

Blended Learning Parent Task Force 6/2/2020

Objectives:

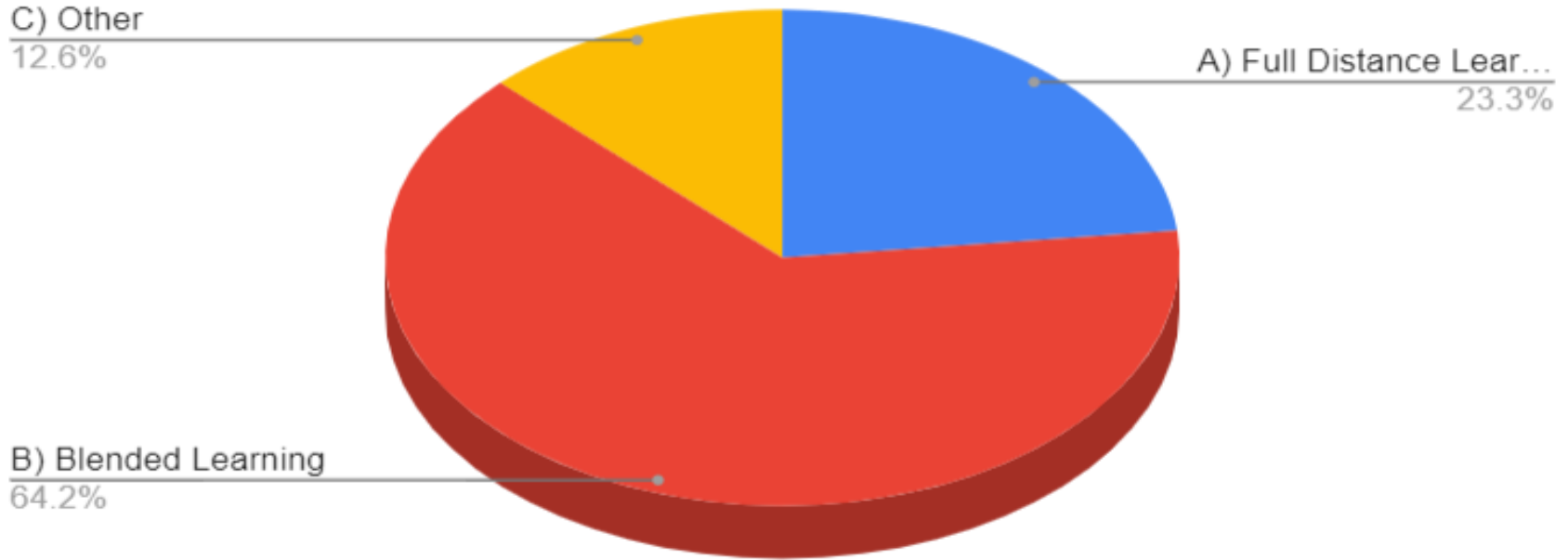
Inform parents of past Blended Learning discussions involving teachers, parents and staff. A quick look at different models.

Elicit feedback/suggestions in regards to setting up a robust Blended Learning program.

Advice on possible methods for feedback to parent population

Parent Survey Results

School Reopening Models



Blended Learning Parent Survey Themes

- a. Need for Social/teacher/peer interaction
- b. Improved student engagement
- c. Measured first step towards reintegration
- d. Direct Teacher assistance
- e. Routine is essential

Highest Restrictions/Lowest Risk

Students and teachers engage in virtual-only classes, activities, and events.

Moderate Restrictions/Moderate Risks

Small groups of students stay together and if feasible with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes)

Medium Restrictions/Moderate Risk

25% Model

25% of students on campus
one day each week
Core classes only F2F
PE, Electives & Music are
virtual
One day each week for
teacher collaboration,
office hours (support),
DL prep time, etc.

25% Model (AM/PM)

50% of students on
campus two days each
week, split into AM and
PM shifts (25% at a
time)
Core classes only F2F
PE, Electives & Music are
virtual

25% Model (AM/PM) with Houses

50% of students on campus
two days each week,
split into AM and PM
shifts (25% at a time)
Core classes only F2F
PE, Electives & Music are
virtual
Students “housed” with
interdisciplinary “team”
of teachers

Low Restrictions/High Risks

Up to half of student population on site at one time, in-person classes.
Students remain at least 6 feet apart and do not share objects.

Low Restrictions/High Risk

20% Model

20% of students on site one day
each week for core classes and
support
PE, Music & Electives virtual

50% Model

50% of students on site two days
each week for core classes and
support
PE, Music and Electives virtual

Teacher Agreements

1. Need for training requires **time** for training
2. **Required face to face time** is important
 - suggested frequency of 2x/week/class
3. Provide students a **schedule** for their face to face required classes.
4. Course **alignment** is imperative (Same instructional plan for all classes of any course)

2. Parent Survey Results (224 respondents) What's working

- a. Staff/Administration communication
- b. "Schedule works for my student"
- c. Regular adult contact with school member
- d. Social Emotional Supports (SEL)
- e. Appropriate amount of workload/rigor





Thoughts? Input? Suggestions?

Feedback / Comments

- Mysh - Teacher prep day - how many contact hours for teachers?
- McFarland - Cohort model - kids MT, clean W, new kids ThF - one teacher is concerned about testing, would be cool to set up testing days. One parent had concept of flipped classroom model, which means teachers are really using their time with the students. Teachers could video tape or stream their class for students that are not there.
- Utter - Which one do you like? For 50%, are kids on campus 50% of the time?
- Kande Williston - for splitting kids, are you using grade levels?
- Tracy N. - Would love to see face to face, block 50/50, but tipping point at once a week face time. Maybe just invest in the DL portion, and decide how to return once we know we can.

Feedback / Comments

Mysh - Are you considering testing remotely? Perhaps think about Hybrid model so your lessons can work in all three formats?

Steve Thomas - re effectiveness of 25% - what if anything can the district do in terms of urging social distance outside of the school setting? Trust factor is a thing, have to trust each other member of the cohort.

Ritika - How are you grouping students? (pair siblings, coordinate with other schools if there are siblings)

Feedback / Comments

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