

June 26, 2020

Superintendents:

Thank you for your input this week as we reviewed our Roadmap to Reopening Schools. As you know by now, we made several changes. The most up-to-date version is attached. The website initially went down today with more than 9,000 people attempting to download at 10:00 AM. Traffic has continued to be very heavy, so I am sending you the .pdf.

This morning, Dr. Harris with ADPH joined me at a press conference to release the Roadmap. Also attached is the updated brief document designed for parents containing several frequently asked questions. Please feel free to share the document in your school system and community. This is also the most up-to-date. Please replace any previous version with this one.

Contact Tracing Protocol

As Dr. Harris mentioned, contact tracing is an ADPH function. We strongly recommend that schools not attempt to do contract tracing, but leave that to trained experts. ADPH will notify people whom they deem in need to be self-quarantined. During the previous months, we have asked you to report positive cases to the ALSDE via State School Nurse Jennifer Ventress. That reporting is no longer part of our protocol. Nurses are always welcome to run things by her as they have questions.

The MS Word document above is a planning template designed by a collaboration of southern states through SREB. We have been very involved in this process. As you develop local plans, you may find this template very useful. However, you are not required to utilize it, and we are not requiring any approval process for local plans.

We will host several webinars in the coming weeks as we begin implementation of the Roadmap. Our first webinar was conducted this morning with curriculum directors. CLAS will send notices as the dates and topics for the webinars are scheduled.

As always, thank you for all that you do.

Eric G. Mackey

State Superintendent of Education

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School Reopening Planning Template for Local Education Agencies

States, districts and schools nationwide are preparing to reopen following widespread closures due to the COVID-19 pandemic. Local education agencies need well-developed plans to guide their work in the coming months. This template provides a guide for districts and schools to plan to reopen all schools, based on recommendations made by SREB’s K-12 Education Recovery Task Force. The template includes three critical areas for planning — [Governance and Operations](#), [Health and Safety](#), and Quality Instruction. The template was developed to guide planning and provide action items for districts and schools to address. It is not meant to be used as a simple checklist. SREB holds that reopening plans require ongoing conversations between key shareholders. Districts and schools can use this document as a framework for those conversations in conjunction with [SREB’s K-12 Education Recovery Playbook](#).

Local Education Agency Information			
LEA Name:			
State:			
Primary Plan Contact’s Name:			
Primary Plan Contact’s E-mail:			
Liaison to Local Health Dept. Name:			
Liaison to Local Health Dept. Email:			
Link to LEA Website with COVID-19 Information			
Number of Schools / Title Status:			
Number of Schools:	Elementary ___ Middle ___ High ___ Career Centers ___ Alternative ___ Other ___		
Number of Students Served:		Number of Certified Teaching Staff:	

Governance and Operations

Task Force Development. Review the full [State and Local Task Forces play](#) on SREB’s website for ideas for how to structure an education recovery task force, whom to include and how to communicate its work.

[Who has been engaged in developing your reopening plan?](#) List all members and their connection to schools, such as parents, business leaders, health agency representatives, teachers and others.

Task Force/Reopening Committee Members

Name:	Connection:	Name:	Connection:

[Describe how local health agency representatives](#) were engaged in the task force/reopening committee.

[Describe how the task force and other reopening committees will be used once the school year has started?](#) How will members be engaged in monitoring the success of the plan? How frequently will meetings be held?

Governance and Operations

Calendars and Schedules. Schools, districts and states will likely face different or changing school year calendars and daily schedules in 2020-21. SREB’s K-12 Education Recovery Task Force offers guidance and key questions related to [calendars and schedules](#) for schools, districts and states to consider.

[Describe the proposed annual calendar for 2020-21](#), indicating differentiation by grade level if appropriate.

Early Child:	
Elementary Grades:	
Middle Grades:	
High Schools:	
Career Centers:	
Special Populations:	

[List any waivers needed to support the proposed calendar](#), with their status (e.g., submitted, approved).

Waiver Name and Description:	Status:

[Describe contingency plans for a second wave or reoccurring waves of COVID-19 infections](#). Include plans based upon any tiered response, such as minimal community spread, moderate community spread and substantial community transmission.

[Describe the daily schedule](#) and how the schedule will be used to limit the exposure and spread of COVID-19. Include details if a differentiated approach is used.

Early Child:	
Elementary Grades:	
Middle Grades:	
High Schools:	
Career Centers:	
Special Populations:	

Governance and Operations

Technology. States, districts, and schools face significant [technology](#) challenges with the shift to online or blended learning. The shift to an online learning environment has implications beyond the use of technology. Considerations will need to be given to pedagogical and instructional issues. LEAs must also consider equitable access to technology resources.

[Describe the current status of network access, connectivity and/or mobile data plans in these locations.](#)

In School Buildings:	
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Across the District:	
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Student/Family Connectivity:	
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Family Access to Mobile Data:	
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[Describe how state and regional technology partners have assessed and expanded network and device access.](#)

[Describe any partnerships with internet, wi-fi or mobile providers to expand access to free or low-cost internet.](#)

[Describe current student and staff access to learning devices like laptops and tablets.](#)

Describe the [learning management system or other learning platform](#) used to provide instruction and resources in off-site settings.

[Describe the technology-based resources used to support the student groups listed below.](#) How will students access instructional materials, supports and any needed modifications or accommodations?

Students with Special Needs:	
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English Language Learners:	
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Gifted and Talented Students:	
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Students in Tier 2 and Tier 3:	
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Describe the [professional development provided to staff](#) on engaging students and families in online or blended learning.

Describe the [training provided to students and families](#) so they can make effective use of available technology resources, including the district's learning management system.

Governance and Operations

Funding. Education leaders are clear that they will face additional expenses and funding cuts at the same time. Local needs should drive spending choices and setting priorities will be more important than ever. States know they will need to help districts and schools understand how and when money from different [funding sources](#) may be spent.

How has funding been impacted by COVID-19? [Describe any significant changes to funding sources](#). Highlight any anticipated loss of available funds for the upcoming fiscal year.

[Describe how the proposed calendar and schedule will impact expenditures for the 2020-21 school year.](#)

[Summarize changes in expenditures due to COVID-19.](#) Describe the system being used to track expenditures that are directly related to the LEA's COVID-19 response.

[Describe plans to use CARES \(ESSER and/or GEER\) funds and other temporary funding opportunities.](#)

Describe plans to make flexible use of FY2020 funds.

[List any waivers needed to ensure access to or reallocation of available funds](#), with their status.

Waiver Name and Description:	Status:

Health and Safety

Disinfection and Cleaning. Education leaders are revising existing procedures and protocols for [cleaning, sanitizing and disinfecting school environments](#) to ensure the safety of students, staff and visitors and curb the spread of COVID-19.

Cleaning, Sanitization and Disinfection Plans: Is each action below addressed in district or school plans? Provide more details about these and related plans on the following page.

Yes	No	Procedures and protocols are in place for cleaning, sanitizing and disinfecting:
		Buildings, classrooms and common areas in school or district facilities
		Food and nutritional service areas
		Transportation service areas and equipment
		Areas associated with cocurricular or extracurricular events

How have [CDC or health department guidelines](#) been used to develop or revise procedures or protocols?

Provide links to and/or descriptions of formal disinfection and cleaning plans and protocols.

Use the table below to [describe how disinfection and cleaning plans and protocols will be monitored](#), by area.

Area	Person Responsible:	Timeline / Frequency:
Buildings, classrooms, common areas		
Food and nutritional service areas		
Transportation areas and equipment		
Cocurricular or extracurricular areas		

Managing Cleaning Products: [Are these considerations addressed in district or school plans?](#)

Yes	No	Consideration
		Selected disinfection and cleaning products align with those approved by the EPA.
		Plans safeguard students and staff with chemical sensitivities or allergies.
		Plans clearly identify which products may or may not be brought from home for in-school use and why certain products have been banned or may have only limited use.
		Product management and distribution plans ensures each building has access to products.
		Cleaning products are purchased using state negotiated price agreements or bulk discounts.

[Describe any anticipated challenges to secure or maintain an inventory of disinfection and cleaning products.](#)

Personal Hygiene Campaign: [How will the school/district emphasize hand-washing and respiratory etiquette?](#)

Health and Safety Practices – continued

Health and Safety Practices. As state, district and school leaders address their cleaning, sanitization and disinfection practices, additional [health and safety practices](#) related to **social distancing** and the use of **personal protective equipment** can help safeguard learning environments and curb the spread of COVID-19.

Describe district and school plans for adopting a comprehensive array of health and safety practices for [extracurricular and cocurricular activities](#), such as athletics, orchestras or bands, and student clubs.

Describe district and school plans for adopting a comprehensive array of health and safety practices for [student transportation, including procedures for health screenings, social distancing and PPE use on buses](#).

Describe district and school plans for adopting a comprehensive array of health and safety practices in [food service and cafeteria settings](#), including plans to serve families receiving free- and reduced-price meals.

While schools are open:

During any closures due to additional waves of COVID-19 infections:

Health and Safety

Mental Health and Well-Being. Districts and schools must prepare to support the [mental health and well-being of students and staff](#) when schools reopen. In the midst of the pandemic, mental health issues may have increased significantly, and schools will face additional challenges to providing support.

Social-Emotional Supports: [List and describe the social-emotional supports in place when schools reopen.](#)

Describe the [training and support that will be provided to faculty and staff members](#) to:

Identify signs of student distress:	
Integrate wellness into the curriculum:	
Expand connections between students and adults:	
Expand SEL and trauma-informed practices:	

Describe how the district or school will conduct [periodic wellness checks of students and staff](#) and use data to expand or modify existing mental health supports.

Community Partners: [List community-based mental health partners who will help develop school reopening plans](#) and provide mental health services throughout the school year.

Representative:	Agency:	Representative:	Agency:

Students: Describe how [mental health agencies or telehealth services](#) will be used to expand support to students.

Staff: Describe how [mental health agencies or telehealth services](#) will be used to expand support to staff.

Health and Safety

Physical Health and Well-Being. The [physical health and well-being of students and staff](#) should be the primary focus as education leaders work to reopen and maintain safe schools. District and school leaders will need to communicate and promote healthy practices across the community.

[Describe how students, staff and visitors will participate in health screenings](#) (e.g., temperature-taking) as they enter school or district facilities or board school buses.

Describe [isolation and transport procedures](#) for students and/or staff who fail screenings or exhibit COVID-19 symptoms.

[Describe district and school COVID-19 contact tracing plans.](#)

[Describe the timeline and documentation required for students or staff with COVID-19 to return to school or work.](#)

Describe how [high-risk persons](#) will be identified. [List the work or learning modifications they will receive.](#)

Procedures to identify high-risk persons:	
Work or learning modifications:	

Describe how attendance and absenteeism policies will be modified to [encourage sick students to stay home.](#)

Describe how attendance and absenteeism policies have been modified to [encourage sick staff to stay home.](#)

Describe [expectations for students to complete assignments/assessments](#) due to a COVID-19 related absence.

Health and Safety

Health and Safety Practices. As state, district and school leaders address their cleaning, sanitization and disinfection practices, additional [health and safety practices](#) related to **social distancing** and the use of **personal protective equipment** can help safeguard learning environments and curb the spread of COVID-19.

Social Distancing. [Describe district or school social distancing plans by area.](#)

Arrival and departure areas:	
Entryways, hallways and lockers:	
Classrooms:	
Student, staff and visitor restrooms:	
Outdoor environments:	
Cafeteria or food-service areas:	
School office areas:	
Transportation areas:	
Gyms and extracurricular areas:	

[Describe expectations for staff, students and visitors to use personal protective equipment.](#)

Staff:	Types of Personal Protective Equipment Required:	PPE Provided By:
Teachers (including itinerant teachers)		
Administrators		
Counselors		
School nurses and other health providers		
District special service providers		
Janitorial staff		
Food service providers		
Students:		
Child Care Programs		
Lower Elementary		
Intermediate Elementary		
Middle		
High		
Career Center		
Visitors or Guests:		
School Visitors		
Classroom Visitors		

Health and Safety Practices – continued

Health and Safety Practices. As state, district and school leaders address their cleaning, sanitization and disinfection practices, additional [health and safety practices](#) related to **social distancing** and the use of **personal protective equipment** can help safeguard learning environments and curb the spread of COVID-19.

[Are the following considerations addressed in district or school plans?](#)

Yes	No	Consideration
		Selected PPE products align with CDC or local or state health department recommendations.
		The district or school has a product management and distribution plan that ensures each building or campus has access to needed PPE supplies.
		Communication plans clearly identify which PPE products may or may not be brought from home for in-school use and why certain products have been banned or may have only limited use.
		PPE are purchased using state negotiated price agreements or bulk discounts, if possible.

Describe any [anticipated challenges with securing or maintaining the needed inventory of PPE supplies](#).

Describe any modifications to procedures and policies for [offices and non-instructional spaces](#).

Checking students in and/or out of school:	
Conducting health screenings:	
Using restrooms and water fountains:	
Dropping off materials or resources to students or staff:	
Visiting administrators, counselors or service providers:	
Accessing school-based parent and family resources:	
Interacting with parent and community volunteers:	

Quality Instruction – Under Development

Quality Instructional Practices. This section will be expanded with the input of SREB's K-12 Education Recovery Task Force.

Equitable Access to Quality Instruction: Describe actions taken to ensure equitable access for each student.

What instructional supports are needed to serve special populations within chosen calendars and schedules?

Describe adaptive staffing plans for providing interim instruction or allowing teachers to remotely provide instruction if they must take extended absences due to COVID-19.

Online or Blended Learning Plans: Describe how each student will learn grade-level and content-area standards using both technology-based and face-to-face instructional approaches.

Describe how teachers will receive professional learning, online or in person, that helps them provide new instruction in an online or blended format if schedules or school closures require it.

Describe plans to ensure that programs in the fine arts, CTE and other areas can be taught online.

Describe how state online learning systems will expand course options and learning opportunities.

Describe how teachers will re-engage students who were not engaged in online learning during the spring school closures.

Support for Struggling Learners: Describe how diagnostic assessments will be used to identify learning losses.

Describe actions to close learning gaps identified through diagnostic assessments.

Curriculum Adaptation: Describe how teachers will be trained to prioritize and differentiate curriculum and instruction in face-to-face, online and blended settings.

Communication Plans

Communicate Reopening Plans to the Entire School Community. An essential element of the effectiveness of any plan is how the local education agency seeks input from and consistently communicates with the school community.

[Describe your school reopening communication plan.](#) How have a broad range of communication tools been used to engage students, families and community members both in planning and learning about plans?

[Describe how the proposed school calendar and daily schedule will be shared with the entire school community.](#) How will members of the community offer input in the decision-making process?

[List the communication tools and strategies](#) that will be used to share information about district and school disinfection and cleaning procedures and protocols with staff, students, parents and community members.

Describe how available instructional tools, accelerated learning strategies and online and offline resources will be shared with staff, students, parents and community members.