

## SCHOOL BOARD

- Adopt **emergency board resolutions** as needed (e.g., fund emergency expenditures, adjust policies)
- Consider conducting public meetings via **videoconferencing**
- Make **recordings** of public meetings available
- Post board meeting **schedules, agendas, and resolutions** in advance
- Post board meeting **minutes** in a timely manner
- Determine the need to change any scheduled **board elections**

## DISTRICT LEADERSHIP

- Monitor the **latest information**
- Establish **regular communication with relevant agencies** at the federal, state, and local levels
- Confirm **guidelines for reopening**
- Form a **district committee** to plan for and oversee the reopening process, including:
  - Representatives from key functional areas*
  - At least one administrator from each school*
  - Representatives from key stakeholder groups (e.g., staff, families, community members)*
  - A state and/or local public health representative*
  - External partners to provide necessary technical assistance*
- Consider the need for similar **school committees** to oversee reopening at the building level:
  - In the absence of school committees, ensure regular communication with schools regarding reopening plans*
- Set **objectives** and establish a **timeline** for completion
- Define **roles** and allocate **responsibilities**
- Review and revise district and school **emergency plans** based on lessons learned during recent school closures
- Create **contingency plans** for reopening scenarios:
  - Schools open on the scheduled date and remain open*
  - Schools open on the scheduled date, but subsequently close due to renewed concerns about COVID-19*
  - Schools open, but on a delayed date*
- Hold **regular meetings** with:
  - Committee members*
  - Key stakeholder groups (e.g., to assess needs, understand concerns, solicit input, and share information)*
- Issue **regular updates** to the community

## COMMUNICATIONS

### MESSAGES

- Provide **information and updates** to students, families, staff, vendors, and the community on:
  - Current state of public health*
  - District and school efforts to keep students safe*
  - Preventive measures stakeholders can take*
  - Current effects on district and school operations*
  - Anticipated timeline(s) for district and school reopening*
  - Key changes in district and school policies and practices*
  - Where to find services and supports in the community to meet basic needs*
- Send reminders to **stay at home**, especially if ill
- Share instructions for ways to **prevent spread** (e.g., handwashing, respiratory hygiene, social distancing)
- Respond to **questions and other inquiries**

### METHODS

- Include key information and resources on **district and school webpages**
- Translate all communications and provide **translation** services as needed
- Survey stakeholders—especially families and staff—to learn **communication preferences**
- Leverage multiple **communication methods**:
  - Mail*
  - Email*
  - Phone calls*
  - Text messages*
  - Traditional media (e.g., television, radio, newspapers)*
  - Social media (e.g., Facebook, Twitter, Instagram)*

## ACADEMICS

### CURRICULUM AND INSTRUCTION

- Review and revise **curriculum maps, instructional calendars, and lesson plans** to reflect the impact of COVID-19-related school closures
- 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*
- Consult with **labor unions** regarding which content staff will be expected to teach
- Communicate **expectations** for curriculum and instruction to students, families, and staff
- Collaborate with postsecondary institutions regarding delivery of **dual-credit courses**
- Consult with postsecondary institutions and/or local partners regarding delivery of **career and technical education** (e.g., mentoring)
- Explore **extended learning opportunities** (e.g., summer school, after-school programs) to mitigate learning loss, resolve incompletes, and support credit recovery
- Inventory and identify any gaps in the district's **academic interventions**
- 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)
- Identify any **other students affected by significant learning loss**
- Provide **targeted interventions**:
  - Reassess student learning periodically to determine the efficacy of existing interventions and the need for additional supports*
  - Use efficacy data and stakeholder feedback to adjust and improve interventions more generally*
- Review and revise **Individualized Education Plans** for students with disabilities to reflect any changes due to COVID-19-related school closures
- Provide students with disabilities with **compensatory services** as needed
- Facilitate teachers' efforts to share **best practices** for mitigating learning loss
- Encourage teachers to **communicate with families** about their child's academic progress
- Help families **support student learning at home** by sharing instructional strategies and resources

### GRADING AND ASSESSMENT

- Consult with state and federal education agencies regarding adjustments to:
  - End-of-grade, end-of-course, English language proficiency, and/or other **key assessments***
  - Grading** policies and practices*
  - Promotion and retention** criteria*
- Confirm the status of **AP, IB, ACT, SAT, and similar assessments**
- Communicate any adjustments to students, families, and staff and provide **updated academic and assessment calendars**
- Determine how to **assess students' learning** when schools reopen
- Conduct **initial evaluations or re-evaluations** of students with disabilities and English learners as required
- Develop plans to **share assessment data with families** and indicate how their child's achievement compares with grade-level expectations

### RESOURCES AND SUPPORTS

- Facilitate teachers' efforts to share **effective strategies and resources** for online and offline forms of distance learning
- Survey students, families, and staff** to identify strengths and development areas related to the district's distance learning efforts:
  - Adjust the district's distance learning plan in response to stakeholder feedback*
- Survey staff** about instructional resource and professional learning needs (e.g., differentiating instruction and supporting special populations in the context of distance learning):
  - Identify options to create additional instructional resources internally and/or acquire materials from publishers, vendors, etc.*
  - Offer professional learning opportunities aligned with staff needs*
- Help teachers build **relationships with families** and encourage families to become involved in their child's learning

## ACADEMICS

### RISING SENIORS

- Consult with the state education agency to confirm **graduation requirements** for rising seniors
- Determine the **classes/credits needed** for each rising senior to meet graduation requirements
- Prioritize providing rising seniors with the **content needed** to meet graduation requirements
- Offer **extended learning opportunities**
- Explore **alternate methods** for rising seniors to meet graduation requirements (e.g., credit for work completed, scores on competency-based assessments, expanded course equivalency)
- Consider **credit requirement waivers** for rising seniors (e.g., non-core credits, emergency waivers for "on-track" students)
- Survey rising seniors regarding **postsecondary plans**
- Determine which aspects of the **postsecondary transition** rising seniors need assistance with (e.g., taking the SAT/ACT, submitting applications, filing for financial aid)
- Connect with **postsecondary institutions** the district's students commonly attend to discuss potential supports

## STUDENT AND STAFF SUPPORTS

### PHYSICAL WELL-BEING

- Review and revise **health policies and practices** as needed:
  - Communicate any changes in health policies and practices to students, families, and staff*
- 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)
- Update **health records** for students and staff as legally permitted
- Establish partnerships with community providers to supply **additional medical services** as needed
- Encourage students and staff to **stay home** if ill
- Determine if the district will conduct **physical examinations** of persons, including students and staff, entering any school or other district building:
  - If so, establish screening protocols, assign appropriate staff, provide necessary PPE, and consult with public health officials to determine how to handle persons who display or develop COVID-19 symptoms*
  - Also, establish processes for staff involved in screenings to report findings (e.g., to the district and school, to public health officials, etc.) while respecting medical privacy laws*
- Post **signage explaining practices to prevent spread** in all rooms and common areas
- 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*
- Explain and demonstrate how to **clean hands**:
  - Use soap and water, scrub for 20 seconds, and rinse*
  - Use paper towels to dry hands, turn sink handles, and open doors, then safely discard*
  - Use alcohol-based hand sanitizer*
- Explain and demonstrate how to wear **procedural or other face masks**
- Limit contact among and between students and staff by promoting **social distancing**:
  - Comply with rules regarding group size*
  - Avoid mixing groups of students and/or staff*
  - Arrange appropriate seating in all rooms*
  - Maintain appropriate spacing in open areas (e.g., hallways, stairwells, gyms, playgrounds)*
  - Adjust drop-off and pick-up times; bus schedules; school start and end times; class, lunch, and, recess periods*
  - Hold virtual staff meetings*

## STUDENT AND STAFF SUPPORTS

### SOCIAL-EMOTIONAL WELL-BEING

- Emphasize the district's **commitment to support** all students' social-emotional well-being
- Inventory and identify any gaps in the district's **social-emotional and mental health interventions**
- Determine how to **assess** students' social-emotional well-being when schools reopen:
  - Conduct universal screening*
  - Further assess students who show signs of mental health concerns, including trauma*
- Provide **targeted interventions** as needed:
  - Reassess student social-emotional well-being periodically to determine the efficacy of existing interventions and the need for additional supports*
  - Use efficacy data and stakeholder feedback to adjust and improve interventions more generally*
- 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
- Survey staff about **resource and professional learning needs** (e.g., COVID-19, trauma-informed practices):
  - Obtain additional resources as needed*
  - Offer professional learning opportunities aligned with staff needs*
- Facilitate teachers' efforts to share **effective strategies and resources** for supporting students' social-emotional well-being
- Encourage teachers to **communicate with families** about their child's social-emotional well-being
- 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**:
  - Create opportunities for staff to engage in self-care*
  - Reassess staff wellness periodically to determine the efficacy of existing and the need for additional supports*
- Establish a process for responding to a student or staff member in **crisis**
- Dedicate at least one staff member per school (e.g., psychologist, social worker) as a **point person** for mental health concerns
- Create **partnerships with community mental health providers** to offer an expanded range of supports
- Provide students and families with referrals to community organizations able to assist with **basic needs provision** (e.g., housing, meals)
- Combat **bullying/harassment, bias, and discrimination** for any reason, including:
  - Suspected COVID-19 status*
  - Race/ethnicity*
  - Linguistic or cultural background*
  - National origin*
  - Gender identity*
  - Sexual orientation*
  - Religion*

## OPERATIONS

### 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, limiting physical contact, restricting spectators, enforcing social distancing, etc.)
- Seek opportunities to add new **virtual extracurricular activities**

## OPERATIONS

### ATTENDANCE AND 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:
  - Estimate the impact of any significant changes on curriculum and instruction, student supports, staffing and other resource needs*
- Consider adjusting intra- and inter-district **enrollment policies** if permitted
- Decide how to handle **applications** to specific schools and/or programs for the 2020-2021 school year
- Provide **communications outlining any changes** in attendance and/or enrollment policies
- Confirm with **federal and state education agencies** any changes in dates or formulas used to calculate enrollment and average daily attendance for funding purposes

### CALENDARS AND SCHEDULES

- Consult with the state education agency regarding **flexibility to adjust:**
  - Academic year** (e.g., start and end dates, timing and length of breaks)
  - School schedules** (e.g., drop-off and pick-up times, bus schedules, school start and end times, class, lunch, and recess periods)
- Consider the need to **expand or adjust course offerings** to enable students to resolve incompletes, recover credits, etc. (e.g., how to address courses not offered every term and/or school year)
- Revisit the academic calendar and school schedules as permitted and needed based on changes in state guidelines and public health considerations

### FACILITIES

- 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.)
- Implement other measures to facilitate **social distancing:**
  - 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*
  - Have staff escort young students into and out of the building and ask parents to remain in their vehicles or wait outside*
- Post **signage** explaining practices to prevent spread
- Maintain healthy **air quality**
- 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)
  - Place at entrances and exits, in offices, in classrooms, in bathrooms, in cafeterias, on buses, etc.*
- Regularly **clean and disinfect:**
  - Determine which surfaces and objects*
  - Set a schedule*
  - Assign responsible staff*
  - Communicate appropriate practices*
  - Provide necessary PPE*
  - Obtain necessary supplies*
  - Deliver training, if necessary*
- Specify the types of **meetings, events, and activities** district and school buildings can accommodate
- Set **entry protocols** for district and school buildings:
  - Limit the number of entrances and exits used*
  - Restrict visitors to a single point of entry*
  - Encourage hand sanitizing on entry*

## OPERATIONS

### FINANCE

- Examine **revenues**:
  - Research changes in federal, state, and/or local funding
  - Investigate federal, state, and/or local emergency funds
  - Consider the impact of anticipated enrollment changes
  - Confirm types of activities permitted or required by different funding sources
  - Explore new funding opportunities (e.g., grants)
- Examine **expenditures**:
  - Estimate and document COVID-19-related costs
  - Contact vendors to confirm ability to supply needed items and, if so, timetables for future deliveries
  - Create procedures to prioritize processing of purchase orders for essential supplies
- Review and **revise district and school budgets** as needed

### 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**
- 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.)
- Ensure cafeteria staff follow practices and procedures that comply with **public health guidelines** (e.g., food handling, food preparation, cleaning and disinfecting, food and drink dispensers, etc.):
  - Post signage
  - Deliver training, if necessary

### HUMAN RESOURCES

- Identify **which district and school staff will not return** for the 2020-2021 school year
- Determine **hiring needs**:
  - For existing positions
  - For new and/or additional positions
- Establish **recruitment and hiring processes**:
  - Develop remote recruitment and hiring practices as needed
- Explore **reassignment** of existing staff
- Explore **reallocation of duties** among existing staff
- Determine which staff qualify as **medically vulnerable** (e.g., due to age, compromised immune system, pregnancy, etc.)
- 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
- Offer **professional learning opportunities** to staff
- Consult with the state education agency regarding adjustments to **principal and teacher evaluation processes**
- Collaborate with labor unions on issues related to **collective bargaining agreements**

## OPERATIONS

### LEGAL

- Confirm with relevant federal, state, and/or local agencies any changes in plans for site visits, reviews, or other processes for **compliance or accountability purposes**
- Ensure **civil rights** dispute resolution activities continue, even if on an altered schedule
- Consult regularly with **labor unions**
- Address potential COVID-19-related **liability issues** pertaining to students, families, staff, and/or vendors
- Ensure the district and schools collect and report data and information in a **FERPA- and HPA-compliant** manner

### 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 closures:
  - Alternatively, if the district decides to collect equipment issued during the school closures, create a safe process for return*
- Provide **training on instructional technology** to students, families, and staff
- Provide **training on online instructional strategies** to staff
- Consider creating an **online repository** for any instructional resources the district created and/or acquired to support distance learning
- Issue guidance on how to **clean and disinfect** devices:
  - Maintain supplies in district and school buildings*
- Modify **computer labs** to comply with social distancing
- Collect and analyze **usage, incident, and technical support data**
- Schedule regular **performance tests** and conduct **routine maintenance**
- Set **security guidelines** for online instruction and remote work (e.g., no use of public Wi-Fi, use of VPN)
- Ensure **privacy and security of data and information** pertaining to students, families, and staff
- Require staff who need to use **personal devices** for remote work to deploy antivirus and other security software
- Review and revise district and school **technology policies and plans**

### 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*
- Implement other measures to **prevent spread**:
  - 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*