



CARES Act Elementary and Secondary School Emergency Relief (ESSER) Fund PLANNING CHECKLIST

PHYSICAL SCHOOL BUILDINGS:

- Inspect facilities to assess need for repairs or modifications to prevent spread (e.g., place protective barriers around secretaries, cashiers, and other staff who interact with the general public; replace—or place protective barriers between—sinks in bathrooms, etc.)
- Arrange appropriate seating in classrooms, offices, cafeterias, auditoriums, etc.
- Maintain appropriate spacing in hallways, in stairwells, in gyms, on playgrounds, etc.
- Adjust drop-off and pick-up times
- Post signage explaining practices to prevent spread
- Secure necessary supplies of PPE (e.g., gloves, contact gowns, procedural masks, N95 respirators). Secure other supplies to prevent spread (e.g., tissues, waste baskets, paper towels, hand sanitizer, soap)
- Regularly clean and disinfect; determine which surfaces and objects to clean; set a schedule; assign responsible staff; communicate appropriate practices
- Set entry protocols for district and school buildings – limit number of available entrances and exits; encourage hand sanitizing on entry; and implement other measures to facilitate social distancing.

ACADEMIC SUCCESS FOR ALL STUDENTS:

- Develop contingency plans to address: additional COVID-19-related school closures; individual students affected by illness, quarantine and/or family decisions not to resend to school.
- Communicate expectations for curriculum and instruction to students, families, and staff
- Explore extended learning opportunities (e.g., summer school, after-school programs) to mitigate learning loss and support credit recovery
- Determine the need for further adjustments to curriculum and instruction based on common gaps in student learning identified during analysis of academic data collected once schools reopen
- Measure learning loss among special populations (e.g., students with disabilities, English learners, migrant and homeless students, foster youth, socioeconomically disadvantaged students, students directly affected by COVID-19)
- Provide targeted interventions: reassess student learning periodically to determine the efficacy of existing interventions and the need for additional supports
- Facilitate teachers' efforts to share best practices for mitigating learning loss
- Help families support student learning at home by sharing instructional strategies and resources
- Determine how to assess students' learning when schools reopen
- Offer professional learning opportunities aligned with staff needs

HEALTH (PHYSICAL & SOCIAL-EMOTIONAL):

- Determine how to assess students' social-emotional well-being when schools reopen: assess students who show signs of mental health concerns, including trauma
- Provide guidance to staff on how to reestablish safe and secure classroom environments
- Offer safe spaces for students and staff to share feelings and experiences related to COVID-19

- Incorporate trauma-informed practices and social emotional learning into classroom instruction in a manner that supports equity and inclusion and reflects cultural responsiveness
- Help families support students at home by sharing how to: talk about crises; recognize normal physical, emotional, and behavioral responses to crises; foster resilience and other healthy coping strategies
- Monitor staff social-emotional well-being
- Establish a process for responding to a student or staff member in crisis
- Establish safe procedures for any basic health screenings (e.g., hearing, vision) and/or any required immunizations conducted by schools
- Provide school health personnel with any necessary personal protective equipment (PPE) (e.g., gloves, contact gowns, procedural masks, N95 respirators)
- Encourage students and staff to stay home if ill
- Explain and demonstrate how to clean and disinfect objects and surfaces
- Explain and demonstrate respiratory hygiene: avoid touching the eyes, nose, and mouth; cover the mouth when coughing; cover the nose when sneezing and safely discard tissues; how to clean hands, etc.

OTHER OPERATIONAL CONSIDERATIONS:

- **ACTIVITIES AND EVENTS:** (Decide which of the following to postpone, cancel, hold in person in a modified manner, or hold virtually):
 - Athletics Extracurricular activities Social activities (e.g., dances, proms) Other activities (e.g., orientations, open houses)
 - For in-person events, consult with public health officials to determine the necessary safety precautions (e.g., sanitizing equipment, restricting spectators, enforcing social distancing, etc.)
 - Seek opportunities to add new virtual extracurricular activities
- **ATTENDANCE & ENROLLMENT:** (Consider adjusting student and staff attendance policies – e.g., excused and unexcused absences)
 - Develop policies for students and staff who do not report due to COVID-19 infection, quarantine, or safety concerns
 - Monitor and address student and staff attendance issues
 - Analyze current and expected enrollments at the district, school, grade, and subgroup levels:
 - Provide communications outlining any changes in attendance and/or enrollment policies
- **FOOD:** (Determine whether vendors meet health and safety requirements at the federal and state levels)
 - Contact vendors to confirm ability to supply needed items and, if so, timetables for future deliveries
 - Inspect stored food products and discard any expired or unsafe items
 - Determine need to adjust school menus due to supply issues or health and safety concerns.
 - Provide cafeteria staff with any necessary PPE and ensure cafeteria staff follow practices and procedures that comply with public health guidelines (e.g., food handling, food preparation, food and drink dispensers, etc.)
 - Inspect cafeterias and kitchens to determine need for modifications to facilitate social distancing (e.g., table placement, seating arrangements, protective barriers between work stations, protective barriers for cashiers, additional staff to monitor compliance, etc.)
- **HUMAN RESOURCES:**
 - Identify which district and school staff will not return for the 2020-2021 school year
 - Determine hiring needs for existing positions or new/additional positions
 - Develop remote recruitment and hiring practices as needed

- Explore reassignment of existing staff or reallocation of duties among existing staff
- Develop contingency plans in the event of: additional school closures; staff quarantine, illness, and/or leave
- Determine which staff will report and which, if any, will work remotely (e.g., based on role, exposure risk): when schools reopen; if additional school closures occur; set expectations for remote work

- TECHNOLOGY:
 - Survey students, families, and staff about: access to and usage of technology at home (e.g., devices, software/apps, internet); experiences with online learning during school closures; additional equipment and/or training needed
 - Close equipment gaps among students, families, and staff in the event of additional school closure
 - Create a process for the safe return of equipment, if district decides to collect it
 - Provide training on instructional technology to students, families, and staff
 - Provide training on online instructional strategies to staff and families
 - Consider creating an online repository for any instructional resources the district created and/or acquired to support distance learning
 - Modify computer labs to comply with social distancing
 - Collect and analyze usage, incident, and technical support data

- TRANSPORTATION:
 - Inspect buses to determine need for repairs or other modifications to safely transport students
 - Provide bus drivers and other transportation staff with any necessary PPE
 - Consider placing additional staff members on each bus to: screen students for signs of COVID-19 prior to boarding
 - Monitor compliance with social distancing at bus stops and in transit
 - Adjust bus schedules, stops, boarding and exiting practices, capacity, and seating to comply with social distancing
 - Outfit buses with tissues, waste baskets, hand sanitizer, and procedural masks
 - Clean and disinfect buses regularly
 - Post signage
 - Deliver training, if necessary