

Governance

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

District Leaders

Do First

- Launch a Return to School Committee** and name a leader with single-point accountability, meaning there is one person who is ultimately responsible.
 - The Return to School Committee should include staff with oversight of the essential workflows detailed in the roadmap (this may include the Chief Operating Officer, Chief Academic Officer, Head of Facilities, Head of Human Resources, and Head of Student Health, among others).
 - The Return to School Committee should have a representative from each school in the district.
- Articulate a vision in line with local values and community needs** relative to the Return to School Committee's work and communicate this vision with all district stakeholders.
- Define and assign roles and responsibilities of Return to School Committee** work. This may include creating subcommittees relative to essential actions within each workflow.
- Institute a regular virtual meeting schedule.**
- Assess where additional capacity and support may be needed** from external partners to support the Return to School Committee's work. Subsequently, develop strategies, including procurement considerations, for securing assistance.

Do Before School Opens

- Establish/Reestablish a district-level [Pandemic Response Committee](https://www.cdc.gov/flu/pandemic-resources/national-strategy/index.html)** <https://www.cdc.gov/flu/pandemic-resources/national-strategy/index.html> and name a leader with single-point accountability, meaning there is one person who is ultimately responsible.
 - The Pandemic Response Committee should include representative stakeholders, such as administrators, teachers, and parents, in addition to subject matter experts.

- Define/Redefine the core structure of the Pandemic Response Committee** including, operations, planning, logistics, and finance/administration.
- Create or amend any existing District Pandemic Response Plans and Emergency Recovery Plans based on lessons learned from the SARS-CoV-2 outbreak to date** that will help inform responses to a second wave in school year 2020-2021, should it materialize.
- Scenario plan < https://www.mckinsey.com/~media/McKinsey/dotcom/client_service/Corporate%20Finance/MoF/Issue%2055/MoF55_Overcoming_obstacles_to_effective_scenario_planning.ashx> with Pandemic Response Committee and Return to School Committee.** Multiple scenarios should include:
 - School begins on time and remains open
 - School begin on time and closes due to a second wave of SARS-CoV-2
 - School opening is delayed
- Meet with key stakeholders to understand their expectations** for return to school across issue areas (e.g., teacher and administrator unions).
- Refine and update communication protocols** and tools for information sharing between local and state public health agencies and policy leaders as well as district stakeholders relative to return to school.
- Socialize the work of both the District Return to School Committee and District Pandemic Response Committees broadly** to facilitate communication and shared understanding.

Do When Schools are Open and Operating

- Continue District Pandemic Response Committee workflows** based on community **pandemic-response alert level < <https://www.cdc.gov/coronavirus/2019-ncov/downloads/community-mitigation-strategy.pdf>>**.
- Provide consistent updates on return to school work** and pandemic response planning with district stakeholders.
- Conduct a post-mortem of the Return to School Committee's work** and codify recommendations for future improvement.
- Update the Return to School Committee's procedures and processes** based on post-mortem conclusions and recommendations.

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Wellness

Essential actions to keep staff and students safe and healthy

District Leaders

Do First

- Establish a crisis response team** focused on student and staff mental health and wellness.
- Assess natural resources** (personnel, existing partners) to determine if there is a need for external supports, and reach out to existing vendor community to assess the potential for expanded work.
- Evaluate staff mental health readiness** utilizing questionnaires, surveys, direct outreach.
- Provide resources for staff self-care**, including [resiliency strategies < https://storage.trailstowellness.org/trails-2/covid-19-resources/self-care-during-covid-19-for-student-support-professionals.pdf >](https://storage.trailstowellness.org/trails-2/covid-19-resources/self-care-during-covid-19-for-student-support-professionals.pdf).

Do Before School Opens

- Liase with State Education Agency (SEA)** to understand and access newly available resources for student and staff mental health and wellness support.
- Develop and staff a direct communication channel** for district stakeholders to address mental health concerns resulting from SARS-CoV-2 (this may be a telephone hotline, designated email, etc.).
- Communicate with parents**, via a variety of channels, return to school transition information including:
 - [De-stigmatization of SARS-CoV-2 < https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/talking-with-children.html >](https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/talking-with-children.html)
 - Understanding normal behavioral response to crises
 - General best practices of talking through trauma with children
 - [Resilience strategies for children < https://storage.trailstowellness.org/trails-2/covid-19-resources/tips-for-supporting-student-wellness-during-covid-19-with-mi-and-national-resources.pdf >](https://storage.trailstowellness.org/trails-2/covid-19-resources/tips-for-supporting-student-wellness-during-covid-19-with-mi-and-national-resources.pdf)
- Mandate school-level outreach to at-risk students** (those with previously identified mental health issues).

- Consider procurement of additional mental health assessment** services including crisis management support.
- Set district-wide health guidelines**
 - At a minimum, any child or school staff who develops respiratory symptoms should be provided and wear a surgical mask, be transported and quarantined in a health isolation area that the district identifies, and sent home until cleared to return to school by a qualified health professional.
- Provide guidance to schools for changes to school-based health screening** (hearing, vision, etc.).

Do When Schools are Open and Operating

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

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Instruction

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

District Leaders

Do First

- Build a Return to Instruction working group**, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of diverse and representative stakeholders on the district and school-level, such as school leaders and teachers.
- Set an ambitious goal to ensure that every student is on track for success academically and socially and emotionally** by the end of the 2022 school year. This could include developing a process for schools to create and implement individualized plans for each student based on their needs.
- Develop a plan for assessing students' learning progress and loss** when students return that includes multiple forms of assessment (e.g., diagnostics, formative assessments, student work, conferences, advisories, parent feedback).
- Inventory all intervention programs and services** that are available to students when they return to school, through the district, and on the school-level, and identify any gaps.
- Identify the most vulnerable students** (students with disabilities, English-language learners, students who are homeless or live in temporary housing, migrant students, and students who live in poverty or whose families face other challenges, and students directly affected by SARS-CoV-2 due to a death or job loss in their family) to recognize and prioritize their needs.
- Connect with your State Education Agency (SEA) about changes to testing, grading, report cards, and promotion policies**, and outline decision points.
- Ensure that schools and teachers are engaging in intentional curriculum planning** and documentation, inclusive of curriculum maps, pacing plans and calendars, and lesson plans, to ensure continuity of instruction during a second wave in school year 2020 -2021, should it materialize.
- Secure resources and plan restorative supports and professional learning offerings for teachers** around SARS-CoV-2 and trauma, equity and implicit bias, Social Emotional Learning ,

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

Do Before School Opens

- Solidify and communicate an overall plan for assessment** for when students return to school that includes timelines for giving assessments, analyzing data, and making adjustments to curriculum and academic goals based on the data.
- Share a comprehensive account of academic interventions and social-emotional and mental health support services** available through the district.
- Assess the capacity of structures outside of the regular school day**, such as summer learning options, extended day, and after school programming, to potentially be leveraged to support students in need of learning recovery.
- Communicate decisions and guidance around grading, report cards, and promotion policies** with school leaders, teachers, and parents.
- Align expectations around onboarding school communities**, including students, teachers, school leaders, and parents, that prioritize the whole child, and emphasize a tone of safety, togetherness, and empathy.

Do When Schools are Open and Operating

- Review assessment data gathered by schools** to identify overall trends and specific gaps in student learning to design targeted supports and match appropriate interventions (potentially maintain the Return to Instruction working group to do this work).
- Conduct checkpoints with school leaders** around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the progress of the most vulnerable students or student populations.
- Develop targeted intervention plans** to stopgap learning loss for the most vulnerable students.
- Assess the efficacy of all academic and social-emotional interventions** against the goal of ensuring that every student is on track by the end of the 2022 school year, and report out the results on a quarterly basis.
- Evaluate the effectiveness of any remote learning experiences** by surveying school leaders, teachers, and parents to gather their feedback and input, to make improvements in case of any additional disruptions to school time.

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Postsecondary

Essential actions to keep students on track to postsecondary success

District Leaders

Do First

- Set an ambitious goal to maximize the percentage of the Class of 2020 that seamlessly enroll in a strong postsecondary pathway by Labor Day.** This goal is often measured in two ways:
 - The number of students that actually enroll in a postsecondary pathway in the fall divided by the number of graduating seniors.
 - The estimated postsecondary completion (EPSC) rate of the class as a whole which is calculated by using historical *subgroup* graduation data of each individual institution/pathway. See [here < http://k12education.gatesfoundation.org/index.php?pdf-file=1&filename=wp-content/uploads/2018/04/RFP_ADVISING_INDICATORS_AdvisingChallenge.pdf >](http://k12education.gatesfoundation.org/index.php?pdf-file=1&filename=wp-content/uploads/2018/04/RFP_ADVISING_INDICATORS_AdvisingChallenge.pdf) for how The Bill & Melinda Gates Foundation calculates EPSC.
 - It is important for district and school leaders to integrate this measure (or a similar one) to ensure the quality of different postsecondary pathways is incorporated into goal setting and advising practices.
- Articulate clear, unambiguous priorities for all faculty members and district/school leaders that are working with 12th graders** in order to create the conditions to achieve the ambitious targets.
 - The stakes are considerably higher for the Class of 2020 (compared to all other students in K12). Consider focusing whatever time remains of the academic calendar on postsecondary planning over virtual academic instruction. Class time can be converted to advising sessions and educators can be trained in the case management approach outlined below.
- Assign a district or school-level Postsecondary Response Team (PRT) and name a leader with single point accountability,** meaning there is one person who is ultimately responsible for reaching the ambitious goal(s) that are set.
 - The PRT should use a basic decision making framework – like [RAPID < https://www.bain.com/insights/rapid-tool-to-clarify-decision-accountability/ >](https://www.bain.com/insights/rapid-tool-to-clarify-decision-accountability/) – at the frontend to ensure all parties are clear and aligned on who commits the district or school to

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

- The PRT should include:
 - Anyone who must agree with recommendations of the leader (e.g., a lead counselor or a budget director)
 - Key stakeholders who can offer unique insights/input (e.g., an educator or head of PTO)
 - Leaders who are critical to moving the work forward (e.g.: the leader who owns district or school data systems)

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

- Each case manager should be assigned between 100-150 seniors.
- The PRT should consider pulling in other team members to help including school-level personnel that have additional capacity to give (e.g., gym teachers, elective teachers, teacher aids, parent volunteers, and peer leaders (current 12th graders) or recent alumni who can assist in outreach while earning money and completing an internship.

Determine what data matters most.

- Establish a set of qualitative and quantitative data points that cumulatively give the PRT a good sense for the likelihood that an individual student is on track , within reach, or off track from reaching the big goal. These data points could include:
 - Parent/guardian name(s) and relationship to student
 - Phone number, social media accounts, and preferred method of communication
 - Trusted advisor (i.e., which faculty member, educator, or counselor does the student trust most)
 - Current GPA and current SAT/ACT score
 - Whether a student completed his/her FAFSA
 - Whether the student would be first in his/her family to enroll in a postsecondary pathway
 - Whether the student has been selected for FAFSA verification
 - Schools or postsecondary pathways to which the student has been accepted
 - Financial aid packages offered by various schools in which the student has been accepted

- Career goal(s) for the student
- Intended major or discipline she/he wants to pursue
- Postsecondary plan or goal pre SARS-CoV-2 and now (i.e., what is his/her goal for September 2020 and what is the current plan)
- Risks or barriers (i.e., what are the top three concerns she/he has that might stand in the way of achieving that goal)
- Likelihood to enroll (i.e., ask the student to assign a percentage likelihood today that she/he will enroll in the post-secondary pathway they desire)
- Solutions (i.e., ask the student to name the top three ways that number would increase)
- Narrow the list to the top 5-8 data points that are most important to capture.
- Decide how the data will be captured and where it will roll up.**
 - Utilizing an existing data system, a data leader should be assigned to build the intake fields and provide unique usernames to case managers to track their data.
 - If your district or school does not use a data system for postsecondary planning, the data leader can build a similar platform quickly using google docs or a shared excel system.
- Train case managers on how to initiate new advising relationships.**
 - Case managers will need to start by connecting on a personal level and articulating clear expectations and intentions for the new relationship.
 - Case managers will need to privilege methods of building trust and meeting students where they are emotionally in order to foster the kind of partnership that will lead to healthy and effective advising/counsel.
 - Case managers should shadow outreach by skilled/experienced counselors or social workers and practice situations before one-on-one outreach.
- Conduct the first wave of student outreach.**
 - Couple efforts with a broader messaging campaign that is led by the district or school leader and supported by peer leaders.
 - Create a short video message that is placed at the center of the district website, posted on social media pages, and even introduced to local media to complement and fuel the direct outreach efforts by case managers.
- Analyze data and articulate priorities** to understand – from both the student perspective and the case manager perspective – what the projected enrollment rate is at this juncture and even what

the EPSC rate is based on institutional outcomes.

- Identify a manageable list of priority areas that will prevent postsecondary enrollment (high impact) and are impacting large percentages of the student population (high volume).**
 - Assign an individual team member within the district or school to each issue who is responsible for designing ways to mitigate or solve the problem.
 - Consider reorganizing the caseloads of students based on either their risk profile or by the particular issues that are preventing different student segments from enrolling in the fall.
 - Conduct routine communication with all students until the fall (ideally every two weeks to track progress).
 - Consider hosting a virtual graduation ceremony for students and parents to both celebrate the class and push out key messages to this captivate audience about the big goal and the resources provided by the PRT this summer.
 - Conduct outreach to institutions of higher education and workforce organizations that are likely to enroll large numbers of students.
 - Forge new partnerships with these institutions and organizations that make the enrollment process easier and more accessible for various student populations. Many of these providers will be more motivated than normal to strike new partnership deals given enrollment is expected to decline (which impacts budgets).

Do Before School Opens

- Assign responsibility and create a plan of action for the Class of 2021** given this class will also be impacted materially by SARS-CoV-2.
 - The leader assigned to build the plan for the Class of 2021 should emulate the case management approach employed for the Class of 2020 but extend the timeline by a year.
 - The same data that the team is collecting and capturing for the graduating seniors will be highly relevant for the next class and can be collected during school within advisory, homeroom or even a common academic class that exists on the master schedule.
 - In addition to organizing the leadership team, collecting data, and finalizing priorities – the leader should also work together with the district or school leader to determine exactly how standardized tests will be facilitated and how much time can be dedicated by the school for final preparation in advance of the exam.

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

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Facilities

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

District Leaders

Do First

- Audit necessary materials and supply chain** for cleaning, disinfecting, and preventing spread of disease.
- Provide guidance for cleaning and disinfecting all core assets, < <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>>** including school buildings and playgrounds commensurate with the **alert level** < <https://www.cdc.gov/coronavirus/2019-ncov/downloads/community-mitigation-strategy.pdf>> when school resumes.
- Alert school-based janitorial and infection control staff of any changes in recommended cleaning guidelines < <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>>** issued by OSHA and CDC. It is expected that this guidance will be updated in real-time based on circulating levels of the virus in local geographies.

Do Before School Opens

- Establish procedures for the first day of school based on alert level < <https://www.cdc.gov/coronavirus/2019-ncov/downloads/community-mitigation-strategy.pdf>>**
: Guidance for return to school procedures must be based on recommendations by the CDC and local health officials. These recommendations will be based on community risk.
 - Limit access to a small number of fixed entrances to ensure that persons entering are required to be present.
 - Where possible, parents of young children should remain in vehicles or outside of the building where their students will be brought to them.
 - If parents must enter the building, require hand washing.
 - Any person with cough or respiratory symptoms should wear a mask and maintain current social distancing guidelines.

Do When Schools are Open and Operating

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

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School Operations

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

District Leaders

Do First

- Assess and update** student enrollment and attendance policies.
- Communicate any student enrollment or attendance policy changes** with school leaders and families.
- Liase with State Education Agency (SEA)** to understand and access new resources.
- Liase with State Education Agency (SEA)** to understand the ability to amend school schedules.
- Provide** guidance and best-practices to school leaders for [recruiting, interviewing, and hiring staff remotely < https://tntp.org/assets/documents/Virtual_Talent_Guide-TNTP.pdf>](https://tntp.org/assets/documents/Virtual_Talent_Guide-TNTP.pdf).

Do Before School Opens

- Provide staffing guidance** to schools.
 - For example: will there be short-term flexibility with associated resources to hire additional intervention specialists, social workers, or guidance counselors).
- Consult legal counsel** to preemptively address liability questions, related concerns, or vendor issues relative to SARS-CoV-2 and socialize with school leaders.
 - For example: review current technology vendor contracts to understand support, repair, and replace obligations and subsequently contact the vendors to determine flexibility and additional support they can provide.
- Engage school leaders in a budgeting exercise** to help them plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- Establish policies for extracurriculars and athletics** including the allowance of spectators, close-contact sports, and equipment sterilization based on CDC guidance.
- Evaluate whether new food vendors need to be sourced** if there is a change in requirements (e.g., individually packaged items) based on CDC guidance.

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

Do When Schools are Open and Operating

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

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Technology

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

District Leaders

Do First

- Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.** Consider asking about use of external displays, game consoles, smart watches, and electronic toys. Follow-up this survey with another about software and apps.
- Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.** Only the vendor management lead roles require any technology knowledge. All other lead roles are primarily communication and process roles, including:
 - Family device return leader
 - Staff device return leader
 - Device vendor management leader
 - Internet/Intranet communication leader
 - Technology Infrastructure evaluation leader
 - Infrastructure vendor management leader
- Select an issue tracking tool.** Technical processes are dependent on good documentation. If your district does not have an issue tracking tool, there are many free options and Google sheets can also work. Without issue tracking, management of device and technology infrastructure issues will be difficult.

Do Before School Opens

- Appoint family technology liaisons** to support communication regarding the use of technology (the existing parent organization may be able to fulfill this role).
- Develop district-wide procedures for return and inventory of district owned devices** as part of a return to school technology plan. The procedures should include:

- safely bagging devices collected at schools.
- transporting them to a central location.
- sanitizing the devices < <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>>** prior to a repair or replacement evaluation.
- Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
- Identify an asset tracking tool for device processing.** Although it may seem less important now, it will be nearly impossible to do an inventory after school has restarted. Because devices will have been purchased with local, state, federal, or grant money, eventually an inventory will be demanded.
- Identify a vendor to assist with processing returning devices,** if needed.
- Develop on-site triage of staff devices** to minimize the time that staff may be without a device.
- Stage device processing areas as needed to run procedures.** Supplies, instructions, and equipment should be moved to areas where work will take place to make school opening as smooth as possible. The device return lead should oversee this work.
- Place orders for replacement devices.** Utilize industry published device failure rates to estimate the number of devices that will need to be replaced.
- Share return to school technology plan** including device processing with school leaders and key stakeholders. Collect feedback and revise the plan to reflect the feedback.
- Prepare the Infrastructure Evaluation process.** Every WiFi access point and wired network device should be tested.

Do When Schools are Open and Operating

- Organize and centralize online resources** that were created, published or distributed by teachers and others during the closure period.
- Begin staff feedback processes** described in your return to school technology plan.
- Compile technology-facing lessons learned for inclusion in your district's updated learning continuity plan.**
- Review issue tracking and inventory results frequently** as a way of understanding the quality and progress of technology processes in your district.

- Continue to run the family device return process** until all district devices are accounted for and repaired, replaced, or otherwise dispatched.
- Continue infrastructure evaluations** until all issues are resolved.
- Identify chronic technology issues** that arose during the school closure period and use them to begin the development of a long term technology maintenance plan.

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