

Comments from August 5th LeCAP Meeting, August 6th Transition Task Force Meeting, and September 2nd LeCAP Meeting

Counselor saw increased anxiety, disconnectedness, and feelings of isolation.

Talked about helping families create PODS. Parents said willing to help tutor/support underrepresented students.

Lack of st-st interaction biggest challenge. Zoom meetings helped socially, but preference for smaller groups, especially from parent of younger kids. How best can we emulate in-person experience? Has there been thought of district guidance re: private learning pods (equity, health safety guidelines)?

Need immediate assessment of all students to determine needs. Could there be a smaller district-wide task force to do 1-on-1 check-ins and support for neediest students? Biggest achievement obstacle is engagement - how can district check in with students who are not participating? Give timely feedback to sts on their assignments - all of them if possible. Can there be a tech platform to inform parents when sts do not complete assignments?

SEL Support

Parents would appreciate support for their children around uncertainty e.g. how things are going to be different, missing school traditions. They would also appreciate advice on how to approach this with their children.

Parents felt that they could better support their children if they know how their child is doing as a learner. They knew that they completed the work but they didn't know to what standard. If they knew how concepts were taught and what the expectations were they wouldn't try to teach different methods or expect too much. This lack of knowledge led to frustration and a breakdown of relationships in the home.

Zoom caused anxiety and upset for some children. Anxious about being on screen.

Worries around new children starting school and making friends. Ways to include new students.

Address Learning Loss

Assess children to identify areas of learning loss

Provide more RAMP time for Math and Reading K-5

Train instructional aides to work in breakout rooms.

Work in-person with students

Disappointing and enraging - no budgets for the actions specifically for low income students.

Action 4 - differentiation - no budget

RAMP is being used to benefit all students. Not being used appropriately. Need to regulate who attends RAMP.

No parent Equity Committee. We should form a parent equity committee.

Parent of rising 7th, Ed. 4th, 6th, 7th, freshman: Explicit support- weekly check in, differentiation is the key for student, project based learning, individualized learning for kids, connect people to do projects

Assessment, sense of iReady is one way to do that, As a parent, they can't see that assessment data- tools for parents to see , took learning into own hands

Range of advancement, online learning was too easy in elementary. Motivation for middle school was tough, kids who are on top and advance- as the bell curve widens, we will need to be better able to serve our kids, executive functions are needed

Providing children with ways to organize in distance learning, and addressing our neediest students, live- relationship driven component. These are our students who are more critically at risk. Counseling resources

Talked about the need for students to be able to socially interact with one another via "pods"; want to explore ways to bring kids back on campus during distance learning to be able to socially interact; hope the schedules created are not just two hours straight on a screen, but divided up over the day; learning goals clearly stated at each grade level; other than that, they just asked questions

Connection with other students and people

Prone to anxiety

Executive function

Authentic learning

Connectivity for families - alert families to be in it for the long-term

Screen recording

Consistency of learning

Student devices

Some sort of template for parents to be able to refer to so they know who to contact if there are issues for child

Find more effective ways to provide academic help to kids who can't access it from home

Find better ways to support kids as a whole MV community when it comes to food, shelter, and care for kids whose parents can't afford help

Social emotional needs and support:

Some sort of physical meet up environment (PE, clubs, book clubs). Fear the learning in isolation that is tough for little kids like Kindergartners. Looking at a screen is tough. Hardest part was being disconnected from friends. Do some sort of safe, outdoor activity. Kindergartners do well in the smaller groups. Pen Pals? Show and Tell? Buddies? Nature exploration club?

Learning Loss, Accelleration esp. for most vulnerable:

Partnerships with community organizations (libraries etc)? Link up with tutoring groups? Especially if there is no parent at home.

Small group, outdoor, one on ones with teachers esp. for the youngest kids. Difficult to assess learning loss on Zoom. How can our trained staff interface with students? We need to be creative!

Saw some loss of learning and frustration with online learning

Saw increased anxiety and worry. Inquired about Audit, homework club. Discussed RAMP teachers and EL support classes.

Discussed the importance of assessments

Connection teachers will give to our kids will be better. We had Uneven experiences. We didn't know what we didn't know, the professional development is important, we are looking forward to knowing what platforms we will be using. The team teaching concept is very important. The hours our staff have invested are important. Everyone appreciates having information. We had a kinder family. We will be doing our formative and summative assessment to know where our kids are. Elementary and Middle School teacher- concern for keeping students engaged and on line and on time. How will we support kids who may not have the resources. Time for creativity is really important Love of Learning. A specialist shared more about her excited more for these additional day for professional development,

Weekly or bi-weekly check where teachers ask how distance learning is going for students even for a short period of time, 1 pager about what the benchmarks or standards students are supposed to be mastering, weekly lesson plan or plan for learning

Concerns about how social-emotional learning will be addressed for young students in remote learning as they need to be together with peers.

One parent glad that there will be some live teaching this time.

Concerns about learning loss and want more info from the district about how students will be assessed and how this will be directly addressed.

Entering K - really want in-person instruction as soon as possible. Could it be arranged for students to meet teachers in person at all? How can school be started in a way that is fun/normalized? Camps are running so it seems like teachers should be able to meet students in small groups. Parents are forming pod and it would be good if there could be support to organize these by school/classroom so kids feel more connected.

3rd grade - could it be set up so that teachers could meet the students outside as the kids need to meet their teachers. Need a daily schedule so that parents can provide info to their pod teachers about how to best support students with daily school activities.

I guess I'd say I'd like to learn more about the plan for Middle school. There were examples of how live teaching would take place for K-5, but it was noticeably absent from middle school. So much focus on what's happening for when the kids go back to school, but not much about the next 6 weeks. ALSO, how will they create 15 person co-horts when school resumes? Does that mean that kids will only go to school 2 days/week or 2 weeks/month?

Can we incorporate "universal design?" Look to special education for ways to meet the variety of learning styles.

Attention span is a concern. How can teachers engage with different methods and pedagogical approaches to ensure a multi-sensory approach to learning.

iReady platform provided teachers with lens to assess students. Is the District looking at best way to collect this data? Has the District considered back-channel ways to obtain this information besides just asking students and parents, which may not give best information? Need mechanisms to evaluate how kids really are doing and not rely on a "thumbs-up".

Ensure that all students have access to internet and good wifi connectivity. San Rafael district as an example providing wifi in their area.

Strengthen parent/teacher communication; make sure everyone on the same page, check-in about social-emotional health.

Lower amount of time for all-group instruction to allow 1:1 student/teacher time daily (5 minutes?) so teachers can assess each student's unique needs – social, emotional, academic, etc. Sacrifice “learning time” for these important check-ins.

Fear that these learning “pods” will be counter-productive to what is happening with the teacher-led instruction, the more information the District can send regarding instruction, the better for everyone.

Learning Loss

Assess the children using iReady before the beginning of school to get a baseline.

Use Zoom for 1:1 and small groups of no more than 4 children

Children to meet with teachers prior to August 24th for an introduction, familiarize them with expectations and technology.

Maintain class groups from last year

At the Middle School parents don't know the teachers. How can we bridge that gap?

We need to decide if there is any learning loss first, then we can address learning loss. Then, the question was how do address learning loss. Several suggestions were a common assessment, but also to check-in with the kids who needed the most support and talk with them

We need to make sure all the at risk students have the resource support from the pens to the iPads now before school starts - Lack of practical resources automatically makes learning gaps bigger

-How can we simulate the shoulder to shoulder learning, cooperative learning: how will we provide extra assistance?

-Building community virtually, overall classroom community-relationships will be even more important for those at risk.

-Middle School teachers are concerned about perceived priority of whole class being on Zoom together synchronously; worry that there will be no time to have small group or one to one meetings.

How can the district support these initiatives?

-Friendship networks

-small group live interactions with counselors vs. videos

-contact list at the beginning of the year; highlighting new families to encourage families to reach out

-Size and number of kids that can effectively interact varies in grade levels; smaller groups vs. larger groups for younger students

Accelerated learning:

-One on one teaching opportunities and engagement; small groups

-human contact in person where possible

-provide parents with tools to partner more with teachers (communication tools, how to help and teach, and help create partnership)

-Options or opportunities to have extension, and extended care after school in small groups; provide scholarships for those students who need it

-Pods at community center as opposed to in classroom learning? Why is THAT allowed and not at the school site?

-Learning pods: unintentional exclusion, how can school facilitate learning pods since this opportunity should be available to all students?

Consolidated learning platform

One portal, navigation within that one portal

Add tech orientation for students

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| No idea how to turn in homework |
| Time to practice |
| Time for teachers to train/orient students |
| Parent tech orientation also helpful |
| How do you determine there was learning loss last spring? |
| iReady was rigorous on-boarding; when would that be disseminated this year? |
| Minimal amount of assessment in Mill Valley, so how do we even know how much students may have lost since March? |
| Took solid month for RAMP to get started in spring; no reason to delay in fall |
| Take base grade of entry this fall as baseline skill level |
| Addition of actual online teaching will be really helpful |
| Being able to receive actual teaching from a real teacher much better than app motivation |
| Small group learning most effective use of time |
| Office hours were effective; hope for more of that |
| Allow teachers to get to know students better; small groups would help with that |
| Another school is keeping previous year's classes together; kids know each other, even with a new teacher |
| Chose extended distance learning; disturbed to learn they would be taken out of school, grouped with district students; classroom connection/home school connection even more important |
| Teachers do amazing work. Worked with the kids. sent work to them Make sure that they have iPads and they are working. Not sure if they did not know how to pick it up. Make sure that instructions are clear as to how to pick ipad. one on one worked really well. |
| There was a real need for one on one as well as group time. That was met. |
| Try to keep going as best as we can and continue to support these students. We need to aknowledge that we are not in make up mode yet. Prevent it from happeneing keep supporting them . |
| Need more connection with the teacher. SEL is very important. Emotional stability is more important right now. Elementary did videos. |
| Students already stressed about the virus, and not being able to see friends and family, they don't need the additional stress of falling behind in school. We need to reassure them that this is a challenging time and as long as they're doing their best, they're good. |
| Ensure counselors offer 1:1 and group support for students |
| Create extensive support services through counseling - live support is necessary |
| Students that lack executive functioning skills are "dropped in no-man's land" |
| Need consistent plan |
| Assisted study hall,but need more communication for it to be effective |
| Need to communicate assignments and due dates to students and parents so they can work togehter to make sure the work gets done |

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| Need to coach students in executive functioning |
| Need authentic differentiation |
| Establish predictable learning routines, create habits of mind |
| Community volunteers (other parents) can reach out to students and families who are unable to access the curriculum |
| Students need to be somewhere in person - provide scholarships or provide opportunities for safe, outdoor, in person connections |
| Get accurate assessment of student learning levels - use info to design learning that keeps students engaged and is not too much so they feel overwhelmed or too little so they disengage with the learning |
| Create an emotional connection to community - scholarships, learning and celebrating each other, when kids feel left out and different it is not a good thing. Help kids feel pride and create community |
| There is asking questions and conversation between kids is encouraged. Small groups coming to school during meet and greet. Other opportunities for one to one meeting. Kids are staying on zoom during breaks, social connection during breaks. Improvements from the spring. All grade levels have been doing meet and greets to meet peers and pick up materials. There are family and counselor coffees and new families are able to meet with each other. Our counselor is talking to classes about connection and kids are writing down their intention on how to connect in person. There are virtual offices for kids to connect with the counselor to say hello or report a struggle they would like support. When kids need brain breaks, kids are finding fluffy characters. Teachers are using equitable ways to ask kids to share. Staff are meeting really cute dogs this week. Kindergarten has been challenging- new school, new classroom, new zoom platform. Kindergarten is transitioning to small groups soon. Doing Calendar, singing songs, celebrating their names, looking at the letters, sharing time for the kids, students of the week |
| Brain breaks are helping |
| Middle School the schedule is helpful |
| Not entirely sure because she is in her room doing her zoom |
| Mom asked kid if he talked in his classroom and kid said yes |
| Likes the structured expectation |
| Last week it was hard with zoom fatigue when you go to all six classrooms |
| 5th grader seem engaged |
| Meet at school in small group at school to increase engagement |
| Has there been any attention, to small outdoor pod stuff |
| Attendance has been good for middle schoolers |
| All agreed that kids were engaged more than in the fall |
| Kids love seeing each other online |
| academically things are fine, but wish there was a way to engage in person more socially |
| The discussion centered around having designated people at each school site reaching out to families |

All three parents said there was huge improvement in learning this spring over last year.

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Building Community and connection

-teachers are being creative with platforms-Zoom and PearDeck and Flipgrid

-teachers are assigning "get to know you" activities

-teachers are giving students opportunities to share with other students in the class

Increasing attendance and engagement-

-having a grown up person nearby is helpful, esp for SPED kids

-challenging for students whose parents are frontline workers

-SPED-home visits-helped in the spring

-SPED-parents/students have cell phones

-elementary students need help getting on

-teachers leave zooms open for the entire time, so kids don't have to log back on

-do we need a volunteer force to help parents/kids get on and stay on

-brain breaks are helping the students stay engaged

-setting alarms at home for kids to know when to get on

-child friendly google classrooms with voice memos

-games

-the day is in the same main chunk of time across the school

-PE distance learning needs lots more movement

-maybe kids could be offline to do their PE so they actually start moving

1st grader at Tam Valley. It's been difficult for young kids to feel a connection. The kids haven't met each other so they aren't feeling much of a connection. Hard to watch because it's minimal. It might be a good idea to have some smaller groups/breakout sessions for the kids to connect.

2nd grader at Edna. Been having a hard time connecting with kids and having trouble taking class seriously. Daughter will wander off and has to be redirected back to the zoom. Breakout rooms are where she is connecting more with kids. She talks about kids she interacts with at the breakout room. Feels more interactive.

3 kids, 5th, 2nd at Tam Valley. Students are English language learners so that is a challenge. Breakout rooms are going well and are easier for kids to connect. Been very hard to connect particularly for 2nd grader due to English not being his primary language.

president of Park PTA. Hosted virtual 5th-grade pot luck last night. Kids connected and were able to connect in a less structured way. Felt more "real" than some of the other events because it was less structured and more real. Getting parents to reach out to other parents has also been helpful to have them start connecting with other parents. PTA has set up a table once a week where parents can drop by for support and connection.

8th grader. Panther community time has been a big hit as it makes the start of the day feel more "normal". Daughter has been setting up zooms with friends to do homework together during asynchronous learning time and this has been where she is getting most of her social needs met.

2nd grader - engagement is hard. Zoom fatigue. Said she didn't want to go to school anymore over Zoom. Lots of time staring at the teacher over Zoom. The kids don't feel like they are participating so they wander off. Smaller groups seem to go better. Need time to think about that.

Small groups are so important because the little kids need to feel like they are doing something. Teachers need to be adept at tech. Her child was in a class yesterday where the teacher had zoom issues and spent 25 min trying to figure out how to share a screen in zoom.

Due to specialty classes they start at 8:15 and end at 1:30 - 2. Specialty classes are getting in the way of prioritizing academics. The schedules need to be simplified because they are being asked to extend their day on zoom across a full school day. Need to look at consolidating schedules to boost engagement. Need to end synchronous instruction in the morning, particularly for the younger kids. It's hard for the kids to have a longer break and then go back to the later in the afternoon to meet with their teacher and wrap up the day due to the "specialty" classes.

Night and day different from last year

phenomenal

organized

in breakout rooms:)

can raise hands when they need help

teachers are doing a great job.

kids feel supported and engaged

worksheets sent home...feels like kid is in classroom doing the work. feels like school.

enjoyed opportunities to get on campus.

Meet & Greets were great - could we do them again.

ALL 3 parents impressed with what's happening.

Morning check ins . . .what's going on at home.

Meet & Greets helped get the picture of the household

Solicit info on the set up at home...could that be affecting participation

Well placed breaks help

Goal for the teachers is to make students feel connected. Meet and Greets, community building activities, lots of opportunities to share, a lot of breakout groups, kids see each other and teach each other.