

COVID-19 School Closures:
Key Actions, Guiding Questions, and Resources to Prepare for Continued
Student Learning

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**Key Action 1:
Form Your Leadership Team**

Guiding Questions	Notes
What working groups do we need?	
What is the charge for each working group?	
Who should be on our leadership team?	
What is our meeting cadence?	

Form Your Leadership Team: Recommendations & Resources
Some schools have organized the following working groups: • Student and family safety • Staff safety and support • Nutrition • Elementary instructional management • Middle school instructional management • High school instructional management • State and federal regulation and coordination • Communication and community engagement • Accountability and progress monitoring Launch your team and begin meeting regularly (including practicing a virtual meeting).

Incorporate the remaining Key Actions outlined below into your upcoming meetings.

[Here](#) is a sample agenda template for a meeting on instructional planning.

Key Action 2: Determine Your Instructional Model

Guiding Questions	Notes
<i>Understanding Access</i>	
What level of access do our students and staff have to internet and home devices?	
What is our current inventory of devices?	
What are our options for providing access to devices and services for those who do not have them?	
Given the level of access to internet and home devices in our community, to what level should our instructional plans incorporate internet and devices?	
<i>Understanding Resources</i>	
What is the key learning coming up in our Tier 1 instruction?	
What are our current materials and programs—virtual or printed—that could support students’ continued learning of Tier 1 instruction?	
For supplementary programs: Are the programs aligned to the rigor of our state standards? Are the programs designed to support new Tier 1 learning or ongoing practice of specific standards?	
<i>Understanding Instructional Implications</i>	

What are the implications of shifting our delivery model for leaders, teachers, parents, and students?	
What technical support do we need to set up and provide for our instructional model?	
What resources will teachers need if they are expected to work from home? (i.e. curricular resources/hard copies of lesson plans, passwords, student roster information, learning tools such as flip charts and markers)	

Determine Your Instructional Model: Recommendations & Resources	
Survey staff, students, and families for information around internet access and device needs to inform your instructional plans. Here are sample surveys from Louisiana and Seattle that you can adapt.	
If a large percentage of students and families lack broadband access, research alternate options for providing access to virtual learning, such as: • Accessibility of wireless connection or conferencing through cell phones • Options for copying and delivering weekly packets of resources and materials for students	
Inventory all computers and devices within the school system and set up a plan for distributing them to families who need/request computers.	
Inventory all existing virtual instructional supports and intervention programs, including requesting online access to existing curriculum resources in context of your Tier 1 materials and upcoming learning needs. • Review current Tier 1 materials and identify high-priority standards for the rest of the year. • Review all existing online programs and online intervention resources, with a particular focus on those that include standards-aligned lessons (not just targeted review or skills practice). Here is a template for capturing your notes. • Gather feedback from teachers around existing online programs on alignment, quality, and usability	
Review state policies and local collective bargaining agreements for any legal issues around teacher roles and responsibilities during an extended school building closure.	
Select your model and prepare to shift delivery. • Review all of your survey data, with special attention to the list of students you identified who are most at risk from loss of instructional time. • Based on the needs of your community, select your instructional model. • Identify what teachers, students, leaders, and families will need to know and be able to do for this model to work effectively. • Begin creating plans to shift instruction to your model, including clear expectations for teacher preparation of lessons, all curricular and tech system needs, teacher and leader professional	

development needs, daily schedule of instruction, processes for managing student learning and data, and parent expectations.

- o See this [sample agenda](#) for a meeting on selecting an instructional model and preparing for delivery.
- Set up all necessary technology to support your model.
 - o For example, what would it require to post new lessons to a learning management system on a grade-by-grade basis every day?
- Identify all material and resources that teachers will need if they are working from home (i.e. curricular resources/hard copies of lesson plans, passwords, and student roster information, even flip charts and markers), and prepare packets that teachers could take home if school closes.

Key Action 3: Clarify Roles and Responsibilities

Guiding Questions	Notes
What are the roles and responsibilities for leaders, teachers, and non-instructional staff in supporting student learning?	
What are parents' roles and responsibilities for supporting instruction?	

Clarify Roles and Responsibilities: Recommendations & Resources

Determine which students are most instructionally vulnerable and define clear roles and responsibilities across the system for supporting those students.

Consider the guidance for key responsibilities. Prioritize accountability to student learning, particularly for those who are instructionally vulnerable.

Key Action 4: Communicate with Students, Parents, Teachers, and Leaders

Guiding Questions	Notes
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What are our existing communications structures for use with families?	
How are families currently engaging with communications?	
Are the existing structures effective?	
What do we need to communicate to students, parents, teachers, and leaders?	
What will our cadence of ongoing communication be?	

Communicate with Students, Parents, Teachers, and Leaders: Recommendations & Resources
Inventory all existing communications structures for use with families (e.g. learning management systems such as PowerSchool, phone/text emergency chains, website links, Twitter, email) and review how many families are currently signed up for use.
Set up and test existing communications structures for a heavy increase in frequency and specificity.
Set up class rosters and tech support to make this level of communication possible.
Establish expectations for teacher access to families and students and ensure that all families have multiple contact options for teachers.
Draft initial external communications for family and community to use in case of an emergency school closure.
Consider creating an online platform where the community can go to access to COVID-19 updates.
Communicate roles and responsibilities for teachers, leaders, and parents in supporting student learning.