

Xavier Charter School Re-Entry Plan for 2020-2021 School Year

Due to extraordinary circumstances surrounding COVID-19, Xavier Charter School has made plans over and above normal operating procedures to mitigate learning loss and threats to the health of students and staff. In development of this plan, the safety and well-being of staff and students is our highest priority. This plan addresses four categories, and is broken down into two main functional areas: Operations, Academics and Instruction. The cleaning plan is addressed in Appendix A, transportation considerations are addressed in Appendix B, and Appendix C provides guidelines on Food Service.

Green: Traditional - No Community Spread

Yellow: Enhanced Traditional - Minimal Community Spread

Orange: Modified Schedule - Moderate Community Spread

Red: Full Distance - Substantial Community Transmission

It is expected that these plans will be revised as circumstances change and new challenges are identified.

Operations

Yellow or Orange are the new norms

Minimal to Moderate Community Transmission

PPE Strategies

- **Green** - Optional Masks/Face Shield
- **Yellow and Orange** - Masks/Face Shield recommended for students and staff
- Face protection is recommended when working in groups and when physical distancing is not possible
- Any person exhibiting mild symptoms will have their temperature taken, and must wear a mask until leaving campus
- Establish and maintain hand hygiene stations at key locations in the building
- Students and staff use handwashing and sanitation stations located around the building
- Use of sneeze guards at appropriate locations
- Have a plan for when a student, staff member, or visitor becomes sick
- Identify an isolation/screening room in the school
- Ensure all students and staff have received communication about how to keep themselves and others healthy when coming to school

- Teach and reinforce washing hands and covering coughs and sneezes. Teach use of a kleenex when needed then immediately dispose of in no touch trash can and wash or sanitize hands
- Post *Stop the Spread* posters on entry doors, at sign-in stations and on bathroom doors throughout the building
- Establish separate sign-in sheets for staff and visitors. Sign in sheets include verification of no symptoms of COVID-19.
- Establish a system for students to wash and/or sanitize their hands immediately upon entering the school
- Establish clear barriers/boundaries that only staff and students located in that area of the building may cross. Keep visitors/parents located outside or to a very limited area inside the school.
- SCPHD to train school staff how to monitor their own health for sign-in verification purposes and how to monitor students for referral to the office for further screening
- Close off areas used by the student and/or staff exhibiting symptoms until thoroughly disinfected
- Procedures will be established that limits the mixing of students and staff and provides for physical distancing and frequent hand cleaning
- Each student and staff will wash hands at the start of the day. Elementary students will wash hands/sanitize immediately upon returning from recess and before/after lunch, and any visit that requires them to leave the classroom.
- Secondary students will wash hands/sanitize at the start of each class period, and prior to leaving for lunch, and any visit that requires them to leave the classroom.

Classroom

- Staff and students trained in the areas of physical distancing, handwashing, respiratory etiquette and mask use to mitigate exposure
- Sanitize desks, keyboards, and screens
 - Schedule desk sanitation during school day at appropriate transitions
 - Custodial staff routinely clean highly touched surfaces in evenings
- Desks- arrange to account for physical distancing
- Mark where each specific student will sit during circle time so that there is space between students and mixing of students is limited
- Integrate good hygiene practices into instruction and classroom expectations
- Limit the use of shared materials and spaces
 - Keep student belongings separate
 - Avoid sharing supplies
 - Avoid sharing electronic devices, toys, books, and other games or learning aids
- For 7th-12th grades, snacks brought from home for snack time will be allowed
- No vending machines will be in operation in the school
- Students and staff use personal water bottles and water bottle filling stations vs. hallway/classroom drinking fountains
- Recess times will be staggered as much as practical

- Lunch will be eaten in the cafeteria. Students will distance as much as possible. 7-12 students will be encouraged to eat outside when weather permits.
- The teachers' lounge will not be available for lunch
- P.E. classes held outdoors if possible. Engage in activities that reduce contact. Disinfect equipment between each class period.
- School assemblies will be limited to the number of students that can gather in the space with physical distancing
- Assign students to a team in which they work every day all day/or all class period for the quarter to limit mixing of students, as appropriate
- Limit the number of times students move to different spaces within the classroom
- Provide supplies to individual students or a small team to reduce the amount of common materials being shared by multiple students
- In classes where materials are shared (lab, music, art), group materials will be sanitized between classes. Teachers are encouraged to utilize student helpers in this process.
- Keep individual students belongings separated from others' and in individually labeled containers, cubbies, or areas
- Assign specific textbooks to each student and store in the student's individual space rather than sharing textbooks when possible. If books are shared, books must be sanitized between student use.
- Check out a specific Chromebook/device to each student. Assign a specific charging location for that Chromebook. Students should use the same Chromebook/device each time they need such an item.

Office Strategies And Other Non-Instructional Spaces

- Maintain 6 ft. distance when possible (floor stickers)
- Sneeze guards placed at the office windows, lunch check in area, and counters where the public or guests to the school may stand or approach
- Sanitize surface areas regularly and frequently
- Hand sanitizer at each workstation
- Employee Break Room- No seating, custodians routinely sanitize surface areas
- Cafeteria
 - Students eat in cafeteria: stagger lunch times & increase serve times as much as practical
 - Offer options to eat outside
 - Use of hand sanitizer at start of all serving lines
 - Prepayments taken at the school office
- Staff are encouraged to use separate restrooms than children when possible
- Identify an isolation/screening room in the school
- Establish attendance check procedures that encourage families to self-report symptoms or cases within the household. Support self-isolating in these circumstances.

Visitors

- Post "Stop The Spread" signs at entry points to school and in highly visible areas
- No irregular/unscheduled visitors outside of the office area

- Doors locked during school hours
- Non-school personnel access will be strictly limited. Parent and visitor access will be limited to the front office area and/or a specific area that is required to perform work/task (e.g. copier repair person in the copier room). All business with non-school personnel that can be conducted in the foyer or outside should be done so. If parents or visitors need to go beyond the entryway of the building permission must be granted, ask them to wash/disinfect their hands and recommend wearing a mask.

Gatherings

- Implement strategies that discourage gathering for areas such as the bus lane, restrooms, recess, hallways, lunch, before & after school
- Cancel field trips, assemblies, and other large gatherings if physical distancing cannot be achieved
- Restrict mixing groups
- Avoid personal contact such as touching, hugs, high fives, etc.
- Lockers will not be used during Yellow and Orange Stages

School Confirmed Case in School, Regardless of Community Transmission (possible transition from Yellow to Orange or from Orange to Red)

- Potential short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the local health officials to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.
- Local health officials' recommendations for the scope and duration of school dismissals will be made on a case-by-case basis
- During school dismissals, also cancel extracurricular group activities, school-based afterschool programs, and large events
- During school dismissals, school facilities will be disinfected according to CDC and local public health officials guidance
- Encourage and practice physical distancing measures

Red: Full Distance - Substantial Community Transmission

Large scale community transmission, healthcare staffing significantly impacted, multiple cases within communal settings like healthcare facilities, schools, mass gatherings, etc.

- Continue to coordinate with local health officials.
- Close school and transition to distance learning

Green: Traditional - No Community Spread

Evidence of isolated cases or limited community transmission, case investigations underway, no evidence of exposure in a large communal setting, e.g., healthcare facility, school, mass gathering.

Review, update, and implement emergency operations plan and reinforce healthy

hygiene practices.

- Include strategies to reduce the spread of a wide variety of infectious diseases, including physical distancing and school dismissals.
- Emphasize everyday preventive actions for students and staff.

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Academics and Instruction

Because of the need to provide distance learning online from Mid-March through the end of the 2019-20 academic year, there is a high probability that students did not learn the material that they normally would have to prepare them for the next grade level. The following re-entry plan will identify students upon their return to school in the fall who need additional support to adequately progress through their curriculum and courses upon return in the fall. The goal will be to swiftly resume schooling while assessing the academic needs of all students to plan and maximize instructional progress.

Guiding Principles for Academics and Instruction

- Students have had five months of no physical attendance at school. While distance learning has been provided, this is not the optimal learning medium. It is assumed that the learning loss is equal to or greater than the normal summer learning loss of two to three months, especially for children in low-income households. Low income and special education students tend to fall behind in the summer while higher income students maintain or even increase their learning levels.

Literacy and Math Support

- In order to mitigate learning loss after five months of only online learning, staff will quickly assess students to determine their mastery of literacy and mathematics skills and identify those essential skills needing attention. Student spring 2020 assessment results, teacher communication with the previous grade level team, and teacher professional judgement will also be used in determining essential skill mastery. Under all three scenarios, the first quarter of instruction will be highly focused and intentional on strengthening essential skills to ensure there is a solid base for moving forward. The following actions will be taken:

Assessment

- Compile spring ISIP and STAR assessment results (as applicable) for each student (completed).
- Conduct above and below grade level teacher meetings (K-6) in the spring to aid in evaluating overall student progress (completed)
- Administer K-10 baseline academic screening in reading and math in the fall
 - ISIP K-8 Reading and Math
 - STAR 7-10 Reading and Math
- Continue to progress monitor throughout the year
 - K-6 utilize monthly ISIP results in reading and math
 - 7-8 utilize ISIP and STAR throughout the year as determined by administration
 - 9-10 utilize STAR as determined by administration

Yellow Instructional Design and Delivery

- Instructional design and delivery is predicated on all students attending school five days per week. Parents would have an option to have their students attend school virtually from home five days per week. Once parents/students make a choice, the student would not be allowed to change options until the end of each semester.

K-6 Instructional Design and Delivery

- Most elementary students have not had experience learning remotely or online outside of the classroom. When designing lessons and instruction, teachers remain cognizant that instructional delivery may need to transition to an online model
- Lesson design during the first quarter
 - Initial lessons are designed to focus on the essential and foundational skills that students at all grade levels need to be successful during the school year with a particular emphasis on literacy and mathematics at the elementary level
- Lower Elementary (K-3)
 - Academic instruction is delivered with 5 day a week in-class instruction. Primary method of teaching is Explicit Instruction. Students become familiar with the computer and its general use to prepare for the possibility of transition to Orange or Red.
 - Classroom instruction focuses on delivery of new skills and content
- Upper Elementary (4-6)
 - Academic instruction is delivered with 5 day a week in-class instruction. Primary method of teaching is Explicit Instruction. Google Classroom is integrated into lessons weekly to equip students for the possibility of transitioning to Orange or Red.
 - Classroom instruction focuses on delivery of new skills and content
- Starting in the Fall of 2020, the normal district grading policy will be in place throughout all stages of the school's response. Teachers will be always mindful of individual student participation, following the Homework Intervention Plan.
- Fine Arts is delivered in the classroom to reduce student movement from classroom to classroom
- Identify students in need of increased support and intervention
 - Communicate results to parents
 - Utilize the Rti process
 - Usual SPED/504/EL services

7-12 Instructional Design and Delivery

- Optimizing learning, but not overwhelming students is an essential consideration when planning lessons
- Classroom instruction will be delivered in school. Those students that attend school from home will view the lesson online either synchronously or asynchronously depending upon the connectivity in the home. Homework and practice will be posted on Google Classroom. Google Classroom will be used for all students to ensure a smooth transition to Orange if it becomes necessary.
- In general, classroom instruction will focus on delivery of new skills and content
- Focus on developing priority knowledge and common lessons by course, collaborating with fellow teachers whenever appropriate

- Be cognizant of IEP, 504 and ELD accommodations, and implement them to the extent that they can be applied
- Coordinate with the IEP, 504 and ELD case managers to implement accommodations
- Collaborate with special education teachers regarding instructional activities and plan
- Other Technology Related Considerations
 - Google Meets and Zoom will be available to provide two-way communication with students
 - Google will be active during remote learning for monitoring expectations of the network user agreement
 - Teachers should not use their personal cell phones to communicate with students, use Google Hangouts, school email, or school phone lines
- Dual Credit Courses
 - Dual credit courses are in continuation as outlined by the college for which it is offered. Teachers of DC classes are to follow the college protocols.
- IDLA
 - Any students already taking IDLA courses are expected to continue until completion online.
 - Students can call or email their teacher for assistance or proctoring of tests.
- Feedback & Grades
 - In the Fall of 2020, the district grading policy will be in place throughout all stages of the school's response.
 - Recording student learning - use Google Classroom/Powerschool
 - Teachers will be always mindful of individual student participation, following the 7th-12th Homework Intervention Plan.

Orange Instructional Design and Delivery

- Instructional design and delivery is predicated upon an A/B schedule where approximately half the students attend school Monday and Thursday, and the other half attend school on Tuesday and Friday. On Wednesday, students will have an “e-day” where they attend school online.
- Teachers use the second half of Wednesday planning for the following week's e-day and other classroom preparation/grading.
- Select students would be invited to attend school on Wednesday to receive extra educational support (SPED, 504, RTI). Teachers would deliver instruction in a blended fashion. Parents would have an option to have their students attend school virtually from home five days per week. Once parents make a choice, they would not be allowed to change options until the end of each semester.

K-6 Instructional Design and Delivery

- Wednesday e-day: K-6, but especially K-3, may use part or all of this time for face to face small group or individual instruction in reading and math. Recorded instruction may also be integrated into e-day teaching. Instructional time for K-6 students will be from 8:00 a.m. to 11:00. Students receive classwork/assignments for the second half of the e-day.
- For grades K-3, weekly lesson packets will be used in a fashion similar to that which was used in the spring of 2020. K-3 students/parents will pick-up or have delivered to their homes, a packet of learning tasks each week. Materials for grades 4-6 will be posted to

the Google Classroom. Please see the expectations below regarding these core lessons.

- It is vital that teachers consider the differences in learning from home when planning weekly lessons. Continued learning is the goal, but understanding the circumstances of this crisis is also essential. Each teacher will need to consider both in their planning.
- Lesson design during the first quarter
 - Initial lessons should be designed to focus on the essential and foundational skills that students at all grade levels will need to be successful during the school year with a particular emphasis on literacy and mathematics at the elementary level
- Lower Elementary (K-3)
 - Classroom instruction is delivered in school, two days a week for each classroom grouping, A and B
 - Packets for student work during the days they are not in school are utilized as a significant portion of the instructional delivery model and an extension of what is taught the previous day.
 - Teachers use in-class days to do a combination of explicit instruction and class work (working to teach 1 day content + a half on in-class days)
 - Skills and content are prioritized (Math, Reading, Handwriting) in order to narrow the scope of curriculum under these circumstances
 - Students/families choosing to work at home with online instruction exclusively will participate in an assigned program (such as IDLA) independent of the Xavier model
- Upper Elementary (4-6)
 - Classroom instruction is delivered in school, two days a week for each classroom grouping, A and B
 - Teachers use the in class days to do a combination of explicit instruction and class work (working to teach 1 day content + a half on in-class days)
 - Student work is assigned for the days they are not in school and is a significant portion of the instructional delivery model and an extension of what is taught the previous day
 - Student time on Wednesday e-Days is online with the teacher for face to face small group or individual instruction in reading and math. Whole class and recorded instruction may also be integrated into e-day teaching.
 - Skills and content are prioritized (Math, Literature, Writing) in order to narrow the scope of curriculum under these circumstances
 - Students/families choosing to work at home with online instruction exclusively will participate in an assigned program (such as IDLA) independent of the Xavier model
- Fine Arts - delivered in the classroom
 - Music, visual art, drama, and dance continues, but is offered to A and B students two days a week, alternating these activities every other week. “A” students participate in music and dance while “B” students have drama and art. The following week students flip flop.
- Identify students in need of increased support and intervention
 - Communicate results to parents
 - Utilize the Rti process
 - Invite SPED/504/EL, and select students in the Rti process to attend school on Wednesdays to receive additional support

7-12 Instructional Design and Delivery

- Optimizing learning, but not overwhelming students is an essential consideration when planning lessons
- Instruction will be provided synchronously or asynchronously
- Classroom instruction will be delivered in school. Those students that are attending from home on that particular day will view the lesson online either synchronously or asynchronously depending upon the connectivity in the home. Homework and practice will be posted on Google Classroom. Google Classroom will be used extensively.
- Wednesday e-Days -
 - Synchronous classes would follow a 1:00pm Bell Schedule. New skills and content would be taught during this time. Students receive classwork assignments for the remainder of the e-day.
- Focus on developing priority knowledge and common lessons by course, collaborating with fellow teachers whenever appropriate
- Be cognizant of IEP, 504 and ELD accommodations, and implement them to the extent that they can be applied.
 - Coordinate with the IEP, 504 and ELD case managers to implement accommodations
 - Collaborate with special education teachers regarding instructional activities and plans
 - Invite SPED/504/EL, and select students in the Rti process to attend school on Wednesdays to receive additional support
- Other Technology Related Considerations
 - Google Meet and Zoom will be available to provide two-way communication with students
 - Google will be active during remote learning for monitoring expectations of the network user agreement
 - Teachers should not use their personal cell phones to communicate with students, use Google Hangouts, school email, or school phone lines
- Dual Credit Courses
 - Dual credit courses are in continuation as outlined by the college for which it is offered. Teachers of DC classes are to follow the college protocols.
- IDLA
 - Any students already taking IDLA courses are expected to continue until completion online
 - Students can call or email their teacher for assistance or proctoring of tests
- Feedback & Grades
 - In the Fall of 2020, the district grading policy will be in place throughout all stages of the school's response
 - Recording student learning - use Google Classroom/Powerschool
 - Teachers will be always mindful of individual student participation, following the 7th-12th Homework Intervention Plan

Green: Instructional Delivery

- Teachers transition to face to face instruction for all students five days per week
- All continue to be mindful of proper sanitation and the cleaning plan as delineated in Appendix A

Red: Instructional Delivery

- Guiding Principles for Converting to Learning at a Distance
 - Consideration of County or State Stay-Home orders.
 - Board of Trustees Decisions and State Board of Education Guidance
 - Provides ordinary and protective care for the safety of students and staff (IC 33-512(4) and (7))
 - Conditions call for increased isolation to maintain health and prevent the spread of germs and disease.
 - All students remain engaged in learning for a minimum of the instructional time required by the State of Idaho (IC 33-512(1)(a)).
- When COVID-19 or other conditions require school closure (other than the typical weather/snow day), staff, students, and parents will be informed via “Messenger,” and e-mail. If possible the announcement will include a time period at which the closure will be reassessed for possible return to school or continuing the closure.
- If possible, this decision would be made allowing one additional day of physical school attendance so that students can pick up Chromebooks and teachers can hand out books and other supplies students will need. All staff would report.
- If one additional day of physical school attendance is not possible, the District will schedule a day for students and/or parents to pick up Chromebooks and supplies they will need at home. Teachers would work for one day, separated into their individual classrooms/office and wearing masks, to package the students Chromebook, a charger, books, paper, and other supplies the student might need. The school would distribute the materials according to a schedule that allows for a limited number of students/parents picking up materials at a time over the course of three days immediately following the teacher preparation day. All staff expected would report for the one day. On day two only staff designated by Emergency Closure procedure and/or their supervisor would report and under the guidelines of wearing a mask, signing in and out of the building, and frequent hand washing/disinfected or the wearing of gloves.
- However, on all working days, all staff are expected to work their normal hours as per their job descriptions, either virtually or physically in accordance to social-distance guidelines. If staff are unable to be reached during these hours, they must use the appropriate leave request as approved by the HOS.
- Lower Elementary (K-3)
 - A week’s worth of packets will be sent home. Procedures similar to those implemented in the spring of 2020 will be re-implemented
 - Packet drop off and pickup will be on Monday
 - In the Fall of 2020, the district grading policy will be in place throughout all stages of the school’s response
- Upper Elementary (4-6)
 - Students will transition to online learning via Google Classroom
 - In the Fall of 2020, the district grading policy will be in place throughout all stages of the school’s response
- 7-12 Instructional Design and Delivery
 - Instruction will continue via Google Classroom using procedures similar to those developed and implemented in the spring of 2020
 - In the Fall of 2020, the district grading policy will be in place throughout all stages of the school’s response

- Recording student learning - use Google Classroom/Powerschool
- Teachers will be always mindful of individual student participation, following the 7th-12th Homework Intervention Plan

Responsibilities of Special Programs & Supports for Yellow/Orange/Red Scenarios

- Students on IEPs/504s:
 - Review Special Education Services Guidance
 - Review accommodations and service delivery of specially designed instruction to meet required minutes on IEPs
 - Hold IEP/504 Meetings virtually when possible
 - All timelines are still in effect
 - Support general education teachers with lesson planning as needed to implement accommodations and modifications and meet IEP needs.

- Counselor/Administration:
 - Identify families that need food
 - Connect personally with families that will need support directing them to resources
 - Coordinate with teachers regarding student needs and supports

- EL Coordinator:
 - Support general education teachers with lesson planning as needed to meet individual students' language needs
 - Communicate daily with all general education teachers with whom you co-teach. This communication should include lesson planning, lesson execution, and student feedback.

Appendix A --- Cleaning Plan

- I. Custodial Responsibilities (Note: Generally speaking, much of the daily disinfecting will be done by staff and students. This list primarily includes duties that go beyond our normal cleaning routine with our current cleaning company. A few of the items on here however are on regular duties list
 - A. Cleaning Throughout the Day
 1. Check all soap dispensers to make sure they are supplied with soap on a daily basis.
 2. Check all hand sanitizer dispensers in hallways and classrooms to make sure they are supplied with hand sanitizer every day.
 3. Spray or Wipe down door handles and vending machines as much as possible with disinfectant.
 - B. Daily Cleaning - Classroom
 1. Empty all trash cans every night even if they are not entirely full.

2. Disinfect sinks, countertops, and all hard surfaces (approved disinfectant).
- C. Daily Cleaning - Restrooms
 1. Restrooms are cleaned every day. Cleaning products will include disinfectants.
 - a) Bathrooms may be disinfected more than once daily.
- D. Daily Cleaning - Hallways
 1. Clean and disinfect all entryway doors, door hardware, and door glass as well as all hard surfaces in that area (nightly).
 2. Clean and disinfect all hallway surfaces with disinfectant (nightly).
 3. Sweep or vacuum hallways (nightly).
 4. Clean, polish, and disinfect drinking fountains (nightly).
- E. Daily Cleaning - Gym and Locker Rooms
 1. Gym floors, the Stage, and the Dance Room, and all hard surfaces will be disinfected at least nightly. Disinfectants will be available to the teacher to wipe down hard surfaces and equipment throughout the day.
 2. Locker rooms will be cleaned and sanitized each evening and on weekends after use. Floors will be mopped and sanitized nightly.
- F. In the case of a confirmed case, impacted school/classroom/area will receive a deep cleaning and be sanitized. The impacted school/area will be allowed to sit for 24 hours per CDC recommendations before this process begins. If there is a report of a student or instructor who has been diagnosed with COVID19 or have been in contact with anyone diagnosed, consultation will be made with the local health officials to determine risk on a case by case basis and an approved course of action will be followed following local health district and CDC guidelines.

II. Staff/Student Responsibilities

- A. Establish a schedule for frequent cleaning and disinfecting.
- B. Create a student team (age appropriate) to help disinfect all commonly used surfaces at least three times per day (primarily elementary) and once an hour as student groups move (primarily high school) This will primarily include desks/tables and various common supplies.
- C. Ensure cleaning supplies are safely stored away from students when not being used in the cabinets provided in each classroom. Locks may need to be installed on those cabinets K-6.
- D. Teachers/Staff to wipe down door handles, light switches, and other commonly touched surfaces during breaks when students are either at recess, lunch, or in between classes.
- E. Students, at the directions of their teachers will disinfect equipment to be used by multiple students in between each use when possible such as microscopes, calculators, art supplies etc.
- F. At a minimum, at the end of each class period, disinfect equipment touched by multiple students such as basketballs, frisbees, soccer balls, etc.

- G. Playground cleaning and sanitization is still being researched.
- III. Maintenance
 - A. Hand sanitizer dispensers will be checked to make sure they all function properly before school opens. Additional sanitizers will be installed in the teachers' lounge as well as the front office.
 - B. Sneeze guards will be installed in front of the lunchroom counter as well as the front office windows
 - C. Ventilation will be maximized in the school
- IV. Electrostatic Sprayers
 - A. The district has purchased an electrostatic sprayer to aid in sanitization

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Appendix B --- Transportation

- I. All buses will be sanitized with an approved disinfectant provided by Mid-Columbia Bus Company.
 - A. Prior to students riding the bus
 - B. After each group of students ride the bus
- II. Masks **will be required** in order to ride the bus
- III. Mid-Columbia has made it clear that Social Distancing on the buses will be almost impossible. However the following standards will be put in place when possible.
 - A. Students will be asked to sit one to seat when possible. No more than two students to a seat for secondary students and no more than three for elementary students.

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Appendix C --- Food Service

- I. Cafeteria
 - A. Regular hot menu served in the cafeteria
 - B. Lunch time staggered to reduce occupants in the cafeteria as much as practical
 - C. Offer options to eat outside and in other locations to maintain social distancing
 - D. Hand sanitizer at start of all serving lines
 - E. Self-service of items of pre-packaged items only
 - F. Food Service procedures
 - 1. No student servers
 - 2. Masks and gloves will be worn by all food personnel
 - 3. Clean and sanitize between lines
 - 4. Plexiglass at cashier stations

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