



We wanted to share the full questions asked by participants during Schooling During the Era of COVID-19, which took place on April 15. Below are some additional questions that we didn't get to.

Questions about bright spots:

- From Vernon Jones, Faithbridge
 - What are the positives that you are seeing related to parent/guardian collaborations with teachers that were not happening in a traditional setting? Do you believe it necessary to break the “educational silo” to build a healthy collective where educating and supporting our children truly is a shared responsibility? We are seeing public and private partnerships that did not exist prior to this crisis that should continue.
- From Jack Becker
 - To Secretary King or Michelle Murphy (or superintendents if they are willing to comment) I'm wondering if you have any key takeaways regarding specific school models that have been particularly successful at pivoting to support student learning at home? Why?

Questions about district and program response:

- From Erin Ellis
 - How will early education programs like Head Start at the federal level continue to support students and families with all proposed funding cuts?
- From Jen Walmer, Education Reform Now
 - We've seen some districts announcing a no fail policy for their students. Are you all considering a change in grading policies or a pass fail system for this semester?
- From Jennie Greenstein
 - How are schools encouraging teachers to provide social-emotional supports for their students?
- From Frank Reeves
 - How are we getting the messaging out about community services available to our students and families? Especially those who are most at-risk in our communities who may not have access to our typical media sources.

- From Anna Noble
 - Can school districts partner with other wrap-around community services? Do school lunches/ computers/ internet come from the same budget as everything else? Can we ask for these from elsewhere? (From Anna Noble)
- From Jessica Spiegler
 - Although it is great that many teachers are able to provide bilingual instruction, what about the emerging bilingual students (and families) who are only being exposed to online instruction/assignments in English? What are online resources monolingual teachers can access to provide more Spanish-based instruction?
- From Vernon Jones
 - How do you avoid creating a structure and systems that only replicate the supremacy ideology influenced structure and systems that have not served all children well? How is your personal leadership being pushed to think through a liberation lens vs. a control and compliance lens?

Questions about funding:

- From Brenna Copeland, Michael & Susan Dell Foundation
 - Question for any of the Colorado folks - Is there direction yet from Governor Polis about how he intends to use the block grant and whether he intends to think about that funding on a per student basis?
- From Anna Noble
 - Is there a way to give each district a 'flat' amount ON TOP OF per pupil funding? -- Anna Noble
- From Mary Roche
 - Question to the superintendents: to what extent does this situation motivate you to advocate more strongly to Congress for a significant increase to education spending, given that state and district revenues will suffer so much, and there will be major basic needs and mental health needs?
- From Mark Sass:
 - For John, what should the next stimulus package from the Feds include to address student remediation this summer of Fall?

Questions about returning to school:

- From Roxanne Pignanelli District 70
 - What conversations have occurred with regard to comprehensive testing of teachers for Covid 19 to safely reenter school if and when that can happen.
- From Alan Gottlieb
 - Would it be possible under collective bargaining agreements to hold school in-person during the summer, if the virus diminishes, with the

expectation that there might have to be more periods of online-only in the fall and winter?

Questions answered directly during Q&A

- From Mark Sass: How are the superintendents preparing to address evaluating students as they enter their next school year and how will districts get them where they need to be. What does this remediation look like?
- From Ulcca Hansen: Many states have put a hold on things like testing and accountability which some people would argue have kept us tied to a more conventional ways of doing school. How would you suggest educators and leaders use this opening to transform what learning and education look like in ways that are more student-driven/competency-based, project-based, etc.?
- From Amie Baca-Oehlert: How are districts addressing the mental health needs of educators right now? We are seeing the mental health needs of educators elevated right now, just as we are seeing increased mental health issues for students. -- From Amie Baca-Oehlert
- From Peter Sherman: What are the implications for district functions if students must stay at home in the fall - or in the case that in-person schooling fluctuates between being open and closed multiple times? How might our efforts to serve students need to evolve even further than what we are doing now?

Questions that were answered indirectly in the conversation:

From Lee Spiegler

Do the superintendants see any positives coming out of this situation?

From Karen Herbert

Superintendent Cordova discussed how this period of remote learning can help us see what schooling could look like without the constraints of the system we have now. Yet that kind of creative thinking isn't easy to just jump into, especially quickly and in a crisis. How can schools and districts support teachers and school leaders to lean into innovation and ingenuity at this time?

From Anna Noble

What about this idea of 'self-paced' learning? Can we offer a more flexible model of schooling where students are grouped differently, rather than by age/grade?

From Lee Spiegler

How are the school districts dealing with funding given all the herculean efforts they are having to engage in above and beyond the norm from

From Ulcca Hansen

I'd be interested in your response to Michael Petrilli's suggestion that at least students in high poverty elementary schools repeat their grade next year - and perhaps that all schools should consider doing this?

From Paola Paga

What are districts doing to ensure that 100% of their students are connected to learning?

From Emily Abernathy

Are there delivery services for meals available in Denver area?

From Anna Noble

Would it be an 'option' for HS students to get maybe elective credit for doing a different project? For example engaging in community service, learning a new hobby or skill? These are ways students can show what they have been working on and being productive even if not 'in class'.

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