# 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 |
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| **OPERATIONAL CONSIDERATIONS** | 1. Review buildings, space options, and reconfigure layouts to consider the following:<br>- Students sitting 6-ft. apart<br>- All students facing one direction<br>- Gathering places marked off and/or reconfigured for social distancing<br><br>2. Determine staff who fall into health-risk categories and consider implications<br><br>3. Plan for daily student schedules that limit and/or monitor student movement, including:<br>- Meals in classrooms<br>- Hall/bathroom attendants<br>- Teachers rotate to classes and students stay in small groups<br>- Movement in hallways in one direction<br>- Requirements for any medically fragile students<br>- Recess or outside | 1. All considerations in Scenario 1 and 3<br><br>2. Determine staff availability for both environments<br><br>3. Determine schedule options to best fit student needs, logistics, and planning, including:<br>- Determining specific schedules for certain days of the week<br>- Allowing students to access virtual learning at a time that works best for them<br>- Having some students virtual and other students in buildings with rotating weekly schedules<br>- Having students come to building for specified days and activities (tests, unit introductions, etc.)<br><br>4. Determine best schedules for students on IEPs<br><br>5. Determine fair and equitable attendance policies | 1. Review successes and challenges from this spring and identify needs; assign leaders to address each need<br><br>2. Solidify food service processes, device distribution, delivery sites, and communication plans<br><br>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<br><br>4. Determine platform and tools needed for virtual work, teaching, and learning<br><br>5. Schedule ongoing staff training on platform and tools<br><br>6. Plan for staff, family, and student help desk and/or hotline and additional staffing for virtual needs | 1. All considerations from Scenario 3<br><br>2. Develop policies and procedures that clarify expectations if shifts have to occur quickly, including:<br>- What students take home with them daily<br>- Student/teacher communication protocol<br><br>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 |

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| **OPERATIONAL CONSIDERATIONS** | activity configuration and rules<br><br>4. Consider all fine arts, sports, and student activity programming and how social distancing measures will be implemented<br><br>5. Determine procedures for temperature checks or other procedures recommended by local health officials<br><br>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<br><br>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:<br>- Chairs, tables, door knobs, "hot spots," etc. in common areas<br>- Classroom furniture<br>- Classroom materials and | 6. Plan for additional virtual professional development and support for staff<br><br>7. Consider how to organize teacher leaders to plan lessons and support for 2020-21 | 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<br><br>8. Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers<br><br>9. Determine security procedures and honor code protocols as students transition to online tests and graded assignments<br><br>10. Identify possible funding sources (grants, title dollars, business partners, donors) to provide necessary connectivity, and devices needed for virtual learning<br><br>11. Consider ways to organize alternative fundraising efforts from a virtual setting<br><br>12. Review and update (as needed) relevant district and school technology policies including data privacy | **NEW** |

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| **OPERATIONAL CONSIDERATIONS** | supplies<br>- Bus seats and doors<br>- Shared materials (e.g., art supplies, PE equipment, library books, laptops)<br><br>8. Determine visitor and outside provider policies and protocols<br><br>9. Determine options for recruiting and preparing substitute teachers and approaches to handling sub shortages that will accommodate safety/health considerations<br><br>10. Determine virus exposure self-reporting procedures for staff, families, and students<br><br>11. Create signage, visuals, and markings to communicate student, staff, and visitor expectations<br><br>12. Review budget and make adjustments based on decisions<br><br>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 | **NEW** | policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology | |

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

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| **ACADEMIC CONSIDERATIONS** | 1. Review spring academic plans and determine what was taught and results for student learning by surveying teachers, families, and students<br><br>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.<br><br>3. Determine if additional time can be added to school year and/or school day<br><br>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<br><br>5. Determine assessment tool(s) to determine student gaps and target individual student needs<br><br>6. Provide or expand intervention time within school day to help fill | 1. All considerations in Scenario 1 and 3<br><br>2. Prioritize student groups that could be brought back to buildings, with these considerations:<br>  - Younger student learning loss may be highest<br>  - High school juniors and seniors may need more immediate support for college prep and transition<br>  - All students could benefit from time in buildings with teachers<br><br>3. Prioritize what can/should be taught in physical classrooms compared to virtual learning<br><br>4. Determine best schedules for students on IEPs | 1. Plan for additional virtual professional development and support for staff; focus on training on effective pedagogy in virtual modalities<br><br>2. Consider how to organize teacher leaders to plan lessons, work with curriculum providers, and support other teachers for 2020-21<br><br>3. Develop student feedback and/or grading plans for virtual learning and make any needed policy adjustments<br><br>4. Identify how teacher observations will be conducted to provide feedback and support for teachers in a virtual setting<br><br>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<br><br>6. Determine options for training and supporting substitute teachers when regular teachers are ill or unable to support teaching from a remote setting | 1. All considerations from Scenario 3<br><br>2. Define weekly plans for the year and pacing guide for standards and curriculum; include checks for understanding and mastery of the objectives |

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| **ACADEMIC CONSIDERATIONS** | learning gaps for individual students<br><br>7. Plan and staff before, during, and after school tutoring programs<br><br>8. Create a communication outline describing the academic plan for various stakeholders<br><br>9. Maintain regular communication with labor groups (teachers, custodial, secretarial, etc.) on job description adjustments based on needs<br><br>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 | | 7. Develop individualized plans for all students representing special populations (e.g., students with disabilities, English learners, gifted and exceptional students, etc.)<br><br>8. Plan inclusion and pull-out structures for special education students in need of additional support<br><br>9. Consider additional support for students with IEPs<br>- Face to face or virtual meeting with parents and previous teacher to make adjustments to IEP<br>- Co-planning and teaching with classroom teacher and special ed teachers<br><br>10. Determine support structures needed to supplement instruction for English learners (e.g., interpreters, software options, etc.)<br><br>11. Plan for progress monitoring in a virtual setting for students, especially younger students<br><br>12. Provide support for principals and assistant principals to build their own understanding of the critical attributes of effective virtual learning | |

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| **STUDENT, FAMILY, AND STAFF SUPPORT CONSIDERATIONS** | 1. Assess what you know about individual staff, family, and student impact due to virus<br><br>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<br><br>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<br><br>4. Discuss implications of the virus to the way school operates early and often; be clear, direct, and empathetic<br><br>5. Develop ways to elevate student voice and participation in leadership decisions as students return to school buildings<br><br>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 | 1. All considerations in Scenario 1 and 3<br><br>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 | 1. Create both office hour and hotline options for students to get help or talk to a teacher or adult<br><br>2. Develop and require as many synchronous opportunities as possible, with opportunities for student-to-student interaction for students of all ages<br><br>3. Continue character development programming in virtual setting and integrate student voice into weekly schedules and daily lessons<br><br>4. Review parent communication and identify additional supports needed<br><br>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<br><br>6. Provide ways for administrators to be consistently "visible" to parents & students in a virtual setting (e.g., weekly | 1. All considerations from Scenario 3<br><br>2. Since intermittent closures can be particularly challenging, develop virtual opportunities for counseling and positive messaging and support |

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| **STUDENT, FAMILY, AND STAFF SUPPORT CONSIDERATIONS** | 7. Determine which extra-curricular activities can safely resume; determine guidelines and social distancing expectations<br><br>8. Create a communication outline describing the student support plan for various stakeholders | | "Principal Talk" session or "mail box" video or weekly newsletter to respond to questions or concerns)<br><br>7. Consider other school spirit "events" such as spirit days and friendly competitions that can happen remotely | |

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