Planning for Re-Entry
Implementation considerations for districts and schools

School system leaders face unprecedented challenges during this pandemic summer. Instead of thinking about how to implement the SY20-21 strategy and budget you had anticipated this spring, you are looking at the decisions needed to craft a new strategy and realign resources to "reopen" schools in the fall. As you design and implement your re-entry plan, it is crucial to determine how you will address increased student and family need and how you will accelerate equity in your district to address the learning needs of your highest need students.

Academic Calendar

In response to learning disruptions in SY19-20 and the ongoing impact of COVID-19, how will we structure the academic calendar?

- To what extent can we start the school year earlier or end later to increase the number of instructional days?
- How can we build in additional breaks or school holidays to either allow for transitions to virtual learning or to shift to instructional days if there are further COVID disruptions?
- How many total school days will we have?

If adding additional days to the school year:

- What are we hoping to accomplish during the additional days?
- Which students will be required to attend the additional days?
- How will we communicate our ADSY plans to teachers, families, and students?

Who needs to approve/be engaged in determining the academic calendar? (consider district administration, board, teachers, staff, parents, and other community members)

Re-Entry Models & Operations

Which students will attend school in hybrid models?

- Which groups of students should we prioritize for in-person instruction? (e.g. early elementary students, students with disabilities and ELL students, children of essential front-line workers or teachers)
- How might we rotate student attendance to achieve social distancing? (e.g. students are in-person a few days a week, every other week, or only some grades are in-person)?
- To what extent can we offer space and supervision to families on days that students are not in schools (either through district staff/space or in coordination with community partners)?

How will staff roles and responsibilities change to support both in-person and virtual instruction?

- For hybrid models, which staff members will provide in-person instruction and who will provide virtual instruction?
- What changes could we make to staffing to leverage our most effective teachers? (e.g. most effective teachers teach more students virtually across schools)
- What opportunities exist to create specialized roles for virtual and hybrid instruction that leverage teacher strengths? (e.g. small group instruction, planning, teacher leadership roles)
- What flexibility will we have to adjust staff roles from the ones they have traditionally played? (e.g. TA supporting instruction or specials teachers regularly contacting families)

How will we accommodate social distancing requirements?

- How will we utilize all available facilities to minimize the spread of the virus?
- What are maximum group sizes, and how will we group students and teachers to minimize possible spread across the school?
- How will we adjust procedures and routines to enable social distancing and minimize spread across the school?
- How will we adjust transportation to enable social distancing?

How will we monitor and minimize the spread of infection in our schools?

- How often will commonly used facilities be cleaned?
- How will we monitor positive disease testing?
- What guidance will we give around the use of communal spaces in schools? (e.g. playground, cafeteria, library, etc.)

How are we ensuring our re-entry models are responsive to the needs of our community?

- To what extent are our families asking for fully in-person or fully virtual options?
- What concerns have teachers and staff raised about in-person instruction?
- To accommodate families who are unwilling or unable to send their student to school, will there be a fully virtual option at the district level or at each individual school site?
- What decisions about re-entry models will be centralized at the district-level, and what decisions will schools have flexibility over?

How will we ease transitions between fully virtual, hybrid, and in in-person models?

- How can we able to keep students with the same set of instructors and students?
- How are curricular resources adapted to be able to quickly pivot between virtual and in-person instruction?

Instruction

How will we ensure all students receive effective instruction that meets their needs?

- How will we diagnose students' unfinished learning needs and monitor students' progress throughout the year?
- How will we adjust pacing guides to accelerate student learning, rather than focusing on remediation?
- What prerequisite skills and standards will need to be prioritized and taught "just in time" for students to access grade-level instruction?
- How will teachers differentiate support for students by student need, grade level, etc.?
- How will we adapt programs and services for special populations to meet students' needs?

How will we address the social emotional needs of our students?

- How will we foster strong student-adult relationships across re-entry models?
- How will we embed SEL competencies into curricula?
- What additional structures will we put in place to help students transition back into school?
- What changes will we make to tier 2 and 3 support for students?
- How will we coordinate with families to provide support?

What will student schedules look like across re-entry models?

- How will the length of the day/availability of breaks vary between in-person and virtual instruction?
- How will students spend their time on virtual vs in-person days?
- For hybrid models, which types of instructional activities should we prioritize happening in-person?
- How will we provide services for special populations?
- In hybrid models, what services and therapies most need to occur in person and what can be provided virtually?

How will we adapt our professional development and teacher support to address teacher needs as a result of COVID-19?

- How will teacher professional development and support change as a result of COVID-19?
- What collaboration structures will we recommend that all schools have in place, and what supports will be needed for that time?
- How will teacher leadership roles and evaluation structures be adapted to meet new teacher needs?
- What other supports will we put in place to support teacher well-being?
- How/when will teachers adapt lesson plans, curriculum, and assessments to meet the new needs of their students?

🎯 District Strategic Planning

How will we adjust our strategy and planned investments?

- What planned investments will need to be deprioritized or delayed in response to COVID-19?
- What new investments will we prioritize as a result of COVID-19?
- When and how will we evaluate long-term changes that our district needs as a result of COVID-19?

What changes to staffing and hiring will we need to make?

- To what extent can we shift the roles of existing staff (vs. making contract changes or hiring for new roles)?
- How will our hiring needs shift as a result of COVID-19?

How will our budget change?

- How do we expect revenue to change over the next year or two?
- What expenditures do we anticipate increasing as a result of COVID-19 social distancing measures?
- What is the net cost of ADSY plans?
- What cost-saving measures can we implement?

When and how will we engage stakeholders in our plan for SY20-21?

- When/how will we get student, family, teacher, and staff input on whether they would be able to return to school in-person?
- How will we support individual schools in engaging their staff and families in the decision-making process?

How will we monitor and adjust implementation of our re-entry plan?

- Who will be responsible for overseeing the implementation of each component of this plan?
- What support will departments and schools need?
- How will we track progress and collect data around implementation?
- What is the decision-making process for evolutions to our re-entry plan?