

Focus Group Summary



INTRODUCTION

Thanks to everyone who participated in the Focus Groups to generate ideas for planning for next year.

From the focus group feedback we have generated five categories:

- Health and Safety
- Mental Health and Social-Emotional Well-being
- Learning Experience
- Teaching and Learning Practices
- Adult Learning and Professional Development

The plan generated from the ideas is a process for decision making moving forward that is focused on the five categories listed above. We will not be making any definite decisions until we have guidance from the MN Department of Education (MDE) and Department of Health (MDH).

The following data was collected from more than 80 focus groups of staff, students, parents and community members. Please note, not all suggestions are possible and any planning will center around guidance from MDE and MDH.

The results are organized using the following structure:

CATEGORY		
<ul style="list-style-type: none"> ● Comments that have potential to apply to any scenario 		
Distance Learning	Face-to-Face	Hybrid
Comments that would apply in a distance learning environment	Comments that would apply in a face-to-face environment	Comments that would apply in a hybrid environment of distance learning and face-to-face

HEALTH & SAFETY

- Provide PPE 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 in play
- Create guidelines for social distancing based on square footage of room
- Provide hand sanitizer for classrooms since not all classrooms have sinks
- Protocol for cleaning and sanitizing equipment (PE, 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 HVAC 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 is 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 classroom: Consider Pre-prepared meals

Mental Health & Social-Emotional Wellbeing

- Time for Relationship Building (student/teacher, student/student, parent/teacher)
- Organize district 2019-2020 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 SEL-themed days/activities
- Provide something different for students in transitions (5-6, 8-9)
- Educate students about the virus and virus protocols (why wear mask, etc)

Learning Experience

- Schedule advisory/connect/WIN daily and schedule students receiving special services with case manager/teacher
- Allow flexibility and choice in student scheduling - allow for less scheduled class, schedule class with case manager
- Plan for clustering teachers to be involved in instruction and connecting
- Replace Core for 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 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 K, 6th and 9th grades.
- Explore/Provide different tools to communicate with families and students- personal emails, texting
- 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 - beginning of the year and on weekly basis ● Require evening office hours/teaching times ● Require Live Virtual Classroom Experiences ● Require more home visits Pre K and k 	<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 DL 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 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 4 days and 1 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 other online, face to face day could be shorter to have office hours at end of day for online students to check in

Teaching & 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 tri 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 DL to appropriate subjects, Teacher choice ● Crucial to meet FtF 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 DL
- Create online learning (verus 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 SpEd Teachers, EL Teachers, Cultural Liaisons, Support Staff, etc... and GenEd Teachers
- Strengthening Virtual Connections/Relationships
- Feedback and Communication PD and expectations
- Technology bootcamp
- PD Regarding Curriculum Expectations and Resources
- Trauma-Based Instruction training
- Flexible Learning and Lesson Design training
- LVC Training for teachers
- Flipped Classroom Training
- SpEd Tech Accommodations and Training
- Clear communication, parameters, and training for hybrid learning
- Training for District child care professionals on how to teach content
- Hygiene and PPE training for students
- Growth Mindset PD for students and families
- Assessment Practices PD
- SEL PD
- Create flexible courses to give students options for FtF or Online