

Schools Do Not Open / Distance Learning Continues

Plan to Return: Scholars and Families

Key:

Highlighted – Aligns to core technology and/or system-based recommendations

Bolded – Signifies dominant theme emerging in community feedback and elementary sub-group discussion

	Elementary	Middle
Technology	<ul style="list-style-type: none"> ● Technology - Universal platform consideration for all grades to centralize resources - K-2? - SeeSaw, 3-5 Google Classroom, 6-8 Google Classroom ● Technology - Every student still has access to a Chromebook/device. ● Technology - Centralized and accessible hub for troubleshooting tech issues for families (cannot fall on individual teachers). ● Technology - Summer device and Wifi audit to enable September implementation. ● Technology - Classroom code documents/messaging in early-September - “Here are your child’s Google Classroom codes” all in one place. 	

<p>Family Support</p>	<ul style="list-style-type: none"> ● Family Support - Parent workshop series, bootcamp, etc. to support parents trying to learn content and strategies. Districtwide hub accessible to all parents, populated by all schools. ● Family/Support - Maintaining flexible deadlines for assignments given varied family demands. ● Family Support - Work with PPS for systematized home visits, check-ins, etc. for families not consistently engaging in lessons/assignments <i>(SEL Committee?)</i> ● Family/Support - Consideration for weekly office hours for staff established for families to access. ● Family Support/Materials - Preparation and distribution of essential materials to families must be set up in late-August/early-September (i.e. workbooks, notebooks, supplies, math manipulative tools) ● Family Support - More feedback-focused engagement vs. X amount of live whole-class sessions - small groups, 1:1 sessions must be part of the menu, with teacher discretion on implementation. Students require differentiation and grouping structures must be utilized to support and maximize engagement. 	
	<ul style="list-style-type: none"> ● Family Support- Dedicated socialization windows in daily schedule - i.e. lunch/recess hour for kids to sign on and socialize with peers, possible supervision by out-of-classroom staff, TAs, or aides <i>(SEL Committee?)</i> ● 	<ul style="list-style-type: none"> ● Morning class or check-in to begin the day, and help with organization of schedule. ● Weekly list of upcoming assignments (in addition to daily) ● School libraries--- opportunities for mailing or pickup/drop off of library materials, e.g., books for independent reading. ● Have a school supply list as usual--kids need to have things like notebooks, pencils, crayons at home as usual.
<p>Other</p>		
	<ul style="list-style-type: none"> ● Other - Centralized management of some packet-based work for families in need; creation and pick-up location(s). ● Other - Virtual Meet-the-Teacher Nights in September for families. ● Other - Specialized plan to support incoming K students - onboarding, orientation, assessment, etc. 	<ul style="list-style-type: none"> ● Virtual introduction/orientation for incoming 6th graders ● Explicit instruction/supports for students organizing their own work and time management
<p>Assessment</p>		

Plan to Return: Superb Staff

	Elementary	Middle
Professional Learning	<ul style="list-style-type: none"> ● PD - Start year with ‘distance learning institute’ for staff (possibly re-visit academic calendar to identify more time before kids arrive). Workshops, webinars, etc. by in-house district staff on variety of applications - Nearpod, SeeSaw, Google Classroom...Zoom breakout rooms, collaborative whiteboard, polls, chat window, and other online-specific practices that increase student engagement, discourse, and collaboration ● PD – Training in identified clear ‘practices’ in core areas for pedagogy. Focus on PD that can be transferred back to classroom – more value in pedagogy (for long-term transfer) vs. just tech platform use (band-aid) 	
		<ul style="list-style-type: none"> ● Centralized publication of PD opportunities ● PD – Use of reports from online learning for assessment
Planning	<ul style="list-style-type: none"> ● Planning – Teachers jigsaw curricular and prep materials across core subject areas; teachers can still maintain autonomy ● Planning – Summer Work/Per Session Allocations – Grade-level district groups to give feedback, and/or create guiding docs, for our September return. Identify facilitators for conversations. ● Planning – Utilize coaches and specialists to create lessons. 	(Additional time to prepare shared asynchronous materials? Common planning?)
Technology	<ul style="list-style-type: none"> ● Technology - Alternate devices and tools available for staff (i.e. trackpads/stylus, document camera software, dual monitors.), 	
Other	<ul style="list-style-type: none"> ● Support - “Buddy teachers” assigned to classroom teachers for online support, phone calls, etc. ● Family Outreach - Teachers share responsibility for student outreach - not falling completely on clinicians. 	

		Consider creating a student “tech team”--student helpers to co-host/manage sessions
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Plan to Return: System

Elementary	Middle
Technology	<ul style="list-style-type: none"> ● Technology - Clear expectations on student cameras on/off.
	<ul style="list-style-type: none"> ● Technology - Must be an upgrade or solution in staff-issued devices to manage capacity of the rollout. ● Technology - Consideration for internet-based phone accounts for teachers to facilitate family contact (w/o personal phone numbers). ● Technology - Revised and updated digital learning Code of Conduct and expectations communicated. <ul style="list-style-type: none"> ● (Minimal) Overarching standards for how assignments are communicated across all subject areas in Google Classroom: e.g. what time and how assignments are posted
Curriculum	<ul style="list-style-type: none"> ● Vision - Return to “vision” - What do we believe and how do our actions align to those needs? Identification of clear ‘practices’ in core areas for pedagogy. In turn, supports PD and transfer to classroom instruction. ● Curriculum - Curricula not derived FROM software programs; software programs should only enhance existing curricula, not replace. ● Curriculum - Identify non-negotiable subject area components (i.e. strings, shared reading, accountable talk, higher order thinking skills). ● Curriculum - More open ended/higher order tasks vs. rote completion - greater PD and focus on questioning, feedback, etc. ● Curriculum - Utilization of balance of asynchronous tasks (i.e. screencasts, offline tasks) and synchronous instruction to support family needs.

	<ul style="list-style-type: none"> Curriculum - Assigns of paper-pencil tasks, as well as digital tasks - flexibility on product. 	<ul style="list-style-type: none"> Identify essential prerequisite skills and assess those skills early in the year.
Master Scheduling	<ul style="list-style-type: none"> Scheduling - Concrete building-level schedules for teachers and families - ex. 8:35 to 11:00 - Window for Classroom Instruction, 11:00 to 1:00 - Window for AIS, 1:00 to 3:00 - Window for CAMPEL, while teachers/teams have dedicated planning time in windows, as well. Scheduling - Morning check-ins for each class (not live teaching time for core subject areas) to establish expectations for the day, with end-day live follow-up for accountability check. Scheduling - CLEAR expectations in DLP for CAMPEL, AIS, and other specialty instruction. 	
		<ul style="list-style-type: none"> Consider a balance between a uniform schedule that is clear to families, but that also allows flexibility for teachers to schedule small group instruction as appropriate to the needs of their subject area. Consistent use of methodology for communicating absences (e.g. Home Access), or notifying parents of multiple absences.
Assessment/Grading	<ul style="list-style-type: none"> Assessment/Grading - CLEAR expectations across schools, grades on what is DUE each week, by when, and grading/marking expectations. Assessment - more use of rubrics for task assessment purposes to support task completion 	
	<ul style="list-style-type: none"> Assessment/Grading - Elementary Admin + Teachers – overwhelming support for holistic, rubric-based assessment for marking period(s); not individual standard area marks/grades as in traditional report card 	<ul style="list-style-type: none"> Clear expectations for meaningful, actionable feedback on assigned work (and communicating to students how/when to access and respond to feedback) Consider alternative options for performance assessments that are more authentic to measure student learning. Clear but flexible grading policies that take into account stress and anxiety.
Other	<ul style="list-style-type: none"> Needs of Special Education students and unique approaches/resources for consistent engagement 	

	<ul style="list-style-type: none">• Other - Engagement of local CBOs (i.e. B&G Club, NRPL) to share resources and support engagement off-hours).	<ul style="list-style-type: none">• Developing systems for collaboration between General Education teachers and Special Education teachers to differentiate instruction for struggling students.