



CONSIDERATIONS FOR SCHOOL RE-OPENING PLANS

May 2020

TABLE OF CONTENTS

INTRODUCTION	3
RECOMMENDATIONS.....	3
KEY FINDINGS.....	3
SECTION I: EMERGENCY OPERATIONS PLANNING.....	5
Recovery Planning	6
Recovery Planning Process	8
Additional Resources.....	9
SECTION II: GUIDANCE ON COVID-19 REOPENING.....	11
Social Distancing	11
Infection Control	13
Communication about Reopening	13
Additional Resources.....	14
APPENDIX: K-12 DISTRICT REOPENING CHECKLIST	15

INTRODUCTION

As school districts across the country conclude the 2019-20 school year, there is an increasing focus on planning for schools to re-open in the 2020-21 school year. While many uncertainties remain, districts can draw on experience and guidance from others that have created plans for school re-opening either for the current COVID-19 pandemic or during other crisis or emergency situations. This report highlights considerations for school districts seeking to develop their own school re-opening implementation plans based on recommended practices and guidance from government agencies and professional organizations. This report also provides links to additional resources and guidance related to school reopening planning.

RECOMMENDATIONS

Hanover Research recommends that member districts prioritize the following tasks as they begin to plan for the 2020-21 school year:



Convene a cross-divisional planning team to spearhead reopening planning and develop a formal plan document. The planning team should include staff with day-to-day knowledge of the core areas of recovery planning – academic, physical and operational, fiscal and business, and social and behavioral.



Continue to track guidance and regulations from local, national, and state agencies that may impact school reopening, including those related to social distancing, testing, infection control measures, and emergency funding. Reopening planning should account for shifting guidance across the summer months.



Communicate with the public about the district's progress and plans for reopening schools. While districts may not have finalized plans, many are beginning to communicate broadly about their priorities and goals around forthcoming or in-process planning for the 2020-21 school year.

KEY FINDINGS



While emergency operations planning covers a range of phases before, during, and after an incident, plans for reopening schools generally fall into the recovery phase of planning. Broadly, recovery planning encompasses four main areas for school districts – academics, physical and operations, fiscal and business, and social and behavioral. Recovery plans may also include variations and contingencies for the immediate, short-term, and long-term recovery. Additional considerations for recovery from infectious disease incidents include the re-opening process, disinfection, learning loss, and the re-adjustment period.



Recovery planning for school districts should begin with steps to gather the staff and information necessary to develop a plan. Initial steps in the process include forming a collaborative planning team and gaining an understanding of the situation. Subsequent steps should be used to develop individual goals and objectives and associated action plans. Finally, recovery planning should include details on the implementation and continuous review of the plan.



Social distancing is a common theme among initial planning for school reopening for the 2020-21 school year. Common social distancing practices for schools for flu pandemic scenarios typically fall into three main categories, though other practices are also recommended:

- **Eliminating contact** by cancelling classes or activities that require students or staff to use common areas, tools, or equipment (e.g., lunch room, art or music supplies).
- **Limiting contact** by reducing the number of students or staff that interact in an area or by increasing the amount of space between students (e.g., reducing class size, mixing of classes or groups of students)
- **Scheduling changes** that facilitate social distancing practices (e.g., alternating schedules, shortened day or week).



Infection control is also likely to feature prominently in school reopening plans. Considerations for infection control can be broadly grouped into four categories:

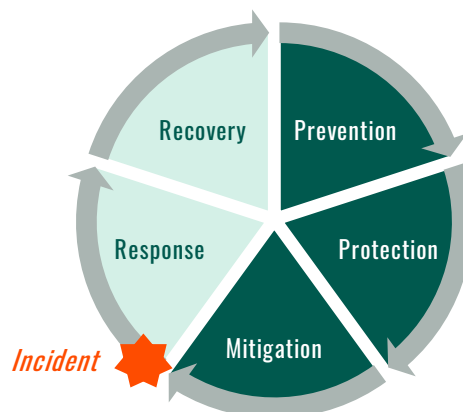
- **Process for entry and screening** to ensure that individuals with confirmed or suspected contact with COVID-19 do not attend school or work and that those that do attend follow recommended practices to prevent the spread of COVID-19 (e.g., face coverings, handwashing, temperature checks).
- **Procedures for handling emergent and confirmed cases** among students, staff, and others. Plans should include information on isolation areas and pick-up from school, contact tracing to identify others potentially exposed to COVID-19, communication and reporting about suspected or confirmed cases, and considerations for student and staff privacy.
- **Schedules and procedures for cleaning** of school sites, including plans for the availability of personal protective equipment (PPE) and sanitation equipment.
- **Considerations for at-risk students and staff**, such as plans for continued remote work and learning.

SECTION I: EMERGENCY OPERATIONS PLANNING

Emergency operations or management planning has long been recommended and undertaken by school districts to prepare for natural disasters, disease outbreaks, violence, and other incidents that may disrupt school operations. These plans typically cover a broad range of potential emergency or crisis scenarios and may include appendixes related to specific scenarios of greatest threat. Emergency management and government agencies typically organize emergency planning into several stages based on their main goals and purpose (Figure 1.1).²

COVID-19 school re-opening plans generally fall into the **recovery** stage of emergency operations planning. However, COVID-19 represents a unique incident even among emergency preparedness due to the ambiguity around its end point and long-term impact on a district's ability to open and remain open during the 2020-21 school year. As such, districts may need to include aspects of **mitigation** and **response** in their plans for school re-opening, described below.³

Figure 1.1: Emergency Operations Planning Phases



Source: U.S. Department of Education¹

- **Prevention** – the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident. Prevention is the action schools take to prevent a threatened or actual incident from occurring.
- **Protection** - the capabilities to secure schools against acts of violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard.
- **Mitigation** - the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency.
- **Response** - the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; to establish a safe and secure environment; to save lives and property; and to facilitate the transition to recovery.
- **Recovery** - the capabilities necessary to assist districts and schools affected by an event or emergency in restoring the learning environment.

This section provides an overview of considerations for schools during the recovery phase of emergency operations as well as more specific considerations for planning for recovery after public health and infectious disease crises, such as a flu pandemic. The section concludes with an overview of the recommended step-by-step process for plan development. Section II of this report provides additional context for school re-opening related to the COVID-19 pandemic in particular.

¹ "Guide for Developing High-Quality School Emergency Operations Plans." U.S. Department of Education, 2013, p. 2. https://rems.ed.gov/docs/Guide_for_Developing_HQ_School_EOPs.pdf

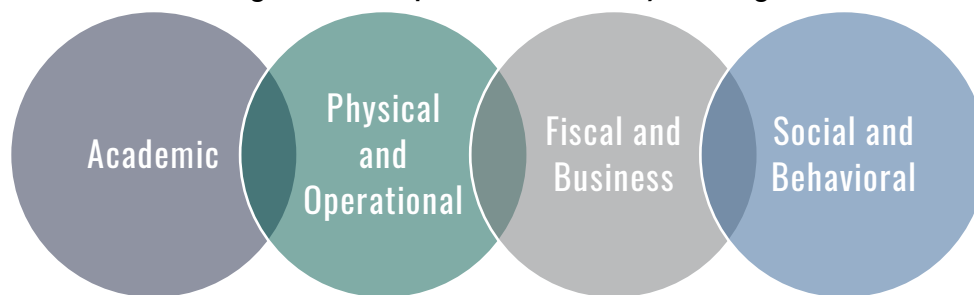
² [1] Ibid. [2] "Developing and Maintaining Emergency Operations Plans." FEMA, 2010, p. 1-8. https://www.fema.gov/media-library-data/20130726-1828-25045-0014/cpg_101_comprehensive_preparedness_guide_developing_and_maintaining_emergency_operations_plans_2010.pdf

³ Bullet points taken verbatim from: Ibid.

RECOVERY PLANNING

Recovery planning encompasses four main areas for school districts (Figure 1.2). Districts should consider and plan for each of these aspects in their recovery plans. Within a recovery plan, districts may also develop contingencies and variations based on the severity and duration of the crisis and associated recovery work, including options for immediate, short-term, and long-term timelines. Recovery will likely progress at different rates across various school functions.⁴ Additional details and examples for each area are provided in subsequent sections of this document.⁵

Figure 1.2: Components of Recovery Planning



ACADEMIC RECOVERY

Academic recovery refers to the aspects of emergency operations that directly relate to how schools will deliver instruction to students. School closures due to COVID-19 greatly impacted how districts carry out this core function and as a result plans for re-opening during the recovery phase may function as an extension of an initial response plan for digital learning.⁶ District plans for academic recovery should cover the following key aspects:⁷

- Plan for resuming academic activities and routines
- Use of alternative instructional delivery
- Use of alternative school day schedules
- Use of temporary or alternative instructional spaces
- Plan for addressing learning loss

PHYSICAL AND OPERATIONAL RECOVERY

The physical and operational recovery seeks to repair and restore school buildings and sites after an emergency to ensure readiness for instructional activities. In the case of COVID-19, the physical recovery may include less emphasis on repairing damaged schools and more on ensuring that the physical spaces are safe and functional for the return of students and staff. The physical and operational recovery also relates to restoring or restarting relationships with external partner organizations and businesses. Considerations for this aspect of recovery include:⁸

⁴ "Developing a Recovery Annex." U.S. Department of Education, Readiness and Emergency Management for Schools Technical Assistance Center. <https://rems.ed.gov/TrainingPackage.aspx> (*Developing a Recovery Annex Download*)

⁵ [1] Ibid., p. 33-34. [2] "Recovery for Schools and Districts." Readiness and Emergency Management for Schools (REMS) Technical Assistance Center. https://rems.ed.gov/Docs/Recovery_Fact_Sheet_508C.pdf

⁶ "Resources for School Recovery after COVID-19 Closures." Texas State Texas School Safety Center, May 2020. <https://txssc.txstate.edu/topics/emergency-management/articles/school-recovery-covid-19>

⁷ [1] Ibid. [2] "Guide for Developing High-Quality School Emergency Operations Plans," Op. cit., p. 33. [3] "Recovery for Schools and Districts," Op. cit., p. 2-4.

⁸ [1] "Planning to Recover from Emergencies at Districts and Schools." U.S. Department of Education, Readiness and Emergency Management for Schools Technical Assistance Center. [https://rems.ed.gov/docs/RecoveryWebinar\[1\].pdf](https://rems.ed.gov/docs/RecoveryWebinar[1].pdf) [2] "Guide for

- Repairs to school buildings, facilities, and equipment
- Cleaning and disinfecting
- Volunteer and donation processes and coordination
- Documentation of physical assets at school sites
- Coordination with local agencies and organizations to ensure access to utilities and supply chain goods
- Transportation and food services

FISCAL AND BUSINESS RECOVERY

Fiscal recovery refers to a district's ability to address and overcome financial losses associated with an emergency event. This may include plans for applying for emergency funding sources. Relatedly, recovery should also include plans for how the district will restore and sustain its business functions after a disruption. In this context, business functions may also include staffing considerations for returning to work. The following aspects of fiscal and business recovery should be included in a district's plan:⁹

- Emergency relief funding opportunities
- Documenting expenses associated with event and recovery
- Communication with staff on their return to work and associated logistics
- Restoration of IT and business services functions (e.g., payroll, contracts, accounting, student and staff records)
- Student enrollment and registration

SOCIAL AND BEHAVIORAL RECOVERY

The recovery phase of any emergency or crisis requires additional support and attention around the mental health of students, staff, and families. Recovery plans may also include a specific appendix for handling mental health concerns. Considerations for social and behavioral recovery include:¹⁰

- In-class social and emotional support for students
- Counseling and psychological/mental health first aid (immediate, short-term, and long-term)
- Mental health needs assessment and monitoring
- Tracking of student attendance, behavior, and engagement in school
- Employee assistance programs
- Coordination with local mental health providers
- Memorials and commemorations within school community

Developing High-Quality School Emergency Operations Plans," Op. cit., p. 33. [3] "Resources for School Recovery after COVID-19 Closures," Op. cit. [4] "Recovery for Schools and Districts," Op. cit., p. 4.






⁹ [1] "Recovery for Schools and School Districts," Op. cit., p. 2-4. [2] "Resources for School Recovery after COVID-19 Closures," Op. cit. [3] "The Role of Districts in Developing High-Quality School Emergency Operations Plans." U.S. Department of Education, 2019, p. 71. https://rems.ed.gov/docs/District_Guide_508C.pdf

¹⁰ [1] "Recovery for Schools and School Districts," Op. cit., p. 2-4. [2] "The Role of Districts in Developing High-Quality School Emergency Operations Plans," Op. cit., p. 71.

INFECTIOUS DISEASE CONSIDERATIONS

Generally, recovery plans are designed to cover a range of potential emergencies or crises, some of which may be more or less relevant to the current COVID-19 pandemic. The goal of recovery during an infectious disease or public health crisis remains the same – the restoration of student learning and instruction – however, districts should plan for additional factors during an infectious disease recovery (Figure 1.3).¹¹

Figure 1.3: Recovery Phase Objectives After Infectious Disease Crisis

	Re-Opening Process	<ul style="list-style-type: none">■ Follow advice and guidance from public health department■ Communication with parents, staff, students, and media
	Disinfection	<ul style="list-style-type: none">■ Initial cleaning and remediation for re-opening (if necessary based on ability of virus to live on surfaces)■ Ongoing cleaning will depend on the severity and duration of virus■ Incorporate guidance from local health department
	Learning Loss	<ul style="list-style-type: none">■ Assessment of student achievement during closure period and/or student absences
	Period of Adjustment	<ul style="list-style-type: none">■ Re-adjustment to classroom-based learning may take a significant amount of time■ Need for additional support and instruction to reinforce behavioral expectations
	Mental Health	<ul style="list-style-type: none">■ Collaboration with local mental health providers■ Access to school counselors to support students■ Plans for addressing staff mental health needs

Source: U.S. Department of Education¹²

RECOVERY PLANNING PROCESS

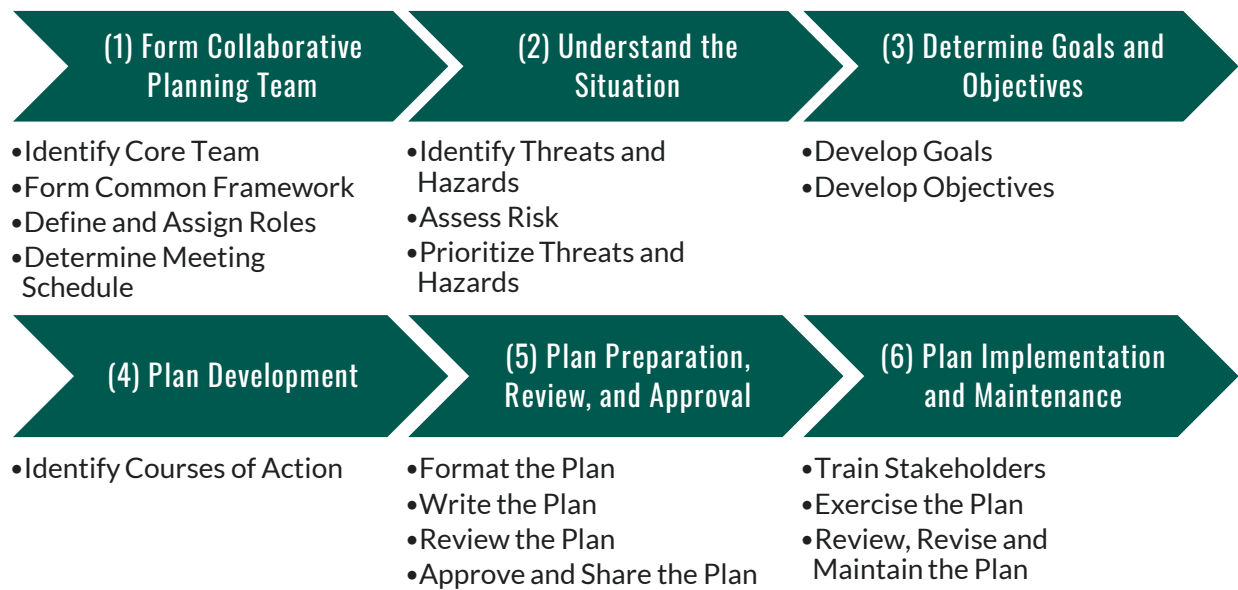
The U.S. Department of Education's Readiness and Emergency Management for Schools (REMS) Technical Assistance Center suggests a six-step planning process for school districts undertaking emergency operations planning. These steps can be used to develop either one part of the plan individually, such as recovery planning, or as a comprehensive planning process across all of the phases. The planning process, visualized in Figure 1.4 below, begins with organization and information gathering steps followed by steps to develop the actual plan contents. The process concludes with implementation and ongoing review.¹³

¹¹ "Schools Respond to Infectious Disease." U.S. Department of Education, 2006.
https://rem.s.ed.gov/docs/PandemicFluNewsletter_072106.pdf

¹² [1] "Schools Respond to Infectious Disease," Op. cit. [2] Incorporating Infectious Disease Planning into a School Emergency Operations Plan. U.S. Department of Education, Readiness and Emergency Management for Schools Technical Assistance Center.
<https://rem.s.ed.gov/TrainingPackage.aspx> (*Infectious Disease Planning Download*)

¹³ "Developing a Recovery Annex," Op. cit.

Figure 1.4: Emergency Operations Planning Process






Source: U.S. Department of Education¹⁴

ADDITIONAL RESOURCES

The table below provides links to resources and guidance related to emergency operations planning and recovery planning specifically.

Theme	Description	Link
Development of School Emergency Operations Plans	Comprehensive details and guidance from the U.S. Department of Education on the role of districts in developing high-quality school emergency operations plans.	
Recovery Planning for Schools	Fact sheet with information on planning for recovery after an emergency event for schools and districts.	
Flu Pandemic Response and Recovery Planning for Schools	CDC guidance from 2017 on school district planning for a potential flu pandemic. Includes links to additional planning resources.	
Schools' Response to Flu Pandemic	Article discussing the response and preparation from school districts for a potential flu pandemic.	

¹⁴ Figure contents taken verbatim with minor adaptations from: Ibid.

Theme	Description	Link
Guidance from State Departments of Education		
Arizona Pandemic Preparedness	Arizona Department of Education's guidance on pandemic preparedness and response.	
Georgia Pandemic Planning	Georgia Department of Education's guidance for pandemic planning for school districts. Includes example recovery plan and template letters.	
Tennessee Crisis Response Planning	Guidance from Tennessee Department of Education's PREPARE program for school district crisis management.	

SECTION II: GUIDANCE ON COVID-19 REOPENING

This section draws on current guidance from state and federal education and public health agencies on school re-opening during the ongoing COVID-19 pandemic. These common themes and topics specific to COVID-19 should be used to inform district recovery and reopening plans. Broadly, these themes focus on the aspects of school reopening that will result in short- and long-term changes to how schools function on a day-to-day basis and how to prepare for these new realities when schools open. Notably, guidance and recommendations around these areas are not finalized and often updated as information about COVID-19 evolves.

SOCIAL DISTANCING

The need for continued social distancing is a common theme in guidance to schools on COVID-19 reopening. While general literature on planning for recovery after infectious disease or flu pandemic events may mention the need for some social distancing, COVID-19 represents an unprecedented event in the scale and breadth of social distancing recommendations. Some state and local agencies provide guidelines on social distancing in school settings as it relates to preparation for an influenza pandemic, which can be useful for informing practices during the current COVID-19 pandemic. However, a 2018 literature review on this topic concluded that there is only limited guidance available to schools on social distancing practices.¹⁵ This suggests that many schools and districts will be relying on new and changing recommendations related to social distancing in school settings. The most commonly recommended practices for social distancing in school are highlighted in Figure 2.1 below.

Figure 2.1: Recommended Social Distancing Practices for Schools

Eliminating Contact: <ul style="list-style-type: none">• Cancelling classes or activities that occur within the school day with a high rate of mixing/contact• Canceling or postponing after school activities• Suspending use of common areas (e.g., lunch in class, no recess)	Limiting Contact: <ul style="list-style-type: none">• Partial closure of school (e.g., one class or grade level)• Reducing mixing during transportation• Increasing space among students during in-person instruction• Segregating students in common areas (e.g., assigned sections in school yard)
Scheduling Changes: <ul style="list-style-type: none">• Reducing density/load in common areas through alternating schedules• Reduced schedule (e.g., shorter week or day, alternating days)• Instituting home room stay (e.g., student remain in single classroom and teachers rotate)	Other: <ul style="list-style-type: none">• Implementing standard workplace social distancing for staff• Limiting visitors (e.g., not allowing parents inside)

Source: *BMC Public Health*¹⁶

In response to the current COVID-19 pandemic, several organizations have started to offer new guidance and recommendations related to adapting social distancing practices at schools. For example, the American

¹⁵ Uscher-Pines, L., et. al. "School Practices to Promote Social Distancing in K-12 Schools: Review of Influenza Pandemic Policies and Practices." *BMC Public Health*, 2018. <https://www.ncbi.nlm.nih.gov/pubmed/29587707>

¹⁶ Figure text adapted from: Ibid.

Federation of Teachers' (AFT) [Plan to Safely Reopen America's Schools and Communities](https://www.aft.org/sites/default/files/covid19_reopen-america-schools.pdf) offers the following potential solutions to increase physical distance between students, however noting that schools will need to select different options to accommodate different groups and types of students:¹⁷

- **Smaller class sizes.** One of the most important measures districts can take is to reduce class sizes. Class sizes of 25 or more students in a small classroom pose obvious risks to student health and safety. Class sizes of 12-15 students will, in most circumstances, make it possible to maintain physical distancing protocols.
- **Split scheduling.** Alternating days of the week or times of the day may offer schools a way of limiting the number of students physically present in the building at any given time. Knowing that split scheduling may cause disruption for parents and guardians, schools should consider putting in place after-school care with safety protocols for students and families most in need
- **Monitoring access to school facilities.** Schools should closely monitor access to school facilities and limit the number of visitors granted access to school facilities.
- **Transportation.** Districts should consider modifying transportation to provide staggered arrival times and multiple arrival locations to limit large gatherings of students
- **Staggered lunch and meal times.** Meals should be staggered throughout the day, and schools should consider having students eat in classrooms with appropriate protocols to keep the classroom clean
- **Alternative plans for after-school programs, sports, recreation and physical fitness.** These activities may need to be adjusted using the above protocol.

During the planning process, school districts will need to consider and understand limitations to their ability to implement certain social distancing strategies, such as the availability of staffing and space to accommodate split scheduling and staggered lunches. Reopening plans should also consider how to accommodate students receiving special services, students with disabilities, and students and families that may have special medical needs.¹⁸

RE-CLOSURE OF SCHOOLS

Variable length re-closure or continued closure of schools is one strategy for social distancing in areas with ongoing community transmission of COVID-19. While there is some guidance on decision making for when to open and close schools, federal, state, and local governments continue to consider this aspect of re-opening schools.¹⁹ While some states have begun to issue criteria for reopening schools, much of this guidance continues to be dependent on potential changes in COVID-19 testing and infection rates at a given time.²⁰

PARTIAL RE-OPENING OF SCHOOLS

Some European countries reopened schools to a portion of students and staff this spring. Countries have used a range of criteria for partial re-opening. For example, Germany elected to re-open schools for the oldest secondary students to complete final exams while schools in Denmark and Norway re-opened for the youngest students first. The rationale for re-opening to certain subsets of students depends on the ultimate goal of bringing students physically back to school buildings in addition to the potential risks with doing so.²¹

¹⁷ Bullet points taken verbatim from: "A Plan to Safely Reopen America's Schools and Communities." American Federation of Teachers, 2020, p. 9-10. https://www.aft.org/sites/default/files/covid19_reopen-america-schools.pdf

¹⁸ [1] Ibid. [2] Bryant, J., et al. "How to Safely Reopen Schools." McKinsey & Company, April 29, 2020.

<https://www.mckinsey.com/industries/social-sector/our-insights/safely-back-to-school-after-coronavirus-closures>

¹⁹ Belsha, K. "Will Schools Be Able to Reopen in the Fall?" Chalkbeat, May 12, 2020.

<https://www.chalkbeat.org/2020/5/12/21256193/reopen-schools-in-fall-fauci-testifies-answer-will-vary>

²⁰ See for example: Corbin, C. "New State Rules Outline How Schools can Reopen this Spring." *Idaho Statesman*, May 5, 2020.

<https://www.idahostatesman.com/news/local/education/article242515761.html>

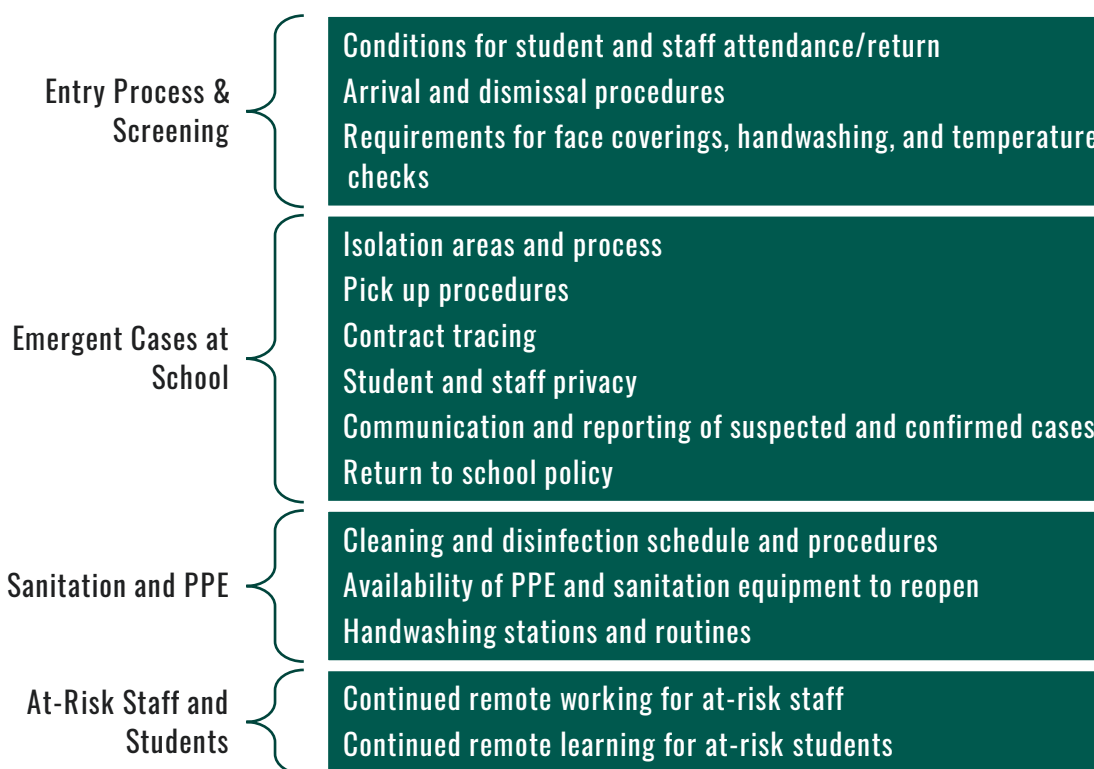
²¹ [1] Bender, R. and N. Kostov. "Is it Safe to Reopen Schools? Europe is About to Find Out." *The Wall Street Journal*, May 12, 2020.

<https://www.wsj.com/articles/is-it-safe-to-reopen-schools-europe-is-about-to-find-out-11589278169> [2] Bryant, et al., Op. cit.

INFECTION CONTROL

Protocols for infection control are prominent in guidance related to planning for potential school reopening and will likely require a significant amount of preparation and coordination prior to the return of students and staff. Considerations for school reopening related to infection control, outside of social distancing discussed above, generally fall into the following categories (Figure 2.2). Notably, existing guidance often states that recommendations related to appropriate infection control may continue to change over the coming months. For example, recommendations related to face coverings and temperature checks may evolve.

Figure 2.2: Infection Control Considerations for School Reopening Planning



Source: National Association of School Nurses, American Federation of Teachers²²

COMMUNICATION ABOUT REOPENING

Increasingly, districts across the country are beginning to discuss their plans for reopening during the 2020-21 school year. However, Hanover did not identify any districts with public, comprehensive reopening plans for the 2020-21 school year. Rather, districts more commonly are communicating with the public about their initial or planned reopening plans as well as their goals and priorities for this planning process. For example, Hamilton County Public School District (TN) announced a [School Reopening Taskforce](#) and outlined the taskforce's goals and priorities for planning for reopening.²³ Similarly, the Arizona Department of Education







²² [1] "Interim Guidance: Role of the School Nurse in Return to School Planning." National Association of School Nurses, May 2020. https://higherlogicdownload.s3.amazonaws.com/NASN/3870c72d-fff9-4ed7-833f-215de278d256/UploadedImages/PDFs/COVID-19_Interim_Guidance_Role_of_the_School_Nurse_in_Return_to_School_Planning.pdf [2] "A Plan to Safely Reopen America's Schools and Communities," Op. Cit.

²³ Mangrum, M. "Hamilton County Schools Launches Planning for how COVID-19 will Impact Reopening Schools in August." *Chattanooga Times Free Press*, May 12, 2020. <https://www.timesfreepress.com/news/local/story/2020/may/12/hamiltcounty-schools-launches-planning-how-co/522786/>

made an announcement of a taskforce for planning for the 2020-21 school year.²⁴ Some districts further along in the process may have “Phase I” reopening plans with the expectation of future phases. For example, on May 8, 2020, Clark County School District (NV) published its [Phase One Plan for Reopening CCSD](#). However, later on May 12, 2020, the district also announced the creation of the [CCSD Reopening Our Schools Working Group](#) to plan for the return of students in August 2020.

ADDITIONAL RESOURCES

The table below provides links to resources and guidance related to COVID-19 for schools as well as links to several recently-released draft school reopening plans.

Theme	Description	Link
Reopening Schools Decision Making	CDC’s guidance for K-12 schools on COVID-19 response, including decision tree on school closure and use of social distancing strategies.	
COVID-19 Community Mitigation Framework	CDC’s guidance on the implementation of mitigation strategies for communities with local COVID-19 transmission. Includes strategies for schools and childcare settings (page 4)	
Role of School Nurse in Return to School Planning	Guidance from the National Association of School Nurses on planning for reopening of schools.	
Cleaning and Disinfection	Guidance from CDC on cleaning and disinfection of community facilities, including schools.	
Example Reopening Plans		
Ohio Draft Reopening Plan	Ohio’s draft plan on school reopening, for “discussion and development purposes.” (<i>Plan document at end of linked article</i>)	
Maryland Draft Recovery Plan for Learning	Maryland’s draft plan for COVID-19 response for education.	

HANOVER’S REOPENING CHECKLIST

In May 2020, Hanover Research developed a checklist in partnership with the Washington Association of School Administrators for school districts as they begin to consider plans for reopening schools after COVID-19. This checklist, which is provided as an addendum to this report, includes tasks related to the following key areas:

- School Board
- District Leadership
- Communications
- Academics
- Student and Staff Supports
- Operations

²⁴ “Superintendent Hoffman Convenes Task Force to Plan for the 2020-2021 School Year.” Arizona Department of Education, May 6, 2020. <https://www.azed.gov/communications/2020/05/06/superintendent-hoffman-convenes-task-force-to-plan-for-the-2020-2021-school-year/>

APPENDIX: K-12 DISTRICT REOPENING CHECKLIST

School Board	
<input type="checkbox"/> Adopt emergency board resolutions as needed (e.g., fund emergency expenditures, adjust policies) <input type="checkbox"/> Consider conducting public meetings via videoconferencing <input type="checkbox"/> Make recordings of public meetings available	<input type="checkbox"/> Post board meeting schedules, agendas, and resolutions in advance <input type="checkbox"/> Post board meeting minutes in a timely manner <input type="checkbox"/> Determine the need to change any scheduled board elections

District Leadership	
<input type="checkbox"/> Monitor the latest information <input type="checkbox"/> Establish regular communication with relevant agencies at the federal, state, and local levels <input type="checkbox"/> Confirm guidelines for reopening <input type="checkbox"/> Form a district committee to plan for and oversee the reopening process, including: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Representatives from key functional areas</i> <input type="checkbox"/> <i>At least one administrator from each school</i> <input type="checkbox"/> <i>Representatives from key stakeholder groups (e.g., staff, families, community members)</i> <input type="checkbox"/> <i>A state and/or local public health representative</i> <input type="checkbox"/> <i>External partners to provide necessary technical assistance</i> <input type="checkbox"/> Consider the need for similar school committees to oversee reopening at the building level: <ul style="list-style-type: none"> <input type="checkbox"/> <i>In the absence of school committees, ensure regular communication with schools regarding reopening plans</i> 	<input type="checkbox"/> Set objectives and establish a timeline for completion <input type="checkbox"/> Define roles and allocate responsibilities <input type="checkbox"/> Review and revise district and school emergency plans based on lessons learned during recent school closures <input type="checkbox"/> Create contingency plans for reopening scenarios: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Schools open on the scheduled date and remain open</i> <input type="checkbox"/> <i>Schools open on the scheduled date, but subsequently close due to renewed concerns about COVID-19</i> <input type="checkbox"/> <i>Schools open, but on a delayed date</i> <input type="checkbox"/> Hold regular meetings with: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Committee members</i> <input type="checkbox"/> <i>Key stakeholder groups (e.g., to assess needs, understand concerns, solicit input, and share information)</i> <input type="checkbox"/> Issue regular updates to the community

Communications	
MESSAGES	METHODS
<input type="checkbox"/> Provide information and updates to students, families, staff, vendors, and the community on: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Current state of public health</i> <input type="checkbox"/> <i>District and school efforts to keep students safe</i> <input type="checkbox"/> <i>Preventative measures stakeholders can take</i> <input type="checkbox"/> <i>Current effects on district and school operations</i> <input type="checkbox"/> <i>Anticipated timeline(s) for district and school reopening</i> <input type="checkbox"/> <i>Key changes in district and school policies and practices</i> <input type="checkbox"/> <i>Where to find services and supports in the community to meet basic needs</i> <input type="checkbox"/> Send reminders to stay at home , especially if ill <input type="checkbox"/> Share instructions for ways to prevent spread (e.g., handwashing, respiratory hygiene, social distancing) <input type="checkbox"/> Respond to questions and other inquiries	<input type="checkbox"/> Include key information and resources on district and school webpages <input type="checkbox"/> Translate all communications and provide translation services as needed <input type="checkbox"/> Survey stakeholders – especially families and staff – to learn communication preferences <input type="checkbox"/> Leverage multiple communication methods : <ul style="list-style-type: none"> <input type="checkbox"/> <i>Mail</i> <input type="checkbox"/> <i>Email</i> <input type="checkbox"/> <i>Phone calls</i> <input type="checkbox"/> <i>Text messages</i> <input type="checkbox"/> <i>Traditional media (e.g., television, radio, newspapers)</i> <input type="checkbox"/> <i>Social media (e.g., Facebook, Twitter, Instagram)</i>

K-12 SCHOOL DISTRICT REOPENING CHECKLIST

Academics	
CURRICULUM AND INSTRUCTION	
<ul style="list-style-type: none"> <input type="checkbox"/> Review and revise curriculum maps, instructional calendars, and lesson plans to reflect the impact of COVID-19-related school closures <input type="checkbox"/> Develop contingency plans to address: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Additional COVID-19-related school closures</i> <input type="checkbox"/> <i>Individual students affected by illness, quarantine and/or family decisions not to resend to school</i> <input type="checkbox"/> Consult with labor unions regarding which content staff will be expected to teach <input type="checkbox"/> Communicate expectations for curriculum and instruction to students, families, and staff <input type="checkbox"/> Collaborate with postsecondary institutions regarding delivery of dual-credit courses <input type="checkbox"/> Consult with postsecondary institutions and/or local partners regarding delivery of career and technical education (e.g., mentoring) <input type="checkbox"/> Explore extended learning opportunities (e.g., summer school, after-school programs) to mitigate learning loss, resolve incompletes, and support credit recovery <input type="checkbox"/> Inventory and identify any gaps in the district's academic interventions <input type="checkbox"/> 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 	<ul style="list-style-type: none"> <input type="checkbox"/> 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) <input type="checkbox"/> Identify any other students affected by significant learning loss <input type="checkbox"/> Provide targeted interventions: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Reassess student learning periodically to determine the efficacy of existing interventions and the need for additional supports</i> <input type="checkbox"/> <i>Use efficacy data and stakeholder feedback to adjust and improve interventions more generally</i> <input type="checkbox"/> Review and revise Individualized Education Plans for students with disabilities to reflect any changes due to COVID-19-related school closures <input type="checkbox"/> Provide students with disabilities with compensatory services as needed <input type="checkbox"/> Facilitate teachers' efforts to share best practices for mitigating learning loss <input type="checkbox"/> Encourage teachers to communicate with families about their child's academic progress <input type="checkbox"/> Help families support student learning at home by sharing instructional strategies and resources
GRADING AND ASSESSMENT	RESOURCES AND SUPPORTS
<ul style="list-style-type: none"> <input type="checkbox"/> Consult with state and federal education agencies regarding adjustments to: <ul style="list-style-type: none"> <input type="checkbox"/> <i>End-of-grade, end-of-course, English language proficiency, and/or other key assessments</i> <input type="checkbox"/> <i>Grading policies and practices</i> <input type="checkbox"/> <i>Promotion and retention criteria</i> <input type="checkbox"/> Confirm the status of AP, IB, ACT, SAT, and similar assessments <input type="checkbox"/> Communicate any adjustments to students, families, and staff and provide updated academic and assessment calendars <input type="checkbox"/> Determine how to assess students' learning when schools reopen <input type="checkbox"/> Conduct initial evaluations or re-evaluations of students with disabilities and English learners as required <input type="checkbox"/> Develop plans to share assessment data with families and indicate how their child's achievement compares with grade-level expectations 	<ul style="list-style-type: none"> <input type="checkbox"/> Facilitate teachers' efforts to share effective strategies and resources for online and offline forms of distance learning <input type="checkbox"/> Survey students, families, and staff to identify strengths and development areas related to the district's distance learning efforts: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Adjust the district's distance learning plan in response to stakeholder feedback</i> <input type="checkbox"/> <i>Survey staff about instructional resource and professional learning needs (e.g., differentiating instruction and supporting special populations in the context of distance learning):</i> <input type="checkbox"/> <i>Identify options to create additional instructional resources internally and/or acquire materials from publishers, vendors, etc.</i> <input type="checkbox"/> <i>Offer professional learning opportunities aligned with staff needs</i> <input type="checkbox"/> Help teachers build relationships with families and encourage families to become involved in their child's learning

K-12 SCHOOL DISTRICT REOPENING CHECKLIST

Academics	
RISING SENIORS	
<ul style="list-style-type: none"> <input type="checkbox"/> Consult with the state education agency to confirm graduation requirements for rising seniors <input type="checkbox"/> Determine the classes/credits needed for each rising senior to meet graduation requirements <input type="checkbox"/> Prioritize providing rising seniors with the content needed to meet graduation requirements <input type="checkbox"/> Offer extended learning opportunities <input type="checkbox"/> Explore alternate methods for rising seniors to meet graduation requirements (e.g., credit for work completed, scores on competency-based assessments, expanded course equivalency) 	<ul style="list-style-type: none"> <input type="checkbox"/> Consider credit requirement waivers for rising seniors (e.g., non-core credits, emergency waivers for "on-track" students) <input type="checkbox"/> Survey rising seniors regarding postsecondary plans <input type="checkbox"/> Determine which aspects of the postsecondary transition rising seniors need assistance with (e.g., taking the SAT/ACT, submitting applications, filing for financial aid) <input type="checkbox"/> Connect with postsecondary institutions the district's students commonly attend to discuss potential supports

Student and Staff Supports	
PHYSICAL WELL-BEING	
<ul style="list-style-type: none"> <input type="checkbox"/> Review and revise health policies and practices as needed: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Communicate any changes in health policies and practices to students, families, and staff</i> <input type="checkbox"/> Establish safe procedures for any basic health screenings (e.g., hearing, vision) and/or any required immunizations conducted by schools <input type="checkbox"/> Provide school health personnel with any necessary personal protective equipment (PPE) (e.g., gloves, contact gowns, procedural masks, N95 respirators) <input type="checkbox"/> Update health records for students and staff as legally permitted <input type="checkbox"/> Establish partnerships with community providers to supply additional medical services as needed <input type="checkbox"/> Encourage students and staff to stay home if ill <input type="checkbox"/> Determine if the district will conduct physical examinations of persons, including students and staff, entering any school or other district building: <ul style="list-style-type: none"> <input type="checkbox"/> <i>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</i> <input type="checkbox"/> <i>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</i> <input type="checkbox"/> Post signage explaining practices to prevent spread in all rooms and common areas 	<ul style="list-style-type: none"> <input type="checkbox"/> Explain and demonstrate how to clean and disinfect objects and surfaces <input type="checkbox"/> Explain and demonstrate respiratory hygiene: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Avoid touching the eyes, nose, and mouth</i> <input type="checkbox"/> <i>Cover the mouth when coughing</i> <input type="checkbox"/> <i>Cover the nose when sneezing and safely discard tissues</i> <input type="checkbox"/> Explain and demonstrate how to clean hands: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Use soap and water, scrub for 20 seconds, and rinse</i> <input type="checkbox"/> <i>Use paper towels to dry hands, turn sink handles, and open doors, then safely discard</i> <input type="checkbox"/> <i>Use alcohol-based hand sanitizer</i> <input type="checkbox"/> Explain and demonstrate how to wear procedural or other face masks <input type="checkbox"/> Limit contact among and between students and staff by promoting social distancing: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Comply with rules regarding group size</i> <input type="checkbox"/> <i>Avoid mixing groups of students and/or staff</i> <input type="checkbox"/> <i>Arrange appropriate seating in all rooms</i> <input type="checkbox"/> <i>Maintain appropriate spacing in open areas (e.g., hallways, stairwells, gyms, playgrounds)</i> <input type="checkbox"/> <i>Adjust drop-off and pick-up times; bus schedules; school start and end times; class, lunch, and, recess periods</i> <input type="checkbox"/> <i>Hold virtual staff meetings</i>

K-12 SCHOOL DISTRICT REOPENING CHECKLIST

Student and Staff Supports	
SOCIAL-EMOTIONAL WELL-BEING	
<ul style="list-style-type: none"> <input type="checkbox"/> Emphasize the district's commitment to support all students' social-emotional well-being <input type="checkbox"/> Inventory and identify any gaps in the district's social-emotional and mental health interventions <input type="checkbox"/> Determine how to assess students' social-emotional well-being when schools reopen: <ul style="list-style-type: none"> <input type="checkbox"/> Conduct universal screening <input type="checkbox"/> Further assess students who show signs of mental health concerns, including trauma <input type="checkbox"/> Provide targeted interventions as needed: <ul style="list-style-type: none"> <input type="checkbox"/> Reassess student social-emotional well-being periodically to determine the efficacy of existing interventions and the need for additional supports <input type="checkbox"/> Use efficacy data and stakeholder feedback to adjust and improve interventions more generally <input type="checkbox"/> Provide guidance to staff on how to reestablish safe and secure classroom environments <input type="checkbox"/> Offer safe spaces for students and staff to share feelings and experiences related to COVID-19 <input type="checkbox"/> Incorporate trauma-informed practices and social-emotional learning into classroom instruction in a manner that supports equity and inclusion and reflects cultural responsiveness <input type="checkbox"/> Survey staff about resource and professional learning needs (e.g., COVID-19, trauma-informed practices): <ul style="list-style-type: none"> <input type="checkbox"/> Obtain additional resources as needed <input type="checkbox"/> Offer professional learning opportunities aligned with staff needs <input type="checkbox"/> Facilitate teachers' efforts to share effective strategies and resources for supporting students' social-emotional well-being 	<ul style="list-style-type: none"> <input type="checkbox"/> Encourage teachers to communicate with families about their child's social-emotional well-being <input type="checkbox"/> Help families support students at home by sharing how to: <ul style="list-style-type: none"> <input type="checkbox"/> Talk about crises <input type="checkbox"/> Recognize normal physical, emotional, and behavioral responses to crises <input type="checkbox"/> Foster resilience and other healthy coping strategies <input type="checkbox"/> Monitor staff social-emotional well-being: <input type="checkbox"/> Create opportunities for staff to engage in self-care <input type="checkbox"/> Reassess staff wellness periodically to determine the efficacy of existing and the need for additional supports <input type="checkbox"/> Establish a process for responding to a student or staff member in crisis <input type="checkbox"/> Dedicate at least one staff member per school (e.g., psychologist, social worker) as a point person for mental health concerns <input type="checkbox"/> Create partnerships with community mental health providers to offer an expanded range of supports <input type="checkbox"/> Provide students and families with referrals to community organizations able to assist with basic needs provision (e.g., housing, meals) <input type="checkbox"/> Combat bullying/harassment, bias, and discrimination for any reason, including: <ul style="list-style-type: none"> <input type="checkbox"/> Suspected COVID-19 status <input type="checkbox"/> Race/ethnicity <input type="checkbox"/> Linguistic or cultural background <input type="checkbox"/> National origin <input type="checkbox"/> Gender identity <input type="checkbox"/> Sexual orientation <input type="checkbox"/> Religion

Operations	
ACTIVITIES AND EVENTS	
<ul style="list-style-type: none"> <input type="checkbox"/> Decide which of the following to postpone, cancel, hold in person in a modified manner, or hold virtually: <ul style="list-style-type: none"> <input type="checkbox"/> Athletics <input type="checkbox"/> Extracurricular activities <input type="checkbox"/> Social activities (e.g., dances, proms) <input type="checkbox"/> Other activities (e.g., orientations, open houses) 	<ul style="list-style-type: none"> <input type="checkbox"/> 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.) <input type="checkbox"/> Seek opportunities to add new virtual extracurricular activities

K-12 SCHOOL DISTRICT REOPENING CHECKLIST

Operations	
ATTENDANCE AND ENROLLMENT	
<ul style="list-style-type: none"> <input type="checkbox"/> Consider adjusting student and staff attendance policies (e.g., excused and unexcused absences): <ul style="list-style-type: none"> <input type="checkbox"/> <i>Develop policies for students and staff who do not report due to COVID-19 infection, quarantine, or safety concerns</i> <input type="checkbox"/> Monitor and address student and staff attendance issues <input type="checkbox"/> Analyze current and expected enrollments at the district, school, grade, and subgroup levels: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Estimate the impact of any significant changes on curriculum and instruction, student supports, staffing and other resource needs</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Consider adjusting intra- and inter-district enrollment policies if permitted <input type="checkbox"/> Decide how to handle applications to specific schools and/or programs for the 2020-2021 school year <input type="checkbox"/> Provide communications outlining any changes in attendance and/or enrollment policies <input type="checkbox"/> Confirm with federal and state education agencies any changes in dates or formulas used to calculate enrollment and average daily attendance for funding purposes
ACTIVITIES AND EVENTS	
<ul style="list-style-type: none"> <input type="checkbox"/> Consult with the state education agency regarding flexibility to adjust: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Academic year (e.g., start and end dates, timing and length of breaks)</i> <input type="checkbox"/> <i>School schedules (e.g., drop-off and pick-up times, bus schedules, school start and end times, class, lunch, and recess periods)</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> 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) <input type="checkbox"/> Revisit the academic calendar and school schedules as permitted and needed based on changes in state guidelines and public health considerations
FACILITIES	
<ul style="list-style-type: none"> <input type="checkbox"/> 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.) <input type="checkbox"/> Implement other measures to facilitate social distancing: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Arrange appropriate seating in classrooms, offices, cafeterias, auditoriums, etc.</i> <input type="checkbox"/> <i>Maintain appropriate spacing in hallways, in stairwells, in gyms, on playgrounds, etc.</i> <input type="checkbox"/> <i>Adjust drop-off and pick-up times</i> <input type="checkbox"/> <i>Have staff escort young students into and out of the building and ask parents to remain in their vehicles or wait outside</i> <input type="checkbox"/> Post signage explaining practices to prevent spread <input type="checkbox"/> Maintain healthy air quality <input type="checkbox"/> Secure necessary supplies of PPE (e.g., gloves, contact gowns, procedural masks, N95 respirators) 	<ul style="list-style-type: none"> <input type="checkbox"/> Secure other supplies to prevent spread (e.g., tissues, waste baskets, paper towels, hand sanitizer, soap) <ul style="list-style-type: none"> <input type="checkbox"/> <i>Place at entrances and exits, in offices, in classrooms, in bathrooms, in cafeterias, on buses, etc.</i> <input type="checkbox"/> Regularly clean and disinfect: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Determine which surfaces and objects</i> <input type="checkbox"/> <i>Set a schedule</i> <input type="checkbox"/> <i>Assign responsible staff</i> <input type="checkbox"/> <i>Communicate appropriate practices</i> <input type="checkbox"/> <i>Provide necessary PPE</i> <input type="checkbox"/> <i>Obtain necessary supplies</i> <input type="checkbox"/> <i>Deliver training, if necessary</i> <input type="checkbox"/> Specify the types of meetings, events, and activities district and school buildings can accommodate <input type="checkbox"/> Set entry protocols for district and school buildings: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Limit the number of entrances and exits used</i> <input type="checkbox"/> <i>Restrict visitors to a single point of entry</i> <input type="checkbox"/> <i>Encourage hand sanitizing on entry</i>

K-12 SCHOOL DISTRICT REOPENING CHECKLIST

Operations	
FINANCE	
<input type="checkbox"/> Examine revenues : <ul style="list-style-type: none"> <input type="checkbox"/> Research changes in federal, state, and/or local funding <input type="checkbox"/> Investigate federal, state, and/or local emergency funds <input type="checkbox"/> Consider the impact of anticipated enrollment changes <input type="checkbox"/> Confirm types of activities permitted or required by different funding sources <input type="checkbox"/> Explore new funding opportunities (e.g., grants) 	<input type="checkbox"/> Examine expenditures : <ul style="list-style-type: none"> <input type="checkbox"/> Estimate and document COVID-19-related costs <input type="checkbox"/> Contact vendors to confirm ability to supply needed items and, if so, timetables for future deliveries <input type="checkbox"/> Create procedures to prioritize processing of purchase orders for essential supplies <input type="checkbox"/> Review and revise district and school budgets as needed
FOOD	
<input type="checkbox"/> Determine whether vendors meet health and safety requirements at the federal and state levels <input type="checkbox"/> Contact vendors to confirm ability to supply needed items and, if so, timetables for future deliveries <input type="checkbox"/> Inspect stored food products and discard any expired or unsafe items <input type="checkbox"/> Determine need to adjust school menus due to supply issues or health and safety concerns. <input type="checkbox"/> Provide cafeteria staff with any necessary PPE	<input type="checkbox"/> 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.) <input type="checkbox"/> 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.): <ul style="list-style-type: none"> <input type="checkbox"/> Post signage <input type="checkbox"/> Deliver training, if necessary
HUMAN RESOURCES	
<input type="checkbox"/> Identify which district and school staff will not return for the 2020-2021 school year <input type="checkbox"/> Determine hiring needs : <ul style="list-style-type: none"> <input type="checkbox"/> For existing positions <input type="checkbox"/> For new and/or additional positions <input type="checkbox"/> Establish recruitment and hiring processes : <ul style="list-style-type: none"> <input type="checkbox"/> Develop remote recruitment and hiring practices as needed <input type="checkbox"/> Explore reassignment of existing staff <input type="checkbox"/> Explore reallocation of duties among existing staff <input type="checkbox"/> Determine which staff qualify as medically vulnerable (e.g., due to age, compromised immune system, pregnancy, etc.)	<input type="checkbox"/> Develop contingency plans in the event of: <ul style="list-style-type: none"> <input type="checkbox"/> Additional school closures <input type="checkbox"/> Staff quarantine, illness, and/or leave <input type="checkbox"/> Determine which staff will report and which, if any, will work remotely (e.g., based on role, exposure risk): <ul style="list-style-type: none"> <input type="checkbox"/> When schools reopen <input type="checkbox"/> If additional school closures occur <input type="checkbox"/> Set expectations for remote work <input type="checkbox"/> Offer professional learning opportunities to staff <input type="checkbox"/> Consult with the state education agency regarding adjustments to principal and teacher evaluation processes <input type="checkbox"/> Collaborate with labor unions on issues related to collective bargaining agreements

K-12 SCHOOL DISTRICT REOPENING CHECKLIST

Operations	
LEGAL	
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> Survey students, families, and staff about: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Issue guidance on how to clean and disinfect devices: <ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Screen students for signs of COVID-19 prior to boarding Monitor compliance with social distancing at bus stops and in transit 	<ul style="list-style-type: none"> Implement other measures to prevent spread: <ul style="list-style-type: none"> 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

ABOUT HANOVER RESEARCH

Hanover Research provides high-quality, custom research and analytics through a cost-effective model that helps clients make informed decisions, identify and seize opportunities, and heighten their effectiveness.

OUR SOLUTIONS

ACADEMIC SOLUTIONS

- **College & Career Readiness:**
Support on-time student graduation and prepare all students for post-secondary education and careers.
- **Program Evaluation:**
Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.
- **Safe & Supportive Environments:**
Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

ADMINISTRATIVE SOLUTIONS

- **Family and Community Engagement:**
Expand and strengthen family and community relationships and identify community partnerships that support student success.
- **Talent Recruitment, Retention & Development:**
Attract and retain the best staff through an enhanced understanding of the teacher experience and staff professional development needs.
- **Operations Improvement:**
Proactively address changes in demographics, enrollment levels, and community expectations in your budgeting decisions.

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Build a high-performing administration that is the first choice for students, parents, and staff.

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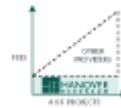
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