

# 2020-2021 Learning Plan Guidance

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CSI developed this resource to provide a framework for schools to build and evaluate their 2020-21 learning plans, identify specific areas of school need to efficiently focus CSI support, and identify commonalities between schools to facilitate peer networks and resource sharing.

This guidance is based on and aligned with the Colorado Department of Education's [Planning for the 2020-2021 School Year](#) resources.

The public health situation may change quickly; please be sure to review local and state guidance on an on-going basis. This is not intended to be an exhaustive resource; rather it should be used as a reference point as CSI schools plan for the upcoming school year.

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## Process and Timeline

### **Each CSI school is required to complete the following:**

#### Step

1

Update remote learning plan from March/April as needed using the Google Form (emailed to CSI schools).

- Required; schools may need to pivot quickly to completely remote learning

#### Step

2

Submit your 2020-21 Learning Plan to CSI using the Google Form (emailed to CSI schools).

- There is no required format; schools should submit the planning document(s) your school is using for the 2020-21 school year.

#### Step

3

Answer the five required questions using the Google Form (emailed to CSI schools).

- Use the seven areas of consideration to help build and evaluate your 2020-21 Learning Plan before answering the five required questions

**2020-21 Learning Plans are due *2 weeks prior* to each school's first day with students.**

CSI will host webinars on June 5th and June 15th to provide more detail on submission requirements and to answer questions.

### **CSI Contacts:**

General Fall Learning Plan Questions:

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## List of Required Questions

**Each CSI school is required to submit a response to the following five questions using the Google Form (emailed to CSI schools):**

1. What type of [scheduling model](#) is your school planning on implementing in the Fall? (1) An entirely remote learning approach, (2) an in-person learning approach, or (3) a physically distanced approach - small group, in-person learning with remote learning rotations/staggered learning. Your model may also be unique to your school. Please describe the type of model your school is planning to implement. **If the delivery method differs by level, include description by level (Preschool, ES, MS, HS).**
2. Identify a school coordinator responsible for ensuring compliance with [state](#) and [local public health](#) orders and coordinating your school's COVID-19 Health and Safety plan (name, email, phone number).
3. How will the school communicate the initial fall plan (*including health and safety protocols, scheduling and timing expectations, and instructional approach*) to families?
4. How does the school communicate emergency/urgent updates?
5. What was the board and return-to-school committee's involvement in the creation of the plan?

## Areas of Consideration

**Before submitting your school's 2020-21 Learning Plan document(s), please review the seven areas of consideration.**

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## Facilities

### Create a Facilities Checklist to Ensure All Staff Understand the School's Facility Approach

- Review [National Charter Schools checklist for preparing a school facility for reopening](#).

### Cafeteria/Food Service Areas

- Limit unnecessary staff and visitors in food service areas.
- Sanitize cookware, plates, cups, cutlery and food preparation, service regularly and plan for distribution that minimizes handling.
- Sanitize table surfaces between eating shifts.
- Grid off sections for common spaces and lunch areas to help students separate.
- Remove self-service, including salad bars, buffet lines, and family style service.
- Consider using disposable/compostable plates, cups, cutlery, condiment packets, etc.
- Consider closing cafeterias, if possible; otherwise stagger use and [disinfect](#) in between use.
- Consider providing lunch inside classrooms instead of the cafeteria.

### Classrooms

- Limit the number of people in a classroom at a time as well as the number of people in and out of the space during the day.
- Band and choir classes, and other increased aerosol level classes, may need to be adjusted to ensure safety protocols for students and staff.
- Increase airflow in the classroom as much as possible.
- Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.
- Provide adequate supplies to minimize sharing of high touch materials to the extent possible (art supplies, equipment, etc) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
- Use signage and markings to establish safe distancing.
- "Normal" classroom routines, such as morning meetings, small groups or pair work may need to be adjusted to ensure physical distancing between students. Accommodations for hearing and noise may need to be considered as well with students and teacher farther apart from each other.
- Consider modifying activities where an increased aerosol level may pose an increased risk for transmission of COVID-19, for example band, choir, physical education.
- Consider adding temporary hand washing stations to classrooms or areas where sinks are not available.
- Remind students not to pass phones to each other, as this is a way to spread illness, and make sure they frequently disinfect their phones.

### Drop Off/Pick Up

- Arrival and departure are times when traditionally a large number of students and their caregivers are gathered in close proximity to each other. During this time, different protocols need to be put into place to diminish the risks of spreading illness and screen for any potentially contagious individuals.
- Stagger arrival and drop-off times or locations or put in place other protocols to safely distance parents as much as possible and diminish the number of students trying to enter a building at the same time.

- Wellness screenings may be recommended or required by state or local public health orders, and methods may vary depending on the requirements or recommendations.
  - [Screening Tracker for Employees and Students](#)
  - [Self Screener Checklist for Employees and Students](#)
- Consider establishing drop off lines in relation to screening stations.
  - Station 1 - remain in car for symptom screening
  - Station 2 - remain in car for temperature screening
- Consider separate screener stations for students on buses, walkers/bikers and staff.
- Use signage and markings to establish safe distancing.

### **Extracurricular Activities and Athletics**

- [Safer at Home: Education P-12](#) - No athletic or in-person co-curricular or extracurricular activities at this time. We are expecting a change to this order soon. Follow executive and public health orders in planning for extracurricular activities once they are allowed.

### **Hallways**

- At times, during the school day, and especially in secondary schools, hallways may be very crowded with lots of students very close together. This is a prime environment for the spread of illness.
- Consider establishing one-way hallways to reduce contact with others.
- Consider keeping students in class and rotating teachers instead.
- Consider staggering passing periods by cohorts in grade level or by class if students must move to classes.

### **Identified Isolated Health Room/Area**

- Identify an isolated health room/area for students and staff exhibiting [COVID-19 signs and symptoms](#).
- Contact parents/guardians using your district/school parent/guardian contact procedures.

### **Lockers**

- Consider not allowing the use of lockers. Instead allow students to bring belongings to the classroom and place in a personal cubby or container.
- If locker use is needed, create processes for fewer students to access their locker at the same time, and ensure that students are at least 6 feet apart when accessing their lockers.

### **Recess, Playgrounds, Gyms**

- Using the same health protocols, including staying 6 feet apart and wearing masks (ages 3 and older and determined on a student-by-student basis), recess may occur outside. Playground equipment may be used by small groups of students as long as they wash their hands upon returning into the school. Gym equipment may be used, if the equipment is [disinfected](#) after each group of students' use. Consider staggering recess times for each class/cohort.

### **Preschool**

- Review [Healthy Child Care Colorado Covid Health & Safety Toolkit](#)
- Review [Colorado Department of Public Health Child Care Facility Guidance](#)
- [CDE's Preschool Covid Guidance](#)

### **Restrooms**

- If students are cohorted by the same hallway/floor, designate a restroom for the cohort.
- Display signage in the restrooms illustrating proper hand washing and hygiene. Ensure adequate soap is available.
- Consider systems to reduce simultaneous, multiple users and thus contact with others.
- Consider increasing cleaning and disinfecting high touch areas, such as door handles, faucets, and paper towel dispensers.

### **Visitors**

- Restrict nonessential visitors, volunteers, and activities involving other groups in order to minimize interaction with additional individuals.
- Consider health protocols for community members that use building space.



## Health and Safety

### Prepare for Increased Cleaning and Hygiene Protocols

- [Health and Safety Checklist](#)
- [CDC Guidance for School Settings](#)
- Encourage staff or students who are sick to stay at home. Offer remote learning options for students staying home.
- Implement policy on exclusions, such as not coming to school if you are sick.
- Invest in tools and equipment: non-latex gloves, non-touch thermometers, masks, gowns, eye protection, tissues, no-touch trash cans, soap, hand sanitizer with at least 60% alcohol (for staff and older children who can safely use hand sanitizer).
  - [Safer at Home: Education P-12 Guidance to Protect Students/parents](#): Consider cloth face coverings or masks for students age 3 and older (Determined on a student-by-student basis). Teach and reinforce use of [cloth face coverings](#). Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Face coverings should be worn by staff and students (particularly older students) as feasible, and are most essential in times when physical distancing is difficult. Individuals should be frequently reminded not to touch the face covering and to [wash their hands](#) frequently. Information should be provided to staff, students, and students' families on [proper use, removal, and washing of cloth face coverings](#).
- Educate and invest in [proper hygiene](#) and reinforce [washing hands](#) and covering coughs and sneezes among children and staff.
  - Follow hand washing recommendations. Consider the need for additional hand soap from increased hand washing.
  - Follow cough/sneeze protocol.
  - When teaching students school routines at the beginning of the school year, include routines for washing hands and keeping shared spaces clean.
  - Post [signs](#) in highly visible locations (e.g., school entrances, restrooms) that [promote everyday protective measures](#) and describe how to [stop the spread](#) of germs (such as by [properly washing hands](#) and [properly wearing a cloth face covering](#)).
  - Broadcast regular [announcements](#) on reducing the spread of COVID-19 on PA systems.
  - Include messages (for example, [videos](#)) about behaviors that prevent the spread of COVID-19 when communicating with staff and families (such as on school websites, in emails, and on school [social media accounts](#)).
  - Find free CDC print and digital resources on CDC's [communications resources](#) main page.
    - Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, using fans, or other methods. Do not open windows and doors if they pose a safety or health risk (e.g., allowing pollens in or exacerbating asthma symptoms) to children using the facilities
- [Increase Cleaning, Disinfecting, and Sanitizing](#)
  - Sanitize communication devices, specialized materials, other assistive technology, and/or therapy equipment for students with disabilities that may be handled by others during the day.
  - CDHE is in the process of finalizing a cleaning and disinfectant checklist.

- [Checklist for Cleaning School Transportation Vehicles](#)
- Information should be provided to all staff and students on [proper use, removal and washing of cloth face coverings](#).

### **Care for Staff and Students Who Become Ill at School**

- Identify an isolation room or area to separate anyone who exhibits COVID-like symptoms. School nurses and other healthcare providers should use [Standard and Transmission-Based Precautions](#) when caring for sick people. See: [What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection](#).
- CDPHE is creating a tool for schools/districts to monitor and track trends to support public health efforts.
- Identify a separate space for those with injuries/illnesses or daily routine health services, such as medication administration, with "Non-COVID-19-like" symptoms

### **Care for Students with Chronic Conditions**

- To implement Student Health Care Plans and 504 Plans, school staff should discuss the student's health and safety needs with parent/guardian and medical provider to identify how to meet the student needs safely.
- Students for different reasons may struggle with wearing a mask. Please consider planning with providers on how to support students' needs while maintaining health and safety protocols.

### **Protect Vulnerable Populations**

- Students and Staff at High Risk for COVID-19 include, but not limited to, those with lung disease, moderate to severe asthma, heart disease, immune deficiency, diabetes, and over 60 years of age.
- Allow parents to make the [best decision for their families regarding attendance](#) and provide remote learning options.
- Decisions should be made on a case by case basis in collaboration with the student's parent/guardian, medical provider and appropriate school staff.
- Consider how to support staff who may be a part of these categories. Staff in these categories may feel more comfortable supporting students who are continuing to learn through remote options.

## Communication

### Communication with CSI

- Changes in guidelines related to special populations, assessment, and health and safety may happen suddenly. Ensure that your school has a clear communication plan and expectations around which staff members are in charge of reviewing and responding to [CSI communication and updates](#).

### Communication with Families

- How frequently, and in what format, will the school communicate updates to families?
- How frequently, and in what format, will the school solicit feedback on 20-21 learning structures from families?
- How will families communicate student health needs/updates to the school?
- How will the school educate families on when they should make the decision to keep their child home due to illness?
- Review [CSI Covid-19 Communication Toolkit](#)

### Communication with Staff

- Provide staff with [local Covid-19 testing location](#) information.
- Inform staff of any changes or updates regarding health care benefits.
- How is the school planning on communicating increased cleaning protocols to maintenance and other school staff?

## Family Support

### School-Family Engagement and Communication

- Provide parents [clear guidance for temperature checks](#), [home hygiene](#), and attendance/reporting procedures.
- Several districts shared a few of their promising practices as they connected with students and families. [Promising Practices on Family, School, Community Partnering During COVID-19 from Districts and Schools](#)
- Consider monthly parent-teacher conferences or connections throughout the 2020-21 school year to support and engage families.
- Communicate with families (via surveys [Hanover Research sample [surveys](#)], emails, phone calls, or social distancing home visits) to learn:
  - What went well in the spring and what did not;
  - Their comfort level with in-person instruction or remote learning in the fall so that you may better gauge the number of students returning to in-person learning;
  - If they plan to use school district transportation;
  - Feedback on the potential fall scenarios your district is considering.
- Consider asking parents to have their children practice wearing face masks over the summer so that they more easily transition to this expectation in the fall. Provide parents talking-points on how to engage students in a conversation around health and safety.

### Accessing Instruction

- Consider how families might access high-quality material(s) over the summer and fall that they can adapt for their children, including enrichment opportunities.
- Consider how families might track their students' progress and understand the expectations for progress and ways that they can support their students' progress at home.
- Consider how to acknowledge and document what can or cannot be provided to address the specially designed instruction or related service needs of a child with a disability.
- Consider providing webinars for parents/guardians over the summer and at the start of the school year to learn about how to navigate the school's Learning Management System (LMS) or digital contents.
- Consider providing webinars or live chats for parents/guardians over the summer and next school year to ask questions, share ideas, and express concerns.

### Accessing Resources

- Consider continuing to use the school-based Family Engagement Liaisons to communicate with and distribute resources to families.
- If offering both in-person and remote learning, how will the school support families without childcare?
  - Consider how to partner with local community centers/childcare centers in the case that full-day in person instruction is not offered
- If remote learning is still a part of the school plan, how will families access school-based resources (meals, mental health resources, healthcare)?
- Families experiencing homelessness/housing insecurity may continue to increase. How will the school identify these families and provide support? [Keeping in touch with families experiencing homelessness.](#)

## Instruction

### Review School Data to Identify Students with Potential Learning Gaps

- Review data such as attendance, assignment completion, students “off-track” before March, READ plans, English Learners, students receiving special education services and engagement during remote learning.
- Identify students who, at the time of school closures, were not meeting grade-level expectations, AND who have not engaged in remote learning.
- Consider utilizing December 2019 to March 2020 school/district interim data and teacher recommendations based on classroom observations, class work, and assessments.
- Develop or enhance processes for 2019-20 teachers to share their knowledge of students’ strengths and areas for focus with their 2020-21 teacher(s).
- Consider how to clarify the difference between home-bound instruction for a medically fragile child with a disability versus virtual or remote learning at home. Home-bound instruction may be provided by in-person supports.
- (K-5) How will reading intervention be provided to students identified as significantly reading deficient (SRD)?
  - [Consider using CDE approved reading intervention programs](#)
- Review [TNTP: Learning Acceleration Guide](#) for practical tips on addressing learning loss over the next two years
- Plan for how intervention structures (e.g.- [MTSS](#), RtI, Data Teams) will be adjusted to fit your school’s learning plan.
  - [Overview of School Problem Solving Process](#)
  - [Problem Solving Quick Tips](#)
- Consider reviewing the year’s scope and sequence and dividing topics/standards into “need to teach” and “want to teach” categories.

### Re-engage Students Who Dropped Out or Lost Contact

- Engage the regional migrant program if the child is migrant.
- Initiate the communication now with students and families, and maintain the interactions.
- Heighten and target already developed family engagement protocols to reach students and families who are unresponsive, e.g.: use family engagement liaisons, make individual phone calls, connect during food deliveries, reach out to friends/neighbors
- Consider new families who have moved to your district and activate engagement centers to capture and build relationships with them.
- Focus on building intentional relationships that acknowledge personal circumstances and challenges, e.g., on-going technology challenges, delays and access, family and work responsibilities.
  - For in-person, assign a school-based case manager for weekly check-in’s. For virtual, assign staff to establish one-to-one connection with disengaged students.
  - Consider staffing: Who do you have that can be leveraged? What needs are present based on specific district and site situations? How can wrap-around services be initiated?

### Scheduling

- Consider allowing teachers’ children to come to school every day to support staff returning to work.
- Consider **Cohorting** students by the same class/group of students so that they function

independently as much as possible from other students. Each group of students would recess together, eat together, have passing time together, etc. Creating cohorts where students remain together and the teachers move between classes could reduce contact with other students and slow the spread of COVID-19.

- Consider '**Looping**' elementary school teachers with the same group of students from 2019-20 so that students return to a familiar face for increased emotional security, maximize instructional time by starting with established relationships and knowledge of students' learning needs.
- Consider **Flex-Grades**. A 5th grade class becomes a 4th/5th grade class with teachers starting the year with content from the last few months of 4th grade that may have not been covered due to COVID-19 remote learning environment
- Consider learning opportunities that include daily/weekly check-ins with students.
- Consider master schedule adjustments for additional instructional time in identified contents.
- Consider which content areas most need in-person instruction (music, science labs, etc.) and which may be better suited to remote learning.

## **Student Services**

### **Special Education Program**

- Educational services should strive for [equitable access](#) to instruction for students, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act of 1990 (Title II).
- Resources for [Learning at Home](#) and [Support for Families of Students with Disabilities](#)
- Resources for [Preschool through 3rd Grade](#)
- [Discussion Guide for K-12 Learning Loss](#)
- [Learning Loss Through Traumatic Events](#)
  - [Resources for educating students with disabilities during covid crisis](#)
  - [CDE: COVID-19 and Special Education](#)
- Consider the compatibility of a virtual platform(s) with the accessibility needs of students with a disability, specifically those with sensory disability(ies). Consult with special education staff to confirm accessibility needs, barriers, and options.
- Implement extensive progress monitoring for students with an IEP plan. If students are not making adequate progress towards goals, school staff should schedule an IEP meeting to review the plan and potentially amend the IEP.
- All services prescribed on a student's IEP must be documented. Consider how to ensure that documentation occurs consistently in an altered or changing learning environment.

### **Gifted and Talented**

- For students who were or are in the process of being identified, how will the school ensure identification procedures continue in a timely manner?
- [Support for Gifted Learners at Home During COVID](#)

### **English Language Development Program**

- Review [2019-2020 Distance Learning Guidance](#) to address impacts on instruction for ELs during school closures and distance learning.
- Determine how students provisionally identified as English Learners will participate in the standardized identification procedures. Likewise, consider how students who were provisionally redesignated from programming to confirm their English Proficiency.

- [2019-2020 Interim English Learner Identification and Placement Procedures](#) for the identification of English Learners (ELs) during periods of suspensions of in-person learning due to COVID-19.

## Student and Stakeholder Well-Being

### Create Ways to Build Community and Connection at the Beginning of a New School Year

- While all school meetings or assemblies may need to be held differently, it is important to communicate the values of a school community.
- Teachers have many ways of building connections and relationships with students that can be transferred to remote settings if needed by setting up video calls with families, emailing students/parents, conducting interviews with students, creating/sharing slide decks about oneself, etc.
- Social-Emotional Learning (SEL) can [engage students in exploring and expressing emotions, building developmental relationships, and supporting each other.](#)
- [CASEL guide to leveraging SEL during school reopening](#)

### Address Social and Emotional Needs of Multiple Stakeholders

- [Well-being and Connection During COVID-19: Resources](#)
- Learning is grounded in relationships. Attending to the social and emotional needs of students, staff and families is crucial. It will be important to
- Attend to the social and emotional needs of students, staff and families
  - Provide a [self-assessment tool](#) for educators to determine their support of student well being.
  - The [Educator Context and Stress Spectrum](#) was designed to support teachers and principals in gaining a greater awareness of how their current personal and professional context affects their levels of stress in the time of COVID-19. Although contexts may change from day to day, using this tool carefully can lead to greater appreciation for the challenges at hand and, ideally, can lead to beneficial self-care strategies.
  - Create and maintain staff/student relationships
  - Create a sense of belonging and connection for students and staff
  - Practice mindfulness with students and staff
  - Emphasize respect, safety and community
    - Emphasizing the importance of attending to mental health, trauma, and building healthy coping skills
    - Setting the stage for learning opportunities
    - Monitoring students, staff and families and develop a process for those who are struggling
- In a remote learning environment, the [Collaborative for Academic, Social, and Emotional Learning](#) recommends that educators incorporate SEL by doing the following:
  - Provide consistency in daily routines to reduce stress and promote positive learning conditions.
  - Use SEL programs, groups, and individualized supports developed in the "brick and mortar" setting to engage students and connect them to tools and resources for remote learning.
  - Offer opportunities for students to share and process their emotions.
  - Focus on the sequence and flow of the remote learning content, incorporating pauses and allowing time for students to gather their thoughts and share out.

### Address the Potential for Increased Trauma and/or Mental Health Needs

- Consider [remote school counseling](#) and listening to the [students' voices](#) about their experiences. Include [supports for school staff](#).
  - [American School Counselor COVID-19 Resources](#)



- [Wellbeing and Connectedness During COVID-19 | CDE](#)
  - Emphasize Respect, Safety and Community: With reports of harassment and bullying of specific races and nationalities increasing due to misconceptions about COVID-19, it is important to teach and reinforce respectful behavior and to take time to correct misconceptions and misstatements as they occur.
  - Colorado Crisis Services offers free, confidential, professional, 24/7 support.
    - Call 1-844-493-8255
    - Text "TALK" to 38255
  - The Disaster Distress Helpline offers help and support for any distress you or someone you care about may be feeling related to a disaster.
    - Call 1-800-985-5990
    - Text 'TalkWithUs' to 66746
    - TTY for Deaf / Hard of Hearing: 1-800-846-8517
    - Spanish-speakers: Text "Hablanos" to 66746
- Consider check-in calls with students and families with the support of staff, including advisory/homeroom teachers, case managers, and other staff. Staff will need guidance on how to provide information to students/families, as well as guidance on what kinds of topics should be referred to administration or other support personnel.
- Whether in-person or remotely, consider using the first or final two minutes of class to talk to students about their experiences, feelings or talents, or simply asking students an interesting question. This is a great way to build connections between teacher and student and among students.
- During the COVID-19 crisis, adults should consider [Strategies for Trauma-Informed Schools \(p.4\)](#).

## Staff Support

### Planning and Preparation Over the Summer

- Engage with and ask teachers and staff:
  - What went well in the spring and what did not;
  - Their comfort level with in-person instruction or remote learning for the fall, so that you may better gauge the support needs for next year;
  - Feedback on the potential fall scenarios your geographic district/individual school is considering.
  - Based on your learnings from the spring and summer (e.g., from any student/family/teacher needs assessment) how will you adjust and edit your PD plan for teachers?
- Identify the training needs of teachers and staff, considering the following:
  - Training on any technology platforms, including district LMS, that will be used
  - Training on using the curriculum for continuous learning
  - Training on supporting and giving feedback to students
  - Training on the accessibility needs of students with disabilities
  - Training on effective student engagement (by grade level) within online/hybrid learning environments
- Consider how to prepare teachers and staff for health protocols, supporting students and family's psychological needs, and mental health support in remote learning or small in-person learning.
- Identify components of Fall Learning Plan that will require hiring, contracting additional services, or expanding responsibilities of current employees (e.g nursing, mental health support, cleaning/disinfecting, food service)
- Consider summer professional learning opportunities for teachers to develop and deliver remote learning; run trials where students work from home; maintain new virtual capabilities and standardized plans for learning school-wide, prepare paper learning packets.
  - Free remote learning webinars are available at [iLearnCollaborative](#).
- Consider how to allow teachers to collaborate over the summer to analyze student data (reading and math) and review curriculum covered (or not) during the spring of 2020, in order to inform instruction in the fall of 2020.

### Strategically Support and Assign Staff

- Consider providing in-person learning for teachers' children (whether in or out of your school) to support teachers returning to work.
- Consider how retired teachers could virtually mentor new teachers and/or support virtual tutoring and remote learning.

### Educator Talent and Licensing

- Consider how decisions about 2019-2020 educator evaluations will have implications for the 2020-2021 evaluation cycle and messaging at start of year orientations.
- Consider adjustments to your [educator evaluation](#) plans for the 2020-2021 school year, specifically related to measures of student learning/outcomes.
- Consider [licensing](#) needs for staff on an alternative license in the 2020-2021 school year.

### Policy Considerations

- Consider policies, including data privacy, related to students and staff that may need

- updating to reflect the new reopening plan.
  - Review the temporary [updated paid leave requirements](#) in the Families First Coronavirus Response Act
- Revisit substitute teacher policies and resources in light of potentially higher demand.