

GFPS Secondary Schools are working to address concerns brought forward from administrators, teachers and families.

1. How do we support the parents who are actively working with their students around distance learning, many of who are working from home themselves?
 - a. We are hearing that the required work is overwhelming, when looking at the totality for a family. Guidance to teachers:
 - i. Keep assignments simple and focused on the objectives for the lesson
 - ii. Consider not giving new assignments every day, and/or
 - iii. Chunking projects/units of study by giving little bits of instruction/work at a time so they don't feel overwhelmed by the totality of the learning
 - iv. Record "Meet", "Zoom", and other videos for use by the students at their own time, understanding that collaborative use of single devices make calendaring difficult for families with multiple families and/or who need to have parents use the device to work from home
 - b. Remember; email and communication has been HUGE in helping ease the stress on families
2. Drop box information - For homework and scholarships
 - a. Available in breezeway/secure entrances from 8-4 during the school week.
 - b. Pictures of completed work is preferable (like what North described with their ELA work); however, we need to be mindful that some students have packets because they don't have the ability to do this. Things to keep in mind, from our most recent conversation with health officials, in reference, to the chances of contracting the virus through hard copy work:
 1. Coronaviruses are spread through droplets (coughs, sneezes, etc). This is why the 6 foot "spray zone" is so important to follow. Students/families need to wait until the drop area is clear to drop off work
 2. Coronaviruses can survive on paper products for up to 5 days (we will be conservative and say 7 days, in case a weekend is involved). Plastic is much higher so bound packets and reports in in covers will be isolated longer.
 3. A person is in the "spray zone" (hence the social distancing) and/or comes into contact with the virus and touches their face is at the greatest risk.
 4. Providing drop boxes, and "isolating the papers" for 7 days is deemed safe. The people pulling the papers into the building need to use gloves and wash their hands (and not touch their faces) when gloves are safely disposed of.
 5. At that point, we can pull the homework and load it into teachers' mailboxes, etc. Teachers will grade and update gradebooks
3. Tom Hering is working on student emails, when we get this secured, we can push out a strategy to push out a protocol for reaching out to students vs families
 - a. Recommendation is to use Exchange vs Gmail accounts.
 - b. Tom Hering will do a tutorial on how students can access this.

4. “No-shows” are being contacted. A protocol of multi-tiered attempts was developed (teacher makes 2 phone calls and 2 electronic messages; the attendance secretaries make 2 phone calls, 2 electronic messages and then send out a letter from the school requesting contact):
 - a. PGEC – 6
 - b. EMS – 8
 - c. GFHS - 21 so far (We asked teachers to let us know by Wednesday)
 - d. NMS – unsure
 - e. CMR – unsure
5. Proficiency - (2168 and 2169 in our Board Policy)
 - a. Pass/fail has a lot of merit under these circumstances for high school and middle school; based on standards (simplify the lessons to the basics).
 - i. Annotation on transcript (with an * on the transcript)
 - ii. P does not impact the gpa (doesn't help or hurt)
 - b. Dual credit and the impact of P/F is a conversation - Heather and Susan will continue to get guidance on this from our dual credit partners.
6. Standardized testing
 - a. On Friday, the Federal Government made it possible for states to waive mandatory testing. We are waiting for guidance from the OPI and Governor's office on this.
7. Graduation - if media / families contact you, we don't have enough information on our timeline yet to speak to this accurately. We understand that people want to know, but we want to be 100% accurate when we give them information. Ask for patience and that an answer will come from the district when we are able to make a decision.
8. On Friday, Erin Butts and Susan Quinn began collaborative work on a way to electronically facilitate student mental-health care services.
 - a. Fillable form that drops into a spreadsheet for Erin Butts to review.
 - b. Erin will then put the student in touch with the person who can best help them:
 - i. Guidance Counselor, or
 - ii. Assigned school based therapist, or
 - iii. Alluvion or Center for Mental Health for additional assistance.