



Return to School Case Study: Prairie City High School

Prairie City High School educates 400 students in grades 9-12. The staff is organized as follows:

Leadership Team:

- Principal
- 1 Assistant Principal
- Diverse Learners Coordinator (primarily supports students with disabilities and English Learners)
- ELA Instructional Coach
- Guidance Counselor

Teaching Staff:

- English Department- Department Head & 4 teachers
- Math Department- Department Head & 4 teachers
- Science Department- Department Head & 3 teachers
- Languages Department- Department Head & 2 teachers
- History Department- Department Head & 3 teachers
- Special Subject Department- Department Head (CTE teacher), 1 Art teacher, 1 PE teacher
- Diverse Learners Department: 3 Special Education teachers, 1 teacher of English Learners

Faculty

- Guidance Counselor
- Part-time Social Worker
- 1 Head Custodian, 2 assistant custodians
- 1 Head of Food Service, 3 cafeteria workers
- 2 Behavior Support Assistants
- Part-time Attendance Coordinator
- 1 School Nurse

During mid-June, Prairie City School District launches its Return to School Committee, which is regularly attended by the High School principal. With ongoing support from district and ESU staff, the Principal launches a school-level Return to School Committee, consisting of the school's existing Leadership Team, which will meet weekly over the summer. In addition, the school launches three planning committees as follows:

1. **Leadership and Planning Committee** focused on governance, operations and technology. *Members: Principal (leads committee), Assistant Principal, , CTE teacher (when needed for technology support)*
2. **Conditions for Learning Committee** focused on facilities and wellness. *Members: Guidance Counselor (leads committee), Head Custodian, Head of Food Services, 1 Behavior Support Assistant, Attendance Coordinator, School Nurse*
3. **Continuity of Learning Committee**- focused on transitions and instruction. *Members: Assistant Principal (leads committee), ELA Instructional Coach, Diverse Learners Coordinator*



On the pages that follow are tables showing the key activities of each committee by month during Summer 2020 to ensure they are as prepared as possible for the coming school year.

June: Key Activities by Committee

Leadership and Planning	Conditions for Learning	Continuity of Learning
<ul style="list-style-type: none"> ● Return to School Committee sets a vision and priorities, as well as a plan to coordinate with district and ESU staff ● Identify stipends for additional staff needed to work over the summer ● They decide to commit to planning for an A Day/B Day schedule for some students and a fully remote model for others as “Plan A” and a fully remote model for all students as “Plan B” ● The plan is for students who attend school to stay in small cohorts over the course of the day; teachers will travel from classroom to classroom, not students. This will minimize person-to-person contact and allow for improved social distancing. ● Hold a focus group with students to collect feedback on the plan and their experiences with distance learning in the spring ● Principal send out a blast to all teachers and staff announcing the 3 remote Town Hall Meetings for Staff ● Principal send out a blast to all families explaining the 3 Town Hall Meetings for Families ● Hold Staff Town Hall #1: Update staff on the current plan and what to expect over the summer, share that there will be 3 days of preparation before school starts, meaning that the start of school will be delayed by two days. ● Principal receives and incorporates guidance from NDE about school launching in a hybrid model 	<ul style="list-style-type: none"> ● Guidance counselor begins researching strategies for culture building and safe movement that can take place within the classroom, including trauma-informed best practices. ● Research practices for staff self-care ● Consider identifying additional mental health supports for students and staff ● Guidance counselor begins transcript reviews to identify students with similar schedules to create student cohorts ● Attendance Coordinator performs outreach to students who were hard to reach and engage during the spring, tracks this outreach, and makes a plan for these students. ● Committee develops a Student and Family Survey to collect important information, including information about students’ social-emotional health, so that support staff can be deployed appropriately. Survey includes whether student & family prefers to continue with remote learning and seeks parent permission for this. Also seeks information on parent/caregiver health status and risk status for COVID and information about access to devices and wireless signals. ● Guidance counselor begins developing a culture re-entry plan, including activities that occur during the first two weeks of school ● Analyze Student and Family Survey data as it comes in. For students who prefer remote, identify if they have shown success with this model in the spring. On an ongoing basis, share results of this planning with Continuity of Learning Committee to inform their building of the schedules. ● In collaboration with district staff, Head Custodian begins work on the building to maximize ventilation, soap and hand sanitizer access, signage, plumbing 	<ul style="list-style-type: none"> ● Assistant Principal reaches out to staff individually to gather information about staff health issues and concerns about returning to school (such as staff who are older in age or are immuno-compromised). She also asks if staff have children of their own attending the school (important to consider this when creating A Day/B Day & remote schedule). ● AP reaches out to Department Heads to request they participate in 2-day Summer Planning Institutes held in July ● Diverse Learners Coordinator continues reviewing IEPs and ELPA 21 assessment data, planning evaluations and triennials to ensure IEPs can serve students in remote environment ● Solidify any professional learning opportunities that will occur over the summer, ensure these can occur remotely, reach out to teachers to schedule these. ● Identify critical instructional materials needed for A Day/B Day and fully remote model, begin process of ordering materials ● Develop grading policies for A Day/B Day and remote model ● Convene one focus group of teachers and one focus group of parents to collect information on spring distance learning that will inform this year’s strategy ● Build schedule for A Day/B Day (consider information about staff needs) with partial full remote. This schedule includes more time on



<ul style="list-style-type: none"> ● Hold Community Town Hall #1: Share that an important Student and Family Survey has been sent home via the school communication platform, inform families that school is currently planning for A Day/B Day and fully remote options, inform the community that there will be a training for families on how to ensure effective remote learning and social-emotional support held in July. ● CTE teacher (with additional volunteer support) continues the process of doing a tech and connectivity check for every student in the school (this continues for a month), continuously updates tech tracker. ● CTE teacher begins identifying students who do not have devices and wireless signals and making a plan for them 	<ul style="list-style-type: none"> ● Create a classroom cleaning plan based on CDC guidelines and order necessary supplies (ensure there is money budgeted for this for full year) ● Place order for necessary supplies (thermometers, masks, hand sanitizer, clorox wipes) ● Team performs a walk-through of the building with the AP to identify classrooms that are safest/most appropriate for use, assign grade levels to classrooms ● Create custodial staffing plan for A Day/B Day schedule ● Food Services make a plan for A Day/B Day option and full remote option (meal pick-up) ● Nurse research best practices for teaching and learning while students are wearing masks. ● Create school-based plans based on alert levels from CDC. 	<p>ELA/Math when students are in the building (especially for 9th & 10th grade), and more time on other subject areas when students are at home. Consider the impact of this schedule on staffing and hiring based on what's possible in the budget.</p> <ul style="list-style-type: none"> ● Based on data and needs, create a plan for ongoing teacher professional development to occur during PLCs for the first quarter of the school year. Ensure that general educator planning time includes Special Education and EL teachers. ● Familiarize with all instructional resources and trainings available on LaunchNE website
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July: Key Activities by Committee

Leadership and Planning	Conditions for Learning	Continuity of Learning
<ul style="list-style-type: none"> ● Finalize teacher Pre-Service Plan with Leadership Team (numbers of days, sessions to hold) ● Hold Staff Town Hall #2: Update the staff on planning for A Day/B Day and remote schedule and ongoing planning related to this. Point staff to the right people if they have questions. Be clear that this plan is subject to change at any time. ● Hold training for families on ensuring effective distance learning and meeting students' social-emotional needs 	<ul style="list-style-type: none"> ● Continue calls to students' homes and analysis of Student and Family Survey data. Reach out to families with students who should not be in school because of student or caregiver health risks. Make a plan for each student. ● Continue coordinating this information with the Continuity of Learning team to inform scheduling ● Develop and vision and plan of support for the class of 2021 ● Create a case management/at-risk support plan where staff members are responsible for outreach and support for vulnerable students (behavior support assistants, homeroom teachers) 	<ul style="list-style-type: none"> ● Build schedule for fully remote option, this includes curriculum-specific guidance and low-tech v. high-tech options ● Make a plan for how coaching teachers will work for A Day/B Day model and remote instruction ● Create an addendum to Teacher Handbook based on current conditions ● Make a plan for what will happen when staff are absent, ensure there is a plan for subs ● Create a "Pivot Plan" for transitioning to remote from A Day/B Day model (transition plan that students and staff can undergo in one half-day with alternate schedule: name what materials students will need to take home, how students and families roll over the remote schedule, etc.) ● Meet with Diverse Learners Coordinator to ensure students with disabilities and English Learners are receiving access to core instruction as well as their specific services in A Day/B Day and full remote models ● Work with guidance counselor to solidify plan for fall assessment (college entrance testing, interims, remote options)



<ul style="list-style-type: none"> ● Hold Community Town Hall #2: Update the community on the school's plans and share supply lists. 	<ul style="list-style-type: none"> ● Operations team create "traffic routes" through the school to minimize contact among groups of students ● Nurse create system for temperature checks for staff and students. ● Make a plan and protocol for students who may show COVID symptoms while at school (need to safely isolate these students) ● Run through new systems with the AP to check the impact on scheduling. 	<ul style="list-style-type: none"> ● Summer Planning Institutes led by AP (2 days): Department Heads review available data, learn about unfinished learning, adjust their pacing calendars, create "pre-assessments" for students, give feedback on materials that the school should order. Make a draft plan by grade level for who will record core content of lessons for fully remote model (look for efficiencies) ● Make adjustments to schedules based on facilities conversations with Head Custodian and Conditions for Learning Committee ● Plan out 3 teacher PD days for Pre-Service (half-day on instructional planning, half-day on assessments, half-day Operations and Safety, half-day school culture, full day curriculum training, include making a plan for recording lessons for fully remote model)
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August: Key Activities by Committee

Leadership and Planning	Conditions for Learning	Continuity of Learning
<ul style="list-style-type: none"> ● Hold Staff Town Hall #3: Share the plan for Pre-Service and beginning the school year. ● Hold Community Town Hall #3: Share the plan for beginning the school year and how to get information about whether students are on an A Day or a B Day schedule or fully remote ● August 17-19 are staff PD Days, August 20 & 21 are the first two days of school. Focus is on routines and culture-building. ● During the second week of school starting August 24th, the focus on culture-building continues. Teachers administer short, ungraded pre-assessments. There is no school on Friday so that teachers can plan, reflect, and organize data. Grade levels meet to review data and adjust their "Pivot Plans." 	<ul style="list-style-type: none"> ● Finalize and deliver pre-service trainings for teachers focused on school culture and safety/operations ● Continue checking in with vulnerable students and families ● Support teachers to teach culture-building activities on first days of school ● Visit grade-level meetings to collect information about vulnerable students ● Continue ongoing outreach to students who have not shown up to school or who have been hard to contact/engage with ● Monitor and adjust traffic patterns and cleaning schedules as needed ● Debrief with custodial team and food service team after first two days of school to problem solve 	<ul style="list-style-type: none"> ● Continue work on pre-service training sessions for teachers focused on instruction and deliver these sessions ● Ensure extra time is built into daily schedules to account for health precautions ● Make a plan for Friday in-service day on August 28th and support teachers to review and respond to their data that day