

Selected Best Practices from District and Charter School Response Plans

Prepared 4-1-2020



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](#)