

Despite remote-only learning being given as a choice for high school teachers this year, all teachers were placed into blended classrooms. Blended classrooms provide instruction simultaneously to a group of students in the classroom and students sitting at home.

After the first week of blended learning, we can already see some of the difficulties presented by teaching both remotely and face to face. The goal of providing effective instruction to both groups is nearly impossible with our current time constraints. Across the board, educators are saying the same thing: what we have tried to accomplish this first week of school is not sustainable for any length of time. The added responsibilities of blended teaching have added an enormous amount of time to our planning. Our 40 minute planning in the morning is not adequate to meet the new demands of blended teaching. Some examples of the increased in time demands are:

- Providing the same content instruction face to face as well as remote.
- Making recorded lessons for remote learners
- Altering any assessment that is given to be not only accessible to remote students, but also in a format that the student can submit it to the learning management platform.
- Altering any activity given in class to include and engage online learners.
- Altering any assessment so that accommodations required on IEPs are met. Examples include: recording questions and answers for assignments, creating grading groups in Schoology for differing time allocations for tests/assignments, reducing test questions or item choices.
- Converting **all** material used in the classroom to digital form. Ex: graphic organizers, articles, worksheets, etc.
- Calling remote students who are not logging on or not turning in work.
- Working through technology issues with students and parents of remote learners
- Answering a flood of emails from remote students.

The amount of work added to accomplish blended learning was unforeseen, but continuing to add on the work without adequate time to get it done will ultimately hurt our students. The district was in a very tough position, we have done everything we can to make sure we opened safely for the students, now let us collaborate to ensure that no student gets left behind because of blended learning. Toward that end, we have come up with a plan to help our high school teachers and our students make it through this school year successfully

**Proposed plan: Enrichment**

High School teachers are asking that one day each week is a dedicated enrichment day. All students will be given the opportunity to participate in structured and supervised enrichment and acceleration activities on campus, such as tutoring, SAT/ACT prep, AP/IB review sessions, etc. during the times that align with those courses in their schedules. Students who choose to participate remotely will be able to do so. Attendance will be taken through Schoology each period to verify student contact and participation. This ensures that seat time remains intact and there are no changes needed to the calendar. Faculty and Staff would still report to their school for normal working hours. This provides teachers with one day every week to plan, create content, grade, etc. Any meetings will be scheduled during planning periods from 7:10-7:50 on these days. Any enrichment day previously scheduled as a teacher work day or PL day will remain as such.

### **What if a parent states that their student(s) cannot stay home these days?**

Any student who reports to campus to participate in enrichment/acceleration activities will be set up in the cafeteria or BLC(? maybe) to work. They will not be put into teacher classrooms. These students will be supervised by auxiliary personnel, deans, non-instructional staff, and teachers who are on a rotating schedule to provide tutoring. To get an idea of how many students will be on campus on Enrichment days, parents will have to fill out a Google form informing the school by (DAY TBD) of each week in order for schools to plan bus transportation and meals. If too many students are on campus to social distance in the cafeteria or BLC (maybe?), overflow students will be placed in the 100-gym.

### **What about students who rely on school to provide them with breakfast and lunch?**

The district already has a food distribution schedule for remote learners.

### **How would we accommodate students with disabilities/IEP students/etc...?**

As previously stated, students who choose to report to the school on Enrichment days will be assigned an alternative area. For students with more severe disabilities, a classroom setting will be provided, and monitored by non-instructional staff. Students will continue to work on assignments given during the week. Enrichment days will serve as a check-in day for case managers. They will update accommodation logs, create/update IEPs and meet with students on a 1:1 basis as needed.

### **What are other benefits?**

Having less students on campus on Enrichment days relieves some of the pressure for subs in classes where a teacher is on leave. Custodians would have more

opportunity to disinfect common areas and classrooms. It allows for teachers to collaborate with other teachers to share and create content on a regular basis. Testing can also be done on these days without having to alter the bell schedule. If/when we transition back to normal operating procedures (fully face to face) this would allow for an easier transition for the remote students.

We propose that Enrichment begin no later than the week of September 14th This gives the school's enough time to make arrangements and contact parents so they can plan ahead. This is not about complaining, teachers are on the front line and are looking to collaborate with the district to create a plan where students are afforded the same level of education regardless of whether they are face to face or remote.