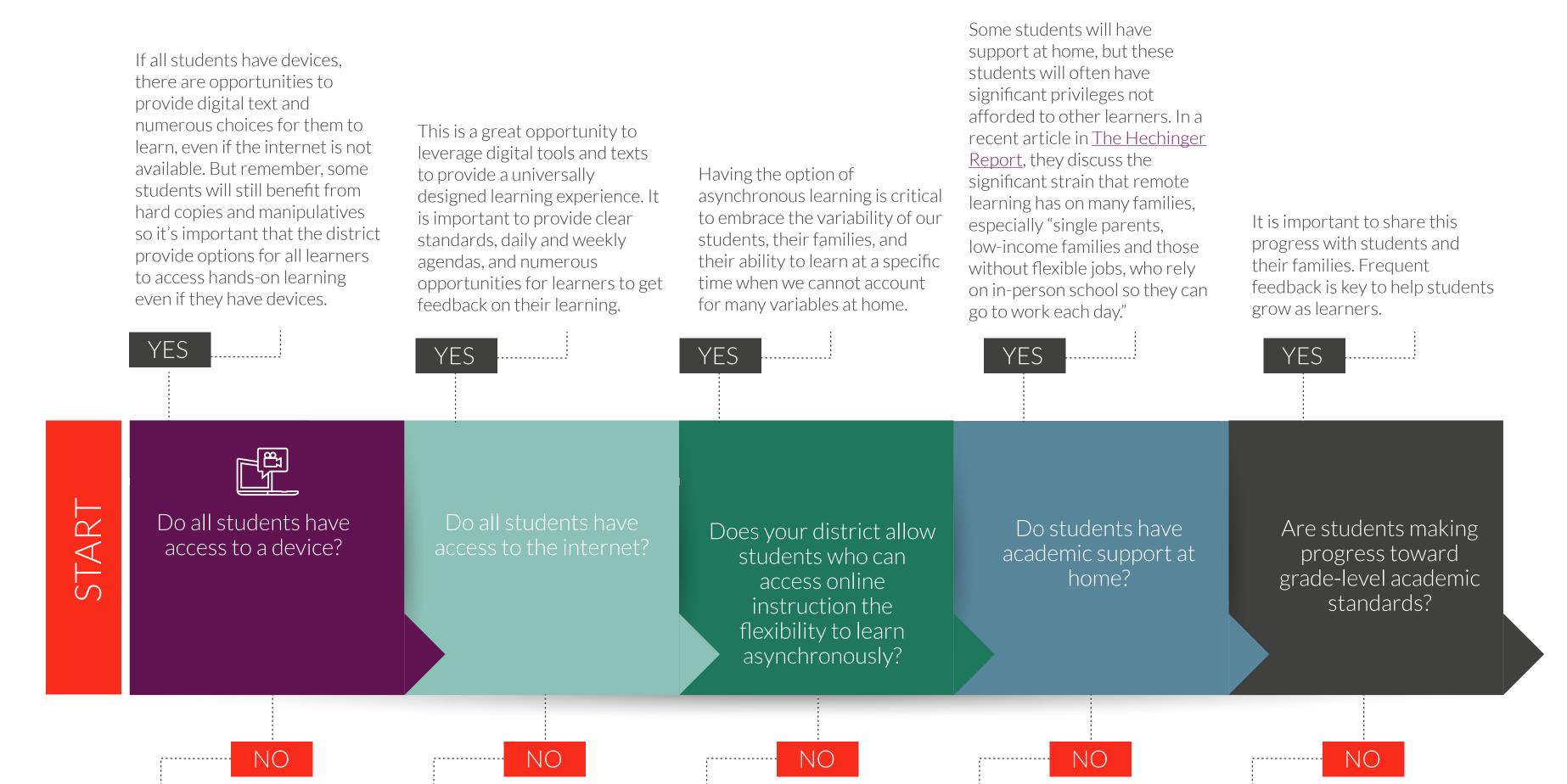
Remote Learning Barrier Flowchart



PREDICTABLE BARRIERS

Budget may not allow for purchasing/loaning devices for all learners.

POSSIBLE SOLUTIONS

Low Tech - Consider loaning out district devices, and/or leasing new devices with funds from the CARES act.

Low Tech - Partner with local libraries and/or museums that can help supply books and materials and design standards-based learning experiences for kids.

No Tech - Send home textbooks along with supplemental printed materials for those families who request them. If it creates a hardship for families to pick up materials, partner with and distribute through churches, community centers, etc. in the communities where students live.



PREDICTABLE BARRIERS

Limited data or broadband.

Share internet and devices with other members of the family.

POSSIBLE SOLUTIONS

High Tech - Check out the possibility of purchasing <u>Aerohive</u>, which is industrial strength wifi that can span large geographical areas.

High Tech - Use the district

buses as hot spots and park them in neighborhoods where students can access the internet locally.

Low Tech - Create weekly

lesson plans on USB drives that can be distributed at community locations for students to access choices for learning on their devices.

Low Tech - Contact local internet providers to see if deep discounts can be provided to those without internet access.

Low Tech - Ask families to turn off unneeded devices while students are working (example: streaming movies on TV can take up necessary bandwidth).

No Tech - See solution in column to the left.

PREDICTABLE BARRIERS

Although synchronous instruction may be incredibly valuable for some students, requiring it for all students may exclude some students from learning if there are no options for asynchronous learning.

Many students need home support to log in/out and troubleshoot synchronous sessions and that may not be available.

Some students may be working, caring for younger siblings, and/or otherwise unable to learn at a specific time while balancing home obligations.

POSSIBLE SOLUTIONS

Low Tech - Encourage synchronous instruction but post all learning in a learning management system so all learners have options to access learning when they can.

No/Low Tech -Survey students and/or families and ask them about their home schedule and the best days/times they can create a space more conducive to learning.

No/Low Tech - Provide PD to teachers on how to create asynchronous learning experiences and educate the community about how it can be successful.

PREDICTABLE BARRIERS

Parents are working (in the home or out of the home)

Parent who are available may struggle to support students with rigorous academics

POSSIBLE SOLUTIONS

Low Tech - Hold "office hours" via phone or internet throughout the day for students who may struggle.

Low Tech - Consider providing both synchronous and asynchronous parent education on how to best support children with remote learning (academic, behaviors, and social emotional). Survey, email, and/or call parents to determine their needs. Also consider creating a parent community group so parents can learn from and help one another.

No/Low Tech -Collaborate with families and community organizations to explore how to create pods or micro-schools that could support students working remotely. Note, often there is a significant cost to these options which has the potential to widen the privilege gap. The goal would be to ensure these options are low to no-cost.

No Tech - If you have staff support, consider offering the option for students to return to school in small classrooms for facilitated remote learning.

PREDICTABLE BARRIERS

Learning is "one-size-fits-all"

Learners lack necessary academic, social-emotional, or behavioral supports

Remote learning options are not effective for learners

POSSIBLE SOLUTIONS

No/Low Tech - Conduct frequent assessments of student progress so supplemental support can be provided to learners who need the most intervention.

No/Low Tech - Create robust feedback loops with students and families so plans are consistently reviewed to inform decision making.

No Tech -If you have staff support, schedule home visits (outdoor) or provide opportunities for in-person support by paraprofessionals or SPED staff at school buildings or community organizations.