

**The Schenck School**  
**2020 - 2021 Operational Contingency Plans:**

**Guiding Principle:**

The safety and health of our students, faculty, staff, and families will lead how and where we learn and operate. Our belief in our mission and our 60 years of experience and expertise will ensure the quality and high standards of our instruction.

**Task:**

How can we begin planning for a future that is unpredictable, constantly changing, and one in which (perhaps) "certainty" is even more subjective than today - i.e., views on COVID mirror views on climate change?

- Decisions will need to be made quickly and often based on the best information available and not necessarily all the needed information.
- Important resources, details, and logistics needed for a successful execution of multiple scenarios will need to be always at the ready.
- Prior logic and certainty may no longer be applicable at best and illogical and damaging at worse.
- Decisions must be considered and justified within the current political and cultural climates.

**Assumptions:**

- Guidance for school reopening mirrors the government's initial response - vague, noncommittal, "leaving it to school leaders".
- Public schools respond based on their inability to deliver quality online options and / or economic pressures as do some independent schools.
- Decisions to open or close campuses are seen through a political lens during a polarizing election year.
- Even as cities and states are encouraged to return to "normal", a significant portion of the population will be frightened and reluctant .
- Unencumbered access to a vaccine or treatment is 12 - 24 months away.

**Approach:**

We will utilize an [Integrated Nerve Center](#) structure that relies on agile, cross-functional strategic teams charged with forecasting, designing, monitoring, and executing within their department / function and consistent, two-way communication with the Nerve Center. Each team will prepare plans for the scenarios listed below, while considering and answering questions such as:

- What, if any, additional equipment, materials, or supplies would be needed to successfully and immediately implement the plan(s)?
- What, if any, policies or procedures need to be revised to accommodate the plan(s)?
- What if your plan(s) had to be implemented without accessing the building again for a sustained period of time?
- What investments in training and professional development would best prepare your department for implementing your plan(s)?
- Beyond yourself and direct reports, who else would need to be informed and buy into

your plan(s)?

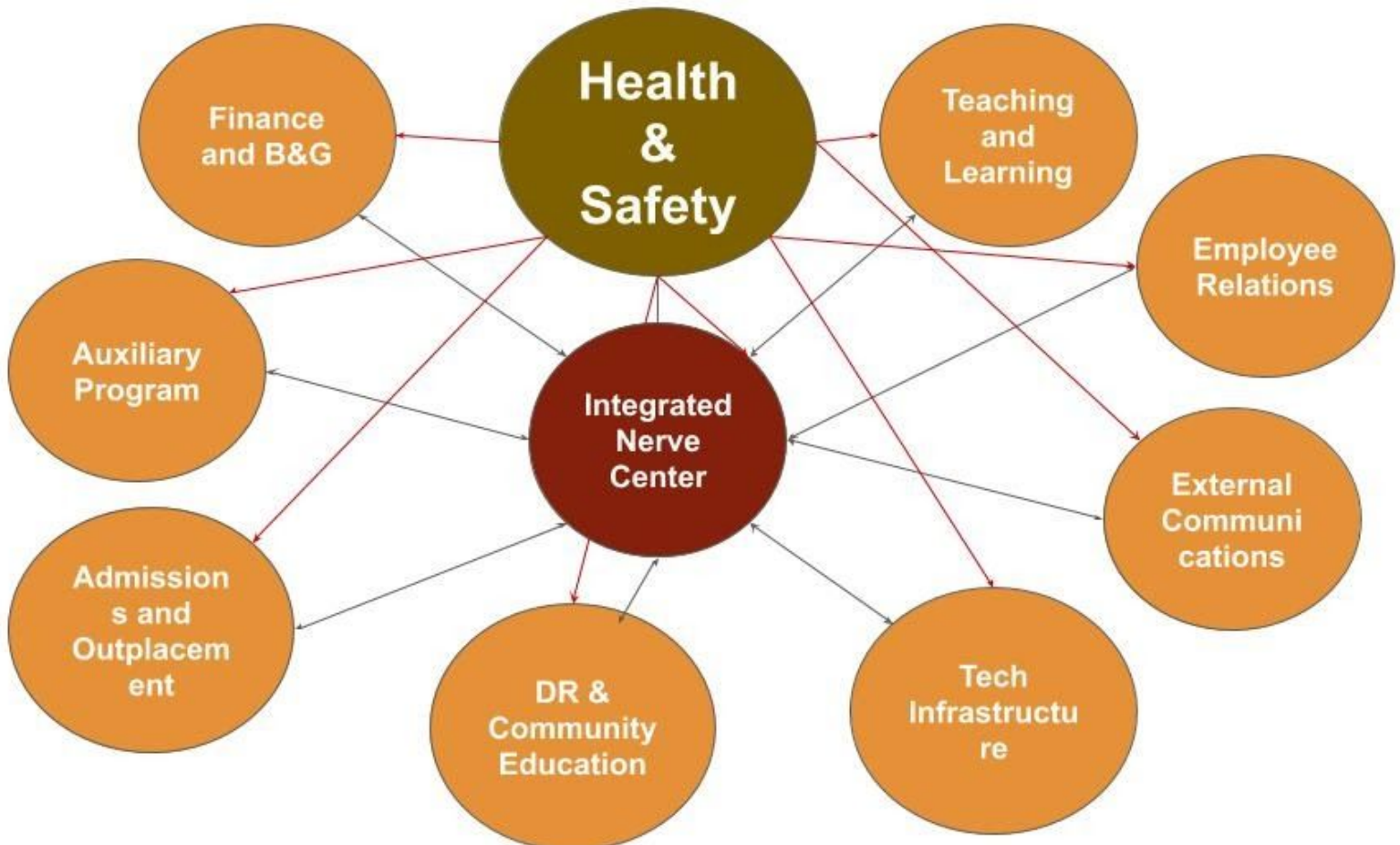
- Based on your plans, are their traditional purchases and investments that should be delayed as they may be irrelevant?
- What about your plan illustrates the priority you place on the health and safety of those it affects?
- Assume, in a best-case scenario, that a return to campus will include fairly strict social distancing requirements: 6 feet apart, no more than 50 people in a room, etc. What planning needs to happen now to accommodate that “best-case” scenario?

## 2020 - 2021 Potential Operational Scenarios

For each scenario, assume that a (significant?) portion of faculty / staff / students will need to continue to learn and operate from home.

1. Return to campus with limited to severe social distancing requirements.
  - a. Limited: Desks certain distance apart, smaller PE and recess
  - b. Severe: Staggered start times and no leaving the classroom
2. Student body is divided into two groups to minimize exposure.
  - a. Half attend in morning and half attend in afternoon
  - b. Alternate between week online and week on campus
3. School year starts with online learning / toggles back and forth depending on virus breakouts.

## Integrated Nerve Center Model



### **Nerve Center**

The Nerve Center team is the coordinating head of the larger integrated structure. Its purpose is to set the overall tone of our COVID-19-response work, acting as a single source of truth, in real time, for all information and actions related to the outbreak and response. It must maintain close two-way communication with all teams.

Members:

- Head of School
- Director of Finance
- Director of Development
- Principal
- Director of Academic Services
- Dyslexia Resource Operations. Manager
- School Nurse

### **Health and Safety**

The Health and Safety Team's charge is two fold:

- Design and continually update a decision matrix that informs how learning and operations should commence based on current health and safety guidelines
  - IF conditions look like this, THEN we learn / operate like this....
- Design and continually update the policies, procedures, and precautions that ensure the health and safety of our entire community.

Members:

- Head of School
- Director of Finance and Operations
- Director of Academic Services
- School Nurse
- Board Chair
- Chair, Risk Assessment Committee
- Medical Expert, Risk Assessment Committee

### **Teaching and Learning**

The Teaching and Learning Team is charged with ensuring that the approach and execution of teaching and learning fulfills the school's mission and meets reasonable parent and faculty expectations, regardless of the vehicle / format dictated by health and safety guidelines.

Members:

- Principal
- Director of Academic Services
- Curriculum and Instructional Coordinators
- Technology Manager
- Director of Teacher Training
- Teacher(s) Representative(s)

### **Finance and Buildings & Ground**

The Finance and Buildings & Ground Team is charged with ensuring the School and Dyslexia Resource are aware of the options and take the necessary measures to maintain their good financial health. In addition, it will ensure the buildings and ground are maintained and modified to meet health and safety requirements.

Members:

- Director of Finance and Operations
- Controller
- School Nurse

### **External Communications and Relationships**

The External Communications and Relationships Team is charged with maintaining proactive, balanced, and reassuring communication to all constituency groups outside of faculty and staff. In addition, this team will ensure the school continues to cultivate relationships and philanthropic investments in the School and Dyslexia Resource.

Members:

- Director of Development
- Director of Communications
- Director of Alumni Relations

### **Auxiliary Programs and Services**

This team is charged with ensuring the auxiliary programs and services offered to the school and wider-community are responsive to the needs of the changing situation.

Members:

- Director of Auxiliary Services
- Director of Academic Services
- Dyslexia Resource Operations Manager

### **Admissions and Outplacement**

This team is charged with ensuring that the School is able to continue the vital functions of recruiting, screening and accepting students, identifying students who may be prepared to transition, educating families about the process, and navigating any changes or new variables.

Members:

- Director of Admissions
- Director of Outplacement
- Director of Academic Services

### **Employee Relations**

This team is charged with ensuring the School and Dyslexia Resource are in full compliance with evolving health and safety requirements, that personnel policies are updated as appropriate to meet the changing situation, and that all employees are receiving the appropriate support and encouragement.

Members:

- Director of Human Resources
- Director of Finance and Operations
- School Nurse

### **Dyslexia Resource and Community Education**

This team is charged with continuing the mission and work of the Dyslexia Resource within the context and needs of this rapidly changing situation. In addition, this team will consider ways to educate internal (current families) and external (broader community) about dyslexia and related topics.

Members:

- Dyslexia Resource Operations Manager

- Director of Community Engagement
- Director of Teacher Training

### **Technology Infrastructure**

This team is charged with ensuring the School and Dyslexia Resource are equipped with the infrastructure, equipment, and software necessary to immediately execute a high quality response to each scenario.

Members:

- Technology Manager
- Curriculum and Instruction Coordinator - Technology
- Director of Finance and Operations

### **Student Life**

This team is asked to ensure that the non-academic yet equally important aspects of The Schenck School continue such as Houses, socialization, confidence building, dyslexia empowerment, etc.

Members:

- PE Teacher
- Curriculum and Instruction Coordinator - Math
- Principal
- Director of Community Engagement