

## **District Recovery Plan**

This template can be used to guide the development of a recovery plan following a crisis incident or an incident that substantially impacts a school. The timeframe for recovery will vary but districts should develop a plan that encompasses at least 12-24 months. Each of the key areas noted should be addressed and may be more significant based on the intensity of the incident. This plan should be outlined soon after re-opening to guide recovery efforts.

### **Steps for Developing and Implementing a Recovery Plan**

#### **Step 1: Identify the District Recovery Leadership Team**

This team may be an existing leadership team that is specifically tasked with guiding and monitoring recovery efforts or a new team that includes needed expertise and skills. Recovery team members should include a school administrator and dependent on the intensity of the incident may also include district-level participation, and should include as appropriate based on the incident, expertise in mental health, behavior, and wellness of students and staff, trauma-informed practices, differentiating instruction and supports, data systems, analysis and use, human resources, professional development, community service providers.

#### **Step 2: Review existing data to determine:**

- Who was most impacted? Make a plan to closely support individuals directly impacted. (e.g., witnessed event, knew victim, close proximity to event)
- How widespread was the impact?
- What existing data (e.g., student and staff attendance) can be easily used to monitor initial recovery
- Verify adequate data systems exist to monitor long-term recovery efforts.

#### **Step 3: Identify a vision and specific goals for recovery.**

- What does recovery look like for this school community? Consider school community strengths and specific needs. This vision will be used to help prioritize key actions below. Three to five goals should be developed aligned with the vision and focused on key recovery priorities. The plan should be written in a way that both guides school/district recovery and can be shared with the community.

#### **Step 4: Identify key action steps for each phase of recovery in each relevant content area.**

- What are key activities for recovery? Who will be responsible? How will activities be funded and supported?

#### **Step 5: Implement the plan and use self-checks between phases to guide plan adjustments.**

- How will recovery progress be measured? How will decisions about needs be made? How will stakeholder opinion be assessed (teachers, students, families, community). How will decisions to withdraw support or increase learning expectations be made?

### Content Considerations

The following table lists key content areas and items teams should consider in the development of the plan. Self-check questions can be used to guide adjustments to the plan and should be used at a minimum between each recovery phase. Districts should use these considerations to prompt conversation and assess the need for action items in each area. Not all considerations will apply in all contexts and this list is not intended to be comprehensive of all possible considerations.

| Key Area                                | Considerations and Examples                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Self-Check Questions                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| District Leadership Team                | Membership: <ul style="list-style-type: none"> <li>• Recovery coordinator</li> <li>• Administrators</li> <li>• School Safety Coordinator</li> <li>• Mental health leaders</li> <li>• School Nurse</li> <li>• Physical health leaders</li> <li>• Communications director</li> <li>• Transportation director</li> <li>• Food Service director</li> <li>• After school coordinator</li> <li>• External supports (e.g., SEA or Regional Response Teams including community, regional, state, or federal partners)</li> </ul> | <ul style="list-style-type: none"> <li>• Do we have the right people on the team to guide recovery?</li> <li>• Who might we need to add to guide key elements of our plan?</li> <li>• What are the fiscal implications for recovery?</li> <li>• Have we established boundaries for our work (e.g., ability to say no to political/public pressure)</li> </ul>                                                                                        |
| Recovery Goals                          | <ul style="list-style-type: none"> <li>• Restore the learning environment</li> <li>• Restore a sense of community and safety</li> <li>• Support student wellness and instructional needs</li> <li>• Support staff wellness and recovery</li> </ul>                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Are these goals aligned with district and community priorities?</li> <li>• Is there agreement/understanding/buy-in on the recovery goals (administration of school and district, school board, families, community)</li> <li>• How do we know if we are making progress toward these goals?</li> <li>• What changes might we need to make to these goals to meet emerging needs in our district?</li> </ul> |
| <b>Physical and Structural Recovery</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Physical Repairs & Improvements         | <ul style="list-style-type: none"> <li>• Repair damage</li> <li>• Alternate learning space or mobile classrooms.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Can temporary repairs be made to hasten re-opening?</li> <li>• Is there an alternate instructional space? Portables?</li> </ul>                                                                                                                                                                                                                                                                             |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>Visual memorial considerations</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>What are long-term reconstruction</li> <li>How well did we implement each identified action?</li> <li>What data do we need to identify the impacts of these actions?</li> </ul>                                                                                                                                                                                                                                     |
| Security Measures and Protocols   | <ul style="list-style-type: none"> <li>Controlled building access</li> <li>Classroom locks</li> <li>Limit visual access to classrooms</li> <li>Provide additional support for front office staff</li> <li>Ensure anyone working in the school has a badge who can override the lock system (substitute teachers, short-term MH staff, community-based providers)</li> <li>Consider pausing emergency drills. Once reinstated, pair with high levels of prompting and support</li> </ul> | <ul style="list-style-type: none"> <li>What immediate changes can happen?</li> <li>What changes require additional funds and implementation?</li> <li>How well did we implement each identified action?</li> <li>What data do we need to identify the impacts of these actions?</li> </ul>                                                                                                                                                                 |
| <b>Business Services Recovery</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Funding                           | <ul style="list-style-type: none"> <li>Donation management</li> <li>State, Federal, or private grants</li> <li>Flexible use or reallocation of existing resources</li> </ul>                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Are these action items aligned with our district recovery goals?</li> <li>Are identified items aligned with a clear need in our district?</li> <li>How well did we implement each action item?</li> <li>Who is benefiting from these items?</li> <li>Who needs more support?</li> <li>What existing data can we use to answer these questions?</li> <li>What new data sources might we need to consider?</li> </ul> |
| Human Resources                   | <ul style="list-style-type: none"> <li>Additional staffing needs (Mental health providers, substitute teachers, etc.)</li> <li>Staff Retention</li> <li>Recruitment and hiring needs</li> <li>Flexible use or reallocation of existing FTE</li> </ul>                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Scheduling and Policy             | <ul style="list-style-type: none"> <li>Reduced schedules</li> <li>Avoid unannounced visitors or schedule disruptions.</li> <li>State Testing</li> <li>Attendance waivers</li> <li>Contract flexibility</li> </ul>                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|                                                        |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Public and community relations                         | <ul style="list-style-type: none"><li>● Communications point person</li><li>● Communication across levels school board, community, SEA, regional, federal</li><li>● Community engagement and partnerships</li><li>● Talking points for staff</li><li>●</li></ul>     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Additional Technical Assistance to facilitate recovery | <ul style="list-style-type: none"><li>● Process for vetting offers of support</li><li>● Federal resources including U.S. Department of Education Response and Recovery</li><li>● National organization supports</li></ul>                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Health Social Emotional and Behavioral Recovery</b> |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Student wellness supports                              | <ul style="list-style-type: none"><li>● Additional access to in-school MH support and services</li><li>● Psychological first aid-Psychological triage-stepped care</li><li>● Trauma-informed practices</li></ul>                                                     | <ul style="list-style-type: none"><li>● Are these action items aligned with our district recovery goals?</li><li>● Are identified items aligned with a clear need in our district?</li><li>● How well did we implement each action item?</li><li>● Who is benefiting from these items?</li><li>● Who needs more support?</li><li>● What existing data can we use to answer these questions?</li><li>● What new data sources might we need to consider?</li></ul> |
| Staff wellness supports                                | <ul style="list-style-type: none"><li>● Psychological triage-stepped care</li><li>● Additional access to MH supports and services (all, some, few)</li><li>● Additional classroom support</li></ul>                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Staff Professional Development                         | <ul style="list-style-type: none"><li>● During phase one, focus on strengthening existing skills and supports and building confidence rather than significant new content</li><li>● During phases 2-3 provide differentiated options with coaching support</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Academic Recovery</b>                               |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Academic Supports                                      | <ul style="list-style-type: none"><li>● During phase one, re-introduce academic routines at an independent instructional level</li><li>● Instruction during recovery should include added opportunities for engagement</li></ul>                                     | <ul style="list-style-type: none"><li>● Are these action items aligned with our district recovery goals?</li><li>● Are identified items aligned with a clear need in our district?</li></ul>                                                                                                                                                                                                                                                                     |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>and movement. Ensure opportunities for physical movement so the brain can neurologically integrate. This will help the pre-frontal cortex to retain and process information.</p> <ul style="list-style-type: none"> <li>• In phase 2, slowly increase academic content and challenge level. Monitor student response and either increase support or decrease rigor or rate as needed to maintain recovery progress</li> <li>• In phase 3, use multiple types of data to identify groups of students needing more support</li> <li>• Provide a full continuum of integrated academic and emotional supports</li> <li>• Upon re-opening and throughout recovery – instruction and academic supports may need to be differentiated across impacted groups</li> <li>• An inventory of available practices and supports organized within a MTSS framework is useful to teachers and staff</li> </ul> | <ul style="list-style-type: none"> <li>• How well did we implement each action item?</li> <li>• Who is benefiting from these items?</li> <li>• When can we begin to withdraw additional support for all students?</li> <li>• What students need continued support?</li> <li>• Who needs additional support?</li> <li>• What existing data can we use to answer these questions?</li> <li>• What new data sources might we need to consider?</li> </ul> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Table 1: General Considerations and Self-Check**

### District Recovery Plan Template

| Key Area                                               | Phase 1: Initial Recovery<br><b>Goal:</b> Stabilize Learning Environment<br><b>Timeline: 1-3 months</b> Reopening – next significant break in schooling | Phase 2A: Intermediate Recovery<br><b>Goal:</b> Differentiate based on data<br><b>Timeline: 3-6 months</b> | Phase 2B: Intermediate Recovery<br><b>Goal:</b> Differentiate based on data<br><b>Timeline: 6-12 months</b> | Phase 3: Long Term Recovery<br><b>Goal:</b> Culture of Wellness<br><b>Timeline: 12-24 months</b> |
|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| District Leadership Team                               |                                                                                                                                                         |                                                                                                            |                                                                                                             |                                                                                                  |
| Recovery Goals                                         |                                                                                                                                                         |                                                                                                            |                                                                                                             |                                                                                                  |
| <b>Physical and Structural Recovery</b>                |                                                                                                                                                         |                                                                                                            |                                                                                                             |                                                                                                  |
| Physical Repairs & Improvements                        |                                                                                                                                                         |                                                                                                            |                                                                                                             |                                                                                                  |
| Security Measures and Protocols                        |                                                                                                                                                         |                                                                                                            |                                                                                                             |                                                                                                  |
| <b>Business Services Recovery</b>                      |                                                                                                                                                         |                                                                                                            |                                                                                                             |                                                                                                  |
| Funding                                                |                                                                                                                                                         |                                                                                                            |                                                                                                             |                                                                                                  |
| Human Resources                                        |                                                                                                                                                         |                                                                                                            |                                                                                                             |                                                                                                  |
| Scheduling and Policy                                  |                                                                                                                                                         |                                                                                                            |                                                                                                             |                                                                                                  |
| Public and community relations                         |                                                                                                                                                         |                                                                                                            |                                                                                                             |                                                                                                  |
| <b>Health Social Emotional and Behavioral Recovery</b> |                                                                                                                                                         |                                                                                                            |                                                                                                             |                                                                                                  |
| Student wellness supports                              |                                                                                                                                                         |                                                                                                            |                                                                                                             |                                                                                                  |
| Staff wellness supports                                |                                                                                                                                                         |                                                                                                            |                                                                                                             |                                                                                                  |
| Staff Professional Development                         |                                                                                                                                                         |                                                                                                            |                                                                                                             |                                                                                                  |
| <b>Academic Recovery</b>                               |                                                                                                                                                         |                                                                                                            |                                                                                                             |                                                                                                  |
| Academic Supports                                      |                                                                                                                                                         |                                                                                                            |                                                                                                             |                                                                                                  |
| Framework to organize                                  |                                                                                                                                                         |                                                                                                            |                                                                                                             |                                                                                                  |

|                                                                              |  |  |  |  |
|------------------------------------------------------------------------------|--|--|--|--|
| support for all,<br>some, few                                                |  |  |  |  |
| Process to<br>accelerate and<br>differentiate<br>instruction for<br>students |  |  |  |  |