

# THE ROAD AHEAD

**HUMBOLDT COUNTY SCHOOLS RE-OPENING FRAMEWORK**



## HUMBOLDT COUNTY SCHOOLS REOPENING FRAMEWORK

### DOMAIN WORKING TEAMS

#### TEACHING AND LEARNING

##### Facilitators: Rosie Slentz and Dina Macdonald

- |                          |                      |                    |
|--------------------------|----------------------|--------------------|
| ▶ Heidi Moore Guynup     | ▶ Becky MacQuarrie   | ▶ Karissa Hall     |
| ▶ Julie Giannini-Previde | ▶ Tami Davies-Hughes | ▶ Lacey Johnon     |
| ▶ Stephanie Strasser     | ▶ Si Talty           | ▶ Cherie Paul      |
| ▶ Tyler Vack             | ▶ Ronda Stemach      | ▶ Jesse Re         |
| ▶ Margie Cunningham      | ▶ Lori Breyer        | ▶ Grame Graey      |
| ▶ Jeny Giraud            | ▶ Beth Wylie         | ▶ Sophia Pelafigue |
| ▶ Greg Gaiera            | ▶ Blaine Siegler     | ▶ Carlee Bruner    |
| ▶ Bryan Little           | ▶ Melanie Downing    | ▶ Jen Pierce       |
| ▶ Tim Grimmett           | ▶ Melanie Susavilla  | ▶ Lisa Bennett     |

#### HEALTH AND SAFETY

##### Facilitator: Tess Ives

- |                   |                    |                            |
|-------------------|--------------------|----------------------------|
| ▶ Ruth Brown      | ▶ Linda Prescott   | ▶ Krista Croteau           |
| ▶ Michael Quinlan | ▶ Taylin Titus     | ▶ Shanice Gilbert          |
| ▶ Sonya Woody     | ▶ Lynne Mahoney    | ▶ Kimberly Lillard         |
| ▶ Alyse Nichols   | ▶ Lauren Vaderwall | ▶ Stacey Navarre           |
| ▶ Shannon Wilson  | ▶ Nelson Vinum     | ▶ Daniel Klein             |
| ▶ Dan Pires       | ▶ Roger Macdonald  | ▶ Kassi Robinson           |
| ▶ Brian Lovell    | ▶ Amy Eastman      | ▶ Stephanie Steffano-Davis |
| ▶ John Andrae     |                    |                            |

#### RESOURCES AND FINANCE

##### Facilitators: Chris Hartley and Corey Weber

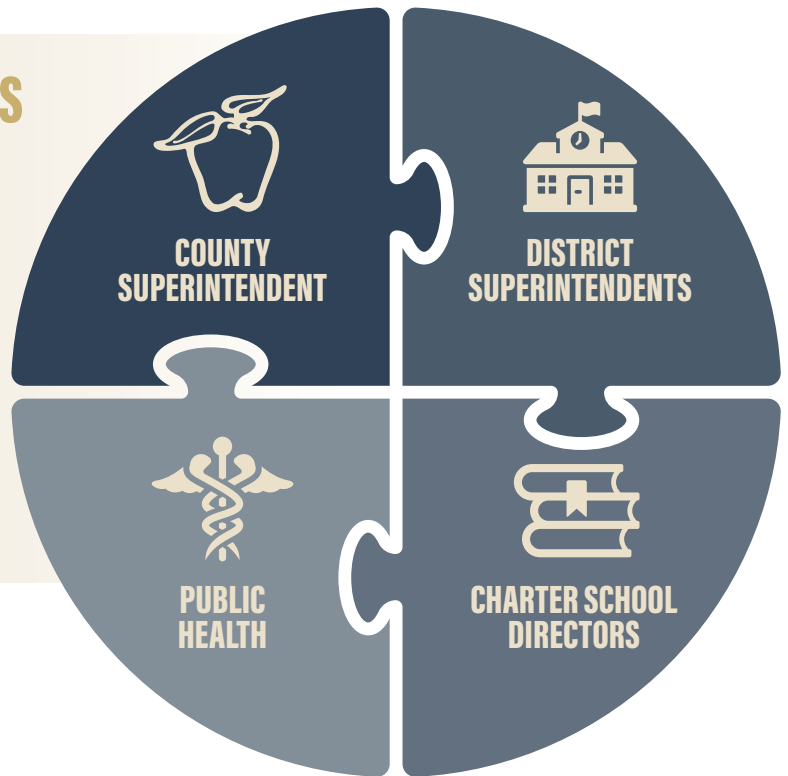
- |                  |                    |                |
|------------------|--------------------|----------------|
| ▶ Jeff Brock     | ▶ Johnna Emery     | ▶ Katelyn Hill |
| ▶ Desiree Cather | ▶ Marci Laffranchi | ▶ Tiara Brown  |
| ▶ Rea Erickson   |                    |                |

## TABLE OF CONTENTS

<b>Key Areas to Consider</b>	<b>1</b>
<b>About this Framework</b>	<b>2</b>
Guiding Goals	2
Roadmap to Reopening	2
Framework Domains	2
<b>Governance</b>	<b>3</b>
Do First	3
Do Before School Opens	4
Do When Schools are Open and Operating	5
<b>Governance at the School Level</b>	<b>5</b>
Do First	5
Do Before School Opens	6
Do When Schools are Open and Operating	6
<b>Health and Safety: Wellness</b>	<b>6</b>
Do First	6
Do Before School Opens	7
Do When Schools are Open and Operating	8
<b>Health and Safety at the School Level</b>	<b>8</b>
Do First	8
Do Before School Opens	8
Do When School is Open and Operating	9
<b>Resources and Finance: Facilities</b>	<b>10</b>
Do First	10
Do Before School Opens	11
Do When Schools are Open and Operating	11
<b>Resources and Finance: Facilities at the School Level</b>	<b>11</b>
Do First	11
Do Before School Opens	12
When Schools are Open and Operating	12

<b>Teaching and Learning: School Operations.....</b>	<b>13</b>
Do First .....	13
Do Before School Opens.....	13
Do When Schools are Open and Operating.....	15
<b>Teaching and Learning School Operations at the School Level .....</b>	<b>15</b>
Do First .....	15
Do Before School Opens.....	16
Do When Schools are Open and Operating.....	16
<b>Teaching and Learning: Technology .....</b>	<b>16</b>
Do First .....	16
Do Before School Opens.....	17
Do When Schools are Open and Operating.....	17
<b>Teaching and Learning: Technology at the School Level .....</b>	<b>18</b>
Do First .....	18
Do Before School Opens.....	18
Do When Schools are Open and Operating.....	19
<b>Teaching and Learning: Instruction .....</b>	<b>19</b>
Do First .....	19
Do Before School Opens.....	20
Do When Schools are Open and Operating.....	22
<b>Teaching and Learning: Instruction at the School Level.....</b>	<b>22</b>
Do First .....	22
Do Before School Opens.....	23
Do When Schools are Open and Operating.....	24
<b>List of References.....</b>	<b>25</b>

# HUMBOLDT COUNTY SCHOOLS ROADMAP TO RECOVERY ADVISORY COMMITTEE



## KEY AREAS TO CONSIDER:

1

### TEACHING & LEARNING

Class Schedules  
Instructional Models  
Attendance

Professional Learning  
Technology  
Grading & Assessment

### HEALTH & SAFETY

Health Screening  
Social Distancing  
Arrival  
Mealtimes  
Recreation

Hygiene  
Masks  
Cleaning  
Wellness

2

3

### RESOURCES & FINANCE

Facilities  
Budget and Finance

Communications  
Transportation

## ABOUT THIS FRAMEWORK

This framework is designed to assist Humboldt County school districts and charter schools plan for resuming operations in the 2020-2021 school year. The framework includes a proposed governance structure that will improve the countywide development of shared resources and maximize the collaborative efforts of Humboldt County's educational leaders during the COVID-19 pandemic.

The development of this framework has been informed by a number of resources from around the state of California including: the Humboldt County Schools Roadmap to Recovery Advisory Committee, Shasta COE, CDE Guidance, San Diego's COVID-19 Planning Assumptions, GeoRegion 2 Planning and Recovery Workgroup), and a few key articles and the California Department of Public Health Guidance for Schools.

### GUIDING GOALS

- ▶ Build common practice, consistency, and collaboration among Humboldt County schools
- ▶ Create a framework that has templates that are ready to use
- ▶ Identify evidenced based best practices in the three core areas
- ▶ Represent the needs of Humboldt County Districts and Charters

### ROADMAP TO REOPENING

This framework is in alignment with the State of California's Resilience Roadmap:

- ▶ **Phase 1:** Stay at Home Phase
  - ▶ The statewide Stay at Home Order was implemented under the authority of the Governor and State Health Officer.
  - ▶ Counties cannot be less restrictive than the State.
  - ▶ The County Health officer cannot lift restrictions set by the Governor of California.
- ▶ **Phase 2:** Open Lower Risk Workplaces & Childcare
- ▶ **Phase 3:** Higher Risk Workplaces & Education in School Settings
- ▶ **Phase 4:** End of Stay-At-Home Order

### FRAMEWORK DOMAINS

This framework is grounded in three primary domains: Teaching and Learning, Health and Safety, Resources and Finance. Each domain contains topical categories that schools will want to consider as they plan their re-opening. Administrators may use the [HCOE COVID-19 Action Planning Templates](#) to begin identifying action steps and monitoring progress for re-opening in 30, 60, 90, and 120 day increments.

## GOVERNANCE

Essential actions that will foster a shared understanding of goals, responsibilities, and accountability.

<b>Humboldt County Schools Roadmap to Recovery Advisory Committee</b> <i>County Superintendent, District Superintendents, Charter Directors, Public Health</i>		
<b>Educational Services</b> <i>HCOE Assistant Superintendent</i>		
<b>Teaching and Learning Workgroup</b>	<b>Health and Safety Workgroup</b>	<b>Resources and Finance Workgroup</b>

### DO FIRST

- ▶ **Launch Domain Work Groups** of the Humboldt County Schools Roadmap to Recovery Advisory Committee
  - ▶ Ongoing questions, concerns, and feedback can be provided in preparation for each weekly meeting using [this link](#).
  - ▶ Committee members include:
    - ▶ Representatives from School Districts / Charters
    - ▶ The **Lead** from each of the 3 Domains of the plan:
      - ▶ Teaching and Learning Representative
      - ▶ Health and Safety Representative
      - ▶ Resources and Finance Representative
- ▶ **Roles and responsibilities of Domain Work Groups**
  - ▶ Work Groups will be created for the 3 domains of the plan.
    - ▶ Superintendents and Charter Directors will identify leaders who could assist with each of the 3 work groups.
    - ▶ [Survey link](#) The **Lead** from each Work Group will bring a recommended approach and components to be addressed from the work group members to the Education Advisory Committee. The responsibilities for each Lead include:
      - ▶ Convene the work group (2-3 meetings max)
      - ▶ Determine what actions are needed in Humboldt County, what else should be added, and what questions remains before decisions can be made.
      - ▶ Include the “top 2” resources for each needed item/action for use across the county.

- ▶ If warranted, could have separate “Top 2” resources/links for elementary and secondary.
- ▶ Clarify which actions are best practices versus the minimum threshold for compliance.

### ▶ **Virtual Domain Work Group meeting schedule.**

- ▶ Fridays from 10-12. Work groups will access the same zoom link and work in breakout rooms. Workgroups met June 5th and June 12th.
- ▶ The goal would be to make agreements where district superintendents have the information to make the decisions, leaving the areas where further guidance and direction is needed from the state until later in the process.

## DO BEFORE SCHOOL OPENS

- ▶ **Identify when it will be safe to return to school sites and the criteria used to determine safety.**
- ▶ **Scenario planning with domain Sub-Committees.** Multiple scenarios should include:
  - ▶ School begins on time and remains open.
  - ▶ School begins on time and closes due to a second wave of COVID-19.
  - ▶ School opening is delayed.
  - ▶ Distance learning continues for part of the year.
  - ▶ Early start with longer winter break.
  - ▶ Longer school day models to achieve necessary annual instructional hours over fewer schools days to allow for longer winter break.
  - ▶ Year-round school.
  - ▶ Blended learning that alternates students between on campus and distance learning each day/week.
  - ▶ No bussing of students
- ▶ **Identify all the settings and times where social distancing must occur.**
  - ▶ Determine the policies that will be needed to support and maintain physical/social distancing. (Example: policy statements restricting furnishings and layouts)
  - ▶ Determine if job responsibilities or working conditions will be impacted by these social distancing measures.
- ▶ **Determine criteria** to be used for closing schools if a resurgence of COVID-19 occurs.
- ▶ **Refine and update communication protocols** and tools for information sharing between local and state public health agencies and policy leaders as well as district stakeholders relative to return to school.
  - ▶ Determine how to communicate the rules associated with physical/social distancing to staff, students, parents, vendors, and visitors.



### ► District Superintendents / Charter Directors:

- **Create or amend any existing District Pandemic Response Plans and Emergency Recovery Plans based on lessons learned from the COVID-19 outbreak to date** that will help inform responses to a second wave in the school year 2020-2021, should it materialize.
- **Collaborate with employee associations when developing plans that impact the work of their members.** (Examples: safety, schedules, use of leave, instructional models)
- Common document to share what is “given” to each district’s groups.
- **Update communication plans** for sharing information with both staff and parents/students.

## DO WHEN SCHOOLS ARE OPEN AND OPERATING

- **Humboldt County Schools Roadmap to Recovery Advisory Committee** Continue to provide regular communication to all K-12 education leaders, with information from Humboldt County Public Health, Local Office of Emergency Services, and state level information, as available.
- **Conduct a review of the Domain Sub-Committees’ work** and codify recommendations for future improvement.
  - **Update the Education Sub-Committee procedures and processes** based on the conclusions and recommendations.
- **District Superintendents / Charter Directors**
  - **Continue District Pandemic Response workflows** based on community [pandemic-response alert level](#).
  - **Provide consistent updates on return to school work** and pandemic response planning with district stakeholders.

## GOVERNANCE AT THE SCHOOL LEVEL

*Essential actions that will foster a shared understanding of goals, responsibilities, and accountability.*

## DO FIRST

- **Launch a school-level Return to School Committee** and name a leader with single-point accountability, meaning there is one person who is ultimately responsible.
- **Assert a purpose statement for the Return to School Committee’s work.**
- **Assign a series of subcommittees** within the Return to School organization that define critical operational roles and responsibilities for getting essential functions reconstituted at the school level.
- **Institute a regular virtual meeting schedule.**

- ▶ **Assess where additional capacity and support may be needed** from external partners and develop strategies for securing assistance.
- ▶ **Meet with key stakeholders to understand their expectations** for return to school across issue areas (e.g., parent-teacher association).

### DO BEFORE SCHOOL OPENS

- ▶ **Establish/Reestablish a school-level Pandemic Response Committee** to help operationalize district level instructions.
- ▶ **Understand updated communication protocols** with district leadership and both state and local public health system leaders.

### DO WHEN SCHOOLS ARE OPEN AND OPERATING

- ▶ **Continue School Pandemic Response Committee workflows** based on [pandemic response level](#) and district instructions.
- ▶ **Provide consistent updates on return to school/work with district stakeholders.**
- ▶ **Conduct a review of the Return to School Committee's work** and codify recommendations for future improvement.
- ▶ **Update the Return to School Committee's procedures and processes** based on recommendations.

## HEALTH AND SAFETY: WELLNESS

*Essential actions to keep staff and students safe and healthy.*

### DO FIRST

- ▶ **Establish a Wellness Work Group** focused on student and staff mental health and wellness. Members of the school safety committee should be represented.
- ▶ **Assess natural resources** (personnel, existing partners) to determine if there is a need for external supports, and reach out to the existing vendor community to assess the potential for expanded work. Identify which staff are in the high risk category.
- ▶ **Evaluate staff mental health readiness** utilizing questionnaires, surveys, direct outreach.
- ▶ **Provide resources for staff self-care**, including [resiliency strategies](#).
  - ▶ [Self Care Card](#)
  - ▶ [Coping with Stress](#)

## DO BEFORE SCHOOL OPENS

- ▶ **Communicate with the California Department of Education (CDE)** to understand and access newly available resources for student and staff mental health and wellness support.
- ▶ **Consider how to make work accommodations to protect employees in high-risk groups.** (How do we assign high risk certificated employees to positions to limit their exposure? How can we assign classified employees in high-risk groups to roles and environments where social distancing can be maintained when possible and appropriate?)
- ▶ **Develop plans to support the resiliency and mental health of students, families, and staff.**
- ▶ **Develop and staff a direct communication channel** for district stakeholders to address mental health concerns resulting from COVID-19 (this may be a telephone hotline, designated email, etc.).
- ▶ **Develop language** for use with staff regarding not coming to work if they are sick.
  - ▶ [Stay Home if You're Sick](#)
  - ▶ [Don't Spread Germs at Work](#)
- ▶ **Communicate with parents**, via a variety of channels, return to school transition information including:
  - ▶ [De-stigmatization of COVID-19](#)
  - ▶ Understanding normal behavioral response to crises
  - ▶ General best practices of talking through trauma with children
  - ▶ [Resilience strategies for children](#)
  - ▶ [How to Protect Yourself & Others](#)
- ▶ **Consider the precautions necessary to protect students with special needs relative to the threat posed by COVID-19.** What does a free and appropriate education look like for students who are immunosuppressed or who have significant health challenges? What special procedures will be necessary to protect students in classrooms that serve severely handicapped students?
- ▶ **Mandate school-level outreach to at-risk students** (those with previously identified mental health issues).
- ▶ **Consider procurement of additional mental health assessment** services including crisis management support.
- ▶ **Set county-wide health guidelines for schools**
  - ▶ Proactive screening of students, staff, and visitors for potential symptoms upon arrival at school.
  - ▶ At a minimum, any child or school staff who develops respiratory symptoms should be provided and wear a surgical mask, be transported and quarantined in a health isolation area that the district identifies, and sent home until cleared to return to school by a qualified health professional.
- ▶ **Provide guidance to schools for changes to school-based health screening** (hearing, vision, etc.).

- ▶ Agree on [general principles](#) for talking to children about COVID-19.
- ▶ **Identify quarantine space** for symptomatic students / staff.
- ▶ **Develop Specialized Plans** for students at higher risk.
- ▶ **Update Substitute Pool** contact list to ensure continuity should staff become ill.

### DO WHEN SCHOOLS ARE OPEN AND OPERATING

- ▶ **Encourage schools to implement a mental health screening for all students.**
- ▶ **Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.** At this time, there is no guidance indicating that students would submit to a physical examination before entering the school building.
- ▶ **To the extent possible make plans to have a medical liaison/staff on site.**

## HEALTH AND SAFETY AT THE SCHOOL LEVEL

*Essential actions to keep staff and students safe and healthy*

### DO FIRST

- ▶ **Designate a mental health liaison (school-based)** who will work with the district, local public health agencies, and community partners.
- ▶ **Review local orders regarding PPE and Social Distancing**

### DO BEFORE SCHOOL OPENS

- ▶ **Coordinate, and assess staff childcare needs** to support minimizing staff time off.
- ▶ **Develop site-specific communication resources** to help students understand changes to normal operating procedures.
- ▶ **Determine how to train students** on new routines related to physical/social distancing.
- ▶ **Finalize health screening protocols** based on district guidance.
- ▶ **Determine procedures** necessary to protect students in classrooms that serve students with the most significant disabilities.
- ▶ **Determine if we have the supplies** we need to maintain heightened prevention measures (hand sanitizer, cleaning, disinfection products, and personal protective equipment).
- ▶ **Develop ongoing Professional Development Plans** for all staff to address mental and physical health safety protocols.



## DO WHEN SCHOOL IS OPEN AND OPERATING

- ▶ **Maintain mental health supports via on-going wellness assessments of staff and students.**
- ▶ **Normalize feelings** through forums and spaces for compassionate listening where students and school staff can share, discuss, and process their common experiences relative to COVID-19.
  - ▶ Post the [signs and symptoms of COVID-19](#): fever, cough, shortness of breath.
- ▶ **Prevent the spread of infection - [Germ Prevention Strategies](#)**
  - ▶ Encourage students and staff to stay away from school when sick.
  - ▶ Teach students and staff to use masks and protective equipment appropriately, covering a cough, and using/discarding tissues appropriately.
  - ▶ Stress the importance of keeping hands away from the eyes, nose, and mouth.
  - ▶ Teach students and staff how to keep surfaces clean and disinfected.
- ▶ **Introduce hand washing best practices: [Clean Hands Save Lives](#)**
  - ▶ Utilizing and posting signage.
  - ▶ Using soap and water and scrubbing for approximately 20 seconds before rinsing.
  - ▶ Using paper towels to turn sink handles and open doors before discarding.
  - ▶ Using alcohol-based sanitizer when hands are not visibly soiled.
  - ▶ Developing fixed schedules for hand washing (particularly, for younger students).
  - ▶ Ensuring that adequate supplies are available and in good functional condition.
- ▶ **Institute limited contact policies:**
  - ▶ It will be challenging to minimize personal contact between students of younger age, but efforts should be made to limit close contact between older students.
  - ▶ Spread desks and seating arrangements to conform with social distancing guidelines.
  - ▶ Amend schedules to conform with social distancing guidelines (e.g. stagger lunches).
  - ▶ Employ virtual meetings to conform with social distancing guidelines.
- ▶ **Review and Amend vaccinations planning:**
  - ▶ School officials should not plan on a vaccine being available for the start of school in fall 2020, and the return to school will take place with a body of students unprotected from infection.
  - ▶ School officials should expect to receive guidance on the timing and availability of teacher and student vaccines from public health officials.

### ► **Update and Finalize student and staff health records:**

- Once vaccination begins, it is possible that COVID-19 immunization status will fall under state “school entry” laws wherein states can prohibit student attendance unless there is proof that a student has been immunized through a verified health record. Schools should expect that a requirement for such evidence will be forthcoming from public health officials.
- It should also be considered, however, that prior COVID-19 status may be protected under current privacy laws. Certain diseases, including acquired immune deficiency syndrome (AIDS) and mental health, for example, are considered protected health information that students, parents, and employees cannot be forced to disclose involuntarily. Because immunization statutes are enforced at the state level, there may be some inter-state variability around COVID-19 requirements and school leaders should seek guidance from their district.

## RESOURCES AND FINANCE: FACILITIES

*Essential actions necessary to ensure district and school assets are, and remain, safe for students and staff to inhabit.*

### DO FIRST

- **Establish a Facilities Work Group** focused on ensuring facilities are safe for schools to reopen. Include M&O, front desk staff, and administration.
- **Audit necessary materials and supply chain** for cleaning, disinfecting, and preventing the spread of disease.
- **Provide county-wide [guidance for cleaning and disinfecting all core assets](#)**, including school buildings and playgrounds commensurate with the [alert level](#) when school resumes.
  - Create a common checklist for site custodians, including cleaning protocols for bathrooms, break rooms, cafeteria, gym, library, classrooms, offices, and other areas.
  - Create common signage at each public entrance of each school facility to inform all employees, parents, students, and visitors that they should: avoid entering the facility if they have a cough or fever; maintain a minimum six-foot distance from one another; sneeze and cough into a cloth or tissue or, if not available, into one’s elbow; and not shake hands or engage in any unnecessary physical contact.
- **Alert school-based janitorial and infection control staff of any changes in recommended [cleaning guidelines](#)** issued by OSHA and CDC. It is expected that this guidance will be updated in real-time based on circulating levels of the virus in local geographies.
- **Determine the social distancing physical measures** that will be needed for each setting. (Examples: furniture layouts, plexiglas barriers, painted lines to indicate spacing, signage, etc.)
- **Identify available funding sources** to support COVID-19 related expenses. Visit the [Coronavirus \(COVID-19\) Pandemic: Public Assistance Simplified Application](#)

- ▶ **Track Covid-19 Expenses** for auditing and reimbursement purposes.
- ▶ **Identify Storage** needs that the school may have. Where are things going to be stored. Identify rental companies for storage if need be.

### DO BEFORE SCHOOL OPENS

- ▶ **Establish procedures for the first day of school based on [alert level](#):** Guidance for return to school procedures must be based on recommendations by the CDC and local health officials. These recommendations will be based on community risk, and include:
  - ▶ Limit access to a small number of fixed entrances to ensure that persons entering are required to be present.
  - ▶ Where possible, parents of young children should remain in vehicles or outside of the building where their students will be brought to them.
  - ▶ If parents must enter the building, require hand washing.
  - ▶ Any person with cough or respiratory symptoms should wear a mask and maintain current social distancing guidelines.
- ▶ **[Establish procedures](#)** for if a confirmed case has entered a school, regardless of community transmission.
- ▶ **Determine the process that will be used to implement the physical measures** needed in each setting. (Examples: altering room set-ups, installing barriers, painting marks on pavement, placing signage, etc.)

### DO WHEN SCHOOLS ARE OPEN AND OPERATING

- ▶ **Issue updated guidance** to schools on infection control relative to [alert level](#).
- ▶ **Agree on protocol and plan for frequent cleaning and disinfecting of high-touch surfaces.**
- ▶ **Implement a checklist** to document when key areas/rooms have been cleaned and sanitized. (E.G. bathrooms or locker rooms).

## RESOURCES AND FINANCE: FACILITIES AT THE SCHOOL LEVEL

*Essential actions necessary to ensure district and school assets are, and remain, safe for students and staff to inhabit.*

### DO FIRST

- ▶ **Convene janitorial and facilities staff** to review and make actionable district guidance regarding cleaning and disinfection.
- ▶ **Determine Nutrition** needs of students. Visit the [Lunch Assist COVID-19 Resources](#) and the [School Nutrition Association Thought Starters on Reopening Schools](#).

## DO BEFORE SCHOOL OPENS

- ▶ **Plan** for the first day of school based on district recommendations.
- ▶ **Prepare** facilities for the resumption of school:
  - ▶ Air filters should be changed regularly.
  - ▶ Janitorial services should distribute wastebaskets, tissues, and CDC approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during transit between sites.
  - ▶ Signage about frequent [handwashing, cough etiquette, and nose blowing](#) should be widely posted, disseminated, and encouraged through various methods of communication.
  - ▶ Janitorial staff should follow guidance from the CDC about the use of face masks and special respirators at use when performing cleaning duties.
  - ▶ Place signs outside the office reminding people to be at least six feet apart, including when in line.
  - ▶ Place tape or other markings at least six feet apart in student/parent line areas inside the office, on sidewalks, and on the playground.
- ▶ **Conduct a facility walkthrough** with your janitorial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- ▶ **Identify location** for disinfectant and related supplies are available to all employees.
- ▶ **Inventory existing resources** that can be used in the event that alternative spaces need to be utilized (e.g. popup tents, gyms, etc)...

## DO WHEN SCHOOLS ARE OPEN AND OPERATING

- ▶ **Implement ongoing facility access control:**
  - ▶ Visitors should still be required to report through a single access point as standard school safety procedures remain critical.
  - ▶ After-school egress and exit points may be opened based on the pandemic [alert level](#) and in concert with local health official recommendations.
- ▶ **Maintain infection control procedures based on pandemic [alert level](#)** and public health guidance:
  - ▶ At a minimum, school nurses should don surgical masks and maintain six feet of distance from potentially infected staff or students.
  - ▶ If closer contact is required, N95 respirators and contact gowns should be used if available to help minimize any spread of disease to nursing staff.
- ▶ **Implement plan for frequent cleaning and disinfecting of high-touch surfaces.**
- ▶ **Provide hand sanitizer in common areas and classrooms.**



### TEACHING AND LEARNING: SCHOOL OPERATIONS

*Essential actions to ensure operations support a safe and organized transition back to classroom instruction.*

#### DO FIRST

- ▶ **Establish a School Operations Work Group** focused on what actions need to be accomplished in preparation for returning to schools, including transportation, schedules, and extra-curricular.
- ▶ **Assess and update** student enrollment and attendance policies.
  - ▶ **Communicate any student enrollment or attendance policy changes** with school leaders and families.
- ▶ **Communicate with CDE/HCOE** to understand and access new resources.
- ▶ **Communicate with CDE/HCOE** to understand the ability to amend school schedules.
- ▶ **Provide** guidance and best-practices to school leaders for [recruiting, interviewing, and hiring staff remotely](#).
- ▶ **Determine Bussing Protocols.** Consider bus routes, distancing and how these relate to the instructional model. Consider time at bus stops, socially distancing capacity of busses, need for additional staffing to ensure students are following protocols.
- ▶ **Establish Rules for the Bus** and distribute to parents/students.
- ▶ **Ensure that transportation staff** are versed in [best cleaning and disinfecting practices for buses](#).
- ▶ **Engage school leaders in a budgeting exercise** to help them plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars. (What cash management issues must we consider?)
- ▶ **Keep parents informed** and provide opportunities for families to give input. If operating a split day or split week schedule, will you accommodate parent requests and/or keep siblings on the same days/times?

#### DO BEFORE SCHOOL OPENS

- ▶ **Provide staffing guidance** to schools.
  - ▶ For example: will there be short-term flexibility with associated resources to hire additional intervention specialists, social workers, or guidance counselors).
- ▶ **Consult legal counsel** to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and socialize with school leaders.
  - ▶ For example: review current technology vendor contracts to understand support, repair, and replace obligations and subsequently contact the vendors to determine flexibility and additional support they can provide.

- ▶ **Develop scenarios for school schedules to allow for social distancing:**
  - ▶ A modified school schedule with split days
  - ▶ A modified school schedule with students coming to school a few days/week
  - ▶ Staggering start times
  - ▶ Multiple recess
  - ▶ Multiple lunch periods and/or multiple meal distribution points
- ▶ **Develop plans to provide access to school meal programs if a modified school schedule is in place.**
- ▶ **Develop a plan for all students and staff to maintain social distancing while transitioning to and from campus.**
- ▶ **Evaluate safety/wellness precautions for:**
  - ▶ Office Staff
  - ▶ Cafeteria Staff
  - ▶ Transportation Staff (School Bus Drivers)
- ▶ **Establish policies for extracurriculars and athletics** including the allowance of spectators, close-contact sports, and equipment sterilization based on CDC guidance.
- ▶ **Develop contingency plans for extracurricular programs** that involve close contact or large gatherings.
  - ▶ Establish the criteria that will be used to evaluate and restructure activities.
  - ▶ Analyze all aspects (practices, locker rooms, transportation, contests/performances) of each program to determine where/when social distancing will be a problem.
  - ▶ Where possible, develop adaptations to include physical distancing.
  - ▶ Where possible, consider virtual contests/performances as an alternative to travel.
  - ▶ Consider adding electronic-based extracurricular programs to engage more students.
- ▶ **Evaluate whether new food vendors need to be sourced** if there is a change in requirements (e.g., individually packaged items) based on CDC guidance.
  - ▶ Create common checklist for cafeteria staff.
- ▶ **Collaborate with transportation vendors** to implement a bussing plan that meets social distancing requirements, if necessary (including pick-up, in-transit, and drop off) and [cleaning and disinfection protocols](#).

### DO WHEN SCHOOLS ARE OPEN AND OPERATING

- ▶ **Update extracurricular and athletic policies** based on CDC guidance:
  - ▶ Participation by students
  - ▶ Events for the public

## TEACHING AND LEARNING SCHOOL OPERATIONS AT THE SCHOOL LEVEL

*Essential actions to ensure operations support a safe and organized transition back to classroom instruction.*

### DO FIRST

- ▶ **Conduct a staff assessment** to understand who is coming back.
- ▶ **Develop a plan to replace teachers and staff** who are not returning.
- ▶ **Consider making work assignments and/or accommodations to protect employees in high-risk groups.**
  - ▶ When possible and appropriate, assign teachers in high-risk groups to independent study programs.
  - ▶ When possible and appropriate, assign classified employees in high-risk groups to roles and environments where social distancing can be maintained.
  - ▶ Consider the installation of physical barriers in reception areas and workspaces where the environment cannot accommodate social distancing.
- ▶ **Assess need for new or additional positions** with a specific focus on student and staff wellness, but also including technology support.
- ▶ **Recruit, interview and hire** new staff.
- ▶ **Consider repositioning staff** to serve core needs (e.g., classroom aides, substitutes, etc).
- ▶ **Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with social distancing guidelines and facility access control in mind.**
  - ▶ Identify all locations and times where students are in close contact with each other and create strategies to restructure those locations and activities. Consider altering bell schedules, staggering start times, creating multiple recess and lunch periods, and creating multiple meal distribution points. In secondary schools, consider implementing a block schedule to reduce student movement during the day and cross contamination of classrooms.
  - ▶ Include all child serving programs (preschool and before- and after-school programs) when planning these strategies.

- ▶ Open windows and maximize space between students and between students and the driver on school buses where practicable.
- ▶ Minimize contact at school between students, staff, families and the community at the beginning and end of the school day.
- ▶ Stagger arrival and drop off-times and locations as consistently as practicable as to minimize scheduling challenges for families.
- ▶ Designate routes for entry and exit, using as many entrances as feasible. Put in place other protocols to limit direct contact with others as much as practicable.

### DO BEFORE SCHOOL OPENS

- ▶ **Build and send back to school communications** to all relevant stakeholders (e.g., parents, school staff) and include updates across all workflows.
- ▶ **Orient new school staff** to any operational changes.
- ▶ **Prepare a 2020-2021 school budget** based on district guidance.
- ▶ **Verify that student and staff handbooks and planners are printed and ready** for distribution. Create a master list of any changes to distribute at the first staff meeting.
- ▶ **Collaborate with cafeteria staff** to ensure any necessary food handling changes are implemented.

### DO WHEN SCHOOLS ARE OPEN AND OPERATING

- ▶ **Adjust all schedules as needed** based on public health guidance.
- ▶ **Continue to assess** classroom layout. Do they maximize learning when social distancing?

## TEACHING AND LEARNING: TECHNOLOGY

*Essential actions to ensure technology infrastructure, assets, and guidance support an organized transition to classroom instruction.*

### DO FIRST

- ▶ **Establish a Technology Work Group** focused on ways to support students and teachers in the transition back to school campuses.
- ▶ **Assign technology process leaders to key efforts and publish their contact information on district intranet and/or internet.** Only the vendor management lead roles require any technology knowledge. All other lead roles are primarily communication and process roles, including:
  - ▶ Family device return leader



- ▶ Staff device return leader
- ▶ Device vendor management leader
- ▶ Internet/Intranet communication leader
- ▶ Technology Infrastructure evaluation leader
- ▶ Infrastructure vendor management leader

### DO BEFORE SCHOOL OPENS

- ▶ **Develop district-wide procedures for return and inventory of district-owned devices** as part of a return to school technology plan. The procedures should include:
  - ▶ safely bagging devices collected at schools.
  - ▶ transporting them to a central location.
  - ▶ [sanitizing the devices](#) prior to a repair or replacement evaluation.
  - ▶ Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
- ▶ **Identify an asset tracking tool for device processing.** Although it may seem less important now, it will be nearly impossible to do an inventory after school has restarted. Because devices will have been purchased with local, state, federal, or grant money, eventually an inventory will be demanded.
- ▶ **Place orders for replacement devices.** Utilize industry published device failure rates to estimate the number of devices that will need to be replaced.
- ▶ **Share return to school technology plan** including device processing with school leaders and key stakeholders. Collect feedback and revise the plan to reflect the feedback. Determine if revisions are needed to technology use agreements.
- ▶ **Prepare the Infrastructure Evaluation process.** Every WiFi access point and wired network device should be tested.

### DO WHEN SCHOOLS ARE OPEN AND OPERATING

- ▶ **District Role:**
  - ▶ **Organize and centralize online resources** that were created, published or distributed by teachers and others during the closure period.
  - ▶ **Compile technology-facing lessons learned for inclusion in your district's updated learning continuity plan.**
  - ▶ **Review issue tracking and inventory results frequently** as a way of understanding the quality and progress of technology processes in your district.

- ▶ **Continue to run the family device return process** until all district devices are accounted for and repaired, replaced, or otherwise dispatched.
- ▶ **Continue infrastructure evaluations** until all issues are resolved.
- ▶ **County Work Group:**
  - ▶ **Identify chronic technology issues** that arose during the school closure period and use them to begin the development of a long term technology maintenance plan.

## TEACHING AND LEARNING: TECHNOLOGY AT THE SCHOOL LEVEL

*Essential actions to ensure technology infrastructure, assets, and guidance support an organized transition to classroom instruction.*

### DO FIRST

- ▶ **Designate a single point of contact** in your building to plan and communicate with district technology teams.
- ▶ **Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.** Consider asking about use of external displays, game consoles, smart watches, and electronic toys. Follow-up this survey with another about software and apps.
- ▶ **Select an issue tracking tool.** Technical processes are dependent on good documentation. If your district does not have an issue tracking tool, there are many free options and Google sheets can also work. Without issue tracking, management of device and technology infrastructure issues will be difficult.
- ▶ **Develop a return to school technology plan for your school aligned to the district plan.** If possible, include training and support for teachers to adapt remote learning skills for the classroom.
- ▶ **Identify a device and or general technology support person for your building.** You may already have a tech savvy staff member who informally supports your team. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.
- ▶ **Identify the learning platform** you want to use (Zoom, Google, other) Create an expectation sheet for students and parents. Create “how to / tip sheet” for parents. Provide staff training in the use of these tools.

### DO BEFORE SCHOOL OPENS

- ▶ **Assess educational technology** applications in use amongst teachers and align where possible.
- ▶ **Align school website with district website** to avoid confusion.
- ▶ **Consider assistive technology** needs. Does the school need to adopt technologies to ensure equity for students access to learning?

- ▶ **Review district family technology survey results** and present results to your staff.
- ▶ **Identify space in your building for device return** and modify traffic flow to improve safety.
- ▶ **Appoint family technology liaisons** to support communication regarding the use of technology (the existing parent organization may be able to fulfill this role).
- ▶ **Develop on-site triage of staff devices** to minimize the time that staff may be without a device.

### DO WHEN SCHOOLS ARE OPEN AND OPERATING

- ▶ **Communicate frequently with families regarding technology use in the building.** If students are using their own devices make sure that communication includes the district's bring-your-own-device policy (if you don't have one, create it).
- ▶ **Review issue tracking and inventory results frequently** as a way of understanding the facts regarding the quality and progress of technology processes in your building.
- ▶ **Begin staff feedback processes** described in your return to school technology plan.

## TEACHING AND LEARNING: INSTRUCTION

*Essential actions to achieve a comprehensive understanding of students' academic and social-emotional well-being when they return and to effectively transition back to instruction in the classroom.*

### DO FIRST

- ▶ **Establish an Instruction Work Group** to develop a plan to approach on site instruction for both academic and social-emotional assessments leading to plans for how to meet identified needs.
- ▶ **Set an ambitious goal** to ensure that every student is on track for success academically and socio-emotionally by the end of the 2022 school year. This could include developing a process for schools to create and implement individualized plans for each student based on their needs.
  - ▶ Create a [plan to accelerate student learning](#).
- ▶ **Develop a plan for assessing students' learning progress and loss** when students return that includes multiple forms of assessment (e.g., diagnostics, formative assessments, student work, conferences, advisories, parent feedback).
- ▶ **Inventory all intervention programs and services** that are available to students when they return to school, through the district, and on the school-level, and identify any gaps.
- ▶ **Identify the most vulnerable students** (students with disabilities, English-language learners, students who are homeless or live in temporary housing, foster youth, migrant students, and students who live in poverty or whose families face other challenges, and students directly affected by COVID-19 due to a death or job loss in their family) to recognize and prioritize their needs.

- ▶ **Connect with CDE/HCOE about changes to testing, grading, report cards, and promotion policies,** and outline decision points.
- ▶ **Ensure that schools and teachers are engaging in intentional curriculum planning** and documentation, inclusive of curriculum maps, pacing plans and calendars, and lesson plans, to ensure continuity of instruction during a second wave in school year 2020 -2021, should it materialize.
- ▶ **Identify Distance Learning Technologies** that best fit the instructional models that the district/charter will be using for the 2020-2021 school year
  - ▶ [Schools PLP](#)
- ▶ **Identify professional learning** teachers need to start the year with students who are identified with needs academically, social-emotionally, and/or mentally.

### DO BEFORE SCHOOL OPENS

- ▶ **County:**
  - ▶ **Share a comprehensive account of social-emotional and mental health support services** available through the county.
  - ▶ **Align expectations around onboarding school communities,** including students, teachers, school leaders, and parents, that prioritize the whole child, and emphasize a tone of safety, togetherness, and empathy.
- ▶ **District:**
  - ▶ **Solidify and communicate an overall plan for assessment** for when students return to school that includes timelines for giving assessments, analyzing data, and making adjustments to curriculum and academic goals based on the data.
  - ▶ **Share a comprehensive account of academic interventions and social-emotional services** available through the district.
    - ▶ Consider the use of learning centers to support student learning with weekly in-person and virtual appointments for support, both during times when schools are open and during closures.
    - ▶ Develop the capacity to provide home and hospital instruction (Ed Code 48206.3) via the internet to assist students who are ill, under quarantine, or in self-isolation.
  - ▶ **Assess the capacity of structures outside of the regular school day,** such as summer learning options, extended day, and after school programming, too potentially be leveraged to support students in need of learning recovery.
  - ▶ **Communicate decisions and guidance around grading, report cards, and promotion policies** with school leaders, teachers, and parents.
    - ▶ Joe Feldman's [article on grading](#)

- ▶ **Develop robust independent study programs as an alternative for parents who want this option.** Include a variety of options that allow students in independent study programs to participate in campus life (electives, sports, dances, etc.)
- ▶ **Develop plans to blend classroom and distance learning as an alternative to school closures.**
  - ▶ **Option 1:** Limit the number of students on campus to 50% of normal.
    - ▶ Divide all classes into two equal groups: one would come to school on Monday and Wednesday, the other on Tuesday and Thursday.
    - ▶ All teachers provide each group with two days of direct instruction and support, and three days of assignments to complete at home each week.
      - ▶ Secondary schools could also implement a block schedule to reduce passing periods and lower the frequency of touches in each classroom.
    - ▶ Provide take-home meals for each eligible student before they leave each day.
  - ▶ **Option 2:** Limit the number of students on campus to 25% of normal.
    - ▶ All classes are divided into four equal groups: Monday - Thursday.
    - ▶ All teachers provide each group with one day of direct instruction and support, and four days of assignments to complete at home.
    - ▶ Provide take-home meals for each eligible student before they leave each day.
    - ▶ Use Friday for teachers to provide individual or small-group support by appointment or to prepare packets for the next week.
  - ▶ **Option 3:** For districts that can provide universal internet access, pair Option 1 or 2 with a classroom webcast to provide direct instruction five-days per week.
  - ▶ **Option 4:** Develop robust independent study programs as an option for parents.
  - ▶ **Option 5:** Block scheduling for secondary schools.
  - ▶ **Option 6:** Rural schools and small districts with less than 100 students may choose to open with the understanding that recesses will be separated into smaller play areas/zones in compliance with social distancing requirements.
  - ▶ **Option 7:** AM / PM minimum day schedule
- ▶ **Determine appropriate placements, services, and accommodations for:**
  - ▶ Students supported by Individualized Education Programs (IEPs)
  - ▶ Students supported by 504 plans
  - ▶ Students supported by medical plans

## DO WHEN SCHOOLS ARE OPEN AND OPERATING

### ► District:

- **Review assessment data gathered by schools** to identify overall trends and specific gaps in student learning to design targeted supports and match appropriate interventions (potentially maintain the Return to Instruction working group to do this work).
- **Conduct checkpoints with school leaders** around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the progress of the most vulnerable students or student populations.
- **Develop targeted intervention plans** to stopgap learning loss for the most vulnerable students.
- **Develop plans to accelerate learning and close gaps.**
- **Assess the efficacy of all academic and socio-emotional interventions** against the goal of ensuring that every student is on track by the end of the 2022 school year, and report out the results on a quarterly basis.
- **Evaluate the effectiveness of any remote learning experiences** by surveying school leaders, teachers, and parents to gather their feedback and input, to make improvements in case of any additional disruptions to school time.

## TEACHING AND LEARNING: INSTRUCTION AT THE SCHOOL LEVEL

*Essential actions to achieve a comprehensive understanding of students' academic and social-emotional well-being when they return and to effectively transition back to instruction in the classroom.*

## DO FIRST

- **Maintain regular communication with district leadership** to understand and inform the district's approach to instruction, assessment, and eventual onboarding of the school community.
- **Establish virtual structures for teacher teams** to continue collaborating on curriculum planning and assessing student academic and social-emotional well-being when they return to school. Encourage teacher teams to:
  - Continually assess and analyze student work that is submitted from remote learning assignments, if available.
  - Engage in intentional curriculum planning for now and the return to school that is clearly documented with curriculum maps, pacing plans and calendars, and lesson plans, in case of any additional disruptions to school time.
  - Evaluate and share knowledge around the use and effectiveness of digital tools and online programs for remote learning.



- ▶ Identify the most vulnerable students and design targeted intervention plans for when they return.
- ▶ Select the most appropriate assessments to assess students' academic and social-emotional health when they return.
- ▶ **Strengthen intervention programming and social-emotional supports** by working closely with intervention specialists, guidance counselors, and school social workers and psychologists.
- ▶ **Support teachers to create feedback loops with parents and families** about students' academic and social-emotional health and well-being, through use of virtual conferences and/or surveys to parents about their child's experience and learning while out of school.
- ▶ **Create a technology use survey** to assess the number and types of technologies teachers are using to conduct remote learning and begin to assess their effectiveness.

### DO BEFORE SCHOOL OPENS

- ▶ **Meet with staff to align expectations around instruction** and learning for the rest of the school year and/or upcoming school year, with students' academic and social-emotional health at the forefront. Explicitly acknowledge equity and addressing the needs of the most vulnerable students as a priority.
- ▶ **Analyze data from any student work** that was submitted during remote learning, along with feedback from parents, to support teachers to make adjustments to curriculum and instruction to meet students where they are.
- ▶ **Plan for Equity.** Visit the [National Equity Project](#) for resources
- ▶ **Revisit students' Individualized Education Plans (IEPs)** in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while schools were closed. (Have we considered the demands for compensatory time for students with IEPs and a plan to meet those demands?)
- ▶ **Develop a parent communication strategy** to inform parents about their child's assessment data and progress, which could include grade-level and standards-specific activities they can use to support their child at home.
- ▶ **Share information and guidance on grading, report cards, and promotion policies** with teachers and parents.
- ▶ **Survey teachers about their needs** around restorative and social-emotional supports and professional learning to address needs of students academically, social-emotionally, and/or mentally.
- ▶ **Assess the effectiveness, appropriateness, and sustainability of certain digital and online tools** for supporting instruction and meeting students' instructional needs.
- ▶ **Communicate with teachers about their plans to onboard students and reestablish the classroom environment** through emphasizing relationships with students and parents and resetting routines.

### DO WHEN SCHOOLS ARE OPEN AND OPERATING

- ▶ **Understand every student's academic health** by using assessments and assessment methods, including formative assessments, diagnostics, conferences, advisories, and parent feedback. Maintain systems to continually monitor learning progress and loss.
- ▶ **Analyze data to design instruction and adjust curriculum**, potentially in teacher teams, to meet students where they are and address learning progress and loss.
- ▶ **Identify additional students in need of intervention and/or services**, whether academic or social-emotional and prioritize support for the most vulnerable students.
- ▶ **Procure any additional programs, tools, or materials** to support differentiation, intervention, and remote learning, based on students' needs.
- ▶ **Communicate with families and parents about every student's progress** and plans for students in need of additional support.
- ▶ **Explore the inclusion and integration of select digital and online learning tools and practices** at certain grade levels and classrooms where they can be used appropriately, effectively, and sustainably.
- ▶ **Integrate best practices in Social Emotional Learning and Culturally Responsive Education** to ensure high-quality instruction and ongoing support for all students.
  - ▶ Implement social-emotional learning lessons to develop strong coping skills.
- ▶ **Implement strategies to prevent the transmission of COVID-19 and other infectious diseases.**
  - ▶ Teach handwashing and cough and sneeze etiquette at all grade levels to reinforce on an ongoing basis.
  - ▶ Schedule time and structure routines for handwashing at the start of each class period.
  - ▶ Schedule frequent disinfection of high-touch surfaces.

## REFERENCE LIST

- ▶ [LPI - Reopening Schools COVID-19 Brief](#)
- ▶ [National Association of State Boards of Education. \(n.d.\). Chemical hazards.](#)
- ▶ [CDC Interim guidance for administrators of US k-12 schools and child care programs.](#)
- ▶ [U.S. Centers for Disease Control and Prevention. \(2020, May 6\). Social distancing.](#)
- ▶ [U.S. Environmental Protection Agency. \(2020, May 7\). List N: Disinfectants for use against SARS-CoV-2.](#)
- ▶ [County of Humboldt COVID Page](#)
- ▶ [NPR: 9 Ways Schools Will Look Different When \(and If\) They Reopen](#)
- ▶ [HCOE COVID-19 Resource Page](#)
- ▶ [Marin County Office of Education: Rethinking Schools](#)
- ▶ [my.hcoe.net](#)
- ▶ [San Diego County Office of Education Return to School Roadmap](#)