



WCSD Reopening

8/13/20

Books & Material Guidelines

According to the CDC: Transmission of coronavirus occurs much more commonly through respiratory droplets than through objects and surfaces, like doorknobs, countertops, keyboards, toys, etc. Current evidence suggests that SARS-CoV-2 may remain viable for hours to days on surfaces made from a variety of materials. Cleaning of visibly dirty surfaces followed by disinfection is a best practice measure for prevention of COVID-19 and other viral respiratory illnesses in households and community settings. [Link here](#)

- See guidance for school libraries [here](#).
- See guidance for music instruction [here](#).
- Classroom materials should not be shared. This includes class sets of books, manipulatives etc.
 - Manipulatives can be stored in a gallon size freezer bags or larger for individual manipulative tool kits (one per student).
 - Manipulatives can be soaked in a 10% bleach solution, shake and air dry in a well-ventilated area overnight.
 - For K-5 Mathematics, please check your grade level Classroom Teacher Community/Math OneNote in Teams for specific ideas.
- Class sets of textbooks/books should be quarantined between use.
 - Use digital books/resources if you have access & students have personal devices. For information on what resources the district has in a digital format click here: [Elementary School](#), [Middle School](#) or [High School](#)
 - Physical books should be assigned to students. They should be quarantined for a minimum of four days upon return. This is consistent for guidance provided for library books.

- Consider having students return classroom library books to a bucket labelled with the day of the week so that you know day they were returned and when they can be recirculated.
- To facilitate cleaning of computer keyboards, consider using covers that protect the keys but still enable use of the keys.
- Students turning in papers or worksheets:
 - If students have digital devices, then have them turn in work electronically (either original work or a picture taken with a mobile device). This can be done through Microsoft Teams (K-12) or Turnitin (6-12).
 - The amount of time the virus can remain infectious on a paper surface is not fully known. Various studies conducted in different ways on different surfaces have reported that it can only remain 24 hours on paper, while others report it may last several days.
 - <https://www.libraryjournal.com/?detailStory=imls-cdc-on-staff-safety-handling-paper-in-covid-19-pandemic>
 - <https://www.healthline.com/health/how-long-does-coronavirus-last-on-surfaces>
 - If turning in paper is necessary, set up a bin/station to collect student work. You might want to have a different bin for each day of the week (or for each class period) so you know when the work was turned in.
 - Wait at least 24 hours before handling the paper.
 - After the 24-hour period, wash your hands frequently as you handle papers to grade them. Avoid touching your face.
 - Place the papers back in the bin and wait 24 hours before returning to students. You can also store them in individual folders for students to collect once a week or so (24 hours after you last touched it).

Considerations for Science Instruction:

The COVID-19 pandemic presents an opportunity for science instruction. The interest in diseases and public health can lead to the exploration of many concepts, such as viruses, genetics, risk factors, airflow, data analysis, arguing from evidence, mathematical thinking, and computer modeling. Educators should consider the effect the discussions have on students who may have experienced the effects of COVID-19 and other diseases in family and acquaintances.

- Plan for the sanitation of surfaces (desks, lab tables, partitions, doorknobs, etc.), lab equipment, materials, and personal protective equipment such as safety glasses, gloves, and aprons. Be certain to sanitize items before being used by another student. Some possibilities include bleach solutions. If using chemicals in the laboratory environment, ensure that these chemicals will not react adversely to the presence of bleach or other chemical cleaners. If there is a possibility of an adverse reaction, consider using chemical alternatives in the experiment.

- Remove unnecessary items that could need sterilizing, such as excess glassware and reagent bottles.
- Consider using disposable materials and small-scale practices (e.g., micro-scale chemistry) to reduce the sanitation needs. Follow safe and sanitary disposal methods for chemicals, supplies, materials and personal items.
- If possible, reduce the sharing of materials by encouraging students to bring their own items such as calculators, rulers, hand lenses or magnifying glasses, gloves, and goggles.
- Evaluate planned student activities and interactions for safety, but also their value for engaging students in meaningful science thinking and learning. Consider alternatives that teach the same concepts and skills. Build in extra time for sanitizing activities.
- Include instruction that teaches the routines and procedures that students should use in the class and out-of-school. Consider the traffic flow when distributing materials and other equipment. Minimize the number of students that need to move.
- Consider alternative methods for investigations. A teacher could perform the physical aspects of the investigation as a demonstration or as a video recording, which would then be used by students for analysis and explanations. The use of cameras and large-scale projectors can enhance this practice. Pre-recorded videos and computer simulations are also alternative methods for investigations.
- Flipped-classroom methods, such as the recording of lectures, demonstrations, and assignment directions could reduce the time allotted to direct instruction and allow more time for laboratory experiments, activities, and student collaboration.
- Examine any videos you assign to students for safety practices. Do they use proper eye protection? Do they give the students ideas for dangerous activities that students might try? The statement of “Don’t try this at home” is not adequate protection from injury.
- The National Science Teachers Association has a collection of [science safety resources](#), although they are not specific for the COVID-19 situation.

This guidance has been pulled from multiple resources such as the CDC and various state department of education guidance.