

# School Principal's Checklist

## Introduction

In the time of COVID - we have to reset our thinking about how we approach learning. At the elementary level - we need to align our schedules - more than start and end times. We know we have to strive to create a more equitable experience for all students in an inequitable situation. We have to ensure that our most impacted students have time for learning (small groups) and that all our students get a Social Emotional time everyday. These principles have guided our elementary work groups and below is the check-list for all of us to use to help ensure equitable implementation across all our buildings.

## Device Distribution

- ☐ Look for Steve's communication later today or Monday and follow those directions
- ☐ Resources provided to families:
  - ☐ Directions on how to login to Zoom
  - ☐ Directions on how to login to Seesaw
  - ☐ How to care for your ipad
  - ☐ Card with information about technology support for students/families
  - ☐ **Teachers will need to prepare and share specific student login information for Seesaw, Clever, etc. WITH class list notifications/welcome email.**

## Building Schedule

### 5 Week Slow Rollout Schedule (DRAFT)

- ☐ Review caseloads with intervention staff (SPED, Title, ELD, TAG, etc.)
  - ☐ Group two grade levels together to best meet needs of students
    - ☐ Consider grouping grade levels based on: buddy grades, balancing caseloads, or grade level bands to regroup for intervention (K-1, 2-3, 4-5)
    - ☐ Consider availability of EA staff and needed supports when grouping grade levels and assigning them to a schedule
- ☐ Connect with other building administrators to discuss shared, part time and itinerant staff
- ☐ Assign two grade levels to each of the three schedules
- ☐ Consult with your building leadership team to review the schedule options and ensure
- ☐ Communicate with families about the schedules (grade levels) and roll out schedules Visual Model of 5-week Slow Rollout Plans
- ☐ Prepare Classified Staff Schedule based on small group needs

## **Distribution of Class Placements**

Communication of class placements will occur on Thursday September 10 @ 1:00 pm. All teachers would push "send" on a welcome email via Synergy to parents letting them know their student is in that teacher's class. Optional - this could be followed up with a personalized postcard mailed that day to each student welcoming them to the class. WE CANNOT POST CLASS LISTS AT THE BUILDING. Virtual Conferences will be the week of Sept. 14 - 18. Teachers can begin scheduling them as soon as class lists are distributed - could be done via google form (not a shared document that all can see).

## **Family Conferences Sept 14-18 (Classroom Teachers & Case Managers)**

[Google Schedule for Family Conferences](#)

[Google Form/Family Conferences Response Sheets](#)

[20-21 Fall Family Conference Survey](#)

## **Lesson Planning/Curriculum**

- ☐ All lessons designed for asynchronous delivery
- ☐ Focused on priority standards developed by grade level band content teams
- ☐ Use scope and sequence provided
- ☐ ELA = Journeys with Newsela & \_\_\_\_\_
- ☐ Math = LearnZillion (?)
- ☐ Foundational skills =
- ☐ Common assessments and criteria for success
- ☐ Stay tuned for: links to PDF versions of the stories, audio links, sample lesson plans
- ☐ Consider "sharing the load" with your team in building daily lessons
- ☐ Note: The more grade level teams stay together, the easier any transitions will be when/if we shift to hybrid (and it lessens the work load!)

## **Review SEL Plans**

- ☐ Video and overview of the Second Steps lessons will be provided during the administrator's PD on the 4th and then by administrator's to staff during building led PD.

## **Attendance school wide Spread Sheet - more information coming**

[A building-wide google sheet](#) will be maintained for student attendance.

- All staff will have access and the ability to change a default blank cell to indicate participation in either Synch/Asynch or both. The level of detail within the cell is up to each building.
- Attendance will be based on any participation during a 24 hour period between 8:00 a.m. and 7:59 a.m. the following day (or 7:59 a.m. on Monday for the previous Friday).
- Schoolwide spreadsheet will be used to determine those students/families in need of a phone calls/connections.
- Pre-arranged (or once communicated with school staff) special family schedules/circumstances will be reflected in the spreadsheet so those absences do not count against student attendance.

## **Guidelines for Teacher Times - DRAFT Language**

***Collaborative/Common Planning:*** common preparation activities with colleagues  
- this is protected and can't be directed by administrators or have required activities (with the exception of IEP or 504 meetings).

***Intervention/General Education Collaboration:*** weekly meeting protected for interventionists and gen ed teachers to have specific time to discuss students on case loads

***Case Management:*** Time for interventionist to do their paperwork

***Grade Level Team Meeting:*** Weekly meeting directed in collaboration with building administrator and building leadership team

***PLC:*** Weekly time for grade level teams to analyze data (multiple sources - ie. attendance, common formative assessment, discipline referrals, etc.) to help guide instructional decisions

***Prep:*** teacher guided and protected (reference CBA)

***Meeting/Family/Connections/Collaboration:*** Placeholder for staff meetings and other building team meetings (PBIS, IPBIS, Equity, Tech, etc) - make every attempt to have no more than two scheduled meetings per week during this time.