

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