**PLANNING FOR FALL DURING COVID-19 2020**

[**PLANNING\_FOR\_REOPENING\_DURING\_COVID-19\_2020.docx**](file:///C:\Users\mmorr\Downloads\PLANNING_FOR_REOPENING_DURING_COVID-19_2020.docx)

**INTRODUCTION**

During the COVID-19 time, the Office for Catholic Schools supports the mission of our Catholic schools by providing recommendations that lift up and protect our faith traditions and the common good. We advocate and support the following foundational beliefs: the importance of building a faith-filled community, ensuring a safe learning environment for all students and staff, and providing excellence in academics regardless of the delivery method.

**The Office for Catholic Schools recommends that each school engage the school community in a dialogue to determine next steps:**

1. Review the Academic Calendar to provide 180 days/ 1000 hours instructional time, while considering the following: an earlier start in August; staggered starts that promote allowing community development at all grade levels, with an emphasis on the early grades.
2. Adhere to all safety precautions: regular washing of hands, wearing a mask for all who enter the building, maintaining social distancing through the creative use of other available spaces on the campus, and the flexible use of all available staff to allow for smaller class sizes if possible.
3. Provide extended care that follows the guidelines set forth by the CDC and the local health department.
4. Provide families with a plan A and plan B that does not include going back to “normal” – what we have known about school life has changed.
5. Provide a minimum expectation for each grade level with regard to remote learning; deliver a survey to all parents and grades 5-12 students to determine satisfaction and opportunities for growth.
6. Provide a schedule of regular communication to families and staff at least two times a month throughout the summer.
7. Commitment to ordering safety materials in order to open the school in the fall. (The Archdiocese will continue to review, promote and secure health and safety items through bulk purchasing. We will continue to communicate our progress.)

Our Catholic schools are connected to one another, and yet individual schools should adapt plans based on physical location, enrollment numbers, and parish/school space available. We can be nimble when all are working together to consider and promote the mission of our Catholic schools. During this time, schools continue as a ministry of the parish, and as such they help to provide a faith based education acknowledging Jesus as our guide and teacher. We keep you all in our prayers as we work throughout the summer to consider our fall reopening plans.

**POSSIBLE SCENARIOS**

1. Students return in-person with social distancing and other protocols per guidelines from CDC and local health departments.
2. Reopening is not allowed, and we operate with distance learning until permission is given to reopen.
3. Reopen with split or rotating schedules to meet social distancing demands. Several possible models, including by age or grade band, by classroom, by content focus, by student need, by student/family choice.
4. Split or rotating schedules in combination with distance learning. Options for split could be the same as above. This model includes an organized system of distance learning— portability of the curriculum and instruction to include delivery online, from alternative locations with real-time broadcast, paper packet exchange, etc.
5. Phased in opening in combination with distance learning to meet social distancing demands. Some school facilities open for some groups of students, while others remain closed until a later date or certain community characteristics are met. Students who are not attending open schools are participating in distance learning.

**CONTEXT FOR MAKING DECISIONS**

1. The state superintendent has warned that WA may not be able to return to school in the fall and schools should prepare for contingencies. Even if schools can reopen, social distancing and other measures will need to be in place in order to prevent disease transmission. Schools need to abide by state and local guidelines, and they should follow the guidance from the Center for Disease Control, which is updated regularly.
2. Regardless of a school’s decision to open, some families will not want their students to return right away. International students may be unable to return. Schools need to be prepared with a hybrid model that allows students who are not on campus to continue their learning.
3. Normalcy will not return until a vaccine is widely available and distributed, and even then, some things will likely be changed forever.
4. Every school’s decisions and procedures will be impacted by variables unique to that school, including enrollment, facilities and access to technology.
5. It is critical that we show how our school is best positioned to keep our community members safe and continue to provide a robust learning experience for our students, regardless of where the learning takes place.

**OVERARCHING/GUIDING QUESTIONS**

1. How do we ensure that our school’s mission drives our decision making?
2. How will we address equity issues to support students and families?
3. How do we build on what we’ve learned from digital learning? What successes have we identified in digital learning? How do we build those elements into our plans for 20-21?

**Take a deep breath…** Most of what you will be doing to close out this year will be the same as the prior years. We recommend that principals be sure to take time to disconnect and relax during the first couple of weeks of summer. It is important that everyone take some ‘mental health’ time early on in order to prepare for busy months ahead.

PLANNING CONSIDERATIONS- now and during the summer months in order to prepare for both online and in-building scenarios for start of school in the fall and beyond.

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| **TOPIC** | **SUBTOPICS** | **ENDING THE YEAR AND SUMMER PLANNING CONSIDERATIONS** | **OUR SCHOOL PLAN** |
| **COMMUNICATIONS** | **Parents** | * Communicate plan to parents/students/staff for communicating updates during the summer regarding school next year * Send parent/student/staff survey * Provide ‘overview’ of possible fall scenarios and ‘general’ plan for the school within each scenario * Over the summer, send frequent updates to keep parents informed and feeling connected; consider sending on a pre-determined schedule so parents will know when to expect it (i.e. every other Wed.) * Determine how you will reach out to new families and make them feel connected (i.e. assign a point of contact, add them to school communications, 1-1 Zoom ‘Welcome’ and Q & A - principal and teacher) | Survey parents and students in the next 3 weeks  Send letter outlining possible scenarios for fall.  Communications:  Written 1X’s month  Email 2X’s a month  ZOOM 2X’s during summer |
|  | **Students** | * Consider asking teachers to hold periodic online sessions over the summer with their incoming class to help build rapport (team building activities, ice-breakers, etc.) * Determine plan for training students in new procedures/formats | Survey students 5-7 questions  set up class meetup one in July, one in Aug  Do virtual Orientation mid-Aug |
|  | **Teachers/Staff** | * Communicate summer expectations to teachers before school is out :Remote Learning, staff development , in-service days * Consider holding periodic staff meetings during summer months to provide updates * Create and share supply lists with parents that ensure no sharing of materials (while being mindful of expenses for parents) | Collect teacher supply lists, add health and safety items –mail end July  3 one hour Zooms during summer (possible department or PLC) |
|  | **OCS** | * Continue offering regular Zoom check-in opportunities to provide updates (weekly or bi-monthly?) for principals | Attend Zoom check-ins |
| **HEALTH & SAFETY (RISK MITIGATION)** | **Protocols for entering campus: summer and fall** | 1. Only necessary staff and students allowed on campus. Minimum number of allowed personnel on campus. 2. Restrict non-staff, non-essential individuals access 3. Health info will be collected and/or obtained  * Temperature below 100.4 - Consider checking temperature throughout the day. Secure thermometers - no touch infrared thermometers are preferred * Check symptoms per CDC recommendations (They have a set of [questions](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) that should be answered each day.) * Information should be collected on site  1. Masks required for students and adults (Masks: recommending two per day/person (reusable); take off for lunch and put on a clean mask after lunch.) Per Ed Foster 4-6 masks per person should be purchased before September.  * [School Settings | COVID-19](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html) | Set up check-in stations:  Primary Gr  Intermediate  Middle Sch  Assign staff  Train the check-in staff early Aug |
|  | **Social distancing** | 1. Students may be present in a given classroom or other space while still abiding by current guidelines for social distancing? (6ft. distancing head to toe) 2. Recommended that desks all face the front of the room, so students aren’t coughing/sneezing into one another’s faces. 3. Limit numbers of students; restrict access to play equipment. Equipment must be properly disinfected after use. 4. Restrict size of community gatherings based on the guidelines  * for the current phase. [WA phased approach chart](https://images.app.goo.gl/xESVtAYhzdyqJ6qQA) | Map each classroom June- July  Draw out floorplans and post on doors |
|  | **Protocols regarding illness** | 1. Sick students must be isolated, parents contacted, and testing results given to school administration. 2. Masks are expected to be worn by all employees and even students. If masks are cloth, Ed Foster recommends 4-6 per person, washed daily. Gloves will be needed for staff who are sanitizing and for anyone who is responsible for handling large volumes of mail. Hand sanitation stations need to be readily available to everyone in the building. 20 second hand washing is the best method of sanitizing. 3. If a Teacher or staff member is sick and needs to be tested for COVID-19 contact Ed Foster. [Return-to-Work Criteria for Healthcare Workers](https://www.cdc.gov/coronavirus/2019-ncov/hcp/return-to-work.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fhealthcare-facilities%2Fhcp-return-work.html) 4. School closure for deep cleaning/disinfecting if student or faculty/staff is diagnosed; or exposure is confirmed. 14 day closure required. Contact Ed Foster to contract with a cleaning service for deep clean [Cleaning and Disinfecting Your Facility](https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html) 5. School administration will need to notify families regarding a case in the school community as soon as information is   confirmed. | Reinforce our policy on staying home if not well  Send to parents policy and procedures for confirmed cases of COVID-19 |
| **HEALTH & SAFETY**  **SUPPLIES** | **Health Room** | Order additional hand sanitizer and stations, soap, wipes, masks, gloves, thermometers, spray bottles with liquid disinfectant  Secure and supply isolation space | bulk order supplies by June 3 |
| **FACILITIES** | **Cleaning and disinfecting** | * Prior to campus reopening:   + Understand “Safe Start Washington” from Governor Inslee   + Create and stock an isolation room   + Secure and maintain a 30 day supply minimum of cleaning, sanitizing and disinfecting supplies   + Post signage: See CDC signage and print 11x17 posters for classrooms, office, bathrooms, gym     1. [Stop the Spread](https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf)     2. [Hand Washing](https://www.cdc.gov/handwashing/posters.html)     3. [How to Protect Yourself](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention-H.pdf)     4. [Face Masks](https://www.cdc.gov/coronavirus/2019-ncov/images/face-covering-checklist.jpg)   + Train all staff in cleaning and disinfecting procedures * Cleaning/disinfecting procedures need to be in place throughout the school day especially high traffic/touch areas:   classrooms, student desks, bathrooms, door knobs/bars, hand railings, recess equipment, etc.   * When [EPA List of Disinfectants](https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2) are not available, alternative disinfectants can be used (for example, 1/3 cup of bleach added to 1 gallon of water, or 70% alcohol solutions) * Disinfect: everything before classrooms are occupied, playground equipment used, and offices used * Disinfect every time a shift of students occurs * Bathrooms twice a day (gloves, masks and eye protection) * High touch areas twice a day (door knobs, light switches, counters, etc.) * Gloves, masks and other PPE may be needed for cleaning. * Secure and maintain a 30-day supply of the following supplies:   + Hand sanitizer: Ed Foster recommends 80% alcohol   + Wall-mounted sanitizer dispensers at entry and common areas   + Disinfecting and cleaning products     1. EPA approved disinfectants and cleaners     2. Bleach   + PPE:     1. Consider face shields for staff     2. Gloves     3. Sneeze guard barriers at desk for office personnel     4. Disposable masks for isolation room and extras   for both staff and children | Train facilities staff (loop in parish) on protocols and daily routines  Hang posters in all areas of school traffic prior to any non-employees and employees on campus  Clean out storage room  Store health and safety in dry, easily accessible space  Assign office staff to monitor health supplies |
|  | **Other facilities upkeep** | * Drinking fountains used only to fill personal water bottles No congregating at fountain. * Playground equipment can be used in appropriate social distancing ways. They do need to be sanitized prior and after. * Having a washing machine on site will be critical. * Signage needed:   + (e.g. entry requirements, # allowed in bathrooms) | Purchase a washing machine and in wall water fountain  Build a checklist of tasks and dates |
|  | **Maintenance** | * Repairs completed * Make classroom modifications for social distancing requirements * Identify communal spaces: closed and/or limited * Restrict usage of furniture or items that can’t be cleaned/disinfected * Finalize any summer construction plans * Other products and supplies needed:   + Order additional soap   + Paper towels   + Spray bottles | Post signs on doors |
|  | **Classroom Supplies** | * Teachers create list of items to be returned for each student * Set a time and procedure to collect all school supplies, textbooks, library books, computers, etc. – organized by last name * Return all desk/locker items and student work, “lost and found” items – organized by last name, same time as collection time * Clean out all lockers/desks and pack up items to give to students * Teachers/staff sort through all returned items | Set date for return and pick up of items  Schedule staff in small groups to pack up classrooms, clean and turn in inventory |
|  | **Student Storage** | * Identify storage for student coats, lunches, personal belongs * Limit access during the day | Add hooks, cubbies |
| **SCHOOL OPERATIONS** | **Office** | * Create payment plans for any remaining tuition and fees * Document all tuition and fees waived * Mail “thank you” notes to all the families who remained with your school/provided support during the school closure * Create schedule for who will be available to answer messages, provide tours (?), process applications * Update website and voice mail * Complete all OSPI reporting * Closeout year for SIS programs * Renew subscriptions (Destiny, learning programs, etc.) | Office staff returns early |
|  | **Teachers** | * Cum cards need to be updated – teacher updates of grades and signatures – marked with COVID-19 * Report Cards created and sent to families – marked with COVID-19 * Incomplete grades identified; plan created with deadlines for finishing work | Set schedule for teachers to complete files in classroom, return to office for filing |
|  | **Principals** | * Finalize budget for 2020-2021 * Plan graduation and end of the year activities * Ensure that you are meeting all requirements for PPP and SBA loans (for PPP, remember the 8 week time frame from the time of receiving your loan for paying all employees) * Finalize tuition assistance decisions for 2020-2021 * Plan advertising for summer * Create plan for summer marketing/admissions |  |
| **SCHOOL PROGRAM/ CURRICULUM & INSTRUCTION** | **How (and how many) students return?** | * Following the guidelines, make decisions as to how many students can safely be accommodated in each learning/gathering space. * Consider putting students into cohorts who stay together most of the day, in order to limit exposure. Recommended that students eat in the classroom with their cohort. * When multiple teachers work with a cohort, the recommendation is that students stay in one place and teachers   move. | Use mapping data  Build cohort groups with family considerations  Consider a staff cohort group |
|  | **Schedule implications** | * Determine number of lunch periods or recess times needed. * Determine where student lunch will be. * Determine possible staggered start and end times/days. * Determine the impact of student schedule changes on teachers’ schedules. * Determine if there will be classes that will not be held in the beginning and explore ways those teachers/staff can be redeployed to assist in other areas. * Determine a schedule in the event that circumstances require a move to full distance learning. Use the lessons learned this   spring as guidance in building that schedule. | Three lunch schedules  For eating in class and moving to recess  Begin with a dual approach in-seat and online even if one class a week s online or for homework when school in session. |
|  | **Rethink materials** | * Decide which regular school supplies, textbooks need to order next year: less hard copies? * Avoid sharing supplies, including basic classroom materials, art supplies, PE and recess equipment, science equipment. * Determine how materials will be cleaned and disinfected after each use.   Consider the need for extra storage. | Assign aides to clean texts and classrooms |
|  | **Student Progress/Essential Standards** | * Update curriculum maps * Create grade transition reports for students from one grade to another * Highlight Student Support Plans, engagement during remote instruction, medical concerns, etc. * Work in grade level bands to determine which learning standards are essential for students to have mastered upon moving from one grade level to the next. * Assess where students are at with regard to where you would   like them to be in relation to these Essential Standards.   * Plan first quarter/trimester curriculum accordingly. * Consider interdisciplinary units, e.g. language arts/reading and social studies. * Provide for differentiation of learning opportunities and of ways students can demonstrate their learning. * Plan for an emphasis on authentic assessments and purposeful work rather than traditional tests and busy work. * Develop a plan to intervene early and as often as necessary with students experiencing academic, attendance, or social   issues. |  |
|  | **Continuous Learning** | * Research and implement best practices in continuous/distance learning. * Plan lessons and accommodations for students who are not able to be on campus. * Plan for a hybrid model in the event that it is required due to social distancing limitations. This plan should be flexible enough to include students who are quarantined and students whose   parents don’t want them back at school. |  |
|  | **Child care** | * Determine the impact of reopening restrictions on possible increased child care needs and on before- and after-school care. * Plan for the staffing and location of these programs. * Decide on feasibility of providing care for students during the school day in the event of a staggered schedule or closures | Use survey data |
|  | **Student Summer Learning** | * Create summer learning plan for students and communicate to parents * Packets/books should be distributed during pick-up/drop-off day (see above) * Plan for using any Title funds during summer and next school year |  |
|  | **Health & Screening Protocol** | * Develop and communicate plan to staff, parents, and students, include provisions for: taking daily temperatures, protocol for ill students and staff (when NOT to come to school, protocol for notifying school and managing situation if student, staff, or family member is diagnosed with COVID-19, guidelines for returning to school, etc.) * Establish an area for isolation for those who are ill * Will you require all students and staff to wear masks throughout the day? If so, communicate this early in the summer to parents so they have time acquire several for each child; encourage parents of to ‘train’ their children how to wear masks over the summer and build stamina for wearing them during the school day (especially challenging with younger children); NOTE: Masks are available through Lands End and other uniform suppliers – can add school logo if desired.   NOTE: We’d like to ask OCS to consider developing a uniform Health and Screening Policy/Guidelines that all schools could use as a basis for their schools (similar to what was done with the School Handbook) |  |
|  | **Daily Procedures & Operations** | * Establish expectations and protocol for frequent hand-washing and disinfecting of hands * Consider staggering start dates for various grade levels/groups (i.e. younger students start first to give them time to learn procedures/protocols before others arrive) * Arrival and dismissal procedures * Consider developing a framework for staggered times * Direct traffic flow in hallways to ensure minimal exposure * Establish procedures for entering into the building before school and after recess * Lunch Procedures: lunch in the classroom, additional food waste containers, extra garbage cans, purchasing lunch and/or milk, cleanup process, maintaining students in cohorts   Consider varied schedules and facility models to limit possible exposure:   * Set up cohort groups with minimal adult changes * Reduced number of students in the classroom (i.e. establish a ‘cohort’ schedule for small groups of students); limit mixing of students from different groups * Possible alternating schedules: Day on and day off model, morning and afternoon model, etc.; possibly hybrid of models online learning and on-site days * Recess * Specialist classes * Preschool classrooms – What restrictions or guidelines might DCYF bring forth? Much to be determined here.   \*Note: Outside considerations may be necessary when determining student schedules, such as siblings in other grades, carpools, parent circumstances, etc. |  |
| **MENTAL HEALTH: SOCIAL EMOTIONAL WELL-BEING** | **Building connection and community** | * Connect new families to community through community building over the spring and summer to welcome new students and families into community.   + Mentors with families in similar age groups   + Daily DL curriculum from current grade   + Parent Zoom meetings   + Weekly Zoom for incoming kindergarteners (story time, etc)   + Summer Learning packets for each new family, coupled   with technology   * Invitation to Weekly Coffee with the principal * Invitation to parent social events * Home delivered signs and materials * Principal phone calls of welcome * Continual check ins and facetime with parents * Invitation of new families to enrichment classes (art, dance, science experiment, etc) * Invitation to summer day care * Invitation to join DL lesson * Shout outs to new families on social media * Logo t-shirts to new students * Add to weekly school e-news * Place a priority on having fun together, especially in settings where students are apart. (Fun Fridays, Specialist offering art, dance and music classes, time for “recess” together, book clubs, scavenger hunt) * Creatively hold school, after-school and student-life events while abiding by current protocols. * Look to CDC, Washington State Department of Health, Governor’s Orders, and the Archdiocese of Seattle for guidance around decision making on policies and procedures around events. * Identify community events that can be done virtually, such as curriculum nights. * Follow the guidelines about numbers allowed to gather in the current phase. * Determine which events can be done remotely, such as curriculum nights * Decide how to modify prayer gatherings, liturgies, assemblies,   etc.  Consider ways to provide mental health support for students and staff, such as: coping skills and training for re-entry into the school building OR if we are required to remain online; how to play with friends while still social distancing, etc. |  |
|  | **Monitoring engagement of students** | * Check in regularly with students. Determine who is regularly checking in with students. * Track students’ engagement and follow up with families when   they are not engaging. At staff meetings or grade band  meetings discuss student needs and who will monitor and engage with specific individuals needing additional support.   * Identify barriers for students, especially those who are working remotely. How are you communicating with students and families about ways to address these barriers? * Ensure the school counselor is available to students and families. * If you don’t have a counselor, identify potential mental health resources for your community.   [Mental Health Resources with Archdiocese of Seattle](https://mycatholicschool.org/for-catholic-schools/catholic-identity/mental-health-resources/) |  |
|  | **Supporting teachers** | * Check in with teachers about their challenges and successes: whether they are working remotely or on campus.   + What has been the most challenging?   + Efforts most proud of?   + In what ways have you been most courageous?   + What positive new things have taken root involving teaching and learning during COVID-19? * Celebrate successes with teachers and students   + G.L.A.D. technique     - G = One GRATITUDE you are thankful for today     - L = One new thing you LEARNED today     - A = One new thing you ACCOMPLISHED today     - D = One thing of DELIGHT that touched you today * Be aware of teachers’ work conditions at home (e.g. internet bandwidth, children whose schooling they are supervising). How   are you accommodating as appropriate? | Meet each staff member to recap the year  Closing ZOOM using GLAD |
|  | **Professional Development for Social Emotional Learning (SEL) Focusing on Mindfulness Techniques and Social**  **Emotional Learning** | * H.E.A.L. technique (Hear, Empathize, Act, Love) * R.U.L.E.R.: social emotional literacy program focusing   school-wide approach for K-8 promote emotional literacy, which includes Recognizing, Understanding, Labeling, Expressing, and Regulating emotions   * [Zones of Regulation](http://www.zonesofregulation.com/index.html) curriculum teaches self-regulation and works well in tandem with other SEL approaches. Red, yellow, green and blue zones. * [Responsive Classroom](https://www.responsiveclassroom.org/about/): student-centered social-emotional learning approach with 4-Day PD offered online and/or in person in summer. Morning Meetings for PreK-5 and Responsive Advisories for Middle School. Centered on engaging academics, positive community, effective management and developmentally responsive teaching * S.O.A.R. technique focusing on Spirituality, Outreach, Attitude, and Reinvestment.   Importance of Affirmations | In department or PLCs select one of the Social Emotional Learning Focuses to do  Do 30 min Mental Health Zoom every other week |
|  | **Crisis planning** | * Update Crisis Plan to reflect the potential issues that can arise from COVID-19.   + If you do not have a Crisis Plan, consider developing   one. | Add health protocol for infectious diseases to manual |
| **STAFFING** | **Staffing needs**  **Context**  **We are in a paradigm shift for how we teach. This new way of instructing runs contrary to how teachers see themselves in relationship to their students. It is hard for teachers not to be with their kids.**  **Distance learning is exhausting and the boundaries of when the school day is over have been blurred.**  **Teachers are uncertain, some even scared. Administrators need to be proactive in the care**  **of their staff as we make decisions on what is the best model of teaching going forward.** | * Staffing decisions should be made as part of your opening of school plan. A plan for complete distance learning and most hybrid plans will likely require a reduction of force. RIF considerations should be discussed with HR at the Archdiocese prior to decisions. Keep in mind that schools do need to pay a significant part of the unemployment costs. * At this time, Band and Choir classes are not in compliance with Health regulations. PE may be allowed in small, non-physically assertive activities. Positions like lunch service, recess monitors, librarians will need to be considered for reduction of hours or reassignment. * Paradoxically, given the required social distancing, schools may have more sections to cover with teachers or aides. Cleaning staff may need to be added, and child care staff may require additional hours. Likely, an administrator will need to have some staff willing to be flexible in their job assignments as the school year unfolds. Are there classes that will not be * Hiring new staff * Complete staff evaluations by July 31, 2020 * Make sure all work agreements/covenants are created, distributed, signed * Ensure that RIF policy has been clearly communicated to staff * Have a plan for teachers/staff to be redeployed to assist in other areas * Determine if and what additional support you may need in specific areas, such as social-emotional support, cleaning or technology. * Determine GRACE teachers * Plan for both online and in-person scenario; who will cover and how? * Use Frontline for substitutes |  |
|  | **In-Service Focus** | * Plan August In-service (include options for both On Site beginning and/or online at some point); * Review 20-21 calendar and scheduled and unscheduled interruptions * Plan for professional development during summer and next school year * Review all new guidelines and procedures * Seek ideas for planning a retreat (depending on social distancing restrictions); consider associated needs for rebuilding staff connections after 6 months of isolation | Host retreat that focuses on theme for the year |
|  | **Human resource questions** | * Employees who are at a higher risk for severe illness from Covid-19 should be encouraged to self-identify and employers should take particular care to reduce worker’s risk. ADA and ADEA need to be complied with, but ultimately, an administrator needs to determine if accommodations for employees are reasonable and sustainable (telework or the teacher providing virtual learning).. * Daily health checks should be conducted for all staff including daily temperature and symptom screening. Sick staff should not return to work until they have met CDC criteria to discontinue home isolation. (May 2020 CDC Response for Opening America Up) * Schools are required to train all staff about all healthy hygiene practices including proper use of cloth face coverings and all safety actions. * Determine how you will handle sick days, including in situations where people are asked to self-isolate after being exposed. | Make list of tasks that could be accommodations for vulnerable  Train staff prior to startup on hygiene expectations for staff and students |
| **TECHNOLOGY** | **Access** | * A technology survey to school families is recommended to determine equity of internet service and at home technology capabilities. The same should be given to teachers so the school can determine how best to support them in their role as remote instructor. * Schools should offer devices for those families who can not afford them and assist in securing adequate internet services. All families could be supported by offering examples of the best   learning platforms parent support videos and guides.   * Online Libraries and other media resources for parents should   be taken into account when developing your IT Plan. | Review the survey  Inventory and order replacement devices  Obtain 15 hot spots for use by families or staff |
|  | **Resources** | * Tools that support simultaneous on campus and remote participation, e.g. Swivl, OWL cameras, are important considerations as we move into a full second year of remote learning. Supporting teachers with the best technologies for remote learning is a critical decision. * Determine: online curriculum resources and/or instructional materials need to be ordered for the fall * All licensing for programs and applications should be budgeted for and updated. * Copyright laws should be adhered to in all school related activities. * Internet safety and appropriate use policies should be shared with families as part of student orientations/parent nights. * Privacy laws and student protection protocols should be updated and shared with employees. (HIPPA and Washington’s Student User Privacy in Education Rights Act) * Special care should be given to students with disabilities or specific learning accommodations that can be assisted through technology. | Order Swivl cameras  Train staff to use Swivl  Purchase licensing for  Attach permission slip for online learning |
|  | **Instructional Practices** | * Make program changes to continue online learning next year * Consider surveying teachers and parents for feedback and suggestions. * Address challenges experienced these last months * Are the learning disabled and special needs students’ needs being met * Determine if schools want/need to establish additional online protocols for students, i.e. come to class dressed, not sitting in bed, no eating while in live sessions, no pets, etc. | Develop expectations for online behaviors for students with the staff  Assignment tracking in new format |
|  | **Professional Development & Other Training** | * Seek out summer PD opportunities for teachers related to online learning * Consider possible PLC or other summer focus * Training for new teachers/staff on remote learning plan and format * Training for new families, both students and parents (i.e. 1-1 online sessions with teachers) * Determine: What other online training or review should occur during the August In-Service? (i.e. Review/revise student expectations, instructional guidelines, daily schedule, etc.) | Train staff on Swivl  Set up online PLC groups with staff |

President Trump has unveiled Guidelines for Opening Up America Again, a three-phased approach based on the advice of public health experts. These steps will help state and local officials when reopening their economies, getting people back to work, and continuing to protect American lives.

Check out CDC resources to assist states to open. May 20, 2020

[L eading with Hope Greeley School of Education Loyola University Chicago](https://drive.google.com/file/d/10-pAmrhH53ROJOj9VVmkBRVnFOhCto1X/view)

[L earning Policy Institute May 2020 Reopening Schools in the Context of COVID-19](https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief)

[W ashington Association of School Administrators Coronavirus and Pandemic Resources](https://www.wasa-oly.org/WASA/WASA/Resources/coronavirus_resources.aspx)

‘Considerations for Schools’ <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.htmL>