

# **Nimble System Strategic Planning Committee**

## **Meeting Notes**

**7/20/20**

- Dr. Blake reviewed the Big Questions that our committee is exploring.
- Our charge is to look at Remote and Hybrid Models that could be effective if that is the situation our district is in during parts of this year.

### **Criteria of High Quality Remote/Hybrid Learning** (was generated by the group)

In the Zoom chat feature, we brainstormed what high quality remote learning/hybrid learning would look like. These ideas were categorized:

\*Engagement

\*Support

\*Expectations

- For students and parents
- For Teachers (including workload)
- Standard operating procedures for communication

\*Flexibility

\*Assess Progress (Academic and Social Emotional)

\*Equitable for All

\*Student Need/Looking after the Whole Student (Social Emotional/Connection)--Goes Beyond Academic

- Advisory Groups
- Staff Learning Coaches Assigned to Specific Students.

\*Streamlined Communication (but flexible)

### **PRESENTATIONS OF DIFFERENT REMOTE/HYBRID MODELS/INFORMATION**

#### **Presentation 1:**

-Hybrid Teacher Survival Guide (this was useful)

-Waltham Model: Well Explained. Week on Week Off. They differentiated between K-8 and 9-12. Elementary adding teachers to each grade. Specialists in classroom on a quarterly basis to minimize behavior. Middle School-cohorts of less than 25 kids. Related arts in high school will be "mini-courses" (6-8 weeks). At high school, extending and staggering schedules. Make sure students get what they need to graduate. Redo the schedule to make sure essentials are covered. They also had some information about all remote. High School should operate in teams more like the elementary/middle school. PPE rules were very well defined.

-Collingswood, NJ: Splitting students in half Mon/Tues one group, Thurs/Fri another group, Wednesday cleaning. On Wednesday, some vulnerable students may come in for services. EDP equivalent may have a small number of students in on their "remote" days to work on their academics.

**Discussion:**

-The consensus seems to be that we think that the two days/two days might be more effective than week on and week off (which seems disjointed).

-Knowing how many families will opt remote up front will inform the model.

-The district is cognizant of teacher workload in terms of managing in-person and remote. Could lessons be viewed by students who are at home?

-Wednesday-teacher collaboration/PD: This will be important in a changing model.

-Consider developing a robust remote model and then apply it to any scenario (hybrid, all remote, etc.).

**Presentation 2**

-Researched accredited online schools. Learning coach (parent or teachers/paraprofessionals) checks in with students. This would be a point person for kids.

-Charlottesville City School in Virginia: Three plans with pros and cons listed. Always include an all online piece.

-Beaverton, OR: All online option is using a virtual subscription. Their teachers are not teaching that cohort of students.

-Hybrid teachers should be separate from remote. Content for all groups should be the same.

-Necessity of desks. Tents until a certain month?

**Discussion:**

-How do we mediate for students whose parents are both working? Do we have tutoring options or childcare for students who are “remote”? We need to consider families. Could families opt into a “full time” program of some sort with support for remote learning.

-There is concern that students have access to a certified teacher.

**Presentation 3**

-Looked into all remote learning and then having drop-ins or full time “guided learning” centers. This would cut down on the number of students in the building. Melding two days on and two days off with this idea of supported remote learning.

**Presentation 4**

-Shared an EdWeek article about different hybrid schedules. Flexibility is going to be key. Options are clearly stated with pros and cons of each. An in-person schedule was shared for “vulnerable populations”. How do we determine who gets this option? How do we make it equitable for student who are not in a vulnerable group? Power standards will need to be identified. Elementary in-person and secondary remote? The plan could be different for different levels.

**Discussion:**

-Groups will be important to maintain to allow continuity.

-We need to “Marie Kondo” our curriculum this year.

-Molly will research what sort of communication might be sent to “vulnerable” families. Gena also has an example of this.

**Presentation 5**

-Looked closely at PSD Global Academy, which is an example of an established hybrid model. Elements that seemed to ensure success are listed on this document. We need to acknowledge that our in-person learning will not look like traditional in-person school this year.

**Wrap Up:**

-Remaining models will be presented at the beginning of our meeting on Thursday.

-One week on/one week off is not a model we want to consider.

-Once we decide on a model, all kinds of logistics will need to be discussed. We want to stay at the birds-eye view to create the beginnings of a framework.

-W.I.N. Time will be essential.

-Special education will need to be considered and prioritized.

-Tracy will take the criteria and summarize it on a document.