The following list is intended as a guiding document for your Leadership Team as you discuss how the growing coronavirus concern may affect your community. The goal is to help you consider the many possibilities, and these questions should be used to help steer your conversation rather than serve as the entirety of it. We recognize that each school community is unique, and choices about procedures and actions taken will likewise vary. As a general paradigm for managing emergencies, we, like many heads of school, break the mission down into 3 distinct areas: People; Place; and Program. With that in mind, we've used that framework to structure questions that we'd encourage you to ask yourselves in an administrative team meeting or similar format.

PEOPLE:

STUDENT & EMPLOYEE HANDBOOK / POLICIES:
- Consult with your attorney if you have not recently reviewed your contracts and policies.
  - Review and, if appropriate, update enrollment contract for force majeure provision
  - Returning students
  - New students
- Add section on communicable disease protocols, possibly to include:
  - When a student should be sent home or kept home from school
  - Notifying Department of Public Health
  - Notifying internal stakeholders
  - Isolating student
  - Disinfecting school
- Consider adding a section about accommodating students with distance learning who have to miss school due to illness
  - Discourage the use of perfect attendance awards and incentives
- NOTE: IF YOU DON'T ALREADY HAVE THESE PROVISIONS IN PLACE, CONSULT WITH AN ATTORNEY TO DETERMINE STRATEGY FORWARD.

EMPLOYEES:
The following is a general set of categories that most of your employees will fall into. We encourage you to evaluate these categories and develop solutions for each, and then make any necessary individualized plans as appropriate:
- Faculty
  - Likely capable of virtual instruction (MS/HS), potentially capable of virtual instruction or small group play (ES)
- Full-time Staff Remote Possible
  - What systems do they need access to?

- - - Can you expand your VPN if applicable (Virtual Private Network -- if you don't recognize this term, ask your tech director or assume you don't have one)
    - What 'stuff' do they need access to? (Refer to Financial list and expand upon it)
- Full-time Staff Remote not Possible
    - Likely includes facilities teams, librarians and others whose work is tied directly to campus. How might you engage them and/or manage compensation during a period of closure of 1 week? How does that differ if the closure is extended to 4 weeks? By answering this question today, you're preparing your community to answer it in the future.
    - Administrative/Board level decisions on compensation for a period of time should be formalized for those not able to contribute.
- Teaching support staff
    - Potentially includes roles like tutors and reading specialists who may be working with specific students
    - What, if any, options are there for them to continue providing support to students remotely?
- Vendors and Contractors
    - Review all vendor contracts for suspension and cancellation provisions in case of force majeure.
        - Kitchen services contract?
        - Bus service provider contract?
        - Janitorial services and buildings and grounds?
        - Security guards?
        - What else?

FINANCIAL
- In preparation for closure, build a list of things you must take from your school in order to ensure staff can operate from home productively. Things like check stock, payroll functionality, etc. need to be gathered from school and brought to the people who are going to execute those functions.
- What information, if any, do you need to access online bill pay systems?
- Contemplate how to manage casual labor forces. Will you pay facilities, security, tutors, on-call subs, etc. while school is closed?
- Insurance Coverage
    - What do you have in place that might provide coverage, if anything? Discuss with your insurance broker to determine level of coverage in the event of coronavirus requiring school closure
    - Is it too late to get some sort of useful insurance coverage?

CHILDCARE:
- Assess the number of your families who will require childcare:

- Parents who are police, fire, public safety, teachers, etc. are most likely to need support as their jobs may require them to come in regardless of community challenges.
- Can we provide childcare services in a restricted format? Small groups at offsite locations?
- NOTE: Childcare should only be considered in consultation with your local health departments in the context of a broad mandatory shut down.

PLACE:

PRECAUTIONARY MEASURES:
- Consider forms of social distancing that may help prevent the spread of the virus.
  - Such measures could include a recommendation against shaking hands or high-fives in athletic events or in common greetings.
- Consider implementing additional precautions or rescheduling large gatherings on campus, such as spring concerts, fundraisers, family weekends, etc.
- Consider visitor policies and expand virtual tour and virtual interview options.
- Education for the community about hand-washing, covering sneezes or coughing, avoiding touching your eyes, nose, and mouth, etc.
  - Order/Provide additional hand sanitizing stations.
- Instruct custodians make cleaning touchpoints a high priority.
  - Door handles, crash bars, doorknobs
  - Entry windows
  - Office counters and surfaces
  - Handrails
  - Sinks and drinking fountains
  - Dispensers
  - Anything else that is handled frequently by multiple people.
- Verify each classroom is equipped with a cleaner for wiping down surfaces such as desks and tables between uses
- Identify a 'sick room' to separate sick students and staff from others until they can go home.

PROGRAM:

PLANNING TEAM
- Who is our crisis management team for possible coronavirus outbreak?
  - HOS, CFO, Facilities, IT, Legal, Health/Nurse, HR, School Division Heads and other senior administrators, et al.
  - Meet with team to review questions in this document
- Crisis Leadership Mindset

- Stay informed of the latest facts. [CDC](#), [WHO](#), [California Department of Public Health](#) or local health department
- Communicate early and often with constituencies.
- Build trust by displaying competence and responding to anxieties with care and concern.
- Communications
  - **Who**: Board; Parents and students; Faculty and staff; Vendors; Local community? Other?
  - **When**: Periodically, as needed. Be sure to consider the need for communications to various parties at each step.
  - **How**: email, text, phone calls, website updates, social media, press release, etc.
  - **On campus resources:** signs, posters, packets of information, etc.
    - NPR Resource: [Just For Kids: A Comic Exploring The New Coronavirus](#)
    - NPR Life Kit Podcast: [5 Ways To Prevent And Prepare For The Coronavirus](#)

TRAVEL & SCHOOL TRIPS
- Review CDC travel advisories and stay updated on travel recommendations
  - Postpone experiential learning programs planned for countries where CDC has issued travel advisories (e.g. Level 3 "avoid all nonessential travel")
  - Consider postponing trips to destinations based on known risks and school culture
- Consider policies regarding international students or incoming international travel
- Consider coronavirus waiver (or including coronavirus as a potential risk in the assumption of risk and release of claims section of any trip forms)
  - Consider coronavirus disclosure for employee chaperones, as appropriate
- Purchase trip insurance now for summer and other upcoming trips

CLOSED CAMPUS / REMOTE LEARNING
- Do we have capabilities for remote learning?
  - Does your faculty have lessons planned in advance to access and share in the event of a school closure? Enough lessons for 1 week? 4 weeks? 8 weeks?
    - Can we plan a PD Day or Faculty Meeting dedicated to lesson planning time?
    - Alternatively, can we ask faculty to plan lessons during their lunch or personal time?
  - Does this fit our culture? Does our student body have access to computers?
    - Will faculty be willing and able to teach in online classrooms?
    - Will students be willing and able to learn in online classrooms?
  - What ideas can we generate for remote lessons for younger students?
  - What ideas can we generate for remote lessons for students without access to the internet or a computer?

- ○ Consider whether the following recommendation applies to you: "It will likely make more sense to cancel school and/or district services and make up missed days at the end of the school year, rather than deploying a distance learning model that can be accessed by some, but not all, of your students," said a Washington State Education Department memo.
- Review and update the school's policy regarding remote learning
  - ○ Are we contractually permitted to switch to online learning? (Review enrollment agreement)
  - ○ Close for an impromptu in-service day to teach teachers about remote learning capabilities before they need to be implemented?
- Technology
  - ○ Do we have the necessary technological resources? Can we support remote classes for the entire school?
  - ○ Do students have access to reliable internet to access online learning portals?
  - ○ Do students and faculty have access to the hardware (computers, headphones, etc.) to make this possible?
- Special accommodations or remote learning issues
  - ○ Do we have students who require special accommodations? What solutions can we implement to support them?
    - ■ Contemplate a strategy to lean in for students with unique needs like blindness, deafness, etc.
  - ○ What resources can we provide students remotely to support any issues that arise (emotional or academic)?
    - ■ Assign someone to be checking in / monitoring / helping with this?
- Plan for maintaining contact with the community
  - ○ Regular online meetings for faculty and staff with the leadership team
- Return to school
  - ○ What criteria do we need to meet in order to reopen?
    - ■ Consult with Local Department of Public Health and follow recommendations. Closure might be precautionary to conduct a deep clean of facility, or may be due to illness (in which case we will want to assess as illness passes)
  - ○ What needs to happen for you to reopen?
  - ○ Communications and restoration of community
  - ○ How to deal with loss in the community

LEGAL

- Review your force majeure clauses in your contracts -- all of them -- including travel trips, student handbook, etc. Ensure that you are clear on what you are legally bound to do and then make a determination around whether you will comply with those guidelines or not. Either way, communicate early and communicate often.