Considerations *for* Developing Re-Opening Plans *for* Nebraska's Schools

Nebraska Rural Community Schools Association

Jack Moles, Executive Director

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INTRODUCTION

➤ Member Superintendents and Educational Service Unit Administrators of the Nebraska Rural Community Schools Association (NRCSA) have developed ideas for consideration to support districts and communities in determining their plans and strategies for reopening schools. NRCSA's Considerations for Developing Re-opening Plans for Nebraska's Schools provides a tiered approach of ideas that schools may choose to consider before students and employees return to school buildings, along with considerations that may be applicable throughout the school year. It is designed to help districts prioritize the health and safety of students and teachers as they open school buildings and deliver instruction for the 2020-2021 school year.

➤ This document is not intended to provide prescriptive or restrictive guidelines to districts. It is simply a framework for districts as they build their re-opening plans. NRCSA recommends school districts continue to monitor CDC, state agency, and local and district health department guidance and comply with directives as these are issued. The Nebraska Department of Education's "Launch Nebraska" ➔ **https://www.launchne. com/** will be especially important for the district as it develops its local plan. It may also be advisable to confer with the school district's attorneys on some issues. The information provided in this document is not mandated, or state required. Local school districts have the authority and flexibility to meet their individual needs and be responsive to their communities.

➤ Nothing in this document should be construed as a mandate, and the committees which compiled these considerations did so with an intent to always provide room for, and respect for, the latitude of local control. Superintendents, school officials and local Boards of Education are the best determinants of decision making at the local level. They know their communities best.

Each committee was chaired by a Nebraska School District Superintendent or ESU Administrator and co-chaired or assisted by a colleague. Committees included diverse membership representing predominantly superintendents, but also ESU administrators and specialists.

MODEL

While state decisions may decide the general format that school takes in the fall, it will fall to the local administration and Board of Education to decide the fine details of any format. Basically, the general formats that may be utilized with the opening of the new school year will fall into one of three modes based on community spread of Covid-19. These modes are (1) low or no spread, (2) minimal or moderate spread, or (3) substantial spread. The general formats that the school year may take, based on these modes would appear to be as follows:

LOW/NO SPREAD	MINIMAL/MODERATE SPREAD	SUBSTANTIAL SPREAD
School buildings are open, with minimal restrictions. The district may choose to initiate preventative practices or additional proactive protocols.	School buildings are open, but use may be minimal, altered, or staggered. Such use may be based on social distancing directives.	School buildings are closed. The closure may be short-term or extended and will likely be based on state (NDE) or district health declaration.

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➡ A committee chair and secretary were identified for each committee. These individuals served on a Steering Committee. Also serving on the Steering Committee were several Education Service Unit administrators, as well as Project Coordinators John Skretta (ESU 6 Administrator) and Jack Moles (NRCSA Executive Director). The committee chairs and secretaries were (first name listed is the Chair, second name is the Secretary/Co-Chair):

|	
CUSTODIAL/HEALTH:	Mark Lenihan (Wayne Supterintendent)
	Stephanie Kaczor (Riverside Superintendent)
TRANSPORTATION:	Brian Rottinghaus (Pawnee City Superintendent)
	Joe Sherwood (Morrill Superintendent)
SPED/504:	Heather Nebesniak (Ord Superintendent)
	Amy Shane (O'Neill Superintendent)
CALENDAR/LOGISTICS:	Brent Hollinger (Cross County Superintendent)
	Jim Widdifield (Minden Superintendent)
INSTRUCTION/CLASS SIZE:	Vern Fisher (Gibbon Superintendent)
	Deb Paulman (ESU 16 Administrator)
ACTIVITIES:	Alan Garey (Medicine Valley Superintendent)
	Jeff Edwards (Northwest Superintendent)
FOOD SERVICE:	Lori Liggett (Gordon-Rushville Superintendent)
	Curtis Cogswell (McCool Junction Superintendent)
PERSONNEL:	Shawn Scott (Adams Central Superintendent)
	Ginger Meyer (previously Scribner-Snyder Superintendent, now Chadron Superintendent)
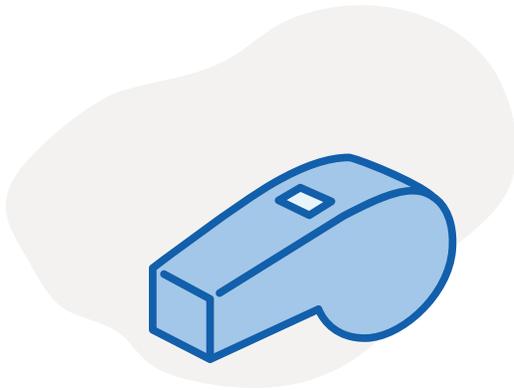
ACTIVITIES

LOW/NO SPREAD Building open as usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down

NSAA ACTIVITIES ↘

The Nebraska School Activities Association's (NSAA) **"Return to Activities" document** 🗎 will provide guidance on high school NSAA-governed activities.

MIDDLE SCHOOL/JR. HIGH ACTIVITIES ↘	District/School considerations:	District/School considerations:	District/School considerations:
No contact Activities (i.e. Cross Country, Track & Field) Activities that can be done with physical distancing and no sharing of equipment.	• Full practice and competitions. • For away contests, Activities Director should contact host school district to determine local guidelines for competition. For any significant changes or special conditions that impact parents/visitors/spectators, communicate those to stakeholders in advance.	Refer to NSAA Return to Activities Information sheet.	Refer to NSAA Return to Activities Information sheet.
Limited Contact Activities (i.e. Volleyball, Baseball, Softball) Activities that involve close contact but with protective equipment in place.	• Full practice and competitions. • For away contests, Activities Director should contact host school district to determine local guidelines for competition. For any significant changes or special conditions that impact parents/visitors/spectators, communicate those to stakeholders in advance.	Refer to NSAA Return to Activities Information sheet.	Refer to NSAA Return to Activities Information sheet.
Contact Activities (i.e. Football, Wrestling, Basketball, Soccer, Music) Activities that involve close contact but lack significant protective barriers.	• Full practice and competitions. • For away contests, Activities Director should contact host school district to determine local guidelines for competition. For any significant changes or special conditions that impact parents/visitors/spectators, communicate those to stakeholders in advance.	Refer to NSAA Return to Activities Information sheet.	Refer to NSAA Return to Activities Information sheet.
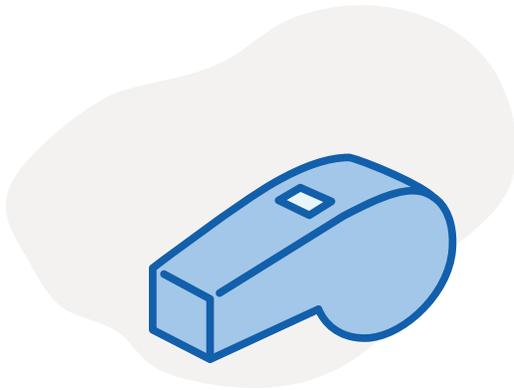
ACTIVITIES *continued...*

LOW/NO SPREAD Building open as usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down

NSAA ACTIVITIES ↘

The Nebraska School Activities Association's (NSAA) **"Return to Activities" document** 🗎 will provide guidance on high school NSAA-governed activities.

NDE ACTIVITIES ↘

District/School considerations:	District/School considerations:	District/School considerations:
Implement standard operating procedures while taking preventative measures such as: - Providing hand sanitizer for students and staff. - Allowing students and staff to wear face masks/coverings. - Follow social distancing practices established. - Each individual school or student chooses to attend an activity or not. **Follow NSAA guidelines for sporting events and practices**	- Abide by the maximum number of people allowed to congregate as defined. - Identify and utilize large spaces. - Stagger the schedule for large group gatherings. - Discourage the congregation of students in parking lots and common areas - Virtual conferences, workshops, meetings **Follow NSAA guidelines for sporting events and practices**	School buildings are closed. Abide by the maximum number of people allowed to congregate as defined by the Governor's current statewide Executive Order

(i.e. FFA, FCCLA, FBLA, SkillsUSA, DECA, HOSA, Educators Rising)

CALENDAR/LOGISTICS

	LOW/NO SPREAD Building Open as Usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down
PANDEMIC RESPONSE/ RETURN TO SCHOOL COMMITTEE ↘	Admin, school board members, teachers, staff, school nurse, parents, community members, local health department	Admin, school board members, teachers, staff, school nurse, parents, community members, local health department	Admin, school board members, teachers, staff, school nurse, parents, community members, local health department
Frequency	No less than once per month	No less than once per week	No less than twice per week
Purpose	To provide a framework for communicating, preventing, responding to, and recovering from a pandemic outbreak and any resulting life-threatening complications that may impact the school. The development of the plan will include the local Public Health District as well as input from teachers, administration, parent representatives, and other members of the community as appropriate. The plan is part of the district's school safety/crisis team plan. Parts of the plan may include but not limited to: District Team, Communication, Prevention Considerations, Response/Treatment Considerations, and Resources.		
Plan	**Reopening Plan from ESU 3** 🗎		
Communication	Communication may include: frequent updates from leaders using multiple communication modalities; posters/ infographics, web material, and social media; signage throughout facilities directing risk-minimizing behavior such as hand washing and surface sanitizing procedures, COVID-19 symptoms and how to stop the spread, screening and testing access, princess, and requirements		
Prevention Consideration *(including cold/ flu season)*	• Prevention considerations may include: activities to reduce the spread of a virus, social distancing, school cleaning and disinfecting, educating students/staff/parents to eliminate concern, hygiene practices embedded in classroom and symptoms checks, increasing nursing staff utilizing nurse clerks. • **Consider School Nurse Clerk** 🗎		
	• Committee responsible for communicating with each other. Frequency would be determined by color as stated above. • Monitor restrictions and removal of restrictions based upon the changing dhm's. Adjust the plan accordingly. • Maintain consistent communication with local health department to ensure best practices. • Adjust plans for the following aspects of school based upon the current color assigned to the district: length of school day, number of school days, transportation, food services, movement throughout the building, classroom arrangements.		
	➡ **What to do with staff/student** 🗎	➡ **What to do with staff/student** 🗎	➡ **What to do with staff/student** 🗎 **Staff with underlying health conditions** 🗎

CALENDAR/LOGISTICS *continued...*

LOW/NO SPREAD Building Open as Usual	**MINIMAL/MODERATE SPREAD** Modified use of buildings	**SUBSTANTIAL SPREAD** School buildings shut down

RESPONSE/TREATMENT CONSIDERATIONS ↘

Develop standard operating procedures (SOPs) for the following:

- A learner, faculty, staff or visitor is symptomatic for COVID-19
- A learner, faculty, staff or visitor test positive for COVID-19
- A learner, faculty, staff or visitor is exposed to an individual positive for COVID-19

The process should include:

- Processes to trace & contact relevant parties who may have been exposed
- Communication with environmental services to facilitate rapid cleaning and disinfecting surfaces to immediately limit learners, faculty and staff exposure
- Working with families and local authorities to take appropriate steps to prevent, diagnose and if necessary, quarantine/isolate or refer for treatment
- Working with public health authorities to make emerging antiviral therapy and/or vaccines available in a timely way as they become available.
- Develop and implement a return to school policy in coordination with local public health authorities for all recovering individuals, those returning from caring for an infected individual and those returning to the community from international and high-risk national locations
- Screening, list of support services available in the community for learners, faculty, and staff for loss of resilience, stress, depression and suicidal ideation
- Training for learners, faculty, and staff on the signs of mental health such as loss of resilience, stress, depression and suicidal ideation
- Learner access to mental health supports such as school counselors, school social workers, etc.
- Have available for staff, parents, and families educational materials on loss and grief and ways to cope with stress
- Identify a mental health team that among other things can identify students and families in need of emotional and psychological support and refer to school community services/supports if needed

COMMUNICATION PLAN ↘

Internal Communication

- Send out message about starting school on-time
- **Safety protocols** ⬚
- **Survey Staff** ⬚
- Blackboard Connect
- App notifications
- **CDC - School Decision Tree** ⬚
- **Teacher Checklist** ⬚

- Alternative Staff Procedures
- **Additional Safety Protocols** ⬚
- Post Safety Protocols

- Send out message of alternative start date
- Remote Learning Procedures
- Alternative Start Dates
- Scheduling
- Alternative Staff Procedures

CALENDAR/LOGISTICS *continued...*

LOW/NO SPREAD Building Open as Usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down

COMMUNICATION PLAN *continued...* ↘

External Communication

• **Parent Survey** 🗋 • Send Out Message • Start Dates • **Safety Protocols** 🗋 • **Parent Checklist** 🗋 • **Fact Sheet - English** 🗋 • **Fact Sheet - Spanish** 🗋	• Additional Safety Protocols • Days out of school/duration • **Cloth Face Covering - English** 🗋 • **Cloth Face Covering - Spanish** 🗋 • Add Safety Protocols to Website	• Communication in the Fall • E-Learning procedures • Grading • Schedules for classes

ENTERING THE BUILDING ↘

Schools are open implementing standard operating procedures while taking preventative measures such as:	School buildings are open with the potential for addition precautionary practices in place	School buildings are closed: District/ school leaders should require only essential staff to report in-person to carry out functions that are absolutely necessary
District Considerations:	**District Considerations:**	

• Provide hand sanitizer for students, staff, and visitors at all entryways
• Limit unnecessary congregations of students and staff:
  ◊ Have students report directly to classrooms
  ◊ Have multiple areas for smaller groupings
  ◊ Separate groups in the gymnasium
• Post signage in classrooms, hallways and entrances to communicate how to minimize the spread. Covid-19 symptoms, preventative measures, good hygiene, and school specific protocols
	• Designate limited entrances to the building and provide hand sanitizing stations at each of those entrances
	• Post signage in classrooms, hallways and entrances to communicate how to minimize the spread. Covid-19 symptoms, preventative measures, good hygiene, and school specific protocols
	• Designate flow patterns for entering and exiting the building and mark spacing lines to assist with distancing
		District Considerations:
		• District/school leaders must remain purposeful in determining roles, responsibilities, and reporting requirements for staff, refraining from blanket reporting requirements
		• District/school leaders should leverage virtual tools and platforms whenever possible to conduct essential business and minimize in-person reporting
		• District/school leaders might consider splitting staff to attend on alternate days for limited collaboration, for example HS on one day, elementary staff on a different day, or subject level teachers attending one day, consider shortened days

CALENDAR/LOGISTICS *continued...*

LOW/NO SPREAD Building Open as Usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down

ENTERING THE BUILDING
continued... ↘

• Establish a protocol for what to do with students and staff who feel ill/experience symptoms after coming to school ◊ Create an isolation room or area, such as a cot in a corner of the classroom, a small office, or an empty classroom that can be used to isolate a sick student. Ensure proper adult supervision of an isolated child as needed ◊ Follow CDC guidance on how to disinfect the building if someone is sick ◊ If a sick child has been isolated in the facility, clean and disinfect surfaces in the isolation room or area after the sick child has gone home ◊ Identify areas used by the person who is sick and restrict use of these areas until cleaned, if possible. ◊ Communicate with other parents in that classroom or cohort group	• Establish a protocol for what to do with students and staff who feel ill/experience symptoms after coming to school ◊ Follow CDC guidance on how to disinfect the building if someone is sick ◊ If a sick child has been isolated in the facility, clean and disinfect surfaces in the isolation room or area after the sick child has gone home ◊ Identify areas used by the person who is sick and restrict use of these areas until cleaned, if possible. ◊ Communicate with other parents in that classroom or cohort group

NE Dept of Labor - Protecting Workers during the Pandemic 🗎

POSITIVE CASE IN THE SCHOOL/SCHOOL CLOSURE ↘

Remote Learning Plans		
Review/Update Remote Learning Plans in Summer of 2020 or Fall of 2020 based on Spring Remote Learning	Review/Update Remote Learning Plans in Summer of 2020 or Fall of 2020 based on Spring Remote Learning. Initiate/Start your Remote Learning Plan for 2020-2021 school year if you have students or staff quarantined at home with COVID19 while school is in session.	Initiate/Start your Remote Learning Plan for 2020-2021 School year if school is closed. Determine if remote learning or enrichment based on closure length.

CALENDAR/LOGISTICS *continued...*

LOW/NO SPREAD Building Open as Usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down

POSITIVE CASE IN THE SCHOOL/SCHOOL CLOSURE continued... ↘

	LOW/NO SPREAD	MINIMAL/MODERATE SPREAD	SUBSTANTIAL SPREAD
Facility Usage	Work with school administrators, school nurses, and other healthcare providers to identify an isolation room or area to separate anyone who exhibits COVID-like symptoms.	Schools consider alternative scheduling with certain grades attending (M, W, F) and others (T, TH) one week, then alternating to lower numbers in facility. Consider keeping K-6 or K-8 facilities operational with students attending during mandated closing and go with 100% remote learning with 9-12.	Consider keeping K-6 or K-8 facilities operational with students attending during mandated closing and go with 100% remote learning with 9-12? Can Schools receive a waiver from state allowing elementary students to continue receiving in-school education? Recommendation to NDE is to still allow small groups to attend school to work (Shop, SPED, 504)
Attendance			NDE/State School Board allow schools to teach remote learning and have those days "count" towards attendance if school chooses to do 100% remote learning.
Grading			NDE/State School Board allow schools to grade work and count towards GPA, class rank, etc. in remote learning environment if school chooses to do 100% remote learning.
Technology Needs	School may consider moving toward a 1:1 device:student for K-12 to provide assurance for district in the case of possible future shutdowns.	School may consider moving toward a 1:1 device:student for K-12 to provide assurance for district in the case of possible future shutdowns.	If school is required to go 100% remote learning, consideration of having a 1:1 device/student ratio for K-12.
Student Accessibility			100% wireless accessibility for ALL students in district? If not, implementing plan to provide 100% access. Perhaps purchasing iPads that have cellular service.

CALENDAR/LOGISTICS *continued...*

LOW/NO SPREAD Building Open as Usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down

POSITIVE CASE IN THE SCHOOL/SCHOOL CLOSURE continued... ↘

	LOW/NO SPREAD	MINIMAL/MODERATE SPREAD	SUBSTANTIAL SPREAD
Return to Work Agreements	Review/Update Return to Work Agreements with BOE and school attorneys to determine if they worked well for school district during spring of 2020	Possibly using Return to Work Agreements to keep some of workforce at home during a mild spread.	Initiate Return to Work Agreements for classified staff based on district philosophy on how to pay classified during closure.
Last 1st Semester Closure			School district could consider moving the end of 1st semester to after January 1, initiate a new calendar option that would then have school go longer into spring than originally planned.

CALENDAR OPTIONS ↘

- Consider various calendars
- Start on time
- Start, stop, then start again
- Start later than planned
- Start early
- Extend the school day to reduce the # of contact days
- **Reduced Calendar Day with Longer Hours** 🗋

Calendar Examples:

- **Minden Alternative Calendar-Late Start Before Labor Day** 🗋

Starting Early Calendar ideas:

- **August 4th Early Start** 🗋
- **Thayer Central Alt Calendar** 🗋

CUSTODIAL/HEALTH

	LOW/NO SPREAD Building Open as Usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down
EMPLOYEE & STUDENT SAFETY ↘	District/School may consider:	District/School may consider:	District/School may consider:

Screening	• Whether and which screenings will be used.
	• Communication with parents to monitor student symptoms at home before school.
	• Designated areas for students/staff who show or report symptoms.
	• Sending students home from school and consider keeping home until they have tested negative or have completely recovered according to CDC guidelines.
		• Whether allowed visitors/vendors will be required to be screened before entering.
		• Entering the building(s):
		  ◊ Health checks at entrances?
		  ◊ Different entrances for different groups?
		  ◊ Staggered start times/bus unloading-loading?
		• Designated areas for students/staff who show or report symptoms.
		• Sending Students home from school and consider keeping home until they have tested negative or have completely recovered according to CDC guidelines.
			Whether allowed visitors/vendors will be required to be screened before entering.

PPE - Face Masks/Shields	• Consider if masks will be required. • Students and staff may choose to wear masks.	• Consider if masks will be required. • Students and staff may choose to wear masks.	• Students will not be allowed in buildings. • Consider whether staff are required to wear masks.
Visitor Restrictions	• If there will be restrictions on visitors/vendors. • Consider whether school will allow parents in school building in designated areas only such as office for appropriate circumstances determined by district and school officials.	• Which, if any, visitors will be limited? • Are there alternate entrances which can be used by vendors? • Consider working with vendors to require face coverings. • Consider not allowing parents in building unless a circumstance is determined appropriate by district and school officials.	• Identify which visitors/vendors are essential. • Are there alternate entrances which can be used by vendors? • Consider working with vendors to require face coverings. • Alternate drop-off points for vendors to limit their entry into the buildings.

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CUSTODIAL/HEALTH *continued...*

	LOW/NO SPREAD Building Open as Usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down
EMPLOYEE & STUDENT SAFETY *continued...* ↘	District/School may consider:	District/School may consider:	District/School may consider:
School Nurse/Designated Symptom Monitor **School Nurse Symptom Monitor Guide** 🗎	• Monitor students and staff who are reported with symptoms. • Monitor students and staff with health related issues. • Consider assigning a staff member in lieu of a school nurse. • Consider training bus drivers, secretaries, first point of contact for symptom monitoring.	Consider involving trained staff in more detailed symptom monitoring.	Consider monitoring everyone who enters building.
Health Guidance for Exposure **Student/Staff Symptoms Check List** 🗎	• Consider public health recommendations. • Assist public health in contact tracing. • Consider communication plan to students, staff, families, and community.	• Consider public health recommendations. • Consider relaxing attendance for students whose parents aren't comfortable sending to school. • Consider concerns of staff who are in an at-risk category. • Consider hybrid/remote learning - and/or reducing number of students in classrooms and buildings. • Consider communication plan to students, staff, families, and community.	• Consider public health recommendations. • Consider no or limited attendance in buildings until public health decision to move to yellow. • Consider communication plan to students, staff, families, and community.
Social Distancing	Consider social distancing to the extent possible, especially in commons areas, busing, activities.	Consider staggering classes, limiting commons area usage, consider number of students in rooms/on buses, consider no use of lunch areas or stagger lunches to create more room.	Follow 6 foot social guidelines for anyone in the building.

CUSTODIAL/HEALTH *continued...*

	LOW/NO SPREAD Building Open as Usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down
FACILITIES CLEANING ↘	District/School may consider:	District/School may consider:	District/School may consider:
Student Desks	Have cleaning supplies available to clean between classes. Designate who will be responsible for this cleaning.	Clean between classes by students entering. Clean their desk/seat.	
Teacher Workspace	Have cleaning supplies available to clean.	Consider cleaning area at least once a day.	Consider cleaning area at least twice a day.
Classrooms	Have cleaning supplies available to clean.	Clean in between classes by students.	Deep cleaning as needed.
Cafeteria/Commons Areas	Have cleaning supplies available to clean.	Arranged seating, scheduled lunch times. Consider expanding the commons area to classrooms and the gym. Clean or sanatize between groups of students.	
Buses	Have cleaning supplies available to clean.	Consider cleaning/fogging after each trip.	
Restrooms During Day	• Daily cleaning and supplies available for janitorial staff. • Hand Sanitizer before and after entering the restroom. • Signage, STRESS handwashing!	• Consider more frequent cleaning and supplies available for janitorial staff. • Hand Sanitizer before and after entering the restroom. • Signage, STRESS handwashing!	• Deep clean as needed. • Signage, STRESS handwashing!
Restrooms During Non-School Hours	• Signage, stress handwashing and hand sanitizer.	• Signage, stress handwashing and hand sanitizer. • Have janitors cleaning regularly.	• Signage, stress handwashing and hand sanitizer. • Deep clean after events.

CUSTODIAL/HEALTH *continued...*

	LOW/NO SPREAD Building Open as Usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down
FACILITIES CLEANING *continued...* ↘	District/School may consider:	District/School may consider:	District/School may consider:
Cleaning During the Day - Water Fountains, Door Knobs, Handles, High Touch Surfaces	• Recommend everyone have their own water bottle. • Have wipes/spray available to use on door knobs and handles when used.	• Consider shutting down water fountains with everyone having their own water bottle. • Clean water fountains frequently. • Clean door knobs, handles when used.	• Consider shutting down water fountains with everyone having their own water bottle. Allowing only staff to refill. • Clean door knobs, handles when used.
Locker Rooms/Weight Room	• Daily cleaning and supplies available for janitorial staff. • Hand Sanitizer before and after entering the bathroom. • Signage, STRESS handwashing! • Educate students on social distancing in the locker rooms and proper sanitation. Clothes go home daily.	• Supervised locker rooms by school staff to enforce social distancing, hand washing, and hand sanitizing. • Continue to educate students on these guidelines. • Clothes go home daily.	
Playgrounds	• Have cleaning supplies available.	• Consider cleaning playground equipment after each recess. • No sharing of toys or equipment. • Consider social distancing.	• Consider shutting down playground equipment.
Signage **Bertrand Sample Signage** ⧉ **CDC COVID-19 Print Resources** ⧉	• Signage hung throughout all buildings on (social distancing, temperature checks, washing hands, hand sanitizer, and symptoms of COVID-19).	• Signage hung throughout all building on (social distancing, temperature checks, washing hands, hand sanitizer, and symptoms of COVID-19).	• Signage hung throughout all building on (social distancing, temperature checks, washing hands, hand sanitizer, and symptoms of COVID-19). • Update signage as needed or as updates occur.

CUSTODIAL/HEALTH *continued...*

	LOW/NO SPREAD Building Open as Usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down
PREVENTATIVE MATERIALS INVENTORY ↘	District/School may consider:	District/School may consider:	District/School may consider:
Chemicals Used by Maintenance	• Organize MSD and Inventory sheets.	• Re-Evaluate effectiveness of cleaning.	• Increase inventory and cleaning process.
Chemicals Used by Staff/Students	• Organize MSD and Inventory sheets.	• Re-Evaluate effectiveness of cleaning.	• Increase inventory and cleaning process.
Temperature Scanners	• Use current on-hand devices. • Follow normal protocol.	• Utilize screening questions to determine number of temperature checks.	• Use screening questions and Increase number of devices to conduct numerous temperature checks
Foggers/Misters	• Use normal maintenance procedures.	• Consider increasing the frequency of fogging in high touch areas.	• Increase the frequency of fogging in high touch areas.
Hand Sanitizer and Mask Acquisitions (Facial Coverings)	• Few changes to necessary inventory. May consider a need to increase inventory	• Consider increasing inventory to make sanitizer and masks available to students, staff, and guests as per request.	• Increase inventory to ensure enough sanitizer and masks for everyone on school grounds.
Cleaning Equipment Needed Regularly/Daily	• Use normal maintenance procedures.	• Consider increasing the frequency of cleaning in high touch areas.	• Increase the frequency of cleaning in high touch areas.
Storage of Equipment/ Access	• Normal supply and access.	• Consider increasing the availability in various areas in the building.	• Increase storage capacity and ease of availability to students and staff.
Storage of Chemicals/MSD Sheets/Shelf Life	• Normal supply and access. • Use First in First Out supply guidelines under all conditions	• When ordering increased supplies check life to ensure supplies do not lose effectiveness.	• Increase inventory and checking life of supplies more frequently to ensure supplies do not lose effectiveness.

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CUSTODIAL/HEALTH *continued...*

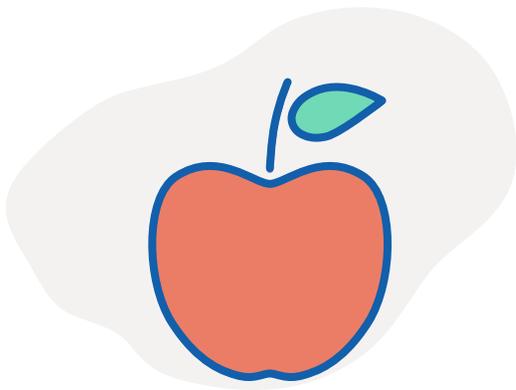|	**LOW/NO SPREAD** Building Open as Usual	**MINIMAL/MODERATE SPREAD** Modified use of buildings	**SUBSTANTIAL SPREAD** School buildings shut down
PREVENTATIVE MATERIALS INVENTORY *continued...* ↘	District/School may consider:	District/School may consider:	District/School may consider:
Inventory & Supply Needs	• Normal supply.	• Increase supplies as necessary for cleaning and personal protection.	• Consider substantial increases in inventory to ensure supplies are available according to need.
HVAC/Filters	• Use existing inventory and maintenance procedures.	• Increase inventory and consider replacing filters more often.	• Increase inventory and consider replacing filters weekly.
SUPPORTS/TRAINING/ CURRICULUM ↘	District/School may consider:	District/School may consider:	District/School may consider:
Social/Emotional Learning Supports & Resources - Students	• Counselor develops videos/ resources for the first day for all students. General messaging promoting well-being and self-efficacy. • See **NE SCHOOL MENTAL HEALTH CONFERENCE 2020** ⧉ handouts and videos for resources. • See also **National Center for School Crisis and Bereavement** ⧉ resources.	• Counselor develops videos/ resources that focus on: Wellness reminders for all • Differentiated messaging for students identified as needing greater supports	• Counselor works with students in small groups and/or individually address well-being needs on a weekly basis for an identified caseload. Work may need to be done remotely.
Social/Emotional Learning Supports & Resources - Staff → **EHA Wellness Resources**	• Counselor develops videos/ resources for the first day or all staff, focusing on use of EHA wellness resources for member districts.	• Counselor and Admin continue to message EHA resources while also messaging any free EAP resources available to staff.	• Counselor and Admin may convene small groups and/or individually to address well-being needs on a weekly basis for key staff seeking more intensive collegial support.
Crisis/Safety Pandemic Response Team	• Convene Pandemic Response Team quarterly or monthly.	• Convene Pandemic Response Team weekly.	• Convene Pandemic Response Team weekly and provide a daily email update from team coordinator.

CUSTODIAL/HEALTH *continued...*

	LOW/NO SPREAD Building Open as Usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down
SUPPORTS/TRAINING/ CURRICULUM *continued...* ↘	District/School may consider:	District/School may consider:	District/School may consider:
Training Staff - Building Protocols - Arrival, Passing Periods, Breakfast/Lunch, Dismissal	• Pre-return to school training/ orientation.	• Pre-return to school training/ orientation.	
Training Substitute Staff (Teachers, Paras, Janitors, etc.)	• Pre-return to school training/ orientation required before start of school; mandatory to get on the approved substitute teacher list.	• Review and reinforce classroom cleaning and social distancing for substitute teachers; if a substitute has not been on site for >3 weeks, consider repeating basic "Clean Classrooms" checkoff before entering classroom.	
Training Process, Pre-teach, Teach, Re-teach	• Monthly review in a checklist format w/ required self-report (can be done as a google form. See also standard one-pager on **office cleaning procedures** 🗎 for cleaning and disinfecting.	• Biweekly review in a checklist format which serves as basic criteria to be adhered to for custodians, paraprofessionals, teachers.	• Weekly review • Daily classroom opening and closing procedures/checklist for teachers & custodians
Social/Emotional Supports & Resources - Parents	• Survey families on concerns prior to school year • CASEL / Committee for Children guidance on **Efforts To Promote Social and Emotional Learning During the Pandemic** 🗎 resource is applicable to all levels.	• Survey families and/or individual families monthly? (underlying conditions) • Monthly communication sent home	• Weekly communication sent home • Survey

FOOD SERVICE

LOW/NO SPREAD Building Open as Usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down

SERVING MEALS ↘

District/School may consider:	District/School may consider:	District/School may consider:
• Districts will consult with NDE Food Service personnel for guidance. ◊ Shawn.Vondracek@nebraska.gov → **https://www.education.ne.gov/ns/forms-resources/summer-food-service-program/** • Schools will serve in cafeterias, with no student self-service items.	• Schools will serve in cafeterias, with no student self-service items. • School districts will determine the differences between "Offer vs Serve" in regards to the wording in the current DHM or other health department guidelines. When needed schools will take steps to transition between Phase III and Phase IV guidelines in regards to food service.	• Packaged meals will be distributed. The method would be at the district's discretion. • NDE will provide "guidance" (based on "best practices") on safely reopening, but (3) it will ultimately be a local decision on how schools reopen this fall.

Schools will attempt to limit student interactions by practicing social distancing and the following if applicable.

- Serve lunch in classrooms or other available spaces ie. gym.
- Expand lunch periods so fewer students are in a space at one time.
- Consider outside seating if possible.
- Consider open campus for high school students
- Eliminate student use of keypad for point of sale, instead assign one staff member or use remote scanning of ID card.

In regards to the distribution of food schools may consider the following practices:

- No use of salad bar, or self-serve fruit and vegetable bar; instead provide individually wrapped items.
- Use foam or disposable trays.
- No self-serving by students. Food items will be indivdually packaged or placed on trays by food service personnel. Students may pick up prepackaged items, but a space will be maintained between items to prevent students from touching the food of others.
- Food service staff will comply with NDE safety requirements and recommendations such as face shields, gloves, disinfecting, etc.

NDE will provide "guidance" (based on "best practices") on safely reopening, but it will ultimately be a local decision on how schools reopen this fall.

INSTRUCTION/CLASS SIZE

LOW/NO SPREAD Building open as usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down
Professional Development (PD) on delivery of effective formative, interim and summative assessments both on-line and in the classroom; online/virtual delivery of instruction; social emotional supports for students & staff; Reach out to ESU for professional learning supports and supplemental mental health supports	• Consider limiting travel to in-state conferences only and to areas with low virus spread. • Utilize internal district expertise for professional development. *Consider holding virtual conferences, workshops, and meetings.	• Ensure all faculty and staff have remote access and device capability. • Limit school district mass gatherings of staff for PD/motivational speakers for 2020-2021. • Schools should consider measures such as providing early retirement incentives and creating new roles for teachers and principals who are forced to remain at home due to their risk.

CURRICULUM AND INSTRUCTION

https://docs.google.com/document/d/1jgmkdyXPJ9eThz-QJLBwoRi-IrFdgvP2TPHAcxsbhUQ/edit 🗎

ASSESMENT AND RESPONDING TO STUDENT NEEDS ↘

General Considerations:	**General Considerations:**	**General Considerations:**
1. Keep students in grade level content and "spot" remediate unfinished learning, 2. Focus on **essential content-Math & ELA** 🗎 3. Ensure that all students have access to **HQIM** 🗎 in core programming. **Plan of Actions:** • **Summer Critical Actions** 🗎	• Whether we enter the 2020-21 school year in green or yellow teachers may want to consider engaging in the same assessment protocols recommended in green. Refer to the green column. • **Key Factors if Administering NWEA MAP Growth Remotely** 🗎 • PD on delivery of effective formative, interim and summative assessments both on-line and in the classroom.	• Assuming that the move to red occurs sometime after the on-site start of the 2020-21 school year, additional considerations could include: • **Key Factors if Administering NWEA MAP Growth Remotely** 🗎 • PD on delivery of effective formative, interim and summative assessments both on-line and in the classroom.

INSTRUCTION/CLASS SIZE *continued...*
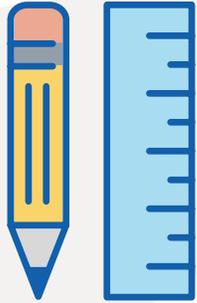
LOW/NO SPREAD Building open as usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down

ASSESMENT AND RESPONDING TO STUDENT NEEDS

continued... ↘

How Do We Know What They Know?
- **Pre Assessment Strategies Examples** 🗅
- For ELA:
  - ◊ IRLA 🗅
  - ◊ IXL
  - ◊ Acadiance
  - ◊ MAP Accelerator
- For Math:
  - ◊ Zearn 🗅
  - ◊ IXL
  - ◊ MAP Accelerator

What Do We Do if They Don't Know?
- Addressing Student Needs
  1. How can use all staff (music, PE, Art, SS) and creatively schedule to remediate unfinished (pre-requisite) learning.
  2. For ELA gaps consider building background knowledge of students. Ex. preparing to read on grade level complex text on WWII, provide video, interview w/vet, access news reels, prior to reading complex text
  3. Scaffolding student learning resource 🗅
  4. Online re-teach
- For ELA:
  - ◊ EdReady
- For Math:
  - ◊ Zearn
  - ◊ Kahn Academy
- Use Learning Management System (LMS) to deliver online re-teach lessons
- Flipped classroom

INSTRUCTION/CLASS SIZE *continued...*

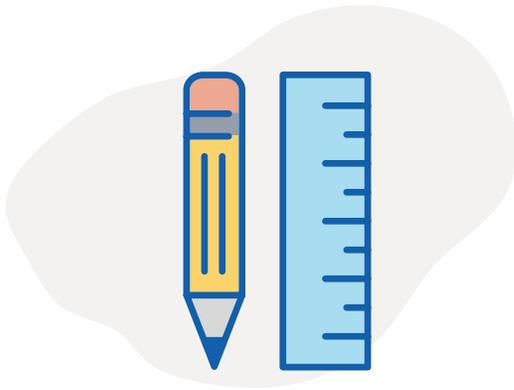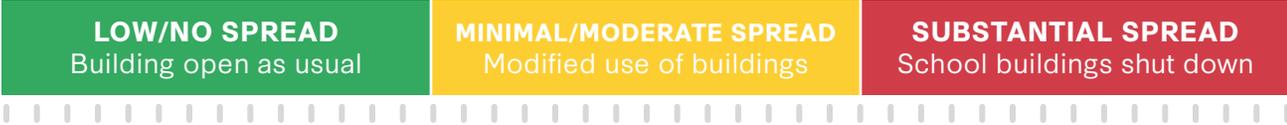|	LOW/NO SPREAD Building open as usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down
GRADING PRACTICES ↘	K-8: Standard Grading; 9-12: Standard Grading	K-8: Completion Grading; 9-12: Standard Grading	K-8: Pass/Fail; 9-12: Completion Grading

Technology

https://ies.ed.gov/ncee/edlabs/regions/central/pdf/RELCentral_Remote-Learning-QC-Handout.pdf 🗋

LOW/NO SPREAD	MINIMAL/MODERATE SPREAD	SUBSTANTIAL SPREAD
• Get technology for students by grade level. • Plan for the future and not being in school. • Use technology when possible • Teachers trained and prepared for online learning. • Have technology in students hands when they leave school. • Teachers fully utilize technology. • School has a Learning Management System to teach -Schoology, Canvas, etc. • Training on Google Chat, Zoom, GoToMeeting, etc. • Check on Student network availability - have backup plan for students lacking internet access such as procuring hotspots or providing flash drive content updated weekly, etc. • Synchronous vs Asynchronous learning--Have a blend and always record (asynchronous). • Synchronous vs Asynchronous learning--Have a blend and always record (asynchronous) • Parent Professional Development is important-- Parent knowledge of technology use. • District expectations for teaching - discuss-set expectations	• Teachers trained and prepared for online learning. • Have technology in students hands when leave school. • Teachers fully utilize technology. • School has a Learning Management System to teach -Schoology, Canvas, etc. • Implement Google Chat, Zoom, GoToMeeting, etc. • Synchronous vs Asynchronous learning--Have a blend and always record (asynchronous).	• Implement teacher expectations for teaching and learning, fully operational. • Communicate District expectations for teachers and students, follow through, etc.

INSTRUCTION/CLASS SIZE *continued...*

LOW/NO SPREAD Building open as usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down

GRADING PRACTICES
continued... ↘

Rule 10/62

- Teach students how to use technology before alternate learning environment.
- **Student Enrollment, Attendance & Instructional Hours Considerations:** Assess and update student enrollment and attendance policies.
- **ATTENDANCE related:** Assess and update student enrollment and attendance policies. [reference NE 79-209 which states: (2) All school boards shall have a written policy on attendance developed and annually reviewed in collaboration with the county attorney of the county in which the principal office of the school district is located. The policy shall include a provision indicating how the school district will handle cases in which excessive absences are due to illness. The policy shall also state the circumstances and number of absences or the hourly equivalent upon which the school shall render all services to address barriers to attendance.]
- **Rule 62 Declaratory Order** 🗋 authorized by Stated Board at June 17 meeting.
- **Rule 62 Petition** 🗋 has a fairly comprehensive list.

CLASS SIZE ↘

Schools by June 30 should indicate any concerns related to Rule waivers that may be needed for 2020-2021; See
→ **https://www.education.ne.gov/rule-10-eoy-waiver/**

Social Distancing to the extent possible in all contexts with class with classrooms operating at regular capacity.	Social Distancing with restrictions with potential reductions to classroom operating capacity.	Not in school /Working with local Health Department.

PERSONNEL

LOW/NO SPREAD Building Open as Usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down

PERSONNEL ↘	District/School may consider:	District/School may consider:	District/School may consider:
	• Possibly survey the entire staff to gain insight into any ADA, FMLA or any concerns and issues staff may have concerning COVID-19. • Suggest doing this survey early (June or early July), as it may take some weeks to work through issues with individual staff members. • A sample staff survey can be viewed here. • Every school should have the interactive process within board policy. If you do not, or have tough issues to deal with, involve your attorney early in the process. • **A simple checklist for ADA and FMLA issues can be viewed here** 🗎 • **A simple flowchart for ADA and FMLA issues can be viewed here** 🗎 • **Additional information on ADA can be viewed here** 🗎 • **Additional information on FMLA can be viewed here** 🗎 • **Additional information on FFCRA can be viewed here** 🗎	• Check in again with staff and address any legal or emotional concerns and issues. Follow similar process as outlined in low spread column.	• Check in again with staff and address any legal or emotional concerns and issues. Follow similar process as outlined in low spread column.

PERSONNEL *continued...*

LOW/NO SPREAD Building Open as Usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down

PERSONNEL *continued...* ↘

Start dialogue with your staff about the following:
(as level of spread increases, revisiting many of these topics is advised)

- The difference between a health condition and fear of returning to work (the checklist and processes above will help with this).
- Reminder that, due to COVID-19, duties may be assigned in which nobody is thinking about. For example, extra lunch room duty, extra cleaning, etc.
- Discuss with staff about extra duty pay if the sports season is partially or fully cancelled (education association/ negotiations issue).
- Discuss how the negotiated agreement may apply to teaching and learning in a remote setting. Are there any anticipated issues, concerns, etc?
- Discuss with teachers about preparations and expectations to teach BOTH face-to-face and online.
- Discuss with teachers about the possible need to downsize the district (possibly RIF) because of COVID-19 in future years.
- Discuss with staff about the need and availability of mental health services for employees.
- Schedule time during the fall inservice for training of staff in safety protocol procedures with COVID-19 and document training.
- Review teacher certification endorsements for all teachers, as districts may need to be creative or change assignments to meet student/district/staff needs.
- Discuss with teachers about the possibility of reassignment. They are assured a position, but not a specific assignment.

Convey to staff the expectations moving forward in regard to teaching:

- Discuss staff expectations and how this may be measured under alternative learning environments, i.e. will teacher evaluation look different under remote learning, wearing a mask, etc.
- Guidelines for working from home in a remote learning environment and expectations regarding hours, duties, etc.
- Use of personal/sick/bereavement leave under remote learning environment.
- Reasonable expectations of supervision in remote learning environments.

SPED/504

LOW/NO SPREAD	MINIMAL/MODERATE SPREAD	SUBSTANTIAL SPREAD
Building Open as Usual	Modified use of buildings	School buildings shut down

SPED/504 ↘

The nature of this document is to provide suggestions, guidance, and considerations for a wide-variety of scenarios that school districts may encounter when planning for school opening in the fall in relation to SPED/504 Planning. It is imperative that each school district take into account the health status of the local community, the resources that are available to each school, and to remain flexible in meeting the educational, social, emotional, and health needs of each child. These practices and considerations are intended to be relevant for all stages of school operations.

Best Practice for all Districts to follow in regards to students with Disabilities

Revisit IEP and determine if goals can be accomplished under current operating conditions.

- If **YES**, carry out services to support goals.
- If **NO**, bring together the IEP team to determine how services can be modified to reflect current operating systems. Schools may want to consider remote learning, teletherapy, small on-site learning, sending staff to student homes, or having one-to-one service delivery.

Schools should ask the following question to Parents and IEP Team Members when reviewing all IEP's and 504 Plans prior to school starting: "Have the student's needs changed based on lack of in-person instruction?" Include a written response to this question as a Covid Impact Statement in the Plan.

- If **NO**, carry out services to support goals. Document parent response to this.
- If **YES**, bring together the IEP team to determine how services can be modified to reflect current operating systems. Document parent concerns and response. Schools may want to consider remote learning, teletherapy, small on-site learning, sending staff to student homes, or having one-to-one service delivery.
- Suggestion is to include a COVID Impact Statement that details the answer to this question in the Notes of IEP or 504 Plan.

Considerations for School Districts

- If there is a directive or mandate that in-person education is "banned" then that will trump the IEP. If the DHM or guidance is just a recommendation to cease in-person education, then schools can use best judgement about how to best serve the students.
- Schools should follow the guidelines put forth by the local Health Departments, such as social distancing and use of PPE devices. Therapists and service providers may encounter situations where work with PPE devices or social distancing is not possible. This should be addressed to determine the best way to still deliver services, but these barriers should not be an automatic reason to stop services.
- If there is a local outbreak, schools will need to make a decision on what services will look like if schools will move to a modified schedule or if schools need to close. If services can still be delivered to identified students in a small group or a one-to-one environment, continuation of services should still be a consideration. This is a local decision that will need to be addressed and determined. Considerations in this scenario are staffing, availability of rooms and spaces, number of students to be served, services to be provided, parental willingness to implement the plan, etc.
- Compensatory and recoupment of lost learning. If you have concerns or need guidance on this, please refer to Launch Nebraska Document.

SPED/504 *continued...*

LOW/NO SPREAD Building Open as Usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down

Considerations for School Districts *continued...*

- When making decisions regarding student services, school districts may want to consider putting all student services type considerations into one target area to ensure that no consideration area(s) get overlooked. This would include academic services, behavior services, OT services, PT services, SLP services, OHI services, and 504 Plans.
- Launch Nebraska Health Document currently recommends homogeneous grouping for small schools and sets static group sizes at 20 students. Students can leave the homogenous grouping for services and/or the SPED teacher/therapists are able to come into the homogeneous classroom. See Best Practice statement at top of document and be very mindful of Least Restrictive Environment (LRE) when grouping students. DO NOT just put all students that qualify for SPED services in a group for easier access. LRE is still required and expected.
- When budgeting, school administrators may want to consider that funding may need to be adjusted if it is necessary to provide a new level of services to students. This may be due to personnel, equipment, contracted services, etc.
- *If needing to make changes to IEP/504 Plans to address changes in instructional delivery (i.e. in-person to remote learning), a PWN should address this change until the IEP/504 plan is due for review/renewal. Districts do not have to hold an IEP/504 meeting for all students prior to the start of the school year. See Best Practice Section at top of document.*

TRANSPORTATION

LOW/NO SPREAD Building open as usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down

TRANSPORTATION ⬂

Alternatives for Districts to Consider for COVID-19 Safe Transportation if there is a Risk

Note: NDE guidance indicates that school busing operations proceed normally when there is Low/No Spread. Therefore these considerations may be applicable to only Minimal/Moderate Spread depending on the desire of the district:

- Bus drivers and monitors wear masks at all times while transporting students.
- Employ bus monitors on each bus to ensure that passengers are adhering to health and safety expectations and to conduct temperature screenings.
- Take the temperature of all students prior to entry on the bus in the morning and then again before afternoon routes and activity trips.
- Develop a protocol with parents such as: if students have temperature above 100.4 they may not ride the bus either morning or afternoon routes, or before activity trips (e.g. when the student has a fever during the school day, the parent/guardian must arrange transportation back home for their child).
- All students and staff apply hand sanitizer as they enter the vehicle.
- When doubling up is necessary, sit students together who are from the same household.
- Develop seating arrangements based on the order students get on and off the bus (e.g. for AM routes, the first student on, sits at the back of the bus, the last student on, sits at the front of the bus).
- Disembarking should happen from front to back to minimize exposure.
- Drivers stay home if they have a fever or other COVID-19 related symptoms.
- Sanitize all surfaces after every route or trip.

No transportation would be provided.

TRANSPORTATION *continued...*

LOW/NO SPREAD Building open as usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down

TRANSPORTATION
continued... ↘

Bus routes and activity trips operate at full student capacity, with reasonable health measures implemented to prevent the spread of COVID-19, if deemed feasible by the district.

Bus routes and activity trips operate at reduced student capacity, with reasonable health measures implemented to prevent the spread of COVID-19, if deemed feasible by the district.

- Consider offering parents the option to bring their child(ren) to and from school rather than ride the bus.
- Consider whether passengers will wear masks, if feasible.
- Consider using multiple buses for activity trips to better space students for large activity groups, if feasible.
- If all certified drivers become suddenly unavailable due to COVID-19 related circumstances, consider utilizing clause 001.02A (iv) in NDE Rule 91 allowing for "...the operation of small vehicles in emergency situations when approved by the school administrator or person designated by the local governing school board."
- Consider increasing the number of bus routes for heavily populated routes, if feasible.

Committee Roster

Considerations *for* Developing Re-Opening Plans *for* Nebraska Schools | NRCSA

➔ STEERING COMMITTEE

Jack Moles, NRCSA, Chair
John Skretta, ESU 6, Co-Chair

Curtis Cogswell	McCool Junction
Corey Dahl	ESU 8
Jeff Edwards	Northwest
Vern Fisher	Gibbon
Alan Garey	Medicine Valley
Drew Harris	ESU 9
Tim Heckenlively	Falls City
Brent Hollinger	Cross County
Stephanie Kaczor	Riverside
Mark Lenihan	Wayne
Lori Liggett	Gordon-Rushville
Ginger Meyer	Chadron
Brenda McNiff	ESU 5
Heather Nebesniak	Ord
Deb Paulman	ESU 16
Larianne Polk	ESU 7
Brian Rottinghaus	Pawneee City
Shawn Scott	Adams Central
Amy Shane	O'Neill
Joe Sherwood	Morrill
Melissa Wheelock	ESU 10
Jim Widdifield	Minden

➔ ACTIVITIES

Alan Garey	Medicine Valley
Jeff Edwards	Northwest
Jon Davis	Alma
Chad Denker	David City
Vern Fisher	Gibbon
Bryon Hanson	Callaway
Jeff Jensen	Central City
Beth Johnson	Conestoga
Rich Lemburg	Clarkson
Mike Meyerle	Diller-Odell
Kevin Reiman	Weeping Water
Mike Williams	Arcadia
Dana Wiseman	Sutton
Holly Herzberg	Hampton
Paul Sheffield	Exeter-Milligan

➔ CALENDAR/LOGISTICS

Brent Hollinger	Cross County
Jim Widdifield	Minden
Gregg Cruikshank	Homer
Tim DeWaard	Centennial
Wade Finley	Litchfield
Robert Hanzlik	Stuart
Nicole Hardwick	Boone Central
Drew Harris	ESU 9
Tim Heckenlively	Falls City
Derrick Joel	Raymond Central
Bryce Jorgensen	Southern Valley
Danny McMurtry	Maxwell
Randy Page	Thayer Central
Paul Pistulka	West Holt
Brian Tonniges	High Plains
Caroline Winchester	Chadron
Kevin Wingard	Milford

Committee Roster *continued...*

Considerations *for* Developing Re-Opening Plans *for* Nebraska Schools | NRCSA

➔ CUSTODIAL/HEALTH

Mark Lenihan	Wayne
Stephanie Kaczor	Riverside
Mike Apple	Ogallala
Brad Best	Heartland
Jason Brown	Maywood
Tim Cody	Minatare
Ray Collins	Wilber-Clatonia
Sherri Edmundsen	HTRS
Howard Gaffney	Stapleton
Dale Hafer	Ainsworth
Christopher Look	Crofton
Phillip Picquet	Perkins County
Daryl Schrunk	Dorchester
Barry Schaeffer	Arthur County
Robby Thompson	Creighton
Melissa Wheelock	ESU 10
Ron Wymore	Cozad

➔ FOOD SERVICE

Lori Liggett	Gordon-Rushville
Curtis Cogswell	McCool Junction
Candy Condradt	Franklin
Sherri Edmundson	HTRS
Justin Frederick	St. Edward
Darrin Hahne	Elkhorn Valley
Stan Hendricks	Doniphan-Trumbull
Brian Hof	Red Cloud
Marty Kobza	Superior
Dave Kraus	Friend
Chris Kuncl	Mullen
Jake Luhr	Battle Creek
Rick Masters	Kenesaw
Daryl Schrunk	Dorchester

➔ INSTRUCTION/CLASS SIZE

Vern Fisher	Gibbon
Deb Paulman	ESU 16
Chad Boyer	Wisner-Pilger
Sadie Coffey	Shickley
Josh Cumpston	Silver Lake
Jeff Edwards	Northwest
Brett Gies	Sioux County
George Griffith	Arapahoe
Kolin Haecker	Bruning-Davenport
Tim Heckenlively	Falls City
Beth Johnson	Conestoga
Rich Lemburg	Clarkson
Patrick Ningen	Creek Valley
Shawn Scott	Adams Central
John Weidner	Twin River

Committee Roster *continued...*

Considerations *for* Developing Re-Opening Plans *for* Nebraska Schools | NRCSA

➔ **PERSONNEL**

Shawn Scott	Adams Central
Ginger Meyer	Scribner-Snyder
Chad Boyer	Wisner-Pilger
Gordon Goodman	Ansley
George Griffith	Arapahoe
Nichole Hall	ESU 6
Andy Havelka	Freeman
Justin Hayes	Santee
Logan Lightfoot	Anselmo-Merna
Darrin Max	Burwell
Travis Miller	Bayard
Nick Mumm	Giltner
Heather Nebesniak	Ord
Deb Paulman	ESU 16
Harlan Ptomey	Cedar Bluffs
Justin Knight	Perry Law

➔ **SPED/504**

Heather Nebesniak	Ord
Amy Shane	O'Neill
Mark Bejot	Maywood
Jeremy Christiansen	Laurel-Concord-Coleridge
Sadie Coffey	Shickley
Ray Collins	Wilber-Clatonia
Del Dack	Paxton
Jane Davis	Hershey
Dan Endorf	North Bend
Andrew Farber	Louisville
Dan Hoesing	Schuyler
Charles Isom	Hemingford
Brenda McNiff	ESU 5
Larianne Polk	ESU 7
Chris Prososki	Southern
Jon Rother	Johnson County Central
Angela Simpson	Loup City
Karen Haase	KSB School Law

➔ **TRANSPORTATION**

Brian Rottinghaus	Pawnee City
Joe Sherwood	Morrill
Terry Bauer	Silver Lake
Lindsey Beaudette	Emerson-Hubbard
Brad Best	Heartland
Evelyn Brown	Banner County
Jon Davis	Alma
Andy Havelka	Freeman
Ryan Knippelmeyer	Elmwood-Murdock
Dale Martin	Nebr Unified #1
Jeff Messersmith	Wynot
Mike Meyerle	Diller-Odell
Julie Otero	South Central Unified
Harlan Ptomey	Cedar Bluffs
Matt Quiring	Heartland
Greg Sjuts	Humphrey