REETHS-PUFFER SCHOOLS

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Good morning Rocket Family,

This is relatively long and, while not necessarily urgent, it will be important. As expected, Governor Whitmer has signed an executive order closing school buildings to "face to face" instruction for the remainder of the year.

Here are some of the information pieces being gathered and some of the questions we are attempting to answer as we look at rolling out a longer range plan. I am not asking for responses to these questions at this time; I am simply giving you insight into what we are attempting, through various committees, to answer while we navigate this roll out. While this list is not yet comprehensive, you will see that there are a lot of moving parts and variables to consider.

Access, Devices, and Support

1. How many of our students do/don't have access to reliable internet connections?
2. What resources can we tap into to provide reliable internet to all who need it?
3. How many of our families have adequate learning devices (i.e. Chromebooks, laptops, tablets) in the home to meet the educational needs of all of the students in the home?
4. How do we safely distribute Chromebooks to all those who need them to effectively interact with educational material?
    a. When will this distribution happen?
    b. Will there be a "contract" for each device? Honor system? What happens if and when they get damaged?
5. How do we connect with families who can't or won't engage electronically?
    a. If we provide "packets", who copies them? Are they then considered an "essential worker" who is allowed to work in spite the "stay at home" order?
    b. What does the "delivery" of these physical packets look like? How often? Who delivers?
6. How do we support/educate children remotely on how to effectively utilize/navigate the instructional technology to access the educational resources?
    a. Kids of most ages are masters at accessing and utilizing their social apps. How skilled/experienced are they with some of the platforms that might be used?
7. How do we support students whose parents are "essential workers" and not in the home to help them navigate and access the educational resources?
8. How do we determine all of the ancillary resources kids or families will need? Paper, writing materials, printing resources, etc?

Providing Basic Needs

9. How do we <u>identify</u> families that are in crisis, either from a health perspective, employment perspective, or other limiting perspective?
    a. How do we <u>support</u> families that are in crisis, for whom education is currently on the back burner?
10. From a "meal" perspective, how do we manage this if "sickness" begins to go through the volunteer team? How do we manage this if other districts shut their meal service down because of sickness and the overflow comes our way?
11. What agencies are available to assist those who can't make it to the meal pickups?

Continuation of Learning

12. What "power standards" or essential learning can be expected to continue at each grade level and in each content area?
13. Which standards can be effectively, or even moderately effectively, be taught and learned from a distance?
14. How can the learning be modified for each student based upon their level of proficiency?
15. How can the learning be modified for each student based upon the level of support that is or is not able to be provided at home?
16. What resources or expected learning that typically happens in April or May is able to be minimized or eliminated?
17. What supplemental resources have the best "value" for the learning at each grade level or in each content area?
18. What can be expected or required on the part of each student in each grade level and in each content area? What can be "suggested?" What can be completely "optional?"
19. How can we monitor and assess who is getting appropriate information and guidance? How can we assess the effectiveness of the communication and guidance?
20. How do we offer and implement ancillary services such as "speech", occupational therapy, social work services, etc.?
21. What platforms (Google classroom, Class Dojo, etc.) will be approved/supported?
22. How will "grades" be determined? Credit/No Credit? Percentages? Participation? Proficiency? Other?
23. How will "office hours" for instructors work?
24. How regular will the "assignments" come out at each grade level and in each content area?
25. What is an appropriate expectation of time for kids to "work" at each grade level and in each content area?
26. How regular will "face to face" interactions utilizing technology be at each grade level and in each content area?
27. How will kids "show" their proficiency and progress? Google docs? Video conferencing? Email? Other?
28. How will we support the social/emotional needs of the kids?
    a. What district wide and community resources are in place to help kids in an emotional crisis?

29. How will we know and respond if what we are providing becomes overwhelming for the kids or their parents?
30. When can the more "formal" plan be expected to be implemented as close to "fully" as possible?

I'm guessing that some of you have had some or many of the same questions. They will all be answered, to the best of our ability, as we navigate this temporary transition. This will be a challenge for all. There will be struggles for all. There will be temporary failures for all. <u>Keep this in mind; the word FAIL, can stand for **F**irst **A**ttempt **I**n **L**earning.</u> We are all learning something new. We are all navigating something new. There will be "temporary" failures as we head down this direction. **There will <u>NOT</u> be a failure of effort.**

More to come soon; but I just wanted everyone to know that a more formal plan will be forthcoming as we answer the questions above (and many others) over the coming days.

Stay well!

Steve