

Options for Staff Who May Need Reassignment

During this time of COVID-19 school/program closures, normal routines and roles have been interrupted as staff develop new ways of interacting with each other, children, parents, guardians, and caregivers to deliver instruction. Staff members have a wide range of expertise and abilities that may be used differently while schools are engaged with distance learning activities. The following ideas suggest some ways that staff talents may be leveraged and reassigned to create meaningful instructional activities, increase home-school connections, engage in professional learning, and begin working on next year. This unique time offers opportunities for enhancing instructional practices, reflecting on/analyzing data, and identifying ways that will increase the quality of future educational opportunities for the children and families in your district.

Support District and Community COVID-19 Outreach Services

- Staff the school-age child program for essential workers.
- Assist in food preparation and delivery/distribution of meals to students.
- Reassign staff enabling them to work with emergency child care for critical sector families within the community.
- Reach out to community partners to learn about services they are providing to children and families.
- Prepare classrooms for the students' return by sanitizing classroom toys and materials; examining the condition of materials and resources (quality, condition, safety, etc.); repairing those that can be and discarding damaged or unsafe materials.

Increase Home-School Connections

- Provide technical assistance for families unfamiliar with the technology apps used by the district.
- Provide support for ongoing or targeted communication with families.
- Work with mental health team to provide extra supports and outreach to high-need students.
- Develop creative ways for each classroom staff member to have ongoing contact with the students.
- Deliver resource and activity games and instructions to homes. —social-emotional, art, movement, science, math, language, etc.
- Develop and share personalized messages for students and families to celebrate special occasions.
- For multi-lingual families: develop personalized supports for families where English is not their home language.
- Respond individually to parent/family questions received during daily home-school interaction time and provide district, instructional and community resources information, including mental health, food, learning, etc.

- Connect with families of incoming kindergarteners. Include ways to stay in touch through the summer.

Enhance Instructional Tools and Resources

- Develop resource and activity games and instructions to homes. —social-emotional, art, movement, science, math, language, etc. A list of activities is also included in the Q & A document posted on the [MDE COVID-19 webpage](#)
- Develop enhanced communication and targeted learning activities for students with identified individualized learning goals such as: curricular areas where child was not meeting age expectations, struggling with attendance, need mental health support, etc.
- Make activity bags (virtual or physical) that support distance learning.
- Make props that accompany book reading or encourage retelling a story.
- Record stories or activities (art, science, music) that can be shared with students and families.
- For multi-lingual families: Interpret lessons or read books and record them in their home language on YouTube.
- Digitize and organize resources being developed for current and future use (e.g. make sure lesson plans are digital and accessible, classrooms have access to digital library, etc.)
- Conduct material and resource audit. For example, in ECFE, providers must review the program periodically to assure the instruction and materials are not racially, culturally, or sexually biased.

Organize Professional Learning Opportunities

- Develop trainings and support resources, for technology platforms being used for distance learning (E.G. SeeSaw, Class DoJo, Facebook Live sessions,
- Host Personalized Learning Communities (PLC) around different topics
- Host Acknowledging the Role of Implicit Bias training using [Rosemarie Allen webinars \(5\)](#)
- Review and/or establish [transition to kindergarten](#) plans using new MDE resources. Help prepare children and their families for the next school year and devise a plan A and B, that is responsive to current circumstances.
- Conduct a program audit that looks at current practices, staff professional development needs, and identifies supportive resources. Topics for consideration include: assessment and evaluation; English and native language learner practices; equity and anti-bias practices; parent engagement practices; professional learning practices established through the use of teacher-child interaction tools.
- Review child level assessment data collection, use, and reporting practices. Topics to consider are: the completeness of data being collected; reliability and validity of collection methods; redundancies in tools being used to collect and record data; and gaps in data collection.
- Review curriculum and work to align curricula (vertically, horizontally, align with parenting information/education); identify resources to support and extend curriculum
- Work on strategic plan, goals, develop specific strategies (align with district strategic plan and WBWF)

- Capture what you are learning from this period of school closure and refine or design services, classes, programs (home visiting), initiatives (better serving families experiencing homelessness, incarceration, etc.)

Prepare for Summer and Next School Year

- Inventory and order supplies for next year.
- Review and update parent handbook.
- Develop new transition to kindergarten materials that may be used over the summer

Other Ideas

- Organize student work to send home.
- Develop sensory activities that can be done at home.
- Plan movement activities that can be done at home for a break. Create videos to demonstrate.
- Compile a list of online resources that can be sent home to parents in categories to supplement activities (music, reading, movement, etc) for parents needing additional supports.
- Write specific directions for the art projects (aligned with standards) developed by the teacher. Create a finished product and take a picture.
- Assist with uploading documents to online platform, if using one.
- Read and record books that will be utilized for courses.
- Read aloud and record any other content that will be used by teachers (tests, worksheets, etc.).
- Daily inspiration, quote, or video to include in correspondence.
- Work with mental health team to provide extra supports and outreach to high-need students.
- Pick a functional skill and teach it. Create instructions (a written version and a picture version) so that teachers can use that to incorporate into other lessons. Record completing that functional skill.
- Create fun activity packets that support the learning standards (word searches, cross words, math sheets, etc.).
- Create mystery reader videos or general story time videos.
- Write notes to be sent home to students so they remember we care, are thinking of them.
- Schedule online meet and greets for check-ins and support learning if questions.
- Spend time learning the technology your school staff is using, help others learn as needed.
- Find supports for students to use technology or help with technology work-arounds.