

PLANNING & SUPPORT GUIDE

Scenarios and
Considerations
for 2020-21

Updated July 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

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.

Section 1:	Taking Inventory
Section 2:	Operational Plan
Section 3:	Academic Plan
Section 4:	Student, Family, and Staff Support Plan
Section 5:	Professional Development and Training Plan
Appendix:	Full Set of Considerations for 2020-21 Standards Recovery Plan Example & Template Spotlight: Unfinished and Continued Learning Spotlight: Leveraging All Instructional Staff Spotlight: Planning for Diverse Learners Sample Schedules for Students, Teachers, and Principals

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.

NEW

Key updates in the July 29 version:

- New **Sample Schedules for Students, Teachers, and Principals.** The daily and weekly sample schedules offer suggestions for how a school may want to structure a 7-hour learning day for students, teachers, and principals, with ideas for different grade bands.

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 system?
 - 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 are at a greater 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 of contracting coronavirus?
 - c. How many bus drivers do you have across the district? How many of these individuals have a higher risk of contracting coronavirus?
 - d. How many substitute teachers, bus drivers, nurses, counselors, and support staff do you have across the district? How many of these individuals have a higher risk of contracting 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 its inventory?
 - b. How many internet accessibility devices (hotspots) does the district have in its 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

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

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"> - Recess or outside activity configuration and rules <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"> - Chairs, tables, door knobs, “hot spots,” etc. in common areas - Classroom furniture - Classroom materials and supplies 	<p>for 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>	

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
<ul style="list-style-type: none"> - Bus seats and doors - Shared materials (e.g., art supplies, PE equipment, library books, laptops) <ol style="list-style-type: none"> 8. Determine visitor and outside provider policies and protocols 9. Determine options for recruiting and preparing substitute teachers and approaches to handling sub shortages that will accommodate safety/health considerations 10. Determine virus exposure self-reporting procedures for staff, families, and students 11. Create signage, visuals, and markings to communicate student, visitor, and staff expectations 12. Review the budget and make adjustments based on decisions 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>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>			

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"> How will the district share and seek input from the school board throughout the development of the plans? 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? How will the district share and seek feedback from district and school staff? How will the district share and seek feedback from families and students?
Learning Modality Considerations and Communications	<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"> 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? Who will be responsible for coordinating the district and school's response and responding to COVID-19 concerns from staff, students, and families? How will district leaders determine the best modality (all in-person, in-person and virtual, all virtual) for student learning during particular time frames? 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? To what degree with families and students have voice and choice regarding the modality of learning? What level of absenteeism or COVID-19 community spread would disrupt continuity of in-person or virtual teaching and learning? 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? 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? 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

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>
Ongoing Communications and Engagement throughout School Year 2020-21	<ol style="list-style-type: none"> 1. Create a communications plan for engaging families and students throughout the school year. <ol style="list-style-type: none"> a. How are the district and school leaders establishing regular and consistent communications with families and students during in-person and virtual learning? 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? 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? 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? e. How are the district and school leaders collecting feedback from families and students during in-person and virtual learning? 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? 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. 2. Create a communications plan for engaging and updating staff members throughout the school year. <ol style="list-style-type: none"> a. How are the district and school leaders establishing regular and consistent communications with staff members during in-person and virtual learning? b. How can district and school leaders create centralized locations (e.g., central website) for staff members to access available resources and updates? c. How are the district and school leaders collecting feedback from staff members during in-person and virtual learning? d. How are district and school leaders communicating any updates in procedures or expectations to staff members? 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? f. How will new positive cases or exposures and implications be communicated to staff members?

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"> 1. Based on the number of students and classrooms available, identify areas of challenge. <ol style="list-style-type: none"> a. Which schools do and do not have enough physical space to accommodate students in classrooms? b. How does the amount of available physical space differ across schools in the district? c. To what extent are course enrollments for students in specific schools relatively uniform versus varying widely? 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"> i. Is there different guidance for elementary, middle, and high schools in implementing in-person learning? 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)? 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"> 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.)? 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)? c. How can you reduce the movement between spaces and the mixing of different groups of students? <ol style="list-style-type: none"> 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"> 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?

Plan Component	Guiding Questions
Designing Physical Learning Spaces in Accordance with Social Distancing Guidelines (continued)	<ul style="list-style-type: none"> 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"> 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.? 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)? 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 each use? f. How will students engage in recess and outdoor activities (e.g., only with students from their classroom, only in groups of 3 or fewer students?) 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.)? h. How can you reduce the sharing of items during meals including foods and utensils? This could include: <ul style="list-style-type: none"> 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. ii. Eliminating self-service of food, condiments, trays, utensils, etc. iii. Providing guidance to students and staff to avoid sharing foods and utensils. iv. Creating and/or strengthening procedures for collecting, cleaning, sanitizing, and disinfecting any meal related utensils and plates following each use. v. Eliminating shared snacks or meals provided by a specific students from home (e.g., a snack to celebrate a birthday). vi. Eliminating open campus policies for staff and students. 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"> 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. 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. 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? k. How will the school serve children who cannot be present at school? <ul style="list-style-type: none"> 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"> 1. Under what conditions might a school advise these students to consider staying home? 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? 3. When students with pre-existing conditions that may compromise their immune systems are not

Plan Component	Guiding Questions
Designing Physical Learning Spaces in Accordance with Social Distancing Guidelines (continued)	<p style="padding-left: 40px;">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"> 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? <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"> a. How will available licensed and non-licensed staff be allocated across schools? How might existing staffing patterns need to be adjusted? 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? c. How will staff with a higher health risk be supported? <ul style="list-style-type: none"> i. What flexible sick leave policies or practices may be appropriate to reduce exposure and transmission of the virus? 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? iii. Assignment of teachers who have a higher health risk to virtually teach students with pre-existing conditions that may compromise their immune systems iv. Provision of additional protective gear for these teachers and limited or no assignment in supporting health and safety checks of students 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"> i. How can the district leverage licensed district and school level staff who are not placed in the classroom to supplement supply of teachers? 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? iii. How will substitute teachers be allocated to schools if demand exceeds supply? 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.)? <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"> a. How regularly will specific spaces be cleaned during the day? <ul style="list-style-type: none"> 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? ii. What items (e.g., soft or plush toy) should be avoided as they are not easily cleaned, sanitized or disinfected? 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?

Plan Component	Guiding Questions
Designing Physical Learning Spaces in Accordance with Social Distancing Guidelines (continued)	<ul style="list-style-type: none"> 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 CDC guidance on building water systems]</i> 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? 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"> i. What are the general expectations for different types of school staff? ii. What are the general expectations for students? 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)? 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"> 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 CDC guidance on cloth face coverings]</i> 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"> i. Information on proper hand washing <i>[More in CDC guidance on hand washing]</i> ii. Information on stopping the spread of germs <i>[More in CDC guidance on spread of germs]</i> iii. Information on face coverings <i>[More in CDC guidance on face covering check list]</i> <p>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?</p>
Bus Transportation	<ul style="list-style-type: none"> 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"> a. Consider health risks for bus drivers and expected fluctuation in number of available bus drivers. b. Create contingency plans for supplementing number of bus drivers as needed. <ul style="list-style-type: none"> i. Identify additional school staff who have applicable license to operate school buses – e.g., athletic coaches ii. Identify and encourage additional staff – e.g., teachers, school leaders, district leaders, support staff – to acquire applicable license to operate school buses 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"> a. Option 1: In the morning, drop off students at school once hit maximum capacity and then resume at next

Plan Component	Guiding Questions
Bus Transportation (continued)	<ul style="list-style-type: none"> stop on the route. Run route multiple times after school, as needed. b. Option 2: Change and increase number of bus routes so that routes will not hit maximum capacity. c. Either option may include starting bus routes earlier in the morning and dropping off later in the afternoon 3. Identify bus procedures for bus drivers and students. These could include: <ul style="list-style-type: none"> a. Implementation of health checks for bus drivers and students before boarding the bus. Identify who would conduct health checks. b. Filling in seats beginning from the back of the bus. c. Limiting two students per bus row (one on each side) and have students seated in every other row. d. Keeping students seated next to the window. e. Disembarking from the bus one at a time. 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.). g. Identification of drop-off and pick-up areas that are separate from car pick-up and drop-offs. 4. Identify budget needs in terms of buses, gas, and staffing and any funding that may be available.
Parent/Family Transportation	<ul style="list-style-type: none"> 1. Identify the approximate number of car drop-offs and pick-ups. 2. Identify procedures for student drop-offs and pick-ups. <ul style="list-style-type: none"> 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. 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). c. Staggering drop-offs and pick-ups of students to support social distancing. <ul style="list-style-type: none"> 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. 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.
Health and Safety Checks	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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.). b. Teachers and school staff arriving to allow for adequate time for participation in health checks before entering the school. c. Identifying school staff to screen students and providing the staff with training, tools, and protective gear for conducting the checks. 2. Identify procedures for monitoring absenteeism to identify any trends in staff or student absence due to illness. <ul style="list-style-type: none"> a. Who will be responsible for monitoring absenteeism among staff and students?

Plan Component	Guiding Questions
Health and Safety Checks (continued)	<ul style="list-style-type: none"> 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. c. How will district or school leaders alert local health officials about large increases in absenteeism due to respiratory illness? 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? <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"> 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? b. How will the school document and track cases of staff, families, or students who test positive for coronavirus? 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? <p>4. Identify procedures to reduce congestion in the health office.</p> <ul style="list-style-type: none"> a. Where should children or staff with flu-like symptoms be directed? b. Can alternative locations be identified for children and staff with flu-like symptoms versus where medication or first aid will be distributed? 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? <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"> 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)? 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"> i. Identifying an isolation room or area separate for anyone who exhibits COVID-like symptoms, and ensure that any children are not left without adult supervision. ii. Establishing procedures for safely transporting anyone sick to their home or a healthcare facility, as appropriate. iii. Closing off areas used by any sick person and not using them until they have cleaned. 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. v. Advising sick or exposed staff members or children to not return to campus until they have met CDC criteria to discontinue home isolation. 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? d. How will district and school leaders communicate with staff, parents, and students regarding potential

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"> i. Closing off areas used by the individuals with COVID-19 and waiting 24 hours, if possible, to begin cleaning and disinfecting. ii. Cleaning and disinfecting all areas used by the ill persons, especially frequently touched surfaces. iii. Cleaning spaces, if dirty, before disinfecting. iv. Using products that are EPA-approved for use against the virus that causes COVID-19.
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"> a. What materials and devices should students and staff members take home with them daily? 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? 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.)? d. What protocols will need to be developed or professional development provided to ensure differentiation for students (e.g., EL students, IEP students)?
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"> 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? b. What signage, markings, and resources will be made available and posted around the school to support students and families in implementing identified procedures?

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"> 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"> 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). b. How can the district collect information regarding the preferences of families and students (e.g., survey, check-ins) for different learning environments? 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? 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)? e. If the district provides opportunities for choice: <ol style="list-style-type: none"> 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? ii. How will the district and school track which students are engaged in virtual versus in-person learning? iii. How often will families be given the opportunity to change the learning environment for their children? 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? v. How will the district and schools monitor the effectiveness of virtual learning versus in-person learning to ensure access to equitable learning experiences? 2. Identify the preferences and skills of staff members for in-person versus virtual learning. <ol style="list-style-type: none"> a. Which staff members prefer or have the skills to engage in in-person versus virtual learning? 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? 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? 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"> a. Option 1: Enrolling all students engaged in virtual learning in a separate districtwide K-12 virtual school. <ol style="list-style-type: none"> i. How will this virtual school be staffed? 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? iii. What additional technology platforms might be needed to support a districtwide virtual school?

Plan Component	Guiding Questions
Varied Learning Spaces (continued)	<ul style="list-style-type: none"> b. Option 2: Implementing videoconferencing in existing in-person classrooms so that in-person classrooms are accessible virtually. <ul style="list-style-type: none"> i. How will teachers be supported in facilitating in-person and virtual learning? ii. What infrastructure in terms of staffing, devices, connectivity, and platforms would be needed to facilitate this model? c. Additional options designed by the district to meet identified needs
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"> a. How will the district simultaneously prepare and provide food for students who are in-person and virtual? 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?

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"> 1. If the district engaged in previous delivery of food services during school closures, identify successes and challenges. <ul style="list-style-type: none"> a. What successes and challenges have district and school staff identified regarding food services in the past during school closures? b. What successes and challenges have families and students identified regarding food services in the past during school closures? 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"> a. Where and when will food services be accessible for students engaged in virtual learning? b. Who will be responsible for delivering food services and what procedures will be in place to protect the health of these individuals?

Plan Component	Guiding Questions
Designing Virtual Learning	<ol style="list-style-type: none"> 1. If the district engaged in any previous virtual learning, identify successes and challenges. <ol style="list-style-type: none"> a. What successes and challenges have district and school staff identified regarding previous virtual learning experiences? b. What successes and challenges have families and students identified regarding previous virtual learning experiences? 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"> 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? b. How can the district access and/or raise funds and/or partner with organizations to provide free or discounted devices or internet access? c. How will the district prioritize which students get access to devices and accessibility devices if demand exceeds supply? 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? e. Based on the supply and demand for devices and internet accessibility, how will virtual learning be facilitated – paper materials or online materials? 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? 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? 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? 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? 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.)? k. What protocols and procedures need to be in place regarding online testing and completion of assignments? 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"> a. How will print materials be printed and distributed by the district? When and where will these materials be

Plan Component	Guiding Questions
Designing Virtual Learning (continued)	<p>available?</p> <ul style="list-style-type: none"> b. What opportunities will there be for students to submit print materials for feedback? 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? <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"> a. What will expectations be for teachers during virtual learning (e.g., grading policies, time on schooling, attendance tracking, etc.)? b. To what extent will the expectations be different for teachers whose students are engaged in print packets versus online learning? c. Who will be responsible for creating print and online learning content? d. What will expectations be for non-classroom teacher school staff (e.g., instructional coaches, special education teachers, counselors, etc.)? e. What will expectations be for school administrators? f. What will expectations be for district administrators? g. What will expectations be for students (e.g., attendance expectations, time on schooling, honor code expectations, flexibility in schedule, etc.)?
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"> a. How will district and school staff be trained on how to access and use available technology platforms? b. How will new staff be onboarded and trained to use available technology platforms throughout the year? 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? d. How and when will staff, families, and students be able to access technology support (e.g., hotline, online form submission)? e. How can the technology support team proactively provide information to common questions or challenges? 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? g. What will expectations be for individual educators to provide support versus directing inquiries to the technology support team? 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?

<p>Communication Regarding Available Resources</p>	<ol style="list-style-type: none"> 1. Create a communications plan for communicating procedures and processes for accessing district-provided instructional and food resources. <ol style="list-style-type: none"> 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)? b. How can the district provide multiple opportunities and avenues to access available instructional resources? c. How will the district and schools communicate procedures for accessing food services and the intended audiences? 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? 2. Identify opportunities for supporting families in implementing virtual learning at home. <ol style="list-style-type: none"> a. How can the district provide additional support to families (e.g., parent webinars, “PD” sessions) regarding accessing and navigating online platforms? b. How can the district provide communications and resources in multiple languages that are commonly spoken in their community? 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?
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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"> 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.)? 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? c. What can/should be taught in the physical classroom compared to virtually?

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

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"> Review spring academic plans and determine what was taught and results for student learning by surveying teachers, families, and students 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. Determine if additional time can be added to school year and/or school day 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 	<ol style="list-style-type: none"> All considerations in Scenario 1 and 3 Prioritize student groups that could be brought back to buildings, with these considerations: <ul style="list-style-type: none"> - Younger student learning loss may be highest - High school juniors and seniors may need more immediate support for college prep and transition - All students could benefit from time in buildings with teachers Prioritize what can/should be taught in physical classrooms compared to virtual learning Determine best schedules for students on IEPs 	<ol style="list-style-type: none"> Plan for additional virtual professional development and support for staff; focus on training on effective pedagogy in virtual modalities Consider how to organize teacher leaders to plan lessons, work with curriculum providers on content, and support other teachers for 2020-21 Develop student feedback and/or grading plans for virtual learning and make any needed policy adjustments Identify how teacher observations will be conducted to provide feedback and support for teachers in a virtual setting Determine professional development needs for teacher leaders and administrators in regards to coaching, 	<ol style="list-style-type: none"> All considerations from Scenario 3 Define weekly plans for the year and pacing guide for standards and curriculum; include checks for understanding and mastery of the objectives

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

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"> 11. Plan for progress monitoring in a virtual setting for students, especially younger students 12. Provide support for principals and assistant principals to build their own understanding of the critical attributes of effective virtual learning 	

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"> a. What subject areas will be the focus of district and schools monitoring of student progress? 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? <i>[Appendix Reference: Spotlight: Unfinished and Continued Learning]</i> 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? d. How can the tool and processes be adapted to be administered in-person or virtually? e. How will progress monitoring results be shared with teachers, school leaders, and district leaders? 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? g. How will school systems assess and determine the teacher gaps (content vs. technology) to ensure that the appropriate supports are provided?
Academic Content	<ol style="list-style-type: none"> 1. Conduct a review of in-person and virtual learning completed in the previous year. <i>[Appendix References: Standards Recovery Plan Example and Template; Spotlight: Unfinished and Continued Learning; Curricular Resources Planning Template]</i> <ol style="list-style-type: none"> 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? b. How effective and in-depth was the learning for any standards and key skills that were taught virtually? c. What level of differentiation was provided and does this need to be supported through professional development? d. How will core curriculum resources be used to develop a plan for supporting students in unfinished learning?

Plan Component	Guiding Questions
Academic Content (continued)	<ol style="list-style-type: none"> 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"> a. How specific and uniform should district plans, guides, and guidance be for school leaders and teachers? b. Which focus standards and key skills from the prior grade level should be reviewed and/or re-taught? 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? d. When and how should teachers check for understanding and mastery of objectives in-person or virtually? 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? 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? g. How will schools use formative assessments from the curriculum to regularly diagnose students' needs? 3. Plan for how coaches and teacher leaders can support instruction. <ol style="list-style-type: none"> a. How will coaches be used to provide content-specific learning for teachers to strengthen the quality of instruction for students? b. How will vendors customize professional learning for teachers based on most recent data? How will teacher leaders and coaches support that learning?
Supplemental Learning Opportunities	<ol style="list-style-type: none"> 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"> a. What extended learning and intervention strategies are currently in place? b. What extended learning and intervention strategies are effective for local usage during in-person and virtual learning? c. What opportunities might the district have for expanding instructional time (e.g., extending the school year, extending the school day)? 2. Develop a plan for how educators will be supported. <i>[More in Section 5: Professional Development & Training]</i> <ol style="list-style-type: none"> a. How will staff receive professional learning and instructional support regardless of facility closures, including training for all teachers on remote and virtual learning protocols and methods?
Developing Individualized Plans for Students Representing Special Populations	<ol style="list-style-type: none"> 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"> a. Which groups of students should have an individualized plan (e.g., students with disabilities; English Language Learners; gifted, talented, or exceptional students; etc.)? 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? c. What additional components should be included in IEPs that outline how IEPs will be delivered during in-person or virtual learning? 2. Plan for how you will address federal, state, and local requirements. <ol style="list-style-type: none"> 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?

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"> 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? How can the district access funding or partner with local organizations to support in-person student academic support strategies?
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"> What are the most important platforms for delivering virtual learning in the district and the key functionality of those platforms? How can teachers build familiarity the functionality of online platforms (e.g., delivering lessons, providing feedback, assigning work, etc.)? How can students build familiarity the functionality of online platforms (e.g., accessing assignments, submitting assignments, etc.)?

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"> 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? How will the district identify which opportunities to prioritize? How will the district staff and fund prioritized opportunities?

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"> 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? How can the district access funding or partner with local organizations to support virtual student academic support strategies?
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"> How should schools plan inclusion and pull-out structures for special education students in need of additional support during virtual learning? What expectations are there for classroom teachers and special education teachers to co-plan and coordinate teaching during virtual learning? What additional structures and technology may be needed to supplement instruction for English language learners (e.g., interpreters, software options, etc.)? What additional support might be needed for families supporting younger students in accessing online instruction or progress monitoring assessments?

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

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"> 1. Assess what you know about individual staff, family, and student impact due to virus 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 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 4. Discuss implications of the virus to the way school operates early and often; be clear, direct, and empathetic 5. Develop ways to elevate student voice and participation in leadership decisions as 	<ol style="list-style-type: none"> 1. All considerations in Scenarios 1 and 3 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 	<ol style="list-style-type: none"> 1. Create both office hour and hotline options for students to get help or talk to a teacher or adult 2. Develop and require as many synchronous opportunities as possible, with opportunities for student-to-student interaction for students of all ages 3. Continue character development programming in virtual setting and integrate student voice into weekly schedules and daily lessons 4. Review parent communication and identify additional supports needed 5. Consider a whole school and individual classroom back-to-school virtual "open house" or "meet & greet" for sharing mission, vision 	<ol style="list-style-type: none"> 1. All considerations from Scenario 3 2. Since intermittent closures can be particularly challenging, develop virtual opportunities for counseling and positive messaging and support

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>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 & 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

Plan Component	Guiding Questions
Trauma Impact Support	<ol style="list-style-type: none"> 1. Identify in-person and virtual opportunities for counseling and non-academic trauma-related supports. <ol style="list-style-type: none"> a. What counseling and non-academic services and resources can the district and schools provide to support staff, family, and students? b. How can students, families, and staff learn about opportunities for counseling in-person or virtually? 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? 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.

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

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"> 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)? b. How can the district and schools integrate student preferences regarding weekly schedules and daily lessons during virtual learning?

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"> How can the district and schools integrate student preferences regarding weekly schedules and daily lessons during virtual learning? How can the district and school collect feedback from students and families regarding their experiences during virtual learning?
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"> How can district and school leaders ensure that they are connecting with all students and identifying academic and non-academic needs? How can students who are virtual all or most days contribute to discussions and activities virtually with students who are present in the building? 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 & 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)? How can school administrators be consistently “visible” to parents & students in a virtual setting – e.g., weekly “Principal Talk” session or “mail box” video or weekly newsletter to respond to questions or concerns? How can students engage with one another virtually through school events (e.g., school spirit “events”) or friendly competitions?

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"> 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)? How can the district and school collect feedback from students and families regarding their experiences transitioning between in-person and virtual learning?

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"> 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"> a. What types of professional learning have teachers, teacher leaders, school administrators, and school support staff (e.g., school nurses, counselors) requested? b. What areas of need are revealed in teacher and school leader observations and effectiveness data? c. How will teachers be supported in continuing to grow their instructional pedagogy for in-person and virtual teaching? 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? e. Consider if all teachers need foundational virtual learning knowledge 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"> a. What structures should the district and schools put in place to deliver ongoing professional learning – i.e., coaching, PLCs? b. Who will be responsible for delivering ongoing professional learning – i.e., teacher leaders, school leaders, district leaders, vendors? c. How will identified structures operate during in-person and virtual learning? 3. Based on the professional learning plan, identify guidance for how professional learning structures will operate during in-person and virtual learning.

Plan Component	Guiding Questions
Ongoing Professional Development and Coaching	<ul style="list-style-type: none"> a. How will teachers engage in professional learning structures – leadership team meetings, PLC/cluster meetings, etc. – while maintaining social distancing? 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)? c. How will professional learning opportunities be scheduled and what are the expectations of teachers to participate and engage in these opportunities?

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"> 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"> 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? b. How will bus drivers be trained in the additional procedures related to bus transportation? c. How will school staff tasked with conducting health checks be trained? d. What additional counselor-level support (positions or training) will be needed to meet the needs of the students, educators, and community? e. What opportunities will school staff have to ask questions regarding new procedures and who will such questions be directed to? 2. Identify a process and training for onboarding new or temporary staff throughout the year. <ul style="list-style-type: none"> a. What will the expectations be for engagement in operational procedures by temporary staff? b. How will new or temporary staff be trained and supported on the expectations around operational procedures in place at the school?

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

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

- Full Set of Considerations for 2020-21
- Standards Recovery Planning Example
- Standards Recovery Planning Template
- Spotlight: Unfinished and Continued Learning
 - Standards Recovery Planning Example with Curriculum Considerations
 - Standards Recovery Planning Template with Curriculum Considerations
 - Curricular Resources Planning Template
- Spotlight: Leveraging All Instructional Staff
- Spotlight: Planning for Diverse Learners
- Sample Schedules for Students, Teachers, and Principals

Considerations for 2020-21

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

	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
OPERATIONAL CONSIDERATIONS	<p>activity configuration and rules</p> <ol style="list-style-type: none"> 4. Consider all fine arts, sports, and student activity programming and how social distancing measures will be implemented 5. Determine procedures for temperature checks or other procedures recommended by local health officials 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 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"> - Chairs, tables, door knobs, "hot spots," etc. in common areas - Classroom furniture - Classroom materials and 	<p>attendance policies</p> <ol style="list-style-type: none"> 6. Plan for additional virtual professional development and support for staff 7. Consider how to organize teacher leaders to plan lessons and support for 2020-21 	<ol style="list-style-type: none"> 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 8. Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers 9. Determine security procedures and honor code protocols as students transition to online tests and graded assignments 10. Identify possible funding sources (grants, title dollars, business partners, donors) to provide necessary connectivity, and devices needed for virtual learning 11. Consider ways to organize alternative fundraising efforts from a virtual setting 12. Review and update (as needed) relevant district and school technology policies including data privacy 	

	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
OPERATIONAL CONSIDERATIONS	<p>supplies</p> <ul style="list-style-type: none"> - Bus seats and doors - Shared materials (e.g., art supplies, PE equipment, library books, laptops) <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 the 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>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
OPERATIONAL CONSIDERATIONS	<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>			

	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
ACADEMIC CONSIDERATIONS	<ol style="list-style-type: none"> 1. Review spring academic plans and determine what was taught and results for student learning by surveying teachers, families, and students 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. 3. Determine if additional time can be added to school year and/or school day 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 5. Determine assessment tool(s) to determine student gaps and target individual student needs 6. Provide or expand intervention time within school day to help fill 	<ol style="list-style-type: none"> 1. All considerations in Scenario 1 and 3 2. Prioritize student groups that could be brought back to buildings, with these considerations: <ul style="list-style-type: none"> - Younger student learning loss may be highest - High school juniors and seniors may need more immediate support for college prep and transition - All students could benefit from time in buildings with teachers 3. Prioritize what can/should be taught in physical classrooms compared to virtual learning 4. Determine best schedules for students on IEPs 	<ol style="list-style-type: none"> 1. Plan for additional virtual professional development and support for staff; focus on training on effective pedagogy in virtual modalities 2. Consider how to organize teacher leaders to plan lessons, work with curriculum providers, and support other teachers for 2020-21 3. Develop student feedback and/or grading plans for virtual learning and make any needed policy adjustments 4. Identify how teacher observations will be conducted to provide feedback and support for teachers in a virtual setting 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 6. Determine options for training and supporting substitute teachers when regular teachers are ill or unable to support teaching from a remote setting 	<ol style="list-style-type: none"> 1. All considerations from Scenario 3 2. Define weekly plans for the year and pacing guide for standards and curriculum; include checks for understanding and mastery of the objectives

	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
ACADEMIC CONSIDERATIONS	<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"> - Face to face or virtual meeting with parents and previous teacher to make adjustments to IEP - Co-planning and teaching with classroom teacher and special ed teachers <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"> 1. Assess what you know about individual staff, family, and student impact due to virus 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 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 4. Discuss implications of the virus to the way school operates early and often; be clear, direct, and empathetic 5. Develop ways to elevate student voice and participation in leadership decisions as students return to school buildings 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 	<ol style="list-style-type: none"> 1. All considerations in Scenarios 1 and 3 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 	<ol style="list-style-type: none"> 1. Create both office hour and hotline options for students to get help or talk to a teacher or adult 2. Develop and require as many synchronous opportunities as possible, with opportunities for student-to-student interaction for students of all ages 3. Continue character development programming in virtual setting and integrate student voice into weekly schedules and daily lessons 4. Review parent communication and identify additional supports needed 5. Consider a whole school and individual classroom back-to-school virtual "open house" or "meet & 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 6. Provide ways for administrators to be consistently "visible" to parents & students in a virtual setting (e.g., weekly 	<ol style="list-style-type: none"> 1. All considerations from Scenario 3 2. Since intermittent closures can be particularly challenging, develop virtual opportunities for counseling and positive messaging and support

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

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-thousandth 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-thousandth place with multi digits Understanding of place value Introduce rounding using decimals Tenths Hundredths	Layered	Place Value Unit (October)	CORE, RTI	Standards & Objectives Instructional Plans Assessments

Standards Recovery Planning Template

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>

Spotlight: Unfinished and Continued Learning

Planning for the Recovery of Standards and Content

As students return to school this fall, whether that is in-person, virtual, a combination of both, or intermittently transitioning back and forth between the two, many will have not mastered all of the standards or content from their previous grade level. Teachers, therefore, will be asked to ensure mastery of both current and previous grade-level standards and are likely to do so in new or reconfigured learning environments.

The **Standards Recovery Planning Template** in NIET's Planning Guide for 2020-21 is intended to support district and school leaders in determining gaps in unfinished learning from the previous year, identifying standards that may not have been taught or that were taught but not mastered, and creating an action plan for how any missed standards or content will be addressed in the 2020-21 school year. The guiding questions and templates below are intended to build on that to support district and school leaders in analyzing current curricular materials or content and identifying how these can be effectively utilized for the 2020-21 school year.

Some districts or schools might find this document helpful in identifying focus areas for core instruction across grade levels and subject areas, developing a comprehensive curriculum implementation plan, developing intervention plans for individual student needs as a part of RTI, or identifying professional learning that might be needed by teachers and leaders to meet the needs of students with unfinished learning in different learning environments.

Guiding Questions

The guiding questions on the following pages are intended to support district and school leaders in identifying areas of unfinished learning, developing an action plan, and preparing for different learning environments. The guiding questions assume that district and school leaders have already collected and compiled teacher responses to the **Standards Recovery Planning Template** and have reviewed social distancing guidance for the 2020-21 school year. In addition, the guiding questions assume that districts and schools have adopted a high-quality curriculum or have a curriculum and supplements that are aligned to college- and career-readiness standards and provide a scope and sequence, questions, text, materials, and resources that move students' thinking to the highest levels of depth of knowledge.

STANDARDS, EXPECTATIONS, AND SKILLS: IDENTIFYING AREAS OF UNFINISHED LEARNING

Before creating a plan for how curriculum and instructional decisions may need to be updated to address learning gaps and different learning environment scenarios, it is critical to identify the “what” – the standard(s) and/or content – that will need to be addressed for each grade level and subject area, including unfinished learning from previous grade levels. The **Standards Recovery Summary Template** is designed to be used in connection with the guiding questions and ideas to consider listed below.

Guiding Questions	Ideas to Consider
<p>Using the Standards Recovery Summary Template, identify missed standards and corresponding current standards. Using the missed and corresponding standards, identify mastery expectations and breakdown the skills for standards taught and not mastered in the previous school year as well as standards not taught. Consider:</p> <ol style="list-style-type: none"> 1. What do we know about the current grade-level standard? 2. What are the pre-requisite skills and understanding students need to demonstrate mastery of the current grade-level standard? 3. How is the current grade-level standard similar to and different from the previous grade-level standard? 4. Will the previous standard stand alone in instruction, or can it be layered in with current grade-level standard? 	<ol style="list-style-type: none"> 1. Develop and create a clear communication plan for how the collaborative work of the standards recovery process will be communicated and supported throughout all levels in the district. 2. Create opportunities for principals and teacher leaders to engage in collaborative planning in order to effectively adjust and enhance existing curricular resources and instructional pacing. 3. Integrate the previous grade-level standards into current grade-level content and instruction.

CURRICULUM AND INSTRUCTION DECISIONS: DEVELOPING AN ACTION PLAN

The guiding questions and ideas to consider in the table below are designed to be used by district and school leaders to develop an action plan for how identified areas of unfinished learning will be addressed in the 2020-21 school year. These questions and ideas focus on curriculum and instructional decisions and are aligned to the **Standards Recovery Summary Template** and **Curricular Resources Planning Template** highlighted in this document.

Guiding Questions	Ideas to Consider
<ol style="list-style-type: none"> 1. Where are students in their understanding of the pre-requisite skills for the current grade-level standards? 2. What month, unit/module, and/or lesson will this standard be covered during the current school year? 3. Do the current curriculum resources already address a review of the previous standard expectations? 	<ol style="list-style-type: none"> 1. Use diagnostic and/or formative data to determine student understanding. 2. Create a scope and sequence to address unfinished learning (with a focus on mastery of grade-level standards to meet the needs of all students). 3. Determine how standards were taught in previous grade levels to

Guiding Questions	Ideas to Consider
<ol style="list-style-type: none"> 4. How does the current curriculum build to mastery of this standard? 5. What adjustments might need to be made to the current lesson/unit pacing in order to address identified skill breakdowns? 6. What additional aligned resources may need to be utilized in order to supplement breakdown in skill understanding? 7. How will on-going assessments be used to monitor the impact of the decisions made around supporting unfinished learning while maintaining alignment to core instruction? 8. How will we monitor progress to ensure student mastery over the course of the school year? 9. Which instructional practices (teaching standards) will support strong implementation of teaching and learning in the fall and spring? 	<p>ensure instructional coherence across grade-level content.</p> <ol style="list-style-type: none"> 4. Identify components of the prior year’s curricular resources that can be transferred directly or updated to coherently integrate the missed standard(s) into the current grade-level curriculum. 5. Identify and utilize lesson and remedial content from the previous grade levels to enhance current grade-level curriculum content. 6. Check that previous grade level content is aligned to current grade-level standards and content. 7. Provide guidance for scaffolds and supports for meeting students’ learning needs throughout the school year. 8. Consider alignment of student grouping arrangements to maximize student understanding of standards. 9. Develop an assessment plan to ensure student mastery of unfinished learning and current grade-level standards. 10. Use existing teacher leaders and teacher leader support structures (i.e., clusters, PLC) to support the standards recovery process.

CURRICULAR RESOURCES: PREPARING FOR DIFFERENT LEARNING ENVIRONMENTS

How will curricular materials or specific content be adapted under each of the four scenarios outlined in NIET’s Planning Guide for 2020-21? The guiding questions and ideas to consider highlighted in the table are intended to support district and school leaders in preparing curricular resources under each of the four scenarios and is aligned to the **Curricular Resources Planning Template**.

Guiding Questions	Ideas to Consider
<i>Scenario 1 - All Students in Physical Buildings</i>	
<ol style="list-style-type: none"> 1. What updates or supplements to curricular materials will need to be created and/or implemented to facilitate learning in light of social distancing guidelines? 2. What updates or supplements to curricular materials will need to be created and implemented due to alternative scheduling options (e.g., AM/PM students, A/B days, A/B weeks, etc.)? 3. How will the unit scope and sequence be adjusted to account for in-person versus independent learning and work assignments? 4. How and when will students be assessed to measure their progress toward mastery of standards at the beginning and 	<ol style="list-style-type: none"> 1. Identify protocols for facilitating small group activities in which students are traditionally working together in close proximity. 2. Invest in additional materials that are commonly used in classroom activities so that students do not need to share materials. 3. Review and propose alternative activities for activities in the curriculum that would be challenging to facilitate while maintain social distancing recommendations. 4. Identify a process for translating current curricular materials to be used under alternative scheduling options (i.e., adjustments

Guiding Questions	Ideas to Consider
<i>Scenario 1 – All Students in Physical Buildings</i>	
<p>throughout the school year?</p> <p>5. What guidance would need to be provided to instructional staff on how to use the updated materials?</p>	<p>to the unit scope and sequence to account for in-person versus independent learning and work assignments). The process should include identifying who will be responsible for translating materials (i.e., central office and support staff vs. individual teachers), guiding principles for updating materials, and guidance for implementing updated materials.</p> <p>5. Provide clear expectations to teachers regarding new protocols for selecting and facilitating learning activities in the classroom.</p> <p>6. Identify, update (as needed), and implement regular progress monitoring for students to assess progress toward mastery of standards and address any significant deviations.</p> <p>7. Create opportunities for principals and teacher leaders to engage in collaborative planning in order to effectively adjust and enhance existing curricular resources and instructional pacing.</p> <p>8. Invite principals, teacher leaders, and teachers to be engaged in identifying needs and planning and creating updates and supplements to existing curricular materials.</p> <p>9. Create feedback loops in which teachers can provide feedback on what is working in their classrooms and where they are facing challenges in using the existing curriculum.</p>
<i>Scenario 2 – Some Students in Physical Buildings with Some Virtual</i>	
<p>1. All guiding questions under Scenario 1 and Scenario 3.</p> <p>2. What updates or supplements will need to be created and implemented to ensure that students engaged in learning through in-person and virtual environments are having equitable learning experiences and can easily transition from one modality to another (e.g., due to students transitioning from in-person to quarantine and back to in-person, due to additional students transitioning to virtual as a result of higher community spread, etc.)?</p>	<p>1. All ideas under Scenario 1 and Scenario 3.</p> <p>2. Identify procedures for checking in with teachers and students engaging in in-person and virtual learning to ensure similar pacing between the two learning environments.</p> <p>3. Identify and implement regular progress monitoring that is the same or similar for students in both learning environments to assess progress toward mastery of standards and address any significant deviations.</p> <p>4. Identify staff members who are responsible for planning, delivery, and measurement of the learning for virtual and in-person students.</p>

Guiding Questions	Ideas to Consider
<i>Scenario 3 - All Students Virtual</i>	
<ol style="list-style-type: none"> 1. What updates or supplements to curricular materials will need to be created and implemented to translate materials to the virtual learning environment in addition to adjustments needed to address learning gaps? 2. How will students be held accountable for completing the work? 3. How and when will students be assessed to measure their progress toward mastery of standards at the beginning and throughout the school year? 4. How will students receive feedback throughout their learning? 5. What guidance would need to be provided to instructional staff on how to use the updated materials? 	<ol style="list-style-type: none"> 1. Identify a process for translating current curricular materials to be used in the virtual environment. The process should include identifying who will be responsible for translating materials (i.e., central office and support staff vs. individual teachers), guiding principles for adapting materials, and guidance for implementing adapted materials. 2. Review and reimagine in-person activities in the curriculum for the virtual learning environment while preserving active student participation, engagement, and feedback. Consider providing guidance on facilitating activities virtually. 3. Identify expectations for the amount of schooling students will be expected to engage with daily and what percentage of that schooling will be synchronous vs. asynchronous. 4. Identify staff members who are responsible for planning, delivery, and measurement of the learning for virtual students. 5. Identify recommended practices and protocols for facilitating teacher-student and student-student learning and interactions. 6. Identify and implement regular progress monitoring for students in virtual learning environments to assess progress toward mastery of standards and address any significant deviations. 7. Invite principals, teacher leaders, teachers, and virtual learning experts to be engaged in identifying needs and planning and creating updates and supplements to existing curricular materials. 8. Create feedback loops in which teachers can provide feedback on what is working and where they are facing challenges in using the existing curriculum.
<i>Scenario 4 - Intermittent Virtual</i>	
<ol style="list-style-type: none"> 1. All guiding questions under Scenario 1, Scenario 2, and Scenario 3. 2. What updates or supplements to curricular materials will need to be made to ease transitions between virtual and in-person learning? 	<ol style="list-style-type: none"> 1. All ideas under Scenario 1, Scenario 2, and Scenario 3. 2. Ensure that materials used in in-person and virtual learning are aligned to allow for easy shifts between the two environments. 3. Identify clear expectations and procedures for instructional staff to transition materials and learning between different scenarios. 4. Identify opportunities for students and instructional staff to engage and familiarize themselves with virtual learning platforms during in-person instruction to ease transition to virtual learning,

Standards Recovery Planning Example

With Curriculum Considerations

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	Existing Curricular Materials	Plan for Curricular Materials
<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>	<i>How is the missed standard addressed in existing curricular materials?</i>	<i>How will existing curricular materials be transferred, updated, or supplemented to integrate the missed standard?</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	Content is part of the review and spiraling in first unit of 5th grade curriculum	Add content from last 4th grade unit to supplement directed practice in first unit of 5th grade curriculum

Standards Recovery Planning Template

With Curriculum Considerations

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	Existing Curricular Materials	Plan for Curricular Materials
<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>	<i>How is the missed standard addressed in existing curricular materials?</i>	<i>How will existing curricular materials be transferred, updated, or supplemented to integrate the missed standard?</i>

Curricular Resources Planning Template

SUBJECT:		GRADE:	
Integrating Standards from Prior Grade Level (from Standards Recovery Summary Template with Curriculum Considerations)			
Standard	Plan for Curricular Materials		
<i>[Missed standard to be integrated in the grade level]</i>	<i>[Plan for transferring, updating, or supplementing curricular materials to integrate the missed standard]</i>		
Preparing for Different Learning Environments			
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
<i>[Curricular Update #1 Related to Scenario 1]</i>	<i>[Curricular Update #1 Related to Scenario 2]</i>	<i>[Curricular Update #1 Related to Scenario 3]</i>	<i>[Curricular Update #1 Related to Scenario 4]</i>
<i>[Curricular Update #2 Related to Scenario 1]</i>	<i>[Curricular Update #2 Related to Scenario 2]</i>	<i>[Curricular Update #2 Related to Scenario 3]</i>	<i>[Curricular Update #2 Related to Scenario 4]</i>

Spotlight: Leveraging All Instructional Staff

Staffing to support continuity of learning for students

The first spotlight, “**Spotlight: Unfinished and Continued Learning,**” focused on identifying unfinished learning and developing a plan to integrate the unfinished learning with grade-level content in four possible scenarios: in-person instruction, virtual instruction, a combination of both, or intermittently transitioning back and forth between the two. This spotlight builds on that document by focusing on ideas for leveraging instructional staff to deliver content and support continuity of learning for students across those same four learning environment scenarios.

Guiding Questions

The guiding questions in this document are intended to support district and school leaders as they plan and implement staffing decisions for 2020-21, and they include considerations for how a variety of educator roles can support different learning scenarios. Staffing decisions should always consider local context, and districts and schools are encouraged to communicate with and survey their faculty teams as they determine the best plan for their students and school communities.

ALL SCENARIOS

Guiding Questions	Ideas to Consider
<ol style="list-style-type: none">1. How can instructional staff members be scheduled and assigned to ensure that student needs are met and that continuity of learning is preserved?2. How can students establish relationships with multiple teachers in the case that their primary teacher becomes sick or needs to quarantine?3. What training will instructional staff members need to ensure they can fulfill any new roles or responsibilities?4. How can instructional staff members be used to review and update (as needed) curricular materials to account for unfinished learning from the spring	<ul style="list-style-type: none">• Identify a team responsible for identifying, communicating, and updating (as needed) expected schedules and expectations for all district and school staff in each learning environment.• Build teams of teachers (inside and across schools as appropriate) that are collectively responsible for specific cohorts of students to support continuity of support for students throughout the school year. Consider:<ul style="list-style-type: none">○ For early elementary grades, forming grade-level teams that share and track student data, co-plan virtually on a weekly basis, and regularly engage with all students in the cohort during in-person and virtual instruction.○ For elementary grades, looping teachers to stay with the same students.○ For middle and high school grades, consider forming subject-specific teams inside or across schools that share and track student data and co-plan together virtually on a weekly basis.○ Integrating specialized teachers – special education, English language education, etc. – into the teacher teams to ensure instruction delivered by different teachers is

Guiding Questions	Ideas to Consider
<p>semester and changes in learning environments?</p> <p>5. How will any updated curricular materials be shared and refined?</p>	<p>aligned and coherent.</p> <ul style="list-style-type: none"> o Identifying whether to integrate or form additional teams for elective teachers – e.g., art, music, P.E. – that are inside or across schools to track student data and co-plan together. o For teachers, especially high school teachers, who are the only teacher for specific subject areas, partner them with district-level staff with relevant expertise and/or identify resources and collaborative opportunities outside of the district that can support these teachers. <ul style="list-style-type: none"> • Identify and train a teacher leader or district leader, supported by a team, to take over leadership of each school if the principal and/or administrative team become sick or need to quarantine. • Identify a plan for supporting specialized services (i.e., special education services, English language learner services) in the event that one or more of these school-level staff members become sick or need to quarantine. • Identify a plan for how curricular resources will be updated as needed, including who will be responsible for creating the updates, if this will be the same team or individual under all learning environments, when the resources will be available, and what expectations will be for teachers in using the resources. Consider: <ul style="list-style-type: none"> o Including representation from district leaders, school leaders, teacher leaders, and specialized teachers – e.g., special education teachers, English as a Second Language teachers, etc. o Recruiting highly effective educators with experience developing and/or selecting content to participate in development teams. o Recruiting educators with experience with online and/or blended learning. o Including technology specialists, especially in identifying solutions and delivery mechanism scenarios that involve all or some students engaging in virtual learning. o Developing grade-band teams for elementary grades and subject-specific teams for high school grades. o Developing grade-band teams for elective and/or specialized courses – art, music, physical education, etc. o Maintaining the same composition of members of the teams to update resources regardless of learning environment. • Guide school leaders to create and communicate clear expectations for teachers on how to use any updated curricular resources. • Identify district leaders to collect and analyze feedback from teachers on what is working in their classrooms and where they are facing challenges in using the existing curriculum through surveys, focus groups, comment periods, or other modalities.

ADDITIONAL GUIDANCE FOR SCENARIO 1: ALL STUDENTS IN PHYSICAL BUILDINGS

Guiding Questions	Ideas to Consider
<ol style="list-style-type: none"> 1. How can teachers deliver instruction to students while limiting student and teacher interactions? 2. How can teachers meet the special needs of different students while maintaining social distancing and minimizing teacher and student movement between classrooms? 3. How can schools plan to mitigate the impact of teacher and/or substitute shortages? 4. How can teachers monitor progress of students towards mastery? 5. How can educators who are unable to be physically at school continue to support strong school-level instruction? 6. How can school leaders and teacher leaders support teachers in continuing to improve instruction while maintaining social distancing? 	<ul style="list-style-type: none"> • Determine an appropriate and feasible schedule and staffing model that aligns with identified plans for delivering instruction. Consider utilizing this resource from Educator Resource Strategies for developing a re-opening model for fall 2020. • Identify strategies for minimizing the movement of teachers and students throughout the school. Consider: <ul style="list-style-type: none"> ○ In elementary and middle school, scheduling teachers to remain in the same classroom for the majority of the day and/or having students stay in the same classroom but rotating teachers. ○ In high school, scheduling teachers who teach primarily grade 9 students, for example, to classrooms located near one another. • Record or live broadcast elective lessons – i.e. art class, P.E. class, etc. – to specific classrooms, with activities facilitated by classroom teachers and/or paraprofessionals. • Train classroom teachers and paraprofessionals to deliver and/or facilitate specific additional supports, which are designed and/or supervised virtually by specialized teachers, for students with individualized education plans. • Identify space in the classroom to deliver specialized support for students with an individual education plan, individually or in small groups. • For high school students, establish cohorts of students with similar schedules, and record or live broadcast courses that include significant portions of students from different cohorts. • Utilize instructional coaches, master teachers, licensed administrators, or licensed district staff to temporarily teach classes, especially during periods of teacher and/or substitute shortages • Float teachers between a limited number of grade-level or content-specific classrooms while paraprofessionals and other staff members support independent and small group work in order to socially distance students and/or in times of teacher and/or substitute shortages. • Leverage teachers or paraprofessionals who are in quarantine or unable to be physically at school to take leadership in tracking student data, following up and providing instructional options for students who are absent, reviewing and providing feedback on student assignments, and/or recording or live broadcasting lessons for students. • Leverage district leaders, school leaders, and teacher leaders who are unable to be physically at school to observe lessons virtually and provide coaching support to teachers.

ADDITIONAL GUIDANCE FOR SCENARIO 2: SOME STUDENTS IN PHYSICAL BUILDINGS WITH SOME VIRTUAL

Guiding Questions	Ideas to Consider
<ol style="list-style-type: none"> How can district and school leaders equip teachers to simultaneously teach students engaging in-person learning and students engaging in virtual learning? How can school leaders and teacher leaders support teachers continuing to improve in-person instruction and virtual instruction simultaneously? 	<ul style="list-style-type: none"> All considerations in scenario 1 and 3. Identify teachers for each grade level and subject area who will be responsible for delivering in-person learning, online learning, or both. Consider: <ul style="list-style-type: none"> In elementary schools, if possible, distribute students into appropriately sized virtual only or in-person only class sections, and assign teachers to teach only in virtual or in-person. Consider the preferences and strengths of each teacher when making assignments. In high schools, if possible, distribute students into appropriately sized virtual only or in-person only class sections. Depending on the number of students engaged in virtual and in-person instruction and the number of teachers available to teach specific courses, assign teachers to only in-person classes, only virtual classes, or a mix of in-person and virtual classes. If the number of students engaged in virtual learning is smaller than an average class size, broadcast or record in-person lessons to share with students engaging in virtual learning. Utilize paraprofessionals to facilitate and support engagement for virtual students who are participating live. If the number of students engaged in in-person learning is smaller than an average class size, assign teachers to deliver lessons virtually and provide support from teachers and/or paraprofessionals for students in-person at school. Record or live broadcast elective lessons- i.e., art class, P.E. class, etc. - to both in-person and virtual classes. Train all school leaders and teacher leaders to support coaching teachers both in improving in-person instruction and virtual instruction. Depending on the distribution of assignments for teachers and strengths of school leaders and teacher leaders, identify school leaders and teacher leaders to primarily coach virtual instruction or in-person instruction

ADDITIONAL GUIDANCE FOR SCENARIO 3: ALL STUDENTS VIRTUAL

Guiding Questions	Ideas to Consider
<ol style="list-style-type: none"> How can teachers shift to delivering instruction to students virtually? How can teachers monitor progress of students toward mastery virtually? 	<ul style="list-style-type: none"> Identify expectations for virtual instruction for teachers in each grade band, including instructional time for students, delivery method (i.e., live sessions versus self-scheduled lessons), distribution of instructional time by subject, including electives, etc. Set expectations for teacher leaders to lead the lesson planning for grade-level or

ADDITIONAL GUIDANCE FOR SCENARIO 3: ALL STUDENTS VIRTUAL (CONTINUED)

Guiding Questions	Ideas to Consider
<p>3. How can school and teacher leaders support teachers in growing instructional practices in the virtual environment?</p>	<p>content-specific teams and identify time for teacher leaders to assist teachers in tailoring plans to fit the needs of their students.</p> <ul style="list-style-type: none"> • Structure teachers across the district or in a specific school (depending on the size of the district and subject) to collaboratively develop online lessons for all students in the grade and/or subject. <ul style="list-style-type: none"> o For example, the third grade teachers in school A or all of the Algebra I teachers in the district would collectively plan online lessons and then divide and conquer the work to identify and/or develop any videos students will be asked to watch, materials students will be asked to review, and assignments students will be expected to complete. All students in the grade and/or subject would complete the watch the same videos, review the same materials, and/or complete the same assignments but receive feedback from his/her specific teacher. o If a teacher is the only teacher staffed for a specific subject or grade, identify a district leader, school leader, or teacher leader to support development of online content. • Integrate specialized teachers – special education teachers, English as a Second Language teachers, etc. – into grade-level and content-specific teams to identify opportunities to integrate specialized supports for specific students aligned to individual education plans. • Provide guidance to teachers whose students will interact primarily with print (not online) materials around when materials will be available, how teachers will contact and interact with families, how completed assignments will be collected from students, how classroom and specialized teachers might deliver supplemental support for students in completing the assignments, and how to provide feedback to students on completed assignments. • Set expectations for teachers to regularly collect assignments and administer assessments to track progress of students toward mastery of the content and provide timely feedback. • Leverage paraprofessionals and administrative staff to help support tracking student data and reaching out to students who are absent or not completing assignments. • Provide opportunities or “office hours” for teachers to ask questions and engage with school leaders and/or teacher leaders around instruction.

ADDITIONAL GUIDANCE FOR SCENARIO 4: INTERMITTENT VIRTUAL

Guiding Questions	Ideas to Consider
<ol style="list-style-type: none"> 1. How can teachers transition instruction from in-person learning to virtual learning and vice versa? 2. How can schools plan to transition different students back to the building at different times? 	<ul style="list-style-type: none"> • All considerations in scenario 1, 2, and 3. • Identify expectations for teachers during transitions between in-person and virtual learning. • Engage educators in designing and implementing a phase-in procedure when transitioning from virtual learning to in-person learning in which specific students and teachers return to school first. Consider: <ul style="list-style-type: none"> ○ Transitioning from virtual learning to in-person learning for youngest students, students with specialized needs, and/or students whose parents are essential workers first, with scheduled phases for the remaining students. ○ Inviting school leaders and teacher leaders to come back before teachers to review and solidify procedures. ○ Bringing school leaders and teachers back in phases ahead of students with teachers conducting virtual learning from their classrooms as they prepare for students to come back in-person. ○ Phasing back to in-person instruction first for teachers and leaders who are least at-risk for the virus, while teachers who are more at-risk continue to conduct virtual learning for students who are more at-risk. • Utilize school leaders, teacher leaders, and teachers during the transitional period as instruction moves from in-person learning to remote learning to communicate with families and students and prepare to deliver online and print content. Consider: <ul style="list-style-type: none"> ○ Engaging all teachers in distributing available devices and connecting with students to ensure their access is working as expected. ○ Leveraging school leaders and teacher leaders to develop and share schoolwide expectations for families, students, and staff members and support teachers in checking in with specific families and students, establishing new routines, and identifying needed solutions. ○ Utilizing teacher leaders to check-in with teams of teachers to ensure their online lessons are ready to launch on the first day of virtual learning and supporting teachers in addressing areas of challenge. ○ Utilizing teacher leaders to support district leaders in developing and finalizing print materials to launch on the first day of virtual training.

Spotlight: Planning for Diverse Learners

Creating plans for re-entry that maximize accessibility for diverse learners

As districts plan for the 2020-21 school year, which may include virtual instruction, in-person instruction, or a combination or intermittent periods of virtual and in-person instruction, district leaders continue to be thoughtful in how they are supporting and empowering school teams and specialized educators in serving all students, especially students with diverse needs, in each learning modality. Specialized teachers who serve diverse learners, such as students with individual education plans, 504 plans, and any students who receive specialized services from a special education or English learner teacher, face a significant challenge in adapting to meet a diverse set of student needs in an unpredictable and changing environment. Therefore, educators need guidance from district leaders but also flexibility to adapt to meet the unique needs of the students and families they serve. Furthermore, educators need opportunities to learn about evolving best practices and network with peers. The guiding questions and ideas to consider highlighted on the following pages are intended to support district leaders in planning how to assist teachers and their school leaders in meeting the diverse set of needs for all learners.

This spotlight was created as a partnership between the National Institute on Excellence in Teaching (NIET) and the Diverse Learners Cooperative (DLC).

ABOUT THE DIVERSE LEARNERS COOPERATIVE

Teachers of students with disabilities and English learners are often one of a few in their schools, lack access to adequate support and development opportunities, and as a result, experience high rates of burnout. The Diverse Learners Cooperative (DLC) is a nonprofit organization that connects teachers and leaders with professional learning, resources, and networks that propel best practice for diverse learners and increase teacher retention. The DLC lives out this mission through its Teacher Leader Fellowship, New Teacher Cohorts, and variety of practice-based professional development, as well as engaging in school partnerships focused on equipping and empowering teams to meet diverse learner needs.

In order to support schools and districts, the DLC has created a roadmap for equitable reentry, which includes a series of resources to help school and district leaders prioritize diverse learners in their plans for the 2020-21 school year. These resources are available at: <https://www.dlresourcecenter.com/>.

ABOUT THE NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING

The National Institute for Excellence in Teaching (NIET) is a public nonprofit with 20 years of experience in advancing evidence-based practices through job-embedded professional development. NIET's vision is that every student in America is taught by an excellent teacher and supported by effective leaders every year. NIET believes intentional, sustained, and high-quality investments in educators directly result in success for all students and are essential to eliminating equity gaps. As a result, NIET is committed to raising achievement levels for all students by focusing on the most powerful lever for change—teachers and the leadership that supports them.

During this unprecedented period of time, NIET has created and released a series of resources, including this spotlight, to be used as guides for leaders as they design their plan for 2020-21. These resources are available at: <https://bit.ly/20-21-Planning-BrochurePage>.

Guiding Questions

The guiding questions in this document are intended to aid district and school leaders as they plan for a return to school for 2020-2021. Specifically, these questions will point to how district teams can understand student needs, identify barriers to instruction and support, and create solutions that work for all learners. Designing strategies that increase accessibility for students with disabilities and English language learners is necessary, and it often benefits all students. Districts and schools are encouraged to work closely with frontline educators and affected families to optimize planning for re-entry across various scenarios and settings.

IDENTIFYING, TRACKING AND MONITORING STUDENT NEEDS

Guiding Questions	Ideas to Consider
<ol style="list-style-type: none"> 1. How will the district identify student needs at the beginning of the school year and then ongoing throughout the school year? 2. How will the district track and monitor student needs, identify trends, and utilize this information to inform additional supports, trainings, and resources for teachers in educating students with diverse needs? 3. How will the district plan to continue to identify, track, and monitor student needs across learning environments and during transitions between environments? 	<ul style="list-style-type: none"> • Identify the domains for which to capture information about student needs, particularly areas which may be greatly impacted by the pandemic. These domains should include: physical needs, mental and behavioral health, core academics, foundational academic skills, language proficiency, and communication access. • Identify specific areas within each domain for which to collect data. For example: <ul style="list-style-type: none"> • Physical needs: access to safe space to learn, access to food, access to technology needed to learn • Mental and behavioral health: emotional well-being, access to supportive adults, access to supportive peers, access to therapeutic service providers • Core academics: measures of unfinished learning that support current grade-level learning • Foundational academic skills: basic reading skills including phonemic awareness, phonics, and reading fluency; basic math skills including number sense and calculation; data collected should reflect student needs in IEP and support the instructional team in developing appropriately ambitious goals • Language proficiency: basic interpersonal communication skills (social language), academic language skills; consider measures across reading, writing, listening, and speaking domains • Communication access: need for assistive technology or other communication strategies to promote independence across various learning scenarios • Review data and reflect on the district’s experience identifying and tracking the needs of students during spring closures. Identify: <ul style="list-style-type: none"> • Needs students exhibited during the spring closures and what needs may continue into reopening. • Areas of strength and areas for improvement in the district’s procedures, processes, and tools for assessing needs in each domain. • Review and update (as needed) any assessments and guidance available to educators. Consider:

Guiding Questions	Ideas to Consider
	<ul style="list-style-type: none"> • Assessments should include measures across domains, including and beyond academics. • Assessments may include initial diagnostics and calendared benchmarks, as well as frequent progress monitoring measures. • Guidance for administering assessments in different learning scenarios (e.g., virtual instruction, socially distanced, scheduled at school in individual or small groups, etc.) should be included and/or alternative options highlighted. • Establish guidance for school teams regarding data that can be collected before and after school returns to understand students' needs and inform/refine plans. Identify: <ul style="list-style-type: none"> • Now, before school starts: What information can the school team collect now to inform the plan to reopen? Consider collecting information from prior grade level team, new grade level team, families, and the students themselves. • Looking ahead to school returns: What information can be collected upon school return that will in turn have the most impact on aligned planning and student success? Name assessments in each learning modality that will be used that provide the right information from which to plan, when and how frequently students should be assessed, and which students should be assessed. • Establish recommendations for school teams around collaborative and consistent communication with families in their home language(s) to gather information about student needs and input on instructional models. • Identify regular time periods for when new data will be collected, when data will be examined, and who will be responsible for collecting and examining data and determining next steps at the district and school level based on the findings. • Review, refine, and/or develop a tool to track information regarding student needs succinctly and purposefully across learning modalities and during transitions between learning modalities. Consider: <ul style="list-style-type: none"> • Storing and presenting data by domain to understand school/group trends and by student to more fully grasp the interplay of needs. • Setting dates by which to collect various types of data, as well as dates when team members will analyze the data and use it to make next step plans. This will likely involve different team members across a variety of planning conversations. • Using information from regular data analysis meetings to assess teacher gaps in supporting diverse learners. As key priorities are established for student needs, monitor teachers' comfort at addressing these needs through the use of regular surveys. Use this data to inform responsive trainings and/or resources for teachers to better address diverse learner needs.

IDENTIFYING BARRIERS FOR CONTINUITY OF LEARNING IN DIFFERENT LEARNING ENVIRONMENTS

For each of four reopening scenarios (all in-person learning, all remote learning, a combination of remote and in-person learning, intermittent remote and in-person learning), what challenges arise in serving students with diverse needs in each learning environment?

SCENARIO 1: ALL STUDENTS IN PHYSICAL BUILDINGS (ALL IN-PERSON LEARNING)

Guiding Questions	Ideas to Consider
<ol style="list-style-type: none"> 1. What challenges arise due to physical distancing protocols? 2. Which students are most affected by the implementation of physical distancing protocols? 3. As updates for Tier 1 instruction are being made, how can Tier 1 be modified to be more inclusive? What guidance will need to be in place to support decisions around when remediation and RTI are appropriate in different learning environments? 	<ul style="list-style-type: none"> • Develop recommendations and guidance for school teams and teachers regarding class scheduling, seating arrangements, and delivering small group instruction while minimizing movement of students and staff across classrooms. <ul style="list-style-type: none"> • Assign students requiring special education and/or EL teacher service to a limited number of classes. • Strategically seat students to allow for smooth transition to small groups within the classroom as needed. • Prioritize and ensure that all students requiring special education services continue to have access to their least restrictive environment, including access to typically developing peers in small and large groups. • Provide access to peers for English learners as English language models are particularly important for language learners. • Discuss and prioritize least restrictive environments and access to peers in all conversations regarding scheduling and service changes for students with diverse needs. • Identify tools and strategies to provide accommodations that students can access independently. For example, rather than a teacher reading aloud an assignment or assessment to an individual, requiring the need for close proximity, provide an audio recording that the student can play and pause as needed. • Create and share parameters for delivering proximity strategies and/or physical prompting for students to ensure appropriate and safe support. Encourage and provide alternative options, articulate the parameters in which such strategies can be used for meeting individual student needs, and identify any precautions that should be used when delivering such supports. • Develop expectations for staff and students regarding the use of masks at school that accounts for the needs of diverse learners and identify strategies for responding to anticipated challenges for specific students. Consider: <ul style="list-style-type: none"> • The impact on students with hearing impairments and those learning English as another language, who may rely on lip reading and facial cues to access communication.

Guiding Questions	Ideas to Consider
	<ul style="list-style-type: none"> • The impact on students with sensory or behavioral challenges. • Use of social stories, classroom visuals, positive reinforcement, safe breaks, and other strategies to support students, especially students with sensory or behavioral challenges, in maintaining safety protocols. • Communicate with families of diverse learners now about distance learning experiences and needs that may affect return to school. Inquire about any calming or soothing strategies families used successfully while the student was engaged in remote learning. If possible, encourage teachers to replicate those strategies to ease transitions. • While school may have returned to in-person instruction, not all students may be able to return with consistency due to individual health concerns. Encourage school-based IEP teams to communicate with families to plan for individual circumstances.

SCENARIO 2: SOME STUDENTS IN PHYSICAL BUILDINGS WITH SOME VIRTUAL (HYBRID IN-PERSON & REMOTE LEARNING)

Guiding Questions	Ideas to Consider
<ol style="list-style-type: none"> 1. All guiding questions under Scenario 1 and Scenario 3 2. What challenges arise due to some students engaging in in-person learning while other students engage in virtual learning? 3. Which students are most affected by the implementation of multiple learning modality? 4. As updates for Tier 1 instruction are being made, how can Tier 1 be modified to be more inclusive? What guidance will need to be in place to support decisions around when remediation and RTI are appropriate in different learning environments? 	<ul style="list-style-type: none"> • All ideas under Scenario 1 and Scenario 3 • If families and students are provided opportunities to select between different learning modality, create and share clear guidance around how students with specialized needs will be served in each scenario and the expectations for parents in supporting students. Identify: <ul style="list-style-type: none"> • Expectations for families in supporting and/or facilitating instruction and provision of services for students, especially during remote learning. • Tools and channels that will be used to provide specialized services during in-person social distanced and virtual instruction (e.g., technology platforms, devices, etc.) • Sample schedules for when specialized services will be provided in different scenarios. • If the district is utilizing alternative schedules in which students spend part of their time in in-person learning and part of their time in remote learning, analyze how different schedules will impact various groups of learners when developing and finalizing schedules. Considerations should include: <ul style="list-style-type: none"> • Least restrictive environments: How will decisions about the setting for instruction maintain the least restrictive environment for each student? • Access to peers: How can prioritizing students with disabilities or English learners

Guiding Questions	Ideas to Consider
	<p>for certain hybrid schedules with in-person instruction maximize access to typically developing peers?</p> <ul style="list-style-type: none"> • Staffing: How can school teams leverage team member expertise to optimize in continuity of learning and support across environments? Identify a point person for each student to ensure consistency and clear lines of communication across in-person and remote settings. • Instructional prioritization: Prioritize instruction or application of new knowledge that requires in person interaction for the time students are in the building. • Transitions: Some students will have difficulty transitioning between learning settings. How can school teams minimize transitions and time to acclimate through transitions? Consider incorporating familiar routines, instructional materials, and technology usage across settings. • Develop methods of progress monitoring that can be utilized across settings, ideally forms of data that can be collected and tracked digitally. Calendar cadence of meetings to regularly examine this data and make decisions based on findings.

SCENARIO 3: ALL STUDENTS VIRTUAL (ALL REMOTE LEARNING)

Guiding Questions	Ideas to Consider
<ol style="list-style-type: none"> 1. What challenges arise due to virtual instruction? 2. Which students are most affected by the implementation of virtual learning? 3. As updates for Tier 1 instruction are being made, how can Tier 1 be modified to be more inclusive? What guidance will need to be in place to support decisions around when remediation/RTI are appropriate in different learning environments? 	<ul style="list-style-type: none"> • Provide guidance and/or recommendations to school-based teams on reviewing and translating specialized services (i.e., special education services, English learner services, etc.) to be delivered remotely. Consider: <ul style="list-style-type: none"> • Students will need to access specialized services via remote channels, but these services may not be a one-for-one translation of in-person service delivery minutes. • Anchoring discussions around updating individual student plans around the students' learning goals and needs and how to best serve those needs remotely, versus how to best translate a particular in-person service or strategy. • Proactively involving families, students, and the IEP team in decisions regarding how students will continue to be served during virtual learning. • Identifying how and when decisions will be documented in collaborative documents such as the IEP, ILP, or contingency learning plans. • Identify and share a variety of options to provide specialized service (including IEP and EL services) while prioritizing balance and consistency of student and teacher daily schedules. Consider providing information on best practices for when different

Guiding Questions	Ideas to Consider
	<p>options may be appropriate and ensure teachers identify which student IEP goal is being addressed by each instructional technique they use. These methods may include:</p> <ul style="list-style-type: none"> • Synchronous learning opportunities such as class morning meetings, small group instruction, or 1:1 lessons • Asynchronous learning opportunities such as online instructional platforms, pre-recorded mini-lessons, self-correcting academic activities (printed or picked-up/delivered to students, including manipulatives the student may need); ensure teacher and student training on use of these online instructional platforms • Parent-supported activities such as incorporating IEP goals, academic content, or daily living skills into home routines (e.g., preparing a meal, completing chores) • Social activities that provide access to a range of peers, including access to school synchronous activities (morning announcements with principal, virtual dance party) or specially planned opportunities (video lunch bunch with peers, neighborhood socially distanced meet-ups). <ul style="list-style-type: none"> • Provide parameters and share best practices for offering intervention in the virtual setting. Parameters should include expectations regarding scheduling and delivery of interventions/supplementary instruction while best practices should provide guidance around how certain intervention protocols or programs might be adapted or shifted to be delivered in a virtual setting. • When identifying technology solutions (platforms, devices, software, etc.), identify and understand the diversity of student needs and identify a technology strategy that is flexible in meeting a variety of needs and prioritizes addressing privacy-related concerns. Consider: <ul style="list-style-type: none"> • When selecting computer-based intervention platforms, prioritize options that provide students with immediate feedback, appropriate accommodations, and meaningful data on student progress. • When selecting student-used technology, consider what devices might provide the most access for different students (i.e., consider if a touch-screen tablet may provide increased access for some students in lieu of a laptop computer). • Utilize platforms that are HIPAA/FERPA compliant and that center on participant safety. • Identify functionality and strategies that maintain privacy in group instruction by using breakout rooms, turning off videos, or providing 1:1 service as necessary. • Identify expectations and procedures to support students in accessing needed materials they would normally access at school. Consider: <ul style="list-style-type: none"> • Investing in and/or providing teachers time to create additional instructional materials to be kept at home (e.g., math manipulatives, sound cards, laminated PECS cards, assistive technology or communication devices).

Guiding Questions	Ideas to Consider
	<ul style="list-style-type: none"> Identifying safe ways for families to collect the materials from their student's school or centralized location. Identify a common scheduling template to ensure collaboration between schools, providers of related services (i.e., telehealth/telemedicine), and families to identify times that are best for service. Identify a common planning template with a consistent lesson format for teachers to use with students each day. For example, create and utilize a PowerPoint lesson template that teachers can update with the day's lesson but has consistent elements for students to follow daily.

SCENARIO 4: INTERMITTENT VIRTUAL AND IN-PERSON LEARNING

Guiding Questions	Ideas to Consider
<ol style="list-style-type: none"> All guiding questions under Scenario 1, Scenario 2, and Scenario 3 What challenges arise due to intermittent periods of virtual learning? Which students are most affected by intermittent transitions to remote learning? As updates for Tier 1 instruction are being made, how can Tier 1 be modified to be more inclusive? What guidance will need to be in place to support decisions around when remediation/RTI are appropriate in different learning environments? 	<ul style="list-style-type: none"> All ideas under Scenario 1, Scenario 2, and Scenario 3. Set expectations for all schools to develop a family check-in protocol ahead of school closures. Check-in protocols should include: <ul style="list-style-type: none"> Identification of team members who are prepared to initiate and oversee this protocol upon closure to minimize time students and families are out of contact. Identification of a central point person (i.e., teacher, school leader) to reach out to each student and/or family Procedure for tracking outreach and escalating to school leaders if teachers are unable to teach a student and/or family. Be informed by information collected during school closures regarding difficult-to-reach families. Identify strategies to leverage during in-person instruction to establish strong communication channels, especially with families and students who were difficult to reach during previous school closures. Provide technology to use in person from the start of the year and encourage school leaders and teachers to incorporate potential virtual learning platforms into the school setting. This will increase student familiarity with procedures should school need to transition to virtual instruction. Establish expectations for students to bring to school and take home certain instructional materials every day.

DEVELOPING STRATEGIES AND BUILDING EDUCATOR CAPACITY TO MEET NEEDS OF DIVERSE LEARNERS

Guiding Questions	Ideas to Consider
<ol style="list-style-type: none"> 1. How can the district build educator capacity to meet the needs of diverse learners in different learning environments? 2. How can the district invest in technology that supports educators in teaching students with diverse needs in in-person, physically-distanced learning and virtual learning? 3. How can the district create opportunities for collaboration between general education and specialized teachers to collectively meet the needs of all students? 4. What protocols will the district have in place to respond quickly and with clarity in implementing IEP, 504, and EL guidance that is released throughout the school year? 	<ul style="list-style-type: none"> • Message that diverse learners are a priority for leaders and highlight the need to develop skills to serve them across all school teams. • Provide and encourage all educators to participate in regular professional learning that incorporate strategies for serving diverse learners. Areas of focus for professional learning should include: <ul style="list-style-type: none"> • Best practices for use of <i>virtual learning tools</i>. District trainings may focus on: <ul style="list-style-type: none"> • Supporting teachers in leveraging new tools during in-person and virtual instruction. • Supporting teachers in building student and family capacity to use new tools. • Instructional strategies across <i>service methods</i>, particularly in virtual setting (i.e., co-teaching, small group intervention, 1:1 instruction). District trainings may focus on: <ul style="list-style-type: none"> • Training on the characteristics and “look fors” for high-quality, inclusive classroom instruction and intervention in each learning scenario. This training could include the district’s vision and exemplars that support teachers in implementing quality instruction and intervention. • Training on methods should emphasize the use of multiple ways for students to access, express, and engage in learning across different learning scenarios. • Training for school leaders and teacher leaders on strategies for identifying and addressing areas of unfinished learning among students while avoiding overwhelming current intervention systems. This training could include incorporating daily intervention blocks for all students, using the intervention blocks to build up foundational skills needed to access grade-level learning, selecting interventions and methods that support positive skill development toward core curriculum success, monitoring progress frequently in order to remain responsive to individual student needs, and adjusting triggers between tiers to reflect current context and need for time to recoup learning. • <i>Social-emotional skills and strategies</i>. Students will need time to process their experiences surrounding the health crisis, intermittent learning, and challenges that come with growing up in this climate. District trainings could include: <ul style="list-style-type: none"> • Training for school-based teams to be able to respond to students in crisis, including identifying crisis response teams, proactive safety measures, and the use of non-violent physical restraint. These trainings should focus on specific strategies in maintaining staff safety through the use of Personal Protective Equipment (PPE) during in-person instruction and supportive de-escalation strategies.

Guiding Questions	Ideas to Consider
	<ul style="list-style-type: none"> • Training on developing and implementing individualized behavior support plans, with emphasis on proactive classroom procedures that may mitigate challenges. For example, school teams may provide spaces or means for students to self-isolate in the classroom (noise-cancelling headphones or sensory breaks) or create other opportunities to “recharge” if they become overstimulated during in-person instruction. • Training on supporting students who have difficulty with transitions by anticipating and addressing these needs from the beginning to avoid significant time to acclimate and decrease regression for students prone to experience it. • Build teacher capacity to <i>design IEPs</i> and individual student growth goals in new and evolving learning environments. District trainings could include: <ul style="list-style-type: none"> • Training on frameworks designed to guide need-aligned and consistent decisions about selecting service methods and delivery times. • Training for school teams on developing learning units and lessons that align with IEP goals, promote independence, and support generalization between home and school settings. • Build skills and strategies to <i>communicate with families early and often</i>. District trainings could include: <ul style="list-style-type: none"> • Training on collaborating with families to determine a learning schedule that works for them and their children, developing visual schedules and using choice boards or menus to promote flexibility in how learning goals are accomplished, and providing social stories about school being online and what that means for communicating with the teacher. • Training on how to tap into lived experiences of students, home language(s), and strengths of families by incorporating learning into home routines. Thematic units and project-based learning may increase accessibility. Frequent communication about the student’s academic progress and concerns will allow for adjustments to be made. • Training on identifying methods to equip families with strategies to support behavior, social, and emotional progress, especially those that support students through transitions to remote learning platforms or protocols. • Training to support teachers in developing school opening procedures that incorporate additional time to build relationships and rapport with students and families. • Training on available resources for interacting and communicating with families such as translation services to translate resources into the home language(s) of families.

Guiding Questions	Ideas to Consider
	<ul style="list-style-type: none"> • Review and update (as necessary) onboarding and induction processes to support special education and English learner teachers in getting to know their teammates, school systems, and curriculum resources, especially in socially distanced and virtual settings. Consider: <ul style="list-style-type: none"> • Assigning role-similar peer mentors • Providing regular access to administration and instructional coaches • Establishing a cadence of collecting regular input from these new teachers • Set expectations for school leaders to schedule intentional times for staff collaboration, especially between core content and specialized support teachers, and to preserve these times during each potential learning scenario. As new needs arise in this setting, it will be essential to keep open lines of communication, discuss possible responses, and implement solutions with urgency. • Establish communities of practice specifically for specialized teachers in which specialized teachers can learn about new best practices and engage in networks with one another across the district or regionally to continue to grow instruction, especially in new and evolving learning environments. • Provide access to ongoing coaching opportunities for specialized teachers across all scenarios of reopening to accompany available professional learning opportunities. • Develop a communication framework for disseminating clear guidance as it changes throughout the year. Identify roles and responsibilities of team members at all levels of the organization that relate to ensuring diverse learners have access to quality educational opportunities. Calendar regular meetings to discuss latest guidance, current data, and plans to respond. • Investigate investment in educator-used technology that clarifies the learning process for students. This could include quality microphones or cameras that transmit sounds and visuals clearly or student management systems with user-friendly interfaces and ways to centralize tasks in one platform. • Identify and share strategies for utilizing and building the capacity of paraprofessionals to support students in meeting their learning outcomes. Consider: <ul style="list-style-type: none"> • Including paraprofessionals in applicable professional learning opportunities. • Assigning paraprofessionals to serve specific students during in-person and virtual instruction. • Identifying mentor teachers to provide coaching and support for paraprofessionals • Identify systems, procedures, and expectations for transferring knowledge of students from one grade level or teaching team to the next ahead of school reopening. Consider encouraging school leaders to hold space for teams to unpack information and dedicate team resources to planning to support specific groups or individual students.

Guiding Questions	Ideas to Consider
	<ul style="list-style-type: none"> Investigate and weigh the impact of maintaining consistency of staff serving groups of students, particularly through looping practices and/or assigning paraprofessionals to students or groups of students they are familiar with serving. Continue to reference federal and state guidance as it becomes available. Modifications for how meetings should be conducted, decisions documented, and services provided will continue to evolve over this season. In a space of uncertainty, prioritize communication with families, deepening understanding of student needs, providing IEP/ILP aligned service, and documenting these decisions.

Sample Schedules for Students, Teachers, and Principals

The daily and weekly sample schedules on the following pages offer suggestions for how a school may want to structure a 7-hour learning day for students, teachers, and principals, with ideas for different grade bands. Downloadable versions of these schedules, which educators can edit and adjust as needed, are available on our website, NIET.org.

EXAMPLE DAILY STUDENT REMOTE LEARNING SCHEDULE | PRE-K

This schedule outlines 1.5-2.5 hours of directed learning and 1.5-3 hours of flexible learning time

Time Frame	Activity
8:30-9 a.m.	Set up materials, go over daily plan, free read, playtime
9-9:30 a.m.	Morning activities (e.g., video message from teacher about key learning today, review daily plan, opportunities to connect with classmates virtually)
9:30-10:15 a.m.	ELA: read-aloud audio file, practice letters, worksheets, phonetic awareness activities, other foundational skills
10:15-10:30 a.m.	Snacks/playtime
10:30-11 a.m.	Related arts (e.g., practice fine motor skills with coloring, safe use of scissors, or using stickers; listen to music and practice keeping rhythm)
11-11:45 a.m.	Math: activities with numbers and shapes, worksheets, and other foundational skills
11:45-12:30 p.m.	Lunch, clean-up, and playtime
12:30-1:30 p.m.	Quiet time (nap time, free read, journal)
1:30-2:30 p.m.	Explore activities (e.g., science-based projects, outdoor learning, current events and social studies)
2:30-3 p.m.	Follow-up from earlier learning or related arts (e.g., build blocks using math concepts, library time, games and puzzles)
3-3:30 p.m.	Wrap-up day (could include parent check-ins)

EXAMPLE DAILY STUDENT REMOTE LEARNING SCHEDULE | KINDERGARTEN-GRADE 2

This schedule outlines 2.5-3.5 hours of directed learning and 2-3 hours of flexible learning time

Time Frame	Activity
8:30-9 a.m.	Morning activities (e.g., synchronous class discussion, video message from teacher, culture and relationship building activity, review/preview of learning)
9-10 a.m.	ELA
10-10:30 a.m.	Creativity or movement break (non-virtual)
10:30-11:30 a.m.	Math
11:30-12 p.m.	Lunch and clean-up
12-12:30 p.m.	Recess or related arts (e.g., music, art)
12:30-1:00 p.m.	Academic block: ELA/math/science/social studies
1-1:30 p.m.	Flexible school time (follow-up from earlier blocks, RTI, explore or self-guided projects, current event activities, free read/writing)
1:30-2 p.m.	Specials, related arts, or free read
2:-2:30 p.m.	End-of-day wrap-up (e.g., video from the teacher, SEL activity, review/preview of learning, review of homework)
2:30-3:30 p.m.	Flexible school time and teacher office hours (follow-up from earlier blocks, RTI, explore or self-guided projects, current event activities, free read/writing)

EXAMPLE DAILY STUDENT REMOTE LEARNING SCHEDULE | GRADES 3-5

This schedule outlines 2.5-3.5 hours of directed learning and 2-3 hours of flexible learning time

Time Frame	Activity
8:30-9 a.m.	Morning activities (e.g., synchronous class discussion, video message from teacher, culture and relationship building activity, review/preview of learning)
9-10 a.m.	ELA
10-10:15 a.m.	Creativity or movement break (non-virtual)
10:15-11:15 a.m.	Math
11:15-11:30 a.m.	Free read
11:30-12 p.m.	Lunch and clean-up
12-12:30 p.m.	Recess, specials, or related arts
12:30-1:00 p.m.	Academic block: ELA/math/science/social studies
1-1:45 p.m.	Flexible school time (follow-up from earlier blocks, RTI, explore or self-guided projects, current event activities, free read/writing)
1:45-2 p.m.	Creativity or movement break (non-virtual)
2:-2:30 p.m.	Academic time and end-of-day whole class wrap up (e.g., video from the teacher, SEL activity, review/preview of learning, review of homework)
2:30-3:30 p.m.	Flexible school time and teacher office hours (follow-up from earlier blocks, RTI, explore or self-guided projects, current event activities, free read/writing)

EXAMPLE DAILY STUDENT REMOTE LEARNING SCHEDULE | MIDDLE SCHOOL

This schedule outlines 3.5-4.5 hours of directed learning and 2-3 hours of flexible learning time

Time Frame	Activity
8:30-9 a.m.	Morning activities (e.g., synchronous class discussion, video message from teacher, culture and relationship building activity, review/preview of learning)
9-10 a.m.	Math
10-10:15 a.m.	Creativity or movement break (non-virtual)
10:15-11:15 a.m.	ELA
11:15-11:30 a.m.	Free read
11:30-12 p.m.	Lunch and clean-up
12-1 p.m.	Academic block: ELA/math/science/social studies
1-1:30 p.m.	Flexible school time (follow-up from earlier blocks, RTI, explore or self-guided projects, current event activities, free read/writing)
1:30-2:30 p.m.	Academic block and end-of-day whole class wrap up (e.g., video from the teacher, SEL activity, review/preview of learning, review of homework)
2:30-3:30 p.m.	Afternoon electives/specials or free choice and teacher office hours (e.g., practice musical instrument, project-based learning, Khan Academy or other supplementary virtual learning, free read/writing, follow-up academic activities from earlier blocks, RTI, additional support for special ed/EL/gifted/exceptional students)

EXAMPLE DAILY STUDENT REMOTE LEARNING SCHEDULE | HIGH SCHOOL OPTION 1

This schedule outlines 4-5 hours of directed learning and 1-2 hours of flexible learning time

Time Frame	Activity
8:30-9 a.m.	Morning activities (e.g., synchronous class discussion, video message from teacher, culture and relationship building activity, review/preview of learning)
9-10 a.m.	Period 1
10-10:15 a.m.	Creativity or movement break (non-virtual)
10:15-11:15 a.m.	Period 2
11:15-11:30 a.m.	Creativity or movement break (non-virtual)
11:30-12:30 p.m.	Period 3
12:30-1:00 p.m.	Lunch and clean-up
1-1:45 p.m.	Electives, RTI, or project-based learning
1:45-2:45 p.m.	Period 4
2:45-3:30 p.m.	Flexible school time and teacher office hours (independent work, follow-up academic activities from earlier blocks, explore/CTE/career-readiness activities, RTI, projects, current event activities, free read/writing, support for special ed/EL/gifted/exceptional students)

EXAMPLE DAILY STUDENT REMOTE LEARNING SCHEDULE | HIGH SCHOOL OPTION 2

This schedule outlines 6-7 hours of directed learning

Time Frame	Activity
8:30-9:50 a.m.	Period 1
9:50-10 a.m.	Creativity or movement break (non-virtual)
10-11:20 a.m.	Period 2
11:20-12 p.m.	RTI, flexible work time, SEL activity, office hours
12-12:30 p.m.	Lunch and clean-up
12:30-1:50 p.m.	Period 3
1:50-2 p.m.	Creativity or movement break (non-virtual)
2-3:20 p.m.	Period 4
3:20-3:30 p.m.	Wrap-up, confirm assignments/homework

EXAMPLE DAILY TEACHER REMOTE LEARNING SCHEDULE | PRE-K

This schedule outlines 1.5-2.5 hours of directed learning and 1.5-3 hours of flexible learning time

Time Frame	Activity
7-9 a.m.	Morning prep, upload feedback for students, morning PLC/meetings
9-9:30 a.m.	Morning activities with students (synchronous video meetings or phone calls, review daily plan and highlight key learning for the day)
9:30-10:15 a.m.	[ELA block] Follow up 1:1 with students via phone calls, recorded videos, etc.
10:15-11 a.m.	Planning, provide feedback to students/families, opportunity for PLC
11-11:45 a.m.	[Math block] Follow up 1:1 with students via phone calls, recorded videos, etc.
11:45-12:30 p.m.	Lunch; emails
12:30-1:30 p.m.	Planning, provide feedback to students/families, opportunity for PLC
1:30-2:30 p.m.	[Explore block] Follow up 1:1 with students via phone calls, recorded videos, etc.
2:30-3:30 p.m.	Parent check-ins and office hours; upload/double-check lessons are uploaded for next day; check student work submissions; grade and provide feedback; progress monitoring; identify students who need support

EXAMPLE DAILY TEACHER REMOTE LEARNING SCHEDULE | KINDERGARTEN-GRADE 2

This schedule outlines 2.5-3.5 hours of directed learning and 2-3 hours of flexible learning time

Time Frame	Activity
7-8:30 a.m.	Morning prep, upload feedback for students, morning PLC/meetings
8:30-9 a.m.	Morning activities with students (synchronous video meetings or phone calls, review daily plan and highlight key learning for the day, culture and relationship building activity)
9-10 a.m.	[ELA block] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc.
10-10:30 a.m.	Planning break
10:30-11:30 a.m.	[Math block] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc.
11:30-12:30 p.m.	Lunch; emails; opportunity for PLC
12:30-1:30 p.m.	[TBD academic block and flexible learning time] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc., deliver RTI, offer independent learning activities (e.g., free read, current events, self-guided projects)
1:30-2 p.m.	Planning break; upload future lessons; upload feedback
2:-2:30 p.m.	End-of-day wrap-up (e.g., synchronous video meetings or phone calls, SEL activity, review/preview of learning, review of homework)
2:30-3:30 p.m.	Parent check-ins and office hours; upload/double-check lessons are uploaded for next day; check student work submissions; grade and provide feedback; progress monitoring; identify students who need support

EXAMPLE DAILY TEACHER REMOTE LEARNING SCHEDULE | GRADES 3-5

This schedule outlines 2.5-3.5 hours of directed learning and 2-3 hours of flexible learning time

Time Frame	Activity
7-8:30 a.m.	Morning prep, upload feedback for students, morning PLC/meetings
8:30-9 a.m.	Morning activities with students (synchronous video meetings or phone calls, review daily plan and highlight key learning for the day, culture and relationship building activity)
9-10 a.m.	[ELA block] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc.
10-10:15 a.m.	Quick planning break
10:15-11:15 a.m.	[Math block] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc.
11:15-12:30 p.m.	Lunch; emails; opportunity for PLC; planning
12:30-1:45 p.m.	[TBD academic block and flexible learning time] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc., deliver RTI, offer independent learning activities (e.g., free read, current events, self-guided projects)
1:45-2 p.m.	Quick planning break; upload future lessons; upload feedback
2:-2:30 p.m.	End-of-day wrap-up (e.g., synchronous video meetings or phone calls, SEL activity, review/preview of learning, review of homework)
2:30-3:30 p.m.	Parent check-ins and office hours; upload/double-check lessons are uploaded for next day; check student work submissions; grade and provide feedback; progress monitoring; identify students who need support

EXAMPLE DAILY TEACHER REMOTE LEARNING SCHEDULE | MIDDLE SCHOOL

This schedule outlines 3.5-4.5 hours of directed learning and 2-3 hours of flexible learning time

Time Frame	Activity
7-8:30 a.m.	Morning prep, upload feedback for students, morning PLC/meetings
8:30-9 a.m.	Morning activities with students (synchronous video meetings or phone calls, review daily plan and highlight key learning for the day, culture and relationship building activity)
9-10 a.m.	[Math block] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc.
10-10:15 a.m.	Quick planning break
10:15-11:15 a.m.	[ELA block] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc.
11:15-12 p.m.	Lunch; emails; opportunity for PLC
12-1:30 p.m.	[TBD academic block and flexible learning time] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc., deliver RTI, offer independent learning activities (e.g., free read, current events, self-guided projects)
1:30-2:30 p.m.	TBD academic block and end-of-day whole class wrap up (e.g., synchronous video meetings or phone calls, SEL activity, review/preview of learning, review of homework)
2:30-3:30 p.m.	Check-ins and office hours; upload/double-check lessons are uploaded for next day; check student work submissions; grade and provide feedback; progress monitoring; identify students who need support

EXAMPLE DAILY TEACHER REMOTE LEARNING SCHEDULE | HIGH SCHOOL OPTION 1

This schedule outlines 4-5 hours of directed learning and 1-2 hours of flexible learning time

Time Frame	Activity
7-8:30 a.m.	Morning prep, upload feedback for students, morning PLC/meetings
8:30-9 a.m.	Morning activities with students (synchronous video meetings or phone calls, SEL, counseling, culture and relationship building activity)
9-10 a.m.	[Period 1] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc.
10-10:15 a.m.	Quick planning break
10:15-11:15 a.m.	[Period 2] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc.
11:15-11:30 a.m.	Quick planning break
11:30-12:30 p.m.	[Period 3] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc.
12:30-1:00 p.m.	Lunch; emails
1-1:45 p.m.	Electives, RTI, or project-based learning
1:45-2:45 p.m.	[Period 4] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc.
2:45-3:30 p.m.	Check-ins and office hours; upload/double-check lessons are uploaded for next day; check student work submissions; grade and provide feedback; progress monitoring; identify students who need support

EXAMPLE DAILY TEACHER REMOTE LEARNING SCHEDULE | HIGH SCHOOL OPTION 2

This schedule outlines 6-7 hours of directed learning

Time Frame	Activity
7-8:30 a.m.	Morning prep, upload feedback for students, morning PLC/meetings
8:30-9:50 a.m.	[Period 1] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc.
9:50-10 a.m.	Quick planning break
10-11:20 a.m.	[Period 2] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc.
11:20-12 p.m.	RTI and office hours; progress monitoring
12-12:30 p.m.	Lunch; emails
12:30-1:50 p.m.	[Period 3] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc.
1:50-2 p.m.	Quick planning break
2-3:20 p.m.	[Period 4] Lead synchronous and/or asynchronous instruction, provide feedback, follow up 1:1 with students via phone calls, recorded videos, etc.
3:20-3:30 p.m.	Planning and prep

EXAMPLE WEEKLY PRINCIPAL REMOTE LEARNING ACTIVITIES

Day of the Week	Goal	Activities
MONDAY	CONNECT	Beginning of the week communications to families and staff (updates, news of note, encouragement)
		Follow-up with virtual students/families who did not engage last week
		Meet with students and families at weekly meal pick-up
	SUPPORT	Share feedback on lesson plans to educators and outline any high-level trends, strengths, or areas of improvement with teachers and teacher leaders
		Observe PLCs, lessons (virtual and in-person, as appropriate), and student work; provide feedback
	ENGAGE	Move forward weekly strategies and priorities for PLCs, faculty meetings, ongoing PD, district initiatives
Meet with instructional/school leadership team; reflect on what's working, where additional support is needed, and plans for moving forward		
TUESDAY	CONNECT	1:1 meetings with teachers
		Targeted family outreach as needed
	SUPPORT	Observe PLCs, lessons (virtual and in-person, as appropriate), and student work; provide feedback
		ID new/needed resources or materials to support teachers and coordinate with teacher leaders on implementation
	ENGAGE	Connect with principal supervisor and principal colleagues
		Project and planning time

Day of the Week	Goal	Activities
WEDNESDAY	CONNECT	1:1 meetings with teachers
		Targeted family outreach as needed
	SUPPORT	Observe PLCs, lessons (virtual and in-person, as appropriate), and student work; provide feedback
	ENGAGE	Host weekly faculty meeting; share out updates, highlight best practices and hard work, identify new needs or trends from observation of lessons
THURSDAY	CONNECT	1:1 meetings with teachers
		Host virtual office hours for families and students
	SUPPORT	Observe PLCs, lessons (virtual and in-person, as appropriate), and student work; provide feedback
		Determine next steps or needed supports/resources for specialized teachers (special ed, CTE, specials, EL teachers) and ensure they are connected with general education peers
	ENGAGE	Meet with instructional/school leadership team
		Project and planning time
FRIDAY	CONNECT	1:1 meetings with teachers
		Celebratory message to all families
	SUPPORT	Observe PLCs, lessons (virtual and in-person, as appropriate), and student work; provide feedback
		Review lesson plans for upcoming week and provide feedback
	ENGAGE	Project and planning time; prep for week ahead