

**Initial Member Brainstorm on Schools’ Re-Opening for In-Person Learning**

**Safety for Students and Workforce**

* Ensure that reliable, widespread COVID-19 testing, effective tracing, and social distancing strategies have been used in the communities that are considering re-opening their public schools for face-to-face learning
* Education employees are assured access to personal protective equipment and disinfectant items
* Leverage labor management collaboratives to co-create reopening plans that ensure the safety of students, educators, and communities

**Social/Emotional Wellness and Supports**

* Students and educators will need time and space to grieve, heal, and re-connect
* Provide educators space for self-care and wellness before students return to in-person learning
* Plan to strengthen student support plans and increase staffing (specialized instructional support personnel like school counselors, school social workers, school psychologists, etc.) necessary to support students’ social and emotional well-being
* Provide a full range of services for students, such as those implemented in full-service community schools
* Build stronger connections with families and communities to better equip them to support student learning and engage them on supports to ease the transition back to school
* Establish bridge programs for elementary, middle, and high school transitions
* Educators and students will need closure from 2019-20 experiences (both emotional connections and learning connections)

**Planning for Learning**

* Create an Equity Plan for both the district and the schools within, that incorporates stated goals and objectives to ensure equitable learning opportunities for traditionally under-served students
* Ensure trauma-informed practices are part of the planning from the beginning
* In special education, IEP implementation and planning, including addressing compensatory services, will be major issues for special educators when schools re-open for face-to-face learning
* Ensure that modifications and/or accommodations for students with disabilities continue to be provided, even when instruction is occurring digitally
* Allow educators to spend time in development teams discussing curricular changes and preparing for the next school year
* Focus on depth, rather than breadth, in curriculum

**Policy Responses**

* Fair, clear, and consistent expectations across districts and within states
* Provide quality high speed broadband Internet access for every student and educator who needs it
* Implement a 1:1 device initiative for all students and all educators
* Suspend standardized testing that is not diagnostic in 2021-2022 and allow schools and educators to focus on learning loss and student social/emotional health needs
* Continue to remedy the homework gap by providing access to digital devices and home broadband internet to all students
* Support families with interventions that reduce the cycle of poverty, particularly as families face increases in unemployment, such as universal early childhood education, school meals, and health care
* Ensure that ***all*** educators have professional pay and healthcare benefits, and fight against privatization of educators’ jobs particularly in the education support professionals’ space
* Maintain adequate funding for public education
* Advocate for worker safety and protections