

Governance

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

School Leaders

Do First

- Launch a school-level Return to School Committee** and name a leader with single-point accountability, meaning there is one person who is ultimately responsible.
 - The Return to School Committee should be composed of leaders with oversight of the essential workflows in the roadmap. This may include deans, department heads, guidance counselors and social workers, as well as janitorial and maintenance staff.
- Assert a vision for the Return to School Committee's work.**
- Assign a series of subcommittees** within the Return to School organization that define critical operational roles and responsibilities for getting essential functions reconstituted at the school level.
- Institute a regular virtual meeting schedule.**
- Assess where additional capacity and support may be needed** from external partners and develop strategies for securing assistance.
- Meet with key stakeholders to understand their expectations** for return to school across issue areas (e.g., parent-teacher association).
- Establish a consistent check-in schedule between school and district-level Pandemic Response Committees.**

Do Before School Opens

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

- Understand updated communication protocols** with district leadership and both state and local public health system leaders.
- Socialize the work of both the School Return to School Committee and School Pandemic Response Committees broadly**, to facilitate communication and shared understanding.

Do When Schools are Open and Operating

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

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Wellness

Essential actions to keep staff and students safe and healthy

School Leaders

Do First

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

Do Before School Opens

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

Do When School is Open and Operating

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

- Using alcohol-based sanitizer when hands are not visibly soiled.
- Developing fixed schedules for hand washing (particularly, for younger students).
- Ensuring that adequate supplies are available and in good functional condition.
- Institute limited contact policies:**
 - It will be challenging to minimize personal contact between students of younger age, but efforts should be made to limit close contact between older students.
 - Spread desks and seating arrangements to conform with social distancing guidelines.
 - Amend schedules to conform with social distancing guidelines (e.g. stagger lunches).
 - Employ virtual meetings to conform with social distancing guidelines.
- Review and Amend vaccinations planning:**
 - School officials should not plan on a vaccine being available for the start of school in fall 2020, and the return to school will take place with a body of students unprotected from infection.
 - School officials should expect to receive guidance on the timing and availability of teacher and student vaccines from public health officials.
- Update and Finalize student and staff health records:**
 - Once vaccination begins, it is possible that SARS-CoV-2 immunization status will fall under state “school entry” laws wherein states can prohibit student attendance unless there is proof that a student has been immunized through a verified health record. Schools should expect that a requirement for such evidence will be forthcoming from public health officials.
 - It should also be considered, however, that prior SARS-CoV-2 status may be protected under current privacy laws. Certain diseases, including acquired immune deficiency syndrome (AIDS) and mental health, for example, are considered protected health information that students, parents, and employees cannot be forced to disclose involuntarily. Because immunization statutes are enforced at the state level, there may be some inter-state variability around SARS-CoV-2 requirements and school leaders should seek guidance from their district.

Instruction

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

School Leaders

Do First

- Maintain regular communication with district leadership** to understand and inform the district's approach to instruction, assessment, and eventual onboarding of the school community.
- Establish virtual structures for teacher teams** to continue collaborating on curriculum planning and assessing student academic and social-emotional well-being when they return to school.
Encourage teacher teams to:
 - Continually assess and analyze student work that is submitted from remote learning assignments, if available.
 - Engage in intentional curriculum planning for now and the return to school that is clearly documented with curriculum maps, pacing plans and calendars, and lesson plans, in case of any additional disruptions to school time.
 - Evaluate and share knowledge around the use and effectiveness of digital tools and online programs for remote learning.
 - Identify the most vulnerable students and design targeted intervention plans for when they return.
 - Select the most appropriate assessments to assess students' academic and social-emotional health when they return.
- Strengthen intervention programming and social-emotional supports** by working closely with intervention specialists, guidance counselors, and school social workers and psychologists.
- Support teachers to create feedback loops with parents and families** about students' academic and social-emotional health and well-being, through use of virtual conferences and/or surveys to parents about their child's experience and learning while out of school.
- Create a technology use survey** to assess the number and types of technologies teachers are using to conduct remote learning and begin to assess their effectiveness.

Do Before School Opens

- Meet with staff to align expectations around instruction** and learning for the rest of the school year and/or upcoming school year, with students' academic and social-emotional health at the forefront. Explicitly acknowledge equity and addressing the needs of the most vulnerable students as a priority.
- Analyze data from any student work** that was submitted during remote learning, along with feedback from parents, to support teachers to make adjustments to curriculum and instruction to meet students where they are.
- Revisit students' Individualized Education Plans (IEPs)** in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while schools were closed.
- Develop a parent communication strategy** to inform parents about their child's assessment data and progress, which could include grade-level and standards-specific activities they can use to support their child at home.
- Share information and guidance on grading, report cards, and promotion policies** with teachers and parents.
- Survey teachers about their needs** around restorative and social-emotional supports and professional learning on topics, such as SARS-CoV-2 and trauma, equity and implicit bias, Social Emotional Learning, inclusion and appropriate use of digital and online learning tools and systems.
- Assess the effectiveness, appropriateness, and sustainability of certain digital and online tools** for supporting instruction and meeting students' instructional needs.
- Communicate with teachers about their plans to onboard students and reestablish the classroom environment** through emphasizing relationships with students and parents and resetting routines.

Do When Schools are Open and Operating

- Understand every student's academic health** by using assessments and assessment methods, including formative assessments, diagnostics, conferences, advisories, and parent feedback. Maintain systems to continually monitor learning progress and loss.
- Analyze data to design instruction and adjust curriculum**, potentially in teacher teams, to meet students where they are and address learning progress and loss.

- Identify additional students in need of intervention and/or services**, whether academic or social-emotional and prioritize support for the most vulnerable students.
- Procure any additional programs, tools, or materials** to support differentiation, intervention, and remote learning, based on students' needs.
- Communicate with families and parents about every student's progress** and plans for students in need of additional support.
- Explore the inclusion and integration of select digital and online learning tools and practices** at certain grade levels and classrooms where they can be used appropriately, effectively, and sustainably.
- Integrate best practices in Social Emotional Learning and Culturally Responsive Education** to ensure high-quality instruction and ongoing support for all students.

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Facilities

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

School Leaders

Do First

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

Do Before School Opens

- Plan** first day of school based on district recommendations.
- Prepare** facilities for the resumption of school:
 - Air filters should be changed regularly.
 - Janitorial services should distribute wastebaskets, tissues, and CDC approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during transit between sites.
 - Signage about frequent **handwashing, cough etiquette, and nose blowing** <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html> should be widely posted, disseminated, and encouraged through various methods of communication.
 - Janitorial staff should follow guidance from the CDC about the use of face masks and special respirators at use when performing cleaning duties.
- Conduct a facility walkthrough** with your janitorial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.

When Schools are Open and Operating

- Implement ongoing facility access control:**
 - Visitors should still be required to report through a single access point as standard school safety procedures remain critical.

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

- Maintain infection control procedures based on pandemic [alert level < https://www.cdc.gov/coronavirus/2019-ncov/downloads/community-mitigation-strategy.pdf>](https://www.cdc.gov/coronavirus/2019-ncov/downloads/community-mitigation-strategy.pdf)** and public health guidance:
 - At a minimum, school nurses should don surgical masks and maintain six feet of distance from potentially infected staff or students.
 - If closer contact is required, N95 respirators and contact gowns should be used if available to help minimize any spread of disease to nursing staff.

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School Operations

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

School Leaders

Do First

- Conduct a staff assessment** to understand who is coming back.
- Develop a plan to replace teachers and staff** who are not returning.
- Assess need for new or additional positions** with a specific focus on student and staff wellness, but also including technology support.
- Recruit, interview and hire** new staff.
- Consider repositioning underutilized staff** to serve core needs n (e.g., physical education serving as case managers post-secondary related processes).

Do Before School Opens

- Build and send back to school communications** to all relevant stakeholders (e.g., parents, school staff) and include updates across all workflows.
- Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with social distancing guidelines and facility access control in mind.**
- Orient new school staff** to any operational changes.
- Prepare a 2020-2021 school budget** based on district guidance.
- Verify that student and staff handbooks and planners are printed and ready** for distribution.
Create a master list of any changes to distribute at the first staff meeting.
- Collaborate with cafeteria staff** to ensure any necessary food handling changes are implemented.

Do When Schools are Open and Operating

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

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Technology

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

School Leaders

Do First

- Designate a single point of contact** in your building to plan and communicate with district technology teams.
- Develop a return to school technology plan for your school aligned to the district plan.** If possible, include training and support for teachers to adapt remote learning skills for the classroom.
- Identify a device and or general technology support person for your building.** You may already have a tech savvy staff member who informally supports your team. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.

Do Before School Opens

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

Do When Schools are Open and Operating

- Communicate frequently with families regarding technology use in the building.** If students are using their own devices make sure that communication includes the district's bring-your-own-device policy (if you don't have one, create it).
- Review issue tracking and inventory results frequently** as a way of understanding the facts regarding the quality and progress of technology processes in your building.

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