



COVID-19 School Crowdsourcing Project Final Report

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Executive Summary

The COVID-19 pandemic in 2020 shuttered school doors across the world. School districts that faced closure in 2020 will be remembered for the response each district took to move from a school-based learning environment to a distance learning program in just a few weeks. Each and every leader was faced with challenges no one could have dreamed of including getting staff and students up and running virtually, feeding students in need through meal distribution and caring for students that had or developed mental health issues during this time. The COVID-19 School Crowdsourcing Project was established to share the best practices among participants, allow for venting on the lack of dependable information to make decisions, challenge participants with extremely difficult questions on next steps and encouraged all of those engaged to prepare for multiple scenarios that they may face this fall.

As we launched this project it was clear that many districts had solved some of the immediate challenges. E-Learning, meal distribution, cleaning and hygiene were quickly addressed and while some districts had to pivot to different approaches, most were able to accomplish these tasks with some success. If the district had an established distance learning program, the challenges were not as daunting.

So, in order to summarize the data collected, we decided it would be more valuable to present the summary based on a roadmap back to school this fall in a COVID-19 environment. Following the summary, you will be able to review the data from each day during the project. This information is available for your district to use for any purpose internally, but we request you receive permission to re-publish publicly any information from this project. To receive permission please email jims@crisisgo.com and a response will be sent in 48 hours.

Assumptions

Most districts in the project have earmarked May as the month they will start planning for the 2020-2021 school year. The [assumptions attached here](#), while not 100% agreed with, reflect the current thoughts of many school leaders.

Decision Making

Questions regarding the collection of data to make the key decisions on how to return back to school were posted to the group. What data will be relevant in this environment? How will the district collect it? Here are a few important questions and answers.

- What role in the district will capture the data to determine if there are enough staff to support reopening of school(s)?
 - SUMMARY: Most districts will have wither the Superintendent or Human Resources roles capture data
- How will you capture data to determine if staff are ready and willing to report back to school?
 - SUMMARY: Most districts will use calls, email, and surveys to determine if staff are ready and willing to report back to school
- Who will work with bus companies to determine if there are enough drivers to run routes for the reopening of schools, prior to deciding to reopen?
 - SUMMARY: Most districts will have the Superintendent or Transportation Director work with bus companies to determine if there are enough drivers to run routes for the reopening of schools.

- How will facilities collect the data to assess if there are enough supplies (operating, PPE and cleaning) available to resume classes?
 - SUMMARY: Most districts will have Facilities do a manual inventory at each building to assess if there are enough supplies available to resume classes.
- Is the district willing to survey all families daily or weekly to determine their health status to better understand the risk of COVID-19 in the community?
 - SUMMARY: Most school districts are willing to survey families to determine their health status.
- Is the district willing to poll parents' multiple times to determine if their students will be returning to school this fall?
 - SUMMARY: Most districts are willing to survey parents' multiple times prior to school opening to determine if the student will be returning to the school.

Educational Programs

Due to social distancing requirements, districts are preparing multiple scenarios for return to school in the fall. These scenarios include:

1. All students back in school
2. Distance Learning Only
3. Hybrid Learning

See below the responses on the appetite of school leaders to choose specific programs.

- If class size were limited to only 12 students, what do you think your district would do?
 - SUMMARY: About half of districts would shift students into two groups that attend half days or attend every other day. The other half of districts enforce blended learning where some children learn from home and others come to school.
- Would your district consider changing the school calendar in order to provide extra days off due to possible shutdowns again in the fall?
 - SUMMARY: Most districts would consider changing the calendar to provide extra days off due to possible shutdowns in the fall.
- Schedule half of class to attend school on alternative days.
 - SUMMARY: N/A – Near even 1-5 and 6-10 rating distribution.
- Schedule some of the grades levels to attend in the morning and some in the afternoon.
 - SUMMARY: Most schools aren't likely to implement scheduling some of the grade levels to attend in the morning and some in the afternoon.
- Consider year-around schooling with alternating breaks to minimize the numbers of students in the building at any time.
 - SUMMARY: Most schools are not likely to consider year-around schooling with alternating breaks to minimize the numbers of students in the building at any time.
- Provide in-person instruction to elementary students and increase distance learning opportunities for higher grade levels.
 - SUMMARY: N/A – Near even 1-5 and 6-10 rating distribution.
- Offer both in-person and virtual instruction so that students who do not have adequate resources may still access instruction, but the class size in one room is minimized.
 - SUMMARY: Schools are fairly likely to offer both in-person and virtual instruction so that

students who do not have adequate resources may still access instruction, but the class size in one room is minimized.

- Lengthen the instructional days to allow for fewer students in courses such as band, choir, orchestra, during recess and in the cafeteria.
 - SUMMARY: Schools are not likely to lengthen the instructional days to allow for fewer students in courses such as band, choir, orchestra, during recess and in the cafeteria.
- Eliminate assemblies, library time and use of the media center or reorganize to allow for social distancing.
 - SUMMARY: Schools are likely to eliminate assemblies, library time and use of the media center or reorganize to allow for social distancing.
- Increase space between students during in-person instruction.
 - SUMMARY: Districts are very likely to increase space between students during in-person instruction.
- Move classes outdoors.
 - SUMMARY: Districts are unlikely to move classes outdoors.
- Rearrange desks to increase space in between students (Goal: 6 feet).
 - SUMMARY: Districts are very likely to rearrange desks to increase space in between students (Goal: 6 feet).

Preparing Facilities

Preparing facilities for return to school will be dependent on the educational model selected.

Understanding the new capacity on campus will help design appropriate policies and procedures. Here is a summary on some of these topics.

- **Cleaning and Disinfecting**
 - What surfaces at the school do you consider to be the “high touch” surfaces? (Mark all that apply)
 - SUMMARY: Most schools consider countertops, rails, tables, backs of chairs, light switches, toilets, faucets, door knobs, computers/tablets, smart boards, and phones to be “high touch” surfaces.
 - Are the cleaning staff using PPE: (Mark all that apply)?
 - SUMMARY: Most staff are using masks and gloves, and about half are also using protective eyewear.
 - Is the cleaning staff trained to recognize the symptoms of COVID-19?
 - SUMMARY: Most cleaning staff is trained to recognize the symptoms of COVID-19.
 - How does the cleaning staff dispose of personal protective equipment and used cleaning materials?
 - SUMMARY: Most schools are disposing of personal protective equipment and used cleaning materials via normal trash procedures.
 - Is the district using any new technology systems to clean and disinfect the schools?
 - SUMMARY: Some schools are using foggers and electrostatic sprayers to clean and disinfect.
- **Preparing rooms, buses, cafeterias and other spaces for social distancing**

- Will the district enforce social distancing for students arriving to school, say staying 6 feet apart as they enter the building?
 - SUMMARY: Most districts plan to enforce social distancing for students arriving to school.
- Can you enforce social distancing on the bus?
 - SUMMARY: The majority of districts feel that they cannot enforce social distancing on a bus.
- What concerns you most about these proposed ideas of mitigation for COVID-19?
 - SUMMARY: Districts are concerned that that it will be difficult to put social distancing in place in the classroom environment.
- Social distancing will be operationalized in our district.
 - SUMMARY: Social distancing in schools was often rated as being highly important.
- Sports and clubs will practice social distancing or not be allowed to open.
 - SUMMARY: Many districts feel that it is at least fairly important to practice social distancing in sports and clubs.
- When will the district start a new busing plan exercise based on social distancing requirements?
 - SUMMARY: Districts will start a new busing plan exercise sometime in the summer months (May – August).
- **Establishing traffic patterns on campus for social distancing**
 - Fewer classes pass at a time to cut down on traffic in hallways.
 - One-way traffic in hallways.
 - Schedule passing time to limit exposure in hallways.
 - Limit the number of students in the restrooms, lunch lines and hallways at any given time.
- **Hygiene stations**
 - Heightened hygiene.
 - Cleaning and hygiene need to be quickly addressed.
 - Increased number of hygiene stations.
- **Personal Protective Equipment**
 - Are the cleaning staff using PPE: (Mark all that apply)?
 - SUMMARY: Most staff are using masks and gloves, and about half are also using protective eyewear.
 - How will facilities collect the data to assess if there are enough supplies (operating, PPE and cleaning) available to resume classes?
 - SUMMARY: Most districts will have Facilities do a manual inventory at each building to assess if there enough supplies available to resume classes.
 - What concerns do you have regarding the use of masks or face coverings in your schools if this becomes a condition of reopening?
 - SUMMARY: Many districts are concerned about the cost, availability, and enforcement issues related to masks or face coverings if they are condition of reopening.
 - Has your school or school district discussed safety concerns regarding masks and face coverings at schools with your local law enforcement agencies?

- SUMMARY: Most schools have not discussed safety concerns regarding masks and face coverings at schools with their local law enforcement agencies.
- Has your school or school district considered or discussed delaying the opening of schools until such time as masks or face coverings are no longer required due to safety concerns not related to the COVID-19 virus?
 - SUMMARY: About 2/3 of schools have not considered or discussed delaying the opening of schools until such time as masks or face coverings are no longer required due to safety concerns not related to the COVID-19 virus.

Health Management

- Is the district willing to survey all families daily or weekly to determine their health status to better understand the risk of COVID-19 in the community?
 - SUMMARY: Most school districts are willing to survey families to determine their health status.
- Have you or will you develop direct communications with public health? (Mark all that apply)
 - SUMMARY: Most districts plan to meet with Public Health when needed or already have weekly or bi-weekly meetings scheduled.
- The district will have a collaborative plan with the health department for times where a student or staff is COVID-19 positive.
 - SUMMARY: Most districts think it's important to have a collaborative plan with the health department for times where a student is COVID-19 positive.
- Has your building-level school health services personnel (registered nurses, licensed practical nurses, nursing assistants, or principal's designee) developed a plan to screen all students and staff?
 - SUMMARY: About ¾ of districts have had their building-level school health services personnel (registered nurses, licensed practical nurses, nursing assistants, or principal's designee) develop a plan to screen all students and staff.
- Does the school nurse evaluate individuals who have a new cough or fever (temperature ≥ 100.4)?
 - SUMMARY: About 75% of districts plan to have the school nurse evaluate individuals who have a new cough or fever (temperature ≥ 100.4).
- Will the district require staff to take their temperature daily prior to coming to work?
 - SUMMARY: Most districts will require staff to take their temperature daily prior to coming to work.
- Do district personnel ask staff what symptoms they have when reporting absence?
 - SUMMARY: 50% will have staff supply symptoms when calling in sick.

Managing and Monitoring When Students Are Back in School

1. Compliance for social distancing and PPE

- Compliance of older students to wear masks.
- Lack of compliance and what the consequences should be if there is non-compliance.

2. Monitoring trends and Mental Health

- Is the district monitoring the mental health of students during the pandemic?
 - SUMMARY: The majority of school districts are monitoring the health of their students during the pandemic.
- Are you monitoring the mental health of staff?
 - SUMMARY: The majority of school districts are monitoring the mental health of their staff during the pandemic.
- What methods of monitoring student mental health are you using?
 - SUMMARY: The mental health of students is being monitored using telephone, email, text messages, video chat, and social media.
- Do you have a system in place to monitor your anonymous reporting system and to perform follow up investigation on anonymous reports while schools are closed?
 - SUMMARY: The vast majority of districts have a monitoring system in place for the anonymous reporting system while schools are closed.

New COVID-19 Case After Return

- When returning back to school, if a person becomes ill with COVID-19, will the employee have to use their sick days or will the district provide additional COVID-19 sick days?
 - SUMMARY: Most districts have not developed a policy for this yet.
- Are many schools implementing a sick policy addressing only COVID-19?
 - SUMMARY: Most districts have not developed a plan for this yet.
- Would your district set up an isolation room solely for people suspected of COVID-19?
 - SUMMARY: Some districts would set up an isolation room for people suspected of having COVID-19.
- If a student or staff member in the district is determined to have COVID-19, administration will notify all that have recently been in contact with that person.
 - SUMMARY: If a student or staff member has COVID-19, most districts feel it is important to notify all that have recently been in contact with that person.

School Closure Due to COVID-19

- Will your organization continue to pay employees if it has to temporarily close?
 - SUMMARY: The majority of districts will continue to pay employees in the event of temporary closure.
- District will immediately alert parents if a school will be closed.
 - SUMMARY: Districts all feel that it is very important to alert parents if a school will be closed.

Return to Distance Learning

- Refer to the index on e-Learning

Return to Meal Distribution

- Refer to the index for Meal Distribution

Final Thoughts

I want to thank all the participants for joining the COVID-19 Crowdsourcing Project. Through your great answers and questions the group was able to assemble a large amount of data that will be helpful for districts as they create their roadmap for back to school.

Thank you,
Jim Spicuzza and Jeff Kaye

Week 1 - COVID-19 Crowdsourcing Project

Questions – COVID-19 Crowdsourcing Project – e-Learning

What questions were you unprepared for?

1. How do we complete work if we only have one device for multiple students to share?
2. How do we return work to teachers?
3. How will check on students not interacting with us?
4. How do we support our families in e-learning?
5. When will this end?
6. How do we continue moving learning forward?
7. How do we grade work?
8. What do we do about students who are not completing work?
9. How do we handle the mental health of our staff and students?
10. How do we proactively plan if this were to happen again?

SUMMARY: School district personnel seem most concerned with how to teach students that are unresponsive or that do not have access to the technology necessary for distance learning.

Please list any questions you have for the crowdsourcing team to consider later in the project. We will then share with everyone.

1. How do districts provide training for families who may not have the technological knowledge for remote learning?
2. In reality, how long can e-learning be an effective form of education? In the current situation how does one “grade” students? What about mental health? Will this time in quarantine cause a rise in threats/suicides? What should we be watching for in the forms of threats? What should our recovery plan look like - would love some examples and ideas!
3. There should be a check-in fusion center for security directors. Maybe this is something CrisisGo can coordinate to help with information sharing and grant opportunities.
4. What are some alternative ways to recognize the graduating Seniors?
5. What are you doing for internet services for families that may live out in rural areas and may not have access to broadband and cell service and hot spots may not work?

SUMMARY: Again, school district personnel seem most concerned with how to teach students that do not have access to the internet and/or technology necessary for distance learning. They expressed concern as to whether e-learning is an effective form of education.

Hours teachers are available

1. 9am to 4pm.
2. All teachers will be available to contact via email from 9:00-11:00 am and 1:00-3:00 pm Monday - Friday to answer questions, and provide other opportunities for students to receive feedback.
3. At teacher discretion.
4. Depends on the role of the staff. I work as a Sr. Manager in Operations. I am to be available (on call) during regular business hours. My wife is a teacher and her hours are 7:30am - 4:00pm but work well beyond 4:00pm depending on what is needed.
5. Not sure if the hours, I would presume normal school hours.
6. Regular hours.
7. Staff comes in if needed to run copy's or to use the schools Wi-Fi. Max of 2 hours a day and not more than 10 employees at a time.
8. Staff determines their own hours, OK'ed by their principal. The norm is the teacher establishes open classroom times where the student has a time where they can meet their teacher via "Google Meets". Seems to be working teachers end up working a full day.
9. Teachers are available for students 10:00-3:00 and have planning duties beginning at 7:30 a.m. each school day.
10. Teachers are required to post instructional lessons and hold office hours at various times throughout the week. Each teacher is available via office hours 6-8 hours per week.

SUMMARY: The majority of teachers are available during regular school hours.

List the school hours for students when learning from home?

1. Again, I think that this is different for each student and family depending on one's comfort level with technology previously. Now factor in remote learning and the challenges to reach a teacher quickly enough for questions related to assignments may take longer and can be challenging.
2. Flexible but some Zoom meetings.
3. N/A
4. No set hours. They can work at their own pace to finish their work each week.
5. None.
6. Normal school hours.
7. Parents/students have reported there are a lot of online meet ups with their students and teachers. Scheduling is challenging for parents.
8. School hours for at home students will vary. Each student will have a week worth of assignments and curriculum to complete. The student can set their hours and pace to complete the expected work by the due date each week.
9. Students are able to work at their own pace and on their own time. We do not have a specific class schedule as teachers are not formally teaching students virtually. Our teachers are providing lessons and activities that students can work on when convenient for the student and family. They may reach out to teachers during the teacher's office hours if they have specific questions.
10. Students are encouraged to use regular school hours for learning so they can have access to teachers during office hours.

SUMMARY: The majority of students are allowed flexible hours to work when learning from home. However, some districts are requiring students to follow regular school hours.

Are there any organized activities used to engage students?

1. Google meetings, daily check ins, and some apps that are “classroom games” where students play at a set time.
2. Individual class Zoom meetings.
3. On line video's, reading guest online, teachers engage students through video lessons. Had a vehicle drive by parade to encourage all. Virtual spirit days. Parents sent in pics and videos of family projects.
4. Some may have sites they drive the students to for lessons.
5. Students have specials provided through remote learning. Reading provided by many staff members throughout the building. Art is on-line.
6. Teachers are doing read aloud to the students.
7. There are synchronous interactions during scheduled parts of each school day. Co-curricular coaches/advisors are in contact with their teams/groups to interact and share individual work-out plans.
8. This depends on the schools and their personnel's willingness to engage.
9. This is left up to the individual school sites to determine if they wish.
10. Varies platforms.

SUMMARY: Many schools are utilizing scheduled video conferencing meetings for teachers to read to students or play educational games.

What would you like to know from others about Pandemic crisis communication?

1. Anything that leads to transitioning smoothly.
2. Educational blast from the school medical professionals and how it is quarantining can affect the community from the mental health professionals. Outside resources such as domestic violence resources.
3. How districts will be supporting students at the beginning of next year with any knowledge that can be attributed to the e-learning model.
4. Did districts wait for the state or federal government to establish shelter in place stipulations prior to creating their own timeframes?
5. How much is too much communication?
6. Where does the responsibility stop for communication coming from the system only and fall back on families to communicate in some way back?
7. How often did you communicate with them?
8. How to get a e-learning device to families who don't have one or only one device for multiple children.
9. How will you handle graduation for Seniors in the event closing schools are closed for the remainder of the academic year?
10. JUST INFORMATION ON PLANS AND PRE-PLANNED RESPONSES TO A PANDEMIC.

SUMMARY: Multiple districts wondered how others are handling communication with families. How much communication is too much and what are the requirements for families to communicate back to the district?

How did you distribute paper packets to those that needed them?

1. Before Thanksgiving, students take a binder home with 10 days of lessons. During this, they were distributed with food or someone had to drop off what lessons were done and get new lessons.
2. Delivered materials through bus route and staff members helping to hand out with gloves.
3. Designed drop off or pick up, food delivery.

4. Distribution outside of school buildings.
5. DPSCD is distributing learning packets at the sites that are serving food distributions for families. This week we will begin distributing additional learning packets at 19 of our 110 school buildings.
6. Each school has developed a method for delivery. Typically, the packets are distributed by having them on a table by teacher and alphabetical available to be picked up during certain hours.
7. Email haven't done that yet.
8. Initial packets went home with students on their last day of school. Next packets will be handed out through drive up pick up times over two days when we return from break.
9. Initially with our food distribution, now we use websites not asking for parents to print or mail.
10. Paper packets are utilized on a needs base only. We have asked families to identify if technology is a barrier to learning and we are working to get the needed packets compiled and distributed. We are looking at mailing paper copies, but some staff are delivering copies as needed.

SUMMARY: Most school districts distributed paper packets to students. Many used their food delivery system to also deliver paper packets to students.

What strategies were most helpful to provide special education services to your students?

1. Access and devices are our number one concern, but also getting our regular educators to remember to engage our special educators who collaborate with them in a normal time of instruction.
2. At this point we do not know. We will have more information by the end of this week.
3. Collecting data and holding meetings.
4. Ensuring that the student receives the services outlined in the IEP through remote learning can be challenging but not impossible. Having hope and a supportive district to help ensure services are provided or IEP's are adapted to meet the students' needs remotely with the support of family members. OT, PT, SP/L and psychosocial services without being present with the student has to be provided through a medium that allows the provider to see the student and parent to provide services in place until everyone can meet virtually for an update to the IEP.
5. Find a way to replace and/or enhance personal one-on-one learning platforms.
6. Getting all stakeholders to agree to the same objectives and goals.
7. Handled and executed by our Special School District with coordination with our staff.
8. Have to get more information.
9. Lack of devices. Lack of family's having enough band width and lack of devices. Lack of family's with Wi-Fi.
10. Making the prescribed deadlines.

SUMMARY: The most helpful strategies involve ensuring that special education students have access to internet and devices so that educators can replace and/or enhance personal one-on one learning platforms.

What other technology challenges did you have in rolling out e-learning?

1. Assuring all students had access.
2. County wide access to a stable network.
3. I am not sure if the district can monitor students on-line activity unless using a school provided laptop. If it is a personal laptop that belongs to the family then I would not think so unless school provided sites.
4. N/A
5. Our biggest one is internet access.

6. Our district is a Title 1 district and providing students with devices and Internet access was a challenge, as well as bringing all of our teachers up to speed with technology skills in order to handle remote learning.
7. Over use of internet in the home with multiple students and adults working from home.
8. Parents needed more training.
9. Some families did not have internet service.

Teachers who did not have adequate internet; they typically come to the school and teach from their classrooms. We have also had incidents of Zoom Bombers where students interrupt classes which they are not part of. This was very prevalent initially, but when they found out we could identify them, that has diminished significantly.

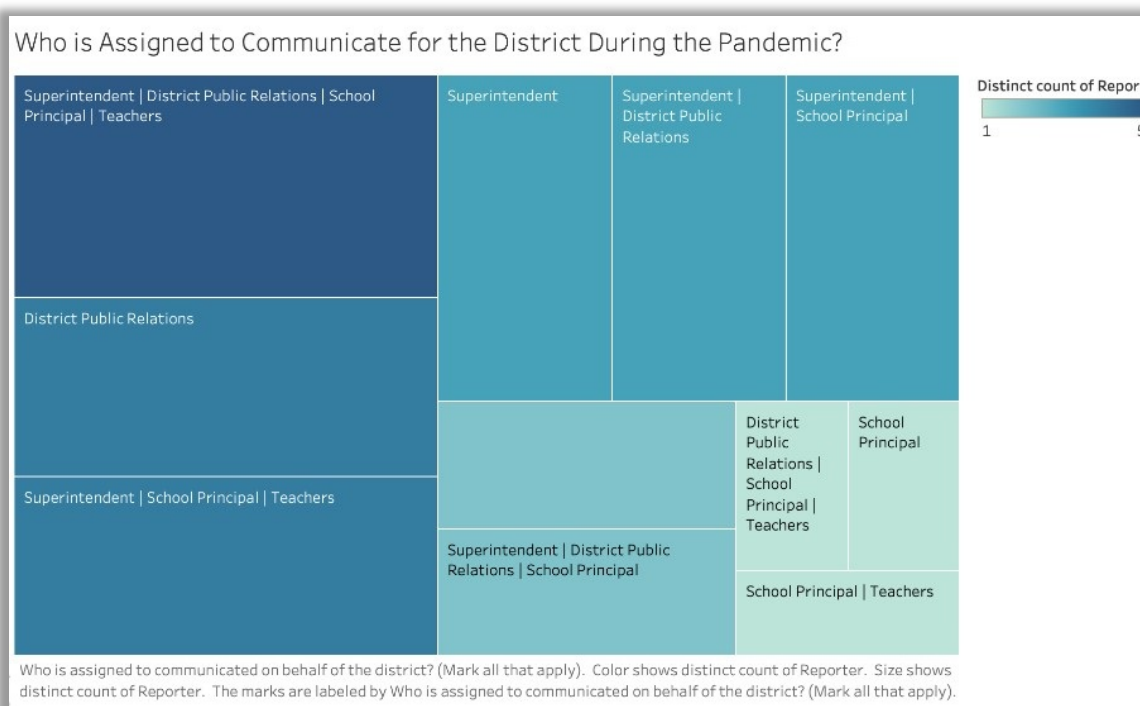
SUMMARY: One of the main challenges in rolling out e-learning is ensuring that all students have access to internet and devices at home.

Methods of communication of COVID-19 Pandemic



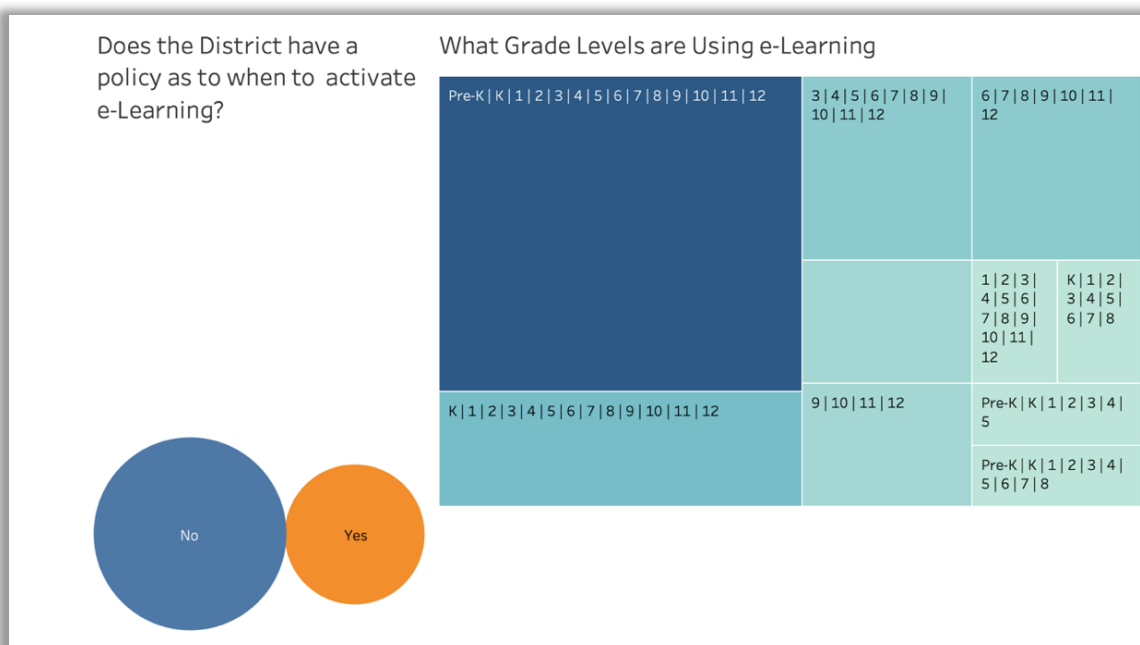
SUMMARY: The majority of school districts are using multiple methods of communication including email, SMS, social media, school website, and phone calls.

Who is assigned to communicate for the district during the pandemic?



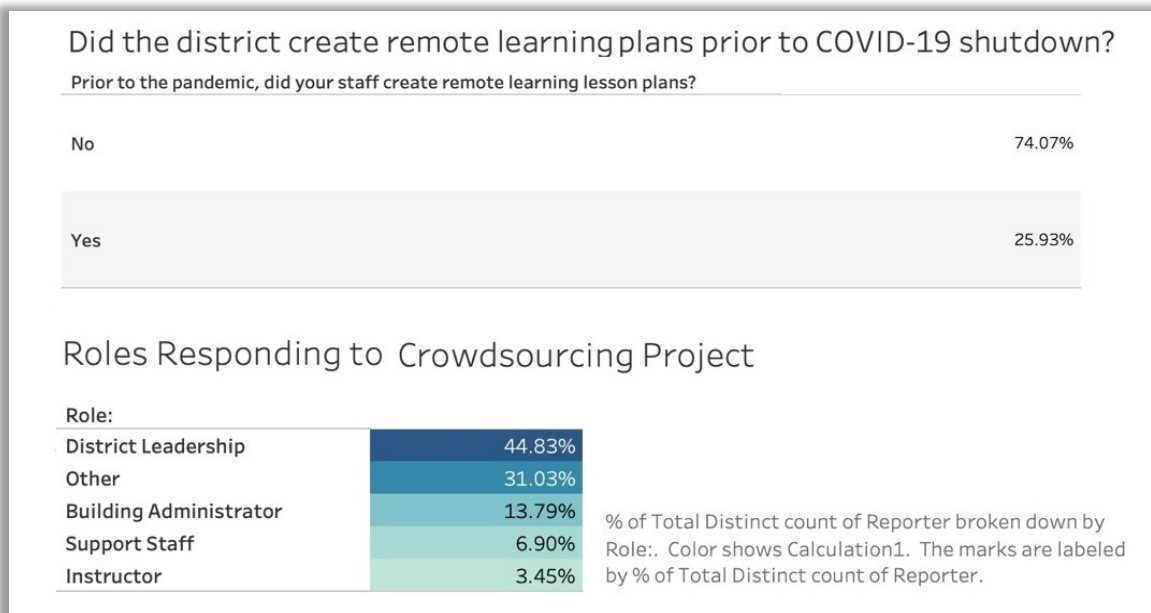
SUMMARY: Most school districts are utilizing district-level employees, principals, and teachers to communicate for the district during the pandemic.

Does the district have a policy as to when to activate e-learning?



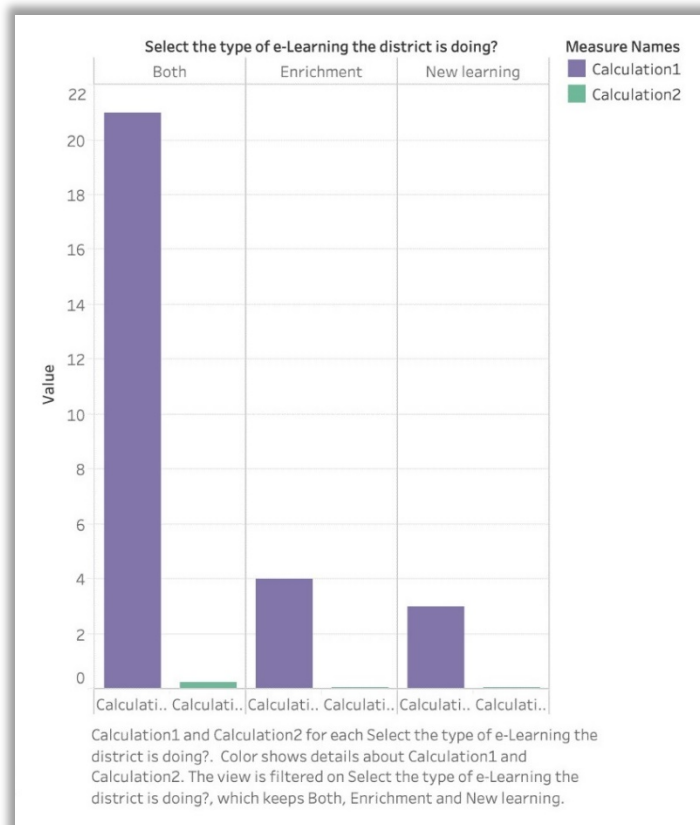
SUMMARY: Although some districts do have a policy for when to activate e-learning, the majority do not. Most districts have all grades (from Pre-K to 12th grade) using e-learning.

Did the district create remote learning plan prior to COVID-19 shutdown?



SUMMARY: Most districts did not create remote learning plans prior to the pandemic shutdown.

What types of e-learning are the districts doing?



SUMMARY: Most districts are utilizing a combination of enrichment and new learning.

Did you create new ways of assisting students with special needs during this pandemic?

Did you create new ways of assisting students with special needs duri..

No	42.31%
Yes	57.69%

% of Total Distinct count of Reporter broken down by Did you create new ways of assisting students with special needs during this pandemic?. Color shows distinct count of Reporter. The marks are labeled by % of Total Distinct count of Reporter. The view is filtered on Did you create new ways of assisting students with special needs during this pandemic?, which keeps No and Yes.

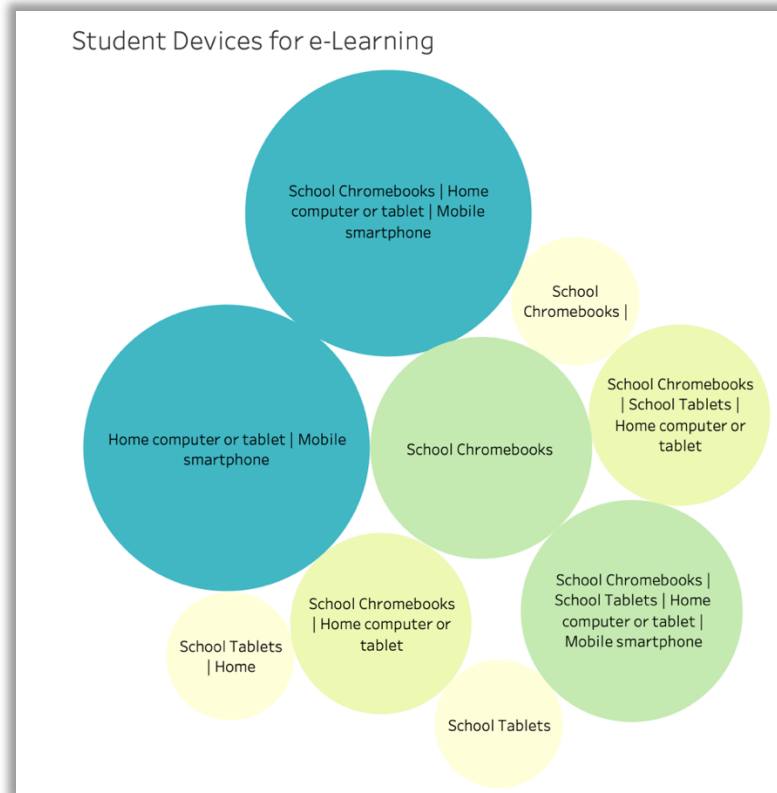
SUMMARY: Inconclusive – near even split.

What internet access options do you have in the community?

What internet access options do you have in the community?	
AT&T Local ISP Spectrum	3.704%
AT&T Mediacom Verizon Local ISP Xfinity	3.704%
AT&T Mediacom Verizon Spectrum	3.704%
AT&T Verizon Google Local ISP	3.704%
AT&T Verizon Google Spectrum	3.704%
AT&T Verizon Local ISP	3.704%
AT&T Verizon Local ISP Spectrum	3.704%
AT&T Verizon Local ISP Spectrum Xfinity	3.704%
AT&T Verizon Spectrum	3.704%
AT&T Verizon Spectrum Cox	3.704%
AT&T Verizon Spectrum Optimum	3.704%
AT&T Verizon Spectrum Xfinity Cox	3.704%
Comcast	3.704%
Comcast AT&T Mediacom Verizon Google Spectrum Cox	3.704%
Comcast AT&T Verizon Google Xfinity	3.704%
Comcast AT&T Verizon Xfinity	3.704%
Comcast Local ISP	3.704%
Comcast Verizon Google	3.704%
Comcast Verizon Local ISP Xfinity	3.704%
Comcast Xfinity	3.704%
Cox	3.704%
Google	3.704%
Local ISP	7.407%
Verizon Cox	3.704%
Verizon Local ISP Optimum Xfinity	3.704%
Xfinity	3.704%

SUMMARY: A large variety of ISP's are used in different communities.

What devices are students using for e-learning?



SUMMARY: Devices for e-learning include school Chromebooks, home computers and tablets, and smartphones.

Questions – COVID-19 Crowdsourcing Project – Food Service During Closed Schools

What did your district do very well as you rolled out food service after school closed?

1. Began feeding immediately. Fed in multiple sites. Tracked the number of meals provided, not necessarily the specific individuals to whom the meals were provided.
2. Being able to provide multiple food pick up locations throughout the district.
3. Being home and staying home to pick-up meals.
4. communicate and adjust
5. Communicate with families in every possible way. E-mail, social media, automated calling and telephone. Information was posted in both Spanish and English.
6. Communication and organization. We took our time in getting a procedure mapped out and informed the community of the hours, locations, etc.
7. Communication; used bus route stops to distribute meals as well as outside school buildings
8. Coordinate with community leaders and communicate plan to stakeholders.
9. Coordination with volunteers
10. Created a plan to reach as many of our students as possible. Adjusted the process as new directives came out.

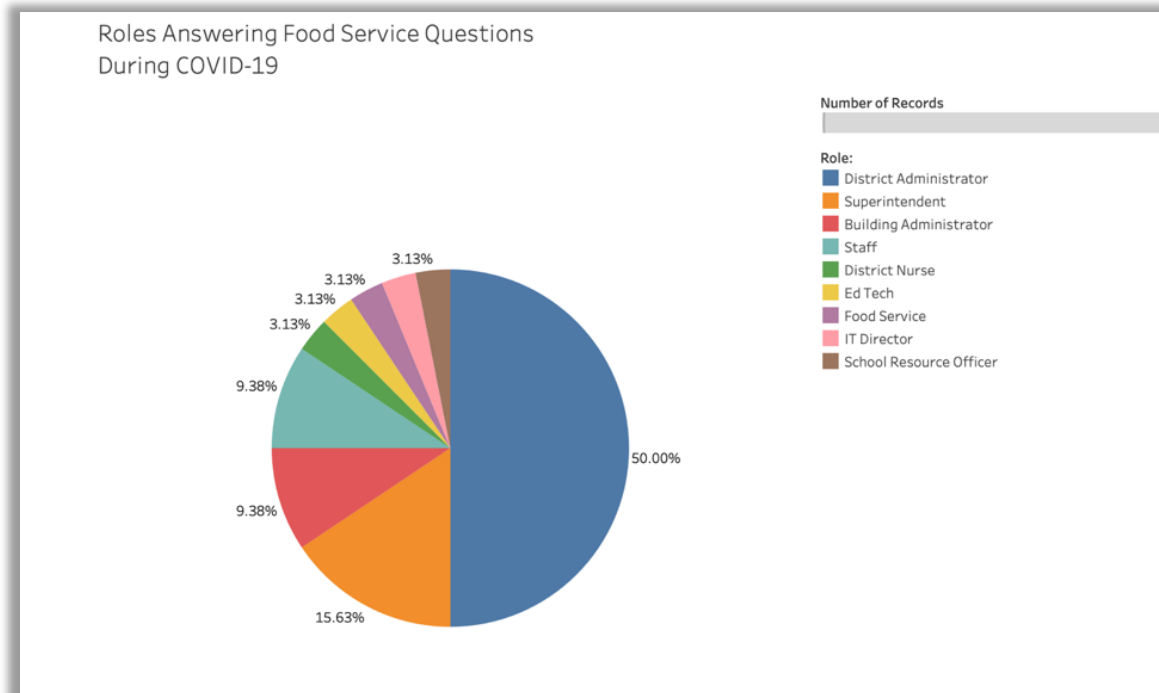
SUMMARY: Communication, coordination, and feeding as many students as possible.

What were/are the challenges you face with this meal delivery initiative?

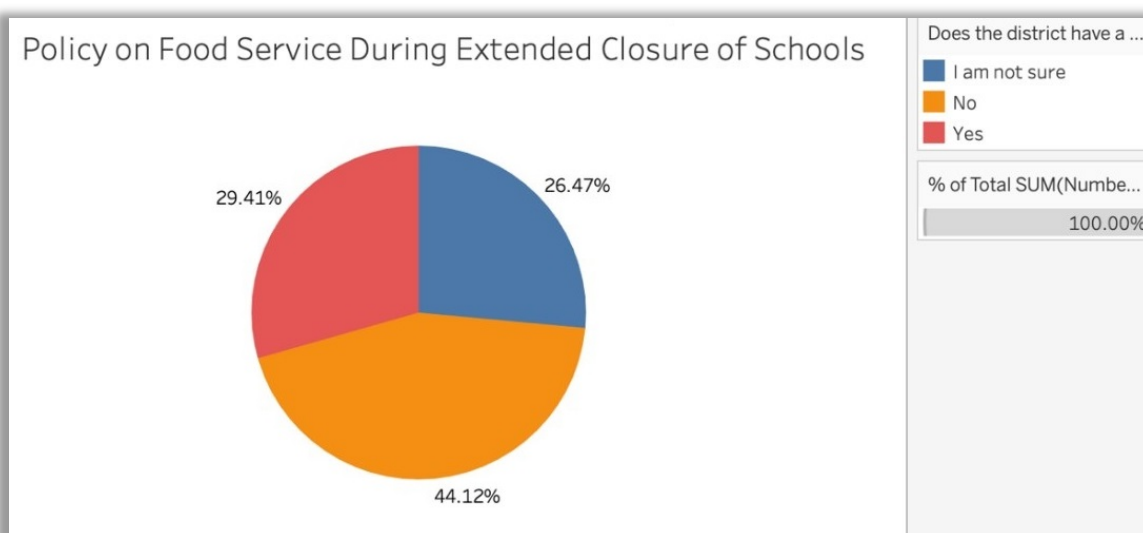
1. A lot of our students need meals delivered by buses. They are unable to come to the schools to pick up. We are a large district area wise so delivery took a bit of time.
2. At this point our food service program is running well and we provide about 600 sack meals per day.
3. Challenges were minimal during this process the district basically deciding to use one central location which the high school for meal pick up.
4. Daily changes, everyone wanting to help and not understanding limiting staff at the beginning, no guidance for staff/teachers preparing meals. New dietary staff in the kitchen and limited knowledge of food preparation with enhanced health precautions.
5. Get the produce we need to make the meal prep less work.
6. How best to distribute on the bus route stops.
7. Keeping things clean and ready for the next day.
8. Knowing how many people to expect.
9. Letting all the parents know about it. Implementing safety standards and acquiring safety equipment over short period of time.
10. Making sure that all eligible families are accessing this initiative.

SUMMARY: Inconclusive. It seems that every district faced a different challenge.

Roles completing Food Service Crowdsourc Survey

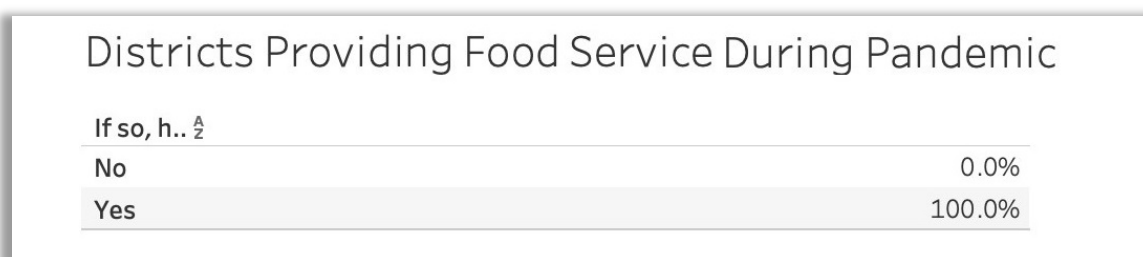


Does the district have a policy on food service during extended closure?



SUMMARY: Inconclusive – The answers were split.

Is the district providing meals during the pandemic?



Who qualifies for district provided meals?

1. 1-18 years old.
2. 18 and under qualify.
3. All.
4. All children 1-18.
5. All children ages 1 through 18.
6. All district residents up to age18.
7. All free / reduced students.
8. All students 18 and under.
9. All students are welcome to receive meals.
10. All students can receive meals.

SUMMARY: All school districts are providing meals during the pandemic. All students age 18 and under qualify.

What meals is the district providing?

What meals is the district providing?

Do you provide weekend meals?

Lunch	17.14%
Lunch Breakfast	77.14%
Lunch Breakfast Dinner on a limited scale.	2.86%
Lunch Breakfast Supper	2.86%

SUMMARY: Most school districts are providing both breakfast and lunch.

Do you provide weekend meals for students during the pandemic?

Some. We have a snack program for low social Economic kids	3.13%
We have identified families that may not have access to food and we use our school's food pantry to put toge..	3.13%
We provided for 8 days, including Sat/Sun over our Spring Break	3.13%
Yes	12.50%
No	78.13%

SUMMARY: Most schools are not providing weekend meals for students during the pandemic.

Are food service staff following social distancing recommendations?

Are food service staff following social distancing procedures?

Is the food service preparation being observed by a nurse or other observer t..

I am not sure	3.03%
Yes	96.97%

SUMMARY: Food service staff are following social distancing recommendations.

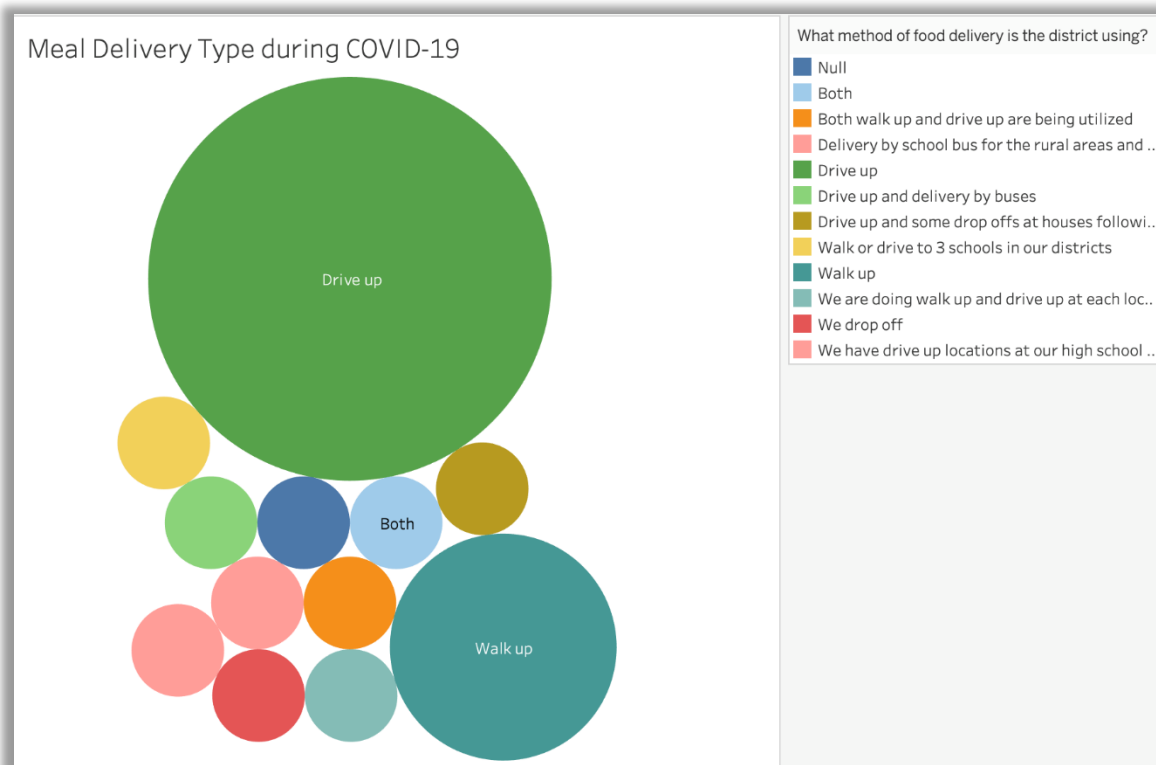
Is food service preparation being observed by a nurse or designated safety person?

Is food service preparation being monitored by a nurse or designated safety person?

Are all..	
Yes	57.58%
I am not sure	27.27%
No	15.15%

SUMMARY: Inconclusive – Answers are split.

What method of meal delivery do you use?



SUMMARY: Most districts are providing meals by drive up or walk up.

What days are meals available for pickup?

What days are meals available for pickup?

What days are meals distributed each week? ..

Monday Tuesday Wednesday Thursday Friday	62.07%
Monday	6.90%
Monday Thursday	6.90%
Tuesday Friday	6.90%
Monday Tuesday Thursday	3.45%
Monday Tuesday Wednesday Thursday	3.45%
Monday Wednesday Friday	3.45%
Thursday	3.45%
Wednesday	3.45%

SUMMARY: Meals are distributed on weekdays.

What hours are meals available for pickup?

What hours are meals available for pickup?

What hours is meal ..

11AM 12PM 1PM	17.24%
10AM 11AM 12PM	13.79%
10AM	6.90%
10AM 11AM 12PM 1P..	6.90%
11AM 12PM	6.90%
10AM 11AM	3.45%
10AM 12PM	3.45%
10AM 1PM	3.45%
11AM	3.45%
11AM 12PM 1PM 2PM	3.45%
11AM 12PM 1PM 5:00..	3.45%
11AM 1PM	3.45%
12PM	3.45%
12PM 7AM also	3.45%
3:30-5:30	3.45%
3PM	3.45%
7 am - 12 pm	3.45%
830-10am	3.45%
9 AM - 11:30 AM	3.45%

SUMMARY: Meals are usually available for pickup between 10 a.m. and 2 p.m.

How did you determine who worked food service and distribution?

How did you determine who worked for food service and ..

Assigned as essential employee	82.76%
Volunteers	10.34%
Both	3.45%
Food Service Essential Employees who are at low risk for COVI..	3.45%

SUMMARY: Essential employees are assigned to work for food service and distribution.

What supplies were readily available to use in preparation and distribution?

What supplies were readily available for the Meal Distribution Team? (Select all that apply)

Gloves Hand Sanitizer	13.79%
Gloves Directional Signage Rolling Tables Hand Sanitizer	10.34%
Gloves	6.90%
Gloves Directional Signage	6.90%
Gloves Vests Directional Signage Rolling Tables Hand Sanitizer Pop Up Tent Handouts for Parents and Students on hygiene after receiving the meal	6.90%
Gloves Communication App Hand Sanitizer	3.45%
Gloves Communication App Hand Sanitizer Handouts for Parents and Students on hygiene after receiving the meal	3.45%
Gloves Directional Signage Hand Sanitizer Pop Up Tent	3.45%
Gloves Directional Signage Handouts for Parents and Students on hygiene after receiving the meal	3.45%
Gloves Directional Signage No Contact Digital Thermometer Rolling Tables Communication App Hand Sanitizer	3.45%
Gloves Directional Signage No Contact Digital Thermometer Rolling Tables Communication App Hand Sanitizer Pop Up Tent Handouts for Parents and ..	3.45%
Gloves Directional Signage Rolling Tables Communication App Hand Sanitizer Handouts for Parents and Students on hygiene after receiving the meal	3.45%
Gloves Hand Sanitizer Pop Up Tent	3.45%
Gloves No Contact Digital Thermometer Hand Sanitizer Handouts for Parents and Students on hygiene after receiving the meal	3.45%
Gloves No Contact Digital Thermometer Rolling Tables Communication App Hand Sanitizer	3.45%
Gloves No Contact Digital Thermometer Rolling Tables Hand Sanitizer Pop Up Tent	3.45%
Gloves Rolling Tables	3.45%
Gloves Rolling Tables Hand Sanitizer	3.45%
Gloves Rolling Tables Hand Sanitizer Pop Up Tent	3.45%
Gloves Vests Directional Signage No Contact Digital Thermometer Rolling Tables Hand Sanitizer	3.45%
Gloves Vests Directional Signage Rolling Tables Hand Sanitizer	3.45%

SUMMARY: Inconclusive

Questions – COVID-19 Crowdsourcing Project – Social Emotional

Is the district monitoring the mental health of students during the pandemic?

Is the district monitoring the mental health of your students during the pandemic?

Is the district monitoring the mental health of your student..

No	3.45%
Yes	96.55%

SUMMARY: The majority of school districts are monitoring the health of their students during the pandemic.

Are you monitoring the mental health of staff?

Are you monitoring the mental health of staff?

Yes	72.41%
No	27.59%

SUMMARY: The majority of school districts are monitoring the mental health of their staff during the pandemic.

What methods of monitoring student mental health are you using?

What methods of monitoring student mental health is the district using?

What methods of monitoring student mental health is the district using? (Select all that appl..

Telephone Email Video Chat	17.24%
Telephone Email Text messages Video Chat	13.79%
Telephone Email Video Chat Social media	13.79%
Email Video Chat	6.90%
Telephone Email Mailing letters or cards Video Chat Social media	6.90%
Telephone Email Text messages Video Chat Social media	6.90%
Email App	3.45%
Telephone Email Mailing letters or cards Text messages Video Chat	3.45%
Telephone Email Mailing letters or cards Text messages Video Chat Social media	3.45%
Telephone Email Mailing letters or cards Video Chat	3.45%
Telephone Email Social media	3.45%
Telephone Email Social media App	3.45%
Telephone Email Text messages Social media App	3.45%
Telephone Email Text messages Video Chat Social media App	3.45%
Telephone Email Video Chat App	3.45%
Telephone Video Chat	3.45%

SUMMARY: The mental health of students is being monitored using telephone, email, text messages, video chat, and social media.

What challenges have you faced in providing social emotional support while maintaining privacy?

1. Admin would have to answer this
2. Administration has been reaching out to staff to let them know they can contact them and are available to answer questions.
3. Challenges are time to conduct them many of the staff seems to working a lot more while schools are out, making sure that there is never a one on one video chat and making sure it is recorded.
4. "Connecting with students whose home situation may be the cause of concern. The student may not have a ""safe place"" to express their issues or concerns."
5. Contacting families that do not regularly check email, answer phones, or return voice messages.
6. Difficult on so many levels. The lack of face to face physical time has impacted all.
7. Difficulty in making contact with parents
8. engaging with at risk students
9. First identifying students and trying to determine who has access to internet. Some students are embarrassed about their living situation and are fearful of having a video seen of their home.
10. Getting parent on board with requiring students to attend


SUMMARY: A common challenge in providing social emotional support is difficulty connecting and engaging with students and parents.

Are you finding any group of students that you feel are particularly vulnerable at this time?

1. Homeless students
2. Students who are known to engage in risk behaviors
3. Students who we know have tough home lives due to parent's addiction issues and abusive relationships"
4. Low income
5. lower income families with little connectivity
6. Lower socio-economic groups who don't have as much access as others to social connectivity even if through X-Box/PlayStation; those with low coping skills.
7. no
8. Not really, we are actually seeing some children flourishing during this time because of the added benefit of getting their working and completing all of the tasks in a faster timeframe.
9. Not that I am aware of. We have identified the senior class to monitor closely because of what they are losing by school being closed; graduation, prom, senior trips, and uncertainty related to how this all impacts their college status.
10. Our school goes to 6th grade. The 6th grade students traditionally have a week-long trip to Washington D.C. or this year to Boston. Of course, the trip has been canceled. The students have worked all year planning and fundraising for this trip. They also lose the opportunity to have a graduation and this trip. It has to be a huge disappointment.

SUMMARY: Low income and at-risk students are particularly vulnerable at this time.

What methods of monitoring student health are you using?

What methods of monitoring staff mental health is the district using? (Select all that apply) 	
Telephone Email Text messages Video Chat Social media	17.24%
Telephone Email Text messages Video Chat	13.79%
Email	10.34%
Email Video Chat	10.34%
Null	6.90%
Email Text messages	6.90%
Telephone Email Video Chat	6.90%
None	3.45%
Social media	3.45%
Telephone Email	3.45%
Telephone Email Mailing letters or cards	3.45%
Telephone Email Mailing letters or cards Text messages Video Chat	3.45%
Telephone Email Mailing letters or cards Text messages Video Chat Social media	3.45%
Telephone Email Text messages Video Chat Social media App	3.45%
Telephone Email Video Chat Social media	3.45%

SUMMARY: The health of students is being monitored using telephone, email, text messages, video chat, and social media.

Please explain if the district has a special approach to mental health for students or staff coming out of COVID-19 quarantine.

1. Any students or staff that have been identified are being given one on one video chat sessions to check in and make sure they have what they need.
2. Counselors are sending emotional wellness information routinely. Counselors are continuing to make calls and telephone or video conferencing sessions.
3. I am not directly involved with this. I know that the school counselor is involved with teachers in order to reach out directly to families to provide support and resources.
4. Increased home communication.
5. n/a
6. None have been discussed at this time
7. Not that I'm aware
8. Not yet
9. Simply trying to find the best method to remain connected is the biggest struggle as a result of the quarantine.
10. unknown

SUMMARY: At some districts, counselors are connecting with students and staff through one-on-one video chat sessions to check in and ensure that they have what they need. Other districts do not yet have a plan for this.

NOTE: It is unclear whether this question is pertaining to the general "stay at home" order or a quarantine order for a student/staff member who has tested positive.

What opportunities do students have to connect with a trusted adult at school?

What types of opportunities do students have to connect with a trus..	
Telephone Email Video Chat	24.14%
Email Video Chat	10.34%
Telephone Email Video Chat Social media	10.34%
Null	6.90%
Telephone Email Text messages Video Chat Social media	6.90%
Video Chat	6.90%
Email Video Chat Social media	3.45%
None	3.45%
Telephone	3.45%
Telephone Email	3.45%
Telephone Email Mailing letters or cards Video Chat App	3.45%
Telephone Email Text messages	3.45%
Telephone Email Text messages Social media App	3.45%
Telephone Email Text messages Video Chat App	3.45%
Telephone Email Video Chat App	3.45%
Telephone Email Video Chat Social media App	3.45%

SUMMARY: Many districts are using telephone, email, and video chat to connect students with a trusted adult.

Does the district provide any on-demand opportunities for students to meet with counselors or social workers?

Does the district provide any on-demand opportunities for students to ..	
No	33.33%
Yes	66.67%

SUMMARY: The majority of school districts are providing on-demand opportunities for students to meet with a counselor or social worker.

What are the challenges you face in having effective conversations with students needing social emotional support while they are at home?

1. Constructing the conversation to where it can be beneficial for both parties.
2. Ensuring that everyone is being reached in one way or another to ensure engagement and no student is lost through process.
3. It is difficult to reach some without internet service, especially those who are low income that may not have phone service as well.
4. Knowing they can reach out to is
5. Lack of being in person with those students.
6. Making sure we have a secure app to speak one on one with students.
7. no challenges its just done through phone conferences and telephone
8. No way to communicate except by person

9. Older students are to the blame stage for everything that is going on around them. They are also falling into the propaganda trap due to the constant barrage of news coverage. It is difficult to have good conversations when a mind is closed and already made up.
10. Once we connect with the students, the conversations are effective.

SUMMARY: Inconclusive – Districts are reporting a variety of challenges.

Is the district continuing to monitor the Tip line for bully and threat reporting?

Is the district continuing to monitor the Tip line for bully and threat reporting?	
No	20.83%
Yes	79.17%

SUMMARY: Most districts are continuing to monitor the Tip line for bully and threat reporting.

Are students that were being evaluated in the Threat Assessment process still being monitored during the closure?

Are students that were being evaluated in the Threat Assessment process still being monitored during the closure?	
Yes	75.00%
No	25.00%

SUMMARY: Most districts are continuing to monitor the students who were being evaluated in the Threat Assessment process.

Activities or programs used to keep students engaged?

Activities or programs used to keep students engaged?							
• Spirit week • Social media • Brain based activities • District website – Coronavirus • Mindfulness • Things for parents • Student performances	• District website – Coronavirus	• Social media • Brain based activities • District website –	• Social media • Brain based activities • District website –	• Social media • Brain based activities • District website –	• Social media • Brain based activities • District website –	• Social media • Brain based activities • District website –	• Social media • Brain based activities • District website –
• Spirit week • Social media • District website – Coronavirus	• District website – Coronavirus • Anxiety/Depression webpage	• Social media • District website – Coronavirus •	• Spirit week • District website –	• Spirit week • Social media • Brain based activities • District	• Spirit week • Social media • Brain based activities • District	• Spirit week • Social media • Brain based activities • District	• Spirit week • Social media • Brain based activities • District
• Spirit week • District website – Coronavirus • Counselor bios	• Social media • Brain based activities	• Social media • Things for parents	• Spirit week	• Spirit week • Social media • Brain based activities • District	• Spirit week • Social media • Brain based activities • District	• Spirit week • Social media • Brain based activities • District	• Spirit week • Social media • Brain based activities • District
• Brain based activities	• Social media • Anxiety/Depression			• Spirit week • Social media • District website – Coronavirus • Things			

SUMMARY: Districts are keeping students engaged through activities and programs like spirit week, social media, brain-based activities, district website – coronavirus, mindfulness, things for parents, and student performances.

How are you dealing with senior high school students that are losing their last semester of secondary education?

1. Continuing to plan prom at later time in the summer. Planning drive through graduation. Giving them things to be hopeful for. It may not be what they would normally have, but they get to look forward to something.
2. Developing ways to keep the Class of 2020 thriving. Brainstorming graduation and other options.
3. Each teacher is monitoring their engagement. If they stay engaged and complete tasks they will graduate. Those who do not will be evaluated on an as needed basis.
4. have to get more information on this
5. Made the promise of graduation and prom once the restrictions have been lifted. Coaches are in contact with spring sport athletes. Counselors are in contact with college bound students and opportunities.
6. N/A
7. No
8. Our high school principal is doing live streams every other week to keep in touch with seniors. We also want to keep those students in mind when deciding what to do about the graduation ceremony. We plan to get some feedback from our seniors and their families regarding commencement.
9. Planning ahead as much as possible with options for allowing a graduation, prom and other senior activities. We are planning on not returning here, so we are trying to think outside the box to help these kids.
10. Students are still required to turn in work. However, they have taken away the required Senior Project.

SUMMARY: Most districts are planning to hold snior graduation and prom once the restrictions have been lifted.

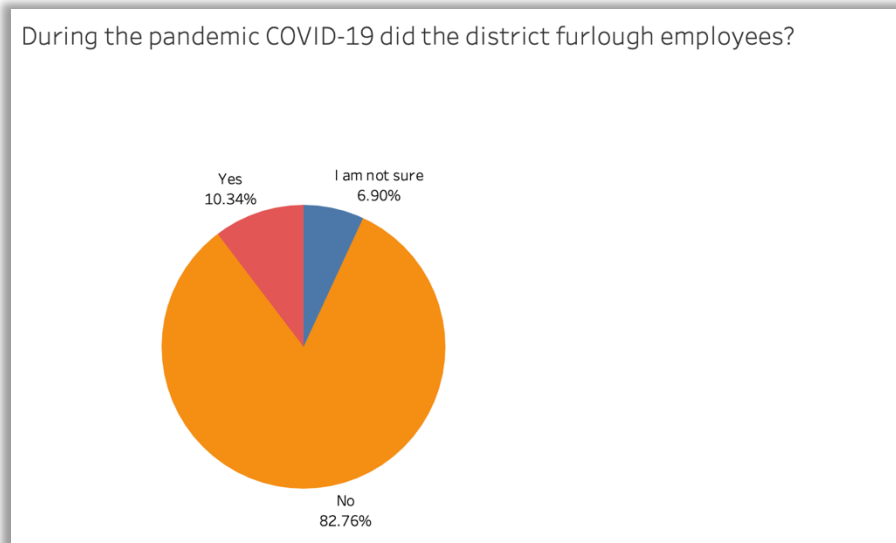
Please list any questions you have that you would like the crowd to discuss concerning social emotional health during a pandemic Crowdsourcing team.

1. "At what point do we consider all the stakeholders ""mental health,"" and back off of requiring ""amazing lesson plans"" and asking students and parents to complete assignments? When can we just say ""get through the day as best you can?""
2. How are other districts handling end of school? Virtual senior banquet? Graduation? Junior Prom? Volunteer hours needed for graduation. College tours? Emotionality/well-being of students, staff, etc
3. How are you acknowledging staff response to the pandemic? What steps are you taking to monitor this?
4. How do we address the needs of homeless students and parents?
5. "The fact that we as adults can't say to a young person, ""I know what you're going through because I went through a world-wide pandemic when I was your age. I handled it this way and you should consider trying it as well. ""There is no blueprint to follow."
6. Tips for return to school in regard to social/emotional wellbeing.

SUMMARY: Inconclusive – Districts are reporting a variety of challenges.

Questions – COVID-19 Crowdsourcing Project – Human Resources

During the pandemic COVID-19, did the district furlough employees?



SUMMARY: The majority of districts did not furlough employees during the pandemic.

If the district did not furlough employees, did the district require employees to work in other areas of the district?

1. All employees are required to work from home to the best of their ability.
2. All employees had to be available during regularly scheduled school hours and days.
3. Employees are completing tele-work/remote work.
4. Employees were required to work from home.
5. Employees worked from home. Essential employees went into the building intermittently.
6. Home and at sites
7. I am not sure. We all pitch in when asked and offer when not asked.
8. Initially the district did not furlough any of its employees. However, we have been into the for over a month and I am not sure what the current status is.
9. Many were able to fulfill their professional duties at home, while others were expected to come into work.
10. Most employees are able to work remotely. Those that are required to work on site have proper distancing.

SUMMARY: Employees were required to work from home.

Were employees trained for new jobs if asked to pitch in during the pandemic?

Were employees trained for new jobs if asked to pitch in during the pandemic?

Were employees trained for new jobs if asked to pitch in during the pandemic?	
I am not sure	17.24%
No	41.38%
Yes	41.38%

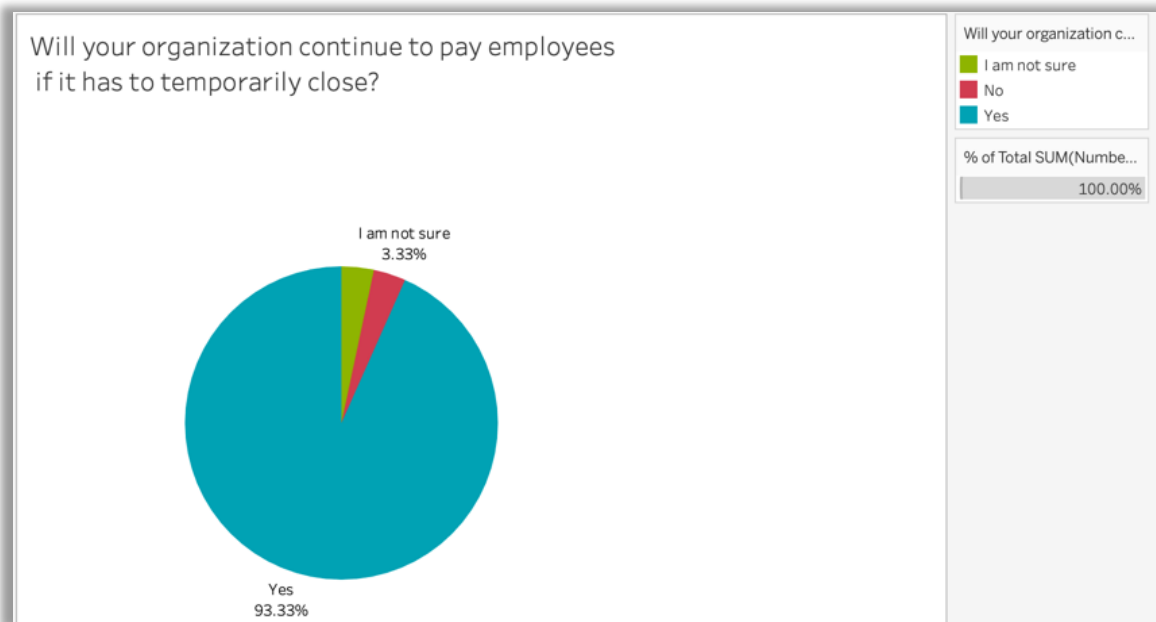
SUMMARY: Inconclusive

When returning back to school, if a person becomes ill with COVID-19, will the employee have to use their sick days or will the district provide

1. At this point we have not discussed this possibility with the associations.
2. Follow FFCRA requirements for Emergency Sick Leave and Expanded FMLA.
3. Have not thought of that.
4. I am not sure I will need to find out from my boss?
5. I don't know
6. No decision has been made on this yet since the schools are closed and staff are working from home.
7. Not Sure.
8. Use specially allowed days due to COVID-19
9. Use their own sick days.
10. We are in the process of deciding what the protocol will be.
11. We have not addressed this issue yet - our district is in a rural area and are only reporting 5 cases for entire county.

SUMMARY: Most districts have not developed a policy for this yet.

Will your organization continue to pay employees if it has to temporarily close?



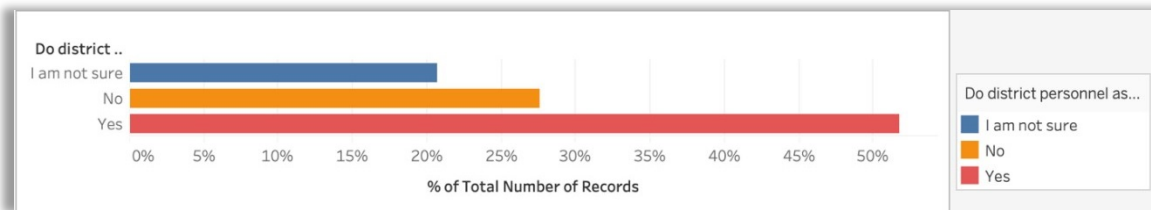
SUMMARY: The majority of districts will continue to pay employees in the event of temporary closure.

When back to school, are staff absences due to illness reported to the district?

When back to school, are staff absences due to illness reported to the district?	
I am not sure	13.33%
No	3.33%
Yes	83.33%

SUMMARY: Most districts reported that staff absences due to illness would be reported to the district.

Do district personnel ask staff what symptoms they have?



SUMMARY: Inconclusive

When returning to school, if COVID-19 is not eradicated, what will be the policy for screening staff entering the facility?

1. At this point we have not discussed this.
2. Currently being discussed.
3. Not sure
4. Not sure at this time.
5. Not sure yet
6. Not sure? I will need to find out?
7. Nothing
8. Nothing has been decided yet
9. Temperature check
10. That has not been determined. It is likely we will take direction for the local and state departments of health and education

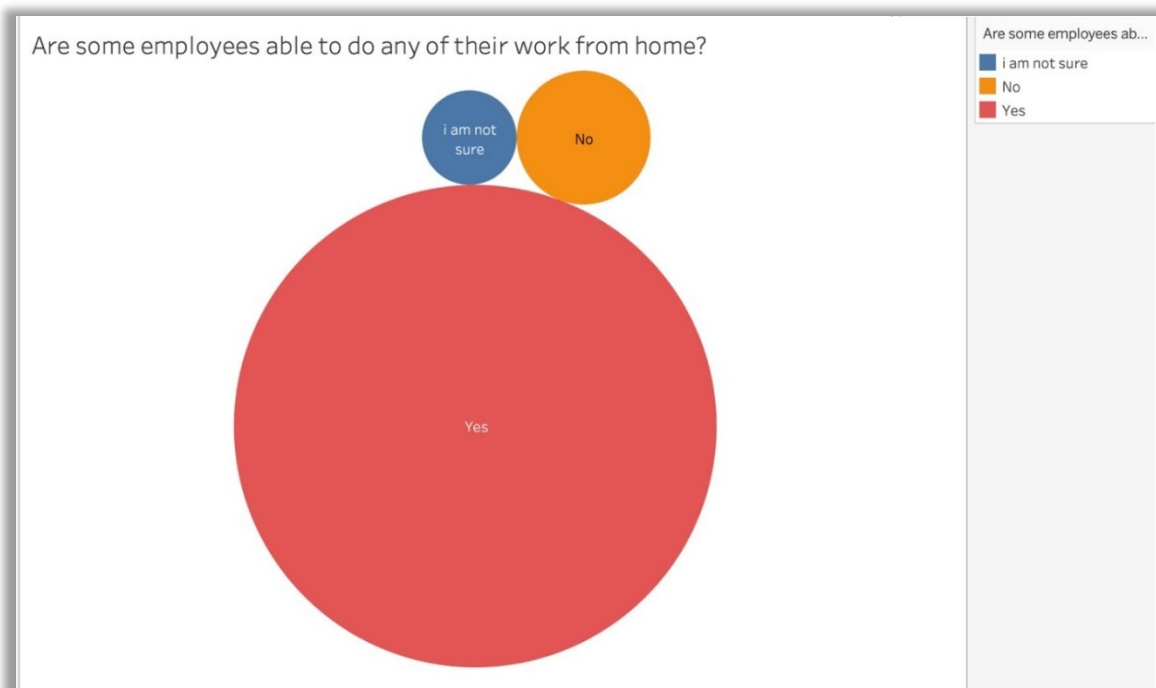
SUMMARY: Most districts have not developed procedures for this yet.

Will there be penalties if staff violates an order to remain at home?

Will there be penalties if staff violates an order to remain at home?	
I am not sure	72.41%
No	10.34%
Yes	17.24%

SUMMARY: Inconclusive

Are some employees able to do any of their work from home?



SUMMARY: Inconclusive

NOTE: This question is unclear. What is it really asking?

What challenges did you experience with staff in dealing with the challenges of COVID-19?

1. "Applying common sense to issues such as instruction, grading, attendance, etc. ""Mandatory"" work hour definitions."
2. "Different roles have been uncomfortable for some. Some of those that are required to provide child care for essential workers' children are uncomfortable being on the ""front line.""
3. Fear. Our school is blessed with a CFO who acted quickly with our local bank to get a CARES Act Payroll Protection Loan. Our staff will be paid through the end of the school year.
4. Heightened hygiene, social distancing needs, parents not keeping kids home when sick, the spread of the virus even when no symptoms are present
5. How to convey to the public even though teachers are not required to report to building, they are still working.
6. I would imagine the challenge would be how emotional it would be for all involved. We all want everyone to be healthy physically and spiritually. Our district and community members reach out to help one another.
7. Keeping staff informed, ensuring accurate information is shared, and keeping chains of supervision intact to ensure procedures are followed and equity in handling staff issues are emphasized.
8. Mainly has been maintaining expectations with our social media policy
9. Making sure all employees have access to the internet and a working device.
10. Making sure everyone had PPE that had to come in contact with students/parents

SUMMARY: Inconclusive. Districts reported a variety of challenges.

What were the unexpected questions from staff around pay and benefits?

1. All the usual questions about pay and benefits. No unusual questions.
2. Do we have to use sick days if we are sick? Will our insurance contributions be the same? Will we still be paying into retirement?
3. I don't know
4. I have not seen this so I am not sure. But am curious.
5. I'm not sure
6. If I can't work all of my contracted hours will I still be paid? If I have to care for my children who are also out of school will I still be paid? Can I be laid off so I can collect unemployment?
7. Is there hazard pay for continuing to work through this and some upset that this means we can pay less people over the summer to help clean.
8. It was made clear to all employees at the start that they would be paid through this. The school is still operating and everyone will have a job to work on and therefore get paid. If they chose not to work because of the threat of sickness, they do not get paid.
9. Many staff were initially concerned about pay, but after communications came out to staff, there were no unexpected questions.
10. Most employees were worried about whether or not they would be paid.

SUMMARY: Employees were initially worried about whether they would be paid.

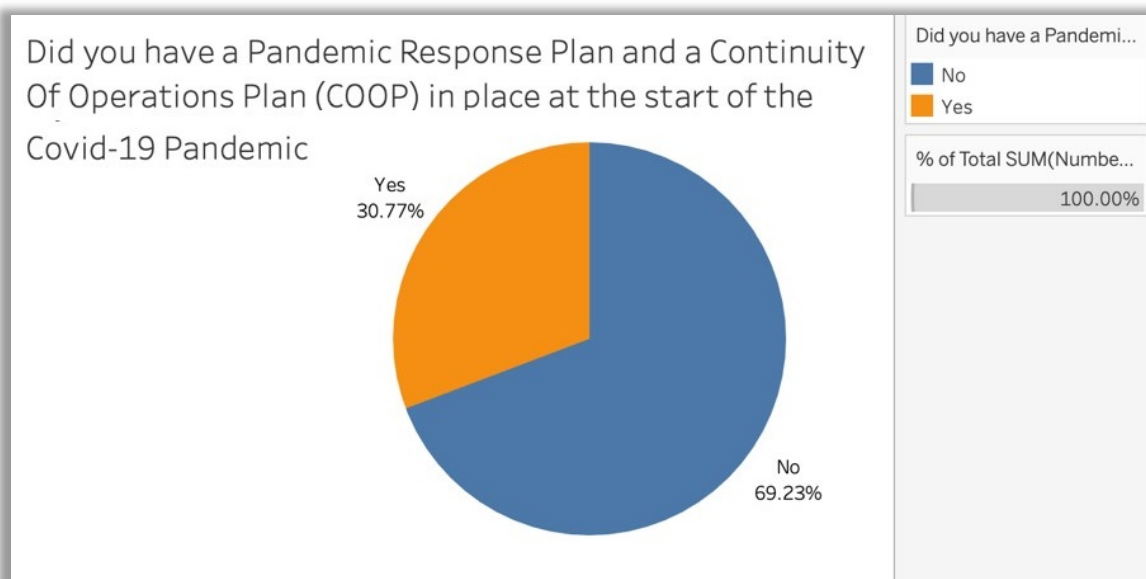
What additional questions would you like the crowd to answer around employee challenges during COVID-19?

1. Are many schools implementing a sick policy addressing only COVID-19? Are they adding additional sick days per year or creating a new category to address COVID-19.
2. Future Budget problems due to the economy
3. HIPPA concerns and employees staying home if they present symptoms of COVID or are exposed to COVID.
4. How are we all able to handle all the stress of working?
5. "How to hold employees responsible for actually contacting parents and actively engaging students with phone calls and not email or apps that do not give them the opportunity to speak directly with students or parents.
6. How to hold employees accountable for learning new technologies while we are closed and they are not working 6 and 1/2 hours a day in a classroom?"
7. How will all of this look once we are able to return to school? Will we all return at once? Teachers first? By grade? How will students be integrated back into school? Will they return to the school that they left to gather personal belongings and more importantly have some type of closure with their educators and friends before going to their next school?
8. How will schools deal with graduation and prom activities if schools do not reopen?
9. N/A
10. None
11. Teachers were concerned about grading NTI work

SUMMARY: Inconclusive. Districts reported a variety of challenges.

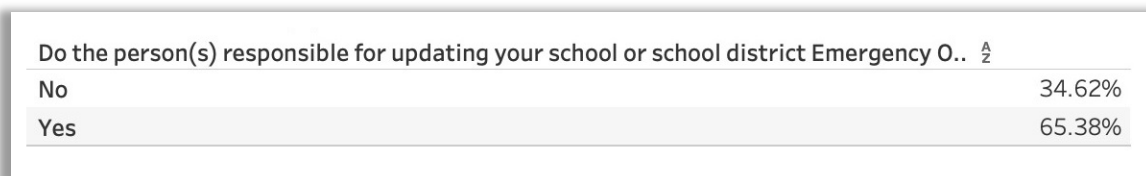
Questions – COVID-19 Crowdsourcing Project – Emergency Management

Did you have a Pandemic Response Plan and a Continuity of Operations Plan (COOP) in place at the start of the Covid-19 Pandemic.



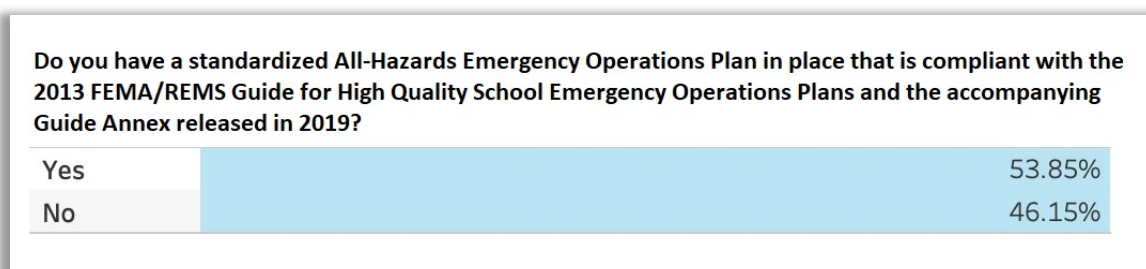
SUMMARY: The majority of districts did not have a Pandemic Response Plan and a Continuity of Operations Plan in place at the start of the pandemic.

Do the person(s) responsible for updating your school or school district Emergency Operations Plans have any background experience in Emergency Management or Emergency Response?



SUMMARY: Most of the people responsible for updating school EOP's have background experience in emergency management or emergency response.

Do you have a standardized All-Hazards Emergency Operations Plan in place that is compliant with the 2013 FEMA/REMS Guide for High Quality School Emergency Operations Plans and the accompanying Guide Annex released in 2019?



SUMMARY: Inconclusive. The answer is split.

Were the Pandemic Response Plans and the Continuity Of Operations Plans (COOP) in place at your school or district adequate to assist you in response actions related to the COVID-19 Pandemic?

Were the Pandemic Response Plans and the Continuity Of Operations Plans (COOP) in place at your school or district adequate to assist you in response actions related to the COVID-19 Pandemic?

Were the Pandemic Response Plans and the Continuity Of Operations Pl..	
No	69.23%
Yes	30.77%

SUMMARY: Most people felt that their district Pandemic Response Plans were not adequate in assisting with the COVID-19 response.

Have your Continuity of Operations Plans and Pandemic Response Plans been updated with new information to assist with the current response to the COVID-19 Pandemic crisis response?

Have your Continuity Of Operations Plans and Pandemic Response Plans been updated with new information to assist with the current response to the COVID-19 Pandemic crisis response?

Have .. 2	
No	46.154%
Yes	53.846%

SUMMARY: Inconclusive. The answer is split.

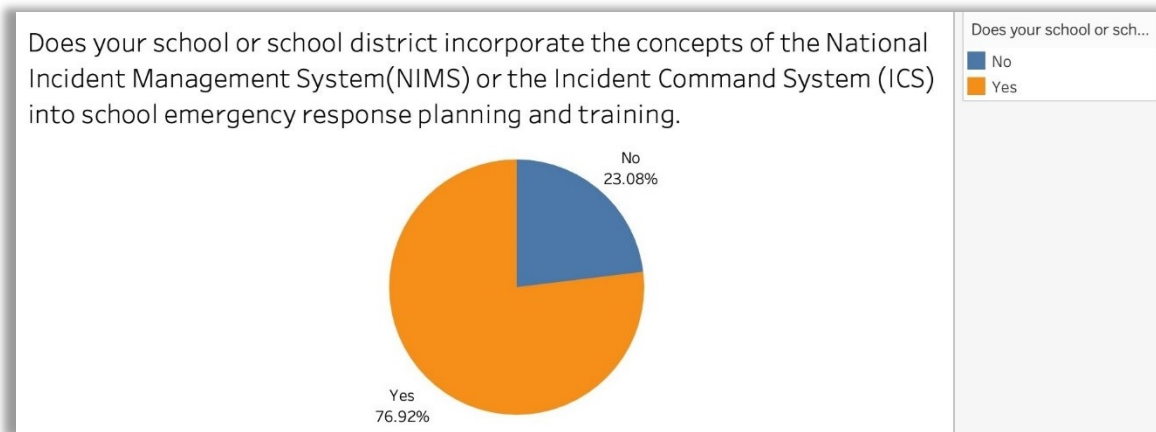
Do you have an emergency response training program in place at your school or school district, and if so, does the program address any response actions other than Active Assailant?

Do you have an emergency response training program in place at your school or school district, and if so, does the program address any response actions other than Active Assailant?

Do you have an emergency response training program in ..	
No	30.77%
Yes	69.23%

SUMMARY: Inconclusive - This is a two-part question so it is unclear which part they are answering.

Does your school or school district incorporate the concepts of the National Incident Management System (NIMS) or the Incident Command System (ICS) into school emergency response planning and training?



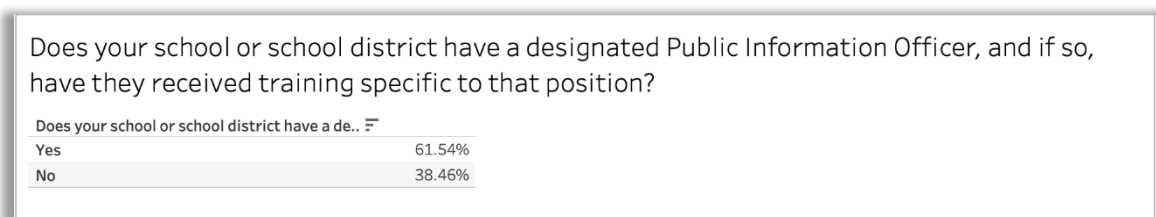
SUMMARY: Most schools incorporate either the NIMS or the ICS into emergency response planning and training.

Does your school or school district have formalized Communications Plans in place to cover both internal and external communications with all stakeholders as well as all emergency response agencies?



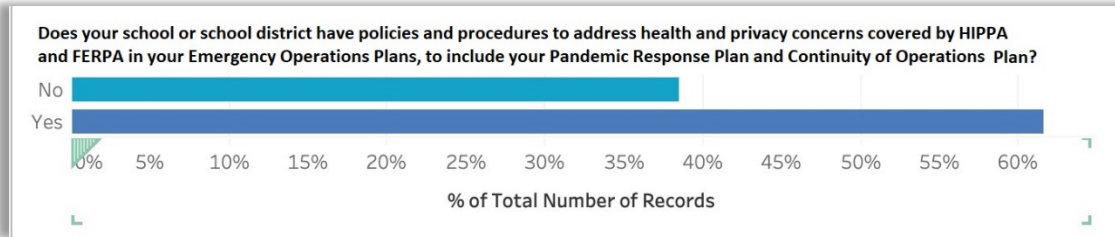
SUMMARY: Most school districts have a Communications Plan in place for both internal and external communications.

Does your school or school district have a designated Public Information Officer, and if so, have they received training specific to that position?



SUMMARY: Inconclusive - This is a two-part question so it is unclear which part they are answering.

Does your school or school district have communications systems in place with at least three redundant methods of communications?



SUMMARY: A little over half school districts have HIPAA and FERPA policies in their emergency plans that they can include in their Pandemic Response plans.

Does your Continuity of Operations Plan contain a Board approved Devolution Of Authority at the District and school levels in case the Superintendent of a Principal becomes incapacitated during a crisis incident causing activation of your continuity plans?

Does your Continuity Of Operations Plan contain a Board approved Devolution Of ..	
No	50.00%
Yes	50.00%

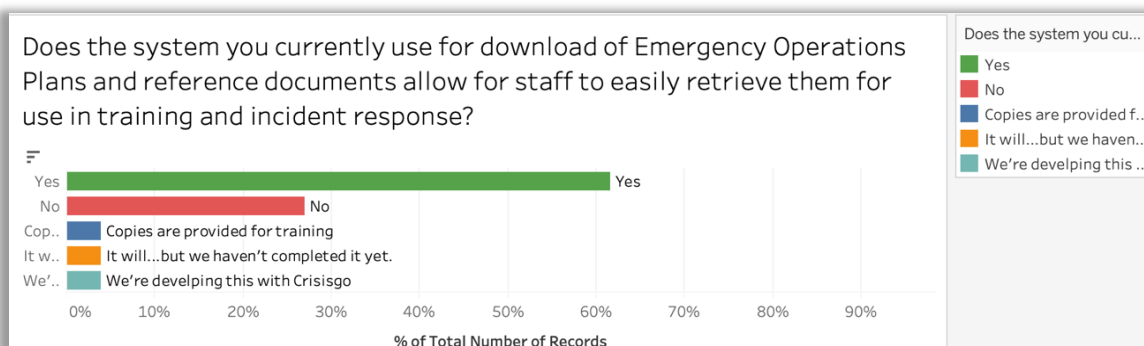
SUMMARY: Inconclusive – The answers were split evenly.

Does your current Emergency Management training program cover the five areas of school emergency response, to include Lockdown, Lock Out, Evacuation, Duck-Cover-Hold, and Shelter In Place?

Does your current Emergency Management training program cover the five areas of school emergenc..	
Yes	73.08%
No	15.38%
I Love u guys foundation	3.85%
No lockout.	3.85%
Run, Hide, Fight	3.85%

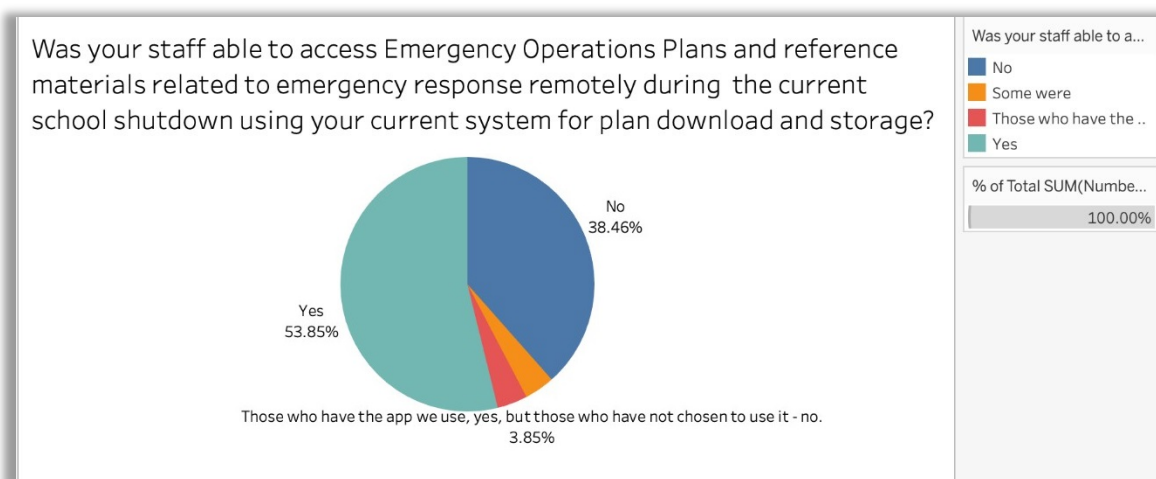
SUMMARY: Most Emergency Management training programs cover response for Lockdown, Lock Out, Evacuation, Duck-Cover-Hold, and Shelter in Place.

Does the system you currently use for download of Emergency Operations Plans and reference documents allow for staff to easily retrieve them for use in training and incident response?



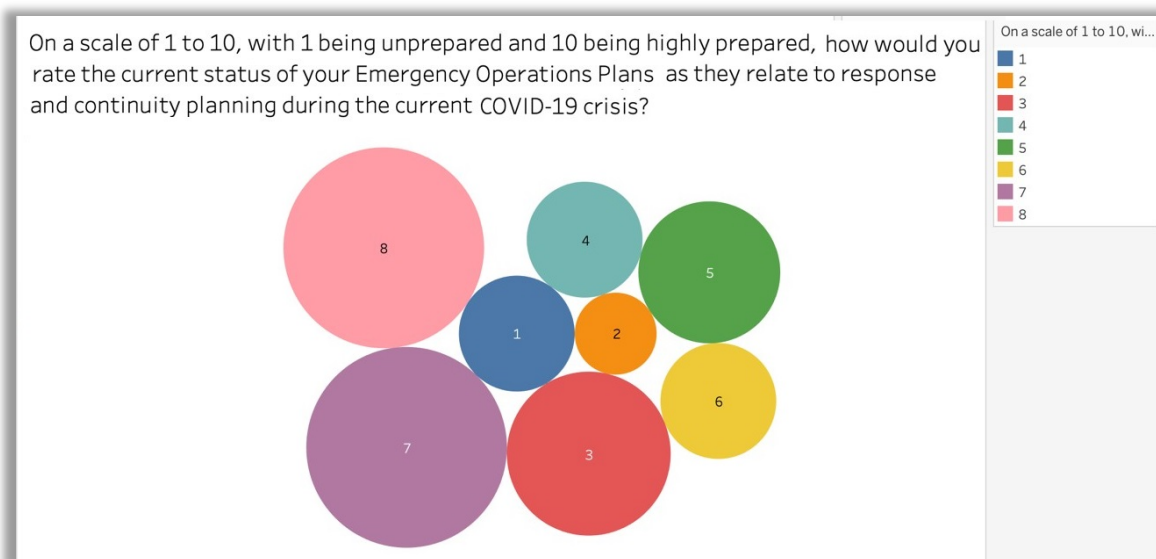
SUMMARY: Most districts provide an easy way for staff to access and download the Emergency Operations Plans and reference documents.

Was your staff able to access Emergency Operations Plans and reference materials related to emergency response remotely during the current school shutdown using your current system for plan download and storage?



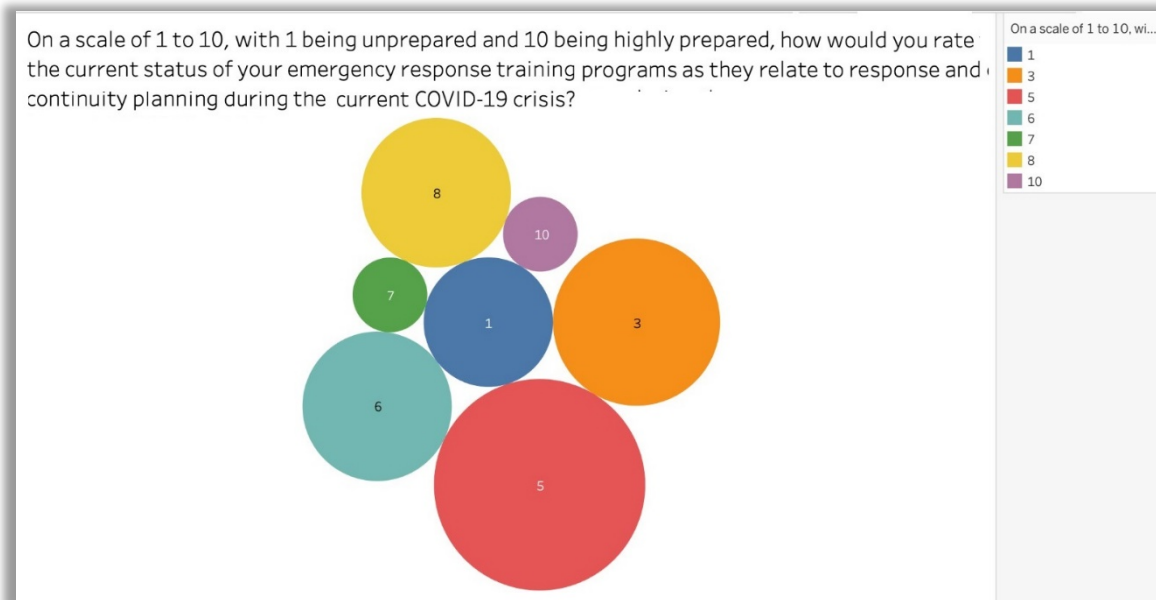
SUMMARY: Inconclusive – Answers were split.

On a scale of 1 to 10, with 1 being unprepared and 10 being highly prepared, how would you rate the current status of your Emergency Operations Plans as they relate to response and continuity planning during the current COVID-19 crisis?



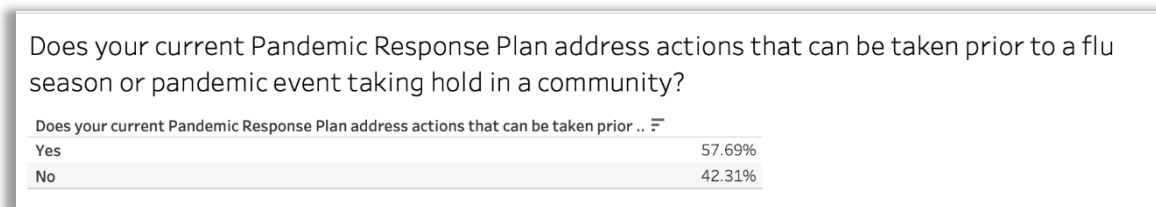
SUMMARY: Inconclusive – Answers were all over the place.

On a scale of 1 to 10, with 1 being unprepared and 10 being highly prepared, how would you rate the current status of your emergency response training programs as they relate to response and continuity planning during the current COVID-19 crisis?



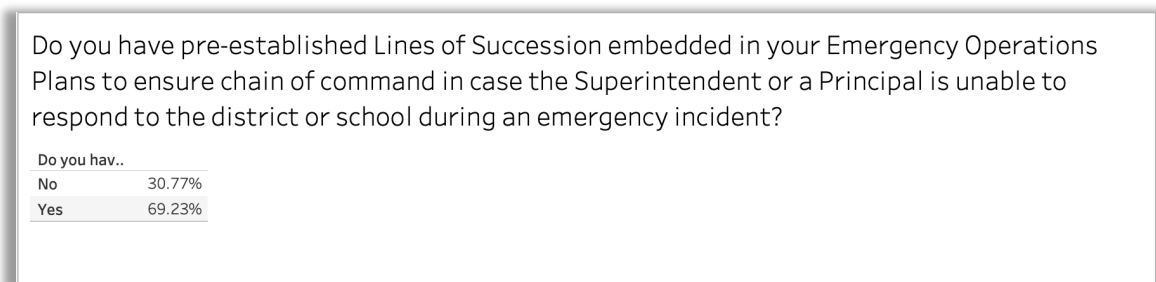
SUMMARY: Inconclusive – Answers were all over the place.

Does your current Pandemic Response Plan address actions that can be taken prior to a flu season or pandemic event taking hold in a community?



SUMMARY: Inconclusive – Answers were split.

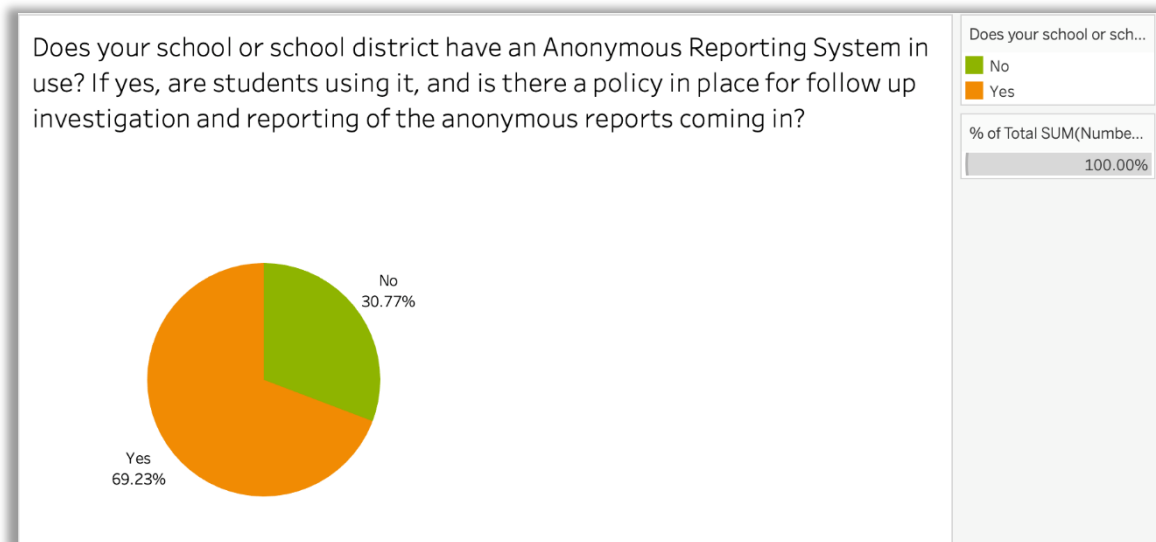
Do you have pre-established Lines of Succession embedded in your Emergency Operations Plans to ensure chain of command in case the Superintendent or a Principal is unable to respond to the district or school during an emergency incident?



SUMMARY: There is a pre-established line of succession in most Emergency Operations Plans.

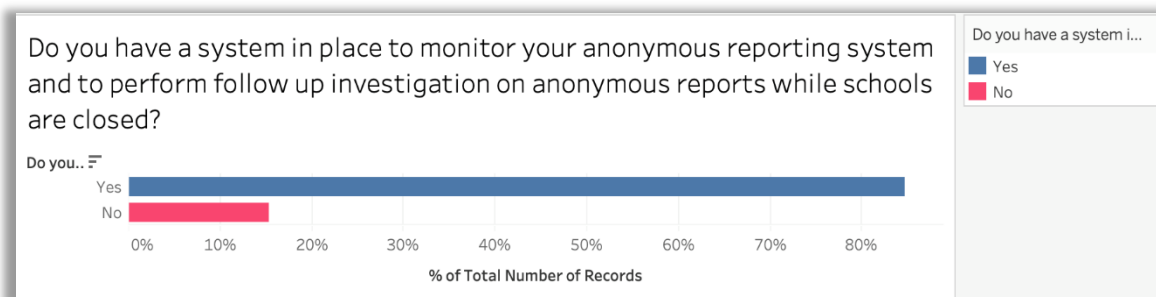
Does your school or school district have an Anonymous Reporting System in use? If yes, are students using it, and is there a policy in place for follow up investigation and reporting of the

anonymous reports coming in?



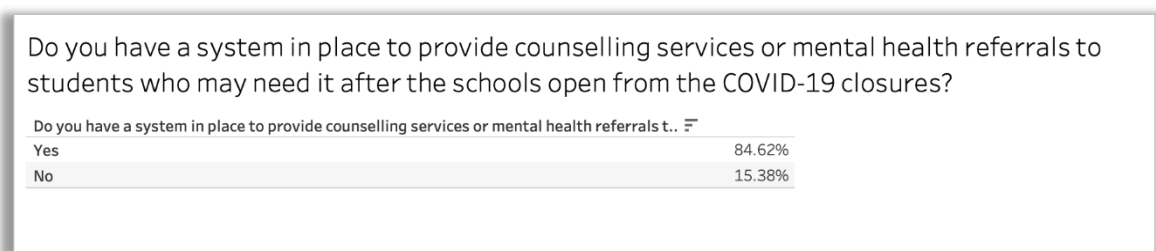
SUMMARY: Inconclusive – This is a two-part question and it is unclear which part they are answering.

Do you have a system in place to monitor your anonymous reporting system and to perform follow up investigation on anonymous reports while schools are closed?



SUMMARY: The vast majority of districts have a monitoring system in place for the anonymous reporting system while schools are closed.

Do you have a system in place to provide counselling services or mental health referrals to students who may need it after the schools open from the COVID-19 closures?



SUMMARY: The vast majority of districts have a system in place to provide counseling services or mental health referrals to students after schools reopen.

Week 2 - Crowdsourcing Project – Schools Returning to a COVID-19 Environment

Questions – COVID-19 Crowdsourcing Project – e-Learning and Meal Delivery Deep Dive

How do districts provide training for families who may not have the technological knowledge for remote learning?

1. 1to1 Chromebook and Wi-Fi that was implemented last year for all students.
2. Administration has helped teachers and parents become proficient on a request basis.
3. All of our families are accustomed to e-learning/remote learning at this time.
4. Each site has a Technology professional who will working with the family to ensure a working knowledge is attained. The district primarily operates from computer-based learning daily so the adjustments are not as difficult.
5. Email, robocall calls and/or reach out calls.
6. If all else fails, the dreadful hardcopy with accompanying phone calls to monitor progress.
7. Send tutorial training to the family.
8. Teachers have reached out by phone to parents. Have been available via email, home phone, SMS for questions and help.
9. Videos, emails with screenshots and step by step directions, phone calls, etc.
10. We distributed Chromebook to students and families that we identified that needed technology in the home in order to help with the online learning.

SUMMARY: Some school districts are providing Chromebooks to students, and many are providing training on technology needed for remote learning.

What are you doing for internet services for families that may live out in rural areas and may not have access to broadband and high-quality Internet?

1. The rural issue has not been a problem. Our biggest problem related to accessibility are those families who can't afford it. We are working with our internet providers to correct this and we are also working with other non-profit partners to provide accessibility.
2. We are not a district. We are a private school. We have been fortunate that all our students have access to the internet.
3. We are providing hot spots to the best of our ability.
4. We do not have any area that is rural. ATT and Verizon have offered to give internet access to those in need. I am not sure if any of our families have taken the offer.
5. We go on a case by case basis. However, families are informed when students enter the district that computers are primarily the method used throughout.
6. We have hot spots available to those that need, and it can help. We provide Wi-Fi access in some of our building parking lots.
7. We have hotspots at each of our schools so that people are able to sit out in the parking lot and have access to the internet.
8. We have not had any students to report challenges in this area, but we are prepared to provide the resources should they express a need for better access.
9. We have opened up the Wi-Fi in all of our buildings and have offered families the opportunity to drive their student(s) to our school parking lots so that students can connect to our internet service from the parking lot.

10. We operate in an urban and suburban setting so we have been able to work with students, faculty and staff using broadband, cell service, and hot spots.

SUMMARY: Many school districts have extended the range of their Wi-Fi networks so students can access the school's Wi-Fi in the parking lot. Some ISP's are providing free internet access for families in need.

Under COVID-19 e-Learning current situation how does one "grade" students?

1. During this last semester of the year Distance Learning time, we have adjusted the grading scale to be more accommodating for the gaps that may be present.
2. Elementary=pass/fail.
3. Foremost, everyone must have the resources to complete the work to be graded. I think you have grade on a curve based on what tools are available.
4. Given this impact almost exclusively our last quarter of grading, we are basing grades off of "honest attempts at completion". Completion is scored a "1" and incomplete a "0". At the end of the marking period will assess that completion and the student will receive either 100% for completion or 65% for incomplete. If there is a blatant disregard, the student will receive 50% for final grade calculations.
5. I'm not sure this has been entirely figured out yet.
6. If a school district does not use a pass/no pass system, and continues to use a letter grade system, they would almost have to require student participation.
7. Our state, Texas, allowed districts to choose either a Pass/Fail or do actual grades. Our district chose to do Pass/Fail. Students are given their required work for each week and send any questions or get feedback from their teachers during the office hours they hold.
8. Our students are "graded" for participation in at least one face-to-face class a week and for weekly assignments turned in. Teachers are encouraged to engage with their classes multiple times a week. Their 3rd and 4th quarter grades are being averaged for the final grade this semester and no final examination is being administered.
9. Students can complete assignments and submit to their teacher for a grade. The state of Arizona determined that students' grades cannot fail below where they were at the end of the 3rd quarter.
10. Teachers will look at what grade they had before school was dismissed in person. They will then grade their homework. Hopefully, if the student attempts a good try at their work, they will have the same grade or work on increasing their score.

SUMMARY: Some schools have a pass/fail grading system, and many others are grading using a curve.

What are some alternative ways to recognize the graduating Seniors?

1. Currently brainstorming ideas. We may postpone to July or August. We may have it during the Homecoming week in the Fall, or have four small graduation ceremony; four half hour sessions on the same day. 50 students at a time with only the two guests per graduate allowed to attend.
2. Drive by parades, yard signs, social media, possible postponement until the fall...
3. Individual pictures with principal handing them their diploma with a small amount of family.
4. Online graduation or allowing the graduation to occur next year.
5. Online/virtual graduation with a slideshow. I have heard some discussion locally about a "drive-in theater style" of graduation but that is in conflict with our statewide assembly restriction (no greater than 10).

6. Our school goes to 6th grade. Our Upper Elementary teachers are currently working on a plan to honor them. The tradition at our school is the 6th year students plan and raise funds for a week trip to Washington D.C or Boston. Unfortunately, the trip will not happen this year.
7. Virtual ceremony with each senior's name being read and a graphic included with senior photo and future plans. All seniors will be shown with cap and gown. All staff will be involved in virtual ceremony with most being gowned themselves. Student and faculty speakers as they would if in-person commencement.
8. We are doing weekly check-ins through our Student Support Service area by emailing Google forms students can fill out to share concerns, joys, or request a counselor to contact them. We have set up weekly coffee chats with the college advisor as well. This week we are celebrating on social media a couple of seniors a week. Teachers have sent in home video messages to be compiled by the PTO in a senior dedication video. This just a brief list of things we have planned.
9. We are working on various ways to recognize graduating seniors. We are looking at options for a graduation ceremony that include an outdoor ceremony or an indoor ceremony in which the student and his/her parents are the only ones allowed. Our community has looked at creating banners for our seniors, but that was denied by the city. We are looking at other possible ways, like yard signs, for our seniors.
10. We started a GoFundME last week to raise money to put a Senior sign in every yard. We reached our goal in 24 hrs. Bus drivers will distribute to yards.

SUMMARY: Many districts are having online/virtual graduation ceremonies.

What do we do about students who are not completing work?

1. A phone call is made to the family and email sent stressing the important and benefit of staying engaged in the learning process. This call is made by either the counselor or the attendance/conduct manager.
2. At this point, we must place student's mental health first and foremost. We should check in with the students who aren't completing work and ask why? We should provide mental health support if needed. We should also allow "credit recovery" when schools open back up.
3. Contacts with parents via phone and email. Contact with students. Utilizing our special education case managers when appropriate.
4. Counsel. Personal phone call by principal. Understanding that they will be that far behind for next year....
5. Each teacher has set up their own google classroom and check on progress of their students each week, just like they would in the regular classroom setting.
6. Reach out to families, determine barriers, work to overcome barriers; also have compassion and empathy and make adjustments to requirements where needed.
7. There are staff members who are specifically assigned to conduct outreach and counseling to bring the students back in line so they can meet expectations.
8. Try to make contact with that family and try to help them problem solve. Some parents are just overwhelmed trying to work and to just survive, or they have multiple children and they are doing all they can, so we are trying to give them some Grace.
9. We are following up with all students who are not completing work and falling behind. So far, the level of work required has been scaled back to ensure all students have an ability to complete what is required.
10. We are having teachers identify students who have not participated at all. This list is going to be divided up into student homerooms and shared with our homeroom teachers. The homeroom teachers will then make phone calls to their home room students' families. If the home room

teacher is unable to make contact, then our student services personnel and our administrative team will be contacting families.

SUMMARY: Most school districts are contacting parents of students not completing work by phone call or email.

How do we proactively plan for e-Learning if this were to happen again?

1. As a district, we will look at what we did this spring and identify what worked and didn't work. We will also look at what neighboring districts did. With all of this in mind, we will look at how we might be able to provide remote learning as well as face to face school using social distancing guidelines. It is not going to be an easy task when schools reopen, but we will do our best to be prepared.
2. Survey parents and staff to understand strengths and challenges and refine.
3. Track the pros and cons; what works/what doesn't work and tweak.
4. We are a 1:1 district. Students will be accustomed to using their Chromebook in the event this happens again.
5. We are planning to continue using our current e-learning program. At this time, we are expecting summer school and the school year may open with a combination of on-site classes and e-learning. We may have to return to e-learning if the COVID-19 pandemic has additional waves of increased spread.
6. We did well with slowly rolling out the program. As teachers and families now know the tools, it would be a bit easier in the future. We would want to continue with surveys to determine strengths and gaps in programming.
7. We have a new process and policy in place to deploy and begin if this were to happen again. As far as the policy being uploaded, this is a part of our EOP and our Pandemic Plan. It is updated as needed. I am not able to upload this but am happy to answer any questions regarding it.
8. We have protocol in place to maintain status quo.
9. We have to ensure all the technology that usually works when in an on-campus environment will also work off site. One challenge over the summer break will be to have all staff computers updated to include software that will allow remote access capability to allow IT staff to assist when problems arise. This is only an issue for PC or MAC computers. The students all use Chromebooks or their personal devices and therefore problems have been minimal and able to be handled remotely by the IT staff.
10. We now have an idea on rollout and problematic/system issues. We are entertaining strategically placing a handful of e-learning days in the calendar to keep students/staff fresh on a hybrid model.

SUMMARY: Schools are making lists of what worked and what didn't work for e-Learning and are updating their plans.

How to proceed with teacher observations?

1. Administration is monitoring teacher communication.
2. Based on online participation.
3. I'm not aware of how this will happen. I do know that this was part of the initial activation considerations.
4. Most have suspended evals, not all.
5. One on one virtual meetings between principal and teacher. Teacher records a synchronous class meeting for principal to review.

6. Online monitoring of content and teacher pages. We utilize an LMS (Schoology) that allows for ease of sharing.
7. Our admin is attending teacher classes weekly to observe and share feedback with the teacher.
8. Our district is working on a mutual agreement between the teacher and their observer to determine if the teacher will close out their observations for the year, carry over what was started this year and finish it next year, or redo the entire observation year next school year.
9. The state of Texas has waived formative observations for the school year.
10. We simply watch them online like we did in the classrooms, providing consistent feedback. Mostly, providing encouragement as this is hard!

SUMMARY: Some districts are monitoring teacher online interactions with students, while others have suspended teacher observations and evaluations.

When will school devices need to be returned and how will that happen?

1. All devices issues and maintained for four years.
2. All of our students have their own devices.
3. At this point we are looking at having elementary devices returned as these are typically left in the classrooms and not taken home at night. At the secondary level, students will probably keep their devices (except for seniors) over the summer.
4. At this time, we plan to have the students return the devices at the end of the school year.
5. Curbside drop-off at the end of the school year.
6. Currently an unknown on timing. We need to finalize the finish of school. We anticipate it being a drive-up service that is scheduled by grade level. (grade 8 - Monday, grade 9 - Tuesday, etc.)
7. Families will turn-in devices when we return in the Fall.
8. I am not sure. I know a plan is in place and I am helping create the plan for reopening. When and how devices are returned are with technology.
9. The last week of school and where parents can't make the trip, we will send district vehicles/buses for retrieval. We pass out and distribute our meals program in the same manner.
10. We will collect devices from students using a drive through process during the last week of instruction. This will not require any students or families to get out of their vehicle and will ensure proper safety protocols are practiced.

SUMMARY: Most districts are going to collect devices from students at the end of the school year, often by using a drive through drop off process.

How to handle packets coming from quarantined house of positive house. What to do when parents won't have students do work or will not respond?

1. All of our work is online, and parents/students are contacted when work isn't turned in.
2. Have the work delivered or mailed. If parents won't have students complete the work, the students can progress without complete assignments.
3. Packets are not sent back to campus. The parent or guardian takes a picture and emails it to their respective teacher. For students who are not doing work, we have sent different individuals, adhering to social distancing measures, to do a wellness check on the students and families to see if they have all they need and to encourage them to begin their schoolwork.
4. They are dropped off at any school they wish and classified will sort thru after a length of wait time. Teachers then take and grade.
5. In the past, we pulled students when we came back to school and made them finish. Now, it will be harder.

6. Treat them like an infected workspace... let it sit idle for a minimum of 24 hours before handling. Has it returned/placed in a plastic bag? Work failure --- explain the consequences to parents/students about grade/subject retention, failure to maintain pace for graduation need for remedial work and repeating coursework.
7. We are looking at ways to have packets quarantined (for both outgoing and incoming packets) to avoid any possible spread. For parents that won't have students work, our administrative teams will work to contact parents and stress the importance of continuing learning so as not to fall further behind.
8. We are not using packets with work that needs to be returned.
9. We have paras do drop-off/pick-up at doorsteps and leave untouched for 24 hours. Student Support Services makes contact if work is not being done.
10. We have the staff members involved follow the sanitation and precautions recommended by federal, state and Local authorities.

SUMMARY: Many school districts that use paper packets have a 24-hour waiting period before staff handle a dropped off packet.

We would like to know from educational school medical professionals how it is quarantining can affect the community?

1. Definitely challenging!
2. We are in a small rural area and many don't believe the virus and are running around like normal. Those who do believe struggle with this and worry about those who it could hit the hardest. Our school counselors and health workers are still working and trying to meet needs.
3. We've seen more depression, but counselors are doing weekly check ins with those students.

SUMMARY: N/A - Not enough responses.

Where does the responsibility stop for communication coming from the system only and fall back on families to communicate?

1. All-call is what we use for everything.
2. Dependent on the family and circumstances. Knowing our families before this pandemic helps us identify which ones are normally quiet, and those that this is out of character for. When out of character, we make additional touch points to connect and troubleshoot.
3. Families who are engaging in e learning are getting more value for their tuition.
4. General information from the district and specific to the individual school sites is our responsibility. Anything beyond that, and if there are specific questions or needs, are the responsibility of the parents. Whether that actually occurs that way is another story.
5. Good question. Our teachers are preparing Parent/Teacher Conversations instead of Parent/Teacher Conferences for early May. We are wondering if our parents are busy with their work at home situation and teaching their children that they don't have the time to spend communicating back to the teachers. Perhaps they feel reaching out in the evening is not a good time? Our teachers are working 10-12-hour days trying to contact students, give lessons and grade work.
6. It's a "grey" area. I personally think schools have to be flexible and handle each situation differently. There may need to be a policy following the outline of a risk/threat assessment form. Where several stakeholders evaluate and develop a plan for students who do not have home support.

7. We can only do so much. If the school has tried to contact the parents in several different ways, then there is not much else we can do. Sometimes finding the person they have a relationship with is a good way but at times that does not work either.
8. We have a weekly check in system we are using to make sure that as many families as possible are getting the information they need.
9. We have asked for communications around student and family health to come directly to one person. We have also given very specific directives to families about who to contact with either information we are requesting or with specific questions they may have.
10. We have done a 5-question survey for parents with yes/no or scaled response questions only; another similar survey will go out to all students grades 4-12 this week. There is a dedicated COVID-19 email for all questions, comments, concerns, ideas that anyone can send to; a district office staff member that monitors that email account and provides responses or forwards to appropriate staff/teacher to respond.

SUMMARY: Some schools have a check-in process in place for communicating with parents on a regular basis, while other schools base on communication methods and frequency upon individual family circumstances.

Most effective way to communicate what is expected for each stakeholder group. From principals to teachers to parents to students?

1. A list of expectations given at the beginning of the week. Flexibility to complete assignments/tasks as the student and parents have time. And for parents to have patience with teachers and allow flexibility of teachers' time as well.
2. Administration has been using email, school blog, and the website to communicate with parents. Administration has been reaching out to staff through email and Zoom meetings. Teachers have been communicating with parents through email and using Zoom, Vimeo videos, and google docs for learning journals.
3. Communication is maintained through the district's communication plan. The roles remain the same as each day and more emphasis is placed on consistency and attention to detail.
4. Parent/Teacher conferences have been happening via actual phone call. Principals will make phone calls to students that are identified as going above and beyond to bring other students up or to those students who just aren't engaging as they would've in person. Regular staff meeting and COVID-19 planning meetings are held via google hangouts.
5. Principals keep the school running, Teachers fix up the packets, Parents work with the kids, pick up packets, and make sure the work gets done, students work on the homework, and the rest fix up the meals and get them to the homes. And we do clean up after everyone are gone for the day, Monday-Friday.
6. There are too many aspects in this question to answer it fully. However, generally speaking, email is our go-to form of communications unless it needs immediate attention, then we use CrisisGo. For students and parents, it is most likely email and it is their responsibility to ensure good communications when it involves their student.
7. Variety of mediums - knowing this is a moving target. Surveys and anecdotal conversations have helped us determine what is effective.
8. We are doing global emails twice a week to our teachers and parents. There is a separate email sent for our principals regarding specific administrative information such as new hiring process during the quarantine period(virtual), any laws to make sure and abide by, and any changes to our schedule that has been made. We also post new information on our website and social media outlets.

9. We have a daily leadership meeting to handle all emerging tasks. This is where we disseminate tasks for various stakeholder groups including families, students, faculty, staff, Department of Education, etc. Most communications happen in the form of electronic (email) notifications. In some cases, surveys are requested by externals or by us to families/students.
10. ZOOM. Letter.

SUMMARY: Many schools are sending emails to parents that contain a list of expectations for student work to be completed. Some schools are using phone calls and video conferencing to contact parents.

How did you make sure that all eligible families are accessing this Meal Distribution initiative?

1. Establish lunch pick up locations and food locations.
2. Food service is available for ALL children 18 years of age and younger.
3. Keeping track of who we serve.
4. Our school social workers have been reaching out to families that they either already knew about or who have identified food insecurities.
5. Requested notification from homes if they were unable to drive to the pick-up locations.
6. The bus drivers delivered some meals.
7. Through consistent notifications and no limitations. The biggest challenge is obtaining shelf stable products.
8. We are a satellite location, so all food service has been handled by the district that provides those services to us.
9. We communicate through as many different channels as possible to ensure everyone is aware of it availability.
10. We have sent out reminders, reached out to our campuses to get a hold of as many families as possible and given them the information for when meals are available.

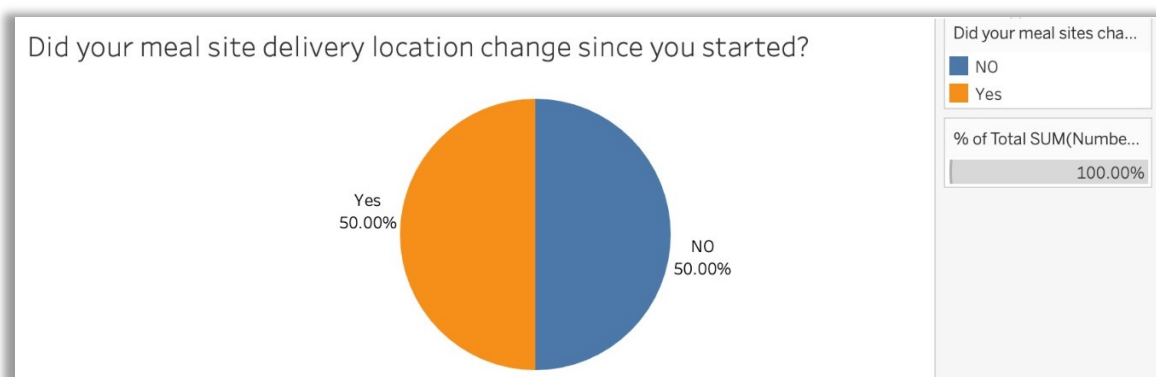
SUMMARY: Schools are contacting families and sending reminders about available meal distribution. Most are using pickup locations, while a few are using bus drivers to deliver meals.

How to make sure we had enough food bags for our students. We ask parents to notify us every Monday for the week. What did you do?

1. Ask families to contact us if there is a need.
2. Daily counts.
3. District provided meals for all. No shortage.
4. Parents were asked to notify the school.
5. Sent a survey out to families before school closed asking if they would use this service.
6. The number had stayed pretty constant. We are using as much nonperishable things as we can
7. We do the same, we were putting out 500 meals, but went up to 600 a day Monday-Friday.
8. We have moved our service to three days a week and have averaged handing out 15,000 meals a day. We provide 6 locations for food service and work hard to make sure each location has enough food. We have not run out yet.
9. We know how many families are involved in the program and used that as our baseline, then we have made adjustments based on the usage.
10. We only ran out once (when we packaged food items for the extended spring break); at this time, we have a pretty consistent number.

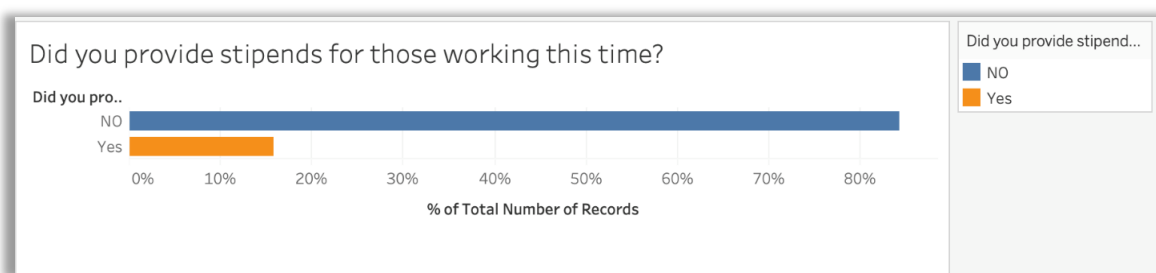
SUMMARY: Most schools are seeing consistent weekly numbers for the number of families involved in their meal program.

Did your meal site delivery location change since you started?



SUMMARY: N/A – 50-50 split in answers

Did you provide stipends for those working at this time?



SUMMARY: Most schools did not provide stipends for those working at this time.

What additional questions are still unanswered on e-Learning and Meal Distribution?

1. Consistency on food products and follow-up for younger students.
2. How long can e learning be an effective way to teach? At what point does a district look at extending the year either by starting earlier or ending later?
3. We are all new to this and are learning as we go. We will be better the next time.

SUMMARY: Limited responses, but one wonders how long e-Learning can be effective.

Questions – COVID-19 Crowdsourcing Project – Social Emotional and HR Deep Dive

Social Emotional

Do you have a strategy you use to deal with students whose home situation may be the cause of concern? The student may not have a "safe place" to express their issues or concerns?

1. District has an anonymous tip line.
2. Our counselors receive referrals from classroom teachers, and they reach out. If no one answers referred to PRO officer for contact.
3. Our Crisis Team has a running list of students that have shown areas of concern for differing reasons, including home life. The team is regularly checking in on them and providing resources to them as needed.

4. Our school counselor and social workers are reaching out to assess needs of known "at risk" students. Students who were already seeing a counselor in school are still able to see the counselor via tele psych sessions.
5. Regular video calls help us check on all students and their well-being.
6. Social workers and school resource officers are tracking these students.
7. We are asking students to log into remote learning every day and calling families and students who have not logged in for multiple days. We are also now sending automated calls each day to ensure we are reaching out to students.
8. We are using our schools' social workers and school counselors to check up on families we have concerns about.
9. We have a social worker and a counselor that are available to the students, public, and teachers. Additionally, all parents have been given the phone number of their teacher and principal. We are all mandated reporters and have had training to know when to report. We have local police and DCFS that we often work with along with Ely Mental Health.
10. We have educated our teachers and staff what to look for and reminded them of their requirements as mandated reporters. Should they have any concerns, they are to follow existing protocols for support.

SUMMARY: Schools are having counselors and social workers call families and students they have concerns about.

What policy do you have in place about contacting families that do not regularly check email, answer phones, or return voice messages?

1. After many attempts, the resource officer and DPP will make a home visit.
2. Each site has a designated staff member who is responsible for engagement. They are to seek out student/families who are not engaging.
3. In our remote plan if a student does not check in after two days the principal tries to make contact with the family and if not successful, we have sent out the police for a wellness check.
4. Teachers are letting us know which students they are unable to reach (via a google spreadsheet). We are making contact (as administrators) with families who come through the lunch line. We are also doing home-visits and sending letters. If we are unable to reach a family, we will ask local law enforcement to do a home well check.
5. There is no policy. However, it is unwritten that teachers contact administration for help. We then attempt additional phone calls, texts and emails. If we still can, we call the police for a welfare check.
6. We are asking students to log into remote learning every day and calling families and students who have not logged in for multiple days. We are also now sending automated calls each day to ensure we are reaching out to students. We do not have a plan that addresses parents who do not return voice messages.
7. We are making home visits.
8. We call them or go to their house and do a home visit.
9. We do not have a policy, just implementing as we learn what we need to do. PRO officer is reaching out to families and then they call the central office and talk with superintendent.
10. We have enlisted our district SRO's to do wellness checks on these families to make sure all is well and they are receiving what they need.

SUMMARY: Most schools are tracking which students are not engaged for several consecutive days, as which point a school administrator contacts the family. If they administrator cannot make contact with

the family, many schools are asking law enforcement to do a wellness check.

How do you deal with students that are embarrassed about their living situation and are fearful of having a video seen of their home?

1. Case by case and allow them to cover camera for privacy.
2. Have them speak with the counselors.
3. If we have any of these there are hiding and have told us they don't have internet. This is a good question as I never thought someone might lie so that their home is not seen on video.
4. Not sure if district wide, however, there is not a problem with a student using a "blank screen" if he/she is uncomfortable.
5. Students are not forced to participate in video. They can do audio only or communicate through email. no one is penalized for not participating in video.
6. That has not been an issue. Students do not need to have video as part of e-learning.
7. They can block out their video.
8. We allow the teacher to modify what is needed for that situation and allow one on one feedback. The only person that can see their video submissions are the teacher. We are confident our teachers have built good relationships, so this is not as much of a concern.
9. We are reaching out to children and are providing pencil and paper packets for any student not having access to internet or technology.
10. We do all paper assignments.

SUMMARY: Most schools are allowing students to opt out of being seen on video.

What strategies do you use when there is a lack of personal contact when attempting to provide emotional support remotely?

1. Again, it's about connections and routines.
2. By getting others to help out, like other family members, or friends.
3. Contacts to parent/guardian as well as others that may be an emergency contact. Teachers are reaching out to students or we identify the proper personnel to make contact. In extreme cases we will ask our School Police Officer to make contact.
4. Our counselors have been very good about checking on students that need emotional support. They have even gone to deliver lunches so they can make a physical contact.
5. Speak with parents and staff who can establish and maintain a rapport with the identified individual who needs support.
6. Students have repeatedly stated that "seeing" the adult person makes them feel more connected. We have as many faces to face calls as possible.
7. We are looking to our social workers for guidance and we are asking teachers to do social-emotional check-ins with students on a regular basis. We are also having counselors, deans and social workers making calls and video sessions.
8. We attempt to develop relationships so that parents and students feel comfortable with us. We assign the social worker and counselor to deliver with food packets. We contact parents for help. We can do welfare checks.
9. We do the best we can. Try to stay in contact with parents/guardians if possible. It's tough participating in a counseling session online. They dynamics are totally different and new. The human connection is lost.
10. We have sent letters and postcards, we have discussed home visits.

SUMMARY: Many schools have counselors and social workers reach out to students and families to attempt to provide emotional support remotely.

What legalities do you face when providing counseling in a virtual world? Has it been a struggle?

1. I will let my counselor and social worker answer this. The biggest concern I know is we can no longer do groups.
2. No, as long as it is only between student and counselor.
3. Not being face to face is a struggle. I am not sure how I can answer the legalities.
4. Our school counselors sought the opinion of the National School Counselor's Association and asked that we not promote virtual counseling. I believe that our school social worker is offering "small group" sessions to students.
5. Social workers have had to make accommodations in their own homes for privacy from other members of their family as they do their work connecting with students.
6. The legalities don't change in virtual world. What legalities that are present just surface in a different manner.
7. There have been no concerns. ISBE has provided clearance and coverage to do so.
8. We are using zoom and we are a high school district so we have provided support to keep meetings safe. We have been zoom bombed twice.
9. We have concerns about 1-1 video chats. We do not have "record" as an option and if any staff member feels uncomfortable having a 1-1 meeting with a student or parent, they are encouraged to reach out to an administrator who will join the meeting.
10. We may ask to home visit but calling is our main way we communicate.

SUMMARY: Most schools see no legality differences with virtual counseling compared to face to face counseling, but some schools do worry about someone eavesdropping on a video conference.

How do we address the needs of homeless students and parents?

1. Local access to community programs, churches, and support entities.
2. Our homeless liaison is on top of our homeless students, and when necessary will make personal contact to families with school police officer.
3. Our local social service agencies are assisting with this area.
4. Our personnel that interact and help this population of students have provided resources for the students as much as possible.
5. Our school social worker is still our liaison and will respond as she would during the school year.
6. Teachers check in with guardians.
7. We are addressing them on a case by case basis with our Homeless Student Outreach Director.
8. We are reaching out to all families via telephone through secretaries to see what families and students need. we are distributing breakfast and lunch in a grab and go fashion to all students in the community whether or not they attend our district and we are sending out daily communications regarding community resources. we also have students who had to leave the state and we are letting them finish course work from wherever they are at.
9. We had case managers reach out regularly. We utilize our cab companies to do daily meal deliveries to their place where they are doubled up. The students have a relationship with their cab driver already, we have elected to maintain this relationship during school closure.
10. We have a shelter or try to find a place to live. We have a well-funded FRYSC.

SUMMARY: Schools are having school social workers as well as local service agencies reach out to

provide assistance to homeless students and parents.

How are you acknowledging staff response to the pandemic? What steps are you taking to monitor this?

1. Principals are responsible for checking on their teachers to see if they are having any e-learning issues or are feeling stress from the change.
2. Each of our teams have regularly scheduled video-virtual check-ins and our cabinet/leaders do the same. Initially, teams, including cabinet met daily and now many are meeting 2-3 times a week and Directors are reporting out on the status of their teams at our 3xWeek cabinet check-ins.
3. I send out daily emails to staff, sharing EAP information as well as reminders that they need to ensure their own health and well-being. I answer all emails I get from staff and ask that all administrators are being responsive to staff needs. I have weekly virtual meetings with the union president for teachers and I have weekly virtual meetings with principals and another weekly meeting with all admin.
4. Positive support and encouragement. Reminding staff about our "employees' benefits program" that offers mental health support. Creating fun "warm fuzzy" videos (that teachers made for students and that students made for their teachers).
5. Principal are using the faculty meeting to address student needs. I feel with our virtual meetings we are doing a great job monitoring our students. I believe being in a small town we have a better handle on this.
6. Regular calls, emails, and video chats help us stay connected with faculty and identify areas of concern. This is done by supervisors, as well as other members of the administration team whose role is to simply provide encouragement and support with check in calls.
7. Superintendent has sent multiple encouraging emails.
8. Validating and listening to their concerns, questions, and comments. Both the administration and school board are praising and thanking the teachers and staff publicly. They are supporting teachers' decisions and methods. This helps the community see a united front as we travel through this pandemic.
9. We have been checking in with staff on a weekly basis through our PLC's. We also send out periodic communications to let staff know what we are doing and what resources are available to them.
10. We have done surveys with check ins, as well as resources they need. We monitor the results as well as office hours that any staff are expected to hold during the week are being done. Campus leadership follows up with any staff regarding concerns or missing office hours.

SUMMARY: Many schools are having Principals and administrators check in regularly with staff via email, phone call, or video chat.

Is the district working with our local police department or sheriff to conduct wellness-checks of families that have been unable to reach and are concerned with.

1. Have not needed yet, but will do so if it becomes necessary.
2. I think we are working with the police in this area.
3. Our school boundaries cover multiple towns. If this was a concern they would assist.
4. We have 2 school resource officers that are on the city police department staff
5. We have worked with them closely to do this. However, at this point our precincts are concerned about one to one contact and are going to homes and calling from afar.
6. Yes, when we are alerted to a situation that would require a well check.

7. Yes, on a case by case basis.
8. Yes, we have 3 resource officers that are from either our city or county police dept.
9. Yes. We have had to ask them to do this. We have also had to call DCFS.
10. Yes. We haven't had to do one yet, but we have discussed it and will if needed.

SUMMARY: Districts are working with police departments to conduct wellness checks of families.

Human Resources

Different roles have been uncomfortable for some staff members. How have you handled this?

1. Conversations via zoom or phone calls.
2. For essential staff that needed to still report to school sites, we had several meetings to ensure they were comfortable with the job tasks.
3. More training. Dealing with their anxiety.
4. Offering lots of support and encouragement.
5. Reassigning paras to other work to find a better fit. For those paras that are assigned to child care for children of essential workers, we are working on a program to pay them more per hour retroactive to the start of this required child care.
6. Supervisor oversight, direction and guidance.
7. Talk about stress, and we cross-train all workers.
8. We allowed the hourly employees CHOICE to some degree. We have taken their comfort level into consideration when reassigning.
9. We have one teacher who is uncomfortable being "visible" on zoom. We have permitted her to use an "icon" instead of her face. For virtual learning for students, she speaks over a slide show (using just her voice and not video).
10. We have worked hard with our EOP and Continuity of Operations to keep roles the same during the shutdown. Only adjustments that have been made are teachers doing instruction remotely. Otherwise, no others have had to work another position they are not familiar with.

SUMMARY: School districts are providing training, emotional support, and accommodations where possible for staff in new roles.

How are you dealing with staff FEAR? Fear of loss of job, illness, isolation?

1. Again, principals are tasked with keeping contact with teachers and counseling them. Not that much different than before COVID-19.
2. All district staff have been told that they will be paid as long as they are working. We are setting them up with technology needed to do work connecting with students or to be able to do support work remotely. We monitor health of those employees working in the district buildings.
3. Being truthful with them about where our district stands.
4. Communication!
5. Continuous messaging from admin daily to weekly. Communication to lessen the fear and transparency with news as it comes.
6. Early on, our board stated that all employees that meet a criterion they created would be paid throughout the situation and shutdown. Fear of loss of job has not been as large a concern for us because we took these steps early on. We have encouraged our staff to engage as much as possible as safely as possible according to guidelines in order to not feel as isolated, or at home with the same people over and over again.

7. It has been announced no one will lose their job during this school year. Everyone will still get paid what they have been being paid. For some, staff meetings are helpful. For others, staff meetings are stressful. A balance should be found.
8. Our Human Resources department has shared our employee assistance program information, we have frequent one-way communications that we send to staff, and our district administrator has done weekly check-ins that all staff are invited to join. They are able to post questions that our district administrator responds to.
9. Several staff members have started individual counseling. A few have reached out with concerns. We are very honest, but also very comforting and kind.
10. We have held one all-staff virtual/video meeting with the entire organization and all of these issues were addressed by our Executive Director and Assistant Executive Director. Members of cabinet were tasked with scrolling through the screens to note those disengaged or who appeared especially anxious and we reached out to those individuals to check-in on them.

SUMMARY: Some districts have announced that all staff will be paid through the shutdown, while others are providing expectations and regularly having administrators communicate with staff.

How do districts convey to the public even though teachers are not required to report to building, they are still working?

1. Communication, communication, communication. We have begun a weekly newsletter with snippets of how distance learning is working, featuring staff and students.
2. District Communication plan.
3. It is very apparent to our school community that teachers and admin are still working. Between video chats, emails, working on delivering content in a new way, and assignment feedback, teachers are busier than ever. Admin is also fielding more emails and actively reaching out to families just to check in.
4. Show a united front to the community. If the public is truly interested, perhaps they should visit with a teacher to understand they are working harder than they ever have. Perhaps some public members who complain should keep their mouths shut!!!
5. Teachers have virtual office hours and are preparing 8+ virtual lessons per week. Teachers are also helping families with technology issues (which takes up a LOT) of time. Teachers have also volunteered to help to hand out lunches to students. We believe that the families of students "know" the teachers are still working hard.
6. There is ongoing communication from the district level as well as the building level to all families
7. This has not been a problem with us. Our move to remote instruction has been well publicized.
8. We are sharing stories and examples on social media.
9. We continually communicate with parents that our teachers are creating lessons and activities for students and that they meet once a week for PLC meetings. We also share our staff office hours. Most families have been great full for what our teachers are doing.
10. We have worked hand in hand with our cities that encompass our schools and their PIO's to send messages on our district plan, any changes that occur during the quarantine, and get their input on what else needs to be relayed. We share it on our social media, district website, email and phone calls.

SUMMARY: Schools are communicating the community via newsletters and also communicating directly with parents.

How are we all able to handle all the stress of working?

1. EXERCISE!
2. I can't wait until bedtime...my own kids are then quiet and I can binge watch Netflix with my husband (and sometimes I include some sort of comforting beverage!).
3. We have started several home improvement projects, so seeing progress at home feels good. I've also taken time to clean and organize things in my house (that I NEVER have time to do) so that I feel like something positive was accomplished. We started "family game night" with our four kids (which is sometimes more stressful than not, but we are working on it!).
4. I also text my coworkers things that are NOT related to work...just to help us to remember that we are PEOPLE and not just slaves to ZOOM meetings!
5. I maintain and encourage others to maintain as normal of a routine as possible. I ensure I make time for physical activities, and I reach out to other for interactions.
6. I think as superintendents we just do because it is expected of us. Try being in contract negotiations through all of this while trying to maintain calm for everyone else, supporting your aged parents who have dementia and a son and his wife out of work with a 2 year old and one on the way!! I will break down when I need to.
7. It is important to focus on what we have control of, take time for one's self and make some form of daily exercise a priority
8. Taking things one step at a time. Allowing for plenty of self care. Making sure we "unplug" from work each day.
9. The ability of connecting with our people through video/virtual meetings has helped a great deal, especially being intentional about connecting with each other on an SEL level and sharing kids and pets and funny stories before, during, and after the meetings. In many ways, starting to plan for what comes next has energized various groups as we grow and evolve through this crisis.
10. We have a very structured schedule at home. We are both educators so it was easy for us to get into the groove, which I know is not the case for everyone. I do meetings and my work during the morning as the kids do their school work, and I help out when needed. The afternoon is for helping around the house and the afternoon activities with the family. It has worked for us, and has kept the stress down as much as it can during this time.

SUMMARY: Staff are trying to stick to set work schedules when possible to manage stress.

Questions – COVID-19 Crowdsourcing Project – Cleaning and Disinfecting Schools

What chemicals is the district using for cleaning and disinfecting hard surfaces?

1. All Ecolab (through Veritiv). QC57 Peroxide for disinfecting.
2. Cavalcade
3. Cleaning is provided by a contracted cleaning company. The disinfectant the school uses and has used for 15 years is recommended during this pandemic. (Alpha?)
4. Clorox 360
5. Clorox Wipes, Clorox Clean-up W/Bleach (Blue), SpicNSpan, Lemon Pine-sol, and last, we are using Germicidal Detergent.
6. Clorox, Lysol, Ammonia, etc.
7. CDC's Coronavirus Disease 2019 Site.
8. CDC's Cleaning and Disinfection Recommendations for COVID-19.
9. NPIC 's COVID-19 Virus Factsheet.
10. All products on this list meet EPA's criteria for use against SARS-CoV-2, the virus that causes COVID-19.

SUMMARY: Schools are using many different chemicals for cleaning, and many are using Clorox.

Are you cleaning surfaces first and then applying disinfectants?

1. Applying disinfectant as they clean.
2. Clean the area or item with soap and water or another detergent if it is dirty. Then, use disinfectant.
3. Recommend use of EPA-registered household disinfectant external icon.
4. Follow the instructions on the label to ensure safe and effective use of the product.
5. Keeping surface wet for a period of time (see product label).
6. Precautions such as wearing gloves and making sure you have good ventilation during use of the product.
7. Cleaning first. Disinfectants are used on high touch surfaces during the day. Lysol is sprayed on all materials at the end of the day.
8. The district uses Spic and Span to clean and disinfect surfaces, but then it also uses a process of electrostatic cleaning to offer another disinfecting step.
9. They are following OSHA protocol.
10. Yes.

SUMMARY: Most schools are cleaning surfaces before applying disinfectants.

What surfaces at the school do you consider to be the “high touch” surfaces? (Mark all that apply)



SUMMARY: Most schools consider countertops, rails, tables, backs of chairs, light switches, toilets, faucets, door knobs, computers/tablets, smart boards, and phones to be “high touch” surfaces.

Are there items in the schools that need to be washed (fabric)to clean and disinfect? If so, what items are you washing?

1. All the cleaning rags that we use, "Any "borrowed" PE uniforms."
2. Dress up materials and puppets in early learning; couch cushions in classrooms that have alternate seating.
3. Fogger Clorox 360
4. For soft surfaces such as carpeted floor, rugs, and drapes.

5. Clean the surface using soap and water or with cleaners appropriate for use on these surfaces.
6. Launder items (if possible) according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely
7. Disinfect with an EPA-registered household disinfectant. These disinfectants external icon meet EPA's criteria for use against COVID-19.
8. Microfiber towels, Mopheads, rags.
9. Sheets for nap mats, cleaning cloths & towels.
10. We have a few bean bag chairs. We are careful to purchase vinyl so they can be disinfected.

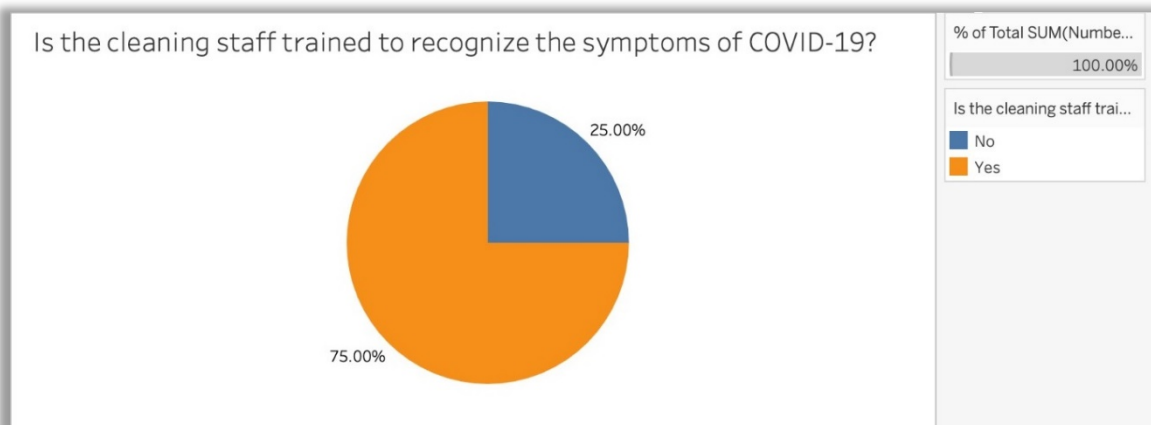
SUMMARY: Schools have a variety of items that need to be washed and are cleaning them in a variety of ways.

Are the cleaning staff using PPE: (Mark all that apply)?

Are the cleaning staff using: (Mark all that apply)	
Masks Gloves Protective eyewear	42.86%
Masks Gloves	28.57%
Null	14.29%
Gloves	14.29%

SUMMARY: Most staff are using masks and gloves, and about half are also using protective eyewear. Note: No Gowns were used.

Is the cleaning staff trained to recognize the symptoms of COVID-19?



SUMMARY: Most cleaning staff is trained to recognize the symptoms of COVID-19.

Is cleaning staff provided with specific instructions of what to do if they suspect they have COVID-19 symptoms?

Is cleaning staff provided with specific instructions of what to do if they suspect they have COVID-19 symptoms?	
Is cleaning staff provided with specific instructions o..	
Yes	77.78%
No	22.22%

SUMMARY: Most cleaning staff has been provided with instruction on what to do if they suspect they have COVID-19 symptoms.

How does the cleaning staff dispose of personal protective equipment and used cleaning materials?

1. Bag and place in dumpster.
2. Biohazard bags.
3. Dispose of in regular trash.
4. Follow normal procedures.
5. Following manufacturer recommendations.
6. Identified waste container.
7. PPE go's in a trash bag, and the Cleaning materials go down the slop sink.
8. These are placed immediately in trash bags and placed outside of the building in the dumpster.
9. Through normal disposal procedures.
10. We contract cleaning services. They clean the buildings at night. The classroom assistants will be tasked with additional cleaning duties during the day. They will need additional training and personal protective equipment and cleaning supplies.

SUMMARY: Most schools are disposing of personal protective equipment and used cleaning materials via normal trash procedures.

Is the district cleaning and disinfecting trash cans?

1. No – 60%
2. Yes – 40%

SUMMARY: Schools are nearly split as to whether they clean and disinfect trash cans.

Is the district using any new technology systems to clean and disinfect the schools?

1. Backpack units that spray disinfectant. Disinfectant with this equipment is Bioesque.
2. currently exploring heat sensors to take temperatures connected to our security cameras.
3. Electrostatic Cleaning.
4. electrostatic sprayers.
5. Foggers.
6. Orbiol-electrolycized water.
7. Yes, fogger Clorox 360.

SUMMARY: Some schools are using foggers and electrostatic sprayers to clean and disinfect.

How are buses being cleaned and disinfected?

1. Cleaning wipes.
2. Commercial sprayer.
3. Following prescribed recommendations from Aramark.
4. Same as high touch areas.
5. They are being wiped down with bleach.
6. Transportation cleans and disinfects regularly.
7. We are a walking district.

8. We do not have buses.
9. Yes, fogger Clorox 360
10. Yes. Same procedures as above CDC recommendations.

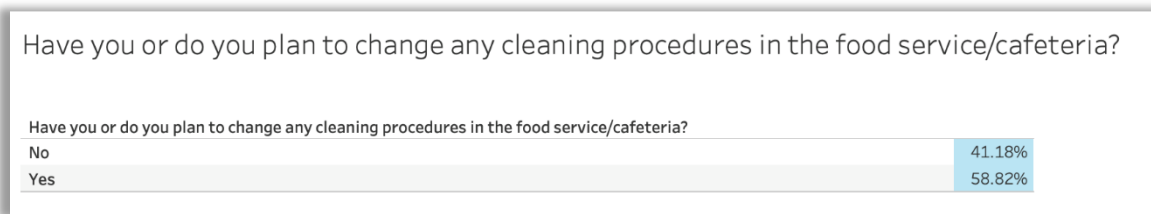
SUMMARY: Schools are using a variety of ways to clean and disinfect buses.

What are the “high touch” areas of the bus that need special attention?

1. All surfaces, door, railings, seat surfaces including backs of the seats, floor of the bus.
2. Hand rails and top of seats
3. Handrails, seats
4. Rails, back of seats, windows
5. Rails, seats, windows
6. Seats, rails, support bars, steering wheels, windows and guide supports.
7. Seats, windows, rail on stairs
8. Sitting, Windows, and walkways
9. Yes, fogger Clorox 360 touches all areas

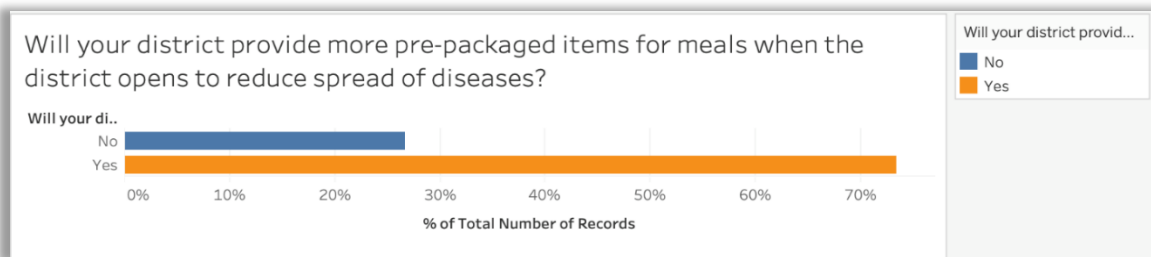
SUMMARY: Schools consider hand rails, seats, and windows to be “high touch” areas of buses.

Have you or do you plan to change any cleaning procedures in the food service/cafeteria?



SUMMARY: Schools are nearly split on whether to change cleaning procedures in food service/cafeteria.

Will your district provide more pre-packaged items for meals when the district opens to reduce spread of diseases?



SUMMARY: Most schools will provide more pre-packaged items for meals when the district opens to reduce spread of diseases.

What questions about cleaning and disinfecting your facilities do you have for the other participants?

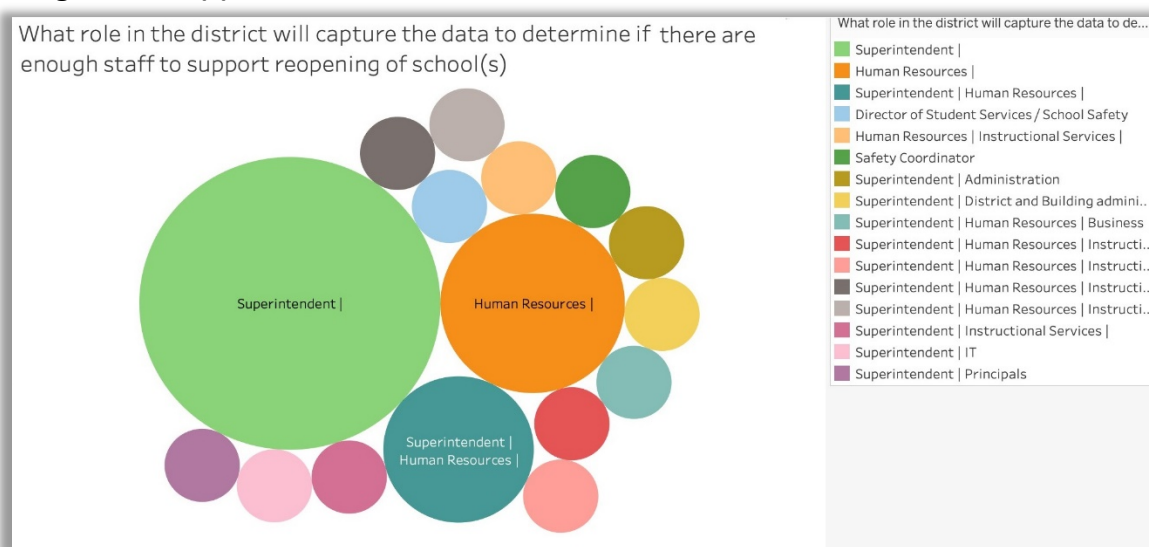
1. Are District staff working in the buildings now (during the shutdown wearing PPE?

2. Classroom Cleaning, and Office areas.
3. How are you determining how many hand sanitizers per square foot of building and occupancy?
we are a large high school.
4. I am curious what other schools are doing to increase cleaning and yet not disrupt the school day.
5. Where can we get the PPE equipment for staff?
6. Will there be a special way your district “disinfects” over the summer?

SUMMARY: Districts would like to know if other districts are having staff wear PPE and what methods other districts are using to disinfect buildings.

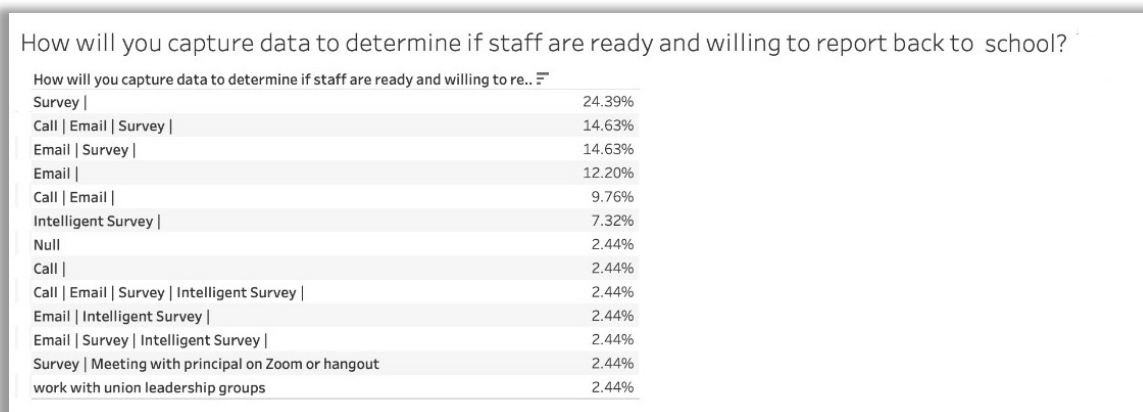
Questions – COVID-19 Crowdsourcing Project – Return to School Role and Data

What role in the district will capture the data to determine if there are enough staff to support reopening of school(s)?



SUMMARY: Most districts will have people in Superintendent and Human Resources roles capture data to determine if there are enough staff to support reopening of schools.

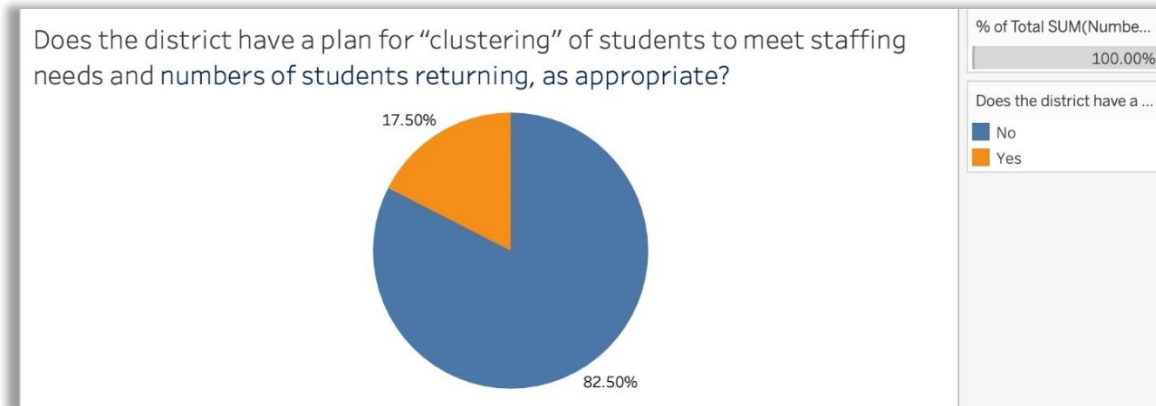
How will you capture data to determine if staff are ready and willing to report back to school?



SUMMARY: Most districts will use calls, email, and surveys to determine if staff are ready and willing to

report back to school.

Does the district have a plan for “clustering” of students to meet staffing needs and numbers of students returning, as appropriate?



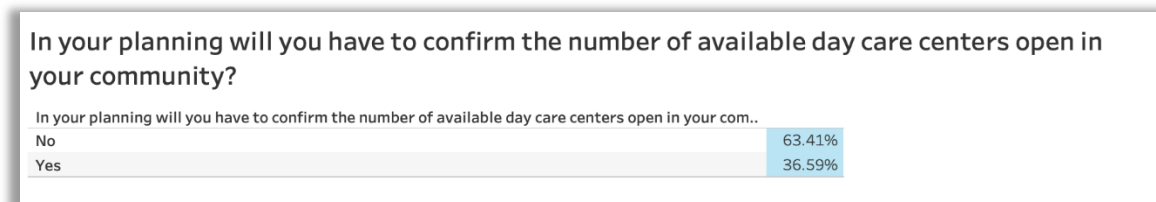
SUMMARY: Most schools do not have a plan for “clustering” of students to meet staffing needs and numbers of students returning.

If the district has a plan for clustering, what recommendations would you share with others about how best to build this plan?

1. Determine what is the best approach by students and case managers.
2. I don't think we have one? Form a group to talk it over for the best plan.
3. Staggering hours, providing gang washers in general areas, providing sanitation packs to all students etc.
4. There are a number of synchronous learning plans we are considering at this time. The more flexible you are, the better your chances at success.
5. We are in the process of building with assumption that employees can return to campus with enhanced COVID guidelines and the students will be on split attendance shifts.
6. We are waiting for guidelines from County and State Health Departments.
7. We are working on what these plans could look like over the next 3-4 weeks.
8. Working with support staff to help the teachers with small group academic support following a lesson or assignment.

SUMMARY: Only a few districts have a plan for clustering, and they plan to use split attendance shifts and provide sanitation packs to students.

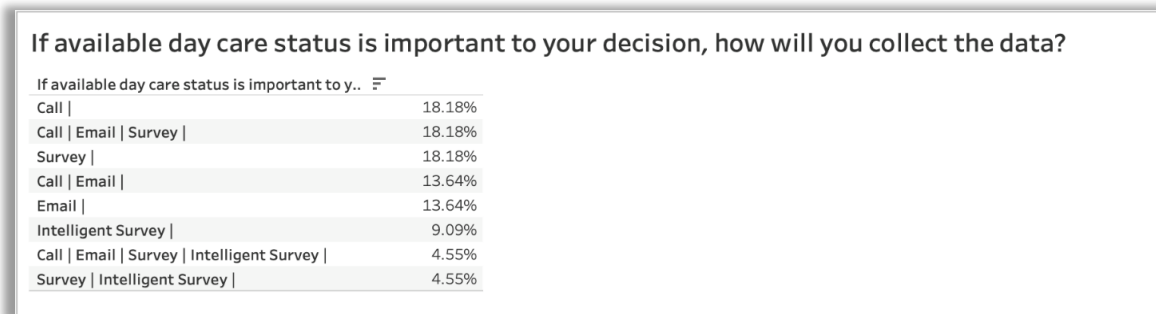
In your planning will you have to confirm the number of available day care centers open in your community?



SUMMARY: About 2/3 of districts in their planning do not plan to confirm the number of available day

care centers in their community.

If available day care status is important to your decision, how will you collect the data?



SUMMARY: The districts that consider day care status important to their decision plan to collect data mainly via calls, email, and surveys.

Who will work with bus companies to determine if there are enough drivers to run routes for the reopening of schools, prior to deciding to reopen?

1. Assistant administrator
2. CFO
3. Director of Auxiliary
4. Superintendent |
5. Superintendent | Business Director
6. Superintendent | Transportation Director |
7. Superintendent | Transportation Director | Business Admin
8. Transportation Director |
9. Transportation Director | Building principal and assistant admin
10. Transportation Director | HR |

SUMMARY: Most districts will have the Superintendent or Transportation Director work with bus companies to determine if there are enough drivers to run routes for the reopening of schools.

Who will determine if there are enough food supplies to serve meals, prior to the decision to reopen schools.



SUMMARY: Most schools will have the Food Service Director or Superintendent determine if there are enough food supplies to serve meals, prior to the decision to reopen schools.

How will facilities collect the data to assess if there are enough supplies (operating, ppe and cleaning) available to resume classes?

How will facilities collect the data to assess if there are enough supplies (operating, ppe and cleaning) available to resume classes?

How will facilities collect the data to assess if there are enough supplies (operating, ppe and cleani..	
Manual inventory at each building	34.21%
Manual inventory at each building Estimated daily use and consumption plan	26.32%
Manual inventory at each building On order inventory from manufactures Estimated daily use and con..	15.79%
Estimated daily use and consumption plan	13.16%
Manual inventory at each building On order inventory from manufactures	7.89%
On order inventory from manufactures	2.63%

SUMMARY: Most districts will have Facilities do a manual inventory at each building to assess if there enough supplies available to resume classes.

Who will coordinate the return to school plan to ensure that all data has been collected and meets the criteria to return back to school?

Who will coordinate the return to school plan to ensure that all data has been collected and meets the criteria to return back to school?

Who will coordinate the return to school plan to ensure that all data has been ..	
Pandemic Planning Team	35.59%
Superintendent	24.39%
Superintendent Pandemic Planning Team	19.51%
District Cabinet will discuss as a group	2.44%
Pandemic Planning Team and leadership team	2.44%
Pandemic Planning Team Head of School	2.44%
Pandemic Planning Team Safety Team	2.44%
Superintendent Administrators	2.44%
Superintendent District and Building Administrators	2.44%
Superintendent District Leadership Team	2.44%
Superintendent's Cabinet	2.44%

SUMMARY: Most districts will have the Superintendent and/or Pandemic Planning Team coordinate the return to school plan.

After public health and the state confirms that the district can open, what other community agencies can influence the decision?

After public health and the state confirms that the district can open, what other community agencies can influence the decision?

After public health and the state confirms that the district can op..	
County	21.05%
City County Regional Office of Education	13.16%
City County Regional Office of Education Local Hospitals	13.16%
City County Local Hospitals	10.53%
County Regional Office of Education	7.89%
Regional Office of Education	7.89%
City County	5.26%
City Regional Office of Education	5.26%
City	2.63%
City Regional Office of Education Local Hospitals	2.63%
County Local Hospitals	2.63%
County Regional Office of Education Local Hospitals	2.63%
Local Hospitals	2.63%
Regional Office of Education Local Hospitals	2.63%

In order to determine supply needs to back to school, what staff will be required to do daily cleaning and disinfecting of rooms and common areas?



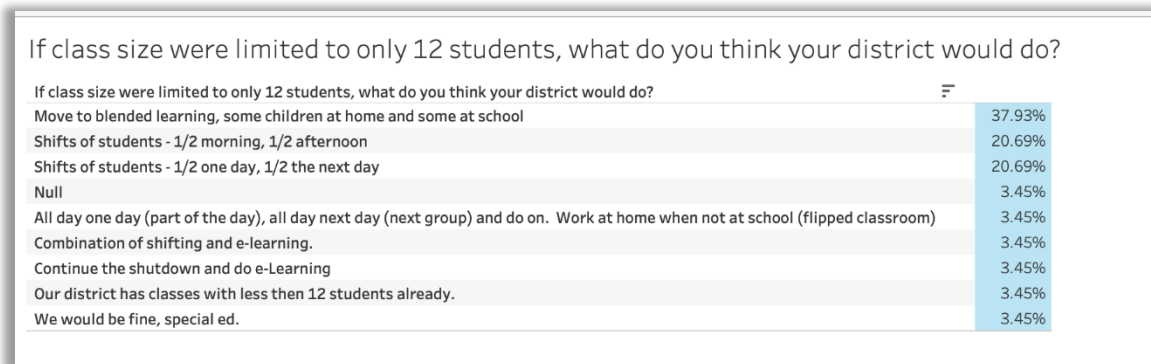
1. 2-3 times, or based on state guidelines and those issued by Public Health
2. After each period
3. After every class.
4. Each time there is a rotation of classes
5. FULL clean and disinfection daily. Door knobs at minimum 2x daily, students can help with desktop disinfection 2-3x daily
6. Haven't discussed yet but will take recommendation of CDC.
7. Ideally after every class leaves. If the class is stationary, when they go to lunch or gym or encore class.
8. Twice: before school starts and at the end of the day is the practical answer. What's needed is to clean in between each new set of students.
9. We will clean major touch points multiple times during the day. The classroom materials will be sprayed with Lysol each evening. The cleaning crew will probably have to modify their cleaning plans as well. We may change to vacuuming every other day so the crew can focus on cleaning surfaces more thoroughly.

10. With schools now closed for the year we will clean and disinfect once and the tag the room, so no one enters. Once school resumes, we will plan on disinfecting each night with custodial staff and have teachers disinfect high touch areas between classes

SUMMARY: Cleaning and disinfecting should be done after each class period.

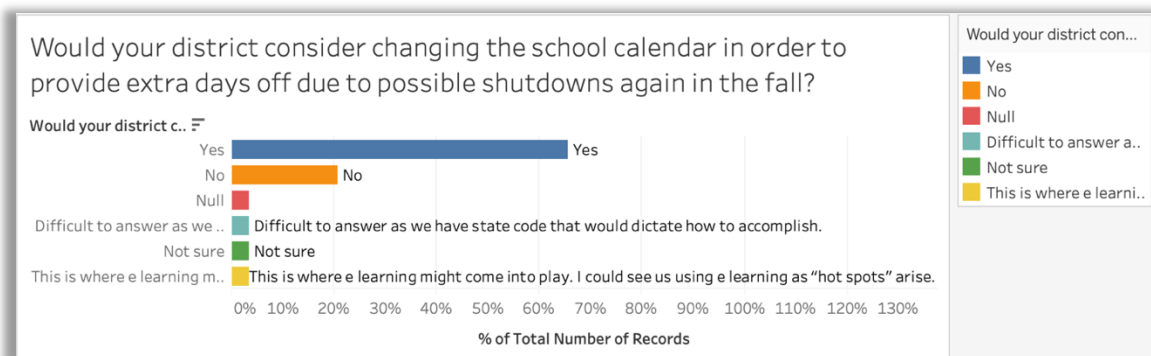
Questions – COVID-19 Crowdsourcing Project – New Potential Protocols

If class size were limited to only 12 students, what do you think your district would do?



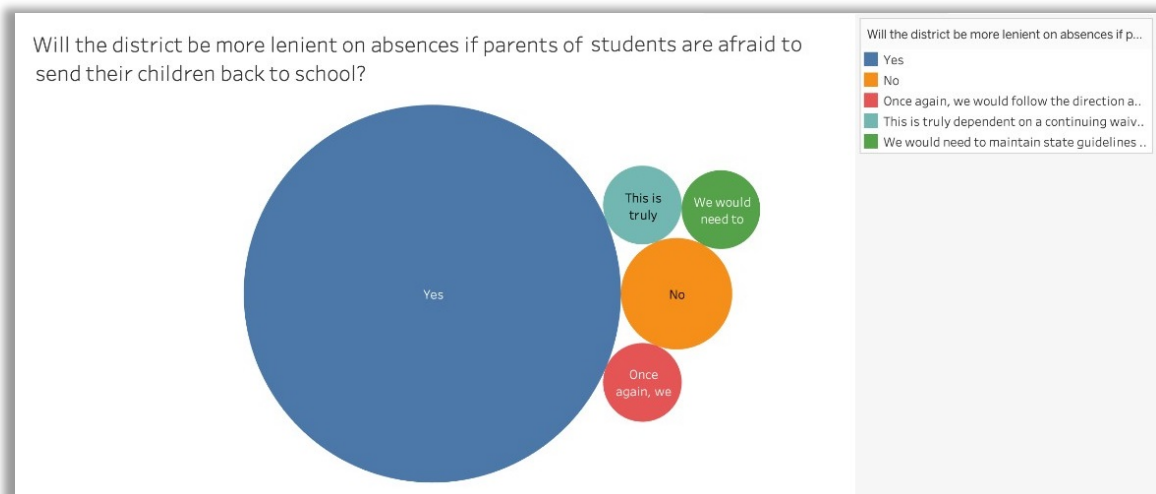
SUMMARY: About half of districts would shift students into two groups that attend half days or attend every other day. The other half of districts enforce blended learning where some children learn from home and others come to school.

Would your district consider changing the school calendar in order to provide extra days off due to possible shutdowns again in the fall?



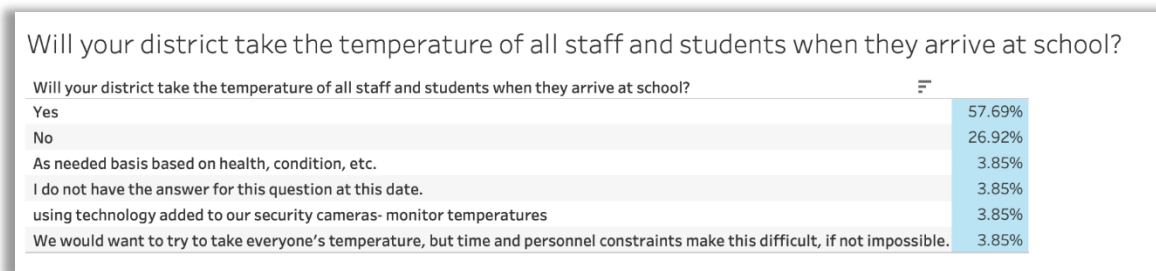
SUMMARY: Most districts would consider changing the calendar to provide extra days off due to possible shutdowns in the fall.

Will the district be more lenient on absences if parents of students are afraid to send their children back to school?



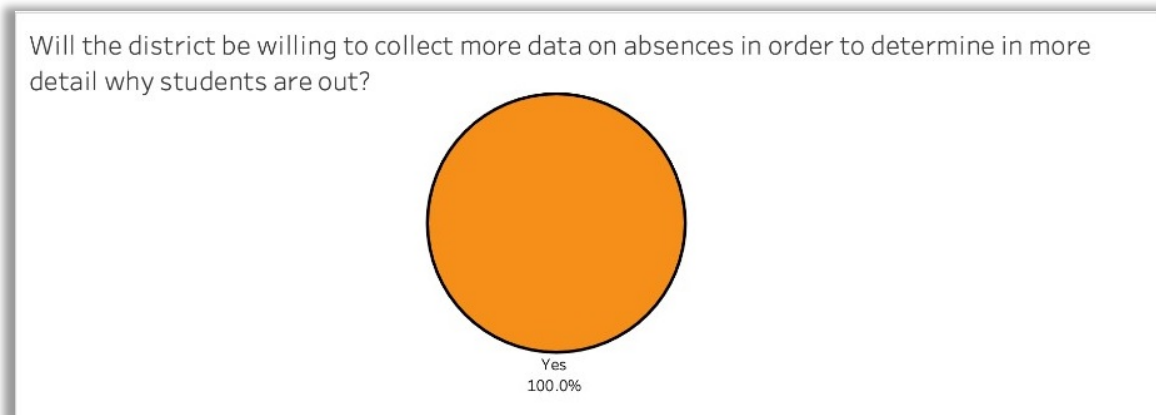
SUMMARY: Most districts will be more lenient of absences if parents are afraid to send students back to school.

Will your district take the temperature of all staff and students when they arrive at school?



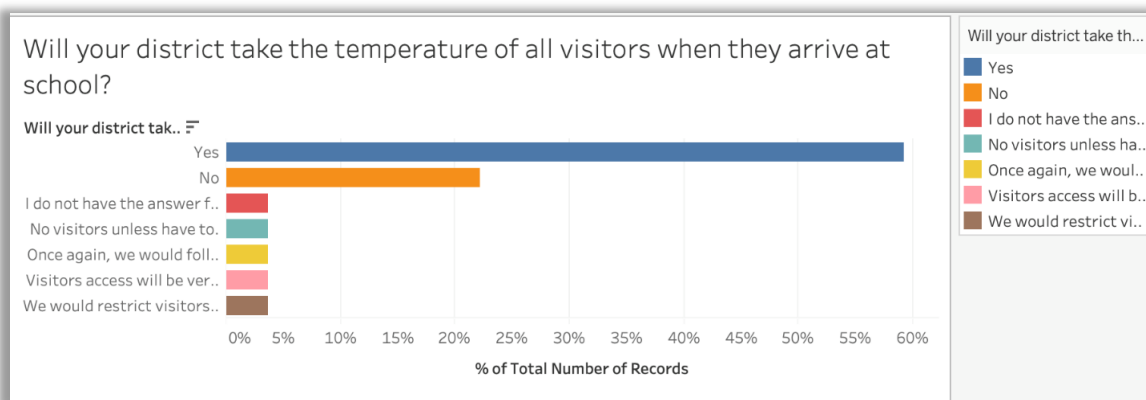
SUMMARY: Inconclusive – Answers were split.

Will the district be willing to collect more data on absences in order to determine in more detail why students are out?



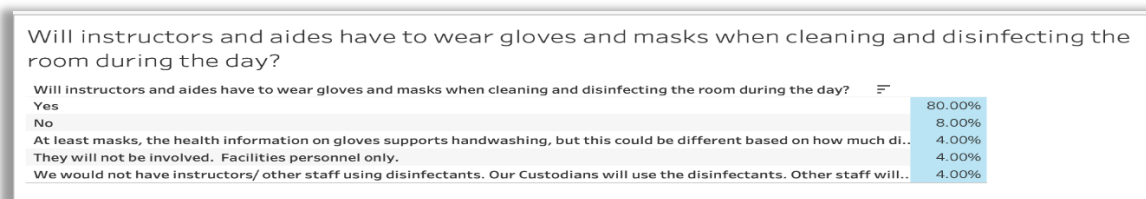
SUMMARY: 100% of districts reported that they will be willing collect more data and details on the reason for student absences.

Will your district take the temperature of all visitors when they arrive at school?



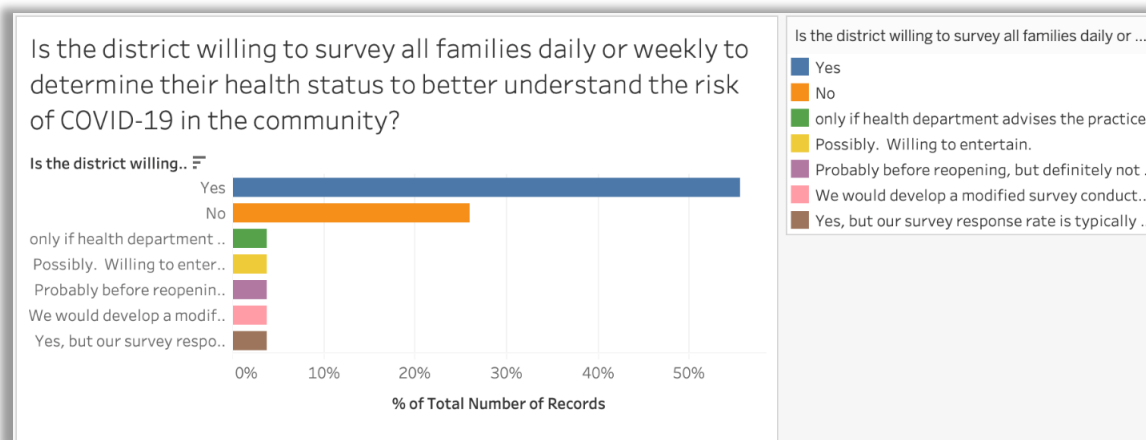
SUMMARY: Most districts plan on taking the temperature of all visitors when they arrive at school.

Will instructors and aides have to wear gloves and masks when cleaning and disinfecting the room during the day?



SUMMARY: Instructors and aides will wear gloves and masks when cleaning and disinfecting.

Is the district willing to survey all families daily or weekly to determine their health status to better understand the risk of COVID-19 in the community?



SUMMARY: Most school districts are willing to survey families to determine their health status.

Will the district enforce social distancing for students arriving to school, say staying 6 feet apart as they enter the building?

Will the district enforce social distancing for students arriving to school, say staying 6 feet apart as they enter the building?

Will the district enforce social distancing for students arriving to school, say staying 6 feet apart as they enter the buildin	
Yes	85.00%
No	15.00%

SUMMARY: Most districts plan to enforce social distancing for students arriving to school.

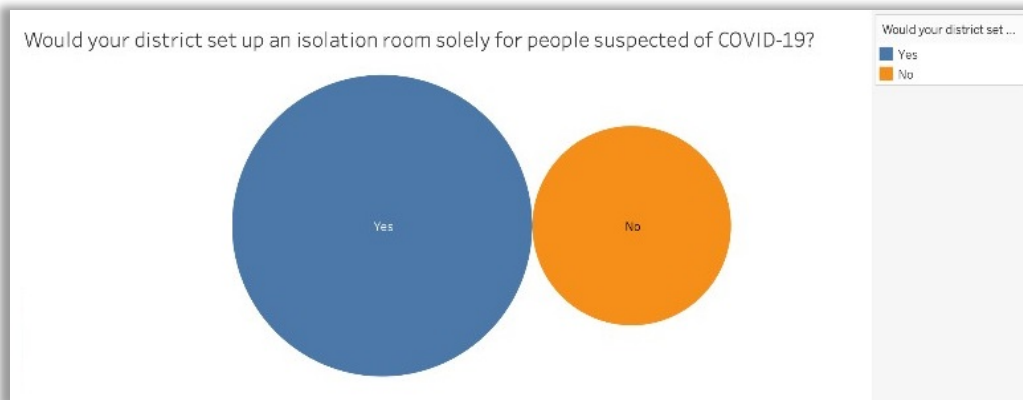
Will you open the school if the health department requires students to wear masks?

Will you open the school if the health department requires students to wear masks?

Will you open the school if the health department requires students to wear masks?	
Yes	72.73%
No	22.73%
Other	4.55%

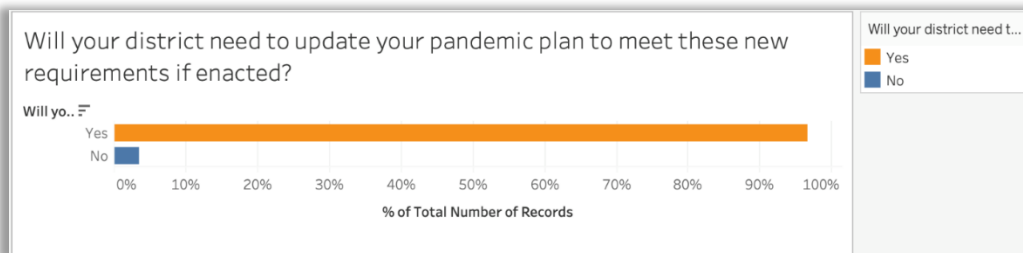
SUMMARY: Most schools plan to reopen even if the health department requires students to wear masks.

Would your district set up an isolation room solely for people suspected of COVID-19?



SUMMARY: Some districts would set up an isolation room for people suspected of having COVID-19.

Will your district need to update your pandemic plan to meet these new requirements if enacted?



SUMMARY: All of the districts surveyed felt that they needed to update their pandemic plans to meet new requirements.

Can you enforce social distancing on the bus?

Can you enforce social distancing on the bus?

Can you enforce social distancing on the bus?	
No	66.67%
Yes	19.05%
Maybe, if there was another adult on the bus in addition to the driver	4.76%
Social Distancing can be enforced on a school bus. There are many other questions to answer. Practicing Social Distancing..	4.76%
The best we could do if students attend in "shifts" would be to ask students to sit one per seat.	4.76%

SUMMARY: The majority of districts feel that they cannot enforce social distancing on a bus.

Would you continue sports in the fall if spectators were not allowed to gather?

Would you continue sports in the fall if spectators were not allowed to gather?

Would you continue sports in the fall if spectators were not allowed to gather?	
Yes	65.00%
No	35.00%

SUMMARY: Most schools would continue sports in the fall even if spectators were not allowed to gather.

Would you restrict visitors from coming to the school?

Would you restrict visitors from coming to the school?

Would you restrict visitors from coming to the school?	
Yes	92.00%
No	8.00%

SUMMARY: Most schools would restrict visitors from coming to the school.

What concerns you most about these proposed ideas of mitigation for COVID-19?

1. To enforce students and teachers wearing masks and gloves all day will be extremely difficult. I foresee issues with young students as well as middle school students.
2. Transporting students with social distancing in place .
3. Scheduling classes Additional waives of Pandemic.
4. As a teacher, even if I have only 12 students in the classroom, they are still going to need to interact. School is not taught in a top-down lecture style anymore. There are group assignments and team building happen, especially at the start of the year to bond the class. You can't keep kids from interacting. Also, how on earth can I help a student (on a technology or math problem) from 6 feet away without disrupting all the other students? Yell from six feet away?

5. I want TESTING. Figure out who has already had exposure to the virus and who is safe to go back to school. Figure out who has it, an isolate them at home, until they recover. Most of us Californians think we might have already had COVID in February. Find out if we're right! Test EVERYBODY!
6. Financial concerns. staff to implement and buses to implement. We have 3300 students in each high school. How is this going to be possible?
7. I am concerned about the inequity. Some of the poor schools will have difficulty getting technology.
8. It is not black and white. There are so many factors to consider in the decision-making process. We will develop good plans going forward but there will be a lot we didn't consider or think about because in many cases, they are so foundational to what we do that we just overlook it.
9. Keeping everyone safe both physically and mentally. Keeping very young students 6 feet apart at all times.
10. Number of students in school - at lunch, etc. IMPOSSIBLE to do social distancing.

SUMMARY: Districts are concerned that that it will be difficult to put social distancing in place in the classroom environment.

What requirements would you have to address with your union(s) if applicable?

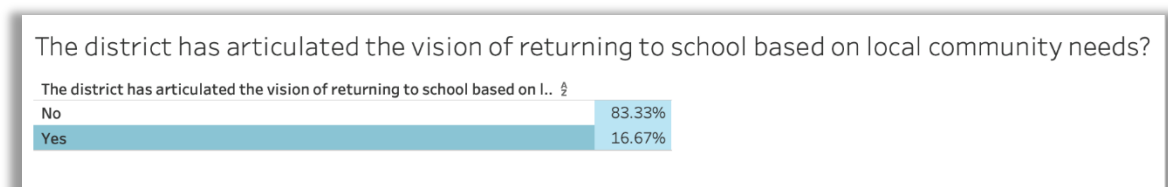
1. Anything that may be considered "voluntary" such as offering online opportunities on a voluntary basis, defined "teacher day," any restrictions on prep time.
2. Bargaining each issue as it relates to working conditions.
3. Certainly, daily scheduled hours, days of week working, routine procedures about cleaning, mask wearing, glove wearing- who pay/buys.
4. Everything.
5. Mostly addressing measures for their personal safety and allowing time off for those with safety concerns or who are a health risk.
6. Performing duties, such as cleaning and disinfecting, or taking temperatures that fall outside of their normal job duties.
7. Sick Leave Options.
8. Work Schedule flexibility.
9. Teachers doing any part of cleaning.
10. We are not governed by a union.

SUMMARY: Requirements that should be addressed with the union include working conditions, personal safety, and performing tasks outside of normal job duties.

Week 3 - COVID-19 Crowdsourcing Project

Return to School in a COVID-19 Environment

The district has articulated the vision of returning to school based on local community needs?



SUMMARY: Most school districts have articulated the vision of returning to school based on community needs.

Did the district launch a return to school committee and name a leader with single-point accountability?

Did the district launch a return to school committee and name a leader with single-point accountability?

Did the dist..	
No	70.00%
Yes	30.00%

SUMMARY: Most districts do not have a Return to School Committee.

The district has scheduled regular meetings of the return to school committee between now and back to school.

The district has scheduled regular meetings of the return to school committee between now and back to school.

The di.. 2	
No	73.33%
Yes	26.67%

SUMMARY: Most districts do not have a Return to School Committee and have therefore not scheduled regular meetings.

What do you expect the most likely scenario will be when returning back to school?

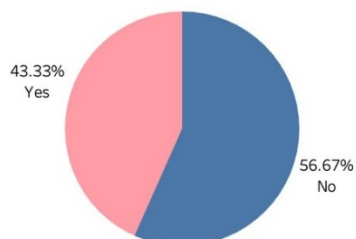
What do you expect the most likely scenario will be when returning back to school?

What do you expect the most likely scenario will be when returning back to school?	
School begin on time and closes due to a second wave of COVID-19	48.28%
School opening is delayed	34.48%
School begins on time and remains open	17.24%

SUMMARY: Inconclusive – Answers were split.

Will all staff be willing to return to work in a COVID-19 environment?

Will all staff be willing to return to work in a COVID-19 environment?



% of Total SUM(Numbe...	
100.00%	
Will all staff be willing to...	
No	
Yes	

SUMMARY: Inconclusive – Answers are split.

If some might not be willing to return, what do you feel would be reasons for not returning? (Mark all that apply)



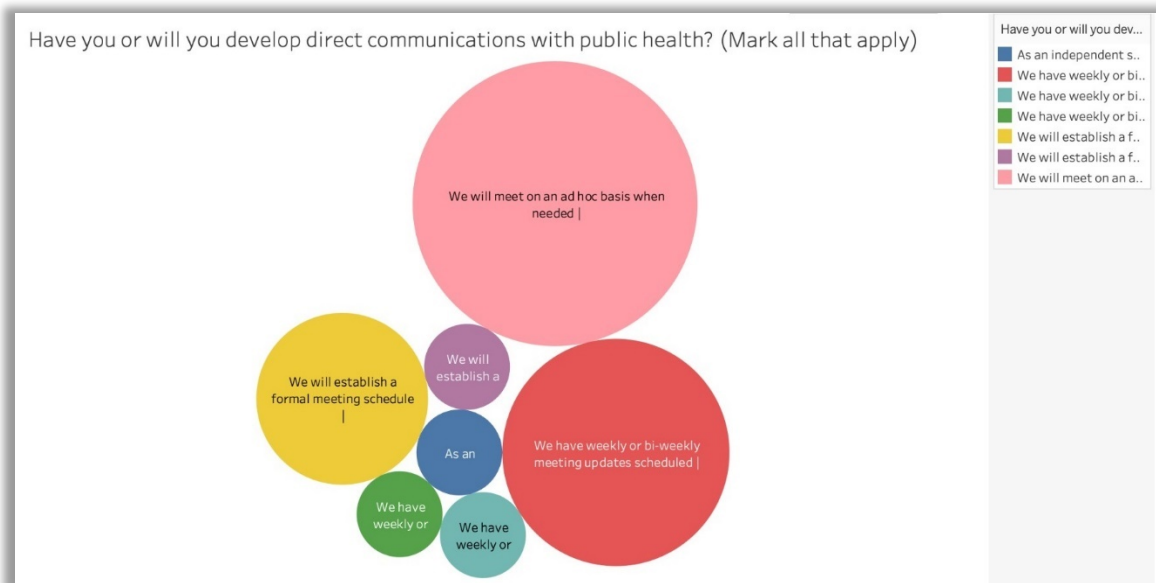
SUMMARY: Staff may not be willing to return due to variety of reasons including: anxiety about risk, sick elderly parents, personal health, and daycare concerns.

What other reasons do you believe might hinder staff from returning to work?

1. Changes in how instruction will be addressed ... hybrids, half-days, half the student population, alternate schedules. We have a very vocal/litigious teachers' association.
2. The expectations of keeping kids 6 feet apart. And constantly monitoring if a student covers their mouth etc...
3. Unclear process of what to do when.... even if processes have been created and ready.
4. We have allowed so many reasons to allow them not to report to work, it will be hard to not rely on the states feelings that if they said they don't feel safe we cannot make them work.

SUMMARY: The changes in instruction and new expectations might hinder staff from returning to work.

Have you or will you develop direct communications with public health? (Mark all that apply)



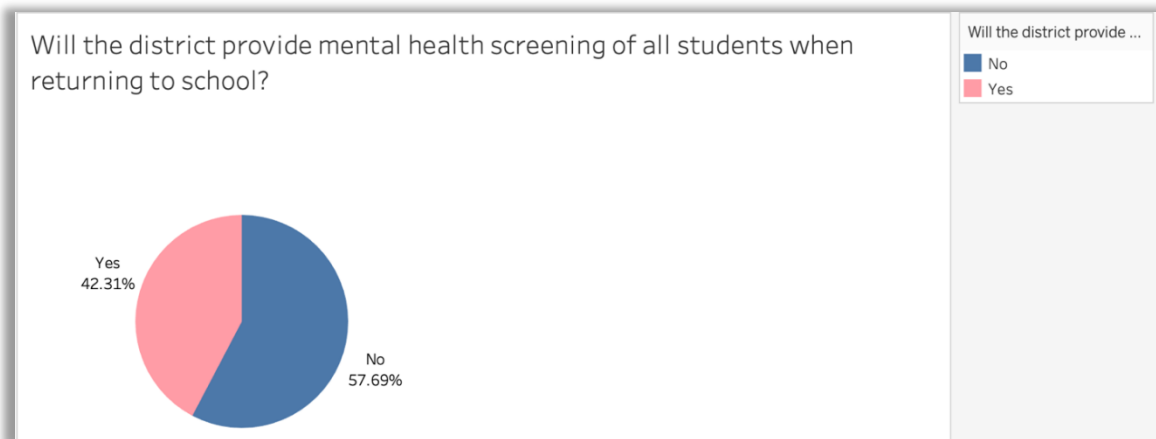
SUMMARY: Most districts plan to meet with Public Health when needed or already have weekly or bi-weekly meetings scheduled.

What resources in the community has the district connected with in support of COVID-19 information and services for staff and student mental health?

1. Chamber, United Way, Center for Economic Development, Non-profit agencies (BBBS, YMCA, Post-Secondary).
2. County Health Dept, State Health Dept.
3. County public health.
4. Emergency management, city and county leadership and public health Dept.
5. Local agencies that support families, United Way, health department, all government agencies including city and county, law enforcement and local providers of mental health supports.
6. Local hospitals and continue to utilize our mental health liaison with a mental health agency.
7. MHMR, handout for our 211 service providers.
8. Professional contacts through Youth 360, local police departments, etc
9. St. Louis County Health and several other wraparounds.
10. Traumatic Loss.
11. Coalition Sussex County.
12. We are a private school. We have made connections with the local school district.
13. We currently contract with several mental health clinics in our area. We are continuing to work with them.
14. We have several psychologists working with students and Chaplin's as well.

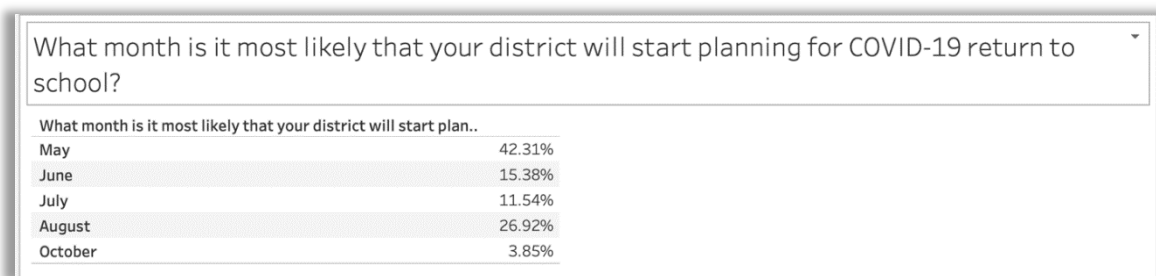
SUMMARY: Districts have connected with many community resources such as local health departments, mental health providers, and law enforcement.

Will the district provide mental health screening of all students when returning to school?



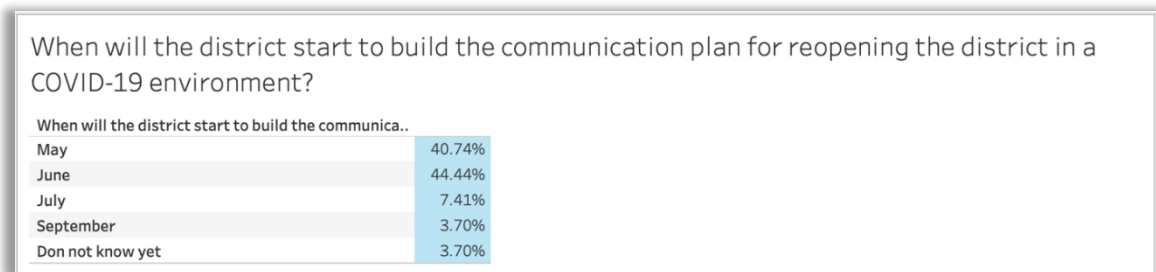
SUMMARY: Inconclusive – Answers are split.

What month is it most likely that your district will start planning for COVID-19 return to school?



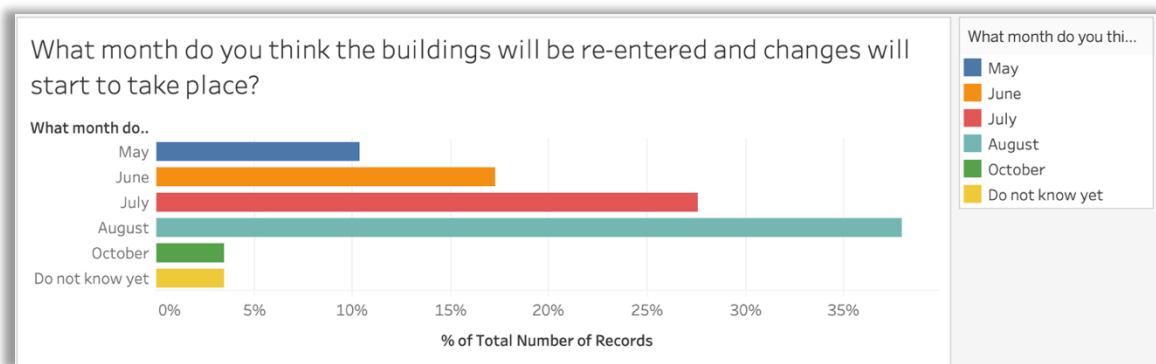
SUMMARY: The majority of districts will start planning this summer (May – July) for the COVID-19 return to school.

When will the district start to build the communication plan for reopening the district in a COVID-19 environment?



SUMMARY: Most districts will start to build the communication plan in May or June for reopening the schools.

What month do you think the buildings will be re-entered and changes will start to take place?



SUMMARY: Most districts think the buildings will be re-entered in July or August.

What additional questions are you still struggling with that you would like the crowd to discuss?

1. Balancing the "emotional decisions" versus objective, data-based decisions. People "feel bad" about the class of 2020, for example, but the data suggest maintaining enhanced precautions/directives to help curtail the spread of COVID-19. There is still a push for the normal or "tradition" as opposed to being objective.
2. Everything is very fluid right now. It is hard to predict when we will return. I am in other schools' ideas of what that will look like.
3. How can you social distance with school being in full session in the buildings?
4. How do we monitor who may have the virus? Some school are thinking about taking kids temperature at the door. Also keeping parents outside of the school having parents drop off at the door instead of having them come in the building to minimize the amount of people in the building.
5. How will we continue to practice social distancing? How will we sanitize multiple times during the day? How will little one's wear masks all day?
6. If we can open what will that look like. Who will decide that and when.
7. Rural areas vs Large cities. Should rural schools be able to open if county numbers are low? Vice versa if large cities peak now, do they go back to normal in the fall even if rural areas are starting to peak? How should the states address the differences in rural and urban districts during a pandemic?

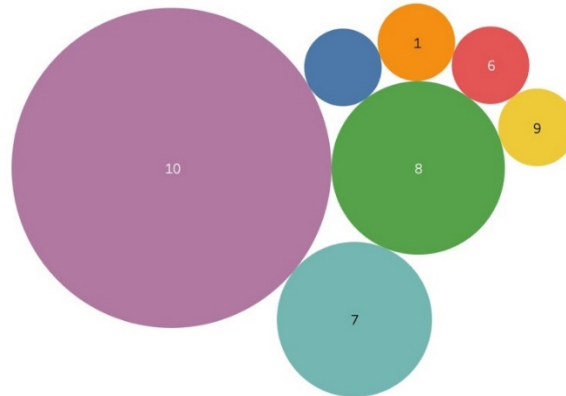
SUMMARY: The main concerns revolve around reopening schools – when will they reopen, what will it look like, and how will they maintain social distancing?

Rating and Priority

This day's questions asked participants to rate the priority of a specific statement. 1- was the least important, and 10- was the most important. Please look at each graph with this in mind.

Disinfect schools. Every piece of furniture, equipment and facility will need to be disinfected regularly.

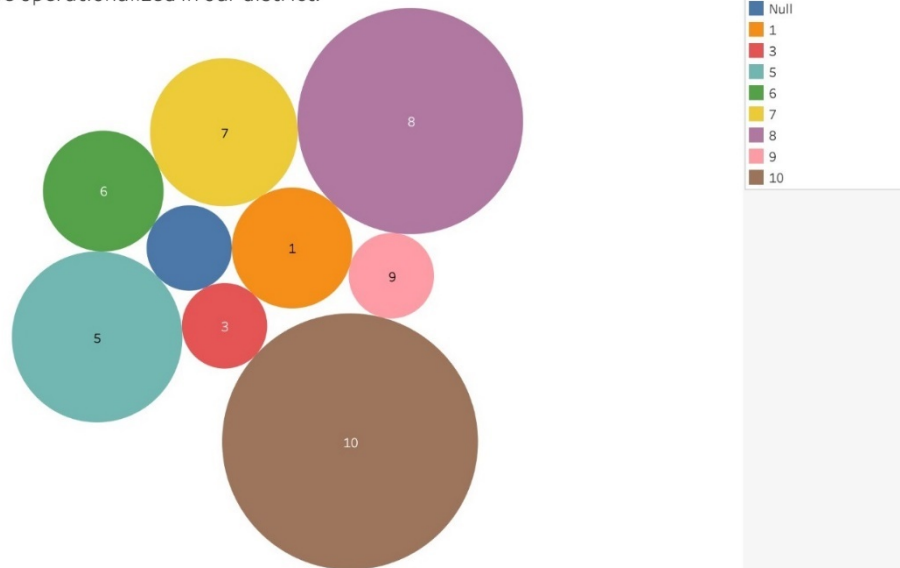
Disinfect schools. Every piece of furniture, equipment and facility will need to be disinfected regularly.



SUMMARY: Disinfecting schools was often rated as being highly important.

Social distancing will be operationalized in our district.

Social distancing will be operationalized in our district.



SUMMARY: Social distancing in schools was often rated as being highly important.

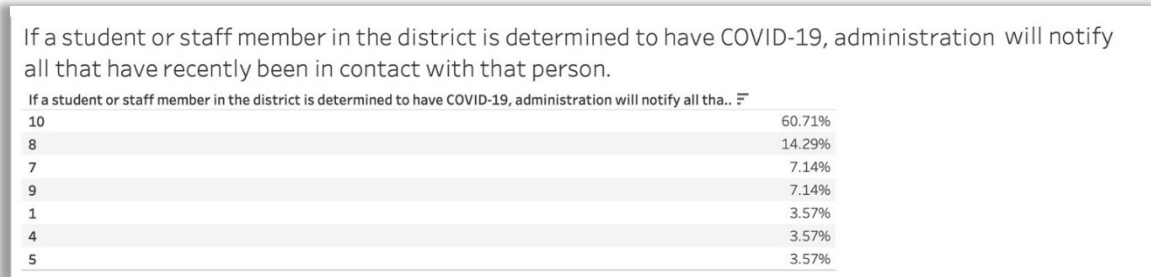
Kids who have parents at home will be able to stay at home and continue distance learning.

Kids who have parents at home will be able to stay at home and continue distance learning.

Kids who have parents at home will be able to stay at home and continue distance learning.		
5		31.03%
1		17.24%
4		13.79%
6		13.79%
3		10.34%
8		10.34%
10		3.45%

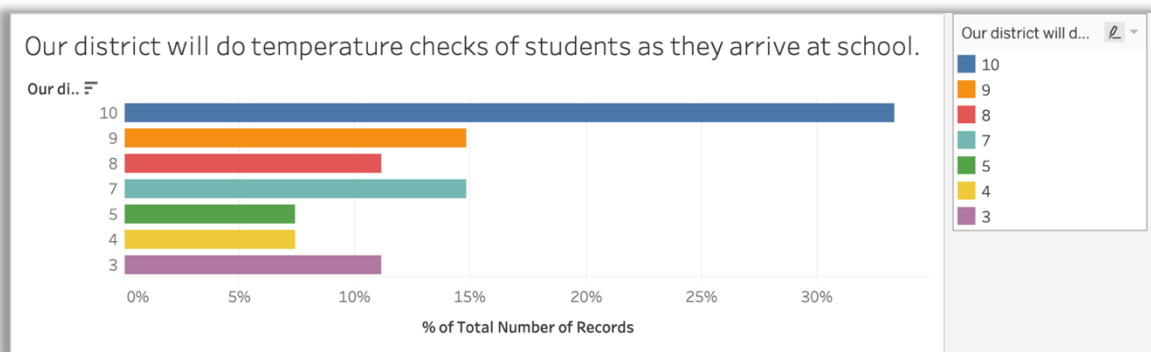
SUMMARY: Inconclusive

If a student or staff member in the district is determined to have COVID-19, administration will notify all that have recently been in contact with that person.



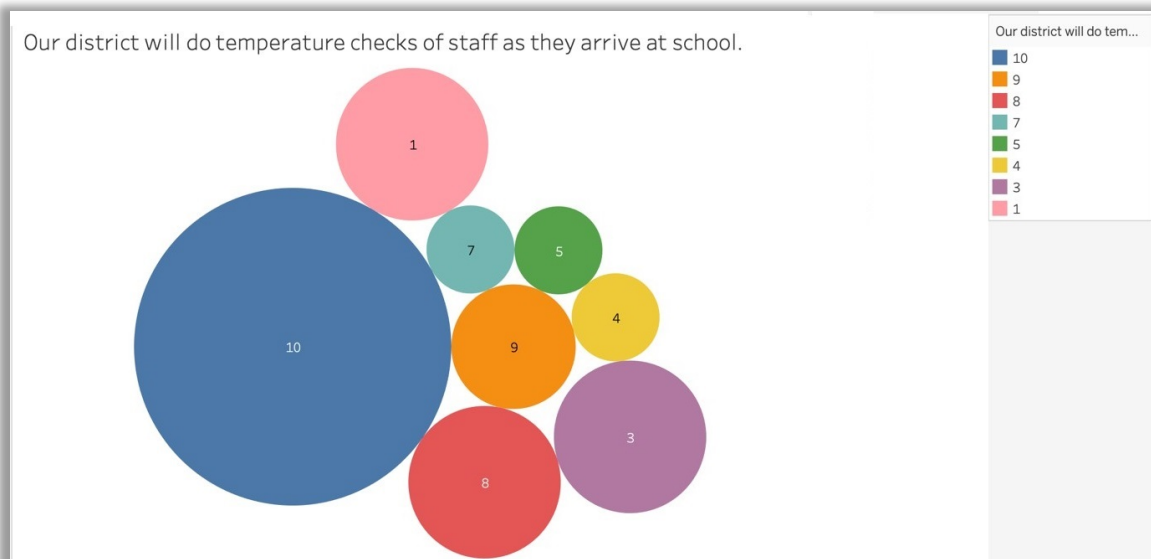
SUMMARY: If a student or staff member has COVID-19, most districts feel it is important to notify all that have recently been in contact with that person.

Our district will do temperature checks of students as they arrive at school.



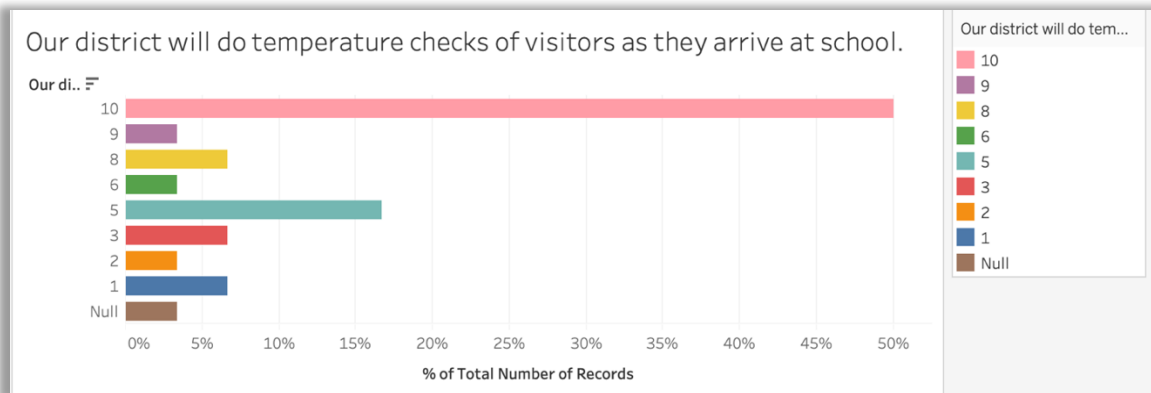
SUMMARY: Most districts feel that it is fairly important to do temperature checks of students arriving at school.

Our district will do temperature checks of staff as they arrive at school.



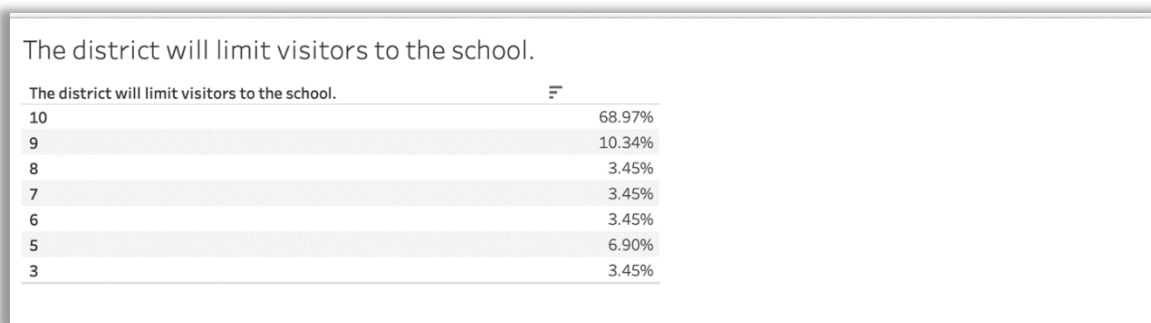
SUMMARY: Most districts feel that it is fairly important to do temperature checks of staff arriving at school.

Our district will do temperature checks of visitors as they arrive at school.



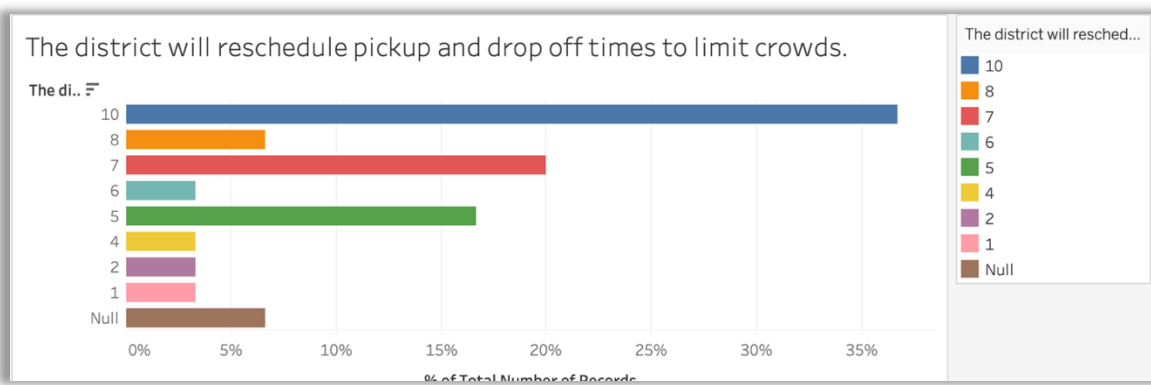
SUMMARY: The majority of districts feel that it is very important to do temperature checks of visitors arriving at school.

The district will limit visitors to the school.



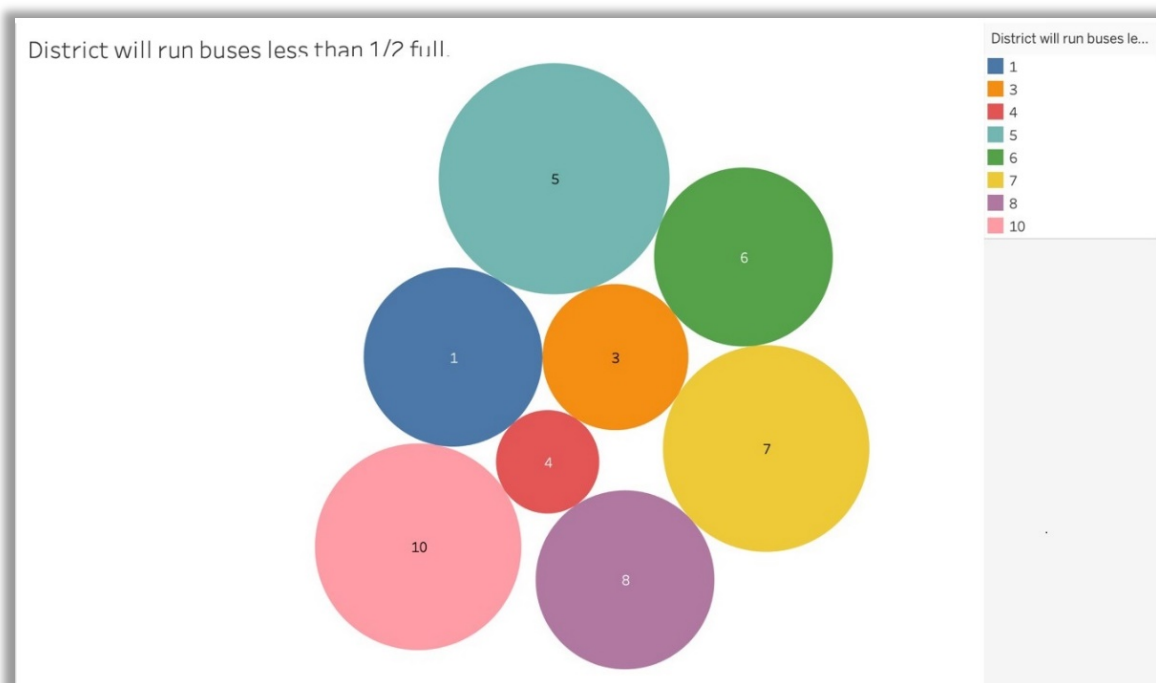
SUMMARY: Most districts feel that it is important to limit visitors to the school.

The district will reschedule pickup and drop off times to limit crowds.



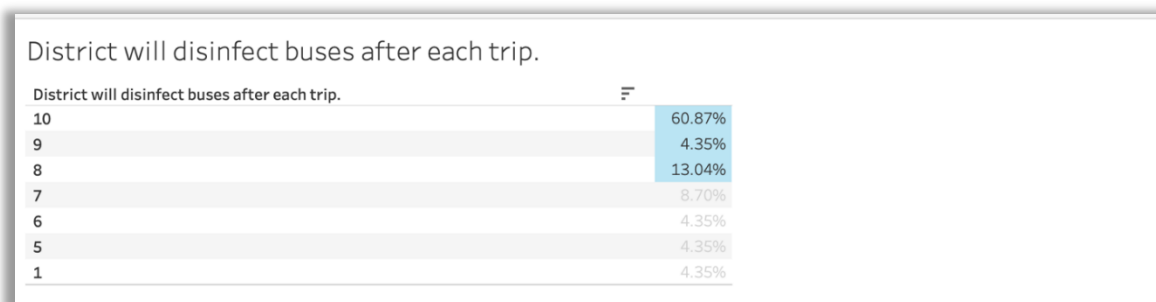
SUMMARY: Most districts feel that it is at least fairly important to reschedule pickup and drop off times to limit crowds.

District will run buses less than 1/2 full.



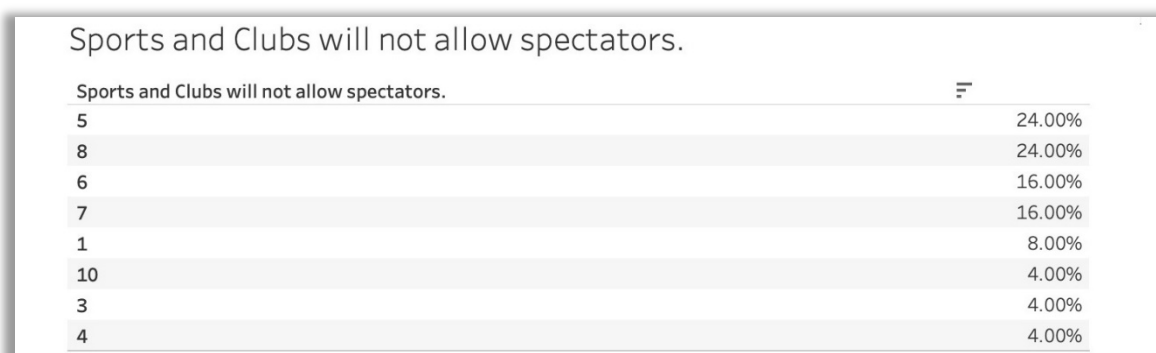
SUMMARY: Inconclusive – Answers were all over the place.

District will disinfect buses after each trip.



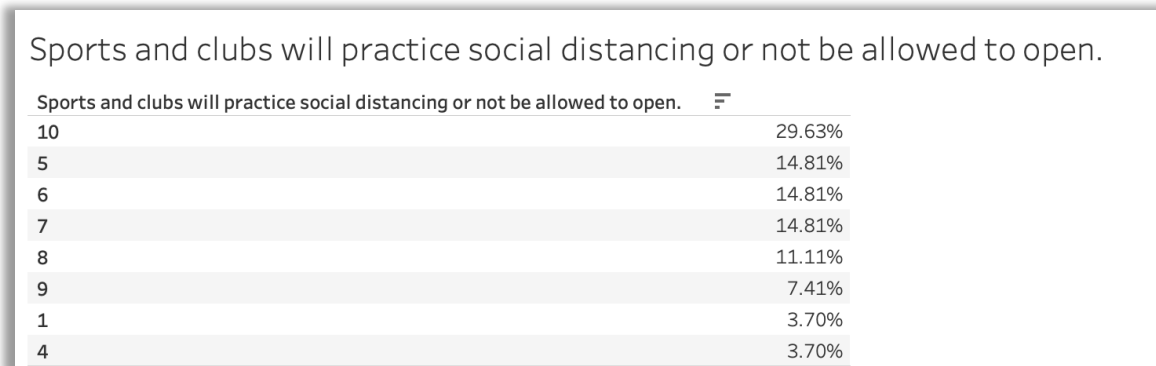
SUMMARY: Disinfecting buses after each trip is believed to be very important by most districts.

Sports and Clubs will not allow spectators.



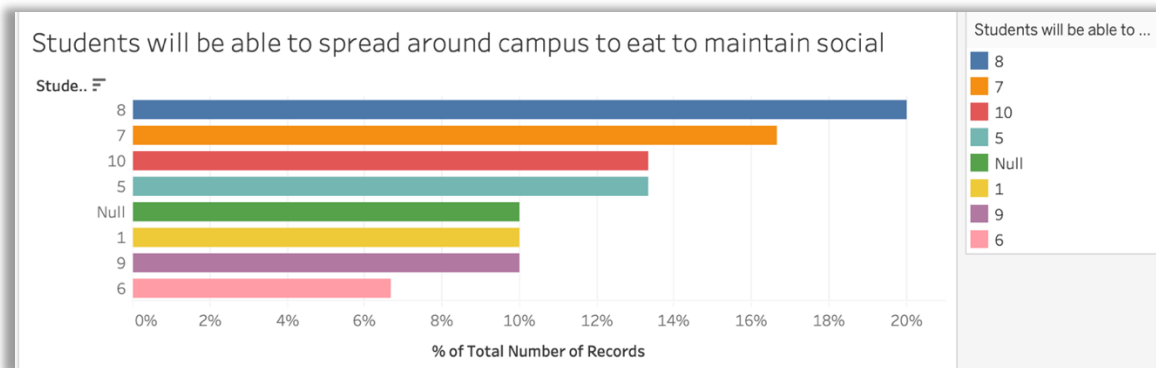
SUMMARY: Inconclusive

Sports and clubs will practice social distancing or not be allowed to open.



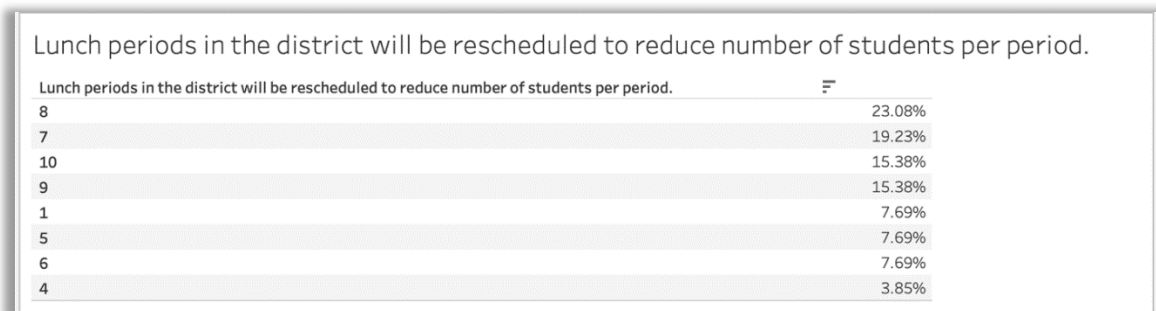
SUMMARY: Many districts feel that it is at least fairly important to practice social distancing in sports and clubs.

Students will be able to spread around campus to eat to maintain social distancing.



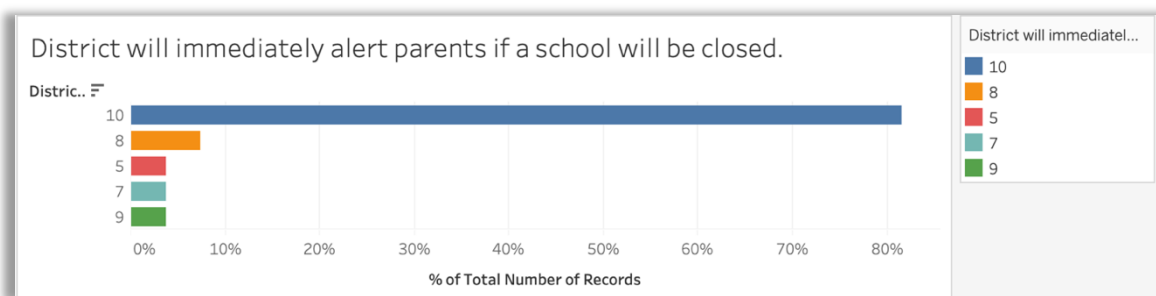
SUMMARY: Inconclusive

Lunch periods in the district will be rescheduled to reduce number of students per period.



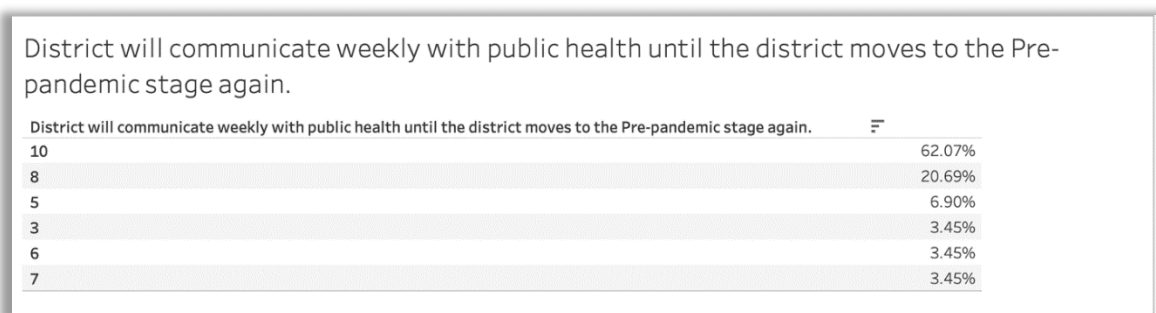
SUMMARY: Most districts feel that it is at least fairly important to reschedule lunch periods to reduce the number of students per period.

District will immediately alert parents if a school will be closed.



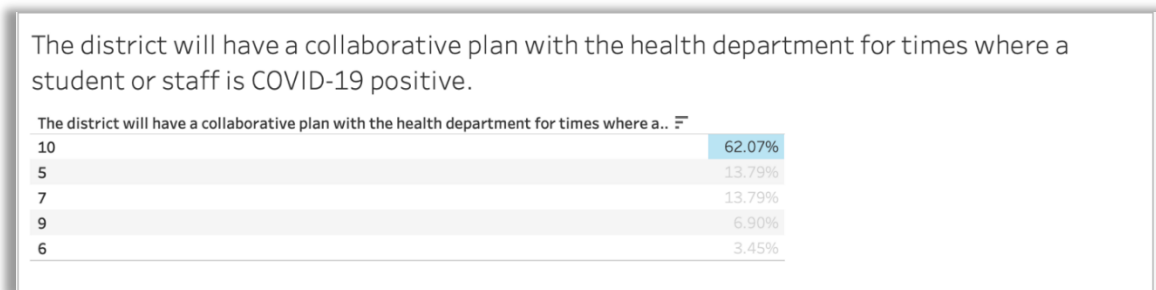
SUMMARY: Districts all feel that it is very important to alert parents if a school will be closed.

District will communicate weekly with public health until the district moves to the Pre-pandemic stage again.



SUMMARY: Most districts think it is important to communicate weekly with public health.

The district will have a collaborative plan with the health department for times where a student or staff is COVID-19 positive.



SUMMARY: Most districts think it's important to have a collaborative plan with the health department for times where a student is COVID-19 positive.

The district will maintain a weekly or bi-weekly meeting with the city and county to stay informed of the ever-changing news on COVID-19.

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The district will maintain a weekly or bi-weekly meeting with the city and county to stay informed of the ever chang..	
10	41.38%
8	17.24%
7	13.79%
5	10.34%
3	6.90%
4	3.45%
6	3.45%
9	3.45%

SUMMARY: Most districts feel that it is important to maintain weekly or bi-weekly meetings with the city and county.

Prep Steps to Return to School

When will the district provide staffing guidance to the schools for the 20-21 school year?

1. As soon as we know from Gov
2. August
3. Done
4. In WV we have timelines that must be met beginning April 1 so we will already have those decisions made with the exception of unknown resignations and retirements.
5. July
6. June
7. May
8. TBD
9. We are still working through this. Obviously, this is part of our normal business cycle, but it will look different.
10. When we get guidance from the State.

SUMMARY: Some districts are planning on providing staffing guidance this summer (May – August) while others are still waiting from state guidance from the governor.

When will school leaders start a new budgeting exercise to help them plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars?

When will school leaders start a new budgeting exercise to help them plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars?

When will school leaders start a new budgeting exercise to help them plan for ..	
May	53.13%
June	18.75%
July	6.25%
now	6.25%
Already started	3.13%
August	3.13%
Most likely already have started looking at reviewing budget.	3.13%
Ours will be completed in May	3.13%
TBD	3.13%

SUMMARY: Most school leaders will start a new budgeting exercise this summer (May – July).

When will the district make decisions on athletics and extra-curricular activities addressing social distancing and spectators?

When will the district make decisions on athletics and extra curricular activities addressing social distancing and spectators?

When will the district make decisions on athletics and extra curricular activities addressing social distancing and spectators?	
July	35.71%
June	21.43%
August	10.71%
May	10.71%
I believe that as new information is shared from at the National, State and community level, decisions will be made.	3.57%
It will depend on what the CDC and State Public Health determines between now and then. Different sports will likely require different..	3.57%
Part of this depends on guidance from our state athletic association. Currently, there is a prohibition on all athletic activity until at le..	3.57%
The State Athletic/Activity Association will dictate this.	3.57%
We will get guidance on athletics from our governing body on extra curricular activities.	3.57%
When we get guidance from the State	3.57%

SUMMARY: Districts will likely make decisions on social distancing in athletics and extracurricular activities this summer (May – August).

When will the district update policies on athletics and extra-curricular activities to include social distancing and disinfecting?

When will the district update policies on athletics and extra curricular activities to include social distancing and disinfecting?

When will the district update policies on athletics and extra curricular activities to include social dista..	
May	12.00%
June	28.00%
July	44.00%
August	4.00%
need health department to provide direction	4.00%
When we get guidance from the State	4.00%
We will get guidance on athletics from our governing body on extra curricular activities.	4.00%

SUMMARY: Districts will update policies on social distancing and disinfecting in athletics and extracurricular activities this summer (May – July).

Will your district need to identify additional food service providers in order to provide more pre-packaged foods?

Will your district need to identify additional food service providers in order to provide more pre-packaged foods?

Will your district need to identify additional food service providers in order to provide more pre-p..	
No	59.38%
Yes	40.63%

SUMMARY: Many districts do not plan on identifying additional food service providers. However, a little less than half do plan on finding additional food service providers to provide more pre-packaged foods.

When will the district start a new busing plan exercise based on social distancing requirements?

When will the district start a new busing plan exercise based on social distancing requirements?

When will the district start a new busing plan exercise based on social distancing requirements?	
July	34.78%
June	21.74%
August	13.04%
May	13.04%
Currently working on various scenarios.	4.35%
no guidance has been given; will state provide funding for additional routes?	4.35%
We contract our bus services and will work with our contractors to determine the best course of action.	4.35%
When we get guidance from the State	4.35%

SUMMARY: Districts will start a new busing plan exercise sometime in the summer months (May – August).

When will the district address changes in pickup and drop off zones?

When will the district address changes in pickup and drop off zones?

When will the district address changes in pickup and drop off zon..	
July	41.94%
June	22.58%
May	16.13%
August	12.90%
TBD	3.23%
When we get guidance from the State	3.23%

SUMMARY: Most districts plan on addressing changes in pickup and drop off zones before August.

When will the schools conduct a staff assessment to determine what staff will be returning?

When will the schools conduct a staff assessment to determine what staff will be returning?

When will the schools conduct a staff assessment to determine what staff will be returning?	
May	65.52%
July	24.14%
June	6.90%
When we get guidance from the State	3.45%

SUMMARY: The majority of districts will be conducting staff assessments in May to determine which staff will be returning. A small percentage of districts are doing these assessments in June or July.

When will a plan be in place to replace staff that will not return due to the virus?

When will a plan be in place to replace staff that will not return due to the virus?

When will a plan be in place to replace staff that will not return due to the virus?	
May	51.72%
June	31.03%
July	17.24%

SUMMARY: Half of districts are putting a plan in place in May to replace staff that will not return due to the virus.

Will IT personnel need to be increased to meet the needs of more remote learning in your

district?

Will IT personnel need to be increased to meet the needs of more remote learning in your district?

Will IT personnel need to be increased to meet the needs of more remote learning in your district?	
No	50.00%
Yes	50.00%

SUMMARY: Inconclusive – Answers are split.

When will master schedules design be started for 20-21 school year?

When will master schedules design be started for 20-21 school year?

When will master schedules design be started for 20-21 school year?	
May	51.85%
June	33.33%
July	7.41%
August	3.70%
Already started and we believe we will need multiple plans	3.70%

SUMMARY: Master schedules for the 20-21 school year will likely be designed in May or June.

Based on the latest news cycle, what is your most pressing concern around returning to school?

1. Concerned that the pressure to reopen to serve our families will actually make the situation worse in our area which is still on an upward trend of cases; concerned that we are putting our staff (many of whom are older) at risk.
2. Do we return at regularly scheduled time or will there be a second phase of this COVID-19? Is it to be considered that we return early in preparation for another closure in the fall?
3. Gathering this year's supplies (textbooks, computers, etc.) and redistribution in the fall.
4. Get guidance early enough so we can make the appropriate adjustments if necessary.
5. how to social distance and plan school for 3300 students and 500 staff in the same building.
6. If we had to go back using NTI, the quality of education will not be there.
7. Keeping plans fluid to respond to as many turns, we may have to make dependent on guidance from health officials and state government.
8. Meeting Social Distancing Requirements and Remote learning options.
9. opportunity for a teaching position and what that will look like.
10. PPE.
11. Protecting staff and making sure students comply with necessary measures to prevent possibility of further infection.
12. Protective Equipment, whether students will need to come on alternate days, social distancing, extra-curriculum activities, funding to meet the needs of the division, and finding qualified staff to run the division.
13. Reassuring parents. Covering all the bases to make the environment safe.
14. Safety of students and staff in regards to social distancing. How do you make that happen in a school setting?
15. Social Distancing.
16. Social distancing, individual PPE.
17. Space for students, keeping six feet apart.
18. Spreading the virus. Being able to have a productive school with social distance.

19. State and local government need to provide the rules of play for high schools.
20. Testing.
21. That governmental guidance contradicts the makeup of schools. The phases that have been put in place for communities to reopen goes against the nature of how schools operate. It seems not possible to spread out desks and social distance in buildings that house almost 3,000 people, as our high schools do.
22. The everyday things that come up.
23. The legal issues that may happen when kids finally open back up. Will there be an increase of legal matters when it comes to this virus with staff, students and parents?
24. The need for small children to wear masks all day, eating lunch, and social distancing.
25. The second wave and how that will affect the mental health of our students, staff and the community as a whole.
26. The time tables. When will we know if schools will open? When will guidelines be given?
27. Timing for summer camps.
28. Uncertain of guidelines.
29. Uncertainty of actual scheduled return date.

SUMMARY: Some of the most pressing concerns revolve around social distancing in the school environment and keeping students and staff safe.

How can we make this process better for you as a participant?

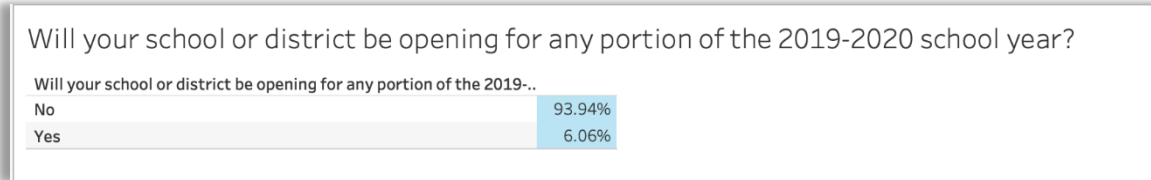
1. Allow more time as I am working 15 hours a day now and do not always have time in one day to respond to the questionnaires or think about other areas outside of what is right in front of me. I also have elderly parents to take care of and a mother that just returned home from hospital from a heart attack.
2. I like what you have been doing, the more we know the better we can do our jobs. I thank you
3. I think you're doing a great job. I'm enjoying reading all of the reports. Thank you.
4. None. Very interesting.
5. sharing out the information received.
6. The sharing of information is key and is really helpful. It has helped my school district. This is already a great process. Instant feedback as we are all working on plans.
7. These questions are right on and it is helpful to gauge where we are as a district in relation to other districts.
8. This has been such a helpful process and the questions posed have been great questions that we haven't always thought of ourselves. More open-ended text box answers like this one are helpful because they allow us to hear details shared by other schools. Right now, we have lots of general "information" like "it's important to maintain social distancing even when we return to school" but not a lot of practical ideas of how we can do so. More chances to share specific strategies would be super helpful!
9. This process meets my needs. Well designed.

SUMMARY: Most people surveyed have found the process very helpful.

Week 4 - Crowdsourcing Project - Schools Returning to a COVID-19 Environment

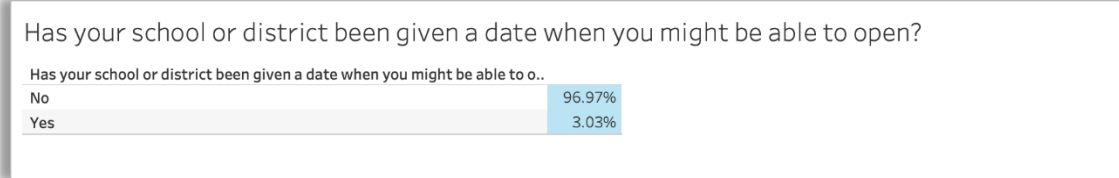
Use of PPE and Masks

Will your school or district be opening for any portion of the 2019-2020 school year?



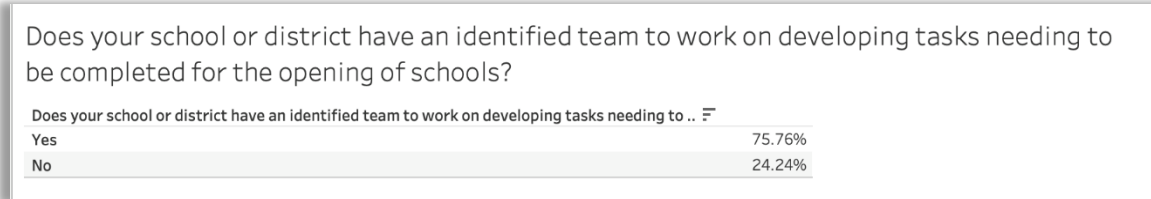
SUMMARY: Nearly all districts will not be opening for any portion of the 2019-2020 school year.

Has your school or district been given a date when you might be able to open?



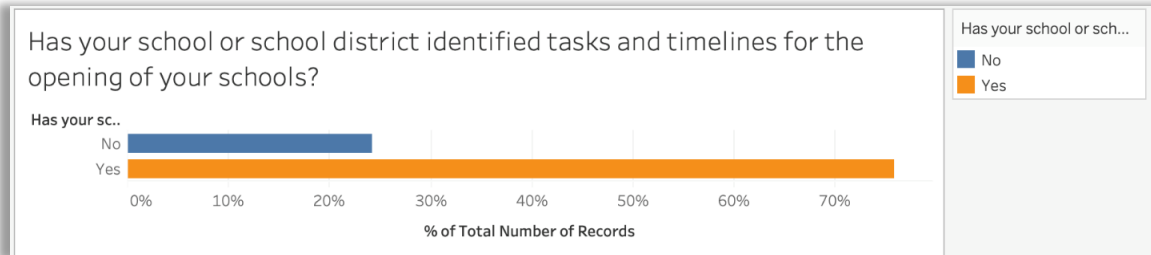
SUMMARY: Nearly all districts have not been given a date when they might be able to open.

Does your school or district have an identified team to work on developing tasks needing to be completed for the opening of schools?



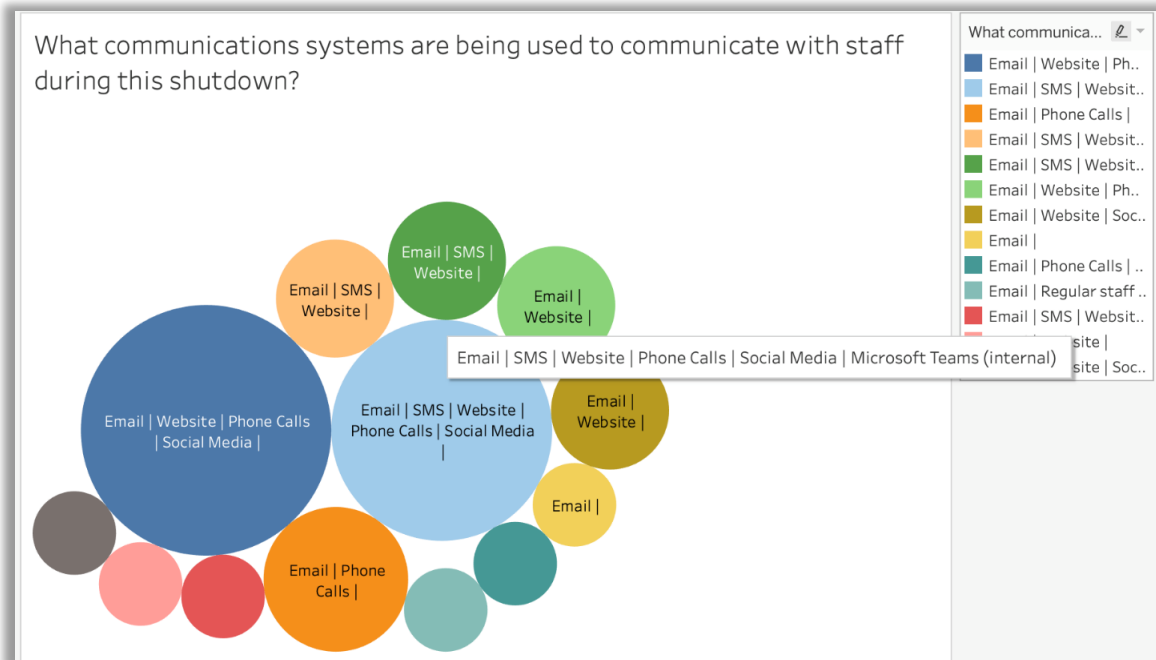
SUMMARY: About 75% of districts have an identified team to work on developing tasks needing to be completed for the opening of schools.

Has your school or school district identified tasks and timelines for the opening of your schools?



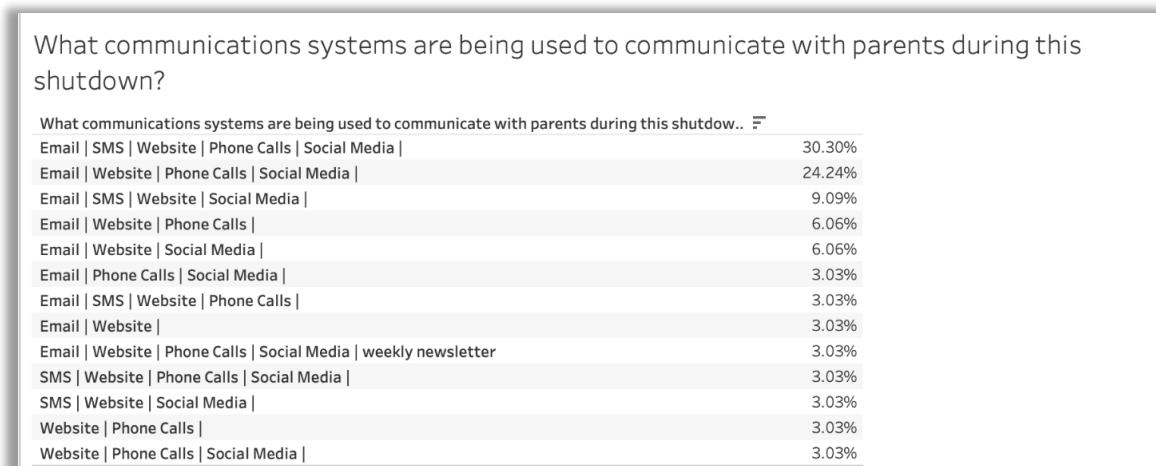
SUMMARY: Bout 75% of districts have identified tasks and timelines for opening their schools.

What communications systems are being used to communicate with staff during this shutdown?



SUMMARY: Communication systems being used to communicate with staff during this shutdown mainly include Email, Websites, Phone Calls, Social Media, and SMS.

What communications systems are being used to communicate with parents during this shutdown?



SUMMARY: Communication systems being used to communicate with parents during this shutdown mainly include Email, SMS, Websites, Phone Calls, and Social Media.

Does your school or school district have a system in place to track accountability of students during your remote learning program?

Does your school or school district have a system in place to track accountability of students during your remote learning program?

Does your s..	
No	21.21%
Yes	78.79%

SUMMARY: About 79% of districts have a system in place to track accountability of students during their remote learning program.

What grading system is your school or school district using for your remote learning program?

1. Enhanced grade from last day of face to face instruction.
2. Formative assessments are all graded but the electronic gradebook has a weight of 0 so it does not change the grade. The summative have a grade and impact grade. At the end of the semester, the teacher can over write the final grade to keep in line with "do no harm" per ISBE.
3. Graded or non-graded.
4. Have to research to get more information.
5. High School is using Pass/No Pass. The other levels are not giving any type of grade but are providing feedback following our district priority standards and the corresponding rubrics.
6. Hold Harmless, Grades are transferred over from 3rd quarter.
7. I am not sure?
8. IC (Infinite Campus) Many teachers are tracking on paper and submitting on-line.
9. K-5 ungraded, 6-12 credit/no credit.
10. None.
11. Not sure.
12. Our school doesn't give grades so it is moot for us.
13. Pass/Fail.
14. Pass/Fail as allowed by the state of Texas.
15. Pass/Fail, or if the student requests a letter grade.
16. Regular school grading system. Includes letter grades and skill assessments.
17. Relaxed letter grading.
18. Same as when in school.
19. The same as outlined in policy.
20. Until the end of 2019-2020; students can improve their grade but cannot drop from the grade they had on March 16, when we closed. We are already seeing students dropping off because of this. However, if we have to retrograde back to distance learning in the fall, it will be standard grading during that event.
21. We are not grading. We are assessing the amount of work the students are able to complete.
22. We are using standards-based grading on Infinite campus. However, we have made district wide grading policies with hold harmless clauses. Student can improve their grade but not hurt their grade.
23. We have moved away from letter grades and scales and are instead using simpler meets/does not meet expectations.
24. We maintain the grading system that was in place prior to start of the pandemic. Numerical system.

SUMMARY: Most districts are either not grading or are using a pass/fail grading system for their remote learning program.

Is this use of masks or face coverings for students, staff, and visitors something that is being considered by your school or school district when your schools reopen?

Is this use of masks or face coverings for students, staff, and visitors something that is being considered by your school or school district when your schools reopen?

Is this use of masks or face coverings for students, staff, and visitors something that is being considered by your school or s	
No	9.09%
Yes	90.91%

SUMMARY: Almost all districts are considering the use of masks or face coverings for students, staff, and visitors when their school reopen.

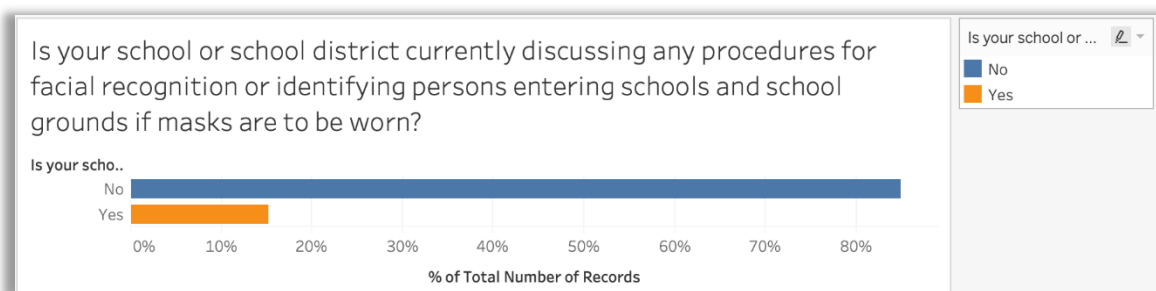
What concerns do you have regarding the use of masks or face coverings in your schools if this becomes a condition of reopening?

1. At this point we are concerned about getting some for all students and having them on hand if needed. We have not discussed any other concerns with it at this time.
2. Attainability and costs.
3. Availability of masks and what to do with students who may not be willing to wear the mask.
4. Cost, managing the adherence to this policy.
5. Effectiveness since many students will be too young to understand how to use them properly. Could have a negative impact.
6. Compliance of older students to wear them
7. Speech/language and ELL students who rely on being able to see a teacher speak to help them learn.
8. Enforcing everyone to have mask on, the man power it will take.
9. Finding face covering, identifying students w masks, inappropriate messages on masks, students playing with masks,
10. How all students will be able to get one, if we will be mandated to do so, if we will be mandated to provide one for them, how they can be cleaned, how often to be changed out.
11. How many do we supply for staff each day? Will the supply chain hold up once all schools in the area start to require them?
12. How will students be identified if they have their faces covered? How will students who refuse wear a mask be handled? What if a student who is on an IEP refused due to sensory issues? Will schools be expected to provide the masks? How will people wearing masks affect the climate of the school? Will it cause more trauma than good?
13. How will we enforce and afford to supply them?
14. I have no concerns regarding the use of masks.
15. Impact on student's abilities to interpret social cues (especially those with autism). Impact on student's who are hard of hearing to read lips. Impact of wearing a mask for so many hours.
16. In accordance with CDC.
17. It is impossible to enforce for various reasons. example, lunch.
18. It will be hard for young students to wear masks all day. Lunch will be problematic.

19. Mainly how realistic it is to require young children to wear masks throughout the day. Also, would we need to provide or would this be a parent expectation?
20. My students are young. Masks can prove a distraction and possibly a hazard. Additionally, some students won't provide or be able to afford masks.
21. None at this time.
22. Not being able to tell who is who?
23. Not being too readily identify who is coming on campus and verifying they actually belong on campus. Lack of compliance and what the consequences should be if there is non-compliance.
24. Proper use of masks. Enough masks for students and staff members. How will the masks be monitored for being sterile and clean each day? Students losing their masks. When students have to go to the bathroom how will the bathroom be monitored for one student at a time? Breakfast and lunches for students: How will this be managed?
25. Safety concerns. Ensuring only the current students enter the building
26. Security.
27. Special education students.
28. Hours of mask wearing for all students.
29. Multiple masks necessary.
30. Access to N95 masks.
31. Still not proven effective. Could it cause more health problems? Who should wear them?
32. Supply of masks, interfering with learning. From a personal standpoint, I cannot wear these things for a long period of time.
33. Supplying PPE for everyone.
34. Them make more of a health issue because people are touching them to adjust them and not washing their hands after adjusting them.
35. Voluntary vs. mandated. How will it be policed? What will be an appropriate mask? Cafeteria issues. There is a lot to discuss.
36. We have a very young school population (ages 18 months to 6th grade). We are pretty confident the elementary students can wear masks responsibly, but the younger ones will be difficult. How many masks per day would we need to require for each student.

SUMMARY: Many districts are concerned about the cost, availability, and enforcement issues related to masks or face coverings if they are condition of reopening.

Is your school or school district currently discussing any procedures for facial recognition or identifying persons entering schools and school grounds if masks are to be worn?



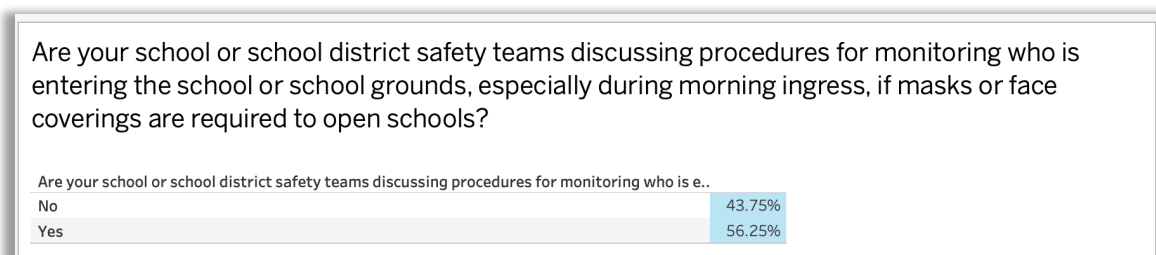
SUMMARY: Most schools are not currently discussing any procedures for facial recognition or identifying persons entering schools and school grounds if masks are to be worn.

Has your school or school district discussed safety concerns regarding masks and face coverings at schools with your local law enforcement agencies?



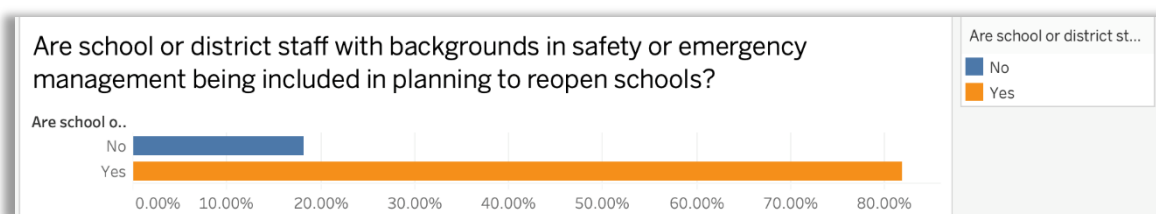
SUMMARY: Most schools have not discussed safety concerns regarding masks and face coverings at schools with their local law enforcement agencies.

Are your school or school district safety teams discussing procedures for monitoring who is entering the school or school grounds, especially during morning ingress, if masks or face coverings are required to open schools?



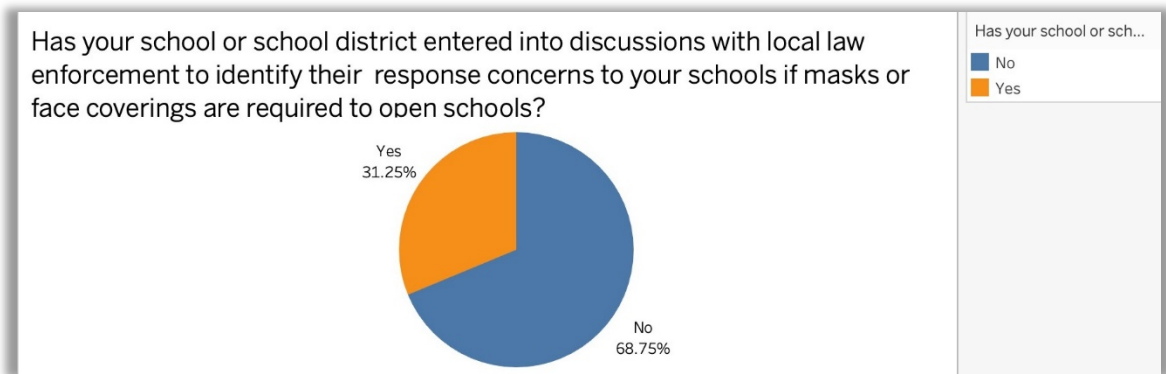
SUMMARY: N/A – Near even split for yes/no responses

Are school or district staff with backgrounds in safety or emergency management being included in planning to reopen schools?



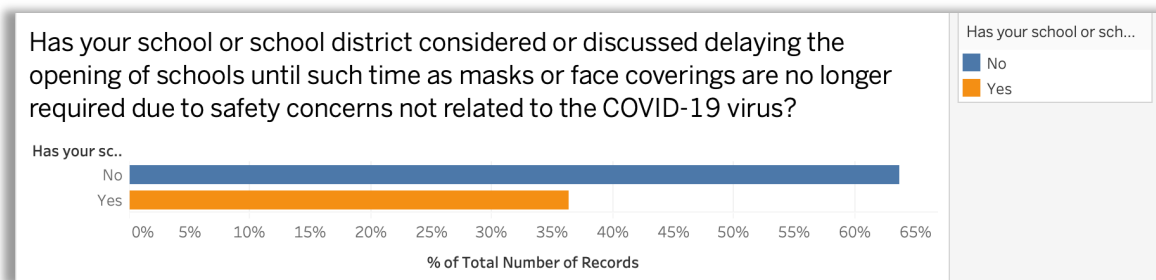
SUMMARY: Most schools are including district staff with backgrounds in safety or emergency management in planning to reopen schools

Has your school or school district entered into discussions with local law enforcement to identify their response concerns to your schools if masks or face coverings are required to open schools?



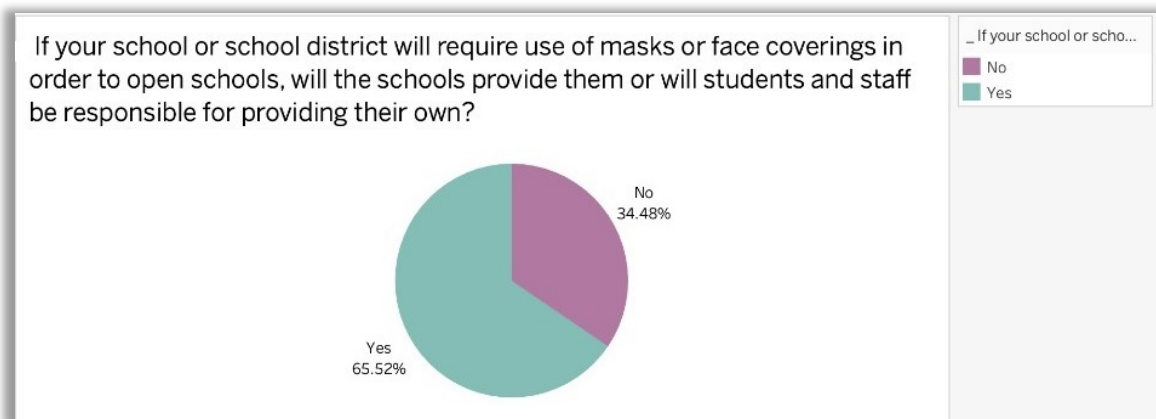
SUMMARY: About 2/3 of schools have entered into discussions with local law enforcement to identify their response concerns to schools if masks or face coverings are required to open schools.

Has your school or school district considered or discussed delaying the opening of schools until such time as masks or face coverings are no longer required due to safety concerns not related to the COVID-19 virus?



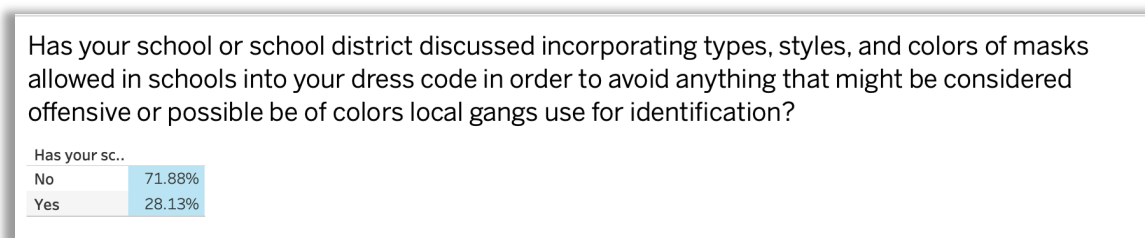
SUMMARY: About 2/3 of schools have not considered or discussed delaying the opening of schools until such time as masks or face coverings are no longer required due to safety concerns not related to the COVID-19 virus

If your school or school district will require use of masks or face coverings in order to open schools, will the schools provide them or will students and staff be responsible for providing their own?



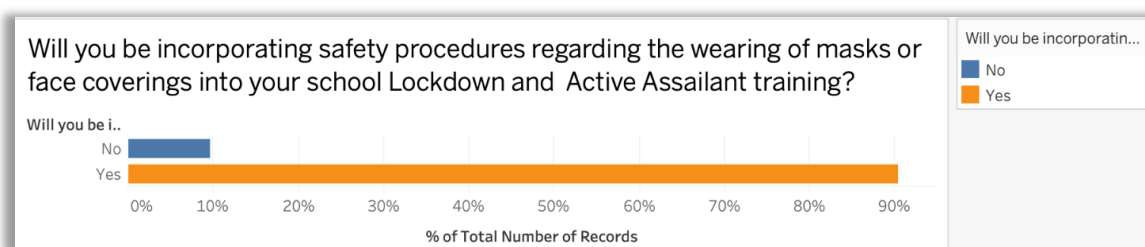
SUMMARY: N/A – Question wasn't worded well, so the Yes/No responses don't provide valid data.

Has your school or school district discussed incorporating types, styles, and colors of masks allowed in schools into your dress code in order to avoid anything that might be considered offensive or possible be of colors local gangs use for identification?



SUMMARY: About 72% of schools have not discussed incorporating types, styles, and colors of masks allowed in schools into their dress code in order to avoid anything that might be considered offensive or possible be of colors local gangs use for identification.

Will you be incorporating safety procedures regarding the wearing of masks or face coverings into your school Lockdown and Active Assailant training?



SUMMARY: Nearly all schools will be incorporating safety procedures regarding the wearing of masks or face coverings into their school Lockdown and Active Assailant training.

Do you have any questions to ask the crowd after answering today's questions?

1. All of these answers are based on my own belief. I have no knowledge to what the district is planning.
2. At what point, does school safety including both physical and mental safety of students and staff, determine what a district will do? Should schools/districts be allowed to make their own decisions on these measures based on community numbers? How will districts assure parents their students are safe at school? Some parents will refuse to send students if masks and social distancing are enforced and some parents will refuse to send students if they are not enforced. Will districts loose students and money because parents will choose to homeschool?
3. How to make face masks work in an elementary school environment.
4. How will you afford the quantity of needed masks and who is your supplier?
5. Many of the questions I could not answer fully because they were asking yes or no and we have not discussed these scenarios yet to provide a definitive yes or no answer.
6. N/A.
7. Never thought of most these questions so thanks for the tips to look at.
8. No.
9. None.
10. The question on providing masks or not to students and staff is an either/or question, not a yes/no. Difficult to accurately answer.

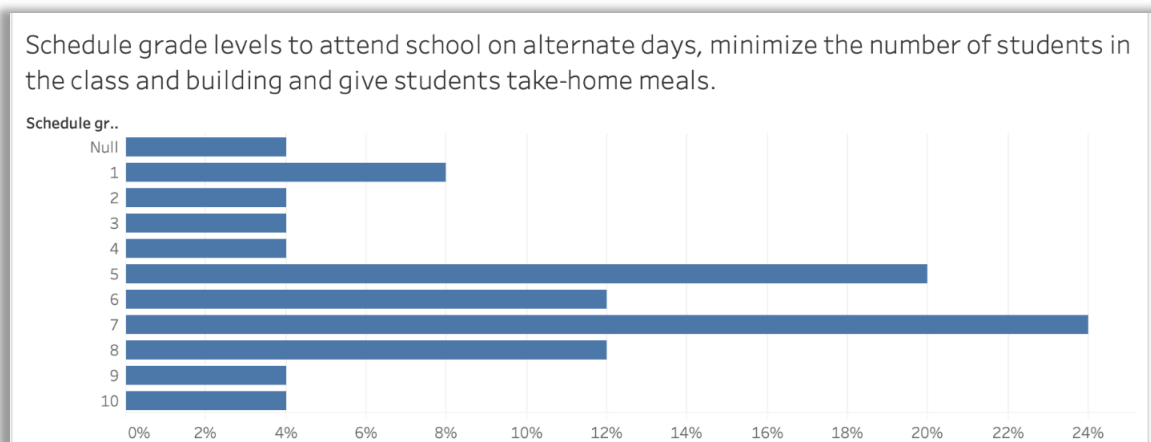
11. What are some procedures other schools are adopting to deal with facial recognition when mask wearing?
12. What social distancing measures will schools use in the classrooms and the common areas (cafeteria, gym, library, Auditorium)?
13. What would be some safety procedures regarding the wearing of masks to add into our training for staff?

SUMMARY: Many schools have questions regarding obtaining masks and safety procedures for using masks.

Social Distancing

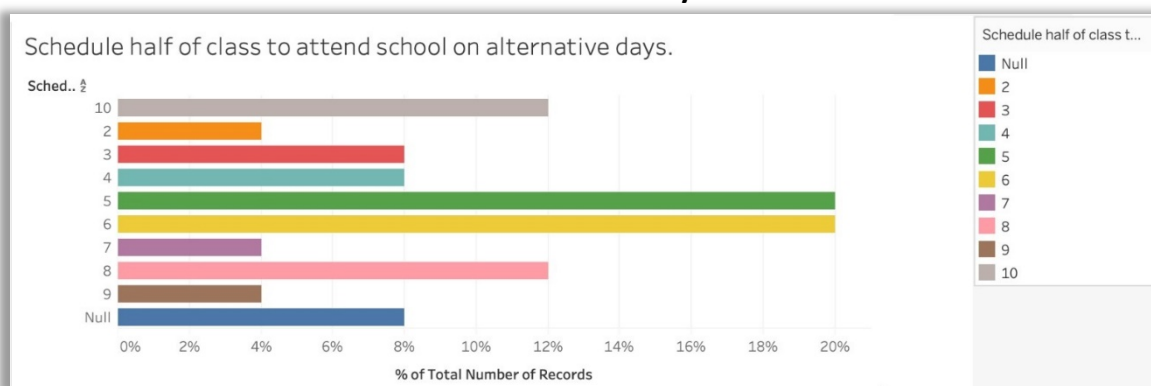
SOME STATES HAVE RECENTLY RELEASED BACK TO SCHOOL GUIDELINES. IN THOSE STATES, THE PLAN INCLUDED POSSIBLE SOCIAL DISTANCING REQUIREMENTS. THE SCENARIO TODAY IS THAT YOUR STATE HAS RELEASE A RETURN TO SCHOOL PLAN AND SOCIAL DISTANCING IS REQUIRED. YOUR DISTRICT NOW HAS TO MAKE DECISIONS ON HOW YOU WILL ACTIVATE THESE RECOMMENDATIONS.

Read each recommendation and rate on a scale 1-10, 1 being LEAST LIKELY to implement, 10 being MOST LIKELY to implement.



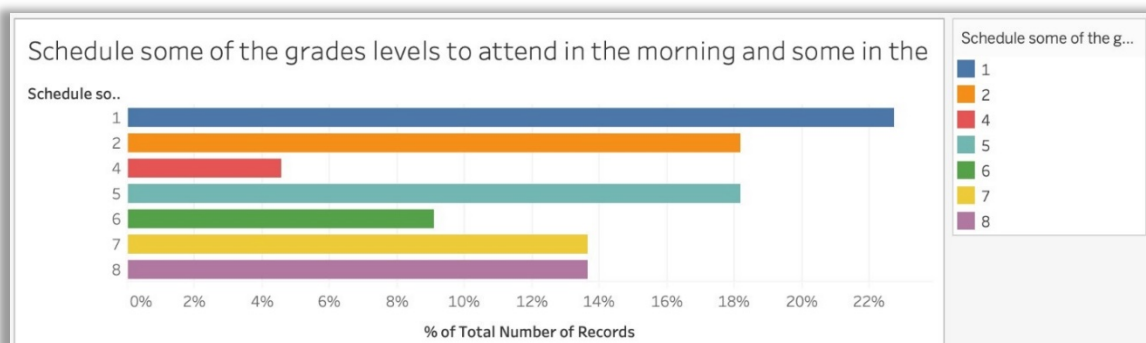
SUMMARY: Most schools find it fairly important to schedule grade levels to attend school on alternate days, minimize the number of students in the class and building, and give students take-home meals.

Schedule half of class to attend school on alternative days.



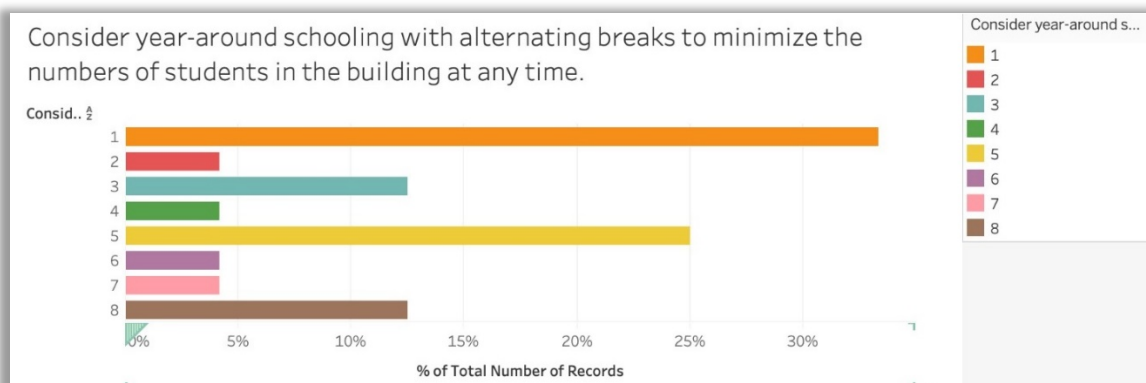
SUMMARY: N/A – Near even 1-5 and 6-10 rating distribution.

Schedule some of the grades levels to attend in the morning and some in the afternoon.



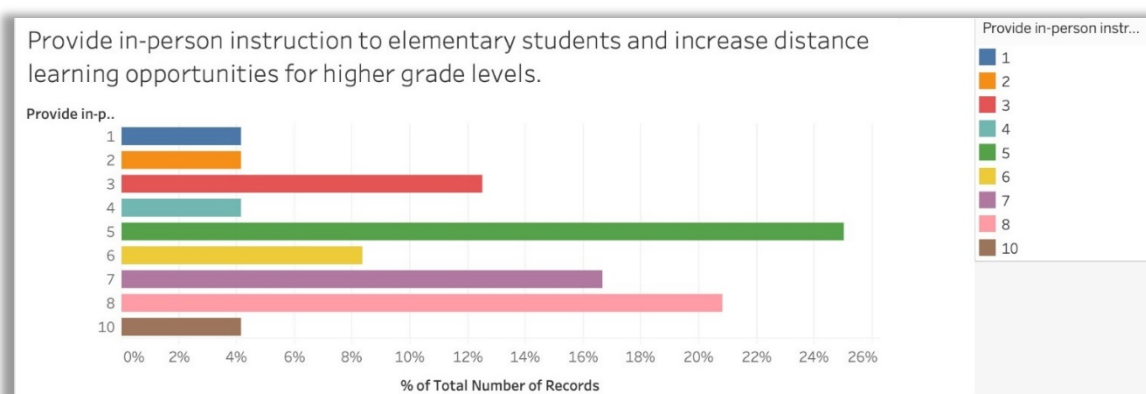
SUMMARY: Most schools aren't likely to implement scheduling some of the grade levels to attend in the morning and some in the afternoon.

Consider year-around schooling with alternating breaks to minimize the numbers of students in the building at any time.



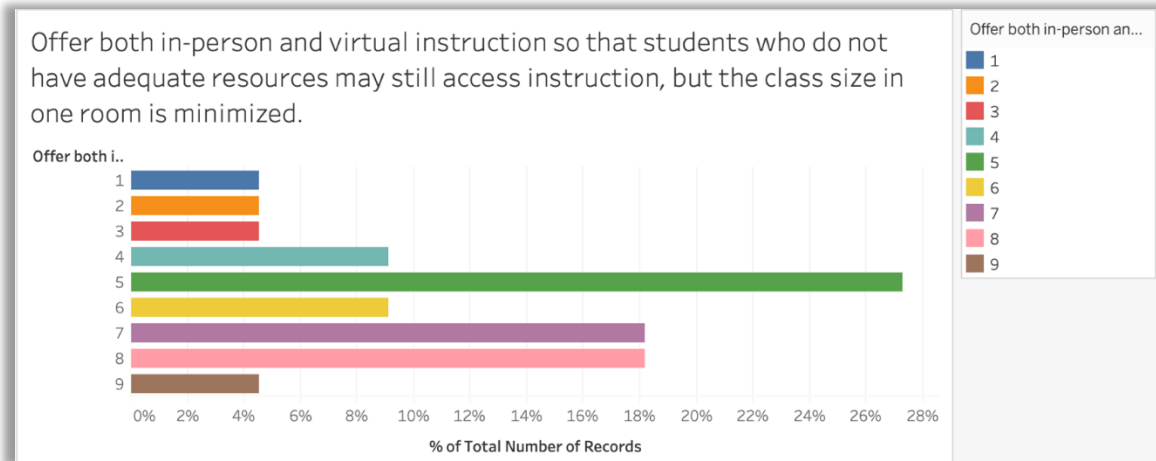
SUMMARY: Most schools are not likely to consider year-around schooling with alternating breaks to minimize the numbers of students in the building at any time.

Provide in-person instruction to elementary students and increase distance learning opportunities for higher grade levels.



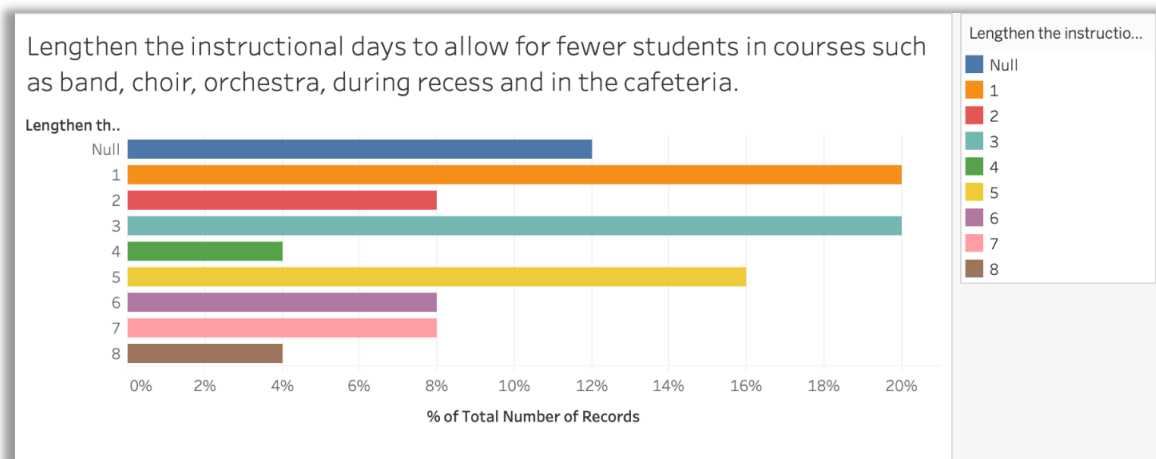
SUMMARY: N/A – Near even 1-5 and 6-10 rating distribution.

Offer both in-person and virtual instruction so that students who do not have adequate resources may still access instruction, but the class size in one room is minimized.



SUMMARY: Schools are fairly likely to offer both in-person and virtual instruction so that students who do not have adequate resources may still access instruction, but the class size in one room is minimized.

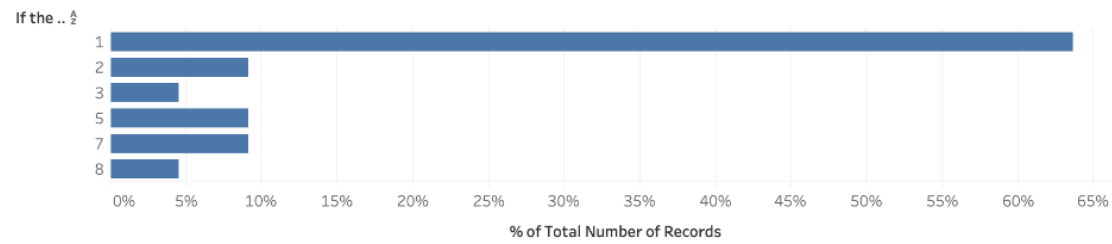
Lengthen the instructional days to allow for fewer students in courses such as band, choir, orchestra, during recess and in the cafeteria.



SUMMARY: Schools are not likely to lengthen the instructional days to allow for fewer students in courses such as band, choir, orchestra, during recess and in the cafeteria.

If the district has multiple large buildings, consider only closing the buildings closest to area outbreaks.

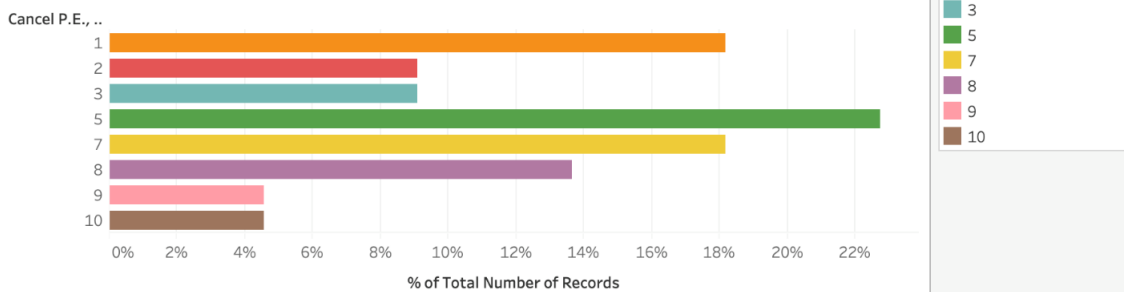
If the district has multiple large buildings, consider only closing the buildings closest to area outbreaks.



SUMMARY: Districts are not likely to consider only closing the buildings closest to area outbreaks if the district has multiple large buildings.

Cancel P.E., choir, band, orchestra, and other large classes or reorganize to allow for smaller classes, maximum social distancing and other precautions.

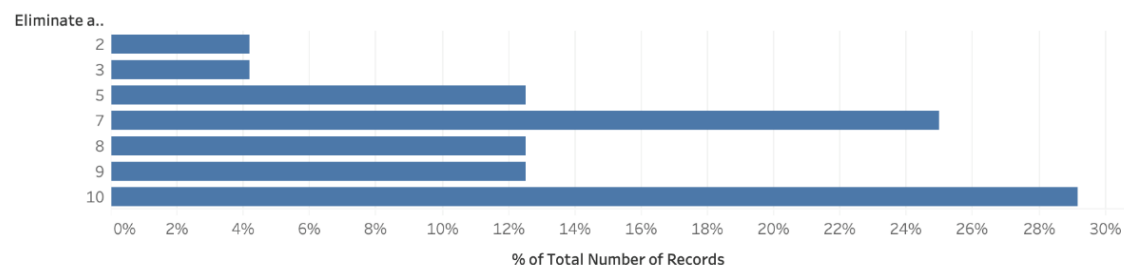
Cancel P.E., choir, band, orchestra, and other large classes or reorganize to allow for smaller classes, maximum social distancing and other precautions



SUMMARY: Districts are somewhat likely to cancel P.E., choir, band, orchestra, and other large classes or reorganize to allow for smaller classes, maximum social distancing and other precautions.

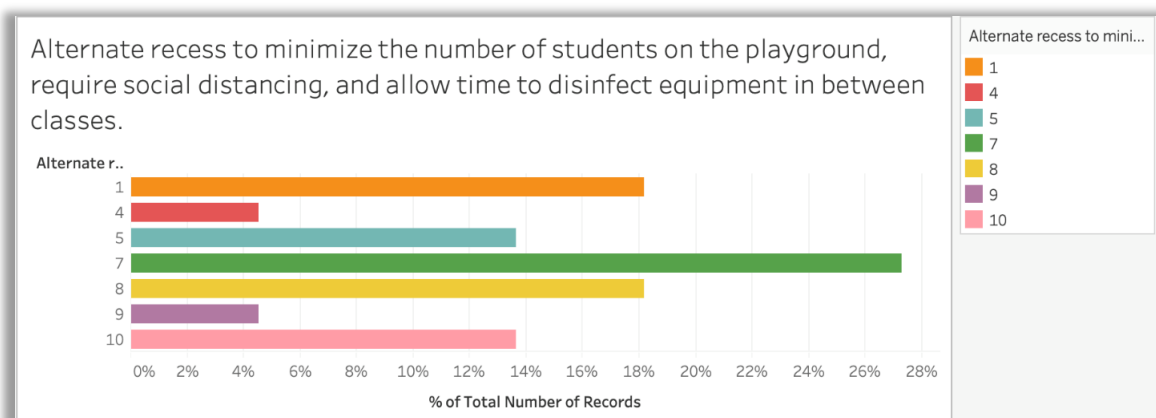
Eliminate assemblies, library time and use of the media center or reorganize to allow for social distancing.

Eliminate assemblies, library time and use of the media center or reorganize to allow for social distancing.



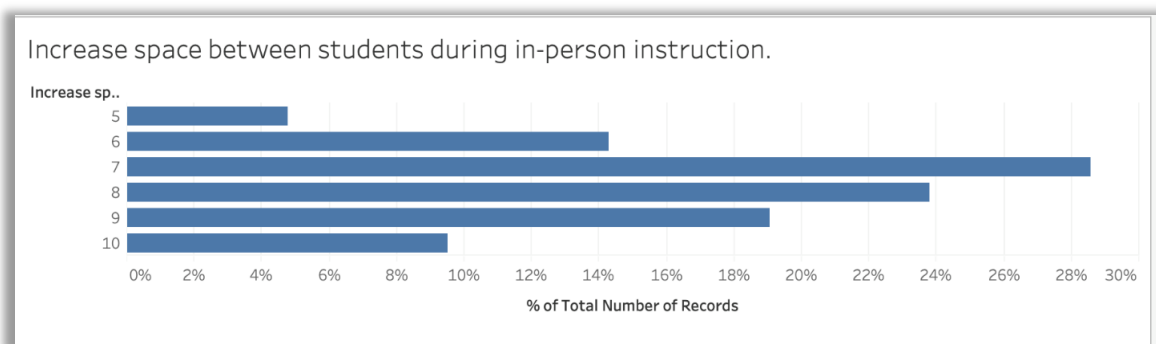
SUMMARY: Schools are likely to eliminate assemblies, library time and use of the media center or reorganize to allow for social distancing.

Alternate recess to minimize the number of students on the playground, require social distancing, and allow time to disinfect equipment in between classes.



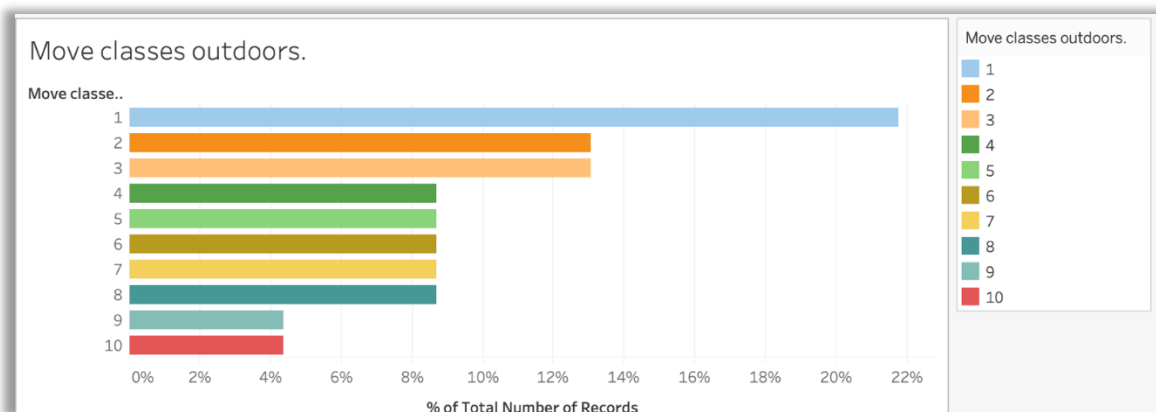
SUMMARY: Districts are fairly likely to alternate recess to minimize the number of students on the playground, require social distancing, and allow time to disinfect equipment in between classes.

Increase space between students during in-person instruction.



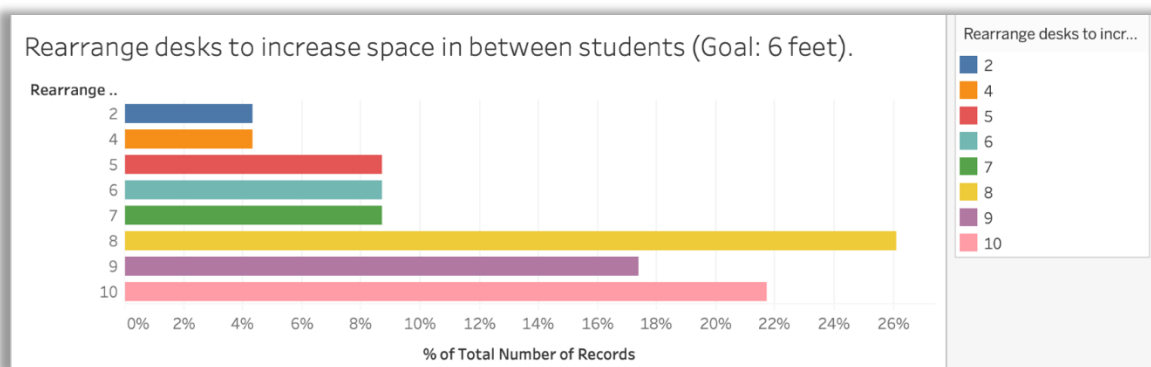
SUMMARY: Districts are very likely to increase space between students during in-person instruction.

Move classes outdoors.



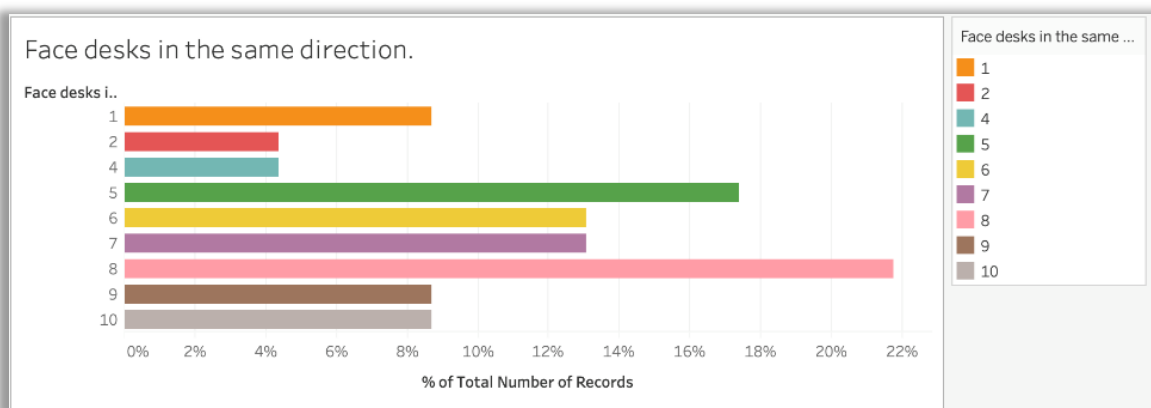
SUMMARY: Districts are unlikely to move classes outdoors.

Rearrange desks to increase space in between students (Goal: 6 feet).



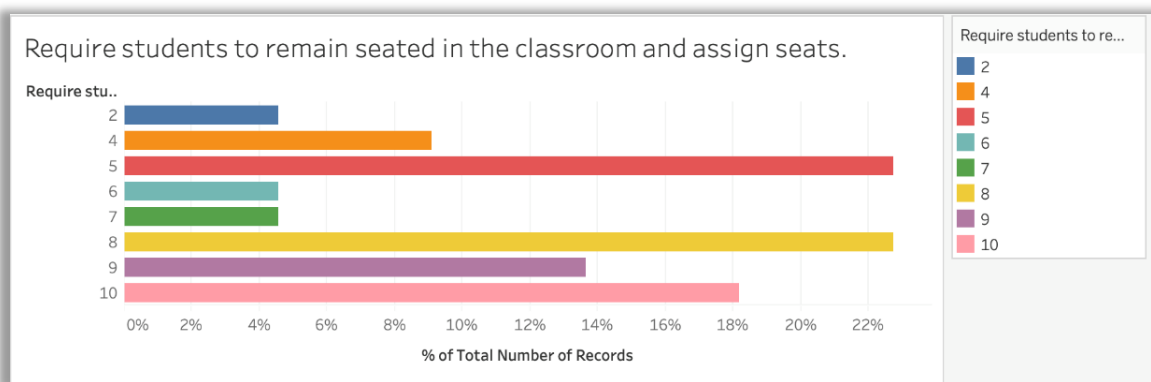
SUMMARY: Districts are very likely to rearrange desks to increase space in between students (Goal: 6 feet).

Face desks in the same direction.



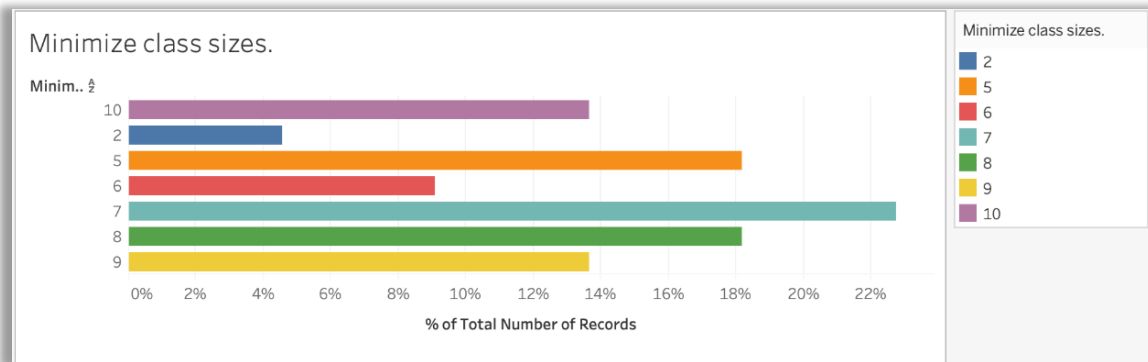
SUMMARY: Districts are fairly likely to face desks in the same direction.

Require students to remain seated in the classroom and assign seats.



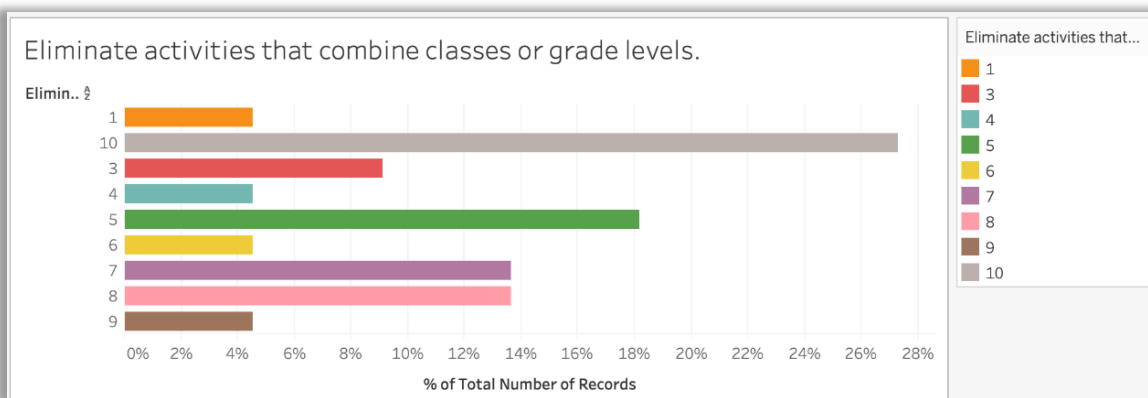
SUMMARY: Districts are likely to require students to remain seated in the classroom and assign seats.

Minimize class sizes.



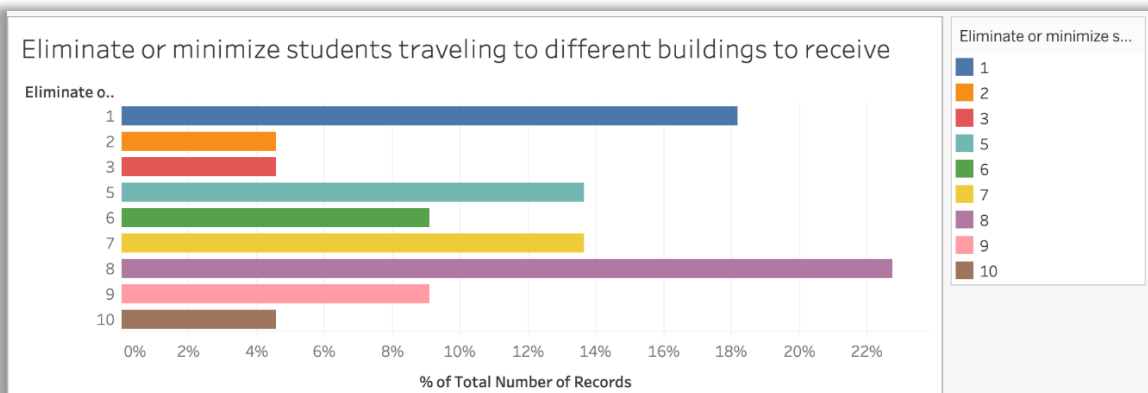
SUMMARY: Districts are very likely to minimize class sizes.

Eliminate activities that combine classes or grade levels.



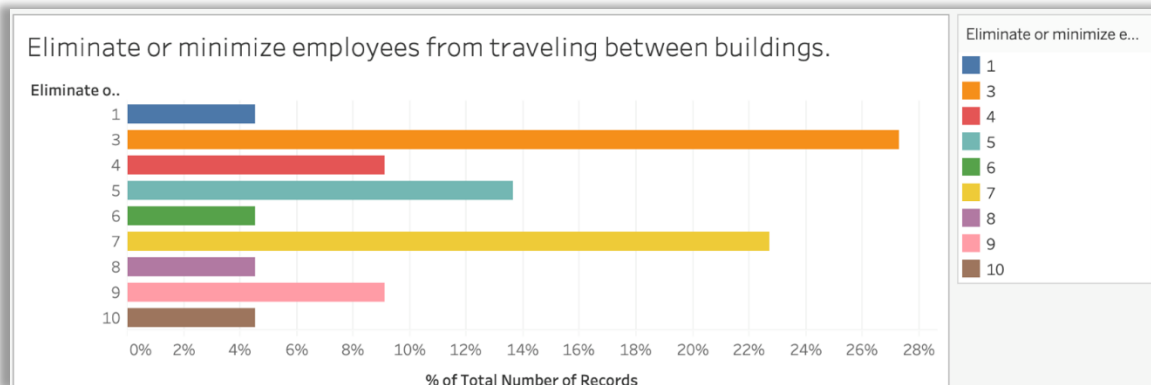
SUMMARY: Districts are very likely to eliminate activities that combine classes or grade levels.

Eliminate or minimize students traveling to different buildings to receive services.



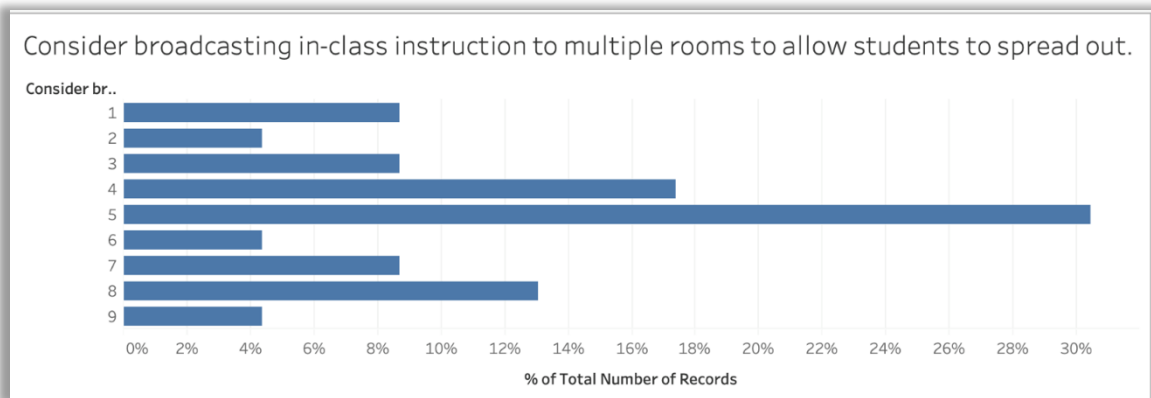
SUMMARY: Districts are fairly likely to eliminate or minimize students traveling to different buildings to receive services.

Eliminate or minimize employees from traveling between buildings.



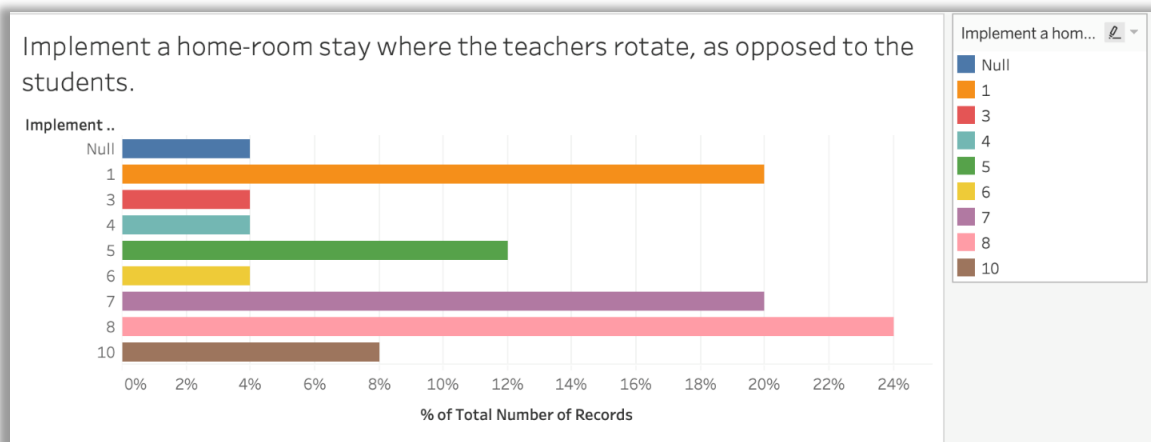
SUMMARY: Districts are fairly unlikely to eliminate or minimize employees from traveling between buildings.

Consider broadcasting in-class instruction to multiple rooms to allow students to spread out.



SUMMARY: Districts are fairly unlikely to consider broadcasting in-class instruction to multiple rooms to allow students to spread out.

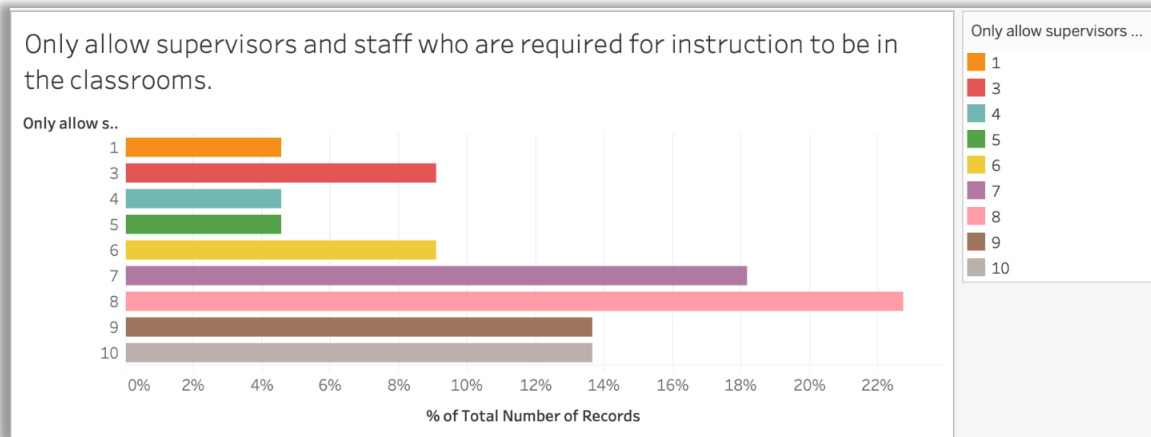
Implement a home-room stay where the teachers rotate, as opposed to the students.



SUMMARY: Districts are fairly likely to implement a home-room stay where the teachers rotate, as

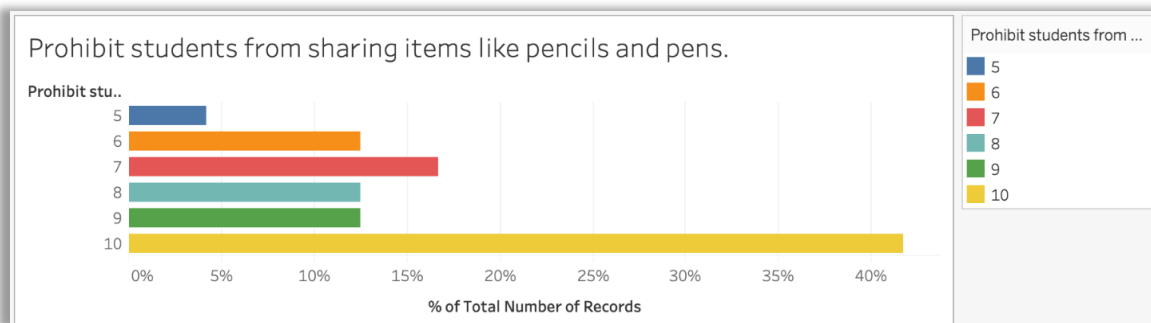
opposed to the students.

Only allow supervisors and staff who are required for instruction to be in the classrooms.



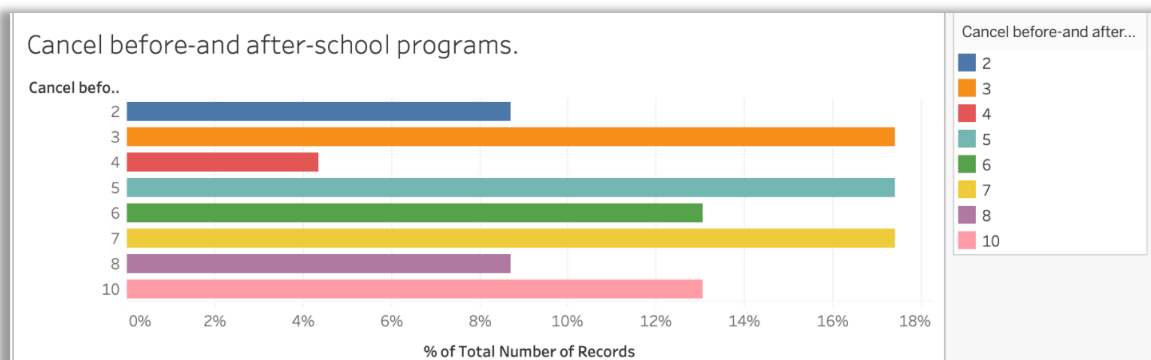
SUMMARY: Districts are very likely to only allow supervisors and staff who are required for instruction to be in the classrooms.

Prohibit students from sharing items like pencils and pens.



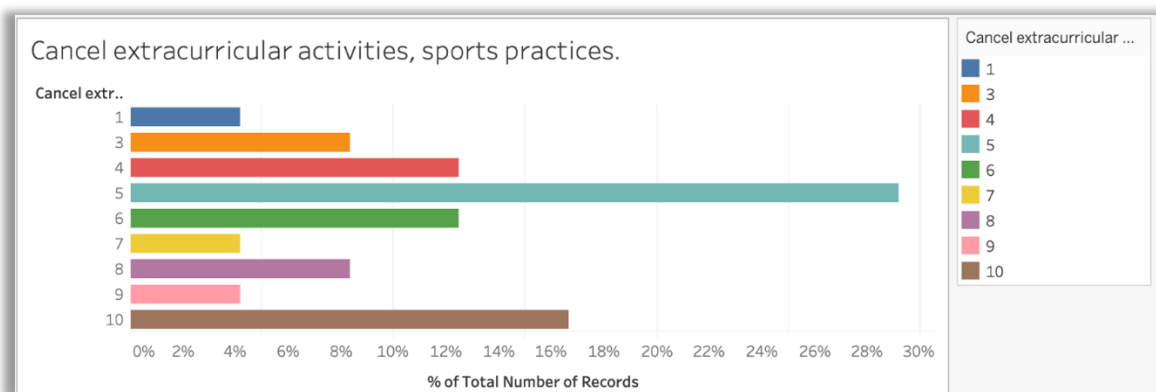
SUMMARY: Districts are very likely to prohibit students from sharing items like pencils and pens.

Cancel before-and after-school programs.



SUMMARY: Districts are fairly likely to cancel before-and after-school programs.

Cancel extracurricular activities, sports practices.



SUMMARY: Districts are fairly unlikely to cancel extracurricular activities, sports practices.

What else might you do to encourage social distancing in the district?

1. Allow bus pick-ups to be cut in half or less on short routes.
2. Alternant days.
3. Alternate bus schedules, rotating/expanded cafeteria service, re-think student drop off and pick up.
4. Develop a schedule for restroom time, lunch line time, and passing time. These would limit the number of students in the restrooms, lunch lines and hallways at any given time. Maybe tape places to stand in line like many of the grocery stores have done.
5. Have nothing at this time.
6. Have students eat breakfast and lunch within the classrooms.
7. Make a game out of it.
8. Many high school students drive to school which helps with the social distancing. You may want to consider assigned parking places and ensure that there are staff available to monitor physical distancing.
9. Meet 4 days and NTI on Fridays.
10. No sharing of lockers.
11. Fewer classes pass at a time to cut down on traffic in hallways.
12. One-way traffic in hallways.
13. No shared devices.
14. Social distancing cannot become our only solution.
15. Visuals, teach the WHY behind it.
16. We are considering having our younger students wear one-meter hats.

SUMMARY: Districts have many different ideas to encourage social distancing including alternating attendance days for groups of students, alternating bus schedules, and expanding cafeteria schedules.

What questions do you have of the group concerning social distancing?

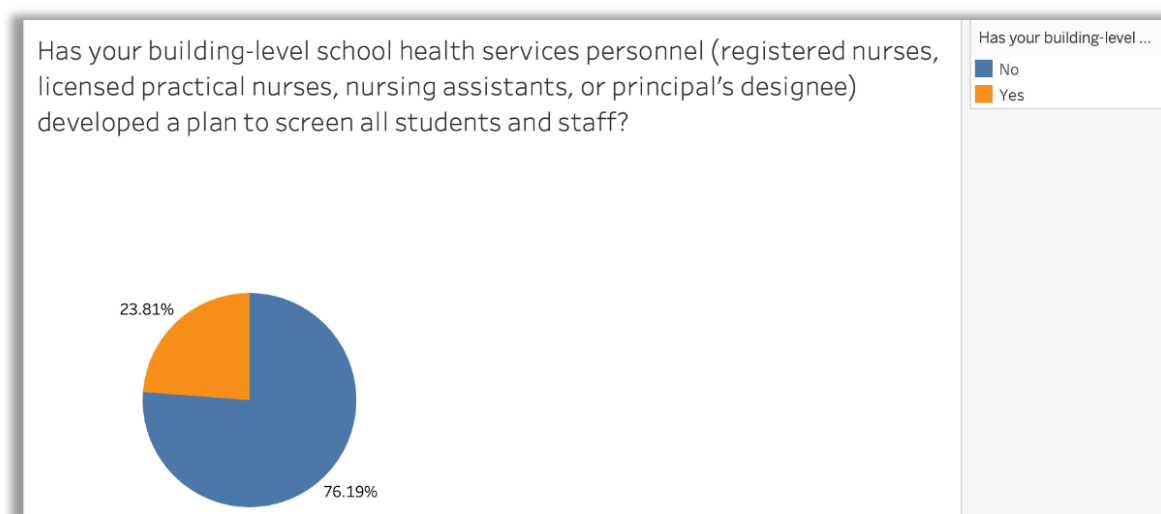
1. Altered schedules means altered transportation issues. Also dealing with teacher unions if extended school days.

2. Challenges in classrooms with small children with open plan with no desks.
3. Getting the students to abide with the social distancing.
4. Have no questions at this time.
5. How adversely is this going to affect us as human beings. At some point we have to get back to NON-social distancing. While it is a good idea during the pandemic, it CANNOT become our new form of life style.
6. How do we alternate days or have minimum session days with parents working?
7. The same is true for before and after care. How do we eliminate these services when our working parents need childcare?
8. How to distance on bus and at bus stop.
9. How will schools social distance during arrival and dismissal time?
10. How would social distancing impact students' mental health? Would it be traumatizing for students to be told to stay away and do not touch your friend? Especially in elementary school? How would you enforce social distancing? Would you discipline students for not "social distancing?" Could social distancing increase bullying in schools? Would some students use the reason of "social distancing" to leave some students "out?"
11. need COMMON protocols so it is universal
12. That everyone is working together, teamwork goes a long way.
13. There are rumors about certain ages of teachers that won't be coming back into the building due to risk and I am wondering about how this could occur?
14. Wearing masks, gloves, and how often for hand sanitation or washing.

SUMMARY: Districts have various questions concerning social distancing including how to implement alternating class and bus schedules.

Health Management

Has your building-level school health services personnel (registered nurses, licensed practical nurses, nursing assistants, or principal's designee) developed a plan to screen all students and staff?



SUMMARY: About ¾ of districts have had their building-level school health services personnel (registered nurses, licensed practical nurses, nursing assistants, or principal's designee) develop a plan to

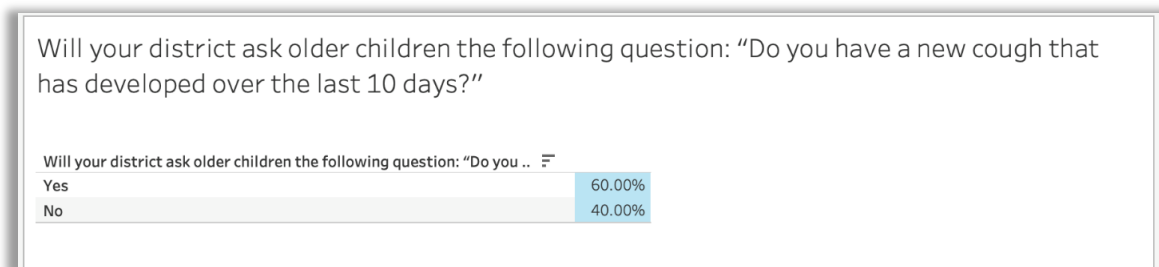
screen all students and staff.

How will staff report if a younger student develops a cough?

1. By email.
2. Depends if it is connected with other symptoms.
3. Good question?
4. Have student report to the nurse.
5. Not yet discussed.
6. Notify school nurse to determine if should be sent home for possible COVID-19.
7. Staff will send the student to the Health Office, to the School Nurse. Our District currently has a Nurse in every building.
8. Student will be sent to the health office for screening.
9. TBD.
10. Undecided.
11. Unsure if allergies.
12. We are 7-12 so our kids have no trouble telling us.
13. We partner with a healthy kid clinic that has NP and RN to monitor students

SUMMARY: Most districts have not decided how staff will report if a younger student develops a cough.

Will your district ask older children the following question: “Do you have a new cough that has developed over the last 10 days?”



SUMMARY: 60% of districts plan to ask older children the following question: “Do you have a new cough that has developed over the last 10 days?”

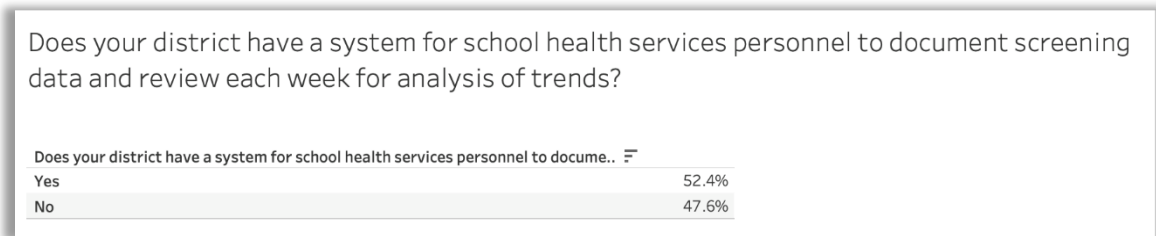
If a student has a new cough in school, what will be the procedure?

1. Check temperature.
2. Have them report to the school nurse to make a determination.
3. I am not sure but this is a good question of how much information we can ask a student, family and staff member?
4. Mask or sent home.
5. No procedures decided as of today.
6. Not sure yet.
7. Not yet discussed.
8. School Nurse will do a thorough physical assessment and call the parent.
9. Student will be sent to the health office for screening.
10. Take temp and determine if there are other COVID-19-related symptoms.

11. TBD.
12. The nurse will have a set of questions.
13. They will see nurse and possibly tested.
14. Waiting on health department.

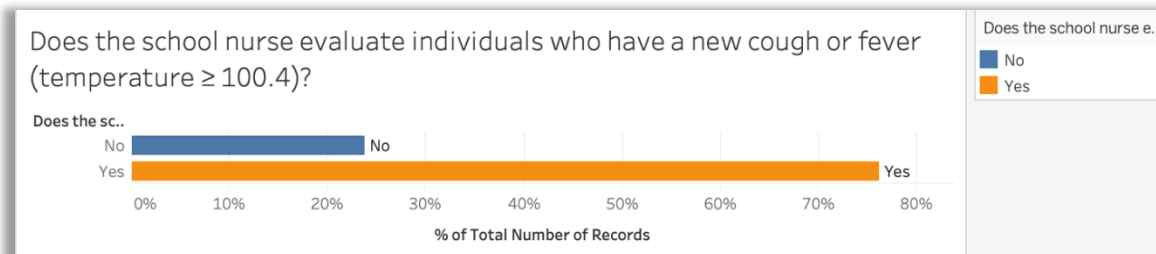
SUMMARY: Most districts either have not decided a procedure for a student that has a new cough in school, or they plan to refer the student to the school nurse.

Does your district have a system for school health services personnel to document screening data and review each week for analysis of trends?



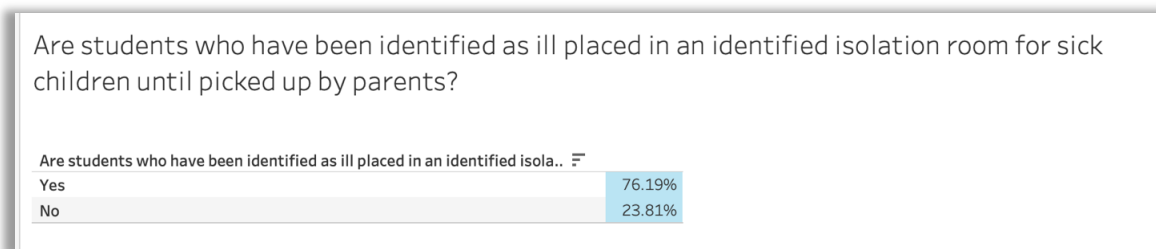
SUMMARY: N/A – Nearly 50-50 split for Yes/No responses.

Does the school nurse evaluate individuals who have a new cough or fever (temperature ≥ 100.4)?



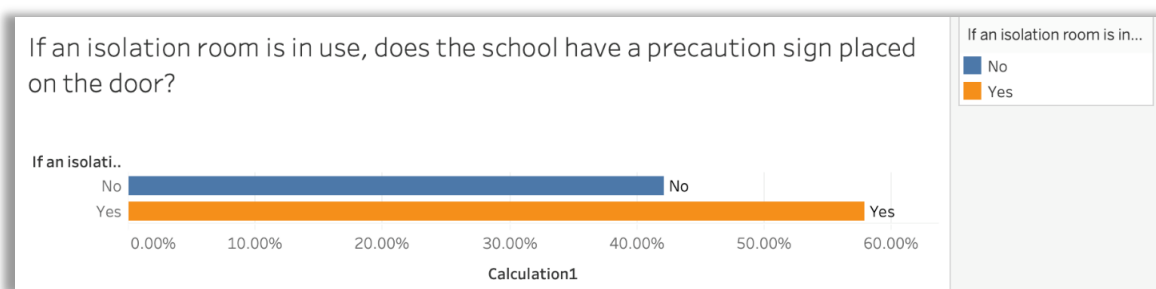
SUMMARY: About 75% of districts plan to have the school nurse evaluate individuals who have a new cough or fever (temperature ≥ 100.4).

Are students who have been identified as ill placed in an identified isolation room for sick children until picked up by parents?



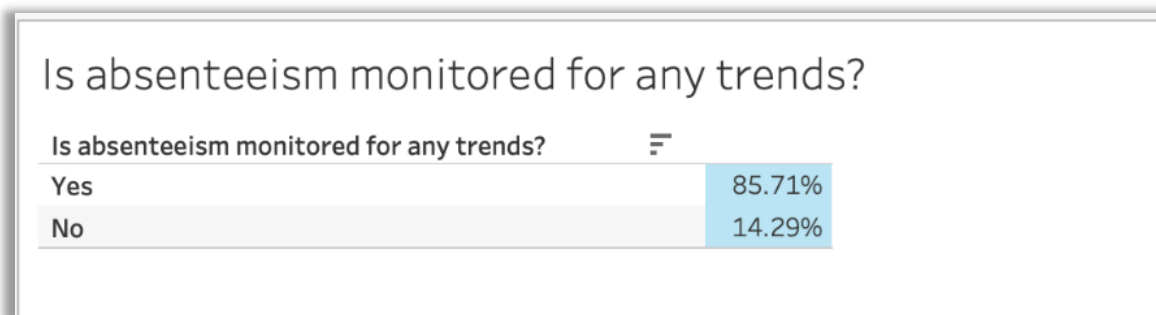
SUMMARY: About 75% of districts plan to have students who have been identified as ill placed in an identified isolation room for sick children until picked up by parents.

If an isolation room is in use, does the school have a precaution sign placed on the door?



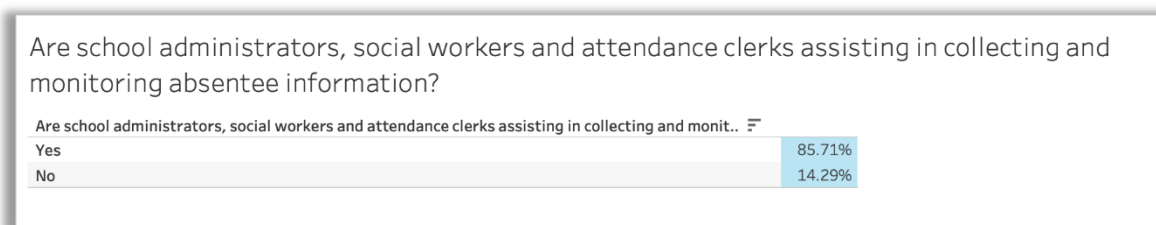
SUMMARY: N/A - Nearly 50-50 split for Yes/No responses.

Is absenteeism monitored for any trends?



SUMMARY: About 85% of districts plan to monitor absenteeism for trends.

Are school administrators, social workers and attendance clerks assisting in collecting and monitoring absentee information?



SUMMARY: About 85% of districts have school administrators, social workers and attendance clerks assisting in collecting and monitoring absentee information.

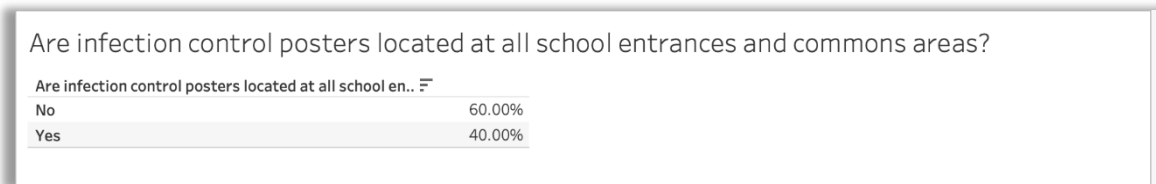
How will significant trends be communicated to School Health Contact Person, Superintendent and the local health department?

1. Building administrators will contact superintendent.
2. Email.
3. Email and phone.
4. Email or phone call.

5. Email or weekly meetings.
6. Has not yet been addressed.
7. Not sure as of yet.
8. Nurse.
9. Phone or email.
10. TBD.
11. The nurse reports to the local health department.
12. Through direct calls and discussion of the trend indicators.
13. Unknown.
14. Via weekly report.
15. We have a reporting system already established with flu and our local health department.

SUMMARY: Many districts plan to use phone calls and email to communicate significant trends to the School Health Contact Person, Superintendent, and the local health department.

Are infection control posters located at all school entrances and commons areas?



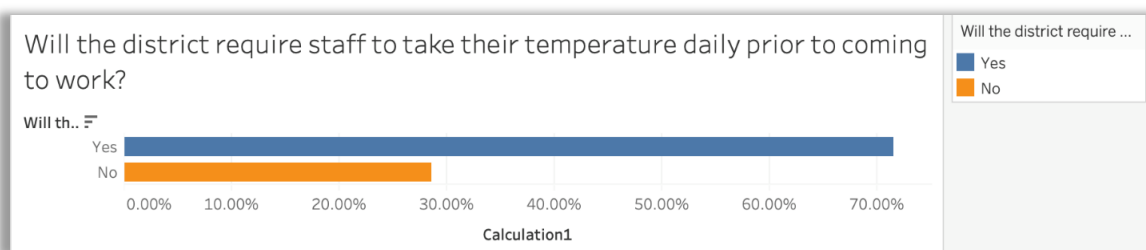
SUMMARY: N/A – Nearly 50-50 split for Yes/No responses.

Who will monitor national, regional, and local data related to epidemic respiratory infections?

1. Administrators, school nurses.
2. District Nurse.
3. Don't know yet.
4. Health care aid.
5. Lead Nurse.
6. Local and state health department in conjunction with school system.
7. Local health dept.
8. Nurse and Safety and Security.
9. Pandemic team.
10. Public Health Departments.
11. Safe and Secure Schools Coordinator, nurse, superintendent.
12. School Nurse.
13. School nurse and administrator.
14. School Nurses and Pandemic Response Committee.
15. Superintendent and safety officer.
16. The administration and school nurse.
17. The administrative team and the health office.
18. VP of Operations.

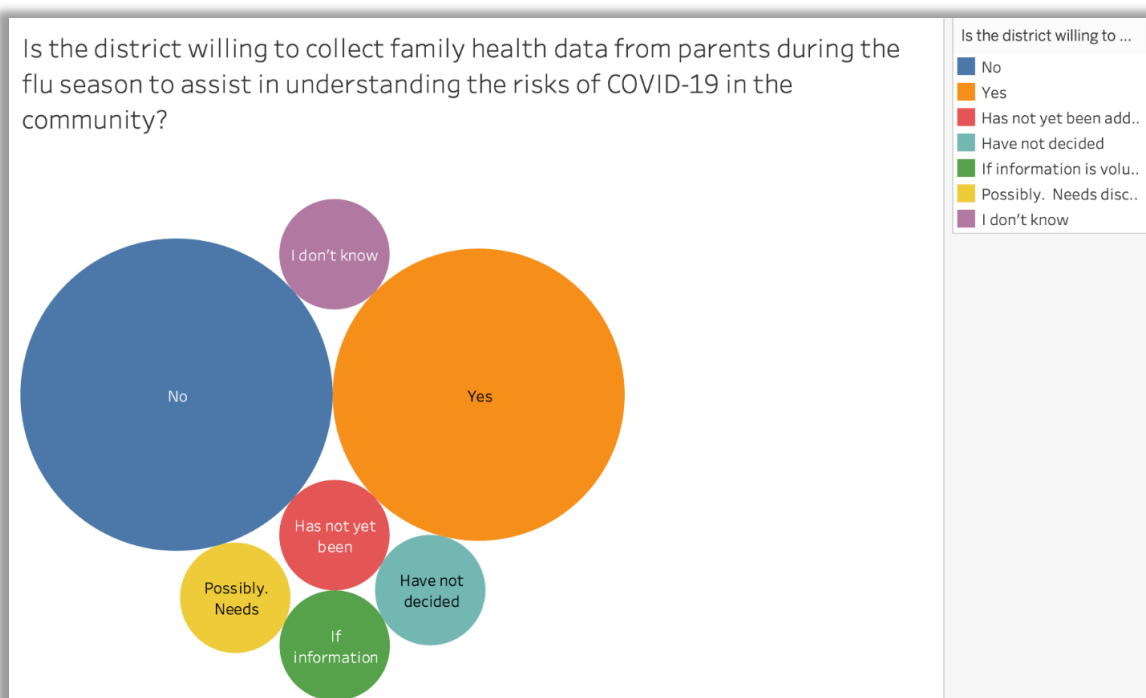
SUMMARY: Many districts will have the nurse and administrators monitor national, regional, and local data related to epidemic respiratory infections.

Will the district require staff to take their temperature daily prior to coming to work?



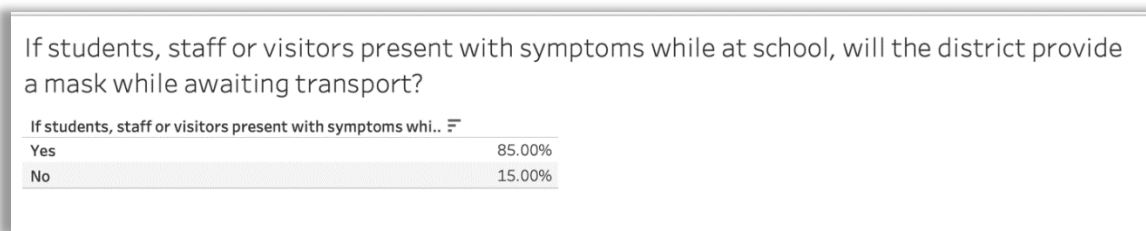
SUMMARY: Most districts will require staff to take their temperature daily prior to coming to work.

Is the district willing to collect family health data from parents during the flu season to assist in understanding the risks of COVID-19 in the community?



SUMMARY: N/A – Nearly 50-50 split for Yes/No responses.

If students, staff or visitors present with symptoms while at school, will the district provide a mask while awaiting transport?



SUMMARY: Most districts will provide a mask while awaiting transport if students, staff or visitors present with symptoms while at school.

Lessons Learned

e-Learning - What is the most valuable lesson your district has learned about remote learning?

1. Gathering lessons.
2. Hot spots needed.
3. How to best serve our families.
4. It is important to over plan. We will be planning for a complete remote start for next year and several other alternatives. Also, our staff is committed to providing our students with the best education possible. They are creative, and we need to tap into that creativity to plan more effectively.
5. Microsoft Teams is the BEST. Attendance is an issue.
6. Student participation issues as well as helping lower income families with internet and computers.
7. Teachers have learned it is not the evil monster they thought it would be. They are beginning to embrace it.
8. Technology is great. However, nothing can take the place of a school classroom full of students and a teacher. School are so much more than just a “book education.”
9. That the have nots of the district have a much harder time connecting and are losing valuable face to face time. However, at the same time, some of them are not taking advantage of the methods and outreach our district has provided to continue learning.
10. That we were more prepared in some ways and less prepared in others.
11. The flexibility one must have in order to do online instruction. It is not easy and was thrust upon teachers maybe way before they were ready.
12. The importance of using technology for class and homework regularly in case a pivot to virtual learning is needed. The need to have better organization of online materials.
13. There are distinct gaps in access that broaden the success gaps in education.
14. We're unprepared.
15. While remote learning is technologically possible, part of education is socialization. So, we do not advocate the concept that traditional education may be phased out. On-line learning in the post-secondary setting is different than K-12.
16. While there are many challenges, e-learning is a viable option. Additionally, now that we have worked through most of the obstacles, we will be able to respond more quickly the next time.

SUMMARY: Several districts reported that the most valuable lesson their district has learned about remote learning is that not all students have the same access to technology and the internet while at home.

Please explain your thoughts about blended learning in the future?

1. All for it. Need to figure out how to get teachers to work smarter not harder.
2. Best option. Provides flexibility, meets student and parent need, shows that education is able to change with the times, and personalizes the experience for kids!
3. Blended learning can allow for personalized education, remote learning for ill children, and eliminate the need for snow days!
4. Blended learning could help with those access gaps that would allow some face-to-face education along with distance learning.
5. For short times, it might work.
6. I believe blended learning will be the future for a good portion of our students. This seems to fit their style of learning and some have become more engaged due to the flexibility.

7. I think that blended learning should be incorporated into regular learning. Students learn in different forms, so I feel that having this option will benefit many more students.
8. It gives you great flexibility.
9. It is feasible and may be useful for unique circumstances, but not as the standard educational system.
10. It may be something we continue to train on to better prepare us for any future pandemics.
11. Likely we will have to use at some point - time to take inventory of our experience and make improvements.
12. Needs lots of attention, parents not prepared.
13. NTI is really meant for short term like snow days.
14. We recognize that this will continue and that we are working to adapt or curriculum and the expectations for students, families, and faculty/staff.

SUMMARY: Many districts believe blended learning will be used more and more in the future, as it provides flexibility, allows remote learning for ill children, and eliminates the need for snow days.

What is your opinion about the quality of learning that happens with e-Learning?

1. From my perspective, it's a failure. Maybe if it was used during "normal" times, it would be a great tool. One we should explore. At this moment, it's failed.
2. I think that unless a teacher is able to lead a class where he/she is visible to the student, that there is a limit to what the students will retain. For some being self paced is great and that is what they have wanted since kindergarten. For others, the social aspect of communication and interaction is how they learn best and need that environment.
3. IT is not a complete one-for-one replacement. Nothing can truly replace the physical presence of human interaction.
4. Like many forms of learning, it is not vehicle in which it is delivered but more dependent on the teacher and student relationship.
5. LOVE IT. I am doing my doctorate via e-learning.
6. Mixed, for some the transition was smooth, for others it was bumpy, and again for others it was a complete fall off the cliff.
7. Not the same as in person - relationships and social emotional growth is difficult.
8. Nothing replaces being in a classroom with teachers.
9. Poor.
10. Quality depends on the access available and the motivation of the student as well as the teacher.
11. Quality is an issue that needs to be developed going forward. Understanding what is too much and how to encourage and motivate students remotely, which is the biggest impediment.
12. Too soon to measure.
13. Well it is too early to tell, most of the learning depends largely on family participation, discipline in completing work assignment and parent supervision.
14. You're going to lose a little bit quality because your it's new, but once all the issues are ironed out. The quality will return. Change is very difficult.

SUMMARY: Most districts believe in classroom instruction provides better learning retention for students than e-Learning.

What challenges will you face in running both an in-school learning program simultaneously with an e-Learning program?

1. Accountability.

2. Choice and scheduling.
3. Coordination of the 2 types of learning is imperative to progress for each student.
4. I don't think this is possible. It would be too labor intensive for teachers to monitor both in school and e-learning, and we don't have the staff to manage both.
5. I think they will have to be separate classes. If a student chooses e learning over in school learning, they will need to be treated differently.
6. Knowing student's current status and location will be a challenge.
7. Logistics... dedicating the appropriate number of staff, scheduling, equity issues, etc.
8. Money. Like everyone else. Adding e learning is adding staff, technology, and many other variables that come with a cost.
9. Our issue is being in a small rural area with no good internet.
10. Running both programs effectively.
11. Scheduling, ensuring equitable instruction, and time restraints on instructors.
12. Teachers.
13. There are many, however, we are in the early stages so hard to tell.
14. We don't know what we don't know.

SUMMARY: Many districts see challenges in the level of technology, resources, and staff faced in running both an in-school learning program simultaneously with an e-Learning program.

How do demographics of the student population play into the value of e-Learning?

1. Education is supposed to be the great equalizer. E learning does not provide equitable learning.
2. Equity is the primary challenge. How do we ensure everyone has equal access?
3. Equity issues - who has the means, connectivity, in what households is education embraced, in what households is remote learning embraced? Demographics (especially SES) is a huge determining factor.
4. EVERYONE can benefit!
5. For English learners it can be very difficult.
6. For our school, the age of our early learning program makes e-learning quite challenging
7. I'm not sure that it is demographics. It is more parent involvement. If parents are committed to guiding their children through the e-learning process then they are successful. I have had many parents with adequate means say they are unable to control their children and focus them on e-learning.
8. More affluent have more access. Less diversity has more access. That is a stark and unfortunate truth. If you think of large urban districts throughout the country, access and ability is limited due to the nature of their demographics. Our district is among the most diverse in the nation, and we work very hard to provide access to e-learning. The perception of our district is that we are middle/upper middle class. However, we are at 65% free and reduced lunch. Perception is not always truth and reality, however it is the reality of those that see it.
9. Poverty is a major issue. We are a 100% free lunch.
10. The challenge will be making sure those students that need more support get it.
11. The younger the student the more important the face-to-face time is. Young students definitely need more supervision and guidance that may not be available if not teachers or parents available.
12. Unsure on this one.
13. We are spread out over 500 at miles, internet is an issue due to this and our economic status.

SUMMARY: Districts feel that poverty, access to technology at home, and parent involvement for students play into the value of e-Learning.

School Safety - How does blended learning impact school safety?

1. Blended learning does allow for much smaller class sizes and greater social distancing.
2. If students will have hybrid schedules, there would be much more in and out of buildings and harder to track who is here; who should be here; comings and goings.
3. It essentially decentralizes the student population. It has the potential to further isolate the students from a very important exercise in socialization and learning how to interact with others on a positive base. It will likely increase the impact of the already present mental health concerns.
4. It takes time to build bonds in the schools. It takes time for a teacher to know his/her students. I am afraid so many students will fall through the cracks. I am afraid without the constant support schools provide we will see a huge increase in mental health issues, gang issues, and even mass shootings.
5. It will change the landscape of how we train and drill. If blended learning is incorporated, those students at home will learn safety for their house. Where to go for a fire, what to do if they are on an upper level for a fire or severe weather, apartment living safety, etc. Also, nature of mental health awareness, child abuse and neglect, and signs that is occurring.
6. It's a give and take. In many ways it can ease the "burden" and in others it forces schools to be more aware of who is coming and going.
7. Not a lot.
8. NOT as much an issue (for now) when e-learning is taking place.
9. Our safety team will be ready.
10. Probably will be asked to do more home checks.
11. The physical plant is safe as nobody is there. However, we are seeing an increase in inappropriate online behavior.

SUMMARY: Some districts believe blended learning will impact school safety by allowing for great social distancing, and some districts will also train students on safety for their home.

Is it easy to recognize in the SIS system students that are learning from home vs those in the building?

1. If you are talking accounting issues - simplistic. If you are comparing data sets (grades, attendance, behavior, etc.) that could be more complicated.
2. In the traditional sense yes. Prior to the virus, all of our remote learners were assigned the independent studies, us to a specific "school". However, currently we can't assign everyone to that school as they would be technically assigned to two different schools, or they would all have to be transferred to the school with independent studies as their main focus.
3. Yes - 40%.
4. No - 40%.

SUMMARY: School districts are split on whether it is easy to recognize in the SIS system students that are learning from home vs those in the building.

Do students feel responsible to "See Something, Say Something" if their friend is at home with their parent?

1. Concerning and unknown.
2. Don't know.
3. I do believe they still have that sense of responsibility. However, there is less contact with each other and it may be more difficult to recognize when someone is struggling and or exhibiting

concerning behaviors. In many cases, it is the teachers who feel there is less responsibility due to the students being at home.

4. I know that many of them understand it, however it would be a training module to add in order to make sure students understand how to report and who to report to.
5. Maybe.
6. Not quite.
7. Not sure.
8. Not sure of the insinuation here, but we do still get anonymous reports about student welfare issues.
9. Our students do! We have had reports of students who need help throughout the quarantine, and we have been able to reach out and help those students.
10. The reason why we need anonymous reporting. Much easier to report a friend through school than to alert the police.

SUMMARY: Many districts are unsure whether students feel responsible to "See Something, Say Something" if their friend is at home with their parent.

What safety measures will be impacted in a blended learning environment?

1. Accounting issues mainly... who is present, who should be present, who should not be...
2. Cyber bullying.
3. I'm fearful for students at home by themselves if parents aren't interested or participating.
4. It will be imperative to make sure our SIS/google meets can manage who is working from home and who is physically in the school.
5. Keeping track of everyone will be a challenge. Custody situations may become more tenuous. Safety related to physical distancing, cleaning, and disinfection will impact on campus routines.
6. Knowing who's in our buildings.
7. Loss of connections with students. So many will slip through the cracks.
8. Not sure.
9. We haven't had this discussion yet. That being said, every safety measure will need to be adjusted to include the at home student.
10. We will continue with Bark, which monitors key words within the online activity of a student.

SUMMARY: Many districts believe they will face challenges in tracking which students are in a particular building and which are at home and that will impact safety measures in a blended learning environment.

How will the district enforce new rules of social distancing, masks, cleaning etcetera?

1. Being determined now. Cafeteria will be closed and packaged meals will be delivered to classrooms.
2. Classes will be more isolated from others. Schedule passing time to limit exposure in hallways. Adjust classroom furniture - less group projects/learning. Allow more time to clean/disinfect throughout the day. Students/staff will have more responsibility to manage their own spaces.
3. Each supervisor will monitor their department. For example, the Business Administrator will monitor facilities.
4. Educate the students and teachers. Probably mark spaces on the cafeteria floors, limit seating at tables, alternate seating in auditorium, etc. Explain the expectation and be consistent in enforcing it.
5. Hold people accountable....

6. I feel the only one that can be “enforced” is cleaning. You cannot expect young kids to keep masks on and stay away from their friends. It’s not in our human nature to “social distance.”
7. In the works as we speak.
8. It will be extremely difficult with all students.
9. Policies will be set by state ed dept.
10. That is still being worked out.
11. This will be decided as our committees are formed at end of year.
12. Through policies and monitoring.
13. Yes.

SUMMARY: Most districts are in the process of determining how they will enforce new rules of social distancing, masks, cleaning, etc.

Will communication methods have to change to ensure that everyone is connected?

1. I actually think our faculty and staff pay more attention to electronic communications now that we are all in remote sites.
2. Improvements to intercom systems.
3. No.
4. Only with respect to more communication.
5. Our methods reach over 99% of our staff and students.
6. Through this pandemic and distance learning, we have found how to communicate to reach all in the district; it takes a lot of translation and time.
7. Yes
8. Yes - verify CURRENT info!
9. Yes. I cannot imagine how a new school year would look for everyone if it’s started with e learning. I almost feel if schools can’t return to normal a later start date should be considered.

SUMMARY: Many districts plan change communication methods in various ways to ensure that everyone is connected.

Meals - How will meals be handled in a blended learning environment?

1. Backpack meals would be sent home with some students.
2. Continue in our current format.
3. delivered or picked up twice a week for entire week.
4. I'm not sure this has been discussed. But there will likely be a similar method of distribution where there is a time for students and/or parents can come to the school pick up the student's meals.
5. Meals would be picked up as they are now during quarantine.
6. Much more staff would be needed if meals are distributed on-site in classrooms instead of cafeteria if we are to distance; also, if some students are distance learning from home on some days, they will need meals as well.
7. No bulk serving.
8. Students will still have options to purchase meals, but they will be pre-packaged and delivered to classrooms for students on campus.
9. Uncertain.
10. Unknown.
11. Unsure at this point.

SUMMARY: Many districts plan to offer meal pickup for remote students and packaged meals delivered

to classrooms for students in school buildings.

What have you learned during this time that will improve student's ability to learn?

1. Better structure and more meaningful/engaging content on LMS sources.
2. Better use of Microsoft Teams.
3. Diverse lessons, not one for all.
4. It has impacted every student differently. It will be more important than ever to meet the student on an individual level and where they are at.
5. It is harder to track engagement and learning when you only see the student through a little square on a screen and the work they produce; there is less opportunity for personal engagement if you are not physically in same environment.
6. Motivating students to understand the importance of completing work and facing challenges. Social and emotional learning, goal setting, resilience. Those things improve a student's ability to learn.
7. Our teachers are amazing and flexible. If we are going towards a new normal, our people will make it the best and a model.
8. Students must care and in order to do that, the learning has to be worthwhile and interesting.
9. Support.
10. They need their teachers and friends - they need school to learn.
11. Ways to increase responsibility and independence in upper elementary grades. Ownership of learning processes.
12. We have to be extremely flexible and help students manage their expectations while still ensuring a high caliber of instructional delivery happens. Ensuring each student can learn how to cope with this new delivery method.

SUMMARY: Districts have learned many things during this time that will improve student's ability to learn including better motivating students, increasing student independence, and flexibility for students.

What is the most important thing to fix before this ever happens again?

1. Attendance and accountability - parents tend to help students with grades.....
2. Communications.
3. Connectivity and a better grading system.
4. Having prepared early in the year.
5. How to best reach those with less access and other barriers.
6. Organization and training of constituents on how to best use the platforms.
7. Plan, plan, plan.
8. Planning at the state level. We live in a big state area wise, what happens in one part might not be the best fit for another part.
9. Preparation and Planning.
10. Remote learning.
11. Roll out of procedures and expectations.
12. The negotiated agreement must be addressed so that teachers are not counting minutes, etc. and not doing what is best for students.
13. Ways to assist students who struggle, while in a remote environment.

SUMMARY: Many districts believe the most important thing to fix before this ever happens again is connectivity for students.

Do you see any new models of education coming?

1. Absolutely. This will change the future of education with all types of hybrid and blended models.
2. I am not sure. I think this could be an opportunity for evolution, but it is hard to change the status quo.
3. I hope so.
4. More hybrid - e-learning.
5. We're studying that.
6. Yes.
7. Yes, blended for sure.
8. Yes, the use of technology to enhance education.
9. Yes, but unsure what they will look like yet.
10. Yes, there will be more remote learning and more technology presence in school districts. There will need to be new programs to bridge gaps caused by less face-to-face learning.
11. Yes. Again, I think there will be an emphasis on the individual student and more of a focus on competencies.
12. Yes. I think some of the companies like K12 learning and other resources that provide online capabilities will grow their products and create more options for blended learning. I am sure that many educators, districts and parents know that online learning is something that is a viable option, but never really wanted to feel they had to go that route.

SUMMARY: Many districts believe new blended models of education are coming.

Last - How has this pandemic impacted you?

1. I am sad and depressed. I have watched what social distancing has done to my own children and I worry what kids without support at home are doing.
2. I am the Superintendent and the Principal of my district/school. I work 24/7 and live with a person who is health compromised. There is no time for me. Everyone talks about having time to read, and learn new hobbies, and bake. That is not true for me. I work, and I worry. How do I keep 500+ people safe? How do we go back to work? There are meetings every minute of every day. And no one understands the work that is being done behind the scenes to run it all.
3. I have learned that I am not as good at being alone as I thought I was.
4. I'm so busy in all areas that I can't believe how it has impacted me.
5. Isolation.
6. It has identified the need to understand how each component of the education system needs to be addressed; none is more important than the other. They are just different.
7. It has made me rethink portions of the EOP, get some good hands on training in creating a different plan that I have not been involved with before, and getting to spend some more quality time with my family. But I am ready to go back to the office!
8. No social life.
9. Personally - minimally. It has caused me to think differently about priorities, infrastructure, etc.
10. Taught me the value of Technology.
11. Working 2x harder!

SUMMARY: Several people responded that the pandemic has impacted them emotionally in a negative way, and many also responded that they are working much harder.