GSBA

Georgia School Boards Association

Pandemic Recovery Considerations

Re-Entry and Re-Opening of Schools

BACK TO SCHOOL

Note:

The intent of this document is to create a template to guide local school discussion regarding reopening and is not a "one size, fits all" document. The document provides examples of protocols schools could implement, as feasible. The material in the document is not required by law to be implemented and is evolving as new information and recommendations are issued by federal and state agencies. LEAs need to work with their local health departments and local stakeholders to ensure that their protocols align with the most current scientific knowledge and community expectations. It is also reasonable to expect that the protocols schools implement will change as the local conditions change.

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INTRODUCTION

Procedures outlined within this document are intended to provide GSBA membership guidance in preparing for and conducting an effective recovery and successful re-entry into regular education services. Because experts are continuing to learn more about COVID-19 and the conditions surrounding the crisis are continually evolving, this guidance will likely change, be amended or added to. Local Education Agencies (LEAs) should coordinate with local authorities, such as state and local health departments, health centers, consulting physicians and health-care providers, and apply this guidance in accordance with the guidance they receive from these stakeholders. LEAs should always adhere to the most recent recommendations from the Centers for Disease Control and Prevention.

It is important to remember your recovery plan is only effective through a collaborative effort by all community stakeholders. Reviewing, practicing, and updating the plan on a regular basis is essential to ensuring the highest level of success in responding to any event. The Georgia School Boards Association will revise and update this document as needed. Additional information can be found in the attached resource pages.

Procedures outlined within this document are based on recommendations from federal and state resources, collaborative partners and institutional best practices and are not, unless otherwise indicated, required by statute or regulation. Some LEAs will not be able to address or implement all the procedures listed. Each LEA should use this document as a guide and consult with all relevant stakeholders to determine which procedures the LEA is able to address and the best way to proceed.

This document is to supplement the Georgia Department of Education's Georgia's K-12 Restart & Recovery guidance. https://www.georgiainsights.com/recovery.html

GOVERNANCE (School Board or Governance Team and Administrative Staff)

The LEA governance board should work with appropriate stakeholders to focus on the immediate needs to open school but also provide long-term planning in case the district needs to adjust its methods of instruction due to COVID-19. The governance board and administrative staff should create written action plans that are grounded in the LEA's mission and strategic plan goals and based on guidance provided by the Department of Education and public health agencies. Action items include:

- Revise the 2020-21 school calendar as needed and build in contingencies.
  - Consider an alternative calendar where the start date is delayed.
  - Consider alternative calendars in case the **School Building Closure/Distance Learning Plan** or the **Alternatives to School Building Closure Plan** are implemented.

- Review any policy revisions due to state waivers for 2019-20 and make any changes necessary.

- Review policy on Emergency Closings and any administrative procedures to determine if anything needs to be updated for the current situation. *(See Academic)*

- Review and revise the LEA's technology plan and examine what steps can be taken by the governance board and in the community to expand the number of students with reliable home internet access. *(See Fiscal)*
  - Ensure the inventory of related equipment, tablets, computers, wi-fi hotspots etc., is up to date.
  - Determine, as much as possible, what the home access is for teachers and students to tablets/computers and internet access.

- Review and/or revise the LEA's facilities plan based on recommendations from the superintendent and public health agencies to minimize risk of infection. *(See Physical Plant)*

- Review and/or revise the budget. *(See Fiscal)*
  - Determine how federal COVID-19 funding and other state or federal grants should be spent.
  - Ensure appropriate resources are allocated to facilitate the **School Building Closure/Distance Learning Plan** and the **Alternatives to School Building Closure Plan** developed by district staff.

- Review and/or revise the LEA's professional development plan as needed based on current situation.

- Review the LEA's relevant staff leave policies for clarity and to minimize absenteeism while still encouraging employees to remain home if they are ill.

GOVERNANCE (School Board or Governance Team and Administrative Staff)

- Review facility use policies.
  - Determine whether LEA facilities should be available for purposes other than student education or should be restricted to specific locations.
  - Determine if facilities should be used for polling places for elections.
  - Verify that contracts for facility usage include language that allows the district to cancel if necessary due to health concerns.

- Review the process for deciding whether the school will open as normal, use the **Alternatives to School Building Closure Plan**, or implement the **School Building Closure/Distance Learning Plan** and the process for toggling between these strategies as necessary.
  - Work with local health department to determine triggers for school building opening, closure or implementing additional precautions like excluding the public from the building. Please note that there may be local outbreaks where local schools should close, but the state will not act to close all schools. In those situations, the decision to close schools will have to be made by the LEA and the local health department.

- Ensure that an emergency planning team is in place and update the LEA's emergency operations plan, after a thorough and ongoing evaluation of the LEA's response to the 2020 pandemic closure. *(See page 18 for information on emergency operations planning and page 19 -Post-Recovery Evaluation/Assessment)*

- Develop a plan for conducting governance board meetings if social distancing is required or there is a stay-put order in effect that complies with the Open Meetings and Records Act (Sunshine Law).

- Work with the staff to keep constituents, stakeholders and the media aware of the LEA's planning efforts. A clear, calm and proactive governance response by the governance board can help assure the community and prevent anxiety. *(See Communications)*

COMMUNICATIONS

Effective and ongoing communication is a critical component before, during and after any school crisis. Implementing specific communication procedures and protocols will allow staff, students, families and the community to safely re-engage in the education process. It is recommended that schools follow the RPIE model (Research, Planning, Implementation and Evaluation) for their communication efforts.

- Develop an effective communications procedure:
    - **Who:** Identify who (or what department) will issue information to key audiences?
        - A central point of contact is vital to assuring key messages are accurate and consistent.
    - **What:** Determine central and supporting messages.
        - The central message must always be tied to student safety
    - **When:** Determine when information will be shared.
        - Prior to the schedule for releasing information is determined, all school employees will work with their supervisors who will in turn work with the primary district communication point of contact to vet and send information.
    - **How:** Determine which communication tools will be most effective in reaching primary audiences.
        - Understand that individuals receive and react to information in a variety of ways.
        - It is recommended that all vital information be shared at one time to reduce confusion, misunderstanding, and anxiety.
        - Keep all information in a central clearinghouse (website) with clear links.
        - Determine primary means to release information
            - Website
            - Email
            - Social media
            - Print copy mailings
            - Voice and/or video messaging
            - Traditional media outlets
            - Develop a regularly updated FAQ site
        - Use communication methods that reach families where English is not the language primarily spoken in the home.
        - Use communications methods that accommodate persons with hearing and visual impairment.
        - Work with community agencies, local government, Chamber of Commerce, health-related groups (including hospitals/clinics), and higher education to provide consistent and factual messaging that reaches a broad audience.
        - All communications regarding COVID-19 should be carefully designed to counter discrimination against or stigmatizing any person.
- Create a method for parents/students and employees to contact the LEA outside regular business hours when they have symptoms of or have been exposed to COVID-19.

COMMUNICATIONS

- Prepare communications to parents/guardians. <u>Examples</u>:
  - Information to parents notifying of school start date.
  - Information on the health and safety measures the LEA is taking to ensure students can return to school buildings safely.
  - Health protocols: The LEA will work closely with the local health department to develop appropriate safety protocols for students and others entering school facilities.
  - The expectations of parents and students if the **School Building Closure/Distance Learning Plan** or the **Alternatives to School Building Closure Plan** is implemented.
  - Basic information on COVID-19 and measures families can take to stay safe when not at school. (Georgia Department of Public Health Information on COVID-19)
  - Clear direction in student handbooks on when to keep a student home and the process for notifying the school.
  - The importance of mandatory immunizations and locations where they can be obtained as well as the importance of flu vaccinations. (GaDOE Immunization Information)
  - Information on trauma-informed practices. (Georgia Project AWARE)
  - Helping children cope with stress and tragedies. *(See the National Association of School Psychologists, Helping Children Cope with Changes Resulting from COVID-19)*
  - Availability of community resources.

    <u>Examples</u>:

    - Mental health resources
    - Food security
    - Medical/dental providers
    - Health insurance
    - Economic aid
    - Housing assistance

COMMUNICATIONS

- Prepare communications to students:

  - Put up posters in all buildings and provide other messaging on hand washing and covering coughs and sneezes. *Centers for Disease Control & Prevention's How to Protect Yourself & Others*

  - Public schools must ensure child abuse and neglect posters are in a public area of the school and in each student restroom. *(Georgia Department of Human Services, Division of Family & Children Services, Child Abuse & Neglect)*

  - Provide students information on suicide prevention hotline(s). <u>Examples</u>:

    - The National Suicide Prevention Lifeline

    - The Crisis Text Line MOSAFE 741741

    - Provide students information on the Georgia school safety tip line: GaDOE School Safety Hotline

- Prepare communications to the public

  - Post reminders at entryways not to enter the school if experiencing signs of illness.

  - Provide information on district exclusion rules on the district's webpage and in other communications.

PHYSICAL PLANT

- Inspect all buildings to determine readiness for re-entry and obtain other legal and appropriate safety inspections. <u>Examples:</u>
    - Fire code/safety inspections of all occupied buildings
    - Health department inspections of all cafeterias
    - HVAC/air quality inspections
    - Water quality inspections for drinking fountains and bathrooms that have not been used recently.

- Thoroughly ventilate, clean and then disinfect all buildings, desks, equipment, and other surfaces prior to students returning, using CDC guidelines.

- Create a time schedule for effectively cleaning and disinfecting buildings once students return. <u>Note:</u> Use products that are less likely to trigger asthma attacks.
    - Clean and disinfect all work areas, counters, restrooms, doorknobs and stair railings several times daily.
    - Create a plan to increase frequency during flu season and if there are increased incidents of COVID-19 exposure in the area or in the school community.

- Thoroughly ventilate, clean and disinfect all buses and other district vehicles. *(See Student Transportation Considerations)*.

- Inventory buildings to improve prevention measures. <u>Examples:</u>
    - Ensure there are enough accessible sinks and hand-sanitizing stations to accommodate frequent handwashing by entire classes.
    - Determine if the LEA has the appropriate number and type (no-touch) of trash receptacles and that they are placed appropriately to minimize exposure.
    - Determine if there is a need for other protective devices for employees with repeated exposure to the public such as clear plastic barriers in school building offices.
    - Determine if sneeze guards are required in the cafeteria.
    - Are there improvements that can be made to air quality to minimize transmission?
    - Are there surfaces that are not easily cleaned that should be recovered or replaced to minimize infection?
    - Evaluate how hygiene products like soap, paper towels, tissues and toilet paper are dispensed (no-touch), how frequently they are replenished and where they are stored.

NURSE / HEALTH PERSONNEL

- Inventory and request necessary supplies for the health room and other building use.
  Examples:
  - PPE (gloves, masks, gowns)
  - Touch-free thermometers
  - Sanitizers/cleanser, hand soap, tissues
  - Goal: All staff and students are provided an effective mask or cloth face covering that is the appropriate size.
  - Minimally masks are available for:
    - Health room staff
    - Any employee working with a medically fragile child
    - Any person exhibiting symptoms

- Review health office/facility to minimize infection. Examples:
  - Provide a separate room for students/staff who might have COVID-19 or other communicable disease and are waiting for pickup. The room needs to be disinfected frequently and restricted to authorized staff and students.
  - Determine if an area separate from the nurse's office is necessary to care for students that need suctioning, tube feeding and nebulizers to minimize contact with potentially ill children.
  - Ensure furniture and other surfaces can be easily disinfected.
  - Ensure trash cans and other receptacles are no-touch.
  - Examine equipment such as thermometers to determine if adjustments need to be made to increase sterilization and minimize chances of reinfection or if new equipment is needed.

- Communicate with families.
  - Review immunization records.
  - Review immunization records to determine that all students who do not have records on file have been immunized as required by state law or have a legal religious exemption on file. If a certificate is not on file, notify parent that the certificate must be provided for the child to enroll in school for next year.
  - Contact all parents with students on health plans and determine if they need to be revised to address minimizing infection. Examples:
    - Examine the care of students with respiratory illnesses and the administration of nebulizer treatments or suctioning.
    - Revise medication schedules to minimize the number of students in the nurse's office at one time.
  - Prepare lists of medical/dental resources to share with families.

NURSE / HEALTH PERSONNEL

- Prepare to provide daily health reports to the superintendent or central office (as requested).

- Communicate with state and local health departments.
  - Verify where staff and students can be tested for COVID-19.
  - Obtain current information and tools that help students, families and staff self-screen for COVID-19 illness.
  - Notify the health department when student or staff absences drop below predetermined threshold (as requested).

SOCIAL DISTANCING IN THE SCHOOL ENVIRONMENT
(EXAMPLES TO CONSIDER)

Note: This document uses the term "social distancing" to mean physical separation of a minimum of six feet. Some professionals prefer to use the term "physical distancing" as it more accurately focuses on separating people regardless of whether they are socializing. Some are also concerned that the term "social distancing" implies that there should be social separation as well as physical separation, which could be harmful to a person's health and mental health. This document uses the term "social distancing" because it is the term currently used by the Centers for Disease Control (CDC) and introducing new terminology could cause confusion. That said, readers should clearly understand that there are many methods for people to remain socially and emotionally connected while still practicing "social distancing," and these methods are particularly important as schools re-open.

The following are **examples** of measures that *(Local Education Agency)* **LEAs** can take to increase social distancing while still maintaining face-to-face instruction on the school campus. Some of these suggestions can and should be implemented in all schools, regardless of whether a state or local social distancing order is in effect. Some should be considered in the district's Alternative to School Closure Plan. Some may not be feasible for every LEA**. These are examples, not requirements, and it is up to each LEA to determine what will work given the resources available.**

Once the LEA creates its protocols, it needs to make them widely accessible to parents, students and the public. The LEA should consider putting them in staff/student handbooks and posting them on the district's website. The LEA should also note that the rules may evolve as they are implemented, and more information is obtained about COVID-19.

Credit: This document relies heavily on materials developed from the following documents:

- Centers for Disease Control, "Interim Guidance for Child Care Programs."
- Centers for Disease Control, "Interim Guidance for Administrators of US K-12 Schools and Child Care Programs."
- North Carolina Department of Health and Human Services, "Interim Coronavirus Disease 2019 (COVID-19) Guidance for Child Care Settings," updated April 13, 2020.
- San Diego County Office of Education, "COVID-19 Planning Assumptions."

- Van Vleck Independent School District, "COVID-19 Return to School Plan," completed April 1, 2020.

Review the entire education program for alternatives/options that meet the educational needs of all students:

- Schedule grade levels to attend school on alternate days to minimize the number of students in the building and give students take-home meals. Alternatively, schedule half of each class to attend school on alternate days.
- Schedule some of the grade levels to attend in the morning and some to attend in the afternoon.
- Consider year-round schooling with alternating breaks to minimize the numbers of students in the building at any time.
- Provide in-person instruction to elementary students and increase distance learning opportunities for higher grade levels.
- Offer both in-person and virtual instruction so that students who do not have adequate resources may still access instruction, but the class size in one room is minimized.
- Lengthen the instructional day to allow for fewer students in courses such as band, choir and orchestra during recess and in the cafeteria.
- If the LEA is large and has multiple buildings, consider only closing the buildings closest to area outbreaks.

Review course sizes, structure and classrooms to decrease infection:

- Cancel P.E., choir, band, orchestra and other large classes or reorganize to allow for smaller classes, maximum social distancing and other precautions.
- Eliminate assemblies, library time and use of the media center or reorganize to allow for social distancing.
- Alternate recess to minimize the number of students on the playground, require social distancing and allow time to disinfect equipment in between classes.
- Increase space between students during in-person instruction.
- Move classes outdoors.
- Rearrange desks to increase space in between students (Goal: six feet).
- Face desks in the same direction.
- Require students to remain seated in the classroom and assign seats.
- Minimize class sizes.
- Eliminate activities that combine classes or grade levels.
- Eliminate or minimize students traveling to different buildings to receive services.
- Eliminate or minimize employees from traveling between buildings.
- Consider broadcasting in-class instruction to multiple rooms to allow students to spread out.
- Implement a homeroom stay where the teachers rotate, as opposed to the students.
- Only allow supervisors and staff who are required for instruction to be in the classrooms.
- Prohibit students from sharing items like pencils and pens.
- Ensure adequate art supplies or educational tools to minimize sharing. When sharing is necessary, minimize the numbers of students having contact and teach disinfecting techniques.
- Discourage the use of attendance awards or perfect attendance incentives for students.

Cancel or revise activities that bring large numbers of students and the public together:

- Before- and after-school programs.
- Extracurricular activities, sports practices.
- Performances or games.
- Recess.
- Plan alternative activities for graduation and other milestone activities.

Review transportation procedures to minimize exposure (*See also Student Transportation Considerations)*:

- Run multiple routes to minimize the numbers of students on the bus at any one time.
- Stagger drop-off and pick-up processes to minimize gathering of large numbers of students at any one time.
- Create more bus stops to minimize the number of students waiting together.
- Encourage parents to transport their students when they can minimize the number of students on the bus.
- Encourage students to walk or bike to school.

Review nutrition services procedures to minimize exposure:

- Prevent people from self-serving food items.
- Napkins and silverware are provided directly by staff, not for individuals to grab.
- Engineering controls such as sneeze guards are in place in the cafeteria.
- Require students to eat with classmates in the lunchroom and not mingle with other classes.
- Plan to serve high-risk students separately from other students.
- Put tape marks on the floor six feet apart to promote social distancing while waiting in line.
- Prohibit or limit food-sharing activities.

Take measures to decrease students congregating in one location:

- Assign students to use different entrances.
- Stagger drop-off and pick-up processes.
- Stagger times students are in the cafeteria or have students eat at their desks in the classroom.
- Stagger times that classes are released.
- Require students to stay in an assigned section of the school yard or playground as opposed to mingling with other classes.
- Schedule restroom breaks to avoid overcrowding.
- Make hallways or entrances one-way.
- Rearrange furniture to avoid clustering in common areas.
- In locations where students line up, tape marks are put on the floor to indicate the appropriate social distancing.

Take measures to decrease employees congregating in one location:

- Close the staff/teachers' lounge.
- Encourage virtual meetings.
- Encourage employees who can effectively work from home to do so.
- Rearrange workstations to ensure they are separated by six feet.

Adopt hygiene measures:

- All persons are required to wash hands frequently when they come to school.
- Place hand hygiene stations at the entrances of all buildings.
- Encourage students and employees to sanitize their backpacks and personal items at the beginning and end of the day and separate personal items into cubbies or baskets that are not shared with other students. Do not allow students to share lockers.
- Require all persons to wash hands after blowing noses, coughing, or sneezing or when in contact with bodily fluids.
- Encourage classes and employees create their own hand signals to replace shaking hands, hugging or giving high-fives.
- Disinfect door handles, light switches, stair railings and other frequently touched surfaces regularly.
- Disinfect bathrooms and other common areas frequently with posted schedules where workers sign off the time when the work has been completed.
- Make sure that disinfectant and related supplies are available to all employees close to their workstations.
- Ensure that there are adequate sinks, soap and paper products for all classes or other sanitizing stations.
- Effective hand sanitizer is made available to all persons working or learning in the building.
- Post signs at all entrances informing all who enter that they must: a) Not enter if they have a cough or fever; b) maintain a minimum of 6-feet distance from one another; c) not shake hands or engage in any unnecessary physical contact.
- Post signs in bathrooms with directions on how to effectively wash hands.
- Employee handbooks and student handbooks include information on how to recognize the signs of infection and directives not to come to school if sick.
- Remove items from the classroom or hallways that are frequently touched but are not easily cleaned such as fabric.
- Designate a separate care room that is frequently disinfected for students that require diapering or services such as suctioning or feeding tubes to minimize student exposure.
- Install physical barriers in reception areas and workspaces where the environment does not accommodate social distancing.

Take measures so that persons exposed can be more easily traced:

- Use assigned seating for each class.
- Use sign-in sheets for in-person meetings to document attendees.
- Keep accurate records of any persons other than students and staff that enter the building, their reason for being there and the locations of where they travel in the building.

Minimize or eliminate the need for people to be in the building other than necessary employees and students:

- Cancel public use of school facilities.
- Restrict vendor access to the school to times when students are not present.
- Prohibit parent visits or minimize visits and require them to occur only in the school office.
- Restrict the number of people in the school building that are not students or staff to a minimal number and ensure that someone is assigned to enforce the rules.
- Post maximum occupancy numbers on doors.
- Only allow employees that are required for student instruction and student services to be in the building during school hours.

Dealing with illness

- Any person exhibiting signs of illness will be sent to the nurse immediately for evaluation.
- A separate room will be set up for any person who is exhibiting signs of COVID-19 to be cared for. Few people will be allowed in the room, and the room will be disinfected frequently. Students/staff will be walked out of the building from the room to persons driving them home. The names of all persons who enter the room will be documented.
- If possible and if adequate equipment is available, take regular temperature checks of students and staff. Use a touchless thermometer if possible. Do not use oral thermometers.

RE-ENTRY – PHYSICAL EDUCATION, PHYSICAL ACTIVITY, and SPORTS

(Refer to the most current CDC guidelines) for the implementation of social distancing practices and suggestions for how physical education classes may be modified to accommodate social distancing, which is included in the recommendations for modifications below. The CDC is currently developing the Re-entry Guidance for Physical Education and Physical Activity and asks that we continue to monitor the CDC website for latest updates - https://www.cdc.gov/coronavirus/2019-ncov/index.html.

Fall re-entry considerations: All efforts should be to modify activities to avoid canceling Physical Education.

Physical Education can be modified like all other classes.

- Reorganize to allow for smaller classes and social distancing (Goal: six feet).
- Alternate schedule - minimize numbers of students in gymnasium, require social distancing (Goal: six feet).
- Teachers use controlled entrance and exits -meet students at classroom – utilizing outside entry door as much as possible to pick up and take to gym, fields, multipurpose rooms, etc.
- Schedule outdoor activities as much as possible with weather conditions being considered.
- Use separate partitions in open spaces; utilize markings on gymnasium floor/wall/field (student section/workstations).
- Manage social distancing when moving students to gymnasium/field.
- Students should be provided own equipment for class/prohibit equipment sharing.
- Disinfect equipment between classes.
- Students disinfect hands in and out of PE class (hand-sanitizing stations).
- Blended Learning/Flipped classroom for concepts and skills relating to each standard (utilizing technology platforms).
- Teachers have access to technology to broadcast instruction due to increased social distancing (ex. megaphone or microphone).
- Teachers have the ability to communicate for safety purposes (ex. walkie talkie).
- Self-management - individualized programs – multiple activity stations allowing for personal choice with personal recording (record keeping, personalized logs, goal setting, etc.).
- Games and sport activities that require close guarding and potential contact with another player should not be included. Provide lessons that include no contact activities and no or limited equipment (e.g. shadow tag, jumping rope, running, etc.). Workstation equipment set-up should consider strategies for social distancing throughout activity.
- All efforts should be made at every level to assist students in creating personal activities and exercise plans that include logging and reporting of learning processes, achievement of standards and all available assessment benchmarks.

Locker Room

- Locker rooms would not be open to students. (Utilize hallway bathrooms if necessary.)
- Students should not be required to dress out. Students should wear clothing that is appropriate for weather conditions, allows for full movement and safe for participation when scheduled for PE.
- Showers should not be required for instructional PE.

Physical Activity

Protocols for Physical Education modification can be utilized to adapt activities such as before- and after-school programs, extracurricular activities, sports practices and recess.

- Alternate recess to minimize the numbers of students on the playground, require social distancing, and disinfect equipment between classes.
- Larger playground equipment that cannot be disinfected between uses should not be used until social distancing requirement can be eased.
- Classroom energizers/mindful minutes can be done in the classroom so that students can stay at or near their assigned desks.
- Provide regular classroom breaks for outdoor or hallway walking and movement activities.

High School Athletics

The Georgia High School Association **(GHSA)** governs high school sports in Georgia. They have issued guidelines regarding conditioning and other information for high schools.
https://www.ghsa.net/latest-ghsa-statements-coronavirus-situation

For districts who have middle school sports, the GHSA guidelines do not specifically apply. It is recommended that districts follow the GHSA guidelines as a minimum for middle school sports unless the local district has others in place.

EMERGENCY OPERATIONS PLANS   (Samples)

Sample Georgia Dept. of Education Safe School Plan and Continuity of Operations Template for Schools:
https://www.gadoe.org/schoolsafetyclimate/Pages/School-Safety-Planning.aspx

Sample Georgia Dept. of Education Pandemic Plan: Information for Georgia Public School Districts:
https://www.gadoe.org/schoolsafetyclimate/Documents/Georgia%20DOE%20Information%20for%20Pandemic%20Planning_March%2024%202020.pdf

POST – RECOVERY EVALUATION / ASSESSMENT

A thorough evaluation is necessary for planning purposes. The following questions are provided to assist districts in evaluating the 2019-20 school closure year to prepare for any future closures.

PHYSICAL PLANT
- Were there unexpected costs associated with buildings upon reopening?
- Did the buildings remain secure when not in use?
- What services were the buildings used for?
- Did the use of the buildings for services work well?
- Were there enough cleaning supplies for all buildings and buses?
- Were there contractual agreements being prepared or signed just before closing that needed to be addressed? Is the project essential or should the needs be re-evaluated?
- Is funding still available?
- Are there unfinished projects (i.e. remodeling) that need to be completed?
- Are continued precautions necessary (due to a recent event)?
- Is the primary contractor prepared to proceed on those unfinished or planned-for projects?

FISCAL
- Do you have documentation for potential reimbursements?
    - Have you reviewed the guidelines for reimbursements?
    - What costs were expended in excess of what was budgeted?
- What donations were received during the closure period?
- Was business technology available remotely to essential staff during closure?
- Was the processing of bills/payments able to continue during the closure?
- Were there agreements in place that had to be suspended?
    - Is the role of the School Resource Officer defined during closure?
- Was there a cost to the suspension of the agreements?
- How many staff were laid off or not paid during the closure?
    - Did FMLA apply?
    - Were any employees eligible for Workers' Compensation?
    - Are benefits extended or suspended?
- Are there mechanisms in place to sustain costs for supportive care for students?
- Assess the process for providing food to students in need:
    - Was the process sufficient or in need of improvement?
    - What were the challenges in supply?
    - Were delivery resources available and supported?
    - Were there contingency plans and were those plans effective?

ACADEMIC
- Are there changes needed to our closing and opening procedures?
- Did the school's remote electronic learning tools work?
- Are there electronic learning tools that worked better?
- How many students were unable to use remote electronic learning tools?
- Did the school have learning devices to send home with students?
- What is the cost of remote learning tools?
- How many students/families did not have internet?
- Did the Wi-Fi hotspots we distributed to students work effectively?
- Did we have teachers that struggled with using electronic remote learning tools?
- How many hours of instruction were lost?
- Will there be continued integration of technology into daily learning?
- Can a long-term remote learning environment be supported?
- Is funding available to acquire necessary supporting technology/equipment?
- Does the school technology infrastructure need to be updated/replaced?
- Should devices be acquired for every student?
- Was internet service enough for remote learning needs? Were supplemental materials needed?
- Is there a way to provide internet service to all students?
- Can disruptions in internet service be avoided or overcome?

PSYCHOLOGICAL AND EMOTIONAL
- Address concerns for continued psychological or emotional support.
  - Was there a plan in place for continued monitoring of students engaged in mental health care?
    - Who was responsible for monitoring children and families?
  - How many students/families were referred to mental health services during the closure period?
    - How many were referred and were unable to receive mental health services and why?

STUDENT/STAFF PHYSICAL RECOVERY
- Evaluate process of screening and testing.
  - Were external resources (Health Dept., Health Center, etc.) readily available to provide testing?
  - Was the screening process effective?
    - Were facilities/areas designated for screening sufficient?
    - Was enough staff available?
  - Were there any concerns with privacy or intrusions?
    - Are there reports of parental or guardian complaints?
    - Were students comfortable with the process?
    - Could staff have processed screening more effectively and with further discretion?

STUDENT TRANSPORTATION CONSIDERATIONS

The school bus is often the student's first point of contact with the school in the morning and the last point of contact in the evening. Thus, LEAs should pay particular attention to protocols used in student transportation to minimize the spread of the COVID-19 virus and protect both students and employees.

The following is an example of considerations and protocols that the LEA could put in place during the COVID- 19 pandemic. These precautions are not required by law and may not be feasible for some LEAs but should be considered. LEAs need to work with their local health departments to ensure the protocols align with the most current guidance and recommendations from the CDC, National Association for Pupil Transportation (NAPT), Georgia Department of Education and Georgia Association of Pupil Transportation.

Communication

LEAs should emphasize to parents and students prior to re-opening schools that the LEA has thoroughly disinfected all buses and student transportation vehicles. Parents will want to know more about what you have done in the 'down-time' to ensure the cleanliness and readiness of the school buses on which their children will be riding. In addition, the LEA should communicate to parents and students that student transportation vehicles are included in the district's COVID-19 plans and what role that students and parents will play in ensuring safety and minimizing infection while utilizing LEA transportation services.

Preparation and Cleaning

- o   Inspect all buses and transport vehicles for cleanliness and safety.
- o   Vehicle safety inspections are current.
- o   Scheduled service and preventative maintenance are completed or still on schedule to be completed.
- o   Cab/passenger areas are thoroughly swept and clear of dirt, litter or loose material.
- Inventory, collect and purchase enough cleaning equipment and hygiene supplies with the understanding that buses will be disinfected more frequently and thoroughly than previous years. Use products recommended by the CDC, local health departments and/or risk management professionals. Some of these products are listed on the following website from the U.S. Environmental Protection Agency (EPA) https://www.epa.gov/coronavirus/disinfectant-use-and-coronavirus-covid-19
- Conduct worksite hazard assessments to identify COVID-19 prevention strategies such as appropriate use of cloth face coverings or personal protective equipment (PPE), and follow the prevention strategies.
- Determine if PPE will be used while driving routes.
- Provide appropriate PPE for cleaning, disinfecting and sanitizing.
- Determine if physical barriers between the driver and passengers entering and riding the bus are feasible as long as they do not interfere with safety and normal operations.

Thoroughly clean and disinfect all buses and transport vehicles.
- Clean and disinfect all commonly touched surfaces within the entry, passenger and driver's areas of the bus or transport vehicle.
  - Keep doors and windows open while cleaning.
  - Wipe heat and air conditioner vents.
  - Refer to the CDC for additional information:
    https://www.cdc.gov/coronavirus/2019ncov/community/transportation/index.html
- Clean and disinfect buses before, between, and after routes, trips or extensive driving events and at the end of the day.
- Wait 24 hours before cleaning and disinfecting a bus/transport vehicle that transported a passenger or had a driver that tested positive for COVID-19 or exhibited symptoms of COVID-19. If 24 hours is not feasible, wait as long as possible. Affected buses can be used immediately after cleaning and disinfection.
- Ensure that cleaning supplies kept on buses are appropriately labeled and stored so that students do not have access to them.
- Ensure that cleaning supplies used are appropriately labeled so that employees are aware of the chemicals being used. Ensure Material Safety Data is available for all chemical products used in the process.

Modifications to Transportation
- When feasible, assign drivers to a single bus and a specific route and take other measures to minimize the number of drivers who use a vehicle.
- When feasible, assign students to a single bus. When necessary, exchange drivers as opposed to loading students onto a different vehicle.
- Limit students to one route and prohibit practices such as being picked up and dropped off in different locations, using different routes.
- Consider restricting routes between areas experiencing different levels of disease transmission.
- Stagger drop-off and pick-up processes and locations.
- Consider staggering bus route times to align with staggered school start times.
- Reduce the numbers of students on the bus at any given time:
  - Encourage parents who can do so to transport their students to and from school and activities.
  - Encourage students to walk to school. Work with local law enforcement or fire department to appropriately train individuals to work with traffic control and assist students in crossing streets and walking to school.
  - Encourage students to ride their bicycles to school by providing bicycle racks and locks.
  - Consider adding additional routes.
  - Arrange to transport medically fragile students in separate vehicles or pay parents or staff members to transport students separately.

- **Apply the most current social-distancing guidelines.**
  - Consider closing every other row of seats.
  - Consider only allowing one child to a seat.
  - Place floor decals or tape to indicate where students should sit and to mark six-feet distances in aisles.
  - Use volunteers or bus aides to enforce social distancing.
  - Encourage parents/guardians to monitor social distancing at bus stops. Prior to the first day of school, encourage parents to add chalk marks or tape at the bus stop in six-feet intervals to teach students the appropriate distancing techniques.
- Ensure ventilation systems operate properly while students are on the bus and increase circulation of outdoor air as much as possible by opening windows, using fans or other methods. However, do not open windows if they pose a safety risk to passengers or employees, or other vulnerable individuals such as students with asthma.
- Consider PPE, such as masks or cloth face covers, for passengers.
- Prohibit eating or drinking (unless medically required) or chewing gum on the bus.
- Consider installing hand sanitizer stations inside buses or provide drivers and passengers with access to alcohol-based hand sanitizers containing at least 70% alcohol on the bus.
- Consider reserving a specific seat for a medically fragile child that is not used for any other student during the day, with special precautions for disinfecting, or have the LEA arrange for separate transportation for that student.

Transportation Employees

- Review and update the list of available drivers and verify qualifications (driver's license, medical statements, annual training, etc.). Communicate status update requirements as needed.
- Prepare a list of drivers for respective routes and other school-related functions.
- Create a list of available substitute drivers with appropriate qualifications. Anticipate the need for additional substitute drivers in the next school year.
- Cross-train drivers on routes to ensure that more than one employee is prepared to drive a route if there are unexpected absences.
- Encourage all drivers to obtain or update immunizations.

Training

Ensure drivers and maintenance/cleaning staff are properly trained in the use of the tools and products as related to cleaning of buses and other transportation vehicles.

Examples of training topics should minimally include:

- Correct information about COVID-19, how it spreads, symptoms and risk of exposure.
- Appropriate protocols for coughs and sneezes for employees and students so that employees can model appropriate behavior and correct students.
- Who to contact if a student or the driver exhibits symptoms of COVID-19?
- The requirement that personal protective equipment (PPE) is worn (disposable masks, gloves, clothing, etc.), how to wear them correctly and maintain and dispose of the equipment.
- The appropriate methods for cleaning buses, including opening doors and windows for effective circulation and to avoid extensive exposure to cleaning fumes.
- The location of and how to use eye-wash stations in the case of chemical contact with eyes.
- The hygiene expectations of staff.
- Techniques for minimizing exposure such as:
  - Using gloves when handling and disposing of trash
  - Avoiding touching surfaces often touched by passengers
  - Universal precautions when handling bodily fluids.

Transportation Management or Routing Departments

- Follow social distancing guidelines of six feet of separation. *(See Social Distancing in the School Environment.)*
- Rearrange workstations to ensure they are separated by six feet.
- Consider placing barriers between workstations if they cannot be separated by six feet.
- Provide cleaning supplies to clean surfaces before, during and after the workday.
- Provide sanitizing stations and effective hand sanitizer to employees.
- Assess the need for, and supply, PPE if warranted.

Guidance for School Nurses to Safely Send and Receive Resources Between School and Home During COVID-19

*Note: This document is NOT a substitute for nursing judgment and does not dictate an exclusive course of action. **State and district laws and policies should be followed.***

School nurses are essential healthcare providers in the community working on the frontlines of the COVID19 pandemic in schools. School systems are transitioning to an online or virtual format. Populations of students without internet access or home electronic devices exist and provide a challenge for instruction. Students living in poverty with limited access to healthcare and adequate nutrition are often the same students lacking the ability to receive online instruction due to limited resources. In order to address the educational needs of this population, school systems are sending home backpacks, instructional materials, including electronic devices, paper documents, food supplies, student medication and other items based on the needs of the population.

Students with chronic diseases may need the medications and procedure supplies that were used at school sent home, such as for G-tube feeding, catherization, as well as supplies for diabetes management, asthma care, severe allergies. This list is not considered comprehensive and should be based on individual student needs. Diapers and wipes have been in short supply in the community. Families may need these supplies from school for their students with special health needs.

Guidance by the school nurse to the school community is needed to reduce the likelihood of disease transmission.

Decisions regarding the transfer of materials between school and home are based on evidence on the transmission of COVID19.

Refer to CDC's *Coronavirus (COVID-19) How to Protect Yourself* at
https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention-H.pdf
- According to the CDC, the primary route is person to person in close contact (within six feet)
  - When an infected person coughs or sneezes, respiratory secretions or droplets carry the virus
- Based on research in the *New England Journal of Medicine*, the coronavirus is stable for several hours to several days on surfaces, including two to three days for plastic and twenty-four hours for cardboard (Van Doremalen et al., 2020).

Sending resources from schools to families:

- Prepare materials to be sent home.
    - The location for material preparation should be cleaned and disinfected according to EPA guidelines with adequate space, light and ventilation for staff. https://www.epa.gov/coronavirus/disinfectant-use-and-coronavirus-covid-19
    - Establish a screening procedure for staff assisting with the material preparation.
        - Staff preparing the materials should:
            - Be symptom free, without a fever, cough or shortness of breath. (Fever is 100.4+)
            - Wash their hands with soap and water for 20 seconds or use 70% alcohol hand sanitizer prior to preparing materials.
            - Staff preparing the materials should not have been recently exposed to another person with the COVID19, including a family member in isolation.
        - Staff should be trained by the school nurse on infection control basics, social distancing, hand washing and use of gloves/facemasks if needed for preparation and delivery of materials.
    - Paper documents can be placed in large envelopes. Use envelopes that have a tie or use tape/labels to secure. Do not use envelopes that require moisture to secure.
    - Plastics, including electronic devices, should be disinfected according to manufacturer recommendations.
    - Backpacks or cloth bags should be new or laundered if used.
    - Materials should be prepared at least 24 hours in advance for paper materials, and 72 hours in advance for plastic materials.
    - Medications and other health supplies may be returned to families at parent/guardian request.
        - School nurses need to document in accordance with legal requirements/medication policy.
        - For example, the date, time, number of pills, tablets, or items returned to whom, and verified by another person if required.

- Options for sending materials: pick-up site at school location(s), dropping off at student homes or mailing directly to students.
  - For onsite pick up, consider community needs including transportation options of families, community bus routes and walkable routes.
    - Focusing on Title 1 Schools as community hubs will reach families living in poverty.
    - If nutrition programs are occurring within the school system, consider partnering with these locations for instructional material pick-up.
    - Use family drop off lanes outside at schools and have families place the student name on the windshield for easy identification.
    - Create walking zones outside of school for in-person pick up with tables to maintain six-feet distance between staff and families. Use cones, chalk or tape to direct families and assist them in keeping the required distance apart.
    - Instruct families that have an ill family member not to attend. Families can notify the school and send a replacement such as a neighbor or friend.
      - A signed note by parent/guardian is suggested for permission.
    - Schedule pick-up times to spread out the number of people present at any given time to less than 10 persons.
    - Medications should be picked up at school sites by adult family member.
      - A signed note by parent/guardian is suggested for permission.
  - Drop off procedures using school bus routes is an option for school systems, especially in rural or tribal areas that cover large geographic areas. Social distancing of six feet must be maintained with no direct contact.
    - Bus drivers or other staff may assist with material drop off, including food items at the curb in front of the student's home.
    - Teachers or other staff may drop off items at student homes, with previous notification.
      - Safety of staff should be considered.
      - Use of gloves is recommended if available.
      - Staff should have access to hand sanitizer to use before and after each drop off location.
      - Materials should be left on a porch, driveway or entryway for apartments/condos.
  - Mailing materials through the USPS or others is an option to consider.
    - It is possible that the costs of mailing materials may be recouped through state or federal resources due to the emergency status of the pandemic.
      - Follow school system policy for mailing materials.

Returning materials from families back to school:

- If nutrition programs are occurring within the school system, consider partnering with these locations for return of instructional materials.
- Use family drop off lanes outside of schools and have families place the returned items in a bin with a teacher or grade level on the bin for easy identification.
- Use return bins with wheels and lids to secure prior to moving into the school lobby or another central location.
- Create walking zones outside of school for in-person drop-off with tables to maintain six-feet distance between staff and families. Use cones, chalk, or tape to direct families.
- Instruct families that have an ill family member not to participate, notify school and send a replacement such as a neighbor or friend.
- Schedule pick-up times to spread out the number of people present at any given time to less than 10 persons.
- Clean and disinfect tables and other equipment used in the drop off.
- Allow materials to sit for 24 hours before they are accessed by staff if paper materials, and 72 hours for electronic devices.
    - Staff should use gloves for moving the materials to an interior location.
    - Staff should be trained by the school nurse on procedure(s) to clean and disinfect items meeting this requirement.
    - Custodial staff are resources for safe and effective cleaning materials effective against COVID-19.

References:

Centers for Disease Control and Prevention, (2019). Coronavirus 2019, COVID-19. *How to protect yourself.* https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention-H.pdf

Centers for Disease Control and Prevention, (2020). Coronavirus 2019, COVID-19. Cleaning and Disinfecting Your Facility. *Everyday Steps, Steps When Someone is Sick, and Considerations for Employers* https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html

Environmental Protection Agency, (2020). Pesticide Registration*. List N: Disinfectants for Use Against SARS-CoV-2.* https://www.epa.gov/coronavirus/disinfectant-use-and-coronavirus-covid-19

National Institutes of Health, **(2020).** New Corona Virus is Stable for Hours on Surfaces, *SARS- CoV-2 stability similar to original SARS virus* https://www.nih.gov/news-events/news-releases/new-coronavirus-stable-hours-surfaces

World Health Organization, (2020). *Q & A on Coronaviruses, (COVID-19)*
https://www.who.int/news-room/q-a-detail/q-a-coronaviruses

Georgia Association of School Nurses
https://www.gasn.org/

ACADEMIC

The LEA will coordinate with appropriate stakeholders to provide rigorous academic services for all students. Action items include:

INSTRUCTION

- The district will need to create a process to review standards to be taught by grade level with a focus on standards that will be communicated to the board in response to the adjusted school board calendar.

- Review timelines for local curriculum documents to ensure that all content areas adjust to provide a viable instructional program in the district during this adjusted learning timeframe.

- The district budget will need to be reviewed to identify resources within the organization to provide students with the supports needed to obtain an equitable instructional program.

- Determine alternatives to delivery models of instruction that support the present environment and meets the board-adopted strategic plan.

- The board may want to consider student learning needs for both in-person and online instruction and work as a governance team to foster an environment that will allow the district to create and establish protocols for educator teams to address issues that may arise.

- The board will want to consider what resources are available to create a plan to help support the district office as it seeks ways to provide supplemental instruction and progress monitoring that may be needed to support grade-level academic achievement.

- The board may want to consider adopting into curriculum the teaching of healthy habits at all grade levels. Some suggestions are listed below:
  - Educate students on viruses and the signs of illness.
  - Build in time throughout the day for routine hand washing by both students and employees.
  - Require students to wash their desks at least once a day.
  - Prohibit sharing of pencils and pens, etc.
  - Teach students how to wear masks or cloth face coverings and when to use them.

- Create an alternative method of instruction plan (**School Building Closure/Distance Learning Plan**) for instruction of students in case of school closure.
- Involve relevant stakeholders including teachers, parents, internet service providers, community centers with available wi-fi, food banks and other social services.
- Test the plan.
- Safely send and receive resources between school and home during COVID-19. *(See Page 25, Guidance for School Nurses to Safely Send and Receive Resources Between School and Home During COVID-19)*

GRADING SYSTEMS

- May need to review policy/procedures that reflect requirements of progress reports and report cards at the end of a grading period for each student, class, grade level and building that reflect the standards taught during that grading period.

- Review all board policies to determine if the present grading system will operate in the best interest of all students and reflect accurate opportunities of learning. Consider taking into consideration gaps in instruction.

- Review graduation requirements for the district and course requirements in a modified school calendar. Also consider the review of courses offered in a virtual format and the impact of these courses on fulfilling the requirements for graduation.

ASSESSMENT

- Adjust the LEA assessment plans and assessment calendars for the 2020-2021 school year if approved by the Board annually.

- Review all local assessment calendars to determine if any adjustments need to be made to reflect an accurate local assessment program that reflects a student's progress during the academic year. Which assessments need to be delayed until relevant standards are taught? Review the local assessment plan to determine which assessments are necessary to determine retention and current master level? Board action may be required if there is a policy that reflects such calendar.

- Review the role of local assessment results in recommending instructional grouping per core subject areas and adjust the board policy as needed.

TECHNOLOGY SUPPORTS FOR LEARNING

- Support the local district as it may create a technology support team. This team will be available to support technology issues of students, parents and staff when teaching and learning remotely.

- Review all local business, community and church supports to the district to identify pockets of technology support for internet access.

- Partner with identified technology supports to work with the district and parents to provide tools and resources for technology.

- Review all Internet Acceptable Use policies to ensure they are up to date and reflect the present timeframe.

- Review the District Internet Safety plan to ensure that students are protected in the use of technology during virtual instruction.

- Ensure that all district personnel are trained in how to support student learning using technology and knows the district protocols for identifying issues.

SCHEDULING

- The board may want to review the plan for district- and school-level scheduling during this timeframe taking into consideration adjustments that will be made due to instruction-model delivery methods as well as school-year calendar changes. Some areas to consider may be:
  - Additional time for student academic intervention and enrichment.
  - Additional time for handwashing, sanitizing desks and other good hygiene practices.

SPECIAL EDUCATION SERVICES

- The board will need to consider the following in meeting the needs of the program areas below:
  - Have IEP teams review and update Individualized Education Plans for special education students and address educational and health services if a) a doctor determines it is not safe for the student to attend school, b) the School Building Closure/Distance Learning Plan is implemented, or c) the Alternatives to Closing School Building Plan is implemented.
  - Plan to deliver required compensatory services.
  - Research options for providing services to students through telehealth or other virtual options.
  - Students with disabilities that have a 504 plan: Have 504 teams review and update 504 plans and address educational and health services if the School Building Closure/Distance Learning Plan is implemented or the Alternatives to Closing School Plan is implemented.
  - The board may wish to have updates on issues and progress in the above areas to keep them informed of potential issues.

ENROLLMENT OF STUDENTS

- The board may want to consider the following as it reviews enrollment policies and procedures within the district to enroll students:
  - Work with the local health department to include a questionnaire prior to the enrollment of transfer students to determine if a student is transferring from a hot spot or has recently visited a hot spot and has been exposed to the virus and determine when students need to self-quarantine prior to beginning school.
  - Review school supply lists before they are publicized to ensure that they are sensitive to the economic circumstances of the community.
  - Verify or obtain appropriate authorized use agreements for LEA technology and wi-fi access.
  - Have parents review and revise emergency contact lists, recommending the inclusion of persons who are not in the high-risk category for COVID-19.
  - Review local district policies in this area to ensure that they are adjusted to address issues.

SUPPLEMENTAL INSTRUCTION
- Review district policies and procedures for providing Remedial, EIP and Gifted Instruction to ensure that all programs are providing the support needed to meet students' academic needs.
- Review the district academic calendar to identify dates to provide remedial opportunities for students not meeting academic standards.
- Review the district budget to identify resources to provide support for supplemental instruction for students not meeting academic progress during the school year.

ACCOUNTABILITY/STRATEGIC PLANNING

- Review all district contracts with the Department of Education to ensure that the language reflects the current state of the district. This may require board action for contract amendments.

- Review all district Memorandum of Agreements (MOA) with the Department of Education for any Comprehensive Support and Improvement (CSI) districts and school(s), CSI Alternative Schools, CSI Promise Schools, Targeted Support and Improvement Districts and Schools (TSI) and School Improvement Grant (SIG) schools to review the expectations of all parties concerned as it relates to the delivery of services and intended outcomes. Review timelines and requirements to ensure that under the current situation the MOA may be completed successfully.

- Review the district strategic plan to reflect any changes in academics as indicated in this document. The district plan should reflect the most current actions with possible adjusted goals and timelines.

OTHER

- Boards may want to create an **Alternatives to School Building Closure Plan** to provide essential academic services in school buildings while minimizing exposure and avoiding a school closure and test the plan. Involve relevant stakeholders including teachers, parents, internet service providers, community centers with available wi-fi, food banks and other social services. *(See page 12, Social Distancing in the School Environment)*

- Review the district's academic ceremonies to ensure that they fit the present timeframe and reflect current policy requirements to ensure appropriate ceremonies are held at all grade levels.

- Discuss the current state of competitive interscholastic activities to ensure that the board is following and in compliance with the Georgia High School Association requirements to begin to offer these programs locally.

SOCIAL & EMOTIONAL HEALTH

While school district social and emotional health needs have always been important, disruptions caused by COVID-19 have magnified the stress, anxiety and worry of staff and students. Because of the vast impact of COVID-19, the LEA must now consider social and emotional learning (SEL) needs of students and staff as a common thread determining the effectiveness of its crisis plan and emergency preparedness. Though guidance is developed for implementation by the administrative arm of the school district organization and is chiefly an operations responsibility, it is clear that governance teams must ensure appropriate support such as embracing the SEL priority, policy development and/or amendment and needed resource support. The LEA should work collaboratively with relevant stakeholders to properly assess, transition and sustain the mental and emotional recovery and wellbeing of staff and students. Action steps for consideration can include research-based best practices outlined for managing school re-entry during the pandemic by the Collaborative for Academic, Social, and Emotional Learning (CASEL), the North American Center for Threat Assessment and Trauma Response (NACTATR), the National Alliance on Mental Illness, Georgia (NAMIGA), NSBA Center for Safe Schools and/or the National School Superintendents Association (AASA). Action items for consideration include:

- Activate the LEA crisis teams, wrap-around specialists and school-climate specialists to address psychological and emotional concerns in conjunction with the local mental health services, including post-traumatic stress syndrome counseling.

- Communicate widely that social and emotional health and wellbeing is foundational in the support of students and staff as they prepare to transition through the new ways of learning that might occur in schools.

- Incorporate SEL and academic supports in transition plans to maintain safe and caring environments for all students and staff.

- All communications and services provided to students and parents need to be closely evaluated with a trauma-informed lens.

- Ensure that appropriate measures are in place for screening students for mental health and trauma accordingly.

- Review measures for referral to professional mental health services, particularly those willing to provide services via telehealth.

- Review the LEA's suicide awareness and prevention policy and ensure an appropriate number of staff have been trained to respond to an incident and screen high-risk students.

- In preparation for reopening, contact all families of enrolled students to verify contact information, appropriate immunization, education received since closure and access to internet and computers.

- Contact appropriate authorities to ensure the LEA has the most recent information on active cases with enrolled students.

SOCIAL & EMOTIONAL HEALTH

- **Plan for emotional closure:** For nearly all LEAs, there were no opportunity for traditional "closure." Classes were discontinued except for distance learning, athletic seasons ended abruptly and milestone activities were canceled. Districts should provide opportunities for both staff and students to recognize the end of the school year. Examples include:
  - Contact all students who graduated in 2020 to discuss the student's plans and determine if the district can assist in seamlessly transitioning to the post-secondary plan.
  - Provide opportunities for students and staff to re-enter the building and retrieve personal items and return books and district equipment, observing appropriate physical distancing.
  - Provide social opportunities for staff to hold events that would allow for recognition, celebration and simple reconnections. Such events may be school employee-centric, or they could include the entire school family (All gatherings must meet prescribed protocol).
  - Host milestone events if possible, including:
    - Late graduation ceremonies
    - Transition ceremonies for students moving from elementary to middle to high schools
    - Proms or similar social functions

- **Plan re-engaging activities**
  - Before school starts, provide activities to get parents and students comfortable in the school building (Back-to-School Bootcamp, open house, altered bus routes, etc.).
  - Be mindful that the economic health of the family may have changed.
  - Review school supply lists to ensure only necessary supplies are included.
  - Provide families multiple opportunities to apply for the free or reduced lunch program.

- If there has been a loss of a student, staff member or a member of the school community:
  - Plan appropriate messaging to the school community and an opportunity for recognition and grief.
  - Ensure that grief counselors are available to students and staff.

RESOURCES

CASEL: Collaborative for Academic, Social, and Emotional Learning
https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf

NACTATR: North American Center for Threat Assessment and Trauma Response
https://www.nactatr.com/news/guidere-entry.html

SEL Resources for Educators Related to COVID-19
https://www.panoramaed.com/blog/sel-resources-for-educators-school-communities-and-parents-related-to-covid-19

NAMIGA: National Alliance on Mental Illness, Georgia
https://namiga.org/covid-19-updates/

NSBA: SEL COVID-19 Resources from Yale Center for Emotional Intelligence
https://www.nsba4safeschools.org/safeschools/ourdiscussiongroup/viewthread?MessageKey=604bd6ed-02a3-4a63-b2e8-4d4ba96e2ea4&CommunityKey=fd9aa832-3d76-4259-84cc-94e572c0d199&tab=digestviewer

AASA: The School Superintendents Association
https://connect.aasa.org/communities/community-home?CommunityKey=77b6b3e9-aa56-43d2-bbe3-df27ff284713

FISCAL

The LEA will coordinate with appropriate stakeholders to enact sound fiscal practices and stewardship of taxpayer dollars. Action items include:

- Conduct a full inventory of equipment and other assets.
    - Verify which students and families have district assets in their possession (computers, books) and remind them to return district property at the beginning of school and arrange for recovery if student is not returning.
    - Verify which staff members have assets in their possession and remind them to return them at the beginning of the school year or immediately.

- Procure necessary health and safety supplies.
    - Personal protection equipment (PPE).
    - Supplies for health rooms such as thermometers.
    - Cleaning supplies, including supplies that are effective against COVID-19 and are better for students with asthma or chemical sensitivities.
    - Soap, paper towels, tissue, toilet paper, hand sanitizer, antibacterial wipes, etc.

- Review and revise the LEA's technology plan.
    - Base plan on survey results regarding student home access to reliable internet and computers.
    - Procure hardware, software, licenses, learning management systems to improve virtual instruction under the School Building Closure/Distance Learning Plan. *(See Academic)*
    - Evaluate whether more IT staff is necessary or additional training is required to facilitate distance learning.
    - Work with government and business partners to expand the number of students with reliable internet access outside the school building, even if the problem cannot be completely resolved.

- Examine vendor contracts.
    - Restructure current contracts if possible, and make sure new contracts address contingencies of the **School Building Closure/Distance Learning Plan** and the **Alternatives to School Building Closure Plan**.
    - Require proof of emergency plan from crucial vendors to prevent or minimize disruption in services to students.
    - Ensure contracts require proper hygiene protocols for service providers or products entering the building.

FISCAL

- Warning: Carefully vet new purchases independently and thoroughly. There will be many vendors using the current crisis to increase sales. Make sure the products are a good fit for the district's instructional plan and that these products are competitively procured even if the district is not required to do so.

- Apply for emergency relief funding when applicable.

- Assess, approve and track expenditures related to recovery. Maintain documentation of COVID-related expenses and keep current on rules for the expenditure of federal funds.

- If the LEA has active construction projects, expect an impact on the project from disruption of the economy and labor markets. Proactively work with design professionals and contractors and communicate any changes to the public.

RESOURCES

Planning

CDC COVID 19: Considerations for Schools
https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html

COVID-19 Federal and State Resources for Schools Portal
https://www.ed.gov/coronavirus

FEMA Continuity Plan Template & Instructions for Non-Federal Entities and Community-Based Organizations
https://www.fema.gov/media-library-data/1389194640607-1a5f9a6d6557846f6e5924eea089f798/Non+Federal+Continuity+Plan+Template+and+Instructions.pdf

Implementing Safety Practices for Critical Infrastructure Workers Exposed to COVID-19
https://www.cdc.gov/coronavirus/2019-ncov/community/critical-workers/implementing-safety-practices.html

U.S. DOE COVID-19 Information and Resources for Schools and School Personnel
https://www.ed.gov/coronavirus

National School Boards Association (NSBA) Coronavirus Resources
https://nsba.org/Resources/coronavirus

National School Boards Association Center for Safe Schools
https://www.nsba4safeschools.org/home

Physical, Psychological & Behavioral Health

National Association of School Psychologists Health Crisis Resources
https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources

American School Counselor Association (ASCA)
https://www.schoolcounselor.org/

Georgia School Counselor Association
https://www.gaschoolcounselor.org/

National Association of School Nurses
https://www.nasn.org/home

Coalition to Support Grieving Students
https://grievingstudents.org/

American Academy of Pediatrics
https://www.aap.org/en-us/Pages/Default.aspx

American Academy of Pediatrics-Novel Coronavirus
https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/

Physical Plant/Facilities

CDC Recommendations for Cleaning and Disinfecting Facilities
https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html

USDA Food Service Guidelines in Response to COVID-19
https://www.fns.usda.gov/disaster/pandemic/covid-19

Association of Physical Plant Administrators (APPA) COVID-19 Resources & Guidelines
https://www.appa.org/covid19-resources-and-guidelines/

Georgia Association of School Facilities Administrators (GASFA)
https://gasfa.org/

National Association for Pupil Transportation
https://www.napt.org/

Georgia Association of Pupil Transportation (GAPT)
https://www.gaptonline.org/

Communications

Georgia School Public Relations Association
https://www.gspra.org/

Managing Emergency Communications, Alerts, and Warnings /Notifications
https://rems.ed.gov/ResourcesAlertsCommAndWarnings.aspx

CDC Crisis and Emergency Risk Communication
https://emergency.cdc.gov/cerc/

Guidance

Georgia School Counselor Association
https://www.gaschoolcounselor.org/

Missouri School Boards' Association Center for Education Safety
https://www.mosba.org/safety-task-force/

Missouri School Boards' Association Resources for COVID-19 Pandemic
https://ams.embr.mobi/Documents/DocumentAttachment.aspx?C=ZfON&DID=GJGDM

National Education Association's *School Crisis Guide*
http://www.nea.org/assets/docs/NEA%20School%20Crisis%20Guide%202018.pdf

Georgia School Pandemic Guide
https://www.gadoe.org/schoolsafetyclimate/Documents/Georgia%20DOE%20Information%20for%20Pandemic%20Planning_March%202%202020.pdf

U.S. Equal Employment Opportunity Commission
https://www.eeoc.gov/coronavirus

Athletic — Sports

Georgia High School Association (GHSA)
https://www.ghsa.net/

National Federation for High School Sports (NFHS)
https://www.nfhs.org/

Resources and Articles Regarding Re-Opening of Schools

CDC Considerations for School Starting Back
https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools-faq.html

A Crystal Ball for Fall: How Can K-12 Schools Cope?
https://www.ajc.com/news/local-education/crystal-ball-for-fall-how-can-schools-cope/ZZ4PJL1p2iFAVWZdWYhdyL/

What is the Right Way to Open Schools?
https://www.cnn.com/2020/05/21/politics/what-matters-may-21/index.html

Georgia School "Restart" Group Appointed
https://www.fox5atlanta.com/news/georgia-task-force-to-decide-best-approach-to-reopening-schools

https://www.ajc.com/news/state—regional-education/georgia-school-restart-working-groups-appointed/rKLy2lcpinhrhhy6MdqluN/

As Metro Atlanta Districts End School Year, CDC Releases Guidelines for Reopening
https://www.wsbtv.com/news/local/metro-atlanta-districts-end-school-year-cdc-releases-guidelines-reopening/YAPHSPHMAJBDVO2SFU6QSXO2ZM/

School Transportation News: Guidance for School Transportation Post COVID-19
https://stnonline.com/news/starts-task-force-looks-to-provide-insight-into-school-transportation-post-covid-19/

A Plan to Safely Reopen America's Schools and Communities (American Federation of Teachers)
https://www.aft.org/sites/default/files/covid19_reopen-america-schools.pdf

Fulton Schools Looking at 3 Possibilities for Back-To-School Plans: Addressing the New Normal
https://www.wsbtv.com/news/local/fulton-county/fulton-schools-looking-3-possibilities-back-to-school-plans-addressing-new-normal/CNZDPLAJDJB6LCAATXP6IOZFAM/

Alabama Guidelines for Reopening Schools
https://www.al.com/news/2020/05/alabama-publishes-guidelines-for-school-activities-starting-june-1.html

https://www.scribd.com/document/462504204/Summer-Guidance-ALSDE-May-20-2020#from_embed?campaign=SkimbitLtd&ad_group=126006X1587343X2785290275486c04297e2522ee66c16f&keyword=660149026&source=hp_affiliate&medium=affiliate

Funding/Reimbursement

CARES Act
https://home.treasury.gov/policy-issues/cares

State & Federal Agencies

Georgia Department of Education
https://www.gadoe.org/Pages/Home.aspx

Georgia Department of Mental Health
https://dbhdd.georgia.gov/

Georgia Emergency Management and Homeland Security Agency (GEMA/HS)
https://gema.georgia.gov/

Readiness & Emergency Management for Schools Technical Assistance Center (REMS TA)
https://rems.ed.gov/

U.S. Centers for Disease Control (CDC)
https://www.cdc.gov/
https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html

U.S. Department of Homeland Security (DHS)
https://www.dhs.gov/

U.S. Federal Emergency Management Agency (FEMA)
https://www.fema.gov/

U.S. Department of Homeland Security-School Safety
https://www.schoolsafety.gov/

U.S. Department of Education
https://www.ed.gov/coronavirus