

Gilroy Unified School District Learning Continuity and Attendance Plan
Summary of Stakeholder Input Fall 2020

Highlighted indicates that the comment or suggestion was made by high number of stakeholders

Focus Area 1: Addressing the social and emotional needs of students

Comments and Suggestions:

- Access to extracurricular activities, opportunities for students to socialize virtually
- Virtual celebrations and recognitions
- Zoom recess or lunch, supervised by an adult
- Emphasize social-emotional and well as academics
- Encourage teachers to help build relationships between students
- Parent training to help them support their children
- Encourage or require students to have cameras on
- Teachers check in with students individually
- Consider in person social time with younger students led by volunteers
- Some schools doing good job with supporting social emotional needs of students
- Middle school dedicated time
- Lack of social contact big concern

Focus Area 2: Supporting families to engage with distance learning

Comments and Suggestions:

- Support caregivers with technology training and with understanding distance learning
- Volunteers to support parents (bilingual)
- Difficult to engage young children on the screen
- Whole group/small groups schedules- working great for some, not all
- Very helpful when teachers send daily/weekly schedule to parents
- Make lessons fun and engaging, invite guest speakers
- Immediate follow up for student absences
- Some families not connected; good idea to bring in some students without connection
- Identify issues preventing engagement
- Provide other resources such as preloaded ipads that don't require wifi, books or packets
- Provide how to videos for parents to use technology resources
- Provide parent training on Parent Square and other tools
- Spanish speaking families need more support

Focus Area 3: Addressing learning loss, especially for pupils with unique needs

Comments and Suggestions:

- 1:1 or small group support for students with IEPs, weekly check in with families
- Seek feedback from students regularly, provide resources
- Provide in person instruction for certain groups of students
- Possible peer support- high school students to help younger ones
- High school tutors for community service
- Virtual meetings with teachers, students and parents
- Services are being provided, but more support is needed
- Newcomers need more support
- Provide Zoom homework assistance time
- Provide supplementary services such as tutoring
- Consider summer school for remediation

Focus Area 4: Providing instruction through distance learning

Comments and Suggestions:

- Great improvement from the spring, more structure and better organized
- Some inconsistencies with schedules
- Use teaching time effectively
- Provide feedback to parents about students' engagement in lessons
- Too many apps; confusing for parents and students
- Teacher communication is good
- Allow for breaks between classes
- Some teachers doing great job making learning interactive
- Younger students struggling with time online; provide some offline activities
- Recognize privacy issues with camera on for some students
- Parents may not know about office hours
- Distance learning very challenging for working parents
- Some issues with cheating
- District efforts are recognized; positive and transparent district communications
- Break classes into smaller groups/morning afternoon sessions
- Plan to bring back students as soon as possible