KASB will assist our members in making decisions about two fundamental goals:

- Providing the safest learning environment possible while meeting the needs of students, staff, and community.
- Providing the best possible learning programs and support services to help all students succeed, especially those with the great challenges.

KASB philosophy as we guide districts to reopen:

- Plans are worthless, but planning is everything. -Dwight David Eisenhower
- View this as an opportunity, and don’t place blame or villainize.
- Preach patience and flexibility
- Build relationships with critical local decision-makers such as county health, city council, county commissioners.
- Use the KSDE guidance as starting point for planning discussions

Districts cannot directly control how students and personnel will respond to the COVID pandemic. Each district will face a continuum from students and family who do not want or refuse to return to on-site learning, and those who want to return to school exactly as it was before.

Likewise, districts will face a range from staff who do not want to return to work even if they don’t have underlying health conditions to those who want to return to on-line work.

Families have options for virtual schooling from other districts or home schooling, so districts cannot force them to attend school on-site, and these options will reduce district enrollment and funding.

Staff can seek medical leave, accommodations, or quit, leaving the district short-staffed.

Districts CAN make choices between educational programs and physical plant. Those issues are addressed in the KSDE guidance released this week. The concept behind that guidance is allow districts to address the safety of physical plan options and provide an alternative learning model that better supports the learning model.
As school boards look to reopen schools, research has shown us that leaders will experience significant pushback as they begin to develop and implement plans to reopen. This pushback stems from breakdowns in Communication, shifts in the Culture from the previous normal, a loss of Order as it relates to moving away from traditional processes, and concerns from stakeholders about a lack of Input in the process. Communication, Culture, Order, and Input (CCOI) are critical areas of leadership that school boards and leaders must address as they design and implement their reopening plans.

Components of a School District that define the Culture

All school districts have these components:
- Students
- Personnel
- Educational programs
- Physical Plant
- Culture and communications that tie the first four together

The framework below defines the major components found within any school district. Changes and/or adjustments to any of these areas result in additional alignment work across the three other areas. The Culture and Communication processes outlined by leaders will have a dramatic impact on the Order throughout the system. Engaging stakeholders to seek their Input will help to improve Communication and develop the right Culture as districts design the new Order by which they are providing education.

<table>
<thead>
<tr>
<th><strong>Students</strong></th>
<th>defines who are your students, their interest, backgrounds, and needs both academically and social emotionally</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educational Program</strong></td>
<td>encompasses the curriculum offered, extra-curricular, co-curricular, and other educational opportunities aligned to your students’ interest, backgrounds, and needs</td>
</tr>
<tr>
<td><strong>Physical Plant</strong></td>
<td>the physical spaces, structures, and items accessed/utilized by personnel to deliver an educational program aligned to the district’s students</td>
</tr>
<tr>
<td><strong>Personnel</strong></td>
<td>the staff both classified and certified that are hired, trained, and developed to deliver an educational program that meets the district’s students’ needs</td>
</tr>
</tbody>
</table>
Key Questions to drive Communication and define Order

KASB has outlined key questions to address or continuums to consider within each area of the framework as school boards and districts work to reopen schools this fall. School districts will need to plan for the following overarching continuum:

<table>
<thead>
<tr>
<th>Students Physically in School building, Onsite</th>
<th>Hybrid Approach, students in school building and doing remote learning simultaneously</th>
<th>Student doing totally remote learning</th>
</tr>
</thead>
</table>

Leaders should consider the continuum of needs, supports, services, and training that will be necessary within the four areas of the system below. As school boards and leaders consider the following questions they should be process driven in order to be flexible as conditions/plans change. These questions coupled with the guidance from KSDE should serve as a starting point for developing, communicating, and implementing reopening plans.

### Students
- How will families be supported if they choose to not send their students back to physical school buildings?
- What supports must we provide to ensure our students with the greatest needs, are advancing academically regardless of their setting, Onsite through Remote?
- What individual student barriers must be addressed for each setting along the continuum?
- Safety – What concerns do you have as your students return to school?
- What process will be used to determine what supports will we need for ALL, including at-risk, and special education students?
- What process will be used to adjust 504, IEP, intervention plans?

### Educational Program
- What do our educational opportunities look like Onsite through Remote?
- What are the expected curricular outcomes, Traditional Standards versus Defined Competencies?
- What are the expected measures of academic progress?
- How does the continuum of student intervention and enrichment support look?
- What is the process for seamless transitions along the continuum?
- What is the process for adjusting policies related to student eligibility for extra-curricular and co-curricular activities along the continuum?

### Physical Plant
- What are the implications for the sanitation processes and procedures along the continuum?
- How will spacing requirements for students and staff be met within environments along the continuum?
- What restrictions or regulations are currently in place for your county or statewide?
- What technology is necessary to ensure equal access?
- What efficiencies and/or opportunities for partnerships could be found along the continuum?

### Personnel
- What are the employment expectations for staff along the continuum, Onsite to Remote?
- How do we ensure staff have the professional learning opportunities to be effective within the continuum of environments?
- How will we evaluate and provide feedback along the continuum of work environments?
- How will staff resistant to return to work be handled?
- How will the continuum of varying staff safety needs be met?
### Key Stakeholders for Seeking Input Structure

<table>
<thead>
<tr>
<th>Students</th>
<th>Educational Program</th>
<th>Physical Plant</th>
<th>Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents from K-12</td>
<td>Teachers</td>
<td>Maintenance</td>
<td>Human Resources</td>
</tr>
<tr>
<td>Teachers</td>
<td>Para Educators</td>
<td>Custodial</td>
<td>Administrators</td>
</tr>
<tr>
<td>Students</td>
<td>Instructional/Activity Coaches</td>
<td>Teachers</td>
<td>Bargaining Unit Leadership</td>
</tr>
<tr>
<td>Special Education Directors and Staff</td>
<td>Special Education Directors and Staff</td>
<td>Para Educators</td>
<td>Classified Staff</td>
</tr>
<tr>
<td>Administrators</td>
<td>Curriculum Leaders</td>
<td>Instructional/Activity Coaches</td>
<td>Contract Service Providers</td>
</tr>
<tr>
<td>Classified Staff</td>
<td>Administrators</td>
<td>Transportation</td>
<td>Food Service</td>
</tr>
<tr>
<td></td>
<td>Community or Local Colleges</td>
<td>Administrators</td>
<td>City and County Officials</td>
</tr>
</tbody>
</table>
|                    | District Site Council | Teachers | }

### Strategies for starting to communicate and gather input:

- Keep the board of education informed as groups are formed, and plans are developed
- Utilize survey data, broken down by age/level to accurate gauge perceptions
- Utilize District Site Council to be a smaller work group to build plans, be key communicators
- Create and utilize a larger steering committee that encompasses more community people
- Identify key opinion leaders and influencers within your community to share the plan and provide support for the district efforts
- Create regional work groups of principals, superintendents, and board members to discuss next steps