

## **November Meeting Links**

### **Detabor measure passes:**

The greatest portion of the budget is typically allocated to staffing, and as such this is where the detabor measure is likely to have the most impact as any economic recovery will mean less impact to staffing.

### **October SAC meeting:**

Reminder to watch last month's meeting if they missed (recording here:

<https://www.d11.org/Page/16527>) as we covered quite a bit (Early Warning Intervention measures, School standards, and more).

### **Parents are needed for Equity Audit Focus Groups:**

The district adopted a policy around equity

(<https://www.d11.org/cms/lib/CO02201641/Centricity/Domain/69/SectionA/AG%20adopted%205.27.20.pdf>) last year. They are now conducting an equity audit currently to assess hiring practices, resource allocation, and the like to ensure that we are practicing equity district-wide as outlined in the policy.

They are asking for parent participation in focus groups to allow for a qualitative review of this data. If you are interested in participating, please reach out to Velvet Stepanek, District Accountability Chair at [vstepanek@msn.com](mailto:vstepanek@msn.com). At this time, the commitment is 2 hours for a remote session. The time and date is set for December but has not been scheduled.

### **Hybrid vs. Full Remote (Updates, Q&A):**

D11 is shifting to full remote after the Thanksgiving break, per the communication from the district sent this week (<https://www.d11.org/domain/5173>). At this time, Holmes is also asking parents to elect whether their students will be in Hybrid learning or Remote learning after the Christmas break when the District plans to return (survey sent earlier). Selecting this now will allow school administration to properly allocate staff to the different groups, based on enrollment.

There is a possibility that Inspire online students will have their own dedicated teaching staff for 7th and 8th grade (6th has already been in this model), to improve student engagement and outcomes.

In person learning may still be available for targeted populations who need additional support during remote learning. This has not yet been defined.

Any remote teaching, whether due to district orders or through parents electing the remote program, should shift slightly in the lesson model. Rather than longer sessions (i.e. 80 min sessions on a single topic), classes will move towards targeted 20-min mini sessions during the 80 minute period. Breaking up the lessons into smaller chunks will help students better retain the subject matter covered. We also discussed the need for sessions to be recorded to allow students to revisit the topics covered as needed for better understanding, and Tony will follow up on this.

Support for at-risk student populations is more of a challenge during remote learning. In last month's meeting, we covered the Early Warning System through PowerBI that the school uses to identify and

support at-risk students. The ABC warning metrics (Attendance, Behavior, Coursework) rank students into 3 risk tiers (High, Med, Low) to help identify where staff and administration can reach out and provide additional support.

Particularly the middle tier continues to prove challenging as the ability to do intensive intervention is limited by the number of interventions needed. This continues to be a focus for school administration and teachers alike and will remain so particularly as the school population moves to the more challenging remote environment.

We will continue to focus on assessment outcomes in the Jan / Feb meetings to assess the ongoing learning progress for students. There were no budgetary discussions needed at this time, due to the majority of school spending being pandemic-related, and supported by the CARES Act.