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# **GOLVA ELEMENTARY SCHOOL IN-PERSON INSTRUCTION AND CONTINUITY OF SERVICES PLAN**



The Golva Elementary Reopening Plan was developed by the Golva Elementary staff in consultation with the community and parents and approved by the Golva School Board on 8/12/2020.

UPDATED MAY 2021

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May 2021

What follows is the original Golva Elementary School Healthy Restart Plan which was written in July and August of 2020. Stakeholder input was gathered from staff, board members, and parents to develop our plan as to how we were going to reopen the school after the closure in March of 2020 due to the COVID-19 pandemic.

What has been ADDED is additional information regarding our In-Person Instruction and Continuity of Services Plan. This additional information can be found on this page and the next while the original plan is on all of the subsequent pages. We believe that it is important that we maintain the original plan on the chance that virus mutation should occur or other unforeseen circumstances should force us back into a situation where we are closed to in-person instruction.

### RECAP OF 2020-2021

This past school year, Golva Elementary was able to maintain face-to-face education throughout the entire school year. We did have the primary grades classroom closed for less than a week around Thanksgiving due to a potential exposure that ended up only affecting the teacher. Several other staff members, including teachers, aides, and support staff had a variety of two-week periods of time where they were isolating at home either due to exposure or contracting COVID-19. But as previously stated, we were able to keep the doors open throughout.

During the school year, we utilized a variety of additional sanitation measures:

- Hand sanitizing stations throughout the building,
- Added emphasis on handwashing,
- Sanitizing the buses after each trip,
- Repeated cleaning of desktops and other surfaces during the day between transition times,
- Use of a Sterilazer UV light in classrooms,
- Use of a fogger/mister with sanitizing solution throughout the building with extra emphasis in high-touch areas (door handles) and those where UV lights may not cover all surfaces (hallways & bathrooms),
- Greater emphasis to parents and staff to not come to school when ill.

### LOOKING FORWARD TO 2021-2022

As we have briefly reviewed scores from NDSA, NWEA, and anecdotal reports from teachers, we don't believe that our students have fared too badly through the loss of learning experienced in spring of 2020. HOWEVER, we want to aggressively look at where each student is now, where they were prior to the pandemic, and work hard to improve ALL achievement scores.

It is our intention to expand our teaching staff and hire a teacher to be an intervention specialist with a variety of responsibilities. This person will be tasked with:

- Providing special education services (we only have 2 students under IDEA),
- Providing services under 504 (1 student),
- Teaching Kindergarten (2-3 days a week to 2 students),
- Teaching Pre-school (1-2 days a week to 1 student in the spring of 2022),
- Working with ALL students K-8 and their teachers to provide additional instructional supports. These will be determined by doing a deep dive into the historical results of the NWEA and NDSA scores to identify areas of weakness. This teacher will target their time in working to get all of our students up to at least 'proficient' as measured by the NDSA and will then provide additional supports for continued improvement.

### ADDRESSING THE SUBGROUPS

A major component of the ESSER III requirements is that we address student subgroups. With only 35 students in nine grades, any disaggregation is difficult and results are highly individualized and reporting would result in the release of PII. Therefore, each and every student will be addressed in the above endeavors with special attention clearly given to those few who have already been identified under IDEA or 504.

### ESSER II & III FINANCES

It is the plan that this teacher will be in this position for the 2021-2022 and 2022-2023 school year with the expenses for this position coming from the 20% of ESSER III monies that must be set-aside for direct student services. Salary alone will more than spend the required 20% as we anticipate this teacher costing about \$55,000 per year with our total ESSER III allocation being \$190,147. This teacher will also be provided with whatever classroom materials, software, or hardware necessary to provide these services out of the remaining ESSER III allocation and our ESSER II allocation of \$84,666. This means about 50% of our total ESSER II and III allocations will go to direct student instruction.

### STAKEHOLDER INVOLVEMENT

We are a tiny district with just 35 students coming from 17 families. They all receive information about our plans, are continually invited to give input, and have been instrumental in adjustments made to our reopening plan throughout this past school year. 'COVID-19 response' was a standing agenda item on our School Board Agenda up until just these past couple months, but in its place has been 'ESSER Funding'. We have been soliciting ideas from stakeholders for many weeks now and when final guidance is provided, we will prioritize this list of ideas based upon what qualifies under USED guidelines.

August 2020

Golva School Families,

It has been a challenge for our entire community since March, but we hope you have found ways to cope and embrace this new normal. Thank you to the students, staff, parents, and community members who have helped us succeed in these difficult times. The 2019-2020 school year was challenging but we are proud of students and staff with all of the extra work they put in to finish the school year.

The challenge now is planning for what school will look like during the 2020-2021 school year. This is a daunting task as we all realize how the impact and response to COVID-19 has changed rapidly over the past four months. This plan will try to address these challenges, while providing a flexible framework to guide our response over the next school year.

For academic, social-emotional, and economic reasons, we are compelled to strive to return to an in-person model. Yet, we cannot disregard that the health and safety concerns associated with the virus remain. The district must consider all practical steps to keep our schools from contributing to virus spread in our community.

This plan presents the results of critical thinking, research, modeling, and work by our educators, staff, and school board. This group reviewed input gathered from our employees and parents.

We realize that reviewing this plan may not address every question you have. We recognize some concepts and actions may be polarizing, and there are strong opinions about what the school should do or should not. But we must remain open to what is possible and consider all options so we can move forward.

Thank you for your time reviewing this plan. We encourage everyone to ask questions and communicate their concerns as we move forward. Together, our school can provide quality education to our children in a safe manner, if we work together to solve problems.

Respectfully,

Dr. Tim Tharp  
Superintendent

Gene Weinreis  
School Board President

# Assumptions & Assurances

## Golva Elementary School believes:

- Every student should have the opportunity to engage in learning, regardless of the spread of COVID19 in our community.
- Schools have a vital role in providing safe environments for students, focusing on both social-emotional and physical health.
- By working together with educators, staff, health care professionals, parents, students, and community members we can solve most challenges.
- Our district will make decisions based on the most current guidance from local, state, and national health care officials.
- Our School Board will ensure our plan meets the needs of our students, educators, staff and community.

## Our Planning Team

The Golva Elementary School Return to Learning Plan was crafted and reviewed by a team consisting of the Superintendent, all teachers and staff, and this plan will be ultimately approved by the school board. A representative from the local health district was consulted and they approved the plan as it is currently written. The plan will also be shared with West River Student Services once approved.

Input was gathered by various means to allow for a wide range of input.

Note that this is a living document which will be continually updated in order to meet the evolving guidelines from the CDC and NDDoH.

# COVID-19 Response Team & Coordinators

The state template provided includes suggested flow-charts that differentiate the duties of Operations, Instruction, and Community Relations. As a small school with one administrator and less than a dozen staff members and less than 40 students, Dr. Tharp will be the leader of the COVID-19 response team and all staff members will serve as team members.

## COVID-19 Building Level Coordinators

Each school building is required to have an identified COVID-19 Coordinator who will be responsible for the health and safety preparedness and response planning. Coordinators will make themselves available to the NDDoH 24 hours a day / 7 days a week to respond to phone calls from public health. This position will **assist** public health in identifying and notifying close contacts in the school setting. NOTE the emphasis on 'assist'. Contact tracing is the responsibility of the Health Department and NOT the school. The coordinator will be responsible for reporting cases of COVID-19, found in the school setting, to health officials and the State Superintendent's office.

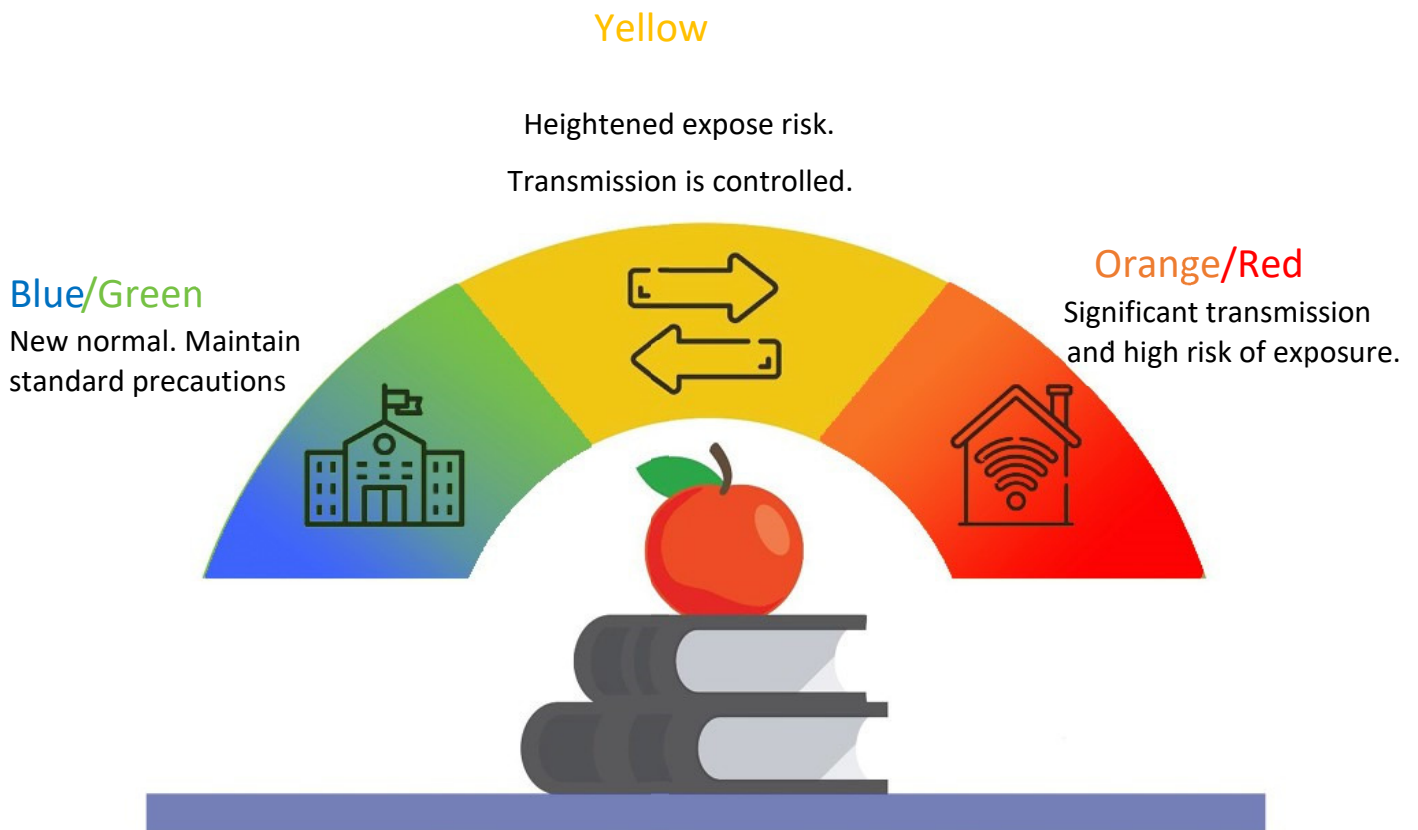


Dr. Tharp will assume the role of building level coordinator for Golva Elementary School. If the coordinator is unable to be reached the secondary contacts will be Leah Zook and Lori Schulte.

# Phases

The following phases will be used to define the community risk level associated with COVID-19. These phases align with the color-coded guidance in the ND Smart Restart Plan. Each level is reported to schools by the NDDoH after rigorous testing and assessment of cases in the community.

At this point in time, we are awaiting direction from the Governor’s Office regarding if these color designations will be determined state-wide, in each Health District, each County, or each community. On July 29<sup>th</sup>, we heard that they will be state-wide determinations, but this is an ever-evolving situation for us all.



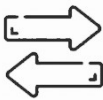
# Instructional Models—Definitions

The instructional models used by the district will be guided, in part, by the risk level of COVID-19 in the community as defined within the phases above. This is a guide as instructional models could be altered based on other factors, such as occupancy levels, age of children, and abilities to move certain classes online.



## **Traditional Learning**

All instruction is delivered in-person with some building and group modifications. Teachers and students maintain a normal daily schedule. Safety precautions are implemented to enhance staff and student safety.



## **Blended Learning**

Students report to school on a modified schedule. Multiple hybrid models of instructional delivery may be appropriate to meet the educational needs through a variety of delivery models.



## **Distance Learning**

All instruction is provided off-campus through the use of distance learning resources or suited to the unique needs of the student.

# Health and Safety Guidance

The district strives to provide a healthy and safe environment for all who occupy our schools. The following guidelines are intended to provide a framework for the district's response to COVID-19.

## **Resources**

- ND Department of Public Instruction - <https://www.nd.gov/dpi/parentscommunity/nddpi-updates-andguidance-covid-19>
- ND Department of Health - <https://www.health.nd.gov/diseases-conditions/coronavirus>
- Center for Disease Control and Prevention - <https://www.cdc.gov/coronavirus/2019-nCoV/index.html>

## **Best Intentions**

Despite taking every reasonable precaution, there is not guarantee that our school's will be without risk as it relates to COVID-19. The virus will be present on our buses, in our classrooms, and at our activities. In certain situations, social distancing is not possible in a school setting. Our actions, as outlined in this plan, will not prevent any student or staff member from being in contact with the virus.



## Protect Yourself and Others

### *Wash your hands often*



- Wash with soap and water for at least 20 seconds especially after blowing your nose, coughing, or sneezing.
- If soap and water are not available, use hand sanitizer that contains at least 60% alcohol.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Students are encouraged to wash their hands often throughout the day.

### *Avoid close contact*



- Keep social distance from others especially important for people who are at a higher risk of getting sick.
- Alternate or modified schedules, adjustments to use of common areas, use of outdoor spaces and other actions that increase physical separation may be considered.
- The sharing of instructional materials should be limited as much as possible.
- Physical separation on busing, one student per seat, will be recommended but cannot be guaranteed.
- Visitors, including parents and guardians coming to the school, will be greatly discouraged.

### *Cover coughs and sneezes*



- Always cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow.
- Throw tissues away and wash hands or use hand sanitizer to prevent spread.

### *Clean and disinfect*



- School staff should clean and disinfect frequently touched surfaces daily.
- Shared materials (not recommended) should be cleaned.
- Classrooms will be cleaned daily by staff.

### *Cover your mouth and nose with a cloth face cover when around others.*



- The wearing of face masks is NOT required in either the GREEN or YELLOW phase and is considered optional.
- Educators need to teach students how to properly wear a face covering so they are prepared to use them on school buses or other situations in close proximity with others if state requirements change.
- Resources from NDDPI, NDDoH, and others will be provided to teachers and parents.

## GOLVA ELEMENTARY COVID-19 PPE Guidance

STAFF	PPE
All staff	The wearing of face coverings will be <b>optional</b> .
All Students	The wearing of face coverings will be <b>optional</b> .
Staff caring for / instructing a student in a small space – small group – for more than 15 minutes. (i.e. Nurse, SPED, EL, educator)	Building administrators in consultation with NDDoH personnel and the educator will determine if face coverings or face shield are required. This may be influenced by instructional and learning needs of the student and health considerations of all occupants in the room.
All staff	<b>Encouraged</b> to wear a cloth face covering.
All Students	<b>Encouraged</b> to wear a face mask. Students will be provided breaks and allowed to remove their mask when outside or in spaces that can accommodate social distancing.
All staff and students in school bus	<b>Encouraged</b> to wear a face covering



### *Monitor your health daily*

- Be alert for symptoms. Watch for a fever, cough, or shortness of breath.
- Parents are asked to screen their children each day before sending them to school.



Use the daily screening guidance provided (see page 16)

- Staff and students who are sick should stay home.
- Temperatures of symptomatic students or staff may be taken at the school office-- symptomatic students will be isolated, and their guardians contacted.

# Health & Safety Protocols

## Student & Staff Health

Monitoring the health of students and staff will be an important component of a safe and healthy educational environment. Golva Elementary School will take the following measures to ensure all students and staff are healthy while they are at school.

### *Identifying Students & Staff at Higher Risk*

- Back to School and enrollment processes will include questions asking families to identify if their child is at-risk, based on a health professionals' diagnosis. This information will be provided to the building principal (COVID-19 Coordinator) who will contact the family and discuss instructional model options.
- The Business Manager will inquire of all employees if they are at-risk, based on a health professionals' diagnosis. The office will work in partnership with the principal and the employee to coordinate adjustments to the work schedule or workplace.
- When the NDDoH informs the district of a student or staff member that is COVID-19 positive that information will be passed on to HR and the principal / director as allowable within district policy and law.

### *Isolation & Quarantine*

- Definitions (see page 15 for more information)
  - Isolation – For people who are already sick from the virus. A prevention strategy used to separate people who are sick with the virus from healthy people.
  - Quarantine – For people who are not sick but have been exposed to the virus. A prevention strategy used to monitor people who were exposed for a period of time.
- Golva Elementary School will follow isolation and quarantine guidelines and directives as set by NDDoH and the Southwestern District Health Unit.

### *If a student or staff members becomes sick at school (or school event)*

- Student
  - Direct / escort the child to the office.
  - The child shall be provided a facial covering and isolated in the designated building sick room (Superintendent's office).
  - Parent / guardian will be contacted to pick up their child.
- Staff
  - Inform your supervisor immediately and wear a face mask / shield until they can be replaced if supervising students at that time.
  - Leave the school building/grounds and consult with a health care professional.

## *Return to School*

When a student or staff member has been isolated or quarantined as directed by NDDoH or the Southwestern District Health Unit they will be allowed to return to school after being cleared by the NDDoH.

### Facility Accommodations & Protocols

- Students will be taught from the first day of school the importance of hand-washing, use of sanitizer, and not sharing of materials. Touchless sanitizing stations will be purchased and students will be taught to sanitize on the way in and out of the room every time.
- Social distancing will be utilized in the classrooms and lunchroom.
- In the event that a student or staff member becomes ill during the day, the Superintendent's Office will become the 'sick room' where the individual will be isolated until arrangements are made for them to go home.
- The school will purchase additional cleaning equipment including, but not limited to, a UV sanitizer that can sanitize a 400 square foot room in three minutes, a non-toxic fogger that can be used everywhere in the building with special emphasis on sanitizing the bathroom every two hours, spray bottles in which we will mix disinfectant that does not need to be wiped off that can be used in each room and bus. Additional cleaning of buses, high-traffic areas, lunchroom tables, bathrooms and common areas will occur throughout the day.
- Portable touchless hand sanitizing stations will be strategically located throughout the campus.

### Transportation

- Drivers will clean their bus after each trip using a spray disinfectant that does not need to be wiped off of the surface. This is the same product currently used in the lunch room that will be used throughout the building as well.

### Temperature Checks

- During the first couple weeks of school, classroom teachers will conduct temperature checks on students twice a day, prior to them going out for recess. This will be done in order to establish a baseline for each student in order to make better decisions in the future in the event a student is running a fever. (NOTE that these records are considered protected health information.) We will NOT typically conduct temperature checks to start each day or prior to getting on the bus unless we have a concern about students coming to school sick. Golva staff are putting the expectation on the parents to not send sick children to school.

***NOTE: NDDoH may close a school or district at their discretion.***

## What will Golva look like at Blue/Green?

Priorities:	<ul style="list-style-type: none"> <li>• Ensure students and staff who are symptomatic stay at home.</li> <li>• Implement reasonable accommodations to reduce school-wide and community spread.</li> </ul>
Districtwide Practices:	<ul style="list-style-type: none"> <li>• Social distancing where possible and reasonable.</li> <li>• Lunchroom seating will be staggered to ensure distancing.</li> <li>• Buildings routinely cleaned and disinfected according to CDC guidelines. Special focus on high touch/traffic areas.</li> <li>• Handwashing integrated throughout the day.</li> <li>• Hand sanitizer available throughout each building.</li> <li>• Support and train parents on use of technology tools and online curricular resources.</li> </ul>
Schools:	<ul style="list-style-type: none"> <li>• Protective measures will be implemented in office spaces.</li> <li>• Some school events, assemblies and gatherings may be changed or cancelled.</li> <li>• Access to campus may be limited, with new protocols.</li> </ul>
Classrooms:	<ul style="list-style-type: none"> <li>• Students issued technology and trained on how to access online learning resources including LMS system adopted by school.</li> <li>• Limited use of shared materials and supplies.</li> <li>• Desks arranged to allow for cohort groups and social distancing where possible and reasonable.</li> <li>• Staff and students working in close proximity will be given the option to wear a face coving.</li> </ul>
Common Areas:	<ul style="list-style-type: none"> <li>• Students when moving around the building will move in cohort groups and reasonably try to limit exposure to other groups.</li> <li>• Schedules may be altered to reduce cohorts passing in common areas.</li> <li>• Lunch times and location may be altered to reduce the number of students in the cafeteria at any one time.</li> </ul>
Extracurricular Activities:	<ul style="list-style-type: none"> <li>• Guidance and directives from the NDHSAA and other governing boards will be used to guide these activities.</li> </ul>
Communications:	<ul style="list-style-type: none"> <li>• Share information about how to stop the spread of COVID-19.</li> </ul>

## What will Golva look like at Yellow?

Priorities:	<ul style="list-style-type: none"> <li>• Ensure students and staff who are symptomatic stay at home.</li> <li>• Maximize social distancing cohort where possible.</li> <li>• Support blended learning model.</li> </ul>
Districtwide Practices:	<ul style="list-style-type: none"> <li>• Based on identified COVID cases of students and staff targeted closures may be implemented (class, grade, etc.)</li> <li>• Social distancing where possible and reasonable. <ul style="list-style-type: none"> <li>○ While distancing on a school bus will be unachievable, we <b>may</b> encourage parents to consider alternate transportation for their child.</li> <li>○ Lunchroom seating will be staggered for distancing.</li> </ul> </li> <li>• Buildings routinely cleaned and disinfected according to CDC guidelines. Special focus on high touch/traffic areas.</li> <li>• Handwashing integrated throughout the day.</li> <li>• Hand sanitizer available throughout each building.</li> <li>• Support and train parents on use of technology tools and online curricular resources.</li> <li>• Implement technology support line.</li> </ul>
	<ul style="list-style-type: none"> <li>• Protective measures will be maintained in office spaces.</li> <li>• Some school events, assemblies and gatherings may be changed or cancelled.</li> <li>• Access to campus may be additionally limited, with new protocols.</li> </ul>
Classrooms:	<ul style="list-style-type: none"> <li>• Students may be attending school on a hybrid schedule.</li> <li>• Students will be expected to engage in learning opportunities online using district LMS system on days they are not in school.</li> <li>• Limited use of shared materials and supplies when students are in school.</li> <li>• Desks arranged to allow for cohort groups and social distancing where possible and reasonable.</li> <li>• Staff and students working in close proximity will be advised to wear a face coving.</li> </ul>
Common Areas:	<ul style="list-style-type: none"> <li>• Address how your students might move around the meeting – cohort groups? Limiting exposure?</li> </ul>
Extracurricular Activities:	<ul style="list-style-type: none"> <li>• Guidance and directives from the NDHSAA and other governing boards will be used to guide these activities.</li> </ul>
Communications:	<ul style="list-style-type: none"> <li>• Share information about how to stop the spread of COVID-19.</li> <li>• Share technology support resources for parents.</li> </ul>
Traveling Teachers:	<ul style="list-style-type: none"> <li>• For teachers shared with Beach, we will have to determine, in consultation with Beach, whether or not they will come into Golva.</li> </ul>

# What will Golva look like at Orange/Red?

Priorities:	<ul style="list-style-type: none"> <li>• Reduce the risk of community spread by closing schools.</li> </ul>
Districtwide Practices:	<ul style="list-style-type: none"> <li>• In-person instruction will end and online instruction will be used in all classes at all grade levels.</li> <li>• Instruction will focus on essential learning targets.</li> <li>• Attendance and academic progress will be expected.</li> <li>• Grading policies will not be suspended.</li> <li>• Local food distribution <b>may</b> be implemented by food service program.</li> </ul>
Schools:	<ul style="list-style-type: none"> <li>• Closed to the general public except by special arrangement with the district office.</li> <li>• Small group meetings or instruction may be allowed, particularly for special needs students or academic interventions.</li> </ul>
Classrooms:	<ul style="list-style-type: none"> <li>• Students will engage in learning at the home.</li> <li>• Students will be expected to engage in learning opportunities online (whatever your LMS system).</li> <li>• Teachers are expected to make direct student/family contact at least one time per week.</li> </ul>
Extracurricular Activities:	<ul style="list-style-type: none"> <li>• Guidance and directives from the NDHSAA and other governing boards will be used to guide these activities.</li> <li>• Athletic and other extra/co-curricular activities likely suspended.</li> </ul>
Communications:	<ul style="list-style-type: none"> <li>• Clear communication about academic expectations and grading shared with students and families.</li> <li>• Share technology support resources for parents.</li> <li>• Weekly communication will be sent to all families from the Superintendent as to the current status.</li> </ul>

## Special Populations served by West River Student Services

<b>BLUE/GREEN</b>	<b>In Person (on campus)</b>	<b>Distance Learning</b>
<b>Providing Services (FAPE)</b>	Services provided based on individual needs on IEP.	Distance Learning Plan based on individual needs on IEP.
<b>IEP Meetings</b>	Meetings have the option of taking place in person in the building or through virtual means (phone, Zoom, etc.)	Meetings will take place through virtual means.
<b>Assessments</b>	WRSS will complete evaluations/assessment within in the 60-day IDEA guideline	WRSS will complete evaluations/assessment within the 60-day IDEA guideline. The evaluation team will determine the best method of assessment (e.g. virtual or face-to-face).
<b>YELLOW</b>	<b>In Person (on campus)</b>	<b>Distance Learning</b>
<b>Providing Services (FAPE)</b>	Services provided will be determined based upon the student's method of instruction	Distance Learning Plan based on individual needs on IEP.
<b>IEP Meetings</b>	Meetings have the option of taking place in person in the building or through virtual means (phone, Zoom, etc.)	Meetings will take place through virtual means
<b>Assessments</b>	<p>WRSS will complete evaluations/assessment within the 60-day IDEA guideline.</p> <p>The assessment team in collaboration with the District's Restart Plan will determine the method of how assessments will be given (e.g. virtual vs. face-to-face) and the location.</p>	<p>WRSS will complete evaluations/assessment within the 60-day IDEA guideline.</p> <p>The assessment team in collaboration with the District's Restart Plan will determine the method of how assessments will be given (e.g. virtual vs. face-to-face) and the location.</p>



<b>Special Populations served by West River Student Services</b>		
<b>ORANGE/RED</b>	<b>In Person (on campus)</b>	<b>Distance Learning</b>
<b>Providing Services (FAPE)</b>	Service methods will be virtual only. All Services shift to Online learning	Distance Learning Plan based on individual needs on IEP.
<b>IEP Meetings</b>	All meetings in this phase will be done through phone calls, and/or virtual setting	Meetings will take place through virtual means.
<b>Assessments</b>	<p>WRSS will make efforts to complete evaluations/assessment within the 60-day IDEA guideline.</p> <p>The assessment team in collaboration with the district will determine how assessments will be done virtually. Three-year reevaluations should consider all options available to the school districts and WRSS.</p>	<p>WRSS will make efforts to complete evaluations/assessment within the 60-day IDEA guideline.</p> <p>The assessment team in collaboration with the District will do assessments virtually.</p>

***\*When a student has to stay home due to COVID-19, the student's IEP team will review the student's current IEP and create and consider a contingency plan and determine if a change in placement is needed/appropriate.***

# PARENTS—BEFORE SCHOOL EACH DAY.....

Parents are asked to review this daily health checklist by answering these questions before sending their child to school. (Parents do not need to send the questionnaire to school)

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Has your child had close contact with a confirmed case of COVID-19 in the past 14 days?

Yes\_\_\_\_ No\_\_\_\_

Does your child have a new or worsening shortness of breath?

Yes\_\_\_\_ No\_\_\_\_

Does your child have new or worsening cough?

Yes\_\_\_\_ No\_\_\_\_

Does your child have a fever of 100.4 or greater?

Yes\_\_\_\_ No\_\_\_\_

Does your child have chills?

Yes\_\_\_\_ No\_\_\_\_

Does your child have a sore throat?

Yes\_\_\_\_ No\_\_\_\_

Does your child have a new loss of taste or smell?

Yes\_\_\_\_ No\_\_\_\_

Has your child complained of nausea, vomiting or had diarrhea? Yes\_\_\_\_ No\_\_\_\_

If they can answer NO to every question—go to school!



If **YES** to any of the questions **STOP!**

Do not send your child to school. Contact your healthcare provider. Call Golva Elementary to inform them of your child's absence.



## COVID-19: What's the Difference Between Physical Distancing, Quarantine and Isolation?

	PHYSICAL DISTANCING	QUARANTINE	ISOLATION
<b>Who is it for?</b>	People who haven't been exposed to the virus or are not aware of exposure to the virus.	People who don't currently have symptoms of the virus but were exposed to the virus.	People who are already sick from the virus.
<b>What is it?</b>	A precautionary measure used to help prevent the spread of the virus.	A prevention strategy used to monitor people who were exposed to the virus for a period of time to see if they become ill.	A prevention strategy used to separate people who are sick with the virus from healthy people.
<b>Where does it take place?</b>	Takes place outside the home in public places like grocery stores and work environments.	Takes place in a home setting.	Can take place in a home when medical attention is not required. Takes place in a hospital when medical care is required.
<b>When do I use it?</b>	At all times until further directed by the ND Department of Health.	If you have recently traveled internationally or have known exposure to the virus.	If you have tested positive or have symptoms and have not yet obtained a test.
<b>How long is it for?</b>	At all times until further directed by the ND Department of Health.	14 days after your last exposure. Once your quarantine period has ended, if you do not have symptoms, you may return to your normal routine.	A minimum of 10 days from the beginning of symptoms and 72 hours after your fever is gone without the use of fever-reducing medicine and other symptoms have significantly improved.
<b>What does this mean for my daily life?</b>	<ul style="list-style-type: none"> <li>• Avoid large gatherings.</li> <li>• Stay 6-feet away from people.</li> <li>• If you are unable to stay 6-feet away from other people, wear a cloth face covering.</li> <li>• Call or video-chat with friends or loved ones, particularly those that are elderly or have underlying health conditions that places them at high-risk.</li> <li>• If possible, work from home.</li> <li>• Practice good hygiene and avoid shaking hands or touching your face.</li> <li>• If you become ill and need medical attention, call your health care provider.</li> </ul>	<ul style="list-style-type: none"> <li>• Stay at home and avoid close contact with others.</li> <li>• Do not attend school, work or any other setting where you cannot maintain a 6-foot distance from other people.</li> <li>• Call or video-chat loved ones.</li> <li>• For food, medication and other necessities, obtain through friends or family, or use a contactless delivery service.</li> <li>• Practice standard hygiene and precautionary measures like not sharing household items, washing your hands, and cleaning frequently touched surfaces often.</li> <li>• Monitor your symptoms. If you become ill and need medical attention, call your health care provider.</li> </ul>	<ul style="list-style-type: none"> <li>• Do not leave your home unless it is in an emergency. If you are in a home with others, stay in a "sick" room by yourself and, if possible, do not share a bathroom.</li> <li>• If you have a pet and live with others, do not touch your pet.</li> <li>• For food, medication and other necessities, obtain through friends or family, or use a contactless delivery service. Try to stock up for the duration of the isolation.</li> <li>• Practice standard hygiene and precautionary measures like not sharing household items, washing your hands, and cleaning frequently touched surfaces often.</li> <li>• If a caregiver cleans your room or bathroom, they should wear a mask and wait as long as possible after you've used the bathroom.</li> <li>• Contact your health care provider immediately if you experience severe symptoms.</li> </ul>

Last updated 05/07/2020

## COVID-19 Close Contacts in Child Care/School Settings

**CDC Definition of a close contact:** A [close contact](#) is defined as someone who was within 6 feet of an infected person for at least 15 minutes starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to positive specimen collection) until the time the patient is isolated.

Close contacts must be quarantined for 14 days from their last exposure to a confirmed case of COVID-19. Symptomatic close contacts should be referred to a health care provider for testing. Asymptomatic close contacts should be tested, ideally 7 – 10 days after last exposure to a confirmed case of COVID-19.

The following list of potential close contacts to a confirmed case of COVID-19 is not all inclusive. Additional individuals may be considered close contacts depending on the setting, type of contact, or situation.

### Child Care:

- Children/staff in the same room/cohort as a confirmed case of COVID-19.
- If a case in a staff member or child “floats” between rooms, then children/staff in each room will be considered close contacts unless the investigation indicates contact is less than 15 minutes or greater than six feet.

### Elementary School:

- Children sitting in desks in front of, behind, or next to the confirmed case.
- Children sitting at the same table as the confirmed case.
- If children are cohorted or in pods, then the entire cohort or pod.
- Children eating lunch at the same table as the confirmed case.
- Children participating in extracurricular activities with the confirmed case.
- Children participating in close contact sports or physical education with the confirmed case.
- Children participating in choir or band with the confirmed case.
- Staff who are in close contact, as defined by CDC, with a confirmed case.
- If children routinely mix/interact with each other in the classroom setting, then the entire classroom will be considered close contacts.
- Children sitting next to, in front of, or behind a case on a bus.

## COVID-19 EXCLUSION GUIDANCE

### Decision Tree for Symptomatic Individuals in Schools

Send home or deny entry if **ANY** of the following symptoms are present:

Fever (100.4°F or higher) OR two or more of the following symptoms: fatigue, headache, muscle/body aches, chills, cough, shortness of breath, sore throat, congestion/runny nose, nausea, vomiting, diarrhea, abdominal pain OR loss of taste and/or smell. This is in addition to general infectious disease exclusion guidance. People who are ill should contact their health care provider for additional guidance.

**Has the person been clinically evaluated?**

**Tested Positive for COVID-19 <sup>a,c</sup>**

Stay home at least 10 calendar days from onset of symptoms **and** for 24 hours with no fever and improvement of symptoms – **whichever is longer**.

**Has the person been clinically evaluated?**

**Clinically diagnosed (not tested) for COVID-19 <sup>a,c</sup>**

Stay home at least 10 calendar days from onset of symptoms **and** for 24 hours with no fever and improvement of symptoms – **whichever is longer**.

**Has the person been clinically evaluated?**

**Alternate clinical diagnosis or laboratory confirmed condition (e.g., norovirus, hand/foot/mouth) <sup>d</sup>**

Follow provider directions/ recommended treatment & return guidance

Follow the Child Care and School Infectious Disease Guidance.

**For a person NOT clinically evaluated who is monitoring symptoms at home**

**Fever (100.4°F or higher) OR two or more of the following symptoms: fatigue, headache, muscle/body aches, chills, cough, shortness of breath, sore throat, congestion/runny nose, nausea, vomiting, diarrhea, abdominal pain OR loss of taste/smell. <sup>c</sup>**

Stay home at least 10 calendar days from onset **and** for 24 hours with no fever and improvement of symptoms – **whichever is longer**.

**For a person NOT clinically evaluated who is monitoring symptoms at home**

**Other symptoms not consistent with COVID-19 <sup>d</sup>**

Follow the Child Care and School Infectious Disease Guidance.

*\* Siblings & household members also stay home for 14 days from last exposure to a COVID-19 case while contagious*

<sup>c</sup> (Red Box) = COVID-19

<sup>d</sup> (Yellow box) = Other symptoms

Adapted from the Minnesota Department of Health  
07/20/2020

[www.health.nd.gov/diseases-conditions/coronavirus](http://www.health.nd.gov/diseases-conditions/coronavirus)

## Additional Resources

- CDC Considerations for Schools <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>
- CDC Cleaning and Disinfecting <https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>
- CDC Print Resources <https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html?Sort=Date%3A%3Adesc>
- CDC Youth and Summer Camps <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/summer-camps.html>
- CDC Face Coverings <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>
- CDC Handwashing Information <https://www.cdc.gov/handwashing/index.html>
- CDC Social Distancing <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>
- National Federation of High School Sports Associations <https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15-2020-final.pdf>