

# Checklist: Planning for Virtual or At-Home Learning

## Setting up for Virtual or At-Home Learning

<b>Actions to take and points to consider</b>	<b>Notes</b>
<input type="checkbox"/> Try to attend school activities and meetings. Schools may offer more of these virtually. These meetings can be a way to express any concerns you may have about the school's plans.	
<input type="checkbox"/> Create a schedule with your child and make a commitment to stick with it. Structure and routine can greatly help your child from falling behind with assignments. Discuss your family's schedule and identify the best times for learning and instruction, as well as family-oriented physical activity, such as walks outside. A family calendar or other visuals could be useful for keeping track of deadlines and assignments.	
<input type="checkbox"/> Try to find a space where you live that's free of distractions, noise, and clutter for learning and doing homework. This could be a quiet, well-lit place in your dining room or living room or a corner of your home that could fit a small table, if available.	
<input type="checkbox"/> Identify opportunities for your child to connect with peers and be social—either virtually or in person, while maintaining physical distance.	

## Planning for Virtual or At-Home Learning

<b>Actions to take and points to consider</b>	<b>Notes</b>
<input type="checkbox"/> Find out if there will be regular and consistent opportunities during each day for staff and student check-ins and peer-to-peer learning.	
<input type="checkbox"/> Find out if students have regular opportunities for live video instruction by teachers or if they will primarily be watching pre-recorded videos and receive accompanying assignments.	
<input type="checkbox"/> Ask if the school will offer virtual or socially distanced physical activity. If not, identify ways to add physical activity to your child's daily routine.	
<input type="checkbox"/> Ask your school what steps they are taking to help students adjust to being back in school and to the ways that COVID-19 may have disrupted their daily life. Supports may include school counseling and psychological services, social-emotional learning (SEL)-focused programs, and peer/social support groups.	



[cdc.gov/coronavirus](https://cdc.gov/coronavirus)

<input type="checkbox"/> If your child participates in school meal programs, identify how your school district plans to make meals available to students who are learning virtually at home.	
<input type="checkbox"/> If your child has an Individualized Education Program (IEP) or 504 Plan or receives other learning support (e.g., tutoring), ask your school how these services will continue during virtual at-home learning.	
<input type="checkbox"/> If your child receives speech, occupational or physical therapy or other related services from the school, ask your school how these services will continue during virtual at-home learning.	
<input type="checkbox"/> If your child receives mental health or behavioral services (e.g., social skills training, counseling), ask your school how these services will continue during virtual at-home learning.	
<input type="checkbox"/> If you anticipate having technological barriers to learning from home, ask if your school or community can provide support or assistance for students without appropriate electronic devices for schoolwork (like a computer/ laptop or tablet).	
<input type="checkbox"/> If your school offers a hybrid model, be familiar with your school's plan for how they will communicate with families when a positive case or exposure to someone with COVID-19 is identified and ensure student privacy is upheld.	

## Mental Health & Social-Emotional Wellbeing Considerations

<b><i>Actions to take and points to consider</i></b>	<b><i>Notes</i></b>
<input type="checkbox"/> Watch for and anticipate behavior changes in your child (e.g., excessive crying or irritation, excessive worry or sadness, unhealthy eating or sleeping habits, difficulty concentrating), which may be signs of your child struggling with <a href="#">stress and anxiety</a> .	
<input type="checkbox"/> Talk with your child about how school is going and about interactions with classmates and teachers. Find out how your child is feeling and communicate that what they may be feeling is normal.	
<input type="checkbox"/> Ask your school about any plans to reduce potential stigma related to having or being suspected of having COVID-19.	
<input type="checkbox"/> Ask your school about any plans to support <a href="#">school connectedness</a> to ensure that students do not become socially isolated during extended periods of virtual/at-home learning.	
<input type="checkbox"/> Check if your school has any systems in place to identify and provide mental health services to students in need support. If so, identify the point of contact for these services at your school.	<p><i>Name of school point person:</i></p> <p><i>Contact information:</i></p>

<input type="checkbox"/> Check if school has a plan to help students adjust to virtual/at-home learning and more broadly, to the ways COVID-19 may have disrupted their daily life. Supports may include school counseling and psychological services, social-emotional learning (SEL)-focused programs and curricula, and peer/social support groups.	
<input type="checkbox"/> Identify opportunities for your child to be physically active during virtual/at-home learning.	
<input type="checkbox"/> Check if your school will provide virtual/at-home training for students in mindfulness, incorporating SEL into classroom curriculum, or <a href="#">stress and coping supports</a> for your child.	
<input type="checkbox"/> You can be a role model for your child by practicing self-care: <ul style="list-style-type: none"> <li>◦ Take breaks</li> <li>◦ Get plenty of sleep</li> <li>◦ Exercise</li> <li>◦ Eat well</li> <li>◦ Stay socially connected</li> </ul>	