



Tipp City Schools

Responsible Restart - Guiding Questions

● **Facility Preparations**

- Are there cleaning protocols in place for the general building and grounds, classrooms/offices/large gathering spaces, materials, etc.?
- Which entries will be used?
- Will lockers be used?
- Are there visual directions posted in common areas for transitions or will there be transitions between classrooms and other locations?
- How will classrooms be arranged and will there be visual directions?
- Does the school building have the necessary personal protective equipment (PPE)?
- What will libraries and media centers be used for?
- Have you reviewed all spaces, current usage, and the potential need caused by social distancing, specific student needs, and new medical needs?
- Do additional handwashing or hand-sanitizing stations need to be installed in the building?
- Will they need to be in all classrooms and what is needed to make this happen?
- Do additional protocols need to be explicitly part of orientation and practiced and modeled for all students?
- Are there spaces in your district or schools that need to be structurally modified to help limit exposure/allow staff to complete tasks?
- How do you balance security with the expanded need for many entry points and staff to supervise these while processing entry of students, parents, contractors and students?

● **Signs of Illness, Nurse's Office & Wellness Activities**

- When should staff come to school or stay home based on symptoms?
- When should students come to school or stay home based on symptoms?
- What should staff and students do if they are sick?
- What if a student or staff member becomes ill while at school?
- How will students who are not sick but need medical attention in another way be treated (for example, medicine distribution, injury, cut, etc.) ?
- Will medication administration happen at a site other than the clinic?

- Will the delegation of health care procedures still be done with staff, and will these still happen in classrooms?
- Where will sick students or staff be held until they leave the school?
- Will the nurse's office be a last option for students to request?
- Will the nurse/aide go to students instead of the students coming to the office?
- How will chronic health information be shared with the new staff and substitute staff who will be present in buildings next fall?

● **Communications**

- Has a district or school hotline been established?
- Does the district website have a webpage to provide information related to these changes?
- How will policy changes be shared?
- How will students be supported with the new procedures, processes and ways of doing school?
- What parent education programs need to be developed?
- As more student instruction, work products and assessments are moved online, do you need to review directory information designations to allow for a broader scope of items?
- Does your current photo usage release cover the new reality?
- Have you prepared and communicated to staff and students the plans for fire, tornado and lockdown drills?
- Will you be mailing information to families?
- Are you sharing new schedules and transportation plans with other organizations (charter schools, career centers, etc.)?

● **School Operations**

Visitor Procedures

- How will schedule pick-up and student orientations occur in August 2020?
- Who will screen students, parents and staff who attempt to enter the building?
- Will staff who are screening utilize personal protective equipment?
- What procedures will be used in the screening, questioning, temperature taking, assessment of items individuals are bringing into the building?
- Will nontraditional entry points be explained to parents?
- What are the methods by which students will arrive at school?
- What if they are alone and present with symptoms or other health issues?
- Will volunteers be permitted in the building?
- Who will be responsible for screening and educating them on new procedures?
- What issues need to be addressed for the organizations, parent groups and other visitors coming to schools to support students and advance learning?

Before & After School Programs

- What times will the building be open?

- Where will the programs be housed in the school?

Arrival & Dismissal

- Will you need to use cafeteria and auditorium seating to safely space students while waiting for classes to begin or will they be able to report directly to classrooms?
- Will drop-off and pick-up spots be modified to consider traffic flow?
- Will there be crossing guards, security and other staff who have traditionally been available to assist with arrival and dismissal?
- How will attendance be taken?
- Will you need to communicate new expectations with early release or late arrivals based on new class/school schedules?

Restroom Procedures

- How many students or staff may enter at a time?
- How will access be granted?
- How will restrooms be monitored?
- Will water fountain use be permitted?

Main Office Procedures

- Are individuals permitted to use office phones?
- If yes, how will phones be sanitized?
- Will parents and students have access to the main office?
- Where will meetings and family conferences be held and how?
- Will new students follow your current new student enrollment policies?
- How will you collect required paperwork needed to begin the school year?
- Will all paperwork become electronic?

● **Curriculum, Instruction, & Assessment**

- Does the bell schedule need to be adjusted?
 - Middle School
 - High School
- What will class sizes be?
- Will you split classes and staff?
- Will you rotate staff and have students stay in classrooms?
- Are you prepared to eliminate the use of community supplies in classrooms?
- What is the Hybrid Instruction model and calendar?
- How will the A/B student groups be developed for Hybrid Instruction?
- How will you schedule lab classes?
- How will “specials” be scheduled, particularly at the elementary levels?
- How will the equipment used in these courses be cleaned and ready for multiple groups of students in the same day?
- Will you allow students to leave their rooms to assist other staff or students?
- Will students be allowed to bring their own devices to school?

- Will you restrict items allowed to be brought to school daily?
- Will progress report revisions be made based on the new assessment practices brought on by the pandemic?
- Will there be more instruction occurring outside of the school building, especially during the warmer months?
- Are there plans for virtual curriculum nights and back-to-school events?
- Will you schedule virtual teacher-parent conferences in the fall?
- Will you have recess and, if you do, what restrictions will be in place?
- How will you ensure inclusion of students with disabilities and meeting their needs (academic and physical)?
- How will you make online instruction similar in content and performance tasks to face-to-face instruction?
- What materials and supplies will be necessary in this environment and how will they be purchased and delivered safely?
- How will you handle quarantined teachers? Students?
- What training will be needed for teachers and other staff if working remotely (learning management system, software, videoconferencing virtual platforms, etc.)?
- What assessments will be administered at the beginning of the school year to determine students' current levels and what interventions may be needed?
- Is this something you have in your student information system (SIS) or do you need to acquire something new?
- What will happen to current or scheduled curriculum adoptions and material purchases?
- Are you using universal screening tools?
- Have you reviewed budget needs for online curricula, tools and subscriptions?
- What changes need to be made to career advising and the transition process based on changes and new college processes?
- Will educational option policies need revised?
- How will College Credit Plus students be impacted by schedule changes, especially for those students going back and forth between the colleges/universities and high school?
- What informed practices will you use for assisting students/staff in dealing with uncertainty and stress?
- Will access to social-emotional learning supports need to be expanded?
- If so, how will you expand them?
- Will you need additional social workers to support the growing needs of students and staff?
- How will you support students with "re-entry," both as a whole and individually?

- **ELL, Special Education, IEPs, 504s & Gifted**

- Are you including students with special needs when planning the schedule and safety procedures?
- How will you complete an assessment of progress monitoring and documentation of services?
- How will you collaborate with parents?
- What platforms will be used for delivery of services?
- Will you provide assistive technology, access and options for support when technology is limited?
- How will you address IEPs and ETRs (referral process, compliance dates and times, development, guidance, testing)?
- How will instruction happen, and will it meet federal and state requirements (FAPE, LRE, AAC, general education and intervention specialist collaboration, staffing to support students who are no longer able to be supported in groups)?
- How are you supporting parents? Items to consider:
 - Collaboration, partnership
 - Increased communication
 - Parent training
 - Guidelines for home instruction/remote learning
 - Establishing a schedule for remote learning
 - Parent support/guidelines to engage students in remote learning
 - Access to technology
 - Flexibility of hours and availability of staff to support parents
- How will you determine if compensatory services are needed for each individual student with a disability?
- How will you consider needs of individual students with “re-entry” (adjusted schedules, mental health supports, etc.)?
- Will there be an option to go to homes for support if families practice social distancing protocols?
- Will gifted middle school students be going to high schools for courses?
- Are you planning for efficient screening of new English learners and any potential English learners who enroll in the spring?
- Are you planning to assess current English proficiency levels for all English learners?
- Are you using assessment data to create individual English learner plans with specific goals, especially to mitigate learning loss?
- Is there collaboration between ESL teachers and content area teachers to more effectively support English learners?
- Will there be professional learning for staff on how to support English learners in class and through remote learning?
- Are you rethinking ESL staffing for more impact?
- Are you considering hiring bilingual aides to support students and families?

- Are you considering additional English learning opportunities in person and online, utilizing technology?
- Are you creating a limited English proficiency family communication plan?
- Are you collaborating with community groups to support English learner students and families?

● **Student Code of Conduct**

- What happens to students who do not comply with safety procedures?
- What happens if a student forgets their mask?
- What happens if a student wears an inappropriate mask?
- How will everyday disciplinary issues/office referrals be handled?
- Will students be sent out of class, escorted, etc.?
- Do you need to amend discipline policies and practices?
- How will you conduct search and seizure?
- How will you deal with bus discipline?
- What implications are there to your current dress code?
- How do student and staff handbooks need to change before the 2020-2021 school year?
- Will new code of conduct items need to be added that are tied to the pandemic and the health guidelines?
- What implications are there for restraint procedures?

● **Enrichment/Extracurricular Activities**

- How will you decide what co- and extracurricular groups will continue to operate and what restrictions need to be implemented?
- Will you permit field trips?
- If yes, who will supervise them?
- How will fundraising efforts be governed?
- Will school clubs be allowed to meet virtually?
- Will there be procedures for spectators at events? - See OHSAA Guidance from 7/22
- As sports seasons are canceled or modified, how will you direct athletic directors, coaches and volunteers in their actions with student athletes?
- Will you have to modify when you award supplemental contracts and the expectations for completion of these contracts?

● **Staff**

- How will we handle substitute teachers who sub in other districts?
- Who will serve as POC's for students accessing the full-time online option?
- Which staff members *need* a face shield? (Provide a list to MCPH)
- What will new teacher onboarding look like in the summer and fall of 2020?

- How will transition meetings between levels occur over the next several months to prepare for the 2020-2021 school year?
- Will teacher meetings be face-to-face or virtual?
- If face-to-face, how will spacing be addressed?
- What new trainings will need to occur for various staff before school begins in the fall based on new pandemic policies and procedures?
- How and when will these trainings occur?
- Who will deliver the trainings?
- Who will welcome and orient substitute staff?
- Will you give them access to the learning management system (LMS) and other district resources?
- How will they become familiar with these systems?
- What are the collective bargaining agreement implications?
- How can you better utilize your PTO/PTA as a support during these times?
- How will you support staff mental health and social-emotional well-being?
- How will you virtually post for new positions if you are not currently doing so?
- How will you interview candidates for vacancies?
- Will you conduct interviews online using Skype, Zoom, Facebook, etc.?
- Does your current collective bargaining agreement align with new guidelines?
- Does your collective bargaining agreement address traveling and/or sharing staff, virtual learning, working remotely, rules and behavior of staff?
- What if there is a concern regarding those communications?
- Are there ways to use retired teachers to support your staff or fill open positions?
- How many paraprofessional and classified staff will be needed?
 - Non-renewed paras and classified staff
 - Clinic Aide at Nevin Coppock
- What will be their current and future responsibilities?
- Will you need to revise maintenance or custodial job descriptions or work schedules with new responsibilities based on new guidelines regarding the virus?

- **Information Technology/Remote Learning 2.0**

- How will devices be exchanged between staff/students and technology staff?
- Will there be a student-run helpdesk?
- If yes, will there be hygiene training?
- If no, how will this affect staffing?
- What is our BYOD policy?
- What is the effect on technology if most of your equipment is deployed to students and may not be returned?
- What needs to be ordered and when will it be available to begin the year?
- Based on spring data, will you need to invest in more inventory (laptops, headphones, etc.)?

- Will you be able to take advantage of the “free” technology offerings? Please note: When the “free” periods expire, some have automatic renewal fees.
- What are the expectations of staff while working for Remote Learning 2.0?
 - Administration
 - Teachers
 - School Counselors
 - Paras
 - Office/Support Staff
 - Custodians/Maintenance
 - Athletics
- What will be accessible to staff members while working remotely?
- Will it be limited to traditional school hours?
- What guidelines are in place for contacting students?
- Must this be through board-owned equipment and software or can it be through personal equipment and software?

● **Transportation**

- Are there bus drivers available for double or alternate routes?
- Do drivers have access to masks, gloves and sanitizer?
- Do students have access to masks and sanitizer upon entry?
- What is the impact of a maximum seating limit of one per seat?
- How will busing be adjusted for less ridership and social distancing?
- Will more private transportation for special groups, such as medically sensitive students, be needed?
- What are the safe transportation procedures for walkers, parent drop-offs, bike riders, etc.?
- Will high school students be allowed to drive to school?
- Will carpooling be permitted?
- Are you planning time for buses to be cleaned and sanitized each day?
- Will bus stops be monitored to ensure social distancing?

● **Food Service**

- How many tables and seats in the cafeteria and/or other locations will be needed to meet social distancing guidelines?
- How will tables and desks be arranged?
- Will there be an alternate lunch rotation schedule?
- Can classrooms be used as eating spaces?
- Will you use partitions to provide separation?
- How will lunch be served?
- In lunchrooms, in classrooms, full lunch, boxed lunches?
- Who will supervise?

- What will be the cleaning procedures for the areas where food is eaten by students and/or staff?
- Will a complete cleaning occur between sessions?
- Where will the cleaning supplies be located?
- Can the school schedule be changed so students can eat lunch at home?
- How will food service be provided during a school closure?