

LIPAN ISD



UIL and Local Lipan ISD Extracurricular Guidance 2020-2021



Considerations from the Center for Disease Control (CDC)

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

The many benefits of in-person schooling should be weighed against the risks posed by COVID-19 spread. Of key significance, in-person learning is in the best interest of students, when compared to virtual learning. Application and adherence to mitigation measures provided in this document and similar to those implemented at essential workplaces can help schools reopen and stay open safely for in-person learning.

School officials should make decisions about school reopening based on available data including levels of community transmission and their capacity to implement appropriate mitigation measures in schools to protect students, teachers, administrators, and other staff. Schools should also consider other aspects of students' risk and wellbeing that arise when schools do not reopen for in-person classes. This includes the potential adverse impacts on students' social-emotional, behavioral, and mental health, as well as the critical services provided to students to help mitigate health disparities and serve children in need, such as school lunch programs, special education services, after-school programs and mental health services.

The unique and critical role that schools play makes them a priority for reopening and remaining open, enabling students to receive both academic instruction and enable the provision of other critical services and supports. By strictly implementing mitigation strategies, schools will be able to meet the needs of their students and community, while reducing the risk of COVID-19 spread.

In order to reach the goal of reopening schools as safely and as quickly as possible for in-person learning, and help schools remain open, it is important to adopt and diligently implement actions to slow the spread of COVID-19 inside the school and out in the community. This means that students, families, teachers, school staff, and all community members take actions to [protect themselves and others](#) where they [live, work, learn, and play](#).

In general, the risk of COVID-19 spread in schools increases across the continuum of virtual, hybrid, to in-person learning with the risk moderated for hybrid and in-person learning based upon the range of mitigation strategies put in place and the extent they are conscientiously followed.

While not exhaustive, this stratification attempts to characterize the risks of spread among students, teachers, and staff across this continuum:

- **Lowest Risk:**
 - Students and teachers engage in virtual-only classes, activities, and events
- **Some Risk:**
 - Hybrid Learning Model: Some students participate in virtual learning and other students participate in in-person learning
 - Small, in-person classes, activities, and events
 - Cohorting, alternating schedules, and staggered schedules are applied rigorously

- No mixing of groups of students and teachers throughout/across school days
- Students and teachers do not share objects
- Students, teachers, and staff follow all steps to [protect themselves and others](#) at all times including proper use of face masks, social distancing, hand hygiene
- Regularly scheduled (i.e., at least daily or between uses) [cleaning and disinfection](#) of frequently touched areas implemented with fidelity
- **Medium Risk:**
 - Hybrid Learning Model: Most students participate in in-person learning, some students participate in virtual learning
 - Larger in-person classes, activities, and events
 - Cohorting, alternating schedules, and staggered schedules are applied with some exceptions
 - Some mixing of groups of students and teachers throughout/across school days
 - Students and teachers minimally share objects
 - Students, teachers, and staff follow all steps to [protect themselves and others](#) such as proper use of face masks, social distancing, hand hygiene
 - Regularly scheduled [cleaning and disinfection](#) of frequently touched areas largely implemented with fidelity
- **Higher Risk:**
 - Students and teachers engage in in-person only learning, activities, and events
 - Students minimally mix between classes and activities
 - Students and teachers share some objects
 - Students, teachers, and staff follow some steps to [protect themselves and others](#) at all times such as proper use of face masks, social distancing, hand hygiene
 - Irregular [cleaning and disinfection](#) of frequently touched areas

COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It may be possible that a person can get COVID-19 by **touching a surface or object that has the virus on it** and then touching their own [eyes, nose, or mouth](#). Therefore, personal prevention practices (such as [handwashing](#), [staying home when sick](#)) and environmental [cleaning and disinfection](#) are important principles that are discussed below. Fortunately, there are a number of actions school administrators can take to help lower the risk of COVID-19 exposure and spread during school sessions and activities.

Further Considerations for School Closure (CDC)

Recommendations on school closure based on available science, reports from other countries and consultation with school health experts.

1. There is a role for school closure in response to school-based cases of COVID-19 for decontamination and contact tracing (few days of closure), in response to significant absenteeism of staff and students (short to medium length, i.e. 2-4 weeks of closure), or

as part of a larger community mitigation strategy for jurisdictions with substantial community spread* (medium to long length, i.e. 4-8 weeks or more of closure).

2. Available modeling data indicate that early, short to medium closures do not impact the epi curve of COVID-19 or available health care measures (e.g., hospitalizations). There may be some impact of much longer closures (8 weeks, 20 weeks) further into community spread, but that modelling also shows that other mitigation efforts (e.g., handwashing, home isolation) have more impact on both spread of disease and health care measures. In other countries, those places who closed school (e.g., Hong Kong) have not had more success in reducing spread than those that did not (e.g., Singapore).
3. In places where school closures are necessary, the anticipated academic and economic impacts and unintended impacts on disease outcomes must be planned for and mitigated. Provision of academic support (e.g., tele-ed), alternatives for school-based meals as well as other services (e.g., behavioral and mental health services) for economically and physically vulnerable children, support for families for whom telework and paid sick leave is not available, ensuring that high risk individuals continue to be protected must all be addressed. Special consideration must be given for health care workers so that school closures do not impact their ability to work.

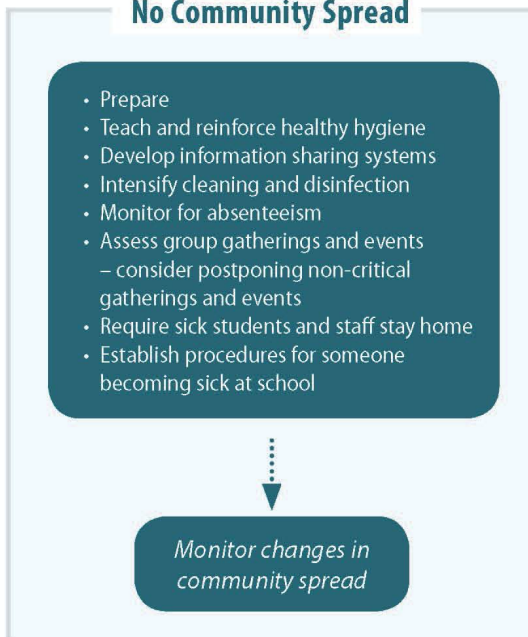
*Substantial community spread is defined as large scale community transmission, health care staffing significantly impacted, multiple cases within communal settings.

School Decision Tree

All Schools Regardless of Community Spread



No Community Spread



Minimal to Moderate OR Substantial Community Spread



Factors for Consideration for School Closure

Closing schools early in the spread of disease for a short time (e.g., 2 weeks) will be unlikely to stem the spread of disease or prevent impact on the health care system, while causing significant disruption for families, schools, and those who may be responding to COVID-19 outbreaks in health care settings. It may also increase impact on older adults who care for grandchildren. Waiting to enact school closures until at the correct time in the epidemic (e.g., later in the spread of disease) combined with other social distancing interventions allows for optimal impact despite disruption.

	Factors in favor of school closure	Factors against school closure	Further considerations
In response to school-based case (Less than 1-week closure)	<ul style="list-style-type: none"> • Impact on disease <ul style="list-style-type: none"> ○ Allows for decontamination ○ Allows time for epidemical evaluation and contact tracing; further action can be scaled based on epi investigation. 	<ul style="list-style-type: none"> • Impact on disease <ul style="list-style-type: none"> ○ Social mixing may still occur outside of school with less ability to monitor, especially among older students. 	<ul style="list-style-type: none"> • May occur frequently during a widespread outbreak
Short-term (2 weeks closure)	<ul style="list-style-type: none"> • Impact on disease <ul style="list-style-type: none"> ○ Allows time for further understanding of the local COVID-19 situation (e.g., community spread) ○ Increases social distancing amongst immediate school community. ○ Gives time for potentially exposed individuals to develop symptoms while not in school • Impact on families <ul style="list-style-type: none"> ○ Children may be less impacted by social isolation from their peers for shorter time frames • Impact on school <ul style="list-style-type: none"> ○ Schools are better prepared for short-term closures because they've been more likely to have experienced those (e.g., for weather) ○ Given current timing, some schools may be able to take advantage of spring break closures ○ Provides protection for older staff and students and staff with underlying medical conditions 	<ul style="list-style-type: none"> • Impact on disease <ul style="list-style-type: none"> ○ Modeling data for other respiratory infections where children have higher disease impacts, suggests that early short-term closures are not impactful in terms of overall transmission. ○ Social mixing may still occur outside of school with less ability to monitor, especially among older students. ○ Will increase risk to older adults or those with co-morbidities, as almost 40% of US grandparents provide childcare for grandchildren. School closures will likely increase this percentage. • Impact on families <ul style="list-style-type: none"> ○ Key services are interrupted for students (e.g., meals, other social, physical health, and mental health services, after school programs) ○ Economic impact for families because of the costs of childcare and lost wages. There may be a loss of productivity even for parents who are able to telework. 	<ul style="list-style-type: none"> • Disproportionate impact of children being out of school whose parents/family members are hourly and low-wage workers • Research from school staff tells us that schools find closures more acceptable when other events, gatherings, and facilities in the community are also closed or cancelled. • Concerns about household mixing of sick and well family members needs to be addressed • Consider non-closure social distancing first (e.g., staggering recess, cancelling assemblies and inter-school events.) • Economic impact if school staff are not paid during school closure must be considered.

		<ul style="list-style-type: none"> ○ Some families may not have capacity for students to participate in distance learning (e.g., no computers, internet access issues) even if provided by school. ● Impact on schools <ul style="list-style-type: none"> ○ Potential academic impact because of the disruption to the continuity of learning ● Impact on health care <ul style="list-style-type: none"> ○ Available health care workforce is decreased as HCW stay home with children. 	
<p>Medium-term (4 weeks closure)</p>	<ul style="list-style-type: none"> ● Impact on disease <ul style="list-style-type: none"> ○ Provides more protection for older staff and students and staff with underlying medical conditions ● Impact on schools <ul style="list-style-type: none"> ○ Planned closures of longer periods may be easier for families to plan for than rolling closures with unexpected timing and duration, including possibly last-minute notice 	<ul style="list-style-type: none"> ● Impact on disease <ul style="list-style-type: none"> ○ Longer closures may result in more students congregating outside of school (e.g., other students' homes, shopping malls) ○ Will increase risk to older adults or those with co-morbidities, as almost 40% of US grandparents provide childcare for grandchildren. School closures will likely increase this percentage. ● Impact on families <ul style="list-style-type: none"> ○ Students who rely on key services (e.g., meals, other social, physical health, and mental health services, after school programs) are put at greater risk ○ Economic impact grows with length of closure; furthermore, this may exacerbate disparities among families at different SES levels (e.g., parents with lower wage jobs may lose jobs) ○ High school seniors likely to lose ability to participate in their prom, graduation etc. ○ Some families may not have capacity for students to participate in distance learning (e.g., no computers, internet access issues) even if provided by school. ● Impact on schools <ul style="list-style-type: none"> ○ Significant impact on academic outcomes may occur. Losing one month of learning may prevent students from meeting grade level knowledge and skill expectations and may jeopardize schools' ability to meet standardized testing requirements 	<ul style="list-style-type: none"> ● Disproportionate impact of children being out of school whose parents/family members are hourly and low-wage workers ● If a school closes for this length of time, schools must consider ways to continue key services ● Research from school staff tells us that schools find closures more acceptable when other events, gatherings, and facilities in the community are also closed or cancelled. ● Consider coupling with other social actions to mitigate risk of increased social mixing in other community areas ● Because closures are likely to increase anxiety among students, families, and community members, excellent messaging is needed along with the school closure. ● Economic impact if school staff are not paid during school closure must be considered.

		<ul style="list-style-type: none"> ○ School staff may be differentially impacted (e.g., hourly workers may be less able to sustain longer closures) ● Impact on health care <ul style="list-style-type: none"> ○ Available health care workforce is decreased as HCW stay home with children. 	
<p>Long-term (8 weeks, 20 weeks closure)</p>	<ul style="list-style-type: none"> ● Impact on disease <ul style="list-style-type: none"> ○ Modeling data for other respiratory infections where children have higher disease impacts, suggests that longer closures are may have greater impact in terms of overall transmission. Provides substantial protection for older staff and students and staff with underlying medical conditions ● Impact on schools <ul style="list-style-type: none"> ○ Schools without distance learning may see closures of this length as reason to implement distance learning approaches they may not have previously had or used 	<ul style="list-style-type: none"> ● Impact on disease <ul style="list-style-type: none"> ○ Longer closures may result in more students congregating outside of school (e.g., other students’ homes, shopping malls) ○ Will increase risk to older adults or those with co-morbidities, as almost 40% of US grandparents provide childcare for grandchildren. School closures will likely increase this percentage. ● Impact on families <ul style="list-style-type: none"> ○ Students who rely on key services (e.g., meals, other social, physical health, and mental health services, after school programs) are put at substantial risk ○ Economic impact grows with length of closure; furthermore, this may exacerbate disparities among families at different SES levels (e.g., parents with lower wage jobs may lose jobs) ○ Student engagement with schools and peers diminishes, which could increase anxiety and other mental health and emotional problems. ○ High school seniors likely to lose ability to participate in their prom, graduation etc. ● Impact on schools <ul style="list-style-type: none"> ○ Significant impact on academic outcomes will likely occur; losing 2 months of learning is likely to prevent many students from meeting grade level knowledge and skill expectations and will jeopardize schools’ ability to meet standardized testing requirements ○ Loss of educational progress, even having to add an extra semester or year to graduate or move up a grade 	<ul style="list-style-type: none"> ● If a school closes for this length of time, schools must consider ways to continue key services ● Research from school staff tells us that schools find closures more acceptable when other events, gatherings, and facilities in the community are also closed or cancelled. ● Because closures are likely to increase anxiety among students, families, and community members, excellent messaging is needed along with the school closure. ● Given current timing, 20-week closures may not impact schools much more substantially than 8 week closures. Many schools end for the year in late May; some continue until mid-June. ● A 20-week scenario could still have substantial impact on parents who need to find summer care for students. If schools are dismissed, one would expect summer camps might be cancelled as well ● Economic impact if school staff are not paid during school closure must be considered.

		<ul style="list-style-type: none"> ○ Staff within the schools may be differentially impacted (e.g., hourly workers may be less able to sustain longer closures) ○ Maintaining communication with school staff, families, and students becomes substantially more difficult as the school closure lengthens. ● Impact on health care <ul style="list-style-type: none"> ○ Available health care workforce is decreased as HCW stay home with children. 	

Points for further consideration, regardless of degree of spread or length of potential closure

- Clear rationale, decision-making and communication with all stakeholders is extremely important. Families need to know who is making decisions, what those decisions are and when school-based mitigation efforts are planned to start and end.
- While we have data that can contribute to decisions about when to dismiss schools, there is almost no available data on the right time to re-start schools. We would advise to plan for a length of time and then evaluate based on continued community spread.
- The relationship between state and local education agencies and state and local public health must be strong and communication must be clear and thorough.
- Critical academic infrastructure and service provision must be considered during school closure.

UIL Practices and Games

It is the expectation of our parents, community members, and student athletes that there not be any interruption to the practice schedules of our programs as well as the participation in meets, events, and games that our students are planning to be involved in this school year should it become necessary to temporarily close in-person instruction.

UIL has given strict guidelines for what is required and have allowed a progression of practices from limited contact to full contact for all sports that we are currently participating in as a district. Additionally, our AD and coaches have added local guidelines and restrictions for our gyms, track, and fields. These guidelines have been successful all summer long with none of our athletes testing positive for COVID-19.

2020-2021 UIL COVID-19 Risk Mitigation Guidelines

<https://www.uiltexas.org/policy/covid-19>

The following guidance related to UIL activities, based on the public health situation as we understand it today, applies to the 2020-2021 school year. This guidance is effective August 1, 2020. Changes to the public health situation may necessitate changes to this guidance.

Given the varying numbers of COVID-19 cases across different areas of the state, and the vast geographic area in the state of Texas, UIL is presenting modifications for the 2020-21 school year that reflect the situation at this time. UIL will continue to work with state officials and monitor CDC and other federal guidance to determine any potential modifications that may become necessary. Schools should be prepared for the possibility of interruptions in contest schedules. District Executive Committees should work and plan to accommodate, as best possible, for these interruptions.

These guidelines are in addition to guidance issued by the Texas Education Agency (TEA) and intended to be implemented along with [TEA guidance](#), which applies to academic and extracurricular non-UIL activities. The information below includes a requirement for schools to develop a plan for mitigating risk of COVID-19 spread during UIL activities. Schools should take their local context into account and follow all state requirements when considering UIL activities.

It is recommended that each school identify a staff member or group of staff members to serve as compliance officer(s) to oversee effective use of these protocols. Schools must follow all requirements of state authorities in addition to the requirements below.

Face Coverings- Executive Order GA-29

[Executive Order GA-29](#), regarding face coverings, applies to all UIL activities effective July 3, 2020. This includes the 2020-2021 school year. As the public health situation changes, and/or if subsequent Executive Orders are issued by Governor Greg Abbott, these guidelines may be further modified.

1. For the purposes of this document, face coverings include non-medical grade disposable face masks, cloth face coverings (over the nose and mouth), or full-face shields to protect eyes, nose, and mouth.
2. All employees, parents, visitors and students ten years of age or older must wear face coverings or face shields upon entry to an area where UIL activities are being conducted and when not actively practicing or playing in the contest, unless an exception listed below applies.
3. The face coverings requirements do not apply to a school in a county that meets the requirements of paragraph 11 of [Executive Order GA-29](#), unless the local school system chooses to implement these requirements locally. Even in these circumstances, the wearing of face coverings or face shields is strongly encouraged.

Exceptions to the wearing of face coverings or face shields include:

- Any person with a medical condition or disability that prevents wearing a face covering;
- While a person is consuming food or drink;
- While the person is in a swimming pool, lake, or similar body of water.
- When a congregating group of persons maintains at least 6 feet of social distancing; or
- Any other reason or circumstance indicated under [Executive Order GA-29](#).

General Operational Guidelines

REQUIRED OF ALL SCHOOLS:

TEA requires all school systems to develop a plan for mitigating COVID-19 spread in schools. UIL guidelines require schools to include UIL activities for the 2020-2021 school year as part of this plan and carefully plan for mitigating risk of spread as students and staff participate in them. Schools must post these plans on the homepage of the school website or other easily accessible area of the school website. These plans do not require UIL or TEA approval.

Required Screening before attending or participating in activities:

If staff have not been screened by the school for purposes of participating in instructional activities, schools must implement these screening protocols before allowing staff to participate in UIL activities.

1. Schools must require staff to self-screen for COVID-19 symptoms before participating in UIL activities or entering areas where UIL activities are being conducted. Symptoms are listed at the end of this document. The self-screening should include staff taking their own temperature. Staff must report to the school if they themselves have COVID-19 symptoms or are lab-confirmed with COVID-19, and, if so, they must remain off campus and away from areas where UIL activities are being conducted until they meet the criteria for re-entry as noted below. Additionally, they must report to the school if they have had close contact with an individual who is lab-confirmed with COVID-19, as defined at the end of this document, and, if so, must remain off campus and away from areas where UIL activities are being

conducted until the 14-day incubation period has passed. Close contact is defined in this document below.

2. Parents must ensure they do not send a student to participate in UIL activities if the student has COVID-19 symptoms (as listed in this document) or is lab-confirmed with COVID-19 until the below conditions for re-entry are met. School systems may consider screening students for COVID-19 as well. Screening is accomplished by asking questions by phone or other electronic methods and/or in person. The screening questions should also be asked of a student's parent if that parent will be dropping off or picking up their student from inside areas where UIL activities are being conducted.
3. Before visitors are allowed access to areas where UIL activities are being conducted, school systems must screen all visitors to determine if they themselves have COVID-19 symptoms (as listed in this document) or are lab-confirmed with COVID-19, and if so, they must remain off campus and away from areas where UIL activities are being conducted until they meet the criteria for re-entry as noted below. Additionally, school systems must screen to determine if visitors have had close contact with an individual who is lab-confirmed with COVID-19, and if so they must remain off campus and away from areas where UIL activities are being conducted until the 14-day incubation period has passed. When practical, screening questions could be supplemented with temperature checks of adults.
4. Schools are permitted to prevent any individual who fails the screening criteria from being admitted into school facilities or sites where UIL activities are being conducted until they meet the criteria for re-entry as described below. Any individual for whom screening cannot be confirmed should be presumed symptomatic until confirmed otherwise.

Individuals Confirmed or Suspected with COVID-19

1. Any individuals who themselves either: (a) are lab-confirmed to have COVID-19; or (b) experience the symptoms of COVID-19 (listed below) must stay at home throughout the infection period, and cannot return to campus until the school system screens the individual to determine any of the below conditions for campus re-entry have been met:
 - In the case of an individual who was diagnosed with COVID-19, the individual may return to school when all three of the following criteria are met:
 - at least one day (24 hours) have passed since recovery (resolution of fever without the use of fever-reducing medications);
 - the individual has improvement in symptoms (e.g., cough, shortness of breath); and
 - at least ten days have passed since symptoms first appeared.
 - In the case of an individual who has symptoms that could be COVID-19 and who is not evaluated by a medical professional or tested for COVID-19, such individual is assumed to have COVID-19, and the individual may not return to the campus until the individual has completed the same three-step set of criteria listed above.
 - In addition to the criteria and processes described above, a student who has been diagnosed with COVID-19 must receive clearance from a physician prior to returning to participation in UIL activities.

Identifying Possible COVID-19 Cases on Campus

- Schools must immediately separate any student who shows COVID-19 symptoms while at school until the student can be picked up by a parent or guardian.
- Schools should clean the areas used by the individual who shows COVID-19 symptoms while at school (student, teacher, or staff) as soon as is feasible.
- Students who report feeling feverish should be given an immediate temperature check to determine if they are symptomatic for COVID-19.

Close Contact

This document refers to “close contact” with an individual who is lab-confirmed to have COVID-19. The definition of close contact is evolving with our understanding of COVID-19, and individual scenarios should be determined by an appropriate public health agency. In general, close contact is defined as:

- being directly exposed to infectious secretions (e.g., being coughed on); or
- being within 6 feet for a cumulative duration of 15 minutes; however, additional factors like case/contact masking (i.e., both the infectious individual and the potential close contact have been consistently and properly masked), ventilation, presence of dividers, and case symptomology may affect this determination.

Either (a) or (b) defines close contact if it occurred during the infectious period of the case, defined as two days prior to symptom onset to 10 days after symptom onset. In the case of asymptomatic individuals who are lab-confirmed with COVID-19, the infectious period is defined as two days prior to the confirming lab test and continuing for 10 days following the confirming lab test.

Required Actions if Individuals with Lab-Confirmed Cases Have Been in a School or in an Area Where UIL Activities Are being Conducted

1. If an individual who has been in areas where UIL activities have been conducted is lab-confirmed to have COVID-19, the school must notify its [local health department](#), in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the [Americans with Disabilities Act](#) (ADA) and Family Educational Rights and Privacy Act (FERPA).
2. Schools must close off areas that are heavily used by the individual with the lab-confirmed case (student, teacher, or staff) until the non-porous surfaces in those areas can be disinfected, unless more than 7 days have already passed since that person was on campus.
3. Consistent with school notification requirements for other communicable diseases, and consistent with legal confidentiality requirements, schools must notify all teachers, staff, and families of all students in a school if a lab-confirmed COVID-19 case is identified among students, teachers or staff who participate in any UIL activities. If the person who is lab-confirmed to have COVID-19 participated in a contest against another school(s), the school must notify other school(s) and sports/contest officials involved in the contest.

COVID-19 Symptoms

In evaluating whether an individual has symptoms consistent with COVID-19, consider the following question: Have they recently begun experiencing any of the following in a way that is not normal for them?

- Feeling feverish or a measured temperature greater than or equal to 100.0 degrees Fahrenheit
- Loss of taste or smell
- Cough
- Difficulty breathing
- Shortness of breath
- Fatigue
- Headache
- Chills
- Sore throat
- Congestion or runny nose
- Shaking or exaggerated shivering
- Significant muscle pain or ache
- Diarrhea
- Nausea or vomiting

Screening Questionnaire Information

1. When asking individuals if they have symptoms for COVID-19, school systems must only require the individual to provide a “Yes” or “No” to the overall statement that they are symptomatic for COVID-19, as opposed to asking the individual for specific symptom confirmation. School systems are not entitled to collect information during screening on the specific health information of an individual beyond that they are symptomatic.
2. Once it is determined that individuals who responded “Yes” to either of these questions have met the criteria for re-entry, school systems must destroy those individuals’ responses.

Performance Areas, Band Halls, Locker Rooms and Other Congregate Settings

1. Schools should make hand sanitizer, disinfecting wipes, soap and water, or similar disinfectant readily available in these areas.
2. All congregate areas should be regularly and frequently cleaned and disinfected including all frequently touched surfaces such as doorknobs, tables, chairs, lockers, and restrooms.

3. Any equipment that will be kept in student lockers and/or in these areas should be thoroughly cleaned and disinfected each day prior to students accessing these areas. Schools should develop a plan for managing the storage, cleaning and disinfecting, and redistribution of student equipment.
4. Schools should consider identifying staff to monitor locker rooms and other areas where students may congregate to ensure effective use of school protocols. When possible, schools should open windows and/or doors or otherwise work to improve air flow by allowing outside air to circulate in these areas.
5. Schools must require staff and students to wear face coverings while inside locker rooms, meeting rooms, training rooms, band halls and other areas where students may congregate other than shower facilities.
6. As part of their overall plan, schools should develop a plan for mitigating risk of spreading COVID-19 when disinfecting, cleaning, and laundering items such as towels, practice clothes, and uniforms. This plan should include protocols for redistributing these items to students. Involved staff should be trained specifically on these protocols.

Practice and Rehearsal Activities

In addition to the above general guidelines and rules in the UIL Constitution and Contest Rules and UIL manuals and handbooks, the following applies to practice activities during the 2020-2021 school year.

1. All surfaces in practice areas should be thoroughly disinfected throughout and at the end of each day.
2. Any equipment should be regularly disinfected before, during, and after practice sessions.
3. Schools may provide food, water or other drinks. If they provide these items, schools should do so in a manner that ensures students are not sharing these items.

Game, Contest, and Event Management

In addition to the above guidelines and rules in the UIL Constitution and Contest Rules and UIL manuals and handbooks, the following applies to games, scrimmages, and events:

Teams and Participants

1. If the school is planning to offer transportation for students, schools should follow [TEA guidance](#) related to such transportation.
2. Teams and participants are required to wear face coverings as described in Executive Order GA-29.
3. The host site should designate a cleaned and disinfected area for teams to unload and load buses separate from fans, spectators, and other individuals not essential to the team or group.
4. Visiting team /group locker rooms should be cleaned and sanitized by the host site before the visiting team arrives. Visiting teams/groups are responsible for cleaning and disinfecting equipment once it is unloaded. Schools should limit access to these facilities to only students and staff essential for the game, contest, or event.

5. Before each game, contest, or event, schools should follow the screening protocols described above to screen all staff members, contractors, volunteers, sports officials, contest judges, and any individuals otherwise involved in working the event. These individuals should also self-screen as described in these screening protocols.
6. Fan and spectator areas including bleachers, stands, walkways, and other spectator areas should be at least six feet from team /group areas such as team benches or performance areas. Where distancing is not feasible, other methods should be utilized to slow the spread of COVID-19, such as face coverings, implementing engineered controls such as physical barriers, or other risk mitigation efforts the school deems appropriate.
7. As previously indicated, water or other drinks and/or food may be provided. Schools or host sites should consider doing so in a manner that ensures students are not sharing these items.
8. Other areas used by participants, such as press box areas, should be cleaned and disinfected prior to and after use. Sites should develop plans for providing access to these areas that limit or remove potential contact between participants and non-participants.
9. The host site should provide sports and contest officials an area to enter and exit separate from fans when possible. Officials should be provided a dressing and meeting area, if applicable, that has been cleaned and disinfected prior to their arrival.
10. Pregame or pre-event meetings between teams and/or sports and contest officials should be planned to allow appropriate distancing between individuals.
11. Pregame and post-game gestures of sportsmanship should be conducted between teams and sports and contest officials in ways planned to help reduce the risk of spread of COVID-19.
12. All participants should be provided with entry and exit plans for contest areas that maintain separation from non-participants and fans. Individuals not essential to the team or group should not be given access to contest areas, performance areas, courts, or fields at all before, during, or after contests and events.

Student Groups not directly involved in the game or contest

Student groups such as marching bands, cheerleaders, drill teams, and other groups approved by the school district may attend and perform at games or contests in which they are not competing. Schools should consider limiting the number of participants to those essential to the performance.

1. These student groups should remain separate from the game or contest participants at all times. These student groups should avoid mixing with fans or non-group members throughout the game or contest.
2. Student groups are required to wear face coverings as described in Executive Order GA-29.
3. Schools should consider limiting the number of students and staff given access to the playing areas and ensure protocols for entering and exiting the playing areas are in place.
4. Fans and spectators should be located to provide at least 10 feet of distance from bands playing wind instruments from the stands.

5. These students should maintain appropriate distancing from game or contest participants at all times, including when on the sideline.

Spectators, Audiences, Fans and Media

Schools may allow spectators to attend games, contests, or events within a maximum 50% capacity limitation, provided that appropriate spacing between spectators is maintained according to the protocol, and according to the following:

1. Schools and/or host sites should post visible signs and/or messaging stating any individuals who are confirmed to have, suspected of having, are experiencing symptoms of, or have been in close contact with an individual who has been confirmed to have COVID-19 should not enter the facility.
2. Spectators, audiences, fans and media are required to wear face coverings as described in **Executive Order GA-29**.
3. Sites are encouraged to utilize remote ticketing options to help manage capacity limitations within a maximum 50% occupancy. Paper tickets and programming should be minimized to help avoid transferable materials.
4. If possible, set reserved times for entry to avoid mass arrivals.
5. Groups should maintain at least six feet of distance from other groups at all times, including the process of admission and seating. A group is defined as no more than 10 people including the members of the household and those persons who traveled together to the facility.
6. Schools should not allow seating in consecutive rows, and should block off seating to maintain a minimum six feet of distance between groups.
7. Pathways for spectator ingress and egress should be clearly marked and unobstructed.
8. Schools should provide hand sanitizing stations and/or hand washing stations at entrances and inside the facility.
9. Seating, hand rails, and other common surfaces should be cleaned and disinfected prior to each game or contest.
10. Press Box seating should include social distancing of at least six feet between individuals when possible.
11. Schools should limit access to working media providing coverage of the event to ensure protocols are followed.
12. Post-game interviews should be conducted while wearing face coverings and maintaining at least six feet of distance between the interviewer and individual being interviewed.

Concession Stands and Food Service

For games, contests, and events that will include concession stands or other food service, the following guidelines apply:

1. Staff, contractors, and volunteers involved in food service are required to wear face coverings as described in **Executive Order GA-29**.

2. Sites should avoid leaving condiments, silverware, flatware, glassware, or other traditional table top items on unoccupied tables or at the counter. Sites should only provide condiments or flatware upon request, and in single use, individually wrapped items.
3. Regularly clean and disinfect the food service counters and areas. Clean and disinfect dining areas (tables, etc.) after each patron departs.
4. Limit contact between the individuals involved in food service and patrons as much as possible. Have employees, contractors, and volunteers follow proper food-handling protocols.
5. Before each game, schools should follow the screening protocols described above to screen staff, contractors, and volunteers who will be involved in food service prior to events. These individuals should also self-screen as described in these screening protocols.

Additional Local Guidelines

The following guidelines come from TEA, UIL and local administration. These should be followed daily as long as the Covid-19 virus is a threat. We will lift some or all of these policies as the threat lessens. In the case that the threat intensifies and live school gives way to online learning, we hope to continue UIL competition and practices. In that case, we may need to become stricter and have additional guidelines in place. LISD administration and the school board will make the decision as to whether we continue to compete depending on all factors involved. With this in mind, coaches should let athletes know that how they handle these guidelines on a daily basis may be the determining factor if that time comes.

- 1) Every athlete will need a mask to enter the gym or weight room.
- 2) Coaches will specify which door the athletes will use to enter and exit the gym.
- 3) Athletes will need to social distance as much as possible in the locker rooms. Consider using both locker rooms for each athletic period and practice. The fewer number of athletes in a locker room at the same time, the better. Space their lockers as much as possible.
- 4) Athletes will be visibly screened daily for health and encouraged to take their temperature daily. We may need to start taking temperatures of all athletes before they enter the gym at any time.
- 5) As for the mask situation while working out let's try this...as per UIL: "While they are active in a drill, etc. they do not have to wear a mask; but when they are not participating, they need to wear a mask OR maintain a distance of 6 feet from each other." We will start without the mask at all, but athletes **MUST** stay 6 feet apart while waiting on a drill or standing in line. You will need to monitor this closely; you might want to consider putting cones or marks on the court for spacing while they are in line. We'll need to get creative. If the Covid-19 situation intensifies locally, then we may need to wear masks anytime one is not actually participating in the drill.
- 6) Groups in the weight room should be no more than 8 on each side; and constantly monitor & communicate with the kids to keep their distance as much as possible.

7) Find ways to disinfect while a group is in the weight room, not just after a group is finished. We don't have to spray down in between each use, but it would be good if we did when possible. This is another area that we may need to become more strict if the threat worsens.

8) Hand sanitizer stations will be available for use before, during and after workouts. Soap and water are available in all locker rooms.

9) We can issue team workout clothes; however, athletes need to take these workout clothes home and launder every day. If they fail to take care of this, then coaches will need to take school issued gear from them and the students will need to bring their own shorts/shirt from home daily.

10) Athletes should use the restroom in their assigned locker room and are limited to one person at a time during athletic period & practice. Coaches need to choose how you want to do this.

11) At this time, we do not have a way to refill water bottles with a touchless device. Hopefully, we will correct this soon but until then there will be no supplied water. Water fountains are turned off. Athletes should bring their own and sharing is NOT allowed. Ask athletes to clearly mark their water to limit confusion.

12) Food cannot be shared.

13) Towels will not be provided. Athletes may bring their own but should be taken home every day after workout. Towels should not be shared.

14) The weight room will be arranged to encourage social distancing.

15) Physical contact should be avoided as much as possible.

16) Athletes should leave the locker room and gym area when finished and not congregate to insure social distancing.

17) It is recommended, but not mandatory, that athletes spotting for another athlete should wear a mask.

Athletes and Staff are encouraged to stay home if they are experiencing any of the following symptoms prior to the start of workouts:

- Cough
- Shortness of breath
- Chills
- Repeated shaking with chills
- Loss of taste or smell
- Headache
- Sore throat
- Diarrhea
- Muscle pain (not caused by workout)
- Feeling feverish or temp of 100 degrees or greater.
- Known close contact with an individual that has lab tested case of Covid-19