Return to School Roadmap
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Where Public Education and Public Health Meet

A roadmap of essential actions to help district and school leaders plan and implement a safe, efficient, and equitable return to school

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This Roadmap Is ...

☑ **Based on Evidence and Expertise**
The roadmap is informed by evidence-based public health and education emergency operations planning best practices and the direct feedback of epidemiologists, child infectious disease physicians, psychologists, district superintendents, leaders of public charter school management organizations, and school leaders.

☓ Not based on opinion, political ideology, or conjecture.

☑ **Comprised of the essential actions designed to spur thinking, planning and prioritization**
and likely to have the most significant impact with limited time and resources.

☓ Not an exhaustive list of every action that a district or school leader will need to take to return to school.

☑ **Part of a continuum of school decision making**
This roadmap is one component of a continuum of school decision making and actions relative to SARS-CoV-2 that includes school closure and continuity of learning and services while schools remain closed.

☓ Not a distance learning playbook or school closure guidance.

☑ **Designed to endure beyond SARS-CoV-2**
This roadmap recommends actions that, while essential now, also provide blueprints for how to manage crises in the future.

☓ Not static or applicable only to the SARS-CoV-2- epidemic.

☑ **A companion to traditional school opening procedures and public health agency guidance**.

☓ Not a stand-alone resource, legal or medical advice.

Governance

Essential actions that will foster a shared understanding of goals, responsibilities, and accountability.

District Leaders

Do First

- **Launch a Return to School Committee** and name a leader with single-point accountability, meaning there is one person who is ultimately responsible.

  - The Return to School Committee should include staff with oversight of the essential workflows detailed in the roadmap (this may include the Chief Operating Officer, Chief Academic Officer, Head of Facilities, Head of Human Resources, and Head of Student Health, among others).

  - The Return to School Committee should have a representative from each school in the district.

- **Articulate a vision in line with local values and community needs** relative to the Return to School Committee's work and communicate this vision with all district stakeholders.

- **Define and assign roles and responsibilities of Return to School Committee** work. This may include creating subcommittees relative to essential actions within each workflow.

- **Institute a regular virtual meeting schedule.**

- **Assess where additional capacity and support may be needed** from external partners to support the Return to School Committee's work. Subsequently, develop strategies, including procurement considerations, for securing assistance.

Do Before School Opens

- **Establish/Reestablish a district-level Pandemic Response Committee < https://www.cdc.gov/flu/pandemic-resources/national-strategy/index.html>** and name a leader with single-point accountability, meaning there is one person who is ultimately responsible.

  - The Pandemic Response Committee should include representative stakeholders, such as administrators, teachers, and parents, in addition to subject matter experts.

- **Define/Redefine the core structure of the Pandemic Response Committee** including, operations, planning, logistics, and finance/administration.

- **Create or amend any existing District Pandemic Response Plans and Emergency Recovery Plans based on lessons learned from the SARS-CoV-2 outbreak to date** that will help inform responses to a second wave in school year 2020-2021, should it materialize.

- **Scenario plan < https://www.mckinsey.com/~/media/McKinsey/dotcom/client_service/Corporate%20Finance/MoF/Issue%2055/MoF55_Overcoming_obstacles_to_effective_scenario_planning.ashx> with Pandemic Response Committee and Return to School Committee.** Multiple scenarios should include:

  - School begins on time and remains open

  - School begin on time and closes due to a second wave of SARS-CoV-2

  - School opening is delayed

- **Meet with key stakeholders to understand their expectations** for return to school across issue areas (e.g., teacher and administrator unions).

- **Refine and update communication protocols** and tools for information sharing between local and state public health agencies and policy leaders as well as district stakeholders relative to return to school.

- **Socialize the work of both the District Return to School Committee and District Pandemic Response Committees broadly** to facilitate communication and shared understanding.

Do When Schools are Open and Operating

- **Continue District Pandemic Response Committee workflows** based on community **pandemic-response alert level < https://www.cdc.gov/coronavirus/2019-ncov/downloads/community-mitigation-strategy.pdf>** .

- **Provide consistent updates on return to school work** and pandemic response planning with district stakeholders.

- **Conduct a post-mortem of the Return to School Committee's work** and codify recommendations for future improvement.

- **Update the Return to School Committee's procedures and processes** based on post-mortem conclusions and recommendations.

Governance

Essential actions that will foster a shared understanding of goals, responsibilities, and accountability.

School Leaders

Do First

- **Launch a school-level Return to School Committee** and name a leader with single-point accountability, meaning there is one person who is ultimately responsible.

  - The Return to School Committee should be composed of leaders with oversight of the essential workflows in the roadmap. This may include deans, department heads, guidance counselors and social workers, as well as janitorial and maintenance staff.

- **Assert a vision for the Return to School Committee's work.**

- **Assign a series of subcommittees** within the Return to School organization that define critical operational roles and responsibilities for getting essential functions reconstituted at the school level.

- **Institute a regular virtual meeting schedule.**

- **Assess where additional capacity and support may be needed** from external partners and develop strategies for securing assistance.

- **Meet with key stakeholders to understand their expectations** for return to school across issue areas (e.g., parent-teacher association).

- **Establish a consistent check-in schedule between school and district-level Pandemic Response Committees.**

Do Before School Opens

- **Establish/Reestablish a school-level Pandemic Response Committee** to help operationalize district level instructions.

- **Amend any existing District Pandemic and Emergency Recovery Plans** based on lessons learned from the outbreak to date that will help shape responses to a second wave of SARS-CoV-2 in school year 2020-2021, should it materialize.

- **Understand updated communication protocols** with district leadership and both state and local public health system leaders.

- **Socialize the work of both the School Return to School Committee and School Pandemic Response Committees broadly,** to facilitate communication and shared understanding.

Do When Schools are Open and Operating

- **Continue School Pandemic Response Committee workflow**s based on **pandemic response level < https://www.cdc.gov/coronavirus/2019-ncov/downloads/community-mitigation-strategy.pdf>** and district instructions.

- **Provide consistent updates on return to school work and pandemic response planning with district stakeholders.**

- **Conduct a post-mortem of the Return to School Committee's work** and codify recommendations for future improvement.

- **Update the Return to School Committee's procedures and processes** based on recommendations.

Wellness

Essential actions to keep staff and students safe and healthy

District Leaders

Do First

- **Establish a crisis response team** focused on student and staff mental health and wellness.

- **Assess natural resources** (personnel, existing partners) to determine if there is a need for external supports, and reach out to existing vendor community to assess the potential for expanded work.

- **Evaluate staff mental health readiness** utilizing questionnaires, surveys, direct outreach.

- **Provide resources for staff self-care**, including **resiliency strategies < https://storage.trailstowellness.org/trails-2/covid-19-resources/self-care-during-covid-19-for-student-support-professionals.pdf>** .

Do Before School Opens

- **Liaise with State Education Agency (SEA)** to understand and access newly available resources for student and staff mental health and wellness support.

- **Develop and staff a direct communication channel** for district stakeholders to address mental health concerns resulting from SARS-CoV-2 (this may be a telephone hotline, designated email, etc.).

- **Communicate with parents**, via a variety of channels, return to school transition information including:

  - **De-stigmatization of SARS-CoV-2 < https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/talking-with-children.html>**

  - Understanding normal behavioral response to crises

  - General best practices of talking through trauma with children

  - **Resilience strategies for children < https://storage.trailstowellness.org/trails-2/covid-19-resources/tips-for-supporting-student-wellness-during-covid-19-with-mi-and-national-resources.pdf>**

- **Mandate school-level outreach to at-risk students** (those with previously identified mental health issues).

- **Consider procurement of additional mental health assessment** services including crisis management support.

- **Set district-wide health guidelines**

  - At a minimum, any child or school staff who develops respiratory symptoms should be provided and wear a surgical mask, be transported and quarantined in a health isolation area that the district identifies, and sent home until cleared to return to school by a qualified health professional.

- **Provide guidance to schools for changes to school-based health screening** (hearing, vision, etc.).

Do When Schools are Open and Operating

- **Encourage schools to implement a mental health screening for all students.**

- **Establish ongoing reporting protocols for school staff to evaluate physical and mental health status**. At this time, there is no guidance indicating that students would submit to a physical examination before entering the school building.

Wellness

Essential actions to keep staff and students safe and healthy

School Leaders

Do First

- **Designate a mental health liaison (school-based)** who will work with the district, local public health agencies, and community partners. A good candidate to serve as the mental health liaison is the school social worker or school psychologist.

Do Before School Opens

- **Develop site-specific communication resources** to help students understand changes to normal operating procedures.
- **Finalize health screening protocols** based on district guidance.

Do When School is Open and Operating

- **Maintain mental health supports via on-going wellness assessments of staff and students.**
- **Normalize feelings** through forums and spaces for compassionate listening where students and school staff can share, discuss, and process their common experiences relative to SARS-CoV-2.
- **Prevent the spread of infection:**
  - Encourage students and staff to stay away from school when sick.
  - Teach students and staff to use masks and protective equipment appropriately, covering a cough, and using/discarding tissues appropriately.
  - Stress the importance of keeping hands away from the eyes, nose, and mouth.
  - Teach students and staff how to keep surfaces clean and disinfected.
- **Introduce hand washing best practices:**
  - Utilizing and posting signage.
  - Using soap and water and scrubbing for approximately 20 seconds before rinsing.
  - Using paper towels to turn sink handles and open doors before discarding.

- Using alcohol-based sanitizer when hands are not visibly soiled.

- Developing fixed schedules for hand washing (particularly, for younger students).

- Ensuring that adequate supplies are available and in good functional condition.

- **Institute limited contact policies:**

  - It will be challenging to minimize personal contact between students of younger age, but efforts should be made to limit close contact between older students.

  - Spread desks and seating arrangements to conform with social distancing guidelines.

  - Amend schedules to conform with social distancing guidelines (e.g. stagger lunches).

  - Employ virtual meetings to conform with social distancing guidelines.

- **Review and Amend vaccinations planning:**

  - School officials should not plan on a vaccine being available for the start of school in fall 2020, and the return to school will take place with a body of students unprotected from infection.

  - School officials should expect to receive guidance on the timing and availability of teacher and student vaccines from public health officials.

- **Update and Finalize student and staff health records:**

  - Once vaccination begins, it is possible that SARS-CoV-2 immunization status will fall under state "school entry" laws wherein states can prohibit student attendance unless there is proof that a student has been immunized through a verified health record. Schools should expect that a requirement for such evidence will be forthcoming from public health officials.

  - It should also be considered, however, that prior SARS-CoV-2 status may be protected under current privacy laws. Certain diseases, including acquired immune deficiency syndrome (AIDS) and mental health, for example, are considered protected health information that students, parents, and employees cannot be forced to disclose involuntarily. Because immunization statutes are enforced at the state level, there may be some inter-state variability around SARS-CoV-2 requirements and school leaders should seek guidance from their district.

Instruction

Essential actions to achieve a comprehensive understanding of students' academic and social-emotional well-being when they return and to effectively transition back to instruction in the classroom

District Leaders

Do First

- **Build a Return to Instruction working group**, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of diverse and representative stakeholders on the district and school-level, such as school leaders and teachers.

- **Set an ambitious goal to ensure that every student is on track for success academically and socially and emotionally** by the end of the 2022 school year. This could include developing a process for schools to create and implement individualized plans for each student based on their needs.

- **Develop a plan for assessing students' learning progress and loss** when students return that includes multiple forms of assessment (e.g., diagnostics, formative assessments, student work, conferences, advisories, parent feedback).

- **Inventory all intervention programs and services** that are available to students when they return to school, through the district, and on the school-level, and identify any gaps.

- **Identify the most vulnerable students** (students with disabilities, English-language learners, students who are homeless or live in temporary housing, migrant students, and students who live in poverty or whose families face other challenges, and students directly affected by SARS-CoV-2 due to a death or job loss in their family) to recognize and prioritize their needs.

- **Connect with your State Education Agency (SEA) about changes to testing, grading, report cards, and promotion policies**, and outline decision points.

- **Ensure that schools and teachers are engaging in intentional curriculum planning** and documentation, inclusive of curriculum maps, pacing plans and calendars, and lesson plans, to ensure continuity of instruction during a second wave in school year 2020 -2021, should it materialize.

- **Secure resources and plan restorative supports and professional learning offerings for teachers** around SARS-CoV-2 and trauma, equity and implicit bias, Social Emotional Learning ,

inclusion and appropriate use of digital and online learning tools and systems, and Culturally Responsive Education.

Do Before School Opens

- **Solidify and communicate an overall plan for assessment** for when students return to school that includes timelines for giving assessments, analyzing data, and making adjustments to curriculum and academic goals based on the data.

- **Share a comprehensive account of academic interventions and social-emotional and mental health support services** available through the district.

- **Assess the capacity of structures outside of the regular school day**, such as summer learning options, extended day, and after school programming, to potentially be leveraged to support students in need of learning recovery.

- **Communicate decisions and guidance around grading, report cards, and promotion policies** with school leaders, teachers, and parents.

- **Align expectations around onboarding school communities**, including students, teachers, school leaders, and parents, that prioritize the whole child, and emphasize a tone of safety, togetherness, and empathy.

Do When Schools are Open and Operating

- **Review assessment data gathered by schools** to identify overall trends and specific gaps in student learning to design targeted supports and match appropriate interventions (potentially maintain the Return to Instruction working group to do this work).

- **Conduct checkpoints with school leaders** around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the progress of the most vulnerable students or student populations.

- **Develop targeted intervention plans** to stopgap learning loss for the most vulnerable students.

- **Assess the efficacy of all academic and social-emotional interventions** against the goal of ensuring that every student is on track by the end of the 2022 school year, and report out the results on a quarterly basis.

- **Evaluate the effectiveness of any remote learning experiences** by surveying school leaders, teachers, and parents to gather their feedback and input, to make improvements in case of any additional disruptions to school time.

Instruction

Essential actions to achieve a comprehensive understanding of students' academic and social-emotional well-being when they return and to effectively transition back to instruction in the classroom

School Leaders

Do First

- **Maintain regular communication with district leadership** to understand and inform the district's approach to instruction, assessment, and eventual onboarding of the school community.

- **Establish virtual structures for teacher teams** to continue collaborating on curriculum planning and assessing student academic and social-emotional well-being when they return to school. Encourage teacher teams to:

  - Continually assess and analyze student work that is submitted from remote learning assignments, if available.

  - Engage in intentional curriculum planning for now and the return to school that is clearly documented with curriculum maps, pacing plans and calendars, and lesson plans, in case of any additional disruptions to school time.

  - Evaluate and share knowledge around the use and effectiveness of digital tools and online programs for remote learning.

  - Identify the most vulnerable students and design targeted intervention plans for when they return.

  - Select the most appropriate assessments to assess students' academic and social-emotional health when they return.

- **Strengthen intervention programming and social-emotional supports** by working closely with intervention specialists, guidance counselors, and school social workers and psychologists.

- **Support teachers to create feedback loops with parents and families** about students' academic and social-emotional health and well-being, through use of virtual conferences and/or surveys to parents about their child's experience and learning while out of school.

- **Create a technology use survey** to assess the number and types of technologies teachers are using to conduct remote learning and begin to assess their effectiveness.

Do Before School Opens

- **Meet with staff to align expectations around instruction** and learning for the rest of the school year and/or upcoming school year, with students' academic and social-emotional health at the forefront. Explicitly acknowledge equity and addressing the needs of the most vulnerable students as a priority.

- **Analyze data from any student work** that was submitted during remote learning, along with feedback from parents, to support teachers to make adjustments to curriculum and instruction to meet students where they are.

- **Revisit students' Individualized Education Plans (IEPs)** in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while schools were closed.

- **Develop a parent communication strategy** to inform parents about their child's assessment data and progress, which could include grade-level and standards-specific activities they can use to support their child at home.

- **Share information and guidance on grading, report cards, and promotion policies** with teachers and parents.

- **Survey teachers about their needs** around restorative and social-emotional supports and professional learning on topics, such as SARS-CoV-2 and trauma, equity and implicit bias, Social Emotional Learning, inclusion and appropriate use of digital and online learning tools and systems.

- **Assess the effectiveness, appropriateness, and sustainability of certain digital and online tools** for supporting instruction and meeting students' instructional needs.

- **Communicate with teachers about their plans to onboard students and reestablish the classroom environment** through emphasizing relationships with students and parents and resetting routines.

Do When Schools are Open and Operating

- **Understand every student's academic health** by using assessments and assessment methods, including formative assessments, diagnostics, conferences, advisories, and parent feedback. Maintain systems to continually monitor learning progress and loss.

- **Analyze data to design instruction and adjust curriculum**, potentially in teacher teams, to meet students where they are and address learning progress and loss.

- **Identify additional students in need of intervention and/or services**, whether academic or social-emotional and prioritize support for the most vulnerable students.

- **Procure any additional programs, tools, or materials** to support differentiation, intervention, and remote learning, based on students' needs.

- **Communicate with families and parents about every student's progress** and plans for students in need of additional support.

- **Explore the inclusion and integration of select digital and online learning tools and practices** at certain grade levels and classrooms where they can be used appropriately, effectively, and sustainably.

- **Integrate best practices in Social Emotional Learning and Culturally Responsive Education** to ensure high-quality instruction and ongoing support for all students.

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Postsecondary

Essential actions to keep students on track to postsecondary success

District Leaders

Do First

- **Set an ambitious goal to maximize the percentage of the Class of 2020 that seamlessly enroll in a strong postsecondary pathway by Labor Day.** This goal is often measured in two ways:

    - The number of students that actually enroll in a postsecondary pathway in the fall divided by the number of graduating seniors.

    - The estimated postsecondary completion (EPSC) rate of the class as a whole which is calculated by using historical *subgroup* graduation data of each individual institution/pathway. See **here < http://k12education.gatesfoundation.org/index.php?pdf-file=1&filename=wp-content/uploads/2018/04/RFP_ADVISING_INDICATORS_AdvisingChallenge.pdf>** for how The Bill & Melinda Gates Foundation calculates EPSC.

        - It is important for district and school leaders to integrate this measure (or a similar one) to ensure the quality of different postsecondary pathways is incorporated into goal setting and advising practices.

- **Articulate clear, unambiguous priorities for all faculty members and district/school leaders that are working with 12th graders** in order to create the conditions to achieve the ambitious targets.

    - The stakes are considerably higher for the Class of 2020 (compared to all other students in K12). Consider focusing whatever time remains of the academic calendar on postsecondary planning over virtual academic instruction. Class time can be converted to advising sessions and educators can be trained in the case management approach outlined below.

- **Assign a district or school-level Postsecondary Response Team (PRT) and name a leader with single point accountability**, meaning there is one person who is ultimately responsible for reaching the ambitious goal(s) that are set.

    - The PRT should use a basic decision making framework – like **RAPID < https://www.bain.com/insights/rapid-tool-to-clarify-decision-accountability/>** – at the frontend to ensure all parties are clear and aligned on who commits the district or school to

action, who makes final recommendations, who must agree with recommendations, and whose input is critical to include.

- ○ The PRT should include:

  - Anyone who must agree with recommendations of the leader (e.g., a lead counselor or a budget director)

  - Key stakeholders who can offer unique insights/input (e.g., an educator or head of PTO)

  - Leaders who are critical to moving the work forward (e.g.: the leader who owns district or school data systems)

- **Organize a case management team that will be responsible for working directly with the Class of 2020.**

  - ○ Each case manager should be assigned between 100-150 seniors.

  - ○ The PRT should consider pulling in other team members to help including school-level personnel that have additional capacity to give (e.g., gym teachers, elective teachers, teacher aids, parent volunteers, and peer leaders (current 12th graders) or recent alumni who can assist in outreach while earning money and completing an internship.

- **Determine what data matters most**.

  - ○ Establish a set of qualitative and quantitative data points that cumulatively give the PRT a good sense for the likelihood that an individual student is on track , within reach, or off track from reaching the big goal. These data points could include:

    - Parent/guardian name(s) and relationship to student

    - Phone number, social media accounts, and preferred method of communication

    - Trusted advisor (i.e., which faculty member, educator, or counselor does the student trust most)

    - Current GPA and current SAT/ACT score

    - Whether a student completed his/her FAFSA

    - Whether the student would be first in his/her family to enroll in a postsecondary pathway

    - Whether the student has been selected for FAFSA verification

    - Schools or postsecondary pathways to which the student has been accepted

    - Financial aid packages offered by various schools in which the student has been accepted

- Career goal(s) for the student

- Intended major or discipline she/he wants to pursue

- Postsecondary plan or goal pre SARS-CoV-2 and now (i.e., what is his/her goal for September 2020 and what is the current plan)

- Risks or barriers (i.e., what are the top three concerns she/he has that might stand in the way of achieving that goal)

- Likelihood to enroll (i.e., ask the student to assign a percentage likelihood today that she/he will enroll in the post-secondary pathway they desire)

- Solutions (i.e., ask the student to name the top three ways that number would increase)

  ○ Narrow the list to the top 5-8 data points that are most important to capture.

- **Decide how the data will be captured and where it will roll up**.

  ○ Utilizing an existing data system, a data leader should be assigned to build the intake fields and provide unique usernames to case managers to track their data.

  ○ If your district or school does not use a data system for postsecondary planning, the data leader can build a similar platform quickly using google docs or a shared excel system.

- **Train case managers on how to initiate new advising relationships.**

  ○ Case managers will need to start by connecting on a personal level and articulating clear expectations and intentions for the new relationship.

  ○ Case managers will need to privilege methods of building trust and meeting students where they are emotionally in order to foster the kind of partnership that will lead to healthy and effective advising/counsel.

  ○ Case managers should shadow outreach by skilled/experienced counselors or social workers and practice situations before one-on-one outreach.

- **Conduct the first wave of student outreach.**

  ○ Couple efforts with a broader messaging campaign that is led by the district or school leader and supported by peer leaders.

  ○ Create a short video message that is placed at the center of the district website, posted on social media pages, and even introduced to local media to complement and fuel the direct outreach efforts by case managers.

- **Analyze data and articulate priorities** to understand – from both the student perspective and the case manager perspective – what the projected enrollment rate is at this juncture and even what

the EPSC rate is based on institutional outcomes.

- **Identify a manageable list of priority areas that will prevent postsecondary enrollment (high impact) and are impacting large percentages of the student population (high volume).**

    - Assign an individual team member within the district or school to each issue who is responsible for designing ways to mitigate or solve the problem.

    - Consider reorganizing the caseloads of students based on either their risk profile or by the particular issues that are preventing different student segments from enrolling in the fall.

    - Conduct routine communication with all students until the fall (ideally every two weeks to track progress).

    - Consider hosting a virtual graduation ceremony for students and parents to both celebrate the class and push out key messages to this captivate audience about the big goal and the resources provided by the PRT this summer.

    - Conduct outreach to institutions of higher education and workforce organizations that are likely to enroll large numbers of students.

        - Forge new partnerships with these institutions and organizations that make the enrollment process easier and more accessible for various student populations. Many of these providers will be more motivated than normal to strike new partnership deals given enrollment is expected to decline (which impacts budgets).

Do Before School Opens

- **Assign responsibility and create a plan of action for the Class of 2021** given this class will also be impacted materially by SARS-CoV-2.

    - The leader assigned to build the plan for the Class of 2021 should emulate the case management approach employed for the Class of 2020 but extend the timeline by a year.

    - The same data that the team is collecting and capturing for the graduating seniors will be highly relevant for the next class and can be collected during school within advisory, homeroom or even a common academic class that exists on the master schedule.

    - In addition to organizing the leadership team, collecting data, and finalizing priorities – the leader should also work together with the district or school leader to determine exactly how standardized tests will be facilitated and how much time can be dedicated by the school for final preparation in advance of the exam.

- District leaders should work with their SEA to secure waivers/funding to enable all students to take a second exam later in the 2020-2021 academic year given that students are likely to score lower than normal this fall due to extenuating circumstances.

Facilities

Essential actions necessary to ensure district and school assets are, and remain, safe for students and staff to inhabit

District Leaders

Do First

- **Audit necessary materials and supply chain** for cleaning, disinfecting, and preventing spread of disease.

- **Provide guidance for cleaning and disinfecting all core assets, < https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>** including school buildings and playgrounds commensurate with the **alert level < https://www.cdc.gov/coronavirus/2019-ncov/downloads/community-mitigation-strategy.pdf>** when school resumes.

- **Alert school-based janitorial and infection control staff of any changes in recommended cleaning guidelines < https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>** issued by OSHA and CDC. It is expected that this guidance will be updated in real-time based on circulating levels of the virus in local geographies.

Do Before School Opens

- **Establish procedures for the first day of school based on alert level < https://www.cdc.gov/coronavirus/2019-ncov/downloads/community-mitigation-strategy.pdf>** **:** Guidance for return to school procedures must be based on recommendations by the CDC and local health officials. These recommendations will be based on community risk.

  - Limit access to a small number of fixed entrances to ensure that persons entering are required to be present.

  - Where possible, parents of young children should remain in vehicles or outside of the building where their students will be brought to them.

  - If parents must enter the building, require hand washing.

  - Any person with cough or respiratory symptoms should wear a mask and maintain current social distancing guidelines.

Do When Schools are Open and Operating

- **Issue updated guidance** to schools on infection control relative to **alert level. < https://www.cdc.gov/coronavirus/2019-ncov/downloads/community-mitigation-strategy.pdf>**

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Facilities

Essential actions necessary to ensure district and school assets are, and remain, safe for students and staff to inhabit

School Leaders

Do First

- **Convene janitorial and facilities staff** to review and make actionable district guidance regarding cleaning and disinfection.

Do Before School Opens

- **Plan** first day of school based on district recommendations.
- **Prepare** facilities for the resumption of school:

  - Air filters should be changed regularly.

  - Janitorial services should distribute wastebaskets, tissues, and CDC approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during transit between sites.

  - Signage about frequent **handwashing, cough etiquette, and nose blowing < https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>** should be widely posted, disseminated, and encouraged through various methods of communication.

  - Janitorial staff should follow guidance from the CDC about the use of face masks and special respirators at use when performing cleaning duties.

- **Conduct a facility walkthrough** with your janitorial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.

When Schools are Open and Operating

- **Implement ongoing facility access control:**

  - Visitors should still be required to report through a single access point as standard school safety procedures remain critical.

- After-school egress and exit points may be opened based on the pandemic **alert level < https://www.cdc.gov/coronavirus/2019-ncov/downloads/community-mitigation-strategy.pdf>** and in concert with local health official recommendations.

- **Maintain infection control procedures based on pandemic alert level < https://www.cdc.gov/coronavirus/2019-ncov/downloads/community-mitigation-strategy.pdf>** and public health guidance:

  - At a minimum, school nurses should don surgical masks and maintain six feet of distance from potentially infected staff or students.

  - If closer contact is required, N95 respirators and contact gowns should be used if available to help minimize any spread of disease to nursing staff.

School Operations

Essential actions to ensure operations support a safe and organized transition back to classroom instruction

District Leaders

Do First

- **Assess and update** student enrollment and attendance policies.

- **Communicate any student enrollment or attendance policy changes** with school leaders and families.

- **Liaise with State Education Agency (SEA)** to understand and access new resources.

- **Liaise with State Education Agency (SEA)** to understand the ability to amend school schedules.

- **Provide** guidance and best-practices to school leaders for **recruiting, interviewing, and hiring staff remotely < https://tntp.org/assets/documents/Virtual_Talent_Guide-TNTP.pdf>** .

Do Before School Opens

- **Provide staffing guidance** to schools.

  - For example: will there be short-term flexibility with associated resources to hire additional intervention specialists, social workers, or guidance counselors).

- **Consult legal counsel** to preemptively address liability questions, related concerns, or vendor issues relative to SARS-CoV-2 and socialize with school leaders.

  - For example: review current technology vendor contracts to understand support, repair, and replace obligations and subsequently contact the vendors to determine flexibility and additional support they can provide.

- **Engage school leaders in a budgeting exercise** to help them plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.

- **Establish policies for extracurriculars and athletics** including the allowance of spectators, close-contact sports, and equipment sterilization based on CDC guidance.

- **Evaluate whether new food vendors need to be sourced** if there is a change in requirements (e.g., individually packaged items) based on CDC guidance.

- **Collaborate with transportation vendors** to implement a bussing plan that meets social distancing requirements, if necessary (including pick-up, in-transit, and drop off) and **cleaning and disinfection protocols < https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/disinfecting-transport-vehicles.html>** .

Do When Schools are Open and Operating

- **Update extracurricular and athletic policies** based on CDC guidance.

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School Operations

Essential actions to ensure operations support a safe and organized transition back to classroom instruction

> **School Leaders**

Do First

- **Conduct a staff assessment** to understand who is coming back.

- **Develop a plan to replace teachers and staff** who are not returning.

- **Assess need for new or additional positions** with a specific focus on student and staff wellness, but also including technology support.

- **Recruit, interview and hire** new staff.

- **Consider repositioning underutilized staff** to serve core needs n (e.g., physical education serving as case managers post-secondary related processes).

Do Before School Opens

- **Build and send back to school communications** to all relevant stakeholders (e.g., parents, school staff) and include updates across all workflows.

- **Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with social distancing guidelines and facility access control in mind.**

- **Orient new school staff** to any operational changes.

- **Prepare a 2020-2021 school budget** based on district guidance.

- **Verify that student and staff handbooks and planners are printed and ready** for distribution. Create a master list of any changes to distribute at the first staff meeting.

- **Collaborate with cafeteria staff** to ensure any necessary food handling changes are implemented.

Do When Schools are Open and Operating

- **Adjust all schedules as needed** based on public health guidance.

Technology

Essential actions to ensure technology infrastructure, assets, and guidance support an organized transition to classroom instruction.

District Leaders

Do First

- **Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning**. Consider asking about use of external displays, game consoles, smart watches, and electronic toys. Follow-up this survey with another about software and apps.

- **Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet**. Only the vendor management lead roles require any technology knowledge. All other lead roles are primarily communication and process roles, including:

    - Family device return leader

    - Staff device return leader

    - Device vendor management leader

    - Internet/Intranet communication leader

    - Technology Infrastructure evaluation leader

    - Infrastructure vendor management leader

- **Select an issue tracking tool**. Technical processes are dependent on good documentation. If your district does not have an issue tracking tool, there are many free options and Google sheets can also work. Without issue tracking, management of device and technology infrastructure issues will be difficult.

Do Before School Opens

- **Appoint family technology liaisons** to support communication regarding the use of technology (the existing parent organization may be able to fulfill this role).

- **Develop district-wide procedures for return and inventory of district owned devices** as part of a return to school technology plan. The procedures should include:

- safely bagging devices collected at schools.

- transporting them to a central location.

- **sanitizing the devices < https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>** prior to a repair or replacement evaluation.

- Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.

- **Identify an asset tracking tool for device processing**. Although it may seem less important now, it will be nearly impossible to do an inventory after school has restarted. Because devices will have been purchased with local, state, federal, or grant money, eventually an inventory will be demanded.

- **Identify a vendor to assist with processing returning devices**, if needed.

- **Develop on-site triage of staff devices** to minimize the time that staff may be without a device.

- **Stage device processing areas as needed to run procedures**. Supplies, instructions, and equipment should be moved to areas where work will take place to make school opening as smooth as possible. The device return lead should oversee this work.

- **Place orders for replacement devices.** Utilize industry published device failure rates to estimate the number of devices that will need to be replaced.

- **Share return to school technology plan** including device processing with school leaders and key stakeholders. Collect feedback and revise the plan to reflect the feedback.

- **Prepare the Infrastructure Evaluation process**. Every WiFi access point and wired network device should be tested.

Do When Schools are Open and Operating

- **Organize and centralize online resources** that were created, published or distributed by teachers and others during the closure period.

- **Begin staff feedback processes** described in your return to school technology plan.

- **Compile technology-facing lessons learned for inclusion in your district's updated learning continuity plan.**

- **Review issue tracking and inventory results frequently** as a way of understanding the quality and progress of technology processes in your district.

- **Continue to run the family device return process** until all district devices are accounted for and repaired, replaced, or otherwise dispatched.

- **Continue infrastructure evaluations** until all issues are resolved.

- **Identify chronic technology issues** that arose during the school closure period and use them to begin the development of a long term technology maintenance plan.

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Technology

Essential actions to ensure technology infrastructure, assets, and guidance support an organized transition to classroom instruction.

$$\boxed{\textbf{School Leaders}}$$

Do First

- **Designate a single point of contact** in your building to plan and communicate with district technology teams.

- **Develop a return to school technology plan for your school aligned to the district plan**. If possible, include training and support for teachers to adapt remote learning skills for the classroom.

- **Identify a device and or general technology support person for your building**. You may already have a tech savvy staff member who informally supports your team. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.

Do Before School Opens

- **Align school website with district website** to avoid confusion.
- **Review district family technology survey results** and present results to your staff.
- **Identify space in your building for device return** and modify traffic flow to improve safety.

Do When Schools are Open and Operating

- **Communicate frequently with families regarding technology use in the building**. If students are using their own devices make sure that communication includes the district's bring-your-own-device policy (if you don't have one, create it).

- **Review issue tracking and inventory results frequently** as a way of understanding the facts regarding the quality and progress of technology processes in your building.