

6. Instructional Program Considerations

Team Leader(s): Felicia Prince, Sonia Hood, Janett Lovett

Task Force Members: Building Principals, Ahunna Akoma, Djuana Wilson, James Clark, Angel Perez, Robert Kurtz, Union Representatives, Regina Armstrong, Rodney Gilmore, Bridgett Burroughs, Professional Council, Pamela Green, Rozella Fibleuil

Considerations	Plan 1 – Return to School	Plan 2 – Blended & Remote
Create a plan to determine learning gaps/bring instructional programming into line with where the students are		
Create a plan for devices (e.g., Chromebooks, iPads) that were distributed during the closure. Will any instruction continue in Google Classroom/similar platforms?		
Limit the extent to which students from different classes are brought together for certain classes		
Take advantage of online/distance learning opportunities to the extent possible through common regional schedules		
Continue the regional sharing/development of instructional resources (e.g., Essential Ed website)		
Consider whether students will be able to return to off-site programming (e.g., BOCES, CTE programs). If not, what will their daily course schedules look like?		
Consider whether you will allow students to participate in clubs and other extracurricular activities based on the level of community spread and guidance from the health departments. Communicate these decisions clearly to students and parents.		
Consider how you will approach special education support services (e.g., speech, OT) that may involve		

close contact between staff members and students.		
Consider accommodations for children and families at risk for serious illness from COVID-19. - Have a plan in place to honor requests from parents who may have concerns about their children attending school due to underlying medical conditions of those in the home. Will remote learning opportunities be available for students who are unable to attend? - Have a plan in place for staff members who cannot be at school due to their own high-risk conditions. Will these staff members be allowed to provide distance learning instruction if they are unable to attend?		
Consider what courses can be offered remotely, especially at the secondary level, and how this would impact scheduling.		
What new technology needs are associated with a blended learning model? Do additional devices need to be purchased?		
Do students have adequate technology/broadband access for remote learning?		

7. Staffing Considerations

Team Leader(s): Rodney Gilmore

Task Force Members: Regina Armstrong, Peter LaDuca, Allan Wakefield, Robert Hodge, Union Representatives, Building Principals, Bridgett Burroughs, John Robinson

Considerations	Plan 1 – Return to School	Plan 2 – Blended & Remote
Create a plan to insure there is sufficient staff to carry out school operations. Is additional staff required?		
Review and update attendance policy for staff members. Communicate expectations among leadership and staff.		
Ensure that mental health resources are easily accessible and available. Are you offering additional support? If yes, make sure you communicate this information.		
Develop a plan to protect the safety and well-being of all staff, including those who are considered vulnerable. Will these staff members be able to conduct their job responsibilities from home?		
Prepare communication messaging and materials for staff		
Ensure staff receiving necessary training on updated protocols, policies and guidelines		
Ensure staff has access to PPE and have received training on expectations of use and proper disposal		
Develop and review a return-to-work protocol after quarantine. Share protocol with staff. Adjust as necessary in accordance with federal, state and local guidance.		
Engage and communicate expectations to the union groups		

regarding isolation and return-to-work protocols		
Encourage employees to perform daily self-screening before arriving to work		
Provide guidance and resources to the HR team to ensure preparedness for inquiries or reports of symptomatic employees prior to shift.		
Monitor absenteeism and have a roster of trained backup staff.		
Designate a staff person to be responsible for responding to COVID-19 concerns and ensure that all employees know who this person is and how to contact them.		
Do faculty/staff have adequate technology/broadband at home for remote working/teaching?		
Social Distancing in the Workplace:		
Develop and distribute protocol to all employees		
Things to consider: - Workstations/cubicles, desk placement - Staggered start and stop times - Staggered lunch/break times - Refrigerator lunch storage - Evaluate restrooms for spacing and possibly increase daily cleaning - Signage - Installation of barriers in cafeterias or public-facing offices		
Isolation Protocol:		
Develop an isolation protocol for employees who become ill or demonstrate symptoms at work		

<p>Things to Consider:</p> <ul style="list-style-type: none"> - Identify a responsible person as "Isolation Coordinator" for each location - Provide training on the protocol to the Isolation Coordinator - Develop forms and protocol for distribution to employees as needed 		
Establish procedures for safely transporting anyone sick home or to a healthcare facility		
Advise sick staff members not to return to work until they have met CDC criteria to discontinue home isolation		
COVID-19 Federal and State Leave Laws for School Districts:		
Review protocol and FMLA forms developed to comply with FFCRA		
Ensure federal and state laws and leave notification expectations are properly communicated to all staff members		
Medical Accommodations under ADA and COVID-19:		
It is the employer's responsibility to accommodate and employee with a disability during the pandemic, even if the employee is working remotely		
Employers may request information from the employee during the "interactive process" to determine if the employee's medical condition/diagnosis is a disability under the American with Disabilities Act (ADA)		
Types of questions to consider asking during the interactive process:		
<ul style="list-style-type: none"> - How does the disability create a limitation? 		

<ul style="list-style-type: none"> - How will the requested accommodation address the limitation? - Whether there is another form of accommodation that could effectively address the request - How will the proposed accommodation enable the employee to continue performing the essential function of their job? - Is the requested accommodation reasonable or will it create an undue hardship? 		
<p>During the accommodation process, if the employer takes an employment action using guidance for CDC< DOH or any other state or federal agency, you should document the guidance that you followed in your decision making. This will be useful if you are required to defend the reasoning behind the employment decision.</p>		