

South Washington County Schools

Summary of Themes from Focus Groups for Fall 2020

May 2020

Health and Safety

- Provide personal protective equipment for students and teachers (Use clear face shields and masks so students can see us speak)
- Limit shared equipment like desks, musical instruments and computers
- Use plexiglass as needed
- Develop a plan for transporting students if social distance rules are still in place
- Create guidelines for social distancing based on the square footage of a room
- Provide hand sanitizer for classrooms since not all classrooms have sinks
- Protocol for cleaning and sanitizing equipment (physical education, special education, math manipulatives, etc.)
- Scatter students in building; different doors; smaller groups
- Plan time for equipment quarantine
- Create one-way travel paths for shared spaces like hallways
- Create protocols for group events like concerts, plays and sporting events
- Test and monitor the heating, ventilation and air conditioning systems to ensure proper ventilation/air exchange
- Adjust passing time to allow for cleaning and sanitizing of equipment
- Clear the messaging about social distancing/wearing masks that are focused on students
- Require temperature checks for staff and students
- Add additional classroom space using mobile classrooms or temporary structures
- Strict schedule for sanitation of classrooms between alternating days
- Close all drinking fountains
- Require lunch in the classroom, consider pre-prepared meals

Mental Health and Social-Emotional Wellbeing

- Time for relationship building (student/teacher, student/student, parent/teacher)
- Organize district closure activity
- Adopt or create a social-emotional learning curriculum
- Add additional mental health staff and services
- Provide more professional development for staff around trauma
- Stagger academics into the school year
- Focus on relationship building in the beginning
- Add social-emotional learning themed days/activities
- Provide something different for students in transition grades (5-6, 8-9)
- Educate students about the virus and virus protocols (why wear a mask, etc)

System Logistics

- Schedule advisory/connect/WIN daily and schedule students receiving special services with case manager/teacher
- Allow choice in student scheduling - allow for less scheduled class, schedule class with case manager
- Flexibility with non-core courses
- Plan for clustering teachers to be involved in instruction and connecting
- Replace Core for English Learner (EL) students if possible
- Keep students in the same class with peers from 2019-20 while scheduling a new teacher
- Alternate days classes are offered and when teachers connect with students
- Keep students in 2019-20 classes with the current teachers
- Allow teacher time at the beginning of the year to connect, review curriculum
- Provide time at the beginning of the year only for students who need/want to come in. Focused on transition points like 2020-21 kindergarten and grades 6 and 9
- Explore/provide different tools to communicate with families and students - personal emails, texting
- Go back to a four-period day for the hybrid model
- Be creative in scheduling secondary courses

Distance Learning	Face-to-Face	Hybrid
<ul style="list-style-type: none"> ● Provide time for students to get materials at the beginning of the year and on a weekly basis ● Require evening office hours/teaching times ● Require live virtual classroom experiences ● Require more home visits Pre-K and kindergarten 	<ul style="list-style-type: none"> ● Reduce specialists times to limit transitions ● Stagger/reduce passing times ● Half-day kindergarten ● Rotate teachers not students ● AM/PM for core classes, distance learning for non-core ● Change the school day with staggered start times and have a Wednesday check and connect day for all teachers and students ● Give families a choice if face-to-face is "required" 	<ul style="list-style-type: none"> ● Provide study room/specific days students could/would come in for face-to-face help ● Attend for four days and one day off ● Coordinate schedules between levels for families so they have students in school at the same time ● Decrease reliance on technology ● Require in-person office hours ● Half students face-to-face and others online, the face-to-face day could be shorter to have office hours at the end of the day for online students to check-in

Teaching and Learning Practices

- Provide space and time to focus on non-academics at beginning of year - first 30 days
- Add more supports for students, co-teaching, sheltered instruction and tutors
- Formalize vertical benchmark coverage through meetings or forms
- Add interdisciplinary learning
- Ensure each child has access to their own device
- Provide additional curriculum/text online support
- Utilize Schoology for grades 3-5
- Online assessment tools
- Provide teachers internet access
- Consider different grouping not just by alpha or grade
- Schedule idea: the first six weeks of the trimester students have three classes and the next six weeks they have the other three classes; this would also reduce the number of students teachers have at a given time

Distance Learning	Face-to-Face	Hybrid
<ul style="list-style-type: none"> ● Target distance learning to appropriate subjects, teacher choice ● Crucial to meet face-to-face for music performances 	<ul style="list-style-type: none"> ● Give families choice if face-to-face is "required" 	<ul style="list-style-type: none"> ● Flipped Classrooms

Adult Learning/Professional Development

- Teacher training for technology, best practice, and combining them for distance learning
- Create online learning (versus distance learning) especially for credit-bearing classes
- Technology and time management training for students
- Training and support for parents/families
- Collaboration training and time between special education teachers, English learner teachers, cultural liaisons, support staff, etc... and general education teachers
- Strengthening virtual connections/relationships
- Feedback and communication for professional development and expectations
- Technology bootcamp
- Professional development regarding curriculum expectations and resources
- Trauma-based instruction training
- Flexible learning and lesson design training
- Live virtual classrooms training for teachers
- Flipped classroom training
- Special education technology accommodations and training
- Clear communication, parameters and training for hybrid learning
- Training for district child care professionals on how to teach content
- Hygiene and personal protective equipment training for students
- Growth mindset professional development for students and families
- Assessment practices professional development
- Social-emotional learning professional development
- Create flexible courses to give students options for face-to-face or online