery models available.
- Sanitizing systems and procedures.
- Any modified guidelines for health, safety, and crisis situations.
- The review and any revisions to training protocols surrounding diapering, food preparation, and student feeding.
- Staff member and student training on the instructional platforms in use.
- As deemed necessary, parent training on the instructional platforms, materials, and/or equipment in use.
### Revised Calendar

<table>
<thead>
<tr>
<th>July</th>
<th>2020 - 2021 Maize USD 266 Calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-31</td>
<td>New Teacher Professional Development</td>
</tr>
<tr>
<td>August</td>
<td>Professional Development</td>
</tr>
<tr>
<td>3-4</td>
<td>Professional Development</td>
</tr>
<tr>
<td>19-20</td>
<td>Teacher Work Day</td>
</tr>
<tr>
<td>September</td>
<td>Teacher Work Day</td>
</tr>
<tr>
<td>1</td>
<td>Parent-Teacher Conferences (School Hes)</td>
</tr>
<tr>
<td>4</td>
<td>Professional Development</td>
</tr>
<tr>
<td>7</td>
<td>NO SCHOOL, Labor Day</td>
</tr>
<tr>
<td>8</td>
<td>First Day of School, All of gr. 1-5, 6-12 letters A thru K only, PK &amp; K letters A thru K only</td>
</tr>
<tr>
<td>9</td>
<td>All of gr. 1-5, 6-12 letters I thru Z only, PK &amp; K letters I thru Z only</td>
</tr>
<tr>
<td>October</td>
<td>NO SCHOOL, Parent-Teacher Conferences (Virtual Conferences)</td>
</tr>
<tr>
<td>November</td>
<td>End of Term 1 (43 Days)</td>
</tr>
<tr>
<td>December</td>
<td>NO SCHOOL, Winter Break</td>
</tr>
<tr>
<td>January</td>
<td>NO SCHOOL, Winter Break</td>
</tr>
<tr>
<td>1</td>
<td>NO SCHOOL, Dr. Martin Luther King, Jr. Day</td>
</tr>
<tr>
<td>21</td>
<td>End of Term 2 (42 Days)</td>
</tr>
<tr>
<td>22</td>
<td>Teacher Work Day</td>
</tr>
<tr>
<td>February</td>
<td>NO SCHOOL, Parent-Teacher Conferences (Virtual Conferences)</td>
</tr>
<tr>
<td>March</td>
<td>NO SCHOOL, Spring Break</td>
</tr>
<tr>
<td>12-19</td>
<td>End of Term 3 (41 Days)</td>
</tr>
<tr>
<td>April</td>
<td>NO SCHOOL, Professional Development Day</td>
</tr>
<tr>
<td>23</td>
<td>Move to 4/21 pending Instructional Model</td>
</tr>
<tr>
<td>May</td>
<td>Last Day for Seniors</td>
</tr>
<tr>
<td>20</td>
<td>Maize High School Graduation - 6:30 p.m., Wichita State University's Koch Arena</td>
</tr>
<tr>
<td>23</td>
<td>Maize South High School Graduation - 6:30 p.m., Hartman Arena</td>
</tr>
<tr>
<td>June</td>
<td>Memorial Day</td>
</tr>
<tr>
<td>June</td>
<td>Approved by the Maize Board of Education Aug. 20, 2020</td>
</tr>
</tbody>
</table>

**Calendar Legend**
- School not in session
- Professional Development / Teacher Work Day
- Beginning of term
- End of term
- Parent/teacher conferences, K-12
First Day of School Staggered Schedule

Maize USD 266 will observe a staggered first-day-of school schedule for the 2020-21 school year. The school year begins Sept. 8, as approved by board members on July 27. Students in the remote learning model will start on this day. All remote learning model students will have school Sept. 8 through Sept. 11 that week.

For students in the hybrid learning model, attendance the first week of school will be as follows.

Orientation days. On these days, students will physically attend school as described here regardless of their hybrid attendance schedule.

- **Tuesday, Sept. 8:** preschool and kindergarten students with last names beginning with letters A through K, all students in grades 1 through 5, and students in grades 6 through 12 whose last names begin with letters A through K. (Hybrid learning model students will attend based on this schedule, as the hybrid attendance schedule will not begin until Thursday, Sept. 10.)
- **Wednesday, Sept. 9:** preschool and kindergarten students with last names beginning with letters L through Z (but not those with last names beginning with letters A through K), all students in grades 1 through 5, and students in grades 6 through 12 whose last names begin with letters L through Z. **Please note this Wednesday is a face-to-face in-school day for students on the hybrid model.** The first remote learning Wednesday of the school year for the hybrid model will be Wednesday, Sept. 16. (Hybrid learning model students will attend based on this schedule, as the hybrid attendance schedule will not begin until Thursday, Sept. 10.)

Hybrid attendance schedule begins

- **Thursday, Sept. 10 and Friday, Sept. 11:** all students, with students in grades 6 through 12 following their assigned hybrid schedules. Physical school attendance for students on the hybrid learning model will be based on that model’s schedule.
Definitions

Instructional Formats:
- **Face-to-Face**: Most students and staff members present on campus.
- **Remote (mostly)**: Most students and staff members operating in a home setting. Small group and/or individual instruction on campus to meet specific student or program needs.
- **Hybrid**: Students and staff members operating in a combination of on-campus and remote settings. Staggered schedules to reduce numbers present at any given time.

Sanitation Methods and Personal Protective Equipment (PPE) Resources:
- **Mask**: Wearable, breathable covering of the nose and mouth. May be made of natural or synthetic materials and should consist of more than a single layer of material.
- **Face Shield**: Clear plastic shield worn over the face. A face shield is not a substitute for a mask.
- **Hand Sanitizer**: Alcohol-based liquid, gel, spray, or foam of 60 percent or greater alcohol content.
- **Disinfectant Cleaner**: District-provided disinfectant liquid.
- **Disinfectant Spray**: Aerosol-projected disinfectant.
- **Electrostatic Sprayer**: Sprayer used to create a fine mist of hospital-grade disinfectant to apply to surfaces.
- **Health Screening Questionnaire**: A list of questions designed to promote self-awareness, good health practices, and reflection.

Physical Barriers
- **Social Distance**: A minimum of three, preferably six feet or more of distance between individuals.
- **Sneeze Guard**: Plexiglass or other clear, solid material used to guard/protect from bodily fluids expelled from the mouth or nose.
### Universal Precautions

<table>
<thead>
<tr>
<th>Health and Wellness</th>
<th>Cleaning and Sanitizing</th>
<th>Physical Plant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff members and students will be asked to independently review a brief self-assessment each morning prior to reporting to school. Students also will have their temperatures checked upon entering school buildings for the first time each day.</td>
<td>Provide hand soap and/or hand sanitizer in bathrooms, classrooms, common spaces, and frequently trafficked areas.</td>
<td>Post signage in classrooms and common areas to communicate how to reduce the spread of COVID-19.</td>
</tr>
<tr>
<td>Teach and reinforce good hygiene measures, including handwashing and the use of masks in the absence of social distancing.</td>
<td>Post signage reminding staff members and students to wash their hands or, in the absence of soap and water, use hand sanitizer several times per day.</td>
<td>Post signage reminding staff members and students to wash their hands or, in the absence of soap and water, use hand sanitizer several times per day.</td>
</tr>
<tr>
<td>Strictly follow state and/or local face mask-wearing requirements. In the absence of a state or local requirement, face masks will be worn based on current district guidance.</td>
<td>Clean and disinfect commonly touched surfaces, including door handles, tabletops, light switches, restroom fixtures. Ideally after each use, at least once per day.</td>
<td>Ensure ventilation system filters are changed according to schedule and systems are operating properly. Monitor air exchange rates.</td>
</tr>
<tr>
<td>Utilize current research and best practice strategies when determining who will wear masks, when, and where (unless contrary to state or local requirements).</td>
<td>Conduct deep cleaning of schools prior to students and staff members returning and during any extended breaks.</td>
<td>Discontinue the use of water fountains as a drinking source. Allow water fountains to be used to fill water bottles that students bring from home.</td>
</tr>
<tr>
<td>Maintain social distancing when able.</td>
<td>Cloth-covered furniture, curtains, and other fabric items should be removed from classrooms and schools.</td>
<td>Students will not be issued lockers in an effort to reduce corridor congestion.</td>
</tr>
<tr>
<td>Anyone experiencing symptoms of COVID-19 should stay home and seek medical care.</td>
<td>Trash receptacles will be emptied at minimum once per day. Building custodial staff members should be notified on</td>
<td>Doors should be propped open during heavy traffic times, including arrival, dismissal, and passing periods, to reduce surface-touching.</td>
</tr>
</tbody>
</table>
any known infected materials placed in trash receptacles.

<table>
<thead>
<tr>
<th><strong>As much as possible, staff members will assign students to a single seat facing the same direction as others in proximity to reduce airborne particle transmission.</strong></th>
<th><strong>Each building is outfitted with one or more electrostatic sprayers and accompanying disinfectant liquid.</strong></th>
<th><strong>Extra furniture and/or other obstacles to increasing the distance between students should be removed from classrooms.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students and staff members who depend upon nonverbal communication will utilize clear face coverings, nonverbal hand signals, and/or other nonverbal methods of communication.</strong></td>
<td><strong>Electrostatic sprayers will be used regularly in contamination rooms, health offices, and other areas determined by operations staff as needed.</strong></td>
<td><strong>Utilize outdoor spaces for learning and transitions when safe and possible.</strong></td>
</tr>
<tr>
<td><strong>Efforts will be made to minimize sharing of supplies and to develop procedures and routines for wiping/cleaning supplies between shared use.</strong></td>
<td><strong>Workspaces used by different individuals should be wiped down between users.</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Health Services

<table>
<thead>
<tr>
<th>General Practices</th>
<th>COVID-19 Specific Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persons experiencing symptoms that require a visit to the school health office will be required to wear a mask unless wearing a mask exasperates symptoms.</td>
<td>The district will establish a COVID-19 Response Team led by a health professional.</td>
</tr>
<tr>
<td>Health office staff members will wear both a face shield and mask when working with student patients.</td>
<td>Confirmed or suspected cases involving a staff member, student, residential family member (someone living in the same household as a staff member or student), or someone in close contact with a staff member or student shall be reported to the district COVID-19 Response Team Coordinator.</td>
</tr>
<tr>
<td>As part of the standard intake procedure, staff members and students will answer a series of health screening questions.</td>
<td>Each building will establish a COVID-19 Response Team that includes the school nurse, health para, head custodian, and other necessary staff members.</td>
</tr>
<tr>
<td>Temperatures will be taken using “no-touch” infrared thermometers as part of the standard intake procedure.</td>
<td>Buildings will establish a procedure for activating their COVID-19 Response Team.</td>
</tr>
<tr>
<td>Routine visits to the health office for medicine administration, lost teeth, scrapes, etc., shall be conducted outside of the health office when possible.</td>
<td>A dedicated isolation room will be established in each building in order to isolate staff members or students who are determined to be demonstrating symptoms of COVID-19.</td>
</tr>
<tr>
<td>A supply of adhesive bandages and gloves will be provided to recess monitors, office staff members, and others in an effort to reduce visits to the health office.</td>
<td>The dedicated isolation room will be cleaned and disinfected between each patient. Proper PPE will be worn during this process.</td>
</tr>
<tr>
<td>Cots, stethoscopes, blood pressure cuffs, and any other tools or supplies used will be cleaned with disinfectant between each patient.</td>
<td>Staff members, students, or visitors exhibiting symptoms will be sent home immediately.</td>
</tr>
</tbody>
</table>
## Transportation

<table>
<thead>
<tr>
<th>Policy</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district will make transportation services available to any student who lives 2.5 miles or more from his/her school of attendance or in a location determined by the district to be unsafe for walking/bicycling to his/her attendance site.</td>
<td>The superintendent will have the authority to make the necessary changes in transportation practices to best serve the needs and safety of students and staff members.</td>
</tr>
<tr>
<td>● Please see Appendix for additional details and a map.</td>
<td></td>
</tr>
<tr>
<td>To reduce the number of riders per route, transportation will not be available to Legacy students in grades 6 through 9 unless riding from the same home as a student in grades 10 through 12 eligible for transportation due to preference school selection in prior years.</td>
<td>Bus riders, drivers, and paras will strictly follow state and/or local mask-wearing requirements. In the absence of a state or local requirement, allow masks to be worn based on district guidance.</td>
</tr>
<tr>
<td>The district will provide transportation services specified in Individual Education Plans (IEPs).</td>
<td>Seating charts will be developed based upon pickup and drop-off locations in an effort to minimize students walking past occupied seats. Loading will begin with the rear of the bus first when appropriate.</td>
</tr>
<tr>
<td>Students riding home to a friend’s house with permission from parents and administrators will only be allowed in situations where both students regularly ride the same bus.</td>
<td>Students who do not reside in the same home will sit no more than two riders per seat.</td>
</tr>
<tr>
<td>Shuttle routes between Maize South High School and the Maize Career Academy will continue to run. Students are encouraged to drive themselves. Carpooling between schools will not be allowed.</td>
<td>Drivers will have extra masks available for students who arrive at the bus without.</td>
</tr>
<tr>
<td>Field trips will be suspended until further notice.</td>
<td>Students will be asked to sanitize their hands as they board the vehicle.</td>
</tr>
</tbody>
</table>

Vinyl seats will be wiped down with disinfectant between routes. Cloth seats will be sprayed with disinfectant spray.

Cloth seats will be covered with vinyl seat covers when possible.

Vehicles will be disinfected using an electrostatic sprayer a minimum of once per week.

Students will board and depart vehicles allowing adequate social distance between themselves and others.
Transportation Maps
See maps in Appendix.

Arrival, Dismissal, Visitors, Volunteers

Arrival and Dismissal

- Parents will be provided with a brief health screening questionnaire to use each morning at home before sending students to school.
- Temperature checks will be conducted in accordance with any lawful state or local order. In the absence of an order, temperature checks will be conducted as determined necessary by the District Response Team.
- Parents will drop off and pick up students curbside.
- Parents should not exit their vehicles during drop-off or pickup unless prior arrangements have been made with school personnel.
- Students who walk to school should arrive no earlier than 10 minutes before the first bell after doors have been unlocked. Students arriving early will sit in designated areas, appropriately distanced from others.
- When staffing permits, students should report directly to their first class of the day upon arrival.
- Students who drive to and from school should enter their vehicle and exit the parking lot promptly without lingering.
- Students who walk home from school should leave campus immediately and not congregate in the hallways or parking lots.

Visitors and Volunteers

- Visitors will be screened using the Aiphone intercom system to determine the purpose of their visit.
- Signage notifying visitors of mask-wearing, temperature screening, and hand-sanitizing requirements will be posted outside each office entrance.
- Visitors who require access to the building beyond the secure vestibule will be required to wear a mask.
- Visitors will be required to answer health screening questions and take their temperature before gaining access to student spaces.
- Visitors will be asked to wash or sanitize their hands prior to gaining access to student spaces.
- Lunch and treat deliveries will not be permitted. This includes student meals brought from home after school starts each day. School meals will be available for all students.
- Classroom volunteers not essential to student learning will not be allowed. This includes Watch DOGS and other similar programs.
- Contractors, vendors, substitute teachers, and others not regularly scheduled to be present in the building will follow the visitor protocol.
- When possible, building repairs and maintenance in classrooms or common areas will be performed outside of school hours.
- Sneeze guards will be installed at visitor check-in locations.
- Each building will have a drop-off table positioned in or near the secure vestibule. Items being dropped off can be left on this table to limit face-to-face contact.
Transitions

- Efforts will be made to reduce the number of students in the corridors at any given time.
- Passing period lengths should be minimized to reduce the length of time students spend in the corridors.
- Staggered or scheduled transitions will be used when possible. Use caution to avoid schedules that do not allow for cleaning/disinfecting of spaces prior to the arrival of the next occupants.
- Directional signs, spacing indicators, and other signage should be suspended or wall-mounted rather than adhered to the floor where possible.
- Corridors should flow in a similar manner to roadway traffic. Keep to the right and maintain a center division where possible.
- Create one-way traffic flow where possible and utilize architectural features, such as tile squares, to help students understand appropriate distancing. **Example:** “Leave three tile spaces between you and the person in front of you.”
- When outdoor paths of travel are available and safe, they can be used to minimize hallway congestion and provide fresh air for staff members and students.
- Students should keep moving and not congregate. Conversations held during passing periods should maintain appropriate social distancing.
- Student hallway lockers will not be used. Lockers will not be used.
- A staff member should be posted at the restroom entrances to allow a specified number of occupants inside. Maximum occupancy will be determined by the number of staff members and current social distancing requirements.
- It is recommended to allow students to utilize a hall pass during instructional time to use the restroom when possible.
- Classroom doors should be propped open during transitions to reduce handle-touching and provide unobstructed traffic flow.
- Staff members awaiting a new group of students should use passing period time to clean/disinfect surfaces such as desktops, door handles, and light switches. Secondary students can be asked to assist if properly trained.
- Staff not awaiting a new group of students should stand near the door to their room, assist with traffic flow, and not congregate in groups.
## Food Service

### Elementary School | Middle School | High School

#### Breakfast
- Grab & Go meals are served in the cafeteria and taken to locations determined by school for consumption.
- Three pre-bagged options available.
- Students may add pre-wrapped fruit and/or milk.
- Limited packaged a la carte available.
- Students may add pre-wrapped item and/or milk.
- Four pre-bagged options available.
- Five pre-bagged options available.
- Students eat in the cafeteria.
- Only those eating should be in the cafeteria.
- Students eat in the cafeteria.
- Only those eating should be in the cafeteria.
- Students eat in the cafeteria.
- Only those eating should be in the cafeteria.

#### Point-of-Sale
- Food Service staff members will provide breakfast cards to scan so students can go directly to the cafeteria to pick up a meal upon arrival.
- Scanned ID cards, students tell the cashier their number, no student keypads.

#### Lunch
- Three entree choices available.

### Additional meal pickup locations

- Choices bars will include only pre-wrapped or individually portioned items.
- No shared utensils for serving.
- Choices bar will be monitored by food service staff members and sanitized regularly.
- Only pre-dipped or packaged condiments will be served.

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Cash accepted on the counter. No hand-to-hand transactions.

Social distancing markers such as cones or spots will be used.

Additional meal pickup locations may need to be added if volume necessitates.
### A la carte

- **Option 1:** Limited, pre-packaged options offered in A la Carte Room using ID Card purchases only. (Previously cash only.)
- **Option 2:** Mobile A la Carte orders for pickup only.
- **Option 3:** Limited A la Carte options available for purchase in standard lunch line.

### Point-of-Sale

- Touchless
- Scan ID Cards
- Cash on counter, no hand-to-hand transactions

### Social distancing markers such as cones or spots will be used.

### Seating Suggestions:

- Every other seat either on one side of a table or in a V-formation if two sides must be used.
- Utilize various spaces such as gyms, common areas, unused classrooms to spread out.
- Eat outside when possible.

### Remote Day Meals:

- Sent home with students on the prior day of attendance.
- Meals pre-ordered.

### Technology

- Students in grades K-12 will be assigned a Chromebook.
- Students are expected to use only their assigned device or a temporarily assigned device in the event their assigned device requires service.
- Families without internet service at home who need service for remote learning may check out a district-owned hotspot.
- Families who check out a district-owned hotspot will be required to sign an addendum to the standard Acceptable Use Policy (AUP).
- Major support (Promethean Boards, Projectors, etc.) will be done when students are not in the classroom (before or after school).
- All extra portable computing devices (Chromebooks, laptops, tablets, etc.) that are not assigned to a student or are not used for instructional purposes will be removed from the classroom.
- Extra devices (Chromebooks, laptops, tablets, etc.) will be used as supply to swap out with students when needed for repairs.
- When a staff member or student device needs repair, the staff member must enter an iiQ support request ticket via https://usd266.incidentiq.com/login. After a ticket has been created, staff members or students will place the device/devices in the technology “needs repair box” in each building. Once repaired, a technology staff member will return the repaired device to the classroom/office.
- If unable to submit an online ticket, staff and students will be able to call 316-350-2090 to have a ticket created for them. Online ticket submission is recommended.
- Devices in for repair will be wiped down with disinfectant when picked up and right before the return of the device.
• Remote support will be utilized when possible. Technology will try to minimize in-person contact.
• Normal wear-and-tear damage to devices will be taken care of by technology staff members. Intentional or negligent damage and lost or stolen devices will follow the standard fee replacement schedule.

Exposure Protocol and Procedures

<table>
<thead>
<tr>
<th>Prevention</th>
<th>Exposure or Illness</th>
<th>Return to Work, School, and/or School Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow Universal Precautions established by the district.</td>
<td>Staff members will notify their direct supervisor if they have COVID-19 symptoms as noted on the self-assessment tool, are diagnosed with COVID-19, are waiting for test results, or have been exposed to someone with symptoms or a confirmed or suspected case. Supervisors will notify the District COVID-19 Response Coordinator of staff member absences related to COVID-19. Students and/or staff members experiencing symptoms of COVID-19, subject to mandatory quarantine, or who have been exposed to someone with symptoms or a confirmed case, should remain at home. Confirmed or suspected cases involving a staff member, student, residential family member, or someone in close contact with a staff member or student shall be reported to the District COVID-19 Response Team Coordinator. The response team coordinator will determine if quarantine is required and when individuals are able to return to work/school. In situations where individuals present with COVID-19 symptoms at school, immediately notify the school nurse and separate individuals to the identified isolation room at the building. Close off areas used by a sick person and do not use these areas (including outdoor areas) until after they have been cleaned and disinfected. Make arrangements for the symptomatic person to be transported off of school property as soon as possible.</td>
<td></td>
</tr>
<tr>
<td>daily self-assessment.</td>
<td></td>
<td>USD 266 utilizes the CDC’s criteria to discontinue home isolation and quarantine as our baseline guidance.</td>
</tr>
<tr>
<td>good hygiene practices.</td>
<td></td>
<td>I think or know I had COVID-19, and I had symptoms You can be with others after</td>
</tr>
<tr>
<td>cleaning and disinfecting.</td>
<td></td>
<td>• 72 hours fever free without the use of fever-reducing medications, and</td>
</tr>
<tr>
<td>masks and other face coverings.</td>
<td></td>
<td>• Symptoms have improved, and</td>
</tr>
<tr>
<td>social distancing.</td>
<td></td>
<td>• 10 days since symptoms first appeared</td>
</tr>
</tbody>
</table>

Monitor and follow state, local, and district guidelines for changes. Monitor state and local travel guidelines, and avoid travel to areas determined by the Kansas Department of Health and Environment (KDHE) that require quarantine upon return.
Custodial staff will clean and disinfect areas of known or suspected exposure using appropriate safety precautions and PPE in performance of these functions. Custodial staff will ensure safe and correct use and storage of cleaning and disinfection products according to standard operating procedures for the department.

The district will conduct contact tracing to reduce the spread.
- Interview the symptomatic person to determine who they have been in contact with
- Review the person’s schedule
- Notify contacts of exposure
- Advise those who have had close contact with a person diagnosed or experiencing symptoms and awaiting a diagnosis to stay home, self-monitor for symptoms and follow CDC guidance if symptoms develop
- Notify state and/or local health officials as required

Human Resources will provide staff with EAP resources, local community resources and any applicable benefit forms.

School Response Team members will provide parents and students with information regarding local community resources.

Extra- and Co-curricular Activities

The following criteria for extracurricular and co-curricular activities are suggested and/or are best practices from reputable sources, including the Centers for Disease Control and Prevention (CDC), National Federation of State High School Associations (NFHS), National Association for Music Education (NAfME), Kansas Department of Health and Environment (KDHE), and the Kansas High School Activities Association (KSHSAA). Each building will need to adjust accordingly for its activities.

District-adopted gating criteria will be used to determine to what extent school activities will be conducted and/or permitted.

Administrative Expectations
- Provide COVID-19 education for coaches/sponsors, students, and parents.
- In the event that an activity is canceled or cut short, sponsors and coaches will be expected to provide opportunities for student participation as appropriate.
● Post signage regarding COVID-19 prevention and safety.
● Post signs and symptoms of COVID-19 throughout all facilities.
● Take attendance daily at all activities for contact tracing purposes.
● Individuals who exhibit any symptoms of COVID-19 or indicate contact with someone with COVID-19 will be immediately excluded from activities and reported to the Health Services Coordinator following district procedures.
● Student(s) and/or coaches will not be allowed to attend activities if exposed to COVID-19 in the prior 14 days or during a 14-day quarantine.
● Provide coaches/sponsors with hand sanitizer, gloves, and face coverings/masks as appropriate.
● Practice and workout groups should be as small as possible and remain static throughout the season.
● Outdoor workouts where students can spread out should be prioritized over indoor workouts whenever reasonable.
● Increase physical distancing in pre- and post-practice/event team meetings/huddles. Masks shall be worn in team meetings.
● Masks will be worn during transport to and from events if physical distancing cannot be maintained.
● Make every reasonable effort to follow KSHSAA activity-specific risk mitigation considerations.

Personal Hygiene Recommendations
● Personal hygiene protocols for extracurricular activities should be consistent with protocols used in all other school settings.
● Use hand sanitizer/wash hands upon arrival, frequently during play/practice, after activities.
● Maintain prescribed social distance and wear a mask or face covering to the maximum extent possible.
● Establish alternatives to high-fives and celebrations to minimize contact.
● Cough/sneeze into your elbow.
● Do not spit near others or onto surfaces used by others.
● Cover open wounds.
● Clean/disinfect highly touched surfaces frequently.
● Shower, wash clothing, and clean gear immediately after play/practice.

Equipment/Facilities Recommendations
● Follow all KSHSAA guidelines regarding equipment and facility sanitization, storage, etc.
● Limit sharing of equipment and gear. Students should provide their own clothing, shoes, water bottles, towels, etc. If gear is shared, clean/disinfect between individual use.
● Group hydration devices (water cows, water fountains, hoses, etc.) should not be used other than to refill personal water containers. Wash all clothing/towels after play/practice.
● When sharing implements (balls, equipment), do not touch eyes, nose, or mouth, and use hand sanitizer frequently.
● Athletic equipment such as bats, batting helmets, and catchers’ gear should be cleaned between each use and not shared if possible.
● Balls/equipment should be wiped and cleaned between practice sessions and during sessions as feasible.
● Consider storage of equipment and gear separately in order to avoid cross-contamination and/or clean/disinfect equipment/gear pre-/post-use.
● Any equipment such as weight benches, athletic pads, etc. having holes with exposed foam should be covered.
● Establish a locker-room cleaning schedule with custodial staff members, which ensures appropriate cleaning is taking place each time a group leaves the locker room.
● If locker rooms are used, precautions should be taken to ensure large groups do not congregate.
● Locker assignments should be established to maintain as much physical distancing as possible and to ensure participants from different sports are not coming into close contact with each other.

Recommendations for Athletics
● Follow all safety and prevention protocols practiced in school.
● Anyone involved in a school activity should be screened daily for COVID-19 signs and symptoms. Screening should include a temperature check, which can take place at home prior to arriving at school.
● Students enrolled in the full-time remote learning model will be eligible to participate in extracurricular athletics. They will be required to complete and submit a daily health self-assessment before participating.
● Engage in individual work as much as possible.
● Encourage small group work as much as possible.
● Maintain at least 6 feet of distancing when not engaged in activities.
● Non-participants should consider wearing a mask when indoors or in situations where physical distancing cannot be maintained. Wearing a mask should never be discouraged unless it poses a safety risk.
● Limit frequency and duration of times athletes are face-to-face as much as possible.
● Consider staggered start times.
● Encourage athletes to arrive/depart in individual cars.
● Avoid/limit shared equipment/gear.
● Athletic lockers and locker rooms will only be used when necessary. When used, stagger the locker room schedule to avoid overcrowding.
● Be aware of increased risk as participation moves from school to regional and state levels.
● Consider live streaming of events if allowed or practicable.
● Higher-risk activities present greater opportunities for spread of disease. Therefore, consideration should be made for increased precautions as the risk increases.
  ○ Per NFHS:
    ■ **Higher Risk Activities**: Wrestling, football, cheer (stunting)
    ■ **Moderate Risk Activities**: Basketball, volleyball, baseball/softball, soccer, swim relays, pole vault, high jump, long jump
Lower Risk Activities: Individual running events, sideline cheer/dance, cross country
Note: Some activities listed above could move categories depending on mitigating measures (staggered start times, cleaning implements between use, spacing, etc.).

Recommendations for High-Risk Activities

Football
- Players will wear masks at all times except when they are wearing a helmet.
- Huddle formations should be modified. Huddles should not be formed in a circle, but in rows.
- Avoiding long periods in practice where players are engaged in the same activity repeatedly against another player.
- Football equipment (blocking sleds, agility bags, footballs) will be disinfected daily.
- Practice start times for varsity and sub-varsity should be staggered to eliminate congestion in the facilities-locker room, training room, parking lot, and the field.
- Team meetings should be in a location that offers adequate space for social distancing. (i.e. auditorium). It is recommended that meetings take place via online video communication or outdoors when possible.

Cheer
- Clean mats and practice surfaces between each practice.
- When face masks are mandated, no stunting should occur at practice, game, or competition per NFHS: Cheerleading & Dance Apparel / Accessories (Rules 3-1-1, 4-1-1).

Wrestling (To Be Determined)

Recommendations for Performing Arts: Marching Band, Concert Band, Orchestra, and Theater

General considerations:
- Follow all safety and prevention protocols practiced in school.
- Refer to NFHS Performing Arts resources.
- Follow district guidelines regarding transportation.
- Wear cloth face coverings/masks when 6 feet of personal distance is not feasible.
- Be aware of increased risk as participation moves from school, regional, and state levels.
- Consider livestreaming as allowed with appropriate licensing.

Concert and Marching Band
- Refer to KSHSAA guidelines.
- Refer to NFHS information regarding instrument hygiene.
- Cloth face coverings/mask usage as feasible.
- Adhere to spacing requirements of 6 feet or greater for on-field performances.
- Venue size/spacing in rehearsal and performances should allow for 10 feet or greater of personal distance.
- Develop procedures for cleaning/disinfecting of school-owned and rental instruments.

Choir/Music Education
• When masks are not feasible, utilize outdoor locations and/or large indoor locations allowing for increased personal distance of greater than 6 feet. Develop a plan for 10 feet of distance or more.
• Venue size/spacing during rehearsals should allow for increased personal distance. Develop a plan for 10 feet of distance or more.

Theatre
• Maximum cast sizes based on size of stages to allow for personal distance of at least 6 feet.
• Venue size/spacing requirements in rehearsals should allow for personal distance of at least 6 feet.
• Size/spacing requirements for staging/choreography should allow for personal distance of at least 6 feet or 10 feet when singing.
• Technical theater considerations:
  ○ Shared tools should be cleaned immediately after use and not sharing if possible.
  ○ Use cloth face coverings/masks when unable to maintain social distancing.
  ○ Develop plans for individual microphone usage, storage, cleaning/disinfecting.
  ○ Develop plans for cleaning costumes and/or use of rental costumes.
  ○ Develop plans for cleaning/disinfecting items handled by multiple students.
• Spacing for orchestra pits in musicals should allow for at least 6 feet of personal distance.
• Eliminate special on-stage moments or effects not compliant with 6 feet of personal distancing.
  ○ Prohibit stage kissing or staged intimacy.
  ○ Omit flying rigs and other action requiring close physical contact between technician and actor.
  ○ Omit or mitigate staged combat.

Spectator/Audience Recommendations
• Communicate with the public about regulations and recommendations that will affect spectators at all activities.
• Encourage participants to use hand sanitizer prior to entry at events.
• Consult with the local health department to determine the allowable number of spectators/guests.
• Venue size/spacing for maximum audience size should allow for at least 6 feet of personal distance, and audience capacities may be set and determined by prevailing guidance from health authorities and venue capacity.
• Consider streaming rights/licensing for allowing online audiences.
• Require audience members to wear cloth face coverings/masks.
• Address audience traffic management (arrival, entrance, intermission, exit) to avoid crowding.
• Consider box office management/online sales.
• Address restroom safety issues, limit numbers.
• Develop a plan for safety measures for concession services.
• Develop a plan for safety measures for souvenir or other sales.
• Prevent audiences from gathering in large groups to greet students after performances.
Media at School-Sponsored Events

- Media wishing to attend events must have credentials visible.
- Media will not be considered essential personnel to conduct student activities.
- Media will not be allowed in areas designated for participants and coaches.
- Media must follow all district health and safety guidelines.
Transportation Maps

- Subject to change

Map 1: For students in grades Pre-K to 5, northern portion of district

The district will not provide transportation to students who live in the listed neighborhoods (also shown within the heavy line) to or from the listed schools. If a student attends a different school, transportation will continue to be provided as before.*

Maize campus:
Maize Elementary School, Maize Central Elementary School, Fray-woodman Elementary School, Vermillion Elementary School

Neighborhood:
City of Maize
Carriage Crossing

* To reduce the number of riders per route, transportation will not be available to Legacy students in grades 6 through 9 unless riding from the same home as a student in grades 10 through 12 eligible for transportation due to preference school selection in prior years.

8-31-2020
Map 2: For students in grades 6-12, northern portion of district

The district will not provide transportation to students who live in the listed neighborhoods (also shown within the heavy line) to or from the listed schools. If a student attends a different school, transportation will continue to be provided as before.*

Maize campus:
Maize Middle School, Maize High School, Complete High School Maize

Neighborhood:
Carriage Crossing
City of Maize
Fieldstone
Hunter's Glen

* To reduce the number of riders per route, transportation will not be available to Legacy students in grades 6 through 9 unless riding from the same home as a student in grades 10 through 12 eligible for transportation due to preference school selection in prior years.
The district will not provide transportation to students who live in the listed neighborhoods (also shown within the heavy line) to or from the listed schools. If a student attends a different school, transportation will continue to be provided as before.

**Maize South campus:**
Maize South Elementary School, Maize South Middle School, Maize South High School

**Neighborhood:**
- Avalon Park
- Bradford North
- Cypress Point
- Fiddler’s Cove
- Fox Ridge
- Huntleigh
- Oak Ridge 1 and 2
- Shadow Lakes
- Tylers Landing
- Northwest quarter of Reflection Ridge (Fossil Rim and Northridge Lakes)
- Watercress

* To reduce the number of riders per route, transportation will not be available to Legacy students in grades 6 through 9, unless riding from the same home as a student in grades 10 through 12 eligible for transportation due to preference school selection in prior years.