RIVERSIDE COUNTY OFFICE OF EDUCATION

JUDY D. WHITE, Ed.D. | County Superintendent of Schools

MOVING FORWARD TOGETHER

A **PLANNING GUIDEBOOK** FOR THE SAFE OPENING OF SCHOOLS

Version 1 | June 2020

- Safety, Health, and Wellness
- Curriculum and Instruction
- Special Education
- Alternative Education
- Early Learning/Preschool
- Communications and Public Information
- Technology
- Personnel and Risk Management
- Business and Operations
- Policy and Governance

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Moving Forward Together
A Foreword by the Riverside County Superintendent of Schools

Dear Friends of Education,

Education stakeholders across Riverside County are grappling with the question of what school will look like in the fall. The guidance educators have received from Governor Gavin Newsom, State Superintendent of Public Instruction Tony Thurmond, and Riverside University Health System - Public Health is that students can return to their respective campuses as a part of phase three of the Governor's road to recovery plans. Within phase three, there are criteria schools will need to consider and/or adhere to, such as physical distancing and proper cleaning of facilities.

The Riverside County Office of Education convened a task force of school superintendents, association leaders, educators, parents, and other stakeholders to develop a framework of recommendations to open schools in keeping with the governor's four-phase plan. A framework of these recommendations is contained in this publication and provided to school districts to use as guidance in developing their respective plans for transitioning back to the classroom. This framework does not describe a definitive plan, but provides an outline of considerations and strategies to help prepare for the opening of schools this fall.

Schools will open for Riverside County students as early as August 2020 in some districts. Schools will look different for students based on the unique needs of each individual school district. Distance learning may continue for some students, others may return to a classroom experience with physical distancing, and some may return to a hybrid approach between distance learning and in-classroom experience so that fewer students will be in a classroom at one time.

All three approaches have different benefits and challenges for elementary, middle, and high school grade levels. The task force has reviewed each model and developed potential solutions and protocols unique to Riverside County. I am extremely grateful to the members of the task force for their generosity of time, content knowledge, and valuable contributions to the team.

Our students are looking forward to returning to school and, as consummate educators, we look forward to welcoming our students, their families, and our dedicated staff.

Please know that the safety of our students and staff is always our utmost priority. Thank you for your patience, stay safe, and continue to support one another as a community.

Sincerely,

Judy D. White

Judy D. White, Ed.D.
Riverside County Superintendent of Schools

Riverside County Office of Education Pledge
Every student in Riverside County will graduate from high school academically and socially prepared for college, the workforce, and civic responsibility.

A Message from the Public Health Officer of the County of Riverside

To Our Education Partners:

The impact of the COVID-19 virus in the American educational system is currently the great unknown. The current data suggests that children are likely to be infected with COVID-19 at about the same rate as adults. Fortunately, we have yet to observe a pediatric death anywhere in the state of California. That being said, even though we do not believe that asymptomatic and pre-symptomatic individuals are major drivers of infection, we do not know if that is also true for children. Few outbreaks have been linked specifically to schools. This has been attributed to the belief that student-to-student transmission outbreaks may not have been detected because students are largely asymptomatic.

Furthermore, this does not mean that children will not experience an adverse impact from a COVID-19 infection. Measles are usually a clinically benign infection, but a small minority will go on to experience severe nervous system damage years later. Multisystem inflammatory syndrome in children, or MIS-C, may be linked to COVID-19 and can be life-threatening. COVID-19 has not been around long enough to know what impact or long term affect is on pediatric patients. However, we cannot assume that just because it does not affect children now, it will not impact children later. As we seek to re-open schools, we have three infection prevention strategies to consider:

1. Preventing student-to-student transmission
2. Preventing student-to-staff transmission
3. Preventing staff-to-staff transmission

While social distancing and facial coverings demonstrate meaningful reductions in disease spread, young children do neither of these well. As a result, it is paramount for our educational system to devise creative age appropriate solutions to help prevent the spread of COVID-19.

Due to limited data and knowledge about COVID-19, we will be learning together about what works, what does not work, and what is necessary or unnecessary. Your flexibility and your observations are appreciated and solicited. Educational attainment is a major public health imperative, and competing public health priorities should not get in the way of ensuring robust educational opportunities for all students throughout Riverside County.

Thank you for everything you are doing in our classrooms, schools, and communities.

Attentively,
Cameron Kaiser, MD, MPH, FAAFP
Public Health Officer
County of Riverside

Moving Forward Together
Introduction

In March 2020, schools across California closed for the remainder of the 2019-20 school year, consistent with the guidance provided by Governor Gavin Newson, the California Department of Public Health, and Riverside University Health System – Public Health. The closures were in response to the COVID-19 pandemic and an attempt to contain and minimize the spread of the COVID-19 virus.

Across the county, policymakers and school leaders are making plans to open schools for the 2020-21 academic year, and some are preparing to do so sooner. In order to safely open schools and mitigate disease spread, state and district leaders are addressing several important academic, health, and structural considerations.

The Riverside County Office of Education, in collaboration with countywide leaders, developed a document: Moving Forward Together: A Planning Guidebook for the Safe Opening of Schools. The task force was comprised of school district superintendents, charter schools, district, and Riverside County Office of Education educational leaders, classified and certificated staff, students, parents, and community members. The guidebook provides insight into health and safety guidelines and social distancing strategies for potential use to successfully open schools in the context of COVID-19. The recommendations are intended to support school leaders and administrators in Riverside County as they plan for the opening of

the 2020–21 school year. Districts and schools are encouraged to utilize a lens of empathy and equity throughout the planning process.

Riverside County school districts are encouraged to be knowledgeable of current information and guidance released by Riverside University Health System-Public Health and to work collaboratively with district and community stakeholders in the development and implementation of plans and actions.

School districts may use this guidebook to support their local plans and individual community needs. This document includes five key elements listed below:

- Equity
- Focus Areas
- Essential Questions
- Implementation, Recommendations, and Considerations
- Resources

This guidebook reviews instructional models to serve students, support staff, community engagement, and how school districts can manage operations. The information can be used, in its entirety or in part, as school district leaders begin planning for the 2020–21 school year.

Purpose and Mission of the School Opening Task Force

Purpose
To discuss, plan, and implement key actions needed for the opening of schools in Riverside County in the 2020–21 school year.

Mission
The mission of the Riverside County 2020–21 School Opening Task Force is to ensure that every student in Riverside County is able to return to a safe and equitable instructional environment that is responsive to the impact caused by COVID-19 and the 2019–20 school closures.

Assessing Needs and Preparing

PLANNING FOR SUCCESS »

| COVID-19 **2019–20** | Summer **2020** | Fall **2020–21** | Spring **2020–21** | June 30 **2021** |

When considering actions needed for the 2020–21 school year, LEAs are encouraged to reflect upon each phase using three scenarios:

1. School closure orders are still in place

2. Schools open with mandatory social distancing and gathering restrictions/requirements

3. Schools open with no restrictions; normal operation can be resumed

LEAs should also include the vision and guiding principles respective of each contingency plan. This will assist LEAs' leadership teams to assess its needs and prepare and execute a plan for the 2020-21 school year. The following sections of these guidelines documents will provide:

• Equity

• Focus Areas

• Essential Questions

• Implementation, Recommendations, and Considerations

• Resources

Instructional Models

To ensure continuity of learning within a high quality instructional program for all students, LEAs can consider which instructional models work best to meet its needs and Department of Public Health directives when planning for the 2020-21 school year. The following models are three examples of potential instructional options with social distancing measures in place. This list is not exhaustive. LEAs should select the model or combination of models that best fit their students' needs.

• *Face to Face* The teacher and the student meet physically in a set place for a set time for either one-on-one learning or, most commonly, in group classroom lessons with social distancing and health and safety measures in place.

• *Hybrid Learning* Hybrid learning occurs both in the classroom (or other physical space) and via distance learning.

• *Distance Learning* Distance learning occurs when the learner and instructor, or source of information, are separated by time and distance and therefore cannot meet in a traditional physical classroom setting.

Scheduling Model Options

Example A: Two-Day Rotation Blended Learning Model Students report to school on two designated days based on grade level for in-person instruction (example: Monday/Wednesday for grade levels K–3, Tuesday/Thursday for grade levels 4–6). On the other days, students are engaged in enrichment opportunities aligned with academic goals established by the school through various programs, either on-site or with community partners, that are coordinated by school instructional staff. This could mean small group instruction for certain student groups, such as English learners receiving designated English language development. Physical education, health, and other content area teachers, as well as administrators and teachers on special assignment, could be included to reduce student-teacher ratios. On Fridays, all students would be engaged in distance learning opportunities and teachers in collaborative planning and/or professional learning opportunities. An important consideration is maximizing pre-existing student-teacher relationships. This could include students returning to teachers they had before the closure, creating advisory groups that build on positive relationships or instituting looping to ensure students know who they will be working with for the next two or more years.

Example B: A/B Week Blended Learning Model Half of the student population attends in-person learning opportunities four full days per week while the other half is engaged in distance learning opportunities. The students would alternate each week. All grade bands would be included. The instructional program would be sequenced to accommodate both asynchronous and synchronous learning opportunities for students. One day a week, all students would be engaged in distance learning while teachers would use the time for collaborative planning and professional learning. LEAs may also decide to have certain grade levels attend only in-person instruction while other grade levels engage in only distance learning instruction.

Example C: Looping Structure for schools serving grade levels TK–8, there is an opportunity for students to stay with the same teacher in cohorts for multiple grade levels. Looping provides opportunities for improved relationships between students and teachers, more targeted and efficient instruction, and a higher attendance rate. For example, a teacher and student cohort would stay together for first and second grade, increasing the opportunity for literacy rates on or above grade level. Teachers and students staying together over multiple grade levels can build a better understanding of health and safety, decreasing risks to students and staff.

Example D: Early/Late Staggered Schedules Grade level bands would have staggered start and dismissal times, such as AM/PM rotations (for example, TK–2, 3–5, 6–8, 9–10,11–12). The bell schedule would accommodate multiple recesses and lunch periods and multiple meal distribution points, along with time for students to engage in hand washing before entering classrooms. Students could be in a homeroom with teachers rotating to decrease student congregation in hallways.

CDE Resource
(Scheduling Option Models were adopted from the California Department of Education)

School Opening Guidelines

The following guidelines include five elements to consider while preparing and executing a plan for the 2020–21 school year. They are: Equity, Focus Areas, Essential Questions, Implementation, Recommendations, and Considerations, and Resources.

Safety, Health, and Wellness

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Technology

Personnel and Risk Management

Business and Operations

Policy and Governance

Safety, Health, and Wellness

FOCUS AREA 1
Isolation Measures

In light of the threats to the health and wellness of students due to the COVID-19 Pandemic, the Centers for Disease Control and Prevention (CDC) has highly recommended that at-risk students are isolated from larger groups of students. At-risk students are defined as "students" who are vulnerable to pre-existing conditions and have a compromised immune system. In addressing the isolation measures prescribed by the CDC, school districts need to keep in mind the use of space, social distancing, and sheltering students with a high risk of infection. Isolation measures for the specialized needs of students can vary from student to student. It is highly recommended that the school site staff carefully examine the health records of at-risk students and confer to address how these student needs will best be met from a logistical perspective. For example, some students might require specialized group or individualized instruction with extra isolation measures in place.

1. ESSENTIAL QUESTION: How will school districts implement isolation measures?

Implementation, Recommendations, and Considerations
School districts should be prepared to follow public health guidance regarding exclusion and isolation protocols for sick children and staff identified at the time of arrival or throughout the school day. If the local health department is not able to respond immediately, then evidence-based resources should be utilized by the CDC until a local plan is established.

Resources
- Copenhagen International School: Post-C19 Re-opening Plan
- Centers for Disease Control and Prevention COVID-19: Communities, Schools, Workplaces, & Events

2. ESSENTIAL QUESTION: What are the steps a school district should follow if there are confirmed cases of COVID-19?

Implementation, Recommendations, and Considerations
In the event of confirmed or suspected cases of COVID-19 among students or staff, schools should have in place guidance on appropriate cleaning and contingency plans for closing classrooms, schools, or districts based on identified cases, and in compliance with public health and CDC guidelines. The Department of Public Health should be notified to coordinate the response. School districts should consult if contact has not already been established. School districts consult with the facilities department, then a location for an isolation area or room can be identified.

3. ESSENTIAL QUESTION: What are the isolation guidelines for schools if there is a suspected case of COVID-19?

Implementation, Recommendations, and Considerations
In the event of a suspected case of COVID-19, the current school nurse-designated space should be evaluated and a determination should be made as to whether an adjacent space for isolation is available. If an adjacent space is not available, consider moving the healthcare area to a larger location with a separate adjacent space. Consideration of ventilation such as windows and an outside door is preferable to reduce the spread of disease for isolated individuals exiting the building.

Computer, phone, internet, and restrooms with hand washing facilities are required in the school nurse designated space as per CDC guidelines. The use of face masks for persons with respiratory symptoms and fever over 100.4 F is recommended if available and tolerated by the person and developmentally appropriate. Work closely with communication staff for the school/school system and local public health to share resources with the school community to help families understand when to keep children home.

Notify the Department of Public Health promptly regarding the suspected case to facilitate testing. Although the student should be dismissed home while they are ill, quarantining or isolating their contacts should only be done by the Department of Public Health based on any testing done. However, the school should be prepared to collect a line-item listing of spaces and likely contacts within them, similar to other airborne-transmissible disease exposures such as measles, chicken pox, TB, and present it to the Department of Public Health upon request.

Schools and districts are strongly discouraged from doing actual contact tracing, even if the case is confirmed. This function is performed by the local health department.

Resources
- Guidelines for School Meal Programs: What to do if a staff person tests positive or is presumed to have COVID-19
- Riverside University Health System: PUBLIC HEALTH Novel Coronavirus (2019-nCoV) Triage Flow Chart For Educational Settings
- CDC Coronavirus Disease 2019 (COVID-19): Considerations for Schools
- American Academy of Pediatrics: COVID-19 Planning Considerations: Return to Education in Schools
- California Department of Public Health. (2020). School district COVID-19 response plan [Report].
- CDC Infection Control: Standard Precautions for All Patient Care
- Riverside University Health System Public Health: Coronavirus
- COVID-19 Planning Considerations: Return to In-person Education in Schools
- COVID-19 Update: Shots for School
- Guidance Documents: Coronavirus Disease 2019 (COVID-19)
- Guidance on Providing Pediatric Well-Care During COVID-19
- American Academy of Pediatrics: Guidance Related to Childcare During COVID-19
- California School Nurses Organization: COVID-19 Health Services Recovery Plan Resource Guide in Educational Settings
- National Association of School Nurses. (2020). *Interim guidance: Role of the school nurse in return to school planning.*
- CDC: Schools During the COVID-19 Pandemic

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4. ESSENTIAL QUESTION: What extra measures can school districts take to prevent communicable disease transmission?

Implementation, Recommendations, and Considerations
School districts can take a number of measures to prevent disease transmission. These measures include:
- No-touch hand sanitizer stations should be provided to the students throughout the campus.
- Grab-bag COVID-19 kits should be readily available for district personnel. Items of the kit include: Aerosolized Transmission (aka. COVID-19) kit contents: Hand sanitizer, gloves, masks, eye covering, vomit bags, disposable gown, reusable gown, trash bags (for reusable gown or other if needed), thermometer, blood pressure cuff, stethoscope (for nurse use), pulse ox (for nurse use), water bottles, disposable cups, procedure tray covers, tissues, paper towels.
- Taking temperatures of the students and staff upon entering school. The use of a no-touch thermometer is strongly advised if this is implemented.
- Train staff to recognize signs and symptoms (visual inspection) - report/call school nurse for further assessment/direction.
- Personal protective equipment is recommended for staff taking temperatures. Impermeable plastic or acrylic (Plexiglass) face shields are one such example, as are surgical masks.
- Parents might have to be utilized for temperature-taking of their own child upon arrival to school.
- Frequent hand washing is advised in all settings, particularly when leaving the health office.
- Lab coats and masks for staff are recommended.
- Consistent messaging to parents about when to keep students home through mailing, phone blast, website, email, etc.

- Teach and reinforce use of cloth face coverings. Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Face coverings should be worn by staff and students (particularly older students) as feasible, and are most essential in times when physical distancing is difficult. Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently. Information should be provided to staff, students, and students' families on proper use, removal, and washing of cloth face coverings. The following should be considered:
  » Cloth face coverings and masks should not be placed on children younger than 2 years old, anyone who has trouble breathing or is unconscious, and anyone who is incapacitated or otherwise unable to remove the face covering without assistance. Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment.

Consider hiring additional healthcare personnel (i.e. health technicians, LVNs, RNs, etc.) to assist with temperature checks and/or health assessments.

Resources
- Academy of Pediatrics: Guidance Related to Childcare During COVID-19
- National Association of School Nurses: Interim Guidance: Role of the School Nurse in Return to School Planning
- American Academy of Pediatrics: Guidance on Providing Pediatric Well-Care During COVID-19

FOCUS AREA 2
Supporting Social Distancing and Infection Control
COVID-19 spreads mainly among people who are in close contact (within about 6 feet) for a prolonged period. Spread happens when an infected person coughs, sneezes, or talks, and droplets from their mouth or nose are launched into the air and land in the mouths or noses of people nearby. The droplets can also be inhaled into the lungs. Studies indicate that people who are infected but do not have symptoms, likely also play a role in the spread of COVID-19. Keeping space between individuals is one of the best interventions to avoid being exposed to this virus. Social distancing slows the spread of COVID-19 locally and across the country, and the world. School districts should be observing social distancing measures to prevent the spread of COVID-19. Social distancing is especially important for people who are at higher risk for severe illness from COVID-19. Furthermore, school districts should develop infection control measures in collaboration with their school nurse and local public health departments. Measures are practiced to prevent the spread of infection and break the chain of infection. School districts have a role to play in slowing the spread of infectious disease.

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1. ESSENTIAL QUESTION: How do we create a school environment that supports social distancing?

Implementation, Recommendations, and Considerations
School districts can take a number of measures to create a school environment that supports social distancing. These measures include: staggered start time, staggered academic days, limiting activities when large groups of students are in close proximity, and working with specialists for PE, Music, Art, Recess, and Cafeteria. Additional measures should be taken into consideration to include: revision to small groups and outdoor activities, no sharing of musical instruments, limited use of playground equipment, evaluating the use of drinking fountains, encouraging eating meals in the classroom or having a staggered cafeteria plan, and having a recess and passing periods plan. School districts should seek to establish a safer school environment by reviewing and modifying emergency plans, shelter-in-place, and evacuation plans.

Students with food allergies should be encouraged to bring their own lunches. Nutrition services should be ready to provide meal accommodations as outlined in previous year(s). A plan for staff lunch breaks should be developed for school sites in which students are required to eat in classrooms. Restrictions, as well as proper disinfecting protocols, should be in place for policies and procedures pertaining to students' use of restrooms.

Resources
- Interim Guidance: Role of the School Nurse in Return to School Planning
- https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html

2. ESSENTIAL QUESTION: How will we implement intensified hand washing protocols/hand sanitizer protocols?

Implementation, Recommendations, and Considerations
Preventive measures can be taken to establish intensified hand washing/hand sanitizer protocols. Free signage from the CDC website on hand hygiene should be utilized in high-traffic areas. The signage will educate students and staff and serve as reminders of ways to prevent the spread of COVID-19. Adults should model to younger students how to wash their hands. Hand washing measures should focus on: when staff and students arrive and dismiss, at regular intervals during the day, and before meals, after toileting, and after recess.

Hand washing is the single most effective infection control intervention (CDC). Hand washing mechanically removes pathogens, while laboratory data demonstrate that 60% ethyl alcohol, the active ingredient in CDC-recommended fragrance-free alcohol-based hand sanitizers, inactivates viruses that are genetically related to, and with similar physical properties as COVID-19.

Hand hygiene is performed by washing hands with soap and water for at least 20 seconds or using hand rub with 60% ethyl alcohol content until the content dries. Hand sanitizer should only be utilized if soap and water are not immediately available. Please note children under the age of nine should have supervision when using hand sanitizers.

If anyone enters the health office, then the expectation is that staff/students wash their hands immediately after exiting the room. If we expect staff/students to comply with hand washing/hand sanitizer protocols, then consistent messaging needs to be sent to parents, students, and staff.

Resources
- Guidance for School Administrators to Help Reduce the Spread of Seasonal Influenza in K-12 Schools
- CDC Coronavirus Print Resources
- CDC: Don't Spread Germs at Work
- CDC: Cover Your Cough
- CDC: Water, Sanitation & Environmentally-Related Hygiene
- COVID-19 Health Information
- CDC: Hand Washing
- CDC: Common Flu Signs & Symptoms
- CDC: Coronavirus Disease 2019 (COVID-19) How To Protect Yourself

3. ESSENTIAL QUESTION: How are we going to train cafeteria staff on new COVID-19 protocols?

Implementation, Recommendations, and Considerations
Training cafeteria staff on new COVID-19 protocols will be critical in ensuring optimal healthy practices. Some considerations are as follows: cafeteria staff/aides bring food to the classroom, limited choices for breakfast/lunch, food trays already pre-filled, protocol to ensure students with allergies are safe, a special line for students with allergies, and encouraging a culture of no food sharing.

If there is a special line for those students identified as having a food allergy, then the possibility of FERPA violations needs to be addressed.

Resources
- Guidelines for School Meal Programs: What to do if a staff person tests positive or is presumed to have COVID-19

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4. ESSENTIAL QUESTION: How does one return to school after a diagnosis of COVID-19?

Implementation, Recommendations, and Considerations
It is important to maintain privacy and prevent discrimination for those who may have COVID-19 while ensuring wellness for other students and staff.

Parents, students and staff should be reminded constantly to check for signs and symptoms of COVID-19.

The Department of Public Health is responsible for clearance of individuals infected with COVID-19, including students and staff. After a positive diagnosis is made, individuals should expect to be in isolation for at least 10 days after the test, and potentially longer if they continue to remain symptomatic. They should not return to regular work or school until they have been cleared by the Department, and school nurses should not clear any infected individual that has not been already cleared by the Department.

Resources
- CDC - Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings
- CDC - What to Do If You Are Sick
- CDC COVID-19: Interim Guidance for Administrators of US K-12 Schools and Child Care Programs
- FERPA & Coronavirus Disease 2019 (COVID-19) Frequently Asked Questions

FOCUS AREA 3
Important Considerations
Communities in the United States are preparing to open K-12 schools. There are several important considerations for school districts as they plan to open up. Public health agencies, CDE, and the CDC offer several considerations for schools that can help protect students, teachers, administrators, staff and slow the spread of COVID-19. Schools can determine, in collaboration with state and local health officials to the extent possible, how to implement these considerations while adjusting to meet the unique needs and circumstances of all students, and the local community. According to the CDC, implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs of each community.

1. ESSENTIAL QUESTION: What are important considerations for districts as we prepare to open up?

Implementation, Recommendations, and Considerations
Students, families, and educational staff have continued to shift and be flexible in the face of COVID-19.
As schools begin to re-open, there are important considerations. Based on community transmission COVID-19 data, school re-opening may not occur all at one time. School districts should ensure that criteria is met in order to safely re-open. The CDC has released a decision tree that should be utilized: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf.

In addition, the following should be taken into consideration:

- Students who have had intercontinental travel into the United States should be excluded from school for 14 days.
- Review the district's communicable disease/pandemic plan to make sure there is alignment.
- Establishing options for a phased re-opening, such as by beginning with reduced hours or certain classes/grades that will allow for monitoring the impact on the epidemiology of the outbreak at a local level before full re-opening.
- Based on current medical knowledge, the risks to students with high-risk medical conditions, especially mechanical ventilation-dependent children or children with tracheostomies, should inform whether individual students should continue a distance learning program or receive home or hospital instruction even after school re-opens. The few pediatric deaths reported to date have involved these highly vulnerable individuals.

If students are extremely vulnerable and are medically fragile, then it is recommended that the students obtain clearance from their physician in order to be in school.

Resources
- CDC - Schools During the COVID-19 Pandemic
- CDC - Coronavirus Disease 2019 (COVID-19): People with Disabilities
- CDC - Coronavirus Disease 2019 (COVID-19): People Who Are at Higher Risk for Severe Illness
- CDC: School Decision Tree
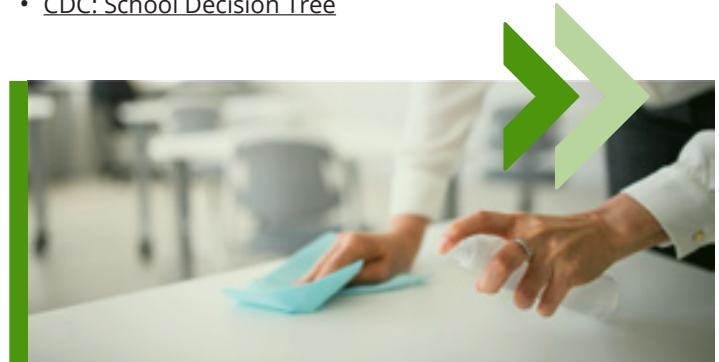
2. ESSENTIAL QUESTION: How will schools address new disinfecting measures?

Implementation, Recommendations, and Considerations
School districts should consider implementation of measures to limit the spread of COVID-19 within the school setting, such as appropriate disinfectant/sanitizing procedures; screening, monitoring, and testing for illness among staff and students; use of masks; and limiting interactions of students (e.g. teachers moving between classrooms rather than students). The ability to acquire necessary supplies to achieve the above strategies is critical. If specific disinfectants are going to be utilized, then facilities need to ensure that the solvents are on the approved EPA list for schools.

Resources
- CDC - Coronavirus Disease 2019 (COVID-19): Cleaning and Disinfecting Your Facility
- List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19)

3. ESSENTIAL QUESTION: What type of personal protective equipment should schools anticipate purchasing?

Implementation, Recommendations, and Considerations
Purchasing personal protective equipment (PPE), e.g., masks, gloves, eye protection, and gowns should take place as soon as possible. Updated PPE recommendations for the care of patients with known or suspected COVID-19 include the following:

- Face masks should be worn by staff, and placed on individuals who are symptomatic (such as with a cough) where practical and age-appropriate. Specialized masks such as N95 respirators should be reserved for health care professionals specifically trained in their use.
- When possible, face shields are the preferred safety measure for isolation areas.
- Eye protection (which a full face shield will provide, but goggles are also acceptable), gown and gloves continue to be recommended.
- Gowns should be prioritized, particularly in the event of shortages, for aerosol-generating procedures, care activities where splashes and sprays are anticipated, and high-contact patient care activities that provide opportunities for transfer of pathogens to the hands and clothing of health care partners.
- Touch-free thermometers
- Non-latex gloves
- Soap and water
- Towels
- Alcohol-based (60%) hand sanitizer if no soap and water are present
- Tissue
- Non-touch trash receptacles

Assistance from the local department of public health should be sought in the event PPE is limited and/or LEAs are facing difficulty in obtaining supplies. LEAs should consider the use of cloth masks or 3D printers in the event face shields are limited or difficult to obtain.

Resources
- CDC - Coronavirus Disease 2019 (COVID-19): Strategies to Optimize the Supply of PPE and Equipment
- CDC - Coronavirus Disease 2019 (COVID-19): Interim Infection Prevention and Control Recommendations for Patients with Suspected or Confirmed Coronavirus Disease 2019 (COVID-19) in Healthcare Settings

4. ESSENTIAL QUESTION: How do we track COVID-19 data in the schools?

Implementation, Recommendations, and Considerations
Contact tracing is a vital basic public health intervention to find people at risk, particularly for highly transmissible diseases such as COVID-19. Although schools are discouraged from doing contact tracing themselves, school attendance information can provide important data to public health officials during the contact tracing process. Therefore, school districts should take the following into consideration:

- Daily tracking of attendance & monitoring for trends should take place.
- Daily tracking of staff & students with symptoms of COVID-19 that are sent home should take place.
- Data tracking of how school nurses are supporting students should take place.
- Data tracking of the number of evidence-based health education/training sessions should take place.

Resources
- Interim Guidance: Role of the School Nurse in Return to School Planning
- CDC: Case Investigation and Contact Tracing: Part of a Multipronged Approach to Fight the COVID-19 Pandemic

5. ESSENTIAL QUESTION: How do we address limited group sizes in the school setting?

Implementation, Recommendations, and Considerations
School districts should anticipate continued restrictions on physical distancing/group size, per the CDC and/or the local or state health department. Scheduling and staffing models must be prepared to accommodate having fewer students and staff in a given classroom or space. This will also likely affect sporting events, team practices, and conditioning sessions. Currently, there are no specific limits other than to ensure that social distancing can be achieved in a typical space, but limits may be re-instituted depending on local disease spread. If the state or local health department does not have a local limit for approved group sizes in the schools, then information and guidelines from the CDC should be sought.

Resources
- COVID-19 Planning Considerations: Return to In-person Education in Schools

FOCUS AREA 4
Mental Health
Public health emergencies such as COVID-19 have a significant impact on students, their families, and educators, as well as the school mental health system. Concern has been raised about adverse mental health consequences of social isolation, lack of access to usual therapies and activities, and family stress related to finances and illness. School mental health professionals are critical in shaping messages to students and families about school re-entry including addressing anxiety, social acclimation, etc. Schools are encouraged to adopt an approach of universal services for mental health support for all students.

1. ESSENTIAL QUESTION: How do we address the mental health needs of students during the pandemic?

Implementation, Recommendations, and Considerations
School mental health professionals are critical in shaping messages to students and families about school re-entry including addressing anxiety, social acclimation, etc. Schools are encouraged to adopt an approach of universal services for mental health support for all students. Teachers and other school personnel should receive training on how to talk to and support children during a pandemic and principles of psychological first aid. If mental health professionals are limited, then school districts should ensure that school personnel have some type of basic psychological first aid training.

Resources
- American Academy of Pediatrics: COVID-19 Planning Considerations: Return to In-person Education in Schools

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2. ESSENTIAL QUESTION: How do we address a student that has lost a loved one due to COVID-19?

Implementation, Recommendations, and Considerations
Students requiring more mental health support, including those who are exhibiting suicidal ideation, should be referred for additional services. Support should be provided to grieving students as well as those experiencing other losses (e.g., missed experiences). Schools are encouraged to contact students who do not return to school, as they may be experiencing school avoidance due to anxiety related to the pandemic. Schools should be attuned to the broader social and family stressors that may affect a student's ability to attend school or be ready to learn. If school districts want to provide mental health information prior to the start of school, then information should be evidence-based and disseminated in several formats and languages.

Resources
- USC School of Social Work: Guidelines for Responding to the Death of a Student or School Staff
- CDC COVID-19: Coping with Stress

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3. ESSENTIAL QUESTION: How will schools address students that are having difficulty concentrating/learning due to the stress associated with the pandemic?

Implementation, Recommendations, and Considerations
Schools need to incorporate academic accommodations and support for students who may still be having difficulty concentrating or learning new information due to stress associated with the pandemic into planning considerations. Schools should establish community behavioral health referral agencies. Schools should coordinate with school health professionals, counselors, social workers, and school psychologists.

If a student presents with an anxiety/panic attack, then schools need to be prepared to address the student's needs.

Resources
- Managing Mental Health During COVID-19
- Maslow's Hierarchy of Needs

Curriculum and Instruction

- During these difficult times, it is important to recognize that each family has different needs and solutions. Therefore, it is important for LEAs to recognize that although it requires effort, it is essential to take the course of action needed to establish contact with each family in order to ascertain their needs.

- Be sure to provide a translation of materials into other languages, and to communicate with the deaf and hard of hearing.

- Keep a key eye on your most challenged students and use personnel to ensure contact is established and maintained for *ALL* students.

FOCUS AREA 1
Equity

Equity requires LEAs to use their knowledge, skill, and will to remove any barriers that can potentially cause inequity in their existing policies, structures, behaviors, and practices within our spheres of influence. Equity-minded leadership requires that LEAs develop the infrastructure that fosters the needs of all students. The re-opening school plan should have an equity scope from the beginning until the end. It is important to use the equity lens to redress inequity within various systems, structures, and instructional practices for all Pre-K-12 programs.

Through the use of designated universal screeners, diagnostic assessments, and other summative and formative tools, districts should ensure that high-quality instruction is being delivered for ALL students, along with opportunities to achieve their full potential. This also requires consistent monitoring, redesigning, and reflecting on what is being done to foster cultures for success in schools.

The following cross-cutting values can be a frame to support the creation of an equity plan: (1) equity demands students receive relevant and impactful instructional strategies, (2) high expectations to establish learning intentions & success criteria, (3) individual and collective efficacy to impact student learning outcomes and (4) activation of focused and intentional team actions.

1. ESSENTIAL QUESTIONS:

- How do LEAs recommend school sites come to know all of your students so that learning opportunities can make personal connections?
- How do LEAs recommend school sites support teachers to monitor the impact of instruction?
- How do LEAs recommend school sites determine instructional strategies that best support students in meeting their learning expectations?
- How do LEAs recommend school sites diagnose student learning needs to close gaps for students?
- How do LEAs recommend school sites use evidence of student learning to determine the learning needs of their teachers/teams?
- What do LEAs recommend for school sites to gather and analyze to determine the impact of their instructional decisions on student learning?

Implementation, Recommendations, and Considerations

- Develop systems for gathering student voice
- Design culturally responsive learning experiences
- Identify data analysis protocols to analyze and interpret teaching and learning
- Incorporate universal design for learning (UDL) for equity
- Strengthen teaching practices through focused professional learning
- Develop two-way communication systems to strengthen and support parents/caregivers

Resources

- Tools for Amplifying Student Voice and Creativity (Article)
- Culturally Responsive Teaching: What You Need to Know (Article & Video)
- NSRF Protocols and Activities… from A to Z
- The UDL Guidelines (Article & Charts)
- What if We…Don't Return to School as Usual (Article & Video)
- A New Deal for Education (Article)
- Don't Go Back to Normal (Video)
- CASEL CARES: Leading for Equity in Challenging Times: Our Role as Leaders to Catalyze Change (Video)

FOCUS AREA 2

Standards-Based Instructional Delivery Models

As LEAs select standards-based delivery models that align to the Department of Public Health directives as well as the needs of their students and families, considerations for equity and accessibility, instructional planning, and professional development will be key considerations to a successful implementation. Delivery model selection should include a plan to ensure robust and coherent learning opportunities, clarity of learning priorities, and equity and access for all learners while also ensuring support for the training of parents, teachers, and site administrators, the use of data to inform the improvement of instructional and school practices, and the consideration of changing environmental conditions.

1. ESSENTIAL QUESTION: How can we ensure delivery models are equitable and accessible to all students?

Implementations, Recommendations, and Considerations

Equitable and Accessible Delivery Models
It is recommended that districts and school sites anticipate equity and access barriers when designing delivery models as well as use data to identify who has access and for whom there are obstacles. Principles of culturally-responsive teaching and the UDL framework should be key considerations to enhance quality learning opportunities for all students. Equitable learning experiences should occur between multiple delivery models (i.e. face to face, hybrid, and distance). Device distribution procedures (take home vs. in-class access only) and implementation of small virtual and/or face to face groups for the most vulnerable student groups should be considered. Districts and school sites are encouraged to engage in a plan-do-study-act cycle of continuous monitoring to guide decision making and ensure delivery models remain equitable and accessible.

Clarity of Learning Priorities
It is recommended that districts and school sites identify and align instructional delivery models to learning priorities with an emphasis on changing environmental factors as well as current grade-level standards using acceleration, spiraling, and scaffolding as needed. When identifying learning priorities, districts and school sites should consider the assets and cultural context of students as well as student home environments and student and family variability. Additional recommendations include maximizing personalized learning beyond differentiation only with provisions for clear goals and flexible pathways as options for students to master the grade-level content. When considering clarity of learning priorities, extensive communication should be provided to all stakeholders. Districts and school sites should provide additional support to stakeholders when implementing distance and/or hybrid models with special considerations for parents of students who are new to the district and/or school site.

Engaging all Stakeholders
It is recommended that districts and school sites consider the implementation of a district task force team that supports the lenses of all stakeholders (parents, students, and staff) and take special precautions to engage parents in dialogue related to district initiatives. Educational and technology services departments should consider creating an implementation team that assists in the selection of devices and applications that support compatibility and accessibility for all learning in all environments.

Resources
- The Return: How Should Education Leaders Prepare for Reentry?
- A Blueprint for Back to School
- Designing Flexible Learning Pathways for Students
- Instruction Look Fors: Resources to enable personalized learning
- Overcoming the Distance: Promising Practices to Center Equity in Implementing Distance Learning
- Visible Learning Effect Sizes When Schools Are Closed: What Matters and What Does Not
- UDL Rubric
- UDL Guidelines
- How to Develop Culturally Responsive Teaching for Distance Learning
- Plan, Do, Study, Act

2. ESSENTIAL QUESTION: How can we best prepare principals and teachers to design and facilitate face to face, distance, and hybrid learning models?

Implementation, Recommendations, and Considerations

Standards-Based Delivery Model Professional Development

To ensure confidence and competence in all adopted platforms and applications, districts are encouraged to implement a comprehensive plan for initial and ongoing training and development that includes monitoring and supporting principals and teachers throughout the school year. It is recommended LEAs collectively define best practices, including strategies and resources for student engagement,collaboration across all student groups (EL, SWD, etc.), and in all learning environments. The professional development plan should include a plan-do-study-act cycle of ongoing monitoring to ensure optimum preparation for principals and teachers as well as identify potential modifications and revisions.

Maximizing Professional Development Opportunities

Districts should consider limiting the number of platforms and applications used to intentionally provide consistency to parents with students across multiple grade levels and/or schools while also maximizing training opportunities offered by district-adopted learning management system (LMS) vendors. Districts may want to consider a customized coaching model for administrators to ensure they are prepared to support the implementation of best instructional practices for face to face, synchronous and asynchronous models, and are equipped to support staff with implementation strategies.

Professional Development Principal and Teacher Inclusiveness

It is recommended that districts prepare principals and teachers to design, facilitate, and transition between face to face, distance, and hybrid learning models. To address skill variety, districts and school sites should consider the use of surveys to gather data on teacher and principal professional development needs. This Should include teacher and principal choice and voice in the selection of professional development opportunities. Coaching models in which expert teachers serve as mentors to support peers in the effective design and implementation of face to face, synchronous and asynchronous instructional models should be considered. Further recommendations include the use of micro-credentials and competency-based digital certification to support stages of mastery in skill and knowledge development. Bargaining unit implications in relation to professional development plans should be considered.

Resources

- What Separates a Good Blended Learning Program From a Bad One?
- Designing a High-Quality Online Course
- Blended Learning Models
- 6 Key Considerations for Supporting English Learners with Distance Learning

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3. ESSENTIAL QUESTION: How can we ensure robust and coherent learning opportunities that are responsive to formative data and changing environmental conditions?

Implementation, Recommendations, and Considerations

Robust and Coherent Learning Opportunities

In order to ensure robust and coherent learning opportunities that are responsive to formative data and changing environmental conditions, the task force makes several recommendations. It is recommended that districts set consistent educational expectations for instruction to ensure all models (face to face, hybrid, and distance) are consistently rigorous. When considering schedules, districts should factor in teacher credentials, particularly within a secondary model, to ensure equitable access for students in all possible models of instruction. Districts should consider creating curriculum design teams to ensure equity across models while also considering the use of a single learning platform that can be used across a variety of models. Policies and procedures that clearly identify criteria for implementation of an alternate delivery model (i.e. face to face to distance and vice versa) should be developed. Similarly, districts should ensure consistent policies and procedures to facilitate successful transitions between various learning models.

Clear Routines and Practices

It is recommended that clear routines and practices are established for teachers, students, and parents to use in all learning environments. Districts should communicate expectations and feedback protocols for face to face, synchronous, and asynchronous models to administrators, teachers, students, and parents. Formative learning tasks aligned to feedback protocols should also be implemented to monitor student learning.

Districts should also consider opportunities for collaboration across grade level and/or content area teams to include the establishment of foundational strategies, routines, and practices for monitoring student learning in face to face, synchronous and asynchronous models. Finally, districts should include a plan-do-study-act cycle as part of their established

routines and practices to ensure ongoing monitoring of robust and coherent learning opportunities that are responsive to formative data and changing environmental conditions.

Resources

- A Blueprint for Back to School
- Instructional Program Coherence: What It Is and Why It Should Guide School Improvement Policy
- Coherence Making by Fullan
- Feedback in schools by John Hattie

FOCUS AREA 3
Assessment and Measurement

As districts plan to re-open schools, educators must consider methods by which they can accurately assess students' academic and social-emotional needs to ensure appropriate student placement, align necessary supports, and invest in adequate resources. As the school year progresses, and as students may be learning in a variety of instructional settings, this requires educators to ensure that they have various methods by which to assess students' progress in order to plan appropriate instruction and intervention. Collaboratively analyzing data is necessary to align a collective and coherent response while also embracing a cycle of inquiry to ensure continuous improvement. It is also important to determine other possible metrics and measurement methods to address newly emerging areas of need such as access to distance learning, equipment, and engagement in various learning models. Communication with parents and families is of paramount importance during the planning process and throughout the school year in order to reinforce the home-school partnership and engage families in identifying and addressing students' needs.

1. ESSENTIAL QUESTION: How do we accurately assess students' academic levels and social-emotional needs upon students' re-entry into school in 2020–21?

Implementation, Recommendations, and Considerations

Selection and Administration of Diagnostic Assessments
Prior to students' return, districts and schools should consider scheduling opportunities for educators to identify essential learning standards per grade level and collaboratively developing diagnostic assessments to measure learning mastery based on identified essential standards. If essential standards are not developed or readily available, districts can determine appropriate diagnostic, universal screening assessments. Educators can consult with existing testing vendors and review curricular materials for available options and recommendations or determine if standards-aligned Smarter Balanced interim assessments might be repurposed for diagnostic purposes. Teachers should be included in the development and/or selection of assessments in order to ensure assessments are meaningful, purposeful, and used appropriately. Different assessments will be necessary for assessing academic levels (learning loss) and social-emotional learning (SEL) needs and assessments must be appropriate to students' grade levels. When designing or selecting assessments, be sure that results can be disaggregated by student group and program participation to illuminate any gaps when diagnosing academic and SEL needs.

Prior to administering any diagnostic assessments, educators must allow a period of time for students' readjustment to school settings and for relationships to build between students and teachers. The most vulnerable students (students experiencing homelessness, foster youth, students with disabilities, English learners, students directly impacted by COVID-19) should be prioritized in order to respond to needs as quickly as possible. Results of assessments should be used in collaboratively planning instruction and intervention to support learners and address identified needs (see recommendations in Standards Based-Instructional Delivery Models Guidance).

Language Proficiency of English Learners
Districts must determine the method by which language proficiency will be assessed in order to appropriately align English language development services. If summative English Language Proficiency Assessments for California (ELPAC) were not administered in Spring 2020, determine how language proficiency levels will be assessed to inform student placement, language development services, and reclassification. Initial ELPAC must be administered to all newly-enrolled English learners within 30 days. The Assessment Development and Administration Division of CDE is awaiting guidance related to initial ELPAC administration with social distancing requirements and will post information as it becomes available.

Support for Educators and Families
Provide professional development to teachers, site support staff, and site administrators (in-person or virtual) prior to assessment administration to learn the purpose and process for assessment administration as well as how to analyze, interpret, and respond to results. Include families/guardians in decisions about assessments and ensure there are frequent methods to communicate about results.

Assessing Special Populations
Provide appropriate testing accommodations when assessing students with disabilities. Ensure appropriate language supports are utilized when assessing English Learners in order to accurately diagnose learning and SEL needs. Determine and plan for alternative administration methods for early grades (TK-2) and newcomers that may need additional time or support.

Various Learning Settings
In a hybrid learning environment, consider which setting (in-person or virtual) is most appropriate for diagnosing needs. In a distance learning environment, consider alternative assessment options (online synchronous or asynchronous assessment, 1:1 administration by teachers in a virtual setting). If statewide academic assessments (i.e. Smarter Balanced) were not administered in Spring 2020, consider repurposing standards-aligned interim assessments to serve as a diagnostic academic assessment.

Strategic Planning
Without annual assessment results from 2019–20, consider how diagnostic assessments connect to the larger strategic planning effort in the district. Analyze results to inform development of the Local Control Accountability Plan (LCAP) and Special Education Plan (SEP) in order to ensure adequate investments in actions and services to address students' needs.

Resources
- See Riverside County District Assessment survey results for various assessment options currently being implemented or planned in Riverside County.
- Learning Acceleration Guide (p. 7-10, 16)
- How to Contend with Pandemic Learning Loss: Teachers will need to work together to uncover missed learning
- A Plan to Safely Re-open America's Schools and Communities (p. 11, 16)
- The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement
- The Return: How Should Education Leaders Prepare for Reentry? (p. 6)
- SEL Assessment Guide
- A Blueprint for Back to School (p. 13-14)
- SBAC Interim Guidance for 2020–21

- Using Assessments to Identify and Address COVID-19 Learning Gaps
- Instructional Recovery Plan Template

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2. ESSENTIAL QUESTION: How do we ensure that key aspects of a high quality, balanced assessment system including frequent progress monitoring can be implemented with fidelity across various learning models (e.g. distance, hybrid, or face to face learning settings)?

Implementation, Recommendations, and Considerations

Assessment Design
District and school teams should collaboratively determine agreed-upon features of a high quality, balanced assessment system with various stakeholders. Approach should be based upon assessment system research in order to ensure various assessments are meaningful, purposeful, and used with fidelity and to verify that various assessments are able to be administered across various learning settings. Success criteria aligned to academic and SEL standards should also be determined along with methods to measure success. In collaboration with various stakeholder groups (teachers, counselors, parents), identify appropriate assessment tools (tests, surveys, rubrics, portfolios, projects, etc.) for academics and SEL. Select or develop a variety of assessment methods that can be implemented in various settings including formative and summative assessments. Include screeners, diagnostics, progress monitoring, formative, and summative assessments, with considerations for the length and frequency of administration.

Data Analysis
Ensure that results can be disaggregated by student group and program participation to illuminate any gaps when assessing and monitoring student progress. Determine the process and frequency by which assessments will be administered, results will be gathered, and data will be analyzed. Include assessment coordinators and technology staff if results will be gathered in data management or student information system. Connect analysis and response processes to existing structures and systems (e.g. High Impact Teams, Professional Learning Communities, MTSS).

Support for Educators and Families
Provide professional development to teachers, administrators, and support personnel in the various assessment methods including training in student data privacy in remote learning environments. Communicate with families about the purpose of the variety of assessments, the various methods in which students will be assessed, and the results of student assessments.

Equity
Use an equity lens when defining key aspects of a high quality, balanced assessment system and when planning for implementation across various learning settings to eliminate bias.

Integrity and Honesty
Discuss academic honesty and assessment integrity, reliability, and validity when defining key aspects of the assessment system and planning for implementation.

Support for Special Populations
Provide appropriate testing accommodations when assessing students with disabilities. Ensure appropriate language supports are utilized when assessing English Learners.

Resources
- Visible Learning Effect Sizes When Schools Are Closed: What Matters and What Does Not
- Restoring Hope And Seizing Opportunity In The Face Of Crisis (p. 4)
- Make Assessment Work for All Students: Multiple Measures Matter
- Five Elements For Assessment Design And Use To Support Student Autonomy
- Assessing Student Learning in the Online Modality
- Assessing Online Learning
- Creative Methods of Assessment in Online Learning
- Using Conversation for Assessment
- Transition to Online Learning Assessment Webinar
- Using Universal Design for Learning (UDL) to accurately assess student progress
- Top 10 UDL Tips for Assessment
- Instructional Look Fors: Resources to enable personalized learning
- Technical Quality of Assessments (CA ELA/ELD Framework, Chapter 8)
- 'Types of Assessment' and 'Assessment Tools' (CA Mathematics Framework)
- Smarter Balanced Tools for Teachers
- Smarter Balanced Content Explorer
- Administering Smarter Balanced Interim Assessments Remotely
- Summative Assessment in Distance Learning
- Formative Assessment in Distance Learning
- Understanding the Formative Assessment Process 1-pager
- Understanding the Formative Assessment Process video
- Formative Assessments Video Series
- 75 Digital Tools and Apps for Formative Assessment
- 24 Digital Tools for Formative Assessment

3. ESSENTIAL QUESTION: How should we monitor and measure other aspects of a student's educational experience including access and engagement?

Implementation, Recommendations, and Considerations

Selection of Metrics
Determine which aspects of the educational environment must be measured in order to determine a baseline and monitor progress frequently during the school year. Select appropriate qualitative or quantitative measurements and data collection tools aligned to the identified aspects.

Data Collection and Analysis
Develop a monitoring schedule and select an analysis venue (e.g. district leadership meeting, staff meeting, etc.). Assign data collection roles and provide data collection tools/methods to appropriate staff. Training may be required depending on data types and staff experience. Collect and analyze data according to a predetermined schedule. Ensure that results can be disaggregated by student group and program participation to illuminate any gaps in access, engagement, and other selected measures.

Communication and Utilization of Results
Utilize various communication opportunities (board meetings, social media, website) to communicate results to stakeholders and seek input into opportunities for improvement. Celebrate successes and determine potential areas still in need of improvement. Utilize results of monitoring when collaboratively planning access and engagement opportunities to support learners.

Equity
Use an equity lens when determining which aspects of students' educational experiences should be monitored to demonstrate intentional focus on eliminating opportunity gaps. This requires analysis of disaggregated results to identify systemic trends in disproportionate access and engagement.

Privacy
Design tools and activities with awareness of legal guidelines such as Health Insurance Portability and Accountability Act (HIPAA) and (Family Educational Rights and Privacy Act (FERPA).

Frequency
Consider the quantity and frequency of various assessments and measurements to avoid overburdening staff with data collection and negatively impacting students and families.

Strategic Planning
Consider how selected metrics connect to the larger strategic planning effort in the district and to LCFF priorities. Results can inform the development of the Local Control Accountability Plan (LCAP) and Special Education Plan (SEP) in order to ensure adequate investments in actions and services to address students' needs.

Resources
- CCEE Distance Learning Playbook: Assessment
- CCEE Hybrid Learning Playbook: Assessment
- 3 Principles for Assessments During Instructional Recovery and Beyond
- Learning Acceleration Guide (p. 5-6,15, 21)
- Alternative Metrics Resource, Data Collection Tool, and Slide presentation (San Diego County Office of Education)
- Assessing the Impact of Disruption with Empathy Interviews (San Diego COE)
- Equitable Learning Recovery Toolkit for 2020-21 Planning

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4. ESSENTIAL QUESTION: How do we ensure effective, ongoing, two-way communication between stakeholders related to assessment and measurement?

Implementation, Recommendations, and Considerations

Communicating about Assessments
Districts should begin the process of developing a communication plan for varied audiences (parents, teachers, students, community partners) inclusive of assessment topics (types and purposes of assessment, assessment frequency, and schedules, how results are utilized, scoring and grading) and specific to channels used by each target group. The planning and implementation should include a diverse selection of stakeholders (teachers, counselors, administrators, parents, community members, etc.). Communication methods should include multilingual print, social media, personal messaging, and other accessible formats to articulate standards, learning targets (e.g. What a ninth-grader should know), types of assessment, assessment schedules, and grading methods along with opportunities for providing input. The plan should also support parents, extracurricular supporters, and community partners in creating an appropriate assessment environment for distance learning and how to preserve assessment integrity.

Communicating about Assessment Results
Assessment results should be shared frequently with families and students. Educators should engage students in meaningful conversations to review results and set goals for future progress. Improvement cycles should be embedded within the school year to respond to feedback and improve the system.

Equity
Maintain equity in student access and outcomes as the lens through which decisions are made and communicated.

Frequency
Health and safety must be prioritized. District and school decisions will be based on Public Health Department guidance and requirements which means information might change frequently. Due to the volatility of the current circumstances, decisions will be evolving. Decisions made today may change rapidly and frequently. Consider the frequency by which information must be shared in order to ensure that stakeholders have the most current information.

Resources
- CCEE Distance Learning Playbook: Communication
- CCEE Hybrid Learning Playbook: Communication
- Coronavirus Communication Strategies for Schools
- Learning Acceleration Guide (p. 21)
- Efficient and effective communication strategies for schools/districts to connect with families during COVID-19 (EAB)
- Tackling COVID-19 Together (CA PTA resources)

FOCUS AREA 4
Engagement
During these challenging times, it is important for educators to consider not only standard-based learning and assessments, but also how best to engage students and provide consistent communication to parents/guardians. As educators, we recognize that student engagement occurs when students elaborate on their thinking related to key concepts in order to establish meaning. This can present particular challenges when we consider that some districts are employing traditional face to face learning while others are incorporating hybrid and distance learning. Each of these models requires particular intentionality when it comes to student engagement. The first step in engaging students involves getting them to "attend." Thus, we offer the following essential questions to guide us in our thinking about how best to engage students.

1. ESSENTIAL QUESTION: How do we respond to students who are chronically absent?

Implementation, Recommendations, and Considerations
To respond to chronic absenteeism, it is recommended to search and seek out those who are chronically absent by generating chronic absentee reports on a regular basis. The LEA's Child Welfare and Attendance Coordinator or Director can assist with generating these reports for schools. Each school, however, also has the capability to generate chronic absentee reports. Once students have been identified as being chronically absent, every effort to contact the parent/guardian should be made directly by the school site. If the school site needs further assistance, the CWA liaisons can assist with home welfare checks. Additional considerations include:

- How might we use existing personnel to help conduct home visits? (This includes proctors, coaches, etc.)
- What safety measures would need to be taken for in-home visits?
- How can we use existing mentor programs to increase student attendance?

Resources
- Using Success Mentors to Combat Chronic Absenteeism
- Chronic Absence: 3 Tiers of Intervention
- SchoolHouse Connection - Using Chronic Absence Data to Identify and Support Students Experiencing Homelessness
- Distance Learning Plan Homeless Education Support Document

2. ESSENTIAL QUESTION: How do we promote student agency by honoring students' voices and choices in the new landscape of learning?

Implementation, Recommendations, and Considerations
To promote student agency by honoring students' voices and choices in the new landscape of learning, it is recommended to implement best practices in collaboration, communication, and connection for students and teachers. This is an essential strategy to ensure that students create personal meaning for learning. It is critical to provide options/choices for students as much as possible to build student agency. Accommodating students' needs as much as possible includes being geographically neutral. Many students may not have the resources to access face to face instruction or may not have Wi-Fi. An example of accommodating students in this scenario would be providing a work packet rather than requiring virtual lessons. Additional considerations include:

- How do we engage families/guardians/caregivers in their student's learning?
- How do we support families/guardians/caregivers as they support their child's learning?
- How do we support parents with best practices in terms of screen use?
- What are the best practices for students, for teachers, for collaboration, and for communication, etc.?

Resources
- UDL / Engagement
- CORE Collaborative Learning Menus
- Standards for Students | ISTE
- UDL Best Practices for Distance Learning
- BTS Spark COVID-19 Support
- Blended Learning and Online Learning Community of Inquiry Theoretical Framework With Catlin Tucker

3. ESSENTIAL QUESTION: What are some of the minimum criteria for instructional design that consider grade level and structure for the instructional day based on the new landscape of learning?

Implementation, Recommendations, and Considerations
In order to ensure that we are appropriately engaging students, it is important to consider such elements as developmental needs. Therefore, it is recommended that LEAs identify key practices by grade level and have recommendations noted by grade level and then systematize the content creation tools. Additional considerations include:

- Considering local community expressed needs and stakeholder input, what does the ideal daily structure look like?
- What are possible models of instruction (hybrid, ½ population, etc.) and what are the implementation strategies for each model?
- How often should students process information, share, engage in synchronous, and asynchronous learning?

Resources
- Blended Learning and Online Learning
- Community of Inquiry Theoretical Framework With Catlin Tucker
- Learning Solution - Why Instructional Design Matters in eLearning

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4. ESSENTIAL QUESTION: How do we provide social-emotional learning that promotes student engagement and supports staff and families in the new landscape for learning?

Implementation, Recommendations, and Considerations
In order to provide a comprehensive approach to education, it is important to consider the social and emotional needs of administrators, staff, students, and families. Attention to social and emotional learning (SEL) helps to promote learning environments that are safe and allows all stakeholders to share their thoughts, feelings, and ideas with others in the community. Also the pairing of SEL and equity can be used to close opportunity gaps and create more inclusive school communities. In addition, by leveraging current systems (MTSS, PBIS, etc.), districts and schools can integrate SEL into a multi-tiered system of support to provide a tiered response to the social and emotional needs of administrators, staff, students, and families both online and in-person. It will be crucial to examine, develop, and/or expand these systems as many stakeholders may need various levels of emotional support as schools re-open. Some additional considerations are:

- Has staff received professional development in social emotional learning?
- Is a multi-tiered system of support for SEL developed to respond to the needs of administrators, staff, students, and families as schools re-open?
- Have we adopted a research-based SEL curriculum that is used universally with all students?
- How will we discuss, identify, and address potential social and behavioral deficits students may have upon returning to school?

Resources
- CASEL
- Second Step COVID-19 supports
- Riverside helpline
- Care Solace, fast mental health referrals
- Managing Stress - COVID-19
- Talking with Children about COVID-19
- How to Help Children in Time of Crisis
- Teaching students to cope with stress
- Managing Stress and Anxiety
- Top 10 Ways for Students to Manage Stress
- CDE Help for Students in Crisis
- California Parent and Youth Helpline
- Safe and Civil Schools Resources
- NASP School Reentry Considerations
- Teaching Social Emotional Competencies within a PBIS Framework
- PowerPoint and Resources to Leverage PBIS to Meet the SEL Needs of Administrators
- PowerPoint and Resources to Leverage PBIS to Meet the SEL Needs of Students and Families
- SEL as a Lever for Equity
- Adult SEL
- SEL Curriculum
- SEL Tiered Intervention - One School's Story
- Leveraging SEL as You Prepare to Re-open Schools.pdf
- Yale Center for Emotional Intelligence
- CDE - California's SEL Guiding Principles.pdf
- CDE - California's SEL Resource Guide.pdf
- CDE - SEL in Distance Learning
- School Resources for Navigating Emotional Times
- Wide Open School

5. ESSENTIAL QUESTION: How do we engage and support families, guardians, and/or caregivers in student learning?

Implementation, Recommendations, and Considerations
Given the unexpected nature of this health crisis and the immediate action it posed for students, most LEAs primarily focused on direct student communication and engagement. However, in this new landscape, it is important to engage with parents, and caregivers as much as possible. Considerations can include such items as:

- Parent/ guardian office hours
- Other methods to collect parent/caregiver voice and input to collect their expressed needs

Resources
- Alvord USD Parent Resources (English and Spanish)
- How can families support student learning at home?
- Colorín Colorado: A bilingual site for educators and families of English language learners
- UNESCO - Resources for Parents and Teachers: Motivating & Supporting Children During Remote Learning
- EdWeek Video: 7 Tips for Parents Supporting Remote Learning
- 7 guidelines for effective teaching online

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6. ESSENTIAL QUESTION: How do we provide a multi-tiered system of support for positive behaviors and interventions within the various instructional models both at school and at home?

Implementation, Recommendations and Considerations
Positive Behavior Interventions and Supports (PBIS) is a tiered framework which uses data, systems, and practices to enhance student outcomes. PBIS can be used in the home and at school to minimize behavioral disruptions and support the social and emotional growth of adults and students both online and in-person. The PBIS framework can be adapted to support online instruction and student behavior by helping to establish clear expectations, create consistent and predictable learning routines, and develop positive and consistent feedback systems to affirm student choices. As schools re-open it is important to consider the current PBIS framework to ensure an empathetic and equitable response to trauma stakeholders may have experienced due to the pandemic. Schools should consider their tiered approach to PBIS to ensure supports and interventions provide a tiered response both online and in-person. Reviewing existing practices and supports such as mindfulness, restorative practices, mental health services, and trauma informed practices and integrating these practices and support within the PBIS framework will help to ensure stakeholder needs are met.

Schools should consider how stakeholder input will be gathered and included as they develop a plan to re-open schools and address the needs of stakeholders within the various instructional models. Identifying and reviewing available data will be crucial in determining and addressing the needs of administrators, staff, students, and families. Some additional considerations are:

- How can PBIS be utilized to address inequities within discipline policies and procedures?
- How can surveys be used as a method of data collection for current behavioral concerns for students, staff and families?
- Are systems and practices in place to ensure time and space is provided to reconnect with students and to reteach school-wide behavioral expectations in context?
- Does the discipline system ensure a lens of equity and empathy for students who may have behavioral concerns due to trauma experienced during the pandemic?

Resources
- Supporting Families with PBIS at Home
- Creating a PBIS Behavior Matrix for Remote Instruction
- Resources for Making Your School Year Safer More Predictable and More Positive
- PBIS-Cultural Responsiveness Field Guide
- Key Elements of Policies to Address Discipline Disproportionality
- Aspen Institute Report - From a Nation at Risk to a Nation at Hope.pdf
- Aligning and Integrating Mental Health and PBIS to Build Priority for Wellness
- Integrating Mental Health and Social Emotional Well Being
- Maintaining a Positive Learning Climate in the Aftermath of Tragedy
- Responding to the COVID-19-Through PBIS
- Track Positive Reinforcement with Be+App
- Distance Learning Surveys
- Guide to Well-Being During Coronavirus
- Alternatives to Suspension

FOCUS AREA 5
English Language Learners
Like all students, English learners experienced a sudden disruption to their daily lives and have experienced stressful situations due to the COVID-19 emergency. A focus on providing appropriate support to refocus English learners to engage in productive collaboration and learning is essential to their success. In the CDE document, *Stronger Together, A Guidebook for the Safe Reopening of California's Public Schools*, the CDE states that "the goal remains for English learners to achieve the same rigorous grade-level academic standards that are expected of all students within a reasonable period of time. To accomplish these goals, English learners must receive a comprehensive program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program (5 CCR[c][1])."

1. ESSENTIAL QUESTION: How will designated and integrated ELD be provided if students are participating in distance learning or a hybrid of in-person and virtual learning?

Implementation, Recommendations, and Considerations
A key to ensuring an English learner's progress in English language proficiency is to develop and support oral language development during designated ELD (D-ELD) and integrated ELD (I-ELD) lessons. Once an LEA has determined the instructional learning model most effective in supporting English language development - asynchronous, synchronous, or a hybrid of both - the following should be considered:

• Determine how instructional assistants will support students.
• Select technology-based resources that can be used to maximize engagement, learning, and collaboration.
• Identify materials (sets of student texts, workbooks, etc.) to send home with students.
• Determine if the current curriculum has a digital integrated or designated ELD component for which the LEA already has a digital subscription.
• Contact publishers and vendors to ask if free full access to components that support distance learning are available.
• Consider a hybrid model for at-home learning (virtual learning and/or assignment packets).
• Survey families to determine internet accessibility and provide guidance on how and where to get internet access.
• Rural areas with no internet access will need alternative methods such as packets, public television resources, etc.

Resources
• SEAL- 6 Key Considerations for Supporting ELs
• SBCSS Webinar- Considerations for English Learners and Online Learning
  » SBCSS webinar (recording)
• COVID-19 EL Resources
• Sanger Unified Choice Boards
• CDE English Learner Support Division Newsletters
• CISC Considerations for Inclusivity and Support within dELD during Remote Learning
• Google Tools for ELL
• Microsoft Immersive Reader
• Online ELD sites for K-12 students

2. ESSENTIAL QUESTION: How will LEAs ensure that all current English learners and reclassified students make progress during distance learning or a hybrid of in-person and virtual learning?

Implementation, Recommendations, and Considerations
In order for English learners to evolve and advance in their acquisition of the English language and receive appropriate services to support their progress, it is essential that the LEA determine how language proficiency levels will be assessed. Assessments can be used to inform student placement, language support services, and whether a student meets the state and local reclassification criteria. Considerations for assessing English learners include:

• Identify curriculum-embedded assessments from current ELD curriculum to assess English language proficiency.
• Identify how the LEA will support English learners who are not making progress toward proficiency.

- Plan for how employees will adhere to social distancing requirements as related to one-on-one language assessments (i.e. personal protective equipment such as face shields for the assessors, clear partitions for parent check-in and to review assessment results with parents, etc.).

- Additional recommendations for assessing English learners can be found in the Assessment and Measurement section.

Resources
- Matrix 4- Accommodations
- ELPAC Implications of COVID-19 and the Suspension of Testing
- Smarter Balanced Tools for Teachers

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3. ESSENTIAL QUESTION: How will we engage English learners' families and ensure they receive information and convey information in a language they understand during distance learning or a hybrid of in-person and virtual learning?

Implementation, Recommendations, and Considerations
Be tenacious about every English learner. When connecting with the families, aim for meaningful and authentic connections. Consider addressing the physical and social-emotional health of the family and its members before addressing academic topics. Other considerations that support positive family outreach include the following:

- Keep district and school websites updated with the most current information and links.

- Ensure communications are in a language that parents understand.

- Determine how parent liaisons can support outreach to families of English learners.

- Consider surveying families regularly.

- Consider developing a tool for two-way communication.

- Have sample letters ready.

- Consider virtual office hours for families as a forum to address questions, concerns, needs.

- When connecting with families,consider health and social-emotional connections first to ensure they are okay before addressing academic issues.

Resources
- California Department of Education (CDE) Parent Newsletters
- Talking Points: Two-way communication tool solely focused on family engagement for underserved and multilingual families
- English Learner Family Engagement During Coronavirus
- RCOE ELA/ELD Network Presentation on Best Practices for English Learners
- Sample Call Log, Questions to consider when making contact
- Edutopia Article - 6 Tips for Engaging the Families of English Learners
- Colorin Colorado A Guide for Engaging ELL Families: Twenty Strategies for School Leaders

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4. ESSENTIAL QUESTION: How will we provide professional learning opportunities and tools to teachers and paraprofessionals focused on meeting the needs of English learners during distance learning or a hybrid of in-person and virtual learning?

Implementation, Recommendations, and Considerations
Developing a protocol to support teachers in providing integrated and designated English language development helps to define for teachers how such lessons can be implemented in a virtual and hybrid setting.

Resources
- SBCSS Webinar- Considerations for English Learners and Online Learning
  » SBCSS webinar (recording)
- RCOE ELA/ELD Network Professional Development Resources
- Curriculum and Instruction Steering Committee (CISC) Padlet with Sample Lesson Models for Use with English Learners

FOCUS AREA 6
Expanded Learning

Schools that offer expanded learning programs support students socially, emotionally, and academically. Children from diverse, high-poverty communities benefit greatly from this support, in that they are rewarded with improved educational outcomes and long, lived relationships. Student success and well-being have been seen in the areas of academic success, character education, civic engagement, social and emotional development, and nutrition. Additionally, students are kept safe and free of the risky behaviors that harm unsupervised children left at home alone by learning about healthy choices and healthy behaviors. Expanded learning programs can lend support on multiple fronts, social and emotional, as well as linguistic and academic.

1. ESSENTIAL QUESTION: How can expanded learning program directors work closely with school leaders to create school-aligned academic supports?

Implementation, Recommendations, and Considerations

A quality expanded learning program includes a united effort by stakeholders to support a curriculum that deters failure and promotes success. School staff and expanded learning staff should meet regularly to ensure that the after school program is an expansion of the academic and social emotional day. Inclusion of expanded learning program site directors in staff meetings encourages mutual support and communication for all stakeholders. Districts/schools should consider including the after school staff in MTSS, PBIS and youth mental health first aid to support additional learning. Time for both staff groups to collaborate will result in better outcomes. Data collected from student participants in Expanded Learning Programs are more apt to show increases in all areas.

Resources
- Quality Standards for Expanded Learning in California
- Expanding Minds and Opportunities | The Expanded Learning and Afterschool Project

2. ESSENTIAL QUESTION: How can expanded learning program directors work closely with school leaders to create school-aligned social and emotional learning supports?

Implementation, Recommendations, and Considerations

Expanded learning programs may create pre-return to school programming involving a camp-like offering designed to assist students to emotionally acclimate back to school prior to the official start. The most effective programs are sequenced, active, focused, and explicit. Lessons and modeling demonstrate how to make supportive relationships with peers and caring adults. This would provide a high level of transitional engagement to the traditional classroom setting. Other allowable expanded learning program work may include:

- Online programming for youth that is reasonable and necessary
- Student and parent education and social-emotional well-being support
- Gathering virtual off-site student materials and information to support families
- Virtual staff meetings (conference calls, Zoom meetings, Microsoft Skype, etc.)
- Curriculum work
- Lesson plans
- Program data entry or validation
- Online professional development
- Systems planning work (e.g., summer programs, evaluation, sustainability, safety, budgeting)

During systems planning work, the district and Expanded Learning Program staff can engage together in high quality professional development. Expanded Learning staff are encouraged to engage in the technical assistance offered at the Riverside County Office of Education.

Resources

- The Key to Successful Expanded Learning Programs Is Mastery
- https://www.afterschoolnetwork.org/sites/main/files/file-attachments/quality_standards.pdf?1490047028
- https://www.cde.ca.gov/re/di/or/asd.asp

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3. ESSENTIAL QUESTION: How can expanded learning program directors work closely with school leaders to create school-aligned healthy choices and healthy behavioral supports?

Implementation, Recommendations, and Considerations
Expanded learning program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity, and other healthy choices in an environment that supports a healthy lifestyle. Proper nutrition should be a positive experience for students in an expanded learning program. Partnerships with community based organizations can serve to improve choices that students make. There is a strong connection between healthy behaviors and academic achievement. Healthy students are better learners, and academic achievement bears a lifetime of benefits for health.

Expanded learning programs should provide support to students, families, and communities during the COVID-19 crisis. In providing this vital support, the utmost attention should be given to the health and safety of staff and those individuals served. Districts/schools should consider including the after school staff in all health and safety training.

Evidence-based, effectively coordinated, and strategically planned health programs and services are vital for closing the academic achievement gap.

Resources

- Healthy Schools
- Quality Standards for Expanded Learning in California
- Department of Social Services Social and Physical Distancing Guidance

Special Education

FOCUS AREA 1

Program Models: Face to Face, Virtual, Blended

As districts make decisions to move forward with opening schools for students, many factors come into play when determining what instruction should look like for students with disabilities who are working towards their goals and objectives. Many families may decide to not send their children back as they don't feel comfortable as a result of the compromised health status of their student. Because instruction may look very different than in the past, there will need to be discussion about the roles of staff members and how learning will be assessed. When determining the services to be provided, districts will need to be sensitive to disability discrimination issues as well as FAPE issues.

- During these difficult times, it is important to recognize that each family has different needs and solutions.

  Therefore, it is important for LEAs to recognize that although it requires effort, it is essential to take the course of action needed to establish contact with each family in order to ascertain their needs.

- Be sure to provide a translation of materials into other languages, and to communicate with the deaf and hard of hearing.

- Keep a key eye on your most challenged students and use personnel to ensure contact is established and maintained for *ALL* students.

- It is also crucial to use progressive monitoring tools to support learning targets and to developing actions steps to support academic growth.

- We should ensure that schools sites are not over identifying specific students groups without evidence based practices by implemented, supported, and modified as needed. They should also provide evidence of multiple measures attempted before referrals are presented for assessment.

1. ESSENTIAL QUESTION: What does instruction look like for 2020–21?

Implementation, Recommendations, and Considerations

The following are examples of possible instructional models to serve the needs of students with disabilities and their families. With all of the models, it will be important to identify existing teachers with a desire to teach virtual and blended programs. Regardless of the model to be implemented, there should be no need to increase staffing as the caseloads would be dispersed amongst the model. It is imperative to address the language and translation issues that may arise whenever there are virtual and/or in-home services to ensure communication between the parents and staff.

Face to Face Model

Students would come to school in the traditional format for a full day incorporating the social distancing and all safety measures outlined by Public Health and the district's own safety, health, and wellness plans. Addressing the concern of parents who are afraid to send their students to school or on the bus within close proximity to others will be significant with this model. Districts will also need to address and determine the role of staff members who may have compromised health issues, or are at the age of concern regarding their fear of returning to the classroom or riding the bus.

Virtual Model
Provide all students with virtual lessons as a group. Setting up video conferencing for the class as a whole and then provide small group or individual lessons for specific goals and objectives. Related services staff will work with the classroom teacher to set up teletherapy during non-instructional classroom time.

Hybrid Model
Students will be staggered to physically attend on predetermined days. For example, some students will attend Monday/Wednesday and the remaining students will attend Tuesday/Thursday with virtual instruction on Fridays. In SDC programs, whole class activities should be live streamed so students in physical attendance and those at home can participate. During center rotations, a dedicated center for virtual participation in which a teacher/aide will run the center using video conferencing so students not in physical attendance can participate. The virtual center will consist of the same activities that are being run in other centers.

Blended Model
For SDC classes, the hybrid model could satisfy their needs. For RSP, send a survey to all RSP student families to gauge interest in a virtual model. Once the number is confirmed, RSP students district-wide will participate in a virtual model, identify a sufficient number of RSP teachers willing to take a virtual caseload, and assign those students to a virtual caseload. The RSP teachers would then be responsible for delivering SAI through both synchronous and asynchronous methodologies.

To provide related services, identify service providers that are interested in teletherapy. Shift caseload numbers over to the teletherapy providers and move their traditional caseloads to providers not providing teletherapy. Streamline caseloads to either be traditional or virtual. There could also be consideration of live streaming service sessions so that students can participate remotely.

Blended Model with Home Services
In addition to providing classroom and virtual services, the addition of providing services within the home for the more involved students may also be an option. Using a format similar to home hospital, providing the necessary services needed for students who may be too compromised to attend school and the virtual distance learning model may not meet students' needs. In order for this model to be implemented, it is imperative to ensure both staff and families have the appropriate PPE and strict procedures are enforced on the number of students seen per day.

Resources

- Equity, Access, and Innovation Supporting Students' Distance Learning Guide
- High Leverage Practices for SWD
- *El Centro Elem. Sch. Dist.* (SEA CA 2013) 11 EC LRP 38

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2. ESSENTIAL QUESTION: What does FAPE look like and how do we document it within each model?

Implementation, Recommendations, and Considerations
Upon re-opening schools for instruction, a system of assessment, and intervention to determine regression and recoupment of skills would provide additional information regarding goals, services required, and placement for students. New goals can be addressed within the various models through the IEP process. If FAPE within the least restrictive environment cannot be implemented in the current model, a prior written notice can be developed for the services to be provided with discussion of services upon change of educational environment. Keep the lines of communication open with the family and interact often to discuss the students' needs within the structure of the educational model. Section 504 and the IDEA can both interact in making decisions concerning a student if the student is on an IEP.

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3. ESSENTIAL QUESTION: What does the day look like for the staff, teachers, and/or paraprofessionals in their roles and how are they held accountable?

Implementation, Recommendations, and Considerations
In a virtual model, SAI teachers and related service providers will organize their day for planning, providing large and small group instruction as well as individual instruction on students goals, documenting interactions and preparing, scheduling, and holding IEP meetings. Face to face and blended models would be similar but would include instruction in the classroom with the addition of video conferencing components. The home instruction model would also require travel time and may include the use of the classified staff to assist within the home model. With a continual virtual component, discussions of the role of the classified staff will need to take place to determine the necessity of each position.

4. ESSENTIAL QUESTION: How are instruction and assessment validated and how is there assurance that all students have access to online instruction?

Implementation, Recommendations, and Considerations
Documentation is key to track services and interactions with students. Coaching for parents may need to take place to assist parents in helping their student as opposed to telling them or doing activities for them. Once students are back for face to face instruction, additional assessment may need to be implemented to validate the learning that has taken place. Districts may choose to survey all families to ensure access to devices and the internet. As a result, they may need to provide devices and internet connections for families as well as training to parents/students in order to fully participate. Discussions will be needed regarding budget and costs for providing 1:1 devices and internet connections for students will need to take place and determine which funds will be used.

5. ESSENTIAL QUESTION: How do we address FERPA/confidentiality concerns when working virtually with more than one student and/or family on video conferencing?

Implementation, Recommendations, and Considerations
Provide parents a waiver/permission form including a confidentiality clause to participate with their child on video conferencing that may discuss or review goals of students while other adults are on the call.

FOCUS AREA 2
Compliance: Legal Issues, Addressing Regression, Late IEPs and Assessments

Due to the COVID-19 pandemic and the stay at home order by the Governor as well as the school closures through Public Health, special educators have been unable to provide the services to special education students as written in each IEP. In this unprecedented situation, the USDOE has not given any relief in regards to IDEA requirements although the State Special Education Director has encouraged districts to do the "best we can" in providing services. That said, districts will need to review the regression of each special education student and prepare to provide "make-up" services. Because many assessments and IEPs were put on hold during this time, planning must take place to complete assessments and hold IEP meetings to become as close to compliant as possible. Teams must address services in the least restrictive environment.

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1. ESSENTIAL QUESTION: How do we manage the backlog of assessments (including Part C to Part B and Pre-K to Kinder) and IEPs as well as stay compliant with current cases?

Implementation, Recommendations, and Considerations
Planning is a major component to ensure that assessments and IEPs are coordinated and held in a timely manner. Scheduling past due IEPs within the first 30 days of the new school year to the greatest extent possible, will assist in keeping the district closer to timeline compliance.

To manage a backlog of make-up services and assessments, districts may begin offering make-up services over the 2020 ESY/Summer School time frame and continue to offer these services during school breaks throughout the 2020–21 school year. It is recommended to anticipate families be seeking these supports to help plan for additional make-up services. Keep the lines of communication open with the family and interact openly and often to discuss the students' needs and concerns. If the county and state health guidelines allow, resume open assessments over the 2020 summer to reduce the assessment burden during the 2020–21 school year.

2. ESSENTIAL QUESTION: How do we determine service and hours as well as provide the "Comp Ed"/Make-Up requests?

Implementation, Recommendations, and Consideration
Districts will need to develop guidelines to support IEP teams in determining "comp-ed"/make-up services for students once schools re-open. This will ensure IEP teams are prepared for the discussion and can address "comp-ed"/make-up concerns when brought up in the meetings. The make-up services are not offered minute for minute as written on the IEP. The decision should be made on a regression and recoupment model once students are receiving consistent services and interventions and determined on an individual basis.

Resources
- Consultation with an attorney for litigation-related issues.
- Guidance from the United States Department of Education earlier this year noted:
  » "If a child does not receive services after an extended period of time, a school must make an individualized determination whether and to what extent compensatory services may be needed, consistent with applicable requirements, including to make up for any skills that may have been lost."

FOCUS AREA 3
Staffing and Professional Development
As instruction shifts to a variety of models, staff will need support in moving forward with how to teach students. Districts will need to have consistent professional development to assist all staff members in learning to do their job in a different way. Discussion regarding staffing and roles will be important as districts move forward with their instructional models.

1. ESSENTIAL QUESTION: What does staffing look like in 2020–21 and what are the roles?

Implementation, Recommendations, and Considerations
Districts will need to provide opportunities for teachers and related service providers to hone their skills with technology. Having conversations with staff and asking for volunteers to develop and implement the virtual model for their caseload will allow teachers to build on their skills and be a part of the solution. This is the time to work closely with the union representatives to get their input and ideas regarding the upcoming changes in working conditions.

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2. ESSENTIAL QUESTION: How will contract language be addressed for changing work conditions?

Implementation, Recommendations, and Considerations
Changes in working conditions in the short term may only require an MOU. However, as this "new normal" sets in, contract language may need to be amended to address the new instructional requirements. Work closely with the union representatives to get input, options, and the changes in working conditions.

3. ESSENTIAL QUESTION: What professional development will teachers need to be efficient in their new roles?

Implementation, Recommendations, and Considerations
Professional development offerings will assist in moving staff forward as new instructional models are implemented. Since there may be different options of services for students, there may be more opportunity to provide PD for staff through a virtual model as opposed to in-person. This would reduce the need for substitutes since there tends to be a shortage. If districts are unable to provide these PD opportunities, they may look into consulting with outside agencies to provide support. Some of the areas include:

- Compliance issues
- Technology
- Instructional platforms adapted for special education students
- Instructional strategies for teaching face to face, virtual or in blended models
- Virtual IEP meetings

Alternative Education

FOCUS AREA 1
Student Enrollment Procedures for Alternative Education

Due to the COVID-19 pandemic and the stay at home order, students who are enrolled in alternative education may be significantly impacted. It is imperative to have a consistent connection with students during this time to ensure they remain on track working towards graduation. Students need to have access and enrollment with limited delay in their education.

1. ESSENTIAL QUESTION: How can we ensure that foster youth, students experiencing homelessness, migrant youth, children of military families, and former court school students who are eligible for the California state minimum graduation requirements are being identified at enrollment?

Implementation, Recommendations, and Considerations

Several steps need to be put into place to ensure that foster youth, students experiencing homelessness, and former court school students are immediately enrolled in school. Once they are enrolled a transcript evaluation should be conducted of foster youth (AB 216), former juvenile hall court school students (AB 2306), homeless youth (AB 1806), as well as children of military families (AB 365), migrant and newly arrived immigrant pupils (AB 2121) who transfer schools after their second year of high school in order to determine eligibility for the California minimum graduation requirements. While evaluating transcripts, special attention needs to be taken to ensure partial credit is accepted and issued. Districts will need to determine and possibly ask the state for waivers for homeless/out of state or country students who arrive with no documents to allow them to start school.

School-purchased devices should be made available to maintain continuous access at school and outside of school settings to continue the students' free appropriate public education. If a student moves away from the distributing school, the student may continue to use the device, or a comparable device, for up to two months or until the device is replaced in the new setting, whichever occurs first (EC § 56040.3). Districts need to ensure the acceptable use policies are updated.

To ensure these steps are put in place, professional development training for counselors, registrars, and administration needs to be provided.

Resources

- Riverside University Health Systems-Behavioral Health
- Horizons
- Desert Learning Academy in PSUSD

2. ESSENTIAL QUESTION: How can we support families who don't have access or the ability to upload documents for enrollment?

Implementation, Recommendations, and Considerations

In order to provide parents with enrollment access and capabilities, LEAs should provide scanning centers equipped with staff who can help assist parents with enrollment or provide these resources at the LEA's Parent Community Center.

Student Scheduling for Alternative Education

As school re-opens, alternative education has an opportunity to provide instruction in alternative formats in order to offer flexibility for the most vulnerable students. It is imperative to keep these students in school and focused on their goal to graduate by offering options to complete their course of study.

1. ESSENTIAL QUESTION: Can we expand alternative education online programs?

Implementation, Recommendations, and Considerations

In order to ensure continuity of educational access, hybrid learning or distance learning are both viable options. LEA's are encouraged to provide remote online intervention/support times for students in ELA and math by teachers, instructional assistants, and program specialists. LEAs should ensure that all courses (CTE/AVID opportunities) are available online for alternative education (i.e. cooking lessons online/video provided by students in a private space) - including tutorials for both parent/student. If the district offers a teen parenting program, students should consider independent study or online options for health and safety with the understanding that parenting teens may not be excluded from any class or extracurricular activities solely on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or postpartum recovery.

Resources

- Care Solace
- CDC Guidance for School Settings

2. ESSENTIAL QUESTION: If we expand online programs, does it change student placement if they are SWDs?

Implementation, Recommendations, and Considerations

IEP teams need to decide if accessibility options are a priority. Teams need to address goals, services, and placement in addition to the least restrictive environment. A prior written notice may need to be developed if there is a discrepancy in current needs and services. The IEP team will need to offer services during an IEP meeting. If it is a virtual meeting, an electronic signature can be used to sign an IEP.

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3. ESSENTIAL QUESTION: How can we ensure that the foster youth, students experiencing homelessness, migrant youth, children of military families, and former court school students have flexibility in their schedules and support to meet their graduation requirements?

Implementation, Recommendations, and Considerations

To provide flexibility for alternative education students the following options can be made available:

- Hybrid classes
- Classes offered at different times during the day.
- Provide synchronous and asynchronous models.
- Combination of both small group settings/large group setting online.
- Online intervention/support times for students in ELA and math by teacher, instructional assistants, and/or program specialists.
- All courses (CTE/AVID opportunities) are available online for alternative education (i.e. cooking lessons online/video provided by students in a private space) including tutorials for both parent/student.
- Create more flexible scheduling for students who might need to help with younger siblings, work, etc.

Returning to School for Alternative Education

Returning to school after the closure on March 16, 2020, will require a change in mindset for both staff and students. Previous actions, behaviors, and routines will need to change following Public Health recommendations and district health and safety plans. As a result of the social isolation from the previous three months, students may be exhibiting strong emotions and bringing their trauma to school. Plans to address mental health issues need to be put in place. Communication with all stakeholders will help to keep everyone informed.

1. ESSENTIAL QUESTION: How will we promote social distancing when students return to the alternative education campus?

Implementation, Recommendations, and Considerations
In order to promote social distancing on the alternative education campus, face masks, gloves, thermometers, and plexiglass barriers for students and staff will be supplied. Training for staff and students will need to be provided to include virtual training for all staff on how to communicate with students upon the return from social isolation. Training for students on the "new normal" should occur before their return via video or online webinar and include expectations, class size, recess, etc. Additional staff development through Zoom or other platforms to minimize gathering should be provided.

To support social distancing, continue to offer online counseling (guidance and behavioral/mental health) and mentoring support. Additionally, a county wide informed consent form for telehealth and counseling should be considered.

Resources
- Contacts/resources for masks, hand washing/sanitizing
- Riverside University Health Systems-Behavioral Health.
- CDC Guidance for School Settings

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2. ESSENTIAL QUESTION: How will we prepare staff for students' emotions and trauma related to social isolation when they return to school?

Implementation, Recommendations, and Considerations
To address the emotions and trauma students will be coming back to school with after social isolation, consideration of a county wide informed consent form for telehealth and counseling may be appropriate. The utilization of a behavioral health screening tool or a risk assessment checklist should be implemented.

Resource
- Care Solace

3. ESSENTIAL QUESTION: How can we ensure that students who need mental health services are engaging if we're still in a distance learning environment?

Implementation, Recommendations, and Considerations
To ensure students are receiving mental health support while participating in distance learning, having counselors, social workers, and other school staff conducting daily check in telephone calls and emails for students who are not engaging in distance/online learning will connect the students with a caring adult. In order for this connection to be successful, student and parent email accounts need to be current and updated regularly.

Resources
- Care Solace
- Have a Warmline (emotional support hotline) available such as the California Peer-Run Warm Line Toll-free 1-855-845-7415
- Call the NAMI HelpLine at 800-950-NAMI (6264) Monday through Friday, between 10:00 am and 6:00 pm EST for mental health resources.
- Resources for immediate response
- Call 1-800-273-TALK (8255) to reach a 24-hour crisis center or text MHA to 741741 at the Crisis Text Line (from Mental Health America).
- Helpline-24 Hour Crisis/Suicide Intervention line- The Helpline is a free, confidential
- Crisis/Suicide Intervention service. Operated by highly trained volunteers, the line is open 24-hours a day, seven days a week. Call (951) 686-HELP (4357)
- National Suicide Prevention Lifeline: 1-800-273-8255- Spanish line: 1-888-628-9454
- 24/7 Mental Health Urgent Care- Riverside (951) 509-2499 (18 & over), Perris (951) 349-4195 Palm Springs (442) 268-7000
- Emergency Treatment Services (ETS) Riverside (all ages) (951) 358-4881 Indio- (760) 863-8600 -Danger to self or others- 5150 evaluation

4. ESSENTIAL QUESTION: How will we provide updated communication to school stakeholders?

Implementation, Recommendations, and Considerations

It is important to keep communication open and updated for parents and students by training students on the "new normal" before the return to school. This can be accomplished through videos or online webinars to review expectations regarding class size, recess, and social distancing. Just as important, is keeping staff informed on the current status of students and staff by conducting daily staff huddles. Once school is open, sending daily communiques to parents about school status.

Resources

- SIS Communication
- Auto-dialers

Early Learning/Preschool

FOCUS AREA 1
Opening Schools

During the pandemic, the demand for child care services became critical due to the closure of early learning programs such as California State Preschool, Head Start/Early Head Start, and Migrant Head Start programs. As schools consider re-opening, preschool programs have special considerations inclusive of age and developmentally appropriate practices, licensing standards, sanitation, etc.

Due to the uncertainty with COVID-19, different considerations were applied to this focus area to provide support for preschool programs to re-open, families to access child care resources, and to offer subsidized child care programs where appropriate.

1. ESSENTIAL QUESTION: What resources and programs are available to support families in need of early learning services?

Implementation, Recommendations, and Considerations

District school personnel should share information regarding support available through the Riverside County Office of Education (RCOE). The RCOE Early Care and Education Unit will work with families and LEA stakeholders to provide guidance regarding available child care slots and programs aligned to specific needs. Additionally, families in need of assistance paying for child care may qualify for the California Alternative Payment Program (CAPP) by completing the Eligibility List Online Application. Consider various resources listed below as options for child care support for families.

Resources

- Eligibility List Online Application
- https://mychildcare.ca.gov/#/home
- Online child care referral
- Riverside County Local Planning Council
- Online Child Care Referral System
- Child Care Assistance through the California Alternative Payment Program

2. ESSENTIAL QUESTION: Which instructional platform will allow for staff and student safety while simultaneously earning the contracts?

Implementation, Recommendations, and Considerations

It is important for LEAs to consider the implications of funding/contracts, staffing, program, etc. when considering the three instructional platforms (face to face, distance learning, hybrid) to ensure attendance continues to contribute to the earning of the contract. It is necessary to contact CDE and RCOE to confirm flexibility of the desired program options and potential implications to funding and contracts (i.e., year-round or full day). If selecting distance learning or hybrid platforms, it is necessary to determine availability and access to technology such as alignment to district technology platform, devices, internet, remote access, etc. Please note that additional staffing may be required for hybrid programs as well as providing professional development for all staff.

Resources

- Distance Learning Guidance: Early Childhood Learning and Knowledge Center (ECLKC)
- National Health and Safety Performance Standards: Caring for Our Children

3. ESSENTIAL QUESTION: What arrival and departure procedures are most important to include when opening classrooms to students?

Implementation, Recommendations, and Considerations
It is important to consider local ordinance and determine district policy for the use of face covering by staff, families, and children over the age of 2 during drop-off and pick-up times. Designating one central entry point at each setting for health checks or temperature screenings, as well as consideration for varied program start options such as staggered start and pick-up times, will help streamline safety procedures. It is imperative to limit direct contact between families and staff members and adhere to social distancing recommendations. It is necessary to have established hand washing protocols for all staff, children, and essential visitors upon entry. Consider designating a writing instrument per child/family or sanitize the writing instrument between each use during sign-in/out.

Resources
- Community Care Licensing: PIN 20-06-CCP
- Cloth Face Coverings Fliers from the CDC: Use Cloth Face Coverings to Slow the Spread of COVID-19
- Important Information About Your Cloth Face Coverings
- How to Safely Wear and Take off a Face Covering

4. ESSENTIAL QUESTION: What steps must be put in place to prepare our environments for opening schools?

Implementation, Recommendations, and Considerations
Districts should use CDC guidance and national standards to create a plan for cleaning, sanitizing, and disinfecting classrooms and play areas, as well as supplies used by children. The plan should address before children arrive, transition periods, and after sessions end. Ensure signs are posted throughout the program to promote hand washing, cough/sneeze etiquette, social distancing, and other preventative measures.

Additional considerations include cleaning objects/ surfaces not ordinarily cleaned daily such as doorknobs, light switches, classroom sink handles, desks, chairs, cubbies, and playground structures. Guidance is available for the selection of appropriate sanitizers or disinfectants for child care settings. Toys should be selected for ease of cleaning appropriate to the pedagogic aim. Furthermore, one can consider the impact to play areas and what disinfecting toys may look like. It may be necessary to rotate toys between cleanings to limit the need for consistent washing of toys. Difficult-to-clean toys may need to be simply discarded in the regular trash, especially if they are visibly soiled.

In the event of staff absences, a plan is needed to address coverage of personnel to ensure a safe environment and meet licensing standards.

Resources
- CFOC: Sanitizers and Disinfectants for Child Care Settings
- CDC Guidance: Guidance for Child Care Programs That Remain Open
- National Health and Safety Performance Standards - Routine Schedule for Cleaning, Sanitizing and Disinfecting
- Hygiene Signs-Stop the Spread of Germs
- Guidance for Group Size During State of Emergency: CDE
- Community Care Licensing: PIN 20-06-CCP

5. ESSENTIAL QUESTION: What is the plan for containment if we have another COVID-19 or communicable disease outbreak?

Implementation, Recommendations, and Considerations
In the event of a secondary COVID-19 outbreak, programs should immediately review and follow district policy for face coverings to be worn by staff, families, and children over the age of 2 during drop-off and pick-up. Cloth face coverings should NOT be put on babies and children under age two because of the danger of suffocation. Persons with a medical or mental health condition or developmental disability that prevents wearing a face covering shall be exempt. Developmentally, children ages 2-5 may have trouble keeping their mask on. Collaborate with parents and guardians and do your best with each student.

LEAs should have a specific plan for managing children with symptoms of acute respiratory illness and/or COVID-19 exposure. Create an isolation area (such as a cot in a corner of the classroom) that can be used to isolate a sick child. Staff should clean and disinfect surfaces in your isolation room or area after a sick child has used the isolation area and gone home. If COVID-19 is confirmed in a child or staff member, close off areas used by the person who is sick (CDC). It is suggested that the program designate a single bathroom for symptomatic children or procedure for cleaning/disinfecting/sanitizing after each use. Facilities should contain signs posted outside of rooms to indicate appropriate contact and respiratory droplet precautions wherever there are symptomatic children. It is suggested appropriate PPE (face coverings, gloves, etc.) is available outside of the room where there are symptomatic children. Facilities should have a plan developed to immediately notify childrens' families /caregivers if symptoms develop, or if COVID-19 exposure occurs. The plan should also include:

- Procedures for children returning to the program following illness

- Protocols to serve meals to children in isolation or awaiting pick-up
- Protocols to account for shortages
- Notification Protocols to inform families/caregivers who have been notified about your COVID-19 policies.
- An Infectious Disease Response Plan

Resources
- Isolation at Home
- How to Disinfect Your Building or Facility
- Family/Caregiver Notification Template
    - » English
    - » Spanish

FOCUS AREA 2
Health and Safety
In addition to the recommendations outlined in the Safety, Health and Wellness section of this document, there are additional implications and considerations for early learning settings to meet Title 5 and Title 22 requirements (California Department of Education and California Department of Social Services Community Care Licensing). In addressing the isolation measures prescribed by the CDC, LEA child development programs need to keep in mind the use of space, social distancing, and sheltering of students with high-risk that is age and developmentally appropriate.

1. ESSENTIAL QUESTION: How will a safe and clean environment be maintained throughout the day and between students visiting the classroom?

Implementation, Recommendations, and Considerations
In addition to following the required standards referenced in the preparation of the preschool environment, it is important to post signs to promote hand washing, cough/sneeze etiquette, social distancing, and other preventative measures, as well as ensure hand washing stations and/or alcohol-based hand sanitizers are available in every room.

Resources
- Stop the Spread of Germs
- Sanitizers and Disinfectants for Child Care Settings
- National Health and Safety Performance Standards - Routine Schedule for Cleaning, Sanitizing and Disinfecting

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2. ESSENTIAL QUESTION: How will we maintain staff and student safety?

Implementation, Recommendations, and Considerations
It is recommended that child development programs create stable groups of children. This means that the same children and staff should be together whenever possible. To reduce unnecessary exposure within families, siblings should be grouped together whenever possible. Current recommendations are to limit group sizes to 1:10 children per classroom or space. See resource section "Guidance for group size during state of emergency" for additional information.

It is imperative that staff are notified about all COVID-19 policies, including sick leave. Staff training should be provided on prevention, symptoms, and transmission. Encouraging staff to take everyday preventive actions to prevent the spread of respiratory illness is crucial in preventing the spread of illness. Ensure notification templates are posted and available in English and Spanish.

Resources
- CDE Guidance for Group Size During State of Emergency
- Community Care Licensing (CCL)
- CDC Guidance: Communities, Schools, and Workplaces | COVID-19
- Important Information About Your Cloth Face Coverings
- Everyday Preventive Actions
- Prevention, Symptoms, Transmission
- English COVID-19 Notification Template
- Spanish COVID-19 Notification Template
- Professional Development: California Early Childhood Online
- Healthy Hygiene Posters (CDC): Handwashing

3. ESSENTIAL QUESTION: How will we implement and monitor processes for screening upon arrival?

Implementation, Recommendations, and Considerations
In addition to the health screening recommendations and considerations discussed in other areas of this document, it is critical for early childhood programs to ensure all required screenings and health checks are completed as per program regulations and mandates (Title 5; Title 22; Head Start Performance Standards).

Resources
- Community Care Licensing: PIN 20-06-CCP
- CDC Guidance on Screening upon Arrival

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4. ESSENTIAL QUESTION: What considerations are necessary for physical and social distancing with preschool-age children?

Implementation, Recommendations, and Considerations
It is necessary to ensure each child is placed with the same children and teacher each day. Each group of children should be kept separated throughout the day with procedures in place to limit the mixing of children. Examples include staggering playground times and separating groups for special activities such as art, music, and exercising. In addition, at nap time, childrens' mats (or cribs) should be spaced out as much as possible, ideally 6 feet apart. In the event children can not be spaced 6 feet apart, they can also be placed head to toe in order to further reduce the potential for viral spread.

Additional Considerations
Examples of social and physical distancing strategies include using carpet squares, mats, or other visuals for spacing; modeling social distancing when interacting with children, families, and staff; role-playing what social distancing looks like by demonstrating the recommended distance; giving frequent verbal reminders to children; creating and develop a scripted story around social distancing, as well as hand washing, proper etiquette for sneezes, coughs, etc.

Resources
- Community Care Licensing: PIN 20-06-CCP
- Social Distancing in Early Care and Education Settings

5. ESSENTIAL QUESTION: What should sanitation look like in each classroom?

Implementation, Recommendations, and Considerations

Indoor and Outdoor Learning Environments
Identify surfaces and toys that are low and high risk for transmission and will require regular cleaning. Some toys should be limited to those that can be cleaned and sanitized; some toys that cannot be easily cleaned may need to be discarded in the regular trash after use, especially if visibly soiled. Consult local policy for use of bedding (sheets, pillows, blankets, sleeping bags) that can be washed. Keep each child's bedding separate, and store in individually labeled bins, cubbies, or bags, in which the materials do not touch. Be mindful of items more likely to be placed in a child's mouth, like play food, dishes, and utensils. Children's books and other paper-based materials, such as mail or envelopes, are not considered high risk for transmission and do not need additional cleaning or disinfection procedures.

Toy Sharing Prevention
Facilities should consider organizing a set of outdoor toys for each group of children/classroom to minimize cross-exposure. Toys should not be shared with other groups of infants/toddlers or preschoolers, unless they are washed and sanitized before being moved from one group to the other. Machine washable cloth toys should be used by one individual at a time to avoid cross-contamination or eliminated from use.

Toy Sanitation
Routines should be established for sanitizing indoor and outdoor learning environments. Washing with soapy water is the ideal method for cleaning. Facilities should attempt, whenever possible, to have enough toys so that the toys can be rotated through cleanings. Toys that children have placed in their mouths or that are otherwise contaminated by body secretions or excretions should be set aside until they are cleaned by hand by a person wearing gloves or disposed of in the regular trash if they cannot be cleaned. All toys should be cleaned with water and detergent, rinsed, and sanitized with an EPA-registered disinfectant, rinsed again, and air-dried. Preschool providers may also clean toys in a mechanical dishwasher. When placing very small toys in the dishwasher, consider using a laundry mesh bag or dishwashing basket on the top rack to prevent losing pieces. Machine washable cloth toys should be laundered before being used by another child. Toys that need to be cleaned should be set aside by placing in a dishpan with soapy water or put in a separate container marked for "soiled toys", ensuring the dishpan and water is kept out of reach from children to prevent the risk of drowning.

Resources
- Environmental Protection Agency (EPA): List N:Disinfectants for Use Against SARS

6. ESSENTIAL QUESTION: What is the diapering policy/procedure in place?

Implementation, Recommendations, and Considerations
Prior to diapering a child, child care and preschool providers should wear gloves and wash their hands as well as the child's hands. Safe diaper changing procedures should be followed at all times and diapering procedures should be posted in all diaper changing areas.

After diapering, child care and preschool providers should wash their hands (even if wearing gloves) and disinfect the diapering area with approved sanitizing products.

Resources
• Diaper-Changing Steps for Child Care Settings

• CDC: Diapering Hygiene Print and Go Fact Sheet

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7. ESSENTIAL QUESTION: What is the policy/procedure for washing, feeding, or holding a child?

Implementation, Recommendations, and Considerations
To the extent possible, when washing, feeding, or holding very young children, child care and preschool providers should protect themselves and others. This can be accomplished by wearing an appropriate covering over their clothes such as a smock, and by wearing long hair above the collar. Child care and preschool providers should wash their hands, neck, and anywhere contaminated by a child's secretions. Children's clothing should be changed when contaminated by secretions. Coverings worn over child care and preschool providers' clothing should be changed if soiled and the provider should immediately wash his/her hands. Contaminated clothes should be placed in a plastic bag and/or washed in a washing machine. Multiple changes of clothing should be available for infants, toddlers, preschoolers, and providers. Child care and preschool providers should wash their hands prior to, and immediately after, handling infant bottles prepared at home or in the facility. Bottles, bottle nipples, bottle caps, and other equipment used for bottle-feeding should be thoroughly cleaned after each use by washing in a dishwasher or by washing with a bottlebrush, soap and water, and then sanitizing.

Resources
• CDC: Guidance for Childcare Programs That Remain Open

8. ESSENTIAL QUESTION: What does healthy hygiene behavior look like in a classroom?

Implementation, Recommendations, and Considerations
Healthy hygiene behavior is a critical component of early learning settings. Local ordinance and district policy for cloth face coverings to be worn by staff, families, and children over the age of two, should be considered. Cloth face coverings should NOT be put on babies and children under age two due to the danger of suffocation. Developmentally, children ages 2-5 may have trouble keeping their mask on, so please work with families and do your best. Persons with a medical or mental health condition, or developmental disability that prevents wearing a face covering, shall be exempt. Additional protective measures should be in place such as covering coughs and sneezes. Encourage parents and caregivers to regularly brush the teeth of their children at home rather than allowing tooth brushing during class.

In relation to hand washing, posters should be placed near sinks describing hand washing steps. Developmentally appropriate posters in multiple languages are available from CDC. Adults and children are advised to wash hands with soap and water for at least 20 seconds. If hands are not visibly dirty, alcohol-based hand sanitizers with at least 60% alcohol can be used in the event soap and water are not readily available. Children should be supervised at all times when using hand sanitizer to prevent ingestion. Children, including infants who are unable to wash their own hands, should also be assisted with hand washing and staff should immediately wash their own hands upon conclusion of assisting children with hand washing.

Additionally, all children, staff, and volunteers should engage in hand hygiene at the following times:
• Arrival to the facility

• After breaks

• Prior to, and immediately after, preparing food or drinks

• Prior to, and immediately after, eating or handling food and/or feeding children

• Prior to, and immediately after, administering medication or medical ointment

• Prior to and immediately after diapering

• After using the toilet or helping a child use the bathroom

• After coming in contact with bodily fluid

• After playing outdoors or with sand and water

• After handling garbage

Resources
- CDC Guidance: Communities, Schools, and Workplaces | COVID-19
- Important Information About Your Cloth Face Coverings
- Healthy Hygiene Posters (CDC): Handwashing
- CDC: Cover Cough and Sneezes

9. ESSENTIAL QUESTION: What is the policy/procedure for Food Preparation and Meal Service?

Implementation, Recommendations, and Considerations
In relation to policies and procedures for food preparation and meal service, early learning and preschool program staff should ensure adults wash their hands before preparing food as well as after helping children to eat. Children should wash hands prior to and immediately after eating. Meals should be served in classrooms rather than in cafeteria or group dining areas. Family-style service should not be permitted. In settings where meals are typically served family-style, each child's meal should be plated and served to ensure multiple children are not using the same service utensils.

Resources
- CDC Guidance for Food Preparation and Meal Service
- Provide Pesticide Management Training for all staff that perform cleaning, sanitizing, or disinfecting tasks.
- State Pesticide Management Training (Insert district pesticide training video if available)

FOCUS AREA 3
Communication
Implications and considerations for early learning and preschool settings related to effective communication systems emphasize the importance of communicating policies and procedures in advance of implementation to staff, families, and children. Input from these stakeholders as well as the community should also be considered whenever possible.

1. ESSENTIAL QUESTION: What effective communication systems are in place in a county, LEA, department and/or classroom?

Implementations, Recommendations, and Considerations

Communications should be posted publicly to available platforms (e.g. social media, websites, etc.) and policies and procedures should be continuously revisited and revised in response to updates provided by the Center for Disease Control, Community Care Licensing, Public Health Director, and district regulations.

2. ESSENTIAL QUESTION: What are effective communication resources?

Implementations, Recommendations, and Considerations
Effective communication resources for early learning and preschool settings will be critical and include, but are not limited to, the following:

How to Protect Yourself and Others
Protect yourself and others from COVID-19 by learning how it spreads and taking everyday preventive actions.

How to Safely Wear and Take Off a Cloth Face Covering
Resource on the proper use of cloth face coverings to prevent the spread of COVID-19.

Important Information About Your Cloth Face Coverings
Learn general recommendations for the use of face cloth coverings and how face cloth coverings are different from other mask types.

**Utilize Healthy Hygiene Handouts and Posters
(see link below to CDC):**

What to do if you are sick (alternative languages available)
If you are sick with COVID-19, or suspected of being infected with it, follow the steps in this fact sheet to help prevent spreading it to people in your home and community.

Stop the Spread of Germs Poster
Help prevent the spread of respiratory diseases, like sick with COVID-19 by avoiding close contact with people who are sick; covering cough and sneeze; avoiding touching eyes, nose.

Stay home when you are sick!
If you feel unwell or have the following symptoms, fever, cough, or shortness of breath, stay home and do not go to work or school.

Stay Healthy Wash Your Hands
Germs are all around you. Stay healthy by washing your hands often with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol. Always wash hands with soap and water if your hands are visibly dirty.

Symptoms of Coronavirus Disease 2019 Poster
Patients with COVID-19 have often experienced mild to severe respiratory illness. Symptoms can include fever, cough and shortness of breath. Symptoms may appear 2-14 days after exposure.

Wash Your Hands
Follow these steps for proper hand washing to prevent the spread of germs. Wash your hands with soap and water for at least 20 seconds.

Resources

- CDC Guidance: Communities, Schools, and Workplaces | COVID-19
- Important Information About Your Cloth Face Coverings
- Healthy Hygiene Posters (CDC): Handwashing
- CDC: Cover Cough and Sneezes

Communications and Public Information

The successful opening of school is supported by effective communication from the LEA to its various stakeholders. Communications should be concise, clear, and consistent regarding the protocols the district is implementing in order to open schools in a safe manner and minimize risk to students, staff, and other stakeholders. In addition, the school community should be prepared to be flexible and responsive to anticipated changes due to the fluid nature of the situation and the need to quickly and appropriately respond.

FOCUS AREA 1
Communications and Public Information

The goal of the LEA 's communication plan should be to ensure stakeholders, particularly parents and families, have accurate information to determine both the safety and effectiveness of their students' educational programs. If the school is welcoming students back to campus (or a hybrid model of in-person and online classes), is it safe for their students to return? If the LEA is implementing an online, distance learning program, does it offer high-quality instruction and effective learning opportunities?

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1. ESSENTIAL QUESTION: In what ways are school community stakeholders able to make an informed decision regarding returning for the 2020–21 school year?

Implementation, Recommendations, and Considerations
LEAs should include community stakeholders in the development process of their Communication Plan. This could be through a parent/family survey or by using previous research and data regarding home to school communication. Parent/family communication needs and preferred methods should be considered.

Because of the fluid nature of a pandemic, stakeholder communication will need to adjust and evolve to reflect current conditions, new medical and safety protocols, and address questions and concerns from the public. It is important for LEAs to consider ways in which they might incorporate stakeholder feedback and facilitate two-way communication.

Resources
• Communications Plan Stakeholder Overview Document
• Communications Plan Stakeholder Detailed Document
• Key Messages Document

2. ESSENTIAL QUESTION: How should the LEA provide periodic feedback and assessment of messaging and communication methods to ensure the plan is updated and reflective of stakeholder needs?

Implementation, Recommendations, and Considerations
LEAs and/or Public Information Officers should provide multiple opportunities for two-way communication including, but not limited to, telephone hotline, web comment form for FAQs, online town halls, and personal outreach to key communicators and stakeholder leaders. This information will help shape effective messaging and communications strategies for the school community.

An effective LEA communications plan addresses the diverse needs of stakeholders and the community it serves. It is important for the materials to reflect the demographics, diversity, and cultural needs of stakeholders.

• Both qualitative and quantitative data should be considered.

• Assigned district personnel should reach out to community leaders to solicit honest and constructive feedback.

• Be sure to show stakeholders how feedback is being used to improve communications and outreach.

Resources
Samples of District surveys:

• Teachers   • Classified   • Managers

3. ESSENTIAL QUESTION: How do materials address the diversity of stakeholders and foster inclusivity?

Implementation, Recommendations, and Considerations

A one-size-fits-all approach to communications is rarely effective and does not promote equity and inclusivity. Fostering respect and diversity by providing appropriate support and materials is critical to effective communications.

A school community receives information in a multitude of ways. It is important that a communications plan provides several ways of distributing information to all stakeholders. The method of distribution will be informed by the resources available to LEAs and the communications practices in place at the school and district levels.

• Materials are translated in appropriate languages for the community.

• Materials are accessible (i.e., visual impaired/blind and Deaf and Hard of Hearing).

• Materials are graphic in nature for easy and quick comprehension and to grab attention.

• If there are any town hall or stakeholder engagement meetings, interpreters should be available.

• Identify universal documents that should be translated for school stakeholders.

• Create a countywide library of translated documents.

• Visuals/graphics are a universal language.

• Videos or online activities should include live caption and closed captioning.

Resources

• CDC Website (graphics, Spanish translation)

• Riverside Public Health Website (graphics, Spanish, videos)

4. ESSENTIAL QUESTION: What strategies and tools will be used to communicate the opening plan?

Implementation, Recommendations, and Considerations

Through technology, implementation of best practices, and the deliberate allocation of resources, LEAs have a multitude of communications tools at its disposal. What is important is that the communication tool and the intended target audience are compatible.

Examples of tools to be used for messaging:

• School website

• Fact sheets

• Staff email

• Automated phone calls

• School newsletters

• Letters to parents

• Brochures

• Information packets

• Signs/posters

• School marquees

• Social media

Identify key audiences and include details about all tasks and activities necessary to accomplish a communication plan. This section should include the target date, target audience, person(s) responsible, and status for all of the activities.

Technology

FOCUS AREA 1
Devices
Each district and school faced different challenges as they are all in different places in regards to devices and access. Districts that had already established 1:1 initiatives providing a device to each student now had to be able to take it home. Districts also had to provide access to content through Wi-Fi hotspots so that the use of the device connected students to the resources. Districts that were not 1:1 had to quickly survey the need and start providing resources to students and staff.

Due to the uncertainty with COVID-19, different considerations were taken in this focus area as the fall may continue a distance component for students.

1. ESSENTIAL QUESTION: How do we provide a standardized platform for students and teachers to ensure seamless lines of distance learning and communication among the school community?

Implementation, Recommendations, and Considerations
The information technology department will work with LEA stakeholders to identify and support platforms. The information technology department will survey students and teachers to quantify the needs across the county. This includes computer device maintenance and troubleshooting. Ongoing feedback will be essential to ensure that students have access without disruption. LEAs may want to consider engraving devices with a school logo to prevent theft or loss of property.

LEAs may already have a standardized learning platform and need to work with curriculum teams to ensure that teachers and students are able to have access to these resources. The IT department should also work with stakeholders to ensure proper licensing and access is available to resources.

2. ESSENTIAL QUESTION: How do we ensure staff devices have received all updates (i.e antivirus) and are ready to use remotely upon return to school?

Implementation, Recommendations, and Considerations
In order to ensure that students and teachers have the most updated devices upon the return from school or for distance learning, the IT department is recommending a helpdesk system to track issues and a central device management system to manage updates and devices. To gather information, create a survey for teachers which will give you an understanding of what types of connections and devices they are utilizing remotely. Also, run reports and updates on system logins. Work with unions on bargaining for any potential issues of monitoring and everyone should understand the expectations of working on LEA owned devices and networks.

Resources
- Google Classroom
- Moodle
- PowerShool
- Canvas
- Blackboard

3. ESSENTIAL QUESTION: How do we provide students immediate access to a device at home to create a flexible and fluid learning model?

Implementation, Recommendations, and Considerations
You will need an understanding of expectations pertaining to student outcomes and suggest you work with the educational services department to obtain these. Utilize existing technologies and scale to meet the demand. Create a survey for parents/students to ensure that they have access, then create a plan with the educational services team if students have a lack or no access at all. Understand the logistics of providing access to a device and timing since some students will need immediate access which they don't currently have. Create expectations for parents, students, and information technology staff on providing a device, the utilization rules, and pick-up/return procedures of the device.

Resources
- Wireless provider resources
  - » AT&T
  - » T-Mobile
  - » Kajeet
  - » Sprint
  - » Verizon
- FCC Statement
- Wired Providers
  - » CDE List

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4. ESSENTIAL QUESTION: If students have school devices at home, do we let them keep devices over summer or collect them at the end of the school year?

Implementation, Recommendations, and Considerations
Maintain an up-to-date inventory system so you know where your devices are. You should create mechanisms for repair and replacement and also consider drop-off and cleaning procedures. It may be helpful to create processing areas at sites or a central location for all drop-off and maintenance requests. To prevent theft, consider engraving devices with school logos. Also, utilize tools for remote administration of devices such as a Mobile Device Manager (MDM). It will be important for districts to know the status of devices during a distance learning environment. This will allow IT departments the ability to support and know the status of devices.

Resources
- Existing vendors may provide this service
- Select software management that works with existing environments
  - » Apple
  - » Google
  - » Microsoft

5. ESSENTIAL QUESTION: Has the infrastructure been evaluated to ensure devices can be supported again back at sites?

Implementation, Recommendations, and Considerations
You will need to identify the number of devices needed and your current infrastructure limits. LEAs have increased the number of devices during this time to meet the distance learning environment. As devices are returning back to sites, it will be important to know the capacity of the infrastructure to support the returning devices. As plans to return are made, LEAs must consider their growth of devices compared to their infrastructural capabilities. This is primarily for districts that tried to achieve 1:1 in a quick time frame and did not support it before in their own network. Work with the IT department to survey current capabilities and align with funding priorities.

Resources
Work with existing vendors or internal staff to benchmark systems.

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6. ESSENTIAL QUESTION: What kind of process should be used to get feedback from students, parents, and staff?

Implementation, Recommendations, and Considerations
Consider sending surveys to stakeholders to discover what can be improved upon. This information is key in deciding where additional resources are needed. Surveys can help shape priorities for IT departments to ensure that expectations are being met by stakeholders during this time. Collaboration between the information technology and educational services teams would help to ensure you are asking meaningful survey questions to serve your purpose. Consider the survey questions and sampling to ensure that quality information is being reported so that it can be acted on accordingly.

Resources
- Google Forms
- Microsoft Forms
- Survey Monkey

7. ESSENTIAL QUESTION: What kind of process should be used to get feedback from students, parents, and staff?

Implementation, Recommendations, and Considerations
Utilizing a helpdesk system to track issues is vital for not only discovering issues, but will also keep track of the steps taken for repair. Documenting these steps helps the information technology staff to expedite service. You can also run reports from the service tickets to identify needs. Survey groups to see what worked well and did not work well in their environments. Setup automated reports to run regularly from the helpdesk system so they are timely. Ensure that reports are meaningful and contain the information you need.
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8. ESSENTIAL QUESTION: How do we ensure staff devices have received all updates (ie. antivirus) and are ready to use remotely and ensure devices are updated and ready for use when the staff returns?

Implementation, Recommendations, and Considerations
Implement a central device management system to manage devices and automatic updates. This system keeps track of what updates are needed and will install them upon logging in or out of your device. Utilized over a virtual private network (VPN), it will be able to install these updates when devices are being utilized remotely. Work with the information technology team to setup a central management system and ensure that updates meet internal expectations of compatibility. Updates are essential to ensure that devices and systems can work well and ensure good user experiences.

9. ESSENTIAL QUESTION: What about adaptive technology devices for students receiving special education services?

Implementation, Recommendations, and Considerations
Information technology will need to work with special education to determine what types of devices are needed and be able to provide devices for students. It may be helpful to create a central location for all pick-up, drop-off, and maintenance requests.
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**10. ESSENTIAL QUESTION:** How do we collect devices?

Implementation, Recommendations, and Considerations
The information technology department should create a system to collect devices from students as well as staff. Create a central or organized location. Send out a message to communicate to the information technology staff regarding expectations and procedures on how to collect and handle devices as well as the proper handling of their tools.

Ensure messaging to all staff, students, and parents on the collection process. Use the public health guidelines and direction on cleaning, dwell time for disinfectants, or storing devices to ensure the pathogen is mitigated. Also, consider a standard inventory system. One of the most utilized systems for LEAs is Destiny from Follett and is common throughout their libraries.

Resources
- CDC - Cleaning and Disinfecting your Facility (Technology devices included)
- CDC - Guidance for Cleaning and Disinfecting
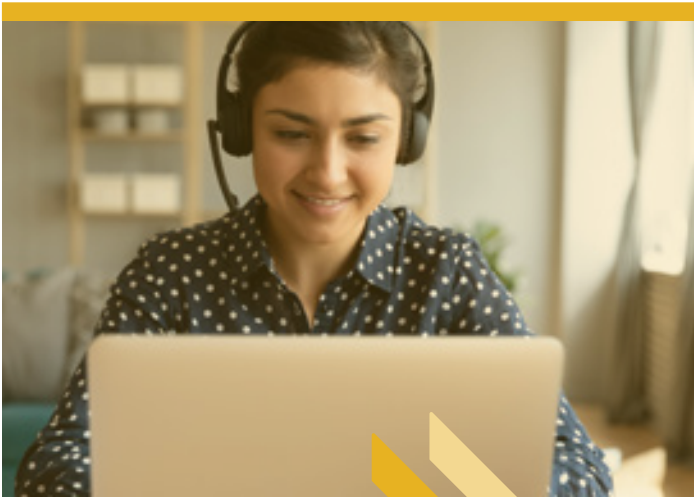
FOCUS AREA 2
School/Work Environment
The school and work environment as districts come back in the fall creates logistical considerations. Districts and schools must understand timing to ensure that staff and students can return in an efficient way. Technology departments will need to assess the logistics of return and ensure that devices are ready on return.

The environment at school sites and administration areas will need to take into consideration health recommendations to ensure that care is taken of students and staff. Understanding technology can potentially help in addressing how environments can be set up.

1. ESSENTIAL QUESTION: How should we establish dates of return that are not in conflict with critical events such as payroll?

Implementation, Recommendations, and Considerations
Information technology should work with stakeholders on the calendar of events to ensure there are no conflicts with critical business or educational processes. Also, work with bargaining/unions on proper calendered dates to ensure staff is available and that everyone is going back at the same time. There will be no perfect timing, but take in consideration the biggest academic and business impacts. LEAs should have a clear understanding of potential logistical issues and manage expectations with staff and students.

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2. ESSENTIAL QUESTION: When staff return, it will be it will be a high impact time for technical support. What should we communicate and provide for staff?

Implementation, Recommendations, and Considerations
LEAs should create a plan and stages of when staff will return. Once that plan is in place, it should be coordinated with information technology who will ensure support teams will be ready to accommodate the return of all staff and their devices. In developing the plan, LEAs should manage expectations of support to ensure that returning to sites can be managed efficiently. Over-communicate the expectations by providing the plan and schedule of return to not only the information technology support team, but to all staff.

3. ESSENTIAL QUESTION: In classrooms, how do we ensure devices, projectors, printers, etc. are ready for use?

Implementation, Recommendations, and Considerations
Inventory devices that need support and create a plan to address devices to get ready for the return. This information should be communicated to the information technology support staff as well as the on-site technology TOSAs. Work with the information technology support team in understanding logistics of school site locations, classrooms, and what devices are in those locations.

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4. ESSENTIAL QUESTION: Not all students will be returning at the same time. How do we ensure students have access to resources like devices and the internet?

Implementation, Recommendations, and Considerations
Information technology will need to coordinate with educational services to understand which student populations are returning and which will utilize distance learning options. Information technology can use reporting tools to see student access and where the highest and lowest usage is to identify need. LEAs will need planning to provide either learning materials or access to students. Consider the equity of access and create multiple means for students to get instructional material. Create a plan to address how to provide resources to those that may not have access. LEAs should also maintain a roster of students that may need different types of resources.

5. ESSENTIAL QUESTION: How do we ensure teachers can connect with students in a distance learning environment?

Implementation, Recommendations, and Considerations
Information technology should work with administration and obtain the standard means of communication with students. Provide training materials for parents, teachers, students, and staff on different ways to connect along with instructions. There should be ground rules established when creating the expectation of availability of teachers such as online classroom hours. Always consider student privacy rights and work with internal policies to ensure your solution is acceptable. LEAs should ensure that policies have been communicated and expectations set for teachers and staff communicating with students and families.

Resources
Online Communication Technologies
- Google Meet
- Microsoft Teams
- Zoom
  » Zoom FERPA Statement

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6. ESSENTIAL QUESTION: How should we communicate to staff and students about social distancing and cleaning procedures in classrooms and computer labs?

Implementation, Recommendations, and Considerations
Consider multiple ways of communicating from written, voice, and electronic messages. There should be signs posted of cleaning and use expectations along with conduct (wash hands before and after use, etc.). Consider creating a standard message for all sites to utilize as well as a template for signage. Ensuring proper communication and expectations should allow students and staff to know proper practices and encourage each other for safety.

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7. ESSENTIAL QUESTION: How do we address social distancing at schools and the district office?

Implementation, Recommendations, and Considerations
Reconfigure space to accommodate social distance parameters within classrooms, computer labs, libraries, and other high traffic areas. Also consider rotation and an alternate schedule for staff and students. Information technology and educational services will need to provide remote learning opportunities. Obtain guidelines and direction from Riverside County Public Health and work with administration and the board on expectations. Provide detailed cleaning procedures and/or training. Also, attendance should be considered.

Resources
- Riverside County Health - COVID-19

FOCUS AREA 3
Professional Development
The district and schools should have resources available in helping teachers, students, and parents in the distance environment.

Professional development for technology teams will be essential in a changing landscape. Technology professionals that were accustomed to providing services at school sites or administration buildings must now navigate themselves in a distance environment. Ensuring that the technology team is equipped will be crucial in helping staff, students, and parents navigate the use of technology.

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1. ESSENTIAL QUESTION: What partners can you enlist to help create professional development for staff and students?

Implementation, Recommendations, and Considerations
There should be collaboration between educational technology, educational services, and the information technology training team. Also consider standardizing and setting up a Learning Management System which is a software application for the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, or learning and development programs.

LEAs should create one standard resource which will be easier for staff to utilize and information technology to maintain. A standardized system will allow stakeholders to create training resources to help staff, students, and parents.

Resources
- RCOE - Educational Technology

2. ESSENTIAL QUESTION: What kind of professional development should be provided to technology staff?

Implementation, Recommendations, and Considerations
Information technology should develop a team to provide remote support, training, and staff should utilize online training courses. It also provides resources on how to receive devices and service them. Consider bargaining agreements for training guidelines as there may be a change in the work environment. IT departments will now be interacting with a different base and may need training and understand expectations of communications with parents and students remotely.

Resources
- CDC - Cleaning and Disinfecting
- UDemy

3. ESSENTIAL QUESTION: What kind of professional development and troubleshooting tips could be provided to parents?

Implementation, Recommendations, and Considerations
IT departments now need to provide support not just to students and staff, but to parents as well. LEAs should create a web page of resources for parents so they are able to help their students. The website can include documentation, videos, and tips and tricks.

LEAs should also develop guidelines for technology staff to interact with parents and students while providing support remotely or on-site. Parent liaisons can be used to coordinate how to provide support and availability. LEAs should understand parent capabilities to support students. A survey to understand needs may be used to better create resources to help parents. Considerations in making helpdesk documentation for parents may be needed as parents are assessed for needs to support distance learning. IT departments may already have a helpdesk system and may need to include the ability to support students and parents through the system.

FOCUS AREA 4
Security and Data Privacy
The quick reaction to extending the school and work environment may have forced districts to acquire new digital resources to accommodate new demands. As districts and schools start settling into the environment, they will need to review security and data privacy. Newly acquired software will need to be vetted to ensure it meets the best interest of the district and meets their security and privacy requirements.

There has been an increase in cyber-attacks and districts now have to protect users remotely and locally. There should be training in protecting staff and students. There should also be an increased awareness of local policies in security and data privacy. As districts review their practices, revisions to board policies and administrative regulations should be taken when consideration in using new digital resources. This will help the district create expectations for use and outcomes.

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1. ESSENTIAL QUESTION: Has a review of security and data privacy plans been considered in our current situation?

Implementation, Recommendations, and Considerations
IT departments should inventory all software and systems in use. After being able to review the resources being used, ensure that the terms and conditions of the use of software adhere to local policies and industry-standard practices as it pertains to security and data privacy.

LEA should establish or maintain cybersecurity training for staff to be able to understand data security and how to protect themselves and students in a distance environment. There has been an increase in bad actors and cyber-attacks which could impact LEA business.

Additional Considerations
Prior to implementation of any security protocols and privacy protocols, ensure that the LEA understands potential impacts on daily operations and make needed changes to ensure desired outcomes. Implementing new protocols may inhibit certain functions and must be addressed first to ensure that normal business and academic functions are able to still run.

Resources
- Student Data Privacy Alliance
- Center for Internet Security
- FERPA

2. ESSENTIAL QUESTION: How should we ensure the ability to check our networks and systems?

Implementation, Recommendations, and Considerations

LEAs should provide a status page of service availability to ensure that staff and students know if systems are functioning properly. Vendors and LEA systems had to scale to meet the demands of staff and students and were down at times during the transition. A status page or resource can help users know what is available. Creating a webpage that allows users to know if systems are operational is helpful in communicating with staff, students, and parents. Even as staff return, a monitoring or status page could still prove to be helpful so individuals know the status of networks and systems they may use. Most LEAs already have monitoring systems and may need to create a staff, student, and parent-friendly web page to ensure they are able to know the status of resources. The webpage should be simple, providing status on crucial systems that impact users.

Personnel and Risk Management

FOCUS AREA 1
Wages, Hours, Terms, and Conditions
Under the Educational Employment Relations Act (EERA) of 1976, specific areas of employment were designated to fall within the scope of collective bargaining with employee associations. The areas under the scope of collective bargaining include wages, hours, and terms and conditions of employment. As local educational agencies develop practices to respond to COVID-19, collaboration, consultation and negotiation with employee associations will be a key component to the success of practices moving forward.

1. ESSENTIAL QUESTION: What considerations need to be made in regards to employee wages?

Implementation, Recommendations, and Considerations

Health Screenings
Implement a process regarding "wait time" if the organization implements health screenings for employees. The plan will need to include where, when, and by whom temperatures will be taken, whether or not health screening information will be recorded, and a clear procedure for next steps if an individual does not "pass" the health screening. The process will also need to provide compensation if it occurs prior to the start of the workday. LEAs may want to consider having staff and students answer yes or no to predetermined questions without recording answers. LEAs could consider using an electronic survey to acquire the responses to health screening questions. Additionally, LEAs will need to consider the impact on any extra duties that receive a stipend such as walk-on coaching and other negotiated stipends. If the screening occurs prior to the work shift, then employees must be compensated. The impacts and effects are negotiable. If health screening information is recorded, procedures must be compliant with HIPAA regulations, including how the information will be stored.

Extra Duty Stipends
LEAs will need to consider the impact on any extra duties that receive a stipend such as walk-on coaching and other negotiated stipends. If specific extra-duty positions are not essential, this is a valuable opportunity to review the necessity of stipend positions.

Considerations for Negotiations
Due to the fact that wages, hours, and terms and conditions fall under the scope of bargaining, it may be helpful at the beginning of the process to meet with the employee associations to:

- Clarify what needs to be/doesn't need to be bargained under the scope of bargaining requirements of the EERA
- Differentiate between: Meet/Confirm/Collaborate/ Bargain

Resources
- ACSA Re-opening Schools Guidelines
- Collective Bargaining Agreements (CBA)
  - » *Henceforth, CBA will refer to the collective bargaining agreements for all associations in the district/county office.*
- Adhere to provisions of Senate Bill 117
- Resource for working with Associations - California Labor Management Initiative:
- AALRR Alert
- California Interscholastic Federation
- Board Policies
- Memoranda of Understanding (MOUs)

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2. ESSENTIAL QUESTION: What considerations need to be made in regards to work hours and schedules for students and staff?

Implementation, Recommendations, and Considerations

Work Year Calendar
LEAs will need to determine if adjustments need to be made to the school calendar. Consideration needs to be given to determine if there is a need for additional school or workdays, and/or any possible reduction in the school year. The plan also needs to take into account the required instructional minutes for students. The plan needs to address alternate work hours and length of the workday depending on the model used for the delivery of instruction.

Instructional Delivery Models and Prep Time
Determine the need for rolling start times or a hybrid model consisting of on-site and remote work. The plan for a hybrid model or remote work should clearly identify what work must take place on-site and what work may take place remotely. The topic of class size will need to be addressed. In addition to class size, a schedule needs to be developed for on-site attendance if a hybrid model is selected. The plan should include how special education mainstreaming might occur and the responsibilities of special education teachers and related service providers in the on-site delivery model. The plan should also consider any new or different instructional delivery models that all teachers would provide to students. Appropriate training for the new responsibilities needs to be addressed in the plan. The plan should also address any modifications to prep time and how prep time is most effectively addressed in a remote work environment. Additionally, LEAs will need to develop a plan for recess, breaks, and lunch periods that address student supervision as well as contractual obligations for duty-free periods for teachers. The plan should clearly indicate where staff may eat their lunch and how to accommodate for physical distancing.

Remote Work
LEAs will need to determine which positions perform the work that can continue to be done remotely. Consideration should be given to identify the priority for employees being provided the opportunity for remote work in the identified positions. Employees who are in high-risk categories should be given priority for remote work as appropriate. The plan should also address the process for recording employee attendance for the employees working remotely all or part of the time. The plan should determine whether or not there are requirements for employees to record their work time when working remotely. If there are rolling school closures, and a school reverts to a distance learning model, the plan should include the responsibilities for staff such as physical education teachers that may not be able to provide distance learning. The plan should consider how staff could be used in alternate ways such as substituting for core subject teachers.

If an employee is unable or unwilling to return to work, the plan should address next steps including, but not limited to, leaves, interactive process, unpaid leaves, and possible disciplinary action for job abandonment. If an employee refuses to return to work due to fear, work to identify the concern, and review the safety procedures in place. The LEA should request the employee to return to work and engage in the interactive process if necessary.

Work hours, schedules, and remote work will fall under the scope of bargaining. An LEA will need to make appropriate plans related to hours and schedules to discuss with associations which include, but are not limited to:

- Changes in work hours, days, or calendar year.
- If school year calendars are adjusted, then account for the appropriate number of instructional minutes.
- If rolling start times, staggered schedules, or hybrid models are implemented, then make necessary plans to appropriately implement:
  » Food services for students on and off-campus
  » Delivery model of related services
- If the plan requires different class size numbers, this may implicate the CBA and require bargaining. Also, determine if there needs to be advocacy work done in relation to CSR language.
- If employees are working remotely, then implement procedures for electronic attendance recording. Coordinate the procedures with the payroll department.
- If there are requirements for employees recording their work time or "clocking in" then these processes would need to be negotiated.
- If employees work remotely or in a hybrid model, then develop a written policy for working remotely. Policies should be provided to employees and they should indicate receipt of said policies.
- If employees are allowed to work remotely, then determine if employees in high-risk groups will have priority for remote assignments.
- If employees are unable to return to work, follow guidelines in relation to leaves and/or interactive processes.
- If students are required to eat in the classroom, provide alternative staff to supervise students to afford the certificated teacher a duty-free lunch period per the collective bargaining agreement. Alternative lunch schedules may need to be created. Provide specified areas for staff to eat lunch, which allows for social distancing.

Resources
- CBA
- CDC's Guidance for Re-opening Schools
- California Department of Education (CDE) guidance regarding COVID-19
- ACSA Re-opening Schools Guidelines
- USDA guidance for child nutrition services related to COVID-19
- Education Code regarding duty-free lunch
- Telecommuting Agreement Template
- EEOC Guidance
- Disability Discrimination

3. ESSENTIAL QUESTION: What procedures need to be developed to promote a safe working environment?

Implementation, Recommendations, and Considerations

Health Screenings
LEAs will need to develop a plan to create a safe environment for employees and students. Consider using a document like the CDC Schools Decision Tool in the process for developing a re-opening plan. LEAs will need to develop a plan for health screenings of employees, students, and volunteers when entering the campus. The plan will need to identify the positions that will be conducting the screenings and provide them with training and appropriate PPE. Contactless thermometers should be used during the screenings. Create a list of questions to be asked during the health screening and determine ahead of time if the answers will be recorded or not. If the answers are recorded, implement HIPAA compliant procedures to ensure privacy, including, but not limited to, how and where the records will be stored and who will have access to them. If screenings are being done on individual school sites and recorded, determine if the records should be brought to a central location each day for secure storage, or if the responses will be recorded electronically. Be aware of changing guidance from CDC and the California Department of Public Health and update postings and processes as appropriate. If health screening information is recorded, then HIPAA guidelines will need to be followed. Develop a plan for the central storage of the information obtained. If health screenings are conducted with students, then determine if the teacher or another individual will be conducting the screenings. Identify resources to pay for training and necessary equipment of health screenings.

Procedures for Non-Passing Health Screenings
Clearly outline the process for when an individual does not pass the screening. Work with risk management regarding the plan for temporary isolation, pending removal from site. Provide training on safety protocols to staff, substitutes, students, and volunteers. The protocols for when an individual may need to be isolated and subsequently required to leave the facility need to be provided in writing prior to the return to the site. Clearly outlining the protocols ahead of time will mitigate the risk of subsequent discrimination claims.

Training and Resources
Staff should also be provided access to training videos related to safety procedures and COVID-19. The re-opening plan should also include protocols for supporting coping and resilience among employees and students. The plan should also provide ways to inform employees how they can access mental health services through their health provider or the Employee Assistance Program (EAP). Be sure to provide mental health resource information to association partners so they can also assist employees.

Cleaning Schedule
LEAs should develop a plan and schedule for cleaning of workspaces. The plan should include frequency and be aligned to the schedule of usage for space. Additionally, the plan should determine the staffing needs required to meet the cleaning schedule. The staff should be provided the cleaning schedule.

Postings and Notifications
Comply with all required postings related to COVID-19 which include social distancing protocols, county required posters, entrance screening checklist, workplace safety social distancing information, CDC materials. Also, post information related to protective measures which may be found on the CDC website.

Facial Coverings
If students are required to wear masks, determine accommodations that may need to be made for young students, medically fragile students, and/or students with disabilities. LEAs will need to determine the process for providing masks to students to ensure all students have access to a free education.

If employees are provided reusable masks, then determine the requirements and process for laundering masks. Additionally, determine which employees may need clear masks or clear face shields, rather than cloth face masks, in order to provide appropriate instruction to students.

A clear process for the notification of safety protocols should be established including:

- If safety protocols are provided in writing, then provide them through InformedK12 or another tool that allows for tracking of delivery and a signature that the information has been reviewed.
- If Keenan training videos are provided, determine a required completion date.
- If an employee has a confirmed case of COVID-19 establish a protocol similar to:
    - » Employee notifies supervisor
    - » Supervisor notifies lead nurse or risk management
    - » Nurse or risk management will get a list of individuals the employee was in contact with
    - » Nurse or risk management will contact riverside county public health
    - » Nurse or risk management will contact assistant superintendent personnel for Cabinet notification
    - » Other employees or individuals will be notified as necessary
    - » Custodial crew will be notified for deep cleaning of the work area
    - » All employees will be reminded of the confidential nature of the information

- If a plan for cleaning is developed, then it should include members from risk management, maintenance and operations, and personnel in the development.
- Regardless of whether schools are re-opened fully or there is a hybrid model, assess facilities, equipment, etc. for compliance with Williams Act.

Resources
- Refer to Guidance from Public Health Official on PPE
- Keenan COVID-19 Training Videos, including trainings on coping strategies
- CDC Schools Decision Tool
- CDC Guidelines for Opening Schools
- CDC Guidelines 6-8-2020
- CDC Guidelines for Supporting Coping And Resilience
- CDC/EPA Cleaning & Disinfecting Guidance
- CASBO Guidance on Postings
- CDC Sign Resources
- CDC Resources for Protective Measures
- CDC Resources for Hand Washing
- CDC Resources for Face Coverings

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4. ESSENTIAL QUESTION: What are the procedures that need to be in place for remote work?

Implementation, Recommendations, and Considerations
Develop written policies for remote work. The policy should reference existing policies and/or CBA language regarding stipends for items such as cell phones, internet, equipment, etc. Determine if there is a need to revise any existing policies in relation to the hybrid model and complete the revisions. The plan should outline what type of equipment will be provided for remote work and the process for checking out and returning equipment. The process should clearly reference policies and CBA language related to overtime procedures and reiterate the process for overtime in relation to remote work. Develop a plan with the necessary equipment for individuals working remotely that may have limited access to the internet. Provide employees with information regarding setting up an ergonomically correct workstation at home. Provide the remote work plan to all employees who are working from home.

If items in the remote work plan fall under the scope of bargaining, then meet with the associations and review the plan. Associations may demand to bargain. If employees are working from home, then consider providing them the remote work plan through a tool like InformedK12 so there is documentation and acknowledgment that they received the plan.

Resources
- CA Division of Industrial Relations' overview of Overtime laws
- Expenses and Reimbursement pursuant to Education Code Section 87032
- Working Remotely Series Link
- Setting Up Your Laptop in Your Home Office

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5. ESSENTIAL QUESTION: What are the procedures needed specifically in relation to classroom teachers?

Implementation, Recommendations, and Considerations

Substitute Teachers
Principals and teachers should develop detailed plans for substitute teachers. The plans should include a notebook with the detailed safety procedures in place at the site. There should also be a clear process for who will provide and review the plan with the substitutes before they start the day. The plan should also include the minimum required components for the lesson plans including, but not limited to schedules, materials for the day, which students would be present if there is a rotating schedule, lesson plans for the day, and where to access any needed equipment. If the schedule for the day requires distance learning, appropriate access to codes and online curriculum will need to be provided.

Distance Learning
In working with the curriculum and instruction and/or educational services divisions, a plan for appropriate training for teachers to effectively work in the new environment needs to be developed. The plan should include, but not be limited to, items such as digital learning, communicating effectively with students and families in a digital learning environment, how to develop a schedule for a hybrid or total online delivery model, how to start a new school year, and how to provide social-emotional wellbeing opportunities for students.

6. ESSENTIAL QUESTION: What procedures need to be put in place for substitutes, mobile employees, parents, visitors, and volunteers?

Implementation, Recommendations, and Considerations
Develop a plan for the presence of substitutes, mobile employees, parents, visitors, and volunteers on campuses. The plan should include the health screening requirements for these individuals, including whether or not mobile employees are screened once a day or each time they arrive at a different site. Also, determine if substitutes will be assigned particular schools rather than be allowed to substitute across the district in order to limit the potential for exposure. The plan should clearly outline how these individuals will be informed of the safety protocols on site. Volunteers on sites should be limited or consider a temporary moratorium on volunteers. The plan should determine whether volunteers and/or mentors will be allowed to participate in the digital learning environment. "If so, ensure that they are participating only with the presence of a certificated staff member in the digital platform. The plan should also outline the required process for these individuals to sign in and out of campus each day with a contactless method. Central entrances should also be identified and used to control the flow of individuals accessing the facility. Districts may want to consider a system like Raptor.

If volunteers are used online, how do we ensure a safe online environment for volunteers and students? Are there liability issues that would need to be considered before determining to use volunteers in a digital environment?

Resources
• Keenan Safe Schools Trainings Related To COVID-19

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7. ESSENTIAL QUESTION: What procedures need to be in place to anticipate possible intermittent or rolling school closures?

Implementation, Recommendations, and Considerations

Implementing Remote Work
LEAs will need to develop the process for intermittent or rolling school closures. The process needs to include procedures for notifying employees, employees from other agencies, the county office, substitutes, associations, families, students, and the community of intermittent or rolling school closures. Consideration needs to be given for multiple methods of distributing information including, but not limited to, letters, website, videos, InformedK12, media, etc. The plan should also consider whether or not there needs to be collaboration with the Riverside County Public Health Officer. The process should refer back to previous

procedures developed in earlier sections regarding which positions continue to work on-site and which positions work remotely. Procedures for distribution of equipment will need to be implemented. Additionally, LEAs will need to provide employees with information regarding remote working procedures and ergonomic workstations. Finally, LEAs will need to implement necessary cleaning protocols to disinfect the site.

Employee Leaves
LEAs will need to establish procedures for employees that are unable, or refuse, to come to work. The procedures need to clearly establish that all leave or accommodations requests are submitted to personnel services. Immediate supervisors should not be making determinations regarding leave requests. The procedures need to be provided to employees and they need to understand where and how to submit requests. LEAs may want to consider sending out a survey to employees prior to them returning to work regarding any leave or accommodation needs they may have. Procedures need to be in place for processing leaves such as FFCRA (HR6201), FMLA, CFRA, unpaid leave, etc. Procedures also need to be clearly established regarding the interactive process and accommodations.

If employees need a form of leave, then consider routing leave forms through InformedK12. If there is a consistent process for requesting leaves throughout Riverside County LEAs, then determine if there could be an employee information video put together to describe available leaves and the process for requesting the leaves.

Resources
• ACSA Re-opening Schools Guidelines
• COVID-19 Leave Chart
• Sample Informed K-12 Leave Report
• Interactive Process and Accommodations Guidance: EEOC Guidance
• Disability Discrimination
• AALRR Alert - HR6201

8. ESSENTIAL QUESTION: What considerations need to be made for supervision and evaluation of employees?

Implementation, Recommendations, and Considerations
Develop a plan for the supervision of employees in a remote work environment. The plan should include how to observe digital learning environments, how to monitor the work of certificated and classified employees working remotely, how to provide effective feedback in a remote work environment, and effective communication skills. The plan should provide specific training opportunities including, but not limited to how to effectively use technology, effective communication, and how to observe digital lessons. The plan will need to consider the ramifications to probation periods for classified employees and consider whether there is a need to extend probation in order to effectively evaluate.

If there are changes to the evaluation procedures, consult with association, and determine if there is a need for an MOU. If there are proposed changes to classified probationary periods, then negotiate the process with the association.

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9. ESSENTIAL QUESTION: What are the budget implications as they relate to wages, hours, terms, and conditions?

Implementation, Recommendations, and Considerations
Develop a plan across the organization to address the budgetary shortfalls. The plan may require a reduction in force or salary rollbacks/furlough days. The plan should appropriately address all steps in the two processes, with sample outlines included below. The plan should also allow time to meet requirements to negotiate the associations.

Potential reduction in force:
- Update seniority lists for classified and certificated
- Hold any necessary tie-breakers
- Identify if reduction is for lack of work or lack of funds
- Identify positions to be eliminated
- Board resolution
- Identify individuals to receive layoff notices
- Notify associations

Plan for salary rollbacks/furlough days:
- Negotiate with associations
- Use tools from district fiscal services
- Calculate negative salary schedule percentages for furlough days
- Refer to STRS/PERS circulars

- Update salary schedules
- Update information in Galaxy
- AB 1200 documents will be required
- Review temporary changes for retired annuitants

If layoffs are necessary, then comply with all timelines and Education Codes. If furloughs are required, then appropriately follow STRS/PERS regulations.

Resources
- Ed Codes governing Reduction in Force
  *Be sure to use ed codes applicable to either merit or non-merit districts.
- Ed Codes pertaining to Classified
  » EC 45308
  » EC 45114
  » EC 45298
  » EC 45117
- Ed Codes pertaining to Certificated
  » EC 44949
  » EC 44918
- Summer certificated layoffs:
  » EC 44955
- STRS Circulars for Furloughs
  » Employer Information Circular: Effects of Reduction of Funds to Schools (2008)
  » Employer Information Circular: Effects of Reduction of Funds to Schools (2019)
  » CalSTRS: How might district-required furlough days affect someone's retirement?
- PERS Circulars for Furloughs
  » CalPERS: Information on Furloughs
  » CalPERS: Information on AB 1651 and Impacts of Mandatory Furlough for Schools and Local Safety Employees
  » CalPERS: Implementation
- Retired Annuitant Temporary Changes - AALRR Alert

Risk Management

Risk management will play a critical role in the successful return to work and school. Employees will rely on information and guidance from risk management related to safety protocols, interactive processes, worker's compensation, and unemployment claims. It is imperative that the risk management department works closely with personnel services to ensure the smooth implementation of all processes and to seek guidance on items that may fall under the scope of bargaining.

1. ESSENTIAL QUESTION: What are the considerations and procedures needed to provide a safe work environment?

Implementation, Recommendations, and Considerations
LEAs will need to develop a plan to provide for the safe re-opening of schools. The plan must include a detailed risk assessment and implementation of a site-specific protection plan, training for employees on how to limit the spread of COVID-19, including screening for symptoms, implementation of individual control measures and screenings, disinfecting protocols, and physical distancing guidelines per the governor's directives.

The plan should include guidelines for the appropriate use of PPE including face coverings for staff, students, visitors, and volunteers. Outline any exceptions to individuals being required to wear face covering, including children younger than two, individuals with breathing difficulties, individuals who are incapacitated or unable to remove face covering independently, etc. Provide a plan for the use of, and proper training for, all PPE including, but not limited to, face coverings, gloves, goggles, clear face shields, plexiglass, hand sanitizers, wipes, smocks, shoe coverings, etc. Information should also be provided to staff, students, and students' families on proper use, removal, and washing of cloth face coverings.

The plan should also address the process for use of shared areas and objects. Desks and workspaces should be at least 6 feet apart. Additionally, desks should face in the same direction and/or have students sit on only one side of a table and spaced apart. Space should be created on buses to allow for 6 feet of separation. Install physical barriers where physical distancing cannot be maintained and/or where considered appropriate. Consider guidelines for movement throughout the facility including directional markings on sidewalks or in hallways and markings for six feet distancing where lines might occur. The use of shared objects such as electronic devices, toys, books and other learning items or games should be eliminated. When objects have to be shared, a process for disinfecting must be in place. Processes for separating student items such as individual supplies, jackets, backpacks, etc. will need to be established.

Additionally, LEAs should provide sufficient supplies of paper, pencils, art supplies, playground equipment, etc., to avoid sharing of items.

Additionally, the injury and illness prevention program must be updated to protect employees from workplace hazards, including assessing if COVID-19 is a hazard in their workplace.

Share the plan with the entire staff prior to re-opening.

Isolation/Quarantine
LEAs will need to develop a procedure for isolation/quarantine in the event that it is determined that an individual is on-site with symptoms of COVID-19. This may include, but is not limited to, a room for isolation that maintains 6 feet separation until the individual can be picked up from site, process for handling calls from the community, appropriate PPE for staff monitoring the quarantine area, schedule for cleaning the quarantine area, etc.

The process should include such items as:
- If it is an employee, notify personnel so they can provide the employee information regarding available leaves.
- Implement privacy and HIPAA considerations. Disburse reminders regarding employee and student privacy requirements.
- Have a specified person that receives reports of individuals that test positive. This person should coordinate the response effort.
- Notify individuals that may have had contact with the person that tested positive.
- Appropriately address additional cleaning.
- Identify ahead of time, which employees will respond to the media and/or concerned calls from the community. Make sure that staff is aware of who the points of contact are and have their contact information readily available.
- Be prepared with all necessary PPE and cleaning supplies.
- Adhere to physical distancing protocols.
- Preparation for potential outbreaks.
- Disinfecting standards for workspaces.

- Office workspace requirements/expectations.
- Cleaning supplies for individual work stations for use throughout the day.
- Hand sanitizer available at all entrances.
- Employee and student health screenings.
- Site audits of cleaning frequency.
- Training and materials for custodial staff.
- If someone reports being positive for COVID-19 or is being quarantined for exposure, review the CDC & Riverside County Department of Public Health guidelines. Also, prepare for possible media responses and calls from concerned parents, staff, and/or community members.

If the supply chain continues to be challenging for PPE and cleaning supplies, consider a bulk purchasing agreement with neighboring districts.

If schools re-open, then post a re-opening plan that lists the safety precautions in place. Also consider providing additional training regarding integrated pest management, cleaning & disinfecting.

Resources
- State Guidance for Re-opening
- CDC/EPA Cleaning & Disinfecting Guidance
- EPA Disinfecting Guidance
- CDC Checklist for Cleaning and Disinfecting
- California Department of Public Health COVID-19 Industry Guidance - Office Workspaces
- Responding to a Known Case of COVID-19
- Sample Re-opening Plan provided by San Diego County for business which could be used for ideas for a school template
- CARES Act - AALRR Alert
- CDE Guidelines 6-8-2020
- Injury and Illness Prevention Program 8 CCR § 3203

Keenan SafeSchools Training New Courses:
  » Integrated Pest Management Training
  » Coronavirus: Cleaning & Disinfecting your Workplace

2. ESSENTIAL QUESTION: What are the considerations as related to unemployment claims?

Implementation, Recommendations, and Considerations

Unemployment Claims
LEAs will need to develop a plan to process a potentially higher than usual volume of unemployment insurance (UI) claims. Implement training to determine which claims need additional supporting documentation for EDD to reject, including appeal process. Anticipate UI claims for summer recess, winter recess, spring break, extra duty, overtime, stipend, potential lay-offs, and additional closures. Consider training additional staff to assist with handling unemployment claims and/or unemployment insurance audits as the timelines are typically very short. LEAs should establish a process to notify EDD when employees who have been awarded unemployment benefits and have now been offered work, but have rejected/declined to return to work. Clearly document which employees have been offered employment (contracts, offer of work, etc.) Document why an employee was unable and/or unavailable to work. Have this documentation readily available to include in the unemployment insurance claim response. Remind supervisors that when an employee inquires whether or not they can apply for unemployment insurance, that they inform the staff that anyone can apply for unemployment insurance in California at any time and the determination for claims is handled by the EDD Office.

Reasonable Assurance Notifications
LEAs should be diligent in providing reasonable assurance notifications to reduce the potential increase in claims over recess periods. Continue to implement timely reasonable assurance notices to less than 12-month employees and substitutes. Consider providing reasonable assurance notices through InformedK12 or a similar electronic data management tool to easily track delivery and receipt of notification. At minimum, require the employee to sign for receipt of reasonable assurance notification. Include a copy of the reasonable assurance letter with the unemployment claim response.

Resources
- Coronavirus 2019 (COVID-19)
- Unemployment Insurance (UI) Information for COVID-19 Claims Equifax Insights Blog

3. ESSENTIAL QUESTION: What are the considerations as related to workers' compensation?

Implementation, Recommendations, and Considerations
Establish a plan to handle potential workers' compensation claims. Based on an Executive Order (N-62-60), if an employee tests positive for COVID-19, it is presumed to be work-related. The current presumptive period of these claims are from 3/19/20 - 7/4/20 (and may be extended). In California, a Claim Form (DWC-1) must be provided to an employee within 24 hours of when the employer received notice of the potential injury or illness. Identify who will submit the workers' compensation claims to the Workers' Compensation Carrier and/or Claims Administrator.

Identify which employee(s) will be responsible for providing the claim form employees who have tested positive for COVID-19, employees who allege work-related stress, and any other alleged work-related injury and/or illness. Identify which employee will be responsible for submitting the appropriate notifications (phone call and written report) to OSHA for any reportable injury/illness.

Be aware that if an employee contracts COVID-19 and they pass it to other people in their home and/or community, it opens up the employer to third party claims. Consider limiting the number of visitors, as they can also file third party claims.

Consider limiting the number of employees who will physically report to the worksites during the presumptive period, to reduce potential workers' compensation and third party claims. Identify who will file the third party claims with the liability carrier and/or claims administrator.

Reduce the number of volunteers when possible, as volunteers are also eligible for workers' compensation benefits through the district's coverage.

Identify what steps will be taken if an employee is positive for COVID-19 and other employees that may have interacted with them. Notify employees impacted by COVID-19 about the various leaves available, coordinate efforts with personnel services. Consider providing reminders to supervisors about privacy as it pertains to HIPAA in order to avoid potential liability.

Coordinate communication with facilities to sanitize and disinfect the site when there is confirmation of an employee with COVID-19; handle with discretion as to not disclose personal employee medical information.

Presumptive claims are rebuttable. Therefore, it will be important for employers to conduct discovery in order to demonstrate that the employee's positive COVID-19 was not caused by work. Record keeping of which employees were at work by date and location may serve as documentation to demonstrate that COVID-19 was caused by something else other than work. For example, to confirm that certain individuals were either not at work during the alleged time COVID-19 was contracted or that there was no interaction between certain employees because they were working at different locations.

Resources
- Division of Industrial Relations - Workers' Compensation, COVID-19 Resources:
- DWC Workers' Compensation Benefits for Essential Workers
- Executive Order (N-62-60)

4. ESSENTIAL QUESTION: What are the considerations related to the interactive process?

Implementation, Recommendations, and Considerations
Develop a plan to handle reasonable accommodation requests due to a medical disability. Consider training additional staff to facilitate the interactive process because there will be numerous requests for accommodations. Consider inviting employees who may already be on an approved FMLA to contact risk management/personnel if they are requesting a reasonable accommodation.

Pre-existing conditions and high-risk individuals may require additional considerations. Consider utilizing a consultant and/or attorney on potential challenging accommodation requests to ensure you are in compliance with ADA & FEHA.

Identify, in advance when feasible, which positions may be accommodated to work remotely. Allow at-risk such as over 65, pregnant, chronic lung disease, serious heart condition, obesity, chronic kidney or liver disease, diabetes, populations to approach you in the event they believe they need to work remotely. Encourage video conferencing for those employees who are working remotely as a way to accommodate their participation in meetings and training opportunities.

Provide mental health resources to employees.

Resources
- Job Accommodation Network (JAN) - Office of Disability Employment Policy (ODEP)
- Rachel Shaw Consulting
- Interactive Process Coordination & Facilitation
- Keenan SafeSchools Training Course:
    » Coronavirus: Managing Stress and Anxiety
- Employee Assistance Program - District specific

Communication Protocols

Effective communication will be an essential element of a successful return to work/school plan. Personnel services and risk management will need to consider the various stakeholders, including employee associations, required for decision making as well as the appropriate audiences to disseminate decisions and information. Personnel services and risk management need to communicate across the organization. These units within the districts and county office will also need to make a concerted effort to communicate with each other as decisions may impact other agencies.

1. ESSENTIAL QUESTION: What elements are necessary for an effective communication plan in responding to COVID-19?

Implementation, Recommendations, and Considerations

Communication will be a key element in the success of re-opening schools. The communication plan should focus on including information to help employees, students, and families feel safe and comfortable when returning to school. A communication plan needs to include required postings and/or notifications by the state or CDC.

Effectively communicating across the organization before decisions are made will be a critical component of effectively managing the response to the changing dynamics. The communication plan should list which units need to be involved in different decisions so that all stakeholders are included. The communication plan may also establish timelines for re-opening phases and the type of communication necessary for each phase. The plan should also include district created communications and those communiques that might be appropriately delivered as a joint communique between the district and associations. The plan should clearly identify which audiences need what information so that all stakeholders receive the necessary information in a timely manner.

Additionally, there needs to be consideration given to incoming information. Perhaps designate a central person or unit to receive all incoming information and inquiries related to COVID-19 in order to effectively triage the communication. Consider developing talking points for the various levels of communication whether at the school site or the district level.

The plan should include how to communicate intermittent or rolling closures when necessary. Protocols for distance learning and remote work should be clearly communicated. Establish guidelines and talking points in advance.

Finally, the communication plan should effectively explain the complaint process should anyone have concerns so they can effectively access assistance and resolve the issues.

Each district should communicate plans with RCOE so that RCOE employees on district sites can follow the district guidelines. Additionally, if there is a school closure, please notify RCOE so RCOE can notify their employees that are impacted.

In the communication plan, be sure to provide appropriate accommodations for different languages and and formats. Also, consider various forms of communication such as letters, websites, emails, posters, phone blasts, videos, etc. On-going, clear communication with the associations will be a critical component of the communication plan.

Resources
- ACSA Re-opening Schools Guidelines
- AALRR Alerts

Business and Operations

FOCUS AREA 1
Physical Infrastructure
As the re-opening and re-entry of schools begin, below are some essential questions to consider when developing a plan to keep students, staff, and families safe and help prevent the spread of COVID-19.

1. ESSENTIAL QUESTION: Do we have access to the necessary supplies and cleaning protocols in place to effectively clean and disinfect when schools and offices are open?

Implementation, Recommendations, and Considerations
LEAs should ensure that proper materials including masks, gloves, hand sanitizing stations, disinfectant wipes, and disinfectants are available while establishing a standard list of supplies to be kept in each type of classroom and other general areas. Staff should use EPA approved disinfectants and follow CDC guidelines to establish daily and mid-day cleaning schedules for high touch areas, drinking fountains, and more. Provide training to staff outside of maintenance and operations to assist if possible.

LEAs should suspend or minimize the use of shared school supplies including art supplies, physical education equipment, etc. or create a cleaning protocol for in-between uses. A safe alternative is to create personal sets of supplies as feasible.

Facilities managers/supervisors should ensure HVAC filters meet ASHRAE standards and are changed on a regular basis while considering scheduling HVAC to ensure maximum outdoor air circulation. Increasing the percentage of outside air in the intake system may be feasible in many buildings. Evaluate the possibility of keeping doors open if able to maintain other student safety measures.

Limit the amount of personal or extra items in classrooms to minimize cleaning surfaces and establish a daily "put away" protocol or "clear countertop" rule to enable uninhibited cleaning and sanitizing. Consider providing cubbies or containers to keep students' belongings separate from others or have students keep belongings at desk throughout the day if cubbies are not available. LEAs are encouraged to create signage to provide guidelines for hygiene, social distancing, and face covering protocols, and display in all entries and other prominent areas.

2. ESSENTIAL QUESTION: How do we ensure social distancing in classrooms, restrooms, and high traffic areas?

Implementation, Recommendations, and Considerations
In order to ensure social distancing in classrooms, it is recommended to place desks 6 feet apart, utilize dividers if necessary, and utilize additional non-classroom spaces such as outside patio areas/quads, libraries, or multi-purpose rooms to increase physical proximity among students. Implementing staggered schedules and distance learning will assist in ensuring social distancing requirements.

To assist with foot traffic, it is recommended to establish controlled entrances and exits and institute one-way walkways. To ensure social distancing where lines may form, create markers to show the 6 foot separation. Consider developing a game or song to encourage social distancing with younger students. For restrooms, install barriers between sinks, close alternating urinals, and monitor based on maximum occupancy per regulations. Consider installing hands-free appliances.

3. ESSENTIAL QUESTION: How do we ensure students and staff are healthy before returning to work/school?

Implementation, Recommendations, and Considerations
In order to ensure students and staff are healthy before returning to campus, health checks and screenings will take place. Districts should consider developing an infographic for parents to follow before having students leave their residence to check their temperature.

4. ESSENTIAL QUESTION: How do we provide employees, staff, parents and other stakeholders the most current information?

Implementation, Recommendations, and Considerations
Districts should consider using their website, robocalls, and emails to ensure stakeholders have the most current information. Districts should assign a contact person for employees and one for students/parents to ensure consistent messaging.

5. ESSENTIAL QUESTION: Should districts continue to hold on-site training and conferences?

Implementation, Recommendations, and Considerations
Districts should ensure updated maximum occupancy numbers are posted. Tables and desks should be arranged to meet social distancing requirements—potentially removing excess furniture. Consider canceling assemblies and other large gatherings and continue to hold training(s) virtually.

Resources
- CDC Guide for Opening Schools
- CDC Guidance on Social Distancing
- CDC Guidelines for Cleaning and Disinfecting
- CDC Guidelines for Cloth Face Coverings
- ASHRAE Guidance on HVAC for Schools
- CDE Guidebook for Reopening
- Riverside Public Health School Guidance
- Cal/OSHA COVID-19 General Checklist
- CASBO – A Collection of Guidance for Schools and Districts
- The Safe Six Checklist

FOCUS AREA 2
Nutrition Services
Feeding our students has been a priority from the very beginning of the COVID-19 pandemic. As we transition back to the re-opening and re-entry of schools, we will continue to make this a priority.

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1. ESSENTIAL QUESTION: How will we provide students with nutritional meals and services that maintain social distancing in a clean and disinfected environment?

Implementation, Recommendations, and Considerations
Districts should evaluate meal options and consider "grab and go" food options and provide single serve cutlery packages. If using cafeterias for meal service, maintain social distancing by staggering meal schedules, create multiple meal distribution points, mark tables to establish separation, and keep students facing the same direction. If eating in classrooms, districts need to consider custodial implications. Establish protocols for hand washing or sanitizing before and after mealtime, utilizing portable hand washing stations or sanitation stations as necessary. Clean and disinfect tables and frequently touched surfaces between use. Other considerations include using scanners or having staff enter student ID numbers to minimize multiple people touching point of sale device. Consider options for feeding students who are not on campus due to illness, distance learning, self isolating, etc.

Resources
- CDE - School and Child and Adult Care Meals Webpage
- CDE - Additional Resources

Transportation
Providing transportation to some of our students is essential and takes careful consideration. In some cases, these are our neediest students and rely on the district providing these services.

1. ESSENTIAL QUESTION: How will we provide safe and regularly scheduled transportation routes for our students?

Implementation, Recommendations, and Considerations
Transportation services should consider installing safety barriers on buses to support social distancing, increase the number of bus routes, and stagger schedules to accommodate the school bell schedules. Alternate drop-off/pick-up locations could be utilized, if feasible.

Consider alternatives to busing students including mileage reimbursement to special education parents, carpools, and additional bike and walking routes.

Implement cleaning schedules and protocols to ensure sanitized buses after each use. Be aware that additional time will need to be built into routes/schedules that may require increased staff and/or hours.

Resources
- School Transportation News - June 2020
- Rethinking School Startup for Students with Special Needs - STN June 2020

Policy and Governance

FOCUS AREA 1
The Governance Role of the Board

The governance team, comprised of the governing board and the superintendent, will be responsible for making decisions regarding the re-opening of school in 2020–21. Broadly, as described by the California School Boards Association in the Masters in Governance Program, the board's role in governance for the district includes: setting the direction; establishing the structure; creating a supportive environment; ensuring accountability; and providing community leadership. Accordingly, the governance focus area provides guidance on how the governing board may make decisions about the what, when, who, and how of the plan for re-opening the district's schools.

1. ESSENTIAL QUESTION: What should the Board look for in order to make decisions about re-opening schools and offices?

Implementation, Recommendations, and Considerations

The Board should expect a detailed, comprehensive plan of options that addresses timelines, student and staff safety, including social/emotional support; instructional models/options; technology, facilities, transportation, communication; students with special needs, including SWD, EL, students experiencing homelessness, foster youth; and personnel/human resources.

The Board may have to make decisions without all of the information and certainty it would like, because of the dynamic nature of this situation.

The Board will want to consider local health officials' directives/guidance, as well as state and national directives/guidance.

The CDC cautioned that the recommendations should be applied in a way that is "feasible, practical, acceptable, and tailored to the needs of each community." This is just one factor leaders will consider, alongside issues like advice from state health authorities and the severity of spread in their areas.

Resources
- "Blueprint for Back to School"
- Center for Disease Control and Prevention (CDC), Schools During the COVID-19 Pandemic
- ACSA School Re-opening Planning Group, Final Report: May 28, 2020
- SEAC Checklist for Opening School
- CASBO Guidance for Re-opening Schools Resources > COVID-19 Resources

2. ESSENTIAL QUESTION: What are the governance and leadership considerations for the Board?

Implementation, Recommendations, and Considerations

As the elected leaders of the school district, Board members represent the community and they represent the district.

As representatives elected to make informed decisions on behalf of the community, Board members may consider methods for soliciting and receiving input from the community, through parent and community surveys, holding public study sessions, communicating with Board colleagues from neighboring districts, and providing easy access for the community to provide input to public Board meetings.

As representatives of the district, Board members may consider establishing/maintaining ongoing communication with local, state, and national political leaders, as well as local civic, business, faith-based, parent groups, and other stakeholder leaders.

Resources
- CSBA Masters In Governance (MIG) The Board's Responsibilities in Governance
- Sample parent survey
- Atkinson, Andelson, Loya, Ruud & Romo (AALRR) Brown Act Alert

FOCUS AREA 2

Legal Considerations: Board Policies and Administrative Regulations and Items Subject to Bargaining

The governing Board is responsible for overseeing the development and adoption of policies for the district and for setting parameters for negotiations with employee organizations as well as ratifying collective bargaining agreements and memoranda of understanding. The complex matter of re-opening schools in 2020–21 has significant implications for the development of new or revised policies and many considerations that require negotiations and reaching agreement with the district's labor partners. The policies and collective bargaining focus area provides guidance and resources to assist the Board with identifying and preparing for the many matters of policy and labor relations that will come before them.

1. ESSENTIAL QUESTION: What are the new or revised board policies that may be needed for re-opening schools and offices?

Implementation, Recommendations, and Considerations

There are numerous Board policies that the Board may want to consider adopting or revising, including infectious diseases, technology use, distance learning/teaching, safety, leaves, travel, flexible schedules and graduation requirements.

- Some policies may be handled as resolutions, if they are going to be temporary or short-term.
- Some policies will be subject to collective bargaining.

Resources
- CSBA GAMUT
- Board Policies and Regulations Sub-Committee Checklist
- Sample Policy for H1N1

2. ESSENTIAL QUESTION: What are the collective bargaining implications of re-opening schools and offices?

Implementation, Recommendations, and Considerations

All matters pertaining to wages, hours of employment, and terms and conditions of employment are within the scope of bargaining, so engaging with the labor unions early is critical. Temporary measures may be handled with memorandums of understanding, rather than changes to the collective bargaining agreements. Completion of bargaining with CSEA units may require additional time to get through the "610" process and ratification.

Resources
- Collective Bargaining Considerations Sub-Committee Checklist
- Atkinson, Andelson, Loya, Ruud & Romo (AALRR) Alert COVID-19: Bargaining the Impacts and Effects with Your Education Employee Unions - 03.20.20

ACKNOWLEDGMENTS

The Riverside County Office of Education is grateful for our partners for their contribution and collaboration in the creation of this document titled:

"Moving Forward Together, A Planning Guidebook for the Safe Opening of Schools."

Thank you for your dedication to creating guidance for safely re-opening schools for our students, educators, and school community. Members of the Opening School Task Force include local educational agency representatives from Riverside County:

- District superintendents
- County office representation
- Classified employees
- Certificated employees
- Students
- Parents
- Charter schools
- Community members
- Board members