



Reopening Workgroup Outcomes

Review of DOE Returning to School Guidance

ACADEMICS & EQUITY WORKGROUP

PLANNING AND MONITORING

<i>KEY ITEMS IDENTIFIED IN DOE REOPENING GUIDANCE</i>	<i>FURTHER CONSIDERATION / POTENTIAL SOLUTIONS</i>
<ul style="list-style-type: none"> Access to classroom supplies 	<ul style="list-style-type: none"> Chromebook 1 to 1 deployment, supply Bookworms books, Eureka workbooks, pencils, composition books, digital content
<ul style="list-style-type: none"> Consider special education teacher's ability to move through models and be mindful of SWD IEPs 	<ul style="list-style-type: none"> Regular review of plans to update based on being in a remote setting, mindful of time built into the day to provide services to students
<ul style="list-style-type: none"> Feedback and grades 	<ul style="list-style-type: none"> Grading should follow our original practices and promotion policies from before the initial closure
<ul style="list-style-type: none"> Define attendance practices 	<ul style="list-style-type: none"> Attendance should be taken daily based on the activity reports found in Borderless Classroom
<ul style="list-style-type: none"> Preparation of student and parents for all platforms (orientations) 	<ul style="list-style-type: none"> Offer virtual open houses. Develop a technology support plan for families.
<ul style="list-style-type: none"> What does the instructional plan look like at each of the grade clusters; K-2, 3-5, 6-8, 9-12 	<ul style="list-style-type: none"> Mindful of maintaining student engagement- chunk time into segments based on grade-levels.

INSTRUCTION

<i>KEY ITEMS IDENTIFIED IN DOE REOPENING GUIDANCE</i>	<i>FURTHER CONSIDERATION / POTENTIAL SOLUTIONS</i>
<ul style="list-style-type: none"> Address Social and Emotional needs of students 	<ul style="list-style-type: none"> Schools should implement social and emotional lessons to build relationships and reestablish a school learning environment
<ul style="list-style-type: none"> Teachers will provide instruction using grade-level content 	<ul style="list-style-type: none"> Provide high-quality standards-aligned instruction and materials. Prioritize standards when teaching new material. Provide asynchronous and synchronous engaging lessons that include interacting with peers
<ul style="list-style-type: none"> Provide appropriate accommodations and/or modifications are provided to students 	<ul style="list-style-type: none"> Provide interventions based on the District's MTSS plan, individual students' accommodations and modifications where appropriate to support our students



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<ul style="list-style-type: none"> Criteria for admittance to courses/programs equitable (will learning loss prevent students from access to courses/programs) 	<ul style="list-style-type: none"> Secondary-prevent unfinished learning from hindering access to any courses requiring prerequisites by using District guidance documents
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ASSESSMENT

<i>KEY ITEMS IDENTIFIED IN DOE REOPENING GUIDANCE</i>	<i>FURTHER CONSIDERATION / POTENTIAL SOLUTIONS</i>
<ul style="list-style-type: none"> Determine SEL needs for K-12 	<ul style="list-style-type: none"> Use a kid-friendly survey to determine needs. Set up times during the first two weeks of school in an outside environment to meet the teacher and build a connection
<ul style="list-style-type: none"> Determine unfinished learning 	<ul style="list-style-type: none"> Use MAP data, DIBELS, and informal assessments to determine unfinished learning

PROFESSIONAL LEARNING

<i>KEY ITEMS IDENTIFIED IN DOE REOPENING GUIDANCE</i>	<i>FURTHER CONSIDERATION / POTENTIAL SOLUTIONS</i>
<ul style="list-style-type: none"> Clear expectations for instruction (synchronous and asynchronous) will drive needs for professional learning 	<ul style="list-style-type: none"> Provide explicit directions/expectations on remote learning to staff in numerous PL sessions
<ul style="list-style-type: none"> Collaborate on defining social and emotional lessons and accelerating instruction for consistency 	<ul style="list-style-type: none"> Provide PLC time at the start of the year focused on planning
<ul style="list-style-type: none"> Consider strategies for unfinished teaching AND unfinished learning using a strengths-based approach 	<ul style="list-style-type: none"> Professional Learning for Dept Chairs/Leaders to understand the “model” for addressing student needs
<ul style="list-style-type: none"> Administrators should provide actionable feedback to teachers for their hybrid/remote materials 	<ul style="list-style-type: none"> Administrators attend Professional Learning and participate in the teacher PLCs. This may include attending remote synchronous instruction for support

COMMUNICATION TO STAKEHOLDERS

<i>KEY ITEMS IDENTIFIED IN DOE REOPENING GUIDANCE</i>	<i>FURTHER CONSIDERATION / POTENTIAL SOLUTIONS</i>



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<ul style="list-style-type: none">• Orientation for parents on how to help to navigate remote learning- assignments and information	<ul style="list-style-type: none">• Ensure that Chromebooks are distributed prior to the orientation for parents, and create welcome back presentations by grade clusters
<ul style="list-style-type: none">• Consideration is given to adjusting the school calendar to provide more time for preparation	<ul style="list-style-type: none">• The calendar has been adjusted with a start date of Sept 16th
<ul style="list-style-type: none">• Define what is the same, what is new, and what has changed in our policies and procedures	<ul style="list-style-type: none">• Ongoing communication/updates for staff and families regarding updates to procedures and how instruction will look