Resuming School During COVID-19

A Resource Guide for Parents

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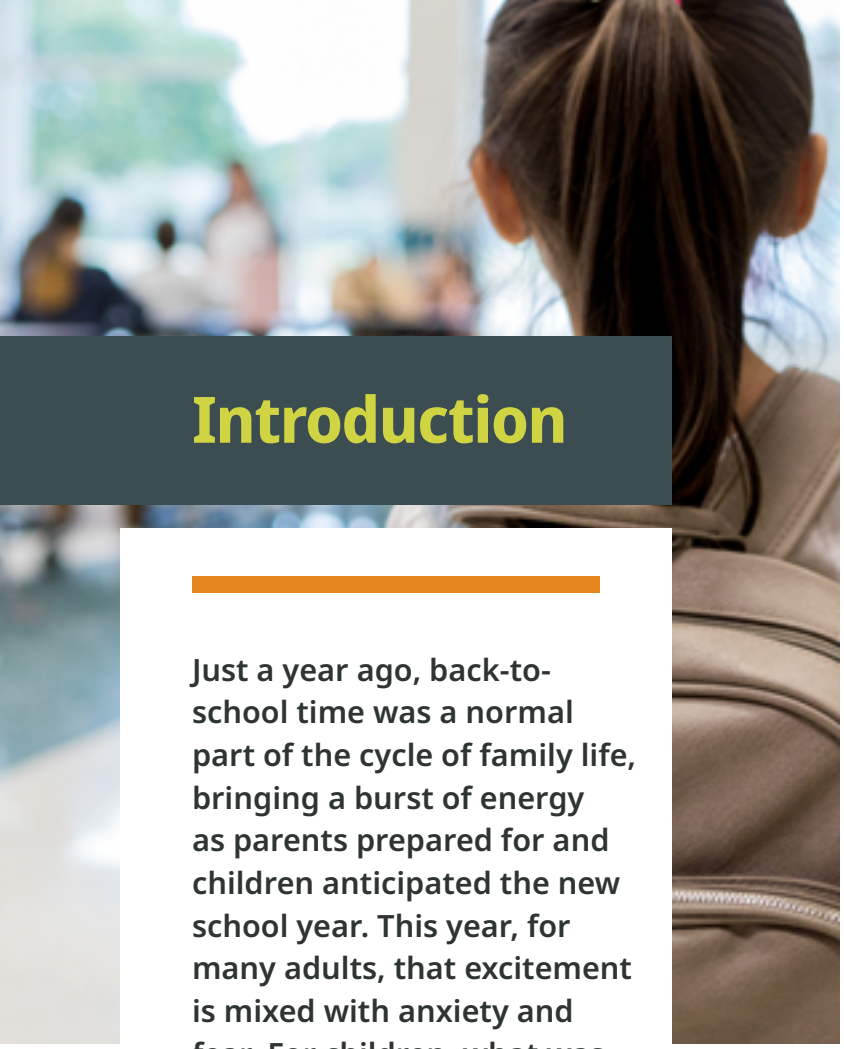

Introduction

Just a year ago, back-to-school time was a normal part of the cycle of family life, bringing a burst of energy as parents prepared for and children anticipated the new school year. This year, for many adults, that excitement is mixed with anxiety and fear. For children, what was a predictable shift to daily schedules, learning activities, and the resumption of time with friends has become an uncertain horizon. The plans they hear about one day are changed the next.

In-between measures—some days in school and some learning at home—have the positives and negatives of both.

It's natural for parents to worry about the start of this school year. During the COVID-19 pandemic, it can seem like there are no good options. If your child has the opportunity to attend school in person, you may have a valid fear of the virus affecting your child or other members of your household. The alternative, remote learning, has had varied success for children, and it can leave a hole in students' social lives. In-between measures—some days in school and some learning at home—have the positives and negatives of both.

Then there's your schedule to consider. If you work, how will you make time for your child's needs and the requirements of your job? Balancing work and family was difficult before the pandemic. It can feel close to impossible now. You experienced that challenge in the spring. Thinking about making that effort for another school year can be a daunting prospect.

Both planning for the new school year and your work-life balancing act are made more difficult by the uncertainties that accompany COVID-19. Your child's school may reopen for in-person classes, but will it close again when teachers, staff, or students test positive for the virus? If the school's plan focuses on remote learning, what will your role as a parent

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Introduction

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be? How much time will that take and when will you need to be with your child to help? If your child goes to school only on certain days or for shorter school days, who will be with them when they're not in school?

There's another pressure on many parents this year, too. If you're given a choice of different schooling options, how will you make that decision? What is best for your child? What are the risks for your child and your family? The stakes are so high, many parents feel overwhelmed by these decisions.

These are the tough issues we'll wrestle with in this guide. People have lived through challenging and traumatic times before and come out the other side—often stronger, more resilient, and with more clearly defined priorities in life. To deal with big and difficult challenges, we need to break them down into parts we can manage. We'll look at how to think about risks from COVID-19, how to think about the benefits and shortcomings of different forms of schooling, what children of different ages and learning styles need from school, and how to make the best of the choices you have. We'll help you face this future one step at a time and one day at a time.

What children need from school

What children need from school

We think of school as the place children go to learn to read and write, master math concepts, learn about history and science, experience making music and art, and get physical exercise. It's all of those things. But it's also much more.

School is where children learn how to interact with kids their own age—where they experience the ups and downs of friendship. Children and teens are often motivated to learn by being part of a group that is learning together. If they're lucky, children are inspired by a teacher who feeds their natural curiosity and steers them toward a growing maturity.

School is where younger children learn to regulate their behavior and emotions and to focus their attention. Younger children also learn by playing together during unstructured time at school. As they grow older, school is where children and teens learn to plan ahead and pace their work on assignments—executive functioning skills that are critical to success as adults.

Schools and teachers have special expertise in what children need for optimal learning at different ages. Good teachers know how to teach children with different learning styles how to read, for example, and how to help children master this important skill at an early age when their brains are most receptive to it. Teachers know how and when to introduce and push children to learn abstract concepts. They know how to teach children to write for clear communication and persuasion.

For millions of children with food insecurity at home, school has been a reliable place to get a nutritious meal every weekday. School has provided internet access for children and teens who don't have it at home. For children with special health care or learning needs, school has been a place to get extra support and be part of a community of children their age they otherwise might not know. Schools also provide some important health care and mental health services and serve as a safety net for children who may be suffering from neglect or abuse.

On top of all of that, schools play a critical role in addressing racial and economic inequality.

The question of the moment is, can schools do all of that when children can't be in school every day? What can schools do when children are physically present fewer days or fewer hours? How can technology be used to make remote learning as effective as possible? Which children have a greater need for in-person school? Will we rise to the challenge and come together as communities to find creative ways to make that possible?

What is known about COVID-19

COVID-19 is a new disease, and scientists are still learning about how it spreads, but this much is known:

- The primary means of transmission is through tiny droplets of moisture, called aerosols, that are exhaled when an infected person breathes, talks, coughs, or sneezes.
- The disease can be spread by people without symptoms. Scientists estimate that more than 40 percent of infections are caused by people who have no symptoms and do not realize they have the virus.
- The number of virus-laden particles in the air is higher in enclosed spaces and lower outdoors. Far fewer transmissions have occurred in outdoor gatherings. Indoor gatherings have been behind the most significant "superspreader" events.
- Coughing and sneezing expel large numbers of aerosols that can travel several feet.
- Activities like singing, speaking loudly, or yelling also expel large numbers of aerosols that can linger for hours in still air.
- The disease may be spread through contact with infected surfaces, such as door handles or countertops, though this does not appear to be the main pathway for transmission.

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Because inhaled exposure to coronavirus is considered the greatest risk for catching the disease, the key risk factors are

1. the amount of virus in the air you're breathing
2. the amount of time you're breathing that contaminated air
3. the kind of protection you're wearing

The amount of virus in the air you're breathing goes up with the number of infected people near you and down with greater air circulation and the wearing of masks. The risk is higher in communities with more active cases of COVID-19 and when larger groups of people gather, especially indoors.

What about the risk to children?

The risk of serious illness and death from COVID-19 is highest among older people and much lower in children. Eight out of ten deaths from COVID-19 in the U.S. have been in adults ages 65 and older, while less than a tenth of one percent have been in children and adolescents under the age of 18. That means that for every 10,000 deaths from COVID-19, roughly 8,000 have been adults 65 and older, and fewer than 10 have been children under 18. A rare condition, multisystem inflammatory syndrome in children (MIS-C), may also be associated with COVID-19 infection.

So, the risk of serious illness from COVID-19 in children is low, but it is not zero. When children do get sick from COVID-19, common symptoms include fever, cough, runny nose, sore throat, headache, body ache, and diarrhea. Many children have mild symptoms or no symptoms at all.

While children are much less likely to become seriously ill with COVID-19, they are not immune to the virus. Recent studies have shown that children are as likely to have the virus in their systems as adults, even if they don't have symptoms. Roughly 9 percent of all COVID-19 cases in the U.S. in July 2020 were in children and adolescents under the age of 18.

Some evidence suggests that children under the age of 10 are less likely to spread the virus to others—either to other children or to the adults in their household. But that evidence comes from limited studies in countries where the virus was well under control. While younger children do not appear to be the main carriers of coronavirus into the home, the risk of them doing so is not zero. We're likely to learn more about this risk as U.S. schools open for in-person classes.

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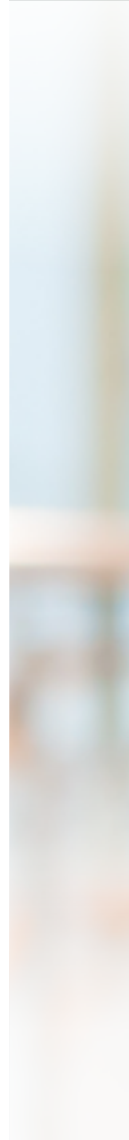

What is known about COVID-19

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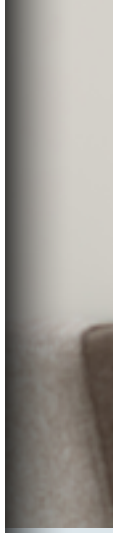
Other factors, in addition to age, affect the risk of serious illness from COVID-19. People of any age with certain medical conditions are at higher risk of illness and death from the virus. These include serious heart and lung conditions, obesity, type 2 diabetes, and sickle cell disease. Children who are medically complex; who have intellectual and developmental disabilities; or who have neurological, genetic, or metabolic conditions also appear to be at higher risk of serious illness from COVID-19. The Centers for Disease Control and Prevention (CDC) provides a current list of conditions associated with higher risk of serious COVID-19 illness.

In addition, certain racial and ethnic minority groups are at greater risk of serious illness or death from COVID-19. According to the CDC, these include non-Hispanic Black persons, Hispanics and Latinos, and American Indians/ Alaska Natives.



How schools are responding during the COVID-19 pandemic

When the COVID-19 pandemic first appeared, most schools responded quickly by ending in-person classes and switching to remote learning. With little time to prepare, some schools, some teachers, and some children and families were able to make this adjustment more effectively than others.

In general, remote learning in the spring of 2020 worked best for older children and teens who were already motivated learners and who had access to computers and reliable internet connections. Younger children, children and teens without internet access, and students who needed more intensive support and attention fared less well. Adding to this divide, some schools managed to provide far better online learning than others, both in the amount of time teachers spent online with children and in the quality of those interactions.

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How schools are responding during the COVID-19 pandemic

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The shift affected parents, too—often in huge ways. Parents found themselves thrust into the roles of teachers and technical support experts. Working parents had to adjust their schedules to make time for these new responsibilities or find caregivers who could help their children with schooling. For many, what had been a difficult "balance" between work and family became a nearly impossible conflict.

For the 2020–21 school year, schools are working to improve the learning experience for children while continuing to minimize the risk of spreading COVID-19. Different schools are approaching this challenge in very different ways, depending on the incidence of disease in the community, the availability of well-ventilated space for in-person classes, and many other factors. In their planning, most schools are considering the different needs of older and younger children and children with special learning needs. They are considering, too, the health risks to teachers and staff and to children with underlying medical conditions. Most schools understand that children are members of households, some of which include older adults who are at heightened risk of serious illness from COVID-19, should a child bring the virus home from school.

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In general, schools are considering a combination of

- a return to in-person schooling
- a continuation of remote learning
- a hybrid of the two

As you prepare for the new school year, find out what options your child's school will be offering and what steps are being taken to make the experience as safe and conducive to learning as possible.

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How schools are responding during the COVID-19 pandemic

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Steps schools are taking to make in-person classes safer

- **Monitoring the incidence of COVID-19 in the community.** The more active cases of COVID-19 there are in the community, the greater the risk that a child or adult will bring the virus into the classroom. One metric for monitoring this is the number of new cases detected daily per 100,000 population (3 to 5 is considered borderline for the safety of group gatherings—lower is safer and higher is less safe).
- **Ventilation.** When classes are held outdoors, the natural flow of air disperses aerosols and reduces the risk of virus spread. When classes are held indoors, virus spread can be reduced by opening windows and using fans or by increasing the flow of fresh air into the room with mechanical ventilation. Filters can be used with mechanical ventilation systems to trap virus particles.
- **Physical distancing.** Desks should be spaced at least 6 feet apart and the flow of foot traffic at entrances and in hallways should be controlled to ensure 6-foot spacing. Some schools are exploring the use of alternative spaces to allow for adequate physical distancing.

- **Face coverings.** Adults and all but the youngest students should be required to wear face masks during the school day to reduce the exhalation of aerosols. Appropriately sized masks should be provided to anyone who arrives at school without one. Schools can implement "mask breaks" when children are outdoors or in a well-ventilated space and sufficiently distanced from each other. Parents should help students get used to the feel of wearing masks for extended periods of time prior to going to school.
- **Cleaning and disinfecting.** Surfaces touched by multiple people should be cleaned frequently. These include bathrooms, door handles, drinking fountains, playground equipment, and bus seats.
- **Handwashing.** Students and adults should wash hands frequently or apply hand sanitizer. Schools should consider installing handwashing and sanitizer stations. Foot-operated sinks are being installed by some schools.
- **Ensuring the availability of a school nurse.** Not all schools had a school nurse before the pandemic. In this environment, it's even more important that your child's school have a nurse on site when children are present.
- **Limiting student interactions.** Some schools are grouping students into small "pods" or "bubbles." Students in a pod learn, eat, and have recess together, and have no interactions with students outside of their groups. Instead of having students move between classes for different subjects, the teachers should move to the students. These measures can greatly limit the opportunities for spread of the virus.

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How schools are responding during the COVID-19 pandemic

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- **Transportation and staggered schedules**. Physical distancing, ventilation, and surface disinfection on school buses are as important as they are in school buildings. Some schools are adopting staggered schedules to allow for physical distancing on buses, at school entrances, and in classrooms. Students should be required to wear face coverings on buses. Schools are also looking at alternative transportation options.
- **Physical barriers and traffic guides.** Shields and barriers, such as sneeze guards and clear partitions, can help prevent the spread of viral aerosols when six-foot spacing is not possible. Other tools like vinyl cling arrows on floors and signs on walls can help ensure that staff and children remain appropriately distanced.
- **Health screening.** Daily symptom or temperature checks may be required for all staff and students. Some schools plan to take temperatures at school entrances. Testing for COVID-19 is part of some schools' plans.
- **Plans for when a student or staff member is diagnosed with COVID-19.** Schools should have clear protocols in the event that a student, teacher, or other staff member is diagnosed with COVID-19. Will the school close temporarily? Will only the affected classroom group be quarantined? Parents should know what to do when their own child has symptoms of or tests positive for COVID-19, and what to expect if someone else in the school is found to have the virus.

If your child is participating in in-school learning, you need to be aware of what steps your child's school is taking to keep students and teachers safe. Attend parent meetings offered by the school or participate in parent advisory groups to gain insight into how well the school is following those steps.

Steps schools are taking to improve remote learning

Most schools and teachers had little time to prepare for online instruction when the pandemic first hit in the spring of 2020. Many learned from that experience and have used the time since to adjust teaching styles, reconsider group sizes, and plan for improvements in technology. Here are some of the ways schools and teachers are working to improve remote learning for the upcoming school year.

- **Filling gaps in internet access.** Some schools and communities are taking steps to make remote learning accessible to students who don't have computers or reliable internet connections. Options include setting up wireless hot spots to provide internet access throughout the community and purchasing computers or tablets for students who need them.

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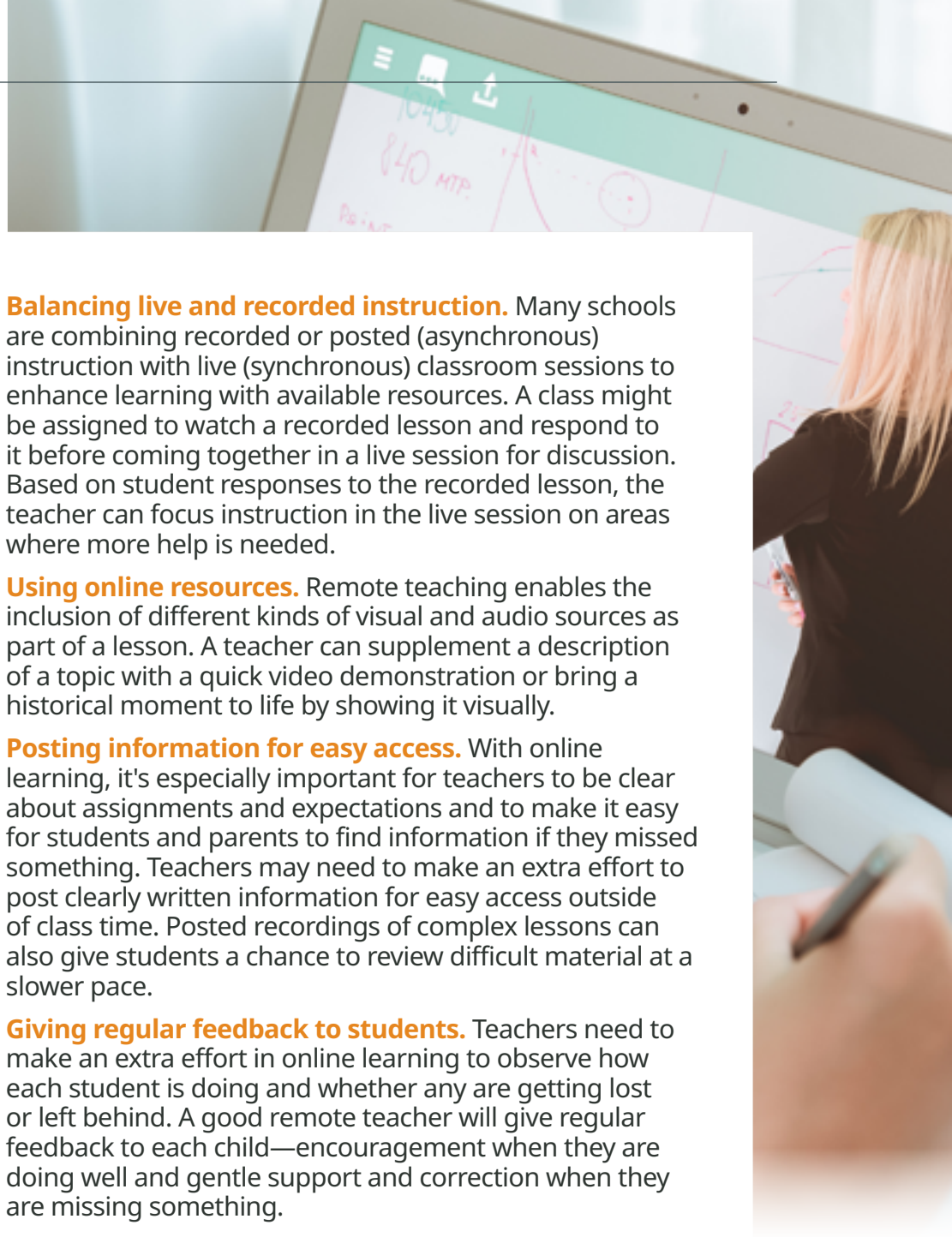
Interaction is an important element in engaged learning.

- **Establishing community in the remote classroom.** It's harder to make social connections and foster a community of learners online than it is in the classroom. Teachers need to allow time for personal conversation as part of the time spent together and may have to draw out quieter students to participate. Because bonds were formed during the in-person portion of the last school year, some schools are keeping those students and teachers together for the upcoming year.
- **Being available**. Teachers should be available to students and parents to answer questions outside of the scheduled online classes.
- **Fostering two-way communication.** Interaction is an important element in engaged learning. This doesn't happen as naturally or as easily online, so teachers need to encourage questions and discussion in the way they teach. A straight lecture may work for college students, but it can lose the attention of younger or less motivated children.
- **Limiting online group sizes.** In a classroom, a teacher can scan students' faces and body language to see whether they are engaged and following the lesson. That's harder online but is possible if the group size is small enough to allow all of the students' faces to appear on the screen at once.



- **Balancing live and recorded instruction.** Many schools are combining recorded or posted (asynchronous) instruction with live (synchronous) classroom sessions to enhance learning with available resources. A class might be assigned to watch a recorded lesson and respond to it before coming together in a live session for discussion. Based on student responses to the recorded lesson, the teacher can focus instruction in the live session on areas where more help is needed.
- **Using online resources.** Remote teaching enables the inclusion of different kinds of visual and audio sources as part of a lesson. A teacher can supplement a description of a topic with a quick video demonstration or bring a historical moment to life by showing it visually.
- **Posting information for easy access.** With online learning, it's especially important for teachers to be clear about assignments and expectations and to make it easy for students and parents to find information if they missed something. Teachers may need to make an extra effort to post clearly written information for easy access outside of class time. Posted recordings of complex lessons can also give students a chance to review difficult material at a slower pace.
- **Giving regular feedback to students.** Teachers need to make an extra effort in online learning to observe how each student is doing and whether any are getting lost or left behind. A good remote teacher will give regular feedback to each child—encouragement when they are doing well and gentle support and correction when they are missing something.

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How schools are responding during the COVID-19 pandemic

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If your child is participating in remote learning, it is important that you attend any parent sessions offered by the teacher at the beginning of the school year to find out what steps are being implemented to overcome challenges common to remote learning. Recognize that it may take a few weeks for teachers and students to develop a comfortable rhythm for instruction. If your child seems to be struggling, schedule time to speak privately with the teacher about possible solutions.

Combining in-person and remote learning in a hybrid model

One way to limit the number of students in classrooms is to adopt a model with some in-person and some remote learning. This can be done in many ways, including

- reserving in-person schooling for younger children, children with special needs, and children in need of English language learning (ELL)
- splitting the student body into groups, with some coming into school on certain days while the others learn online at home
- enabling online learning for children who are at higher risk of serious illness from COVID-19, or whose family members are at high risk

Behavioral health and emotional support

Children and adults have experienced unprecedented levels of stress, anxiety, and social isolation during the pandemic. Whether operating with in-person classes or remote learning, schools should provide mental health support to any student who needs it and should train teachers to watch for signs of emotional distress. (Your employee wellbeing provider may also offer resources to help you address your child's emotional health needs as well as your own.)

Nutrition

Schools are an important source of reliable nutrition for children with food insecurity at home, and the number of children facing food insecurity has grown with the economic effects of the pandemic. If your child's school does not provide in-person learning every weekday, it may offer alternative meal programs for children who do not come in to school.

The importance of clear, complete, and timely communications

Schools have a responsibility to communicate their plans for the coming school year to parents in a clear, complete, and timely way. As a parent, you have a right to know

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How schools are responding during the COVID-19 pandemic

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Parents will have to plan for every eventuality this year and will have to be prepared for shifts between in-person and remote learning models, possibly on short notice.

about the school's plans so that you can make decisions about what is best for your child and your family, and so that you can prepare for what will almost certainly be an unconventional school year. Look for information about all of the ways the school will minimize the risk of virus spread if in-person classes will be offered. Look, too, for how the school plans to provide quality remote learning.

Find out, in particular, what will happen if the virus is detected in the school community and how that will change the school's plans, or if the incidence of the virus in the community rises to the point where in-person schooling becomes too risky. Parents will have to plan for every eventuality this year and will have to be prepared for shifts between in-person and remote learning models, possibly on short notice. If you know the protocols for how these decisions will be made, you'll be able to make your own plans—and backup plans—with more confidence.

Communication from the school should include very clear instructions to all parents about what will be expected of them and their children to support learning and minimize the risk of contagion. You, and all parents, should know

- what to do if your child has symptoms of illness
- when to keep your child at home and when to report your child's illness to the school
- what expectations will be for children to wear face masks and follow other contagion-prevention steps in school
- what equipment your child will need and how you will be expected to be involved to support your child's learning at home

If your school's plans have not been released, ask for information on what is being considered and what has been decided. Find out how input from parents and the community is being included in the decision-making process. Get involved by giving your input as an advocate for your child and your community. When plans are released, review them thoroughly. Ask questions if you see any gaps that make you uncomfortable.

Considerations for Children with Special Needs

Children with special health care or learning needs should be given special consideration in your school's plans. These needs are unique to each child, so they can't be addressed with a single broad-brush policy. The individualized education plans (IEPs) for these children must be honored and adapted to the changing requirements brought on by the pandemic.

- Some children need a higher level of in-person interaction for their learning. In a hybrid model, these children should have priority for inclusion in in-person learning.
- Other children with special learning needs, including some children with autism or ADHD, may do better with some remote learning, as it involves fewer distractions. But they may also need in-person time with a teacher to reinforce learning and social skills.
- Some children with special health care needs may be at greater risk of serious illness from COVID-19. Extra thought should be given to the provision of quality remote learning for these children, even if most of their classmates are attending school in person.

If your child has special health care or learning needs, review your child's IEP and work with the school to find ways to follow it. The solution may not be exactly the support your child received before the pandemic, but the school should work with you to find creative ways to address your child's learning needs.

When in-person schooling is not an option for a child with special learning or health care needs, alternative means should be sought to provide any special therapies your child received in school. In some cases, you may be trained to provide those therapies yourself, and coached in providing them by your child's professional therapist. In other cases, the therapy may be provided online or (if it can be done safely) with home visits from a therapist.

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Considerations for Children with Special Needs

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Have activities in the same places, too—art at the kitchen table, for example, or reading on the sofa.

Many children with special learning needs depended on the structure and social interactions of school. Their classroom was a safe space for them—a sort of second home. In shifting learning to home, you can help your child by establishing predictable routines. Start the homeschooling day at the same time every morning and break it up into regular blocks of time. You might make that schedule visible to your child on a calendar and show them how you are moving through the day. If you can, mimic the schedule of your child's former school day. Have activities in the same places, too—art at the kitchen table, for example, or reading on the sofa.

Recognize that you aren't trained to do this and that other demands on your time may make it difficult to give your child all the support and attention they need. Remember that the support your child received in school may have been provided by multiple specialists with different skills, and forgive yourself for not being able to do everything that team did.

Recognize that the shift to learning at home can be hard on your child, too. Celebrate progress together. Take breaks together. Be grateful for the opportunity to gain a deeper understanding of your child's learning process. You'll be a better advocate for your child when in-person schooling resumes.

Consider reaching out to local or national support groups for parents of children with special needs. These groups and their members may be able to answer specific questions and help you find useful resources. Your employee wellbeing program may also be able to help you find resources.

If you have a choice for your child

This school year, many parents will be faced with a choice of whether to send their child to school, continue remote learning, or opt for something in-between—some days in school and some days learning at home.

For some parents, this will be an easy decision. They know in their hearts what is best for their child and their family. For other parents, the decision can be much more difficult. How does a parent weigh the benefits to a child of being with other children and learning from a teacher in person against the risks from a disease that scientists are still working to understand? How will you feel if your child loses ground in their education because of your decision? How will you feel if your child becomes seriously ill? The first is an awful prospect, the second almost unimaginable.

As with any decision, breaking the choices down into discrete parts can help you think about them. Emily Oster, an author and economist, offers a five-step process for considering a decision involving risk:

1. Frame the question. What are you considering and what is the alternative? Weigh your two or three main choices, not every possibility.
2. Mitigate risk. What's the best and safest way to approach each of the options you're considering? What can you do to reduce the risk of COVID-19 from in-person schooling? What can you do to improve the experience of remote learning?
3. Evaluate the risks. What are the actual risks of the options you're considering, knowing the steps you can take to minimize those risks?
4. Evaluate the benefits. What are the benefits to your child from each of the options? What are the benefits to the family?
5. Decide. The decision should be easier for you if you've broken it down in this way.

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Considering the benefits and risks of in-person schooling

Benefits: We've mentioned, at a high level, some of the main benefits of school for children. Those are different for different children and different school situations. How will your child benefit from in-person schooling? What would they get from it that they would not get from remote learning?

- If your child is young, the benefits might include social time with other children, the chance to experience life outside the home, the opportunity for hands-on learning with objects they can touch, and the nurturing sense of being with a teacher in person.
- For a child with special learning needs, the benefits might be the physical guidance that a teacher or therapist provides, and the reinforcement of social cues and behavior.
- For an adolescent, the benefits might include the social life at school and the motivation that comes from being with other students who are learning the same subjects.
- In-person learning can have a financial benefit for parents, too, by reducing unbudgeted child care expenses that can be associated with remote learning.

Risks: We've reviewed what's known about COVID-19 and the steps schools are taking to mitigate the risks of spreading the virus. Now, consider the risks most relevant to you.

- What are the risks for your child, given what you know about your school's plans?
- Does your child have any health conditions that would add to the risk?
- Is anyone in your household at higher risk of serious illness from COVID-19?
- Are you concerned about the risk to the school's teachers and staff?
- Do you have confidence in the plan your school has announced and the steps being taken to minimize the spread to the virus?
- Is the spread of the virus under control in your community, with a low number of new cases?
- Are you confident that other parents and children will follow the school's plan?

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If you have a choice for your child

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Considering the benefits and risks of remote schooling

Benefits: Remote schooling protects your child from exposure to COVID-19. For some older children, especially those who are highly motivated to learn, it may also be a more efficient way to absorb information than in-person classes. That depends a lot on the age and personality of your child and on how the school is offering remote learning.

Risks: Remote learning is more difficult to provide successfully to younger children, and it often requires significant parent involvement. Children without internet access can't participate fully. And remote learning doesn't provide the same quality of social interactions that in-person schooling does.

To weigh the benefits and risks of remote schooling, you need to consider the quality of online teaching offered by your child's school, how much time you can give to support your child's learning at home, and how your child responded to online learning in the spring. If your child struggled with online learning this spring, what could you, your child, and your child's teacher do differently in the coming school year to make it a better experience?

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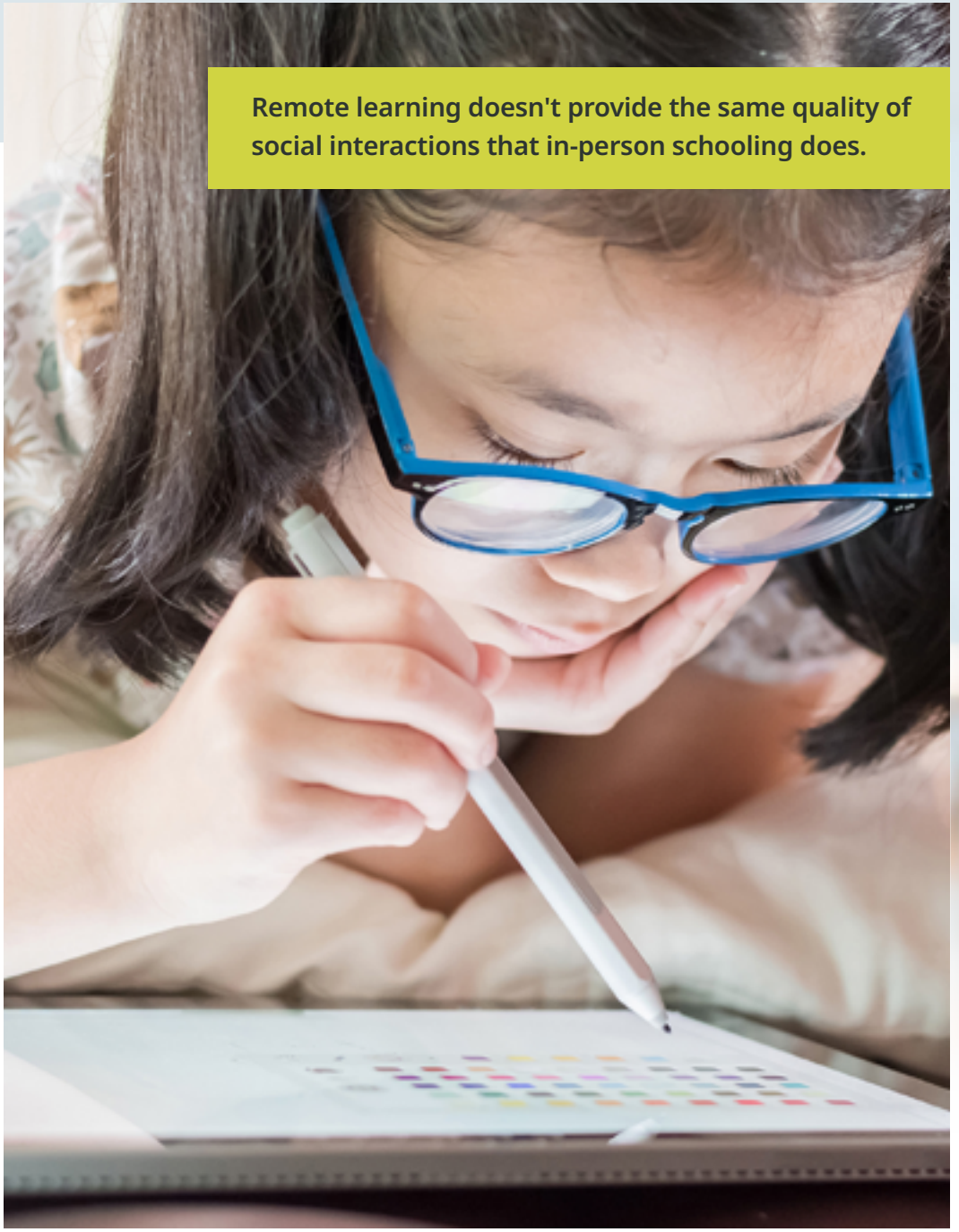


Remote learning doesn't provide the same quality of social interactions that in-person schooling does.

Weighing the factors that are most important to you and your child

The Centers for Disease Control and Prevention (CDC) offers a school decision-making tool for parents, caregivers, and guardians that may be helpful. It lists factors you might consider and asks you to rate their importance to you and your confidence that they are being managed well in the school's plan.

Here's a simplified version of that four-page checklist that may help you see at a glance what the important issues are for you:

WEIGHING THE DECISION TO HAVE YOUR CHILD ATTEND IN-PERSON SCHOOL

Factors to consider	Pro	Con
Incidence of COVID-19 in your community	Local case counts are low and stable	Local case counts are high or rising
Your child's risk of serious illness from COVID-19	Child has no special risk factors	Child has special risk factors
Importance of in-person schooling to your child's development	Child's social development will benefit greatly from in-person schooling	Learning at home will not harm child's social development
Household risk of serious illness from COVID-19	No family members are at special risk of serious illness from COVID-19	Family members are at special risk of serious illness from COVID-19 due to age or underlying health conditions
Ability to support learning at home	Household does not have capacity to support learning at home (unreliable internet access, parents' work demands)	Household has capacity to support learning at home
School environment	School has clear, science-based plans to provide safe in-person schooling, with broad community support	School does not have clear, science-based plans to provide safe in-person schooling, or the community does not support those plans

(Continued)

Living with your decisions

The decisions you make around the coming school year may be difficult. For many families, there is no clear right or wrong decision about their child's schooling during the COVID-19 pandemic. It can feel as though the choices are between bad and worse.

Given that reality, your next challenge may be to deal with feelings of worry, guilt, and fear as you move forward with the plan. Those emotions can get in your way. You'll need the emotional strength to support your child in whatever path you've chosen, and the presence of mind to continue to act and prioritize based on your values. Here, some lessons from a form of behavior therapy called "acceptance therapy" can be helpful.

- **Accept uncertainty.** Recognize that you are making choices based on the information you have and that there are no guarantees. We're all living in a world with shades of risk and no absolute protection. Pushing for certainty will only wear you down.

For many families, there is no clear right or wrong decision about their child's schooling during the COVID-19 pandemic.

- **Focus on what you can control.** It's productive to think hard about the logistics of what you can do to support your child's learning and safety. It's unproductive and draining to spend energy worrying about what other people will do. Focus on what you can control and accept what you can't.
- **Learn to live with your emotions.** Don't worry about worrying. That just makes things worse. Recognize that you will have strong emotions during this difficult time. Pay attention to them and note them, but don't fight them. If your worries start to overwhelm you, defuse them by exercising, going for a walk, or changing your media habits. You may want to speak with a mental health professional, by phone or online. Your employee support program can be an important resource during this season of uncertainty.
- **Have compassion for yourself.** Try not to be self-critical or blame yourself when things don't go as planned. Don't hold yourself to impossible standards. Just as you make an effort to be kind to others, be kind to yourself. Think about what's going well and congratulate yourself on navigating your family through a difficult time.

Supplemental and alternative learning options

For various reasons—medical issues, risk, or logistics, to name a few—some families are exploring supplemental learning options and alternatives to the education offered by local schools. Some families are seeking to supplement the reduced level of learning offered by their local schools during the pandemic. Some families find remote learning difficult or are not comfortable sending their children into school when those are the only options being offered. Some families may have an immunocompromised child or an at-risk older relative as part of the household. Some have children with disabilities who need in-person services the school is unable to provide.

Supplemental and alternative learning options include the following:

- **Study groups**—groups of classmates or friends who meet to do homework together and support each other's learning in a way that minimizes the risk of spreading the virus. Study groups may meet in members' homes or online. It is recommended that an adult be present as a chaperone and to provide help when needed.
- **Private tutoring**—hiring a tutor to provide virtual or in-person instruction. Some families pay a tutor to supplement a child's schooling. This might be an attractive option for parents when in-person schooling is limited or remote learning falls short of the family's expectations. Tutors have a range of backgrounds and training. Some are teachers or graduate students. Some are high school honor students. Prices vary with the credentials and skills of the tutors and with the amount of tutoring requested.

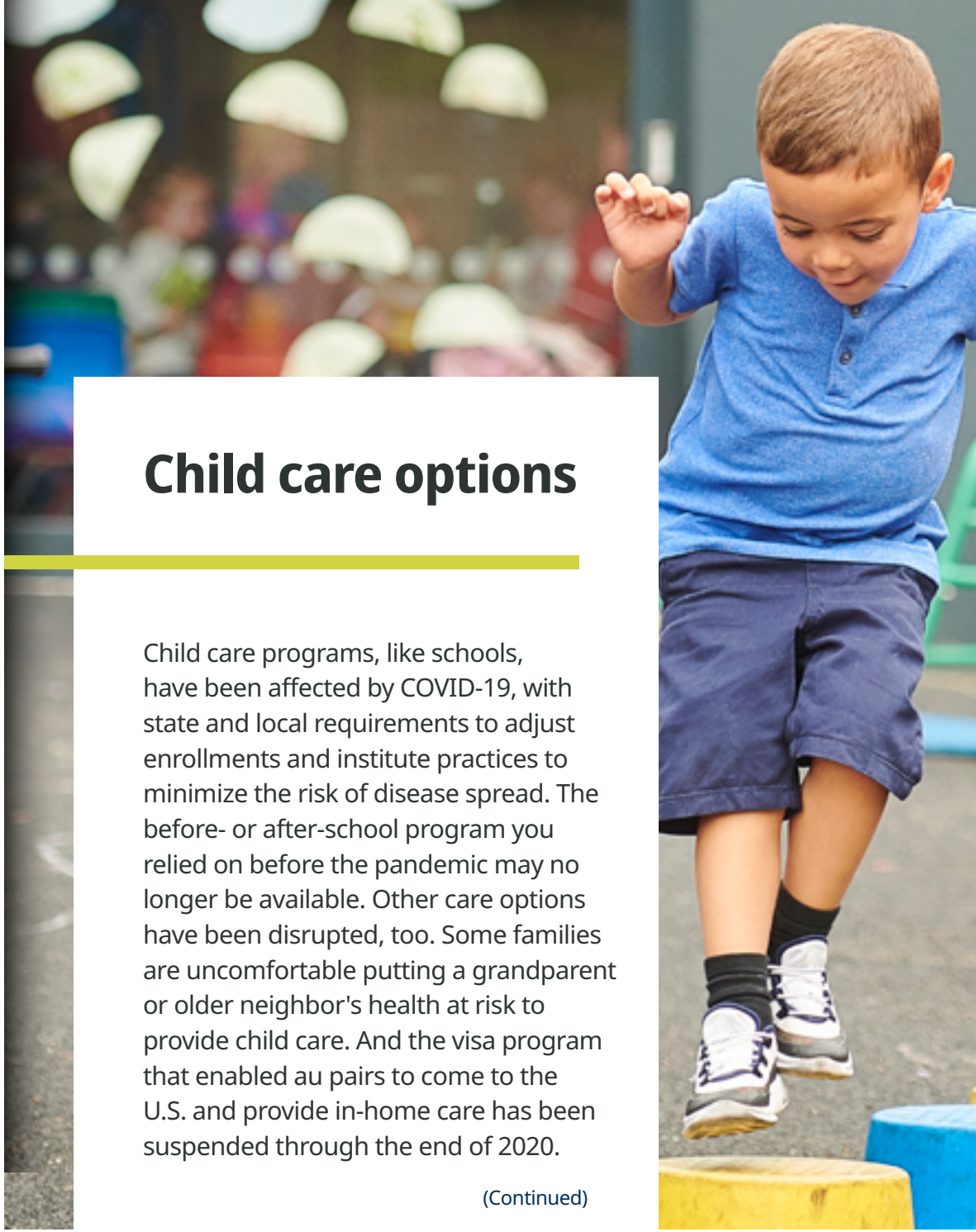
(Continued)

Supplemental and alternative learning options

(Continued)

- **Homeschooling**—when parents educate their children at home instead of sending them to a traditional public or private school. Homeschooling has a long and established history, and many resources are available to parents who choose this option.
- **Learning pods**—groups of parents who share time or pool resources to offer homeschooling or supplement the remote learning provided by the local school. Some pods offer online instruction and some meet in person in small groups. Some hire teachers or tutors and some share the teaching among the parents. When forming a learning pod, families should be clear about learning expectations for the children, time and financial commitments for parents, and steps to be followed to minimize the risk of spreading COVID-19.
- **Learning centers**—Some child care centers are expanding their services to include supportive learning environments for school-age children. This typically involves a staff member helping a small group of children who are participating in remote learning.

Your employee support program may be able to help you research the availability of learning pods and supportive learning environments in your area.



Child care options

Child care programs, like schools, have been affected by COVID-19, with state and local requirements to adjust enrollments and institute practices to minimize the risk of disease spread. The before- or after-school program you relied on before the pandemic may no longer be available. Other care options have been disrupted, too. Some families are uncomfortable putting a grandparent or older neighbor's health at risk to provide child care. And the visa program that enabled au pairs to come to the U.S. and provide in-home care has been suspended through the end of 2020.

(Continued)

Child care options

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Child Care Aware maintains a constantly updated map showing state regulations around child care programs reopening, with links to search tools for finding care in every state. As the new school year begins, more child care programs have reopened and enrollment is extending beyond the children of essential workers. But capacity in many programs is still limited.

If the child care you relied on is no longer available, your employee support program may be able to help you find another option. With the exception of the au pair program, the forms of child care available before the pandemic are still the main sources of care now, though they may be in shorter supply. They include

- child care centers
- family child care homes
- in-home providers and sitters
- community programs for school-age children
- informal (unlicensed) care by relatives or friends

If the usual search methods don't turn up care when you need it, you may need to use some creativity to come up with solutions for the next few months. Some of the options for out-of-school activities and enrichment, such as sports coaching, tutoring, or art classes, can give your child a couple of hours of supervision. Here are some other ideas:

- **Find a sitter.** With schools on altered schedules, a high-school or college student might welcome the opportunity to earn some extra money by sitting for a younger school-age child. Ask around in your social network for the names of potential sitters. Other great sources for leads include school guidance departments, colleges, or online services like Sittercity or Care.com.
- **Form or join a care co-operative.** One of the more hands-on child care options, this is when parents exchange time to supervise children. In its simplest form, you might simply swap hours of care with another family. Some parent co-ops exchange care among multiple families and have systems for keeping track of hours. Depending on the group's goals and needs, the supervised time might be used for play or study. Some parent co-ops hire a specialist to teach the children a skill or subject. Families need to communicate well to align on logistics, schedules, values, and disease mitigation.

Some of the options for out-of-school activities and enrichment, such as sports coaching, tutoring, or art classes, can give your child a couple of hours of supervision.

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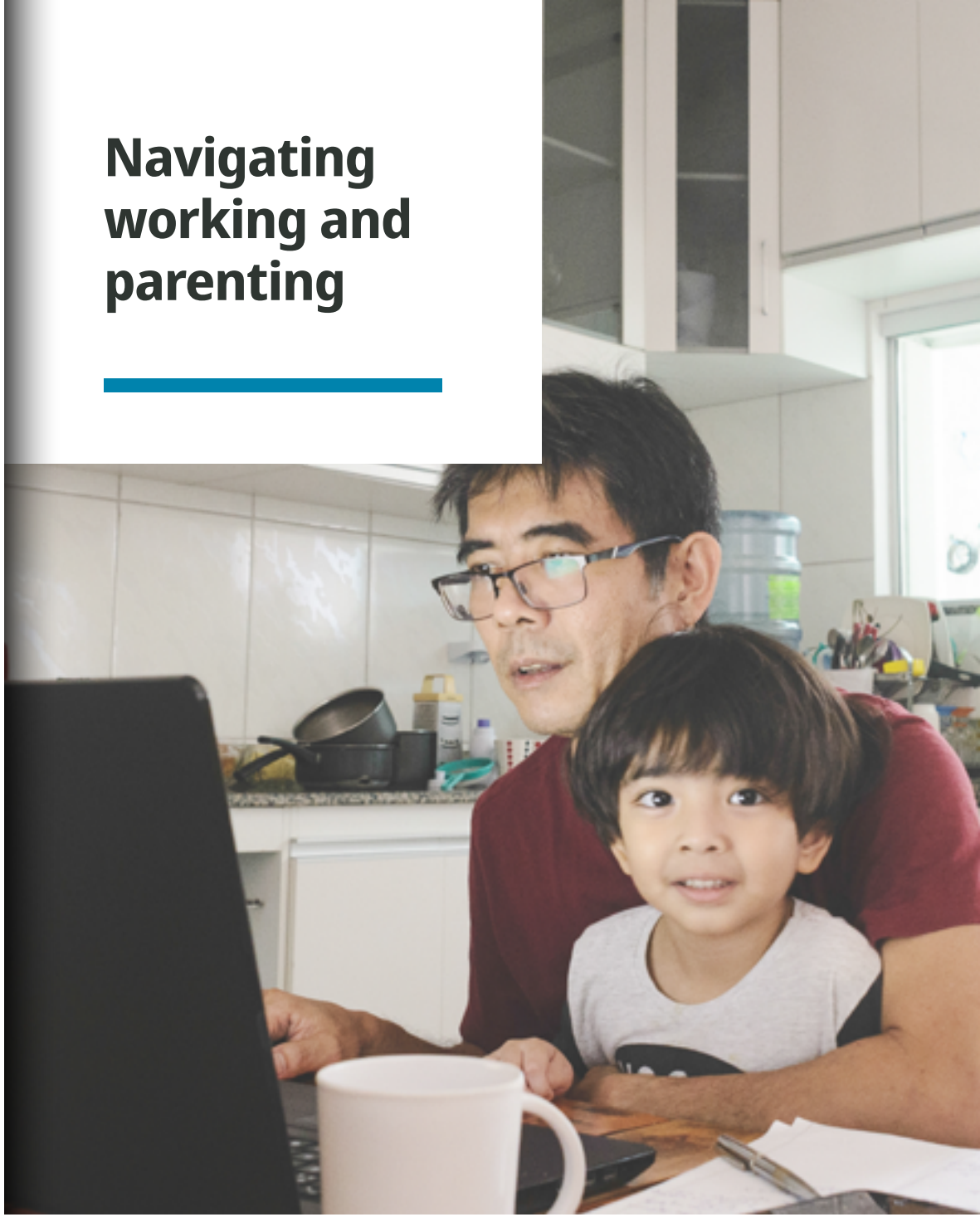
Child care options

(Continued)

- **Online sitting.** If you're able to be home with your child, but need time to concentrate on work, online options may be a help. A virtual sitter can engage children in games, stories, or a lunch date, typically for one to two hours. This works best for children ages 6 to 10, who can be left alone safely (as long as you are home) but can use some entertainment and distraction. You might use your regular sitter or find a high school or college student to entertain your child by video chat.
- **Virtual playdates and hangouts.** Virtual playdates with other children offer another way to occupy your child at a scheduled time so that you can focus on something else. Children might use the time together simply to talk, play, or study, or you might suggest and help them prepare to share an activity. These could include
  - doing science experiments
  - playing with Legos on FaceTime or another platform
  - taking online cooking lessons and experimenting with food
  - choreographing a dance and performing for each other
  - learning a language together
  - playing games like 20 Questions, Mad Libs, or Heads Up!

Navigating working and parenting



Navigating working and parenting

You had some experience with pandemic parenting in the spring. You've probably also had the usual pre-pandemic experiences of disruptions to your schedule when your child is sick and couldn't go to school or when your child's school closed for a staff-training day and you had to work. Add the two together and you get a sense of what lies ahead. Parents will need to expect the unexpected this coming school year.

- Schools that are opening or planning to open for in-person classes at the start of the school year may need to revert to remote learning for some or all students when cases of COVID-19 are detected. Those shifts may involve selected quarantines or short-term closures, or they may end in-person schooling for the year.
- Schools that begin the year with remote learning may open for in-person classes later in the year if the incidence of COVID-19 in the community falls and solutions are found to space, transportation, ventilation, and staffing challenges.
- Schools that open with hybrid models, combining remote and in-person learning, are likely to require an extra level of flexibility from parents as children's in-school hours are reduced and the days children attend school vary from week to week.

How can working parents plan for this level of uncertainty? How can they balance the demands of their jobs with new expectations to help their children with remote learning? Who will be home with children on days when in-person school is not offered?

These are tough questions without easy answers.

As a first step, think about the logistics of getting your child to school when it will be open and being at home to support remote learning when it is offered. Can you do that yourself? Will you need help? What help is available to you?

Exploring flexible work options

The next step is to consider how these school changes may impact your workday and the times you will be available to work. What flexibility is available to you from your employer in shifting your work hours? Could you do your work effectively at different times or on different days? Would you be able to meet the needs of customers and give your full contribution to your team?

Once you've considered your scheduling needs and constraints, the next step is to investigate flexible scheduling options with your employer. What do the written policies say? Is your manager open to you working evenings or weekends so that you can help with your child's schooling during certain times on weekdays?

(Continued)

Navigating working and parenting

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Prepare for your conversation with your manager about flexible work hours as you would for a business proposal. In a way, you're making a sales pitch. Think about how you would get the work done on a different schedule and what's in it for your employer. How will customer needs be met? How will your work schedule affect the work of others on your team? Be open to modifications and compromises so that the plan works for everyone.

Exploring family leave

If flexible scheduling isn't an option or won't be enough to enable you to work and support your child's schooling, could you cut back on your work hours or take family leave?

- The Family and Medical Leave Act (FMLA) allows parents to take unpaid time off to care for children or other family members who are ill. If your child has a medical condition that prevents them from going to school and you need to be home with them, you may qualify for FMLA leave. This leave can be taken on an intermittent basis if needed—one day or a portion of a day a week, for example. Your Human Resources (HR) department can tell you if unpaid FMLA leave is an option for you. Some employers offer limited paid leave in certain circumstances.

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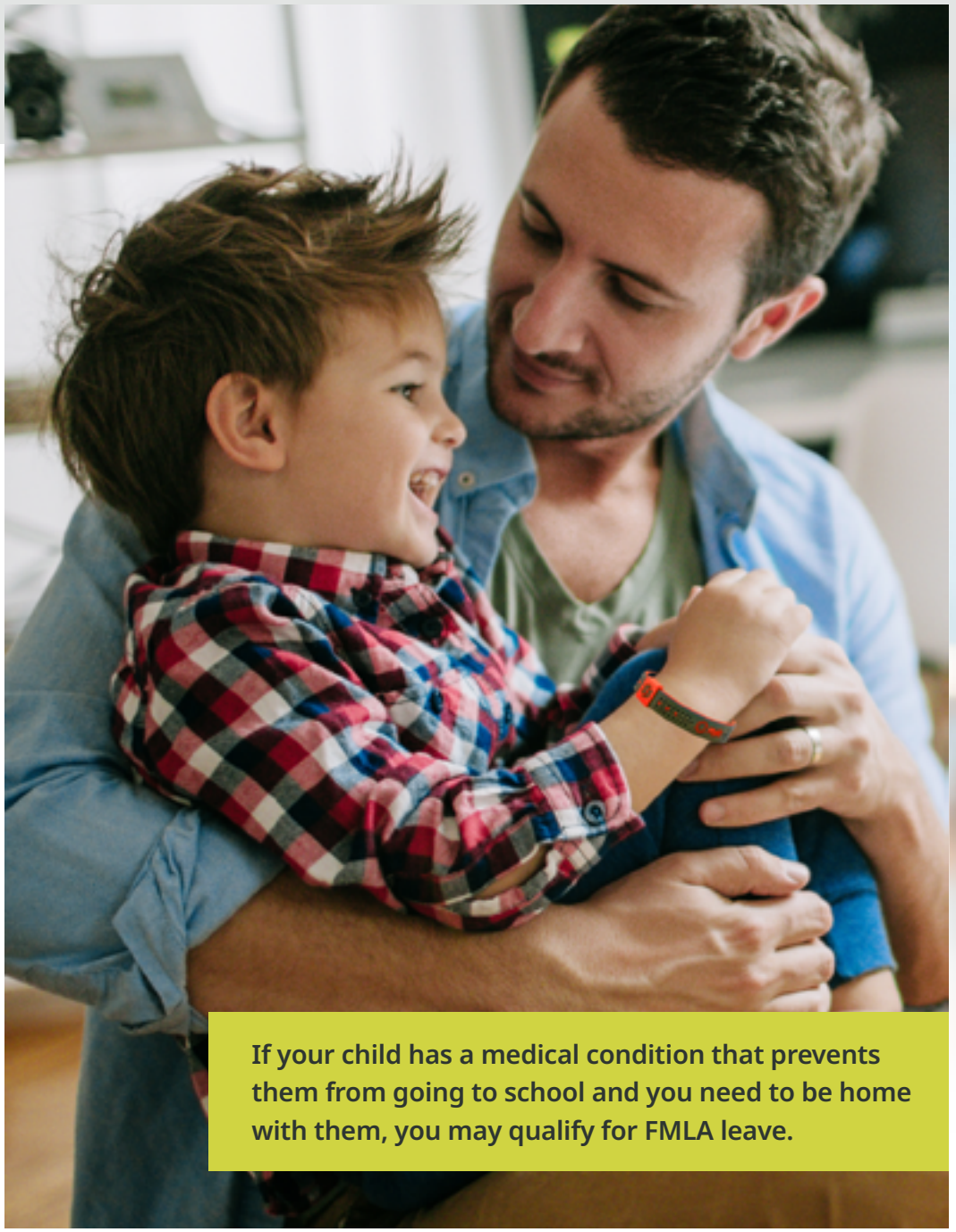


If your child has a medical condition that prevents them from going to school and you need to be home with them, you may qualify for FMLA leave.

- The Families First Coronavirus Response Act (FFCRA) gives parents who work for companies with fewer than 500 employees the option to take up to 12 weeks of partially paid time off if they've worked for the employer for more than a month. The leave is for employees who are "unable to work due to a bona fide need for leave to care for a child whose school or child care provider is closed or unavailable for reasons related to COVID-19."
- All employers, of any size, have the option of granting paid or unpaid leave to employees who need to take time off, even outside of these two mandated programs. Talk with your HR department to see if your employer will consider allowing you to take a temporary leave until safe in-person schooling is possible.

Other employee support programs

Your employer's employee support program may be able to offer guidance on balancing work and family and help you find other resources to fill gaps in your care schedule. Some employers offer child care benefits that may help you find or pay for care for children when in-person school is unavailable and you can't be home.

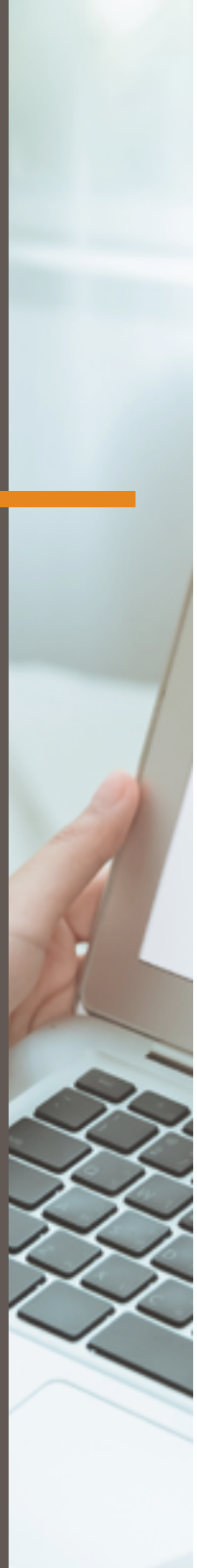
Taking care of yourself

The COVID-19 pandemic has brought new worries and uncertainties and higher levels of stress. Pay attention to the stress in your life and make efforts to take care of yourself. One helpful exercise is to think of the activities in your life that drain your energy and those that recharge you. You may find that the balance has shifted to the draining side with the pandemic and with your concerns about your child's schooling.

Be deliberate in making time for the things that recharge and refresh you, whether it's fun time with your child, relaxed conversations with your partner, or quiet time by yourself. Schedule these activities in your calendar so they don't get pushed off by other demands. Think, too, about the things that drain your energy and consider whether you need to worry as much about them as you do—or if they are even necessary.

Making the most of remote learning

Online learning requires a collaboration between schools and families, an extra level of engagement by teachers and students, and a basic technology platform of adequate internet speed and the student's access to a computer. For younger children and children with special learning or health care needs, online learning can require significant involvement from parents or other adults in the household.



Find a space in your home where your child can focus on remote learning with as little distraction as possible.

Here are some ideas for making the most of remote learning for your child:

- **Make a schedule.** Schedules give children a predictable structure for the flow of the day and provide a sense of normalcy. Some children have difficulty with transitions and surprises, so a written schedule helps them know what to expect. Parents can set aside time for schoolwork, reading, physical activities, meals, chores, family time, and just having fun.
- **Set up a designated workspace for your child.** Children need quiet, well-lit spaces for homework under normal conditions. Those designated workspaces are doubly important for remote learning. Find a space in your home where your child can focus on remote learning with as little distraction as possible. Over time, going to that space will become a mental trigger to focus on school.
- **Stock up on supplies.** Plan ahead to have needed supplies in your home, and help your child prepare for remote sessions by having those supplies readily at hand in the designated workspace.
- **Enlist older siblings to help.** Older children may welcome the opportunity to help younger siblings with schoolwork. This kind of child-to-child learning support can enhance the learning experience for both children. It's also a great way to free up some time for parents to get things done.

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Making the most of remote learning

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- **Leverage online resources.** Parents aren't expected to be experts in all subjects! Use online resources to supplement your child's remote learning and help explain topics your child is learning about. You'll find links to selected online resources at the end of this guide.
- **Ask for help**. If you or your child have questions about a school assignment, reach out to teachers or other families for help.
- **Carve out time.** If you're working from home, set aside time when your children can come to you with questions and ask for help—time when you can give them your full attention, without distractions. You may want to create a way for your child to ask questions outside of this special time, perhaps with Post-it notes, a dry-erase board, texts by phone, or other signals.
- **Have some fun.** Try to build as much fun and laughter as possible into your life at home. Children learn best when they're engaged and relaxed. So, try to bring some joy into their experience.
- **Be kind to yourself.** These are unprecedented times, and life can get messy and hard. Juggling school, work, daily chores, and to-do lists while caring for your children and helping with their education is not a small feat! Accept that not everything will be perfect. Step back periodically to remember what really matters. Think about what you are grateful for. Take breaks to relax, exercise, meditate, or snuggle with your kids.

Back-to-school CHECKLIST

- ○ Summer assignments are complete.
- ○ School forms are complete (medical and otherwise).
- ○ Medical requirements and vaccinations are up to date.
- ○ Necessary technology is in place: computers, laptops, or tablets; printer access; internet connectivity; etc. Families that cannot afford this technology should contact the school for assistance. Funding drives in the community may also support these needs.
- ○ Basic supplies are purchased: pens, pencils, paper, etc. Refer to the class supply list provided by the teacher. Stock up on some extras if you can.
- ○ Safety kit is packed: sanitizer, masks, gloves, and any other safety and personal hygiene items.
- ○ School calendar is up to date: enter important dates, meetings, and milestones into the calendar you keep to manage your schedule.
- ○ Class phone list is ready: consider collecting phone numbers of parents in your child's grade for support and homework help if needed.

If you are missing any information, ask for it. Learn as much as you can about the details of the school's plans. If you have concerns about those plans, make them known to the people who are making decisions. Attend school committee or board of education meetings to learn more and to share your views.

The CDC offers more detailed back-to-school checklists.

Enrichment activities for your child outside of school

The COVID-19 pandemic has given many families a break from busy schedules, and, for some, it has been a welcome chance to have more time as a family and rethink priorities. But the changes in school and the ending of many out-of-school activities have also left many children wanting more—more opportunities to engage with their interests, to be physically active, or to learn new skills.

Here are some ideas for safely engaging your children in activities outside of school.

In-person activities

- **Outdoor art classes.** Your child and a few peers might have instructor-led art classes or hands-on creativity time, either outside or in a space with good ventilation.
- **Hiring a coach or varsity athlete.** If your child wants to improve skills in a particular sport, you might arrange for coaching sessions, either at your home or a nearby recreational facility. To find a coach or varsity athlete for this, you might post on a local family board or call your high school's guidance or sports department for referrals to potential instructors.

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Enrichment activities for your child outside of school

(Continued)

- **Small-group fitness classes.** If your child is interested in dance, soccer, yoga, or another activity, you might partner with a local fitness instructor to arrange for outside classes. Cones or markers should be used to space participants appropriately.
- **Tennis.** Parents can sign children up for individual or small-group tennis lessons for a low-risk but high-reward physical activity. Activities should comply with local rules and regulations. Online drills and resources are available for those who wish to improve their skills and stamina without in-person instruction (from the U.S. Tennis Association's Net Generation, for example).
- **Community sports leagues.** As communities begin to reopen, some local sports leagues may be offering smaller-group training opportunities for team sports. These are typically reasonably priced or offer sliding scales and scholarships.
- **Volunteering.** There are so many great causes for kids to get involved in. Explore opportunities with your child to find one that is engaging, rewarding, and safe. Your high-school student might volunteer to tutor younger children, for example. For more ideas, search online for "volunteering" with key words to narrow results to options for children and teens.

Your employee support program may be able to help you in find activities like these in your community.

Online learning experiences and activities

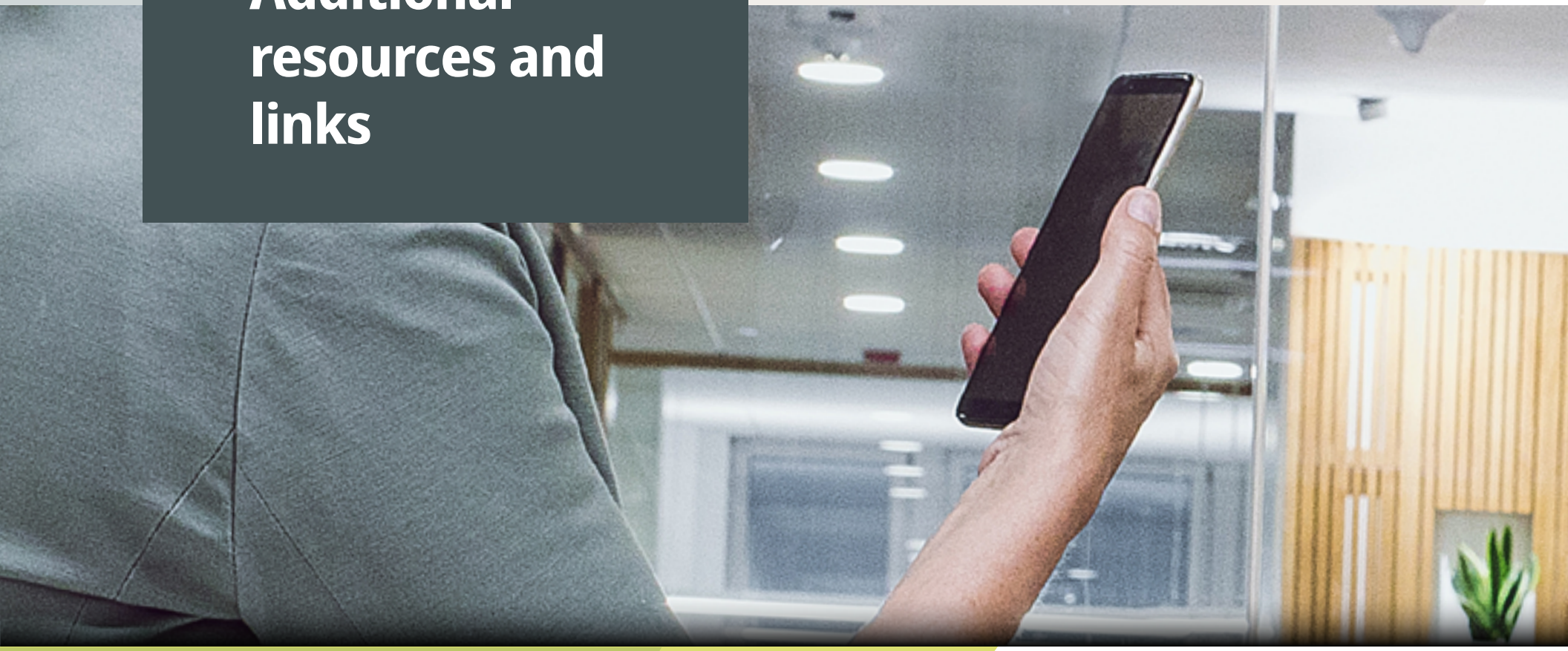
With online learning opportunities, students aren't limited by geographic location. Your child can access wonderful experiences anywhere in the world. Online programs also allow kids to sample new things with minimal commitment to see if they want to pursue them further.

When looking for online learning opportunities, you can search by age range and interest, review the credentials of the people leading the programs, and sample the programs to see if they fit with your child's learning style. Some programs are free, and some have a cost. Some require specific materials or technology to participate. Some offer interaction with a live instructor, typically with a chat function. Other classes are pre-recorded but may feel as if the instructor is conversing with the child.

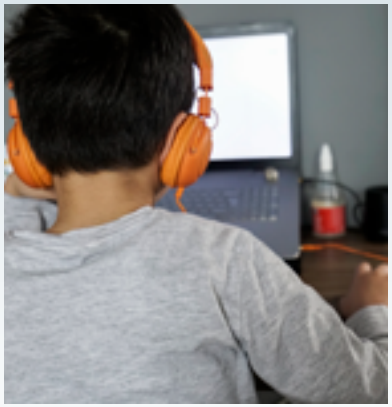
You'll find links to online learning options in the "Additional resources and links" section at the end of this guide.

APPENDIX

Additional resources and links



Additional resources and links



Tips for parents

Healthy practices

- https://www.avera.org/app/files/public/77340/New-Normal-Patient-Toolkit.pdf
- https://ectacenter.org/topics/disaster/coronavirus-talking.asp
- https://immunizenevada.org/news/ask-mask
- https://www.parent24.com/Learn/Teacher-Collection/printable-coronavirus-handwashing-steps-for-young-children-and-teens-20200306
- https://pecsusa.com/download/social%20distancing%20lesson%20plan.pdf

Parents working from home

- https://hbr.org/2020/03/a-guide-for-working-from-home-parents
- https://www.wfaa.com/article/news/health/coronavirus/tips-and-resources-for-parents-working-from-home/287-06f4100a-126b-4c35-838c-ebba3559f20e
- https://www.vox.com/identities/2020/3/25/21193142/coronavirus-covid-19-kids-work-from-home-child-care-school-cancellations
- https://www.healthychildren.org/English/health-issues/conditions/COVID-19/Pages/Working-and-Learning-from-Home-COVID-19.aspx
- https://www.healthychildren.org/English/health-issues/conditions/COVID-19/Pages/Tips-to-Juggle-Parenting-and-Working-at-Home-COVID-19.aspx
- https://blog.outschool.com/8-tips-for-working-from-home-with-kids
- https://www.ringcentral.com/small-business/blog/working-from-home-with-kids

Work-life balance

- https://www.heraldextra.com/lifestyles/health-and-fitness/strategies-to-balance-home-work-life-during-pandemic-and-beyond/article_6540d0e6-80a9-5c09-81ca-5dd9f27dd385.html

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Additional Resources and Links

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- https://www.fastcompany.com/90515325/with-family-by-your-side-months-into-working-from-home-do-you-still-have-balance
- https://www.jcmh.org/how-to-maintain-a-work-life-balance-during-coronavirus
- https://www.quantumworkplace.com/future-of-work/how-to-juggle-remote-work-and-family-during-covid-19
- https://www.forbes.com/sites/benjaminlaker/2020/04/28/how-to-dramatically-improve-work-life-balance-during-coronavirus-crisis/#5495c7c75b1e

Returning to school

New practices

- https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
- https://www.healthychildren.org/English/health-issues/conditions/COVID-19/Pages/Return-to-School-During-COVID-19.aspx
- https://www.usnews.com/news/education-news/articles/2020-05-08/how-school-will-change-when-kids-return-to-classrooms
- https://www.mother.ly/news/school-reopening-coronavirus
- https://ctmirror.org/2020/06/28/some-students-will-stay-home-in-the-fall-school-districts-have-to-figure-out-how-to-teach-them

Supporting your child during COVID-19

- https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/children.html
- https://www.publicschoolreview.com/blog/tips-to-maintain-your-childs-education-during-school-closures
- https://www.uth.edu/news/story.htm?id=e5c159f0-11af-4091-9f1d-342b5a64583a
- https://health.ucdavis.edu/coronavirus/resources/covid-19-parent-resources.html
- https://www.unicef.org/coronavirus/supporting-your-childs-mental-health-during-covid-19-school-return

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Additional Resources and Links

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- https://www.inman.com/2020/03/19/10-simple-ways-to-engage-kids-struggling-with-social-distancing
- https://nyulangone.org/news/keeping-your-child-progressing-upward-learning-curve-while-we-flatten-covid-19-curve

Extracurricular activities

- https://medium.com/age-of-awareness/pe-sport-the-next-new-normal-882824a59740
- https://www.ncsasports.org/coronavirus-sports/high-school-sports-coronavirus
- https://blog.collegevine.com/how-is-coronavirus-impacting-high-school-activities
- https://thecollegespy.com/blog/extracurricular-curricular-activities-during-covid-19
- https://dailyvoice.com/connecticut/litchfield/schools/covid-19-cdcs-new-guidelines-for-schools-call-for-canceling-extracurricular-activities/788469

Preparing for college

- https://www.collegetransitions.com/blog/college-admissions-and-coronavirus-advice-for-high-school-juniors
- https://www.scoreatthetop.com/blog/the-coronavirus-and-college-admission-extracurricular-activities-to-help-you-stand-out
- https://www.crimsoneducation.org/us/blog/campus-life-more/how-will-the-coronavirus-affect-my-extracurricular-and-leadership-ecl-activities
- https://www.wbur.org/hereandnow/2020/03/20/coronavirus-college-plans-high-school
- https://www.teachforamerica.org/stories/college-dreams-collide-with-covid-19
- https://philonedtech.com/visualizing-fall-2020-us-higher-education-plans

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Additional Resources and Links

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Learning programs - school in the fall

Balance virtual learning

- https://www.connectionsacademy.com/support/resources/article/virtual-school-and-working-parents-ways-to-make-it-work
- https://www.aisgz.org/news/detail/~board/featured-news/post/online-learning-balancing-activities-with-screen-time
- https://www.edutopia.org/blog/digital-tools-distraction-in-school-mary-beth-hertz
- http://neatoday.org/2020/03/16/resources-for-online-learning-during-school-closures

Virtual learning - hybrid learning

- https://www.panoramaed.com/blog/hybrid-learning-return-to-school
- https://www.edtechupdate.com/2020/blended-learning
- https://dailyvoice.com/connecticut/litchfield/schools/covid-19-will-hybrid-education-be-new-normal-for-school-districts-colleges/788645

Tips and tools for virtual learning

- https://www.cato.org/blog/free-online-learning-resources-when-coronavirus-closes-schools
- https://www.weareteachers.com/free-online-learning-resources
- https://www.albert.io/blog/tools-for-distance-learning
- https://schoolchoiceweek.com/parent-resources-during-coronavirus
- https://www.education.com/worksheets
- https://www.publicschoolreview.com/blog/tips-to-maintain-your-childs-education-during-school-closures

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Additional Resources and Links

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- https://www.metroparent.com/daily/education/homeschooling/tips-for-digital-at-home-learning
- https://www.ncld.org/wp-content/uploads/2020/03/A-Parents-Guide-to-Virtual-Learning-4-Actions-To-Improve-your-Childs-Experience-with-Online-Learning.pdf
- https://www.quizalize.com/blog/2020/03/13/supporting-your-child-in-remote-learning/

Homeschool

- https://responsiblehomeschooling.org/covid/resources - Includes information and policies on homeschooling for each state
- https://hslda.org/# - Includes information and policies on homeschooling for each state
- https://www.homeschool.com/blog/2018/02/check-out-the-results-from-your-votes-top-100
- https://www.verywellfamily.com/best-online-homeschool-programs-4842632
- https://autisticmama.com/how-to-choose-the-right-homeschool-curriculum
- https://www.homeschoolacademy.com/home-school-programs
- https://blog.feedspot.com/homeschool_youtube_channels
- https://schoolhouseteachers.com/faqs/homeschooling-frequently-asked-questions
- https://www.twinkl.com/resources/usa-resources
- https://www.homeschoolfacts.com/hybrid-homeschooling-as-an-alternative-education-model

Online school

- https://www.k12.com/online-public-schools.html
- https://www.onlineschools.org/middle-school
- https://vlacs.org
- https://www.fusionacademy.com/online-school
- https://www.connectionsacademy.com

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Additional Resources and Links

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Tutoring

- https://epforschool.com/en
- https://getatutor.com
- https://www.universitytutor.com/online_tutoring
- https://www.tutor.com
- https://www.etutorworld.com
- https://www.tutorz.com
- https://www.varsitytutors.com/online-tutoring
- https://clubztutoring.com
- https://www.wyzant.com

Core academic subjects

- Amazing Educational Resources. This nonprofit site offers online programs to teachers and learners.
- Kahn Academy. This nonprofit educational resource is great for math and science help at the high school level.
- YouTube: Parents who are looking for help solving that math problem the "common core way" can just search for it on this site. Instructional videos are available on a wide range of topics, showing many problem-solving methods.
- Subscription-based services, available to families for a fee, include Adventure Academy, BrainPOP, First in Math, ReadingIQ, and Scholastic Learn at Home.

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Additional Resources and Links

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Enrichment opportunities and special interests

- ActivityHero. Online courses provide self-directed learning experiences ideal for after-school programs and out-of-school time.
- America's Test Kitchen Kids. Kid-friendly recipes and online cooking lessons are available for children.
- Duolingo. Online language lessons are offered that geared to children.
- Kahoot! Interactive games to make learning fun and reinforce concepts, with the option of video conferencing with other players. In addition to the free resource, select apps are available for purchase.
- National Geographic Kids. Educational games, videos, and other activities are centered on animals and the natural world. Children also can get virtual tours of different countries, featuring fun facts and other information.
- Outschool. This community marketplace offers a variety of online classes for children of all ages. Offerings range from STEM to stage design and more.
- Reading clubs. Most public libraries offer virtual learning opportunities like age-appropriate reading clubs that foster reading comprehension and discussion while also making it a fun and enjoyable experience.
- ScienceBob. This is an online source of ideas and instructions for at-home science experiments.
- StorylineOnline. Celebrities like Oprah Winfrey, Chrissy Metz, Kristen Bell, Wanda Sykes, Sarah Silverman, and many more read stories that children will love on this YouTube channel.
- TIME for Kids. Learning tools for families and teachers are available for free for the 2020–21 school year.
- Virtual Field Trips. Thanks to technology, kids can take amazing field trips from home.

Resuming School During COVID-19

A Resource Guide for Parents

Morgan, H. (2020, August 18). *Resuming school during COVID-19—A resource guide for parents* (Carol Nunez-Hoglen, Ed.). Raleigh, NC: Workplace Options

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