

Communications Guidance

PRIOR TO SCHOOL YEAR

| Requirements | Recommendations | Considerations |
|--|---|--|
| Develop a detailed communication plan to share with students, parents, staff, the community, state and local school boards regarding the reopening of school buildings | Share information ongoing in a clear, consistent, simple way using multiple channels (letters, social media, web, media, apps) to reach all students, families and staff. Drive all Stakeholders to one location for information to promote one voice, provide consistency and ensure clarity. Collect and use data to identify the best modality of learning for students based on different scenarios and how it will be communicated to key stakeholders. | Develop an FAQs page (road map - different tracks, scenarios and phased approach) Place calls to home by homeroom teachers/aides/classroom parents to share information and answer questions, set the tone and/or collect data on items including internet speed, how many students are at home, how many hotspots are needed etc. During the summer conduct an online tour of classrooms given by students and teachers. Create video of classroom and transportation to decrease anxiety of the unknown for students and families. Provide an upbeat welcome back message |
| | Implement screening and other procedures for all staff and students entering the facility. Reach out to agencies and other groups including DFS and Pediatricians, to help facilitate and complete information. Put a coordinated plan in place to respond to COVID-19 concerns from students and families using data to back up the requirements in place and decisions being made. Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Employees should know who they are and how to contact them. The liaison should be trained to coordinate the documentation and tracking of possible exposure, in order to notify local health officials, staff and families in a prompt and responsible manner. Identify how new cases, exposure and implications will be communicated. | Use multiple ways to collect information from students, families, and the community. |
| | Regularly discuss implications of COVID-19 on school operations and provide clear guidance on steps the school is taking, including protocols for self-isolation and/or quarantine. Establish and continue communication with local and State authorities to determine current disease levels and control measures in your community. Identify who will be monitoring guidance from health officials and how the information will be relayed to school nurses or building administrators within buildings. | |
| | Engage PPOs/PTOs to assist and support teachers and provide a bridge between school and families. Provide regular updates regarding procedures and expectations. Develop return to school roadmap concept based on multiple scenarios including a hybrid model. Consistency across communication and district wide messaging | |
| | Create a glossary of terms related to COVID-19 | |

Communications Guidance

Train all staff and provide educational materials to families regarding safety actions (enhanced sanitation practices, physical distancing guidelines and their importance, use of face coverings, screening practices and COVID-19 specific symptom identification)

DURING SCHOOL YEAR

Requirements

Recommendations

Considerations

Ongoing clear communication with students, staff, families

Communications Guidance

ONGOING

| Requirements | Recommendations | Considerations |
|--|-----------------|----------------|
| Share information ongoing in a clear and consistent way using multiple channels (letter, social, web, media, apps) to reach all students, families and staff | | |

School Operations Guidance

TRANSPORTATION

| Requirements | Recommendations | Considerations |
|--|---|--|
| Each school district will operate district transportation services under the auspices of the current state health orders or will have an approved exemption or variance from those orders. | Ask parents to provide transportation for children to and from school if possible. | Will bus routes have to be modified/shortened to accommodate all students? |
| Enhanced sanitation and cleaning measures will be employed following guidelines provided by state and/or federal agencies. | Seat members of the same household together. | Will more bus routes need to be added to accommodate all students? And will that require additional bus drivers be hired? |
| Students and parents will be informed of requirements and protocols, and signage will be displayed when and where appropriate as reminders. | Students should be socially distanced in accordance with state orders or with an approved local exemption or variance. If possible, kids wear masks while using district transportation. | Will students have to be transported in cohorts if hybrid schedules are in place? Should drop off and pick up times be staggered? |

School Operations Guidance

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School Operations Guidance

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| Each school district will operate all facilities under the auspices of the current state health orders or will have an approved exemption or variance from those orders. | Limit access to buildings to employees and students. | Should groups of students and their teachers enter different entrances? |
| Cleaning and sanitation protocols will meet or exceed federal and state guidance. | Develop and deploy protocols to ensure social distancing, not only in classrooms, but in hallways, for entrance and dismissal, and during any movement of students inside the school. | Not having all students on campus at one time (rotating, blended, hybrid models). |
| Students and parents will be informed of requirements and protocols, and signage will be displayed when and where appropriate as reminders. | Place desks at least six feet apart. Develop protocols for cleaning and disinfecting of high-touch surfaces and in between groups of students. | Districts should discuss / determine methods for sanitizing cafeterias, libraries, gyms, playgrounds between groups. Consider limiting or prohibiting visitors to buildings. |

[insert topic ex. DISMISSAL]

| Requirements | Recommendations | Considerations |
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| Requirements | Recommendations | Considerations |
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| Requirements | Recommendations | Considerations |
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School Operations Guidance

| | [insert topic] | | |
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| Requirements | | Recommendations | Considerations |

School Operations Guidance

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Safety & Wellness Guidance

Transportation

| | Requirements | Recommendations | Considerations |
|----------------------|---|---|--|
| Tier I-100% on-site | Masks will be required to the extent possible , as social distancing not feasibly attainable | Hand sanitizer available on the bus | Hand sanitizer is flammable, so is it allowed on busses? |
| | Busses sanitized between routes with EPA approved products and protocols | Busses sanitized between routes as feasible | How would health assessments be reported to schools? Phone call, an app, in person, paper checklist to bus driver? How often? WDH has a screening tool Per WDH, temperature checks will not be required for students Parents will do temperature checks daily at home before student leaves for school |
| | Parent reported health assessment - daily | | Schools to provide masks |
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| Tier II-Hybrid model | Masks will be required as social distancing not feasibly attainable | Hand sanitizer available on the bus | Hand sanitizer is flammable, so is it allowed on busses? |
| | Busses sanitized between routes with EPA approved products and protocols | Busses sanitized between routes as feasible | How would health assessments be reported to schools? Phone call, an app, in person, paper checklist to bus driver? How often? Per WDH, temperature checks will not be required for students |
| | Parent reported health assessment - daily | | Schools to provide masks |
| | Encourage parents to transport students to school | | |
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| Tier III-100% remote | Schools closed | Busses sanitized at least daily | |
| | Busses used for delivering meals and/or academic coursework | | |
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Safety & Wellness Guidance

| Student Arrival to Building and through the day | | | |
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| Requirements | Recommendations | Considerations | |
| Tier I - 100% on-site | Plan entrance to building whether limiting number of entrances open or requiring specific groups to use specific entrances | Isolation room/area for sick students and staff Symptomatic Screening Waiting Room | How to separate sick students from healthy ones in the Nurse's Office |
| | If isolation area not available, mask is required | | |
| | Develop a plan for student arrival to building | Handwashing upon entrance to building if feasible. Hand sanitizer available at all building entrances | Communication prior to school year regarding illness requirements |
| | Any student reporting an illness will be sent home | Any student with reported symptoms will follow CDC guidelines for return to school/work | |
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| Tier II | Plan entrance to building whether limiting number of entrances open or requiring specific groups to use specific entrances | Isolation room/area for sick students and staff | How to separate sick students from healthy ones in the Nurse's Office? |
| | Develop a plan for student arrival to building | If isolation area not available, mask is required Handwashing upon entrance to building if feasible. Hand sanitizer available at all building entrances | |
| | Any student reporting an illness will be sent home | | Communication prior to school year regarding illness requirements |
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| Tier III | | | |
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| Transitions | | | |
| Requirements | Recommendations | Considerations | |
| Tier I - 100% on-site | Require handwashing with any transitions | | School provides all school supplies to be kept at school |

Safety & Wellness Guidance

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Safety & Wellness Guidance

| | Requirements | Dismissal and After School Programs | Recommendations | Considerations |
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| Tier I | | | | |
| Tier II | | | | |
| Tier III | | | | |

Instruction & Technology Guidance

Preparation for School Year

Consider EQUITY with all decisions by asking 'who does this decision benefit and who does it not benefit?'

| Requirements | | Recommendations | Considerations |
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| | Always accommodate for hybrid learning, which will cover all scenarios (families choosing distance learning due to covid concerns) and could benefit students absent for non covid reasons | Establish 'tech help line' for parents and students. | Dedicate staff availability times during non school hours. |
| Tier I- 100% on site | | | |
| PD around using online learning in the classroom | | Create plans to facilitate school teams reach out on a regular basis to foster positive relationships with individual students. (SEL) | Consider face to face or voice SEL whenever possible. |
| | Provide Social-emotional Learning (SEL) using approved programs | | |
| | Provide high quality standards-based instruction | | |
| | Always accommodate for hybrid learning, which will cover all scenarios and could benefit students absent for non covid reasons |  Maintain continual technology accommodations for online learning in daily classroom settings Provide F2F, or interactive video or training which offers an opportunity to practice programs and strategies planned to be used. | Consider options for online learning when needed. |
| Tier II-Hybrid model | Funding should be provided for video training for students, staff and parents on how to navigate online learning | | Use students and parents for maximum effect |
| PD on blended learning | Provide high quality standards-based instruction Month prior to school starting, homeroom teachers/aides/parent helpers should survey parents on connectivity, devices, number of users and tech limitations and additional needs. Priority for connectivity is Fixed Wireless ->Hot Spots->Satellite Internet->Paper packets | Survey should ask previous year tech struggles, what worked, what didn't work with online learning. Develop a plan if no connectivity is available at home. Districts should consider a consistent platform for delivery of academic work, reminders, communication (Canvas, Google Classroom, Remind) | Consider maintaining info as a part of student file for updating each school year. Consider tech support for evenings and weekends |
| | Fund a statewide technical support line to assist parents and students with tech/program troubleshooting | | |
| | Fund additional technology for IEP students (dictation, touch screens, e-readers, etc | | |
| | Fund continued language instruction, including translation technology for ELL students | | |
| | Prepare to provide Social-emotional Learning (SEL) using approved programs |  Create plans to facilitate school teams reach out on a regular basis to foster positive relationships with individual students. (SEL) |  Consider face to face or voice SEL whenever possible. |

Instruction & Technology Guidance

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| | Make instruction materials and _____ downloadable. | Train staff to understand downloadable content and how to create opportunities for students to work 'offline' to minimize connectivity requirements | |
| | Comm with parents | | |
| | School parking lots , library centers | | |
| | Financing for connectivity support | | |
| Tier III- 100% remote PD on teaching fully online | See Tier II Requirements for hybrid learning Provide high quality standards-based instruction Survey should ask previous year tech struggles; what worked, what didn't work with online learning. Develop a plan if no connectivity is available at home. | Incorporate interactive learning sessions daily | Incorporate interactive learning sessions weekly |
| | Prepare to provide Social-emotional Learning (SEL) using approved programs | Create plans to facilitate school teams reach out on a regular basis to foster positive relationships with individual students. (SEL) | Consider face to face or voice SEL whenever possible. |
| First Weeks of School | | | |
| | Requirements | Recommendations | Considerations |
| Tier I | Continue to provide Social-emotional Learning (SEL) using approved programs | 1. Focus on strategies for successful learning during hybrid and/or online classrooms in preparation for modified school schedule. (Example: Increasing learner agency) Utilize school teams reach out on a regular basis to foster positive relationships with individual students. (SEL) | Consider face to face or voice SEL whenever possible. |
| Tier II | 1. Review/Assessments of previous year's curriculum 2. Online learning is a possibility for students unable to attend. 3. Students will utilize assigned devices to avoid transmitting germs from multi person hands on use. 4. Provide Social-emotional Learning (SEL) using approved programs | 1. Strategies to guarantee assessments are valid 2. online feed to classroom activities is available for students 3. Shared devices and equipment will be sanitized between users, and at the end of each day. 4. School teams reach out on a regular basis to foster positive relationships with individual students. (SEL) | 1. Testing for placement could be considered 2. Students can access some portions of classroom activities 3. Sanitation products will be available for students and staff to use when sharing equipment or devices. |

Instruction & Technology Guidance

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| Ongoing Learning | | | |
| | Requirements | Recommendations | Considerations |
| Tier I | Continue to provide Social-emotional Learning (SEL) using approved programs | Utilize school teams reach out on a regular basis to foster positive relationships with individual students. (SEL) | Consider face to face or voice SEL whenever possible. |
| Tier II | 1. offer online parent/teacher conferences (student led or otherwise) and assess online success and struggles during that time. Teacher evaluation of classroom vs. home learning | 1. Offer parent teacher conferences by phone | |
| Tier III | | | |