

USD 345 Inclement Weather/Snow Days Plan

[Strategic Goal 1](#), [Strategic Goal 3](#), [Strategic Goal 4](#), [Strategic Goal 5](#):

Hybrid and remote learning environments provided opportunities for educators to learn new instructional practices that could be leveraged at other times such as snow days. Staff evaluated the possibility of mitigating snow day interruptions using instructional strategies leveraged with hybrid, remote and full onsite learning environments. Attached are plans staff developed to implement a late start and/or continue learning on inclement weather days. These plans are intended for this year only, and only after the first two board approved inclement weather days in this school year calendar.

Option 1: 2 hour Late Start for all buildings

Option 2: Remote Learning Option

PROCESS USED FOR DEVELOPMENT OF THESE RECOMMENDED PLANS:

MELC	The Building Leadership Team met on 11/2/20 to discuss possibilities for remote learning on inclement weather days.
Elem	Elementary schools met with or solicited information from their Building Leadership Teams between 10/26/20 - 11/4/20.
SMS	The Building Leadership team met and discussed the snow day options on 10/29/20. SMS BLT leaders reviewed the plan with their academic teams. Once the plan was completed it was emailed to the whole staff for review.
PHLC	During a SIT (Student Improvement Team) meeting on 10/28/20, PHLC staff discussed various scenarios that could interrupt our full on-site learning environment. The events discussed were positive COVID tests and snow days. The staff agreed that PHLC staff would address both scenarios in a similar fashion.
SHS	The Building Leadership Team met on 10.28.20: Amy Calhoun, Tim Collins, Cassie Cowan, Bridget Heier, Michael Kennett, Don Koon, Stacey Noble, Zane O'Brein, Scott Petersen, Margaret Ramberg, Susan Sittenauer, Gina Stanley, Matt Tinsley, Mike Wilson, Steve Alexander, Shelly Prengel. The plan was included in the staff update on 11.2.20.

Early Childhood-MELC

Option 1: 2- hour Late Start

- AM Preschool program will not be in session due to reduction in timeframe.
- PM Preschool program will operate as normal.

Option 2: Remote Learning

Components of Remote Learning

- MELC could set up a link in SeeSaw and prepare lesson plans for asynchronous learning.
- Attendance could be reported with an emoji check in (as was used during remote / hybrid learning).

Benefits

- None reported by MELC staff due to student inability to facilitate their own learning, consistency in engagement and availability of adults to assist.

Barriers	<ul style="list-style-type: none"> • Lack of 1:1 devices to ensure families can connect remotely • It could potentially be hard to get parent buy-in (especially if there would be an expectation for Zoom or synchronous learning). • Working parents have a difficult time setting up daycare for snow days. They would need additional support to find an adult to facilitate learning. • Families and students do not currently have devices issued to them. • Snow days are a joyful childhood experience! Joy has been taken in many ways throughout 2020 and taking away snow days would further take away the joy of childhood.
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Elementary

Option 1: 2- hour Late Start

	<ul style="list-style-type: none"> • All schools will enact a modified master schedule to reflect the 2 hour delay. • A reduction in staff plan times may occur. • Sample schedule <ul style="list-style-type: none"> ○ Sample #1 at this link. ○ Sample #2 at this link.
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Option 2: Remote Learning

Barriers	<ul style="list-style-type: none"> • Devices don't get sent home or a student is absent the day before an inclement weather day and doesn't have access to device • Weather is bad enough to disrupt internet service or electricity • Student home alone and no adult to facilitate learning • Emergency childcare situation not equipped to support remote learning (i.e.- lack of internet, understanding of tech tools, communication issues) • Lack of time of staff preparation when notified early in the morning • Elimination of family traditions on a snow day • Teaching staff needing to care for their own family
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SMS

Option 1: 2- hour Late Start

	<p>Due to the late start, we will eliminate Advisory.</p> <p>Hour 1: 9:50-10:20 Hour 2: 10:25-10:55 Hour 3: 11:00-11:30 Hour 5: 11:35-12:50 (this keeps our lunch rotation the same) Viking Time: 12:55-1:15 Hour 4: 1:20-1:50 Hour 6: 1:55-2:25 Hour 7: 2:30-3:00</p>
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Option 2: Remote Learning

Monday	All students would check in with their advisory teacher for morning collaboration and social emotional communication. Group A hybrid
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	learning students would access emergency snow day plans, and can access teacher office hours, if needed. Group B students would complete their asynchronous activities as planned.
Tuesday	All students would check in with their advisory teacher for morning collaboration and social emotional communication. Group A hybrid learning students would access emergency snow day plans, and can access teacher office hours, if needed. Group B students would complete their asynchronous activities as planned.
Wednesday	Students will check in with their advisory teachers for morning collaboration and social emotional communication. Students would then complete their asynchronous classroom activities for the duration on their school day. Teachers would open their office hours for students to seek support and assistance on assigned activities.
Thursday	All students would check in with their advisory teacher for morning collaboration and social emotional communication. Group B hybrid learning students would access emergency snow day plans, and can access teacher office hours, if needed. Group A students would complete their asynchronous activities as planned.
Friday	All students would check in with their advisory teacher for morning collaboration and social emotional communication. Group B hybrid learning students would access emergency snow day plans, and can access teacher office hours, if needed. Group A students would complete their asynchronous activities as planned.

PHLC	
Monday	PHLC students will work remotely on edgenuity classes. Students taking traditional classes will check in with their teachers on Schoology. Students will communicate with their teachers via email and Schoology.
Tuesday	PHLC students will work remotely on edgenuity classes. Students taking traditional classes will check in with their teachers on Schoology. Students will communicate with their teachers via email and Schoology.
Wednesday	PHLC students will work remotely on edgenuity classes. Students taking Traditional classes will check in with their teachers on Schoology. Students will communicate with their teachers via email and Schoology.
Thursday	PHLC students will work remotely on edgenuity classes. Students taking traditional classes will check in with their teachers on Schoology. Students will communicate with their teachers via email and Schoology.
Friday	PHLC students will work remotely on edgenuity classes. Students taking traditional classes will check in with their teachers on Schoology. Students will communicate with their teachers via email and Schoology.

SHS	
Option 1: 2- hour Late Start	
	1 st , 2 nd 10:00 – 11:10 5 th , 6 th 11:15 - 12:50 (This time slot keeps the same lunch rotation) <u>Lunches:</u> 1 st Lunch: 11:20-11:47 2 nd Lunch: 11:51-12:18 3 rd Lunch: 12:22-12:50 3 rd , 4 th 12:55 – 1:55 7 th , 8 th 2:00 - 3:05
Option 2: Remote Learning	
Monday	Remote Instruction. Teachers will teach remotely from home and students will learn remotely from home. We will follow the current bell schedule check-in model like the remote schedule we are currently following each day. Students will remote into classes and will engage in a combination of synchronous and asynchronous learning similar to on-site learning.
Tuesday	Remote instruction. Teachers will teach remotely from home and students will learn remotely from home. We will follow the current bell schedule check-in model like the remote schedule we are currently following each day. Students will remote into classes and will engage in a combination of synchronous and asynchronous learning similar to on-site learning.
Wednesday	Students will check-in with Career and Life Planning (CLP) teachers at 7:55 a.m. Teachers will monitor their academic progress. Students will participate in social emotional lessons and individual plans of study. Students will participate in previously scheduled teacher-led learning groups/projects, collaborate on projects, and complete assignments asynchronously.
Thursday	Remote Instruction. Teachers will teach remotely from home and students will learn remotely from home. We will follow the current bell schedule check-in model like the remote schedule we are currently following each day. Students will remote into classes and will engage in a combination of synchronous and asynchronous learning similar to on-site learning.
Friday	Remote instruction. Teachers will teach remotely from home and students will learn remotely from home. We will follow the current bell schedule check-in model like the remote schedule we are currently following each day. Students will remote into classes and will engage in a combination of synchronous and asynchronous learning similar to on-site learning.
Benefits	<ul style="list-style-type: none"> • Safety. • Do not lose a day of instruction.

	<ul style="list-style-type: none"> • First two snow days not made up.
Barriers	<ul style="list-style-type: none"> • Communication and clarification. • Power outages during storms may impact teachers and students. • Teachers and students may not have all of their materials at home during a snow day. • Teachers will have to manage their own children at home to care for. • Setting clear expectation for how long a students needs to be engaged in the online lesson