An Interview with Sian Owen Cruise

May 11th, 2020

First Steps in Planning:

1. Create a "Crisis Team" or "COVID Planning Team" which should include members of the health/safety committee, facilities management committee, Board of Trustees, Faculty, Lead Administrator and Finance Manager. Decide who has decision making authority. Be sure team has a mandate for decision making.
2. Be sure to continuously reach out to your insurance company as you plan for next year. Develop questions with your Crisis Team to ask as you go along.
3. Initial Planning: Be sure to keep the mission and values of your school as you plan-look to the culture of the school as you move forward.
4. Diversity and Equity: Consider how your school is tending to diversity and equity as you plan.
5. Create an "Assumptions Checklist": What assumptions should you work with?
   - Everyone will be wearing masks
   - Work with the assumption that all families want a 5-day program
   - There will be some type of distance learning for the 2020-2021 school year
   - There will be a financial impact
   - A policy will be created in order to act quickly
   - Families will have various reactions: how do you meet their needs
   - The school will need to make a policy regarding tuition: will school refund/reduce tuition? Will there be assistance available?
   - There will be an enrollment impact.
   - Distance learning scenarios will be created
   - Partial distance learning scenarios will be created
   - School must work with facilities committee in order to visualize the space and how it will be used
   - School will work with on and off campus rulings mandated by state
   - Children may need to be broken into groups of 10 at a time in one space
   - Survey to parents will be created: what is school considering as we plan for fall? What are the challenges parents will face? What are the expectations from the school for every family?
   - Survey to teachers will be created: What are the expectations from the school for every teacher? What situations are teachers uncomfortable with?
6. School will adhere to state rules and regulations: What are the OSHA guidelines? What are other school doing to plan?
7. Create a timeframe of program definitions for parents: Health Plan is created with cleaning/handwashing guidelines, create confidence to sustain enrollment.
8. Create a timeframe of program definitions for faculty: What to expect, 2-3 week distance learning packets are created ahead of time, curriculum plans.

9. EC specific ideas: can a state license be obtained to use during school year for children of essential workers? Keep positivity for parents, tuition assistance, distance older kindergarteners in groups of 8-10, distance younger kindergarteners in groups of 8-10, shorten program for those who only need ½ day, take 48 hours after a school building closure to plan before remote learning begins,

10. Grades specific ideas: work with block and subject rotations as to limit amount of children in class at one time, strive to have essential learning in person, specials happen remotely, how can blocks be change to remote learning mid-block? Will that block be dropped? Take 48 hours after a school building closure to plan before continuing then start with a new block.

11. Consider Teacher Intentions: where do teachers draw the line? Good teachers will find distance learning difficult, how will school support them? What support is needed? Consider who will have a full- time job and who will not. Employees must know where they stand with their job. What will school do if a teacher is not on board with a distance program? Develop job expectations for remote learning specific to EC and Grades.

12. Create a Health and Safety Policy: consider state requirements for cleaning, consider faculty & staff health and safety, consider a signed document for families so they can make an informed decision of how they would like to move forward in acknowledgement

13. Create a Technology and Remote Learning Agreement for Families: can parents opt out? Can EC families opt out? Grades 1-3 work with teacher on amount of technology. Grades 4-8 families must support student involvement in the use of technology.