



# DISTRICT LEADERSHIP TEAM CONTINGENCY PLANNING

PREPARED BY THE NEBRASKA ASSOCIATION OF  
SCHOOL BOARDS



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# District Leadership Team Contingency Planning

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# District Leadership Team Contingency Planning

## NASB Mission Statement

THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS PROVIDES PROGRAMS, SERVICES, AND ADVOCACY TO STRENGTHEN PUBLIC EDUCATION FOR ALL NEBRASKANS.

We would like to thank you for your service as a school board or ESU board member. You are a part of a long tradition of Nebraskans that have led and served our communities during times of prosperity and times of challenge. Right now, we all feel the disruption of the circumstances caused by the Coronavirus. Board members have families, businesses, farms, and other responsibilities beyond the school or ESU and we know many of you are facing challenges beyond your responsibilities on the board. We would like to extend our appreciation to you and let you know the staff and board of the NASB are here to support and serve you.

The “District Leadership Team Contingency Planning” **guide is designed to help boards identify and meet the challenges in closing the current school year, as well as planning and preparing for welcoming students back into the school buildings. We understand the uncertainty all policy makers are facing due to the many “unknowns” associated with this new crisis and we will be regularly updating and modifying this document as we learn more about the legal, policy, and community expectations. We are in regular communication with the Nebraska Department of Education and other leaders in the state and will be incorporating relevant guidance from them into this document as well.**

Please feel free to use this guide as you work with your board and administration. Let us know how we can support your district as we continue down this uncertain path. Your role as a community leader has never been more important. We are confident, as previous community leaders in Nebraska have faced challenges, our current boards will make the tough decisions necessary to move us out of this crisis.

Sincerely,



A handwritten signature in black ink, appearing to read "John Spatz".

John Spatz, J.D.  
NASB Executive Director



A handwritten signature in black ink, appearing to read "Stacie Higgins".

Stacie Higgins  
NASB Board President



# District Leadership Team Contingency Planning

## Introduction

The team leadership of the superintendent and board is paramount to the success of the district when coping with an unexpected challenge and/or crisis. As board members across the state honored the decisions of administration to close learning facilities, supported staff as they adapted and delivered instruction through remote learning, and partnered with community members to provide food service to students, your Association responded as well. We responded with resolve to sustain purposeful connections with board members through virtual meetings. This opportunity to engage enabled our members to connect with fellow board members across the state. The participation and discussion of our membership apprised our staff of the challenges encountered as the days and weeks passed, but also empowered the Association staff to respond to your needs and concerns. Consequently, we initiated our support through the addition of the COVID-19 webpage, expanded board member engagement through networking channels, enriched our working partnership with the NASB Board of Directors, and honored the many requests for support received directly from our members. The heightened engagement and participation each week provided the reassurance and validated the need we strive to fulfill.

As we continue to maneuver through uncharted territory of governance during the pandemic and beyond, the NASB Board of Directors and staff continue to share supporting resources to assist our board members and superintendents in planning for the days to come. At the request of our members, we designed the topics covered in this Association resource to provide our board members and superintendents with points of discussion and tools the district may adapt to assist in effective and efficient preparation for returning to instruction and learning for students.

As the school district collaborates and consults with local and state health officials, health care providers and specialists, it is our goal to provide an overview of the topics that may be relevant to providing and protecting the well-being of staff and students.

Other resources the district may wish to consider when addressing plans for the 2020-21 School Year include, but are not limited to:

Launch Nebraska (NDE) - <https://www.launchne.com/> Tools, actions, opportunities, and resources to support the complex planning and preparation needed by Nebraska school systems as they work to restart schools and support students as they transition back to school buildings.

Considerations for Developing Re-Opening Plans for Nebraska's Schools (NRCSA)  
<https://www.launchne.com/wp-content/uploads/2020/07/NRCSA-Considerations-for-Reopening.pdf>



## District Leadership Team Contingency Planning

### Covid-19 Review Committee

In order to reflect and plan, consider appointing a COVID-19 Review Committee. A thorough evaluation will enhance the ability to plan with purpose and efficiency. The following questions are provided to assist districts in evaluating the 2019-20 school year and to prepare for the future and possible closures.

#### District Covid-19 Review Committee

Stakeholders involved may include, but are not limited to, superintendent, district bookkeeper/business manager, curriculum and technology directors, building administrators, counselor/social workers, teachers representing all levels (PK-12), various classified staff, students, parents, important community partners/representatives, ELL representation, and board members (less than a quorum).

- 1) Define the charge and vision of the committee:
  - a. Assessment of the response of the district and community to the COVID-19 crisis
  - b. Identification of obstacles and unforeseen problems that may have occurred
  - c. Review and update the crisis/pandemic plan
  - d. Assign responsibilities to the subcommittees
- 2) Create subcommittees and assign committee members (suggested subcommittees)
  - a. Board-Administrative Leadership
  - b. Stakeholder Communications
  - c. Staff and Student Social-Emotional Wellness
  - d. Instruction & Learning
  - e. Technology
  - f. Pandemic Crisis Planning
- 3) Subcommittee Protocol and Procedures
  - a. Create an agenda to support purposeful and focused meetings
  - b. Record minutes to ensure the outcomes are documented and support the meeting agenda
  - c. Forward all subcommittee meeting minutes and/or outcomes to the superintendent
  - d. Consider alternative plans for 2020-21 relative to committee assignment
  - e. Create written action plans to support direction and outcome of committee work



## District Leadership Team Contingency Planning

### POST-RECOVERY EVALUATION/ASSESSMENT

Subcommittee discussion points:

- 1) What did we do well as we closed the learning facilities and transitioned to remote learning?
- 2) Were teachers, students, and families able to communicate with each other in an efficient manner?
- 3) What challenges did the district encounter that we were not prepared to handle?
- 4) If the district conducted a remote learning survey with students and/or parents/guardians, have the results been shared and what did we learn?
- 5) How do we ensure decisions are made through a lens of equity ensuring we meet the unique needs of all while addressing the opportunity gaps that exist which impact our **students' ability to reach their full potential**?
- 6) What are the most important decisions that must be addressed? If there is a second wave of COVID-19 during the 2020-21 school year, what instructional resources need to be prioritized in order to continue teaching and learning remotely?
- 7) What barriers exist that may prevent us from the outcome we are targeting?
- 8) Who are the key stakeholders that need to be involved?
- 9) Who are the community partners who need to be involved?
- 10) **How do we measure success of the district's response and support?**

### FACILITIES

- 1) Were there unexpected costs associated with buildings upon reopening?
- 2) Did the buildings remain secure when not in use?
- 3) What services were the buildings used for?
- 4) Did the use of the buildings for services work well?
- 5) Did the staff have sufficient cleaning supplies for all facilities and buses?
- 6) What contractual agreements did the district address prior to or immediately following the closure of district facilities?
- 7) Is funding still available?
- 8) Are there unfinished projects (i.e. remodeling) that need to be completed?
- 9) Are continued precautions necessary (due to recent event)?
- 10) Is the primary contractor prepared to proceed on those unfinished or planned-for projects?



## District Leadership Team Contingency Planning

### FISCAL

- 1) Do you have documentation for potential reimbursements?
  - a. Have you reviewed the guidelines for reimbursements?
  - b. What costs were expended in excess of what was budgeted?
  - c. What donations were received during the closure period?
  - d. Was business technology available remotely to essential staff during closure?
  - e. Was the processing of bills/payments able to continue during the closure?
  - f. Were there agreements in place that had to be suspended?
- 2) Is the role of the School Resource Officer defined during closure?
  - a. If the Agreement with the SRO was suspended, was there a cost involved? If so, how much did that cost the district as compared to carrying out the Agreement for the remainder of the school year?
- 3) How many staff members were laid off or not paid during the closure?
  - a. Did FMLA apply?
- 4) **Were any employees eligible for Workers' Compensation?** If so, how many staff members qualified?
  - a. Are benefits extended or suspended?
- 5) Are there mechanisms in place to sustain costs for supportive care for students?
  - a. Assess the process for providing food to students in need.
  - b. Was the process sufficient or in need of improvement?
  - c. What were the challenges in supply?
  - d. Were delivery resources available and supported?
  - e. Were there contingency plans and were those plans effective?
  - f. Do we have the means to continue the program throughout the summer?

### ACADEMIC

- 1) Are there changes needed to our closing and opening procedures?
- 2) **Did the school's remote learning tools work?**
  - a. Are there electronic learning tools that worked better?
  - b. How many students were unable to use remote electronic learning tools?
  - c. Did the school have learning devices to send home with students?
  - d. What is the cost of remote learning tools?
  - e. How many students/families did not have internet?
  - f. Did we have teachers that struggled with using electronic remote learning tools?
  - g. How many hours of instruction were lost?
  - h. Will there be continued integration of technology into daily learning?



## District Leadership Team Contingency Planning

- i. Can a long-term remote learning environment be supported?
- j. Is funding available to acquire needed support technology/equipment?
- k. Does the school technology infrastructure need to be updated/replaced?
- l. Will the district consider some form of device for every student?
- m. Did internet service providers meet the remote learning needs of all students?  
If not, did the district provide supplemental learning materials?
- n. Is there a way to provide internet service to all students?
- o. Can disruptions in internet service be avoided or overcome for the 2020-21 school year?

### Student/Family Support

- 1) Address concerns for continued social-emotional well-being and support.
  - a. Was there a plan in place for continuous monitoring of students engaged in social, emotional, and mental health care?
  - b. Who is responsible for monitoring student/family needs and services?
  - c. If students/families were referred to for social emotional and/or mental health services during the closure period, do we know if services were provided? If not, do we know how significant the need is and number of students/families that were unable to receive support services and why?





# District Leadership Team Contingency Planning

## Communications

Subcommittee: Stakeholder Communications

District and community resources: District website, social media outlets, written communication shared through students, district alert system, newspaper, etc.

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Effective, timely, and purposeful communications is a critical component before, during, and after any school event. Implementing specific communication procedures and protocol will allow staff, students families and the community to safely re-engage in the education process. It is recommended that schools foster and sustain a positive connection with internal and external stakeholders.

### District Communications Protocol

- 1) Begin by developing effective communication procedures:
  - a. Who: Identify who (or the department) responsible to design and distribute information to key stakeholders? Creating a central point of contact assures messages shared are accurate and consistent.
  - b. What: Determine clear and concise messages (link the message always to student safety)
  - c. When: Determine when and ongoing frequency of information shared. (Prior to the schedule for releasing information is determined, all school employees will work with their supervisors who will in turn work with the primary district communication point of contact to vet and distribute information.)
  - d. How: Determine which communication tools will be most effective in equitably reaching primary audiences.
- 2) Remain cognizant that stakeholders receive and react to information in a variety of ways.
- 3) Distribute all information at the same time to reduce confusion, misunderstanding, and anxiety.
- 4) Keep accurate records and copies of all information shared with clear links
- 5) Define how information will be shared (i.e., Website, email, Facebook, Twitter, US Postal Service for print copy release, voice and/or video messaging, traditional media outlets).
- 6) Develop and sustain FAQ and ensure it is easily accessible on the website.
- 7) Use communication methods that reach families where English is not the language primarily spoken in the home.
- 8) Use communications methods that accommodate persons with hearing and visual impairment.



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- 9) Work with community agencies, local government, Chamber of Commerce, health related groups (including hospitals/clinics), and higher education to provide consistent and factual messaging that equitably reaches a broad audience.
- 10) Ensure all communication is carefully designed to counter discrimination against or stigmatizing a group of individuals.
- 11) Create a method for parents/students to contact the school district outside regular business hours if they determine or suspect that they may have symptoms or have been in contact with someone that has a contagious illness.

### Communications

- 1) Maintain open connections and dialogue with staff, parents/guardians, and students.
- 2) **Contact all students who graduated in 2020 to discuss the student's plans and determine if the district can assist in seamlessly transitioning to the post-secondary plan.**

### Planning for a New School Year

- 1) Consider and assess the results of the Parent Remote Learning survey summary.
- 2) Consider and assess the results of the Return to School survey summary.
- 3) Prepare and distribute information to parents/guardians notifying of the proposed school start date. *(See Letter to Parent/Guardians – School Opening)*
- 4) Contact all families, parents/guardians of enrolled students to determine if there are concerns related to returning to school, verify contact information, update immunization records, education students have received since closure, and verify access to internet and technology device. *(See Family Contact Checklist)*
- 5) **Contact school attorney to determine the district's authority to exclude students who have a contagious disease such as COVID-19 or who are liable to transmit the disease after having been exposed. Develop protocol information to share with families prior to opening buildings following a school closure due to an outbreak.**
- 6) Identify and adopt applicable policy to support administration if the district does not have relevant policies in place.
- 7) Review handbooks or develop amendments to be distributed with the handbook to ensure clear direction is provided to parents/guardians regarding when to keep a student at home and the process for notifying the school.
- 8) Post reminders at all school building entryways not to enter the building if experiencing symptoms of illness.
- 9) Post information to district website citing the protocol for exclusion.
- 10) Review and update the school supply list to include only necessary supplies. For many economic health of the family may have changed and extra supplies are not an option.
- 11) Review enrollment process to minimize requests for additional expenditures.
- 12) Provide families with multiple opportunities to apply for the free and reduced lunch program.



## District Leadership Team Contingency Planning

- 13) Plan re-engagement activities before school starts in the fall, provide activities to reconnect with parents and students within the school building, if possible. *(Example: Back to School Bootcamp – approximately three weeks prior to the first day of school, develop a program that would include running buses, allowing students who are transitioning to a new building to visit the school, a time to meet teachers and building staff, and other orientation-type activities. Goal of this event: Face-to-Face connections with students prior to beginning the new school year.)*
- 14) Prepare and distribute information to parents/guardians notifying of closing of the school. *(See Letter to Parents/Guardians – Closing School)*
- 15) Define meal program and student/family need during school closure.



# District Leadership Team Contingency Planning

## Parents/Guardians Opening School

Dear Parents/Guardians,

The \_\_\_\_\_ County health officials and the Nebraska Department of Education have stated it is now safe to reopen the school district. The district will reopen our building to students on \_\_\_\_\_. At this time, students may safely return to class.

We recognize that although the district will move forward to reopen, there are community and family members who are sick with the virus. Health officials have indicated that the pandemic virus outbreak can sometimes happen in waves. This means more people could become sick soon again. We will follow the guidance of the local health department if the number of people diagnosed with the virus creates a need to again close schools. We will continue to provide you with the most vital and up-to-date information as it becomes available.

The virus can be spread from one person to another. Please keep children who may be sick or exhibiting symptoms of the virus at home. Do not send them to school. Please consult with your local health provider for guidelines for proper care.

We are looking forward to seeing your children again when school opens. Please remain alert for any news media updates and periodically check the **school district's website**, or **contact the district office** for updates or other pertinent information.

In the near future, we will provide you more information about how school days and schoolwork missed during the school closure will be made up. We will also share a revised school calendar when available.

If your child has physical or mental health needs because of the virus outbreak, please let your **child's school counselor know as soon as possible**.



## District Leadership Team Contingency Planning

### Family Contact Checklist

*This form is to be completed prior to re-entry to school.*

Student name:

Parent/Guardian name:

- Verify address:
- Verify contact information:
- Verify emergency contacts or persons to contact in case student illness:
  
- Verify all immunizations:

Are parents/guardians employed?

- Yes, please list location \_\_\_\_\_
- Medical Service Provider:
- Are you a First Responder? If so, please indicate where:
  
- Unemployed
  
- What educational activities has the student been engaged in since school was last in session?
  
- Is there access to reliable internet in the home?
  
- Is there access to a reliable computer in the home?
  
- Does the family have any specific needs that the district might be able to assist?
  
- Are there any concerns regarding the student returning to school? If yes, please explain.
  
- Do you have district issued property in your home? (i.e., computer, Chromebook, iPad, Books, Instruments, or Uniforms)

-or-



# District Leadership Team Contingency Planning

## NASB Parent/Guardian Remote Learning Satisfaction Survey

### (Introduction)

Please complete this questionnaire for each child you have enrolled in the school district.

<School District Name> would like your feedback in order to better coordinate educational support for your child going forward.

You may also use this form to request more information about available resources.

Please select your child's school:

1. How much time does your child spend on schoolwork on a typical day at home?

- Less than 1 hour
- 1 to 2 hours
- 2 to 3 hours
- 3-4 hours
- More than 4 hours

2. Does your child have daily access to a computer or tablet (desktop or laptop computer, Chromebook, iPad)?

- Yes
- No

3. Is your child experiencing any technical difficulties in completing his/her schoolwork? If yes, please describe the technical difficulties in the box directly below "yes".

- Yes
- No
- Not applicable

4. Has the communication from your child's school been timely and efficient? *If no, please provide any feedback in the box directly below "no".*

- Yes
- No

5. Has the communication from your child's teacher been timely and efficient? *If no, please provide any feedback in the box directly below "no".*

- Yes
- No

6. What is your primary concern about your child learning remotely? Select all that apply.

- Assignments/learning struggles
- Computer/internet problems
- Emotional well-being (i.e. depression, anxiety, bullying, loneliness, stress)



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- Childcare/supervision
- Meals
- Medical care
- Other:
- No concerns at this time

Please provide your contact information if you want the district to follow up with you:

*Your information will only be shared with the district.*

- Your name (First Last)
- Your child's name (First Last)**
- Preferred phone number
- Email address

What topic(s) are you interested in hearing more about? *Select all that apply.*

Available meal programs

- Options for better internet access
- A school-issued computer/tablet
- Emotional well-being resources
- Other:

Please remember to complete this questionnaire for each child you have enrolled in the school district. Click submit below then follow the link again to complete the survey for each additional child.



# District Leadership Team Contingency Planning

## Nebraska Department of Health and Human Services

Title 173 Control of Communicable Disease

Chapter 1 Reporting and Control of Communicable Diseases

### 1-004 REPORTABLE DISEASES, POISONINGS, AND ORGANISMS: LISTS AND FREQUENCY OF REPORTS:

The following diseases, poisonings, and organisms are declared to be communicable or dangerous or both to the public. Incidents of diseases, poisonings, and organisms must be reported as described in 173 NAC 1-004.01 through 1-004.03, 1-005, and 1-006.

1-004.01B Clusters, Outbreaks, or Unusual Events, Including Possible Bioterroristic Attacks\*:

Clusters, outbreaks, or epidemics of any health problem, infectious or other, both in the community and in healthcare settings, including food poisoning, healthcare-associated outbreaks or clusters, influenza, or possible bioterrorist attack; increased disease incidence beyond expectations; unexplained deaths possibly due to unidentified infectious causes; and any unusual disease or manifestations of illness must be reported immediately.

1-007.04 Responsibilities of Schools: School nurses or those acting in the capacity of a school nurse must, in accordance with state and federal statutes:

1. Notify the local public health department or the DHHS Division of Public Health of cases or suspected cases of reportable diseases as indicated in 173 NAC 1-004.01 and 1-004.02, or outbreaks and suspected outbreaks of diseases as indicated in 173 NAC 1-004.01B affecting students and/or other school-affiliated personnel and which present a reasonable threat to the safety or health of a student and/or other school-affiliated personnel; and
2. Cooperate with public health authorities in obtaining information needed to facilitate the investigation of cases and suspected cases, or outbreaks and suspected outbreaks of diseases affecting students and/or other school affiliated personnel.

All information disclosed to a public health authority is confidential and not to be released to outside parties as stipulated by Neb. Rev. Stat. § 71-503.01.

Chapter 3 School Health, Communicable Disease Control, and Immunization Standards

3-003 SYMPTOMS OF COMMUNICABLE DISEASE; EXCLUSION FROM SCHOOL: Children showing any signs or symptoms of a contagious or infectious disease are required by law to be sent to their homes immediately, or as soon as safe and proper conveyance can be found.

Teachers are encouraged to observe each child carefully for signs of illness each time the child returns to school. This is particularly important when epidemic diseases are known to be present in the community.





## District Leadership Team Contingency Planning

The presence of one or more of the following signs or symptoms should make the teacher suspect a communicable disease:

Fever, flushed face, headache, aches in muscles or joints, unexplained tiredness or listlessness, loss of appetite, stomachache, nausea or vomiting, diarrhea, convulsions, sore throat, nasal congestion or discharge, unexplained skin eruption, sore or inflamed eyes.

173 Neb. Admin. Code Ch. 3, 004

### 3-004 REPORTING

3-004.01 Suspected Contagious or Infectious Disease: When a child is sent home because of a suspected contagious or infectious disease, the law requires the proper school authority, school board, or board of education to be notified without delay.

3-004.02 Suspected Reportable Disease: When a school nurse or an individual acting in the capacity of a school nurse identifies a case or suspected case of a reportable disease, s/he must report that case to the local public health department or the DHHS Division of Public Health as provided in 173 NAC 1-007.04.

3-005 DURATION OF EXCLUSION PERIOD: Children excluded for a confirmed communicable disease should not be allowed to return to school until the minimum isolation period has elapsed, and all signs or symptoms of acute illness have disappeared. The period of exclusion should extend throughout the period when acute signs of illness are present, or until the student is fever-free for 24 hours without the use of fever-reducing medication.

Minimum isolation periods are shown in the table on Attachment 1, Contagious and Infectious Disease/Condition Chart, which is attached to 173 NAC 3 and incorporated by this reference. School boards and boards of education may observe these periods, or adopt and enforce their own exclusion regulations which may not be shorter or less restrictive than those contained in 173 NAC 3.

Neb. Rev. Stat. Ann. § 79-8,106

**“In case of epidemic sickness prevailing to such an extent that the school or schools in any school district shall be closed, teachers shall be paid their usual salaries in full for such time as the school or schools shall be closed.”**

Neb. Rev. Stat. Ann. § 79-213

**“...At the discretion of the State Board of Education, the closing of a school shall not prevent a district from being accredited or receiving its proper share of state funds when epidemic sickness or severe storm conditions prevail to such an extent that the school board in any district deems it advisable to close any or all schools within the district or when the destruction of the schoolhouse**



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makes it impossible to continue the school. Such sickness, storm conditions, or destruction of the schoolhouse shall be sworn to by the secretary of the school board and the oath filed with the State Board of Education if the school board of the school”

92 Neb. Admin. Code Ch. 10, 003

“003.06 School Year. Each school system shall provide at least the following instruction annually between July 1 and June 30 for the grades it offers:[...], school systems unable to meet the minimums for instructional hours due to epidemic sickness, severe storm conditions, or destruction of the school house may request permission from the Board to offer fewer than the minimum hours by submitting an affidavit sworn to by the secretary of the school board and explaining the circumstances resulting in the request.”

It is essential for the school community to work together to prevent the introduction and spread of COVID-19 or other communicable diseases in the school environment and in the community while still providing a quality education program.

According to the Nebraska Department of Health and Human Services regulations state:

Title 173 Control of Communicable Disease

Chapter 3 SCHOOL HEALTH, COMMUNICABLE DISEASE CONTROL, AND IMMUNIZATION STANDARDS public school districts are provided the authority to exclude students who have a contagious disease such as COVID-19 or who are liable to transmit the disease after having been exposed to it. It is important that the school district work closely with the local health department who has the authority to exclude students from school and may order students and others to isolate or quarantine.

For more information from the Nebraska Department of Health and Human Services regarding K-12 Schools and Childcare Program. Please reference FAQs for Administrators, Teachers, and Parents.



## District Leadership Team Contingency Planning

### Parents/Guardians School Closing

Dear Parents/Guardians,

The \_\_\_\_\_ County health officials have recommended that the \_\_\_\_\_ school(s) close immediately. This order is due to a pandemic virus outbreak.

As of (Day/Date) \_\_\_\_\_ school(s) will be closed until further notice and children should stay home. The school(s) may be closed for several days or weeks to reduce contact among children and stop the spread of the virus. We know this is a hard time for our community and families.

We will remain in contact with you to provide timely updates regarding the open status when the decision has been made. You may wish to check our school district website for updated information and tune into local radio/television/newspaper for more information as our plans to continue education and possibly reopen school(s).

For more information, call your healthcare provider or the local health department (insert contact information) and check the CDC website.

We will contact you as soon as we have information regarding classes or school reopening, and we will also inform local news media.

We encourage all parents/guardians to encourage their children to read at home as much as possible, practice math and writing, and participate in remote learning provided by the school district.



# District Leadership Team Contingency Planning

## Communication Resources

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Nebraska Department of Health and Human Services  
Coronavirus Disease 2019 (COVID-19)

<https://nebraska.maps.arcgis.com/apps/opsdashboard/index.html#/4213f719a45647bc873ffb58783ffef3>

Nebraska Department of Health and Human Services  
Rules and Regulations

[https://www.nebraska.gov/rules-and-regs/regsearch/Rules/Health\\_and\\_Human\\_Services\\_System/Title-173/Chapter-03.pdf](https://www.nebraska.gov/rules-and-regs/regsearch/Rules/Health_and_Human_Services_System/Title-173/Chapter-03.pdf)

For more information from the Nebraska Department of Health and Human Services regarding K-12 Schools and Childcare Program. Please reference FAQs for Administrators, Teachers, and Parents

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/FAQ-schools-child-care.pdf>



## District Leadership Team Contingency Planning

### Board Governance

Subcommittee: Board-Administrative Leadership

District and community resources: Policy, Handbooks, Pandemic Plan, Crisis Team, District Administrators, COVID-19 Review Committee, Nebraska Department of Education, Nebraska Association of School Boards, local and state healthcare experts, and advisors

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The Association advocates for the district leadership team to document the decisions and processes followed in the closure of the 2019-20 school year due to the modified school calendar and procedures followed by district staff.

### School Calendar

- 1) Did the district act in a timely fashion when dismissing and transitioning to remote learning? If not, what concerns must be addressed to ensure transition is improved?
- 2) Consider alternative calendar options to support the 2020-21 school year
- 3) Summer school schedule and focus
- 4) End of summer upstart programs for struggling students, kindergarten, etc.
- 5) Will there be modifications to the school day? If so, are we considering:
  - a. Year-round school
  - b. Extended school year and/or day
  - c. Blended learning (half day, independent, virtual/remote learning) (half-day in-school instruction)
  - d. Looping (teacher moves with students)
  - e. Strictly remote learning
  - f. Temporary return to previous school year class before transitioning into 2020-21 grade level
  - g. Staggered start times
  - h. Class size restrictions
  - i. Half-day classes
  - j. One-day-on, one-day-off schedules
  - k. Options for parents/guardians to consider remote learning while maintaining in-person instruction?
- 6) Will the modified schedules include lunch? If so, how do we maintain mandatory masks to allow students to eat?
- 7) Will the modified schedules consider the ability for parents/guardians to return to work?



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- 8) Regarding our population of ELL students, are we providing the support and tools **necessary to support our students' needs** and to effectively communicate updates and **expectations with students' families/guardians**?
- 9) Is the district providing translated communications (oral and written communication) for parents/guardians who need assistance?
- 10) How is our district handling Special Education students w/ IEP's? What do the services we provide these students look like with our buildings closed?
- 11) Are there teacher contract issues that must be addressed based upon the proposed plan?
- 12) Will the district be able to accommodate extra-curricular activities? If so, how will the district safely physical distance contact sports, competitive cheer, or dance?

### Board Calendar

- 1) Revisit COVID-19 board/superintendent resolutions.
- 2) Identify issues the board set aside during the crisis that need to be addressed.
- 3) Consider continued engagement of through digital platform provided during COVID.
- 4) Due to a heightened interest of our public and the ability to listen/observe board meetings via the internet, is the district providing a high level of transparency through the description of the agenda items and are meeting minutes posted in a timely manner?
- 5) Is the district website current, are meeting agendas and minutes available for public access? (Consider one year of historical data on the district website.)

### Budget

- 1) What will the budgetary impact for the school district be based upon the economic challenge the pandemic has caused?
- 2) What is the total amount of the CARE dollars received by the district?
- 3) How is the district investing the CARE resources received?
- 4) What are the financial issues that need to be considered in order to implement physical distancing requirements?
  - a. Will the district reduce the number of students per bus?
  - b. Is there a need to increase staff (certified or classified) to accommodate physical distance classrooms?
  - c. Will there be a need for additional nursing staff? Custodial staff? Security staff? Other?
  - d. How will we accommodate and protect medically vulnerable students and staff?
- 5) Contact ALICAP and/or insurance agent to determine exposure to liability should students, staff, or visitors become ill due to COVID-19 outbreak that is traced back to the school district.
- 6) Monitor tax receipt payment and historical data to assess shortfalls.



## District Leadership Team Contingency Planning

- 7) In the event the district does not receive tax receipts on schedule, what measures can we take to modify spending?
- 8) Identify and assess the priorities/needs identified during the COVID-19 crisis that will impact the 2020-21 budget.
- 9) Implement an Inventory Management System for all district-wide owned equipment/assets (*See Technology*).

### Communications/Stakeholder Engagement

- 1) Consider satisfaction surveys to understand needs of stakeholders (staff, students, and parent/guardian).
- 2) Consider utilizing board committees to discuss sensitive contingency plans with administration.
- 3) Sustain purposeful and timely communication with community stakeholders, parents, staff, students, and media.
- 4) Maintain engagement with community partners to ensure services are provided during building closure.

### Crisis Plan

The district will continue to work in collaboration with local and state health department to identify need for closure or implementation of precautions that exclude the public from learning facilities (this may impact a school district not necessarily the state).

### Opening/Closure Plans

- 1) Develop a facility plan to minimize risk of infection.
- 2) Identify protocol/procedures for school building closure/remote learning.
- 3) What will be the criteria and parameters we will use to reopen facilities?
- 4) When will the re-entry plan be available for review by the board? Will the plan be adopted?

### Transportation

- 1) How will the district accommodate physical distancing on buses?
- 2) What cleaning protocols are required for buses?
- 3) How frequently will the cleaning protocols be required?
- 4) What impact will the required modifications have on the transportation budget?

### Screening

- 1) Will there be standardized screening protocols for staff and students entering facilities? If so, how will the screening be conducted and by whom?
- 2) Will students be allowed to enter the facility and be in a commons area as we did prior to COVID-19?



## District Leadership Team Contingency Planning

- 3) Will each student/staff member need to have their temperature checked at the entrance?
- 4) What will screening look like at each building?

### COVID-19 Testing

- 1) What will be the COVID-19 testing protocols for students, staff, parents/guardians?
- 2) Will the district be required to provide COVID-19 tests for student and staff exhibiting symptoms?
- 3) Will adequate testing supplies be available to all school districts throughout the state and what is the time lapse for results? Accuracy of the test?
- 4) What are the implications for HIPAA and confidentiality rights for students and staff?
- 5) If a student or staff member tests positive for COVID-19, what will be the next step? Will the facility need to be closed for deep cleaning? How long will staff or students need to be quarantined? How long will the learning facility need to be closed?
- 6) What will the standard return to school policy and/or procedure be for students and/or staff who have tested positive for COVID-19?
- 7) Will students and staff be required to wear masks?
- 8) Because not all learning facilities are air conditioned, is it possible to require masks during high humidity and temperatures? Will the district consider remote learning if weather conditions prohibit effective instruction and learning?
- 9) Will the district be able to continue expanded learning opportunities such as day care or the before and after school program?
- 10) Consider the importance of sustaining the COVID-19 Review Committee for planning and **emergency operations' plans.**
- 11) Develop a plan and expectations for board-administrative communications as needed.
- 12) Develop a plan to conduct board meetings if physical distancing must be sustained.
- 13) Design an alternative command structure, with recommendations by the superintendent, if the superintendent or other key administrative employees are unable to work.
- 14) Consider policies and procedures should the board fail to operate with a quorum due to illness.
- 15) Consider protocol and procedures if the school facilities are needed for emergency reasons.

### Instruction and Learning

- 1) Discuss ramifications to budget-related allocation in response to the pandemic.
- 2) How will the district assess education gaps and remediate learning needs?
- 3) What modifications will need to be made to music, band, concerts?
- 4) What modifications will need to be made for physical education and locker rooms?
- 5) What modifications will need to be made to the district professional development plan to support modifications to instruction and identified needs.
- 6) Consider updates to reflect the integration of technology to support instruction and remote learning.





## District Leadership Team Contingency Planning

- 7) Identify protocols for monitoring student engagement/attendance during remote learning.
- 8) Equip staff with protocols for addressing chronic absenteeism.

### Policy

- 1) If the board passed a superintendent authority resolution (April 2020), what authority and/or decisions have you authorized following the adoption of the superintendent authority resolution?
- 2) When will the board revisit the Superintendent Authority Resolution and resume board/policy governance?
- 3) Has the board voted to ratify all decisions the superintendent authorized following the **board's authority to act independently? If not, will the board review and ratify all decisions at the next board meeting?**
- 4) Do we have a need to sustain the emergency resolution? If so, why?
- 5) Work collaboratively with the superintendent on the 2020-21 School Year Plan (COVID related) as presented to the Board and to identify the policies and handbook issues that impede the superintendent and/or administrators to carry out the plan.
- 6) Create COVID Policy Ad Hoc Committee to review and identify the need for additional policies that will enable administrators to carry out the authority granted through board policy. (ex. Attendance/Extended Absence, Grading during remote learning, other related matters realized through the COVID pandemic.) COVID Policy Ad Hoc Committee may include, but will not be limited to board members, superintendent, select district level administrators, and select build administrators, (staff?, parents?).
- 7) Review relevant staff leave policies for clarity and to minimize absenteeism while encouraging employees to remain home if they are ill.
- 8) Review student policies to provide more flexibility and remove punitive measures for absences when there is an outbreak.
- 9) Protocols/procedures for engaging students/families that have not connected to the district since building closures 2019-20.
- 10) Consider ramifications for interlocal cooperative agreements with community resulting in access to facilities (exercise, libraries/media centers, etc.).
- 11) Review and modify facility use policies to restrict non-educational usage.
- 12) Connect with NASB and/or school attorney to determine other policies the board must consider and/or address.

### Staffing

- 1) How has the district repurposed the classified staff? Is the district identifying alternative ways to continue providing opportunities for the classified staff to be utilized?
- 2) Did the district request that all classified staff sign the Return to Work Agreement?
- 3) Do you anticipate a high number of retirements as a result of the pandemic?



## District Leadership Team Contingency Planning

- 4) Is there a need to open negotiations to address instructional hours, extended school year, or other modifications that may potentially impact certified staff?
- 5) **Did administrator's complete teacher evaluations?**

### Family Leave Act

- 1) What do we need to do to ensure the district is in compliance with the recent changes to the Family Leave Act?
- 2) How have we communicated this to our staff members?

### Families First Coronavirus Response Act (FFCRA)


- 1) The Families First Coronavirus Response Act (FFCRA) is effective as of April 1, what impact does this have on our district staff?
- 2) An employee is eligible to receive 80 hours of emergency paid sick leave.  
*Qualifications for FFCRA include:*
  - a. An employee must self-quarantine per your health care provider.
  - b. An employee is waiting to receive test results.
  - c. An employee is caring for a child whose school or place of care is closed due to COVID-19.
- 3) Will the FFCRA Act sunset or will it be expanded in response to the pandemic? If so, when, and how?
- 4) Will modifications need to be made to teaching schedules for staff members that have pressing medical needs?

### Unemployment Insurance

- 1) How many staff members have applied for unemployment benefits?
- 2) How will filing for unemployment impact the employment status of an employee with the district?



## District Leadership Team Contingency Planning



### Equity

Subcommittee: Instruction and Learning

District and community resources: Policy, Handbooks, District Administrators, COVID-19 Review Committee, Nebraska Department of Education, and Nebraska Association of School Boards,

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Through board policy, districts strive to provide an equitable education for all students. Providing an equitable education for all students during challenging times such as COVID-19 presents obstacles in providing everyone the same access to the same opportunities. Advantages and barriers exist, and that, as a result, not everyone starts from the same place. Equity begins by acknowledging unequal starting places and works to continually correct and address the imbalances as districts plan for the coming school year and beyond.

Equity Considerations for School Districts:

- 1) Creation of an Equity Policy **outlining the district's position** to provide an environment of equity in all practices, resource allocation, hiring, vendor relationships, partnerships, and learning opportunities for all students' **unique needs**.
- 2) Providing opportunities for students to receive grief and anxiety counseling and leveraging **the district's community partnerships to connect families with local** social-emotional and mental health resources.
- 3) Offering clubs, fine arts, sports practices, and other extracurricular activities virtually to address social isolation and keep students engaged.
- 4) Offering monthly virtual parent meetings for parents in order to address any opportunity gaps that exist and to equip parents with knowledge and resources to support learning (in-person, or remote), including providing guidance and accessible resources.
- 5) Developing reopening plans to provide students with in-person instruction as soon as it is safe to do so—prioritizing students who lack technology and connectivity and/or are at-risk of falling behind.
- 6) Distributing resources equitably (not necessarily equally) among high-poverty and low-poverty schools within the district.
- 7) Targeting funds to students disproportionately affected by the pandemic, including students with disabilities, English Language Learners (ELL), and students experiencing homelessness.
- 8) Ensure that students who rely on school meals continue to receive them - even if in-person instruction does not resume fully.



## District Leadership Team Contingency Planning

- 9) Provide counseling, academic assistance, and other individualized supports to high school students who are most at-risk of not graduating, including ELL students and immigrant newcomers.
- 10) Organize remote college counseling and financial aid support for students and families.
- 11) Coordinate with the public system(s) of higher education to extend deadlines and offer flexibility related to enrollment and financial aid for the 2020–21 academic year and beyond, if necessary.



# District Leadership Team Contingency Planning

## Staff and Student Social -emotional Wellness

Subcommittee: Staff and Student Social-Emotional Wellness

District and community resources: District Crisis Team, Counselors, Social Workers, Mental Health Specialists, Nebraska Health and Human Resources, regional health services utilized by school district, etc.

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### Wellness Response Team

- 1) Subcommittee will connect with the district crisis team; or staff mental health and wellness resources currently utilized by the school district.
- 2) Evaluate staff current well-being, determine needs, and resources needed to provide appropriate supports.
- 3) Establish a Wellness Response Team specific to this need.
- 4) Equip and provided essential training for the Wellness Response Team.
- 5) Establish crisis protocols and procedures for the Wellness Response Team to follow to support staff/students who are in need and processes to be followed to ensure each individual connects with resources to support individual needs.
- 6) Establish reporting protocols for staff to evaluate physical and mental health status.
- 7) Assess and consider current district personnel and community partner resources available to respond to needs related to staff/students and families.
- 8) Conduct ongoing assessment of staff wellness by providing hotline for self-reporting and/or anonymous concerns, surveys, and reported concerns by supervisors or peers
- 9) Review and update or develop a reporting system for students identified in crisis.
- 10) Develop a process for screening students for social, emotional, and mental health or trauma .
- 11) Identify and communicate relaxation apps for staff and students.
- 12) Identify and connect with state, regional, and local agencies willing to provide social, emotional, and mental health wellness support.
- 13) Engage and communicate timely and purposeful information with parents/guardians through various channels.
- 14) Train staff on **“Suicide Awareness”** through SafeSchools training library. If the school district is a member of ALICAP, the training is free. Non-members may participate for a fee, please contact the Director of ALICAP at NASB 1.800.422.4572.
- 15) **Review the school district’s anti-bullying policy.**
- 16) Assess and adjust MTSS interventions as possible to support Tier 2 and Tier 3 students. Consider providing resources (such as this [handout](#)) to aid in establishing clear lines of communication with parents/guardians.



## District Leadership Team Contingency Planning

- 17) Communicate and invest in key contributors for a positive (remote) school culture (safety, rules and norms, respect for diversity, social supports, sensitivity to environments). Some tangible strategies of such investments may include:
  - a. Create remote learning code of conduct (expectations regarding virtual meetings: screenshots, **utilization of backgrounds to protect students'** potential unease in sharing their living space, use of chat/comment box, etc.)
  - b. Ensure all online meetings/communities are password-protected.
  - c. Establish routine social-emotional “**check in**” with students prior to academic content.
  - d. Clearly communicate and create easy access to counselors and other social-emotional staff supports (both for students and staff).
  - e. Facilitate regular staff engagements to grow awareness for equitable and inclusive approaches to diverse learning needs while also considering student/family health, financial, and learning environment disparities.
  - f. Maximize use of individualized learning goals/plans to empower students and allow for self-selection of the level of challenge they need/can handle.
  - g. Create consistent space to foster relationships through collaborative learning projects/activities.

### Attendance/Connecting with EVERY student

- 1) During the transition, following building closure, Board-Superintendent questions to consider:
  - a. Are teachers monitoring the attendance of students?
  - b. Are there students who have not been accounted for since transition to remote learning?
  - c. How is the district monitoring the number of students who have not engaged or participated in only minimal number of learning opportunities?
  - d. What can we do as a district to connect to check on the well-being of the students who are not engaged?
  - e. What percentage of our students are actively engaged in continuous learning efforts?
  - f. What are the barriers or obstacles that are preventing participation? (Research indicates that grading increases the participation rate when accountability is required.)
  - g. Temperature screenings for students and staff

### Personal Protection Equipment (PPE)

- 1) Identify protocols for all PPE for students and staff including, but not limited to:
  - a. Thermometers
  - b. Masks



## District Leadership Team Contingency Planning

- c. Hand sanitizer
- d. Antibacterial wipes
- e. Soap
- f. Paper towels
- g. Tissue
- h. Toilet paper
- i. Cleaning supplies

### Wellness Resources

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Nebraska Department of Health and Human Resources

<http://dhhs.ne.gov/Pages/Behavioral-Health.aspx>

Trails to Wellness

<https://trailstowellness.org/>

Emotional Wellness for Educators

<https://www.cultofpedagogy.com/resilience/>

Helping Children 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>

American Foundation for Suicide Prevention

<http://dhhs.ne.gov/Behavioral%20Health%20Documents/After%20A%20Suicide,%20A%20Toolkit%20for%20Schools.pdf#search=School%20District%20health%20posters>

CDC Handwashing Posters

<https://www.cdc.gov/handwashing/posters.html>

Guidance for Business and Employers Responding to COVID-19

<https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-business-response.html>

School Districts may wish to include links to local/regional resources including:

- Mental health
- Food
- Medical/dental providers
- Health insurance
- Economic support
- Housing assistance



# District Leadership Team Contingency Planning

## Instruction and Learning

Subcommittee: Instruction and Learning

District and community resources: Policy, Handbooks, Pandemic Plan, Crisis Team, District Administrators, COVID-19 Review Committee, Nebraska Department of Education, Nebraska Association of School Boards, local and state healthcare experts, and advisors

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### Outbreak Continuity Plan

- 1) Review and consider the district adopted Continuity Plan (April 2020)
  - a. What components of the Continuity Plan will be sustained if the district experiences an outbreak and school is suspended mid-year?
  - b. Will the plan address enrichment and/or accelerated learning at all levels?
- 2) Consider developing the Continuity of Learning Plan to address COVID-19 Outbreak 2020-21.

### Instruction Delivery Models

- 1) Will there be modifications to our school day?
  - a. Year-round school
  - b. Extended school year and/or day
  - c. Blended learning (half day, independent, virtual/remote learning) (half-day in-school instruction)
  - d. Looping (teacher moves with students)
  - e. Strictly remote learning
  - f. Temporary return to previous school year class before transitioning into 2020-21 grade level
  - g. Staggered start times
  - h. Class size restrictions
  - i. Half-day classes
  - j. One-day-on, one-day-off schedules
  - k. Options for parents/guardians to consider remote learning while maintaining in-person instruction?
- 2) Will the modified schedules include lunch? If so, how do we maintain mandatory masks to allow students to eat?
- 3) Early Childhood Programs and Services
  - a. Jump Start Programs
  - b. Staggered attendance Schedule





## District Leadership Team Contingency Planning

Remote Learning Duties and Responsibilities	
District Office	<ul style="list-style-type: none"> <li>▪ Coordinate the district Remote Learning Plan.</li> <li>▪ Provide support for staff, students, and families during remote learning.</li> <li>▪ Provide timely and purposeful communications to educators, families, and community.</li> <li>▪ Monitor the well-being of staff and students during remote learning.</li> </ul>
Technology Staff	<ul style="list-style-type: none"> <li>▪ Monitor and support students/family/staff needs for devices and internet access.</li> <li>▪ Lead and facilitate the transition to remote learning for students/family/staff.</li> <li>▪ Provide an ongoing technology support system of supports for students/family/staff.</li> </ul>
Principals	<ul style="list-style-type: none"> <li>▪ Support staff/students/families through transition to remote learning.</li> <li>▪ Provide timely and purposeful communications to staff/students/families.</li> <li>▪ Assist staff in the implementation of remote learning and support plan.</li> <li>▪ Monitor the communications between staff and students.</li> <li>▪ Identify at risk-students and seek appropriate supports to connect and/or provide resources needed.</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>▪ Adapt instruction to support learning activities and assignments through remote learning and packets as appropriate.</li> <li>▪ Utilize district technology to communicate with students and families about assignments, student supports, and general classroom communications.</li> <li>▪ Provide consistent availability to students and families based upon district remote learning time block, provide feedback through technology on a scheduled basis to ensure access outside of school identified hours.</li> <li>▪ Collaborate with colleagues to share successful ideas, reflect on best practice, and problem-solve as issues arise.</li> </ul>
Resource Teachers	<ul style="list-style-type: none"> <li>▪ Utilize district technology to support learning activities and assignments through remote learning and packets as appropriate.</li> <li>▪ Document and record lessons, intervention instruction, and learning sessions as appropriate.</li> <li>▪ Schedule real-time conferences with students to assess progress and offer assistance on work assigned by general classroom instructors (will vary by grade level and IEP).</li> <li>▪ Use district technology to communicate with families about student learning.</li> <li>▪ Provide differentiation assistance to teachers through collaboration sessions.</li> <li>▪ Provide consistent availability to students and families based upon district remote learning time block, provide feedback through technology on a scheduled basis to ensure access outside of school identified hours.</li> <li>▪ Consider additional guidance and supports provided by District Level Administration.</li> </ul>
Media Specialists	<ul style="list-style-type: none"> <li>▪ Provide consistent availability to students and families based upon district remote learning time block, provide feedback through technology on a scheduled basis to ensure access outside of school identified hours.</li> <li>▪ Review, coordinate, and share learning resources for students, staff, and families.</li> <li>▪ Schedule conferences with students who request resources to complete assigned work.</li> <li>▪ Collaborate with colleagues to share successful ideas, reflect on best practice, and problem-solve as issues arise .</li> </ul>



## District Leadership Team Contingency Planning

Guidance Counselors	<ul style="list-style-type: none"> <li>▪ Provide consistent availability to students and families based upon district remote learning time block, provide feedback through technology on a scheduled basis to ensure access outside of school identified hours.</li> <li>▪ Utilize district technology to record and provide guidance lessons as appropriate.</li> <li>▪ <b>Coordinate with social workers, scheduling proactive “mental health” checks with identified high-need students (sustain ongoing communications with identified students as appropriate).</b></li> <li>▪ Serve as a resource for families and liaison to support students/families in need</li> <li>▪ Provide supports for students as requested.</li> <li>▪ Collaborate with colleagues to share successful ideas, reflect on best practice, and problem-solve as issues arise.</li> </ul>
Social Workers	<ul style="list-style-type: none"> <li>▪ Provide consistent availability to students and families based upon district remote learning time block, provide feedback through technology on a scheduled basis to ensure access outside of the school identified hours.</li> <li>▪ Serve as a resource for families and liaison to support students/families in need.</li> <li>▪ <b>Coordinate with counselors, schedule proactive “mental health” checks with identified high-need students (sustain ongoing communications with identified students as appropriate).</b></li> <li>▪ <b>Coordinate with counselors, schedule proactive “family” checks with families in need.</b></li> <li>▪ Collaborate with colleagues to share successful ideas, reflect on best practice, and problem-solve as issues arise.</li> </ul>
SEL Staff	<ul style="list-style-type: none"> <li>▪ Provide consistent availability to students and families based upon district remote learning time block, provide feedback through technology on a scheduled basis to ensure access outside of the school identified hours.</li> <li>▪ Serve as a resource for staff, students, and families.</li> <li>▪ Schedule proactive calls and check-ins with students who you know need support.</li> <li>▪ Review, coordinate and share social-emotional learning resources for teachers and families.</li> <li>▪ Collaborate with colleagues to share successful ideas, reflect on best practice, and problem-solve as issues arise.</li> <li>▪ Consider recording videos to assist parents who may be supporting difficult behaviors at home.</li> </ul>
ELL Staff	<ul style="list-style-type: none"> <li>▪ Provide consistent availability to students and families based upon district remote learning time block, provide feedback through technology on a scheduled basis to ensure access outside of the school identified hours.</li> <li>▪ Serve as a resource for staff, students, and families.</li> <li>▪ Provide differentiation assistance to staff, collaborating online and/or via electronic meeting platform.</li> <li>▪ Schedule proactive calls and check-ins with students/families.</li> <li>▪ Review coordinate and share resources for families.</li> <li>▪ Collaborate with colleagues to share successful ideas, reflect on best practice, and problem-solve as issues arise.</li> </ul>



## District Leadership Team Contingency Planning

Early Childhood	<ul style="list-style-type: none"> <li>▪ Work as a teaching team to create learning activities daily to cover Literacy/language, science/math, social/emotional, and music/movement.</li> <li>▪ Communicate with families regarding team office availability and the most appropriate method for parent access/communication.</li> <li>▪ Provide families with designed learning ideas/supports on daily basis.</li> <li>▪ Be available to families during established office hours to respond to questions.</li> </ul>
Early Childhood Resource Staff	<ul style="list-style-type: none"> <li>▪ Evaluate goals for each individual student to determine if it is best to provide activities for families to practice skills or provide a plan for alternative services.</li> <li>▪ Communicate to <b>families the team's recommendations in each area and allow parents the final decision</b> as to which option they prefer.</li> <li>▪ If necessary, offer alternative services consistent with home school requirements.</li> <li>▪ If staff is recommending activities to practice skills, create individual activities or as determined to be appropriate by certified staff.</li> <li>▪ Attend staffing meetings and appropriate IEP meetings.</li> </ul>
Curriculum and Instruction	<ul style="list-style-type: none"> <li>▪ Support educators in the implementation of learning and supports.</li> <li>▪ Provide written/video training and support to assist staff and students/families with use of district identified resources.</li> <li>▪ Coordinate with building and district staff to assist students, teachers, and families with technology resources and needs.</li> <li>▪ Review, coordinate, and share learning resources for students, teachers, and families.</li> <li>▪ Provide planning and design assistance to teachers, collaborating as needed.</li> <li>▪ Provide differentiation assistance to teachers, collaborating as needed.</li> <li>▪ Share ideas reflect on best practice, and actively support others.</li> <li>▪ Consider, coordinate, and share resources to support student and staff well-being.</li> </ul>
Building Secretaries & Office Personnel	<ul style="list-style-type: none"> <li>▪ Retrieve and respond to phone calls and general email inbox.</li> <li>▪ Maintain purchasing and budget responsibilities.</li> <li>▪ Provide support to staff as assigned.</li> <li>▪ Maintain student and school records as assigned.</li> </ul>
Support Staff	<ul style="list-style-type: none"> <li>▪ Communicate with supervisor to determine greatest need for support.</li> <li>▪ Support teaching staff as assigned.</li> </ul>
Maintenance & Custodial Staff	<ul style="list-style-type: none"> <li>▪ Conduct building walk-throughs as directed.</li> <li>▪ Complete deep-cleaning responsibilities according to protocol and procedures adopted by district.</li> <li>▪ Communicate with supervisor regarding cleaning and maintenance needs.</li> </ul>

Staff Questions REGARDING...	Contact/email /cell
Technology support, maintenance, and upkeep	
Technology hardware, software, resources, learning, professional development etc.	
Student communication platform	
Digital learning resources	
Other issues related to remote learning	



## District Leadership Team Contingency Planning

Curriculum and/or instruction issues	
Concerns about students' social-emotional well-being	
Concerns about students' food insecurities	
Special education or interventions	

Note: Staff-student communications is governed by district policy. Please review and adhere to district policy \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, etc. If you have any questions, please contact your building principal.

### Student Roles and Responsibilities

- Follow appropriate online practice outlined in the student handbook.
- Stay informed by checking your student account and district email.
- Establish a learning routine and prepare a space where you can study effectively and successfully. This should include a quiet space where you can participate in video conversations with others for live lessons or two-way communication with teachers.
- Follow a daily schedule, teachers are available online from \_\_\_\_\_ each day. Include time in your schedule to complete homework.
- Be an active learner, communicate with your teachers if you need additional support or may not be able to meet an assigned deadline.
- When participating in a video learning lesson, please dress appropriately and make sure there is nothing behind you that distracts others or that is not appropriate.
- Ask questions, be persistent, and work to problem solve when necessary. Nothing about this experience is normal, so we must be patient and accept that there will be challenges and missteps along the way. Be kind to your teachers and your family members. Do not be afraid to tell others when you are frustrated and/or upset, but also know that giving up is not the answer either. We will be better when we support each other.

STUDENT QUESTIONS REGARDING...	Contact/email /cell
An assignment	Teacher who assigned the work
A technology related problem or issue	District contact ?
A personal, academic, or social-emotional well-being concern	Your principal, guidance counselor, or ?
Other issues related to online learning	Your principal or assistant principal

### Parent/Guardian Roles and Responsibilities

- **Help your child/children prepare to be successful.** When your student's learning space is separate from the bedroom and distanced from a television or gaming area, it sets the expectation and tone that the space is for work and not play. In addition, learning in shared areas allows parents/guardian to readily support students, as needed while also monitoring online activity.
- Establish routines and expectations for at-home learning, then do your best to hold all family members accountable for meeting these. You may consider beginning and ending your day with a check-in.



## District Leadership Team Contingency Planning

- Assist your child in creating a daily schedule. Keep in mind all teachers will be online and readily accessible between \_\_\_\_\_.
- Ensure your child/children are equipped with necessary learning materials and tools they need to be successful.
- Remain actively involved and engaged by regularly checking the online student platform account, email, to access assignments, student work, and communication/feedback from teachers.
- Contact appropriate staff if your child is experiencing academic or technology concerns.
- Remain mindful that your child may experience stress, worry, anxiety and/or model heightened social-emotional behavior. Students may seem excited about remote learning, but the novelty will **likely subside as many students mourn the loss of “normal” school experiences. These losses will be especially difficult for middle school students (5<sup>th</sup> through 8<sup>th</sup> grade) and possibly seniors who are missing key events or experiences.**

Parent/Guardian Questions REGARDING...	Contact/email /cell
An assignment	Teacher who assigned the work
A technology related problem or issue	District contact ?
A personal, academic, or social-emotional well-being concern	The principal, guidance counselor, or ?
Other issues related to online learning	The principal or assistant principal

### Assessment of Learning

- 1) Superintendent, Administrators, and Staff will consider how staff will assess students' needs/gaps in learning?
- 2) Will the district/state require standardized testing, and/or will they relax state mandated accountability?
- 3) Will the district identify essential learning standards to narrow the scope of material?
- 4) During the initial COVID-19 outbreak, the district was required to file a request for the Rule 10 Affidavit provided by NDE within 10 days of the last day in session for students. If the district is required to close the school due to an outbreak, will the district need to refile the Rule 10 Affidavit?
- 5) Due to the COVID-19 outbreak, our district did not complete our Rule 10 Continuous Improvement External Visit (as required once every 5 years) has the visit been rescheduled and if so, when?
- 6) During the COVID-19 outbreak, some students/families did not have internet access. Do we have a report that identified the students/families and is the district working with providers to address the problems and/or have we exhausted possible options to resolve the problems?
- 7) How has COVID-19 impacted our Early Childhood programs? What will the programs look like this fall?



## District Leadership Team Contingency Planning

- 4) How will the school district sustain reading interventions for students who were involved in the Reading Improvement Program when buildings closed for COVID? Will students be retested at the beginning of the school year? (*The Reading Improvement Act requires that K through 3rd grade students must undergo three reading assessments within 30 days of starting the 2019-2020 school year. The assessments help to identify struggling students to then be entered into a special reading intervention program.*)
- 5) Will the district resume formative/summative assessments next fall?
- 6) Based upon the federal waiver for assessment and accountability provisions in ESSA, what classification is the district and/or each building responding to during the 2020-21 school year?
- 7) Because growth will be difficult to measure, will the district measure growth of learning for the 2019-20 school year or utilize the 2018-19 data a second year?

### Grading

- 1) Has the district defined grade protocols? If so, what protocols are staff using and what **impact will this have on a student's class ranking?**
- 2) Are lessons graded or awarded as pass/fail? Is this applicable K-12?
- 3) Do dual credit/college courses **award grades?** **How will this impact a secondary student's class ranking?** Are students who are not enrolled in dual credit/college courses at a disadvantage/advantage in the class ranking due to our grading protocol?

### AQuESTT

- 1) Will each building and superintendent be required to complete the AQuESTT Evidence-Based Analysis (EBA) for the 2020-21 school year?

## Instruction and Learning Resources

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Youngest Learners Prepare to start School – Without the School

<https://www.educationdive.com/news/kindergartners-prepare-to-start-school-without-the-school/577993/>

Exploring the Longitudinal Effects of an Early Kindergarten Transition Program

<https://digitalcommons.library.tmc.edu/childrenatrisk/vol7/iss1/6/>



# District Leadership Team Contingency Planning

## Technology

Subcommittee: Technology

District and community resources: Policy, Handbooks, Technology Plan, Budget

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- 1) Conduct a full inventory of equipment and other assets.
  - a. Verify with students/families the possession of district owned assets (i.e., computers, iPads, Chromebooks, Wi-Fi hot spots, etc.).
  - b. Define protocols and procedures to support maintenance and upkeep when students and/or staff experience technology problems.
  - c. Provide technology support after school hours to troubleshoot problems for students/families.
  - d. Define and communicate a process for returning devices to the school.
  - e. Verify with staff members who have assets in their possession and develop a plan for updating, etc.
- 2) Review and update the District Technology Plan
  - a. Consider the results of the satisfaction survey results pertaining to student/home remote learning. (*See Communications Section – Family Contact Checklist*)
  - b. Secure hardware, software, licenses, etc. to support remote learning due to school building closure or physical distancing restrictions.
  - c. **Assess the IT Department staff's capacity to meet the increased demand** due to remote learning, technology supports, maintenance and upkeep, training, professional development, etc.
  - d. Review maintenance, upkeep, and replacement plan to ensure the district is on track to support the increased need.
  - e. Develop a district-wide procedure for returning technology devices.
    1. Consider a safe mechanism for collection process for each device.
    2. Define protocols for sanitizing devices (for electronics, such as tablets, touch screens, keyboards, remote controls, etc.).
    3. Equip/cover each device with a wipeable cover.
    4. Use alcohol-based wipes or sprays containing at least 70% alcohol to sanitize each device.
  - f. Implement an Inventory Management System for all district technology and equipment. (*See Governance*)
  - g. Conduct routine maintenance.
  - h. Advocate for reliable internet access throughout the community and surrounding areas served by the school district.



# District Leadership Team Contingency Planning

## Technology Resources

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Center for Disease Control (CDC) –

<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>





# District Leadership Team Contingency Planning

## Facilities and Transportation

Subcommittee: Facilities and Transportation

District and community resources: Policy, Handbooks, Nebraska Department of Education, Nebraska Department of Health and Human Services, Nebraska Association of School Boards (ALICAP), local and state healthcare experts, and advisors

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Courtesy of ALICAP - Each school leadership team will be discussing and deciding on a plan for their school. When is it time for staff to return? What does the return to school look like? The following Risk Alert addresses helpful hints “**The Safe and Ready Return**”.

- 1) Prepare the Buildings:
  - a. Clean with products approved by governing authorities.
  - b. Develop a cleaning plan and follow-up inspections.
  - c. Develop and document all inspections and cleanings.
  - d. Perform inspections prior to opening facilities for the return of staff and students.
  - e. Engage vendors in back-to-work/back-to-school plans.
  - f. Redesign conference rooms to limit capacity of persons in the specific space. For example, consider removing every-other-chair in a large conference room, as to guide people to remain 6 feet apart.
  - g. Supply disinfectants for shared workspaces, and post signs asking staff to wipe down space when done using it.
- 2) Prepare the Workforce:
  - a. Discuss and decide who returns and when.
  - b. Mitigate anxiety of the workforce by communicating often.
  - c. Prepare and post signage reminding all of physical distancing and cleaning protocols.
  - d. If protocols and timelines change, communicate as soon as possible.
  - e. Consider putting a plan together that alternates staff workdays, especially if specific staff typically work within 6 ft of each other.
  - f. Discuss and decide protocol on face to face meetings, within your school facilities. Small conference rooms or offices maybe unsafe. Larger conferences rooms or Zoom meetings may be best practice options.
- 3) Control Access to the Buildings/Facilities:
  - a. Discuss and decide protocols for safety and health checks.
  - b. Discuss and consider building reception areas, shipping/receiving areas, visitors.



## District Leadership Team Contingency Planning

- c. Control the entries of the buildings – post signs on all entrances communicating new protocols.
  - d. Consider and implement limits on persons allowed in specific spaces.
  - e. Reconfigure gathering areas, such as lobbies, breakrooms, or shared workspaces, as to deter large gatherings.
  - f. Consider installing plexiglass shields as appropriate, based on public/visitors.
  - g. Consider temperature screening for daily staff.
  - h. Provide sanitizer, wipes, PPE as appropriate.
  - i. Disable touchscreens.
- 4) Communicate for Confidence:
- a. Leadership needs to be aligned on return/re-entry plan.
  - b. Share behind the scenes efforts with the staff, in regard to meetings, cleanings to help build confidence in the plans/protocols.
  - c. Encourage two-way communication with lead.
- 5) Facilities Assessment
- a. Do our facilities have the capacity to support physical distance between students, limiting the numbers in each room? What are the current physical distancing requirements?
  - b. Require maintenance staff to sanitize facilities according to district adopted protocol and procedures.
  - c. Redesign transportation plans to support physical distance of students.

For more information from ALICAP and Safe School Alerts, please refer to the website at <http://www.alicap.org/>

### Guidance for Physical distancing

The examples included in this resource provide measures that school districts may consider for increasing physical distancing while still maintaining face-to-face instruction. Some suggestions can be implemented in all schools, regardless of whether a state or local physical distancing order is in effect. The examples are presented as suggestions, and once the school district creates and adopts protocols, it will be important to communicate and make the information accessible to students, parents/guardians, and the general public. Communication platforms the district may wish to consider include: the district website, handbooks (staff and student) and other communication mediums utilized by the school district. Although, the protocols may be considered current, the district will continue to enhance, update, and share updated information as changes evolve based upon conditions and need.



## District Leadership Team Contingency Planning

- 1) What will physical distance guidelines look like in each building?
- 2) How will **students'** physical distance during passing periods?
- 3) How will the district ensure students physical distance when accessing lockers?
- 4) Review all education programs for alternatives that meet the educational needs of all students. Consider alternative options:
  - a. Schedule grade levels to attend school on alternate days to minimize the number of students in the building and provide students with take-home meals. Alternatively, schedule half of each class to attend school on alternate days.
  - b. Split up the grade levels and schedule grades to attend school in the morning and the alternative grades attend school in the afternoon.

Note: Physical distancing or a minimum of 6 feet apart. The Centers for Disease Control (CDC) also uses this term as well.
  - c. Consider year-round schooling with alternating breaks to minimize the numbers of students in the building at any time.
  - d. Provide in-person instruction to elementary students and increase distance learning opportunities for higher grade levels.
  - e. Offer both options, in-person, and virtual instruction so that students who do not have adequate resources may still access instruction, but minimize the class size.
  - f. Lengthen or reorganize the instructional day to allow for fewer students in large section courses such as P.E., and music (i.e., band, choir, and orchestra, during recess and in the cafeteria.

Note: Based upon the size of the district, if this is large enrollment district and has multiple buildings, consider only closing the buildings closest to area outbreaks.
- 5) Review course sizes, structure, and classrooms to decrease infection:
  - a. When possible, utilize a 10-12-foot physical distancing rule for classes which require an increased heart rate, hence, deeper respiratory breathing i.e. Band, Choir, Dance, and Theatre.
  - b. Consider alternative options for assemblies and performances to allow for physical distancing.
  - c. Alternate recess to minimize the number of students on the playground (consider placing half of students in organized arts activities), require physical distancing, and allow time to disinfect equipment in between classes.
  - d. Increase space between students during in-person instruction.
  - e. Move classes outdoors when possible.
  - f. Rearrange desks, chairs, music stands, and art tables to increase space in between students.
  - g. Face desks, chairs, and art tables in the same direction.



## District Leadership Team Contingency Planning

- h. Require students to remain seated in the classroom and assign seats.
- i. Minimize class sizes according to health directives.
- j. Revise activities that combine classes or grade levels.
- k. Revise or minimize students traveling to different buildings to receive services.
- l. Revise or minimize employees from traveling between buildings.
- m. Consider broadcasting in-class instruction to multiple rooms to allow students to spread out.
- n. Implement a homeroom stay where the teachers rotate, as opposed to the students.
- o. Only allow supervisors and staff who are required for instruction to be in the classrooms.
- p. Prohibit students from sharing items like pencils and pens.
- q. Ensure adequate art supplies or educational tools to minimize sharing. When sharing is necessary, minimize the numbers of students having contact and teach disinfecting techniques.
- r. Discourage the use of attendance awards or perfect attendance incentives for students.

### Activities

- 1) Review and revise activities that bring large numbers of students and the public together:
  - a. Before- and after-school programs. For example, schedule on alternating days to minimize numbers of students and allow for physical distancing.
  - b. Extracurricular activities, sports practices. For example, consider using sectional, individual scene, or musical number rehearsals.
  - c. Performances or games. For example, add live stream events or performances so that the same number of patrons may attend overall, but with fewer at each performance. Discourage parents from attending more than one performance.
  - d. Recess. For example, alternate which students may participate in recess or restructure into outdoor activities like nature walks where physical distancing can be observed.
  - e. Plan alternative activities for graduation and other milestone activities.

### Physical Education, Activities, and Sports

The CDC continues to provide the Re-entry Guidance for Physical Education and Physical Activity. Please monitor the CDC website for the latest updates. Physical Education can be modified like all other classes.



## District Leadership Team Contingency Planning

### Physical Education

- 1) Reorganize to allow for smaller classes and physical distancing.
- 2) Alternate schedule - minimize numbers of students in gymnasium, require physical distancing.
- 3) Consider a controlled entrance and exit by meeting students at classroom door as much as possible.
- 4) Schedule outdoor activities as much as possible with weather conditions being considered.
- 5) Utilize separate partitions in open spaces; utilize markings on gymnasium floor/wall/field (student section/workstation).
- 6) Manage physical distancing when moving students to gymnasium/field.
- 7) Provide students with their own equipment when possible to eliminate sharing.
- 8) Disinfect equipment between classes.
- 9) Require that students disinfect hands in and out of PE class (hand-sanitizing stations, portable handwashing stations).
- 10) Consider blended Learning/flipped classroom for concepts and skills relating to each standard (utilizing technology platforms).
- 11) Equip teachers with technology to broadcast instruction due to increased physical distancing (ex. megaphone or microphone).
- 12) Enable teachers to communicate for safety purposes (ex. walkie talkie).
- 13) Self-Management - Individualized programs – multiple activity stations allowing for personal choice with personal recording (record keeping, personalized logs, goal setting, etc.).
- 14) Eliminate games and sport activities that require close guarding and potential contact with another player.
- 15) Provide lessons that include no contact activities and no or limited equipment (e.g. shadow tag, jumping rope, running, etc.).
- 16) Provide workstation equipment set-up should consider strategies that support physical distancing throughout activity.
- 17) Create opportunities for students to create personal activities and exercise plans that include logging and reporting of learning processes, achievement of standards and all available assessment benchmarks.

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



## District Leadership Team Contingency Planning

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

### Locker Rooms

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

### Food Service

- 1) Review food services procedures to minimize exposure:
  - a. How will students pick up and receive meals?
  - b. Will lunch lines need to follow physical distance guidelines?
  - c. Will students eat at their classroom desk? If so, how do they maintain coverage?
  - d. What changes will be required for food service workers when preparing food?

Protocols may include:

- e. Prevent people from self-serving food items.
- f. Distribute napkins and silverware directly by staff, not for individuals to grab.
- g. Engineering controls such as sneeze guards are in place in the cafeteria.
- h. Require students to eat with classmates in the lunchroom and not mingle with other classes.
- i. Plan to serve high-risk students separately from other students.
- j. Put tape marks on the floor six feet apart to promote physical distancing while waiting in line.
- k. Prohibit or limit food-sharing activities.
- l. Measures to decrease students and staff from congregating in one location.
- m. Assign students to use different entrances.



## District Leadership Team Contingency Planning

- n. Stagger drop-off and pick-up processes.
- o. Stagger times students are in the cafeteria or have students eat at their desks in the classroom.
- p. Stagger times that classes are released.
- q. Require students to stay in an assigned section of the school yard or playground as opposed to mingling with other classes.
- r. Schedule restroom breaks to avoid overcrowding.
- s. Make hallways or entrances one-way.
- t. Rearrange furniture to avoid clustering in common areas.
- u. In locations where students line up, tape marks are put on the floor to indicate the appropriate physical distancing.
- v. Take measures to decrease employees congregating in one location by closing the **staff/teacher's lounge**, encourage virtual meetings, and allow employees who can effectively work from home to do so.
- w. Rearrange workstations to ensure they are separated by six feet.

### Hygiene Measures

- 1) Consider protocol and procedures to support safety measures:
  - a. Require everyone to wash hands when they come to school and every hour.
  - b. Place hand hygiene stations at the entrances of the building.
  - c. Encourage students and employees to sanitize their backpacks and personal items at the beginning and end of the day and separate personal items into cubbies or baskets that are not shared with other students. Do not allow students to share lockers.
  - d. Require all persons to wash hands after blowing noses, coughing, or sneezing or when in contact with bodily fluids.
  - e. Disinfect door handles, light switches, stair railings and other frequently touched surfaces every hour.
  - f. Disinfect bathrooms and other common areas frequently with posted schedules where workers sign off the time when the work has been completed.
  - g. Make sure that disinfectant and related supplies are available to all employees close to their workstations.
  - h. Ensure that there are adequate sinks, soap and paper products for all classes or other sanitizing stations.
  - i. Effective hand sanitizer is made available to all persons working or learning in the building.



## District Leadership Team Contingency Planning

- j. Post signs at all entrances informing all who enter that they must: a) Not enter if they have a cough or fever; b) maintain a minimum of six-foot distance from one another; c) not shake hands or engage in any unnecessary physical contact.
  - k. Post signs in bathrooms with directions on how to effectively wash hands.
  - l. Employee handbooks and student handbooks include information on how to recognize the signs of infection and directives not to come to school if sick.
  - m. Remove items from the classroom or hallways that are frequently touched but are not easily cleaned such as fabric.
  - n. Designate a separate care room that is frequently disinfected for students that require diapering or services such as suctioning or feeding tubes to minimize student exposure.
  - o. Install physical barriers in reception areas and workspaces where the environment does not accommodate physical distancing.
- 2) Other protocols to consider:
- a. Provide a separate room will be set up for any person who is exhibiting signs of COVID-19 to be cared for.
  - b. Ensure few people are allowed in the room, and the room will be disinfected frequently. Students/staff will be walked out of the building from the room to persons driving them home. The names of all persons who enter the room will be documented.
  - c. If possible and if adequate equipment is available, take regular temperature checks of students and staff. Use a touchless thermometer if possible. Do not use oral thermometers.
  - d. Encourage parents and staff to bring their own thermometers and take the temperatures of their children or their own temperature before entering the building.

## Safety Preparation of Facilities and Equipment

To ensure all school buildings and equipment are and remain safe for students and staff:

- 1) What is the facility cleaning protocols that will be followed?
- 2) What protocols will be required for athletic facilities to be maintained and cleaned due to COVID-19 (including surface areas, turf fields, sports equipment, weight equipment, etc.)?





## District Leadership Team Contingency Planning

- 3) How frequently will school equipment need to be sterilized? What guidelines will be followed?
- 4) Audit and inventory current cleaning supplies on hand.
- 5) Consider the vendors available to provide personal protective equipment such as masks, thermometers, hand sanitizer, cleaning materials, and other essential or required needs
- 6) Inspect all school district facilities to determine level of readiness
- 7) Request safety inspections
  - a. Health department inspections of all food service facilities
  - b. HVAC/air quality inspections
  - c. Water quality inspections of drinking fountains and bathrooms
- 8) Ensure there are enough accessible sinks and hand-sanitizing stations to accommodate frequent handwashing by entire classes.
- 9) Determine if each room is equipped with a no-touch trash receptacle and they are placed appropriately to minimize exposure.
- 10) Determine if there is a need for other protective devices for employees with repeated exposure to the public such as clear plastic barriers in school building offices.
- 11) Determine if sneeze guards are required in the cafeteria.
- 12) Determine if there is a need for improvements to air quality systems to minimize transmission.
- 13) Determine if there are surfaces that are not easily cleaned that should be recovered or replaced to minimize infection.
- 14) Evaluate how hygiene products like soap, paper towels, tissues, and toilet paper are dispensed (no touch), how frequently they are replenished and where the supplies are stored.
- 15) Ventilate, clean, and disinfect all facilities, desks, equipment, and other surfaces prior to student/staff return following CDC/OSHA guidelines.
- 16) Create a schedule and protocols for cleaning and disinfecting buildings once students and staff return. \*Note: Be aware of products that may create difficulty for those who suffer from asthma.
- 17) Create a schedule for cleaning and disinfecting all work areas, counters, restrooms, doorknobs, and stair railings, etc. throughout the school day.
- 18) Create a plan to increase frequency during flu season and if there are increased incidents of COVID-19 exposure in the area or in the school community.
- 19) Develop procedures and protocols to ensure facilities are clean and preventative measures to reduce contamination by individuals who are not required to be in the building and are not pre-checked before entering.
- 20) Limit the number of access points in all buildings.



## District Leadership Team Contingency Planning

- 21) Parents/Guardians (when possible) should remain in vehicles or outside of the school facility and students will be brought to them.
- 22) Outside of students and required personnel, others must hand sanitize at entry to the school and if symptoms exist, required to wear a mask, and maintain current physical distancing guidelines.
- 23) Consider protocols for school district lockdown, shelter in place, evacuation, etc.

### Parent/Guardian or Non-Essential Access to Facilities

- 1) Minimize or eliminate the need for people to be in the building other than necessary employees and students by canceling public use of school facilities.
  - a. Restrict vendor access to the school to times when students are not present.
  - b. Revise parent visits or minimize visits and require them to occur only in the school office.
  - c. Postpone guest speakers until further notice.
  - d. Restrict the number of people in the school building that are not students or staff to a minimal number and ensure that someone is assigned to enforce the rules.
  - e. Post maximum occupancy numbers on doors.
  - f. Only allow employees that are required for student instruction and student services to be in the building during school hours.
  - g. Any person exhibiting signs of illness will be sent to the nurse immediately for evaluation.
- 2) Take measures so that persons exposed can be more easily traced by assigned seating for each class.
  - a. Use sign-in sheets for in-person meetings to document attendees.
  - b. Keep accurate records of any persons other than students and staff that enter the building, their reason for being there, and the locations in the building they travel to.

### Transportation

The school bus can be the first and last point of contact with the school every day. Therefore, each school district must pay close attention to the protocols and procedures adopted for the transportation department to minimize the spread of COVID-19 virus to protect students and staff.



## District Leadership Team Contingency Planning

The following provides an example of protocols that the district may wish to consider. The Association advocates for each school district to work in collaboration with local health officials to ensure the protocols align with current guidance, recommendations from the CDC, and the National Association for Pupil Transportation (NAPT).

- 1) Review transportation procedures to minimize exposure.
  - a. Provide multiple routes to minimize the numbers of students on the bus at any one time.
  - b. Stagger drop-off and pick-up processes to minimize gathering of large numbers of students at any one time.
  - c. Create more bus stops to minimize the number of students waiting together.
  - d. Encourage parents to transport their students when they can minimize the number of students on the bus.
  - e. Encourage students to walk or bike to school.

### 2) Communication

As the district prepares for the re-opening of school, communicate with parents/guardians how the district is working to provide disinfected transportation vehicles. Parents/Guardians will value knowing what the district has done to ensure the cleanliness and readiness of the school buses and how transportation is a key component to the COVID-19 district contingency/crisis plans.

### 3) Preparation and Cleaning

- a. Inspect all buses and transport vehicles for cleanliness and safety.
- b. Schedule service and preventative maintenance according to district guidelines.
- c. Ventilate, clean, and disinfect all transportation vehicles.
- d. Inventory, collect, and purchase cleaning equipment and hygiene supplies to ensure transportation vehicles will be maintained according to the newly adopted COVID-19 protocols and guidelines.
- e. Utilize products recommended by the CDC, local health department, and risk management professionals.
- f. Conduct work site hazard assessments to identify COVID-19 preventative strategies, such as appropriate use of face coverings, personal protective equipment (PPE), and follow suggested prevention strategies.
- g. Determine if PPE will be used while driving routes.
- h. Provide appropriate PPE for cleaning, disinfecting, and sanitizing.



## District Leadership Team Contingency Planning

- i. Determine if physical barriers between the driver and passengers boarding and riding in transportation vehicles is feasible.
  - j. Thoroughly clean and disinfect all buses and transport vehicles.
  - k. Clean and disinfect all commonly touched surfaces within the entry, passenger, **and driver's areas of the bus or transport vehicles.**
  - l. Keep doors and windows open while cleaning.
  - m. Clean heat and air conditioner vents.
  - n. Refer to the CDC for additional information/resources on disinfecting.
  - o. Clean and disinfect buses before, between, and after each route, trip, or extensive driving event and at the end of each day.
  - p. Wait 24-hours before cleaning and disinfecting a bus/transport vehicle that transported a passenger or had a driver that tests positive for COVID-19 or exhibits symptoms of COVID-19. If 24-hours is not feasible, wait as long as possible. Affected buses can be used immediately after cleaning and disinfection.
  - q. Ensure that cleaning supplies kept on buses are appropriately labeled and stored so that students do not have access.
  - r. Ensure that cleaning supplies used are appropriately labeled so that employees are aware of the chemicals being used. Ensure Material Safety Data is available for all chemical products used in the process.
- 4) Modifications to Transportation
- Measures to consider when appropriate:
- a. Assigning drivers to a single bus and a specific route and take other measures to minimize the number of drivers who use a vehicle.
  - b. Assigning students to a single bus. When necessary, exchange drivers as opposed to loading students onto a different bus.
  - c. Limiting students to one route and prohibit practices such as being picked up and dropped off in different locations, using different routes.
  - d. Restricting routes between areas experiencing different levels of disease transmission.
  - e. Staggering drop-off and pickup processes and locations.
  - f. Staggering bus route times to align with staggered school start times.
  - g. Reducing the numbers of students on the bus at any given time by:
    1. Encouraging parents who can do so to transport their students to and from school and activities.
    2. Encouraging students to walk to school. Note: Work collaboratively with the community to provide appropriate crossing guards and work with



## District Leadership Team Contingency Planning

- parents in neighborhoods surrounding the school building to provide supervision for students walking to and from school.
- 3. Encouraging students to ride their bicycles to school by providing bicycle racks and locks.
- 4. Minimizing transportation zone and not providing transportation to students who live within the travel boundaries.
- 5. Considering additional routes.
- 6. Arranging to transport medically fragile students in separate vehicles or pay parents or staff members to transport students separately.
- h. Follow the most current physical distancing guidelines.
  - 1. Consider closing every other row of seats.
  - 2. Consider only allowing one child to a seat.
  - 3. Place floor decals or tape to indicate where students should sit and to mark six-foot distances in aisles.
  - 4. Use volunteers or bus aides to enforce physical distancing.
  - 5. Encourage parents/guardians to monitor physical distancing at bus stops.
  - 6. Prior to the first day of school, encourage parents to add chalk marks or tape at the bus stop in six-foot intervals to teach students the appropriate distancing techniques.
- i. Ensure ventilation systems operate properly while students are on the bus and increase circulation of outdoor air as much as possible by opening windows, using fans, or other methods. Do not open windows if they pose a safety risk to passengers or employees, or other vulnerable individuals such as students with asthma.
- j. Consider PPE, such as masks or cloth face covers, for passengers.
- k. Prohibit eating or drinking (unless medically required) or chewing gum on the bus.
- l. Consider installing hand sanitizer stations inside buses or provide drivers and passengers with access to alcohol-based hand sanitizers containing at least 60% alcohol on the bus.
- m. Consider reserving a specific seat for a medically fragile child that is not used for any other student during the day, with special precautions for disinfecting, or have the school district arrange for separate transportation for the student.



## District Leadership Team Contingency Planning

### 5) Transportation Employees

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

### 6) Training

- a. Ensure drivers and maintenance/cleaning staff are properly trained in the use of the tools and products as related to cleaning of buses and other transportation vehicles.
- b. Examples of training topics should include at minimum:
  1. Current information about COVID-19, how it spreads, symptoms, and risk of exposure.
  2. CDC defined protocols for coughs and sneezes for employees and students so that employees can model appropriate behavior and correct students.
  3. Who to contact if a student or the driver exhibits symptoms of COVID-19?
  4. Protocols for personal protective equipment (PPE). What is to be worn (disposable masks, gloves, clothing, etc.). How to wear them correctly and maintain and dispose of the equipment.
  5. Protocols for cleaning buses, including opening doors and windows for effective circulation and to avoid extensive exposure to cleaning fumes.
  6. Protocols on how to use eye wash stations in the case of chemical contact with eyes.
  7. Protocols for hygiene expectations of staff.
  8. Techniques for minimizing exposure such as:
    - a. Use gloves when handling and disposing of trash.
    - b. Avoid touching surfaces often touched by passengers.
    - c. Universal precautions when handling bodily fluids.

### 7) Transportation Management or Routing Departments

- a. Follow physical distancing guidelines of six feet of separation.
- b. Rearrange workstations to ensure they are separated by six feet.



## District Leadership Team Contingency Planning

- c. Consider placing barriers between workstations if they cannot be separated by six feet.
- d. Provide cleaning supplies to clean surfaces before, during, and after the workday.
- e. Provide sanitizing stations and effective hand sanitizer to employees.
- f. Assess the need for, and supply, PPE if warranted.

## Facilities and Transportation Resources

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Center for Disease Control (CDC) –

<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>

<https://www.cdc.gov/coronavirus/2019-ncov/php/open-america/community-mitigation.html>

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html#General>

Centers for Disease Control “Interim Guidance for Child Care Programs”

Centers for Disease Control “Interim Guidance for Administrators of US K-12 Schools and Child Care Programs

National Association for Pupil Transportation (NAPT) - <https://www.napt.org/>

U.S. Environmental Protection Agency (EPA)

Grand Funding available through (EPA): <https://www.epa.gov/newsreleases/epa-provides-grant-funding-support-environmental-justice-communities-impacted-covid-19>

Guidelines for disinfecting: <https://www.epa.gov/coronavirus/guidance-cleaning-and-disinfecting-public-spaces-workplaces-businesses-schools-and-homes>

Missouri School Boards’ Association Center for Education Safety

North Carolina Department of Health and Human Services, “Interim Coronavirus Disease 2019 (COVID-19) Guidance for Child Care Settings updated April 13, 2020

San Diego County Office of Education, “cCOVID-19 Planning Assumptions”

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



# District Leadership Team Contingency Planning

## Pandemic Plan

Subcommittee: Pandemic Crisis Planning

District and community resources: Policy, Handbooks, Pandemic Plan, Crisis Team, District Administrators, COVID-19 Review Committee, Nebraska Department of Education, Nebraska Association of School Boards, local and state healthcare experts, and advisors

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### Purposeful Planning

1. What are we doing to document the timeline, actions, programs, etc. we have taken to respond to this crisis?
2. Will the appointment of a task force benefit the design of a plan?
3. How can we capture the timeline and actions we have taken as a board and administration throughout the process?
4. What course of action should be taken to improve and/or grow district technology to support the implementation of eLearning and Instruction during the 2020-21 school year or in response to a different crisis that directly impacts instruction and learning?
5. What challenges did the district encounter that we were not prepared to handle?
6. What are the most important decisions that must be addressed?
7. What barriers exist that may prevent us from the outcome we are targeting?
8. Who are the key stakeholders that need to be involved?
9. Who are the community partners who need to be involved?
10. What are the priority areas we need to remain focused on?
11. How do we define success of our response and support?
12. How are we engaging teachers and staff in the planning and discussion of a Crisis Plan?
13. Will district curriculum need to be modified to support online learning?
14. What role are the counselors fulfilling during the building closure? Are they able to engage students and if so, are they able to provide social-emotional supports?
15. How do we hold students accountable during a crisis?
16. How do we hold parents accountable during a crisis?
17. How do we help parents hold students accountable?
18. How and what do we communicate to our patrons what we are doing to hold our system accountable to our students?
19. What policies will benefit the implementation of a crisis plan when needed?
20. What administrative guidelines are needed to ensure the plan is executed properly and when needed?





# District Leadership Team Contingency Planning

## Document Resources

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Preparing our school districts for Fall 2020

<https://inservice.ascd.org/preparing-our-school-districts-for-fall-2020>

Pandemic Recovery Considerations-Re-entry and Reopening of Schools (Missouri School Boards Association – Center for Education Safety)

