**LEADERSHIP PLANNING GUIDE**

Leadership personnel at each high school might find useful the following questions to guide continued planning with appropriate staff members. While our schools have been exceptional in addressing many of the embedded issues, all of us need to begin viewing them through the lens of potentially remaining with distance learning after the end of April and then realistically for the remainder of the school year.

We need our best collective thinking. To that end, we will continue to provide avenues for raising additional questions and for sharing ideas, approaches and plans.

ACADEMIC AFFAIRS:

How will we ensure that the most essential content in each course is covered during the remaining weeks so students are best prepared for the next level?

As our new learning format comes with different challenges for diverse populations, how can we ensure that final grading is just and equitable?

How are we assessing courses in the Fine and Performing Arts? Physical Education?

Should we consider how modifying our current policies might address various forms of pass/fail options? Incomplete work? What could be the ramifications?

What accommodations might we need to make for students with special learning needs?

How will we address service requirements?

Are comprehensive final exams critical for the learning process?

How might we approach final exams differently? Are final exams critical for the learning process?

LOGISTICS:

How will we address items left in student and gym lockers?

Will we need to address teacher/staff work areas?

Do we have effective means in place for registering new students and for them to choose classes?

How will we approach building the master schedule? (Unless already completed)

If applicable, how will we address the return by students of 1:1 devices and other school-owned resources?

What are our plans for summer building preparations for a new year?

COMMUNITY:

In what creative ways can we refresh the personal connections we are already making with our students?

How can we facilitate personal interaction "outside the classroom"? (Activities, Clubs, Advisory Group or House Communications, etc...)

What are ways we can address faith formation, for both our students and staff?

How can we help to sustain the energy of our teachers and students? Through communications? Through programmatic changes? How are we consistently affirming them?

Which end-of-year rituals do we hold dear? How might we approach them in a new way?

How might we address commencement exercises? Postpone indefinitely? Creatively design a means for a "rite of passage?" Perhaps for each grade?

OPERATIONS:

How might we continue and enhance our general admissions marketing from now through the summer?

What communications messaging can be put into place for current families to provide hope and assurance to strengthen retention?

How can we communicate with registered eighth grade families to sustain excitement about joining our school in the fall?

In what ways do we need to approach how we address (1) donors in general, (2) specific donors, and (3) overall annual giving differently by the end of the fiscal year taking into account appropriate messaging and timing?

What stewardship plan can we put into place to intentionally remind our greatest supporters that the mission of educational excellence and faith formation is being fulfilled?

Are there areas in the budget where we can freeze spending, including particular projects we can defer?