



Board of Education Work Session: Smart Start Plan Instructional Updates 10/6/20

- What do we do differently once in a sustained Green Risk Level?
- What can we do differently if we are in Red Risk Level (community)?
- What can we do to make remote learning by choice a more sustainable practice?



Gratitude

- Amanda Adams
- Amy Hagen
- Melissa Linton
- Jessica Scogin
- Eric Pederson
- Kari Dendurent
- Tony Graham
- Alan Haskins



Celebrations

MORE TEXT CAN GO HERE

- We have almost one quarter of school done with students in our schools
-
- We have sports and student activities taking place
-
- We have staff who are able to make in-person connections with students
-
- We developed a plan for SEL that has been implemented
-
- Counselors and school psychologist are in our buildings making an impact with students
-
- Meals are being served and delivered
-
- We have incredible staff that are making this all happen



Parent/Teacher Conferences

- Elementary
- Secondary and K-12 Schools

BUILDING AGILE AND RESPONSIVE PRACTICES

Our original goal + Our quality assurance = getting all kids back into school with equitable support and offering emotional and health security.



RED RISK

What do we do differently in a Red Risk category?



INPUT

from Admins
Teachers
Students



GREEN

What do we do differently in a Green Risk Category?



Other Components

4-day Week
Effect, Flexible
Content &
Tools



REMOTE

What should we consider changing with Remote Learning?

Key Perspectives

Administrators

General focus on overall operations and balancing staff, student, families and community needs. Focus on logistics and quality.



Teachers

General focus on serving students and families while balancing preparation and instruction delivery loads that are sustainable.



Students

General focus on access to learning and teachers, socialization and getting those who need it to have access to the building.



District

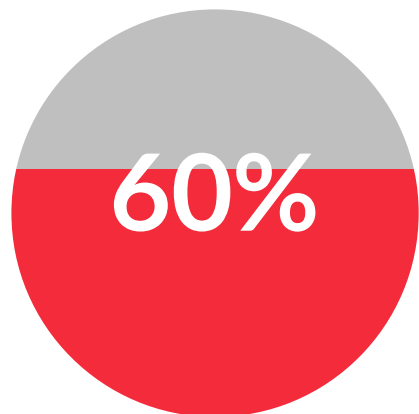
Reaching students, staff and families in a time of crisis by amplifying support and communication as a dynamic and responsive organization.





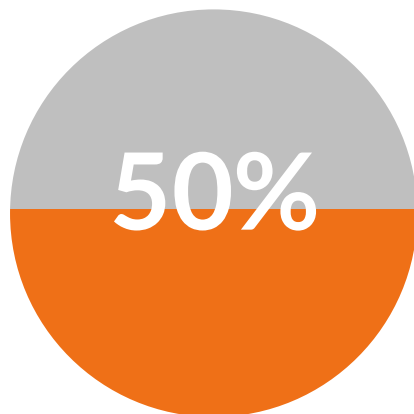
RED RISK

INPUT FROM ADMINISTRATORS on special populations, schedules & more



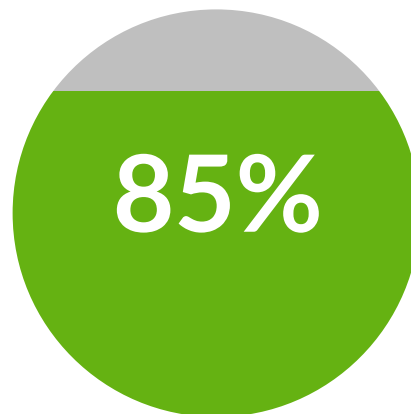
4-Day Week

Split support overall, but several comments about when to launch it, benefit for staff, struggle for families.



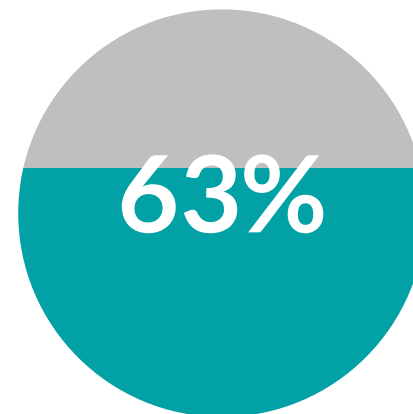
A/B Schedule

Solid answers against, favorable answers were split with comments suggesting alternatives.



Special Populations always!

Overwhelming support for this with some concerns noted about scheduling for social distancing and split grade classes.



All kids always!

Generally split opinion with higher approval from K-12s, concerns noted about fluctuating staff and community support.



RED RISK

INPUT FROM TEACHERS AND STUDENT LEADERS

1

College style schedule for Zooms. Meet twice a week with work assigned in between.



2

Village perspective - not necessarily a need for remote learning.



3

Partner with Boys and Girls Clubs for childcare for alternative scales (minimizing impact on families)



4

Rotating one day, one cohort + remaining days remote



5

Packets & paper copies of everything to serve students without Internet access



6

Open School to Learning Labs, Office Hours on a schedule - publicize teacher availability



7

Cohorts on certain days (A/B schedule) to get access to teachers and socialization.





RED RISK

INPUT FROM *Secondary + K-12* ADMINISTRATORS



1

Kids need to be in school.
At-Risk kids not getting what they need.

2

NKMHS
Half-day school with lunches to go

3

SOHI
SPED + Intervention come to school
Not a fan of A/B schedule

4

KMS
If students not passing virus at school, why close it down even if community is in red.
Allow parents the option to come in

5

SKYVIEW
Cohorts are tight.
Supports no change when community is in red.

6

NIKO
Would like to have students ½ day
No transportation.

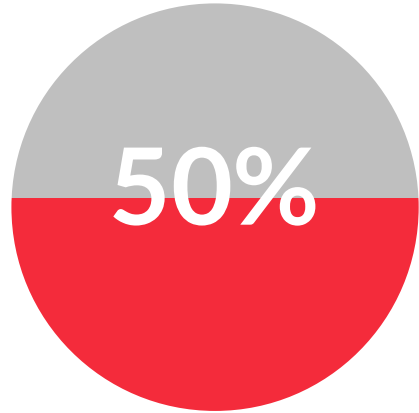
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K-SELO
Parent choice, but staff comfort important.
TEBUGHNA
K-2 + Intervention groups



REMOTE SUSTAINABILITY

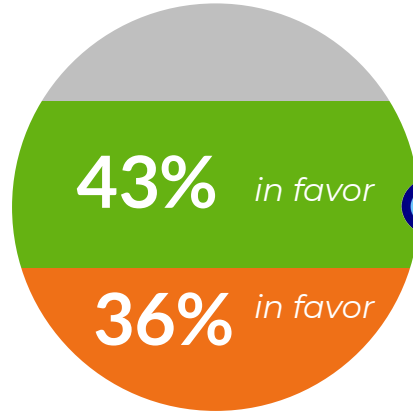
INPUT FROM ADMINISTRATORS



Do away with it!

Split support overall, noteworthy is 16% in *Maybe* category.

*Teachers noted possible option of setting an end date in favor of either Homeschool or Districtwide remote program.



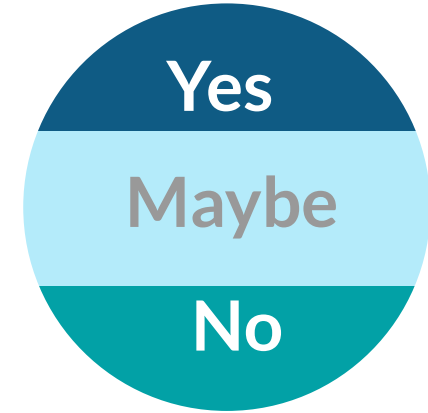
District Remote

Strong support from Elementaries and K-12, but not secondaries. Noteworthy call for regional remote support.



Continuing with Remote at Schools!

Overwhelming support for this at secondary level (60%) . Noteworthy need of syncing schedules across district for broader effect.



Distance Ed or Other

This was an even $\frac{1}{3}$ split of yes, no, and maybe. Noteworthy this was secondary only.



REMOTE SUSTAINABILITY

INPUT FROM TEACHERS



1

District Must Do/May Do list for remote learning to offer consistency and help Ts know acceptable boundaries

2

Friday Remote Days (4-day week suggestion) Also could be used for At-Risk students and PD

3

More Prep Time - acknowledging the amount of time needed for virtual delivery preparation.

4

Rotating one day, one cohort + remaining days remote

5

Allow returning from Remote only at the end of grading periods to limit roster fluctuations.

6

More in-depth District Parent Guide to assist with making choices that fit family needs

7

Designated class periods for remote students. *(Secondary)*



REMOTE SUSTAINABILITY

INPUT FROM *Secondary + K-12*
ADMINISTRATORS



1

Structure of remote varies by site.

Those with dedicated staff are faring better.



2

One High School is using a program for all remote learners

One High School would like to take on Remote Students from other schools.

3

Setting an ending date OR setting a date for lighter load is crucial for staff. They are stressed!

Light at the end of the tunnel!



4

Put regulations on remote learning NO on site participation in classes or sports

5

5 Secondary Schools would like to move forward with remote at their school.

East End + PG & Nanwalek would like to do away with Remote as an option

6

Offer a regional or district-wide Remote Learning program if possible.



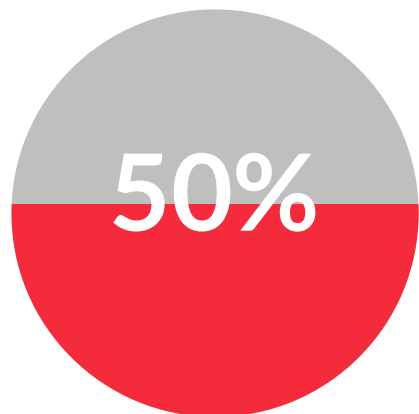
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Expand Distance Ed capacity to serve more students.



Four-Day Week Effect

INPUT FROM ADMINISTRATORS



If the district had a 4-Day week, would you be in favor of keeping remote learning at your site?

Noteworthy that Secondary has slightly stronger support, K-12s expressed uncertainty.



PAPERLESS IS GOOD!

Less to keep up with, less lost, and offers variety, but we are concerned for peers with no connectivity.

ZOOM WHEN LIVE

When remote, having the opportunity to zoom into the live class even once a week is great.

MAKE MASK RULES CLEAR AND ENFORCED

Learning gets disrupted and lots of teacher energy is wasted trying to enforce the rules.



SECONDARY RECESS!

Giving us time to let off steam outside where we can worry less is good!

FRESH AIR IS NEEDED

Having time and space to remove masks is necessary..

ACCESS IS VITAL

We care more about having some time with teachers and peers (remote or not) than we do about the exact schedule structure.



REMOVE MASKS?

3 say yes, remainder say no.

VOLUNTEERS & FIELD TRIPS ARE GOOD!

ALLOW VISITORS?

When in green, allowing visitors into the buildings would allow for community involvement.





FLEXIBLE CONTENT & TOOLS

Districtwide content resources and learning tools integrated into our learning management system of Canvas and virtual learning platform Google Classroom.



INTEGRATED CONTENT	TOOLS
ALEKS CK-12 ConnectED Discovery Education Khan Academy NewsELA Pearson MyLab Ted ED World Book Online YouTube OER Commons Actively Learn	Flipgrid Quizlet Office 365 Google Docs EdPuzzle Nearpod
<p>*Note that you can link in things like Brain Pop, TCI Science and Common Lit as well!</p>	

INTEGRATED CONTENT <i>*direct or indirect through Clever</i>	TOOLS
NewsELA CK-12 Brain Pop Khan Academy Actively Learn Discovery Ed IXL TCI Science Common Lit	Flipgrid Quizlet Google Docs Ed Puzzle Quizizz Nearpod



Next Steps and Questions?

Thank you!