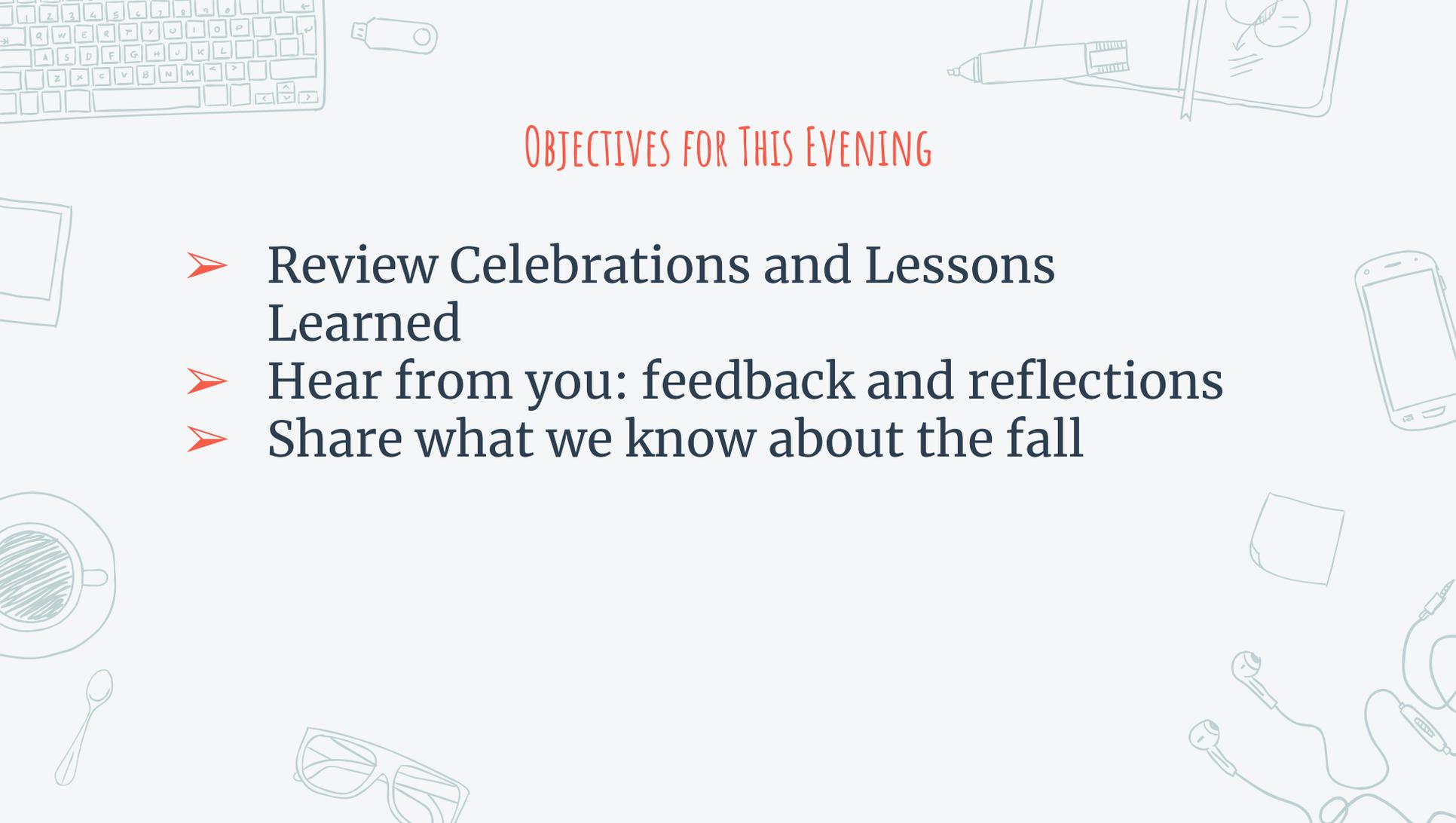


LESSONS LEARNED AND A STRONG START

Reflecting on the Dismissal,
Planning for the Fall

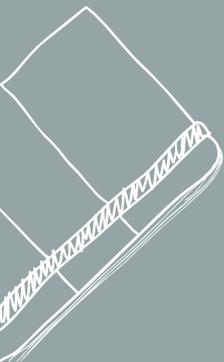
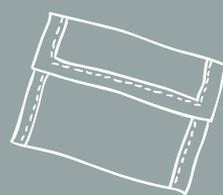
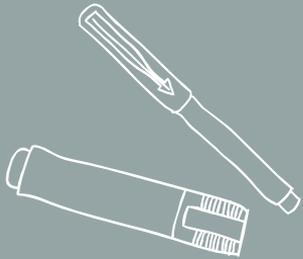


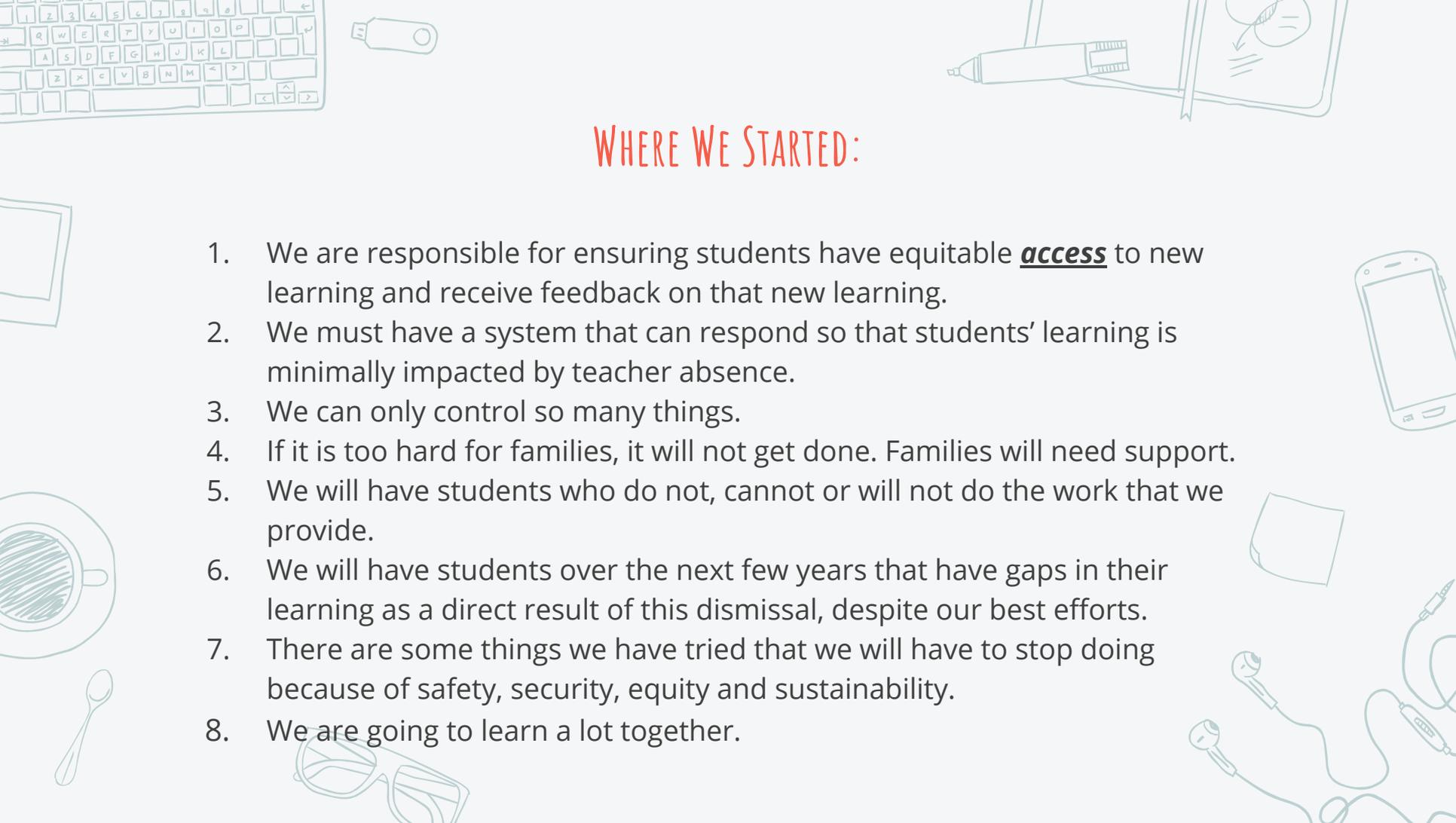
OBJECTIVES FOR THIS EVENING

- Review Celebrations and Lessons Learned
- Hear from you: feedback and reflections
- Share what we know about the fall



THE JOURNEY





WHERE WE STARTED:

1. We are responsible for ensuring students have equitable **access** to new learning and receive feedback on that new learning.
2. We must have a system that can respond so that students' learning is minimally impacted by teacher absence.
3. We can only control so many things.
4. If it is too hard for families, it will not get done. Families will need support.
5. We will have students who do not, cannot or will not do the work that we provide.
6. We will have students over the next few years that have gaps in their learning as a direct result of this dismissal, despite our best efforts.
7. There are some things we have tried that we will have to stop doing because of safety, security, equity and sustainability.
8. We are going to learn a lot together.

March 18th:
Last Day of
In-Person
Instruction

March 18th:
Special Education
and support staff
mobilize for DLPs

March 23rd:
Maintenance of
Learning Starts

April 6th:
Grade and
Discipline Alike
Collaborations
Begin



April 7th: 44 page
Continuity of
Learning Plan
Published

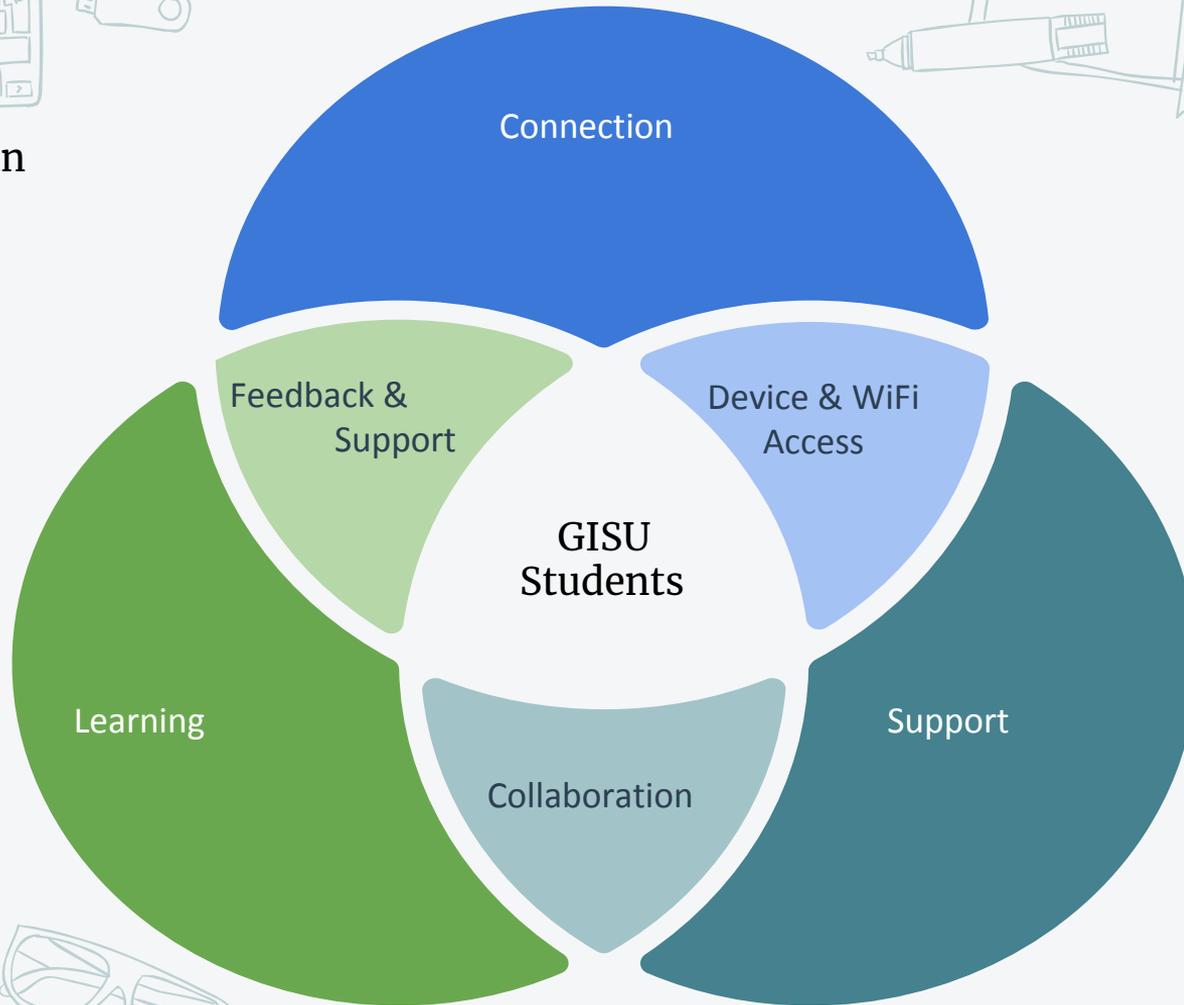
April 13th:
Continuity of
Learning Plan
Launches

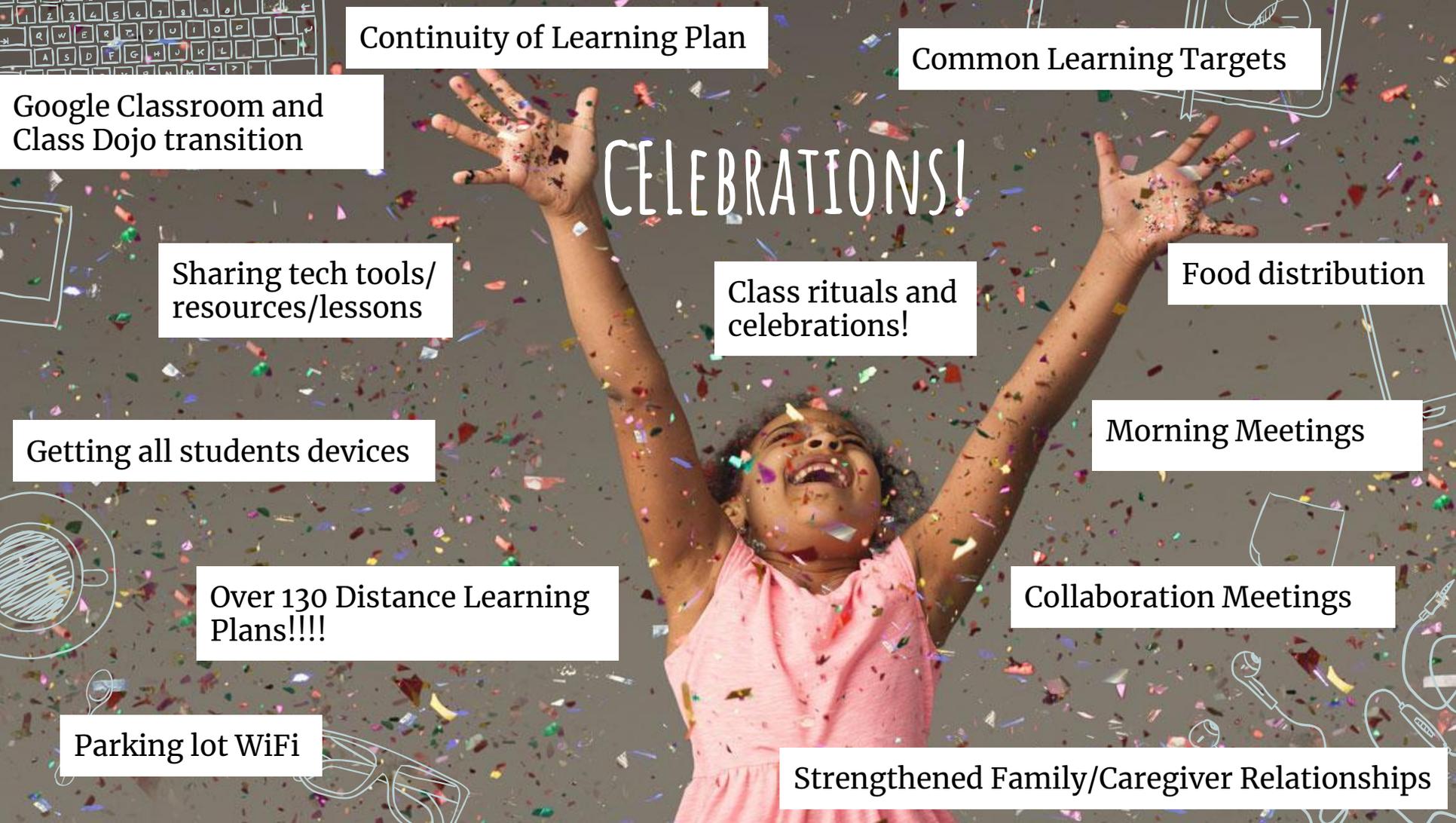
April 17th:
Common Targets
Finalized

April 27th:
New Learning
Launches

We completely
changed our
education model in
ONE MONTH!

Pillars of Our Plan





Continuity of Learning Plan

Common Learning Targets

Google Classroom and
Class Dojo transition

Sharing tech tools/
resources/lessons

Class rituals and
celebrations!

Food distribution

Getting all students devices

Morning Meetings

Over 130 Distance Learning
Plans!!!!

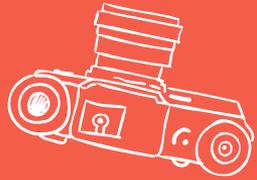
Collaboration Meetings

Parking lot WiFi

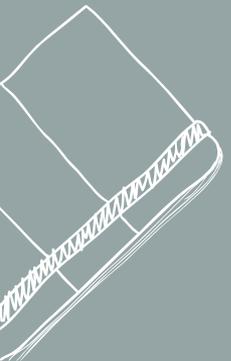
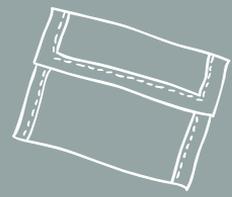
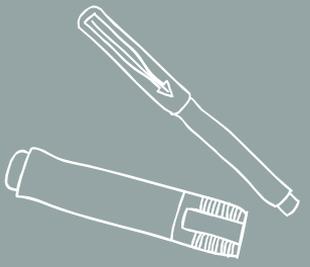
Strengthened Family/Caregiver Relationships



WHAT ADDITIONAL
CELEBRATIONS WOULD YOU
LIKE TO ACKNOWLEDGE?



LESSONS LEARNED





ROUTINES

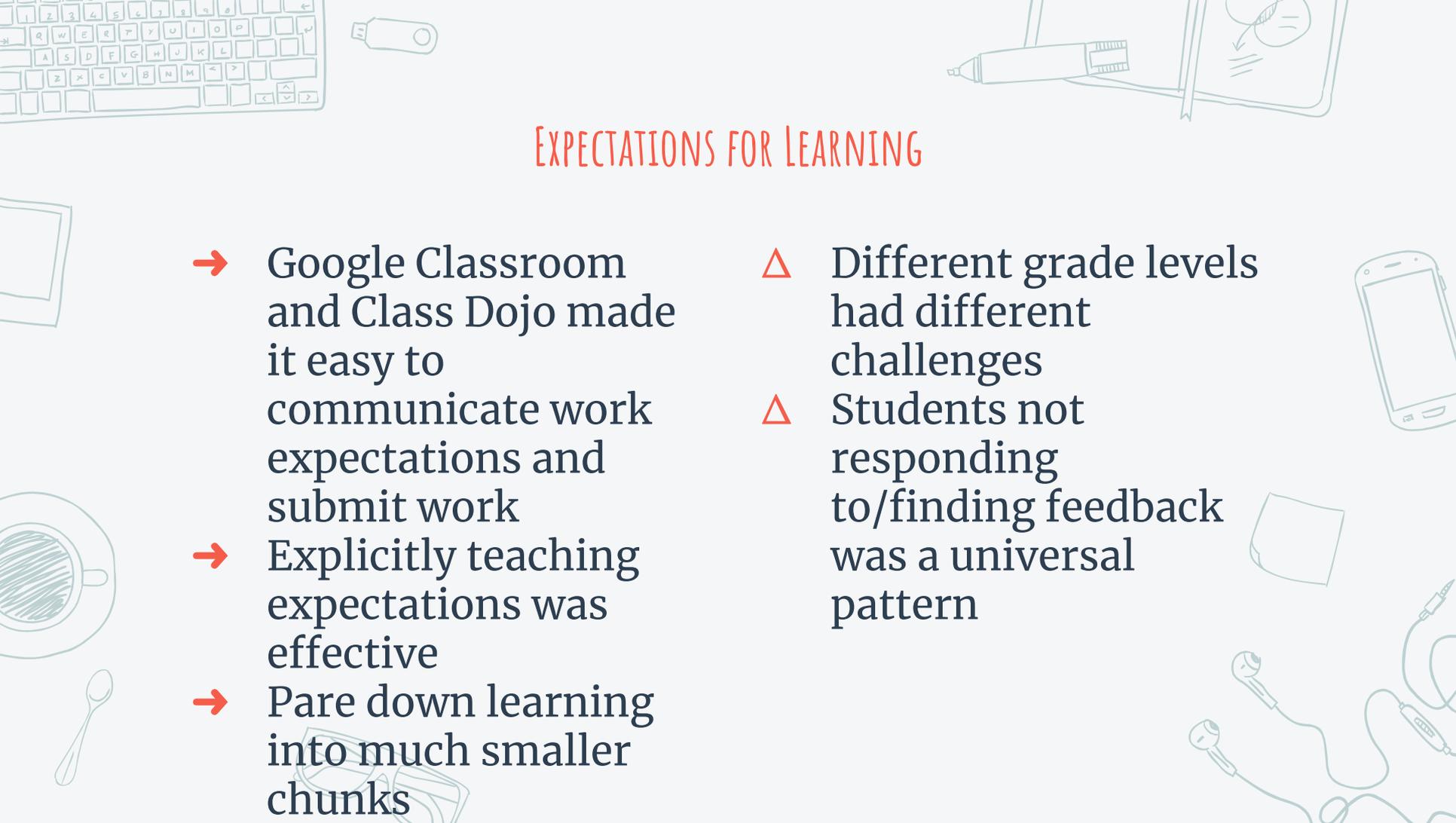
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- Consistent routines and expectations vital
 - Morning meetings
 - Weekly vs. Daily schedules
 - Clear procedures for turning in work
- △ If students struggled to do it in class, they struggled to do it online
 - △ Parents needed just as much support as students



COMMUNICATION

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- Central contact log helpful-esp for families with multiple children or child(ren) on plans
 - Websites as communication hub
 - Newsletters
 - 1:1 Calls and Google Meet check-ins

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- △ Switching from maintenance to new learning expectations a challenge
 - △ Some communication streams were unclear



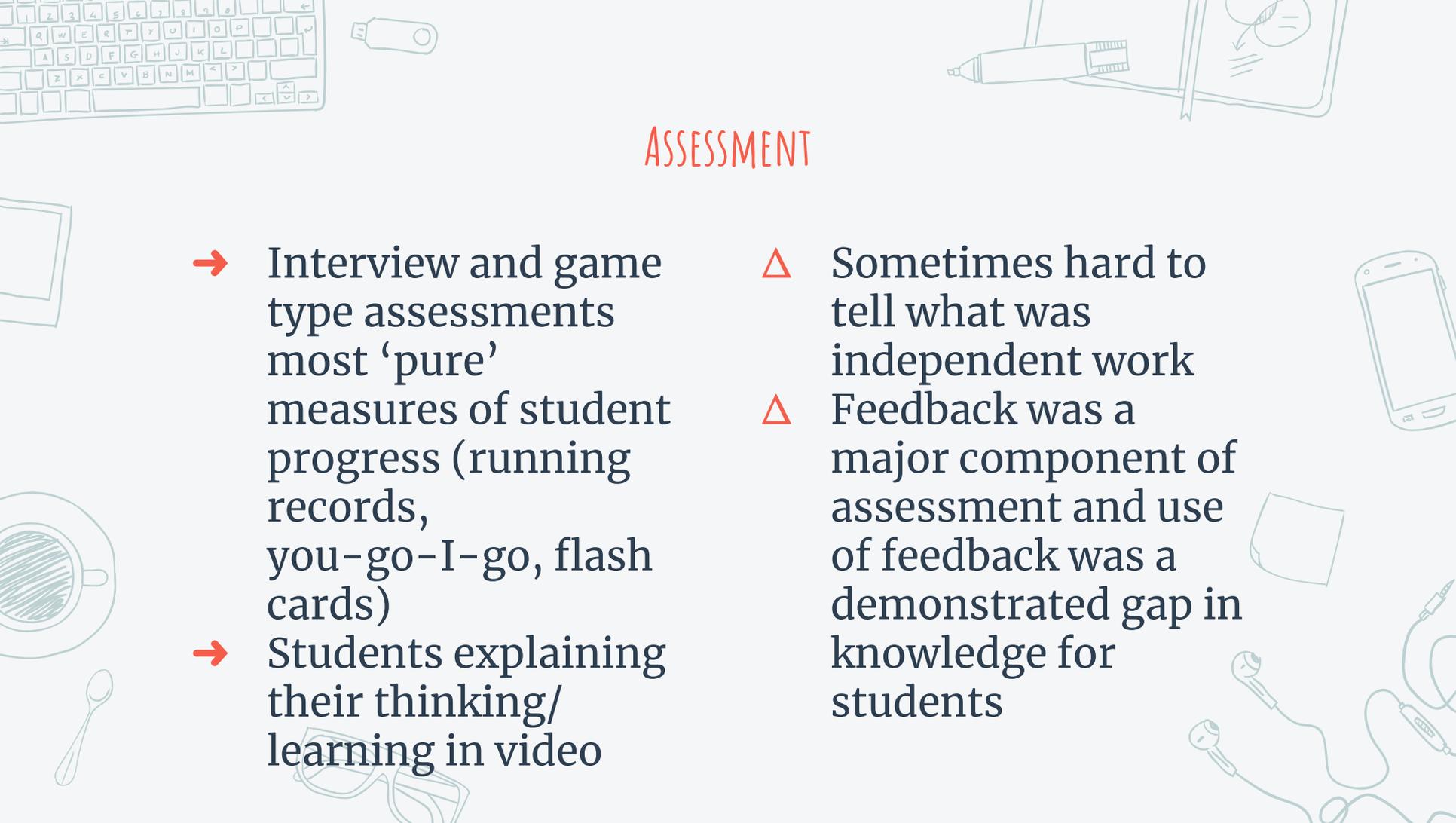
EXPECTATIONS FOR LEARNING

- Google Classroom and Class Dojo made it easy to communicate work expectations and submit work
 - Explicitly teaching expectations was effective
 - Pare down learning into much smaller chunks
- △ Different grade levels had different challenges
 - △ Students not responding to/finding feedback was a universal pattern



LEARNING AND TEACHING

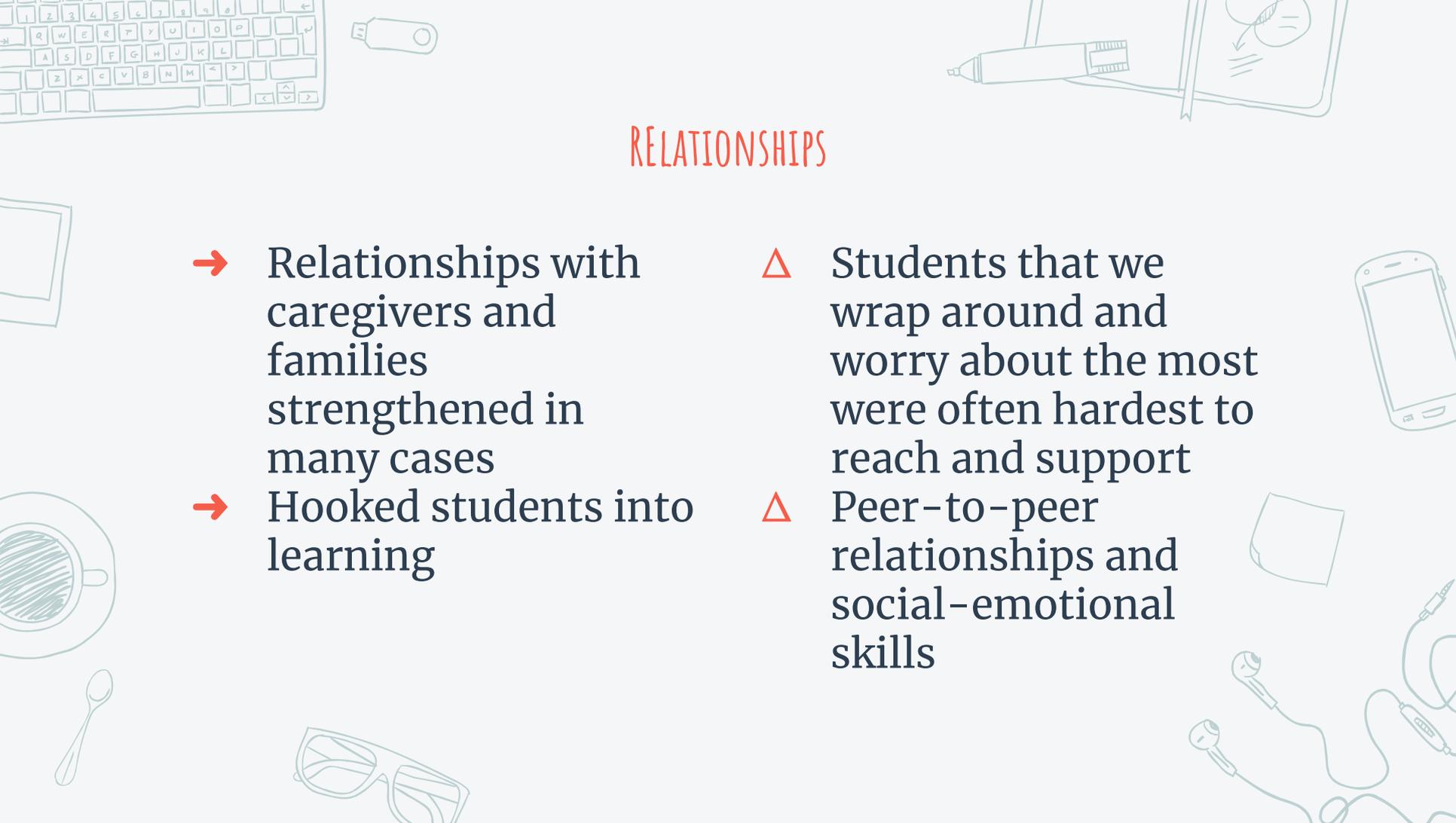
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- Flipped classroom methodologies worked well
 - Short, explicit videos best for asynchronous
 - Having specific learning targets made selection of materials easier
 - Individual synchronous
 - △ More opportunities for student discourse and collaboration
 - △ More differentiation needed to reach all students
 - △ Focus on work quality, instead of completion
 - △ Ensuring students have time for all required targets



ASSESSMENT

- Interview and game type assessments most 'pure' measures of student progress (running records, you-go-I-go, flash cards)
- Students explaining their thinking/ learning in video

- △ Sometimes hard to tell what was independent work
- △ Feedback was a major component of assessment and use of feedback was a demonstrated gap in knowledge for students



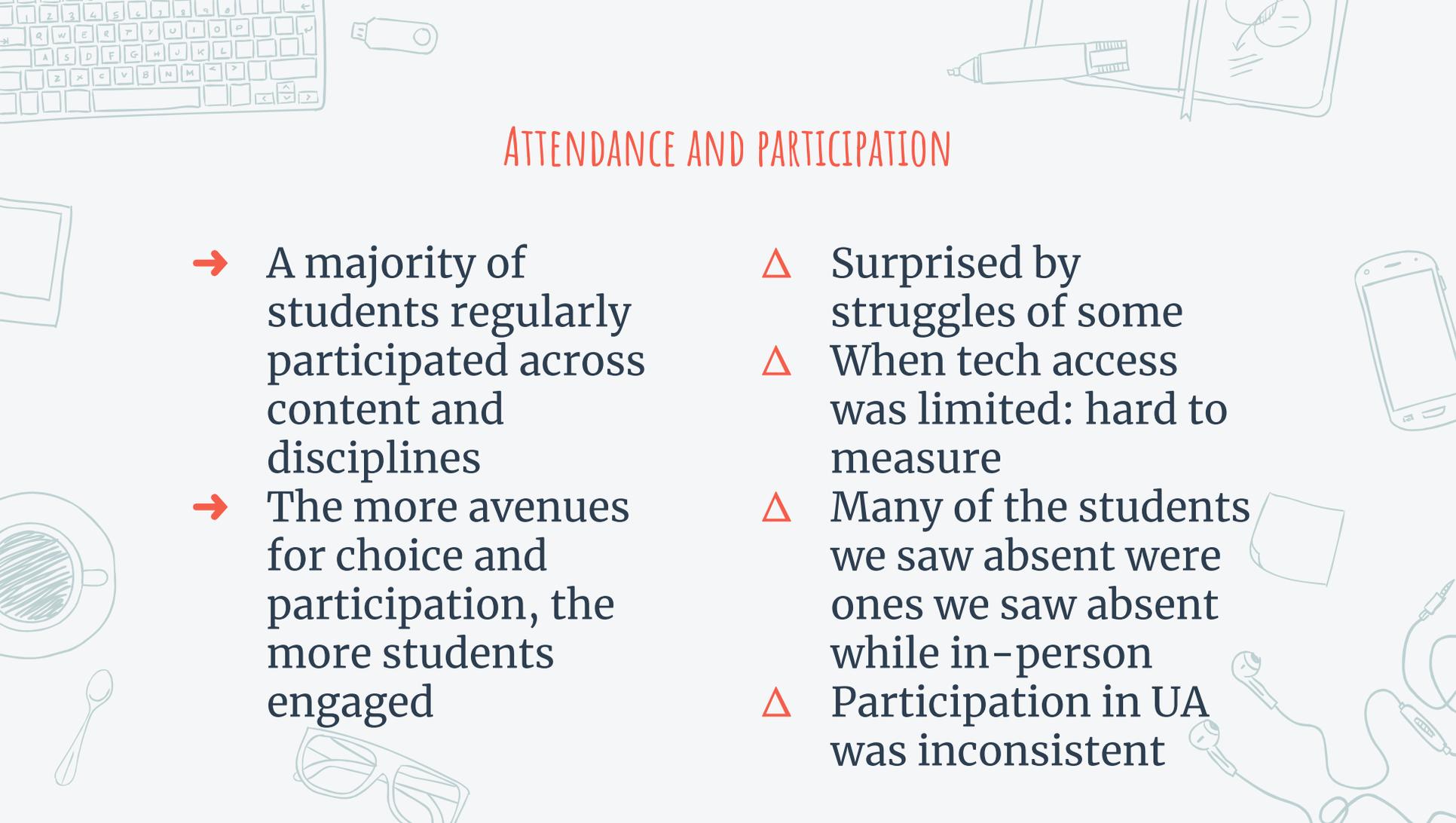
RELATIONSHIPS

→ Relationships with caregivers and families strengthened in many cases

→ Hooked students into learning

△ Students that we wrap around and worry about the most were often hardest to reach and support

△ Peer-to-peer relationships and social-emotional skills



ATTENDANCE AND PARTICIPATION

- A majority of students regularly participated across content and disciplines
- The more avenues for choice and participation, the more students engaged

- △ Surprised by struggles of some
- △ When tech access was limited: hard to measure
- △ Many of the students we saw absent were ones we saw absent while in-person
- △ Participation in UA was inconsistent



COLLABORATIONS

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- Sharing resources, lessons, evidence and tips across GISU with others with same role—helpful and needed
 - Student support services collaborations with teachers essential

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- △ Need for cross-role collaborations
 - △ Need for more frequent job alike collaboration during in-person instruction
 - △ Need to explore more integration of content/disciplines



TECHNOLOGY

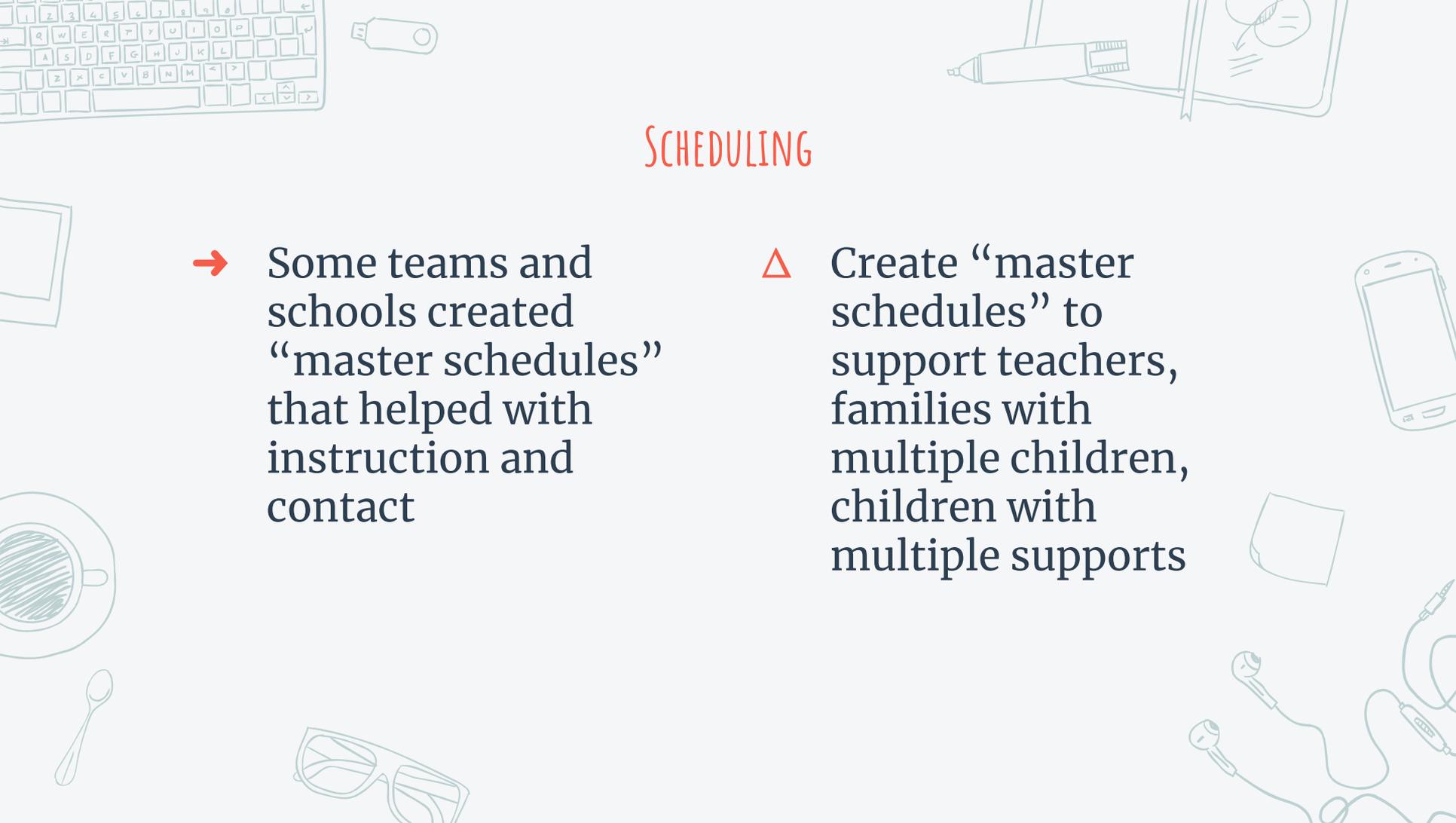
- Have the capacity to get a device into every home
 - Youngest students showed independence and ease with platforms
 - Interactive Google Slides, Jamboard, Kami and more!
- △ Some homes with devices needed more for multiple students
 - △ Older students needed support with email and basic google functions
 - △ Explore additional safe communication platforms
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STUDENT SUPPORTS

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- Strong collaborations with Special Educators, support staff and teachers
 - Interventionists leveraged many tools and techniques to keep kids engaged

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- △ Ensuring that grade level targets and individual targets are met
 - △ Explore how we support students who have needs that emerge and the roles we all play in supporting those needs



SCHEDULING

→ Some teams and schools created “master schedules” that helped with instruction and contact

△ Create “master schedules” to support teachers, families with multiple children, children with multiple supports

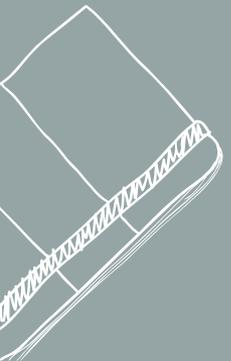
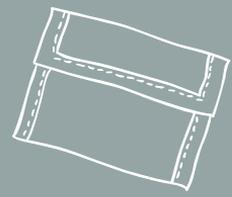
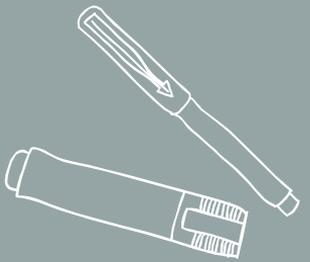


FROM YOUR PERSPECTIVE:

WHAT WENT WELL?

WHAT COULD WE IMPROVE?

NEXT YEAR





Crisis Education

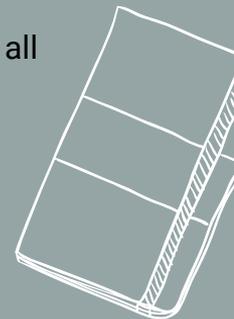
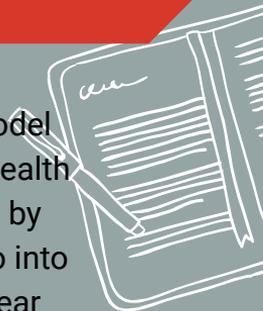
For the time period of the dismissal, we prioritized relationships and social-emotional health of families within the set of guidance and requirements put forth by the Agency of Education.

Reflection

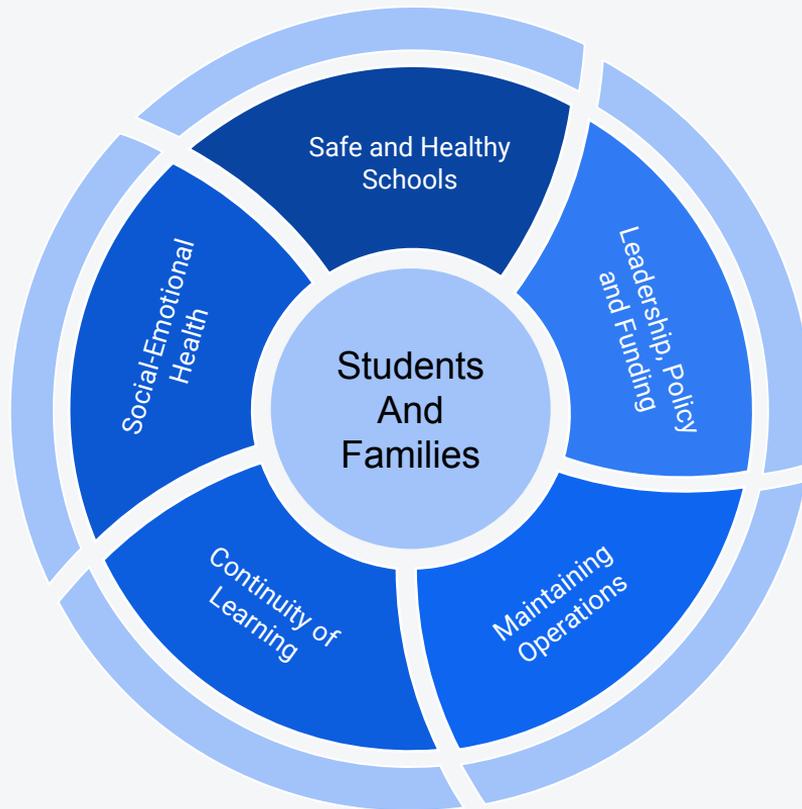
Now, we can stop, reflect, and move forward in an informed way. Keeping what worked, reexamining kinks in the system, and creating for areas that we hadn't previously considered.

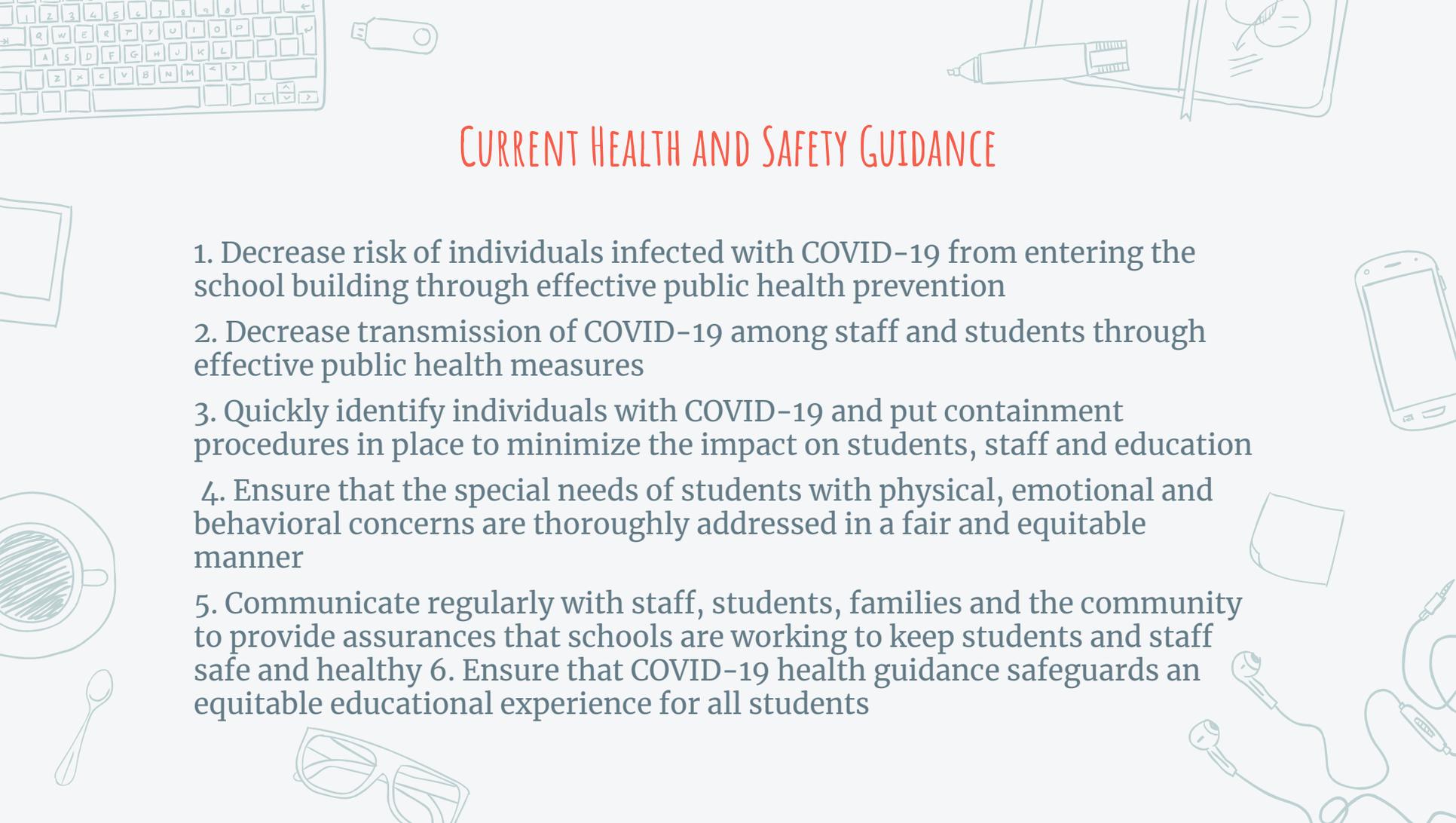
School Model

Next year, though our model will be informed by the health guidance and influenced by the pandemic, we can go into the school year with a clear picture of how we are going to offer uninterrupted, high-quality instruction for all students.



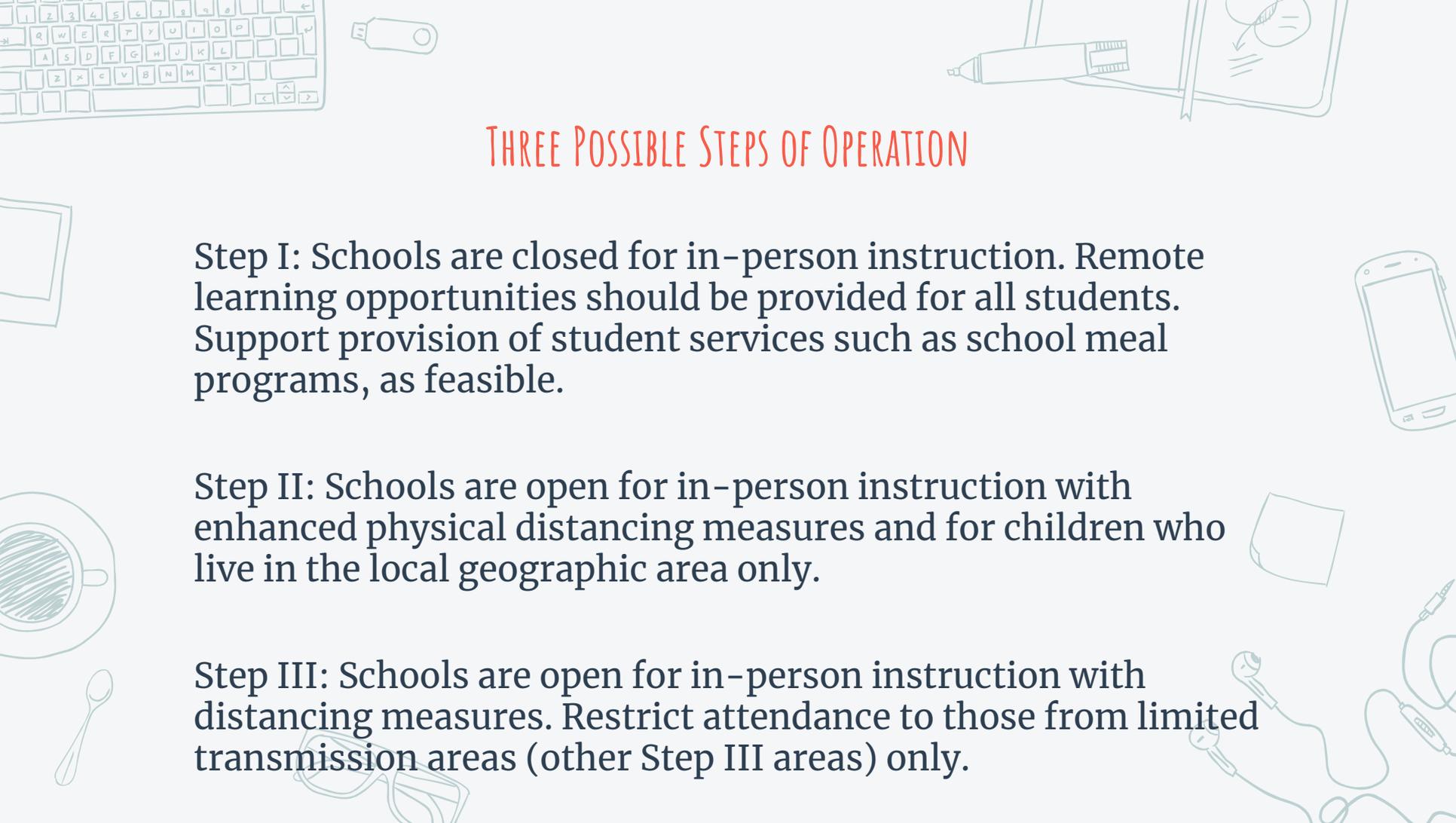
Goal is in-person instruction knowing that short-term dismissals are likely





CURRENT HEALTH AND SAFETY GUIDANCE

1. Decrease risk of individuals infected with COVID-19 from entering the school building through effective public health prevention
2. Decrease transmission of COVID-19 among staff and students through effective public health measures
3. Quickly identify individuals with COVID-19 and put containment procedures in place to minimize the impact on students, staff and education
4. Ensure that the special needs of students with physical, emotional and behavioral concerns are thoroughly addressed in a fair and equitable manner
5. Communicate regularly with staff, students, families and the community to provide assurances that schools are working to keep students and staff safe and healthy
6. Ensure that COVID-19 health guidance safeguards an equitable educational experience for all students



THREE POSSIBLE STEPS OF OPERATION

Step I: Schools are closed for in-person instruction. Remote learning opportunities should be provided for all students. Support provision of student services such as school meal programs, as feasible.

Step II: Schools are open for in-person instruction with enhanced physical distancing measures and for children who live in the local geographic area only.

Step III: Schools are open for in-person instruction with distancing measures. Restrict attendance to those from limited transmission areas (other Step III areas) only.

Family/Caregiver Orientations

Explore subscriptions/online programming GISU-wide

Common Targets

Purposefully build more space for cross-role collaborations

Prioritize/ establish routines that translate across settings

Teach independent learning behaviors

Build in choice

Reexamine Device Distribution procedures

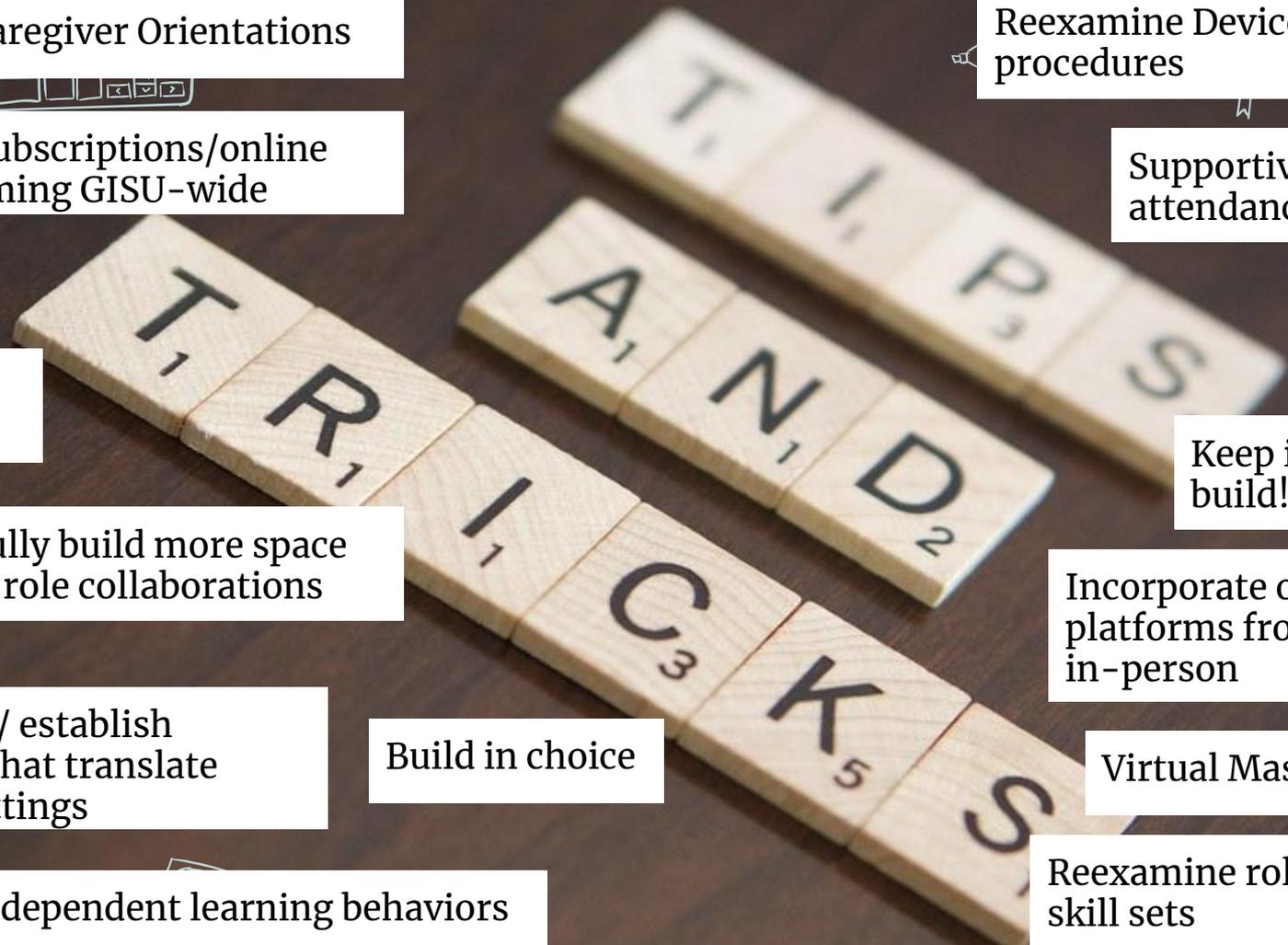
Supportive & specific attendance expectations

Keep it simple-then build!

Incorporate online learning platforms from beginning, in-person

Virtual Master Schedule

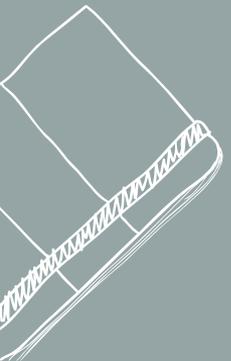
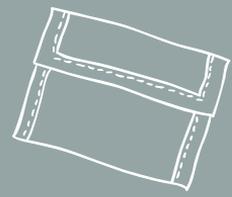
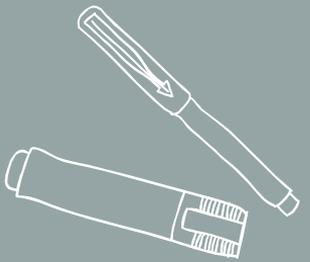
Reexamine roles to leverage skill sets





WHAT ELSE WOULD YOU
LIKE US TO CONSIDER?

LINGERING QUESTIONS



How do we launch the school year for new students?

How do we accommodate for students and staff who cannot or do not feel comfortable returning to in-person?

Should we flex the school day hours?

What is the in-person model going to look like?

What worked or did not work according to families?

How do we know what to plan and order? Are there common supplies?

How can we equitably switch to a more proficiency based target model than one focused on whether learning occurred?

How do interventionists proactively build relationships with families that will transition to remote settings?

What can we do safely?

How do we leverage our collective strength & expertise across all settings?

Will we still have dedicated time to collaborate?



What does team-building within a class look like if we don't all meet in person?

How do we provide supports for students if they cannot leave the room at all?

If families choose to home-school, can their children participate in UAs?

Is there a way to prioritize in-person instruction for some who have the most access barriers?

How do we handle shared staff/people who work across buildings?

How do we ensure equitable learning for ALL?

How do we ensure all students have basic supplies needed to be successful at home?

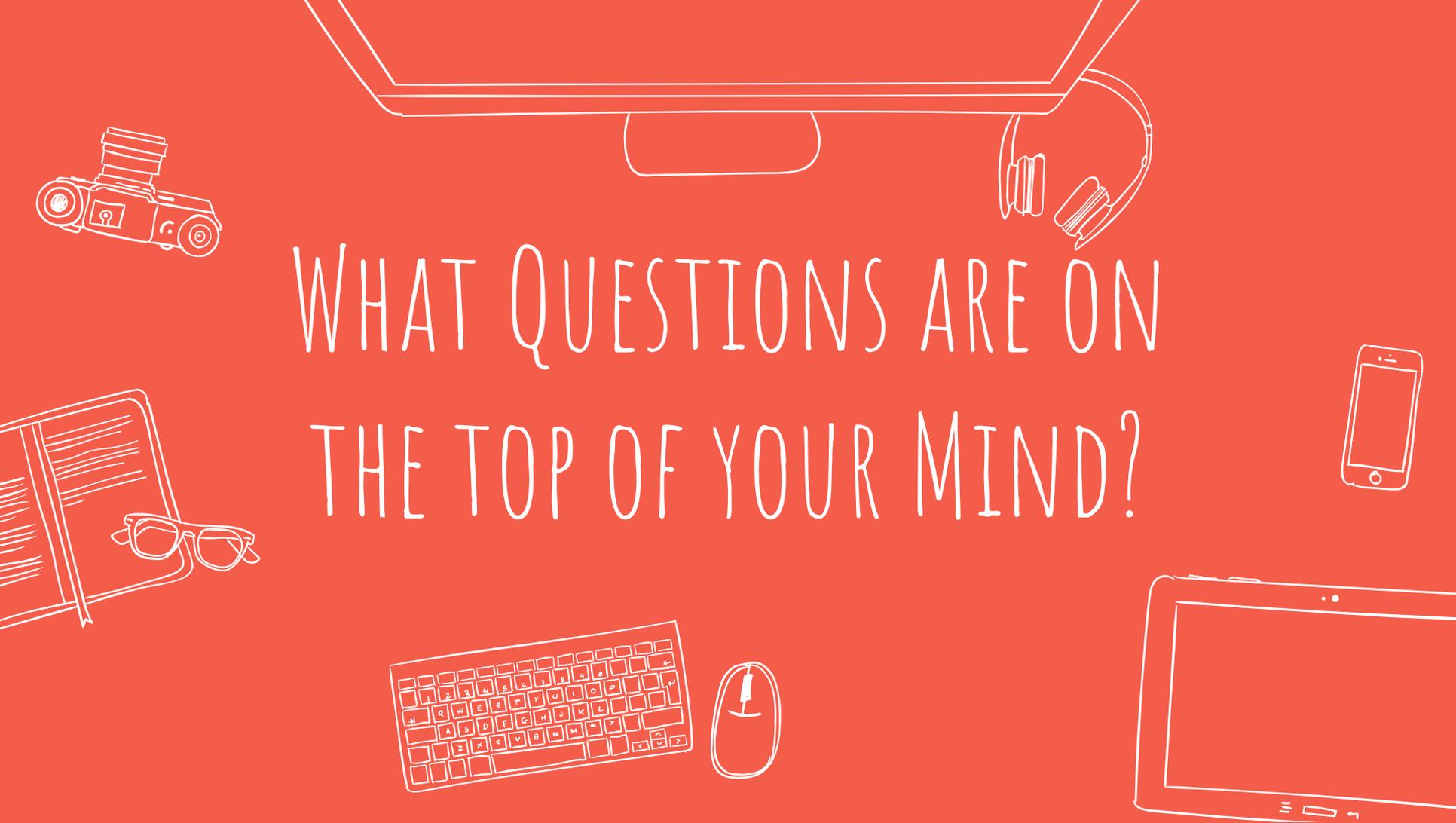
What does assessment look like?

How do we maintain & build same strong relationships with families/ caregivers?

How will we meet the needs of all students when the gaps are likely larger than ever?

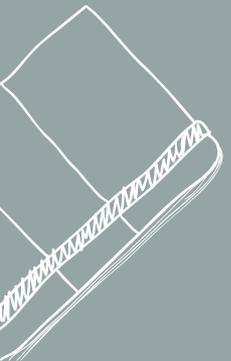
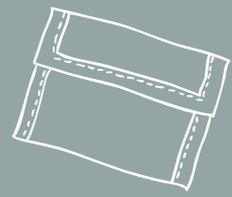
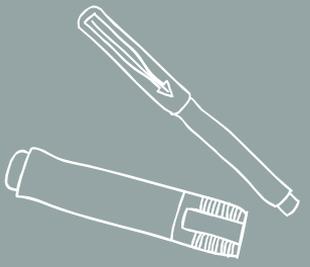
How will we support families who are back to work during short-term dismissals?

How do we ensure we operate collectively and not retreat to silos?



WHAT QUESTIONS ARE ON
THE TOP OF YOUR MIND?

LOOKING AHEAD





AS WE PLAN HERE IS HOW WE WILL STAY GROUNDED



Identifying the Knowns:

- Guidance from Health Dept and AOE
 - What we know works
 - What we know were challenges
- 
- 
- 

Identifying the Unknowns

- Building scenarios for what we can't predict
- Recording questions that may not have answers yet

Recognizing there will always be Unknown-Unknowns

- Commitment to communicate & collaborate to address and respond flexibly
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WE'RE
ALL
IN THIS

Together