



South Washington County Schools

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ADMINISTRATIVE REPORT

TO: Members of the School Board

FROM: Keith Jacobus, Superintendent

DATE: June 11, 2020

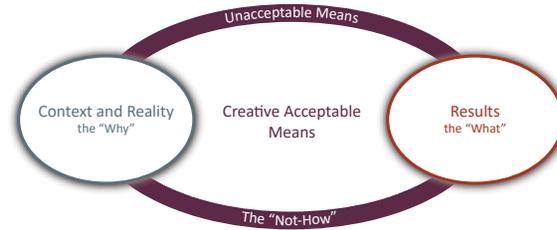
TOPIC/PURPOSE OF REPORT: Guiding Change Document – Fall Planning

RECOMMENDED BOARD ACTION: Approval

DATE FOR BOARD ACTION: June 18, 2020

REPORT

At the June 4, 2020 board meeting, a Guiding Change document was presented and discussed. The document was developed to guide the planning process and decision making for how our schools may be opened in the fall of 2020. The potential options the State of Minnesota are considering regarding how schools may educate students in the fall are based on the potential guidance from the Minnesota Department of Health. The decision will be finalized in July based on the progress and risks the Covid-19 pandemic presents to the reopening of our schools. Attached is the updated document based on those discussions and recommended changes. This document will guide Administration in planning decisions and is presented for board approval at the June 18, 2020 meeting.



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

Focus Question: What are the parameters in SoWashCo 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 distance learning period in spring 2020 to evaluate time spent on distance learning, technology issues or concerns, and district performance related to distance learning. • Educators developed and/or facilitated more than 200 hours of professional development between March 18- May 15, with little time to prepare. Professional development topics included 	<ul style="list-style-type: none"> • We will not engage in actions or behaviors that are in conflict with the SoWashCo Strategic Plan and district values. • Our comprehensive COVID-19 fall plan will not violate school district policies or laws. • 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 make decisions without considering the needs, voices and expectations of our entire community. • We will not make decisions that create or exacerbate inequities for our black, indigenous and people or communities of color. 	<ul style="list-style-type: none"> • Our strategic plan and core values of equity, collaboration, integrity, relationships, and continuous improvement will drive our direction and path moving forward. • The 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, while focusing on closing the achievement gap and the additional gap created during the distance learning period. • Our plan will provide flexibility for students, staff and families in how the curriculum is delivered. • 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 include facility space, staffing and health and safety resources. • Provide early learning (Birth-Age 5) opportunities through Early Childhood Family Education,

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<p>technology basics, online teaching support, Social and Emotional Learning, trauma-informed practices, support for Seesaw and Schoology, culturally and linguistically 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 more than 155,000 meals to students in the community between March 18-May 31. • More than 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 Minnesota school districts prepare a plan for the transition back to school. • More than 80 focus groups were conducted with SoWashCo 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 adjusted its grading scale at the high school level to include grades of A, B, P, and N. In addition, the grade point average for third trimester was not factored into the cumulative GPA. At the middle level, the grading scale was converted to a 		<p>Preschool, Early Childhood Special Education and School Readiness programs.</p> <ul style="list-style-type: none"> • Grading will provide students and parents feedback that measures student performance against a fixed set of learning standards as determined by the teacher. • We are committed to personalized learning embedded in equity and social-emotional wellbeing. • Use this opportunity as a catalyst to reimagine teaching and learning as we know it, by dismantling systemic racism to address opportunity gaps. • Will need to consider courses that are typically done face-to-face Classes that need to be in person? Project Lead the Way (PLTW), Career and Technical Education (CTE) • Stakeholders will be consulted to inform decision making and recommendations regarding fall planning. • We will consider needs for transportation, food, extracurricular activities and out-of-school time. • Flexibility with our school calendar • The latest information will be shared with families about the return to school in fall following guidance from the Minnesota Department of Education and the Minnesota Department of Health (MDE is expected to release guidance the week of July 27.)

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<p>distance learning scale which included a Pass/Incomplete. The elementary grading did not include the completion of the regular progress reports and instead, progress in math and reading was shared directly with families.</p> <ul style="list-style-type: none">• Our district facilities and custodial teams have increased sanitation and conducted thorough cleanings of each of our schools and district buildings. Safety protocols have been put in place at emergency care sites.		