RETURNING TO SCHOOL

Planning a Safe, Efficient, and Equitable Return to School for Students and Staff

Delaware Department of Education

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A MESSAGE FROM THE DELAWARE SECRETARY OF EDUCATION

How do we safely return students and educators to Delaware classrooms? Since school buildings closed on March 13, we have been working to answer this question.

In May, Governor John Carney and I created three working groups to help advise the Delaware Department of Education (DDOE), Delaware school districts and charter schools on ways to safely and effectively reopen Delaware school buildings. The three groups each had a specific focus: health and wellness, academics and equity, and operations and services.

With diverse representation on each 17-member group, the groups met over five weeks. They tackled the topics with three scenarios in mind:

- **Scenario 1:** If minimal community spread exists in Delaware (and school buildings re-open)
- **Scenario 2:** If minimal-to-moderate community spread exists in Delaware (situation dependent)
- **Scenario 3:** If significant community spread exists in Delaware (and school buildings remain closed)

I am grateful to the committee members for their time and dedication. I also appreciate the widespread interest and feedback from the public. The livestream meetings have been viewed more than 7,000 times, and we have received hundreds of comments from Delawareans.

The working groups presented their recommendations, and the following guidance was developed taking into consideration the recommendations, public comments, the state survey of over 20,000 families, students, educators, and school/district leaders, department research, and health recommendations from the Centers for Disease Control and Prevention, American Academy of Pediatrics and Delaware Division of Public Health (DPH).

The following guidance includes action steps that schools should take before students and educators return to school buildings as well as throughout the 2020-2021 school year.

This guidance is just the beginning of our work. DDOE will continue to coordinate with DPH and our districts and charter schools to prioritize the health and safety of students and staff as they return to our school buildings. We will communicate often as we gain new information during these dynamic and fast-changing times.

In the weeks and months ahead, we may need to make some policy changes to allow regulatory flexibility in areas such as seat time, attendance, standardized testing and accountability. We look forward to working collaboratively with our partners in the districts/charters, state and federal legislators, and the Delaware Division of Public Health to create the flexibility needed for a successful school year.

Sincerely,

Susan S. Bunting, Ed.D.
Secretary of Education

DELAWARE – MOVING FORWARD

This guidance document is meant to be used as support for districts and charters as they continue planning for the opening of the 2020-2021 school year. Essential safety protocols are included and required to be implemented by all Delaware schools, pre-K through grade 12. These health and safety protocols have been informed by the recommendations of the working groups and finalized by DPH in collaboration with DDOE to more feasibly and safely return to school buildings. Additionally, actionable planning steps have been included for districts and charter schools to consider as they develop their site-based plans. The Southern Regional Education Board (SREB) has released a planning template that is available for use if districts and charters have not already developed their own.

At a later date, Governor Carney, in consultation with DPH, will announce his decision on whether or not schools will start the year in person. Districts and charters will then implement their plans based on the scenario that aligns with current health conditions, understanding there may be some regional variability.

Implementation guidance and support to accomplish needed action steps are more important than ever. Throughout this guidance document, links have been inserted to provide additional support information. The State Board of Education (SBE), DDOE, and the United Way have also partnered to compile a directory of statewide community partners that will be available to support schools in a variety of ways. Funding through the federal CARES Act has been made available to further support planned or unforeseen challenges as districts and charters begin to implement their plans as well. DDOE will continue to provide supplemental implementation support as we move forward as a state to reopen our schools.

PLANNING SCENARIOS

DDOE offers this guidance detailing three general scenarios to guide districts and charter schools in considering the complex planning required to reopen schools. With a rapidly changing and evolving situation, schools should be prepared to pivot quickly if conditions require.

Scenario 1

Minimal Community Spread

Few cases with minimal increases
Low percent positive cases
Low numbers of hospitalizations

Schools are open for in-person instruction

Scenario 2

Minimal-to-Moderate Community Spread

Moderate levels of community spread
Moderate percent of increased cases, percent positive and hospitalizations

Schools may use a hybrid model of remote learning and in-person learning options with precautions in place

Scenario 3

Significant Community Spread

Significant increase in cases, percent positive and hospitalizations

School buildings are closed – remote learning only

Note: Each planning phase will have some considerations in common and other features that build on the previous phase.

GUIDING PRINCIPLES

These scenarios are presented for planning purposes. All decisions about how and when schools will be reopened in the fall will depend on public health conditions, as communicated by Governor John Carney, and based on the following guiding principles:

- Guidance is presented to **prioritize the health and safety of students and staff while maintaining the goal of providing a high-quality, equitable education** for all Delaware learners.
- Reopening guidance and recommendations will provide a **general framework for districts and charters**; each district and charter will tailor this framework to meet its community's unique needs.
- The guidance is provided to help districts/charters, families/caregivers, and staff understand and articulate **risks and benefits**, which are inherent and inevitable when reopening schools during a pandemic.
- Recommendations are **based on the best available evidence, science, and best practices** in both education and public health. As new evidence and best practices emerge, recommendations may shift, and flexibility will be key.
- Responding to this new and changing situation depends on the **coordination and cooperation of students, staff, families/caregivers, and the community** with the goal of creating and maintaining safe, healthy, and supportive learning environments. Until a vaccine or treatment is available to protect a sufficient percentage of the population, school communities must work together to protect one another by effectively implementing protective measures, such as wearing face coverings and maintaining distance.

HEALTH AND SAFETY DIRECTIVES

As of July 2020, Delaware is experiencing **minimal to moderate** community spread, and schools will likely reopen for the 2020-2021 school year in a new environment, requiring innovative models for delivering instruction and supporting the social and emotional wellness of students, their families, and staff. To enable schools to bring students and staff back safely, districts and charters need to employ the following precautions. Precautions with the word **"must"** are mandatory; those with **"should"** are strongly recommended. These directives are inclusive of updated public health information as of July 2020, and may be updated if conditions change.

1. Face coverings and hygiene:

a. All staff and students in grades 4-12 **must** wear cloth face coverings in the school building, except when doing so would inhibit the individual's health. Face coverings **should** be worn by children in grades pre-k through 3rd grade, except when doing so would inhibit the individual's health.

b. Students and staff **must** have access to handwashing facilities and supplies and hand sanitizer, and be allowed time to wash hands in between activities.

2. Social distancing:

a. Students and staff **should** maintain the recommended distance of 6 feet or greater between individuals and **must** maintain a minimum of 3 feet apart with face coverings, including when seated at desks or standing in classrooms.

b. Individual desks **should** be used, reducing or eliminating shared table seating, to the extent practicable. When tables have to be shared, students **should** be seated the recommended 6 feet or greater between individuals and **must** be a minimum of 3 feet apart with face coverings.

c. Desks **must** be arranged so they are facing the same direction.

d. Hallways or corridors **should** flow either in one direction only or, if not possible, one direction on each side of the hallway with ample 6 feet of distance between students in single file flow on each side.

e. In group classes without tables, such as physical education, teachers **should** design activities that allow for social distancing.

3. Minimizing mixing and contact:

a. Students **should** be kept in stable groups throughout the day with little to no mixing of classes.

b. Families, outside visitors, and others entering the school **should** be as limited as absolutely possible. Adults who are assigned to work at the school, such as student teachers or before- and after-school staff, may be allowed as needed.

c. Off-site field trips **must** be discontinued.

d. Large-scale gatherings of more than 50 people **should** be avoided. Attendees at large-scale gatherings **must** be able to maintain 6 feet of social distancing at all times from non-household members.

4. Health status and monitoring:

a. Students and staff **must** stay home if they are exhibiting any symptoms of COVID-19 or have been confirmed to have COVID-19 or if required by DPH to isolate or quarantine.

b. Students and/or their families **should** complete a health assessment every morning before leaving for school, to the extent practicable.

c. Staff **should** also complete a health assessment every morning before leaving for school.

d. Schools **must** identify an area or room separated from others where a student or staff member who becomes ill at school can wait until they can be picked up, which should be arranged as soon as possible, or transported to a medical facility if necessary.

e. Testing educators and staff is a priority for the state. DDOE and DPH will work with all schools on how to make testing available and convenient. Additional guidance regarding testing is forthcoming.

5. Outdoor facilities and activities: Schools **should** consider using outdoor spaces and resources as much as possible during the school day, which might include additional times for recess or breaks, or classes convened outside.

6. Ventilation: Educators **should** consider increasing ventilation in classrooms, opening windows if possible.

7. Facilities: Schools **must** ensure enhanced cleaning and disinfection of high-touch surfaces (stair railings, doorknobs, bathrooms, etc.), cleaning between every 15 minutes to 2 hours using EPA-approved cleaning and disinfecting solutions.

8. Buses:

a. Capacity **must** be limited by the number of students that can be seated between 3 or more feet apart on the school bus with face coverings (one student per row in staggered fashion, if possible). Students from the same family may sit together in one row, however. All staff and students 4th grade and higher **must** wear face coverings except when doing so would inhibit the individual's health.

b. High-touch surfaces on buses (handrails, seat tops, particularly in first few rows) **must** be cleaned between every bus run with an EPA-approved solution.

c. Windows **should** be open to allow ventilation, as weather permits.

PLANNING RECOMMENDATIONS

The following recommendations are for schools to consider as they continue planning for the opening of the 2020-2021 school year. These recommendations are separated by a) what should be considered in advance of schools beginning operations and b) what districts/charters should consider as student instruction is underway. Further recommendations are provided for schools to consider during each of the three health scenarios.

Face Coverings, Hygiene and Health Screening Protocols

Before School Begins Instruction

- ❑ Identify a lead for the response at the district- and school-building level.
  - ❑ Ensure that each lead has the contact information for a DPH liaison for questions and to support contact tracing, as necessary.
- ❑ Prepare crisis response team for action should pandemic conditions worsen.
  - ❑ Use updated information provided by DPH/DDOE/DEMA for the current crisis team to make informed decisions related to changes in COVID-19 spread and assess the potential need to make modifications to the structures currently in place.
  - ❑ Activate resources (personnel, existing partners) to support administrator, teacher, and student wellness.
  - ❑ Review and augment, if necessary, the current composition of the crisis response team (name of team may vary) identified under the district's/charter's current School Comprehensive Safety Plan/Emergency Preparedness Plan in the Emergency Reporting Information Portal (ERIP) for current membership and inclusion of, at a minimum, a school nurse, a school counselor, and a school psychologist who can focus on student and staff mental health and wellness.
- ❑ Support schools in the development of a process to gather and report on public health indicators, including students who present with COVID-19 symptoms, students whose immediate family members have tested positive for COVID-19, and student absenteeism.
  - ❑ DDOE and DPH to identify potential processes for use. Current processes in place include the addition of coding to eSchoolPlus to track students presenting with COVID-19 symptoms.
- ❑ Ensure schools and school nurses have printed copies of the DPH COVID-19 symptoms and screening tools available for distribution to school staff, families, and students.
  - ❑ DDOE and DPH to provide information sheets, sample family letters.
- ❑ Communicate early and often with families and students, via a variety of channels, about return to school transition information, including:
  - ❑ De-stigmatization of COVID-19
  - ❑ Positive health behaviors, including face coverings, social distancing, symptom monitoring and hygiene.

Face Coverings, Hygiene and Health Screening Protocols (cont.)

When School Reopens

Minimal Community Spread School Buildings are Open for In-Person Instruction	**Minimal-to-Moderate Community Spread** Remote Learning/In-Person/Hybrid	**Significant Community Spread** School Buildings are Closed – Remote Learning Only
With the goal of welcoming as many learners as possible back to school buildings, we must work together to protect one another by vigilantly layering effective mitigation measures such as wearing face coverings, maintaining physical distancing, and staying home when sick. The following are recommended for both minimal and minimal to moderate scenarios with in-person learning: ❑ Require face coverings for all students 4th grade and up, except when doing so would inhibit the student's health. Strongly recommend face coverings for children age 2 and older through 3rd grade. ❑ Require face coverings for staff and students (4th grade and older) at all times except for meals or when doing so would inhibit the individual's health. If outside, face coverings are to be worn by staff and students (4th grade and older) if social distancing cannot be maintained, except when doing so would inhibit the individual's health. ❑ Allow face coverings that are homemade or disposable level one (basic) grade surgical masks; N95 respirators are not necessary. ❑ Refer to DPH guidance on face covering care. ❑ Do not require gloves except for cleaning or when normally indicated. ❑ Do not require gowns, hair coverings, or shoe covers. ❑ Wash hands or use hand sanitizer after students change any classroom; teachers in the classroom should wash their hands or use sanitizer every time a new group of students enters their room. ❑ Schedule hand washing with soap and water for students and teachers. ❑ Encourage families to complete the DPH health assessment every morning before school for each student. For students with a fever of 100.4 or higher or other COVID symptoms, families should consult the student's health care provider before returning to school. ❑ Encourage staff to perform the same health assessment on themselves at home prior to each school day and stay home if any symptoms are identified. ❑ Advise families to regularly monitor their students for symptoms of COVID-19, including cough, congestion, shortness of breath, or gastro-intestinal symptoms every morning. Any affirmative responses should prompt the family to keep the student home from school. ❑ Require students and staff to stay home if they have been asked to isolate or quarantine. ❑ Keep students who are sent home from school home until they have been cleared by their health care provider. Those who have tested positive for COVID-19 need to be cleared by DPH before returning to school. ❑ Ensure schools and school nurses have printed copies of the DPH COVID-19 symptoms and screening tools available for distribution to school staff, families, and students.		*School buildings are closed.*

Face Coverings, Hygiene and Health Screening Protocols (cont.)

When School Reopens

Minimal Community Spread School Buildings are Open for In-Person Instruction	**Minimal-to-Moderate Community Spread** Remote Learning/In-Person/Hybrid	**Significant Community Spread** School Buildings are Closed – Remote Learning Only

❑ Transport home students who develop fever or become ill at school using standard procedures for students who are ill (or ambulance if clinically unstable). These students should be wearing a surgical mask and kept in a designated area of quarantine until they can be transported off campus. Nurses should wear N95 masks when caring for these students, as feasible.
❑ Do not allow students who develop fever or become ill at school to ride home on school buses.
❑ Have school nurse or COVID coordinator contact DPH Office of Infectious Disease Epidemiology (OIDE) to discuss next steps in the event that a student or staff member tests positive for COVID-19.
  ❑ Monitor classmates closely for any symptoms.
  ❑ Coordinate with DDOE and DPH to notify families of the presence of any positive COVID-19 cases in the classroom and/or school to encourage closer observation for any symptoms at home.
❑ Keep students sent home from school for illness home until they have been cleared by a health care provider.
❑ Ensure school attendance policies do not penalize students for staying home when ill. Discontinue perfect attendance awards.
❑ Enable staff who self-identify as high-risk for severe illness to minimize face-to-face contact and allow them to maintain a distance of six feet from others, modify job responsibilities to limit exposure risk, or telework, if possible.
❑ Encourage families and staff to have individualized discussions with their health care providers to assess their own health risks and determine whether it is safe to attend school in person.
  ❑ Allow students and staff, if they choose to do so, to self-identify as having a high-risk medical condition to school staff for planning purposes in the event of an outbreak. Relevant privacy protections and HIPAA must be considered.		

Social Distancing, Movement and Facilities

Before School Begins Instruction

- ❑ Appraise any additional facilities that the district may have access to that could be utilized for learning.
- ❑ Appraise all school buildings and facilities with a focus on:
  - ❑ Number of available classrooms.
  - ❑ The size of each classroom.
  - ❑ Additional spaces that are available (e.g., gym, lunchroom, auditorium, etc.).
  - ❑ The ventilation in each classroom including the ability to open windows safely.
  - ❑ Assess options to maximize outdoor spaces for learning.
- ❑ Audit school security protocols to decide if any process changes need to be implemented.
  - ❑ School security staff should follow CDC protocols if interacting with the general public.
- ❑ Have school leaders conduct and document a facility walkthrough with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- ❑ Check HVAC systems at each building to ensure that they are running efficiently.
  - ❑ Air filters should be changed regularly.
- ❑ Distribute wastebaskets, tissues, and CDC-approved soap and hand sanitizer to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during transit between sites based on public health guidance.
- ❑ Post signage about frequent handwashing, cough etiquette, and nose blowing; signage should be widely posted, disseminated, and encouraged through various methods of communication based on public health guidance.

Social Distancing, Movement and Facilities (cont.)

When School Reopens

Minimal Community Spread School Buildings are Open for In-Person Instruction	**Minimal-to-Moderate Community Spread** Remote Learning/In-Person/Hybrid	**Significant Community Spread** School Buildings are Closed – Remote Learning Only
With the goal of welcoming as many learners as possible back to school buildings, we must work together to protect one another by vigilantly layering effective mitigation measures such as wearing face coverings, maintaining physical distancing, and staying home when sick. The following are recommended for both minimal and minimal to moderate scenarios with in-person learning: ❑ Maintain the recommended distance of 6 feet or greater between individuals with a minimum of 3 feet required with face coverings, including when students and staff are seated at desks or standing in classrooms. ❑ Use individual desks and reduce or eliminate shared table seating to the extent practicable. When tables must be shared, students should be seated the recommended distance of 6 feet or greater from one another with a minimum of 3 feet with face coverings. ❑ Arrange desks so they are facing the same direction. ❑ Open classroom windows as often as possible as conditions allow. ❑ Design activities that allow for social distancing in group classes without tables, such as PE. ❑ Allow students to enter buildings at designated entry points and egress from other exits to keep traffic moving in a single direction to the extent practicable. ❑ Provide flow in hallways or corridors in one direction only or, if that is not possible, one direction on each side of the hallway; aim for six feet of distance between students in single file flow on each side. Stagger movement of persons in incremental intervals as feasible to minimize the number of persons in hallways. ❑ Use floor tape or other markers at recommended six-foot intervals with a minimum of 3 feet with face coverings where line formation is anticipated. ❑ Keep students in stable groups throughout the day. Little to no mixing of classes is recommended. ❑ Limit families, outside visitors, and others entering the school as much as absolutely possible. Adults who are assigned to work at the school, such as student teachers or before- and after-school staff, may be allowed as needed. Adults entering buildings should wash or sanitize hands prior to entering and must wear face coverings. ❑ Discontinue off-site field trips. ❑ Large-scale gatherings of more than 50 people should be avoided. Attendees at large-scale gatherings must be able to maintain 6 feet of social distancing at all times from non-household members. ❑ Keep strict records, including day and time, of non-school employees entering and exiting the building.		❑ Develop and execute a communication plan to inform families of removal of personal belongings. ❑ Follow public health guidance for cleaning and disinfecting based on the reason schools are closed (i.e., statewide closures, confirmed case in school facility). ❑ Work with DPH to understand facility usage for essential activities (e.g., elections, food service, COVID-19 testing) and other non-school related, community-based activities. ❑ Explore protocol for notifying outside agencies/organizations of building closures. ❑ Establish processes and procedures for essential staff entering the building during closure (to perform essential tasks including the creation of student materials).

Emotional and Mental Health and Wellbeing

Before School Begins Instruction

- ❑ Confirm where possible the appropriate mental health staff ratios and capabilities to address a wide range of issues that include, but are not limited to, COVID-19 as well as equity issues impacting families.
- ❑ Review behavioral health staffing for capacity considerations, including family crisis therapists, behavioral health consultants, school counselors, school psychologists, school-based wellness staff, school social workers, etc.
- ❑ Continually monitor school community mental health and offer expanded access.
- ❑ Assess available resources (personnel, existing partners) to determine if there is a need for external support, and reach out to the existing vendor community to assess the potential for expanded work.
  - ❑ Ask DDOE, the Department of Services for Children, Youth, and their Families (DSCYF), the Division of Substance Abuse and Mental Health (DSAMH) and others to communicate any additional resources.
  - ❑ Liaise with the DDOE to identify potential questionnaires and/or surveys, and understand and access newly available resources for student and staff mental health and wellness support.
- ❑ Participate in currently established processes, such as Communication and Collaboration Network, chief/charter lead meetings, chief/charter lead and principal memos, lead school nurse meetings, lead school counselor meetings, etc., where relevant information is being shared.
- ❑ Explore alternatives for students that do not have health care and rely on school wellness centers. (Note: not all districts/charters provide wellness centers).
- ❑ Designate a school-based mental health liaison, such as a school counselor, school wellness staff member, school psychologist, social worker, or others as determined by the school, who will work with the district, DDOE, and DSAMH and community partners.
- ❑ Evaluate where possible the mental health readiness of staff utilizing questionnaires, surveys, and direct outreach. School and district mental health staff should be involved and integrated into developing the assessment tools that will be used.
- ❑ Assess and consider options for providing adequate time for staff to prepare for resumption of school operations.
- ❑ Develop and staff where possible, a direct communication channel for district and school stakeholders to address mental health concerns resulting from COVID-19. (This may be a telephone hotline, designated email, etc.).
  - ❑ Resources available from DDOE, DSCYF and DSAMH such as https://drugfree.org/delaware/.
- ❑ Communicate with families and students, via a variety of channels, about return-to-school transition information, including:
  - ❑ De-stigmatization of COVID-19
  - ❑ Understanding behavioral response to crises.
  - ❑ General best practices of talking through trauma with children. (See Appendix A.)
- ❑ Develop, where possible, site-specific communication resources, such as robo-calls, family letters, school/district websites, and family communication apps to help students and staff understand changes to operating procedures.

Emotional and Mental Health and Wellbeing (cont.)

When School Reopens

Minimal Community Spread School Buildings are Open for In-Person Instruction	**Minimal-to-Moderate Community Spread** Remote Learning/In-Person/Hybrid	**Significant Community Spread** School Buildings are Closed – Remote Learning Only

With the goal of welcoming as many learners as possible back to school buildings, we must work together to protect one another by vigilantly layering effective mitigation measures such as wearing face coverings, maintaining physical distancing, and staying home when sick. The following are recommended for both minimal and minimal to moderate scenarios with in-person learning:
 	
❑ Encourage and support schools in the implementation of a mental health screening for all students.
❑ Discuss and determine the relevant mental and emotional health assessment tools and processes with the crisis team/problem solving teams for implementation.
❑ Establish ongoing reporting protocols for school staff to evaluate mental health status.
  ❑ DDOE, DSCYF and DSAMH to provide sample reporting protocols.
❑ Maintain mental health supports via on-going wellness assessments of staff and students.
❑ Encourage schools to normalize feelings through forums and spaces for compassionate listening, where students and staff can share, discuss, and process their common experiences relative to COVID-19.
❑ Leverage DDOE for resources for student and staff mental health and wellness support.
  ❑ DDOE and DSCYF and DSAMH to update resources as available.
❑ Activate direct communication channel for district stakeholders to address mental health concerns resulting from COVID-19. (This may be a telephone hotline, designated email, etc.)
		❑ Leverage DDOE, DSCYF and DSAMH education resources for student and staff mental health and wellness support. (See Appendix A)
		❑ Activate direct communication channel for district stakeholders to address mental health concerns resulting from COVID-19 (This may be a telephone hotline, designated email, etc.).
		❑ Communicate with families, via a variety of channels, return to school transition information including:
		  ❑ De-stigmatization of COVID-19
		  ❑ Understanding normal behavioral response to crises.
		  ❑ General best practices of talking through trauma with children.

Cleaning

Before School Begins Instruction

- ❑ Plan for cleaning consistent with the CDC Guidance.
- ❑ Audit necessary materials and supply chain for cleaning and disinfection supplies.
- ❑ Provide school-level guidance for cleaning and disinfecting all core assets based on public health guidance.
  - ❑ Frequently touched surfaces, including lights, doors, benches, bathrooms, etc., should undergo cleaning with either an EPA-approved disinfectant or diluted bleach solution every 15 minutes to two hours and a minimum of at least twice daily.
- ❑ Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by CDC and OSHA.
  - ❑ DPH to provide updates.
- ❑ Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
- ❑ Encourage schools to provide advanced training for custodial staff.
- ❑ Ensure custodial staff follows guidance from the CDC about the use of face coverings and special respirators when performing cleaning duties.
- ❑ Implement enhanced restroom protocols for hygiene and cleaning based on public health guidance.

When School Reopens

Minimal Community Spread School Buildings are Open for In-Person Instruction	**Minimal-to-Moderate Community Spread** Remote Learning/In-Person/Hybrid	**Significant Community Spread** School Buildings are Closed – Remote Learning Only
❑ Clean consistent with the CDC Guidance. ❑ Clean frequently touched surfaces including lights, doors, benches, bathrooms, etc. with either an EPA-approved disinfectant or diluted bleach solution (1/3 cup bleach in 1 gallon of water) at least twice daily. ❑ Ensure libraries, computer labs, arts, and other hands-on classrooms undergo standard cleaning procedures. ❑ Wipe down student desks with either an EPA-approved disinfectant or diluted bleach solution twice a day. ❑ Clean playground equipment after every group. ❑ Clean athletic equipment as per DPH Youth Sports Guidance. ❑ Ensure staff wear appropriate personal protective equipment when performing all cleaning activities. This could include gloves, surgical mask, and face shield, both to protect themselves from the cleaning and disinfection products they are using and to lower the risk of transmission from the areas they are cleaning.	❑ Enforce and monitor all guidance in Minimal Community Spread column. ❑ Clean frequently touched surfaces including lights, doors, benches, bathrooms, etc. with either an EPA-approved disinfectant or diluted bleach solution every 15 minutes to two hours. ❑ Ensure libraries, computer labs, arts, and other hands on classrooms undergo cleaning with either an EPA-approved disinfectant or diluted bleach solution and be cleaned after every class group. ❑ Efforts should be made to minimize sharing of materials between students, as able. ❑ Wipe down student desks with either an EPA-approved disinfectant or diluted bleach solution after every class group.	❑ Adjust cleaning practices to maintain school buildings in well-functioning order.

Budget, Enrollment, Staffing

Before School Begins Instruction

- ❑ Districts and charters collaborate with DDOE around a process for working with families regarding student attendance, whether in person or remote, as we enter the new school year.
- ❑ Support schools in assessing student arrival statuses.
  - ❑ This should include how students arrive at and depart from school (i.e., school bus, dropped off via car, drive themselves, walk, public transportation).
- ❑ Support schools in conducting staff and student assessment outreach to understand who is coming back.
  - ❑ For staff:
    - ❑ Develop a plan to assess teachers and staff who may not return or are at risk (i.e., those who are 65 years or older with underlying health conditions) and create a human capital plan to address vacancies.
    - ❑ Include a breakdown of the staff – administrators, licensed teachers, support staff with a teaching license, support staff without a teaching license, full-time nurses, part-time nurses, school counselors, etc.
  - ❑ For students:
    - ❑ Include those with pre-existing conditions who may need a remote learning environment.
- ❑ Assess need for new or additional positions with a specific focus on student and staff wellness but also including technology support.
- ❑ Work with relevant local labor units to assess how job responsibilities may shift in light of COVID-19 and how responsibilities will be accounted for.
- ❑ Recruit, interview and hire new staff.
- ❑ Consider repositioning underutilized staff to serve core needs.
- ❑ Where possible, and in partnership with local labor units, identify and modify staff positions that would enable high-risk staff to provide remote services.
- ❑ Communicate any student enrollment or attendance policy changes with school leaders and families.
- ❑ Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.
- ❑ Seek and provide guidance on use of CARES Act funding for key purchases (i.e., cleaning supplies).
- ❑ Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
- ❑ Inventory how many non-at-risk substitutes are available.
- ❑ Build and send back-to-school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all workflows.
- ❑ Verify that student and staff handbooks and planners are printed and ready for distribution. Create a master list of any changes to distribute at the first staff meeting.
- ❑ Preemptively address liability questions, related concerns or vendor issues relative to COVID-19 by consulting district/charter legal counsel and share with school leaders.
- ❑ Engage school leaders in a budgeting exercise to help them plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- ❑ Encourage school leaders to meet with their business managers to determine how to make purchases with CARES Act funding and how to navigate the procurement process given any changes relative to COVID-19.
- ❑ Work with school leaders to orient new school staff to any operational changes.
- ❑ Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
- ❑ Collaborate with cafeteria staff to ensure any necessary food handling changes are implemented based on local public health guidance.
- ❑ Evaluate whether alternate food containers or equipment need to be sourced if there is a change in requirements (i.e., individually packaged items) based on CDC guidance.
- ❑ Work with the DDOE to understand regulatory flexibility for attendance policies for staff and students, hiring, purchasing, teacher credentialing, and class size.

Budget, Enrollment, Staffing (cont.)

When School Reopens

Minimal Community Spread School Buildings are Open for In-Person Instruction	**Minimal-to-Moderate Community Spread** Remote Learning/In-Person/Hybrid	**Significant Community Spread** School Buildings are Closed – Remote Learning Only

❑ Monitor flow of traffic for student arrival and departure.
❑ Monitor student and staffing needs, i.e. vacancies, technology needs, instructional resources, etc.
  ❑ Review considerations in flexibility with hiring.
  ❑ Evaluate certification rules in shortage areas, including special education.
  ❑ Provide resources based on instructional programming to staff and students.
  ❑ Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
❑ Monitor student and staff enrollment and attendance.
  ❑ Where possible, and in partnership with local labor units, identify and modify staff positions, that would enable high-risk staff to provide remote services.
  ❑ Work with school-based teams to ensure alternative approaches for providing related services to our most vulnerable students are in place to create continuity in services without being in-person.
❑ Procure key purchases as needed using CARES Act funding.
❑ Monitor hygiene and food handling changes implemented based on local public health guidance.
	❑ Continue Minimal Community Spread considerations.
	❑ Conduct staff and student outreach to determine needs in a hybrid-learning environment.
	❑ Monitor student and staff engagement and attendance.
	  ❑ Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers.
	  ❑ Ensure the Unit Count process is defined (i.e. how to track attendance in the remote environment, how to administer IEP evaluations, etc.).
	❑ Commence plans to onboard staff virtually as necessary.
		❑ Conduct staff and student outreach to determine needs in a remote learning environment.
		❑ Work with relevant local labor units to assess how job responsibilities may shift in light of COVID-19 and how responsibilities will be accounted for.
		❑ Monitor student and staff engagement and attendance.
		  ❑ Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers.
		  ❑ Ensure the Unit Count process is defined (i.e. how to track attendance in the remote environment, how to administer IEP evaluations, etc.).
		❑ Solidify food service processes, device distribution, delivery sites, and communication plans as necessary.
		❑ Continue to maintain schools in good working order to prepare for the subsequent return of students.

Transportation

Before School Begins Instruction

- ❑ Inventory buses, including any vehicles used for transporting students to/from school or to other school events, contractors and students riding buses. Address questions, such as:
  - ❑ How many buses are or could be made available in the district or charter?
  - ❑ How much variation is there in the size and maximum capacity of buses in the district?
  - ❑ How have the buses been currently or historically used (i.e., transportation to/from school, transportation for multiple schools, athletic events, food service delivery)?
  - ❑ How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers?
  - ❑ Have any bus contractors been impacted by COVID-19 (i.e., closed or opt-out from current routes)?
- ❑ Partner with DDOE to work with DMV to identify a list of all CDL holders. Consider a coordinated outreach effort to those drivers to assess interest in driving a school bus.
- ❑ Inventory bus drivers to understand the extent of high-risk populations.
- ❑ Consult with DART regarding bus lines near the district or charter.
- ❑ Conduct a family survey to understand how many families might be willing to drive their children to and from school.
- ❑ Finalize bus procedures for bus drivers and students that are informed by public health protocols as per DPH guidance.
- ❑ Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly.
- ❑ Explore feasibility of expanding the allowable life of buses.
- ❑ Explore additional funding for afterschool activity buses.

When School Reopens

Minimal Community Spread School Buildings are Open for In-Person Instruction	**Minimal-to-Moderate Community Spread** Remote Learning/In-Person/Hybrid	**Significant Community Spread** School Buildings are Closed – Remote Learning Only
With the goal of welcoming as many learners as possible back to school buildings, we must work together to protect one another by vigilantly layering effective mitigation measures such as wearing face coverings, maintaining physical distancing, and staying home when sick. The following are recommended for both minimal and minimal to moderate scenarios with in-person learning: ❑ Require bus drivers and bus aides to wear face coverings, except when doing so would inhibit the individual's health. ❑ Require face coverings for all students 4th grade and up, except when doing so would inhibit the student's health. Strongly recommend face coverings for children age 2 and older through 3rd grade. ❑ Make considerations based on student age and development; ❑ Allow face coverings to be homemade or disposable level one (basic) grade surgical masks; N95 respirators are not necessary. ❑ Refer to DPH guidance on face covering care. ❑ Maintain the recommended distance of 6 feet or greater between individuals with a minimum of 3 feet with face coverings required. ❑ Limit capacity by the number of students who can be seated between 3 or more feet apart on the school bus (one student/row in staggered fashion, if possible). Students from the same family may sit together in one row. ❑ Allow, where possible, for six feet of social distancing (three feet minimum) between students, and between students and the driver while seated on vehicles.		❑ Suspend all student transport operations. ❑ Utilize buses to provide food service and delivery of instructional materials.

Transportation (cont.)

When School Reopens

Minimal Community Spread School Buildings are Open for In-Person Instruction	**Minimal-to-Moderate Community Spread** Remote Learning/In-Person/Hybrid	**Significant Community Spread** School Buildings are Closed – Remote Learning Only
❑ Assign seating; if possible assign seats by cohort so that the same students sit near one another every day. ❑ Keep doors and windows open between trips to let the vehicles thoroughly air out. ❑ Encourage the use of hand sanitizer before entering the bus. ❑ Clean and disinfect frequently touched surfaces in the vehicle (i.e., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes, between groups, and prior to afternoon routes. ❑ Clean, sanitize, and disinfect equipment including items such as car seats and seat belts, wheelchairs, walkers, and adaptive equipment being transported to schools. ❑ Clean and disinfect transportation vehicles regularly. Keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out. Children must not be present when a vehicle is being cleaned. ❑ Consult with manufacturers on approved cleaning products. ❑ Build and implement a communications plan to inform families of best social distancing practices at bus stops. ❑ Identify, if necessary, one adult who has completed the hiring screen process to accompany the driver to assist with monitoring children during transport and help with public health protocols. ❑ Create a plan for getting students home safely if they are not allowed to board the vehicle because of illness. ❑ Follow public health guidance if a student becomes sick during the day; they must not use group transportation to return home and must follow protocols outlined above. ❑ Ensure if a driver becomes sick during the day, that the driver follows protocols for sick staff above and does not return to drive students. ❑ Encourage families who can drive their children to school to do so. ❑ Establish protocols for parent/guardian pick-up and drop-off to account for additional vehicles on school grounds.		❑ Suspend all student transport operations. ❑ Utilize buses to provide food service and delivery of instructional materials.

Educational Equity Planning and Monitoring

Before School Begins Instruction

- ❑ Create a Return to Instruction and Learning working group (if the district/charter does not have one already), potentially led by the director of curriculum, chief academic officer or the equivalent. The groups should be composed of a broad group of stakeholders at the district and school level focused on ways to assess and accelerate student learning to address unfinished learning as students transition back to the school building. The work should include:
  - ❑ Gathering feedback from families, educators, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
  - ❑ Revising the charter's/district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
  - ❑ Sharing the charter's/district's remote learning plan with all involved stakeholders in case of a transition to remote learning.
  - ❑ Researching additional programming to support students' unfinished learning and best practices for remote and blended learning in other charters/districts and from across the country.
- ❑ Determine the plan for schedule shifts in case of a transition to blended or remote learning (especially for schools in semester block schedule) and consider implications for staffing.
- ❑ Ensure plans are in place to monitor and assess the following for all students in case of a transition to blended or remote learning:
  - ❑ Access and materials
    - ❑ Identify students and families without connectivity and/or who need access to devices and materials, including basic classroom supplies.
    - ❑ Identify supports for students and families in multiple languages.
  - ❑ Attendance
    - ❑ Monitor student access to materials each day.
    - ❑ Monitor student completion of work each day.
  - ❑ Grading and Credits
    - ❑ Assess the quality of work and needed follow up.
  - ❑ Post-secondary
    - ❑ Secure support for students' transition (college application week, Free Application for Federal Student Aid (FAFSA) completion, work-based learning, student success planning, transition planning).
- ❑ Review systematically all current plans (i.e., Individual Healthcare Plans, Individualized Education Programs, or 504 plans) for accommodating students with special healthcare needs; update their care plans as needed to decrease their risk for exposure to COVID-19.
- ❑ Create a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19, and have a plan in place to address requests for alternative learning arrangements or work re-assignments.

Educational Equity Planning and Monitoring (cont.)

When School Reopens

Minimal Community Spread School Buildings are Open for In-Person Instruction	**Minimal-to-Moderate Community Spread** Remote Learning/In-Person/Hybrid	**Significant Community Spread** School Buildings are Closed – Remote Learning Only
❑ Set expectations for schools and educators to integrate high-quality digital tools and resources that are appropriate and sustainable at each grade level, to increase educators' and students' familiarity with online learning in case of a transition to remote instruction.	❑ Monitor and assess the following for all students in each learning environment: ❑ Access and materials ❑ Students and families without connectivity and/or who need access to devices and materials, including basic classroom supplies. ❑ Support for students and families in multiple languages. ❑ Attendance ❑ Student access to materials each day. ❑ Student completion of work each day. ❑ Grading and Credits ❑ Quality of work and needed follow up. ❑ Post-secondary ❑ Support for students' transition (college application week, FAFSA completion, work-based learning, student success planning, transition planning).	❑ Monitor and assess the following for all students in a remote learning environment: ❑ Access and materials ❑ Students and families without connectivity and/or who need access to devices and materials, including basic classroom supplies. ❑ Support for students and families in multiple languages. ❑ Attendance ❑ Student access to materials each day. ❑ Student completion of work each day. ❑ Grading and Credits ❑ Quality of work and needed follow up. ❑ Post-secondary ❑ Support for students' transition (college application week, FAFSA completion, work-based learning, student success planning, transition planning).

Educational Equity Instruction

Before School Begins Instruction

- ❑ Set an instructional teaching and learning vision with the following expectations: . (See the Delaware Classroom Ready Plan in Appendix A.)
  - ❑ Every student, including those with unique needs, will start the year with access to grade-level instruction and high-quality, standards-aligned instructional materials in every subject.
  - ❑ Every student will be assessed on his/her understanding of prerequisite skill and knowledge demands using curriculum-driven formative assessments to address unfinished learning and provide just-in-time scaffolds and supports for each grade-level unit of instruction.
  - ❑ Every educator will receive support and professional learning that results in effective implementation of instructional materials in a flexible learning environment, including a virtual setting.
  - ❑ Every educator will receive feedback on his/her practice using aligned materials with specific attention paid to acceleration strategies to address unfinished learning of students, including those with unique needs.
  - ❑ Every student's academic and social-emotional needs will be recognized and addressed through the integration of Social Emotional Learning (SEL), the strengthening of relationships, and culturally responsive teaching.
- ❑ Develop structures and expectations for schools to implement the charter/district's standards-aligned, grade-level curricula to the greatest extent possible. Provide adequate time for schools and teachers to:
  - ❑ Review the alignment of curricular materials to state standards, and identify gaps in content.
  - ❑ Engage with the charter's/district's standards-aligned, grade-level curricula and resources, especially if curriculum is new or newly modified.
  - ❑ Update scope and sequence documents.
  - ❑ Establish the overarching structure and plan for the first unit of instruction for each grade level and content area, and how it will be implemented for students in need of additional support.
    - ❑ Inclusive practices should ensure that special education and general education teachers are partnering to plan and provide effective instruction.
    - ❑ Collaboration between English learner and content teachers to determine key language demands needed to engage within content.
    - ❑ Strategies should be adjusted across settings to ensure that students with similar needs are on the same schedule when possible, especially if there is a transition to a remote or hybrid environment.
- ❑ Prepare for continuous instruction in each scenario in the event of a need to transition.
  - ❑ School Buildings Open: Plan for how students who need to remain at home will engage in the same learning as their peers.
  - ❑ Hybrid: Determine which lessons should be taught in-person and which can be taught remotely. Ensure that lessons coherently build on each other and schedules for each group are consistent.
  - ❑ School Buildings Closed: Identify which lessons do not lend to being taught remotely, and create plans to adjust them for remote learning.
- ❑ Develop robust virtual learning plans that can be implemented with students who are medically vulnerable and should not attend school per physician recommendations.
- ❑ Inventory all targeted supports and services available to students at the district and school level and identify any gaps.
- ❑ Support the integration of SEL into instruction, with an emphasis on strengthening connections with students and implementing practices for culturally responsive teaching.
  - ❑ Leverage collective staff support, including non-teaching staff (i.e. school counselors) to support SEL, engage community partners, and strengthen connections and relationships with families and students.

Educational Equity Instruction (cont.)

When School Reopens

Minimal Community Spread School Buildings are Open for In-Person Instruction	**Minimal-to-Moderate Community Spread** Remote Learning/In-Person/Hybrid	**Significant Community Spread** School Buildings are Closed – Remote Learning Only
❑ Provide a strong instructional start by enacting the instructional teaching and learning vision. ❑ Ensure that every student has access to standards-aligned, grade-level content and instruction, including strategies to accelerate student learning. ❑ Provide high-quality resources that are aligned to grade-level content. ❑ Provide scaffolds for students to meet their diverse academic and social-emotional needs. ❑ Implement robust virtual learning plans for students who are medically vulnerable and should not attend school per physician recommendation. ❑ If the child has an IEP, reconvene the IEP team to determine if virtual learning or homebound instruction is appropriate. ❑ Implement processes and programming to support students in need of additional academic, linguistic, and/or social and emotional support. ❑ Use the Multi-Tiered Systems of Support (MTSS) framework to differentiate and monitor supports for students. ❑ Prioritize the most efficient and effective evidence-based practices to promote high-quality implementation across the school year. ❑ Use data to inform decisions about: ❑ Determining which students, families, and educators need which supports (screening). ❑ Determining whether to continue, adjust, or fade supports for students, families, and educators (progress monitoring).	**Review minimal spread considerations in coordination with the following:** ❑ Activate blended learning programs that adhere to the instructional vision and expectations, including use of charter/district standards-aligned curricula and high-quality instructional materials, curriculum-driven formative assessments, integration of SEL through culturally responsive teaching, and opportunities for ongoing feedback. ❑ Integrate synchronous and asynchronous learning with best practices that promote student engagement and differentiation. ❑ Ensure that lessons coherently build on each other and schedules for each group are consistent. ❑ Adjust daily instructional time based on: ❑ Recommendations concerning developmentally appropriate screen time. ❑ Different delivery methods (i.e. in-person, blended, or remote) not being equal. ❑ Activate the blended learning plan to provide Free Appropriate Public Education (FAPE) for each student with a disability as out-lined in the student's IEP. ❑ Activate any online and/or offline targeted supports and support services for students who are in need of additional support, including English learners and students with disabilities, including those with IEPs and 504 plans. ❑ Implement robust virtual learning plans for students who are medically vulnerable and should not attend school per physician recommendation.	**Review minimal spread considerations in coordination with the following:** ❑ Activate remote learning programs that adhere to the instructional vision and expectations, including use of charter/district standards-aligned curricula and high-quality instructional materials, curriculum-driven formative assessments, the integration of SEL through culturally responsive teaching, and creating opportunities for ongoing feedback. ❑ Integrate synchronous and asynchronous learning with best practices that promote student engagement and differentiation. ❑ Adjust daily instructional time based on: ❑ Recommendations concerning developmentally appropriate screen time. ❑ Different delivery methods (i.e. in-person, blended, or remote) not being equal. ❑ Activate the remote learning plan to provide FAPE for each student with a disability as outlined in his/her IEP. ❑ Activate offline targeted supports and support services for students who are in need of additional support, including English learners and students with disabilities, including those with IEPs and 504 plans. ❑ Implement robust virtual learning plans for students who are medically vulnerable and should not attend school per physician recommendation.

Educational Equity Instruction (cont.)

When School Reopens		
Minimal Community Spread School Buildings are Open for In-Person Instruction	**Minimal-to-Moderate Community Spread** Remote Learning/In-Person/Hybrid	**Significant Community Spread** School Buildings are Closed – Remote Learning Only
❑ Ensuring all families and educators experience benefits (equitable outcomes). ❑ Ensuring supports are being implemented with fidelity (high quality). ❑ Determining if procurement of supplemental standards-aligned tools or materials to support differentiation and intervention is needed (resources). ❑ Conduct an analysis of multiple data points after assessing students with disabilities, and convene the IEP team to review each student's IEP and identify student's progress and/or needs based on time away from services, including occupational, physical, and speech therapy, while schools were closed. ❑ Determine if new present levels need to be established and goals drafted that will appropriately impact student learning, such as adjustments in frequency, duration, and intensity of specially designed instruction. Utilize multiple data points to determine regression/recoupment and consider the need for Extended School Year (ESY) services, if appropriate.		

Educational Equity Assessment

Before School Begins Instruction

- ❑ Develop a streamlined assessment plan for understanding where students are when they return to school.
  - ❑ School systems should NOT:
    - ❑ Have the same instructional assessment approach or use the same types of assessments for all subject and grade levels. (See Strategic Use of Assessment Guidance in Appendix A for content and grade-band specific considerations for assessments.)
    - ❑ Assess all of the previous grade's standards; assessments should inform instruction that supports all students to access grade-level work.
  - ❑ School systems should:
    - ❑ Identify the assessments needed for reentry and the ongoing assessment of K-2 foundational skills, K-8 mathematics, K-8 reading comprehension, high school, and social-emotional and behavioral needs.
      - ❑ For high schools, conduct a transcript review to ensure students' courses are scheduled to be on track for graduation.
      - ❑ Assess student readiness for dual enrollment, advanced placement, and International Baccalaureate courses, and meet with partners to develop a learning support strategy for students to address unfinished learning and progress through the course on grade level.
      - ❑ Consider including self-reflections and portfolios of student work for older students who could benefit from self-assessment.
    - ❑ Identify appropriate screening processes and diagnostics.
      - ❑ Build a process to identify students in need of additional academic, linguistic, and/or social and emotional support to prioritize their needs upon the return to school.
      - ❑ Determine process for new and transitioning students, including those entering pre-k and kindergarten.
      - ❑ Determine curriculum-aligned assessments for gauging student readiness for grade-level content and mastery.
    - ❑ Develop a plan and follow guidance for assessing each child with disabilities to identify unfinished learning needs when he/she returns to school. (See Guidance for Students with Disabilities in Appendix A.) The plan should include timelines for data analysis and a schedule to reconvene each Individualized Education Program (IEP) team to review each student's IEP plan and identify the student's progress and/or needs based on time away from services including occupational, physical, and speech therapy while schools were closed.
    - ❑ Finalize an overall plan for assessment that includes a calendar and timelines for giving assessments, monitoring progress, analyzing data, and making adjustments to curriculum and academic and non-academic goals.

Educational Equity Assessment (cont.)

When School Reopens		
Minimal Community Spread School Buildings are Open for In-Person Instruction	**Minimal-to-Moderate Community Spread** Remote Learning/In-Person/Hybrid	**Significant Community Spread** School Buildings are Closed – Remote Learning Only
❑ Provide a strong instructional start by enacting the instructional teaching and learning vision. ❑ Utilize assessments needed for reentry as well as appropriate screening processes and diagnostics for new and transitioning students, including those entering pre-K and kindergarten. ❑ Use curriculum-embedded formative assessments to determine student readiness to engage in grade-level content, and identify areas of unfinished learning. ❑ Monitor ongoing student progress, specifically honing in on the growth of students who are in need of acceleration, and identify trends in student learning to design systemic supports and interventions.	**Review minimal spread considerations in coordination with the following:** ❑ Activate blended learning programs that adhere to the instructional vision and expectations, including use of charter/district standards-aligned curricula and high-quality instructional materials, curriculum-driven formative assessments, integration of SEL through culturally responsive teaching, and opportunities for ongoing feedback.	**Review minimal spread considerations in coordination with the following:** ❑ Activate remote learning programs that adhere to the instructional vision and expectations, including use of charter/district standards-aligned curricula and high-quality instructional materials, curriculum-driven formative assessments, integration of SEL through culturally responsive teaching, and opportunities for ongoing feedback.

Educational Equity Professional Learning

Before School Begins Instruction

- ❑ Support schools to sustain professional learning structures (i.e. professional learning communities) to continue to collaborate and reflect on experience in remote learning by:
  - ❑ Identifying students who did not engage in remote learning and developing a plan to reintegrate them.
  - ❑ Analyzing student work submitted from remote learning assignments.
  - ❑ Sharing data and concerns about each student's growth and needs with students' assigned educators for the 2020-2021 school year.
  - ❑ Identifying students in need of additional support to design targeted intervention plans for when they return to school.
  - ❑ Sharing knowledge and ideas around the use and effectiveness of digital tools and online programs for remote learning.
- ❑ Create a plan for intentional professional learning and participation in professional learning communities aligned to the instructional vision. Include:
  - ❑ Restorative supports and professional learning offerings for educators around equity and implicit bias, SEL, and culturally responsive education to support student learning and engagement.
  - ❑ Sufficient time for educators to engage in intentional curriculum planning and documentation in case of a transition to remote learning. Use inclusive practices to ensure that special education and general education teachers are partnering to plan and provide effective instruction.
  - ❑ Opportunities for coaching, observations, and the provision of meaningful feedback, in both in-person and remote settings.
  - ❑ Training on adopted technologies (i.e., devices, hotspots, learning management system platform, video conference platform, etc.) and their use.
  - ❑ Learning about the prioritization of instructional content; the implementation of charter/district standards-aligned curricula; the use of assessments based on purpose; identification of student needs and supports to access grade-level learning in all scenarios; progress monitoring and focused feedback; and adjustments to content for maximizing student engagement.
  - ❑ Detailed expectations and supports for educators, including calendars for professional learning and access to high quality professional learning partners.

Educational Equity Professional Learning (cont.)

When School Reopens		
Minimal Community Spread School Buildings are Open for In-Person Instruction	**Minimal-to-Moderate Community Spread** Remote Learning/In-Person/Hybrid	**Significant Community Spread** School Buildings are Closed – Remote Learning Only
❑ Provide a strong instructional start by enacting the instructional teaching and learning vision. ❑ Ensure every educator receives professional learning and feedback in support of his/her implementation of acceleration strategies to address unfinished learning. ❑ Participate in professional learning communities to review student data that identifies overall trends and gaps in student learning to design systemic supports and interventions.	❑ Continue to provide intentional professional learning, and support participation in professional learning communities through in-person and/or virtual modes, for educators to: ❑ Share knowledge, continuously learn, and exchange ideas, successes and failures around blended and remote learning. ❑ Share information and data about every child's respective assessment data and progress. ❑ Receive training on the charter's/district's digital systems and tools. ❑ Build capacity around best practices and effective routines for blended and remote learning.	❑ Continue to provide intentional professional learning, and support participation in professional learning communities through virtual modes, for educators to: ❑ Share knowledge, continuously learn, and exchange ideas, successes and failures around blended and remote learning. ❑ Share information and data about every child's respective assessment data and progress. ❑ Receive training on the charter's/district's digital systems and tools. ❑ Build capacity around best practices and effective routines for blended and remote learning.

Educational Equity Communication

Before School Begins Instruction

- ❑ Develop a robust communications plan to reach every family and student in all modes necessary (i.e., text, robo-calls, email, home visits) in each family's home language on a regular, as-needed basis with updates, expectations, and priorities inclusive of:
  - ❑ Details on curricula used in each of the core subjects.
  - ❑ Routines and strategies that can be used to support learning.
  - ❑ Regular reporting on the child's assessment data and progress, including meaningful feedback from remote learning work.
  - ❑ Intervention programs, targeted supports, and services.
  - ❑ Available supports for families, such as
    - ❑ Grade-level and standards-specific activities to provide additional support at home.
    - ❑ Resources to support students' social-emotional needs.
    - ❑ Details around any potential transition to hybrid or remote learning, including criteria for that transition.

When School Reopens

Minimal Community Spread School Buildings are Open for In-Person Instruction	**Minimal-to-Moderate Community Spread** Remote Learning/In-Person/Hybrid	**Significant Community Spread** School Buildings are Closed – Remote Learning Only
❑ Ensure schools are communicating with families in all modes necessary on a regular basis about every student's progress and targeted plans for students in need of additional support, and offering resources and routines for families to support their child at home.	❑ Activate a robust communication plan that clearly communicates to families and students in all modes necessary (i.e., text, robo-call, email, home visit) in their home language: ❑ Expectations for blended instruction that include grade-level goals, modes of assessment and feedback, and differentiated support for students. ❑ Supports for families, including grade-level resources, learning strategies, and support for students' social-emotional needs. ❑ Information for families on obtaining additional support at home. ❑ Information for families on accessing and using digital systems and tools, which will be used at home. ❑ Meaningful feedback on child's progress.	❑ Activate a robust communication plan that clearly communicates to families and students in all modes necessary (i.e., text, robo-call, email, home visit) in their home language: ❑ Expectations for remote instruction that include grade-level goals, modes of assessment and feedback, and differentiated support for students. ❑ Supports for families, including grade-level resources, learning strategies, and support for students' social-emotional needs. ❑ Information for families on obtaining additional support at home. ❑ Information for families on accessing and using digital systems and tools, which will be used at home. ❑ Meaningful feedback on child's progress.

Technology

Before School Begins Instruction

- ❑ Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
- ❑ Designate a single point of contact in each school to plan and communicate with district technology teams.
- ❑ Develop a district plan that includes guidance for schools. If possible, include training and support for teachers to adapt remote learning skills for the classroom.
- ❑ Identify a device and or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent/guardian volunteers.
- ❑ Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet. Only the vendor management lead roles require any technology knowledge. All other lead roles are primarily communication and process roles, including:
  - ❑ District tech leader (family device return, staff device return, vendor management, intranet/internet communications).
  - ❑ Technology infrastructure evaluation leader.
  - ❑ Infrastructure vendor management leader.
  - ❑ Point person for selection of an issue-tracking tool.
- ❑ Consider, where practical given demands on families, appointing family technology liaisons to support communication regarding the use of technology. (The existing parent organization may be able to fulfill this role.)
- ❑ Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures should include:
  - ❑ Safely bagging devices collected at schools.
  - ❑ Sanitizing the devices prior to a repair or replacement evaluation.
  - ❑ Assessing technology needs from loaner devices during Spring 2020.
  - ❑ Ordering accessories that may be needed over the summer.
  - ❑ Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
- ❑ Identify an asset-tracking tool.
- ❑ Identify a vendor to assist with processing, returning, and maintaining devices, if needed.
- ❑ Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
- ❑ Prepare the infrastructure evaluation process. Every Wi-Fi access point and wired network device should be tested.
- ❑ Develop a technology support plan for families.
- ❑ Organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.
- ❑ Compile technology-facing lessons learned for inclusion in the district's updated remote learning plan.
- ❑ Review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes in your district.
- ❑ Continue infrastructure evaluations until all issues are resolved.
- ❑ Identify chronic technology issues that arose during the school closure period, and use them to begin the development of a long-term technology maintenance plan.

Technology (cont.)

When School Reopens		
Minimal Community Spread School Buildings are Open for In-Person Instruction	**Minimal-to-Moderate Community Spread** Remote Learning/In-Person/Hybrid	**Significant Community Spread** School Buildings are Closed – Remote Learning Only
❑ Develop a district plan that includes a Learning Management System (LMS) and guidance for schools. ❑ Provide training and support for teachers to adapt remote learning skills for the classroom. ❑ Identify a district remote meeting platform. (ZOOM, Webex, etc.) ❑ Identify or inventory internet access options for each student. ❑ Develop school-based internet accessibility rosters to determine how many mobile hotspots will be needed. ❑ Create family guidance on online learning platforms and access. ❑ Develop a Family Technology Support Plan and publish on the internet. ❑ Create communication plans for staff and families that include policies and procedures. ❑ Advocate for equitable high-speed internet access.	**Review minimal spread considerations in coordination with the following:** ❑ Deploy devices, as needed, and move to virtual learning. ❑ If using family-owned devices, distribute family guidance on online learning platforms and access. ❑ Ensure families know the technology support plan. ❑ Compile/distribute list of school and community access locations and list of local home service providers. (Comcast, Verizon, etc.) ❑ Provide technology support and training to educators and make staff available with a focus on best practices for high-quality instruction and compliance with content filtering, cybersecurity, and online safety for students. ❑ Create and support a best practices resource – tips on how to use the LMS. ❑ Establish a network of peer teachers and staff to support technology and instructional technology.	❑ Deploy devices and move to virtual learning. ❑ Distribute family guidance on online learning platforms and access if using family-owned devices. ❑ Ensure families know the technology support plan. ❑ Compile/distribute list of school and community access locations and list of local home service providers. (Comcast, Verizon, etc.) ❑ Provide technology support and training for educators and make staff available with a focus on best practices for high-quality instruction and compliance with content filtering, cybersecurity, and online safety for students. ❑ Create and support a best practices resource – tips on how to use the LMS. ❑ Establish a network of peer teachers and staff to support technology and instructional technology.

Dining and Gathering

Before School Begins Instruction

- ❑ Collaborate with cafeteria staff to ensure any necessary food handling changes are implemented based on local public health guidance.
- ❑ Evaluate whether alternate food containers or equipment need to be sourced if there is a change in requirements (i.e., individually packaged items) based on CDC guidance.

When School Reopens

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With the goal of welcoming as many learners as possible back to school buildings, we must work together to protect one another by vigilantly layering effective mitigation measures such as wearing face coverings, maintaining physical distancing, and staying home when sick. The following are recommended for both minimal and minimal to moderate scenarios with in-person learning: ❑ Ensure students, teachers, and cafeteria staff wash hands or use hand sanitizer before and after every meal. ❑ Serve individually plated meals in classrooms instead of in a communal dining hall or cafeteria, while ensuring the safety of children with food allergies. ❑ Use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves; utensils and other shared items must be cleaned and sanitized in accordance with Delaware Food Code. Individuals should wash their hands after removing their gloves or after directly handling used food service items. ❑ Deliver school supplied meals to classrooms with disposable utensils. ❑ Stagger meal times if cafeterias need to be used to create seating arrangements with a minimum of three feet of distance between students. ❑ If cafeterias are used, assign seats and cohort students so the same students sit together every day. ❑ Require serving and cafeteria staff to use barrier protection including gloves, face shields, and surgical masks; N95 respirators are not required. ❑ Develop plans for extra custodial staff needs for cleaning in non-traditional dining areas. ❑ Discontinue use of microwaves and other shared materials. ❑ Eat outdoors if possible. ❑ Allow large-scale gatherings outside only.		❑ Ensure a plan for nutrition services and student meals is in place, and provide a list of alternative meal options to families.

Athletics and Extracurricular Activities

Before School Begins Instruction

- ❑ Align athletic activities with DPH Youth Sports Guidance and Delaware Interscholastic Athletic Association (DIAA) regulations.
- ❑ Develop, where possible, site-specific communication resources, such as robo-calls, family letters, school/district websites, and family communication apps, to help students and staff understand changes to operating procedures.

When School Reopens

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❑ Align athletic activities with DPH Youth Sports Guidance and Delaware Interscholastic Athletic Association (DIAA) regulations. ❑ Choirs must follow DPH Singing Guidance. ❑ Only permit other extracurricular activities and gatherings if approved by DDOE and/or DPH. ❑ Allow inter-school activities to continue if bus transportation is provided and students wear face coverings throughout the transport period. ❑ Discontinue off-site field trips. ❑ Permit large-scale gatherings outside only aligned with current state guidance on outdoor gatherings. ❑ Permit after-school programs as per separate guidance to be developed.	❑ Continue to monitor and enforce guidance under Minimal Community Spread. ❑ Large-scale gatherings of more than 50 people should be avoided. Attendees at large-scale gatherings must be able to maintain 6 feet of social distancing at all times from non-household members.	*School buildings are closed.* ❑ Suspend all athletics, trainings/practices and in-person extracurricular activities.

APPENDIX A

Resources

General Reopening

American Academy of Pediatrics (AAP)
https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/

Centers for Disease Control and Prevention
https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.htm

Council of Chief State School Officers (CCSSO)
https://ccsso.org/coronavirus

Delaware Department of Public Health – Delaware's Response to COVID-19
https://coronavirus.delaware.gov/

Southern Regional Education Board (SREB) planning template
https://www.sreb.org/post/k-12-recovery-planning-template

Academic Support

Delaware Department of Education Delaware Classroom Ready Plan
https://tinyurl.com/DOEclassroomreadyplan

Delaware Department of Education Guidance for Dual Language Immersion
https://tinyurl.com/DOEduallanguageimmersion

Delaware Department of Education Guidance for English Learners
https://tinyurl.com/DOEenglishlearnerguidance

Delaware Department of Education Strategic Use of Assessments Guidance
https://tinyurl.com/DOEassessmentguidance

Delaware Department of Education Guidance for Students with Disabilities
https://tinyurl.com/DOEswdguidance

Delaware Department of Education COVID-19 Site - Educator Resources
https://www.doe.k12.de.us/Page/4169

Social Emotional Support Roadmap

CASEL - SEL Roadmap to Reopening:
https://casel.org/wp-content/uploads/2020/07/SEL-ROADMAP.pdf

Health and Hygiene

CDC Handwashing videos, signage, hand sanitizer info appropriate for any grade, also available in Spanish. Many of the items available in other languages beyond Spanish: https://www.cdc.gov/handwashing/index.html

KidsHealth.org has handwashing activities for classroom, posters, coloring sheets and instruction for all grade levels: https://classroom.kidshealth.org/classroom/classroomsearch?search=y&q=hand+washing&site=classroom&start=0

Child Care Resources handwashing video: https://thekidshouldseethis.com/post/proper-handwashing-an-animation

World Health Organization, handwashing video: https://www.youtube.com/watch?v=3PmVJQUCm4E

World Health Organization, hand rub with alcohol-based formula: https://www.youtube.com/watch?v=ZnSjFr6J9HI

Henry The Hand Website has multiple videos about hand washing and do not touch the T Zone, English and Spanish https://henrythehand.com

DSCYF Resources

How to support children during COVID-19: https://kids.delaware.gov/information/covid19-how-to-support-children.shtml

Talking to Kids about Coronavirus: https://kidshealth.org/en/parents/coronavirus-how-talk-child.html

Helping Kids Cope with Changes Resulting from COVID-19: https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/helping-children-cope-with-changes-resulting-from-covid-19

How to talk to kids about difficult events: https://www.apa.org/topics/talking-children

Department of Education Contacts

DDOE Directory: https://directory.doe.k12.de.us/DDOEDirectoryPublic/#home