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

- 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
- 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

RESOURCES AND SUPPORTS

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ACADEMICS

- 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
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)
- Revisit the academic calendar and school schedules as permitted and needed based on changes in state guidelines and public health considerations

FACILITIES

- 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
CORONAVIRUS DISEASE 2019 (COVID-19)
K-12 DISTRICT REOPENING CHECKLIST

OPERATIONS

❑ 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)

❑ 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.)

❑ 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.)

FINANCE

❑ 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

❑ 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

FOOD

❑ 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

❑ Determine 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.)

HUMAN RESOURCES

❑ 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

- 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

LEGAL

- 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 HPAA-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