

Distance Learning Rigor: Asynchronous Learning

Each campus is continuing the ongoing, daily process of improving Distance Learning. A major component of the BPS Instructional Framework is providing targeted interventions for the Tier 2 and Tier 3 students. Each campus is assessing what teachers are doing during each of the asynchronous times of the day. Our focus is to begin using the asynchronous learning time as targeted intervention time. In a traditional classroom the teacher would be providing small group and one on one interventions to Tier 2 and Tier 3 students to supplement their Tier 1 teaching. The asynchronous learning time will begin to transition to this type of teaching & learning. Tutoring, office hours, & project based activities will still be offered but the targeted intervention teaching & learning during the asynchronous learning time will be prioritized in scheduling.

Blended Learning: Schedules

Each campus is currently in the process of identifying the remaining needs of their buildings in order to be COVID ready for staff & students. Each campus is also building a daily schedule that aligns with the overall district needs. Cohorts are also being built with Cohort A being the "In Town" students and Cohort B being the "Out of Town plus Flat Iron" students. To avoid unnecessary congregating, each campus is building a drop off/pick up schedule that will allow buses to drop students off every 5-10 minutes at the identified entrance. An updated schedule for each campus is provided in the Scenario 2 plans.

Attendance Update

Each campus has identified an Attendance Committee member and they have also identified the total number of No Connection students. The No Connection students & families have made zero connection or contact with BPS. The process of dropping these students & referring to Truancy Court will begin with each campus at a different point in this process. The BPS Attendance Committee is finalizing a rigorous & exhaustive system of contacting students & families to make these Connections. BPS Administration will not drop a student or refer to Truancy Court without having completed fully our BPS system of contacting students & families. It is only after this checklist has been exhausted does this process begin. Each campus has also made the distinction between tracking student attendance for packet & iPad students. The plan & the total number of No Connection students is provided in the Scenario 2 presentation.



Board Report: Instruction

Month of November 2020: Developing Intervention Planning, Schedules, Attendance Updates, weekly communications/updates



BPS Scenario 2 Plans: **Components**

The BPS Scenario 2 Reopening Plan has multiple components that each campus must plan for in order to provide a safe learning environment for staff & students.



Attendance Plan:

Each campus must continue to develop their attend. plan that will be tracked in Infinite Campus to identify & re-ward perfect/excellent attend. students in D.L. & B.L.

Instructional Time:

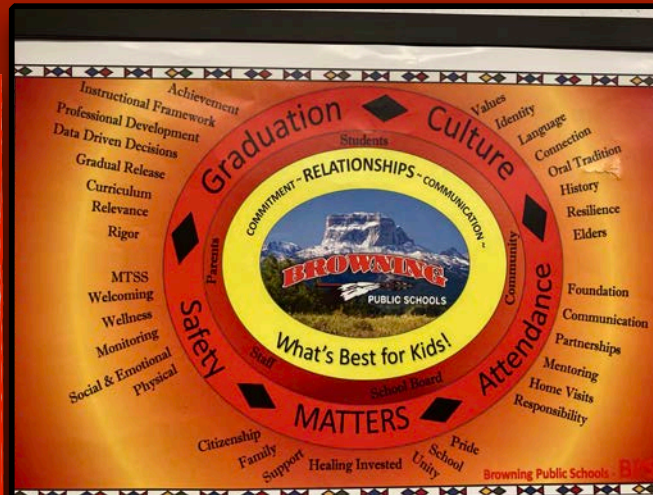
Each campus is continuing to fine tune the synchronous & asynchronous learning times to regain the improvements being made prior to Covid in all areas of the instr. F.W.

Assessment Schedule:

Each campus has developed an assessment schedule that will begin in Jan. IF students are able to safely access the buildings; this plan is tentative.

Emergency Plan:

Each campus has developed & identified the staff members who will be responsible for working with students who become symptomatic while in the building.



Weekly & Monthly Communications/Updates

The monthly BPS report was provided to the Black-foot Tribal Business Council. The topics on the update included: 1 to 1 iPad distribution for every BPS student, the number of Jet Packs provided by BPS, an update on the No Connection process BPS will be following for attendance and what defines a No Connection for D.L., review of the Halloween Lights On After School activity, an update on the major improvements BPS was making prior to Covid & how we are all working on getting back to those gains, & a review of the Blended Learning model.



Shout Out

I just want to take this time to give the BPS Instructional Coaches a shout out for all of the hard work that they are putting in to help our teachers implement D.L. successfully while also being students themselves. This group is always taking the initiative to get the work done and take the lead on any improvement plans. In this distance learning environment it takes planning, organization, and patience to ensure that the continuous improvement cycles continue & teachers continue to receive the help, support, & guidance that they need. This group of educators have a huge task of helping teachers get better and they are doing an excellent job!