

STATE SCHOOL REOPENING PLANS

ASHA is tracking school reopening plans nationwide. The information below is adapted from the Johns Hopkins University eSchool+ Initiative.¹ Definitions of key indicators are listed below. Complete reopening plans may be accessed by clicking on the name of the state. Updates will be provided as new information becomes available. Please contact your state department of education or your local school district for additional information on school reopening plans.

If you have any additional questions, please contact your designated ASHA staff state liaison. Contact information is provided below.

State	Core Academics ^a	SARS CoV2 Protection ^b	Student Health Services ^c	Teacher & Staff Choice ^d	Children with Special Needs ^e	Children of Poverty ^f	Privacy ^g
Alabama	x	x	x		x	x	x
Alaska	x	x	x	x	x		x
Arizona	x	x	x	x	x	x	x
Arkansas	x	x	x		x		
California	x	x	x	x	x		x
Colorado	x	x	x	x	x	x	x
Connecticut	x	x	x	x	x	x	x
Delaware	x	x	x		x	x	x
District of Columbia	x	x	x		x	x	x
Florida	x	x	x		x	x	x
Georgia	x	x	x	x	x	x	x
Hawaii	x	x	x		x	x	x
Idaho	x	x	x		x	x	x
Illinois	x	x	x		x	x	x
Indiana	x	x	x		x		x

¹ Johns Hopkins University. (2020). Johns Hopkins University eSchool+ Initiative: Analysis of School Reopening Plans, <https://equityschoolplus.jhu.edu/reopening-policy-tracker/>.

State	Core Academics ^a	SARS CoV2 Protection ^b	Student Health Services ^c	Teacher & Staff Choice ^d	Children with Special Needs ^e	Children of Poverty ^f	Privacy ^g
Iowa	x	x	x	x	x	x	x
Kansas							
Kentucky	x	x	x	x	x	x	
Louisiana	x	x	x	x	x	x	x
Maine	x	x	x		x	x	x
Maryland	x	x	x	x	x	x	x
Massachusetts	x	x	x		x	x	x
Michigan	x	x	x	x	x	x	x
Minnesota	x	x	x	x	x	x	x
Mississippi	x	x			x		x
Missouri	x	x	x		x	x	x
Montana	x	x	x	x	x		x
Nebraska	x	x	x		x	x	x
Nevada	x	x	x		x	x	x
New Hampshire	x	x	x	x	x		x
New Jersey	x	x	x		x	x	x
New Mexico	x	x	x	x	x	x	x
New York	x	x	x		x	x	x
North Carolina	x	x	x	x	x	x	x
North Dakota	x	x	x	x	x	x	x
Ohio	x	x	x	x	x	x	x
Oklahoma	x	x	x	x	x	x	x
Oregon	x	x	x		x	x	x
Pennsylvania	x	x		x	x	x	x
Rhode Island	x	x	x	x	x	x	x
South Carolina	x	x	x		x	x	x
South Dakota	x	x	x				x

State	Core Academics ^a	SARS CoV2 Protection ^b	Student Health Services ^c	Teacher & Staff Choice ^d	Children with Special Needs ^e	Children of Poverty ^f	Privacy ^g
Tennessee	x	x	x	x	x	x	x
Texas	x	x	x	x	x	x	x
Utah	x	x	x	x	x		x
Vermont	x	x	x		x	x	x
Virginia	x	x	x	x	x	x	x
Washington	x	x	x	x	x	x	x
West Virginia	x	x	x		x	x	x
Wisconsin	x	x	x	x	x	x	x
Wyoming	x	x	x		x		x

ASHA Staff Contacts by State

Northeastern Region: Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, Ohio, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont

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Southern Region: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia

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Central Region: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Oklahoma, South Dakota, Texas, and Wisconsin

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Western Region: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming, and Overseas

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^a **Core Academics** - The Core Academics category covers a large, complex array of considerations, such as:

- how student instruction takes place, for example in-person, distance, or a hybrid of both;
- how learning time is scheduled, for example staggering student time in-building, modifying the academic year, or adding summer enrichment;

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- how instructional intervention is addressed, for example tutoring or small-group instruction;
 - adjustments for physical education, health education, and socio-emotional learning;
 - how enrichment, electives, or externships are addressed, for example arts, music, career, or technical education;
 - how assessments & accountability will be addressed, for example attendance, grading, or graduation requirements;
 - whether distance learning considerations are addressed, for example WiFi access, learning management software platforms, or online support systems (for both students and families as well as teachers and staff);

^b **SARS CoV2 Protection** - The SARS-CoV2 Protection category indicates that a published plan included provisions or requirements designed to help stop or slow the spread of the pandemic. It includes considerations such as:

- use of Personal Protective Equipment (PPE);
- hygiene and sanitation, for example hand-washing stations, facility cleaning, or obtaining cleaning supplies;
- screening, for example temperature checks or symptom questionnaires;
- protocols for isolation of infected students or staff, contact tracing coordination (in conjunction with local health officials), and when/how recovered people return to school;
- changes to the physical environment (classrooms & public spaces), for example ventilation, classroom & group size limits, limits on desk arrangements, other occupancy limits, or emergency drills;
- student flow and movement, for example adjusting class time changes;

^c **Student Health Services** - The Student Health Services category indicates that a plan included one or more of the following:

- annual school health requirements, for example vaccinations, school physicals, or screenings (vision, hearing, etc);
- school-based health services, for example mental health, clinical health services (vision, dental, etc), speech / occupational therapy, external vendor involvement;
- school nurse health suite, for example staffing, management of medications, use of telemedicine, or restructuring;

^d **Teacher & Staff Choice** - The Teacher & Staff Choice category reflects a plan's inclusion of options which support teachers and staff in managing their personal responses to the pandemic, such as:

- options for returning to work;
- qualification factors for in-person or remote options;
- best interests of a teacher or staff member, for example those who have greater risk factors for COVID-19, or with family members who are;
- human considerations, such as perceived lack of safety returning to school facilities or a lack of childcare;
- how school staff development will be addressed, for example ensuring an adequate number of teachers / substitute teachers, ensuring staff can use the provided distance learning tools, credentialing hours, or certification;
- whether there are specific approaches to supporting students with different priority needs, for example those in younger grades or those in transitional grades;

^e **Children with special needs /ESL/- Gifted and Twice Exceptional Plans** are credited for this category if they include any of the following:

- services negatively affected by school reopenings, including techniques to mitigate negative effects and losses from closures;
- support services, such as technology access or targeted mental health services;
- learning accommodations, for example Individualized Education Programs (IEPs);
- transportation;
- staffing;
- scheduling;

^f **Children of poverty and systemic disadvantage** - This category reflects considerations for children of poverty or other systemic disadvantages which include provisions to lessen disproportionate impacts from school closures and reopenings:

- access to digital technologies and corresponding training;

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- special instruction supports;
 - after school instructional programming;
 - prioritization of disadvantaged groups of children for early / additional in-class instruction time;
 - accommodations for the scheduling/childcare needs of parents/families;

⁹ **Privacy** - The Privacy category indicates when a plan has included considerations for protecting personal, academic, and health information, such as:

- COVID-19 screening, testing, or contact tracing (traditional and/or digital);
- distance learning, for example online privacy/security or video background privacy;
- telemedicine, for example creating appropriate spaces in the school and home for health service delivery (including mental health services);
- requirements for student or staff disclosure of personal health information that can impact return-to-school choice;