



MISSOURI SCHOOL
BOARDS' ASSOCIATION

MSBA

Missouri School Boards' Association



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BACK TO SCHOOL CONSIDERATIONS

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MSBA's RE-ENTRY DOCUMENT

PANDEMIC RECOVERY CONSIDERATIONS:

Re-Entry and Reopening of Schools

- <https://ams.embr.mobi/Documents/DocumentAttachment.aspx?C=ZfON&DID=GJGDM>
- Over 100+ pages!
- Appendixes are the meat of the document!!

IMPORTANT POINTS TO REMEMBER

- The intent of the document is to create a template to guide local discussion regarding reopening schools and **is not a “one size, fits all” document.**
- The document provides examples of protocols schools could implement, if feasible, during a “phased-in approach” to bringing students and staff back to school.
- The material in the document **is not required** by law to be implemented
- LEAs need to **work with their local health departments and local stakeholders** to ensure that their protocols align with the most current scientific knowledge and community expectations.
- It is also reasonable to expect that the **protocols schools implement will change** as the local conditions change.

SECTIONS

Governance

Communications

Physical Plant

Nurse/Health Care

Academic

Social/Emotional Health

Fiscal

Human Resources

COMMUNICATIONS

- **Implementing specific communication procedures and protocols will allow staff, students, families and the community to safely re-engage in the education process.**
 - **It is recommended that schools follow the RPIE model (Research, Planning, Implementation and Evaluation) for their communication efforts.**

COMMUNICATIONS

Develop an effective communications procedure

- **Who**
 - Identify who (or what department) will issue information to key audiences. A central point of contact is vital to assuring key messages are accurate and consistent.
- **What**
 - Determine central and supporting messages. - The central message must always be tied to student safety

COMMUNICATIONS

- **When:**
 - Determine when information will be shared
 - Work with the primary district communication point of contact to vet and send information
- **How**
 - Determine which communication tools will be most effective in reaching primary audiences.
 - Understand that individuals receive and react to information in a variety of ways.
 - It is recommended that all vital information be shared at one time to reduce confusion, misunderstanding, and anxiety.
 - Keep all information in a central clearinghouse (website) with clear links.
 - Determine primary means to release information ▪ Website ▪ Email ▪ Social media ▪ Print copy mailings ▪ Voice and/or video messaging ▪ Traditional media outlets ▪ Develop a regularly updated FAQ site
 - Use communication methods that reach families where English is not the language primarily spoken in the home.
 - Use communications methods that accommodate persons with hearing and visual impairment. - Work with community agencies, local government, Chamber of Commerce, health-related groups (including hospitals/clinics), and higher education to provide consistent and factual messaging that reaches a broad audience.
 - All communication regarding COVID-19 should be carefully designed to counter discrimination against or stigmatizing any person.

COMMUNICATIONS

- Create a method for parents/students and employees to contact the LEA outside regular business hours when they have symptoms of or have been exposed to COVID-19.
- Prepare communications to parents/guardians.
 - Information to parents notifying of school start date. (See Appendix G- Sample Letters to Parents).
 - Information on the health and safety measures the LEA is taking to ensure students can return to school buildings safely.
 - Health protocols: The LEA will work closely with the local health department to develop appropriate safety protocols for students and others entering school facilities.
 - The expectations of parents and students if the School Building Closure/Distance Learning Plan or the Alternatives to School Building Closure Plan is implemented.
 - Basic information on COVID-19 and measures families can take to stay safe when not at school. (See the Missouri Department of Health and Senior Services (MDH) COVID-19 Fact Sheet)
 - Clear direction in student handbooks on when to keep a student home and the process for notifying the school

ACADEMICS

- Create a timeline for progress reports to be submitted for each student, class, grade level and building detailing which standards for the grade level were taught and which were not.
- Create and establish procedures for educator teams to meet and address student learning needs for both in-person and online instruction
- **Create a technology support team that is available to support technology issues of students, parents, and staff when teaching and learning remotely.**
- Review student schedules
 - Adjust the LEA assessment plans and assessment calendars for the 2020-21 school year.
 - Which assessments are necessary to determine retention and current mastery levels? Which assessments need to be delayed or eliminated until the relevant standards are taught
- Once student retention and mastery have been assessed, create a timeline, providing opportunity for teacher collaboration, for teachers to submit a plan to the principal outlining assessment results and recommending instructional grouping per subject area.

ACADEMICS

- Create an alternative method of instruction plan (School Building Closure/Distance Learning Plan) for instruction of students in case of school closure.
 - Involve relevant stakeholders including teachers, parents, internet service providers, community centers with available wi-fi, food banks and other social services.
- Public schools provide the plan to DESE for approval by June 15. (See 171.033, RSMo., applicable to public schools.) Include information the district has collected from students and families on household internet access and computer access.
- Test the plan
 - Safely send and receive resources between school and home during COVID-19. (See Appendix L Guidance for School Nurses to Safely Send and Receive Resources Between School and Home During COVID-19)
- Create an Alternatives to School Building Closure Plan to provide essential academic services in school buildings while minimizing exposure and avoiding a school closure, and test the plan
 - Involve relevant stakeholders including teachers, parents, internet service providers, community centers with available wi-fi, food banks and other social services. (See Appendices B, C, I, T, and U for alternative considerations).

FISCAL

- Conduct a full inventory of equipment and other assets.
- Verify which students and families have district assets in their possession (computers, books) and remind them to return district property at the beginning of school and arrange for recovery if student is not returning.
- Verify which staff members have assets in their possession and remind them to return them at the beginning of the school year or immediately.
- Review and revise the LEA's technology plan.
 - Base plan on survey results regarding student home access to reliable internet and computers. (See Social and Emotional Health and Appendix P-Family Contact Checklist)
 - Procure hardware, software, licenses, learning management systems to improve virtual instruction under the School Building Closure/Distance Learning Plan. (See Academic)
- Evaluate whether more IT staff is necessary or additional training is required to facilitate distance learning.
- Work with government and business partners to expand the number of students with reliable internet access outside the school building, even if the problem cannot be completely resolved.

FISCAL

- **Examine vendor contracts**
- **Restructure current contracts if possible, and make sure new contracts address contingencies of the School Building Closure/Distance Learning Plan and the Alternatives to School Building Closure Plan**
- **Require proof of emergency plan from crucial vendors to prevent or minimize disruption in services to students**
- **Ensure contracts require proper hygiene protocols for service providers or products entering the building**
- **Carefully vet new purchases independently and thoroughly.**
 - **There will be many vendors using the current crisis to increase sales**
 - **Make sure the products are a good fit for the district's instructional plan and that these products are competitively procured even if the district is not required to do so**
- **Apply for emergency relief funding when applicable**

QUESTIONS?

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THANK YOU!