

# PLANNING GUIDE

Scenarios and  
Considerations  
for 2020-21

*Updated May 29, 2020*



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# Planning Guide: Scenarios and Considerations for 2020-21

Even with unknowns, there are ways district and school leaders can prepare for the upcoming school year. This document is intended to be used as a guide for leaders as they design their plan for 2020-21. While this is not comprehensive, it captures key points of consideration as well as guiding questions for four different scenarios we anticipate will be possible in the fall:

- All students are attending school in-person
- Some students attend in-person while some are virtual
- All students are virtual
- Students are intermittently virtual

We encourage districts and schools to always follow local health guidelines and the requirements outlined by state and local officials as they make their decisions. After those are incorporated, this resource can serve as a helpful tool to ensure students and teachers are safe and have equitable and effective opportunities to learn. Additionally, leaders may also want to consult resources like [AEI's Blueprint for Back to School](#) and [guidance from the CDC](#), both of which also informed this document.

## How to use this guide

If you are starting to plan for 2020-21, we recommend first looking at the **full set of considerations**, found in the appendix.

The document is broken into sections that address different elements leaders should include in their plans. Each section has guiding questions and recommended guidelines, with considerations embedded throughout.

<b>Section 1:</b>	Taking Inventory
<b>Section 2:</b>	Operational Plan
<b>Section 3:</b>	Academic Plan
<b>Section 4:</b>	Student, Family, and Staff Support Plan
<b>Section 5:</b>	Professional Development and Training Plan
<b>Appendix:</b>	Full Set of Considerations for 2020-21 Standards Recovery Plan Example & Template

## Latest Updates

This document is continually being updated. In each new update, this space will note key additions or changes since the prior version, and all changes are marked in the document with a "new" icon.

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*Key updates in May 29 version:*

- New **operational considerations** (pages 5-8, appendix)
- New **learning modality considerations** and **communications recommendations** (page 9)
- Additional guiding questions for **ongoing communications and engagement throughout school year 2020-21** (page 10)
- Several additions for **designing physical learning spaces in accordance with social distancing guidelines** and **bus transportation**, following release of new CDC guidance (pages 11-15)
- New considerations for **health and safety checks** (pages 15-17)

# Section 1: Taking Inventory

As district and school leaders develop plans for the 2020-21 school year, it is critical to first collect certain data points regarding students, staff, buildings, buses, and technology. These data points should inform the design of teaching and learning in all scenarios, and may even limit options in specific situations. Furthermore, district leaders need to consider variation that may exist at the school-level in their district and how the district plan accounts for any differences as leaders aim to equitably serve all students.

The guiding questions below are intended as a starting point in helping district leaders to identify and collect critical district-level and school-level data points. There may be additional district-level and school-level data points that the district may want to gather to inform decisions.

## SCHOOL-LEVEL INVENTORY

*For each school:*

1. Students
  - a. How many students are expected to be enrolled in the fall?
  - b. How many of these students have pre-existing conditions that may compromise their immune systems?
  - c. What is the breakdown (%) of how students arrive at and depart from school (i.e., school bus, dropped off via car, drive themselves, walk, public transportation)?
2. School Staff
  - a. How many adults are on staff in the school and expected to return for the new school year?
  - b. What is the breakdown of the staff – administrators, licensed teachers, support staff with a teaching license, support staff without a teaching license, full-time nurses, part-time nurses, etc.?
  - c. How many substitutes do you have identified and available by school?
  - d. How many of these individuals have are a higher health risk related to coronavirus (e.g., how many of these individuals have a known pre-existing condition or are 65 years or older)?
3. Building
  - a. How many classrooms are available?
  - b. What is the size of each classroom?
  - c. Are desks or tables that accommodate 6 ft. of social distancing available in each classroom?
  - d. What additional spaces are available (e.g., gym, lunch room, auditorium, etc.)?
  - e. What cleaning protocols are currently in place?

## DISTRICT-LEVEL INVENTORY

*For the district overall:*

1. Staff
  - a. How many staff members are expected to return for the new school year? To what extent do you expect these numbers to change before or during the school year (e.g., teachers leaving/retiring due to transition to virtual learning, teachers leaving/retiring due to health concerns regarding in-person instruction)?
  - b. How many district staff have active teaching licenses? How many of these individuals have a higher risk with coronavirus?
  - c. What is the supply of bus drivers across the district? How many of these individuals have a higher risk with coronavirus? By bus route?
  - d. What is the supply of substitute teachers, bus drivers, nurses, counselors, and support staff across the district? How many of these individuals have a higher risk with coronavirus?
  - e. What budget is available to increase the supply of teachers and staff to meet long-term or short-term identified needs?
2. Building
  - a. What additional spaces does the district have access to outside of the schools that could be used for learning?
3. Buses (including any vehicles used for transporting students to/from school or to other school events)
  - a. How many buses are or could be made available in the district?
  - b. How much variation is there in the size and maximum capacity of buses in the district?
  - c. How have the buses been currently or historically used (i.e., transportation to/from school, transportation for multiple schools, athletic events, food service delivery)?
4. Technology - Devices and Access
  - a. How many devices (tablets, laptops) does the district have in inventory?
  - b. How many internet accessibility devices (hotspots) does the district have in inventory?
  - c. What partnerships (if any) does the district have with internet providers in the region?
  - d. How many students have access to a device that is not issued by the district and what type of devices do students have access to (e.g., tablet, laptop, desktop, mobile phone)? Are these devices shared with other adults or students in the household?
  - e. How many students have access to reliable internet at home?
5. State and Federal Guidelines and Regulations
  - a. What state and federal guidelines and regulations might impact decisions regarding fall planning?
  - b. What additional flexibility (if any) has been provided by state and federal agencies in response to the virus?

# Section 2: Operational Plan

This section includes general operational considerations for four different scenarios, followed by guidelines and guiding questions for different components of your plan.

## Operational Considerations

<b>SCENARIO 1: All Students in Physical Buildings</b>	<b>SCENARIO 2: Some Students in Physical Buildings with Some Virtual</b>	<b>SCENARIO 3: All Students Virtual</b>	<b>SCENARIO 4: Intermittent Virtual</b>
<ol style="list-style-type: none"> <li>1. Review buildings, space options, and reconfigure layouts to consider the following:               <ul style="list-style-type: none"> <li>- Students sitting 6-ft. apart</li> <li>- All students facing one direction</li> <li>- Gathering places marked off and/or reconfigured for social distancing</li> </ul> </li> <li>2. Determine staff who fall into health-risk categories and consider implications</li> <li>3. Plan for daily student schedules that limit and/or monitor student movement, including:               <ul style="list-style-type: none"> <li>- Meals in classrooms</li> <li>- Hall/bathroom attendants</li> <li>- Teachers rotate to classes and students stay in small groups</li> <li>- Movement in hallways in one direction</li> <li>- Requirements for any</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. All considerations in Scenario 1 and 3</li> <li>2. Determine staff availability for both environments</li> <li>3. Determine schedule options to best fit student needs, logistics, and planning, including:               <ul style="list-style-type: none"> <li>- Determining specific schedules for certain days of the week</li> <li>- Allowing students to access virtual learning at a time that works best for them</li> <li>- Having some students virtual and other students in buildings with rotating weekly schedules</li> <li>- Having students come to building for specified days and activities (tests, unit introductions, etc.)</li> </ul> </li> <li>4. Determine best schedules for</li> </ol>	<ol style="list-style-type: none"> <li>1. Review successes and challenges from this spring and identify needs; assign leaders to address each need</li> <li>2. Solidify food service processes, device distribution, delivery sites, and communication plans</li> <li>3. Plan for additional device and connectivity access (e.g., hot spots, placing buses with WiFi around the community, partnering with providers); inventory devices and refine check-out and dissemination systems</li> <li>4. Determine platform and tools needed for virtual work, teaching, and learning</li> <li>5. Schedule ongoing staff training on platform and tools</li> <li>6. Plan for staff, family, and student help desk and/or</li> </ol>	<ol style="list-style-type: none"> <li>1. All considerations from Scenario 3</li> <li>2. Develop policies and procedures that clarify expectations if shifts have to occur quickly, including:               <ul style="list-style-type: none"> <li>- What students take home with them daily</li> <li>- Student/teacher communication protocol</li> </ul> </li> <li>3. Consider planning to have at least one day each week as virtual learning to prepare and practice transitioning between virtual and in-person instruction</li> </ol>

SCENARIO 1: All Students in Physical Buildings	SCENARIO 2: Some Students in Physical Buildings with Some Virtual	SCENARIO 3: All Students Virtual	SCENARIO 4: Intermittent Virtual
<p>medically fragile students</p> <ul style="list-style-type: none"> <li>- Recess or outside activity configuration and rules</li> </ul> <p>4. Consider all fine arts, sports, and student activity programming and how social distancing measures will be implemented</p> <p>5. Determine procedures for temperature checks or other procedures recommended by local health officials</p> <p>6. Consider transportation safety and social distancing measures on buses and bus routes (may require additional buses and bus drivers or staggering drivers to run multiple routes); consider alternative ways for addressing potential bus driver shortages or subs</p> <p>7. Develop clear daily cleaning protocols – including expectations for student hand-washing – and determine implications for staffing and cleaning; consider the variety of places that need to be cleaned regularly, including:</p> <ul style="list-style-type: none"> <li>- Chairs, tables, door knobs, “hot spots,” etc. in common areas</li> <li>- Classroom furniture</li> <li>- Classroom materials and supplies</li> </ul>	<p>students on IEPs</p> <p>5. Determine fair and equitable attendance policies</p> <p>6. Plan for additional virtual professional development and support for staff</p> <p>7. Consider how to organize teacher leaders to plan lessons and support for 2020-21</p>	<p>hotline and additional staffing for virtual needs</p> <p>7. Review and strengthen parent communications; identify additional virtual supports based on student needs; consider regular family surveys and offering parent webinars and “PD” sessions to learn how to navigate virtual platforms</p> <p>8. Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers</p> <p>9. Determine security procedures and honor code protocols as students transition to online tests and graded assignments</p> <p>10. Identify possible funding sources (grants, title dollars, business partners, donors) to provide necessary connectivity, and devices needed for virtual learning</p> <p>11. Consider ways to organize alternative fundraising efforts from a virtual setting</p> <p>12. Review and update (as needed) relevant district and school technology policies</p>	<p style="text-align: center;"><b>NEW</b></p>

<b>SCENARIO 1: All Students in Physical Buildings</b>	<b>SCENARIO 2: Some Students in Physical Buildings with Some Virtual</b>	<b>SCENARIO 3: All Students Virtual</b>	<b>SCENARIO 4: Intermittent Virtual</b>
<ul style="list-style-type: none"> <li>- Bus seats and doors</li> <li>- Shared materials (e.g., art supplies, PE equipment, library books, laptops)</li> </ul> <p>8. Determine visitor and outside provider policies and protocols</p> <p>9. Determine options for recruiting and preparing substitute teachers and approaches to handling sub shortages that will accommodate safety/health considerations</p> <p>10. Determine virus exposure self-reporting procedures for staff, families, and students</p> <p>11. Create signage, visuals, and markings to communicate student, visitor, and staff expectations</p> <p>12. Review budget and make adjustments based on decisions</p> <p>13. Update strategic and annual district and campus plans to reflect adjustments; consider the staffing model that will help you be most effective academically while still prioritizing student and teacher health</p>	<p style="text-align: center;"><b>NEW</b></p>	<p>including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology</p>	

SCENARIO 1: All Students in Physical Buildings	SCENARIO 2: Some Students in Physical Buildings with Some Virtual	SCENARIO 3: All Students Virtual	SCENARIO 4: Intermittent Virtual
<p>14. Determine plan for addressing situations in which a student, visitor, or staff member becomes sick while on campus or shortly after leaving campus</p> <p>15. Determine procedures for regularly communicating with, updating, and coordinating with local health officials</p>	<p>NEW</p> <p>NEW</p>		

# Operational Guidelines and Guiding Questions

## ALL SCENARIOS

Plan Component	Guiding Questions
Communication of District Plan for School Year 2020-21	<p>Create a plan for communicating and seeking feedback on the district's plan under each scenario for the 2020-21 school year. The plan should include, at a minimum, how you will address operations; academics; student, family, and staff supports; and professional development and training.</p> <ol style="list-style-type: none"> <li>How will the district share and seek input from the school board throughout the development of the plans?</li> <li>How will the district share and seek input from key labor groups (teachers, secretarial, custodial, etc.) throughout the development of the plans, especially on any job description adjustments based on identified needs?</li> <li>How will the district share and seek feedback from district and school staff?</li> <li>How will the district share and seek feedback from families and students?</li> </ol>
Learning Modality Considerations and Communications <div data-bbox="331 716 522 768" style="background-color: #f4a460; padding: 2px; display: inline-block; margin: 5px;">NEW</div> <div data-bbox="331 829 522 881" style="background-color: #f4a460; padding: 2px; display: inline-block; margin: 5px;">NEW</div> <div data-bbox="331 959 522 1011" style="background-color: #f4a460; padding: 2px; display: inline-block; margin: 5px;">NEW</div> <div data-bbox="331 1057 522 1109" style="background-color: #f4a460; padding: 2px; display: inline-block; margin: 5px;">NEW</div> <div data-bbox="331 1122 522 1174" style="background-color: #f4a460; padding: 2px; display: inline-block; margin: 5px;">NEW</div>	<p>Create a plan for identifying the modality of learning for students and how this will be communicated to key stakeholders.</p> <ol style="list-style-type: none"> <li>How will district and school leaders monitor state and local health department updates regarding the spread of COVID-19 and coordinate any adjustments based on guidance from health officials? Who will be responsible for coordinating with local health officials? How will this information be relayed to school nurses and other school-level health providers?</li> <li>Who will be responsible for coordinating the district and school's response and responding to COVID-19 concerns from staff, students, and families?</li> <li>How will district leaders determine the best modality (all in-person, in-person and virtual, all virtual) for student learning during particular time frames?</li> <li>How will this be informed by the degree of community spread (i.e., no community spread vs. minimal to moderate community spread vs. substantial community spread) present among the local community?</li> <li>To what degree with families and students have voice and choice regarding the modality of learning?</li> <li>What level of absenteeism or COVID-19 community spread would disrupt continuity of in-person or virtual teaching and learning?</li> <li>What data (e.g., absenteeism, community spread levels, family/student preferences, etc.) will the district monitor to inform determinations regarding the best modality for student learning during particular time frames and the need to potentially transition between modalities?</li> <li>To what degree will decisions regarding modality be uniform across the district? (i.e., Can one school deliver learning virtually while another school is delivering learning in-person?) Under what circumstances would this variation be appropriate?</li> <li>How will district and school leaders determine when a transition is appropriate between modalities – e.g., from virtual learning to in-person learning? How will this criteria be communicated with families, students, staff, and</li> </ol>

Plan Component	Guiding Questions
Learning Modality Considerations and Communications (continued)	<p>other key stakeholders?</p> <p>j. How will district and school leaders communicate changes in learning modalities with families, students, staff, and other key stakeholders? What is the role of district and school leaders , respectively, in this process?</p>
<p>Ongoing Communications and Engagement throughout School Year 2020-21</p> <p><b>NEW</b></p> <p><b>NEW</b></p> <p><b>NEW</b></p> <p><b>NEW</b></p>	<ol style="list-style-type: none"> <li>1. Create a communications plan for engaging families and students throughout the school year. <ol style="list-style-type: none"> <li>a. How are the district and school leaders establishing regular and consistent communications with families and students during in-person and virtual learning?</li> <li>b. How can the district and school leaders test the capacity of identified communications systems to reach all students, families, and staff and make appropriate adjustments to the communications plan, as needed?</li> <li>c. How can district and school leaders create or utilize centralized locations (e.g., central website) for students and families to access available resources and updates?</li> <li>d. How can district and school leaders identify specific school staff who are responsible for connecting with specific students during in-person and virtual learning?</li> <li>e. How are the district and school leaders collecting feedback from families and students during in-person and virtual learning?</li> <li>f. What guidance is in place for proactively and regularly discussing implications of the virus on the way the school operates in a direct, clear, and empathetic way?</li> <li>g. How will new positive cases or exposures and implications be communicated to families, students, and community members? Consider how communications procedures from district and school leaders will counter potential stigma and discrimination and protect the confidentiality of students, families, and staff members.</li> </ol> </li> <li>2. Create a communications plan for engaging and updating staff members throughout the school year. <ol style="list-style-type: none"> <li>a. How are the district and school leaders establishing regular and consistent communications with staff members during in-person and virtual learning?</li> <li>b. How can district and school leaders create centralized locations (e.g., central website) for staff members to access available resources and updates?</li> <li>c. How are the district and school leaders collecting feedback from staff members during in-person and virtual learning?</li> <li>d. How are district and school leaders communicating any updates in procedures or expectations to staff members?</li> <li>e. What guidance is in place for proactively and regularly discussing implications of the virus on the way the school operates in a direct, clear, and empathetic way?</li> <li>f. How will new positive cases or exposures and implications be communicated to staff members?</li> </ol> </li> </ol>

## ADDITIONAL GUIDANCE FOR SCENARIO 1: ALL STUDENTS ARE ATTENDING SCHOOL IN-PERSON

Guidance for Scenario 1 includes questions listed under “All Scenarios” and those in the table below.

### Scenario-Specific Guidelines

1. Students and teachers should minimize close contact and maintain 6ft of distance whenever possible.
2. Special provisions should be made for students who have pre-existing conditions that may compromise their immune systems or staff that are at a higher health risk related to coronavirus.
3. Health and/or safety checks will need to be conducted as students and staff enter the school and/or bus every day. These may include protocols related to mask usage, temperature checks, and/or sanitation of hands, clothing, and materials. Individuals tasked with overseeing or conducting these checks will need to have appropriate protective supplies and/or devices.
4. The district will need to have a daily sanitizing protocol for all schools and buses.
5. The district will need to have a system for self-reporting coronavirus exposure by families, students, and teachers, and a response protocol.
6. Visitors and vendors outside the system will need to be limited and will be subject to health-check protocols required for students and staff

Plan Component	Guiding Questions
Designing Physical Learning Spaces in Accordance with Social Distancing Guidelines	<ol style="list-style-type: none"> <li>1. Based on the number of students and classrooms available, identify areas of challenge.               <ol style="list-style-type: none"> <li>a. Which schools do and do not have enough physical space to accommodate students in classrooms?</li> <li>b. How does the amount of available physical space differ across schools in the district?</li> <li>c. To what extent are course enrollments for students in specific schools relatively uniform versus varying widely?</li> <li>d. To what extent is the district comfortable with and logistically able to support schools implementing different school-level models for in-person learning?                   <ol style="list-style-type: none"> <li>i. Is there different guidance for elementary, middle, and high schools in implementing in-person learning?</li> <li>ii. Can two elementary schools utilize different models for in-person learning (e.g., School A has enough space so they have all students at the school simultaneously, but School B does not, so they have AM vs. PM students)?</li> </ol> </li> </ol> </li> <li>2. Based on the inventory and identified areas of challenge, identify guidance for school leaders regarding how students will be physically distributed in the school to facilitate learning.               <ol style="list-style-type: none"> <li>a. Can all students be accommodated in classrooms at once while maintaining federal and state recommended guidelines for social distancing? (e.g., maintaining at least six feet between desks, turning all desks to face the same direction or having students sit only on one side of tables, spaced apart, assigning students to the same desk every day, etc.)</li> <li>b. How can additional spaces (e.g., auditoriums, gyms, lunch rooms, etc.) strategically be used to supplement classroom space (e.g., alternative classrooms, spaces for independent work, or small group remediation and/or acceleration)?</li> <li>c. How can you reduce the movement between spaces and the mixing of different groups of students?                   <ol style="list-style-type: none"> <li>i. If there is enough space in classrooms, can you schedule for the majority of students to remain in the same classroom for the majority of the day – including lunch, secondary courses (e.g., art class) – and only have teachers move between classrooms?                       <ol style="list-style-type: none"> <li>1. For middle schools and high schools, could students with similar course loads be scheduled to be grouped together to minimize mixing of different groups of students and movement in the hallways?</li> </ol> </li> </ol> </li> </ol> </li> </ol>

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Plan Component	Guiding Questions
Designing Physical Learning Spaces in Accordance with Social Distancing Guidelines (continued) <div data-bbox="331 402 525 462" style="background-color: #f4a460; color: white; padding: 5px; text-align: center; margin: 5px 0;">NEW</div> <div data-bbox="331 527 525 587" style="background-color: #f4a460; color: white; padding: 5px; text-align: center; margin: 5px 0;">NEW</div> <div data-bbox="331 600 525 660" style="background-color: #f4a460; color: white; padding: 5px; text-align: center; margin: 5px 0;">NEW</div> <div data-bbox="331 912 525 972" style="background-color: #f4a460; color: white; padding: 5px; text-align: center; margin: 5px 0;">NEW</div> <div data-bbox="331 1131 525 1192" style="background-color: #f4a460; color: white; padding: 5px; text-align: center; margin: 5px 0;">NEW</div>	<ul style="list-style-type: none"> <li>ii. If there is not enough space in classrooms, can you schedule students to be in the classroom at different periods of the day or different days (e.g., AM students and PM students, A Day students and B Day students)?               <ul style="list-style-type: none"> <li>1. What are alternative options for students when they are not scheduled to be in the classroom – e.g., independent coursework on devices in the gymnasium, online coursework from home, etc.?</li> </ul> </li> <li>d. How will students and staff transition between spaces (e.g., one direction movement in hallways, sanitize as enter new classrooms, use of specific restrooms?)</li> <li>e. What communal spaces, such as playgrounds, staff lounge, and dining halls, should be closed and which should be used during staggering times and disinfected between use?</li> <li>f. How will students engage in recess and outdoor activities (e.g., only with students from their classroom, only in groups of 3 or less students?)</li> <li>g. How can district and school leaders serve the unique needs of all students while limiting cross-school transfer of students for special programs (e.g., sports, music, robotics, advanced courses, academic clubs, etc.)?</li> <li>h. How can you reduce the sharing of items during meals including foods and utensils? This could include:               <ul style="list-style-type: none"> <li>i. If the school typically provides meals to students, placing each child’s meal on a plate and/or providing pre-packaged boxes or bags for students instead of buffet meal.</li> <li>ii. Eliminating self-service of food, condiments, trays, utensils, etc.</li> <li>iii. Providing guidance to students and staff to avoid sharing foods and utensils.</li> <li>iv. Creating and/or strengthening procedures for collecting, cleaning, sanitizing, and disinfecting any meal related utensils and plates following each use.</li> <li>v. Eliminating shared snacks or meals provided by a specific students from home (e.g., a snack to celebrate a birthday).</li> <li>vi. Eliminating open campus policies for staff and students.</li> </ul> </li> <li>i. How will sharing of items among students be minimized to prevent spreading of the disease? This could include:               <ul style="list-style-type: none"> <li>i. Keeping all of a child’s belongings separated and in individually labeled storage containers, cubbies, lockers, or areas and taken home each day and cleaned, if possible.</li> <li>ii. Providing additional classroom supplies to minimize sharing of high-touch materials (i.e., art supplies, equipment) to a single child or group of children at a time. If shared, materials should be disinfected between uses.</li> </ul> </li> <li>j. How will the school office operate? Who will be permitted to enter the office, and how will visitors be admitted, advised of school procedures, and directed to appropriate locations?</li> <li>k. How will the school serve children who cannot be present at school?               <ul style="list-style-type: none"> <li>i. When will students with pre-existing conditions that may compromise their immune systems be encouraged to attend school in person versus staying home? What protocols does the district already have in place versus what new protocols might need to be created?                   <ul style="list-style-type: none"> <li>1. Under what conditions might a school advise these students to consider staying home?</li> <li>2. When students with pre-existing conditions that may compromise their immune systems are in school, what procedures must be in place to minimize the risk for these students?</li> <li>3. When students with pre-existing conditions that may compromise their immune systems are not</li> </ul> </li> </ul> </li> </ul>

Plan Component	Guiding Questions
Designing Physical Learning Spaces in Accordance with Social Distancing Guidelines (continued)	<p>in-person at school, how will those students be served (e.g., videoconferencing set up in classrooms, separate district-run program serving these students virtually)?</p> <ul style="list-style-type: none"> <li>ii. How will the school serve students who may not be sick but who are under quarantine due to exposure to individuals with symptoms of coronavirus?</li> </ul> <p>3. Based on the guidance for physical distribution of students in classrooms, identify staffing needs and a plan for how staff (e.g., teachers, support staff, etc.) will be distributed across the district.</p> <ul style="list-style-type: none"> <li>a. How will available licensed and non-licensed staff be allocated across schools? How might existing staffing patterns need to be adjusted?</li> <li>b. How will district and school leaders identify staff who may be commuting from higher transmission areas and plan accordingly to minimize transmission and exposure to the virus?</li> <li>c. How will staff with a higher health risk be supported?             <ul style="list-style-type: none"> <li>i. What flexible sick leave policies or practices may be appropriate to reduce exposure and transmission of the virus?</li> <li>ii. What retirement incentives are currently in place or could be considered for teachers and staff who are nearing retirement and at a higher risk?</li> <li>iii. Assignment of teachers who have a higher health risk to virtually teach students with pre-existing conditions that may compromise their immune systems</li> <li>iv. Provision of additional protective gear for these teachers and limited or no assignment in supporting health and safety checks of students</li> </ul> </li> <li>d. How will the district proactively expand the pool of available temporary teachers to address additional needs at the beginning of the school year and any fluctuations in the supply of full-time teachers due to sickness or exposure?             <ul style="list-style-type: none"> <li>i. How can the district leverage licensed district and school level staff who are not placed in the classroom to supplement supply of teachers?</li> <li>ii. How can the district proactively expand the supply of available substitute teachers? What flexibility and limitations are in place regarding the use of non-licensed teachers?</li> <li>iii. How will substitute teachers be allocated to schools if demand exceeds supply?</li> <li>iv. What are expectations for teachers and staff who are under quarantine but not symptomatic? Can staff under quarantine but not symptomatic be leveraged virtually to support teaching and learning (e.g., lesson planning, content development, etc.)?</li> </ul> </li> </ul> <p>4. Based on the guidance for physical distribution of students and teachers in classrooms, develop protocols for regular cleaning of school spaces and materials.</p> <ul style="list-style-type: none"> <li>a. How regularly will specific spaces be cleaned during the day?             <ul style="list-style-type: none"> <li>i. How will frequently touched surfaces and shared objects within the school and on school buses be cleaned multiple times per day and between use?</li> <li>ii. What items (e.g., soft or plush toy) should be avoided as they are not easily cleaned, sanitized or disinfected?</li> <li>iii. How will you monitor and continue to ensure adequate supplies for cleaning, sanitizing, and disinfecting including soap, hand sanitizer with at least 60% alcohol (for staff and older children), paper towels, tissues, and no-touch trash cans?</li> </ul> </li> </ul>

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Plan Component	Guiding Questions
Designing Physical Learning Spaces in Accordance with Social Distancing Guidelines (continued) <div data-bbox="331 483 520 548" style="background-color: #f4a460; color: white; text-align: center; padding: 2px;">NEW</div> <div data-bbox="331 553 520 618" style="background-color: #f4a460; color: white; text-align: center; padding: 2px;">NEW</div> <div data-bbox="331 760 520 824" style="background-color: #f4a460; color: white; text-align: center; padding: 2px;">NEW</div> <div data-bbox="331 943 520 1008" style="background-color: #f4a460; color: white; text-align: center; padding: 2px;">NEW</div>	<ul style="list-style-type: none"> <li>iv. How will you take steps to ensure that all water systems and features are safe to use after prolonged facility shutdown to minimize the risk of diseases (i.e., Legionnaire’s disease) associated with water? <i>[More in <a href="#">CDC guidance on building water systems</a>]</i></li> <li>v. How will you take steps to ensure ventilation systems are operating properly and increase the circulation of outdoor air as much as possible with respect for any safety or health risks?</li> <li>b. Who will be responsible for cleaning specific school spaces (e.g., chairs, tables, door knobs, common areas) and materials?             <ul style="list-style-type: none"> <li>i. What are the general expectations for different types of school staff?</li> <li>ii. What are the general expectations for students?</li> </ul> </li> <li>c. What other expectations will be in place for staff and children to reduce the transmission of the virus (e.g., proper hand washing, covering coughs and sneezes, face masks)?</li> <li>d. What expectations will be in place regarding the use of cloth face coverings among staff and children? Consider that the CDC suggests the use of cloth face coverings among all staff and older students, but not for anyone who has trouble breathing, is unconscious, incapacitated, or otherwise unable to remove the covering without assistance, or children under the age of 2.             <ul style="list-style-type: none"> <li>i. How will staff and children, as appropriate, be taught and reminded of best practices around the use of cloth face coverings – including not touching the face covering, frequent washing of hands, and proper use, removal, and washing of cloth face coverings? <i>[More in <a href="#">CDC guidance on cloth face coverings</a>]</i></li> </ul> </li> <li>e. How can students and school staff be reminded of cleaning protocols (i.e., signage, visuals, markings, etc.)? These reminders could include:             <ul style="list-style-type: none"> <li>i. Information on proper hand washing <i>[More in <a href="#">CDC guidance on hand washing</a>]</i></li> <li>ii. Information on stopping the spread of germs <i>[More in <a href="#">CDC guidance on spread of germs</a>]</i></li> <li>iii. Information on face coverings <i>[More in <a href="#">CDC guidance on face covering check list</a>]</i></li> </ul> </li> <li>5. If the decision is made to open up the facility to other organizations, how will the district and school leaders communicate expectations with any other community groups or organizations that use the facilities?</li> </ul>
Bus Transportation	<ul style="list-style-type: none"> <li>1. Identify the maximum number of students who ride the bus, expected number and size of buses, expected schedule needs for buses, and expected number of bus drivers.             <ul style="list-style-type: none"> <li>a. Consider health risks for bus drivers and expected fluctuation in number of available bus drivers.</li> <li>b. Create contingency plans for supplementing number of bus drivers as needed.                 <ul style="list-style-type: none"> <li>i. Identify additional school staff who have applicable license to operate school buses – e.g., athletic coaches</li> <li>ii. Identify and encourage additional staff – e.g., teachers, school leaders, district leaders, support staff – to acquire applicable license to operate school buses</li> </ul> </li> </ul> </li> <li>2. Based on estimates for the number of students who typically ride the bus and identified school schedules, identify any necessary alterations that need to be made to bus routes if any have potential to exceed maximum capacity in the morning or afternoon. Options could include:             <ul style="list-style-type: none"> <li>a. Option 1: In the morning, drop off students at school once hit maximum capacity and then resume at next</li> </ul> </li> </ul>

Plan Component	Guiding Questions
Bus Transportation (continued) <div data-bbox="336 406 525 462" style="background-color: #f4a460; color: white; padding: 2px; text-align: center; font-weight: bold;">NEW</div> <div data-bbox="336 495 525 552" style="background-color: #f4a460; color: white; padding: 2px; text-align: center; font-weight: bold;">NEW</div>	<p>stop on the route. Run route multiple times after school, as needed.</p> <p>b. Option 2: Change and increase number of bus routes so that routes will not hit maximum capacity.</p> <p>c. Either option may include starting bus routes earlier in the morning and dropping off later in the afternoon</p> <p>3. Identify bus procedures for bus drivers and students. These could include:</p> <p>a. Implementation of health checks for bus drivers and students before boarding the bus. Identify who would conduct health checks.</p> <p>b. Filling in seats beginning from the back of the bus</p> <p>c. Limiting two students per bus row (one on each side) and have students seated in every other row</p> <p>d. Keeping students seated next to the window</p> <p>e. Disembarking from the bus one at a time</p> <p>f. Implementation of protection barriers and other precautions for bus drivers (e.g., have students board from back entrance of bus, no students seated in the first row of the bus, etc.)</p> <p>g. Identification of drop-off and pick-up areas that are separate from car pick-up and drop-offs</p> <p>4. Identify budget needs in terms of buses, gas, and staffing and any funding that may be available.</p>
Parent/Family Transportation	<p>1. Identify the approximate number of car drop-offs and pick-ups.</p> <p>2. Identify procedures for student drop-offs and pick-ups.</p> <p>a. Identifying a place for students to be dropped off and picked up by family members that is different from where the school bus drops off and picks up</p> <p>b. Advising parents and families to transport students to school with members of their immediate family (i.e., discourage carpooling where possible, especially for students in different classes)</p> <p>c. Staggering drop-offs and pick-ups of students to support social distancing</p> <p>i. If drop-offs and pick-ups are staggered, identify a location where siblings will be directed who arrive earlier than identified drop-off time</p> <p>d. Assigning staff to physically supervise drop-off and pick-up so that protocols are ensured, especially during the first weeks of any new system</p>
Health and Safety Checks <div data-bbox="336 1096 525 1153" style="background-color: #f4a460; color: white; padding: 2px; text-align: center; font-weight: bold;">NEW</div> <div data-bbox="336 1404 525 1461" style="background-color: #f4a460; color: white; padding: 2px; text-align: center; font-weight: bold;">NEW</div>	<p>1. Establish procedures for temperature checks or other checks recommended by local health officials as students, teachers, and visitors enter school. Procedures should be implemented safely and respectfully, with measures in place to ensure confidentiality as well as accordance with any applicable privacy laws and regulations. These could include:</p> <p>a. Identifying health thresholds students would need to meet to attend school in-person (e.g., temperature below 100.4, no fever in the last 24 hours, no exposure to individuals with coronavirus symptoms, etc.)</p> <p>b. Teachers and school staff arriving to allow for adequate time for participation in health checks before entering the school</p> <p>c. Identifying school staff to screen students and providing the staff with training, tools, and protective gear for conducting the checks</p> <p>2. Identify procedures for monitoring absenteeism to identify any trends in staff or student absence due to illness.</p> <p>a. Who will be responsible for monitoring absenteeism among staff and students?</p>

Plan Component	Guiding Questions
Health and Safety Checks (continued)	<ul style="list-style-type: none"> <li>b. How can district and school leaders encourage students and staff to stay home when sick? Consider eliminating the use of perfect attendance awards and incentives, providing flexible sick leave policies, and reducing requirements for documentation from doctors.</li> <li>c. How will district or school leaders alert local health officials about large increases in absenteeism due to respiratory illness?</li> <li>d. How will any trends in absenteeism be shared with key district and school leaders to evaluate if any adjustments to plans or learning modality need to be made?</li> </ul> <p>3. Identify procedures for staff, families, and students to self-report symptoms or exposure to individuals with symptoms of coronavirus.</p> <ul style="list-style-type: none"> <li>a. How will staff, families, and students self-report symptoms or exposure? Who will staff, families, and students report to and how will this be documented? Will students be permitted to self-report?</li> <li>b. How will the school document and track cases of staff, families, or students who test positive for coronavirus?</li> <li>c. What expectations will there be for students who have symptoms or have been exposed? When will these students be allowed back to school and under what conditions?</li> </ul> <p>4. Identify procedures to reduce congestion in the health office.</p> <ul style="list-style-type: none"> <li>a. Where should children or staff with flu-like symptoms be directed?</li> <li>b. Can alternative locations be identified for children and staff with flu-like symptoms versus where medication or first aid will be distributed?</li> <li>c. What protective gear and resources (gloves, gowns, masks) will be needed to protect individuals at risk for exposure, and how will the district and school monitor supply to ensure appropriate gear and resources remain available?</li> </ul> <p>5. Create a plan for how the district and school will handle any confirmed case that has entered the school.</p> <ul style="list-style-type: none"> <li>a. How will district and school leaders coordinate with local health officials to report the exposure and determine a course of action for the school(s)?</li> <li>b. How will district and school leaders handle situations in which a child, staff, or visitor becomes sick while on campus? Procedures could include:               <ul style="list-style-type: none"> <li>i. Identifying a isolation room or area separate for anyone who exhibits COVID-like symptoms, and ensure that any children are not left without adult supervision</li> <li>ii. Establishing procedures for safely transporting anyone sick to their home or a healthcare facility, as appropriate</li> <li>iii. Closing off areas used by any sick person and not using them until they have cleaned.</li> <li>iv. Informing (while maintaining confidentiality) those who had close contact to a person diagnosed with COVID-19 to stay home and self-monitor for symptoms according to CDC guidelines.</li> <li>v. Advising sick or exposed staff members or children to not return to campus until they have met CDC criteria to discontinue home isolation.</li> </ul> </li> <li>c. How will district and school leaders facilitate school dismissals for students and staff to allow time to understand the impact of exposure on the school and conduct cleaning procedures?</li> <li>d. How will district and school leaders communicate with staff, parents, and students regarding potential</li> </ul>

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Health and Safety Checks (continued)	<p>exposure, recommendations for isolation, and expectations for resuming school?</p> <p>e. How will district and school leaders conduct thorough cleaning of affected school areas and buses following exposure? This could include:</p> <ul style="list-style-type: none"> <li>i. Closing off areas used by the individuals with COVID-19 and waiting 24 hours, if possible, to begin cleaning and disinfecting</li> <li>ii. Cleaning and disinfecting all areas used by the ill persons, especially frequently touched surfaces</li> <li>iii. Cleaning spaces, if dirty, before disinfecting</li> <li>iv. Using products that are EPA-approved for use against the virus that causes COVID-19.</li> </ul>
Modality Transition Preparation	<p>In order to prepare for quick transitions to virtual learning for all or specific students, develop policies and procedures that clarify expectations for students.</p> <ul style="list-style-type: none"> <li>a. What materials and devices should students and staff members take home with them daily?</li> <li>b. What online platforms and technology should be used regularly in the in-person classroom to ease transition to higher usage of these online tools during virtual learning?</li> <li>c. What opportunities can the district or schools provide to “practice” transitioning to and engaging in virtual learning (e.g., sending transition checklists home for review, providing opportunities for students to learn with virtual learning platforms and devices in the classroom for practice logging in and utilizing programs with direct teacher assistance, etc.?)</li> <li>d. What protocols will need to be developed or professional development provided to ensure differentiation for students (e.g., EL students, IEP students)?</li> </ul>
Training for Families and Students on Operational Procedures	<p>Based on new procedures identified in the operations plan related to preventing the spread of the virus, identify training and resources needed to support students and families in understanding their role in executing the operational procedures.</p> <ul style="list-style-type: none"> <li>a. How will families and students learn about new operational procedures around cleaning procedures, entering and exiting school procedures, self-reporting exposure procedures, bus transportation procedures, and any other procedures in place to reduce the spread of the virus?</li> <li>b. What signage, markings, and resources will be made available and posted around the school to support students and families in implementing identified procedures?</li> </ul>

## ADDITIONAL GUIDANCE FOR SCENARIO 2: SOME STUDENTS ATTEND IN-PERSON WHILE SOME ARE VIRTUAL

*Guidance for Scenario 2 includes all considerations listed under “All Scenarios,” “Additional Considerations for Scenario 1,” “Additional Considerations for Scenario 3,” and those in the table on the following page.*

### *Scenario-Specific Guidelines*

1. The district will need to consider the guidelines outlined under Scenario 1 and Scenario 3 in addition to those below.
2. The district should consider opportunities for families and students to have choice in learning environments (i.e., virtual learning versus in-person learning).
3. Virtual learning and in-person learning options should offer equitable access to learning.

Plan Component	Guiding Questions
Varied Learning Spaces	<ol style="list-style-type: none"> <li>1. Identify the district-level and school-level opportunities (if any) for choice in learning environment (virtual, in-person) that will be available to families and students at different points in the school year. <ol style="list-style-type: none"> <li>a. What families and students are most likely to take advantage of virtual learning opportunities versus in-person learning? Consider: students with pre-existing conditions that may compromise their immune systems, children under quarantine due to exposure to the virus, children who test positive for the virus but are asymptomatic/mild symptoms, children who have parents, family members, or caretakers at home with pre-existing conditions that may compromise their immune systems, and children whose parents or caretakers work in a high-risk environment (e.g., ER nurse or doctor).</li> <li>b. How can the district collect information regarding the preferences of families and students (e.g., survey, check-ins) for different learning environments?</li> <li>c. To what extent will the district provide opportunities for families and students to choose their learning environment? Will opportunities be provided at the district or school level?</li> <li>d. Under what circumstances (if any) will the district provide opportunities for choice around learning environments? If some families have choice, will all families have choice, or will choice be offered only under certain circumstances (e.g., students with pre-existing conditions that may compromise their immune systems)?</li> <li>e. If the district provides opportunities for choice: <ol style="list-style-type: none"> <li>i. What guidance will the district provide families and students deciding whether to engage in virtual or in-person learning? How will these guidelines be communicated?</li> <li>ii. How will the district and school track which students are engaged in virtual versus in-person learning?</li> <li>iii. How often will families be given the opportunity to change the learning environment for their children?</li> <li>iv. Are there situations in which the district would move fully to Scenario 1 or Scenario 3 and reduce or eliminate choice on learning environments?</li> <li>v. How will the district and schools monitor the effectiveness of virtual learning versus in-person learning to ensure access to equitable learning experiences?</li> </ol> </li> </ol> </li> <li>2. Identify the preferences and skills of staff members for in-person versus virtual learning. <ol style="list-style-type: none"> <li>a. Which staff members prefer or have the skills to engage in in-person versus virtual learning?</li> <li>b. What considerations (e.g., risk factors, pre-existing health conditions, etc.) should inform the assignment of staff members to engage in in-person versus virtual learning?</li> <li>c. What training or professional development services will be offered for teachers using different modalities or will all teachers receive the same professional learning opportunities?</li> </ol> </li> <li>3. Based on the distribution of students who are expected to be in-person versus virtual learning, identify the most appropriate model for serving both groups of students simultaneously and equitably. Options could include: <ol style="list-style-type: none"> <li>a. Option 1: Enrolling all students engaged in virtual learning in a separate districtwide K-12 virtual school. <ol style="list-style-type: none"> <li>i. How will this virtual school be staffed?</li> <li>ii. Will the district allow students to transition between the virtual school and brick-and-mortar schools? If so, how will the district handle student mobility as students transition between in-person schools and the virtual school throughout the year?</li> <li>iii. What additional technology platforms might be needed to support a districtwide virtual school?</li> </ol> </li> </ol> </li> </ol>

Plan Component	Guiding Questions
Varied Learning Spaces (continued)	<ul style="list-style-type: none"> <li>b. Option 2: Implementing videoconferencing in existing in-person classrooms so that in-person classrooms are accessible virtually               <ul style="list-style-type: none"> <li>i. How will teachers be supported in facilitating in-person and virtual learning?</li> <li>ii. What infrastructure in terms of staffing, devices, connectivity, and platforms would be needed to facilitate this model?</li> </ul> </li> <li>c. Additional options designed by the district to meet identified needs</li> </ul>
Additional Food Service Considerations	<p>Based on the expected distribution of students between in-person and virtual learning, identify a plan for how food services will be delivered and staffed.</p> <ul style="list-style-type: none"> <li>a. How will the district simultaneously prepare and provide food for students who are in-person and virtual?</li> <li>b. How will the district distribute staff to provide the two approaches of food services simultaneously? What additional staff may be required to deliver both approaches simultaneously?</li> </ul>

## ADDITIONAL GUIDANCE FOR SCENARIO 3: STUDENTS ARE ALL VIRTUAL

Guidance for Scenario 2 includes all considerations listed under “All Scenarios” and those in the table below.

### Scenario-Specific Guidelines

1. Students and teachers will continue to be engaged daily in teaching and learning.
2. The district will need to prioritize continuing to provide critical services such as food services to support the health and safety of students.
3. The district and school leaders will provide guidance to teachers regarding modality of virtual learning and expectations during virtual learning.
4. The district will need to invest in technology devices, programs, tools, and access for students and teachers to support virtual learning.
5. The district will need to be aware of and consider flexibility (if any) around requirements (e.g., seat time waivers, etc.) established by state officials that may impact transitions and designs of virtual learning environments.

Plan Component	Guiding Questions
Food Service Considerations	<ol style="list-style-type: none"> <li>1. If the district engaged in previous delivery of food services during school closures, identify successes and challenges.           <ul style="list-style-type: none"> <li>a. What successes and challenges have district and school staff identified regarding food services in the past during school closures?</li> <li>b. What successes and challenges have families and students identified regarding food services in the past during school closures?</li> </ul> </li> <li>2. Based learnings from previous experiences, identify a plan for delivering food services during periods in which students are engaged in virtual learning.           <ul style="list-style-type: none"> <li>a. Where and when will food services be accessible for students engaged in virtual learning?</li> <li>b. Who will be responsible for delivering food services and what procedures will be in place to protect the health of these individuals?</li> </ul> </li> </ol>

Plan Component	Guiding Questions
Designing Virtual Learning	<ol style="list-style-type: none"> <li>1. If the district engaged in any previous virtual learning, identify successes and challenges.             <ol style="list-style-type: none"> <li>a. What successes and challenges have district and school staff identified regarding previous virtual learning experiences?</li> <li>b. What successes and challenges have families and students identified regarding previous virtual learning experiences?</li> </ol> </li> <li>2. Based on learnings from previous virtual learning experiences and the number of students, supply of devices, and online accessibility, identify a plan regarding the modality through which virtual learning will be delivered.             <ol style="list-style-type: none"> <li>a. Do all students have access to a laptop or tablet and reliable internet access? If not, how can the district provide devices (laptops, tablets) and internet access (hotspots, partnerships with providers) to students who do not have a device or access?</li> <li>b. How can the district access and/or raise funds and/or partner with organizations to provide free or discounted devices or internet access?</li> <li>c. How will the district prioritize which students get access to devices and accessibility devices if demand exceeds supply?</li> <li>d. How will the district review and update (as applicable) data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology to ensure these policies adequately address home use of devices? How will these policies be communicated with staff, families, and students?</li> <li>e. Based on the supply and demand for devices and internet accessibility, how will virtual learning be facilitated – paper materials or online materials?</li> <li>f. How will content for virtual learning be created (i.e., district-created, teacher-created, or a mixture of district-created and teacher-created)? How might this differ if virtual learning is delivered through paper materials versus online materials?</li> <li>g. What online platforms will be used to facilitate online learning? Which online platforms will the district use for managing coursework online? Which online platforms will the district use for connecting students and teachers?</li> <li>h. How can the district minimize the number of online platforms used to reduce the learning curve for students and teachers and ease transitions between in-person and virtual learning?</li> <li>i. How will the district vet and monitor the tools made available or recommended to ensure that the tools are appropriate for K-12 audiences and aligned to district policies, including data privacy and acceptable use policies?</li> <li>j. How will online learning be scheduled (i.e., will learning be synchronous, asynchronous, or a mix)? To what extent will scheduling be flexible to meet the varied needs and situations of different staff, families, and students (e.g., students whose parents are working and therefore may need to engage with parental support in virtual learning after work hours, staff who are required to also support their own children at home, etc.)?</li> <li>k. What protocols and procedures need to be in place regarding online testing and completion of assignments?</li> </ol> </li> <li>3. Based on the modality identified for virtual learning, create a set of procedures for disseminating devices and materials for virtual learning.             <ol style="list-style-type: none"> <li>a. How will print materials be printed and distributed by the district? When and where will these materials be</li> </ol> </li> </ol>

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Plan Component	Guiding Questions
Designing Virtual Learning (continued)	<p>available?</p> <ul style="list-style-type: none"> <li>b. What opportunities will there be for students to submit print materials for feedback?</li> <li>c. How will devices (tablets, laptops) and accessibility devices (hotspots) be tracked and distributed? When and where will these devices be available? How will these devices be returned?</li> </ul> <p>4. Based on the modality identified for virtual learning, create a set of expectations for all staff during virtual learning.</p> <ul style="list-style-type: none"> <li>a. What will expectations be for teachers during virtual learning (e.g., grading policies, time on schooling, attendance tracking, etc.)?</li> <li>b. To what extent will the expectations be different for teachers whose students are engaged in print packets versus online learning?</li> <li>c. Who will be responsible for creating print and online learning content?</li> <li>d. What will expectations be for non-classroom teacher school staff (e.g., instructional coaches, special education teachers, counselors, etc.)?</li> <li>e. What will expectations be for school administrators?</li> <li>f. What will expectations be for district administrators?</li> <li>g. What will expectations be for students (e.g., attendance expectations, time on schooling, honor code expectations, flexibility in schedule, etc.)?</li> </ul>
Technology Support	<p>Based on the identified plan for designing virtual learning, identify staffing and processes for providing technology support to staff, family, and students.</p> <ul style="list-style-type: none"> <li>a. How will district and school staff be trained on how to access and use available technology platforms?</li> <li>b. How will new staff be onboarded and trained to use available technology platforms throughout the year?</li> <li>c. Who will be responsible for providing technology support to staff, family, and students during virtual learning? How can the capacity of this team be expanded, as needed, during times of transition?</li> <li>d. How and when will staff, families, and students be able to access technology support (e.g., hotline, online form submission)?</li> <li>e. How can the technology support team proactively provide information to common questions or challenges?</li> <li>f. How will any challenges or issues that are reported be tracked and managed? Who will be responsible for addressing issues or challenges that arise?</li> <li>g. What will expectations be for individual educators to provide support versus directing inquiries to the technology support team?</li> <li>h. How will the district push device configurations, updates, and installations to devices that are outside of the district's network? How will the district monitor content filters outside of the school network environment?</li> </ul>

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<p>Communication Regarding Available Resources</p>	<ol style="list-style-type: none"> <li>1. Create a communications plan for communicating procedures and processes for accessing district-provided instructional and food resources. <ol style="list-style-type: none"> <li>a. How will the district and schools communicate procedures for accessing instructional resources – devices (laptops, tablets), accessibility support (hotspots), print materials – and the intended audience for particular resources (i.e., grade levels for print packets)?</li> <li>b. How can the district provide multiple opportunities and avenues to access available instructional resources?</li> <li>c. How will the district and schools communicate procedures for accessing food services and the intended audiences?</li> <li>d. How can the district and schools streamline the provision of resources by coordinating delivery of food services and instructional resources with local community providers?</li> </ol> </li> <li>2. Identify opportunities for supporting families in implementing virtual learning at home. <ol style="list-style-type: none"> <li>a. How can the district provide additional support to families (e.g., parent webinars, “PD” sessions) regarding accessing and navigating online platforms?</li> <li>b. How can the district provide communications and resources in multiple languages that are commonly spoken in their community?</li> <li>c. How can the district provide hotlines and clear points of contact for families and students to reach out to regarding questions during virtual learning?</li> </ol> </li> </ol>
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## ADDITIONAL GUIDANCE FOR SCENARIO 4: STUDENTS ARE INTERMITTENTLY VIRTUAL

*Guidance for Scenario 4 includes all considerations listed under “All Scenarios,” “Additional Considerations for Scenario 1,” “Additional Considerations for Scenario 2,” “Additional Considerations for Scenario 3,” and those in the table below.*

### Scenario-Specific Guidelines

1. The district will need to consider the guidelines outlined under Scenario 1, Scenario 2, and Scenario 3 in addition to those below.
2. Schools will likely transition between Scenario 1, Scenario 2, and Scenario 3 at different points in the school year.

Plan Component	Guiding Questions
<p>Additional Considerations for Transitions</p>	<p>As health risks are reduced, identify a plan for how students will transition back to in-person learning.</p> <ol style="list-style-type: none"> <li>a. Which students might benefit most from in-person learning (e.g., younger students, high school juniors or seniors who need support with college preparation and transitions, etc.)?</li> <li>b. How might the district and schools provide the opportunity for all students to engage with teachers in the building, potentially on a rotating schedule or on specified days?</li> <li>c. What can/should be taught in the physical classroom compared to virtually?</li> </ol>

# Section 3: Academic Plan

This section includes general academic considerations for four different scenarios, followed by guidelines and guiding questions for different components of your plan.

## Academic Considerations

<b>SCENARIO 1: All Students in Physical Buildings</b>	<b>SCENARIO 2: Some Students in Physical Buildings with Some Virtual</b>	<b>SCENARIO 3: All Students Virtual</b>	<b>SCENARIO 4: Intermittent Virtual</b>
<ol style="list-style-type: none"> <li>Review spring academic plans and determine what was taught and results for student learning by surveying teachers, families, and students</li> <li>Explore and determine which extended learning strategies are effective for local usage: extended year or day, looping teachers, additional tutoring, year-long school calendars, etc.</li> <li>Determine if additional time can be added to school year and/or school day</li> <li>Prioritize a strong review and infusion of spring's focus standards and key skills in first several weeks of school with attention all year; develop scope and sequence for infusion of critical standards not addressed or mastered from previous year and align</li> </ol>	<ol style="list-style-type: none"> <li>All considerations in Scenario 1 and 3</li> <li>Prioritize student groups that could be brought back to buildings, with these considerations:               <ul style="list-style-type: none"> <li>- Younger student learning loss may be highest</li> <li>- High school juniors and seniors may need more immediate support for college prep and transition</li> <li>- All students could benefit from time in buildings with teachers</li> </ul> </li> <li>Prioritize what can/should be taught in physical classrooms compared to virtual learning</li> <li>Determine best schedules for students on IEPs</li> </ol>	<ol style="list-style-type: none"> <li>Plan for additional virtual professional development and support for staff; focus on training on effective pedagogy in virtual modalities</li> <li>Consider how to organize teacher leaders to plan lessons, work with curriculum providers on content, and support other teachers for 2020-21</li> <li>Develop student feedback and/or grading plans for virtual learning and make any needed policy adjustments</li> <li>Identify how teacher observations will be conducted to provide feedback and support for teachers in a virtual setting</li> <li>Determine professional development needs for teacher leaders and administrators in regards to coaching,</li> </ol>	<ol style="list-style-type: none"> <li>All considerations from Scenario 3</li> <li>Define weekly plans for the year and pacing guide for standards and curriculum; include checks for understanding and mastery of the objectives</li> </ol>

SCENARIO 1: All Students in Physical Buildings	SCENARIO 2: Some Students in Physical Buildings with Some Virtual	SCENARIO 3: All Students Virtual	SCENARIO 4: Intermittent Virtual
<p>to current year's standards</p> <ol style="list-style-type: none"> <li>5. Determine assessment tool(s) to determine student gaps and target individual student needs</li> <li>6. Provide or expand intervention time within school day to help fill learning gaps for individual students</li> <li>7. Plan and staff before, during, and after school tutoring programs</li> <li>8. Create a communication outline describing the academic plan for various stakeholders</li> <li>9. Maintain regular communication with labor groups (teachers, custodial, secretarial, etc.) on job description adjustments based on needs</li> <li>10. Set expectations for virtual programs/structures to continue to be used or embedded into classroom lessons, which will make a future transition easier if needed</li> </ol>		<p>monitoring, and supporting teachers with virtual lesson plans, delivery, assessment, and communication with parents</p> <ol style="list-style-type: none"> <li>6. Determine options for training and supporting substitute teachers when regular teachers are ill or unable to support teaching from a remote setting</li> <li>7. Develop individualized plans for all students representing special populations (e.g., students with disabilities, English learners, gifted and exceptional students, etc.)</li> <li>8. Plan inclusion and pull-out structures for special education students in need of additional support</li> <li>9. Consider additional support for students with IEPs <ul style="list-style-type: none"> <li>- Face to face or virtual meeting with parents and previous teacher to make adjustments to IEP</li> <li>- Co-planning and teaching with classroom teacher and special ed teachers</li> </ul> </li> <li>10. Determine support structures needed to supplement instruction for English learners (e.g., interpreters, software options, etc.)</li> </ol>	

SCENARIO 1: All Students in Physical Buildings	SCENARIO 2: Some Students in Physical Buildings with Some Virtual	SCENARIO 3: All Students Virtual	SCENARIO 4: Intermittent Virtual
		<ol style="list-style-type: none"> <li>11. Plan for progress monitoring in a virtual setting for students, especially younger students</li> <li>12. Provide support for principals and assistant principals to build their own understanding of the critical attributes of effective virtual learning</li> </ol>	

## Academic Guidelines and Guiding Questions

### ALL SCENARIOS

Plan Component	Guiding Questions
Progress Monitoring	<p>Identify a districtwide set of tools and processes to identify student and educator needs and monitor progress.</p> <ol style="list-style-type: none"> <li>a. What subject areas will be the focus of district and schools monitoring of student progress?</li> <li>b. How can district leaders, school leaders, and teachers identify student needs at the beginning of the year related to focus standards and key skills identified for the previous grade?</li> <li>c. How can district leaders, school leaders, and teachers monitor student progress throughout the year on acquiring necessary knowledge and skills for the current and previous grade?</li> <li>d. How can the tool and processes be adapted to be administered in-person or virtually?</li> <li>e. How will progress monitoring results be shared with teachers, school leaders, and district leaders?</li> <li>f. How will the school system assess students' academic needs through the use of high quality screeners for students in grades K-3 and high-quality ELA and math diagnostics in grades 3 to high school?</li> <li>g. How will school systems assess and determine the teacher gaps (content vs. technology) to ensure that the appropriate supports are provided?</li> </ol>
Academic Content	<ol style="list-style-type: none"> <li>1. Conduct a review of in-person and virtual learning completed in the previous year. <i>[Appendix Reference: Standards Recovery Plan Example and Template]</i> <ol style="list-style-type: none"> <li>a. What standards and key skills were taught during the school year, in-person or virtually? What standards and key skills were not taught at all?</li> <li>b. How effective and in-depth was the learning for any standards and key skills that were taught virtually?</li> <li>c. What level of differentiation was provided and does this need to be supported through professional development?</li> <li>d. How will core curriculum resources be used to develop a plan for supporting students in unfinished learning?</li> </ol> </li> </ol>

Plan Component	Guiding Questions
Academic Content (continued)	<ol style="list-style-type: none"> <li>2. Based on the review of previous learning as well as any assessment conducted at the beginning of the year, create weekly plans for the year and pacing guides for standards and curriculum that integrate skipped focus standards and skills and support potential transitions between in-person and virtual learning.               <ol style="list-style-type: none"> <li>a. How specific and uniform should district plans, guides, and guidance be for school leaders and teachers?</li> <li>b. Which focus standards and key skills from the prior grade level should be reviewed and/or re-taught?</li> <li>c. How can prior year focus standards and key skills be sequenced and infused to align and build coherence with the standards in the current grade?</li> <li>d. When and how should teachers check for understanding and mastery of objectives in-person or virtually?</li> <li>e. What are some ways that progress monitoring data could be used to maximize learning? What supports will teachers need to thoughtfully use this data for maximum impact on student achievement?</li> <li>f. What strategies can be used by teachers to scaffold students around standards or skills that may have been missed without reducing the rigor of grade-level content?</li> <li>g. How will schools use formative assessments from the curriculum to regularly diagnose students' needs?</li> </ol> </li> <li>3. Plan for how coaches and teacher leaders can support instruction.               <ol style="list-style-type: none"> <li>a. How will coaches be used to provide content specific learning for teachers to strengthen the quality of instruction for students?</li> <li>b. How will vendors customize professional learning for teachers based on most recent data? How will teacher leaders and coaches support that learning?</li> </ol> </li> </ol>
Supplemental Learning Opportunities	<ol style="list-style-type: none"> <li>1. Based on initial assessments of students, identify student needs and guidance for schools in providing opportunities for delivering supplemental academic support.               <ol style="list-style-type: none"> <li>a. What extended learning and intervention strategies are currently in place?</li> <li>b. What extended learning and intervention strategies are effective for local usage during in-person and virtual learning?</li> <li>c. What opportunities might the district have for expanding instructional time (e.g., extending the school year, extending the school day)?</li> </ol> </li> <li>2. Develop a plan for how educators will be supported. <i>[More in Section 5: Professional Development &amp; Training]</i> <ol style="list-style-type: none"> <li>a. How staff receive professional learning and instructional support regardless of facility closures, including training for all teachers on remote and virtual learning protocols and methods?</li> </ol> </li> </ol>
Developing Individualized Plans for Students Representing Special Populations	<ol style="list-style-type: none"> <li>1. Identify guidance for schools in creating and/or adjusting individualized plans for all students representing special populations that include in-person and virtual learning supports.               <ol style="list-style-type: none"> <li>a. Which groups of students should have an individualized plan (e.g., students with disabilities; English Language Learners; gifted, talented, or exceptional students; etc.)?</li> <li>b. How should families and students be engaged in the development or adjustment of individualized plans for all students representing special populations initially and during times of transition?</li> <li>c. What additional components should be included in IEPs that outline how IEPs will be delivered during in-person or virtual learning?</li> </ol> </li> <li>2. Plan for how you will address federal, state, and local requirements.               <ol style="list-style-type: none"> <li>a. How will school systems complete compensatory education reviews to identify students with disabilities who need additional instruction and services as a result of lost skills and learning during the facility closure?</li> </ol> </li> </ol>

## ADDITIONAL GUIDANCE FOR SCENARIO 1: ALL STUDENTS ARE ATTENDING SCHOOL IN-PERSON

Considerations for Scenario 1 include all considerations listed under “All Scenarios” and those in the table below.

Plan Component	Guiding Questions
Supplemental In-Person Learning Opportunities	<p>Based on guidance developed for Supplemental Learning Opportunities (under “All Considerations”), identify the supplemental in-person learning opportunities that the district would support.</p> <ol style="list-style-type: none"> <li>What in-person student academic support strategies would the district support to help fill learning gaps - e.g., providing or expanding intervention time, looping teachers, before, during, and after school tutoring?</li> <li>How can the district access funding or partner with local organizations to support in-person student academic support strategies?</li> </ol>
Modality Transition Preparation	<p>Identify opportunities for teachers and staff to use online platforms and structures during in-person learning to build student and staff comfort with the tools.</p> <ol style="list-style-type: none"> <li>What are the most important platforms for delivering virtual learning in the district and the key functionality of those platforms?</li> <li>How can teachers build familiarity the functionality of online platforms (e.g., delivering lessons, providing feedback, assigning work, etc.)?</li> <li>How can students build familiarity the functionality of online platforms (e.g., accessing assignments, submitting assignments, etc.)?</li> </ol>

## ADDITIONAL GUIDANCE FOR SCENARIO 2: SOME STUDENTS ATTEND IN-PERSON WHILE SOME ARE VIRTUAL

Guidance for Scenario 2 includes all considerations listed under “All Scenarios,” “Additional Considerations for Scenario 1,” “Additional Considerations for Scenario 3,” and those in the table below.

Plan Component	Guiding Questions
Multi-Modality Delivery of Supplemental Learning Opportunities	<p>Based on the distribution of students engaged in in-person versus virtual learning, identify a plan for how the district and schools will support supplemental learning opportunities for all students.</p> <ol style="list-style-type: none"> <li>Of the in-person and virtual student academic support strategies identified, which opportunities work the district prioritize and support while students are distributed across in-person and virtual learning?</li> <li>How will the district identify which opportunities to prioritize?</li> <li>How will the district staff and fund prioritized opportunities?</li> </ol>

## ADDITIONAL GUIDANCE FOR SCENARIO 3: STUDENTS ARE ALL VIRTUAL

Guidance for Scenario 3 includes all considerations listed under “All Scenarios” and those in the table below.

Plan Component	Guiding Questions
Supplemental Virtual Learning Opportunities	<p>Based on guidance developed for Supplemental Learning Opportunities (“All Considerations”), identify the supplemental virtual learning opportunities that the district would support.</p> <ol style="list-style-type: none"> <li>What virtual student academic support strategies would the district support to help fill learning gaps – e.g., providing additional opportunities for small group or one-on-one interactions with teachers, virtual tutoring, additional learning modules, re-watching previous lessons?</li> <li>How can the district access funding or partner with local organizations to support virtual student academic support strategies?</li> </ol>
Additional Guidance for Supporting Specific Student Populations	<p>Identify additional guidance specific to virtual learning for serving specific student populations.</p> <ol style="list-style-type: none"> <li>How should schools plan inclusion and pull-out structures for special education students in need of additional support during virtual learning?</li> <li>What expectations are there for classroom teachers and special education teachers to co-plan and coordinate teaching during virtual learning?</li> <li>What additional structures and technology may be needed to supplement instruction for English language learners (e.g., interpreters, software options, etc.)?</li> <li>What additional support might be needed for families supporting younger students in accessing online instruction or progress monitoring assessments</li> </ol>

## ADDITIONAL GUIDANCE FOR SCENARIO 4: STUDENTS ARE INTERMITTENTLY VIRTUAL

Guidance for Scenario 4 includes all considerations listed under “All Scenarios,” “Additional Considerations for Scenario 1,” “Additional Considerations for Scenario 2,” and “Additional Considerations for Scenario 3.”

# Section 4: Student, Family, & Staff Support Plan

This section includes general support considerations for four different scenarios, followed by guidelines and guiding questions for different components of your plan.

## Support Considerations

<b>SCENARIO 1: All Students in Physical Buildings</b>	<b>SCENARIO 2: Some Students in Physical Buildings with Some Virtual</b>	<b>SCENARIO 3: All Students Virtual</b>	<b>SCENARIO 4: Intermittent Virtual</b>
<ol style="list-style-type: none"> <li>1. Assess what you know about individual staff, family, and student impact due to virus</li> <li>2. Activate counselors to develop individual and group support plans for staff, family, and students for 20-21; assess needs for additional counseling staff or school nurses</li> <li>3. If you don't already have one, implement a character development program attending to SEL skills and/or whole child programming that connects academics to character</li> <li>4. Discuss implications of the virus to the way school operates early and often; be clear, direct, and empathetic</li> <li>5. Develop ways to elevate student voice and participation in leadership decisions as</li> </ol>	<ol style="list-style-type: none"> <li>1. All considerations in Scenario 1 and 3</li> <li>2. Create consistent opportunities for students to build school culture when they have the chance to be in the building, and make sure students who are virtual all or most days have the chance to contribute</li> </ol>	<ol style="list-style-type: none"> <li>1. Create both office hour and hotline options for students to get help or talk to a teacher or adult</li> <li>2. Develop and require as many synchronous opportunities as possible, with opportunities for student-to-student interaction for students of all ages</li> <li>3. Continue character development programming in virtual setting and integrate student voice into weekly schedules and daily lessons</li> <li>4. Review parent communication and identify additional supports needed</li> <li>5. Consider a whole school and individual classroom back-to-school virtual "open house" or "meet &amp; greet" for sharing mission, vision</li> </ol>	<ol style="list-style-type: none"> <li>1. All considerations from Scenario 3</li> <li>2. Since intermittent closures can be particularly challenging, develop virtual opportunities for counseling and positive messaging and support</li> </ol>

<b>SCENARIO 1: All Students in Physical Buildings</b>	<b>SCENARIO 2: Some Students in Physical Buildings with Some Virtual</b>	<b>SCENARIO 3: All Students Virtual</b>	<b>SCENARIO 4: Intermittent Virtual</b>
<p>students return to school buildings</p> <p>6. Survey older students to allow them to share where they think they have academic or social needs; use both multiple-choice questions for standards/skills and open-ended questions about social needs</p> <p>7. Determine which extra-curricular activities can safely resume; determine guidelines and social distancing expectations</p> <p>8. Create a communication outline describing the student support plan for various stakeholders</p>		<p>and expectations, making sure that the messages are consistent and that parents and community members are engaged from the start</p> <p>6. Provide ways for administrators to be consistently “visible” to parents &amp; students in a virtual setting (e.g., weekly “Principal Talk” session or “mail box” video or weekly newsletter to respond to questions or concerns)</p> <p>7. Consider other school spirit “events” such as spirit days and friendly competitions that can happen remotely</p>	

## Support Guidelines and Guiding Questions

### ALL SCENARIOS

<b>Plan Component</b>	<b>Guiding Questions</b>
Trauma Impact Support	<ol style="list-style-type: none"> <li>1. Identify in-person and virtual opportunities for counseling and non-academic trauma-related supports.               <ol style="list-style-type: none"> <li>a. What counseling and non-academic services and resources can the district and schools provide to support staff, family, and students?</li> <li>b. How can students, families, and staff learn about opportunities for counseling in-person or virtually?</li> <li>c. How can the district and schools provide students with multiple opportunities – office hours and hotline options – for getting help or talking to an adult or teacher? How are these opportunities shared and make available both during in-person and virtual learning scenarios?</li> </ol> </li> <li>2. Create guidelines and recommendations for counseling staff and/or school nurses to develop individual and group support plans for staff, family, and students for the 2020-21 school year.</li> </ol>

Plan Component	Guiding Questions
Trauma Impact Support	<ul style="list-style-type: none"> <li>a. How can the counseling staff and/or school nurses assess the impact of the virus on individual staff, family, and students?</li> <li>b. What supports should counseling staff and/or school nurses provide to staff, family, and students related to the impact of the virus?</li> <li>c. What resources can the district leverage to supplement counseling or school nurse services, as needed, to serve staff, family, and students?</li> <li>d. What private agencies with licensed mental health professionals could be temporarily contracted with for both in-person and virtual counseling?</li> </ul>
Student Programming	<ul style="list-style-type: none"> <li>1. Create a plan for implementing or strengthening a character development program attending to SEL skills and/ or whole child programming that connects academics to character. <ul style="list-style-type: none"> <li>a. What character development skills would best support students during the upheaval connected to the coronavirus pandemic?</li> <li>b. How can this character development program be developed or extended to be delivered in-person or virtually?</li> </ul> </li> <li>2. Identify the timing and guideline for resuming specific extra-curricular activities. <ul style="list-style-type: none"> <li>a. Under what circumstances can specific extra-curricular activities – e.g., sports, clubs, etc. – safely resume?</li> <li>b. What guidelines and social distancing expectations must be in place for specific extra-curricular activities to resume?</li> </ul> </li> </ul>

## ADDITIONAL GUIDANCE FOR SCENARIO 1: ALL STUDENTS ARE ATTENDING SCHOOL IN-PERSON

*Considerations for Scenario 1 include all considerations listed under “All Scenarios.”*

## ADDITIONAL GUIDANCE FOR SCENARIO 2: SOME STUDENTS ATTEND IN-PERSON WHILE SOME ARE VIRTUAL

*Guidance for Scenario 2 includes all considerations listed under “All Scenarios,” “Additional Considerations for Scenario 1,” “Additional Considerations for Scenario 3,” and those in the table below.*

Plan Component	Guiding Questions
Elevating Student Voice	<p>Identify opportunities for schools to elevate student voice during transitions and virtual learning.</p> <ul style="list-style-type: none"> <li>a. How can the schools invite students to participate in leadership decisions as students return to school buildings (e.g., survey of older students regarding their academic and social needs, connecting regularly with student leaders to provide updates and seek feedback)?</li> <li>b. How can the district and schools integrate student preferences regarding weekly schedules and daily lessons during virtual learning?</li> </ul>

## ADDITIONAL GUIDANCE FOR SCENARIO 3: STUDENTS ARE ALL VIRTUAL

Guidance for Scenario 2 includes all considerations listed under “All Scenarios” and those in the table below.

Plan Component	Guiding Questions
Elevating Student Voice	<p>Identify opportunities for schools to elevate student voice during transitions and virtual learning.</p> <ol style="list-style-type: none"> <li>How can the district and schools integrate student preferences regarding weekly schedules and daily lessons during virtual learning?</li> <li>How can the district and school collect feedback from students and families regarding their experiences during virtual learning?</li> </ol>
Building Community During Virtual learning	<p>Identify consistent opportunities for students and families to connect with one another and their teachers and be invested in the school culture while some or all students are virtual.</p> <ol style="list-style-type: none"> <li>How can district and school leaders ensure that they are connecting with all students and identifying academic and non-academic needs?</li> <li>How can students who are virtual all or most days contribute to discussions and activities virtually with students who are present in the building?</li> <li>How can teachers and school administrators connect virtually with families and students (e.g., consider a whole school and individual classroom back-to-school virtual “open house” or “meet &amp; greet” for sharing mission, vision and expectations, making sure that the messages are consistent and that parents and community members are engaged from the start)?</li> <li>How can school administrators be consistently “visible” to parents &amp; students in a virtual setting – e.g., weekly “Principal Talk” session or “mail box” video or weekly newsletter to respond to questions or concerns?</li> <li>How can students engage with one another virtually through school events (e.g., school spirit “events” ) or friendly competitions?</li> </ol>

## ADDITIONAL GUIDANCE FOR SCENARIO 4: STUDENTS ARE INTERMITTENTLY VIRTUAL

Considerations for Scenario 4 include all considerations listed under “All Scenarios,” “Additional Considerations for Scenario 2,” “Additional Considerations for Scenario 3,” and those in the table below.

Plan Component	Guiding Questions
Elevating Student Voice	<p>Identify opportunities for schools to elevate student voice during transitions and virtual learning.</p> <ol style="list-style-type: none"> <li>How can the schools invite students to participate in leadership decisions as students transition from virtual to in-person learning (e.g., survey of older students regarding their academic and social needs)?</li> <li>How can the district and school collect feedback from students and families regarding their experiences transitioning between in-person and virtual learning?</li> </ol>

# Section 5: Professional Development & Training Plan

Generally, considerations in this section are embedded throughout the other elements. However, there are some specific guiding questions that can inform a comprehensive plan.

## Professional Development & Training Guidelines and Guiding Questions

### ALL SCENARIOS

Plan Component	Guiding Questions
Ongoing Professional Development and Coaching	<ol style="list-style-type: none"> <li>1. Based on the feedback collected and the district's plan for the school year, identify professional learning areas of focus for specific types of district and school staff.               <ol style="list-style-type: none"> <li>a. What types of professional learning have teachers, teacher leaders, school administrators, and school support staff (e.g., school nurses, counselors) requested?</li> <li>b. What areas of need are revealed in teacher and school leader observations and effectiveness data?</li> <li>c. How will teachers be supported in continuing to grow their instructional pedagogy for in-person and virtual teaching?</li> <li>d. To what extent will all teachers receive training on delivering virtual learning? Will all teachers receive in-depth training on delivering virtual learning, or will all teachers receive foundational training on delivering virtual learning with additional training provided if teachers are asked to deliver virtual learning?</li> <li>e. Consider if all teachers need foundational virtual learning knowledge</li> </ol> </li> <li>2. Based on the identified areas of focus, identify a plan for delivering professional learning opportunities for different staff members.               <ol style="list-style-type: none"> <li>a. What structures should the district and schools put in place to deliver ongoing professional learning – i.e., coaching, PLCs?</li> <li>b. Who will be responsible for delivering ongoing professional learning – i.e., teacher leaders, school leaders, district leaders, vendors?</li> <li>c. How will identified structures operate during in-person and virtual learning?</li> </ol> </li> <li>3. Based on the professional learning plan, identify guidance for how professional learning structures will operate during in-person and virtual learning.</li> </ol>

Plan Component	Guiding Questions
Ongoing Professional Development and Coaching	<ul style="list-style-type: none"> <li>a. How will teachers engage in professional learning structures – leadership team meetings, PLC/cluster meetings, etc. – while maintaining social distancing?</li> <li>b. Should meetings take place in-person, virtually, or a mix? Do all participants need to join through the same modality (i.e., all in-person or all virtually)?</li> <li>c. How will professional learning opportunities be scheduled and what are the expectations of teachers to participate and engage in these opportunities?</li> </ul>

## ADDITIONAL GUIDANCE FOR SCENARIO 1: ALL STUDENTS ARE ATTENDING SCHOOL IN-PERSON

*Considerations for Scenario 1 include all considerations listed under “All Scenarios” and those in the table below.*

Plan Component	Guiding Questions
Training on New Operational Procedures	<ul style="list-style-type: none"> <li>1. Based on new procedures identified in the operations plan related to preventing the spread of the virus, identify training and resources for all school staff. <ul style="list-style-type: none"> <li>a. How will the district and schools provide training to school staff on expectations around cleaning procedures, entering and exiting school procedures, self-reporting exposure procedures and any other procedures in place to reduce the spread of the virus?</li> <li>b. How will bus drivers be trained in the additional procedures related to bus transportation?</li> <li>c. How will school staff tasked with conducting health checks be trained?</li> <li>d. What additional counselor-level support (positions or training) will be needed to meet the needs of the students, educators, and community?</li> <li>e. What opportunities will school staff have to ask questions regarding new procedures and who will such questions be directed to?</li> </ul> </li> <li>2. Identify a process and training for onboarding new or temporary staff throughout the year. <ul style="list-style-type: none"> <li>a. What will the expectations be for engagement in operational procedures by temporary staff?</li> <li>b. How will new or temporary staff be trained and supported on the expectations around operational procedures in place at the school?</li> </ul> </li> </ul>

## ADDITIONAL GUIDANCE FOR SCENARIO 2: SOME STUDENTS ATTEND IN-PERSON WHILE SOME ARE VIRTUAL

*Guidance for Scenario 2 includes all considerations listed under “All Scenarios,” “Additional Considerations for Scenario 1,” and “Additional Considerations for Scenario 3.”*

## ADDITIONAL GUIDANCE FOR SCENARIO 3: STUDENTS ARE ALL VIRTUAL

Guidance for Scenario 3 includes all considerations listed under “All Scenarios” and those in the table below.

Plan Component	Guiding Questions
Virtual Learning Pedagogy and Support	<p>Identify a plan for delivering professional learning on virtual teaching for all teachers and school leaders.</p> <ol style="list-style-type: none"> <li>What does effective pedagogy look like in virtual learning settings?</li> <li>How will teacher leaders and school leaders be trained in recognizing effective lesson plans, delivery, assessment, and communication for virtual learning?</li> <li>How will teachers be trained on developing effective lesson plans, delivery, assessment, and communication for virtual learning?</li> <li>How will teachers receive coaching and feedback on improving teaching in the virtual setting?</li> <li>What will expectations be for school leaders and teacher leaders around observing, coaching, monitoring, and supporting teachers?</li> <li>What will expectations be for school leaders and teacher leaders around developing content for virtual learning (e.g., planning lessons, working with curriculum providers on content, etc.)?</li> <li>How will district leaders be trained to support school leaders and teachers?</li> </ol>
Onboarding New Staff Virtually	<p>Identify a plan for onboarding new staff virtually.</p> <ol style="list-style-type: none"> <li>How will new staff be onboarded virtually including introductions to platforms, resources, and peers?</li> <li>How will new staff be trained and supported throughout the year in delivering high quality virtual learning?</li> </ol>
Student Support Staff	<p>Identify training and resources for providing professional learning to student support staff (e.g., counselors, nurses).</p> <ol style="list-style-type: none"> <li>What resources will be available to counseling staff and/or school nurses in providing support to staff, families, and students?</li> <li>What professional learning opportunities will be available to counseling staff and/or school nurses in improving support plans and supports provided?</li> </ol>

## ADDITIONAL GUIDANCE FOR SCENARIO 4: STUDENTS ARE INTERMITTENTLY VIRTUAL

Guidance for Scenario 4 includes all considerations listed under “All Scenarios,” “Additional Considerations for Scenario 1,” and “Additional Considerations for Scenario 3.”

# Appendix

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- Full Set of Considerations for 2020-21
- Standards Recovery Planning Example
- Standards Recovery Planning Template

# Considerations for 2020-21

	<b>SCENARIO 1: All Students in Physical Buildings</b>	<b>SCENARIO 2: Some Students in Physical Buildings with Some Virtual</b>	<b>SCENARIO 3: All Students Virtual</b>	<b>SCENARIO 4: Intermittent Virtual</b>
<b>OPERATIONAL CONSIDERATIONS</b>	<ol style="list-style-type: none"> <li>Review buildings, space options, and reconfigure layouts to consider the following:               <ul style="list-style-type: none"> <li>Students sitting 6-ft. apart</li> <li>All students facing one direction</li> <li>Gathering places marked off and/or reconfigured for social distancing</li> </ul> </li> <li>Determine staff who fall into health-risk categories and consider implications</li> <li>Plan for daily student schedules that limit and/or monitor student movement, including:               <ul style="list-style-type: none"> <li>Meals in classrooms</li> <li>Hall/bathroom attendants</li> <li>Teachers rotate to classes and students stay in small groups</li> <li>Movement in hallways in one direction</li> <li>Requirements for any medically fragile students</li> <li>Recess or outside</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>All considerations in Scenario 1 and 3</li> <li>Determine staff availability for both environments</li> <li>Determine schedule options to best fit student needs, logistics, and planning, including:               <ul style="list-style-type: none"> <li>Determining specific schedules for certain days of the week</li> <li>Allowing students to access virtual learning at a time that works best for them</li> <li>Having some students virtual and other students in buildings with rotating weekly schedules</li> <li>Having students come to building for specified days and activities (tests, unit introductions, etc.)</li> </ul> </li> <li>Determine best schedules for students on IEPs</li> <li>Determine fair and equitable attendance policies</li> </ol>	<ol style="list-style-type: none"> <li>Review successes and challenges from this spring and identify needs; assign leaders to address each need</li> <li>Solidify food service processes, device distribution, delivery sites, and communication plans</li> <li>Plan for additional device and connectivity access (e.g., hot spots, placing buses with WiFi around the community, partnering with providers); inventory devices and refine check-out and dissemination systems</li> <li>Determine platform and tools needed for virtual work, teaching, and learning</li> <li>Schedule ongoing staff training on platform and tools</li> <li>Plan for staff, family, and student help desk and/or hotline and additional staffing for virtual needs</li> </ol>	<ol style="list-style-type: none"> <li>All considerations from Scenario 3</li> <li>Develop policies and procedures that clarify expectations if shifts have to occur quickly, including:               <ul style="list-style-type: none"> <li>What students take home with them daily</li> <li>Student/teacher communication protocol</li> </ul> </li> <li>Consider planning to have at least one day each week as virtual learning to prepare and practice transitioning between virtual and in-person instruction</li> </ol>

	SCENARIO 1: All Students in Physical Buildings	SCENARIO 2: Some Students in Physical Buildings with Some Virtual	SCENARIO 3: All Students Virtual	SCENARIO 4: Intermittent Virtual
<b>OPERATIONAL CONSIDERATIONS</b>	<p>activity configuration and rules</p> <ol style="list-style-type: none"> <li>4. Consider all fine arts, sports, and student activity programming and how social distancing measures will be implemented</li> <li>5. Determine procedures for temperature checks or other procedures recommended by local health officials</li> <li>6. Consider transportation safety and social distancing measures on buses and bus routes (may require additional buses and bus drivers or staggering drivers to run multiple routes); consider alternative ways for addressing potential bus driver shortages or subs</li> <li>7. Develop clear daily cleaning protocols - including expectations for student hand-washing - and determine implications for staffing and cleaning; consider the variety of places that need to be cleaned regularly, including: <ul style="list-style-type: none"> <li>- Chairs, tables, door knobs, "hot spots," etc. in common areas</li> <li>- Classroom furniture</li> <li>- Classroom materials and</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>6. Plan for additional virtual professional development and support for staff</li> <li>7. Consider how to organize teacher leaders to plan lessons and support for 2020-21</li> </ol>	<ol style="list-style-type: none"> <li>7. Review and strengthen parent communications; identify additional virtual supports based on student needs; consider regular family surveys and offering parent webinars and "PD" sessions to learn how to navigate virtual platforms</li> <li>8. Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers</li> <li>9. Determine security procedures and honor code protocols as students transition to online tests and graded assignments</li> <li>10. Identify possible funding sources (grants, title dollars, business partners, donors) to provide necessary connectivity, and devices needed for virtual learning</li> <li>11. Consider ways to organize alternative fundraising efforts from a virtual setting</li> <li>12. Review and update (as needed) relevant district and school technology policies including data privacy</li> </ol>	<p style="text-align: center;"><b>NEW</b></p>

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<b>OPERATIONAL CONSIDERATIONS</b>	<p>supplies</p> <ul style="list-style-type: none"> <li>- Bus seats and doors</li> <li>- Shared materials (e.g., art supplies, PE equipment, library books, laptops)</li> </ul> <p>8. Determine visitor and outside provider policies and protocols</p> <p>9. Determine options for recruiting and preparing substitute teachers and approaches to handling sub shortages that will accommodate safety/health considerations</p> <p>10. Determine virus exposure self-reporting procedures for staff, families, and students</p> <p>11. Create signage, visuals, and markings to communicate student, staff, and visitor expectations</p> <p>12. Review budget and make adjustments based on decisions</p> <p>13. Update strategic and annual district and campus plans to reflect adjustments; consider the staffing model that will help you be most effective academically while still prioritizing student and teacher health</p>	<div data-bbox="596 967 787 1024" style="background-color: #e67e22; color: white; padding: 5px; display: inline-block;"><b>NEW</b></div>	<p>policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology</p>	

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OPERATIONAL CONSIDERATIONS	14. Determine plan for addressing situations in which a student, visitor, or staff member becomes sick while on campus or shortly after leaving campus	NEW		
	15. Determine procedures for regularly communicating with, updating, and coordinating with local health officials	NEW		

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<b>ACADEMIC CONSIDERATIONS</b>	<ol style="list-style-type: none"> <li>1. Review spring academic plans and determine what was taught and results for student learning by surveying teachers, families, and students</li> <li>2. Explore and determine which extended learning strategies are effective for local usage: extended year or day, looping teachers, additional tutoring, year-long school calendars, etc.</li> <li>3. Determine if additional time can be added to school year and/or school day</li> <li>4. Prioritize a strong review and infusion of spring's focus standards and key skills in first several weeks of school with attention all year; develop scope and sequence for infusion of critical standards not addressed or mastered from previous year and align to current year's standards</li> <li>5. Determine assessment tool(s) to determine student gaps and target individual student needs</li> <li>6. Provide or expand intervention time within school day to help fill</li> </ol>	<ol style="list-style-type: none"> <li>1. All considerations in Scenario 1 and 3</li> <li>2. Prioritize student groups that could be brought back to buildings, with these considerations: <ul style="list-style-type: none"> <li>- Younger student learning loss may be highest</li> <li>- High school juniors and seniors may need more immediate support for college prep and transition</li> <li>- All students could benefit from time in buildings with teachers</li> </ul> </li> <li>3. Prioritize what can/should be taught in physical classrooms compared to virtual learning</li> <li>4. Determine best schedules for students on IEPs</li> </ol>	<ol style="list-style-type: none"> <li>1. Plan for additional virtual professional development and support for staff; focus on training on effective pedagogy in virtual modalities</li> <li>2. Consider how to organize teacher leaders to plan lessons, work with curriculum providers, and support other teachers for 2020-21</li> <li>3. Develop student feedback and/or grading plans for virtual learning and make any needed policy adjustments</li> <li>4. Identify how teacher observations will be conducted to provide feedback and support for teachers in a virtual setting</li> <li>5. Determine professional development needs for teacher leaders and administrators in regards to coaching, monitoring, and supporting teachers with virtual lesson plans, delivery, assessment, and communication with parents</li> <li>6. Determine options for training and supporting substitute teachers when regular teachers are ill or unable to support teaching from a remote setting</li> </ol>	<ol style="list-style-type: none"> <li>1. All considerations from Scenario 3</li> <li>2. Define weekly plans for the year and pacing guide for standards and curriculum; include checks for understanding and mastery of the objectives</li> </ol>

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<b>ACADEMIC CONSIDERATIONS</b>	<p>learning gaps for individual students</p> <p>7. Plan and staff before, during, and after school tutoring programs</p> <p>8. Create a communication outline describing the academic plan for various stakeholders</p> <p>9. Maintain regular communication with labor groups (teachers, custodial, secretarial, etc.) on job description adjustments based on needs</p> <p>10. Set expectations for virtual programs/structures to continue to be used or embedded into classroom lessons, which will make a future transition easier if needed</p>		<p>7. Develop individualized plans for all students representing special populations (e.g., students with disabilities, English learners, gifted and exceptional students, etc.)</p> <p>8. Plan inclusion and pull-out structures for special education students in need of additional support</p> <p>9. Consider additional support for students with IEPs</p> <ul style="list-style-type: none"> <li>- Face to face or virtual meeting with parents and previous teacher to make adjustments to IEP</li> <li>- Co-planning and teaching with classroom teacher and special ed teachers</li> </ul> <p>10. Determine support structures needed to supplement instruction for English learners (e.g., interpreters, software options, etc.)</p> <p>11. Plan for progress monitoring in a virtual setting for students, especially younger students</p> <p>12. Provide support for principals and assistant principals to build their own understanding of the critical attributes of effective virtual learning</p>	

STUDENT, FAMILY, AND STAFF SUPPORT CONSIDERATIONS	SCENARIO 1: All Students in Physical Buildings	SCENARIO 2: Some Students in Physical Buildings with Some Virtual	SCENARIO 3: All Students Virtual	SCENARIO 4: Intermittent Virtual
	<ol style="list-style-type: none"> <li>1. Assess what you know about individual staff, family, and student impact due to virus</li> <li>2. Activate counselors to develop individual and group support plans for staff, family, and students for 20-21; assess needs for additional counseling staff or school nurses</li> <li>3. If you don't already have one, implement a character development program attending to SEL skills and/or whole child programming that connects academics to character</li> <li>4. Discuss implications of the virus to the way school operates early and often; be clear, direct, and empathetic</li> <li>5. Develop ways to elevate student voice and participation in leadership decisions as students return to school buildings</li> <li>6. Survey older students to allow them to share where they think they have academic or social needs; use both multiple-choice questions for standards/skills and open-ended questions about social needs</li> </ol>	<ol style="list-style-type: none"> <li>1. All considerations in Scenario 1 and 3</li> <li>2. Create consistent opportunities for students to build school culture when they have the chance to be in the building, and make sure students who are virtual all or most days have the chance to contribute</li> </ol>	<ol style="list-style-type: none"> <li>1. Create both office hour and hotline options for students to get help or talk to a teacher or adult</li> <li>2. Develop and require as many synchronous opportunities as possible, with opportunities for student-to-student interaction for students of all ages</li> <li>3. Continue character development programming in virtual setting and integrate student voice into weekly schedules and daily lessons</li> <li>4. Review parent communication and identify additional supports needed</li> <li>5. Consider a whole school and individual classroom back-to-school virtual "open house" or "meet &amp; greet" for sharing mission, vision and expectations, making sure that the messages are consistent and that parents and community members are engaged from the start</li> <li>6. Provide ways for administrators to be consistently "visible" to parents &amp; students in a virtual setting (e.g., weekly</li> </ol>	<ol style="list-style-type: none"> <li>1. All considerations from Scenario 3</li> <li>2. Since intermittent closures can be particularly challenging, develop virtual opportunities for counseling and positive messaging and support</li> </ol>

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	<ul style="list-style-type: none"> <li>7. Determine which extra-curricular activities can safely resume; determine guidelines and social distancing expectations</li> <li>8. Create a communication outline describing the student support plan for various stakeholders</li> </ul>		<ul style="list-style-type: none"> <li>“Principal Talk” session or “mail box” video or weekly newsletter to respond to questions or concerns)</li> <li>7. Consider other school spirit “events” such as spirit days and friendly competitions that can happen remotely</li> </ul>	

# Standards Recovery Planning Example

TEACHER:		CONTENT:		CURRENT GRADE:			
Missed Standard	Current Standard	Mastery Expectations & Skill Breakdown *Standards taught & not mastered	Mastery Expectations & Skill Breakdown **Standards not taught	Stand Alone or Layered In	Timeline for Teaching	Action Plan	Rubric Focus
<i>What previous standard was missed or partially covered?</i>	<i>What is the aligned standard at the current grade level?</i>	<i>What is the mastery expectation? Skills required to master the partially covered standard?</i>	<i>What is the mastery expectation? Skills required to master the standard?</i>	<i>Will the standard stand alone in instruction, or can it be layered in with current grade-level standard?</i>	<i>What month, unit/module, and/or lessons will this standard be covered?</i>	<i>What remediation resources and tools will be used? (e.g., mini-lesson, interventions, RTI, core, flex-day, after school)</i>	<i>What rubric indicators closely align? What will be the focus indicators during this cycle?</i>
4.NBT.A.3 Round multi-digit whole numbers to any place (up to and including the hundred-thousand place) using understanding of place value.	5.NBT.A.4 Round decimals to the nearest hundredth, tenth, or whole number using understanding of place value.		Round from ones to hundred thousand place with multi digit  Understanding of place value  Introduce rounding using decimals Tenth Hundredth	Layered	Place Value Unit (October)	CORE, RTI	Standards & Objectives  Instructional Plans  Assessments

# Standards Recovery Planning Template

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