

COVID-19 SUPERINTENDENT RESPONSE CHECKLIST



This checklist outlines items for district/charter consideration. It is not an exhaustive list of all requirements and responsibilities. This document is dynamic and will be updated, as necessary.

ADMINISTRATIVE

Closure

- If it is determined that closure is necessary **beyond** the Governor's mandated window, report additional closure dates to your local ESC Executive Director (*TEA asks this information now flow through the ESCs to streamline the process*).
- Notify board of impending closure decisions and status reports.
- Communicate closure date windows to parents/guardians and community as dates are extended, along with procedures for instructional continuity and food service.
- Create a clear outline of work expectations for all classifications of district/charter employees during physical closure of school buildings.
 - Define remote work expectations for those expected to do so.
 - Develop and execute a plan to issue/distribute equipment and materials to staff to assist with remote work/learning
 - Explain procedures for non-contract staff regarding the accounting of time, expectations during building closure, pay, etc.
 - Include protocol for staff entry into school buildings, if allowed.
 - Outline essential functions and the processes and staff necessary to ensure these functions of the district/charter continue.
 - Communicate these expectations to all staff.
- Determine need for staff travel/exposure self-reporting process. If necessary, create survey, communicate the request to all staff, collect data, and track information.
- Develop plan for addressing incomplete teacher evaluations and recommending contract actions for employees (*Legal assistance will likely be necessary*).

Cybersecurity

- Establish security guidelines for remote work (i.e. no public Wi-Fi, current AV, handling PII, etc.)

COVID-19 SUPERINTENDENT RESPONSE CHECKLIST



- Educate staff utilizing remote access regarding the importance of network and data security, possible weaknesses and dangers, and preventive best practices.
- Implement and enforce strict password policies.
- Require employees to secure personal laptops and devices they intend to use for work and assist employees in installing authorized antivirus and security software, as needed.

Funding, Attendance Accounting, Etc.

- Once Student Information Systems have new attendance accounting code for COVID-19 in place, ensure TSDS staff are trained to use new code to account for absences.
 - Implement verification process to ensure new code is used appropriately regarding student absences due to closure and student absences when open but parents opt out of sending students due to health concerns related to COVID-19.
- Review the School Finance FAQ on the tea.texas.gov/coronavirus website.
- Complete grant amendments necessary to assist in providing remote student instruction in a timely manner once guidance from TEA or other Grantor(s) is received.
- Document all purchases and expenditures related to COVID-19 through detailed rationale on purchase orders, itemized receipts, and inventory and tracking of all items purchased.

General

- Access most recent TEA resources for all areas at: tea.texas.gov/coronavirus.
- Report questions to the TEA email inbox: disasterinfo@tea.texas.gov.

Waivers and Attestations

**Do not file waivers and attestations until you have a clear understanding of how many days/minutes to include in the waiver.*

Once your district/charter reopens or the school year is complete:

- Receive board approval for a professional development waiver for days used to train staff and prepare remote learning systems and materials. **Submit by July 1, 2020.**
- Receive board approval for a missed school days waiver for instructional minutes below the required 75,600. **Submit by July 1, 2020.**

COVID-19 SUPERINTENDENT RESPONSE CHECKLIST



- Receive board approval for an instructional continuity attestation form and submit with the instructional minutes waiver by **July 1, 2020**, to attest that instruction was provided during the waiver minutes requested.

ELECTIONS/GOVERNANCE

Board Resolutions

- Create board resolution(s), as needed, based on closure impacts such as: continuing pay for non-contract employees unable to work during COVID-19 crisis, emergency purchases necessary to continue district instructional and operational services during a specified time of crisis, suspension of other local policies or procedures as necessary, etc. (*Consider attorney consultation for assistance with resolution language*).
- Ensure intent of board resolution is included on the board meeting agenda.

Elections

- If a May board or bond election is scheduled and the board wishes to consider moving the election, add action item to upcoming board agenda regarding decision to hold or postpone election until November. This is a board decision, and if postponement is to be considered, it must occur prior to early voting.

Emergency Board Meetings

- When an appropriate meeting date and time are determined, verify availability of a quorum of board members.
- Create and post agenda at least one hour prior to emergency meeting at all typically required locations, including the Secretary of State Open Meetings Portal (*If hosting a webinar or teleconference meeting, attempt to type "not applicable" in the required location box. If this does not work, type "Webinar: the weblink or toll-free call-in information generated by the webinar platform" or "Teleconference: the toll-free bridge number."*). Include an electronic copy of any agenda packet that officials will consider at the meeting.
- Ensure the date of the meeting, time, and a toll-free number is listed on the agenda to ensure the public can access the meeting.
- Ensure agenda includes description of emergency action item(s) to be considered by the board.

COVID-19 SUPERINTENDENT RESPONSE CHECKLIST



- Record the meeting in case citizens were unable to attend the meeting virtually or by phone and wish to hear the meeting contents after the fact.

CHILD NUTRITION

- Determine if LEA will serve meals during closure.
 - If YES, complete Texas Department of Agriculture's TXUNPS application (Select the appropriate Seamless Summer Option (SSO) or Summer Food Service Program (SFSP)). Include meal service sites in application.
 - Determine if district/charter will operate a closed enrolled or open site.
 - Determine if district/charter will operate five-day or seven-day meal service.
 - If NO, consider any possible community resources where the district/charter can guide parents and students experiencing food insecurity during the COVID-19 crisis.
- Design meal service plan:
 - Identify meal service locations.
 - Identify non-congregate meal delivery method (curbside grab and go, bus route delivery, etc.).
 - Determine meal bundling, as applicable (e.g. breakfast and lunch served at same time, weekly meals delivered in one bundle, etc.).
 - Assign staff to prepare and serve meals.
 - Determine reimbursable meals that meet standards and are easy to serve.
 - Develop documentation standards and requirements for the appropriate SSO or SFSP food service model (accounting or number of meals served, qualifying students receiving meals as applicable, etc.).
- Train staff on the use of social distancing, line management, etc. to ensure the safest meal service environments for workers and children.
- Communicate meal service sites to community via multiple avenues.

COMMUNICATION

COVID-19 SUPERINTENDENT RESPONSE CHECKLIST



- Attend daily Commissioner's Zoom meetings or access summary information (*Access the Zoom at the following link: <https://zoom.us/j/748027666> or join by phone: Dial 669-900-6833 Webinar ID: 748 027 666. Limit access to one connection per district/charter*).
- Identify local health authority contacts and maintain two-way communication.
- Identify contacts for local mayor(s), county judge, and other local authorities who will impact decision-making.
- Implement communications protocol based on district/charter staff/procedures to share district/charter information via email, text messaging, social media, etc.
- Implement communications protocol to share district/charter information to parents and community via email, text messaging, social media, etc.
- Develop and implement staff remote work protocols to include expectations, desired outcomes, expected documentation of work hours/days, etc.

INSTRUCTIONAL CONTINUITY

Instructional Design and Delivery

- Create instructional delivery plan to address both high-tech and low-tech needs (consider grade bands and subject area for best instructional method).
 - HIGH-TECH: Create a plan for student access to internet and electronic devices for online learning and communication.
 - Determine potential means to provide free internet access across community.
 - Create plan for device usage, check-out of equipment, purchase of additional equipment, etc., as applicable.
 - Determine online learning platforms available (Google Classroom, Learning Management Systems, etc.).
 - Identify acceptable means of virtual communication between staff and students (phone calls, Zoom, FaceTime, Facebook Live Closed Groups, YouTube Channel, email, etc.).
 - LOW-TECH: Create a plan for student access to low-tech learning opportunities in the absence of internet or electronic device accessibility.

COVID-19 SUPERINTENDENT RESPONSE CHECKLIST



- Organize grade-level appropriate creation of learning materials for students unable to access high-tech learning options.
- Identify textbooks, reading materials, workbooks, manipulatives, and other learning aids that can be checked out to students.
- Create a distribution and collection plan for student activities, resources and completed work samples. Consider logistical considerations to ensure safest social distancing is implemented during the process.
- Communicate district/charter expectations to teachers regarding lesson planning, learning platform usage, TEKS introduction and mastery, grading, frequency of communication with parents and students, collection of work samples, etc. for both high-tech and low-tech learning activities.
- Create a description of a daily and weekly schedule of essential actions for teachers to ensure effective implementation of district/charter's plan.
- Communicate the instructional delivery plan to staff and parents through multiple methods.
- Provide training opportunities via one-on-one or small group training sessions (if appropriate), online modules, training videos, Zoom sessions, etc. to ensure teachers have skills to implement identified virtual learning tools or safe low-tech packet distribution and collection.
- Document frequency of instructional delivery by grade level and subject area.
- Ensure each campus has a system to collect and maintain student work samples and/or grades to provide documentation for potential future funding audits (*Consider ways to provide documentation for each day claimed as instructional*).
 - Communicate this plan and expectations to ALL teachers to ensure fidelity.

State Assessments, SAT, ACT, and TSIA and AP/IB

- Communicate cancellation of all state assessments to staff and parents.
- Ensure all 2020 state assessment materials received are stored in a secure location until further instructions are received from TEA.
- TELPAS administration windows are being extended through May 29, for **optional** completion (*TEA is looking at exit criteria for English learners to determine what adjustments may be made this year for these determinations*).

COVID-19 SUPERINTENDENT RESPONSE CHECKLIST



- Ensure counselors/administrators communicate SAT, ACT, TSIA, AP/IB exam session rescheduled dates, online resources, etc. to impacted students and parents so that students have access to exams as soon as possible (*see TAA dated 3/19/2020 located at www.tea.texas.gov/coronavirus*).
- TELPAS administration
- TELPAS administration

Student Promotion and Graduation

- Ensure promotion criteria in grades 5 and 8 (and all other grades/subjects) are based on locally-determined TEKS mastery and are clearly communicated to parents and teachers, since STAAR assessment data will be unavailable and Student Success Initiative requirements are waived.
- Ensure Individual Graduation Committees (IGCs) are informed that STAAR assessment requirements are waived for 2020 graduates, and all graduation eligibility requirements are based on local criteria.
- Develop GPA/Class Rank determination plans based on board policy and TEA guidance.

SPECIAL EDUCATION AND SPECIAL POPULATIONS

- Communicate frequently with district/charter/Coop Special Education Director.
- Design processes to ensure special education students receive FAPE and that, to the greatest extent possible, services identified in students' IEPs are provided.
- Design processes to ensure 504 accommodations, dyslexia services, etc. are available to the greatest extent possible.
- Become familiar with the USDE Q&A regarding services to children with disabilities during Coronavirus outbreak and other resources on the TEA Coronavirus website.
- If district is unable to provide necessary services to a student, prepare a plan for compensatory services when the district is once again able.