



Guiding Change Document – Planning for the Fall of 2020 and Beyond (COVID19)

Focus Question: What are the parameters in So Wash Co Schools for teaching and learning in the 2020-21 school year as the Covid-19 pandemic continues and evolves?

<p>Current Reality <i>The Why</i></p>	<p>Unacceptable Means <i>The Not How</i></p>	<p>Results <i>The What</i></p>
<ul style="list-style-type: none"> • Students have been learning at home since March 30, 2020, with access to educational materials and daily interaction with their teacher(s). • For many teachers, this was the first time that curriculum was delivered through a mostly digital platform to students. The platforms include See-Saw at the elementary level and Schoology at the secondary level. • Building closures have placed burdens on children/families and have disproportionately impacted communities of color, as well as indigenous, immigrant, non-English speaking families, special education and low-income families and communities. • We have a 2020-21 calendar that was approved prior to the onset of the pandemic. • Parents and students were surveyed three times during the DL period in spring 2020 to evaluate time spent on distance learning, technology issues or concerns, and district performance related to DL. • Educators developed and/or facilitated over 200 hours of professional development between March 18- May 15, with little time to prepare. PD topics included technology basics, online teaching support, Social and Emotional Learning, trauma-informed practices, support for Seesaw and Schoology, Culturally and Linguistically 	<ul style="list-style-type: none"> • We will not engage in actions or behaviors that are in conflict with the Strategic plan and district values. • Our comprehensive COVID-19 Fall Plan will not violate school district policies or laws. (employee contracts)?? • We will not exacerbate existing opportunity gaps through our decisions. • We will not blame, or hold accountable, students and families for challenging personal circumstances or limited resources. (this may include time resources, family circumstances, technology, etc.) • We will not allow the voices of a few to influence decisions that apply to and represent all of our diverse students, families, staff and community. 	<ul style="list-style-type: none"> • Our strategic plan and core values will drive our direction and path moving forward. • Safety of our staff, students, families and our communities is our top priority. • Building relationships and getting to know students will be at the foundation of learning. • Engage students in instruction that is consistent with learning expectations prior to COVID-19. • Our plan will provide flexibility for students, staff and families for the delivery of curriculum should a student or family member become ill. • K-12 students across the entire district will have access to a flexible delivery of services and a personal device that will be issued and used both in school and at home. • Our plan will include providing high quality childcare and will cover facility space, staffing and health and safety resources. • Provide Early learning (Birth-Age 5) opportunities through Early Childhood Family Education, Preschool, Early Childhood Special Education and School Readiness programs. This will require appropriate facilities and staffing to ensure age appropriate learning regardless of delivery model.

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<p>Responsive Learning, a range of Special Education topics, and literacy support. Staff development was also provided and updated for paraprofessionals and included Special Education support and Culture and Climate.</p> <ul style="list-style-type: none"> • Emergency childcare was provided for Tier I, Tier II and high need families throughout the period of distance learning. • Distance learning was available to children enrolled in preschool and parents enrolled in Early Childhood Family Education (ECFE). • Community Education Kids Club staff managed the state mandated Emergency Care programs for essential workers and free and reduced qualified families. • Nutrition Services served over 155,000 meals to students in the community between March 18-May 31. • Over 3,000 devices were distributed to K-12 students upon indicating no access to a device at home. And 234 cellular hotspots were provided to facilitate distance learning from home. • The Minnesota Department of Education (MDE) has asked school districts to develop an educational model that balances in-school and distance learning methods in the case that a typical, in-building school year is not possible for 2020-21. MDE has asked that all MN school districts prepare a plan for the transition back to school. • Over 80 focus groups were conducted with So Wash Schools stakeholders (students, families and staff) to outline considerations for the return of students and staff in three scenarios: in person, through distance learning only, or with a hybrid of the first two options. • The district's adjusted grading scale included grades of A, B, P, and N. In addition, the grade point average for third trimester was not factored into the cumulative GPA. 		<ul style="list-style-type: none"> • Grading will be provided in a way that provides students and parents feedback that measures student performance against a fixed set of learning standards as determined by the teacher. • We are committed to teaching and learning and ensuring a safe and inclusive environment (virtually or face to face) that encourages diverse perspectives and excites engagement, innovation and creativity; resulting in the empowerment and motivation to create shared ownership of learning between the student and the teacher(s). • Use this opportunity as a catalyst to reimagine teaching and learning as we know it, by dismantling systemic racism to address opportunity gaps; reimagine when and where learning takes place for students; supports an environment that cultivates voice and choice in education; and makes education accessible to each student. • Classes that need to be in person? PLTW, CTE classes • A cross-section of stakeholders will have been consulted to inform decision making and recommendations regarding fall planning. • Flexibility for parent/students • Transportation outcome • Extra-curricular, activities and out of school time • Flexibility with our school calendar