GOOD ADVICE

• Confirming the legality of taking action – Page 95

MANAGING EXPECTATIONS

• Celebrating successes: “…our admin team is amazed with our staff and families and their flexibility in continuing education” – Page 97
• Communicating the essential roles fulfilled by school staff for directors, teachers, support staff, behavioral specialists, parents and students - Pages 7-10
• Addressing expectations for students enrolled in dual credit, AP and IDLA courses – Page 54
• Conveying information to families using template letters – Pages 111 to 113, Page 145 and Page 241
• Addressing the suspension of school activities, like sporting events and debate, during a closure – Page 209
• Using checklists to clearly communicate responsibilities – Page 154
• Owning bad news – Page 114

WORKFORCE CONSIDERATIONS

• Ensuring there is adequate work for all staff members during the school closure through the option of deep cleaning the facility – Page 19 and Page 32
• Contemplating the unique needs of staff who may have chronic health conditions when scheduling work assignments and locations – Page 23
• Assuring staff in distressing times, signaling job security and continued paychecks – Page 106
• Setting the expectation that certificated staff working from home will be available to assist students during regular, specified time – Page 24

MAINTAINING COMMUNITY CONNECTIONS

• Connecting with students and families by producing daily video messages – Page 28

INVENTORYING RESOURCES

• Identifying available communication channels – Page 30
• Inventorying technology resources – Page 223 to 224
HEALTH AND SAFETY

- Maintaining social distance for families picking up materials at schools by assigning times based on last names – Page 33
- Providing childcare for emergency medical services and healthcare workers – Page 40 and Page 141
- Protecting staff and students by requiring communications through approved channels – Page 64

SUPPORTING FAMILIES’ AND STUDENTS’ NEEDS

- Connecting families to the internet by sharing low-cost options via flyers included in Grab and Go lunches, distributing personal hotspots and wiring busses to serve as mobile hotspots – Page 61
- Collaborating with your local PTO to help ensure the nutritional needs of families in your community are met – Page 91
- Checking in with families remotely, providing social-emotional supports as needed – Page 41
- Establishing protocols for delivering special education and managing IEPs during closures – Page 193 and Pages 233 to 234

DEDICATED POINTS OF CONTACT

- Assigning a point of contact to engage with public health officials – Page 45
- Assigning staff to engage with seniors, ensuring they are on track to graduate – Page 274

LEVERAGING HOW TO’S

- Using Clayton Trehal’s (iSucceed Virtual High School) quick start guide for setting up a rudimentary online schools – Page 65 and on the coronavirus.Idaho.gov website under Online Educational Resources