



COVID-19 Considerations for Reopening Schools

Initial Guidance for Schools and Districts

May 15, 2020

As the 2019-2020 school year comes to a close, schools and districts must transition to planning for the reopening of schools for the 2020-2021 school year. The COVID-19 pandemic has created many uncertainties. This early guidance serves as a starting point for schools and districts as they seek to plan for a safe reopening. **This guidance is expected to evolve as new information becomes available throughout the summer.** The Kentucky Department of Education (KDE) is committed to a safe and meaningful reopening process that fully aligns with the recommendations of local, state and national health officials. School and district leaders are asked to plan for all contingencies and remain flexible as new information becomes available. This guidance will provide initial food-for-thought and guiding questions to spark conversation and assist schools and districts as they begin the planning process.

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Planning for Reopening

As schools and districts plan for reopening, KDE encourages them to consult the various pieces of guidance provided by public health officials at all levels of the government. Specifically, KDE recommends that school and district leaders review [Gov. Andy Beshear’s “Healthy At Work” requirements](#), the [Centers for Disease Control and Prevention’s \(CDC\) guidance for Schools and Child Care Programs](#), and the [White House’s “Opening Up America Again” guidelines](#). Additionally, schools and districts may find it beneficial to review the [National Association of School Nurses COVID-19 resources webpage](#) and the [National Association of School Psychologists COVID-19 resources webpage](#).

In alignment with this guidance, KDE recommends that schools and districts complete the following tasks before reopening schools:

1. Identify a “Healthy at Work” Officer: Schools and districts should identify an individual to liaise with local public health officials and monitor compliance of newly created district policies related to health and safety.
2. Establish a “Healthy at Work” Communications Plan: This plan should include a team of responsible parties who will ensure all “Healthy at Work” communications are accurate and appropriately shared with all stakeholder groups, including staff and families.
3. Educate and Train Employees: Schools and districts should ensure all employees have participated in adequate training to support the reopening of schools. This training could include new “Healthy at Work” policies, cleaning and disinfecting procedures, the proper use of personal protective equipment (PPE), and protocols for reporting on the mental and physical health of students.
4. Establish Contact Tracing Protocols: Schools and districts should work with local public health officials to establish protocols for contact tracing for students and staff who may have been exposed to COVID-19. KDE and KDPH will continue to share all information necessary to conduct tracing. This information shall be shared pursuant to established agreements and protocols that are used for other infectious disease outbreaks, i.e., pertussis.
5. Establish Calendar, Enrollment and Attendance Guidelines: Schools and districts should create transparent policies for necessary mid-year adjustments to the calendar. Families should have a clear understanding of the expectations for students related to health screenings, immunizations and home/hospital services. Additionally, enrollment policies and attendance guidelines should be established and communicated before the start of the school year.



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Priorities for the Planning Process

When developing a reopening plan, KDE recommends that districts develop a team of stakeholders to ensure all appropriate considerations are taken into account. This team could include representatives from building and district level leadership, teaching staff, support staff, parents and students. The team also should include community representatives from local public health facilities and district health services coordinators.

Reopening Models

Much is still unknown about how the COVID-19 pandemic will unfold during the summer and into the fall. At the recommendation of Gov. Beshear, KDE is encouraging schools to prepare for three contingencies for the start of the school year: an early opening, a traditional opening and a late opening. Current science does not indicate that the novel coronavirus will be effected by the seasons. The governor's recommendation regarding opening will be based on information provided by the Kentucky Department for Public Health (DPH).

1. Early Opening: An early opening may be called for if DPH determines students may be at heightened risk for contracting COVID-19 later in the fall or winter while simultaneously experiencing low risk during the summer months. Under this plan, schools would be asked to open in July with an anticipated mid-year closure.
2. Traditional Opening: A traditional opening would be called for if DPH determines that the risk of students contracting COVID-19 will remain relatively consistent throughout the school year. Under this plan, schools would be asked to open following their traditional routines and schedules.
3. Late Opening: A late opening would be called for if DPH determines the risk of students contracting COVID-19 will remain high through the summer and fall and will begin to decrease as we transition into cooler months. Under this plan, schools would be asked to open in late September or early October.

Preparing for Intermittent Closures

Regardless of start time, schools and districts should remain vigilant in preparing for sudden intermittent closures or rapid transitions to extended periods of remote learning. KDE encourages schools and districts to build and communicate transition plans and maintain a constant state of readiness throughout the school year. This may involve changes to the way students store materials, the types of materials students take home daily and considerations for blended learning in lesson planning. For example, schools may determine that it would not be appropriate to use lockers and students should be encouraged to take all of their materials home every day.



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Considerations for Alternative Learning Experiences

KDE encourages districts to prepare alternative schedule models that may be deployed if the DPH recommends that schools reduce the number of students in the building. Districts may build alternative schedules that meet the needs of their population. KDE has prepared four possible alternative schedules as a starting point for consideration:

Scheduled Rotations

Under a scheduled rotation model, the school would assign students to groups that would attend school on alternating patterns, such as A-B days, AM/PM patterns or alternating weeks. This method relies on several flexible variables, such as student grouping, staff grouping, days of the week or the time of day.

Under this model, fewer students would be in the building during the day, allowing for greater social distancing. The reduction in students also could be used to reduce class sizes, allowing for furniture to be removed from classrooms to promote necessary space and reduce unnecessary surfaces. Breakfast and lunch should be served in the classroom and plans should be made for deep, intensive cleaning of all surfaces between rotations.

When students are not in school, they may be participating in project-based learning opportunities, asynchronous instruction or other assignment-completion tasks. This option may be helpful to schools with limited mobile technology. This model also could encourage creative assignments with collaborative co-teaching designs.

Synchronous Opt-In

Under a synchronous opt-in model, parents may choose whether their children attend school in person or virtually. Instruction would be delivered synchronously to students who are at school and at home through virtual live streaming.

This option requires heavy use of instructional technology, including digital tools that already are available in most classrooms (mobile devices, web cameras, digital meeting platforms and learning management systems). Careful consideration will need to be made for intentional activities to engage and support students participating from home as the in-person students may more easily draw the teacher's attention.

This model leverages the strengths of teachers and staff and may require greater flexibility for co-teaching, co-facilitating and coaching opportunities to drive learning successes.



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Hybrid

A hybrid model leverages components of the rotational model and synchronous opt-in model. Under a hybrid model, students would be sorted into two groups and would alternate periods of time in the school building and periods of time receiving synchronous instruction at home. This plan requires heavy use of educational technology, including 1:1 portable devices and digital tools already available in the classroom.

Fully Online

Under a fully online model, students would receive instruction while at home through a combination of synchronous and asynchronous digital delivery methods. This method may be more appropriate for students in higher grade levels who can be more self-directed.

This model reflects existing remote learning models in place through Kentucky's virtual learning providers, as well as many successful Non-Traditional Instruction (NTI) Program designs.

KDE's Reopening Framework

To support schools and districts as they plan for reopening, KDE has prepared a framework to guide the reopening conversation. While it is unlikely that any framework would fully encapsulate all of the necessary considerations for reopening schools during a pandemic, KDE has provided four areas for consideration: ensuring the health and safety of all students, providing high-quality teaching and learning experiences, supporting the needs of exceptional learners, and maintaining efficient school and district operations.

Health and Safety for All

Schools are the center of our communities and as such, the health and safety of all community members should be at the forefront of any reopening plan. Schools and districts should consider how their reopening plan may impact the long-term health and safety of students and staff as well as their family members. Below are questions and potential risk factors to guide planning conversations:

Guiding Questions

1. How will schools and districts ensure that personal protective equipment (PPE) is available to staff and students and used appropriately during the school day?
2. How will schools and districts ensure that visitors are following policies related to social distancing and the use of PPE?
3. How will schools and districts ensure that social events – such as festivals, dances and parent nights – promote the health and safety of those involved?



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4. How will schools and districts ensure that proper social distancing is followed during emergency events and drills?
5. How will schools and districts protect the health and safety of staff, household members, and caregivers who are 60 years old or older or who have other COVID-19 health risk factors?
6. How will schools and districts ensure the mental health and social and emotional needs of staff, students and families are addressed?
7. How will schools and districts ensure all staff receive appropriate training on new health and safety protocols?
8. How will schools and districts ensure appropriate steps are taken during mealtimes to promote social distancing and meet the needs of students?
9. How will schools and districts ensure entry and exit procedures support social distancing requirements and promote health and safety?
10. How will schools and districts ensure health and safety policies are properly administered in all schools to protect families with multiple children?
11. How will schools and districts ensure that staff, students and families are welcomed, re-oriented and positively connected to the school?
12. How will schools and districts engage with families who were expected to return to school but did not?
13. How will schools and districts ensure social distancing expectations are maintained in common areas and during times of transition?
14. How will schools and districts ensure that students who are not adjusting to the new normal will be supported?
15. How will schools and districts ensure appropriate resources and community partners are leveraged to provide necessary services?
16. How will schools and districts ensure that the emotional and mental health of students is assessed and monitored, and that appropriate supports are delivered to students showing symptoms of anxiety, depression, self-harm or suicidal ideation?
17. How will schools and districts ensure appropriate counseling services are available for students in need and that appropriate referral protocols are in place?
18. How will schools and districts ensure counselors and other support staff – such as social workers, mental health counselors and family resource youth service center directors – have the supports they need to address potentially larger caseloads?
19. How will schools and districts ensure students are equipped with appropriate digital citizenship skills and that clear expectations related to cyberbullying are in place during periods of remote learning?
20. How will schools and districts ensure water fountains remain clean or that alternative sources of water are made available to students?
21. How will schools and districts ensure restrooms are effectively disinfected on a regular basis?



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22. How will schools and districts ensure that appropriate social distancing takes place on school buses?
23. How will schools and districts ensure that social distancing is observed during crisis situations that may require a child to be physically restrained?

Risk Factors

1. Schools and districts may experience unforeseen safety concerns or violence that may stem from policy enforcement for visitors.
2. Schools and districts may experience a need for additional custodial staff and supplies.
3. Schools and districts may experience a dramatic increase in expenses related to health and safety.
4. Schools and districts may experience a lack of appropriate health and safety staff to facilitate necessary activities, such as contact tracing and health and wellness screening.
5. Schools and districts may experience challenges while working to maintain social distancing within existing spaces and with existing furnishings.
6. Schools and districts may experience difficulty providing on-campus services to students or caregivers who are medically fragile or have pre-existing healthcare needs.

Maintaining Quality Teaching and Learning

When planning for reopening, schools and districts should take steps to ensure that systems are in place for the delivery of high-quality learning opportunities for all students. Schools and districts should consider how alternative schedules, extended periods of remote learning and intermittent school closure may impact each method of instructional delivery, including, but not limited to, traditional classroom instruction, extended school services, tutoring and extracurricular activities, preschool and early childhood experiences, and career and technical education. Below are questions and potential risk factors to guide planning conversations:

Guiding Questions

1. How will schools and districts ensure social and emotional learning activities are integrated into lessons in every classroom?
2. How will schools and districts ensure that appropriate structure and consistency is maintained during periods of remote learning?
3. How will schools and districts ensure the needs of students in alternative education programs are being met within the district plan?
4. How will schools and districts monitor and facilitate the necessary changes to teaching and learning to ensure success for all students and maintain academic integrity?



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5. How will schools and districts ensure teachers are equipped with the tools necessary to adjust instruction to meet the psychological needs of students coping with anxiety, mourning or traumatic stress?
6. How will schools and districts ensure all classrooms remain psychologically safe in both traditional and virtual environments?
7. How will schools and districts ensure teachers engage students in a manner that honors their voices and choices?
8. How will schools and districts ensure student performance tasks do not increase existing trauma by creating unnecessary pressure or high stakes?
9. How will schools and districts ensure teachers receive adequate training to be successful teaching in a virtual environment?
10. How will schools and districts leverage data – such as the Early Warning and Persistence to Graduation tools and the Transient Student Report in Infinite Campus – to identify students who may need additional supports?
11. How will schools and districts ensure alternative schedules and start times do not impact the delivery of dual credit courses offered both on and off site?
12. How will schools and districts ensure courses with lab-based requirements fulfil those requirements during periods of remote learning or alternative schedules?
13. How will schools and districts overcome challenges to seat time requirements?
14. How will schools and districts ensure that extra-curricular and co-curricular activities – such as clubs, student organizations and sports – are both safe and meaningful?
15. How will students and districts ensure students participate in and fulfill work-based learning placements?
16. How will schools and districts ensure teachers are prepared to continue instruction during sudden interruptions caused by intermittent closures?
17. How will schools and districts ensure the equity of instruction for students who are still choosing to learn from home or must remain at home due to safety restrictions?
18. How will schools and districts establish instructional expectations for standards-alignment, grade-level assignments and addressing knowledge gaps due to extended periods of remote learning?
19. How will schools and districts determine and incorporate anticipated knowledge gaps from the previous grade level into the 2020-2021 adjusted curriculum?
20. How will schools and districts ensure that content, concepts and skills from prior grade levels are reinforced while working toward current grade-level standards?
21. How will schools and districts ensure that changes to the school curriculum align with existing school-based decision-making council policies and procedures?
22. How will schools and districts determine the necessary professional learning that may be needed throughout the year?



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23. How will schools and districts maintain a balanced assessment approach that includes appropriate formative assessments, performance assessments, interim benchmark assessments and summative assessments?
24. How will schools and districts ensure they are aware of and able to meet the needs of each learner when they may not be present in the building?
25. How will schools and districts use data to effectively differentiate instruction and provide equitable opportunities for learning through in-person instruction and intervention, independent projects and online remediation, and reinforcement or enrichment based on student learning needs, high-quality blended learning and planning for high-quality remote learning, and project-based learning in the classroom and at home?
26. How will schools and districts ensure students are able to demonstrate learning via oral and/or written forms of expression?
27. How will schools and districts ensure student work is assessed for those who are in-person and those learning remotely?
28. How will schools and districts ensure course grades are assigned and reported in an equitable manner for all students?
29. How will schools and districts maintain systems for Response to Intervention?
30. How will schools and districts ensure teachers have access to the appropriate technology necessary for remote classroom instruction?
31. How will schools and districts ensure teachers communicate with parents and students about student progress?
32. How will schools and districts provide support to families to better understand grade-level expectations?
33. How will schools and districts provide support to families in the implementation and enrichment of instruction for students in the classroom and learning remotely?
34. How will schools and districts determine the developmentally appropriate amount of time for completing activities during periods of remote learning?
35. How will schools and districts ensure teachers are ready to start designing learning experiences – including digital and blended learning practices – for seamless integration if a transition back to remote learning is required?
36. How will schools and districts ensure effective blended learning and instructional design practices are deployed in such a way as to provide a seamless transition between periods of remote and in-person learning?

Risk Factors

1. Schools and districts may experience difficulty adapting current NTI protocols into alternative schedule approaches.



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2. Schools and districts may experience a reduced ability to accurately screen students and administer benchmark assessments under alternative schedules or during periods of intermittent school closure.
3. Schools and districts may experience scheduling conflicts with other schools and postsecondary partners, such as area technology centers or career and technical colleges, that cause students to experience down time during the school day.
4. Schools and districts may experience difficulty implementing a clear sequence of instruction during alternative schedules or extended periods of remote learning.
5. Schools and districts may experience a decreased ability to facilitate work-based learning programs as the COVID-19 pandemic impacts other industries.
6. Schools and districts may experience an increase in the amount of consumable lab materials as students will have less ability to share and re-use materials safely.
7. Schools and districts may experience difficulties in providing dual credit courses due to timelines established by institutes of higher education and the Kentucky Higher Education Assistance Authority.
8. Schools and districts may experience equity concerns related to student access to effective instruction during extended remote learning and summer break.
9. Schools and districts may need to establish a positive school climate and culture for staff and students upon re-entry.
10. Schools and districts may experience difficulty providing adequate time for relationship building between educators and their colleagues, and between educators and students.
11. Schools and districts may experience a lack of educator knowledge and capacity for (1) understanding grade-level content standards and (2) evaluating the quality of grade-level assignments in terms of their alignment to the *Kentucky Academic Standards*.
12. Schools and districts may need to adjust the curriculum re-entry to address anticipated knowledge gaps.
13. Schools and districts may lack appropriate formative assessments to inform on-going implemented curriculum.
14. Schools and districts may need to develop effective methods for intervention and differentiation.
15. Schools and districts may experience an increased need to support students with Individual Education Programs (IEPs) and 504 plans.
16. Schools and districts may experience an increased need for professional learning to ensure teachers and staff can carry out new responsibilities.
17. Schools and districts may experience increased expenses due to the need to consider printed resources and materials that students can take home.
18. Schools and districts may experience a need to consider alternate attendance/schedules or structures that follow required social distancing and local health guidelines, including proper sanitation methods.



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19. Schools and districts may need to provide more instructional time in the event of additional closures.
20. Schools and districts may experience scheduling difficulty if summer programs overlap with an early school start timeline.
21. Schools and districts may experience difficulty in the identification of appropriate Extended School Services (ESS).
22. Schools and districts may experience academic learning gaps if services and identification are not equitable and students are not provided opportunities for ESS interventions.
23. Schools and districts may need to increase digital opportunity and access to teacher and student resources.
24. Schools and districts may need to increase support for technology use.
25. Schools and districts may need to develop new sanitization protocols for instructional technology.

Supporting Exceptional Learners

Schools and districts should consider how alternative schedules, extended periods of remote learning and intermittent school closure may impact the delivery of services for students receiving special education or gifted and talented services. Below are questions and potential risk factors to guide planning conversations:

Guiding Questions

1. How will schools and districts ensure special education students understand new expectations, such as social distancing?
2. How will schools and districts ensure students with Individual Education Programs (IEPs) are provided a free, appropriate public education?
3. How will schools and districts ensure students with physical challenges or those who are medically fragile are kept safe while in the school building?
4. How will schools and districts ensure special education requirements and exceptional student learning needs be met in the classroom and remotely?
5. How will schools use needs assessment protocols to inform instructional decisions for students?
6. How will schools and districts ensure Admissions and Release Committee (ARC) meetings are scheduled to determine the need for compensatory education for services missed during the pandemic?



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7. How will schools and districts ensure appropriate contingency plans are incorporated into students' IEPs to meet their needs during alternative schedules and periods of remote learning?
8. How will schools and districts ensure regular initial evaluation procedures are implemented in a timely manner?
9. How will schools and districts ensure that special education referrals will be completed in a timely manner?
10. How will schools and districts ensure they are appropriately tracking maintenance of effort requirements?
11. How will schools and districts ensure social distancing expectations are met across all special education environments?
12. How will schools and districts accommodate social distancing requirements while providing services to students who require 1:1 assistance and supervision?
13. How will schools and districts ensure students who struggle with transitions are successful during sudden disruptions in routines and schedules?
14. How will schools and districts ensure that lessons learned during the previous periods of remote learning will inform special education practices during future pandemic responses?
15. How will schools and districts ensure students have access to sufficient assistive technology devices?
16. How will schools and districts ensure that special education evaluations and reevaluations continue without interruption?

Risk Factors

1. Schools and districts may experience difficulty transitioning highly motivated gifted and talented students back to traditional instruction methods after having become accustomed to self-directed learning.
2. Schools and districts may experience difficulty properly identifying students for gifted and talented services if they are not in the building.
3. Schools and districts may experience gaps and inequities in services because not all students have the same communication resources for NTI.
4. Schools and districts may experience difficulty providing appropriate enrichment for students identified as gifted and talented in visual and performing arts or leadership.
5. Schools and districts may need to develop new evaluation protocols to accommodate changes in their schedule.
6. Schools and districts may need to accommodate medically fragile staff, parents and students who may be unsafe or feel uncomfortable returning to school.
7. Schools and districts may experience difficulty providing services to students who participate in exceptional work experience programs.



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8. Schools and districts may experience difficulty maintaining social distancing expectations in low-incidence environments.
9. Schools and districts may need additional case load waivers due to limited special education staff.
10. Schools and districts may experience difficulty coordinating special transportation during alternative schedules.
11. Schools and districts may need to perform additional ARC meetings to accomplish contingency planning.
12. Schools and districts may need to conduct evaluations virtually.
13. Schools and districts may need additional compensatory education services following a resurgence leading to school closures.
14. Schools and districts may experience difficulty maintaining maintenance of effort (MOE) under the Individuals with Disabilities Education Act.

Schools and districts must ensure they are expending funds out of the general fund in the 200-240 MUNIS codes in a manner similar to previous years. Use your most previous MOE Compliance spreadsheet/Tab 15 to get the threshold amount you must meet.

If you are tracking/spending on a similar level to previous years, then consider using Coronavirus Aid, Relief and Economic Security (CARES) Act funding for compensatory education services. If not and you are spending less, consider using general funds for compensatory education services until you reach the point in which the spending pattern and amount is similar to a previous year out of the 200-240 Program Codes (General Fund), then you can switch to CARES funding for compensatory education purposes.

School and District Operations

Efficient school and district operations are vital to the Commonwealth's successful recovery from the COVID-19 pandemic. Schools and districts are encouraged to consider the various ways alternative schedules, intermittent closures and extended periods of remote learning may impact their day-to-day operations. Below are questions and potential risk factors to guide planning conversations:

Guiding Questions

1. How will schools and districts ensure student attendance is appropriately recorded regardless of scheduling changes or intermittent school closures?
2. How will schools and districts determine when it is appropriate to promote students to the next grade level?
3. How will schools and districts ensure appropriate federal funding mechanisms are deployed to meet the needs of all student groups?



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4. How will schools and districts ensure equitable services are provided for relevant federal programs?
5. How will schools and districts ensure appropriate stakeholder meetings occur as required by relevant federal programs?
6. How will schools and districts ensure appropriate needs assessment protocols are developed and implemented during planning processes?
7. How will schools and districts ensure federal funds are appropriately directed to newly identified needs?
8. How will schools and districts ensure that continuity of services will be provided through federal programs for students most at-risk, including the following groups: low-achievement, homeless students, English learners, neglected and delinquent students, 21st Century Community Learning Center participants, migrant students and students in foster care?
9. How will schools and districts ensure adequate levels of personal protective equipment (PPE) are acquired and made available to students and staff?
10. How will schools and districts ensure appropriate COVID-19 testing and/or monitoring procedures are in place and aligned with the guidance provided by the Kentucky Department for Public Health (DPH)?
11. How will schools and districts collaborate with local public health officials to monitor infection rates within the community to make decisions around reopening or intermittent closures?
12. How will schools and districts ensure appropriate measures are taken should a student or staff member test positive for COVID-19 after the school year begins?
13. How will schools and districts ensure schedule and calendar changes are applied uniformly and support the needs of students served by off-campus programs such as dual credit, area technology centers, or career and technical colleges?
14. How will schools and districts ensure appropriate transportation is provided to students served by off-campus programs such as dual credit, area technology centers, or career and technical colleges?
15. How will schools and districts ensure that parent requests for accommodations are met?
16. How will schools and districts determine staff schedules and meet contractual obligations during periods of alternative schedules or intermittent closures?
17. How will schools and districts remain prepared for sudden closures or necessary changes to schedules?
18. How will schools and districts ensure classified staff are fully utilized in a meaningful way during periods of intermittent closure or alternative schedules?
19. How will schools and districts ensure students and staff maintain adequate internet connectivity during periods of intermittent closure or alternative schedules?



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20. How will schools and districts ensure that technology and/or instructional materials are distributed to students while operating under alternative schedules?
21. How will schools and districts ensure materials are appropriately inventoried, distributed and re-collected?
22. How will schools and districts accommodate summer programs that may be impacted by alternative school start times?
23. How will schools and districts ensure all programming is maintained should they experience a staffing shortage?
24. How will schools and districts accommodate the childcare needs of staff if there is not enough capacity at community childcare facilities?
25. How will schools and districts manage hiring processes when hiring new candidates seeking initial, renewal or emergency certification in the case of an early school start?
26. How will schools and districts ensure appropriate background checks and child abuse and neglect checks are conducted in the case of an early school start?
27. How will schools and districts ensure that Certified Evaluation Plans (CEPs) are modified and implemented appropriately during alternative school schedules?
28. How will schools and districts ensure alternative options are provided to families who do not wish to send their child back to school?
29. How will schools and districts monitor teacher performance during alternative schedules and extended periods of remote learning?
30. How will schools and districts monitor attendance for the purpose of truancy reporting and deploy necessary interventions for truant students?
31. How will schools and districts ensure that necessary PPE is on hand for student and staff safety when feeding, diapering or toileting students with disabilities?
32. How will schools and districts ensure proper social distancing is maintained in the school nurse office?
33. How will schools and districts ensure vendor deliveries are made in a safe way?
34. How will schools and districts isolate students who fall ill during the school day?
35. How will schools and districts manage point-of-sale systems in school cafeterias and other venues to ensure student and staff safety?

Risk Factors

1. Schools and districts may experience staffing shortages that could impact a wide range of service delivery, including food service, transportation, health and wellness services, and instructional support.



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2. Schools and districts may experience enrollment challenges as some parents may choose to keep children home until there is a vaccine.
3. Schools and districts may experience a lack of early warning data to inform needs assessment protocols.
4. Schools and districts may experience difficulty communicating with parents and families.
5. Schools and districts may experience difficulty building momentum throughout the school year.
6. Schools and districts may experience communication challenges and may need to find new ways to communicate effectively and maintain a unified message.
7. Schools and districts may experience challenges related to limitations on physical space.
8. Schools and districts may experience new financial challenges as sanitation and PPE needs arise.
9. Schools and districts may experience scheduling and transportation challenges when accommodating alternative schedules.
10. Schools and districts may experience hiring challenges as certificate processing timelines vary.
11. Schools and districts may experience delays in processing background checks and child abuse and neglect checks.
12. Schools and districts may experience a need to modify their Certified Evaluation Plan, employment contracts and human resources policies.
13. Schools and districts may experience challenges staffing lunch periods while ensuring proper social distancing and staff duty-free lunch regulation.

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