



# CHARTING THE COURSE FORWARD:

## PLANNING YOUR DISTRICT REOPENING STRATEGY AMID COVID-19

REOPENING WORKBOOK

# INTRODUCTION

With no clear guidance on when it will be safe to resume in-person classes, districts need multi-layered plans for:

- Continuity of distance learning;
- Meeting the social-emotional and mental health needs of staff, students, and families;
- Ensuring safety measures are efficient and effective.

Even as they work on a safe and smooth reopening, districts must have contingency plans in place for student support, operations and human resources, and organizational leadership to be prepared for potential new challenges (such as a second outbreak). This workbook includes discussion guides and checklists to help leaders formulate and implement such plans at different stages of the upcoming school year. An e-version can be made available upon request.

## KEY AREAS OF EMPHASIS FOR REOPENING PLANS



### ACADEMICS AND STUDENT SUPPORT

As district leaders prepare for the 2020-21 academic year, they are faced with uncertainty around the degree of learning loss, concerns about increases in opportunity gaps, and increased need for social-emotional supports for staff and students. As such, there are a range of questions to continually consider and use to guide key decisions over the next year.

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| <ul style="list-style-type: none"><li>▶ Planning Challenges by Season: p. 3</li><li>▶ Key Questions for Spring 2020: pp. 4-5</li><li>▶ Key Questions for Summer 2020: pp. 6-7</li></ul> | <ul style="list-style-type: none"><li>▶ Key Questions for Fall 2020: pp. 8-9</li><li>▶ Key Questions for Winter 2020-2021: p. 10-11</li></ul> |
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### OPERATIONS AND HUMAN RESOURCES

After reopening, day-to-day school operations will need to be revamped to ensure safety for students and staff. Beyond ensuring regularly sanitized school facilities, leaders will need to maintain continuity in student services like meal distribution, provide the right supports to retain and recruit teachers, and offer sufficient training in virtual and distance teaching.

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| <ul style="list-style-type: none"><li>▶ Planning Challenges by Season: p. 12</li><li>▶ Key Questions for Spring 2020: pp. 13-14</li><li>▶ Key Questions for Summer 2020: pp. 15-17</li></ul> | <ul style="list-style-type: none"><li>▶ Key Questions for Fall 2020: pp. 18-20</li><li>▶ Key Questions for Winter 2020-2021: pp. 21-22</li></ul> |
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### SUPERINTENDENT LEADERSHIP

To adequately plan for reopening, superintendents will need to collaborate with the school board and other leaders to revise strategic plans and financial models. Not only will leaders need to plan for when and how schools will reopen, they will also need to respond to the pandemic's impact on their accountability goals and budget while making sure to communicate any new plans effectively and empathetically to staff and the school community.

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| <ul style="list-style-type: none"><li>▶ Planning Challenges by Season: p. 23</li><li>▶ Key Questions for Spring 2020: pp. 24-25</li><li>▶ Key Questions for Summer 2020: pp. 26-27</li></ul> | <ul style="list-style-type: none"><li>▶ Key Questions for Fall 2020: pp. 28-29</li><li>▶ Key Questions for Winter 2020-2021: pp. 30-31</li></ul> |
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# PLANNING CHALLENGES BY SEASON



## SPRING 2020

### CHALLENGES

- Transitioning to a virtual or distance learning model
- Ensuring equity in technology access
- Continuing nutritional and food services
- Providing social-emotional supports
- Maintaining student engagement
- Celebrating important milestones for students and staff (e.g., graduation, retirement)
- Guiding students' post-secondary decision-making
- Determining course offerings for 2020-2021
- Planning summer programming
- Assessing impact of closure on academics and social-emotional well-being



## SUMMER 2020

### CHALLENGES

- Reflecting on lessons from Spring 2020
- Mitigating learning loss
- Changing curriculum and instruction to accommodate learning loss
- Investigating hybrid and alternative school models in the event of continuing school closures
- Assessing social emotional and academic needs for the 2020-2021 academic year
- Preparing grading procedures for different reopening scenarios
- Examining opportunity gaps that developed or widened during the Spring closure



## WINTER 2020-2021

### CHALLENGES

- Reflecting on lessons from Spring 2020
- Mitigating learning loss
- Changing curriculum and instruction to accommodate learning loss
- Investigating hybrid and alternative school models in the event of continuing school closures
- Assessing social emotional and academic needs for the 2020-2021 academic year
- Preparing grading procedures for different reopening scenarios
- Examining opportunity gaps that developed or widened during the Spring closure



## FALL 2020

### CHALLENGES

- Measuring learning loss as compared to 2019-20
- Addressing learning losses
- Responding to social-emotional needs in response to the COVID-19 pandemic
- Providing health and nutritional services to students in need
- Implementing consistent grading policies across different reopening scenarios
- Defining chronic absenteeism in the context of hybrid and distance learning environments
- Reestablish a safe and secure school climate



# DISCUSSION QUESTIONS



## SPRING 2020

- What does a successful virtual or distance learning model look like? What factors should we consider when building or transitioning to a virtual or distance learning environment?

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- What challenges are we facing (will we face) to ensure all staff and students have access to the technology they need to be successful in virtual or distance learning? How can we overcome these challenges? What technological and resource barriers impact our teachers' ability to provide effective remote instruction?

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- What types of non-academic supports do we need to provide to our stakeholders? How do we determine and monitor these needs?

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- What can we do to promote engagement for both students and staff in a distance learning environment? What are our anticipated challenges?

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- How are we supporting student engagement and well-being? How do we know what is working? What isn't working?

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# CHECKLIST



## SPRING 2020

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**

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

Help teachers build **relationships with families** and encourage families to become involved in their child's learning

Establish partnerships with community providers to supply **additional medical services** as needed

Emphasize the district's **commitment to support** all students' social-emotional well-being

Encourage teachers and staff 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 **training on instructional technology** to students, families, and staff

Provide **training on online instructional strategies to staff**

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# DISCUSSION QUESTIONS



## SUMMER 2020

- Based on lessons learned from Spring 2020, how can we ensure we are responding to crises and school closures more effectively and efficiently?

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- How do we plan to mitigate learning loss that occurred during the extended school closure?

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- In what ways do we think the impact of school closure vary by school level (elementary, middle, high)? By student subgroups? By teacher experience?

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- How can we ensure the curricula is revised to meet the current needs of students? What process will we use to support curriculum revisions? How are we going to support and monitor the implementation of new curricula across all grade levels and content areas?

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- What additional, if any, student support services should we consider?

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- What type of supports and/or structures do our teachers and support staff need for the different reopening scenarios (professional development, redefining roles, etc.)?

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- How can we ensure all stakeholders feel comfortable returning to school during the 2020-21 academic year?

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# CHECKLIST



## SUMMER 2020

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*

Communicate any adjustments to students, families, and staff and provide **updated academic and assessment calendars**

**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*

Consider **credit requirement waivers and options** (local & state) for rising seniors (e.g., non-core credits, emergency waivers for "on-track" students)

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, using survey instruments*

Survey staff about **resource and professional learning needs** (e.g., COVID-19, trauma-informed practices):

*Obtain additional resources as needed*

Consider creating an **online repository** for any instructional resources the district created and/or acquired to support distance learning

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# DISCUSSION QUESTIONS



## FALL 2020

- How are we ensuring that our teachers and staff are effectively addressing and responding to students' learning needs? Social-emotional learning needs?

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- What additional supports can we provide students and staff to address any learning loss and mental health concerns that may have surfaced as a result of extended school closure?

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- How can we support the physical well-being of families and students experiencing job or income losses? Which community organizations are we partnering with? Who do we need to forge partnerships with?

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- What, if any, academic challenges are our students facing? How are we addressing these challenges? What do we need to improve?

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# CHECKLIST



## FALL 2020

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**

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

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*

Provide students with disabilities with **compensatory services** as needed

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

Provide students and families with referrals to community organizations able to assist with **basic needs provision** (e.g., housing, meals)

Monitor online communications to identify bullying or harassment

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*

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# DISCUSSION QUESTIONS



## WINTER 2020-2021

- How are we capturing stakeholders' perceptions of our school district? In what areas do we need to make adjustments to ensure stakeholders are satisfied and feel supported

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- What opportunity gaps are we observing this year (equity issues)? In what ways are these new?

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- How can we mitigate the equity issues that have been revealed?

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- What academic and behavioral interventions and supports do our students need? What processes and systems need to be in place to ensure we are effectively implementing, monitoring, and evaluating academic and behavioral interventions?

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# CHECKLIST



## WINTER 2020-2021

Facilitate teachers' efforts to share **best practices** for mitigating learning loss

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 academic progress

Help families **support student learning at home** by sharing instructional strategies and resources

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

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)

Connect with **postsecondary institutions** the district's students commonly attend to discuss potential supports

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

Plan for 2021 graduation ceremony using public health and state guidelines

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# PLANNING CHALLENGES BY SEASON



## SPRING 2020

### CHALLENGES

- Maintaining and cleaning facilities
- Distributing meals
- Recruiting new teachers and retaining current teachers
- Supporting employee wellness
- Training teachers in virtual and distance learning techniques
- Reviewing privacy policies of new online learning providers
- Hiring for the 2020-2021 school year
- Translating communications for all stakeholder languages
- Monitoring changing family situations



## SUMMER 2020

### CHALLENGES

- Preparing to reopen school campuses, including rethinking how to use indoor and outdoor spaces
- Sanitizing and cleaning facilities before opening
- Mentoring and onboarding new teachers
- Planning for alternative and hybrid learning models
- Negotiating contractual addendums with employee unions to reflect new or different job expectations
- Repairing, replacing, and updating devices
- Ensuring enough bandwidth throughout the district to accommodate more devices upon reopening
- Establishing policies for sick students and staff
- Preparing for temperature screenings and other guidance from health officials



## WINTER 2020-2021

### CHALLENGES

- Maintaining and cleaning facilities
- Supporting employee wellness
- Training and supporting teachers in responding to learning losses due to COVID-19
- Conducting ongoing and mid-year staff evaluations
- Assessing staffing and facilities needs for 2021-22
- Organizing student and teacher schedules for 2021-2022
- Hosting Open Houses for prospective families
- Sustaining staff morale



## FALL 2020

### CHALLENGES

- Maintaining and cleaning facilities
- Distributing meals in the event of continued closures
- Supporting employee wellness
- Training and supporting teachers in responding to learning losses due to COVID-19
- Executing contingency plans in the event of hybrid or alternative learning
- Establishing equitable attendance policies for different reopening scenarios
- Eliminating shared student resources if students return to school (e.g., textbooks, lab supplies)



# DISCUSSION QUESTIONS



## SPRING 2020

- What maintenance and operations adaptations do we need to make during the Spring 2020 extended school closures?  


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- In what ways, if any, do we need to adapt our budget to ensure we have sufficient funding to invest in necessary resources? Which funding streams should we explore?  


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- How will we handle operations if a large number of staff are sick or high-risk to COVID-19? What are the different scenarios we need to model? (20% of staff, 40% of staff, etc.) What types of leave policies do we need to adapt or implement?  


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- How can we ensure our teachers have the necessary training and resources to sustain synchronous or asynchronous instruction next year? What barriers do we anticipate?  


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- What barriers to distance learning are we facing? How are we going to overcome these challenges?  


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# CHECKLIST



## SPRING 2020

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*

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)*

**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*

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**

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

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)*

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# DISCUSSION QUESTIONS



## SUMMER 2020

- How can we reallocate funds to make sure we have sufficient staff and resources to support the safety of our stakeholders when we reopen?  
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- What additional staff support initiatives do we need to consider and implement?  
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- What are the pros and cons of various alternative and hybrid school models that we need to consider?  
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- In what ways, if any, do we need to revise any contractual language with our employee unions to reflect new or different job roles, responsibilities, and/or expectations?  
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- What preventative and responsive measures should we implement to limit the potential for new outbreaks in our community? What additional resources, if any, do we need to consider to support these measures?  
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- What processes and systems need to be implemented across the district to support upgrading or maintaining our inventory of digital technologies and instructional materials?  
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- In what ways, if any, do we need to alter our existing systems and protocols to ensure we are meeting state reporting requirements related to enrollment and attendance?  
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# CHECKLIST



## SUMMER 2020

Decide which of the following to **postpone, cancel, hold in person in a modified manner, or hold virtually for the 2020-2021 academic year:**

*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*

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**

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*

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*

Identify **which district and school staff will not return** for the 2020-2021 school year

Determine **recruitment and 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 and reallocation of duties** of existing staff

Determine which staff qualify as **medically vulnerable** (e.g., due to age, compromised immune system, pregnancy, etc.)



# CHECKLIST



## SUMMER 2020

Determine need to adjust **school menus** due to supply issues or health and safety concerns

Provide cafeteria staff with any necessary **PPE**

Determine different feed scenarios

*Grab and go*

*Distribution by bus*

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.)

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.*

*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*

Confirm with **federal and state education agencies** any changes in dates or formulas used to calculate enrollment and average daily attendance for funding purposes

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*

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## DISCUSSION QUESTIONS



FALL 2020

- How can the district ensure that its buildings are clean and sanitized? What processes will we use to implement new safety and sanitation procedures and monitor effectiveness?

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- How can the district effectively communicate with stakeholders what safety measures have been taken?

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- How should we adjust our custodial plans to accommodate an alternative or hybrid school model?

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- How should we continue to provide meals in the event of continued social distancing or additional school closures?

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- How can we adapt our traditional professional learning approaches to meet the demands of a remote work environment?

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# CHECKLIST



## FALL 2020

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**

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*

Provide bus drivers and other transportation staff with any necessary **PPE** (a bus drivers shortage might increase as drivers are often older, so safety checks will be needed and drivers might have increased absences)

Inspect buses to determine need for **repairs or other modifications** to safely transport students

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*

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*

# CHECKLIST



## FALL 2020

### 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*
- Mask requirements*
- Temperature checks*

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*
- Determine policies and procedures for staff wellness checks*

Monitor and address **student and staff attendance issues**

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## DISCUSSION QUESTIONS



### WINTER 2020-2021

- How do we continue to provide teachers with ongoing, relevant professional learning opportunities if we face additional school closures?

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- How do we maintain our infrastructure and budget and plan for repairs to facilities in the coming months?

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- How do we assess and address staffing needs, especially given the potential of budgetary constraints after the COVID-19 outbreak?

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- How should we evaluate our staff in the 2020-2021 school year, especially in the event of continued or renewed school closures? In what ways, if any, do our current evaluation procedures need to be revised?

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- How can we continue to support staff morale and employee wellness? What additional supports and resources should we consider?

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# CHECKLIST



## WINTER 2020-2021

Consult with the state education agency regarding adjustments to **principal and teacher evaluation processes**

Send reminders to **stay at home**, especially if ill

Review stay-at-home/distance learning procedures and assess what is working

Gather stakeholder feedback on current operations

*Use feedback to adjust operating procedures*

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# PLANNING CHALLENGES BY SEASON



## SPRING 2020

### CHALLENGES

- Adjusting strategic plans
- Responding to budget cuts and decreased revenue
- Making informed emergency decisions during the evolving COVID-19 crisis
- Attending to staff well-being
- Coordinating governance
- Establishing task forces to respond to specific challenges
- Communicating with local health authorities about expectations to utilize school facilities for emergency services
- Establishing communication protocols
- Establishing a command structure in the event the superintendent is unable to perform their duties



## SUMMER 2020

### CHALLENGES

- Deciding if and when to reopen school campuses
- Exploring alternative and hybrid models for teaching and learning
- Addressing staff and community fears and concerns
- Scoping classified staff job responsibilities within different reopening scenarios
- Coordinating new routines and partnerships
- Revising and updating the school calendar
- Preparing for regulatory changes and possible flexibility
- Conducting table-top exercises



## WINTER 2020-2021

### CHALLENGES

- Budgeting for unfunded mandates
- Responding to additional revenue losses and state and federal monetary supports
- Updating risk assessment and risk management plans
- Reevaluating and revising vaccination policies



## FALL 2020

### CHALLENGES

- Managing the needs of stakeholders adversely affected by COVID-19
- Preparing for restored accountability and state testing requirements
- Dealing with system-wide learning losses
- Managing expectations for program evaluations and student achievement
- Conducting contact tracing in consultation with local health officials

# DISCUSSION QUESTIONS



## SPRING 2020

- What changes, if any, need to be made to our strategic plan based on the COVID-19 school closure?

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- How can we engage in meaningful partnerships with community organizations and local government agencies to support our success as a district next year?

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- In what ways does the current crisis require changes to the governance of the district? How long will these changes be in effect?

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- How does the superintendent make sure my goals and strategies are aligned with the School Board's goals?

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# CHECKLIST



## SPRING 2020

Seek **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**

Monitor the **latest information**

Establish **regular communication with relevant agencies** at the federal, state, and local levels

Set **objectives** and establish a **timeline** for completion

Define **roles** and allocate **responsibilities**

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*

Include key information and resources on **district and school webpages**

Translate all communications and provide **translation** services as needed

Consult with the state education agency regarding **flexibility to adjust:**

*Academic year (e.g., start and end dates, timing and length of breaks)*

Consult regularly with **labor unions**

*Which content staff will be expected to teach*

*Augmenting classified staff responsibilities if necessary*

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

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# DISCUSSION QUESTIONS



## SUMMER 2020

- What are the alternative or hybrid school and class models we will consider implementing if current school closure extends into the start of the 2020-21 school year?

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- What are some strengths for each model? What are some drawbacks for each model?

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- How can we work with the School Board to ensure district governance is nimble for the different reopening scenarios?

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- What information do we need to collect and use to inform collective bargaining discussions?

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# CHECKLIST



## SUMMER 2020

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 period)*

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

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*

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

*Communicate cadence stakeholders can expect*

Review and **revise district and school budgets** as needed

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# DISCUSSION QUESTIONS



FALL 2020

- What are reasonable expectations for accountability and/or improvement this year?

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- How can we ensure the community feels supported by the school district?

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- What are my most effective communication methods during an evolving situation?

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# CHECKLIST

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## FALL 2020

Respond to **questions and other inquiries**

Emphasize the district's commitment to support all students' social-emotional well-being at beginning of the academic year

Communicate revisions to strategic plan in context of different reopening scenarios

Establish cadence for convening COVID-19 taskforce through the 2020-2021 academic year

Provide **communications outlining any changes** in attendance and/or enrollment policies

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# DISCUSSION QUESTIONS



## WINTER 2020-2021

- What unfunded mandates may result from the school closures? How do we address them?

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- How can my district respond if revenue and state and federal fiscal supports continue to decline?

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- What changes, if any, need to be made to the district's risk management plans?

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- What are our district's vaccination policies, and how will we proceed when a vaccination is developed for COVID-19?

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# CHECKLIST



## WINTER 2020-2021

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

Determine ways you will **engage with different stakeholders** on a regular cadence

*Listening tours*

*Weekly video messages*

*Small group in-person meetings*

Decide how to handle applications to specific schools and/or programs for the 2021-2022 school year

Determine when temporary changes to district governance cease

Work with **state education agency and state legislators** to advocate for 2021-2022 funding

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# 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.

## HANOVER'S K-12 EDUCATION SOLUTIONS

Hanover guides K-12 leaders in tackling academic and administrative challenges to ensure that students, parents, and staff have the tools they need to ensure all students succeed. Our comprehensive solutions use a multi-methodological approach including data analytics, survey research, benchmarking, best practice identification, and in-depth interviews and focus groups to help K-12 leaders in every department manage their toughest challenges.

### 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.

### LEADERSHIP SOLUTION

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

## OUR BENEFITS



### EXPERT

200+ analysts with multiple methodology research expertise



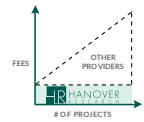
### FLEXIBLE

Ongoing custom research agenda adapts with organizations' needs



### DEDICATED

Exclusive account and research teams ensure strategic partnership



### EFFICIENT

Annual, fixed-fee model shares costs and benefits



LEVELING THE  
INFORMATION PLAYING FIELD

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