

School Guide to Long-term Planning, Preparing and Responding to the Coronavirus Pandemic

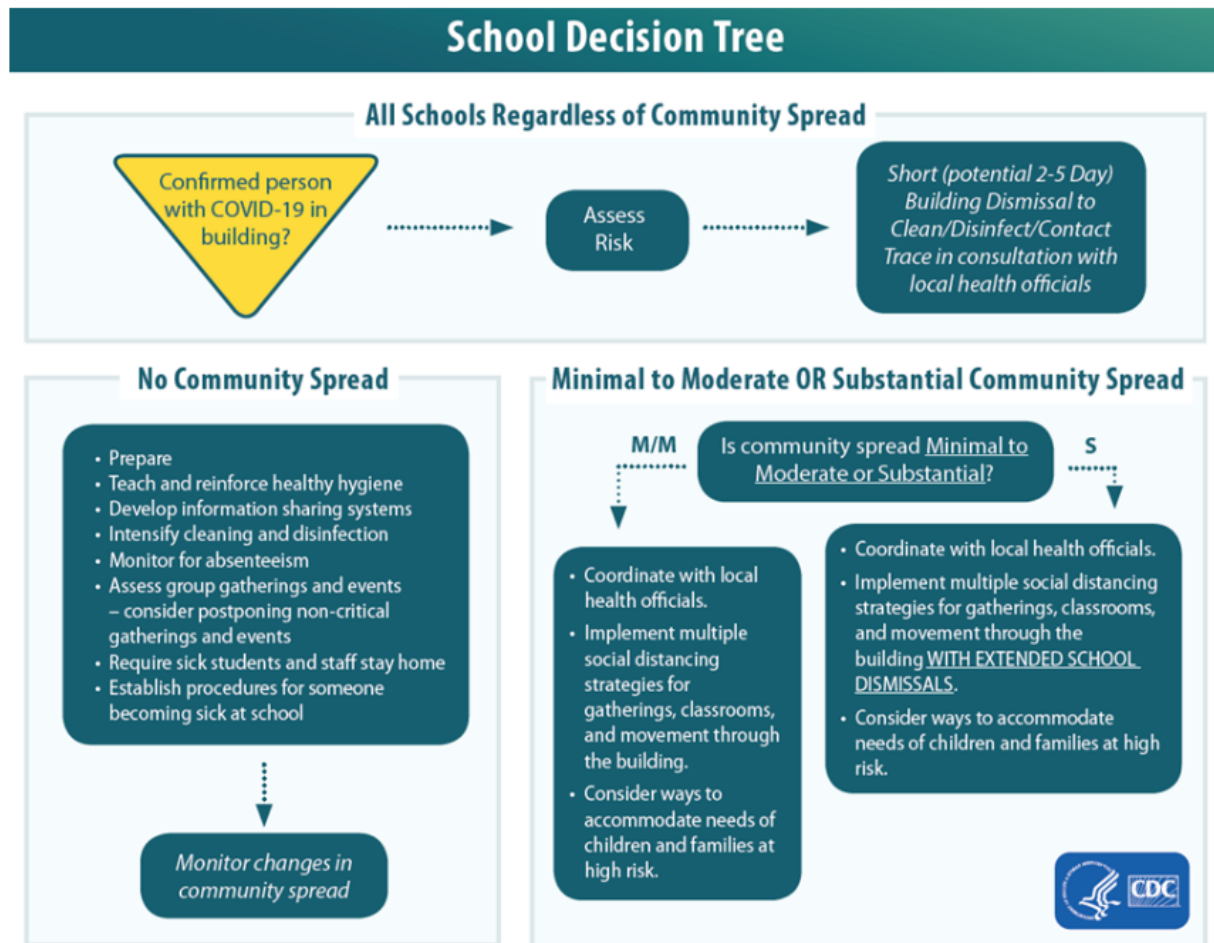


Image: CDC School Closure Decision Tree

As more information concerning the coronavirus unfolds, we want to keep you up-to-date on best practices around continuing education during school closure.

Schools bear multiple roles in society. Not only are they institutions for learning, but they're gardens cultivating social interaction. Schools and districts assist in addressing many social and emotional needs for both students and families. Here are a few recommendations to consider when planning for long-term school closure. This document is not all-inclusive but should serve as a resource as you begin investigating the complex details of extended school closure and its impact on the students and families we serve.

School Communication & Operation:

- Designate a contact person (including phone number and email address) for each school
 - Do you need a phone number that's not connected to your personal cell phone or home phone? Check out websites like [Google Voice](#) and [Textnow](#)
- Keep your school's website up-to-date; consider using short video messages to provide an alternative way of accessing updates from the school; using apps such as [ParentSquare](#) or [Talking Points](#) app (provides translations for 100+ languages) could prove beneficial during this time
- Send mailers home with detailed school closure plans
- Consider weekly emails or phone calls to students and families

- Consider administering a family survey to conduct a needs assessment for your building(s)
- Think about adding a “Frequently Asked Questions” page to the school’s website to provide answers for parents and families, potentially reducing the number of phone calls
- Continue to update meal distribution information
 - The Ohio Department of Education Child Nutrition Program Updates are available [here](#)
- Provide community school sponsor with updated Board Meeting schedule; If hosting board meetings virtually or through telecommunication, decide how those meetings will be open to the public]
- Additional Charter School Resources available at: <https://covid.publiccharters.org/>

Developing a Plan for Continued Learning:

Memory fades due to the mere passage of time - Edward Thorndike, 1914 Learning decay theory

- Establish a plan for instructional staff
 - What instructional resources should be available to all students? What additional resources will be available to some students?
 - How often are teachers expected to be in communication with school administration, teachers, students, families?
 - What are the school’s expectations around emails and phone calls?
 - Who is the school or district contact for technological issues?
- **Quality Control:** Consider the use of common online lessons as opposed to individual teachers creating all lessons independently. Common lessons could offer a more robust standardized curriculum during school closure
 - Examples from [Cincinnati Public Schools](#)
 - Gifted Learner Resource Examples from [Columbus City Schools](#)
 - Example from [DC Public Schools Instructional Continuity Plan](#)
- Recommend apps that are easily assessable or already in use by students
- Provide both digital and non-digital learning resources; Consider uploading non-digital resources as a download on your school’s website to limit the number of physical interactions with families or mail non-digital resources to households
 - Are there internet providers in your school’s service area granting free or reduced fee internet for families?
- WOSU and other public television stations have put together materials and opportunities to support the work of teachers and schools. These television stations do not require access to cable. View TV schedule [here](#).
- Continue special education meetings, when possible, virtually or through telecommunication.

Meeting the Physical and Social-Emotional Needs of Students:

- Provide families with updates regarding Sports & Extra-Curricular Activities
- Consider engaging students in physical activity virtually or providing a list of activities that can be done within the home or safely outdoors

Resources for Parents and Families:

- Establish and maintain a daily routine
- Be a role model
- Explain Social Distancing
- Focus on the positive
- Stay Connected to School
- Practice daily good hygiene
- [Taking Care of Your Family During Coronavirus](#)
- Video: [Trauma and Resilience Services](#)



Planning for the 2020-2021 School Year

- Develop a plan for formatively assessing students at the beginning of the 2020-2021 school year
 - Review school's policy regarding Multi-tiered Systems of Support and update as needed
- Consider Expanding summer learning opportunities for in-person live instruction
- Develop a calendar and optimal school day schedule for the 2020-2021 School year
 - Will your school offer an extended school day or extended school year?
 - Could your school offer online courses on Saturdays?

Charter School Specialists Trainings to Support School Improvement & Innovation

- ***Formative Assessment Practices***

In this session, participants will learn comprehensive strategies for measuring student learning through the use of effective, well-aligned assessments. Learners will be able to match learning targets to assessment types ultimately leading to the collection of relevant data informing the school improvement plan. School leaders and instructional staff will explore evidence-based clearinghouses and identify the instructional strategies and resources best-suited for their student populations.

- ***Culturally Responsive Practices***

Participants will learn how one's culture programs the brain to process data, how to build students' learner operating systems, and how to implement culturally responsive pedagogy through a proven framework for optimizing student engagement and facilitating deeper learning.

- ***Differentiated Instruction for ALL Learners***

Differentiating instruction is essential when working with students with disabilities, English Learners, and all students who struggle in meeting the state's challenging standards. This professional development presentation will help teachers learn about processing delays and learning styles. Teachers will learn how to use OLS and develop lessons that are differentiated through content, process, product and learning environment. Teachers will leave the session with several instructional strategies that they can implement in their classrooms.

******This document will be updated continuously with resources and ideas for your planning purposes******

For questions, or to provide additional resources, email pchisley@charterschoolspec.com