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APPENDIX A | Coronavirus vs. Cold vs. Flu vs. Allergies Infographic
### COVID-19 vs. Flu vs. Cold vs. Allergies

<table>
<thead>
<tr>
<th>Symptom</th>
<th>COVID-19*</th>
<th>Flu</th>
<th>Cold</th>
<th>Allergies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fever</td>
<td>Common</td>
<td>Rare</td>
<td>Rare</td>
<td>No</td>
</tr>
<tr>
<td>Headache</td>
<td>Sometimes</td>
<td>Rare</td>
<td>Rare</td>
<td>No</td>
</tr>
<tr>
<td>General aches, pains</td>
<td>Sometimes</td>
<td>Slight</td>
<td>Slight</td>
<td>Common</td>
</tr>
<tr>
<td>Fatigue, weakness</td>
<td>Sometimes</td>
<td>Sometimes</td>
<td>Sometimes</td>
<td>Common</td>
</tr>
<tr>
<td>Extreme exhaustion</td>
<td>Rare</td>
<td>Rare</td>
<td>Rare</td>
<td>No</td>
</tr>
<tr>
<td>Stuffy nose</td>
<td>Rare</td>
<td>Common</td>
<td>Common</td>
<td>No</td>
</tr>
<tr>
<td>Sneezing</td>
<td>Rare</td>
<td>Common</td>
<td>Common</td>
<td>No</td>
</tr>
<tr>
<td>Sore throat</td>
<td>Rare</td>
<td>Common</td>
<td>Common</td>
<td>No</td>
</tr>
<tr>
<td>Cough</td>
<td>Common</td>
<td>Rare</td>
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</tr>
<tr>
<td>Shortness of breath</td>
<td>Rare</td>
<td>Rare</td>
<td>Rare</td>
<td>Sometimes**</td>
</tr>
<tr>
<td>Runny nose</td>
<td>Rare</td>
<td>Common</td>
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<td>No</td>
</tr>
<tr>
<td>Diarrhea</td>
<td>Rare</td>
<td>Rare</td>
<td>Common</td>
<td>No</td>
</tr>
</tbody>
</table>

* Information is still evolving.
** Sometimes for children.

Sources: KDHE, CDC, WHO, National Institute of Allergy and Infectious Diseases, American College of Allergy, Asthma and Immunology.
APPENDIX B  |  Releasing Cases and Contacts From Isolation and Quarantine
## RELEASING CASES AND CONTACTS FROM ISOLATION AND QUARANTINE

### CASES

Must be isolated for a minimum of 10 days after onset and can be released after afebrile and feeling well (without fever-reducing medication) for at least 72 hours, whichever is longer.

*Note: Lingering cough should not prevent a case from being released from isolation.*

**Examples:**
- A case that is well on day 2, and afebrile and feeling well for 72 hours, can be released from isolation on day 10.
- A case that is well on day 6, and afebrile and feeling well for 72 hours, can be released from isolation on day 10.
- A case that is well on day 14, and afebrile and feeling well for 72 hours, can be released from isolation on day 17.

### HOUSEHOLD CONTACTS

Must be quarantined for 14 days after the case has been afebrile and feeling well (because exposure is considered ongoing within the house).

If a household contact develops symptoms, they should be tested.

*This means that household contacts may need to remain at home longer than the initial case.*

**Examples:**
- A case is well 3 days after onset, case released from isolation on day 10, household contact must remain quarantined until day 24.
- A case is well 7 days after onset, case released from isolation on day 10, household contact must remain quarantined until day 24.
- A case is well 14 days after onset, case released from isolation on day 17, household contact must be quarantined until day 31.

### NON-HOUSEHOLD CONTACTS

Must be quarantined for 14 days from the date of last contact with the case.

5/27/20
APPENDIX C  |  Kansas COVID Workgroup for Kids
Kansas COVID Workgroup for Kids

Recommendations for School Reopening

As the information regarding COVID-19 (SARS-CoV-2) is rapidly evolving, KCWK intends for this to be a working document. Recommendations will require updates as new evidence emerges. This document is updated as of July 8, 2020.

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This document has been endorsed by:
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As the information regarding SARS-CoV-2 (COVID-19) is rapidly evolving, KCWK intends for this to be a working document. Recommendations will require updates as new evidence emerges. This document is updated as of July 8, 2020.
Objective

The main objective of this document is to provide general guidance for the reopening of Kansas schools in the COVID-19 pandemic. This document has been created and vetted with input of regional family medicine and pediatric physicians, child psychologists, and school nurses as members of the Kansas COVID Workgroup for KIDS. We acknowledge that we are not school educators and do not understand the legal considerations and logistical operations of running a school district. With that in mind, we hope this document can provide some general guidance and recommendations as we are able to interpret the medical literature and assist in stratifying risks related to disease transmission.

COVID-19 and children

As of June 18, there have been over 116,176 confirmed cases of COVID-19 (or SARS-CoV-2) in children in the United States. This represents about 6.2% (116,176/1,885,905) of all confirmed cases. Subset reports demonstrate that hospitalization (0.7-3.3% of all total hospitalizations) and death (0-0.6% of all COVID-19 deaths) is uncommon in children.1

Risk

Reopening Kansas schools in fall 2020 during the COVID-19 pandemic is not without risk. The KCWK considers that prolonged school closure and poor access to social and emotional support and the services that schools provide to children also hold significant risk for each student’s well-being. The recommendations within this document support the calculated risk of reopening schools in fall 2020. School-based transmission of community-associated seasonal respiratory viral infections is common, and it will not be possible to remove all risk of infection and transmission of SARS-CoV-2. However, it is important to reopen schools to optimize the overall health and well-being of children in Kansas communities by promoting academic achievement and the services, safety and support that reopening schools provide. Modified policies and procedures to mitigate the risk of SARS-CoV-2 transmission among students and staff are essential and will be required for the foreseeable future.

School reopening

Elementary schools (pre-kindergarten-5th/6th grade) should be encouraged to reopen for the 2020 fall semester after appropriately considering local disease prevalence, implementing recommended health safety actions and developing ongoing monitoring practices. Asymptomatic elementary-aged students are unlikely to be a significant source of community transmission of SARS-CoV-2.2-11

Middle and high schools may be at higher risk to transmit SARS-CoV-2 among students and staff but should be encouraged to work toward reopening for the 2020 fall semester after appropriately considering local disease prevalence, implementing recommended health safety actions and developing ongoing monitoring practices.

For students who are unable to physically attend school during the 2020-2021 academic year due to student or family health risks or due to parent/caregiver preference, a public school option for remote distance...
learning should be an option to ensure that all students within the state have access to appropriate education and academic success.

Scheduled prolonged winter break and alternative schedules

Many colleges and universities have decided on a prolonged winter break from in-person learning. We recommend school districts to strongly consider a prolonged break to mitigate transmission of SARS-CoV-2 during the typical winter viral season when expected seasonal respiratory viruses such as influenza and RSV may also be prevalent in the community. This can improve the overall health of our community, decrease a potential winter re-emergence of COVID-19 and help relieve stress on the local health care system.

   1. Students should plan to leave for winter break with all their belongings to allow for cleaning of the classrooms.
   2. Assure students have adequate supplies for distance learning over the prolonged break.
   3. Consider virtual learning options or online testing formats to complete semester requirements and finals during this time period, if necessary.

2. Consider prolonged fall and spring breaks depending on community transmission of SARS-CoV-2. If community spread is low, consider shortening these breaks in order to achieve more days of in-person instruction and education with recommended prolonged winter break.

3. During prolonged breaks from school, communicate clear expectations that if students or families travel during the break, then they should follow Centers for Disease Control and Prevention (CDC) and Kansas Department of Health and Environment (KDHE) travel recommendations and quarantine requirements and that all students should be back home by at least 1 week prior to returning to school.

4. Consider alternative schedules and methods of fulfilling public education requirements if prolonged breaks from in-person education are required.

5. Develop plans to continue support services, social services, therapies and meal provision during possible prolonged breaks from in-person education.

6. Consider alternative school-year schedules to decrease student exposure while at school. Examples include:
   1. Trimester system, which can allow students to only have five classes per trimester rather than eight classes per semester, which would decrease the number of peers each student is exposed to during each school day;
   2. Alternative block schedules arranged so that students are in each block of classes for a week at a time, decreasing the number of peers that each student is exposed to during each week.

School nurse support and nurse office recommendations

School nurse positions

1. All school buildings should have an on-site, full-time nurse.
2. If a school nurse placement is not possible, schools should have specific plans to address school health and safety standards.

Personal protective equipment
1. School nurses should protect themselves from SARS-CoV-2.
2. Meticulous hand hygiene should be practiced.
3. School nurses should have adequate personal protective equipment (PPE) that includes disposable gowns, gloves, N95 masks, surgical masks, and face shields or other eye protection.
4. Nurses should wear appropriate PPE when they are evaluating students or staff who become ill at school.
5. Nurses should wear a N95 mask and eye protection when providing care for ill students who are unable to wear a mask, who are unable to manage their secretions, or who are receiving nebulized therapy.
6. School nurses and staff should be trained on the appropriate PPE donning and doffing techniques.

Ill students or staff
1. Processes need to be in place to screen for and evaluate ill students.
2. When ill, students or staff should be separated from others during evaluation.
3. Students seeking evaluation should be required to wear a mask.
4. Students waiting for parents to arrive should wait in a room that is separate from other students.
5. Staff who are ill should be sent home immediately.
6. Spaces where ill students or staff have been evaluated should be disinfected with approved disinfectants.

Partner with local medical homes
1. Facilitate partnerships with local health care professionals to ensure that students continue to receive care through their established medical homes through innovative care models.

Return to school following illness
1. Schools should follow CDC and KDHE guidance regarding qualifications for the return of students and faculty with possible or confirmed SARS-CoV-2 to the school setting.
2. Modify return-to-school parameters following illness as per recommendations from the CDC and the American Academy of Pediatrics (AAP).

Students with asthma
1. Students with asthma should provide their own personal labeled spacer and metered dose inhaler for school use.
2. Nebulization therapy is considered an aerosol-generating procedure and should be avoided at school.
   a. If nebulization is unavoidable, a signed order from the student’s physician/clinician should indicate that nebulizer is required over spacer and metered dose inhaler.
   b. If nebulization treatment is required at school, all other students should be relocated from the nurse’s office and the number of staff present should be minimized.
c. The school nurse must wear adequate personal protective gear that includes an N95 mask, eye protection with goggles or face shield, gown and gloves during nebulization therapy.
d. Nebulized therapy should be performed in a room that is well ventilated.
e. The area should be avoided for 60 minutes post therapy to allow particles to settle and then all surfaces wiped and disinfected with approved disinfectants. Appropriate PPE should be worn while disinfecting the room.

Contact tracing

1. School administrators and nurses should have adequate staff support to provide a robust contact tracing program for students or staff who test positive for SARS-CoV-2.
2. Follow local, state and federal reporting guidelines in cooperation with the local and state health departments.

General health safety actions for staff and students

Screening prior to school entry

1. According to CDC guidance dated June 3, 2020, for K-12 schools and childcare, "Schools and childcare programs are not expected to screen children, students or staff to identify cases of COVID-19. If a community (or more specifically, a school) has cases of COVID-19, local health officials will help identify those individuals and follow up on next steps."^{12}
2. Temperature screening of students upon arrival to school is not recommended and would cause potential crowding in lines and delayed entry and start times. In addition, temperature screening in young children is not a reliable screen as fever is present in ~50% of infected children.^{12}
3. While routine general screening for all students and staff is not recommended by the CDC, it is essential that students and staff who have symptoms of illness at school be recognized, removed from the classroom and sent home as soon as possible.
4. Teachers and staff should be provided with education and information on the symptoms of COVID-19 in children so that appropriate and timely recognition may take place if a student develops symptoms during the school day.
5. Strict exclusion policies for symptomatic students and staff should be implemented and enforced.
6. Families should be empowered by placing the responsibility of screening on the parent/caregiver. Families should be provided a checklist for daily screening prior to school entry. Families should receive clear communication on expectations of self-monitoring and the expectations of students staying at home if they have a positive screen.
7. Examples of screening tools and questions
   c. Phone applications such as Apple COVID-19 Application or UnitedHealth ProtectWell App
8. Staff should also use a self-screening survey/checklist prior to coming to work and should stay home if they have a positive screen.
   a. Consider posting a self-screening checklist at each entry point to the school.
   b. Testing and return-to-school guidelines should be determined in conjunction with the local and state health department recommendations.

Limit non-essential visitors
1. Strictly decrease the number of non-essential visitors on campus.
2. Limit parent entry by modifying drop-off and pick-up procedures.
3. Consider staggered drop-off and pick-up times to decrease the number of parents/caregivers on the schoolgrounds at any one time.
4. Encourage parent volunteerism and involvement in ways that do not require the parent to be physically present at school, such as making masks and signs to promote health and safety and helping teachers through home volunteer assignments.
5. Utilize a parent portal to promote strong communication between parents and teachers through alternative and non-face-to-face conversations.
6. Develop modified return-to-school procedures to limit the number of students, parents and families in the school.
   a. Consider virtual, online or telephone enrollment.
   b. Organize staggered in-person enrollment with risk mitigation strategies in place to significantly reduce the number of people in the school for enrollment events at one time.
   c. Consider virtual "Meet Your Teacher" events.
8. Limit all non-essential school-based events and outside events that use school property. Consider alternative strategies to community-building and fund-raising that limit gathering of individuals and comply with physical distancing recommendations.

Promoting hand-hygiene practices
1. Respiratory viruses, including SARS-CoV-2, are primarily spread through respiratory droplet transmission. Viral shedding can also occur prior to symptom onset. Therefore, routine proper hand hygiene, either with soap and water or with hand sanitizer containing at least 60% alcohol, is critical to lessen the transmission of SARS-CoV-2 and is one of the most effective methods to prevent spread.13-15
2. All students and staff should receive proper hand hygiene education and guidance that is consistent with their age and developmental skills.
   a. Hands should be washed with soap and water for at least 20 seconds.
   b. Consider supervised hand washing as developmentally appropriate until competence is demonstrated by the student. Hand sanitizer should contain at least 60% alcohol. Cover all surfaces of hands and rub them together until they feel dry.
   c. If any student or staff coughs or sneezes into their hand, they then should wash hands or use hand sanitizer immediately afterward.
   d. Students and staff should be encouraged to cough or sneeze into their shirt sleeve.
Hands should be washed after touching masks.

3. The preferred method of hand drying is the use of single-use disposable paper towels rather than electric air-based hand dryers.\(^{16}\)


5. Hand sanitizer containing at least 60% alcohol should be readily available and easily visible for students and staff at each entry point of the school, as well as upon entry to each classroom.

6. Formal education for all students and staff on limiting face touching and avoiding touching eyes, nose and mouth as much as possible. Education should be age appropriate and in a positive, non-judging manner.

7. Age appropriate signage should be displayed throughout the school and classrooms as visual reminders for hand hygiene.

8. Consider having routine hand hygiene breaks with hand sanitizer throughout the day in addition to the use upon school entry, prior to meals/snacks, following toileting or following cough/sneeze.

**Masking/face shields/partitions:**

Due to the risk of SARS-CoV-2 transmission from asymptomatic and presymptomatic individuals, and in accordance with current CDC recommendations, we recommend mask requirements for school systems as detailed below. The CDC recommends use of non-medical grade cloth face coverings in public settings where other physical distancing measures are difficult to maintain.\(^{17}\) Using a non-medical grade mask will not decrease all risk of viral transmission, but in addition to other mitigation efforts, masks can further reduce transmission of SARS-CoV-2 in a school or building. Other mitigation efforts include physical distancing, effective hand hygiene, and routine cleaning and disinfecting.\(^{13}-15,17\)

Masks are more effective at decreasing transmission of viral particles when worn by the infected individual by decreasing the number of viral particles that they expel while coughing, sneezing, touching their face or performing other activities. This is especially important if there are asymptomatic or presymptomatic students or adults that are unaware that they are sick but may be at risk of spreading their infection to others prior to the start of their symptoms.

Masks potentially decrease high-risk touches to the face and inoculation of mucous membranes if worn correctly and not frequently manipulated. Wearing a well-fitting mask may also decrease the viral load of an exposure to an individual when somebody near them coughs or sneezes. Still, there is limited data on the efficacy of cloth, non-medical grade masks. There is also very limited evidence on the efficacy of face shields and partitions. Face shields and partitions may substantially reduce the short-term exposure of individuals to large infectious aerosol particles from a cough or sneeze, but smaller particles can remain airborne longer and flow around the face shield or partition and are more easily inhaled.\(^{10}\) Face shields are best used in addition to a medical-grade mask in a health care setting and may not be as effective when used alone. Still, we must balance the risk of viral transmission with the ability to provide a quality education to all children in the state of Kansas, which is also important for each student’s long-term health and well-being. Face shields and partitions may improve compliance and should be considered as a strategy for a barrier to viral droplet transmission in conjunction with the use of masks as described below and by themselves as an alternative to a mask.

1. **Students**

   a. **Pre-K to 5th/6th grade** - It is unlikely that children less than 12 years of age are at high risk to be “super spreaders” or even significantly transmit SARS-CoV-2 to their peers and adults.\(^{2,11}\) When children less than 12 years old are asked to wear masks, strict compliance to effective mask placement without manipulating the mask is low.\(^{13}\) Masks in this age group likely increase disruption from education without providing a significant reduction in viral
transmission. It may also lead to increased high-risk touches to face, which can increase the risk of transmission. We recommend that students less than 12 years old (pre-K-5th/6th grade) should not be required to wear a mask at school.

i. Exceptions:

1. Symptomatic or sick students should wear child-appropriate masks while in school and in the nurse’s station awaiting parent pickup.

2. Students with specific medical conditions may be encouraged to wear masks if recommended by a primary care physician and developmentally appropriate.

3. Students whose family provides and prefers their student(s) wear masks. The school should not be responsible for assuring mask compliance.

b. Middle school - Among the many districts and school systems throughout the state of Kansas, there are many different arrangements of students aged 10-12 based on their school building. For example, some schools have pre-K through 12th grade in one building while other districts have intermediate schools for only grades 5th-6th. It is our recommendation to treat these schools based on the safest and most effective masking policy for the students in that school. Under our recommendation, all traditional middle schools that hold grades 6th-8th should require masks for all students. However, in schools in which 6th grade is the highest grade, it is reasonable to consider not requiring masks for 6th graders in that school.

c. High school - Students older than 12 years old who have the developmental capability should be required to wear a mask. All teachers and staff should wear masks or face shields and high-risk staff should consider face shields in addition to mask in order to protect themselves.

i. Consider mask breaks when students are outside and physically distanced.

ii. Provide or encourage students to bring paper sacks to store their masks in when not being worn (food and beverage breaks, mask breaks, etc.)

d. In schools that contain elementary students and also students greater than 12 years old, all efforts should be made to limit interactions between the traditional elementary grades with the middle school and high school grade students, as well as physically separating these students by decreasing shared spaces to limit interactions and use of objects and fomites between these age groups (exceptions can be made for sibling groups or students residing in the same household).

e. Education should be provided on proper wearing techniques, compliance and manipulation, and minimizing high-risk face touches.

f. Age appropriate signage should be displayed throughout the school and classrooms as visual reminders for masking.

g. All symptomatic students and staff must be masked until they have left the campus.

h. Consider a student mask laundering program if facilities/resources are available.

i. School system should think critically about the effect that a universal masking program may have on students at risk for truancy, behavior problems and poor academic achievement and develop non-punitive ways to enforce universal mask use without harming the student’s social and academic development.
As the information regarding SARS-CoV-2 (COVID-19) is rapidly evolving, KCWK intends for this to be a working document. Recommendations will require updates as new evidence emerges. This document is updated as of July 8, 2020.

1. Specialty masks with a clear window or face shields may be helpful when education is unable to be performed while using a mask. (e.g. speech and language pathology sessions, English speakers of other languages, classroom read alouds, etc.).

2. Staff, adults, school visitors, vendors - We recommend that all adults and visitors ≥ 12 years old should be required to wear masks or face shields when they enter elementary school. The school should have a supply of cloth or disposable adult-sized masks to provide to adults that do not have their own mask on entering the building.

3. High-risk students and adults - Students, families and staff should consider utilization of wearing a mask and/or a face shield for improved protection from viral transmission on a case-by-case basis, as discussed with their primary care physician.

4. Nurse’s office - Students with symptoms of COVID-19 may be less likely to spread the virus than adults, but if they are showing symptoms, increased caution should be used. They should be directed to the nurse’s office immediately. School officials should examine their nursing office and consider ways to mitigate spread of symptomatic students and adults while in this location, such as distanced seating locations and partitions. Symptomatic students and adults should wear masks or face shields when in the nurse’s office. Also consider the increased usage of the school nurse during this time and consider increasing the overall space, seating, supplies and resources for the school nurse. School nurses should have appropriate PPE available (masks, gown, gloves, eye protection) to protect them from students or staff who become ill and symptomatic at school.

5. Face shield and partitions - Masking can interfere with direct education, especially for speech and language instruction, and for those who rely on nonverbal communication to learn. Each school and school district should consider alternative methods to ensure the safety of students and staff while participating in classroom instruction that is unable to be performed while using a mask. (e.g. speech and language pathology sessions, English speakers of other languages, classroom read alouds, etc.). While there is evidence supporting that face shields used alone are inferior to medical grade masks, there is a paucity of literature comparing the use of face shields alone to non-medical grade masks. It is reasonable to consider the use of face shields alone when masking interferes with speech and language instruction.
   a. Partitions and physical barriers may be helpful in areas such as reception and employee workspaces where adherence to physical distancing may be difficult.
   b. Partitions and physical barriers can be used in addition to masks in areas that may be high-risk for viral transmission.

Physical distancing:

Effort should be made to decrease the number of people that each student and staff interacts with during each day and each week and to decrease the amount of “close contacts” with others as defined by the CDC and KDHE. A close contact is defined as someone who was within six feet of an infected person for at least 10 minutes starting from two days before illness onset (or, for asymptomatic clients, two days prior to positive specimen collection) until the time the patient has completed isolation. This would decrease the overall exposure to others if someone in the school has SARS-CoV-2, and hopefully decrease the transmission of the virus. However, physical distancing in schools for young children may not be practical and may be harmful. Close interactions are important for normal development. Suggestions for physical distancing include:

a.

b.
1. Ensure that schools meet the state and federal guidance on the amount of space (square feet per student) and attempt to exceed these spacing recommendations.

2. Classrooms should be arranged in an effort to maximize the amount of space between students by spacing desks, tables, centers and seating.
   a. Arrange desks 3-6 feet apart whenever feasible.
   b. If possible, all students should face the same direction.
   c. Teacher workspace and teaching area should maintain 6 feet from students whenever possible unless it is disruptive of the educational process.

3. Work toward smaller class sizes and consider the use of alternative grouping of students into cohorts with fewer students per educator to be able to increase the physical space between students.

4. Efforts should be made to decrease shared spaces among students, especially students who may not typically interact with each other during the school day. Consider designating hallways, restrooms and shared spaces by grade level or classes to decrease exposure to other students or fomites from these shared spaces.

5. Minimize large gatherings and assemblies. Assembly content can be broadcasted to the home rooms as an alternative to large gatherings.

6. Decrease use of shared spaces such as staff break rooms.

7. Encourage and continue modified sports and physical education classes. These activities should be modified according to available protocols with special consideration given to modification of high-contact sports. Shared equipment should be avoided and if not avoidable should be cleaned between uses and at the conclusion of the activity.

8. Modify student clubs, meetings, conferences, staff meetings and other similar events so that they can comply with physical distancing standards, decrease close contact exposure. Conduct meetings virtually as much as possible.

9. Consider alternative-credit programs to decrease the number of students in high school buildings to improve physical distancing. Consider programs such as a “school flex program” for 11th and 12th grade students to gain high school credits for non-school activities with specific requirements. This may increase the graduation rate for students who may be at risk of dropping out of school, as well as possibly decreasing the density of students in high schools and aiding with physical distancing of students in school. This may also allow students to retain employment while gaining credit if they are helping to support their families during economic recession.

10. Student movement
   a. Modify hallway “passing” periods to limit the number of students interacting in the hallway at one time.
      i. Consider designating one-way hallways during passing periods
      ii. Consider designating “lanes” in the hallway to direct the movement and of students in hallways.
   b. Eliminate or modify locker usage and assignment to reduce the need for hallway use in multiple areas of the building
      i. Consider assigning lockers by student cohort.
ii. Mitigate harm to students who don’t have access to locker by developing plans where students are not required to carry an unreasonable number of books and supplies throughout the day and between home and school.

c. Modify student movement and out-of-classroom transitions to decrease exposures to other students. This can include having special classes such as non-vocal music and art in their home classroom.

d. Consider keeping students in the same classroom from class to class and have teachers move from room to room to decrease risk of transmission during passing periods and avoid students sitting at multiple desks throughout the course of the day.

e. Consider having teachers teach more than one class for the same group of students to minimize contacts for both students and teachers.

f. Allow students to have “stretch breaks” in the classroom between class periods.

11. Meals

a. Hand hygiene should be performed prior to eating.

b. Consider alternatives to traditional school cafeteria meals to decrease the possibility of viral transmission.

c. Decrease shared usage of high-traffic areas such as cafeterias.

d. Consider having students eat breakfast and lunch in their classrooms or having lunch break outdoors, as weather permits, rather than gathering in the cafeteria.

e. Consider staggered lunch periods to minimize the number of students present at once.

f. Discourage sharing of food or drinks among students.

g. Discourage buffet-style serving, salad bars, and “grab-and-go” snack and beverage coolers.

h. Discontinue off-campus lunch periods (or open lunch policies) to limit exposure of students to others outside of the school.

i. Refer to CDC guidance on “What School Nutrition Professionals and Volunteers at Schools Need to Know” about COVID-19.21

12. Recess and outdoor activities

a. Recess, structured and unstructured play, and physical activity are important to the physical and mental health of students. These activities should be encouraged with modifications.

b. Cohort students and stagger recess periods to limit the number of students interacting together during recess at one time.

c. Students should perform hand hygiene prior to and following outdoor play periods.

d. Physical distancing should not be required for outdoor activities such as recess.

e. If community spread of SARS-CoV-2 is high, consider avoiding the use of shared playground equipment.

Water Fountains

It is important for students to have access to water for hydration throughout the school day. However, public water fountains are high risk for transmission of respiratory and gastrointestinal viruses. Schools should consider alternatives to public water fountains for providing access to drinking water to students and staff.

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1. Utilize personal reusable water bottles with bottle filling stations around the school instead of fountains.
   a. Consider adding reusable water bottles as an essential school item on student supply lists. Partner with parent teacher organizations/associations (PTO/A) to provide reusable water bottles to students.
   b. Consider disposable paper cups at water filling stations if reusable water bottles are not available.
2. If there are no bottle filling stations available, then consider turning existing water fountains into bottle filling stations. This should include strict education, signage and regulation that these water fountains should not be used for direct drinking.
3. If other options are available, consider turning off, removing or covering water fountains to prevent use.

**Cohort students and staff**
Cohort students and staff to limit the mixing of students or staff and reduce the number of close contacts and decrease the risk of exposure if an infection occurs. Emphasis should be placed on cohorting students and staff at all grade levels to prevent cross exposure.

1. Consider the following areas to implement cohorting:
   a. Core and elective classes
   b. Lockers and hallways
   c. Lunchrooms
   d. Restrooms
   e. Safety drills
2. Use outdoor space when possible.
3. Work with teachers/counselors/staff/students/parents to ensure that students feel safe, well connected, and have a trusted adult and peer in their assigned cohort. This may require flexibility early in the process to ensure these goals are met.

**Cleaning and disinfection**
Detailed recommendations for environmental cleaning and disinfection are beyond the scope of this document. There is risk of SARS-CoV-2 transmission from fomites in the school environment such as high-touch surfaces, shared equipment, writing utensils, tables and desks, among other objects. The virus is transmitted by touching a contaminated surface and then touching mucous membranes such as the mouth, nose, eyes. A regular and detailed cleaning protocol may decontaminate surfaces.

1. SARS-CoV-2 has been detected on a variety of surfaces and it is possible that infection can occur by touching contaminated surfaces and then touching one’s eyes, nose or mouth.
2. Develop a specific standard of excellence for cleaning and disinfection of each school within the state of Kansas.
3. Establish an oversight team to ensure that all schools are meeting the above standard of excellence. Consider partnering with the County Health Department to establish the oversight team for effective cleaning and disinfecting.
4. Emphasis should be placed on cleaning and disinfection of high-touch surfaces (door handles, sinks, faucet handles, light switches, bathrooms, handrails, etc.).
5. Consider elimination of high-touch surfaces rather than frequent cleaning. Consider leaving classroom doors open to eliminate the need for touching door handles.

6. Develop safe and effective routines for cleaning and disinfection of toys and equipment between student uses (computer equipment, shared art supplies, shared play or gym equipment, etc.).
   a. Promote handwashing before and after use of shared equipment.
   b. Utilize computer keyboard covers to facilitate cleaning between users.

7. Please see CDC and KDHE guidance for more information:

**Ventilation:**

Detailed recommendations for environmental ventilation are beyond the scope of this document. School district facilities leadership should consider updates to their fuel and energy conservation policies to conform to ASHRAE indoor air quality standards as well as the ASHRAE updated recommendations for air quality for schools and universities for COVID-19.22

1. School facilities and operations teams should address options for intermittent airings for schools with functioning exterior windows as an option for decreasing airborne transmission and improving air quality within schools and classrooms.

2. Weather permitting, the use of outdoor environments and opening of windows should be encouraged to improve air quality and ventilation.

3. Specific attention should be placed on school ventilation and air conditioning maintenance to improve efficiency of the system and air quality.

**Staff training of health and safety protocols**

1. All staff should receive adequate training on all health and safety protocols.

2. All safety protocols should be easily accessible for staff to review as needed.

3. Visual signage of various safety measures may assist in reinforcement and reminders.

**Contingency planning**

1. In these unprecedented times, schools and school districts should undergo extensive contingency planning to maintain their ability to provide effective education and a safe and healthy environment for students and staff, despite likely interruptions to the typical school day and variable staff availability.

2. Consider having a district/school committee that can meet virtually to handle contingencies and questions as they arise.

**Continual distance learning**

1. Distance learning options and resources should be available for students that are unable to attend school due to prolonged exclusion (if ill, personal or family health risks, high prevalence of community spread).

2. Consider having KSDE choose top educators for various subjects and allowing students to self-enroll in these online classes. Consider using high-risk teachers as online educators to decrease their own risk of illness. If unable to do this at a state level, consider collaborating between districts to offer distance learning.
3. Due to the high prevalence of dyslexia, online education should include resources with read aloud/video instructions.

4. Specific accommodations should be made for students with individualized education plans (IEP) and 504 plans during continual distance learning.

5. Districts should support students and parents from households where English is not the primary language to be able to maximize academic achievement during continual distance learning.

6. Develop strategies to provide internet access to students to maximize connectivity for continuous online learning. Coordinate within the community to achieve improved access. Consider partnership with community buildings, restaurants, churches and/or clinics to allow for open access to Wi-Fi networks.

7. The move to continual distance learning in spring 2020 led to sharp increases in incidents of internet child exploitation in Kansas and nationwide. The National Center for Missing and Exploited Children and Wichita Police Department Internet Crimes Against Children Task Force report large increases in the number of reports made by CyberTip lines as well as electronic service providers such as child pornography, child sex tourism, child sex trafficking, child sexual molestation (non-family), online enticement of children for sex acts and unsolicited obscene material sent to a child. While COVID-19 is a serious health risk to our community, when students are forced to navigate the online world with limited supervision, they are at risk of dangers that may leave long-term psychological impacts on themselves and the community. Recommendations include:
   a. Provide developmentally appropriate education to parents and students of all age groups about risks of unsupervised internet use and ways to guard against these risks during distance learning.
   b. Train teachers and staff working with students through online learning platforms to be able to identify red flags, risk factors and warning signs of child exploitation and guard against these risks.
   c. Utilize appropriate safeguards on school-owned devices to limit student access to high risk online activity. Consider making safeguards available to parents for use on student-owned devices.
   d. Offer mental health support to students in online continual learning programs.
   e. Use consistent learning platforms within districts to limit the variability in accessed websites between sibling/household groups for education. Limit assignments requiring students to “link-out” from this platform.
   f. Partner with primary care physicians to educate children and parents on media safety.

Children with special health care needs

1. Students who have chronic and/or complex medical conditions or are immunosuppressed and at risk for more serious illness from other infections may also have more serious illness with COVID-19.

2. Registries of children with congenital heart disease, cancer and inflammatory bowel disease show these children are not at higher risk of contracting infection but may be at higher risk of severe infection or adverse outcomes if they do become infected.

3. As there is not convincing data at this time to suggest that the medical risk of these children from SARS-CoV-2 is different from the risk of other respiratory viruses, it is recommended that most of these students can attend school. This should be a shared decision between the student’s family, their primary medical team and the school.
4. Work with parents and the student’s primary care physicians to develop a safe, individualized school reentry plan for students with special health care needs on a case-by-case basis.

5. Staff should receive specialized training in providing care for children and youth with special health care needs such as transfers, toileting, diapering, feeding that may require additional PPE and cleaning/disinfecting.

Social and emotional support

**Students:** Since Kansas school closure in March 2020, children have been at an increased risk of experiencing trauma, exploitation, hunger, family stress, domestic violence, abuse and, anxiety. They may be grieving the loss of loved ones from COVID-19 and grieving missed experiences.21-28

1. Mental health support should be available to all students to help them cope with stress from the pandemic and be ready to learn.

2. Administrators and educators should facilitate ways for students to identify trusted adults that can serve as a mentor to them through this academic year.

3. School districts should be proactive in responding to the social and emotional well-being of their students. Recommendations include:
   a. Trauma-informed care training for all teachers and staff.
      Resource: [https://www.nctsn.org/](https://www.nctsn.org/)
   b. De-escalation training for all teachers and staff.
      Resource: [http://www.livesinthebalance.org/educators-schools](http://www.livesinthebalance.org/educators-schools)
   c. Increase the number and availability of mental health professionals in schools including options provided by telemedicine.
   d. Streamlined referral process for students and staff who require professional mental health services (e.g. students with suicidal ideation, significant trauma).
   e. Confidential options for students to ask for support services.

4. Students undergoing transition years (grades 5 to 6, 8 to 9, 11 to 12) may have had to make decisions regarding special programs or classes, registration or other educational options without having access to the usual information or services. It is important to have program flexibility for the first few months of the year to allow for schedule changes.

5. The COVID-19 Pandemic has exacerbated socioeconomic and emotional hardships that students and families face. It is expected that frequent changes, new procedures and ongoing uncertainty has and will continue to increase anxiety and stress in children, especially those who have a prior history of mental health conditions or trauma. Schools should be prepared for students who do not return to school due to social and emotional difficulties, poverty, food insecurity, homelessness or other hardships. Schools should develop outreach plans for students who do not return to school and when able and appropriate, intervene and provide accommodations to support students and families experiencing these hardships.

6. Increased educational support services should be available to identify and remediate any learning gaps that may have occurred during school closures.

7. Pre-pandemic education focuses should continue including bullying recognition and prevention, social emotional character development, dyslexia screening and intervention, among others.

**Staff:** School districts and officials must recognize the continual impact that the pandemic may be having on staff and the additional stress and anxiety that comes with reopening of schools. Teachers and staff will have
new expectations as they educate students in new ways and implement new policies and procedures to mitigate SARS-CoV-2 transmission. Staff may also be worried about their own wellbeing or wellbeing of their family upon returning to work. Support resources should be available to assist with staff mental health needs as they return to work.

Communication:
During uncertain times, students, family and staff will benefit from regular and clear communication from a trusted source. Develop communication strategies that consider the needs of students, families, staff and the community and delivers accurate information in an organized manner,

Attendance
1. KSDE should consider attendance requirement relief to decrease penalties for lower attendance to decrease the pressure on students and families to attend school if having signs of a viral infection.
2. Distance learning attendance alternatives should be provided to help meet some requirements if there are prolonged exclusions from school to ensure continued educational growth.
3. Discontinue awards for perfect attendance.

Vaccinations
1. Recommend strict compliance with KDHE Kansas School Immunization Requirements.
2. Recommend improved functionality and compliance of Kansas Immunization Registry.
3. Recommend that all students and staff have the influenza immunization by the end of October unless medically contraindicated.
   a. Partner with the Health Department or local clinics to provide onsite immunization drives and incentives to improve the rate of influenza immunization among students and staff.
   b. Work with local primary care physicians, pharmacies, immediate care clinics, and other immunization providers to keep up to date student immunization records.
4. Recommend strong consideration for programs or incentives to encourage staff to obtain a SARS-CoV-2 immunization when a safe and effective immunization is made available.
   a. Partner with the Health Department to provide onsite SARS-CoV-2 immunization drive and incentives to improve the rate of SARS-CoV-2 immunization among students and staff when available.
   b. Work with local primary care physicians to update student health records.

Preparticipation physicals:
1. Students should continue to see their primary care physician for annual physical checkups and immunizations. Schools should require the same start-of-school medical paperwork and preparticipation physicals should still take place.
2. Some primary care offices have been affected by the COVID-19 pandemic, which may lead to delayed appointments or completion of these requirements and if that is the case, then schools may consider extending deadlines for paperwork to ensure that students are able to attend school without a prolonged delay.

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School-based co- and extracurricular activities

KCWK understands the value of extra- and co-curricular activities in social and emotional character development, mitigation of other risk behaviors and building of resiliency in students. We encourage students to continue to participate in these activities. However, with the risk of SARS-CoV-2 transmission, KCWK advises against continuing participation in moderate and high-risk activities unless modified. We encourage schools to consider the following information in their school activities planning.

1. Assemblies: Large group assemblies should be avoided. Use alternate ways to share information such as broadcasting content for assemblies through homerooms.

2. Fields Trips: Limit all fields trips and non-essential travel for students and staff. If field trips or travel occurs, participants should comply with recommendations from local health officials as well as the CDC, KDHE and health and safety recommendations described above.

3. Spectators should be limited to sporting events and performances so that physical distancing can be practiced effectively.

4. Choir:
   a. Singing is considered a high-risk activity as high rates of transmissions have been documented among grouped singers.
   b. In communities of sustained infections, in-person choir rehearsals should not resume, and virtual singing rehearsals should be considered.
   c. If communities do not have sustained spread, rehearsals should be conducted in larger spaces (cafeteria/gym) or outside when able to allow for physical distancing between choir members.

2. Band:
   a. Playing of brass and woodwind instruments is considered high-risk activity.
   b. Playing stringed and percussion instruments would be less of a risk.
   c. Consider ability for marching band to obey six-foot physical distancing formation.
   d. Rehearsals involving higher risk instruments should be conducted in larger spaces (cafeteria/gym) or outside when able to allow for physical distancing between band members.

3. Sports:
   a. Consider recommendations from the National Federation of State High School Associations Sports Medicine Advisory Committee document titled “Guidance for opening up high school athletics and activities.”
   b. Efforts should focus on skill training rather than competition for this season.
   c. If competition resumes, limit competition to specific geographical areas, such as within the same district or county, and promote intramural play for students who may not otherwise participate in sports to encourage social/emotional/character development and decrease viral spread.
   d. Efforts should be taken to minimize communing in locker rooms.
e. A student who is febrile and/or showing symptoms should be excluded from participation in extracurricular activities, including practices, with parental notification of fever. Return to school and return to play should be determined per recommendations above.

f. If a student is febrile while offsite for a school sponsored activity, measures should be taken to isolate the student and transport home in a safe way to limit exposure to other students and staff.

g. Risk stratification

*Weightlifting – If low intensity (low weight, high reps) this can be considered low risk; if high intensity weightlifting requiring a spotter, this creates increased risk and should be considered a high risk activity.

**Denotes activities that could be lower risk if appropriate cleaning of equipment is done and masks are utilized by participants when recommended:

i. **Low Risk:** Activities that can be done with physical distancing or individually with no sharing of equipment or ability to clean equipment in between use.
   1. Individual running events/cross country running (staggered starts)
   2. Throwing events
   3. Swimming (individual)
   4. Golf
   5. *Weightlifting
   6. Sideline cheer
   7. Band (without aerosolization instruments)
   8. Video gaming
   9. Board gaming activities (where exchange of equipment can be cleaned between participants)

ii. **Moderate risk:** Close contact between participants but ability to wear protective equipment to reduce respiratory particles OR intermittent close contact OR group sports OR sports with equipment that cannot be cleaned between participants:
   1. **Baseball
   2. **Volleyball
   3. **Softball
   4. **Gymnastics
   5. **Tennis
   6. **Pole vault
   7. **High jump/**long jump
   8. Basketball
   9. Soccer
   10. Water polo
   11. Ice or field hockey

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12. Swimming relays
13. Crew rowing
14. 7-on-7 football

iii. **High risk:** Close contact between participants and high likelihood of respiratory particle transmission without significant protective barriers:
1. Football
2. Lacrosse
3. Basketball
4. Competitive cheer
5. Dance
6. Wrestling
7. High-intensity weightlifting requiring a spotter

iv. KCWK recommends against resuming high risk activities unless significant modifications are made.

h. **Mask wearing during extracurricular activities:**
   i. Masks should be worn by children ≥ 12 years old who are participating in sports when they are not undergoing intense activity (masks should be worn when sitting on the bench or in the locker room).
   ii. Coaches, officials, staff and contest personnel are highly recommended to wear masks and practice physical distancing.
   iii. Officials should utilize other means of noisemakers/alarms besides traditional whistles.
   iv. Adults and children ≥ 12 years old spectating at extracurricular events are highly recommended to wear masks and practice physical distancing.

**Closure of school if high level of community or school-wide transmission**

In accordance with local and state health officials, develop emergency plans for school closure if there is widespread and/or sustained transmission among students and/or staff at the school level or widespread and/or sustained transmission within the community. If there is deemed to be substantial transmission as defined by large-scale community transmission, then the school or district should consider closure for a period of 1-2 weeks or longer based on local transmission.30

1. If local health officials determine that there is substantial transmission of SARS-CoV-2, then they will provide guidance to administrators on the best course of action for childcare programs and schools.
2. During extended school dismissals, extracurricular group activities, school-based programs and events should be discontinued.
3. In the event of an unexpected or prolonged school closure, school systems should implement strategies to continue to:
   a. Educate students through distance-learning formats.
   b. Provide meals to students.
c. Provide essential services to students.
d. Provide therapies to students in a distance-therapy format.
e. Provide mental health services to students.
f. Provide IEP/504 services to the best of the school’s ability.

Transportation recommendations

1. STARTS taskforce: Consider Student Transportation Aligned for Return to School Task Force recommendations regarding student transportation.31

2. Transportation options:
   a. Districts should continue to provide transportation to and from school to students although parents should be encouraged to transport when able. This may reduce the number of students on each bus route and help physical distancing on buses.
   b. Consider flexible payment structures for transportation to encourage parents to transport students on days that they are able.
   c. Consider cohorting students to specific busses in order to limit the number of people with whom each student comes in contact.

3. Driver protection:
   a. Driver should establish a safe zone surrounding self; for instance, no students sit in the first two rows of seats. Consider additional protective barrier such as plexiglass.
   b. Driver must wear a mask while transporting students.
   c. Driver’s window should remain open if weather permits.

4. Hand hygiene:
   a. All buses should have hand sanitizer stations at the bus entry.
   b. All students should use hand sanitizer upon entering the bus and again upon departure of the bus.

5. Masking and physical distancing:
   a. Students ≥12 years old should wear a mask while on the bus in accordance to above masking recommendations.
   b. Students should have assigned seats on the bus. Consider marking of seats so students know where to sit.
   c. Students should sit one to a seat unless they are siblings. Siblings can be assigned seats together.
   d. If spacing allows, consider seating students every other row to ensure physical distancing.
   e. Allow windows to be open when weather permits.

6. Cleaning:32,33
   a. Review KSDE COVID-19 school bus cleaning information.33
   b. All drivers should receive training for proper disinfection of the school bus.
c. Each school bus should be disinfected following each run.

d. High touch surfaces should be disinfected routinely.

e. Clean the floors first. Cleaning the floors may cause contaminants to become airborne and land on surfaces. By cleaning the floors first, these pathogens can then be wiped down.

f. Vacuum floors over mopping floors. Pathogens can build up on mop and then be easily spread.

g. Door and windows should remain open while cleaning.

h. Use gloves if required to touch surfaces contaminated by body fluids.
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APPENDIX D | Navigating Change 2020: Family Survey
Navigating Change 2020: Family Survey

As we plan for the 2020-2021 school year, we would like to better understand your willingness and concerns surrounding your child(ren)’s return to school. We value your opinion and we understand that families may be in different places with their comfort level at this time.

Please know that we will continue to consider and plan accordingly for health and safety as additional guidelines and guidance are provided to us. This will include, but is not limited to, social distancing, the possibility of the use of masks by students and staff. Health screenings by nurse or office personal. We will provide you with updates on these considerations as more information becomes available to us from national, state, and local health and education officials and organizations.

Please complete a separate form for each child in your family because your comfort level for one situation/setting might be different than another.

Student’s Name: ____________________________________________________________

Student’s School: ____________________________________________________________

Parent/Guardian: ____________________________________________________________

Phone: ___________________________ Email: ________________________________

Should we receive guidance from local health authorities that it is safe to return to school with cautionary measures in place, will your child be returning for the 2020-2021 school year?

____ Yes, I have no concerns
____ Yes, but I have concerns
____ No, I do not feel it is safe for my child to return to school

How comfortable do you feel about your child returning to school on a regular basis?

____ Totally comfortable
____ Very comfortable
____ Comfortable
____ No, but I could change my mind based on the safety measures in place
____ A little comfortable
____ Not at all comfortable
____ I’m not sure
Which of the following would make you feel more comfortable with your child returning to school or work? Check all that apply.

___ Public or district transportation safety measures in place
___ Improved cleaning before and after school starts
___ Guidance from local providers or health officials
___ Social distancing in classrooms
___ Being contacted if a student, teacher, or staff member gets sick
___ Sufficient personal protective equipment (e.g., masks, gloves) for students, staff, and teachers
___ Daily individual health checks
___ Sufficient reduction in local COVID-19 cases
___ Continue remote learning environment as long as possible
___ Expand testing and tracing of COVID-19
___ Require all students, teachers, and staff to wear masks
___ None of the above
___ Other:

How comfortable are you with your child participating in a daily symptom check for school safety?

___ Extremely comfortable
___ Somewhat comfortable
___ Neither comfortable nor uncomfortable
___ Somewhat uncomfortable
___ Extremely uncomfortable
___ I need more information about the daily symptom check to answer

What additional safety precautions would make you feel more comfortable about your child returning to school?
Which of the following learning options, if available, would be your preference for your child?

- **On-site Learning Environment:** students and teachers will be in school with or without social distancing practices put into place.

- **Hybrid Learning Environment:** students would be spending part of their time in the classroom and part of their time learning virtually from home.

- **Remote Learning Environment:** students would be doing all of their learning from home and not entering the school building at all.

If remote learning is still required, please share your experience with remote learning during the spring semester of 2020. Check all that apply.

- I had little to no problems with connectivity, devices, or my child's learning
- I was happy with the level of instruction my child received
- The number of hours my child spent on class work was appropriate
- I was disappointed in the level of instruction my child received
- The number of hours my child spent on class work was inappropriate
- My child was unable to do work remotely, as we do not have a computer or device
- My child had difficulty connecting to the internet to do their work

Which of the following best describes your household situation regarding wireless internet?

- I have access to wireless internet
- I only have wireless internet access by using a cell phone
- I do not have access to wireless internet

It is possible that students may be able to attend daily on a staggered schedule. Please select which time slot works best for you.

- 8:00AM – 11:30 AM
- 12:00PM – 3:30PM
- 4:00PM – 7:00PM
- I am unable to accommodate a staggered daily schedule

Can you provide your own transportation to school if we are not able to provide bus service due to social distance and/or other health guidelines?

- Yes
- No

Additional questions, comments or concerns:
APPENDIX E | Navigating Change 2020: Staff Survey
Navigating Change 2020: Staff Survey

As we plan for the 2020-2021 school year, we would like to better understand your willingness and concerns surrounding your return to school. We value your opinion and we understand that staff members may be in different places with their comfort level at this time.

Please know that we will continue to consider and plan accordingly for health and safety as additional guidelines and guidance are provided to us. This will include, but is not limited to, social distancing, the possibility of the use of masks by students and staff. Health screenings by nurse or office personal. We will provide you with updates on these considerations as more information becomes available to us from national, state, and local health and education officials ad organizations

Should we receive guidance from local health authorities that it is safe to return to school with cautionary measures in place, will you be returning to your school or work site for the 2020-2021 school year?

___ Yes, I have no concerns
___ Yes, but I have concerns
___ No, I do not feel safe in returning to school
___ No, but I could change my mind based on the safety measures in place
___ I’m not sure

How comfortable do you feel about returning to your school or work site on a regular basis?

___ Totally comfortable
___ Very comfortable
___ Comfortable
___ A little comfortable
___ Not at all comfortable

Which of the following would make you feel more comfortable returning to your school or work site? Check all that apply.

___ Improved cleaning before and after school starts
___ Guidance from local providers or health officials
___ Social distancing in classrooms
___ Being contacted if a student, teacher, or staff member gets sick
___ Sufficient personal protective equipment (e.g., masks, gloves) for students, staff, and teachers
___ Daily individual health checks
___ Sufficient reduction in local COVID-19 cases
___ Continue remote learning environment as long as possible
___ Expand testing and tracing of COVID-19
___ Require all students, teachers, and staff to wear masks
___ None of the above
How comfortable are you with participating in a daily symptom check for school safety?

- Extremely comfortable
- Somewhat comfortable
- Neither comfortable nor uncomfortable
- Somewhat uncomfortable
- Extremely uncomfortable
- I need more information about the daily symptom check to answer

What additional safety precautions would make you feel more comfortable about returning to school or work site?

Which of the following learning options, if available, would be your preference?

- **On-site Learning Environment**: students and teachers will be in school with or without social distancing practices put into place.
- **Hybrid Learning Environment**: students would be spending part of their time in the classroom and part of their time learning virtually from home.
- **Remote Learning Environment**: students would be doing all of their learning from home and not entering the school building at all.

How comfortable are you with leading in-person instruction and physically supervising students in an on-site learning environment?

- Totally comfortable
- Very comfortable
- Comfortable
- A little comfortable
- Not at all comfortable

Which of the following best describes your household situation regarding wireless internet?

- I have access to wireless internet
- I only have wireless internet access by using a cell phone
- I do not have access to wireless internet

It is possible that students may be able to attend daily on a staggered schedule.

Please select which time slot works best for you.

- 8:00AM – 11:30 AM
- 12:00PM – 3:30PM
- 4:00PM – 7:00PM

Additional questions, comments or concerns:
APPENDIX F | SECD Implementation: School Counseling Considerations for Navigating Change
SECD Implementation
School Counseling Program Considerations for Navigating Change 2020

While there are many competing needs and concerns as the academic year begins (i.e., reintegration, student access, equity, personal safety), regardless of the learning environment, those serving on the Navigating Change task force recognize the inherent challenges that students, staff members and families will endure in the coming academic year. As you prepare, it is noted that you have many pressing and important priorities. Determining what your specific school, student, staff members and stakeholders need will be a critical and ongoing conversation.

Implementing Social-Emotional Programs
The following recommendations are capable of being implemented utilizing the three identified options:

1. On-site
2. Hybrid
3. Remote
Social, Emotional Character Development (SECD) curriculum is best implemented following a tiered approach:

Tier 1:
Researched-based curriculum intended for all students at the building level, such as schoolwide bullying prevention programs (i.e., 2nd Step, Steps to Respect), suicide prevention programs, service-learning projects (Lions Quest), character education programs (Medal of Honor, CHAMPS), check-in strategies (7 Habits of Happy Kids, Kansas Can Competencies Framework, College and Career Competencies Framework, 11 Principles of Character Education, Leading Through Action Core Traits, Maize Way, Zones of Regulation, Xello/Career Cruising), school families/advisory groups, etc.

Tier 2:
Targeted, small-group instruction for some, such as classroom lessons, restorative circles, school club activities, service learning projects, Girls on the Run, class meetings, family meetings, SADD, DBT in Schools, needs-based small groups, work-based learning groups, school families/advisory groups, etc.

Tier 3:
Intensive intervention for individual students, such as individual counseling sessions, Individual Plans of Study (IPS), work-based learning experiences (WBL), behavior plans, IEP’s, Xello/Career Cruising, etc.

Tier 4:
Specialized intervention for referrals are made to an outside agency for specialized interventions beyond the scope of school counseling services available at school (i.e., mental health, juvenile justice services, disability services etc.).
To be clear, this document is not comprehensive in nature, but serves as a starting point - or guiding document - with recommendations and considerations of key elements that should be considered and tended to. The guiding principles, as outlined, are two-fold.

1. Counselors and other mental health professionals serve in a leadership capacity in consulting and supporting SECD standards. Supporting the whole child will be critical in moving forward into 2020-2021 and beyond. SECD competencies are found throughout the suggested K-12 work within this document. Counselors traditionally consult and collaborate with staff members and should continue to encourage and support teachers as teachers embed the tenets of SECD, social-emotional and employability skills into class instruction. Regardless of the delivery model, social-emotional needs of learners must be a component of learning, and co-teaching, collaboration and consultation on delivery of SECD competencies are recommended.

2. School counselors often serve in a leadership capacity in addressing the Kansas Education Systems Accreditation (KESA) model (i.e., IPS, social-emotional factors, high school graduation) and are critical in adhering to the state statutes (i.e., personal safety, bully prevention, Jason Flatt Act, etc.). School counselor standards, priorities and expertise should not be abandoned during this time, but seen as a critical component.

Therefore, the Navigating Change task force recommends certain foci for school counseling programs to guide their work:
Ease Student Transitions
Reestablishing connections is essential to supporting the student’s sense of safety. “You have to win their heart before you win their mind.”

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcoming students</td>
<td>Welcome back guide for schools: <a href="http://smhp.psych.ucla.edu/welcomeguide.htm">http://smhp.psych.ucla.edu/welcomeguide.htm</a></td>
</tr>
<tr>
<td>Check-ins</td>
<td>Check-in recommendations for remote learning environments: <a href="https://docs.google.com/document/d/1-YdjstRmlK2jPNr9jDVOX2jIBKqWmjJ9XrkaeOs7EgO/edit">https://docs.google.com/document/d/1-YdjstRmlK2jPNr9jDVOX2jIBKqWmjJ9XrkaeOs7EgO/edit</a></td>
</tr>
<tr>
<td>Morning meetings</td>
<td>Implementing Successful Online Morning Meetings: <a href="https://www.weareteachers.com/online-morning-meeting/">https://www.weareteachers.com/online-morning-meeting/</a></td>
</tr>
<tr>
<td>Community building</td>
<td>Maintaining Positive Community: <a href="https://www.responsiveclassroom.org/maintaining-a-positive-community-remotely/">https://www.responsiveclassroom.org/maintaining-a-positive-community-remotely/</a></td>
</tr>
<tr>
<td>Adapting to the needs of families</td>
<td>Engaging Families During Continuous Learning: <a href="https://padlet-uploads.storage.googleapis.com/495036708/80295afa3de0df46251aadbfa06c0000/Engaging_Families_in_Continuous_Learning.pdf">https://padlet-uploads.storage.googleapis.com/495036708/80295afa3de0df46251aadbfa06c0000/Engaging_Families_in_Continuous_Learning.pdf</a></td>
</tr>
<tr>
<td></td>
<td>Supporting Learning During the Coronavirus Crisis: <a href="https://ggie.berkeley.edu/school-challenges/supporting-learning-and-well-being-during-the-coronavirus-crisis/#tab_2">https://ggie.berkeley.edu/school-challenges/supporting-learning-and-well-being-during-the-coronavirus-crisis/#tab_2</a></td>
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Prioritize Trauma-Informed Professional Development
Exposure to toxic stress can impact learning, and schoolwide supports are essential.

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<tbody>
<tr>
<td></td>
<td>Trauma-Informed Teaching Strategies: <a href="http://www.ascd.org/publications/educational_leadership/oct19/vol77/num02/Trauma-Informed_Teaching_Strategies.aspx">http://www.ascd.org/publications/educational_leadership/oct19/vol77/num02/Trauma-Informed_Teaching_Strategies.aspx</a></td>
</tr>
<tr>
<td></td>
<td>Virtual Calm Down Room: <a href="https://sites.google.com">https://sites.google.com</a></td>
</tr>
<tr>
<td></td>
<td>Self-Care Assessment for Staff: <a href="https://padlet-uploads.storage.googleapis.com/495036708/fee6d10f9d9df5ab62e770d60d660c53/Activity___Self_Care_Assessment.pdf">https://padlet-uploads.storage.googleapis.com/495036708/fee6d10f9d9df5ab62e770d60d660c53/Activity___Self_Care_Assessment.pdf</a></td>
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Allow Time to Process Thoughts and Feelings

New stressors are likely to occur throughout the school year. Designating safe spaces and times to process thoughts and feelings shows the students that you care.

<table>
<thead>
<tr>
<th>STRATEGIES</th>
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</table>
| Reinforce resilience through journaling and creative expression. | Self-Compassion and Guided Meditation Exercises: [https://self-compassion.org/category/exercises/#exercises](https://self-compassion.org/category/exercises/#exercises)  
Provide Explicit Instruction on SEL Skill Building

Efforts to support SEL should be clear, consistent and collaborative.

<table>
<thead>
<tr>
<th>STRATEGIES</th>
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</table>
| Mindfulness activities | Practice Mindful Breathing: [https://drive.google.com/file/d/14b6lnoEER-ouWB//I6jXXaFtda7t151/view](https://drive.google.com/file/d/14b6lnoEER-ouWB//I6jXXaFtda7t151/view)  
| Identifying emotions | Watch the video and identify how the child is feeling: [https://www.greatschools.org/gk/do-you-feel-me/?utm_source=GreatKids&utm_medium=web&utm_content=emotional_smarts_module&utm_campaign=Emotional_Smarts](https://www.greatschools.org/gk/do-you-feel-me/?utm_source=GreatKids&utm_medium=web&utm_content=emotional_smarts_module&utm_campaign=Emotional_Smarts)  
Elementary activity on feeling a range of emotions during stressful times: [https://www.morningsidecenter.org/teachable-moment/lessons/covid-crisis-lesson-feelings-grades-3-5](https://www.morningsidecenter.org/teachable-moment/lessons/covid-crisis-lesson-feelings-grades-3-5)  
High School lesson plan on social media and how you feel: [https://www.commonsense.org/education/digital-citizenship/lesson/social-media-and-how-you-feel](https://www.commonsense.org/education/digital-citizenship/lesson/social-media-and-how-you-feel) |
| Reducing stress | Stress-Less Activities for Students: [https://drive.google.com/file/d/14b6lnoEER-ouWB//I6jXXaFtda7t151/view](https://drive.google.com/file/d/14b6lnoEER-ouWB//I6jXXaFtda7t151/view) |
| Bullying prevention | Bullying prevention resources for students, teachers and parents: [https://www.stopbullying.gov](https://www.stopbullying.gov)  
Bullying and Cyberbullying HelpChat Line: [https://www.stompoutbullying.org/get-help/helpchat-line](https://www.stompoutbullying.org/get-help/helpchat-line) |
| Personal safety | Personal safety lessons for parents, educators and kids:  
[https://www.kidsmartz.org](https://www.kidsmartz.org)  
[https://www.missingkids.org/netsmartz/home](https://www.missingkids.org/netsmartz/home) |
Develop a Process for Providing Support
Examine where SEL efforts have been impactful and where more support is needed.

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
Coping with Grief and Loss During COVID: [http://zerosuicide.edc.org/sites/default/files/Postvention%20during%20Coronavirus.pdf](http://zerosuicide.edc.org/sites/default/files/Postvention%20during%20Coronavirus.pdf)  
Attendance Concerns: [https://www.attendanceworks.org/](https://www.attendanceworks.org/)  
CASEL E-resources: [https://selproviders.casel.org/sel-resources/](https://selproviders.casel.org/sel-resources/) |
| Suicide prevention | Suicide Prevention Training: [https://learn.jasonfoundation.com/courses/](https://learn.jasonfoundation.com/courses/)  
* If suicide ideation is suspected at all, follow school protocol and contact student mental health support provider (school counselor, social worker, school psychologist), as well as administrator BEFORE conducting any suicide screener. |
| Race and equity resources | ASCA race and equity resources: [https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/race-and-equity-resources](https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/race-and-equity-resources) |

Online Student Mental Health and Suicide Prevention Course through NFHS (Free with registration): [https://nfhslearn.com/courses/student-mental-health-and-suicide-prevention](https://nfhslearn.com/courses/student-mental-health-and-suicide-prevention)
Plan for Opportunities to Show Impact

The KESA model utilizes the following outcome measures:

1. Social-emotional factors measured locally.
2. Kindergarten readiness.
3. Individual Plan of Study (IPS).
4. High school graduation.
5. Postsecondary success. Although school may look different, we continue to strive to lead the world in the success of each student. The five focus areas above for schools should include plans for accountability and data analysis to plan interventions.

IPS Recommendations:

Coordinated efforts to develop and maintain individual plans of study reinforces the school’s care for all students, aids in motivation and provides each student with hope for the future. An example of an instructional framework for developing an IPOS can be found at the end of this document.

Measuring SECD locally:

- Consider school year comparisons at points of time during the year to target gaps.
- Maintain momentum gained through increased use of technology for communications with parents, students, and stakeholders. Surveying students, parents and community members will allow schools to pivot quickly to provide timely interventions.
- Use a trauma-informed lens to investigate attendance issues.
General Resources and Guidance


The Kansans Can Competency Framework (http://cccframework.org/resources.html) developed by Dr. Amy Gaumer Erickson and Dr. Pattie Noonan supports educators in systematically embedding intrapersonal, interpersonal and cognitive competencies into course content. In this way, educators support students to develop into career-equipped, lifelong learners who are socially and emotionally engaged. The College and Career Competency Wheel includes 26 specific competencies categorized in three domains. Each competency is integral to in-school and postsecondary success, as determined by current and emerging research.

Schools should not rely on individuals to create and implement support plans in a patchwork fashion. District-level leadership can ensure a multitiered system of support that addresses both academic skills and emotional and behavioral health. Schools and districts must make sure these supports are consistently available to all students and adults in each building.

ASCA School Reentry Considerations: https://www.schoolcounselor.org/asca/media/asca/Publications/SchoolReentry.pdf

National Center for School Mental Health: http://www.schoolmentalhealth.org/COVID-19/


Therapist Aid has worksheets, videos and interactive activities for several mental health related topics: https://www.therapistaid.com

Kansas School Counselors Wakelet: This dynamic website contains resources to guide school counseling programs as we navigate this school year. This site will be constantly updated. https://wakelet.com/@MrsButler465


Kansas SECD Padlet: https://padlet.com/ksvision/secd

SECD Roadshow Padlet: https://padlet.com/ksvision/SECDRoadshow19

Strategic Planning for an Effective 2020-2021: https://padlet.com/nmcdonaldSHESC/3cij2bqyp643aui (Password is SECD)

Welcoming Students Back with Successful Transition Padlet: https://padlet.com/nmcdonaldSHESC/WelcomeBack

Instructional Frameworks to Support Five Focus Areas

There may be times that the school counselor will take the lead on lesson implementation. Below are some considerations for instructional frameworks essential to school counseling program delivery. This section provides instructional examples to support five focus areas:

1. IPS
2. Resiliency
3. Bullying prevention
4. Study skills
5. Employability skills

A more complete listing of grade band instructional examples can be found throughout this Navigating Change: Kansas Guide to Learning and School Safety Operations document.
6-8 (Individual Plans of Study)

Instructional Example:

**Individual Plan of Study (IPS)**

*Competencies Addressed: KESA Outcome Measurement*

**Elements of High-Quality Instruction**

KSDE rubric for effective implementation of IPS for all students in middle through high school: [https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Plan_Of_Study/IPS%20One%20Page%20Rubric.pdf?ver=2017-08-31-163948-923](https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Plan_Of_Study/IPS%20One%20Page%20Rubric.pdf?ver=2017-08-31-163948-923)

Remember career is developmental and essential throughout a student’s education. In middle school, students begin to transition from career exploration to career decision-making action steps. As the student progresses through high school, they will continue to revisit their IPS and update it as they add new experiences.

**SECD Incorporation (Dispositions - Mindset and Soft Skills)**

- Acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions.
- Employ strategies to achieve future career goals with success and satisfaction.
- Understand the relationship between personal qualities, education, training and career success.

**Elements of Collaboration**

School Counselors: Career exploration, pathway planning, ELA and HGSS: Resume writing, letters of interest, requesting letters of recommendation, interview skills.

Tech: Interest Inventories, portfolio development.

**Who might be your collaboration partners?**

School counselors, advisory teachers, local businesses, technology teacher, ELA teachers, local chamber of commerce, scholarship opportunities, SPED transition coordinator.

**Workflow (Milestones of Learning)**

- Career exploration and career fields, clusters, pathways.
- Career interest inventory.
- Learning styles inventory.
- Create IPS, identify pathways.
- Track school, community, civic activities and work experience.
- Work with ELA to develop resume and letters of interest.
- Gather letters of recommendation.
- Showcase portfolio in an exportable electronic portfolio.
- Expand and develop through high school.

**Showcase of Student Learning (End Product)**

- Website portfolio, Xello Portfolio, career fair utilizing student portfolios and incorporating mock interviews.
- Create a poster, brochure or presentation about a career interest. Include how you arrived at your decision, postsecondary opportunities and job outlook.

**Accommodation/Modification Considerations (per KSDE guidance)**

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities some, students will require additional support through specially designed instruction and/or tiered systems of support.

**Progression Toward Mastery**

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

**Learning Environment Considerations**

**On-Site Learning Environment Consideration**

Access to media center, small-group learning for each component, targeted small-group completion, such as first-generation students, job shadowing and in-person mock interviews.
Hybrid Learning Environment Considerations

In person: Career exploration activities, guest speakers, hands-on experiences with careers, instruction on resume writing, meeting with counselors to update IPS twice a year, mock interviews and job shadowing.

Home/digital: Interest and learning styles inventories, career exploration videos, digital examples of final product and IPS components.

Remote Learning Environment

Considerations

Consider individual meetings with student and parent online together to develop a plan of study, online career fair, digital templates of IPS, instructional videos on developing final product and online mock interviews.

(2-3) Resources:

https://www.ksde.org/Home/Quick-Links/Career-Interest-Inventory
https://padlet.com/ksde/roadshow
https://www.ksde.org/Home/Quick-Links/Career-Interest-Inventory
6-8 (Explicit Instruction on SEL Skill Building)

Instructional Example:

**Resiliency**

**Competencies Addressed:**
KESA Outcome Measurement

**Elements of High-Quality Instruction**
- Pre-assessment.
- Model and practice skills.
- Model high-quality student-to-student conversations
- Ask and answer open-ended questions.
- Students participate in collaborative work with peers.
- Technology Integration.

Pre-K-second-grade considerations:
Emotional regulation, personal safety, problem-solving skills and coping skills.

Third- through fifth-grade considerations: (Reteach past skills/considerations to grade level appropriateness), Growth Mindset, Mindfulness.

Middle school considerations: (Reteach past skills/considerations to grade level appropriateness), self-care, relationships with peers

High school considerations: Reteach all past skills/considerations to grade-level appropriateness.

**SECD Incorporation (Dispositions - Mindset and Soft Skills)**
- Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
- Acquire knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
- Make decisions, set goals and take necessary action to achieve goals.
- Understand personal safety skills.

**Elements of Collaboration**
- SECD and HGSS → Research famous person and describe what experiences have caused them to be resilient.
- SECD and ELA → Use writing process to explain importance of growth mindset in school and life.
- SECD and PE → Discuss how mindfulness could be used before athletic event.
- SECD and art → Create self-portraits before and after using coping skills.

**Who might be your collaboration partners?**
Technology teachers, homeroom teachers, ELA teacher, SPED teachers and PE/art/music teachers.

**Workflow (Milestones of Learning)**
- Pre-assess to determine what skill(s) students need to work on.
- Model and practice skills using mini-lessons, including respectful discussion skills.
- Give opportunities for practicing skills using a variety of ways (role playing, centers, in class discussions, online discussions, working with a group, etc.).
- Assess understanding of skills.

**Showcase of Student Learning (End Product)**
- Digital (Google Slides, Canva, PPT, Prezi, Zoom, Google Tour).
- By hand (physical model/representation).
- Video creation using various platforms (iMovie, FlipGrid, Loom, etc.).

**Accommodation/Modification Considerations (per KSDE guidance)**
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

**Progression Toward Mastery**
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

**Learning Environment Considerations**

**On-Site Learning Environment Considerations**
- Students are going to have experienced trauma from this crisis, start with the very basics.
Access to media center.
Small group learning for each component.
Individual learning/session if needed.

Hybrid Learning Environment Considerations
In person: Same as on-site.

- Home/digital:
  - Record lessons given in person to post online for students at home.
  - Check-in for understanding.
  - Provide additional information/support for parents.
  - Meet with small groups to allow students opportunity to practice skills.

Remote Learning Environment Considerations
Consider individual meetings with student and parents online together to develop a plan of study, online career fair, digital templates of IPS, instructional videos on developing final product and online mock interviews

(2-3) Resources:
Pre-K-Second-grade considerations:
https://www.mindsetkit.org/
Third- through fifth-grade considerations:
https://www.edutopia.org/film-festival-growth-mindset
Middle school considerations:
https://www.edutopia.org/school/visitacion-valley-middle-school
High school considerations:
https://www.etr.org/healthsmart/about-healthsmart/sample-lessons/high-school/

Co-Teaching
Instructional Example:
Bullying Prevention Competencies Addressed:
ELA IM 2.1
SECD IM 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.5, 3.3, 4.3, 4.7, 6.1, 6.2, 6.3, 6.4, 6.5

Elements of High-Quality Instruction
Clearly define roles and responsibilities and plan together.
- Discuss the big picture issues or critical concepts that lead into differentiated activities and assess-ments.
- Reflect on practices and make changes for future lessons.
- Model and practice skills.
- Model high-quality student-to-student conversa-tions.
- Ask and answer open-ended questions.
- Students participate in collaborative work with peers.
- Technology Integration.

SECD Incorporation (Dispositions - Mindset and Soft Skills)
- Self-regulation

Communication
- Role-playing
- Problem-solving
- Verbal and non-verbal cues
- Listening
- Conflict resolution

Elements of Collaboration
- Classroom teachers
- Counselors
- Specials (PE, music, art, theater, etc.)
- Community members
- Multiple content/subject areas
- SPED

Who might be your collaboration partners?
- Classroom teachers
- Counselors
- Specials (PE, music, art, theater, etc.)
- Community members
- Multiple content/subject areas
- Parents/caregivers
- SPED

Workflow (Milestones of Learning)
- Present a major concept/question
- What is bullying?
- Have smaller activities, stations, etc., for students to work through to gain a better understanding of the concepts.
- Types of bullying (physical, emotional, men-tal, exclusion, cyberbullying, etc.).
- Roles (bully, bystander, victim).
- Difference between telling and reporting (asking for help).
- Practice scenarios/role-plays.
- Apply strategies for effective response to bullying.
- Students create a scenario of a common
bullying situation with an appropriate solution to role-play for the class or other project to display their learning.
• Students may work with one or both teachers.

Showcase of Student Learning (End Product)
• Scenario role-play.
• Digital (Google Slides, PicCollage, SeeSaw, Google Draw, Book Creator, etc.).
• By hand (poster, story, etc.).
• Video creation using various platforms (iMovie, FlipGrid, Green Screen, etc.).

Accommodation/Modification Considerations (per KSDE guidance)
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment Considerations
• Building schedule to accommodate teacher collaboration and co-teaching.
• Ability for students to collaborate in person: cooperative groups with individual accountability or individual work.

Hybrid Learning Environment Considerations
On-site:
• Teacher guided discussions regarding “What is bullying?”
• Teacher checkpoints with students on their understanding of bullying and scenario development.
• Small group/individual help.

Home:
• Technology and/or a format for students to collaborate digitally.
• Availability of a family member to work on a scenario and role-play.
• Provide a print and digital guide for students and parents.
• Set office hours conducive to parent/caregivers work schedules for answering questions.

Remote Learning Environment Considerations
• Technology and/or a format for students to collaborate and respond digitally.
• Teacher created playlist of videos and sites regarding bullying prevention for students and parent/caregivers.
• Set office hours conducive to parent/caregivers work schedules for answering questions.
• On-going teacher check-in for progress.

(2-3) Resources

NETSMARTZ
https://www.missingkids.org/netsmartz/home
National Bullying Prevention Center
Bullying. No Way!

Flipped/Blended Learning

Instructional Example:

Study Skills

Competencies Addressed:
ELA.IM 2.1, 2.2
SECD.IM 1.1, 1.2, 1.4, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.3, 3.4, 3.5, 3.6, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 5.2, 5.3, 5.4, 6.6

Elements of High-Quality Instruction
• Scaffold student thinking/learning through videos, direct teaching and assessment of final project.
• Provide time for student-teacher conversations and check-ins.
• Incorporate consistent and tight feedback loops.

SECD Incorporation (Dispositions - Mindset and Soft Skills)
• Identify personal strengths and weaknesses.
• Achieve school goals.
• Perseverance.
• Communication.
Ownership of learning and outcomes.
Growth mindset.

Elements of Collaboration
- Classroom teachers
- Specials
- Student support teams
- ELL teachers
- SPED
- Community
- Field experts

Who might be your collaboration partners?
- Classroom teachers
- Specials
- Student Support Teams
- ELL teachers
- SPED
- Community
- Field experts
- Parents/caregivers

Workflow (Milestones of Learning)
- Have smaller activities, stations, etc., for student to work through to gain a better understanding of age appropriate study skills:
  - Organization
  - Time management
  - Prioritization
  - Assertiveness (asking for help)
  - Listening skills
  - Goal setting
  - Etc.
  - Student will collaborate with others to create a commercial for a product to increase highlighted study skills.
  - Student is given scaffolds to support learning/thinking.

Student has voice and choice in place, pace and path of learning.
Teacher is monitoring student progress through check-ins, feedback cycles and assessment.
Students’ progress through learning goals at their own pace with support from the teacher.

Showcase of Student Learning (End Product)
- Digital (Google Slides, PicCollage, PPT, Google Draw, Book Creator, etc.)
- By hand (poster, drawing, etc.).
- Video Creation using various platforms (iMovie, FlipGrid, Green Screen, etc.).

Accommodation/Modification Considerations (per KSDE guidance)
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

- On-Site Learning Environment Considerations
  - Building schedule to accommodate teacher collaboration.
  - Ability for students to collaborate in person: cooperative groups with individual accountability or individual work.
  - When on-site, be intentional about allowing students in cooperative groups time to build their end product.
  - Provide a graphic organizer or playlist to guide project completion.

Hybrid Learning Environment Considerations
On-site:
- Teacher checkpoints with students on their projects.
- Small group/individual help for project completion.

Home:
- Prerecorded mini lessons, collection of print and digital resources for students to explore at home.
- Small group interactive technology sessions to help students and parents/caregivers structure their project steps.
- Format for final projects to be shared online.
- Provide a graphic organizer in addition to a print and digital project guide for students and parents/caregivers.
- Set office hours conducive to parents/caregivers work schedules for answering questions.

Remote Learning Environment Considerations
Prerecorded mini lessons, collection of print
and digital resources for students to explore at home.
- Small group interactive technology sessions to help students and parent/caregivers structure their project steps.
- Determine individualized contributions to the final project.
- Format for final projects to be shared online.
- Provide a graphic organizer in addition to a print and digital project guide for students and parent/caregivers.
- Set office hours conducive to parents/caregivers work schedules for answering questions.

(2-3) Resources:

Study skills for students:
https://www.educationcorner.com/study-skills.html#:~:text=Active%20listening%2C%20reading%20comprehension%2C%20notetaking%20skills%20guides%20for%20students.

Persuasive writing graphic organizers:
https://www.scholastic.com/teachers/blog-posts/genia-connell/graphic-organizers-opinion-writing/

Commercial project ideas:
https://biteable.com/blog/creative-video-project-ideas-for-students/

Inquiry Learning/Project-Based Learning

Instructional Example:

Employability Skills

Competencies Addressed:

**ELA.IM** 2.2, 4.3, 4.4  
**SECD.IM** 1.1, 1.2, 1.4, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.3, 3.4, 3.5, 3.6, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 5.2, 5.3, 5.4, 6.6

Elements of High-Quality Instruction

- Interest Inventory.
- Model and practice skills.
- Model high-quality student-to-student conversations.
- Ask and answer open-ended questions.
- Students participate in collaborative work with peers.
- Technology integration.

SECD Incorporation (Dispositions - Mindset and Soft Skills)

- Student collaboration
- Team Building
- Time-management
- Perseverance
- Communication
- Growth mindset

Elements of Collaboration

- Collaboration partners will share careers related to their area and or interests (music careers, art careers, etc.).
- Collaboration partners will provide opportunities for project work and completion (research during library, final project work also done during specials, etc.).

Who might be your collaboration partners?

- Classroom teachers
- Specials
- Student support teams
- ELL teachers
- SPED
- Community
- Field experts
- Parents/caregivers

Workflow (Milestones of Learning)

- Driving question introduced:
  - What influences career choice?

Students will complete an interest inventory.

Students will explore:

- What job is best for me based on my interests and strengths?
- What are my job responsibilities?
- What skills are important for this job?
- What education or training do I need?
- What do I get paid?

Students will create a final project about a career of their choice based on their strengths, interests, and research.

Showcase of Student Learning (End Product)

- Digital (Google Slides, PicCollage, PPT, Google Draw, Book Creator, etc.).
- By Hand (poster, drawing, etc.).
- Video creation using various platforms (iMovie, FlipGrid, Green Screen, etc.).

Accommodation/Modification Considerations (per KSDE guidance)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need...
access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

**Progression Toward Mastery**
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

**Learning Environment Considerations**

**On-Site Learning Environment Considerations**
- Building schedule to accommodate teacher collaboration and co-teaching.
- Students do initial interest inventory.
- Teacher guided discussions regarding interpretation of interest inventory results.
- Teacher guided discussion about career clusters/domains.
- Teacher checkpoints with students on their projects.
- Small group/individual help for project completion.

**Home:**
- Teacher will create a playlist of research sites for students.
- Teacher will provide guiding questions based on interest inventory.
- Teacher will provide a graphic organizer in addition to a print and digital project guide for students and parents/caregivers with links.
- Set office hours conducive to parents/caregivers work schedules for answering questions.

**Remote Learning Environment Considerations**
- Prerecorded mini lessons, collection of print and digital resources for students to explore at home.
- Small-group interactive technology sessions to help students and parents/caregivers structure their project steps.
- Format for final projects to be shared online.
- Provide a graphic organizer in addition to a print and digital project guide for students and parents/caregivers.

(2-3) Resources:
Virginia Career View: https://vacareerview.org/k5/check-it/kids-search/index.cfm
Which Careers match your Skills? http://www.educationplanner.org/students/career-planning/find-careers/careers.shtml
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