

II. Resources and Essential Personnel for the Reopening Process

A. How can we ensure all students have equitable access to the internet and devices? How do families/students, who have technology get technical difficulties resolved (i.e., my computer is broken, who do I contact? My Wi-Fi stopped working, who do I contact)? How can we ensure all students have equitable access to the internet and devices?

Every student in the District must have 24/7 access to their own computer, laptop, or tablet, as well as a working high-speed internet connection. Should a student find themselves without a device or internet, the school should check out a school-owned digital devices to them (at no cost)—smartphones are not enough to handle a distance-learning workload.^{xxxv} It is the District’s responsibility to provide access and/or subsidize broadband, devices, and training to students, parents, and educators who do not have access to digital resources. Any student who lacks a working device or high-speed internet access must not face repercussions or punishment from their school or teachers if they do not have equitable access to technology.^{xxxvi} Educators and parents should also be provided training opportunities around the usage and maintenance of digital devices from the District.^{xxxvii}

School libraries should host online orientations for students and parents/families to engage in distance learning. These orientation trainings should also be available online for families who have high-speed internet at home, and all in-person training should maintain social distancing. LEAs should also provide training on platforms used within the District and their students’ LEA; training can include online etiquette and OSSE’s expectations for attendance and assignments.

Should a student, parent, or educator struggle with technology issues, a help center within the LEA should be responsible for addressing hardware, software, or any other technological challenge.^{xxxviii xxxix} These supports should be made available at no cost and in multiple languages. It is recommended that there be clear lines of communication between families/parents, teachers and schools.

B. Will the upcoming school year feature one digital platform, or multiple platforms across LEAs, schools, and classes?

Each LEA, if not all LEA’s in the District, should strive for a single digital platform for users to obtain students’ work, share assignments, contact and communicate with teachers, obtain recorded video lessons, and join live sessions with teachers through simultaneous learning. This platform should be transparent and be designed to allow students and families to easily access teachers and grades. Further, effective communication with teachers and school administrators should utilize easy-to-use and easy-to-access chatrooms (e.g., Microsoft Teams, Google Classroom).^{xl}

Prior to reopening, LEAs should consult with teachers to determine an appropriate digital platform based on grade bands and courses taught. Following these discussions, LEAs



should provide training and professional development opportunities to educators to effectively adopt an agreed upon, unified digital platform at the LEA level.^{xli} Even if teachers are returning to physical school buildings for in-person lessons, they should be able to switch to digital platforms should the school close due to health concerns.



III. Reopening Schools

A. What are some of the options LEAs are considering for reopening in SY2020–21 (in-person, distance learning, hybrid)?

There are several scheduling options that LEAs can consider during reopening including:

- 1) In-person learning with new safety requirements;
- 2) A hybrid of in-person and remote learning; and
- 3) A full continuation of fully remote learning.

No matter which form reopening takes, LEAs should submit a plan for all three models, and include supports for special education students.^{xlii}

Below are a few recommended options LEAs can take, along with guidance on policies that should be in place across all reopening models:

Schools as open and unstructured learning communities that use their space exclusively for distance learning supports: One novel approach to reopening schools would be to have lessons entirely designed around distance learning, while opening school buildings as physical spaces for students to learn virtually.

- The advantages: This would especially target students of parents/caregivers who will not be able to stay home with them, students who require high-speed internet connection that is not available in their community, services provided by special education staff, or other areas that necessitate traveling to the school. Some teachers and certified adults can come to the school to supervise students and assist them, while all teachers will use synchronous/asynchronous teaching online. Students at the school will participate in online learning just as students who stay home participate in distance learning. This option aligns with students' and teachers' health and safety concerns.^{xliii}
- The disadvantages: There is a possibility that too few teachers or other certified, screened staff would feel safe returning to school for the number of students and families that could express interest in this option. Further, those teachers who do return must still find time to provide synchronous/asynchronous lessons while supervising other students. This would take careful planning on the part of LEAs.

Alternating in-person schedules for all students and prioritize every day in-person instruction for high-needs and vulnerable student groups: Should LEAs convene during reopening, they may also consider using a multi-track system, which would have schools divide students into A, B, and C groups, and have students take classes in-person every third day. In this model, special education students, English-language learners, and other vulnerable children like homeless students attend classes in person Monday through Thursday.



- The advantages: Keeps buildings empty on Fridays allowing for regular, deep cleaning without disruption to teaching and learning; and ensuring that the students who need more in-person instruction can be in schools every day, both of which address a lot of big equity concerns.
- The disadvantages: Teachers may have to develop two different curricula—one for online and one for in-person learning. This might add to the workload of teachers if this is the expectation of the LEA. Also, some families may object to allowing only certain students to attend school daily. Also, this poses a childcare challenge for working parents.^{xliv} Further, according to the June 2020 DME Public School Family Engagement Survey families of students with IEPs were slightly less likely to opt for in-person instruction.

Cyclical Lockdown Strategy: School buildings would regularly alternate between being open and closed, with students staying home for a minimum of 10 days during closure periods. Students attend school one full week, followed by two weeks of remote learning at home or students come to school Monday through Thursday, and then learn from home on Friday and all days of the following week.

- The advantages: Research says this schedule would allow the virus to reach peak infectiousness during “at-home” weeks. While symptomatic carriers of the virus can be infectious for longer than 10 days, the symptoms would be detected while people are under lockdown, so they and other members of their household can remain isolated or self-quarantined. It may help limit unscheduled disruptions caused by a positive case or wider outbreak in the community.
- The disadvantages: Students will spend more time in remote learning environments than in school buildings receiving in-person instruction. For working parents with younger children, childcare may be challenging to arrange on such an unconventional schedule.^{xlv} Further, according to the June 2020 DME Public School Family Engagement Survey, alternating weeks of school was the least favored option for reopening across all Wards.

According to the DME Public School Family Engagement Survey Results, a schedule with 2 days “on” / 3 days “off” is the most popular schedule on average. It is also popular across wards and family schedule preference trends are very similar across school types. Schedules with alternating days or one week “on” / one week “off” schedules are less popular, ranked in second and third place, respectively. A schedule with two weeks “on” / two weeks “off” was the least favored across elementary through high school. Spanish-speaking respondents more strongly favor the alternating days schedule. There is little variation in schedule preferences between families with and without students with IEPs. Families of students with IEPs are slightly less likely to opt for in-person instruction. Families of students with IEPs in Wards 7 and 8 are more likely to opt for remote or online learning. Above all, families value a consistent schedule every week that allows them to plan their work schedule and for the school to clean.^{xlvi}



Approximately 60 percent of respondents were satisfied with remote learning; access to tech and receiving materials/communications from school were cited as key success factors. Approximately 20 percent of respondents were not satisfied with remote learning; many parents stated their children were unmotivated and they did not have time to support them. Ward 7 and 8 respondents were more satisfied with online learning than respondents in Wards 1–6. Residents of wards with higher rates of COVID-19 infection tend to have a lower likelihood of opting to return to school in-person next year (Wards 5, 7, and 8 show the highest prevalence). For next year, up to approximately 75 percent of students represented in the survey may opt for in-person instruction in the fall. Preference for in-person instruction was strongest for youngest students; preschool and elementary schools expect approximately 50–55 percent uptake, while middle and high schools expect 40 percent uptake. Students from Wards 7 and 8 are less likely to opt for in-person instruction. Qualitatively, families emphasized a desire for choice in online vs. in-person instruction, primarily given health/safety concerns and the evolving situation with COVID-19.^{xlvi}

Regionally, Montgomery County is planning on either a full distance-learning model or a hybrid model,^{xlvi} where students alternate days in a 4-day week. Wednesdays will be reserved for deep cleaning, teacher planning, and faculty meetings.^{xlvi} It has not finalized its plans yet. In Arlington County, parents will choose between a fully virtual or hybrid model, with Mondays reserved for deep cleaning, distance learning, and teacher planning. The district chose Mondays rather than a mid-week cleaning day because it coincides with many federal holidays and therefore aligns with other school districts in Northern Virginia.¹ In Fairfax County, schools will conduct in-person learning two-days a week.^{li}

Other options to consider: one-day rotation, two-day rotation, A/B week, elementary face-to-face and secondary distance learning, grade band phase-in, learning in outdoor and natural spaces.^{lii liii}

Whichever option LEAs choose for reopening, they will need to reimagine the staffing of schools in order for the academic and social-emotional needs of students to be met. Teachers will need additional flexibility, planning, and professional supports to meet the needs of students. LEAs should consult with teachers and school staff to develop master schedules and teaching schedules whether they are engaged in in-person or distance learning. The teaching schedules should be developed in such a way that minimizes exposure for teachers and staff to multiple groups of students during in-person learning.^{liv}

LEAs must recognize that teachers will need additional time to prepare lessons and to grade assignments in different learning environments, especially for those who are asked to provide instruction in multiple environments simultaneously (i.e., a hybrid in-person, distance learning approach). Class periods should not be extended beyond normal lengths; breaks need to be provided to students and physical exercise should be encouraged. Teachers who are leading distance learning courses should teach no more than 4 hours per day and a break of 15–30 minutes should be provided between classes. Teachers would retain their requirement of 6 hours of “work time” per day (per WTU labor contract agreement) but be provided the flexibility to work with whole groups, small groups, and



contact families. Teachers who are engaged in distance learning should be given flexibility to meet their students' needs. DCPS and charter LEAs must recognize that teachers will spend additional time communicating with families during periods of distance learning. Staffing plans must distribute workloads equitably and ensure that teacher and staff well-being is considered.^{lv}

For some students and grades bands, non-technology supplies, including paper, crayons and other educational supplies will need to be made available to families. Overall, protocols need to be developed for students who are transitioning between in-person and distance environments to ensure attendance, participation, and submission of assignments.^{lvi}

In terms of learning, the CDC recommends, where possible, that teachers rather than students move between classes.^{lvii} Consider livestreaming class lessons using virtual meeting programs (Zoom, Google Meets, etc.) to provide students in different classrooms or at home with synchronous access to the lesson. Similarly, the synchronous lesson could be recorded and used for asynchronous learning opportunities. Synchronous remote learning should be thoughtfully structured and scheduled at the building/district level to eliminate an overlap in scheduled student meetings to ensure that students are able to actively participate in scheduled courses.^{lviii}

Outdoor education has been touted as a healthy, stress reducing alternative to a number of logistical issues involved in indoor learning (e.g., class size and space, the spread of the COVID-19, etc.). The key idea is that LEAs would identify outdoor spaces that are safe, equitable across the District, secure, and clean. In order to ensure all schools across the district have ample space for its students, LEAs may be able to partner with the DC Mayor's Office to leverage the surrounding spaces, when feasible—closing streets, allowing the use of public parks, opening parking lot spaces to teachers and students, and other spaces that are safe and secure may options for schools. Since weather will hamper continuous learning outside, LEAs should have a plan in place—for example, having a back-up space in the school building that allows for safe social distancing and learning, or if it is known in advance that weather will not permit outside learning, switching to distance learning. Lastly, Denmark, like other countries, are phasing in different grade bands of students on school campuses; they are starting with the youngest students, since they cannot stay home alone, and technology is less effective on their learning and development compared to middle or high school students. Parents or caregivers of students should be considered as potential partners in outdoor learning, depending on the age-appropriate ability levels of students and lesson complexity.^{lix lx}

School breaks, or stretches of weeks of distance learning, is another recommendation that aligns with outdoor learning while anticipating cold weather, flu season, and a likely jump in COVID-19 cases. LEAs should decide on a window of time that students would learn remotely to avoid the spread of the virus and force indoor learning. EmpowerEd recommends closing schools two weeks before Thanksgiving and returning in January, pending infection rate data in the District and an evaluation of cases documented during fall reopening.^{lxi}



District families have clear recommendations for making improvements with distance learning. They suggest building in more student-to-student interaction, more teacher touch points, synchronous learning, social engagement, simplifying learning platforms and log-in processes, continuing to streamline schedules, and targeted feedback on student performance as places for growth.^{lxii}

The State Board of Education’s Student Advisory Committee (SAC) had several suggestions for the learning process, specifically for high school grade bands. A flexible balance of synchronous and asynchronous forms of learning should be encouraged. They encourage optional live sessions (synchronous learning) mostly for review and Q&A with teachers, as well as to create a more interactive learning environment. Students like the ability to ask their teachers questions in real time, face-to-face or voice-to-voice, for thorough and detailed explanations of content. Synchronous learning in small interactive groups can be effective at encouraging students to complete work. However, many SAC members shared their own concerns with an over-reliance on synchronous learning because the time spent on these calls can hinder students’ ability to complete their graded work. Thus, they encourage pre-recorded instructional videos for teachers to use for lessons, as this type of learning allows students to pause, rewind, and resume at the students’ preference.

LEAs should ensure that teachers provide students realistic weekly suggested schedules for completing daily work in each class, and that teachers coordinate with each other on expected workloads for students. The SAC recommends a uniform approach of distributing work to students and turning in work to teachers across each LEA, or all LEAs if feasible. Across LEAs, there should be one consistent and repeatable approach toward what day assignments are distributed each week and on what day they are supposed to be submitted each week. This would curtail sporadic and random work distribution which is detrimental to retaining information. The previously mentioned digital platform used in each school should be able to have teachers return grades in real time for students to easily and readily access if such a system is not already in place.

Regarding grades, students recognize the importance of displaying mastery of content and understand individual grades reflect their mastery of content; however, the SAC encourages teachers and schools to recognize the unprecedented difficulty of learning during this time and encourages teachers and schools to take this difficulty into account when issuing grades. This could look like: limited yet flexible use of extra credit, optional assignments, and assignments that can only improve grades; appropriate grading curves for weighty assignments; and teachers grading with discretionary-leniency on completion assignments and project-based assignments on the basis of effort and noticeable hard work.^{lxiii}

C. How will the District safely transport students to and from school?

To avoid crowding and exposure to COVID-19 on public transportation for teachers and students, schools should consider non-traditional school hours. If feasible, LEAs should



coordinate their revised hours with each other, as well as other school jurisdictions, for educators who require educational options for their own children. The Daytime School Parking Zone Act should also be expanded to ensure that all schools have adequate parking spaces for all staff.^{lxiv} Where appropriate, masks must also be worn by all students using public transportation as a preventative measure. For bus transportation, seats should be marked to indicate safe social distances, fewer students should enter the bus at a single time, and bus stops should be consolidated to alleviate the increased trips bus drivers are taking to drop students off.^{lxv}

LEAs should maintain communication with WMATA before schools reopen and during the process of reopening to ensure there are appropriate protocols for students to get to and from school. LEAs should also communicate with each school community on safe passage efforts, including ride-share services to and from school.^{lxvi}

D. What will training around virtual/distance learning, health and safety precautions look like for educators, principals, and other school-based staff?

Given the likely possibility of rolling closures in school year 2020–21, LEAs should offer high-quality professional development focused on best practices around distance learning for all school leaders, teachers, and school-based staff.^{lxvii} Digital training prior to reopening in August should center around teaching and leading in any new school models, health (including mental health and childhood trauma) and safety procedures, new pedagogical approaches, and the use of digital platforms. Training centered around teachers should also prepare them for pedagogical and coaching strategies as they relate to virtual environments. Schools should be prepared to welcome new teachers and school staff by modifying orientation programs, while being mindful of the new education landscape—the possibility of distance learning, fewer experiences working face-to-face with students, remote mentoring/coaching from veteran teachers.

E. What arrangements can be made to accommodate teachers who cannot find childcare for their own children, or have children who are on different school schedules as DCPS?

Prior to reopening, schools should explore community partnerships that could provide childcare for teachers or allow teachers to work from home without penalty should they feel uncomfortable sending their own children to childcare centers or school.^{lxviii}



IV. Accommodations for students with special needs, health issues, etc.

A. What accommodations will be made available to children who have IEPs, 504 plans, or pre-existing medical conditions?

Schools will need to consider the range of needs of students, developing clear protocols, specialized services, and additional instruction to students based on their Individualized Education Plans (IEPs). IEPs should be provided for in-person instruction, for distance learning, or a hybrid option.^{lxix} LEAs should consider the recent results of the DME Public School Family Engagement Survey, which suggests that families of students with IEPs were slightly less likely to opt for in-person instruction. Families of students with IEPs in Wards 7 and 8 were more likely to opt for remote or online learning.

Clear protocols need to be in place for students who have IEPs that require physical prompting and/or have sensory issues, such as playing or spitting their saliva to satisfy sensory needs. Students who are dependent on educators, requiring significant physical aid from school staff around daily living skills (e.g., eating food, using the bathroom, etc.), should be encouraged to participate in distance learning for the entire school year, or at least the first few months of reopening, and a phased approach should be taken for their safe reentry back into schools. Students who are able to do tasks independently (e.g., able to keep a mask on, wash their hands, go to the bathroom unassisted) should be given the option of in-person learning.^{lxx}

IEP teams, especially those who are serving students who are dependent on educators and require significant physical aid, should meet prior to schools reopening in the fall, and include the student's parents, school staff who will be responsible for providing medical care to the student, and other related service staff (e.g., school nurse, 1:1 nurse, paraeducator), to consider the best course of action in terms of in-person learning, facilities available at the school, etc. If feasible, LEAs may request permission from parents to maintain two-way communication with a medically fragile student's physician to discuss student-specific needs and safety considerations in the school context.^{lxxi lxxii}

To ensure the safety and health of educators and students, as well as a quality education, LEAs must ensure that special education teachers do not receive caseloads that exceed standards negotiated with the Washington Teachers' Union, and special education teachers are not taking on additional responsibilities that interfere with their ability to provide services to students in their caseloads.^{lxxiii}

For students who will be engaged with distance learning, LEAs should provide students with opportunities that would allow them to work at their own pace, modified for their individual needs. Materials provided to students should be aligned with the learning standards, and should be provided as printed packets, online assignments, and synchronous/asynchronous lessons. Students should also have access to teachers during school hours to provide them with support or feedback.^{lxxiv}



It is also important for any students who are homebound and participating in distance learning to have the ability to engage with other classmates remotely. LEAs must have a system in place to track students' progress, services provided (including IEP hours, evaluations, and other services), and ensure students have the technical support needed to complete assignments. Further, to avoid overwhelming teachers with multiple ways to document hours, LEAs should develop a data system and protocol to allow for digital signatures.^{lxxv lxxvi}

Schools should collaborate with parents of homebound students on the best times for teachers to work with them. In the classroom, LEAs must have protocols in place for teachers to properly respond to students who require restraints due to unsafe behaviors, or physical comfort to students experiencing a meltdown. These protocols should reflect input from educators.^{lxxvii}

Schools should provide flexibility and accommodations to educators to help them manage their workload, as well as professional development on distance learning. This should include providing educators with additional time for planning and filling out paperwork, allowing teachers to meet with students outside of traditional hours, and conducting assessment and programming, including IEP evaluations remotely where appropriate. LEAs should consult with educators to help develop metrics for the evaluation of special education teachers who are teaching either inside the classroom or remotely.^{lxxviii}

B. How will the school make classrooms accessible and safe while accommodating for students, aides, and health equipment under special circumstances?

LEAs should consider altered class size/structure for self-contained programs, and modified staffing for specific programs. Classrooms designed for cooperative educational services (CES), behavior and education support (BES), independent living skills (ILS), and medically fragile students should reduce the number of students below the 8–10 student limit. It is recommended that schools aim for at most 50 percent capacity of students per classroom to take into account the safety and health of school staff and students, with an adequate student-to-teacher ratio that allows for adequate safety precautions such as washing breaks that require movement and transition out of the classroom. Ideally, there should be at least one dedicated staff for every one or two students in the room to minimize contacts during bathroom breaks, eating meals, and other activities.^{lxxix}

1. What will be the staffing requirements for students with special needs or medically fragile students?

Schools should provide nurses dedicated time to meet with individual teachers and staff members prior to the school reopening to review health concerns for medically fragile students who will be coming to the school in person. The aim is to ensure students will receive immediate health-related treatment (e.g., asthma action plans, allergy protocols, diabetes care plans, and other emergency action plans for conditions that are compounded by chronic medical conditions).^{lxxx}



V. State- and School-Level Policy

A. What autonomy will educators and schools have in terms of performing their job responsibilities?

Teachers who are at high-risk or live with someone who are at high-risk for developing severe complications from COVID-19 must be given the option to teach remotely using synchronous/asynchronous distance learning instruction, and opt-out of any in-person lessons with students.^{lxxxix} School staff should consult with their healthcare providers about the feasibility of returning to the school while being able to keep themselves and those they live with safe from COVID-19 infection.^{lxxxix} School staff, including counselors, librarians, and others who work in the school should not be penalized for their inability to teach in-person.

For teachers asked to return to the school for in-person learning, several considerations and accommodations should be made. School staff who return to the school for in-person instruction at the school during Phase 1 through 3 of the recovery process should be provided with hazard pay.^{lxxxix} Flexible work hours should be provided by schools to support social distancing, including staggered hours or specific days the educator is on the school site. For teachers with their own children who are young or attending grade school, flexible schedules should also be provided to meet the needs of their families. It is recommended that there is cross-sector collaboration in the District to ensure the coordination of school schedules in order to minimize conflicts.^{lxxxix}

1. Can teachers who prefer to stay virtual-only be placed in virtual-only positions, or will they be mandated to use leave (i.e. FMLA)?

No, teachers should not be required to use leave time (e.g., FMLA) if they are at high-risk, or their family members/individuals they are living with are at-high risk, such that they are fully able to teach and perform duties remotely.

B. How do schools plan on addressing existing achievement and learning gaps, as well as learning loss that COVID-19 only served to exacerbate?

LEAs should gather feedback and requests from students and families during the initial spring 2020 school closures to inform the content and materials needed for reopening in the fall. LEAs should also use formative assessments around student mastery and learning during distance learning in spring to inform efforts in the summer and the 2021 school year.^{lxxxix}

Time should be allotted at the beginning of the school year to assess academic regression for students, especially for students disadvantaged on the basis of socioeconomic status and access to technology. OSSE should consult with teachers to assess the appropriate time needed to identify and address learning loss and achievement gaps in general. Teachers



should also have the flexibility to teach at their own pace to best meet the unique social and academic needs of their students.^{lxxxvi}

C. Will schools be administering high-stakes testing and teacher evaluations (e.g., IMPACT) in SY2020–21?

High stakes testing and evaluations should be postponed until at least one year after the District enters Stage 4 of the recovery.^{lxxxvii}

VI. Additional Questions

- A. Will all students get a rapid test before school starts?
- B. If classes are conducted outdoors, what accommodations will be available to students who have audio/visual difficulties?
- C. How will attendance be tracked during various reopen scenarios?
- D. How will the statewide accountability framework be implemented in the next year?
- E. How will PPE and other necessary items be purchased for schools? With what funding source? Who will be responsible for distribution and procurement of needed items?
- F. How will substitute teachers be screened and monitored?
- G. How will community service requirements be completed?
- H. Do families who begin the year home schooling through the OSSE notification of intent process need to submit health verification prior to reentering school?
- I. Will vaccine requirement be adjusted?
- J. How will families and communities be notified in the event of exposure to coronavirus through a school?
- K. How will LEAs identify and eliminate barriers to effectively engaging students in extended distance learning periods?
- L. What is the guidance for student discipline related to violations of safety protocols at a school?
- M. Are additional supports being provided to students who graduated? Is the District tracking outcomes for those students?
- N. What protocols are being designed to screen students that arrive after the beginning of the school year? Will there be a quarantine period?
- O. What metrics would necessitate the closure of schools once they have been reopened?
- P. What supports will be provided to hourly workers if school does not open with a full in-person week?
- Q. What are the cleaning protocols for school buildings? Who will train custodial staff? Is the current custodial staff sufficiently trained and supplied with resources to ensure protocols are followed?
- R. What coordination efforts are underway with surrounding jurisdictions for reporting new infections as many school staff and teachers live outside the District?
- S. What are the plans for OSSE’s Transportation Department to ensure health and safety for our special education student population?
- T. How will the Safe Passage program continue while ensuring social distancing?



ⁱ Texas Education Agency- SY 20-21 Public Health Planning Guidance
<https://tea.texas.gov/sites/default/files/covid/covid19-SY-20-21-Public-Health-Guidance.pdf>

ⁱⁱ WTU Reopening Our Schools Recommendations- 6/22/2020

ⁱⁱⁱ SBOE Responses to #ReOpenDC Questions- 5/4/2020

^{iv} The School District of Philadelphia- School Year 2020-2021: Charting A Path Forward... Together
<https://www.philasd.org/coronavirus/schoolstart2020/#1591977734441-d4d1e331-ef10>

^v WTU Reopening Our Schools Recommendations- 6/22/2020

^{vi} #ReOpenDC Advisory Group Recommendations to Mayor Bowser- 5/21/2020

^{vii} DCPS- DCPS Return to In-Person Work Guidelines
https://drive.google.com/viewerng/viewer?url=https://interactive.wusa9.com/pdfs/FINAL_DCPS_RTW_Guidelines_V1063020.pdf

Arlington Public Schools- Reopening Frequently Asked Questions
^{viii} <https://www.apsva.us/engage/planning-for-reopening-schools/reopening-frequently-asked-questions/>

^{ix} WTU Reopening Our Schools Recommendations- 6/22/2020

^x The Washington Post- “As America struggles to reopen schools and offices, how to clean coronavirus from the air” from June 26, 2020- <https://www.washingtonpost.com/climate-environment/2020/06/26/coronavirus-indoor-air-schools-offices/?arc404=true>

^{xi} Harvard University- Schools for Health Report <https://schools.forhealth.org/wp-content/uploads/sites/19/2020/06/Harvard-Healthy-Buildings-Program-Schools-For-Health-Reopening-Covid19-June2020.pdf>

^{xii} Texas Education Agency- SY 20-21 Public Health Planning Guidance
<https://tea.texas.gov/sites/default/files/covid/covid19-SY-20-21-Public-Health-Guidance.pdf>

^{xiii} Illinois State Board of Education- Starting the 2020-21 School Year-
<https://www.isbe.net/Documents/Part-3-Transition-Planning-Phase-4.pdf>

^{xiv} Texas Education Agency- SY 20-21 Public Health Planning Guidance
<https://tea.texas.gov/sites/default/files/covid/covid19-SY-20-21-Public-Health-Guidance.pdf>

^{xv} WHO, Considerations for school-related public health measures in the context of COVID-19. (2020, May 10). Available at <https://www.who.int/publications/i/item/considerations-for-school-related-public-health-measures-in-the-context-of-covid-19>

^{xvi} Massachusetts’ Initial Fall School Reopening Guidance- <https://www.mass.gov/doc/dese-fall-reopening-guidance/download>

^{xvii} Detroit Public Schools Draft Reopening Plan-
<https://www.detroitk12.org/cms/lib/MI50000060/Centricity/Domain/4/DPSCD%20Official%20Draft%20Covid%20Reopening%20Plan.pdf>

^{xviii} The School District of Philadelphia- School Year 2020-2021: Charting A Path Forward... Together
<https://www.philasd.org/coronavirus/schoolstart2020/#1591977734441-d4d1e331-ef10>

^{xix} NASN Position Statement: Caseload Assignments (January 13, 2011)
<https://journals.sagepub.com/doi/pdf/10.1177/1942602X10391969#:~:text=NASN%20recommends%20a%20formula%2D%20based,interventions%2C%201%3A125%20in%20student>

^{xx} IACS- Staff to Student Ratios
<https://iacsinc.org/staff-to-student-ratios/#:~:text=Since%20the%20standard%20ratio%20of,higher%20ratio%20is%20legally%20vulnerable.>

^{xxi} Scientific American- “‘Breakthrough’ COVID-19 Tests Are Currently Cheap, Fast—and Not Very Accurate” (May 7, 2020)
<https://www.scientificamerican.com/article/breakthrough-covid-19-tests-are-currently-cheap-fast-and-not-very-accurate1/>

^{xxii} CDC- Interim Considerations for K-12 School Administrators for SARS-CoV-2 Testing (June 30, 2020)
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-testing.html>

^{xxiii} WTU Reopening Our Schools Recommendations- 6/22/2020

^{xxiv} PAVE Parent Impact Survey- 5/6/2020

^{xxv} Dr. Lewis Ferebee- DC SBOE 7/1/2020 Working Session

^{xxvi} WTU Reopening Our Schools Recommendations- 6/22/2020



- xxvii DC SBOE Responses to #ReOpenDC Questions- 5/4/2020
- xxviii SAC Final Report- 6/26/2020
- xxix Arlington Public Schools- Reopening Frequently Asked Questions
<https://www.apsva.us/engage/planning-for-reopening-schools/reopening-frequently-asked-questions/>
- xxx WTU Reopening Our Schools Recommendations- 6/22/2020
- xxxi Harvard University- Schools for Health Report <https://schools.forhealth.org/wp-content/uploads/sites/19/2020/06/Harvard-Healthy-Buildings-Program-Schools-For-Health-Reopening-Covid19-June2020.pdf>
- xxxii WTU Reopening Our Schools Recommendations- 6/22/2020
- xxxiii California Department of Education- Stronger Together: Health and Safety
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