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**Auburn-Washburn School District**  
**Approach to 2021-22 School Year**  
**Updated February 21, 2022**

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**Introduction**

Our school environment has been disrupted in multiple ways for students, families, and staff since March 2020 due to COVID-19. Numerous plans and mitigation strategies have been implemented to respond to factual COVID-19 data documented by the Shawnee County Health Department or from within the Auburn-Washburn School District. Our goals for the 2021-22 school year are to keep students and staff safely in school every day and to provide learning environments conducive to achieving our Mission and Vision that can be summarized by: Inspiring, Challenging, and Preparing Every Child, Every Day.

Internal Auburn-Washburn data will guide decision-making on mitigation strategies. Specifically, student data on positive COVID-19 cases will be closely monitored and a summary will be posted on the district website every Friday.

Changes to our approach can be made at any time throughout the 2021-22 school year based on updated factual information, guidance, and/or COVID-19 trend data.

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**Mitigation Strategies**

Staying Home When Sick

Students and staff should perform a daily self-screen before arriving at school. If the student is unable to complete the self-screen, the parents or caregivers should complete the screen on their behalf. At-home screening reinforces the importance of protecting other students, staff, and the community as a whole. Performing daily screening before a student arrives at school also reduces the likelihood that a student will need to be isolated at school and/or sent home due to symptoms.

When screening, ask the question, Has the student had any of the following symptoms since he or she was last at school? Fever, chills, shortness of breath or difficulty breathing, new cough, new loss of taste or smell, congestion, runny nose, nausea, vomiting, diarrhea, sore throat, headache, muscle or body aches, fatigue.

Handwashing and Respiratory Etiquette

Handwashing removes pathogens from the surface of the hands. Students and staff will practice handwashing and respiratory etiquette (covering coughs and sneezes) to keep from getting and spreading infectious illnesses. Schools will monitor and reinforce these behaviors and provide adequate handwashing supplies.

### Masks in Schools

At the February 21, 2022, Board meeting, the Board approved a revised Auburn-Washburn Scorecard. The three primary goals for the Auburn-Washburn Scorecard were: 1) Ensure safety, 2) Create metrics that define when masks are required, and 3) Move from district-wide decision making to school-specific decision making.

New weekly student COVID-19 cases will be documented weekly by school on the Auburn-Washburn Scorecard. When the percent of new weekly student COVID-19 cases is 5% or below in a school, masks will not be required for students, staff, and visitors when inside that school for the following week. The percent will be determined by dividing the new weekly student COVID-19 cases by the student enrollment at each school.

### Masks on School Buses

Masks are mandated on school buses due to a Federal Order. Order under Section 361 of the Public Health Service Act (42 U.S.C. 264) and 42 Code of Federal Regulations 70.2, 71.31 (b) 71.32(b), Requirement for Persons to Wear Masks While on Conveyances and at Transportation Hubs, includes school buses.

### Masks Outdoors and at Outdoor Events

Masks are not required outdoors during the school day nor while attending at school-related outdoor events.

### Mask Exceptions

Mask exceptions must include a document signed by a qualified, licensed medical doctor which includes primarily an MD and DO. A Nurse Practitioner (ARNP) or Physician's Assistant (PA) may also provide the signed document under the supervision of an MD and DO.

- If a form is needed or requested: [Request for Mask Exception, 2021-2022](#)

Mask exceptions for qualified educational purposes during a designated time of school day will also be reviewed on a case-by-case basis.

- Examples for exceptions or situations in which accommodations need to be made:
  - Individuals with asthma, chronic obstructive pulmonary disease (COPD), or other respiratory disabilities may not be able to wear a face mask because of difficult or impaired breathing.
  - Individuals with post-traumatic stress disorder (PTSD), claustrophobia (an abnormal fear of being in enclosed or narrow spaces), severe anxiety may feel afraid or terrified when wearing a face mask. These individuals may not be able to stay calm or function when wearing a face mask.

- Individuals with autism are sensitive to touch and texture. Covering the nose and mouth with fabric can cause sensory overload, feelings of panic, and extreme anxiety.
- Individuals who are deaf or hard of hearing, or communicating with a person that is deaf and hard of hearing. In these cases, the ability to see the mouth is essential for communication. Masks can be uncomfortable for individuals who wear hearing aids or cochlear implants.
- Individuals with a speech communication disorder. Wearing masks can at times make communication more difficult. Masks can muffle sound, making it more difficult to understand speech and some higher-pitched voices. Masks take away the ability to read lips and see facial expressions which assist with understanding what is being heard. Speaking with a mask can be hard for individuals with communication problems, like aphasia and voice problems.
- An individual with an English Second Language or is an English Language Learner that needs to hear the distinct sounds of the English language which may be impaired through a mask.
- An individual who has cerebral palsy may have difficulty moving the small muscles in the hands, wrists, or fingers. Due to their limited mobility, they may not be able to tie the strings or put the elastic loops of a face mask over the ears. This means that the person may not be able to put on or remove a face mask without assistance.
- An individual who uses mouth control devices such as a sip and puff to operate a wheelchair or assistive technology or uses their mouth or tongue to use assistive ventilators may be unable to wear a face mask.
- An individual with Dyslexia that compensates for mildly to profoundly impacted phonological (sound) processing. Due to dyslexia, masking can have significant effects on sound. Furthermore, multi-sensory instructional supports that focus on the lips, mouth, and tongue placement can be concealed by a mask.

Exception requests may originate from parents/legal guardians, professional recommendations sought by parents/legal guardians, and/or concerns from school personnel. Exception requests benefit from a clear discussion on concerns, needs, and instruction throughout the school day. Requests may also lead to appropriate accommodations or could lead to a mask exception for strategic times during the day through the spectrum of a school day.

#### Physical Distancing

Spaces will be arranged to distance students when possible.

#### Cleaning and Disinfecting

Effective cleaning and disinfecting schedules will be maintained in schools and on buses. Adjustments will be made, school by school, to address specific needs that surface.

#### Ventilation and Indoor Air Quality

Indoor air quality has been upgraded by adding air purification systems in duct work at each facility and the frequency of filter replacements has been doubled. Indoor air quality exceeds

American Society of Heating, Refrigerating, and Air-Conditioning Engineers Standards. Ventilation systems are routinely serviced and meet code requirements.

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## **Testing**

Testing identifies infected people who may be contagious so that measures can be taken to prevent further transmission. While not required, students can opt-in with informed consent to participate in testing programs. Minors will need informed consent from a parent or guardian to participate in a testing program.

## **Isolation and Quarantine**

### Isolation

The isolation period for COVID-19 is a minimum of 5 days. Students and staff may return to school after the isolation period if they have not had a fever for over 72 hours (without fever-reducing medication) and have improving symptoms.

The first day of isolation is considered Day 0. This is the day symptoms started (onset), or in the absence of symptoms, the day the positive test was collected. Isolation at home is completed on Days 1-5, and the earliest return to school is Day 6 and a mask must be worn on Days 6-10.

### Quarantine

Quarantine guidelines are the responsibility of the Shawnee County Health Department and their guidelines can be found [by clicking here](#).

On January 18, 2022, the Kansas Department of Health and Environment (KDHE), the Shawnee County Health Department (SCHD), and the Kansas State Department of Education (KSDE) have stated that the ability to effectively contact trace has become nearly impossible. Efforts and resources should be shifted towards identification and rapid isolation of actively infectious students and staff. Auburn-Washburn has leaned on the guidance provided by KDHE, SCHD, and KSDE throughout the pandemic. Their guidance will be followed on contact tracing.

Effective January 19, 2022, the Auburn-Washburn School District will no longer contact trace in schools and at extracurricular settings. Test to Learn / Work has changed to include diagnostic testing to support students and staff who become symptomatic during the school day and/or notify a school nurse of being symptomatic.

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## Approach to Quarantine Learning

### High School

1. An opportunity for daily contact with the student will be provided during Advisory through a live streaming link. This will provide the student with an opportunity to engage with their advisory teacher regarding their progress, needs, and to ensure a consistent connection.
2. For classes outside of Advisory, when requested by the student and/or parent, the classroom teacher will provide information on how instruction may be accessed.
3. Classes, outside of Advisory, may be livestreamed at the request of the quarantined student, encouraging additional opportunities for daily contact if absence extends to four or more days. Absences of three or fewer days will be treated consistent with established procedures, e.g. Advisory live stream link, email, sending work home, etc.
  - a. It is the student's responsibility to communicate with their classroom teacher the need for the course to be livestreamed.
  - b. If the student does not participate in the livestream, a teacher may discontinue.
  - c. There is limited or no livestreaming availability in some production based classes such as band, theatre, art and PE.
4. Learning Management System (e.g. Google Classroom, Canvas) for engagement in all courses
5. Advisory teachers and classroom teachers will maintain their typical monitoring expectations and have contact with parents if a student is not participating or showing progress.

### Middle School

1. Parents will contact their student's Team (Advisory Teacher) and let them know that their student has been quarantined.
2. The team of teachers will communicate with the student regarding the student's work.
3. Teachers will check in daily with students regarding work and well-being through a live stream link during Advisory. Students are encouraged to also email their teachers for help as needed.
4. Learning Management System (Google Classroom) for engagement in all courses, in addition the team of teachers will provide a form to prioritize student work.
5. New learning will be supported through a recording of instruction on the learning management system or livestream opportunity as pertains to those courses.
6. Advisory teachers and classroom teachers will maintain their typical monitoring expectations and have contact with parents if a student is not participating or showing progress.

## **Elementary**

1. Upon receiving notification of a student being quarantined, the classroom teacher will contact the parent to outline daily contact, learning opportunities during the quarantine.
2. At the primary level, packets of activities may be developed in addition to a Learning Management System (i.e. SeeSaw or Google Classroom) for engagement in the prioritized subjects of reading and math. Additional content areas are supplemental.
3. Students will have access to a variety of learning platforms for skill practice (i.e. Really Great Reading (RGR) Playground, Zearn Math, Moby Max, or IXL).
4. Teachers will provide an opportunity for students to check in daily regarding learning needs and well-being through a consistent live stream link. Parents and students are also encouraged to email the teacher with any questions or learning needs.
5. Teachers will maintain their typical monitoring expectations and will have contact with parents if a student is not participating or showing progress.

## **For Students that have an active 504 Plan, IEP, GEI or are ELL**

1. The student's case manager, providers, and/or interventionist will contact the parent to determine services in accordance with the general education instructional plan. A consideration of accommodations, modifications, Intervention, and specialized instruction will take place.
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