Return to Learn: Questions and Answers

With approval from our Board of Education D49 will delay the start of school to Monday, August 17 with a mix of E-learning and in-person options. In addition to this guidance, the BOE also directed the chief officers to publish a final decision about the balance of in-person and E-learning by August 10. As our staff returns to work, the delayed start will give an extra gift of time for more detailed planning, problem-solving and communicating with parents and students.

The document you are viewing is our working document for communicating our plans and considerations for in-person learning. It is not our purpose to answer every possible question, as many answers will need to be school or site-specific, but we are trying to capture all the high-frequency questions and responses in a single location.

CORE QUESTIONS

Click on any of the questions to jump to a bookmark for that response, or scroll down to see all the questions in sequence.

Many of these questions pose a scenario and ask us what we will do. We’ll attempt to lay out some guidelines below, but the first and most important answer is that we trust you to make judgments just as we trust the judgement of your building leaders, health professionals, and HR teams. The Nordstrom stores were famous for saying something like, “Rule 1: Use your best judgement at all times, there will be no further rules.” We owe you more guidance than that, but in the absence of applicable guidance, we trust you. If you feel a condition is unsafe for you or a student, we trust you to intervene or disengage as appropriate. If you don’t know what to do, we trust you to get help from a colleague, an administrator, or an expert professional.

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O: If I am infected or have to quarantine or care for a family member because of COVID, will I have to use all my sick leave?

P: When many staff are out sick for long periods of time, who will cover those classes? What percentage of teachers can be out sick before we don’t have enough healthy adults to serve our students?

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R: If students are unable to share supplies, where will these all be coming from? We all know they don’t all bring them in, and I certainly can not afford to do so.

S: How should we set up classrooms that are equipped with Tables for students as opposed to individual desks?

T: How will we serve lunch in schools in a way that reduces risk of spread of COVID?
A. **How are you making decisions, who has input into those decisions, and how will I know that my perspective is included in your decisions?**

We are using our standard leadership structures (office leadership teams, principal leadership team and principals’ meetings) to learn about and plan our return to learn, but starting in June, we augmented that system with two important planning teams.

- The educator planning team, led by the zone leaders, includes teachers, administrators, and other professionals with a focus on the classroom and school-level implications of COVID disruptions on education delivery. That team is further subdivided into level (EMH) teams to address developmental and program variations for different ages.
- The second team, the Covid Contingency Advisory Team (CCAT), is chaired by the Executive Director of Learning Services, Amber Whetstine, and is the interface between education delivery and education support. That team’s focus is on the operational and business supports needed to deliver in-person learning.

We have relied on expert guidance throughout the planning process. Among our trusted sources are:

- The Centers for Disease Control (CDC) which reports the COVID-19 Pandemic remains a real and resurgent public health crisis in the United States and Colorado. ([CDC Information](https://www.cdc.gov); [Colorado Information](https://www.colorado.gov/corona)
- El Paso County Public Health, which is providing schools with practical guidance that is grounded in our current understanding of the SARS-CoV-2 virus and the COVID-19 disease that it causes. ([El Paso County Public Health Return to School Guidance](https://elpaso.co.us/health/return-to-school-guidance))
- The Colorado Department of Health and Colorado Department of Education which is also sharing return to school guidance for our state: ([http://www.cde.state.co.us/planning20-21/healthguidancebycovidphase](http://www.cde.state.co.us/planning20-21/healthguidancebycovidphase))

Principals have direct access to the leadership of both education delivery and CCAT teams, so the best way to ensure concerns or ideas are part of those discussions is to contact your principal directly.

Our school board is also involved in all aspects of our planning, but at a governance level. The nature and schedule of board meetings means that individuals and the board collectively are not usually the best first point of contact for more immediate questions and concerns. The board stays informed about our direction, but they only act as a body of five members in public meetings, so their support for our plan is a matter of transparent, public discussion.
B: Why, or what is your rationale for pushing forward with in-person learning, especially with national cases rising and some restrictions getting tighter?

There are two drivers for this decision, reality and choice, and both rely on an approach where we have to choose the “least worst” option because the best option isn’t viable. We know that normal, non-disrupted, in-person learning is best for almost all students--but it’s not viable. Unfortunately, we have to choose from among the viable options, that which is least traumatic.

- **Reality**: Of the three general options (1: full E-learning, 2: A/B alternating hybrid, 3: near-normal in-person) we learned that a hybrid/alternating schedule is the least realistic. Both parents and colleagues, agree alternating schedules would squeeze them between work or family care. Many of our own teachers would have been forced to put family first and opt out of the workforce if we adopted a 50 percent capacity, A/B schedule or other alternating hybrid. The degree of disruption from an alternating model was unrealistic, making that the worst-worst model. The option of full-online, such as we provided during E49 last spring, ends up being the mid-worst. Our workforce, students, and parents proved that we could maintain learning that was more than a semblance, but for many students not nearly enough. Teachers and parents alike reported appreciation for what we did during E49 and scepticism that the E49 model was sustainable for all students or for an indefinite season. That left in-person learning as the least-worst of the viable options. To make in-person learning viable for D49, we will create all kinds of scaffolds and adjustments to education and operations. All of the extra health measures, cleaning plans, program flexibility, and assessment modifications are concessions to the reality that we can’t deliver typical, in-person learning.

- **Choice**: We tend to think about school choice as a parent/student prerogative, but under the current conditions it is just as important to think about workforce choice. As we have surveyed our community and our workforce, with their overlapping populations and interests, we have seen that our community strongly prefers in-person learning (75%). We have also seen that our workforce strongly prefers safer workplace conditions to the greatest extent possible. Families and our workforce are bound together in mutual willingness, but that association is voluntary, and either side can break the bond. So, like Goldilocks, we see three options: (1: Offer in-person learning with optional health precautions, 2: Offer in-person learning with rigid mandatory health precautions; 3: Offer in-person learning with required and calibrated health precautions.) Our selection is informed by surveys, forums, public comment and lots of direct communication. We consider both options 1 and 2 to be worst-worst. In the precautions-optional model, many of our workforce members would not report to work if conditions like unmasked students fell below their threshold for personal safety. We can’t operate schools without workers, so option 1 is worst-worst. But option 2 is also worst-worst. If our controls are so rigid (“in-person with masks, or else!”) that students and workforce members with legitimate concerns are excluded or endangered, they will disenroll or disengage which takes us out of the range of viable enrollment and workforce we need to operate schools. Only the path of strong precautions with strong supports is viable, and even at that it’s still least-worst. Although offering school-based E-learning will stress our system (and our staff and students) it is not as bad as a model that collapses in week one. Also, strong and consistent health precautions with appropriate exemptions for medical or age-based capacity, make option 3 our narrow, but viable path forward.
Why are you requiring masks, and why are there any exemptions? If masks are safer, why not mandate them for everyone?

We are requiring masks because we believe it is safer than not requiring masks. Because that is a public health conclusion, and we are not public health experts, we are relying heavily on our partners at El Paso County Public Health. They have guided schools to ensure face coverings “to the greatest extent possible.” We believe a masks-required model with exemptions will get us closer to the “greatest extent” than a masks-optional model. For medical, legal, and equity reasons, we must accommodate individual conditions with customized exemptions, so we will use techniques like face shields, plexiglass dividers, microphone/camera systems, and extended distancing to implement the same precautions. We will defer to every legitimate need for accommodations while still holding a high standard for safe behaviors for most of us. That is why we have adopted a more stringent age standard than the July 15 governor’s order. The state standard is to require masks for children age 10 and over. We are going further to require masks beginning in 1st grade, and we strongly recommend them even for younger children. We understand that young children may not tolerate masks, but even there we believe that coaching and modeling will cultivate safer practices. In recognition that the workforce for younger children may have elevated levels of concern (or literal exposure) we will ensure that they get the first and most support with personal protective equipment (PPE), physical barriers, augmentative technology, and priority for cleaning and distancing strategies.

For individuals who seek an exemption, we have already developed an exemption request process, and we will use those process and standardized criteria to preserve fair and objective conditions for considering and granting exemptions. To avoid subjectivity and any appearance of differential treatment, we will make those criteria public and apply them with appropriate respect for confidentiality and privacy.
D: **How can we maintain six-feet of separation in crowded classrooms and schools?**

Over the course of our learning through this pandemic, we have learned to think about three P’s for group safety: proximity, protection, and population. If we have low population density, like 15 students in a class, then we can spread students out to decrease proximity, and trust on standard protective measures like face coverings and scheduled cleaning. If the population goes up, and we don’t have larger space to spread out, then proximity goes down and we have to increase protective measures by being more vigilant and responsible about covering our faces, cleaning our workspace, and moving purposefully to minimize close contact. Our partners in El Paso County have told us that students wearing masks, seated three feet apart, are at no elevated risk. Still, four feet is better than three, and five or six is better still. The guidance from state and county is realistic but optimistic that spreading out as much as possible, masking up to the greatest extent possible, and limiting close contact within and across cohorts is an appropriate plan for public health and safety in our schools. It’s another least-worst analysis, but the consensus of national and regional experts is that the academic and personal risks of staying isolated at home are greater than the risks of coming to school under COVID conditions.
Who will be responsible for all the extra cleaning that is going to need to take place?

Our facilities teams bear overall responsibility for overseeing cleaning supplies and materials. In schools, building managers will be the primary points of contact for the building leader for cleaning equipment, supplies, and protocols. We recognize that educators and support staff will need to participate in additional or as-needed cleaning, so we have asked building principals to collaborate with building managers to set expectations and provide resources to support enhanced cleaning. To mitigate the additional burden on facilities and education staff, we have also applied some COVID relief funds to contract with external cleaning services to act as enhanced capacity for the enhanced imperative for clean conditions.

For shared devices and surfaces, we expect to provide and use equipment and approved cleaners, sprays and wipes to implement more frequent cleaning. The Facilities Department is preparing a list of commonly asked questions and general guidance for user-level cleaning. There are settings where standard soap and water are best, and other conditions where a dedicated wipe or solution will be appropriate (such as on devices or specialized surfaces). We will also have a small quantity of devices to test the application of using UV light to disinfect objects. Our cleaning strategy is a little bit of “all of the above” and “all hands on deck.”
F: Will the district test teachers weekly, and if teachers need a test, will the district pay? Will we do health screening for every person every day?

We will follow the guidance of El Paso County to test purposefully in response to known exposure or observed symptoms. EPCPH does not recommend testing for individuals who have no symptoms or known exposure, so we have no plans for a general testing regimen. Additionally, testing too soon can result in a false negative result, so the medical recommendation is to test seven days after exposure or if an individual becomes symptomatic.

If a member of the workforce is symptomatic or has been exposed to a confirmed infected person, we recommend consulting a personal physician and taking advantage of one of the testing facilities in El Paso County that are listed on the county website at https://www.elpasocountyhealth.org/covid-19-testing-information.

We will operate under the expectation that every person who enters any district facility has conducted a self-screening procedure or for younger children a parent has screened for symptoms. We will employ prominent, clear signage at facility/school entrances to clarify that entering the building is a confirmation of symptom-free status. We will also have no-contact scanning thermometers at every school to conduct as-needed temperature checks at any time.

We are also preparing more technical training to help teachers and other providers observe and detect symptoms of illness, including COVID-19.
How will you adjust ventilation systems to create safer conditions?

Within buildings, increasing air exchange with outside air is one measure of reducing risk of virus spread. To that end, a standard guideline for the district will be to open windows whenever the physical infrastructure and weather allows us, in order to increase ventilation within buildings. The Facilities Department will also increase overall building air exchange with external air by adjusting air handling systems for greater flow. This will increase the speed at which air inside the buildings is exchanged with air from outside the buildings. In conjunction with increased air flow, they will change air filters more frequently within our climate systems in order to maintain maximum air flow through clean filters.

The question has been asked about installing filters fine enough to sanitize the air by capturing “virus-sized” particles. This would present a different challenge: installation of these types of filters would also serve to impede air flow, as standard air handling systems (like the ones we have in our buildings) do not have sufficient power to “push” air efficiently through such fine levels of filters. We will continue to seek innovative solutions which will further enhance air quality controls.
H: What if one of my students gets sick at school?

We will respond. We won’t ignore, we won’t overreact, we’ll respond. For a sick student, we’ll relocate that student to the health room, where administrators and health office leaders have received special training from the county and are prepared to lead the situation. We have plans to appropriately and safely isolate the sick child, and contact parents to pick up and care for their child. Once the student is with the family, we’ll support but defer to the family for further medical care. If there is anything that needs cleaning in the classroom or elsewhere, we will implement a rapid response protocol to disinfect the area and return to near-normal learning. We will stay in communication with the child’s family, the county health professionals, and the classroom teacher(s), using protocols we have developed for health precautions, care, and communication. When necessary, our school health professionals will collaborate with the county for testing, contact tracing, medical determinations, and communications.

Anyone with confirmed infection or clear symptoms of COVID-19 will be excluded from our school, and may enter isolation or quarantine depending on medical direction from a personal physician. We will follow the vocabulary and general approach described in the following diagram:
I: What if I get sick at school?

We will respond. We won’t ignore, we won’t overreact, we’ll respond. We will follow similar protocols for isolation and collaboration. Knowing that people will still get non-Covid sick, we will defer to individuals and their personal physicians for individualized care, just as we respect families as they care for a sick child. We anticipate that all of us will be more cautious about illness which may increase absence rates and create additional pressure on colleagues and guest teachers. That is a problem, and we are applying every resource and tactic we can to prepare a response. However, our priority problem in that scenario is your health and safety, while the logistical problem of coverage, however significant, must be subordinate to caring for you and colleagues who will get sick.
J: To what extent will teachers be required to deliver in-person & E-Learning instruction options for students—we can't be expected to do both.

Providing E-learning as an option is one of the non-negotiable expectations from our board, as representatives of our community. Despite the difficulty and demands of remote learning, we have always been obligated to deliver education for students who are home-bound or home based for medical or other reasons. The major difference in this case is that our board has directed, and we are planning to extend that delivery to students who choose to learn at home during this public health crisis. **The major caveat is that E-learning is neither universal, nor is it permanent.** If students want to make a permanent transition to E-learning, then we will redirect their enrollment to Springs Studio for Academic Excellence (SSAE), or another online option. We have no plans to make E-learning universal, or permanent, but we know that public health developments could force the entire district back online. If that happens, we'll reconvene in E49 2.0, applying our learning from last spring to delivery E-Learning as long as we must. We do not believe a full-scale E-Learning model is either desirable or sustainable, so we would only deploy that option under compelling conditions.

Our intent is to open the district under near-normal conditions, prove we can deliver safe and effective education under COVID conditions, and draw students and families back to in-person learning. We are projecting that 15-22% of students will start the year in E-learning mode (with wide variations by school), so we are planning to serve that probable population. Rather than trying to stand up a new online school or create even more new capacity at SSAE, we are offering school-based E-learning. What that means is that schools will retain control over the staffing model, curriculum, platform, and any assessments associated with E-Learning. The key idea is that students learning at home will be using similar curriculum and pacing, so when they return to in-person learning the transition will be less disruptive.

One of the constraints on the E-Learning option is device availability. We depend on iPads and Chromebooks to support in-person learning, so we will have fewer technology resources to support families who desire E-learning than we did during E49. That may be an implicit tradeoff for families to consider as they evaluate near-normal, in-person learning vs. E-Learning.

**Staffing:** Schools may choose to dedicate a teacher or team of teachers as E-Learning providers, or they may choose to share the load by distributing E-Students, rotating responsibility, or some other innovative mechanism. We do not expect or in any way require that every teacher support E-learning, but we trust school leaders to work with willing and capable teachers to develop fair and effective staffing models to support this transitional configuration. Given that some of our teachers will refrain from working at sites (due to medical or other justifications) it is probable that schools will rely on some of our remote workforce to deliver remote learning. The numbers of students choosing E-Learning will vary widely across the district, so we are not imposing or directing any particular staffing model. It is possible that some schools will need to add stipends or repurpose...
FTE to make sure E-Learning has adequate personnel resource support. There are limited relief funds available to support enhanced staffing to adapt to COVID considerations, so we will target those funds purposefully to maximize their impact.

**Curriculum:** Schools, and more accurately, teachers with responsibility for E-Learning may adapt the same grade-level or subject matter curriculum used at school for E-Learning delivery, or they may take advantage of existing online curricula and materials. Again, just as we did not dictate curriculum choices during E49, we do not intend to make any directives at the school level. We believe that school-based educators are best positioned to make those judgments and we trust you to choose the option that is best for students and educators. As we have said in other settings, translating in-person curriculum and instruction to online settings is time-intensive, so we do not expect to have fully-developed, long-term plans in place as we start the school year.

**Platform:** For normal, in-person learning, the classroom is the platform. When we move to E-Learning, the platform could be a learning management system like Schoology, Google Classrooms, or Canvas, or it could be a system of paper packets and email exchanges between teachers, students, and parents. Based on our contingency plans from last February (developed out of concerns for weather disruptions) and our experience during E49, we have much better insight about how to set up and deploy platforms for remote learning. We expect schools to apply those insights to provide a school-selected E-Learning platform once we open in August. As part of our platform, we are required to track attendance in PowerSchool, so however we define platform, we will need to use one of our E49 methods to track attendance via observed or reported engagement with learning opportunities. CDE has assured districts that they will accept our attendance records in good faith if they are recorded in the standard student information system, so we will use our platforms to meet that expectation.

**Assessment:** Assessment is the least-developed aspect of our E-Learning program. We are working directly with assessment providers to develop options for E-Learners which might include virtual assessment sessions, specially scheduled on-campus assessments, or other options to monitor progress and verify mastery. We have already seen that many traditional assessment methods don’t or can’t translate to online settings, so we will practice grace with ourselves and our students as we work to adapt or create valid assessments for remote learning.
K: **How will students receive interventions and special education services if they can’t intermingle with other students?**

Many of our educational decisions will depend on priorities. Because interventions and direct services are critical supports for students who need them, we are committed to create safe learning conditions to serve individualized needs. We will not make separation and isolation a condition of receiving services, rather we will make learning the priority and employ strategies like enhanced distancing, protective equipment, augmentative technology, or additional staffing support to meet our obligation.
What will recess, P.E. and extracurricular activities look like? I’m the teacher and I want to adequately prepare.

El Paso County Public Health has published an index of risk activities which places contact sports in the high risk category (requiring greater attention to hygiene, cohorting, and distancing) but places individual or non-contact activity in the low and medium risk categories. That index is available on a chart produced by EPCPH at:

https://pbs.twimg.com/media/Ec_g0D2X0AA5cIj?format=png&name=4096x4096

County experts have declined to develop specific guidance for athletics, based on the significant number of youth sports, but they have provided general guidance that cohorts and limiting close contact are appropriate in all settings for physical activity and competition. For our planning purposes, we are seeking additional guidance from professional educator associations and athletic or coaches associations who are developing recommendations for PE classes and extracurricular activities.

For recess, we are finalizing guidance that will include hand washing or hand sanitizing going to and coming from recess. We will expect students to wear masks on the playground, except during planned “Mask-free Moments” when adults will space students out to give them a chance to take off their masks briefly. Of course we’ll have to coach and model safe mask removal and replacement, but we’ll need that for other situations as well.

We will also clean playground equipment as much as schedules and staffing permit.
M: How will cohorts work? Can our school keep cohorts of students separate when they move through the building and mix classes?

The strategy of cohort schedules will be more effective in elementary, moderately helpful in middle, and almost irrelevant in high school. Cohorting depends on being able to maintain student groups intact over the course of learning and moving. In elementary schools, that will mean moving students in and out of classroom, outdoor, and large group settings on schedules that minimize contact between groups.

In middle and high schools where students mix into different levels and course sections, we will not depend on cohorts as a precautionary measure. We will depend on the same strategies of personal hygiene, distancing, face covering, public cleaning, and elevated attentiveness to our health that are keeping millions of people safe and healthy around the world and around our community.

There are some limited applications of cohorts to special situations like athletics, PE, and some performing arts, where teachers or coaches may create purposeful rotations to manage population density and proximity to decrease the density and reduce the possibility of exposure. We will collaborate directly with those experts as they return to work to develop applications of the cohort concept for special circumstances.
If a student gets sick in my class, or I mistakenly disclose something confidential, am I vulnerable to getting sued? Am I liable?

The best, truest, and most universal answer is no. If you act in good faith to implement the directives of the district, which is following county health guidance, you are immune from liability claims. Unless you are malicious or negligent, you will not be held liable for doing your job with your best judgment to the best of your ability. Even the district and its senior administrators have major protection from liability under the doctrines of governmental immunity, good-faith practices, and the reasonable person standard. If we are trying to do our valid work of education, operating in good faith and acting like a reasonable person, then we are not liable for harm that may come to a child, colleague, or guest in our schools.
O: If I am infected or have to quarantine or care for a family member because of COVID, will I have to use all my sick leave?

This is a complicated answer, with all kinds of cultural and legal ramifications. To start, we will lean heavily on the inner ring of our cultural compass to demonstrate trust, care, respect and responsibility. Many of us have adequate sick leave to take care of what's coming, but some—for a variety of reasons—will need unusual accommodations. That is why the chief officers and other administrators have already established a COVID sick leave bank and donated multiple weeks of our personal leave balances to seed that bank with a fund of days we can use to protect those who have low leave balances or are otherwise under undue pressure from the standard leave system. In cases where teachers can adapt to remote working, perhaps supporting E-learning students, we will not use leave at all, simply considering the home work location as a modified assignment as we did during E49. We chief officers and all our administrative colleagues make this pledge: We will do right by you. We can't say exactly what right will mean in every scenario, but we will live out the compass with practices and decisions that respect and care for our workforce.

We are developing more detailed and formal guidance about work conditions, exemptions, and leave that are beyond the scope of this Q/A document, but those elaborated processes and guidelines will be consistent with the posture above.
P: When many staff are out sick for long periods of time, who will cover those classes? What percentage of teachers can be out sick before we don’t have enough healthy adults to serve our students?

We are already discussing with our own HR department, alternative providers and other employment agencies how to recruit a core of short and long term guest teachers. For years we have recognized that a growing economy puts upward wage pressure on entry-level positions and makes it harder to attract guest teachers. With the unemployment rate at historic highs, we anticipate that more workers will be exploring options for alternate employment. The interaction of recovery from COVID with rising employment may coincide with decreased needs for substitute teachers, but that is speculating about both sides of the equation. In addition to the economic complexity, there are school-based factors that will require us to develop school-specific plans and fallback plans for coverage during our return to learn.

The question about falling below a crucial level is harder to answer, but we have been using a range around 10% absence as being a major warning sign. In some schools, even 5-7% chronic absences may represent a critical threshold. Without knowing how many students will ultimately choose E-Learning, how many teachers will need to work remotely, and how prevalent absences will be, we can’t calculate projections with a high degree of precision. In the past, we have had schools operate down 7-10% of teachers, but that was under normal conditions so we’ll need to learn from experience and adapt quickly.

We will be doing all we can to prevent, detect, and respond to any illness, and especially any COVID-19 outbreak. Our resolve is to maintain 0% at-school transmission. If our precautions are effective and we are vigilant, we believe 0% is a realistic goal.
Q: Do I really have to take everything out of my classroom? It’s not all extra, I need that stuff.

Right. Like a lot of things, we’re counting reasonable tradeoffs and compromises. Building managers and school leaders are getting storage units (like Connex or semi trailers) for schools so we have an on-site option for things that you’ll bring back when it’s time. We do want to truly maximize space between students, which means that available floor space is a critical commodity. For things you need to teach and lead, keep those in your classroom or close at hand. We trust you to make those calls. If you have other, especially large items, talk with your team; talk with your facilities crews, and make your best judgement. You know what you truly need--this year you may need a little more space.
R: If students are unable to share supplies, where will these all be coming from? We all know they don’t all bring them in, and I certainly can not afford to do so.

We will both invest relief funds to purchase and raise the expectation for personal supplies during our preparations for the school year. Although that strategy may not be sufficient, we’ll start by identifying the most essential or most immediate supply needs and work to meet those while we assess alternatives to secure or augment classroom supplies.
S: How should we set up classrooms that are equipped with Tables for students as opposed to individual desks?

School leaders and teachers will need to define the best possible furniture arrangement and student capacity for each classroom, regardless of the furniture type within the room. If a classroom is equipped with tables, furniture arrangement strategy should take into account spacing tables out as much as possible, limiting the number of students at each table where possible, and having students face the same direction as much as possible. We should recall that our health partners state that seating students three feet apart with masks is considered not to be an elevated risk level (when compared to 6 feet separation without masks), but seating them 4 feet apart is better than 3 feet separation.
How will we serve lunch in schools in a way that reduces risk of spread of COVID?

Each school is working closely with Nutrition Services to create a schedule and a plan that will support physical distancing, mental wellness for the students, and individual building level requirements. In other words, this will not be a “one size fits all” model.

We expect that in virtually all cases, classes will be sent to the cafeteria to pick up lunch in a limited release fashion, to maintain the cohort/physical distancing. Extra care will be given to cleaning of all “touch services” between classes and students will no longer be allowed to serve themselves anything.

For sitting down to eat, in most cases there will be a mix of styles combined at a particular location: a limited number of students eating in the cafeteria (physically distanced and within cohorts) and a majority of students getting their meals from the cafeteria and returning to class. For those returning to the class room with their meals, it will be packaged in the “take out box” like you get at restaurants to limit spillage. In some of our schools where student enrollment and scheduling allows, schools will be able to maintain a traditional meal time.