

Education *for* Change

Connected



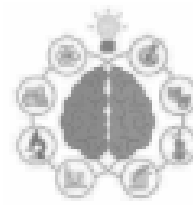
Inclusive



Interdependent



Learners



Checklist of things to do:

Task	Done
Overall To Dos	
Make sure all of your contact information is up to date for staff and students	
Identify any students with extenuating circumstances that may cause significant challenges in the case of school closure	
Communication plan that includes ParentSquare and follow up calls with key talking points for when students receive the packets.	
Create and share a teacher facing checklist for preparing for school closure. Provide time for teachers to accomplish tasks.	
Technology to Dos (link to student survey results)	
Identify (through the student and family surveys and K/1 phone calls) which students do not have a computer at home, and will need to borrow a Chromebook.	
Collect the necessary number of chromebooks and chargers and make sure they work. (NOTE: We recommend sending home your older Chromebooks.)	
Create guidelines (or use suggested guidelines) for Chromebook usage at home as well as return expectations.	
Make sure all family contact information is up to date for students who will borrow Chromebooks.	
Contact the families of students who will need to borrow a Chromebook: verify that they have a secure space to keep the device, and are willing and able to accept financial responsibility in the event of Chromebook damage/loss. [For families who are financially not able to take on that responsibility, we recommend covering this with school funds.] See this script for family phone calls.	

Special Education To Dos	
Messaging for principals (<u>this level of detail does not need to be shared</u>): • In the event of school closures, we may need to hold (virtual) IEP meetings to determine services during the closure. S3 Leadership will provide communication and directions for these meetings. • For now to prepare, we are asking case managers and service providers to think through what supports and services students with IEPs will need to access the work packets and make progress towards IEP goals in the event of school closures (see directions in row below). • In the event of school closures, S3 Leadership will provide communication and direction for annual, initial, and triennial IEP meetings.	
Principal should check in with Program Specialist (Teresa/Brittany) and then: 1. Make a copy of the COVID-19 Planning: Special Education Spreadsheet <School Site Name>; share with S3 Coordinator, Eva, Teresa, Brittany & entire Site Based Special Education Team 2. Ensure site based special education team completes the spreadsheet by EOD on Thursday, March 13, 2020	
Make a plan to ensure that students with IEPs get appropriate work packets (sent home on Friday) based on the COVID-19 Planning: Special Education Spreadsheet <School Site Name> Tracker.	
Ensure ALL service personnel who work at your school site/provide services to students with IEPs are included on site messaging about COVID-19. Check your email listservs and phone trees (don't forget to communicate information and plans to Physical Therapist, Occupational Therapist, Deaf & Hard of Hearing Teacher, etc.).	
At Home Reading To Dos	
A plan for how to distribute reading-level appropriate books to each student (Note: books should come from classroom libraries and should not be EL or BAR curriculum or SIPPS books). Each student should have enough books to allow them to read for about 20-30 minutes a day. • NOTE: Please prioritize students who may not have access to computers and internet	
A plan for how to have students sign out books. (TK-2 example)	
Plan for Day 1 of Closure	
Each teacher should contact each family of the students they have in class to:	

○ Reinforce the conversations that have been had in class about internet safety and expectations; ○ Briefly share what online and work packets learning will look like, and ask if the family has questions; ○ Coordinate with K-2 parents a schedule for Google Hangouts sessions. NOTE: For departmentalized classes: the homeroom teacher should make the calls to the homeroom class. ● Bilingual non-teaching site staff should join these calls as translators to support this communication.	
Make sure all teachers and staff unplug everything before leaving the building before a closure.	
Staff Meeting to Dos	
Please convene an instructional staff meeting this week by Thursday (packets delivered Wednesday, go home Friday), in which you communicate the following to your teachers about the work packets:	
Use the framing in paragraph 1 to share with your students the purpose and intent of the packets. (More detailed lesson plan is here)	
Model for students what to do if they get stuck on a problem	
Explain the accountability your site wishes to have in regards to the completion of the packet. (Will students earn a dance party for completion, etc.)	
Explain that we are currently developing expectations for how often staff should be in contact with students during a prolonged absence, and we will reconvene the team to discuss that in detail.	
Explanation about (and practice with) how to create calendar invites with and then use Google Hangouts, and have teachers plan developmentally appropriate calendar/Google Hangouts practice sessions for students. <i>We recognize that we will need to develop plans for K-2 parents to support online Google Hangouts tutoring sessions, and that this is not something teachers should train K-2 students to do.</i> (NOTE: Amo will turn on Google Hangouts for students next Tuesday; we will keep this setting on for the remainder of next week, and then will turn it off again until a school closure happens.)	
Expectations for how often teachers should be communicating with students and families during absence	

A plan for recommitting students to good internet citizenship, given that we'll be turning on Google Hangouts for all student accounts. We recommend reviewing the technology use policies in your student/family handbook and having students sign off on the commitments again, even though they signed this at the beginning of the year.	
Identify bilingual non-teaching school staff who can be paired with monolingual teaching staff to support student and family communication and learning during the duration of the closure. Identify the bilingual/monolingual staff partnerships, and provide them with time to discuss their collaboration.	

Dear Principals, Assistant Principals, and Deans of Instruction,

As you know, there are currently no confirmed cases of COVID-19 in Oakland, and EFC will be keeping our schools open until otherwise directed by ACPH and ACOE. That being said, in the event of confirmed cases, and if we were advised by ACPH and ACOE to close, schools could potentially remain closed for a lengthy period of time. If this were to happen, it's paramount that our students still have access to as much learning as possible.

For this purpose, we have already assembled and are sending to the printers [content packets](#) for each grade level, so that they can be sent home with students next week. **Note: we are printing weeks 1 and 2 of the packets only. Weeks 3-4 will be a separate print job as needed.** We want to give a HUGE shout-out to the Dean team for turning around high quality packets so quickly; this was truly an all hands on deck effort.

Packet printing should be done by the end of Tuesday, which means delivery to sites would take place on Wednesday. We want to send the packets home as soon as possible, since any school closures might happen suddenly, and once school is closed distribution to families will be very challenging. Each packet contains daily work for ELA and Math practice.

Please convene an instructional staff meeting on early next week, ideally March 9/10, in which you communicate the following to your teachers about the work packets:

- Use the framing in paragraph 1 to share with your students the purpose and intent of the packets. (More detailed lesson plan is [here](#))
- Model for students what to do if they get stuck on a problem
- Explain the accountability your site wishes to have in regards to the completion of the packet. (Will students earn a dance party for completion, etc.)
- Explain that we are currently developing expectations for how often staff should be in contact with students during a prolonged absence, and we will reconvene the team to discuss that in detail.

In the case of a prolonged closure, we will continue to support children's learning through phone calls to support with work packets (for students without internet access), on-line lessons and support sessions through Google Hangouts/Zoom (for students with internet access), blended learning data monitoring and student goal-setting, etc. We will also want to send books home with students. **Please work together as a site instructional leadership team to develop more specific plans for this early next week, and please involve your teacher/tutor teams in this planning so that there is deep investment in the plan. Please create:**

- A plan for how to distribute reading-level appropriate books to each student (Note: books should come from classroom libraries and should not be EL or BAR curriculum or SIPPS books). Each student should have enough books to allow them to read for about 20-30 minutes a day.
 - NOTE: Please prioritize students who may not have access to computers and internet

- A plan for how to have students sign out books. (TK-2 [example](#))
- A reading log for guardians to sign off on student reading each day ([example](#)).
- A plan for which teachers/tutors/SSAs will check-in with each student on a regular basis via phone, Hangouts, or Zoom. Ensure that contact information is shared and translation needs are met.
- A plan for recommitting students to good internet citizenship, given that we'll be turning on Google Hangouts for all student accounts. We recommend reviewing the internet citizenship sections of your student/family handbook and having students sign off on the commitments again, even though they signed this at the beginning of the year.

NOTE: Home office instructional leaders are creating a 1-pager of guidelines for sites related to lending out Chromebooks to students who don't have computers at home, along with recommendations for school staff to launch on-line learning on Day 1 of a closure.

Please let us know if you have questions or concerns about the distribution of the packets and how we can best support you and your site.

Preparing for Online Learning During School Closure

Things to do now:

- Identify (through the student and family surveys and K/1 phone calls) which students do not have a computer at home, and will need to borrow a Chromebook.
- Collect the necessary number of chromebooks and chargers and make sure they work. (NOTE: We recommend sending home your older Chromebooks.)
- Create guidelines for Chromebook usage at home as well as return expectations.
- Make sure all family contact information is up to date for students who will borrow Chromebooks.
- Contact the families of students who will need to borrow a Chromebook: verify that they have a secure space to keep the device, and are willing and able to accept financial responsibility in the event of Chromebook damage/loss. [For families who are financially not able to take on that responsibility, we recommend covering this with school funds.]

Things to Do Next:

- Hold a staff meeting and share information about:
 - Explanation about (and practice with) how to create calendar invites with and then use Google Hangouts, and have teachers plan developmentally appropriate calendar/Google Hangouts practice sessions for students. *We recognize that we will need to develop plans for K-2 parents to support online Google Hangouts tutoring sessions, and that this is not something teachers should train K-2 students to do.* (NOTE: Amo will turn on Google Hangouts for students next Tuesday; we will keep this setting on for the remainder of next week, and then will turn it off again until a school closure happens.)
 - Expectations for how often teachers should be communicating with students and families during absence
 - A plan for recommitting students to good internet citizenship, given that we'll be turning on Google Hangouts for all student accounts. We recommend reviewing the technology use policies in your student/family handbook and having students sign off on the commitments again, even though they signed this at the beginning of the year.
- Identify bilingual non-teaching school staff who can be paired with monolingual teaching staff to support with student and family communication and learning during the duration of the closure. Identify the bilingual/monolingual staff partnerships, and provide them with time to discuss their collaboration.

Things to Do Day 1 of Closure:

- Each teacher should contact each family of the students they have in class to:
 - Reinforce the conversations that have been had in class about internet safety and expectations;
 - Briefly share what online and work packets learning will look like, and ask if the family has questions;

- Coordinate with K-2 parents a schedule for Google Hangouts sessions.

NOTE: For departmentalized classes: the homeroom teacher should make the calls to the homeroom class.

- Bilingual non-teaching site staff should join these calls as translators to support this communication.