



Board of Education Meeting,
April 22, 2020
Superintendent Report

Presentation



Instruction, Equity & Identity



Distance Learning in a Global Crisis

Ketchikan Gateway Borough School District



Reports


- Instruction, Equity & Identity Presentation: Distance Learning in a Global Crisis
- Fawn Mountain Elementary School Annual Report
- Director of Curriculum- Curriculum Report
- Business Manager- Budget Report



Instruction, Equity & Identity

Distance Learning in a Global Crisis

Ketchikan Gateway Borough School District



Objectives

Reflect, Respond & Reinvent

1. Define/discuss “**instruction**”
 2. Define/discuss “**equity**”
 3. Discuss “**identity**”
 4. **Survey** Results Overview
 5. Provide **support, recommendations,**
and **encouragement**
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Instruction

“An outline or manual of technical procedure : DIRECTIONS” or “The action, practice, or profession of teaching” -*Merriam-Webster*

“Teaching or education performed by a teacher”
-*Wikipedia*

“Educational instruction happens when we use tools, systems, strategies and mindsets to teach in a way that results in student learning. In other words, if students are learning, we are effectively instructing.” -*Mr. Derek*

Specifying **Instructional** Boundaries

Below are some important aspects of instruction that apply under “**normal**” circumstances:

- *Instruction* is typically attached to systems of accountability (**attendance, assignments, deadlines, participation, academic integrity, etc.**)
- Learning resulting from **instruction** is typically measured (**using tests, assessments, grades, credit acquisition, etc.**)
- **Instruction** typically involves introduction of new, exceedingly complex concepts built upon the foundation of prior concepts, often using curriculum aligned with state/federal standards (“Essential Learning”)

- Our **primary goals** continue to include **safety**, maintaining meaningful **connections** with students/families, a focus on **social-emotional needs** (*our own included*), providing **resources** as needed, and facilitating ongoing **distance learning opportunities**.
- Brief list of ways in which we are engaging our students:
 - **Activities**
 - **Games**
 - **Reinforcing Relationships**
 - **Educational Interactions**
 - **Review** (*of previously learned material/concepts*)
 - **Resource Management/Distribution**
 - **Structured Credit Recovery**
 - **Student Support**
 - **Exercises**
 - **Getting to know each other even better**
 - **Distance Learning**



If you've been doing your best to stay connected with students along District Learning Plan guidelines, you're on the right track!





... and no, this wasn't intended to be a **Seahawks**-themed slideshow, but for some of you, *"you're welcome,"* and for everyone else, **"SKOL VIKINGS!"**

Equity

“Educational equity depends on two main factors. The first is **fairness**, which implies that factors specific to one’s personal conditions should not interfere with the potential of academic success. The second important factor is **inclusion**, which refers to a comprehensive standard that applies to everyone in a certain education system. These two factors are closely related and depend on each other for an education system’s success.” -*Wikipedia*

“In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, **is a right which must be made available to all on equal terms.**” -*Chief Justice Earl Warren, Brown v. Board of Education, 1954*

Put more simply ...

EQUALITY

VS.

EQUITY



**EQUALITY = SAMENESS
GIVING EVERYONE THE SAME THING**

It only works if everyone starts from the same place



**EQUITY = FAIRNESS
ACCESS TO SAME OPPORTUNITIES**

We must ensure equity before we can enjoy equality

Why is **equity** such a big deal?

The dark side.



Proceeding too quickly, without duly considering the immense differences in our student's **capabilities** and **access**, risks inadvertently discriminating against those who lack those means to engage with us.

For some of our students/families, this could also become legally contentious. On grounds of equity/inequity, moving too quickly without accounting for all students/families, or without adequately preparing our staff and delivery/management systems, we would likely lose such a legal dispute. More importantly, we would risk failing those students who were left behind.

Why is **equity** such a big deal?

The light side.



If we move carefully and intentionally, ensuring that all of our staff are adequately prepared, trained and comfortable with a new way of working with all students, we can skillfully invent a new system of education in our community that will serve us long after this crisis has ended.

These are **unprecedented** times with no playbook on how to respond. While many districts across the nation have started out too quickly and had to do some excruciating backpedaling, KGBSD continues to gradually roll out plans that focus on student's/families primary needs first, while also responsibly preparing for more across educational levels and diverse staff, student and community readiness.

Food for thought ...

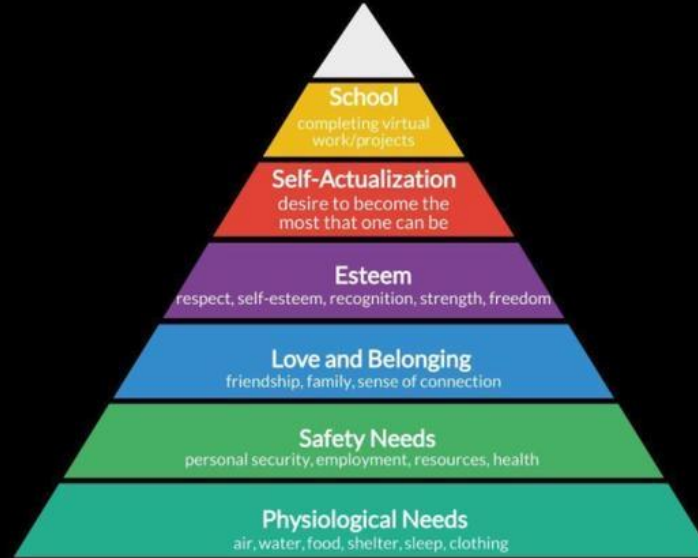
COVID-19 HIERARCHY OF NEEDS FOR SCHOOLS

Based off of Maslow's Hierarchy of Needs

**SCHOOL IS
IMPORTANT DURING
THIS CRISIS**

BUT....

**NOT AS IMPORTANT
AS THE NEEDS OF
OUR FAMILIES WHO
ARE EXPERIENCING
ANXIETY AND FEAR
AS WE DEVELOP OUR
NEW NORMAL**



Our kids and families need us more than ever to model social and emotional learning before content.

@jaydostal

Identity

Every one of us had an **identity** as a professional educator before this crisis.

We knew our skills, schedules and students working in a consistent, familiar environment, under relatively stable, “normal” conditions.

In a professional, and no doubt personal sense, we are not and cannot be exactly who we were before. We must **adapt**.

Along with our students, families and neighbors, we are all experiencing a spectrum of very real losses. These losses ultimately translate to degrees of **grief and grieving**. Be mindful of your own experiences. Some ways we may be grieving are productive and hopeful, while others can be far less productive, exceedingly challenging, or even unhealthy.

If you haven't already, give yourself the permission and space to **grieve** -to let go, seek support, embrace reality and eventually move forward at your own pace.

Opportunity knocks ...

We have a uniquely powerful opportunity to be **heroes** in our own life stories -both personally and professionally. How will each of us face these new challenges? How will we adjust our **mindsets** to maximize our success? How will we rise from these ashes?

We also have an opportunity to **role model** for and encourage our students to be the **hero** of their own stories.



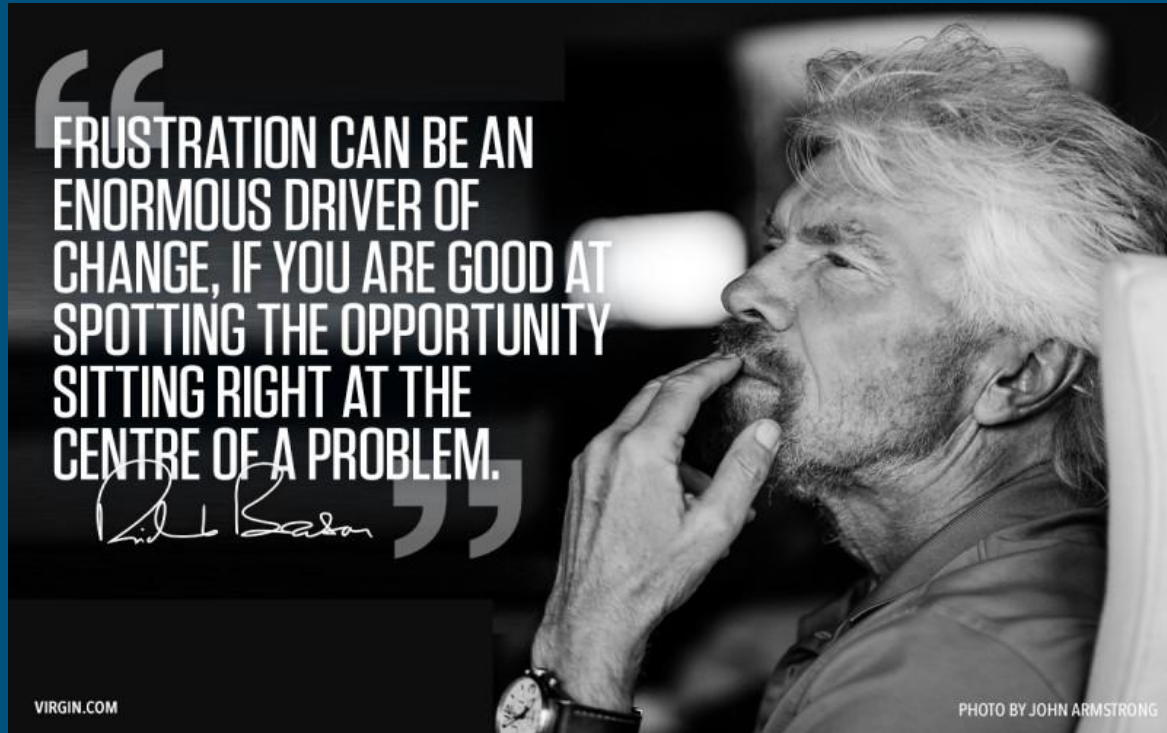
Mr. Derek's Recommendations

You can't control the waves, but you can learn to surf.

If this message hasn't already been made abundantly clear to you, let me reiterate: we need you more than ever. We need you to be on board. We need to move as a district. We need your energy, creativity, insight, love, flexibility, vigor and patience. Our town and district are full of vitality, and wherever we end up at the conclusion of this unprecedented school year, we will be changed, and so will our students. We will have evolved and developed new ways of doing things. We will also have more deeply embodied not only the **growth-mindset** we promote with our students, but also the **trauma-engaged** attitudes that define us. Make no mistake, what's happened will be traumatic for many of us, for many of our students & families, and for a very long time ... and we *will* get through it. **Together.**

Choose a mindset that is healthy and works for you -one that helps you stay engaged in this momentous work. Also, keep asking for help when you need it.

What can we do that doesn't cross the line?



Continue Being **Creative & Awesome!**

- Engage your students in **FUN** activities of your own design
 - **Play to your strengths, interests and passions**
- Practice having effective dialogue with and between students
 - **Practice “digital social skills” -speaking, listening, muting, unmuting, etc.**
 - **Brainstorm ways students can stay connected with each other outside school hours**
- Review and deepen lessons **PREVIOUSLY** learned
 - **Find inventive ways to reinforce essential learning and content**
- Consider activities that engage students with their families
 - **Be mindful of keeping things optional**
 - **Explore ways students can be creative in helping out at home**
- Connect and collaborate with each other
 - **We are some of our greatest resources -stay connected and support each other**
 - **Look at what our grade-level colleagues are doing -adapt something for your class**

Continue Focusing on SEL



- Explore resources on our district website and from other reputable sources
 - Online platforms such as *Headspace* (app) and *Mind Yeti* (website) are great tools for practicing breathing and mindfulness activities
 - Make videos, use multimedia, expand your skill set
- Consider doing activities we know are healthy for kids
 - Encourage movement, music, art, creative expression, optimism, storytelling, brainstorming, humor, group problem-solving, research, etc.
 - Be mindful of developmental appropriateness
- Keep providing resources and ideas to families as needed
 - Situations will continue to change, and we will need to continue to adapt and provide support
- Connect with your building's **School Counselors & Specialists** for ideas, resources and collaboration opportunities
- Remember to **breathe** and **take care of yourself**

What to Avoid (*for now*)



- Giving any “required assignments”
 - Remember, the keyword is “*optional*” for any activities students are offered
 - Participation can be encouraged, but without penalty for absence or disengagement
- Awarding grades, points or anything other than teacher feedback
 - Feedback reinforces learning and provides another channel for sustained SEL connection
- Delving into new content/curricula not previously covered in class
 - Consider maintaining gains/preventing skill loss
- Referring to what we’re doing with students as “**formal or direct instruction**”
 - We are engaging and supporting students/families, reviewing previously learned concepts, sharing resources, training staff, and offering distance learning opportunities
 - There is more professional development in our future to help us prepare for doing more
 - According to district-wide data, some of us feel ready for a next step, but most of our students and staff need more support, time to adjust and a continued slow pace

Staff **Survey** Results at a Glance

78% of staff felt the primary goal of our distance learning systems should be **maintaining connections with students and/or preventing loss of learning** (**22%** supported providing **new content**)

Out of **6** community needs, staff ranked the relative importance of **education** last behind the other **5** (*safety, health/well-being, relationships, social services & food*).

About **90%** of staff reported feeling somewhere between **moderately well** and **wonderfully** regarding how our distance learning model is working so far.

43% of staff report **most** or **many** of their students are currently **thriving** socially and emotionally. Another **43%** report **only half** of their students doing that well. **14%** report **many** or **most** of their students are **struggling or really struggling**.

Survey Results continued ...

About **50%** of staff reported feeling some level of **pressure** to return to an “**instructional** style of teaching.” The most common sources of pressure came from **families (60%)**, **peers/colleagues (38%)**, **news/other school districts (30%)**, and **students (25%)**. All other listed sources of pressure ranked below **3%**.

The above question allowed staff to select multiple responses, resulting in percentage totals >100%

At the time of the survey, over **97%** of staff reported feeling **moderately** to **very comfortable** using **Zoom**.

About **65%** of staff reported feeling a **moderate or higher** level of **stress at home**, with **5%** reporting **more stress than they've ever experienced before**.

Around **90%** of staff reported managing their own stress somewhere between **moderately well** and **extremely well**.

Amidst the chaos and crisis, there is still *hope, gratitude, courage, resilience, creativity, energy, love, and opportunity in abundance.*

As we accept the many difficult realities of our situation; as we embody the above ideals; as we remain committed, flexible, adaptable, unified, and focused on the needs of our students and families; we will continue to *inspire our students to succeed.*