



## Atlanta Public Schools Community Engagement Survey Results June 2021

In June 2021, Atlanta Public Schools (APS) requested feedback from the community on the development of its plan to support student learning with the funds received through the American Rescue Plan Act (ARP) of 2021. Community feedback was submitted through an online survey. Approximately 925 respondents completed the survey, sharing more than 1,400 recommendations, strategies, comments, or ideas.

### Background

President Biden signed the American Rescue Plan Act (ARP) of 2021 into law on March 11, 2021. The law provides \$1.9 trillion in COVID-19 relief, including allocations of roughly \$125 billion for the K-12 education system. APS is slated to receive just over \$200 million to help address the impact of the COVID-19 pandemic on APS students. ARP funds have been provided to school districts for the following:

- Provide for a safe return to in-person instruction consistent with CDC guidance on reopening schools.
- Address learning loss through evidence-based interventions.
- Target students who are underserved or disproportionately impacted by the COVID-19 pandemic.
- Maintain continuity of services for students and staff including social emotional learning, mental health, student health, and food services.

The district is planning to utilize this funding to address several critical areas, including academic recovery and intervention, social emotional learning, and student and staff health and well-being. The community's feedback is an important part of developing a plan that addresses the most pressing needs of our students. Thank you to everyone who shared their perspective and engaged with us on this important topic.

Every response was categorized and organized by the allowable areas of funding (health & safety; addressing learning loss; targeting underserved students; and student services). Two additional categories were added that supported those areas of funding: Staff Support and General Feedback. Below is a summary of the responses and the entire list can be found in the Appendix.

### 1. Provide for a safe return to in-person instruction consistent with CDC guidance on reopening schools.

**Health & Safety Protocols:** While there are differing opinions on requiring masks and requiring vaccines, there is general agreement on the importance of testing, school

cleanliness, providing PPE, social distancing, and having access to clean air and water. In addition, strong communication around the protocols and expectations was recommended.

## 2. Address learning loss through evidence-based interventions.

Community members identified a series of strategies related to classroom instruction:

**Intervention:** There is a need for academic intervention during and outside of the school day for those students who are struggling and need the support.

**Instruction:** It is important to focus on face-to-face, engaging, standards-based, differentiated instruction that addresses learning gaps. Also, allowing teachers flexibility to adapt instruction to best fit the needs of their students.

**Acceleration:** Funds should be used not solely for remediation, but ensuring all students benefit from the rigor or acceleration that may have been missed during the pandemic.

**Focus on Reading:** There was an intentional request for a focus on reading through proven practices (eg. Orton Gillingham), additional staff (eg. reading specialists), additional and diverse books, and small group instruction.

Recommendations were provided on supporting instruction by adjusting the schedule, reducing class sizes, leveraging technology and materials, and being intentional with professional learning and assessments:

**Schedule:** While some stakeholders advocated for different schedules (eg. 4x4, asynchronous learning, daily breaks), the primary comments preferred not lengthening the school day for all students.

**Assessment:** Fewer, and less emphasis, on assessments; although there is a general interest in understanding the needs and opportunities for individual students.

**Small Class Sizes:** Create smaller class sizes by hiring additional staff to address the individual needs of students.

**Small Group Instruction:** Hire additional support staff to enable small group instruction was identified as a way to individual learning based on need.

**Professional Learning:** Offer professional learning to staff including best practices on social emotional learning, anti-racism, and skill-specific training.

**Technology:** Balance the use of technology going forward to overcome technology fatigue. The majority of the feedback focused on ensuring all students had the technology and wireless connectivity they need to be successful.

**Instructional Materials:** Ensure every student has the materials, textbooks, resources, and tools needed to be successful.

**Virtual Learning:** Provide effective virtual learning for those students who prefer it.

A focus on focusing beyond core academic learning loss was shared as essential to whole child development:

**Enrichment:** While addressing academic impact is important, students need the enrichment activities and experiences that come with PE, art, music, drama, foreign language, field trips, sports, and other engaging opportunities.

**College & Career Readiness:** Ensure high school students receive the support they need to be ready for college and career: for example, counseling, career pathways, and life skills.

### **3. Target students who are underserved or disproportionately impacted by the COVID-19 pandemic.**

**Additional Staff:** Additional staff are needed in the areas of counseling, paraprofessional/instructional support staff, certified teachers, interventionists, and tutors to address the academic, social, emotional, and mental health of our students.

**Tutoring:** Offer free before or after school tutoring for those students who need it.

**Before School, After School, & Summer Learning:** Provide free or affordable before and after-care and programming to support families, address learning loss, and build social emotional gaps. Additionally, continue to fund and prioritize summer and school-break learning opportunities.

**Personalized Learning:** Plans for academic, social, emotional, and mental support that are individualized with a focus on individual learning plans, small group instruction, and small class sizes.

**Students with Disabilities:** Focus on providing students with disabilities and their families more resources, services, intervention, communication, and understanding.

### **4. Maintain continuity of services for students and staff including social emotional learning, mental health, student health, and food services.**

Across all survey responses, the largest focus was on increased wraparound supports, mental health supports, social emotional learning, and student well-being (specifically unstructured and outdoor play):

**Mental Health: Requests for** mental health supports in the areas of professional learning (trauma-informed practices, identifying needs); additional staff (therapists, counselors); and support (brain breaks, therapy sessions for students/families/staff)

**Social Emotional Learning:** Increase and enhance Social Emotional Learning through dedicated staff, student/staff support, tools and resources, courses and instruction, and access to counselors.

**Wraparound Support:** Provide wraparound support to students, staff, and families, to include additional staff (eg. counselors, psychologists, behavior specialists), resources (eg. therapy, basic necessities), and individual need-based assistance.

**Student Well-being:** Implement opportunities to build in play, outdoor time, physical activity, socialization time, and unstructured breaks throughout the day.

In addition to focusing on student-specific wraparound support, recommendations focused on understanding the needs of families and providing the needed support:

**Family Engagement & Support:** Support families in a few major areas: 1) basic necessities, 2) wraparound support, 3) academic/instructional support, 4) family capacity & empowerment, and 5) engagement & communication.

**Nutrition:** Provide free, healthy, and accessible food for students and families throughout the year.

## 5. Staff Support

**Staff Pay & Incentives:** Provide staff with increased compensation was the most common strategy connected to supporting staff.

**Staff Support:** Support staff by being flexible; providing wraparound services; engaging; building capacity; and prioritizing well-being.

**Staff Childcare:** Provide childcare for staff

## 6. General Feedback

General feedback from survey participants focused on five major areas: communication, mindset, systems & structures, budget, and transportation. The following are brief synopses of each of these categories:

**Communication:** There is widespread agreement that regardless of how funding is allocated, the district should strive for improved engagement and communication, to include more transparency and candidness, more community involvement in decision-making, increased frequency in communication among staff, students, and families, to promote a culture of engagement.

**Mindset:** Create a resilient mindset by understanding the stressors facing our staff and students and create an environment of patience, grace, flexibility, empathy, and reasonable expectations.

**Engagement:** There was general agreement for in-person learning, but there were recommendations for the process going forward: allow principals and teachers to determine how best to serve students, listen to teachers and parents before making decisions, and trust those closest to the students.

**Equity:** Equity was identified as a priority for those who need these funds the most, while other community members advocated for funds distributed to all schools.

**Transportation:** Provide enough transportation to ensure social distancing, provide transportation taking advantage of tutoring, and ensure timeliness of arrivals and departures.

## Appendix: Full Responses

Provide for a safe return to in-person instruction consistent with CDC guidance on reopening schools.
<b>Health &amp; Safety Protocols</b>
<b>While there are differing opinions on requiring masks and requiring vaccines, there is general agreement on the importance of testing, school cleanliness, providing PPE, social distancing, and having access to clean air and water.</b>
No masks
1. Make sure our restrooms are clean daily and have soap and paper towels daily. Require custodian to clean the restrooms daily.
Make sure everyone has continuous access to restroom and has temperature monitoring
COVID-19 testing; requiring face masks for students teacher, staff and parent in the buildings and social distancing and actually mean it.
Resources, PPE
By providing plexiglass for both students and teachers, by making efforts to limit hallway traffic/ by allowing students to eat lunch in other areas of the building in addition to the cafeteria
Ensure the safety of unvaccinated students, continue mask requirement, and social distancing. Continue Covid-19 testing for all students under the age of 12 years. Limit visitors in schools, educate parents about the Covid vaccine
Continue the use of temperature monitoring at a minimum, allocate a room for anyone who appears to have the virus. Maintain a stand-by site for virtual instruction.
No mask and more teacher interaction which has been lacking
Training and cleaning supplies
APS should mandate masks in school and buses, Provide classroom with desk shields / dividers. Daily temperature checks , weekly covid tests ,
Investment to ensure schools are open for in person learning, and promote vaccinations among student population.
It should be made clear all of the precautions needed for the students to be safe while being in school.
Get the kids in school. Provide vaccination sites and information
Give the money back to the taxpayers, open the schools in full, and drop all CDC recommendations. This is not a difficult thing. It should have been done initially. Continuing with the CDC recommended practices is borderline criminal at this point.
Please make masks optional Provide opportunities for kids to play together organically
Be clear and concise on what measures are being taken to make sure that students are safe. For example, proper ventilation in the schools, security where needed crime is on the rise in Atlanta, hand washing and germ education, etc.
Require vaccines of staff and teachers, allow breaks for social time,
I still think that all students and staff should wear mask until they say if safe for all Americans in our country.
Just make sure they are safe
Mask on
1. Require covid vaccinations for children (the same way that other vaccinations are required).
Children should not be required to wear masks and should absolutely not be required to take the non-FDA approved Covid Vaccine.
Have a day to clean schools once a week.
Make sure temperature and virus detection is implemented and keep virtual school around fir students that get sick so they can keep up if sickness or virus allows.

3. Continuity of COVID mitigation strategies (mask requirement, social distancing, surveillance testing).
Mandating that all teachers be vaccinated, and every student that can be vaccinated should be. You require other vaccinations, I don't see how this is any different.
Again, student safety.
What will the school day look like for in person students. Will vaccinations be required. With changing classrooms and so many children what precautions will be put in place from the school bus rides and be continued throughout the day for every area that our children will be exposed to?
Continue Covid-19 testing,
Remove the masks.
Ensure that students and teachers are back in the classroom. Vaccinate teachers and staff. Help dispel misinformation about the vaccine. Build upon our success reopening earlier this year
Provide information on the district's plan to keep the students safe and reiterate the importance of keeping kids home while sick and the protocol to send kids homes if sick constant coughing or sneezing.
Invest in social distancing initiatives for in person learning and hand sanitizer stations
still provide mask, check temps, sanitize daily, and provide space between students
Ensure that students have access to clean water
APS should continue to provide COVID testing and continue to send children who exhibit symptoms of illness home. Being compassionate to parents' working situations does not mean that we forget about the threat to other students and staff in the building.
COVID testing
Separation screens for the students as an extra mayor of protection again Covid and variants.
By making sure that everyone has what they need to help keep the place Sanitize and clean, and also help provide supplies for the students and staff.
safety measures in place to minimize spread of COVID and violence in schools in an effort to keep fully operational for the entire school year
Schools (and the communities supporting schools) need to have necessary PPE funded by the district. My teacher needed tons of support from families last year: Headphones for students when we returned F2F, ink for a printer in her classroom because she didn't qualify for a district-issued device, tons of masks and cleaning supplies to keep our school safe. It shouldn't fall on families to provide these materials when there are so many resources flowing from the federal government.
Get all teachers Vaccinated
Just reopen normal school as it was before. Any insistence on vaccine would be child endangerment.
school equipment to be able to safely space children in the event of a resurgence in the fall/winter.
Submit to checking temperatures of students..
Available COVID testing for students/staff that come to school sick, a continued understanding of classes missed due to COVID illness, keep a zoom system on-call just in case of an outbreak
fight the Governor's mandate to eliminate mandatory mask requirements, require weekly testing and promote vaccines to our students and staff
continue to enforce masks as part of the dress code until all students have the opportunity to be vaccinated!
Ensure students get vaccinated. Proof should be provided
Distancing, mask requirements, air purification, COVID testing, virtual learning for students who need to quarantine due to COVID exposure so that they can quarantine without falling behind.
Remove mask mandate. My son is entering Kindergarten and needs to be able to see teacher and students entire faces for education and social development.
Keep wearing masks
A plan to keep students safe and in person
Provide mask to each student, Supply hand sanitizer to students, make sure the students have hot water and soap in the restrooms, and make sure they maintain the social distancing. Maybe separating the desk far apart.
Require masks until a certain threshold of the student population is vaccinated.

Require students and staff to be vaccinated in order to minimize future outbreaks and more school time lost.
Cut the kids some slack, and don't make them wear masks.
No masks
Getting students vaccinated should be the number 1 priority so that they can return back to in person learning in the fall.
Ensuring in-person education 5 full days a week. Eliminating masks and social distancing practices.
Mask...surveillance testing...vaccine...district wide intervention in reading/math...uniform program to monitor data...
Require students and employees to wear masks to protect immunosuppressive persons in our communities.
Masking for folks w/o vaccines, active plans for big gaps between same-grade cohorts
Do not require masks
APS should mandate masks in school and buses, Provide classroom with desk shields / dividers. Daily temperature checks , weekly covid tests , Staggered dismissal
Insist everyone onsite is vaccinated. It's free. There's no acceptable excuse not to be.
Mandatory covid test every week for kids and staff, mandatory vaccination for eligible students and staff
Continue voluntary COVID testing and make great use of the extended day
Require teachers to return to in-person instruction Continue some of the safety protocols Offer in school vaccinations
Make sure everyone quarantines for at least 7 days before returning in person and after all holidays.
extra communication about safety precautions being taken to reassure the kids
Making sure all staff is vaccinated.
Keep strict sanitation and cleaning protocols all year round.
Provide in school immunization opportunities
Direct communication about what actions, safeguards and procedures will be in place to ensure parents and guardians that their children are safe in school. I also think if possible, APS should make schools vaccination sites so that eligible children and parents could easily get vaccinated.
7. Have on campus vaccination dates.
Ventilation!
Judgement-free support for those wanting to wear masks and those who don't.
I would have a drive to get as many students and parents vaccinated for 12 and up as a back to school effort for Day One Ready. This would also be a great Open House effort.
vaccination sites for students
Keep masks in place
3) more cleanliness and supplies that protect students and staff (masks daily, hand sanitizer, etc.)
1. Require all employees be vaccinated prior to Day One.
2. Require masks for all students and staff
3. District performed mask audits to ensure schools are in compliance with mask and air quality rules.
extra custodial staff to ensure cleaning to the highest level,
hot breakfast for the students in the cafeteria NOT in the classroom, remember the pandemic is still on going and continue to enforce safety measures in accordance with CDC guidelines,
over haul of the ventilation system, frequent filter changes



allowable recess within safety measures so kids can go out and play
Making sure staff is vaccinated so that's not a excuse to take off need intense learning at this point
No masks
Outreach to families to encourage vaccination of all age-appropriate students;
Common sense improvements to facilities to support safe learning;
School system should provide adequate preparation for classrooms to be equipped for safety.
Safety
1) Explore every option, and implement all possible, to fully return life to pre-Covid 'normal' for students and relieve the emotional toll of masking, distancing, no social/physical activity, etc. Everyone 12+ has access to the vaccine and can self-protect if they choose, barring conflicting health concerns, religious beliefs. Covid-19 measures should not be mandated of all students/school staff to protect people can get the vaccine but choose not to. I'm not suggesting vaccine mandates, but rather that those who choose not to be vaccinated should take ownership of the personal risk that entails rather than burdening others to manage that risk for them. And this is coming a parent who is vaccinated but does not want to vaccinate my children, at least until vaccines are fully cleared by FDA. I accept the risk of that decision personally and societally.
3) Mandate vaccines for staff/teachers present in schools - barring religious/health contraindications - for safety of the children, the staff/teachers, parents, and society at large. Many major corporations and healthcare are doing this, and teaching is a high-touch job with broad exposure to large groups of children. It seems reasonable to require vaccines of adults. Perhaps pay increases to appreciate the 'essential' nature of school staff/teachers. I would welcome a small tax increase to support this, even if just for an interim time period like 4-8yrs.
Take the masks off our children and get back to having normal class interactions.
Have a program that can provide the covid vaccine for kids with autism and special needs. Have therapists or educators there that can assist with the special need kids getting the covid vaccine
Ensure that elementary students are masked (at least until they are able to be vaccinated) and that buildings are kept as clean as they were for the last several months
Encouraging vaccination
mask wearing if needed but having normal interaction with the kids would help them come out of the great isolation
Mandate masks
On site COVID testing, and easy access to testing,
get rid of masks since how are young students supposed to learn phonics when they can't hear or see teacher face and allow students more outdoor time.
1- provide vaccination opportunities & continuing to practice safe social distancing and masking until all are vaccinated.
Additionally, mask should be suggested but not required, especially for the high schools since the vaccine is available. Teachers are going to have enough to deal with that enforcing a mandatory mask is going to distract from the teaching.
Provide hand sanitizer and hand washing stations
Let each individual family decide what is best for their child, ie not feeling left out for not getting vaccinated or masked. This is a form of discrimination. This is extreemly important to me as a parent with 3 kids at APS.
Continue surveillance testing in elementary schools until the vaccine becomes available.
Be clear and concise on what measures are being taken to make sure that students are safe. For example, proper ventilation in the schools, security where needed crime is on the rise in Atlanta, hand washing and germ education, etc.
De-stigmatize mask/no-mask and vaccinated/unvaccinated. It's already fixed in some children's minds that anything that can no longer be done like before is because of the Coronavirus. If adults are acting as foolish as we know to be true, imagine how unsettling a classroom full of young or not-so young scholars are going to behave? Send an email or snail-mail to parent/guardian before the 1st day, asking which side of the issue they are on
By doing thusly, it can be easier the gauge the attitude of the scholar. Don't make the question open-ended, simply agree or disagree.

Mandatory Covid testing when you have a cold or coughing without allergies negative test to return to work or school mask on every students DSE or not a descent break room so employees don't freeze temp check before entering the breakroom plexiglass in sections at the table's to communicate to feel or get back some what of normal surrounding environment.
Still wear mask if not vaccinated sanitize your your hands and be careful and respectful of others who are cautious about there surrounding.
Mandating that all teachers be vaccinated, and every student that can be vaccinated should be. You require other vaccinations, I don't see how this is any different.
covid testing until majority of students vaccinated
Clear guidelines about social distancing,
Spacing between
Masks required
Shield desks
Sanitizing school building often
Encourage and make vaccines available to eligible staff and students prior to school starting. Continue surveillance monitoring with weekly testing from Viral situations.
All students should be weekly tested for COVID!
1. Daily temperature checks before entering the building
2. Weekly Covid testing offered to students and staff
3. Mandatory mask wearing for students and staff while in the building (except in cafeteria-social distancing)
5. Sanitizing stations throughout the building
6. Regular sanitizing of the buildings, rooms, offices, etc.
Continued testing and across the board safety protocols with some autonomy for principals to enforce/adapt to their respective school
APS should remove mask mandate, temperature checks and distancing guidelines to allow children to interact in classrooms and cause unnecessary limitations in learning options to engage student and follow lips in critical learning years.
APS should address building issues in the north cluster that continue to be ignored like mold, HVAC that have never been a priority.
Safety
Making sure everyone is safe
We need a ton of inschool masks for the children.the parents should buy one for the kids however kids tend to lose things veryyyy often.i think disposable wipes should be bought as well.
Cleanliness, clean air and H2O
Please continue to provide any items to assist with safety for the teachers and students. Updates and reminders about safety measures to parents, staff, and families is important, and please continue to have updates about CDC Guidelines so everyone will remain educated about continuing to stay safe as we transition to in-person learning.
Continue daily wellness checks and ensure cleaning of buildings
Allow students to take masks off if the teacher is vaccinated. The data shows it will be okay.
1. Mask mandate for all faculty, staff and students indoors.
Mitigation and cleanliness of our schools needs to be a top priority. Prior to the Pandemic, our schools were not clean and viruses spread like wildfire. I am in the Grady Cluster for reference.
Continue the weekly COVID Testing
Provide each school with a nurse
2 Maintain social distancing and provide PPE
By providing all of the necessary equipment to protect themselves from getting sick.

make sure families know how important it is for children to wear mask and wash hands. I know they do things different at home but being around other people it is very important they understand and everybody isn't able to connect using a computer.
modernize A/C, clean up outdoor spaces
student health services is crucial in keeping our students and staff safe and healthy, nurses are leaving the school for better paying jobs, pay nurses what they deserve in order to retain quality care for students and staff. Im a nurse for over 30 years and Im only at a tier/step 3 on pay scale. Something is wrong with that picture
plexiglass shields/distancing.
Families: Rigorous safety measure in place, particularly for schools serving students under age 12, to increase families' comfort in sending their children to school in-person.
2. Educate students and parents on the importance of safety.
It's not safe
1. Conduct a webinar that explains all the new safety protocols or conduct a town hall meeting where parents can ask questions .
cleaning
Continue to provide COVID testing for both staff and students
mandate the wearing of masks in the building and all school related activities.
Allow for optional mask wearing, not requirement. Do not use a kid vaccine as an excuse to not follow the Atlanta data regarding low case transmission. Cases per 100k are 37. Fulton Co residents are 44% fully vaccinated. Other districts are allowing this an option. APS kids will fall further behind.
Clear safety guidance and increased capacity to follow said guidance
APS must provide, communicate, and hold firm clear guidelines for returning to school safely. The district should continue to support with PPE for all stakeholders as well. APS should provide all required academic resources for our new initiatives.
Continue to require masks for students and teachers / staff, continue Covid testing and contact tracing
Require vaccinations for those eligible - vaccines at school?
1) Free vaccination drives
PPE
As long as vaccines are not available to children under 12, I think that weekly surveillance testing needs to continue at elementary and middle schools. Outbreaks are still possible among populations of unvaccinated children at schools, even with following all the precautions APS implemented for the 2020-2021 school year. Surveillance testing is the best way to identify and contain outbreaks.
Continue to have Covid tests done during school days onsite. Remember that staff members have families too.
better ppo equipment for teachers and staff,
better protocols to monitor students and staff that is more effective in detecting if someone has the virus other than temperature checks.
3.) Families- have to step up, continue to be more cautious, practice safety measures, and I'm sure we will do it. We can and will persevere.
(1) Roll out Covid-19 guidelines that will be followed in each school
Ensure ALL teachers, staff, and eligible students have been vaccinated.
APS should inform families the importance of their COVID 19 mitigation protocols such as: 1. Mask requirements, & continued offering of school-based weekly COVID 19 testing - non-stop public announcements via TV, Radio, Social Media etc. 2. Unlimited supply of PPE
Follow the one of many successful models the local private schools have implemented. They have been back at school for a year.
create space on buses and within classrooms,
monitor health signs
Cleanliness, clean air and H2O

Maintaining the social distancing guidelines including masks for unvaccinated individuals, providing resources to support the increased learning day in elementary school, re-implementing the asynchronous Wednesday to allow for deep cleaning as well as mental and physical health recovery for students and staff (decreased burnout & increased overall attendance in my opinion) That day allowed for so many things that were beneficial to all stakeholders. If not implemented weekly, at least bi-weekly.
Encourage vaccination among students, families, and teachers: provide education and resources to folks about why they should get vaccinated, encourage students, families, and teachers to get vaccinated (I personally would be comfortable with a COVID vaccine requirement for students once a child-friendly vaccine is ubiquitous)
create a 'safe' environment for teachers and students
Continue to require mask wearing in all APS buildings, require bi-weekly testing of faculty and staff OR proof of vaccination
Clinical evidence does not support the need to make significant environmental changes- vaccinating educators and children should be of a higher priority then focusing on air quality.
More communication on protocols. Safety measures at schools. Testing and cleaning of schools
Continue to engage in surveillance testing
Required rules for everyone to adhere and abide by in writing. Consequences to be applicable if not followed. Staff and children should have the vaccinations unless an official written document is presented. Lives are at risks!
eliminate requirement of masks
increase safety of the buildings as it relates to cleanliness (increase janitorial staff and campus improvements)
2) Ensuring that we continue to practice "safe" behaviors to ward off an resurgence of the virus.
(1) safe protocols that may include testing and contract tracing in elementary schools.
(2) requiring staff and students to be vaccinated unless exempt (not sure what criteria you can legally use.)
Please also support and mandate masks in elementary and high schools for all, ESPECIALLY for kids who are not vaccinated! This is crucial to really defeating the pandemic, which is NOT OVER.
Covid vaccine on campus for students starting in July and august.
Provide a safe environment for all students and staff. Provide PPE for All schools and the departments within each school.
All schools should be equipped with desk shields to further ensure the safety of all students. There should also be strict guidelines regarding collective gatherings in the cafeteria, gym, etc. This will be extremely important for students who are not yet eligible to receive the vaccine.
In person learning. No virtual. Let the kids be kids. No masks. Bring back the lunchroom. Bring back everything back to normal.
I would have microban spray for each teacher.
I would have UV lamps to help purify the air.
During lunch time use the UV lamps to purify the air and then spray the microban spray. microban spray Last upto 24 hours in the air and on surfaces while killing germs and viruses.
Regular and free testing for all students and staff.
Maintain social distance protocols and safe practices
Air-conditioning in all schools and classrooms.
Cleanliness supplies,
New Mask guidelines for everyone and extra leave for teachers.
mask wearing at all times,
try to figure out how to do lunch with unmasked children.
by making sure that Everyone is SAFE
Ensuring that our school buildings are always cleaned and sanitized each evening before returning back to the building.
Providing clean and safe buildings.

No masks
CONTINUE WEEKLY TESTING FOR ALL EMPOLYEES WITH VIRAL SOLUTIONS
Stay 6 feet wear masks
Ensure that masks are required for all students and Saturday school option for students
Self sterilizing kits
Ample PPE and Covid Safety measures.
PPE and continual COVID testing.
1. Get back to normal. 2. Incorporate subtle Covid routines.
require masks until vaccination for kids under 12; include teachers in decision making
Have all students and teachers sanitize work areas and continue social distancing when possible
Make sure temperature and virus detection is implemented and keep virtual school around fir students that get sick so they can keep up if sickness or virus allows.
Stop trying to make children wear masks.
Our staff and should follow safety protocol all students.
Provide safety measures: weekly COVID testing, dividers for students' seating areas, limit faculty events/meetings to virtual settings only, mandate students who are ill (with any affliction) to remain home until they can return with a letter from their doctor stating it is safe to do so, limit daily events in which students from different classrooms interact.
Add more police patrol and cameras to reduce breaking.

## Address learning loss through evidence-based interventions.

### Acceleration

***Funding should be used not solely for remediation, but ensuring all students benefit from the rigor or acceleration that may have missed during the pandemic.***

Emphasis need to not only be placed on the learning loss of students but let's not forget about the students who may not have the learning loss but did not get to get the academic rigor or excel that they missed.

Prepare for gifted and advanced kids to require additional challenges in curriculum

Provide accelerated classes at elementary levels.

Provide innovative experiences such as field trips, science labs, and other exploratory opportunities at each school. Each school should have the ability if chosen to add a science or stem lab teacher or to add additional enrichment teachers. We need to use the CARES ACT money to not just remediate. All students benefit from innovation and extension. Also, we can't expect homeroom teachers to do it all. We need to create schools where the entire school is working to increase the achievement and engagement for all students. Finally, we need to make sure that schools have the autonomy to do what is needed and have the resources to meet the needs of their families.

Provide literacy labs and math labs to ensure interventions are occurring by qualified professionals and not just homeroom teachers. Homeroom teachers have too much on their plate to complete innovation and extension

Reflect and build on learning and acceleration strategies and intervention for implementation.

1. Academic loss for many students. For those who have continued to grow academically, allow them to continue with their track. Continue to support them with STEAM and GATE.

### Assessment

**Fewer, and less emphasis, on assessments. Although there is a general interest understanding the needs and opportunities for individual students.**

3. Less emphasis on testing and let teachers do what they do best-teach

Not so much pressure on standardized testing

assessment to determine knowledge gaps,

We need to understand how our children are going to reach goals. There seems to be a disconnect between grades and national test scores; can we receive information on how you'll measure milestone achievement to ensure students do not move forward without fundamental math and reading skills?

Students: in person assessments of all students (not a standardized test) to identify needs.

I believe in order to properly support students, appropriate needs assessments of the school, school community, and student population should be conducted in order to determine the most pressing needs of a particular school/community.

rigorously test kids at the beginning of school year to identify which areas need special attention; maybe organize some social parties with kids, parents and teachers

Find a way to opt out of state testing in k-5 , this time will need to be spent on helping students recoup lost skills.

Better planning/research. Observe what the needs are first and allow each school to address their unique situations. Don't dictate "solutions".

Provide resources for evaluating students' proficiency in areas other than ELA and Math -- for example, National Spanish Assessment for middle / high school

academic assessments that reflect where each child performs with transparency so each child and parent are aware of the strengths and weaknesses;

We need to understand how our children are going to reach goals. There seems to be a disconnect between grades and national test scores; can we receive information on how you'll measure milestone achievement to ensure students do not move forward without fundamental math and reading skills?

Additional assessments were mentioned several times in the PPT presentation - the last thing we need in our schools is more assessments. A better idea? Let the teachers teach and recover all the weeks that are wasted testing every year!

remove high stakes testing pressures

robust data systems to track student progress

Also quit using technology for testing all measures. Middle schoolers do not get to see their test results and figure out what they missed in order to correct Shri mistakes.
Students: in person assessments of all students (not a standardized test) to identify needs.
Find out what material certain kids did not comprehend as a result of learning from home and consider opportunities to get them caught up.
Remediate potential learning loss for students: assess and seek to better understand what learning loss has occurred and develop strategies for addressing the learning loss
Let teachers meet students where they are and truly ease them back into school without pushing adherence to standards and standardized testing. Another year without testing would be a huge relief to teachers and students and will offset some of the added challenges of reopening (like behavior issues and learning loss)
Resist the urge to focus on academic/testing rigor - this will only add to the trauma burden. The emotional and social effects of this pandemic will last far, far longer than the academic ones.
Teacher/counselor assessment on learning gap and closure plan
An assessment screening instrument needs to be utilized to determine the academic and emotional needs of students. These identified academic deficits and emotional problems must be addressed.
Get rid of milestones.
fair student assessments
<b>College &amp; Career Readiness</b>
<b>There is an interest in ensuring high school students receive the support they need to be ready for college and career: for example, counseling, career pathways, and life skills.</b>
1) Extra support for college-bound students (juniors) -- test prep, counseling, realistic goal-setting; also--why are high school course catalogs "hidden" on school websites -- I have no idea what classes are available to my high school student;
5) lower the number of community service hours required for graduation. Catching up on lost learning requires time that many students don't have. Also, longer school days = less time for extracurricular activities, part-time jobs, and volunteering;
Counselors at the high school level should be supportive of college and career applications, more nurturing in their approach. Perhaps more finance is needed here. We found this year extremely disorganized and hard to navigate and we are an involved family.
expanded career and college prep counseling for rising juniors and seniors
Otherwise: work-based learning opportunities for secondary students; offer CTE curriculum that culminates in an industry-recognized credential; pay fees for dual and concurrent enrollment, AP exams, CLEP tests, and IRC exams, so that secondary students successfully transition to college and career.
3. All students should receive education on finances such as credit, career building, money management, savings, checking etc...
partnerships with corporations (more exposure to college and career)
Please allocate student support resources to the Atlanta College and Career Academy (Specific Need: Counselors)
3) put vocational programs back in the schools--especially in impoverished areas so students can learn trades (vs. the heavy focus on academics meant for college-bound students);
<b>Enrichment</b>
<b>While addressing academic impact is important, our students need the enrichment activities and experiences that come with PE, art, music, drama, foreign language, field trips,sports, and other engaging opportunities.</b>
4. focus on specials- kids missed out on PE, art, music, spanish, etc while home- and they need that SEL to succeed in other academics.
Extracurricular activities. Increase art and music programs.
New opportunities for students to have experiences relevant to life/career opportunities; regular community social events/gatherings; well-being support
Support for extracurricular activities- art, sports (all athletics), music, dance to increase activity and enhance learning.
Set up clubs for life skills, tap into developing and evolving our kids hands , hearts and minds, by being hands on and caring. mentor program for kids How to be equipped for surviving school through middle high school and college.

Hands on activities projects homework learning videos
Provide more before and after school enrichment activities, provide reductions in costs for LEEP/learning activities, continue to fund free school meals to help those in need, consider more summer school activities.
Longer school hours and more enrichment activities.
Enrichment, interventions, focus on science and social studies (which were severely lacking last year)
Art, music, dance, drama to support student emotional learning and make remediation engaging
new/engaging academic programs
Enrichment activities
enrichment opportunities for students
Provide experiences outside of the classroom where students are challenged to think critically and explore.
Lots of activities and communication. Get involved in the communities and get the kids, staff and families out and about interacting again. Provide extracurricular activities that have a learning side but a fun side like optional after school field trips or extra credit for attending events where they might learn something or even watching documentaries that may supplement what they are learning. Get the kids writing as it is therapeutic and will help develop their writing skills. The staff also needs to push themselves and lead by example and engage the students in everything possible.
Hands on activities projects homework learning videos
I also believe Fine Arts (FL, Music, Art, etc) need to be taught in all schools.
Reopening sports
2) continued funding through programs to help students grow in talent development
More project based learning may be effective for social and mental in-class instruction and journaling but, not subject to stringent grading. It should only be for well care.
experiential learning resources that honor various types of learners as they ease back into in-person class
More STEM activities *during* the school day in addition to current after school programs.
Offer students *more* time for "soul" classes - music, art, languages, recess, PE instead of just zeroing in non-stop on intense academics and more testing. Kids process the world through these disciplines and often find community within the safe spaces of the band/orchestra/art room or their sports team or the playground. They *need* to process as much as they *need* to make up lost learning objectives. Do not sacrifice one for the other.
(1) additional time for creative subjects like art and music — these are the types of classes that were especially marginalized during virtual schooling given the difficult nature of teaching them virtually
Use proven methods like arts integration to help with academic recovery.
Mentoring opportunities
Additionally, students need one to one support from mentors.
I would recommend implementing curricula with a fresh perspective and involves innovative experiences that allow them to take part in shaping the norm. Also, our students should be having conversations about entrepreneurship. I would be happy to be a part of the conversation on how we can do this for our kids!
optional extra sport / activities for those that are in need
provide opportunities for enrichment



Already the goals for next year seem overwhelming. We need events and daily joys that are motivating and exciting. Things to look forward to, rather than to dread. I can't overemphasize how the Arts can be exceptionally powerful in helping students reconnect, heal, express themselves, feel inspired, and soar. Art and Music, theatre, dance, creating things--all of these inspire creativity and curiosity, and ALL of them can connect to and expand understanding of academic content. I do not understand how the cart is always flipped in front of the horse by putting academic remediation in front of things kids are excited about--things that could spark a love of learning and curiosity.

Investigate the Kennedy Center's curricular resources for genuine arts-integrated learning. <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/lessons-and-activities/ApplyFilter/?page=0&sortColumn=Date&sortDirection=Descending>

Arts integration, defined by the Kennedy Center as "an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject and meets evolving objectives in both"

The Alliance Theatre provides fantastic training and arts-integrated experiences. As traditional schooling silos academic subjects from each other and from the arts, we lose opportunities for holistic learning, creativity, and innovation. Artful learning experiences are powerful and impactful. They should not be the "sprinkles on top" of an academic program, a side dish, or a "nice if we have time" thing.

3. Implement more activities involving farming, and our ecosystem.

4. More funding for field trips (more adventurous trips) They literally have been going on the same trips for a decade now.

5. Introduce students to the real science, more space activities, etc...

7. Music and Arts should be implemented more into their education.

provide opportunities for ALL upper level (HS) courses to be involved with virtual or face-to-face field trips this year.

Increase unstructured and creative time with peers - longer PE, longer lunches, more social time.

music, arts, theater, dance!

Provide funding for staff and students for enrichment programs

Not lose focus on STEAM and enrichment areas.

#### Instruction

**It is important to focus on face-to-face, engaging, standards-based, differentiated instruction that addresses learning gaps. Also, allowing teachers flexibility to adapt instruction to best fit the needs of their students.**

The teachers need to be accountable for staying on track with the curriculum and creating creative ways to engage the students. After the longest year of online learning they so need the face to face instruction.

Core subjects maths and English longer lessons or more frequent.

In school teaching that is not via Zoom

2.) Require active teacher/student engagement in remediation and study skills courses so they do not become study halls.

Engaging curriculum

Adopt Montessori education models in underserved schools

Hands On Engaging Lessons,

2) More rigor around writing requirements;

taking the time that is needed to make sure students have mastered the prior grade standards before starting on new material

I believe the best support APS could provide is getting back to basics and normalcy. Focusing on Reading, Writing, and Math is critical instead of other things. Teachers need assistance with teaching reading, writing and mathematics. It was very evident this year, that teachers do not prepare for lessons and often do not understand the content themselves. Watching my son's teacher teach fourth grade fractions was a disgrace.

providing face to face instruction rather than the children individually doing the assignments in the classroom while on zoom

Clearly explain the protocol that the students and staff must follow since many of the kids have not been in the classroom for a year.
Helping every student hear in the classroom would benefit the students and teachers. With the teacher's wearing masks we know the loudness of their voice is decreased. I think a soundfield amplification devices such as Lightspeed <a href="https://www.lightspeed-tek.com">https://www.lightspeed-tek.com</a> placed in the classrooms would help students hear every word. The teacher would wear a microphone that would amplify their voice and help overcome the physical barriers of listening in a noisy classroom environment.
For teachers: end concurrent teaching model (require face-to-face).
qualified staff (credentials and training that match positions)
Identify the teachers that are not performing to the highest standards and hire new teachers eager to take kids to the next level.
Provide various educational model that will accommodate a variety of educational model;
Allowing teachers to adapt instruction, scope and sequence, curriculum, etc. to where students are at present. For example, incoming 2nd grade students should not be expected to engage with on-level 2nd grade content when they have had inferior instruction for over a whole school year. Relax grade level standards and allow whole class below grade level instruction and assessment.
<p>1) CURRICULUM/INSTRUCTIONAL PACING</p> <p>Teaching the same number of standards as was required before the pandemic, will not produce optimal learning, to bridge learning gaps and advance students' to grade-level performance. While spending an entire year on remediation is not ideal or impactful for accelerating students' learning, serious considerations should be made to reduce the number of standards taught, to give students ample time to dig deeper into understanding grade-level work, while incorporating remediation.</p> <p>As a district, staff may need additional training on implementing standards-based curriculum, including how and what to evaluate, along with ongoing training on effective ways to ignite and sustain student engagement.</p> <p>Instructional pacing will also need to be modified, to accommodate time for students to truly collaborate with each other, grapple with, and make connections among concepts.</p> <p>The challenge: Identify &amp; support students who have fallen behind, but without sacrificing the advancement of students who have kept up during virtual learning and need to be on a regular curriculum track (not all students will need to review and my fear is that those students will lose any gains that they have made in their learning if the assumption is that all students are behind - many have been working hard not to be)</p> <p>1. Provide them with the proper education by introducing the right history, science, math, and literature to them.</p> <p>Teachers who focus on teaching physically, going back to pre covid teaching methods, and not continuing to rely on the virtual tools such as websites, videos, and multiple choice. Students need to learn active critical thinking. Not doing more screen time.</p> <p>provide more differentiated learning- everyone top to bottom needs to be challenged at their level- this requires more teachers and teachers trained to do this</p> <p>More collaborative problem-based work, adaptive textbooks available year-round, growth mindset facilitation methods</p> <p>Options for grade recovery in classes that they want to improve their grades</p> <p>Just try to teach effectively. Don't have a political agenda. Encourage free discourse and the sharing of ideas in a harmonious way in the classroom and on the fields.</p> <p>Make sure that teachers are given time and room to breathe and really figure out where each child is academically. The pace at which they are expected to move in order to "cover" the amount of material required is too much for some classes and some students....especially those who have fallen behind but were allowed to move on to the next grade. My daughter did not grasp many of the fundamental concepts taught during virtual because she could not process information being taught on the screen. I describe her experience with virtual school like she was alone on a deserted island watching tv, she could see the screen but had a hard time keeping up, didn't ingest the information and couldn't ask questions or get the individual help she needed. Once they were back in the classroom, she had a very difficult time keeping up with the pace of the class. She will need A LOT of repetition &amp; review and the flexibility to be in a classroom where the teacher doesn't have to move at the speed of light to cram in all the required things.</p> <p>Provide teachers flexibility to assist students in the ways they see best for their individual students. Allow teachers to creatively teach and solve problems in the classroom, and provide support for teachers by listening</p>

to their feedback about how best to address learning loss and emotional challenges in children due to the long period of remote learning.
Clearly define and communicate how education gaps will be addressed. Articulate and establish a clear plan for catching students up while not holding others back. There is a concern that teachers will teach to the middle or teach to those most behind, leaving on-track students board and not continued to advance.
increased academic resources/programming
1) Providing engaging instruction that inspires students to return to the classroom, not just returning to school to see their friends;
Uninterrupted teaching using 1-2 programs. Our use of multiple programs can be confusing to both students and teachers and the data may not match. Our programs (if different) should be geared towards the same standards at the same time.
Repeat some curriculum without penalizing students for having to go back a year
More flexibility for teachers to drive curriculum in their classroom based on individual student needs.
More focus on in person, interactive teaching and less on devices
More in-person solutions.
<b>Instructional Materials</b>
<b>The district should ensure every student have the materials, textbooks, resources, and tools needed to be successful.</b>
Students need to be provided with the full complete resources of programs being implemented in the classroom (i.e. workbooks, interactive apps, etc.) Families could be provided with one to one technology and free internet for al students in the home. Provided with materials and supplies to complete assignments and/or projects
Use the money to purchase supplies for students/teachers (so less money is spent out of teachers pockets)
Books for students and teachers
additional teaching resources to support students.
MAKE ALL APS SCHOOLS EQUAL! Update the books so each child is learning the same material as the next !! Give more better options
Providing support with school supply drives and items to support safe learning.
hardback textbooks (not just digital textbooks but hardback physical textbooks)
Provide schools with equal support and supplies for success
Provide free school supplies and free shoes for students.
4- provide teachers with the equipment and tools to successfully teach & reach their students
Supplies. Books for each subject.
Buy textbooks for high schoolers and update the books and items needed for education.
Provide more educational tools that are more hands-on to assist parents, teachers and students for a successful learning.
Provide more classroom resources
APS needs to screen each and every child when they return, make sure each student has the proper materials (computers, wi-fi, basic school supplies) to dive right back into school and learning. Do as much hands-on learning as possible when kids return to the classroom; NO MORE SCREENS PLEASE.
Provide tools for all students that don't have what they need in order to be successful on the classroom.
Provide students with mathematics manipulative kits, allow teachers time to teach students how to use the materials
<b>Intervention</b>
<b>There is a need for academic intervention during and outside of the school day for those students who are struggling and need the support.</b>
Hire additional teachers to provide intervention during the intervention block/throughout the school day.
Extra help with school work.
intervention services for students struggling

Intervene with students ASAP when he/she is identified to be struggling on grade level.
More levelled learning than we've had before - tracks. the kids who were able to stay on top of things should be able to advance and not have to wait for the rest to catch up. similarly the kids who need to catch up should have the adequate attention to do so. perhaps the money can be put towards smaller classes or more aides.
Provide evidence based learning loss remediation during school hours.
prioritize children who have education losses with supplemental materials/teaching
early and extensive intervention for those that are struggling compared to peers and benchmarks (especially as it relates to literacy)
Provide additional support for student learning
remediation for students vs just pushing students through the system
providing the proper tools and supports for the intervention/enrichment block, so ensure that its original intention is realized
the schedule for intervention needs to be revisited, as starting school earlier causes an issue for elementary and high schools, but extending the day for middle school poses an issue, since they are already the last to get out.
Academic Support for intervention and remediation
Intervention
flexibility with curriculum to accommodate students who are not on target.
Provide academic intervention to fill the gaps
Give teachers extra time and support to provide meaningful interventions to students
We also need more human resources, by way of intervention teachers and paraprofessionals, to help address the learning needs for students in smaller groups.
Maximizing intervention blocks
Allow days, possibly weeks, for refreshers to get students to spark up those ideas learned from the previous school year
1) supplemental learning services and supports for students who have been identified/assessed to have lost ground relative to peers or benchmarks/standards
1) Academic recovery programming (especially for students that struggled before COVID)
supplemental learning programs for those who need it.
extra academic time for impacted students
Academic interventions for students
Targeted educational interventions,
provide extra learning support,
1. Student intervention in the areas of literacy and mathematics
Additional academic supports (push in).
Intervention Resources
different programs to help regain learning loss from students
Provide monies toward resources and websites for remediation.
providing additional opportunities for students to improve in the areas of literacy and numeracy
intervention to combat learning loss while meeting students who have not suffered learning loss where they are (not slow them down if they can move faster).
Atlanta Public Schools must hire Intervention Teachers in every school.
1. Evidence based interventions based on equity.
3. Purchasing a concrete intervention curriculum that is scripted so teachers will not be responsible for coming up with additional instructional planning
targeted remediation, benefiting students most left behind.

I believe the district should provide days during the week for extra curricula instruction for students and provide additional compensation to teachers that participate in providing additional instructional time to students.

### **Professional Learning**

**Staff throughout the district would benefit from professional learning, to include sharing best practices, social emotional learning, anti-racism, and skill-specific training.**

I believe the district should focus on building teacher leadership capacity and leveraging the social/intellectual capital of competent teachers. APS should invest in high yield professional development regarding the latest trends in education. There's so much innovation taking place and I don't see where that is trickling down to the school level. Millions spent on technology often goes to waste due to lack of consistent training. Address the generational gaps in the classroom (Gen Z students and Millennial, Gen X and Baby Boomer teachers). The elephant in the room is the lack of connection between these groups. The students are bored due to the lack of engagement and innovation. Many veteran teachers are unmotivated and new teachers are struggling. Principals have to be confident with allowing teachers to attend academic conferences, meetings, events and network with other educators. Relinquish some managerial control, allow teachers to learn outside of the building and embrace new ideas.

additional training for bus drivers, office staff, Afterschool staff, as well as teachers in dealing with unique situations as they are often the first contact with students.

Teacher training on warning signs of student adjustment concerns; adaptive approach to grading/testing/etc for students struggling to adjust

Additional training for teachers;

Provide staff with more training.

provide more information on antiracism teacher training and in classroom

4.) Develop a monthly showcase of great lessons throughout the district with class photos taken by teachers (let teachers self-submit).

Frequent workshops

Optional professional learning

intensive training for teachers on compassion-driven classroom practices.

4. Continue having virtual workshops for teachers.

1. Acquire additional online training resources for staff.

2. Renew the existing SafeSchools online course subscription for all employees

Increased Professional development opportunities for related services staff including OT's and PT's

APS must offer continued professional development to its teachers not only to assist kids who have "fallen behind" (which is subjective) but to truly engage the kids who are on- AND above level, and not make them wait around for their peers to catch up. Expect great things from ALL the students, even those who have lost some momentum with learning.

### **Focus on Reading**

**There was an intentional request for a focus on reading through proven practices (eg. Orton Gillingham), additional staff (eg. reading specialists), additional and diverse books, and small group instruction.**

1. Fund Orton Gillingham with fidelity, providing full training for every teacher to assure the district's 3rd grade reading mastery goals.

Development of a reading intervention program

Reading programs.

1. Provide a proven system like Orton Gillingham to ALL students that are behind on reading and comprehension. Use the money to certify more teachers in this program so we can target these students more proactively in the future.

Consistency, larger focus on Reading, Writing, ELA, and Math in grades K-2 to build the foundation

APS could make a generational investment in schooling children by providing high quality professional development to all elementary and middle school teachers in the reading process. "High quality" means a thorough training in the reading process, as well as how teachers can not only employ their knowledge of how to teach reading, but differentiate instruction as needed and provide remediation for those who need it most. APS started this process with a block grant during Dr. Carstarphen's tenure, whereby teachers were sent for Orton-Gillingham training in the reading process. I've not heard of any follow-up since, and a resumption as well as expansion of this type of training is absolutely necessary. I am a school psychologist, and in my evaluation of student learning profiles have come to realize that teachers frequently teach from a scripted reading program without much knowledge of the actual reading process. This cannot continue.

Fulton County Schools just announced the same initiative, to provide extended professional development to 3,000 teachers at a cost of two or so million dollars. APS should do no less. Thank you!

Ongoing professional development and coaching for all reading teachers!

Add a reading specialist period for grades K-3rd.

5.) Bring physical magazines back to Media Centers and have Freshmen classes all have a small book budget and reading time. Also allow morning Media Center Hours instead of keeping kids in the waiting area or just the cafeteria.

2) improved library/ media materials that support diversity,

Small group remediation with teachers trained in the science of reading and how to intervene.

You should hire as many reading recovery teachers as you can to help the first graders in the lowest performing schools. Teaching reading using group readers isn't best practices. The best measurement of reading is using running records, not computer tests.

#### Schedule

**While some stakeholders advocated for different schedules (eg. 4x4, asynchronous learning, daily breaks), the primary comments centered around not lengthening the school day for all students.**

Staggered dismissal

Get rid of the extra 30 minutes for elementary students for the next 3 years (!)

Stop overloading the kids with longer days and more work. You're making the problem worse! Longer days and excess volume will drive kids and parents into anxiety. The intervention schedule is ridiculous.

2. Reconsider the extended school day- teachers already are doing so much AND they have been (pre covid) ensuring that students with different learning levels are successful- why add more time in the day??

NOT lengthening the day-we can get everything done within normal school hours. Virtual showed us all the wasted time during school day. Let the kids be kids- play outside more, eat together etc

Also, I would suggest the APS revisit their plan to extend the school day. The survey was completed by a very small percentage of stakeholders in the district. Furthermore, the fact that there were only two choices to the survey did not invite for any true dialogue and discussion, despite the protestations that the community was engaged in this process- we were not. This was not a transparent undertaking and the research that led to this decision has still not been shared with stakeholders. I am disappointed in all involved in this situation.

Extending the school day further adds to much strain to kids already juggling full schedules.

supportive of the additional 30 minutes added to the daily school block

Take the school schedule back to what it was, to promote normalcy and family time and also sending a message to the teachers that "we trust that you guys did your job and that you did a good job". Having an extended school year for the next three years is worrisome without taking the proper assessments on kids learning, what teachers want and what parents want. I think summer school and afterschool programs can address children who have for whatever reason fallen behind and your grant dollars can provide a free and accessible opportunity for children who NEED it. It can be recommended, allow teachers to volunteer for that opportunity with a nice stipend - instead of being the only school system who is taking such measures. Again, every other school system in Metro-Atlanta is not taking such measures as APS has. This says that APS is either not a good school system, teachers did not do their job, or APS is simply chasing dollars without thinking of the ramifications, or caring, on how this impacts students, teachers and parents. We want a healthy, normal environment for our children to thrive in and be happy in. My kids are exhausted after school and now you are keeping them for an additional 2.5 hours a week, which is not to their benefit. I hope that you will take this in to consideration. We love our school, but the APS superintendent and the APS School Board has disappointed us with this decision.

No longer days....children need time to play and do other activities.
Continue with Asynchronous days (one) so that the buildings can be deep cleaned during cold and flu season.
Extending the the school day is a good start.
4X4 Scheduling
provide breaks in daily schedule
asynchronous days at least for the first semester
Reconsider extending the day for small children. Develop efficient and effective tools to screen students so teachers can meet their needs academically and emotionally.
4) No more block scheduling for high school students--6 subjects on disparate days is too much for an undeveloped high school brain to manage well;
Offer a blanket opportunity for parents to choose if students should repeat the lost years -- a do-over. Otherwise, offer NORMALCY -- normal hours, after-school programs, support for learning differences.
I think the extended day across the board and the universal remediation curriculum is ill-conceived. One-size does not fit all.
A longer school day without extra breaks can be very challenging for younger students who could benefit from more time for movement and enrichment. It seems like a reconsideration of the calendar to add breaks throughout the year with a shorter summer that parents could opt-in to remediation to help with learning loss if a need is identified could have been an approach that was less disruptive to teachers and families, while addressing the needs of learners.
The extended day is a mistake. This one size fits all approach will not serve the students who need the support best. I would prefer to not have a lengthened day for all students and instead target those who need remediation for before/ after school tutorials. Not every student fell behind and small group tutorials will better meet the needs of our struggling students.
Longer school days, longer school year (less breaks)
No longer days....children need time to play and do other activities. Spend money on transportation and school equipment to be able to safely space children in the event of a resurgence in the fall/winter.
I think that extending the school day across the board is not wise. If schools had more flexibility, they would be able to let the kids who haven't suffered learning loss go home and decompress, not to mention spending less time in the building (which, even with declining covid rates, is better for everybody). This would also free up space and resources to give more individualized attention to those who do need the remediation. My daughter was in first grade this past year, which I thought would be difficult to manage, but she thrived in virtual classes. Extra time spent at school for no good reason is both unnecessary and just too long of a day for such young students. We don't need to burn these kids out after the year they've just had.
Make good on your promise; maintain FULL DAY, in person learning 5 days a week in the least restrictive environment possible with regard to mitigation strategies
Have a normal schedule for five days a week that does not increase the school day from normal length.
Not having the silly extra long day.
Stop overloading the kids with longer days and more work. You're making the problem worse! Longer days and excess volume will drive kids and parents into anxiety. The intervention schedule is ridiculous.
Time to teach even if classes have to be longer.
3. Year round schools
The decision to make the school day in APS longer and pay a stipend to employees over 12 months isn't right. The ripple effect is bigger than our district is willing to see from all sides (students, parents, staff), and the time nor the stipend will make up for the "lost learning time" experienced in the pandemic. Please listen to your stakeholders. Thank you.
3. Reduce the number of people in the school by offering a alternating schedule.
DUTY FREE PLANNING TIME!!!! MORE THAN 30 MINUTES (INLCUDING PRE-K)
More instructional time
The extended day is bad for our students health and development. A one size fits all approach will not serve the students who need the support most. Instead APS should target those who need remediation for before/ after school tutorials.
We should continue with asynchronous days,



Time to teach even if classes have to be longer.
Full Learning day, no masks. Fair homework and not killing kids as many have been out of school for 18 months.
The extra half hour of teaching is going to stretch and exhaust teachers.
Don't extend the day
Make sure they can see teacher's faces and rotate classes to allow for socialization again.
NOT by making my 6 year old sit through 30 minutes of additional school. Would have been great to be able to provide input on the front end of this subject, but this administration doesn't actually care what parents think.
Bluntly extending the school day district-wide benefits some, but is an unnecessary expenditure for many
Increase time during school day, increase days in school year
Allow for an option to opt-out of a longer school day for our youngest learners - incoming Kindergarteners this year and over the next 3 years have not experienced learning loss because they were not yet in elementary school. Transitioning to full-day Kinder is already a lot for 5 year olds, adding 30 minutes to the day feels like it will be very long for them and difficult to adjust to. If it is required, would love to see that time used for more outdoor or other non-formal/traditional type learning at a desk.
hybrid model continues,
In person learning should be 5 days a week.
<b>Small Class Sizes</b>
<b>Creating smaller class sizes by hiring additional staff to address the individual needs of students.</b>
smaller classes
use the funds to have more teachers in the classroom! smaller class sizes so that students can have individual attention.
Smaller schools, smaller class size. I don't care about fancy buildings or equity or race, I care about my child's ability to write well, do complicated math, learn science and computers, etc.
Decreased class size to support social distancing and more 1:1 interactions between students and teachers
hiring of additional staff to reduce class sizes.
Provide more teachers and paraprofessionals to the classrooms to allow for smaller class sizes and individualized learning groups.
Hire more teachers and decrease class sizes.
Smaller class sizes
Smaller class room size
APS should have reduced class size measures in place throughout the school building and all activities especially lunch when the mask are removed should be carefully planned so the staff who monitor students at lunch are not putting their lives in jeopardy every school day.
Highest priority should be small class sizes and multiple teachers and paras in each class. Individual attention will go a long way to helping everyone, not just kids who have been disengaged for the last year.
More teachers. Fewer students per teacher.
Smaller class sizes.
Provide safe return to schools reducing class size to continue social distancing.
Smaller classes
HIRE. MORE. TEACHERS. The best way to have success in the classroom is to lower the teacher/student ratio so the learning can be more focused on the needs of each individual student.
Smaller class sizes to give more one on one attention to meet student deficits.
Reduced class sizes
smaller classroom sizes,
Smaller classes and more 1:1 or 1: few students teacher time will be key
Small group and one-on-one academic support during the school day
smaller classes when possible



Smaller class size to target individual learning deficits,
Use resources to decrease class size in order to individualize learning,
Small class sizes
Smaller class sizes
More teachers to reduce class size will impact academics, safety, social emotional, and class management/discipline issues.
Decreased class size to support social distancing and more 1:1 interactions between students and teachers
Keep class sizes smaller so the kids can get more individual attention
4. Limit class size for social distancing requirements
extra teachers to reduce class size
Adjust education allotments for smaller class sizes.
Smaller class sizes
Smaller classrooms.
2. Smaller class size
1. Reduce class sizes.
Smaller class sizes
less students per classroom for safety
Smaller classrooms.
Smaller class sizes
Smaller class sizes would limit the spread, provide room for social distancing, increase teacher support & student feedback to increase remediation of skills and academic success.
Smaller class sizes, support for failing students
LOWER class size,
Smaller class sizes are essential.
Provide lower student to teacher ratios in the classroom.
Smaller class sizes would be a huge help to kids who experienced learning loss. Remember, some kids experienced social loss too. More fun time would go a long way and hire more paraprofessionals to help in the classrooms to give more opportunities for smaller group learning.
it is important to NOT crowd classrooms due to the concern of rise in numbers of the pandemic in the fall. To allow students the opportunity to learn and teachers to provide support to all students the classroom size needs to be smaller.
Lower class sizes. Use the money to hire more teachers and councilors so that kids can get more individualized attention.
Additional staff for smaller class sizes
small class sizes
Reduce class sizes and continue Summer academic recovery
Let us get back to normal, additional teachers to create smaller class sizes to facilitate learning loss
Employ more teachers so the ratio is one teacher per twelve to fifteen students.
<b>Small Group Instruction</b>
<b>Hiring additional support staff to enable more small group instruction was identified as a way to individual learning based on need.</b>
Small group instruction
Have more staff available to break into smaller groups
Teachers give individual/small group time to assess and support students. Make sure the additional 30 minutes to school day is being utilized efficiently.

(4) more teachers for smaller group work where children can collaborate

Small group instruction,

APS should use funding for teacher staffing to enable smaller reading and math groups in younger classrooms where phonetic and social development has been impacted the most.

2) Additional support teachers need to be hired to help the kids caught furthest behind with smaller groups and more individual attention

Options for smaller group learning to help students at an individualized level with any learning loss.

More Paraprofessional assistance to teachers to assist students in small groups. The presence of more male teachers & principals. I think more males in the school will be a good role model and structure for the students, since so many families are without fathers in the home.

As much small group and one-on-one instruction as possible. Obviously this requires additional personnel ... perhaps tap local college students (there are so many at GaTech, Ga State, Morehouse, Spelman, etc.).

### Technology

**Some community members identified technology fatigue and the importance to balance the use of technology going forward. The majority of the feedback focused on ensuring all students had the technology and wireless connectivity they need to be successful.**

Please consider using some of the Cares Act Funds to update aging technology infrastructure such as wireless access points and network switches. With the move to 1-2-1 devices for students, and applications in STEM areas of Artificial Intelligence and coding, Ed Farm etc., our aging infrastructure will impede these programs. It would be like buying a fancy new car to drive on a road full pot holes. We will probably never get this opportunity again to have funding of this nature to upgrade our internal infrastructure. I am asking APS Senior Leadership to take a wholistic approach when making decisions around technology in the classrooms and schools. I would hate see APS make a significant investment in student devices and other instructional applications and programs and our network resources can't handle it.

Teachers need better technology devices to deliver the most effective digital learning opportunities for students.

Sturdy and reliable technology

Additional tech education support for students, families, and teachers; additional training for teachers to identify learning disabilities that may not be easily recognized with a year of virtual instead of f2f

Provide up to date technology for staff and students.

devices for kids and policy and procedures in place to check out and return

### New technology

devices for every student that are kept and charged at school rather than toting back and forth daily

make sure underserved kids have tools they need (computers/internet access)

ave connectivity devices outside of school buildings so students and parents can have wi-fi for their learning devices

Make sure no student is left behind in terms of access to technology and broadband.

Technology and internet access

Access to High-speed access at home, technology assistance on APS apps and programs for parents

Provide better access to technology as well as provide additional resources for the world language teachers in order to provide global readiness instruction to the students. Provide equitable opportunities to schools on the southside of town.

provide 1:1 working device

We need suitable devices that will work for students

Computer classes for kids to know how to use the devices with little to no assistance.

Technology and internet access

Continue to make sure technology access is EXCELLENT because we do not know for sure that we may not need to shut down again.

upgraded technology

Provide working emails for all students.

In order for families to be truly connected to school , each parent or guardian in each household should also have a working device and hotspot to attend virtual parent trainings, teacher conferences, and attend school virtual events. Many families, outside of a cell phone, do not have a computer or tablet to access resources that are provided by the schools and the district. Many families in Title I and High-Poverty schools have no internet or have accumulated past due bills. Parent devices as well as internet are needed.

Financial support surrounding internet, etc for families who need it

Providing electronic devices and free internet services to those students/families in need.

Access to digital and internet access and resources for continuity. This filled gaps during covid, don't want to see those services go away.

Less screens! More outdoor time. Writing, writing, writing. When my first child matriculated from APS to a different middle school, his writing skills were atrocious.

Improved Technology and devices

Modern teaching tools

iPad and headphones for all kids, with great apps students can access inside and outside of school

Atlanta Public Schools can support staff with the resources they require to succeed, including more space on shared drives.

Pre-K- IT/digital access.

3- have a means to supply all students to easily (w/o cost to) connect digitally

Computer support is still vital, virtual learning for additional learning if students have to quarantine will be vital.

NO iPads or chrome books at home.

Less software, tablets and screens.

(2) Implement plans to ensure equal access to high speed internet and devices for online learning and remote teaching. Provide training to teacher on online teaching. We should be ready for the next lock down. We should learn from the past year that online/remote learning could and likely happen again.

updated technology,

Update the computers/ chrome books and technical support for all our students.

Technology

More working technology

Also, student should receive Laptop for the fall school year.

1) Technology access (priority to 1:1 student to computer ratio is essential)

Get away from screens. While Covid highlighted how technology can be a benefit in these times not everything should be done on a screen and as we return to in-person, I don't want to my elementary school students constantly on a tablet and chrome book. Balance needs to be re-established.

3. AVA: assure that the program is more than the cheapest way to box check/provide online education alternatives to the physical classroom. Assure connectivity/infrastructure. Spend on measurement, programs, and talent to make the option truly worthwhile for any child who chooses/needs to attend school online.

Be sure that every student has connectivity and a device; train parents through organizations like Inspiredu technology assets,

Ensure 1 to 1 laptop to student

Stronger, faster wi-fi in school buildings

Update the computers/ chrome books and technical support for all our students.

Incorporate some of the technical apps into the daily curriculum that were used during the pandemic.

Schools need devices to replace the ones that were damaged or lost.

### Virtual Learning

#### Provide effective virtual learning for those students who prefer it.

Take all precautions to stop the the spread of COVID. Provide synchronous virtual learning, this is very important for high-risk children, as well as those children who live with high-risk adults.

Provide a better virtual option than AVA. We should have a virtual option at our home school

think how to incorporate a hybrid model should some kids or teachers not be able to come back in person

Invest in more digital learning platforms for students to study and practice at school and at home. offer summer virtual classes to increase retention. Offer self study lesson plans for student to practice online.

Only face to face learning and separate teachers for anyone virtual.

Access to ABCMouse & i-Ready for self-paced remediation

Distance learning

Consider Continuing a Virtual Option because I think we aren't outta the Woods yet

virtual learning supports,

Provide virtual option at local level

support for all students including virtual students. A flexible school schedule that would allow virtual students to participate in some activities at their zoned schools.

Provide virtual options to kids who want to continue learning that way without losing their teachers or ability to participate in regular school programs like spelling bee, art and science fair. Not Atlanta virtual academy but through their school itself.

Be great teachers, allow virtual flexibility as needed, e.g. for kids that have to travel so families can support loved ones that have lost someone in the pandemic. Allow for time in "virtual" class for a few weeks, so it is easier to deal with the long term consequences of the pandemic.

Virtual learning option

Provide the ability for students to complete requirements in person but also be able to take courses through AVA in addition to in person learning to complete requirements on their own outside of the school day if necessary,

Hybrid model,

Offer virtual learning,

Materials, online learning intervention programs,

**Target students who are underserved or disproportionately impacted by the COVID-19 pandemic.****Additional Staff**

**Additional Staff should be provided in the areas of counseling, paraprofessional/instructional support staff, certified teachers, interventionists, and tutor to address the academic, social, emotional, and mental health of our students.**

Hire energetic teachers/administrators/support staff/mentors/tutors/coaches into newly created full time and part time flexible intervention positions at schools with the greatest needs to develop and create an extra level support system for students who will need to catch up but may feel powerless/not confident/lack the support needed to get there. Provide specific training for these staff in their roles to allow them to understand and utilize proven and effective methods to motivate, encourage and inspire students. Any way that we can create more opportunities for 1 on 1 support of these students with a fleet of quality, experienced tutors/former teachers/retired educators/mentors who can work to fill in the gaps quickly and improve student outcomes while also building stronger community within the city as well as throughout the district. One example of this all hands on deck approach would be to release the whole fleet of CLL staff, most of whom have experience teaching and working with students, into schools for a few hours each week to drastically increase the number of adults in a building who are there to help - this could forge ongoing partnerships with teachers, school staff and even students that can last far beyond this heavy intervention period. This could also get more "boots on the ground" to better understand where the gaps are inside the schools to produce improved responses/solutions to the specific issues schools will face in this unprecedented season. Find people in the community who can go to where the students are - knock on doors, let students know they are missed and they have a place in their local school where they are safe and will be well taken care of. Students at all levels who have spent over a year without face to face interaction with school staff can easily slip into a rut and will need to be pulled up and out utilizing any means necessary.

Money to be used for more counselors and social workers, that is often the first to go when budget cuts come.

Offer additional assistance for the teachers in the classroom and tutoring after hours

hire additional support staff for classrooms (paraprofessionals, learning specialist)

Use the funds on teachers,

One size does not fit all. You must be mindful of this! Use this money to hire more staff to help manage the varying levels of aptitude to help kids that are behind get caught up and to further promote those that are on par with their grade level AND those that may be advanced and shouldn't be penalized negatively.

Increase in assistant teachers

Hire more school counselors and schedule more art, PE, music, and SEL time for the students.

Add additional support staff in the classroom and tutoring for kids after-school

Hire behavior and academic interventionists, hire tutors to focus on literacy skills- train the tutors first

Two teachers in a class

Paying for additional instruction, such as through an adjunct teacher, private lessons instructor, or full-time teacher, to provide remediation in music

hire more teachers

hire more certified educators as support staff,

2) Additional social workers, counselors, etc. to support student/staff experiences of loss during COVID (reconnect/restoration after different levels of grief including loss of socialization)

Hiring of more teachers to provide 2 in each classroom; mental health resources

I hope some of the funds will be used to hire additional teachers whose focus would be to work with individuals and small groups of kids who have difficulty with reading and math concepts. There doesn't seem to be time for this during the normal school days and some kids don't need it. I worry about them getting behind in reading especially since that isn't focused on much after 2nd grade.

consider additional counselors/teachers to handle the curve

add more teachers and paras

More teachers

hire more teachers (with PhD, even without teacher's certificate), lower teacher to students ratio

Provide budget to hire additional support staff for schools if needed, counselors, social workers, psychiatric social workers and nurses. Allocation for in house substitutes that can also serve as instructional support if not needed to cover for a teacher.
Parent Liaisons are not in every school and they are funded below minimum wage. I suggest each school receive a CARES ACT team (hired by the principal and CLL staff) of highly qualified wrap around services specialists: 2-3 PARENT LIAISON/school, 2 SOCIAL WORKERS, 2-3 COUNSELORS, 1-2 SCHOOL PSYCHOLOGISTS, 1 COMMUNITY ORGANIZER (well versed in the community the school serves), etc.
To combat the detrimental impacts of COVID-19, we will need a comprehensive strategy that supports both the student and family from a whole community lens.
extra classroom support,
DLI teachers need more support when servicing at risk students. In addition, EIP teacher caseloads should be smaller if the goal is to help these students reach and maintain academic grade levels in the shortest period of time.
more staff in classrooms
Hire more support staff to assist teachers in the classroom in order to provide more individualized and assessment based learning experiences.
(2) Provide schools with additional support staff to address Covid-19 concerns
Add qualified classroom personnel to reduce student-faculty ratios and address individual student needs for catch-up from 18 months lost. Focus attention to fundamentals for learning and for critical thinking and deemphasize the focus on social issues of the day.
hire more teachers and dismiss administrators
Use the funds to hire more teachers and/or paraprofessionals! Decrease the student-teacher ratio by putting more teachers/paras in the building. Give students the access-to-an-educator (ATAE) that they deserve, especially special education student-teacher ratios. At the elementary level, consider going back to K-2 AND 3-5 classes for self-contained and resource classrooms. Consider going back paraprofessionals in the General Education classrooms for K-3. Thank you for asking!
Recruitment of qualified math and science teachers at the high school level is an on-going issue that needs to be addressed via enhanced compensation/recruitment/retention packages.
instructional staff for interventions,
Hire MORE teachers
2. Support teacher in each classroom so there is not one teacher to 30 students.
All 1st thru 5th grades should have extra support similar to a part time, or hourly retired teacher in the classrooms settings. This is so critical in order help to bridge the pandemic loss.
2 Certified Teachers per classroom in K-3
Additional support for teachers in the classrooms to address gaps --additional support for those who are behind and continue to challenge those who are at level or above.
<b>Before School, After School, &amp; Summer Learning</b>
<b>Provide free or affordable before and after-care and programming to support families, address learning loss, and build social emotional gaps.</b>
<b>Continue to fund and prioritize summer and school-break learning opportunities.</b>
Provide free aftercare with high quality SEL learning, enrichment activities, and free play outdoors
Consider investing dollars in after school program providers doing great work in this space (e.g. Agape, Boys & Girls Clubs, La Amistad, etc.)
Flexible before and after school care for working parents
Educational and affordable after care programs to help fill in the gap,
After school care is now becoming an issue with many parents returning back to work.
After-school programs
Flexible before and after school care for working parents
Provide after school assistance to kids who need extra support.

A variety of after school enrichment programs at reasonable rates.
1. Assistance with before/after care as hours have changed.
Fund some form of free after school programming
Provide free after-care programs for students from less privileged families.
partner with Boys and Girls clubs to have programs in their camps and after school programs to assist students academically
Create a free afterschool program to help with homework and to offer enriching activities to students. Include a free meal for those students in the afterschool.
More affordable before- and after-care options.
1. after school enrichment programming including MORE sports, clubs, skill building and other activities at no cost to parents that both support physical and emotional health,
teacher-assisted “homework” during extended school hours
After school support for families in need.
(3) free aftercare available for families who need it
after school programming
After school and Saturday school for students
I think we should use the funds to hire after school teachers to teach high quality after school programs and provide a structured social time for students.
Additional learning opportunities after school. Assist families with ensuring everyone in the household has at least a GED
Continuation of ARA, saturday school,
summer camp-style enrichment programs over breaks
Add summer programs. Use summer programs to run pilot/ test education programs etc. The vast majority of parents work through out the summer, the kids that have advantages can access tutoring, stem camps etc. Whilst those that are not are left behind.
continuing summer academy programs
I find even with the summer program my grandson seems to not to want to attend. He is special needs it do believe for them they will need more help to transistion
Funding for Summer School should be a part of the planning.
5. Saturday School
The ARA Summer Academy needs to be organized to support the specific and unique needs of each school's population. Some schools may need additional resources and support than others. All employees of the ARA Summer Academy need to work equally to ensure a safe and successful environment for the students and staff.
Summer school and Saturday school for purposes of catching up on instruction from this previous year.
School break camps or programs. Support working parents
more summer school —catch up time during holidays
<b>Personalized Learning</b>
<b>Plans for academic, social, emotional, and mental support should be individualized with a focus on individual learning plans, small group instruction, and small class sizes.</b>
Highest priority should be small class sizes and multiple teachers and paras in each class. Individual attention will go a long way to helping everyone, not just kids who have been disengaged for the last year.
More individualized instruction and more opportunity for guided group work
Help the students by let them know what's about to happen in the fall . They can have understand on everything.
1. more individual/small group learning experiences/individualized attention.
Address kids that need help early and expand on individual learning plan.
Meet every student where they are with plans for individual students.
Individualize needs



extra teacher support time for students, small groups or 1:1
Additional opportunities for 1:1 or small group education in subjects where students have fallen behind (based on assessments) - early morning or afternoon or weekend sessions.
extra learning support
Less technology and more authentic experiences. No pre packaged programs or curriculum. Focus on letting teachers differentiate and teach lessons that involve social emotional and social justice learning. No prescriptive or scripted literacy programs!
create support teams (teacher and other school personnel) with small caseloads of students who had failures last year. Have the support teams meet individually with students a few times during the year to check in with progress towards addressing these failures.
Provide students with more personalized learning opportunities and wrap around services.
Address individual needs of students. If there are assessments re. learning loss share with parents. Support the staff while encouraging an all hands on deck approach through incentives.
individualized support where it is needed
Every effort must be taken to reach every single student who has not been in school or been engaging on-line
Differentiating the approaches based on identified student needs.
I believe all staff should get a group and help close the learning gaps of our students. Have more meaningful meetings with parents to keep them informed about their student's progress or the lack of. With the lack of, we as educators can provide meaningful solutions that are tailor made for each child.
Parents: personalized conferences/ communication with teachers/staff to be proactively involved with learning needs.
3. Meet the students where they are. Plans for learning loss should be individualized, not district-wide.
provide more individualized instruction as treating ALL students for learning loss (even those on honor roll and advanced) is insane
APS must provide individual support after school, during school, and on the weekends. The students who are struggling need to be grouped and provided individual and small group instruction.
More teachers who can provide small group, individualized support. Adding a few minutes to the school day will not work. Some students need extensive support.
I think the most important piece is creating deliberate time for teacher and students to re connect and discuss the process of how each student learns and what are the best ways to engage and retain positive learning on campus
Extra teaching support (more para-professionals or co-teaching arrangements), anything that promotes individualized instruction.
Target efforts based on specific needs helping those most impacted.
Resources and accommodations meeting the needs of each individual if feasible
<b>Students with Disabilities</b>
<b>Focusing on providing students with disabilities and their families more resources, services, intervention, communication, and understanding.</b>
Pre-Scheduling of IEP and 504 meetings that didn't take place in 2020/21 school year,
More funds for improving and/or expanding APS services for students with speech disorders, learning disabilities or who require special education and obviously were more negatively impacted by the online learning model engendered by the Covid-19 pandemic.
Make sure that the educators are WELL prepared and briefed on the students with learning disabilities plans.
transition programs for young adults with special needs
Screen all children early on for learning disabilities and develop a plan to provide a more large scale remediation.
Provide an infrastructure to increase supports for SWD's across all academics.
disability services (gap created during pandemic),
Make sure that the educators are WELL prepared and briefed on the students with learning disabilities plans.
greater intervention for special needs,



Adding more autism classrooms where kids live instead of transporting them 2-3 times the federal limit according to IDEA

Easier access to special services. For example addtl tutoring made available for struggling students not just the ones who meet the IEP standards. For kids who need special services the IEP process is long and the standards are such that a kid has to be failing to receive services. There are so many on the brink of failure that we could catch.

require more funding for SPED teachers to use for technology. This should not be given to the principals for the general fund. We don't get anything. We need a full time teacher in salaried position to work with parents. Someone that is familiar with curriculum that does real programs and not one that just passes out papers and run errands. Someone that can train parents and give them REAL resources and have workshops. Someone that really understands Title I.

Special needs requires a specific focus instead of being treated like they are behind anyway

### **Tutoring**

**Offer free before or after school tutoring for those students who need it.**

1. Free after school tutoring with transportation.

Access to tutors for the kids. Reintroduce the kids to what being in person requires. Anticipate there could be some serious behavior issues next year.

Online tutorial

Tutors programs in the school or after school

Provide free tutoring or enrichment activities in math, science, reading in after school environment

include tutoring in after school programs

Allow remote learning/tutors for high school students

tutoring options

Provide tutoring for kids that are behind

Provide one-on-one tutoring for kids that need additional support.

Tutoring after school rather than trying to catch up during school hours

After school tutoring sessions and etc.

Tutorial after school

More tutoring available before and after school.

Offer free after-school tutoring.

Hire an outside tutoring company to come in and assist students one on one during class instruction.

After school tutorial-purchase additional requested resources

Tutorial for students who have trouble learning

Tutoring for students that struggled with home schooling.

Offer extra tutoring at hours/days for the start of this next year that working parents can handle. Math and English "catch-up" sessions on the weekends for the first few weeks of school. Buses should be utilized for disadvantaged students. More homework is not the solution-more IN PERSON tutoring definitely would be an asset! Offer to pay bonuses to teachers willing to participate!

Offer after school tutoring to those students who need it.

Masks should only be optional and recommend for those who are not vaccinated. Most everyone should be vaccinated by now, teachers and all above 12 years old.

Additional tutoring hours in core subjects should be offered for the middle and high school students.

Options for before & after-school learning and tutoring.

There should be tutoring sessions immediately available to assist the students who have hit the downfall during virtual learning so they can make up classes to keep them on track for their graduation.

Academic tutoring, more options for office hours/teacher help with work

Free tutoring, after school, and summer programs to keep kids engaged, meeting standards, and out of trouble.

Make sure that the Students that need after school tutorial receive it

Tutoring

stipends if students participate in tutorials or afterschool programs

offer more afterschool and weekend opportunities to students to learn and participate in high interest activities.

Vouchers for Tutoring on weekends or after-school

create after school and weekend study halls staffed by teachers to help students with homework and classwork - where teachers are actively involved instead of programs like Edgenuity where students are placed in front of a computer

community tutoring programs, be available at YMCA, Boys and girls club, local library.

Free tutoring before and after school 1 hour before or after.

extra tutoring services,

provide more tutors to work with children 1-on-1 or 2.

additional tutoring in specified areas,

special tutoring for kids that need it

Also maybe offer extended tutoring and learning options.

Students can be supported with tutoring

Offer before, after, or during school extra tutoring for students who have fallen behind.

Tutoring

increase partnerships with tutoring nonprofits

After school tutorial should be offered at least one day per week but, as not to burn our teachers out, they should be rotated in some way.

Instructional support/tutoring (in person) especially for ES age groups. Focus on getting kids reading by grade 3.

Provide free tutoring or enrichment activities in math, science, reading in after school environment

There should be targeted tutorials for students who have experienced learning loss that are not during normal school hours (doing any type of programming during the school day does not make sense).

At the elementary level, I think a great way to help the most impacted students reclaim lost educational opportunity is a hybrid tutoring program that includes using engaging apps for basic reading and math skills such as Reading Eggs as well as creating a program for community members to come in and complete teacher assigned work in a one-on-one way to help students over come the learning gap.

Tutoring

1) Provide additional tutoring sessions for students who need it.

After school tutoring with dinner and transportation

tutors to support individualized learning plans, ,

tutoring after hours

offer extensive supplemental / catch up assistance for lagging students in various subjects including paid 3rd party tutors if necessary dues to APS staff workloads

APS needs to hire retired teachers to tutor students in grades k-5. Beecher has already posted their job looking for tutors. All schools in the Douglas Cluster need tutors .

After school tutorial in reading comprehension. In school tutorial with layered supports.

4. After school tutorial

Tutoring Services

For those who struggled and lost ground over the last year, support them with individualized time to address the areas they have fallen behind. Maybe offer an after school tutoring option.

Design and implement an afterschool tutoring program to address student learning loss and employs current APS teachers to help address staff health and well-being.

I think some money should be spent on tutors to help kids catch-up on off school hours. It shouldn't be left to only the teachers and during school hours. That is nearly impossible.

provide extra tutoring/ office hours,

Provide students with opportunities for learning reinforcement in selected subjects. E.g.: after school reading or math group tutoring.

After school tutorial in reading comprehension. In school tutorial with layered supports.

Personalized tutoring and coaching for students who have fallen behind or are in danger of falling behind is what is most needed.

Add more funding for tutoring.

assign students with failing grades from school year 2020-21 mandatory tutorial in which actual instruction goes on and NOT where students are assigned Edgenuity Recovery

After school tutoring,

provide free tutorial

One on one tutoring options. Evaluations of all students to determine where the gaps lie.

Tutoring, tutoring, tutoring! I would like to see a plan in which we have extra help at the point of need - during the day in the classroom.

Tutoring and staff availability.

Additional tutoring

Increase in assistant teachers and tutoring options

Through targeted intervention and tutoring

Provide tutoring for students to get them caught back up academically.

More offers of tutoring help for our learners at the middle and elementary level.

Please provide individualized tutoring services for students that are really struggling in grades 3rd-8th.

After school tutoring for students where teachers are paid.

**Maintain continuity of services for students and staff including social emotional learning, mental health, student health, and food services.**

**Family Engagement & Support**

**There is a big focus on supporting families in a few major areas: 1) basic necessities, 2) wraparound support, 3) academic/instructional support, 4) family capacity & empowerment, and 5) engagement & communication.**

Helping families with school supplies and clothing

Let parents be more involved and give them opportunities to make decisions for their own children. Put an emphasis on parent involvement particularly in assignments. A teacher can only do so much. APS needs to find a way to help parents understand that education is a partnership and parents need to do their part and be allowed to do their part.

resources to directly help those in need

Parents: personalized conferences/ communication with teachers/staff to be proactively involved with learning needs.

help families with rent lights, has and ect.

Lastly, there is a need to ensure that each school has access to a Parent Liaison who provide innovative supports, services, and program to the parents of students. This can ensure that a comprehensive approach to removing these barriers are happening, thus ensuring students are on the road to recovery from COVID, thus keeping APS on track to ensuring every student will graduate college and career ready. In the end, this can provide the community with a sense of trust that the district is continuing to make a concerted effort in putting students, families, educators, and learning first through engagement.

parent resource centers

provide more translation support for Spanish speaking families.

We can show Concern by directly checking in on Families, via Text or Direct. Or maybe even a Hotline number for Those with issues with anything from transportation to Depression, we should be covering all bases with Good Well Trained Counselors After this Pandemic. We won't know any issues with Our Teachers or Students unless we Ask? And we must assure them know we are serious about their needs and we stand true and honest to any need Shared. (In Confidence) The only way to Provide Support effectively is to Show Up and Show out. We Will.

APS should reach out and make an effort to connect with all families in the most meaningful way possible-even if it is unconventional or new.

Make sure that kids and families feel supported. Reaching out and having get back together fun events. Ways to bring the communities back together.

Provide uniforms for the children, a pair of shoes, snacks to go home with or divide it up and help the families.

Provide families with more options to meet their needs during the pandemic.

Resources for families with CoVID cases in home

financial aid

Workshops for parents on how to support kids at home with/food

Provide more family outreach and communication.

There are a lot of families who have suffered financial and family loss during the pandemic. My family was fine.

APS can have a job fair to help the parents that needs a job. They can have counseling sessions for the ones that needs it because a lot of mental issues have occurred during Covid-19. People have lost loved ones and really need help mentally, physically and financially.

Personal development for parents to learn how to support their child academically, additional training for teachers as well as stress relief support, hot meals for students in the evenings, clothing and school supplies drive for students, expand the learning environment outside of the four walls of the school building.

monetary needs of families.

Support the parents

More parents involvement

Teach the basics and help parents . Use Agape's programs and other places for ideas. Ask for help.

increase in parent accountability.
Check with families on a weekly basis for what they need to support the growth of students.
For students/parents: incentivize parent involvement in school facilities.
Enable all families to receive help not just the "disproportionately affected". We have all been affected and it's not necessary for some unelected bureaucrat to be the judge of what kids get the best education
Outreach programs to help families who have been heavily impacted by Covid and the pandemic.
2. Parent workshops to help their children with literacy and mathematics
Also, funds should be used to help parents transition back to their work lives and feel comfortable leaving their kids in after school options.
Continue to assess the needs of families in the community regarding meals, housing, employment and medical services.
Programs for parents around testing, curriculum and how to help their child with homework. Provide parents with a deeper look into the classroom while still being respectful of teachers space and workload.
Give some of that money to PARENTS. They know what thier children need.
Keep encouraging parents to continue their child's learning at home by giving parents tangible, easy-to-implement strategies and activities. Teachers and parents may need more up-to-date data on students' individual performance. This should be a realistic picture of what each student's demonstrated knowledge compared to what they are expected to know at grade/month.
Continuing to center support for families who live the most at risk and have likely struggled the most during the pandemic?
parental support to those parents too.
1. parent workshops/academies, GED courses
2. making parents accountable for homework and at home practice, there is no way we can do it alone at the school level
APS needs to listen to families and staff to understand what the needs are. High touch, high quality supports for children and families and staff. Effective and efficient focus.
2. Readily/transparently provide mobile families with McKinney-Vento resources, assuring mobile children have the necessary transportation to consistently remain with their schools, teachers, and cohorts.
I recommend fact finding. Get parents that are not involved in to talk. Find the reason for the lack of involvement. Get parents in with behavioral issues in to talk not only about the student but, about the parent to identify gaps? Get teachers involvement on the issues. Once you clearly see what the obstacles are then see what it will take to overcome them in a different way than what is being done now. Go outside the box.
Check with families on a weekly basis for what they need to support the growth of students.
Check on the students families more often. Make sure the children have what they need at their homes to be successful in school.
Provide supplies to students and staff and resources for families
Back to school event should provide hygiene materials.
Support parents who may be scared of sending kids back and continue with some social distancing models.
Financial assistance to keep students in same school, counseling, after school / child care
<b>Mental Health</b>
<b>Mental Health supports are requested in the areas of professional learning (trauma-informed practices, identifying needs); additional staff (therapists, counselors); and support (brain breaks, therapy sessions for students/families/staff)</b>
Having therapist available to talk to students
More mental health supports
On-site individual and/or group mental therapy sessions for parents, staff/faculty, and students. District incentives for people who attend sessions.
Arts opportunities towards mental health healing.
3. invest money, staff, and time into providing significant mental health services to school staff and children
Mental health, basic necessities for those who need it

Mandatory counseling on a weekly or biweekly basis for kids and possibly staff.
Equip school counselors with any new info and what they say they need.
Provide mental health support for any student /family requesting this support
Offer therapy and brain breaks!
2. more focus on mental health and healing from being alone or isolated
Additionally, providing an space within each school for school based staff to have opportunities to be away from students and gather themselves when feeling overwhelmed or just simply need a moment to gather. This could be something similar to a room designated safe space to take "breathe or woosah"!
I fully support the addition of social workers at every school and behavioral assessment, as well as mental health supports for both teachers and students.
1. Embedding teacher mental health time/days off
Mental health considerations must weigh in to curriculum changes - pushing these kids is not what they need.
Trauma informed staff and grief sensitive training
For the older kids: mental health/social nurturing. Community & love & care. Younger ones who missed: focus on literacy & social emotional
mental health counseling
Trauma informed professional development for all staff members.
atlanta public schools can help students and staff with depression and other mental health issues due to the pandemic.
Mental health support!!!!
2) mental health and wellness supports for all students and staff as they come back- many people have lost loved ones or have family members who lost jobs or housing etc., and all of that has taken a real toll on people's wellness when they have not been able to be in community and/or had previous services interrupted.
mental health curriculum on anxiety for students as they return to school;.
Effective mental health services,
mental health resources
mental health services
Mental Health and behavior supports through counselors and wrap around services
check the mental health of the students and staff,
ongoing mental health support services for students, staff, AND families
Mental health - high quality
Free mental health counseling services
Provide mental health support for any student /family requesting this support
I'd also love the opportunity for teachers and even parents to receive trauma training - many children experienced loss and fear during the pandemic and will need help moving through it. The added counselors are wonderful, but it takes a village and teachers and parents will be on the front line helping our kids.
Mental health services,
Provide teachers with mental health services and better promote what APS offers to employees for self care and services.
Mental Health
1. Ways to deal with trauma for ALL (families, students, and staff)
offer mental health resources to students and parents
provide enough mental health counselors
I say we need counseling . This pandemic has really taken a huge effect on our lives. The children have lost learning time, they have lost their passion for school as well. Some children don't learn very well on computers and because of that they have almost given up. The custodial staff have not had a day off since the pandemic. We have worked tirelessly to ensure that the schools are and remain safe for everyone. We do not receive the

acknowledgment for that like we should. I myself lost my only living parent on Christmas Day last year. I only took one day off and was questioned about when I was returning to work.

1. Connect with community organizations to provide schools with resources to promote activities that increase mental wellness and work-life balance

Resources for mental health such as focus groups that provide aid for struggling parents.

Providing social/ emotional supports such as counselors and mental Health professionals

Finding ways to ensure mental stability and stress relief will be ideal for all. It will be a rough transition for all, especially considering the requirements of implementing our aggressive recovery plan.

#### **Nutrition**

**Free, healthy, and accessible food is needed for students and families throughout the year.**

Continue to support food insecure students.

Saturday food pickups, counseling

Continue to provide meals for children who are learning virtually.

continued free breakfast/ lunch programs

5. ALL children should have EQUITABLE access to safe school buildings, free meals, and technology. period. find the money.

Continue free lunches for families that are struggling.

better food- breakfast and lunch

Provide meals for students

free, healthy lunch for all students

Free lunch for everyone, including

provide help with food for struggling families

food distribution, snack distribution

Offering free lunch to all students.

continue to have free meals

Food distribution programs

Also keep providing meals for those who need them.

Access to food support

I would love to see universal free breakfast and lunch to help kids nutritionally and socially.

Instead of a food distribution every week have a food drive twice a month with quality food like eggs poultry vegetables etc the real box distribution .

we should also look into our nutrition at schools because many of our students do not eat the food in the cafeteria.

3. Financial burden on many families over the past year. I think continuing to provide free breakfast and lunch to all students would be a great idea.

Supply dinner and snacks during afterschool program to address student health and well-being.

There also needs to some sort of food bank/ deficiency program for students, even throughout the school year.

nutritional/parental support,

6. A better meal plan for the students. The students does not like the meals

meal options

continue any food programs throughout the year

#### **Social Emotional Learning**

**Increasing and enhancing Social Emotional Learning through dedicated staff, student/staff support, tools and resources, courses and instruction, and access to counselors.**

Provide each school with a person dealing with social emotional support (each cluster). Also make sure that people's voices are truly heard and not dismissed because of the situation or person.
utilize current school based licensed staff to provide opportunities for groups (students/staff/community), Calm down rooms in EVERY SCHOOL (even the schools that cant afford it because they need it the most!), robust needs assessment efforts (social emotional), media blasts on FACTS as to the safety of returning to the school building because some staff, parents, students are still fearful. The pandemic def created an increase in PTSD diagnoses.CONTINUE mitigation efforts to include surveillance testing. Surveillance testing made me feel safe in the school before I received the vaccine. Thank you for requesting employee input. means alot! I LOVE APS!
2. Additional resources and time spent on SEL
Maintain continuity of services for students and staff including SEL, mental health, student health, and food services.
Provide temporary SEL counseling make community aware of resources for these services
Develop programs that address physical, mental and social health needs.
have emotional learning programs to help kids process how they feel
Maintain continuity of services for students and staff including SEL, mental health, student health, and food services.
SEL kits for every teachers' classroom including specials
Teacher & student social emotional support
Focus of social emotional over the rush of trying to cram academics down them to make them "catch up" at a neck breaking pace.
A focus on Social emotional as priority while trying to encourage academics
Provide social programs to address emotional and mental health.
Continued access to counselors to address emotional issues.
Continue to provide SEL for whole groups and individually
Social emotional learning
SEL on all levels
SEL (Social Emotional Learning) and socialization activities for students
Provide as many schools as possible with additional staff to assist with SEL, counseling, behavior intervention.
Focus on SEL in schools
Emotional support services,
Focus on social and psychological security/development first, then make sure teachers are recognized and appreciated for the enormous burdens they shouldered the last 18 months.
Buy more mindfulness activities, affirmation cards, books, coloring books, journals.
Emotional Needs of stakeholders
social emotional aspect,
social-emotional learning programs.
increase SEL
implementing in-class SEL lessons taught by a trained counselor
Spend time addressing the social and emotional needs of the students that are different than when they left a year and a half ago. Ease into schedules students will go from a slower pace over the past year and a half to jam packed schedules.
encourage learning recovery, certainly, but also social and emotional healing as well
emotional needs
SEL and trauma-informed care
Not to put too much stress on the students that are behind. Soft tranaiton from virtual to in-person.



Definitely provide a plan to support continuity of instruction and address learning loss, weekly in class counselor visits to address emotional support and ways to communicate.
The support from our SEL department with engaging lessons on the Google Drive for teachers to use was immensely helpful and should continue each year. Addressing the staff in an empathetic way would be helpful as well. This year was tough on every single person. In the whole world.
Social workers at every school to address the social and emotional needs of students and families. Outreach programs to help families who have been heavily impacted by Covid and the pandemic.
3. Social emotional workshops for teachers.
Increased social/emotional learning content and programming.
Intensive social emotional learning plan of action!
Having Social-Emotional coaches available throughout the entire school day, where students can drop-in or schedule appointments to help get them through a difficult moment , or a brain-block, may be very beneficial for students who need an in-the-moment listening ear to help them refocus on academics. While most teachers probably already do this to some extent in their individual classes, time constraints limit the amount of attention teachers can extend to multiple students, who have a need to "talk," and to feel as if they are being heard. SEL coaching is essential; it should extend outside of the regular classroom, and be available on-demand, as students' needs arise.
A stronger Social Emotional Learning (SEL) program should be implemented. An additional counselor should be placed in every school for counseling support groups for created for students. I am currently teaching summer school and several of the students have discussed the issues that they have experienced during the pandemic. These issues range from isolation, abuse and neglect. This is going to be a serious issue with reentry into this school year 2021-2022. Students are going to have to be indoctrinated into classes with serious emotional support.
Invest in teacher supports and training for their emotional well-being; SEL curriculum
2. Positive affirmations or a mantra should be chanted before school starts.
Have accountability for goals of equity and inclusion being met and also engage counselors to be sure that students have the emotional/social support needed.
Provide each school with a person dealing with social emotional support (each cluster). Also make sure that people's voices are truly heard and not dismissed because of the situation or person.
continue to offer SEL weekly for all grade levels
2) Promotion of the use of class time for social emotional learning (even more so than has been set in the past)
Focus on social and emotional learning as much as learning loss, as many kids are struggling with anxiety and depression after the last year. Also, socialization and play have not happened during the pandemic and kids need these things (especially the younger elementary children) to help them process all that they have been thru and learn how to be kind humans.
SEL offered as a mandatory course for secondary students, tutoring across all disciplines two days per week, strategic interventions during the school day (with worthy incentives), extended hour (45 min after school) targeting bubble and low performing students, Counseling sessions offered to students and their families (Community SEL Programs - SEL Nights once per quarter), Academic Nights-Out (Math Night--"Make it make sense", Reading Night--"It's Lit" etc. ), increased opportunities for students to be children (social/interactive/FUN engagements), HOPE restoration - partner with collegiate institutions for academic and mentor influences,
SEL and time for exploration and inquiry whether emotional, social, didactic
Provide fun, team building activities to promote social inclusion - break the Covid ice hangover! And let's provide the students opportunities to discuss hopes/fears about the lost year and new upcoming year!
Physical , Social & emotional Status
Provide free counseling for students who need to express their anxiety about returning to face to face learning environment
Ask each student what concerns they may have and address those needs in conjunction with the family.
<b>Student Well-being</b>
<b>Providing opportunities to build in play, outdoor time, physical activity, socialization time, and unstructured breaks throughout the day.</b>
Allow students to have a "Meet the Teacher" before school starts, provide social opportunities outside of the regular school day, allow students to play freely with everyone during recess.

No masks, increase play time
In person school. 5days a week. Continuing PE and recess to alleviate stress.
Getting kids back in with no mask if they desire. Getting back to physical education, power up, and recess as much as possible.
Creative curriculum that incorporates physical movement, because so much post covid learning was stationary and difficult for my children.
Increased developmental play in elementary school (groups lead by OT, PT, Speech for students without IEP to promote age appropriate development and behavior)
investigate outdoor learning possibilities
Health initiatives for bodies, more in class calming supports, colors, rugs, seats in corners to help support students,
3. more outdoor time and physical education
Hugs
Students deserve a break from devices. Young elementary school kids need more center-based learning with activities that help them rebound from a year of not leaving their house. Working buttons, zippers, tying shoes, etc.
Fun social events for the kids to reengage with one another
more physical activity during school day,
I firmly believe that YOGA would be an extremely HEALING method of helping students and faculty to deal with the REALITIES of learning and teaching and managing in school.
understand the entire student and provide support. Nutritional, emotional, and academic support.
Longer resess so children can socialize 45 mins.
Outdoor classroom opportunities.
Glve the children more time to be active,
Spend lots of time outside,
If anything changes, it should be that students are offered more socialization time with one another -- return recess to middle school!
Provide opportunities for breaks and social time for students who did not necessarily suffer a learning loss.
Since we are asking more from our kids today, it's more important than ever to give kids time to go outside or be more active so they can focus when they need to, such as recess or short breaks for kids to recharge.
More PE, recess, and social events for the kids to catch up on what they've missed out on.
Time for students to be active/mobile during the school day. Students will need recess or frequently brain breaks even up to the high school level
Increased developmental play in elementary school (groups lead by OT, PT, Speech for students without IEP to promote age appropriate development and behavior)
Let the kids have a little more time to eat lunch and play on the playground! CDC guidelines for healthier eating recommend "eating more slowly" - impossible for kids to do when they get a very short amount of time to scarf down lunch. Let them blow off steam so they can focus in on their academics and succeed. Kids need breaks to move and socialize - to snack and recharge their brains. Please allow schools to offer more of this and fewer tests.
Giving them a chance to play and socialize
(2) more outside time to combat the 100% screen time during virtual and hybrid schooling
Make sure kids have recess and time outside daily.
Provide open forums for relationship building, create friendship spaces and more socialization. Kids have been deprived of group events on every level.
Engage with them as much as possible to get us all excited about returning to in-person learning.
2. Detriments to the social aspect of our children's' lives. Please allow children to play outdoors and use play structures and balls. I am in healthcare and have taken precautions for my children very seriously but I do think there can safely be relaxations to several areas of APS Covid policies. I think it's important to keep children masked INDOORS until they have the opportunity to be vaccinated (but I do think fully vaccinated staff, faculty,

students should have the option to not wear mask). I think children should not be required to mask OUTDOORS as per CDC advising that COVID is very rare to spread outdoors. I also would love to see plastic shields to be removed from children's desks. This has been very detrimental to my kids' learning experiences. They struggled hearing their teacher and there was often a bad glare from the windows. It was a constant complaint from them.

offer enhanced social interaction (additional recess, group play) and stress management in class (meditation, yoga, etc.)

More unstructured play time

Create outdoor classrooms as an option for the Teaching and Learning process!

Keep students engaged and learning. With the extended school day, some of that time should be allotted to playing with peers (recess!) and differentiated learning. Some students have fallen behind while others have excelled. All should be challenged at their level.

Emphasize outdoor learning; enable teachers creativity to close learning gaps; brain/body breaks as students relearn how to sit in a classroom and focus all day

Increase unstructured and creative time with peers - longer PE, longer lunches, more social time. Resist the urge to focus on academic/testing rigor - this will only add to the trauma burden. The emotional and social effects of this pandemic will last far, far longer than the academic ones.

I think more recess/social emotional learning time would be the best way to allocate additional time in schools. I'd love to see some extra free play or a focus on SEL to make up for the isolated year of learning we had last year.

Ways to help with learning loss, if they could do more activities to get back Excited about school again

after school yard & outside time in fields

### Wraparound Support

**Provide wraparound support to students, staff, and families, to include additional staff (eg. counselors, psychologists, behavior specialists), resources (eg. therapy, basic necessities), and individual need-based assistance.**

1. Wrap around services - access to healthy food, medical professions and mental health professionals for staff, students and families.

Provide increased SEL and counseling support for all students.

demonstrate leniency in re-introducing rule enforcement of benign issues such as tardiness, dress code and other minor infractions, ,

Student health services should also increase to deal with overcoming the various experiences they also had to deal with through the pandemic.

1.) students -behavior specialists, guidance counseling, out-reach programs.

Determining which students experienced COVID trauma--including deaths in the family, food instability, and physical/emotional trauma is going to require work on the parts of teachers and counselors. I would dedicate funds to teaching teachers how to spot such students and providing counselors and learning aids who can help with counseling and remedial education in a positive, supportive, and non-judgmental way.

Providing mental and physical health support for students and families would be a place to start. Chris 180 and other providers embedded in schools to support students and "into the community" activities at schools or community centers focusing on SEL, creating food oases in our poorest communities, and teaching science by growing food walls or pods in or near schools.

Hire more counselors.

counseling for all students

2. Wrap around services for our most vulnerable populations.

All students should be assigned case managers to monitor their progress in the classroom, in a social setting (with SEL) and their discipline. If the student is a danger, if the student is failing, or if the student is depressed and struggling the case managers need to put decisive action in. If this means the case manager needs to help set up parent student teacher conferences then it needs to happen. As we return to face to face their is going to be a lot of pressure on the teachers, especially as they manage the needs and individual learning for 30-35 students per classroom. Students that struggle, or show discipline issues, or show mental health issues need to be identified quickly and given outside resources. You can not expect teachers to hand 180 outside influences, 180 discipline issues, 180 social issues, and 180 mental health issues in addition to fulfilling the content based instruction for each discipline. You need an extra level of active monitoring that acts as a bridge for students, parents, teachers, and administration. And if a child struggles and falls down you need multiple avenues,

including parent support, to reach the child. We need to change the pandemic culture here at APS, one where children think they can do nothing, and not fail. they need to realize that they must focus on their studies, complete assignments, turn in projects, and relearn how to do school in order to be successful. -Thank you :)

The school counselors, school psychologists, and community mental health providers must work together as a team to address the individual needs of our students. The community mental health providers can assist with family counseling and community mental health services. In order, for the increasingly large numbers of children to be evaluated who have been referred for speech/language, psychological, OT, audiological, and PT evaluations, Saturday testing may be utilized.

Offer counseling session drop-ins every week after school for kids and parents to come talk to someone together. With the parents being involved, a solution is likelier to be long term.

Also, most definitely schools need to invest in wrap around services. More social workers, school counselors & nurses.

Full time social workers within each school.

School counselors have mandated groups for students (part or curriculum)

Staff allowed flexibility to cope with mental health issues and stressors

(3) provide staff / students with psych support / wrap around services

increase evaluation and assistance of academics and social skills and mental health,

Hire more counselors and therapists inhouse

Increased trauma/counseling for students

robust and enriching academic experiences, whole child approach, wrap around supports

Offer / publicize available wrap-around services (Whiteford clinic, breakfast, weekend meals available, after school enrichment, tutorial).

Also, funds should be available to School Social Workers and School Counselors within the school setting to develop in-school programs that address students' mental health to include group discussions, incentives for success, innovative programs (related to attendance, mindfulness, de-escalation, attendance, in-school supports, etc.) to improve students' attendance, classroom functioning, behavioral challenges, mental health stressors, need for suspensions, etc. These funds can be offer in the form of mini grants to through the social work department based on the innovation of the program along with the barriers needing to be removed. In essence, something innovative of this nature can assist with removing classroom barriers that hinder classroom performance, thus improving attendance and minimizing the need for suspension of students. It would be a win-win for the students, school, community and district.

more collaboration between social worker and teacher/staff, focus on nutrition, mental health resources for kids

Wrap around services for students and staff as identified.

Wraparound services for students and families, academic recovery, overall wellness support

Wrap around services for individuals and family members

Support services for healing - psychosocial supports especially for those whose families who were impacted by covid directly.

Social/emotional recovery

More counselors & free mental health counseling for staff; factor in mental health/breaks throughout the school year (@ least 1 a month to avoid burnout or Fall & Winter breaks)

More counseling, maybe even whole school activities/programs to discuss the last year

Have on site counselors

MTSS supports (extra help for effective and proper implementation)

6) Identify the individual students who actually NEED additional services (food, mental health) and connect with them one-on-one.

2) Put extra emphasis/time/investment on nurturing the whole child, inclusive of educational and well-being needs, using methods that are student-engaging and proven vs. lessons/textbook style and/or theoretical. A well educated child with undeveloped socio-emotional skills will likely have a harder time finding success and happiness/fulfillment as an adult. Whereas (I believe), a child with lower standardized test scores but strong socio-emotional skills and work ethic is are in a better position to find seeds of opportunity and build from there. APS can provide support by continuing services for students and staff including SEL, mental health, student health, and food services.

increase social workers and

a plan for disruptive behavior that doesn't require days away from instruction;

increased social workers and psychologists to work with students regularly

In person (face to face 1:1) counseling for at risk students. I don't think most students are willing to open up and expose vulnerabilities in a large-group classroom setting which has been the format I've noted historically for SEL intervention, better targeting would be helpful and the staff to accomplish same.

laundry facilities, toiletries/hygiene products etc.

Mental health programs and wrap around services;

increased funding for mental/social emotional supports

Offer students an opportunity for counseling services by interviewing or questionnaire or whatever means possible. So many students are going through a variety of difficult circumstances at home who need to be reached for supportive care.

Counselors/therapists on-site for students and staff, providing technology to all students, continuing measures around food security.

Mandatory Full time counselors and social workers in schools- especially schools in vulnerable communities — at the least partner with outside programs to fill in the gap counseling

We should 1st make sure that we have a designated space in the school where Social Workers ,Counselors ,and Clinical Therapist are able to conduct a needs assessment on every child within the 1st 60 to 90 days to determine the most pressing needs of our students. Once the need/s are identified, The Student Support should come together to discuss a plan if implementation.

1. Identify strategies and intervention needed to address students' concerns,

2. Determine the appropriate personnel to counsel with student based on their concerns/barriers.

3. Develop a plan to include dates, times , location. and where the session will take place.

Teachers and staff should also be provided with the opportunity to share their feeling and emotions in a safe space as well. (Before the start of the school day and during their break..

This should be addressed with all administrators so that it will be done in all schools..

Encourage students to come back to school; offer each student time to talk to therapists about transitioning back to school from virtual setting

Students: Major emphasis on SEL/support for student mental and emotional well-being. More counselors, social workers or school psychologists to help address what is sure to be an overwhelming need for mental health supports.

Each student should meet with a counselor/ therapist to address those issues I outlined above. Teacher s can catch up kids that are behind once we have them in school-- but the crippling inaction/ failure to do work that became a habit with kids of ALL levels MUST be addressed. Why did they not do work? How are they feeling now about the last 16 months and the upcoming year? What do they want teachers to know about them? What do they want from this next school year? THIS would be beneficial for our kids to share.

EACH STUDENT (not just low-achievers) should meet with a counselor or a therapist to unlock what it is that made them perhaps not do any work/ attend class or sad/ depressed over the last 16 months. Then we teachers can better meet their needs in our classrooms, catching them up socially, emotionally AND academically. We need to know what kids need from us/ what they want from the upcoming school year in order to provide it. Only worrying about reading and math levels will only further isolate them and not make them feel valued as PEOPLE.

Students will not come to school ready to learn if there is outside trauma, such as violence or homelessness. Schools will need to address this, even though it is outside of the realm of education. Looking at the ARA results, students came so inconsistently it was difficult to gather data. This is truly a time that will require all stakeholders to engage, so strengthening community/parent relationships will also be critical.

- 2) Social services for parents/grandparents with children that have truancy issues.

support for under served students (meals, laptops, tutors, etc.)

Emotional support services,

What would it look like to have trauma informed support for teachers and resources in the schools? Mental health support?

A social worker at each school seems like it should be a given- the number of proposed staff psychologists seems excessive; would suggest cutting that number in half and referring out if the need exceeds that resource. We need attendance officers-someone who checks on students who are not showing up. Someone who will work with the students to get them back in the building. This will reduce the necessity of always coming up with a quick way to get those students caught up to pass a class.

3. Have more counselors at the schools and have counselors talk to students at least every other month on a one-on-one basis. It will teach students that counselors are not just there for when they get into trouble. They are able to come to them when they need to talk about other things. Students look at counselors as an extension of when they get into trouble. Counselors are really needed in the schools  
Wrap around services for the family and academic tutoring/mentorin.

Staff Support
Staff Childcare
Providing childcare for staff
Providing free child care for staff
Teacher childcare centers- I think it would be great if each cluster could provide APS staff members a center for childcare (before/during/after).
Providing free child care for staff
Staff Pay & Incentives
Providing staff with increased compensation was the most common strategy connected to supporting staff.
Staff could be motivated to come to work, or to sign up for more tutorial and development training by being given more monetary rewards or bonuses.
Please consider funding merit pay for teachers that meet instructional student growth goals. I also think a huge marketing campaign would help with getting communities "looped in" to return to learn.
Teacher Pay (due to extra hours being added)
Provide staff with bonuses upon our return in August
stipends for staff to work longer, stipends for staff that want more of a work load to help close the gap (additional periods etc).
2. Increased pay for educators
Staff: pay them more. Identify the teachers that are not performing to the highest standards and hire new teachers eager to take kids to the next level.
Teachers need a raise for families to be cared for
compensation for staff,
2. Financial fairness for paraprofessionals ( 3,000 stipend) not just being on the clock , for the extra 30 minutes a day. If a paraprofessional has to leave early or cannot come to work they don't get extra money. It's no where near equal to what the certified staff will be receiving ( 3,000 for the next three years plus extra perks) whether they are at work or not.
Make more support staff full time with benefits. APS can not claim they care for employees when they treat their support staff the way they do.
I strongly feel the teachers that returned to the building in January should receive some type of monetary blessing.
Incentivize staff and students
increase staff pay
increase pay
Bonuses to staff and teachers for extra time that's needed to recover some of the learning loss
Provide stipends to pay teachers for before/after school tutorial starting in Sept.
Provide stipends to pay teachers for Science Club (Science Fair Project Prep)
Provide stipends to pay teachers to teach computer/zoom for parents.
3) Pay teachers for afterschool or Saturday school tutorial/academic support
give the teachers raises.
Pay teachers more!
Also increasing teachers' pay who are working with students who have been affected by the pandemic, including learning loss.
1) additional monetary support to teachers
salary increases for teachers;
higher teacher pay
Raise the salaries of teachers to ensure good teachers are retained and recruited

IT Technology Contractor Staff that were on the ground that never had time off during the Covid crisis deserve bonus pay as well.
Pay teachers a substantial bonus. They are struggling too
Raise salaries for teachers under these conditions .
Teachers need higher pay to retain high quality instructors; High stakes testing is unreliable; Students need less screen time.
Pay teachers more
Higher teacher pay for our increased hours
Increase teacher salaries
pay the part time \$15 an hour and have a happier support staff and smaller groups more hands on
Stimulus to staff
More money for teachers so that you can attract better applicants. Stop rewarding people for advanced degrees; reward them (higher pay) for being better teachers no matter what their degree level. Use strategies that work and spread the ideas to other teachers (book clubs; math strategies etc).
Teacher Incentives, remediation programs
i think the teachers should get paid extra for after school one on one tutoring also
Pay increase and incentives for ALL teachers not just special education teacher ( every teacher deals with students with disabilities and identified students that receive services and should be compensated)
2. Pay for teachers and staff that is competitive (ie. view Cobb and Fulton) My grocery, car, and utilities expenses have increased as an effect of COVID.
1. Maybe an added bonus for employees who have continued to get COVID tested throughout the school year and summer.
Compensation
Leadership at the district level and school level pretended that all was well this spring in regards to COVID outbreaks and the mental, physical and emotional health of teachers and staff. Now APS leadership has added an hour a day to teachers workload with out offering the commiserate pay (the optics of announcing the extra workload after the deadline to sign contracts couldn't have been more wrong headed). How arrogant can the board and superintendent be?! Step up now and offer teachers commiserate pay for the extra workload. All roads lead to the classroom. If you can't take care of teachers, forget the well being of our clients.
As a certified substitute teacher, I believe that I play an important role in the well being of the students in APS. However, in the recent financial bonuses that were given to throughout the school system, it was only distributed to substitutes who were in the physical building.
The teachers were not discriminated against to receive the money (in person or virtually) so why the substitutes?
To maintain qualified, certified substitutes as you return to learning, BETTER SUPPORT must be given to EVERYONE ( all substitutes) who provides a service to the students. Moving forward, please recognize that substitutes serve in many roles and should be recognized to be a vital role that can help in the success of APS students and schools.
Staff: pay them more.
1. PAY the teachers for the extra time you're asking for.
All teachers including paraprofessional need a stipend of a 1000.00 to support students.
continue the present plan and award staff and teacher bonuses \$2000
Provide strong salaries for teachers and staff for recruitment and retention of excellent teachers and staff.
more dollars for teachers (this past year showed us that our teachers are under-resourced)
Provide more financial support for All staff members.
1. Having higher grade of staff (Pay them decent wages)
teacher raises/bonuses
<b>Staff Support</b>
<b>In addition to increased pay, there were requests to support staff by being flexible; providing wraparound services; engaging; building capacity; and prioritizing well-being.</b>



Please continue to allow at risk staff to wfh. Please. Preliminary data is showing more breakthroughs with Delta variant, and almost no classroom has windows that will open. Secondly, counsel principals to encourage teachers to leave classroom doors OPEN. Provide vaccines at school when they are available.
Staff need areas in their school where they can debrief, breathe and focus. Students need the same. It would be helpful to address the physical health of teachers by providing free or reduced price gym memberships. It would be helpful to have access to yoga instructors, mats, and exercise equipment for staff and students. Students also need access to mental health resources (therapists, mindfulness apps, breathing techniques).
Provide staff with opportunities to take care of ill family members affected by COVID. Increase the number of sick leave days for staff affected by COVID. Allow students who have either been affected or their family [whom they reside with] member(s) effected to work remotely if it is needed - Fund the HOPE Program at Phoenix Academy.
Support for teachers who are overworked and under paid. Support for children whom lost a year of education- support for state testing as well as those testing to try to apply to college.
Telework options for staff who contract COVID as they brave the elements of COVID to provide education and support.
1. Support for staff that cannot take the Covid vaccine due to underline health issues. Be supportive for those who become ill with Covid .
Look at your administration staff and see what changes need to be made. SEL is only effective if your teachers do not leave the schools every year. If not you will constantly have redo things because your staff is not staying. Look at South Atlanra lack of retention rate for the last 5 years. Change in administration needs to happen before any good will come out of this.
Limit or reduce faculty meetings for teachers to find resources especially for foreign language programs.
Provide additional "mental health" days
Provide Self-Care opportunities for staff and wrap around services for students and families.
Make staff members feel important and valued.
Retain teachers
Provide staff with additional assistance (in the form of para professionals) within the classroom to ensure students in need of remediation are able to be assisted without neglecting those who are caught up
Teachers need to have resources available and spend less of their own money. Is it possible to offer teachers incentives for perfect attendance and achievement goals with their students. Can we include special education teachers. This is a time that we can catalyze a transformation in our education system with our teachers, students, parents, community, adminstrators, central office staff, and stakehodors! We can nurture our student social and emotional well-being at this time to support academic process. We can completely re-design our schools. I am not speaking of new buildings, I am speaking of new practices. Let's not let this crisis go to waste! This is our opportunity to better serve APS's students!
Additional support staff in each building; additional breaks, especially fall & winter breaks
support for flexible staff schedules,
So work needs to be updated. Work is different now while covid settles. Offer more work from home options, understand that individuals need personal time and leave (especially the annual employees)
Please encourage the persons who take care of our children. Offer them incentives.
Teachers need to give their best to recover what was lost. Targeted support to teachers to motivate them to go above and beyond their normal duties would be helpful.
requirement leniency; and teleworking flexibility.
Teachers need support In student growth, co teachers should never be substitute teachers
Offer additional assistance for the teachers in the classroom
Prepare teachers for the patience they will need to exhibit while transitioning students back to being in a classroom together
Teacher support and staff support.
Teacher hiring and training, educational resources and opportunities
Teachers and staff: Last year was incredibly difficult for many teachers, and next year is set to be just as challenging in many ways. Teachers cannot be expected to address tremendous needs related to academics

and emotional well-being without a firm support structure, and that takes RESOURCES, whether it's smaller class sizes, additional support staff, etc.
Our existence is based on educating students. I implore you to provide outstanding support to the educators emotionally and financially to the fullest. Please provide transparency and total detail for Educators in regards to all assistance provided to us. Provision of the same will of course include students and families. They need us essentially as much as we need them in the educational process.
I suggest APS should provide teachers with an increase number of mental health sessions through Deer oak. The allotted number is three sessions that APS is willing to pay for but now that number should increase to at least 5 sessions. If the teachers and staff are not healthy, they can not support students effectively.
provide support for staff members (additional compensation and social emotional support)
Teachers and other staff, have been at the front lines keeping the well-being and academics of students afloat, even in the midst of personal, and social-emotional challenges within their own families. It is not sufficient to say that staff should remember to, "Exercise self-care." Incorporating strategies which allow employees to take the time, when needed, to do just that, without penalty or guilt for attending to self, would help to boost employee moral, motivation and even attendance. One suggestion might be incorporating "Staff Mental Health Days." This may be an additional "x" number of PAID off days (say 3 days), that are available for staff members to take throughout the year, whenever they begin feeling overwhelmed.
2.) Staff- staff needs so much support in terms of the timing (for work) (transportation) and how to best to help them manage their own families.
Free mental health counseling and safe environment hassle free. Trustworthy and ethical principals and leadership not threat code 20 everyday
2. Be consistent! Incorporate rejuvenation activities on a monthly or quarterly basis to promote communal interaction and/or demonstrate gratitude to school level staff.
Teacher support and staff support.
Include teacher supports as well (seem to be missing from the presentation);
Provide coaching, professional development, and emotional support resources for teachers and administrators
survey teacher needs, and teacher input in decision-making
Provide teachers the respect in which they deserve. Often administrations find themselves speaking to the teachers as if they were talking to the students. Everyone deserves respect and the ability to be listened to.
Provide staff with ALL needs for classroom and to support parents. Whatever they need/ask for
support teachers in the class.
Lastly, we need to have synergy rooms in schools for teachers to go and meditate, do yoga or a relaxing place during they day to have a mental break before a breakdown occurs.
Reintegration programs, wellness services and wellness days will be needed for faculty, staff, students and parents.
Wellness resources to assist in our immunity/mental wellbeing.
wellness centers in the buildings/ facilities for staff
staff self-care initiative

General Feedback
Equity
<b>Some community members advocate funds benefiting all schools, while others advocate for more targeted budgeting.</b>
You should not cut school budgets. Provide equitable funds to ALL schools not just the title one schools.
Allowing the funds to go where it is needed as opposed to equally across the board is important.
1) direct money to teachers to the classroom (teachers rather than support staff)
Schools: My children's school is facing a budget deficit as we had into a year in which schools are expected to address pandemic-related learning loss and care for kids at a time when they've experienced significant trauma. This is unacceptable. Schools cannot be successful at meeting these goals unless they are properly resourced.
I'm sure some money will be used to back-fill expenses already incurred from prior year - but more could be done to upgrade schools.
Communication
<b>There is widespread agreement that regardless of how funding is allocated, the district should strive for improved engagement and communication, to include more transparency and candidness, more community involvement in decision-making, increased frequency in communication among staff, students, and families, and ultimately promote true engagement.</b>
We need to make sure that parents, teachers, and schools are involved in the decision making process and communication is clear, timely, and effective. We are asking for input after decisions have been made. APS has had a consistent procedure for decision making that involved community members. It was clearly communicated to us. This new leadership has made significant steps backwards in terms of involving the community. We need improved communication. It took me forever just to find the new bell schedule. In fact, one google search gave me a bell schedule from years ago. Information should be clearly and widely communicated. Day One Back to School typically began in the summer. We are not hearing anything other than the date of the first day of school. There used to be an entire public campaign about Day One ready. Now I'm not even sure the community knows what time school starts. This is disappointing after so much work had been done in our district to connect our families with the school. We have lost so many invested and important employees that did the groundwork. Change is good, but I'm not convinced that the new employees are moving us forward. We seem to have stopped and taken a few steps back.
Direct communication between the teachers and students. During remote learning, my daughter never got responses from many of her teachers when she needed assistance on a lesson. A couple of teachers were excellent and very helpful, but most were checked out and didn't seem to care.
Clear communication to families, students, teachers, and schools about academic positions of students so everyone can work together to fill in gaps in learning and increase achievement.
The truth
Atlanta Public Schools should openly communicate the importance of adhering to and following all district and school rules to facilitate "having school". Teaching and learning should be the primary focus of all stakeholders in the fall.
Ensure Teachers and Stakeholders have a voice and are valued by allowing equitable and candid conversations (small groups) from outside audits regarding their needs for staffing (Exceptional Students, counselors, school social workers, and success coaches, etc.) and support so that everyone is well and able to empower, teach, mentor, and serve ALL students in achieving academic and behavioral success in and out of school .
Just by staying ahead & keeping us updated with everything
Open communication and fast communication.
Clear and prompt communication about health related decisions whether related to covid or otherwise.
seeks SPECIFIC guidance and input on policy decisions, improve communication and transparency (both of which have been HORRIBLE in the past year)
Keep everyone informed
Provide clear expectations and information/education to teachers and parents about the need to be flexible when thinking about the level of learning loss students may be facing.

better local communication with families about school plans, more transparency in decision making,
Keep us updated and inform as soon as you get new information
By having more zoom meetings on what's going on with the process of returning. Also to keep asking for the parents, staff, and children's input on the things that can affect their lives.
Communication and science based decisions
Accurate info about student performance.
Communication (early and often) by the district and individual schools
communicate, communicate, communicate
Engagement with plenty of notice on expectations
multiple school open houses
Keep communication simple and consistent to families, students, and teachers know what to expect. We have all undergone too much uncertainty and change over the last 16 months.
Continuing to keep us informed of plans for ongoing mitigation efforts.
Straightforward and clear paths to accelerate learning to make up for loss. The summer session was horribly communicated and news of it as an option delivered much too late
Keeping families up to date on APS's plans to help the kids get to where they need to be.
Age appropriate explanations of what and why things are being done. Direct communication to students and separate communication to parents
Honesty and transparency. People want to feel seen and cared for. Y'all are doing a great job! Just keep putting people before politics. Thanks!
Advance and clear communication
listen to all stakeholders, provide updates in honest and transparent ways to everyone
Communicate thoroughly, regularly, and often with parents and staff about exact plans so we do not appear to be building the plane as we are flying it.
updates to community using vocabulary that those families with limited education can understand the new changes
APS should listen to everyone before making decisions about things that will effect everything in our lives and provide other options for those who do not agree with the outcome of the situation.
short updates from teachers - what they're learning so parents can help support
I appreciate the district's intent to engage stakeholders in providing input and feedback on plans and initiatives such as this, the current cluster TEA discussions, etc. However, the opportunity to engage in deep, thoughtful conversations require more than fairly brief zoom-based presentations and short time periods for discussion. Perhaps moderated or guided in-person focus/small discussion groups would allow district staff to provide adequate background information on the topic and participants the time to reflect on the subject and talk with one another.
keep the lines of communication open with the parents/legal guardians
Transparent and frequent communication with parents and staff
2. Transparency and honesty with what school will look and feel like for our kids so that we may prepare ourselves and our kids.
3. Actions speak louder than words - involve the stake holders in decisions before they're announced.
Open Communication
community engagement, better communication with parents and community from BOE and Superintendent
Input from all stakeholders, not just data;
Be more transparent, communicate with parents and get parent input before making major changes like adding 30 min to day and changing start time, or delaying/changing reopening,
allow for student and parent voice.
Involve parents in decision making. Listen to needs of ALL schools. Even if needs are different among clusters, the schools have needs that need to be met.

Converse more with the community (principles/ teachers/ staff/ parents) before make decisions and don't wait to announce them on a Friday at 5pm.
improved communication
Stop selling fear, talk confidently to families. The evidence is in: schools are safe. Its time to move on and address learning, mental health and hunger.
Adopt a common sense, based in science, unified message for our schools about our challenges and our goals, keep communication transparent. Solicit input from your students about what they need. Let the teachers, staff and students guide your plan and then have the parents contribute to the plan. Thank you for your efforts.
I think APS should continue holding town hall meetings on Zoom, school board members and parents should meet weekly to discuss questions and concerns.
APS needs to stick to its messaging and try to get families back to APS. This cannot be done at the principal level. APS leadership has caused this loss of credibility and it needs to be the one to rectify the issue. Crime isn't the only reason people want a City of Buckhead. APS needs to keep that in mind as it makes decisions going forward before there are irreparable damages.
2. Send letters and emails reminding parents about the changes and how they impact their child.
Fair Disbursement of information from Aps school not through technology because a lot of children/parents do not have the funds to get the the device needed for the information solely through emails. Unfair meeting times. And don't have virtual company/none medical personnel testing our children on APS properties
Information! Establish expectations. Start Day 1 with resources for in school and at home.
better more consistent communication with families (tap into the talent you have the communication & family engagement team)
APS can provide support to teachers, students, staff and schools by telling the truth,
Keep offering zoom meetings for working parents.
Biweekly surveys for students, staff, and families to describe how safe they feel. Additional options worth considering are ways to have conversations with the community so each group has a chance to be heard.
Clear communication, engage stakeholders prior to major decisions,
Asking students, staff and families what they need. (Like this survey - thank you for doing it!)
Please communicate with all stakeholders the plans and expectations of the upcoming school year. Will lunches be provided and what kind of protocols will be in place to ensure student safety upon return?
Transparent updates and stand firm in safety protocols
Consistent Feedback from the teachers on where our kids are excelling and where they are having issues.
in-person and virtual methods of communication.
Communication and updates
<b>General Feedback</b>
I am scared to send my kids back to school ho to the fact is kids us not going to listen they are going to hugs and do what they want
It's not safe
Exact same as what has been done ytd. Aps has done a super job
Focus on the schools in lower-income neighborhoods to make sure that they are taken care of.
I think the makeup of students in the classroom will be critical to ensure there is a balance with effective resources and teachers
Bring back the familiar back to school bash. It brings the community together
If these students could attend school and learn trades such as construction, plumbing, car repair (while also receiving an income) this would be beneficial. I know that some schools do offer technical programs but we really need programs where students can obtain a diploma while working and being able to provide for their families
Return all students to normal, face to face, high-quality instruction
3.) Visit schools. Wear our mascot t-shirts and talk to our kids.

No one trusts you and you want talking points because you don't know what to do with the money. Give it back to the government.
carefully and thoughtfully!!!
A plan to keep students safe and in person
Ensure teachers don't have the choice to teach from home. You accomplish this by being clear on expectations and thorough in your preparedness based on CDC and Dept of Ed guidance. This isn't rocket science, don't try to make it so. Other metro school districts seemed to sort it out last fall. Some aren't even standing around with their hand out waiting on someone else to give them money to address remediation as they were able to safely and successfully reconvene in person learning last fall. The election's over, Biden won, let's get it together, folks. So many of people miss Castarphen. LEAD APS, LEAD. Don't play the victim card.
realistic and proven ways to increase academic success.
DO NOT cancel school for Potential rain- kids need to be there, not at home on iPads.
There should be a department that helps students/adults return to in-person learning especially high risk persons. Hire recently retired educators to staff PT interventions.
Keep the Back 2 School Bash to support the needs of the community.
Give them a 2000 stimulus money
A "RE-HIRE" or "RESTITUTION PAY" to the many whistleblowers who lost their jobs and livelihood for standing up and speaking out on behalf of the APS students during the APS cheating scandal. One whistleblower for the prosecution's witness, in particular, has suffered tremendously for doing the right thing! Making her a part of or creating an "Ethics Committee" would show that the APS school district is working to rekindle the lives it unjustly tore apart, and finally get back on track to educating those impoverished and less fortunate students!
1)Most importantly face to face needs to be an option for all students so they have a place to go
I believe that APS already has a great plan in place.
start in person learning
Schools already provide support to ALL stakeholders. It's up to THEM to take advantage of the offerings/support.
Please don't shut school doors again if another outbreak occurs. The most important thing is to keep schools open.
The plan you have in place is safe with me
Allowing staff and students in the school FIVE days a week, allowing students to leave the classroom and move around the building to have a normal school experience.
Enable students, families, and teachers to get back into the classroom
Enhanced education- educating students should be the primary focus of the school system with everything else being secondary. The surge in focus on non-educational and community service functions is creating an unprecedented divisiveness in APS. Perhaps there is opportunity to partner with the non-profit sector or create a separate division of APS designed to focus on non-education initiatives.
<b>Mindset</b>
<b>There is a need to understand the stressors facing our staff and students and creating an environment of patience, grace, flexibility, empathy, and reasonable expectations.</b>
Make things normal
Let them know they are not alone. Make them feel welcomed. Make learning more stable and fun this year since last year students weren't able to learn in a proper setting
Provide clear and realistic expectations to allow teachers the flexibility to assist student they identify to be struggling with learning loss or grade level material.
Resuming a "normal" school life(specially inside school buildings) and everything that entails; removing tasks non-related to teaching off teachers' shoulders; focusing on core subjects, i.e. Math, Language, Science, Social Studies.
The root word of teach is to "draw out." Discard the philosophy of "filling" a child with education and start focusing on drawing out their greatest assets (see above). That necessarily requires a foundation in the American Endeavor and Experiment; and the Constitution in contrast to all other failed and lesser forms of government.
Patience and programs based around helping kids and teachers get back to a sense of normalcy.

Make it your number one goal to return to school as normally as possible. Quit making so many changes. Consider families with working parents when making decisions, especially involving school start and end times and “virtual days,” though we hope to never experience a virtual day ever again! Go back to normal, then assess and decide if changes are necessary.
Be a thoughtful about ensuring all students are “up to speed” Be mindful of workload/homework
Understanding we cannot be by the book with everything but be open to a new way of learning effectively.
Understand that the new stressors students and teachers are confronting may result in challenges and must be dealt with as a part of the PANDEMIC world we are living in.
a feeling of 'Well being'
A growth mindset to move forward and leverage things learned from the past year to improve the culture and environment for all (this means moving away from "the way we've always done it" and seriously investigating and discussing possible changes)
I believe that patience, flexibility, and reasonable / modified expectations are essential for this coming year.
Allow grace for all stakeholders
For everyone this will be different and APS need to know that everyone will require something different. Just be flexible!!!
set high behavior and learning expectations
Don't assume every student has gaps, or has the same gaps. They're not a heterogeneous population.
Back to school as normal like the other districts in the area.
Focus on learning - our students and system lost A LOT of ground during the pandemic.
Teachers and administrators should be gentle and flexible to start the year. I fear they will be in a panic to make up for lost academic knowledge and will overwhelm and stress the kids. It needs to be a gradual return to normal.
Patience
Education. Education. Education. Indoctrination of CRT with only further divide people. Let's come together & LEARN!
Confidence that a return to in person learning will not be a continuation, or expansion, of the way that things have always been done. We are living in a time of radical change and opportunity to rethink the modern school experience. Let's use this investment and the lessons learned over the past 15 months to establish a new and better approach to educating our students. More worksheets, more standardized tests, and more hours in desks will not yield greater success in tomorrow's higher educational environments or workplaces.
create culture of holding all students to high standards consistently
2) promote excellence and achievement rather than loss.
High expectations across the board ensures equity, even if that puts the graduation rate metric at risk to maintain learning accountability.
Grace
extra understanding care and patience
Messaging should be changed to a positive tone; you have health, your body is strong, your classmate/teacher/staff is not someone to be feared. There could be positive in-person events with purpose like small landscaping jobs, reshelving of books, kind of like a Hands on Atlanta Day for the school.
Focus on the positive and making school as “normal” as possible. We need a forward-looking, inclusive culture and not one that focuses on everything we missed, what is wrong or how people are “behind.” Let's celebrate being back together. Community-based outreach to targeted groups, following the principals.
2. Stop telling parents and kids they're going to camp and be clear about the expectations for learning.
Expectations set for success are realistic for the sake of all not to succumb to stress or anxiety
Higher expectations of teachers and children
Pre-pandemic life, stop paranoia
Peace, centering, calm instead of panic over "catching up." I believe that the teachers will be able to help all the students get to where they need to be...and the whole country will be struggling in the same ways.

Providing parents, students and teachers with positive narratives for the many upcoming changes and the new normal.

APS should focus on the support services that serve student and faculty mental health and that help the school community transition safely to in-person schooling, instead of pushing the assumption that students have learning loss and need to catch up. Telling students that they are behind and now must engage in more school work is damaging. We need to be empathetic to our students and the fact that they have been away from their peers and in-person supports for a year. We need to meet them where they're at, not the other way around.

Finding ways to adjust the curriculum such that students can incorporate and integrate their experiences from this past year. Letting them know that we are all in this together, that coming back is strange for everyone.

### **Systems & Structure**

**There was general agreement for in-person learning, but there were recommendations for the process going forward: allow principals and teachers to determine how best to serve students, listen to teachers and parents before making decisions, trust those closest to the students, and prioritize equity for those who need it most.**

Give clusters and individual schools as much autonomy as possible so that administration members can best serve the specific needs of the families in their school. Needs vary widely across age, neighborhoods, etc.

Start a redistricting process with the goal of income & racial/ethnic balance in every school. I'll be happy to find new boundaries that optimize that metric (I'm a statistician).

Keeping the schools open

Do everything to ensure a full return to in person learning for all students. This is critical.

In personal learning

budgets for schools to make decisions AT THE SCHOOL LEVEL. Principals, staff, and Go Teams should be empowered and trusted to know what is best for their school community. If they are not trusted within their school community, then they ought to be replaced or worked with more closely.

Just open schools back up as you've done in the past and let the kids get back to normal lives.

We need a new superintendent who will prioritize in person learning and not require masks.

Get kids back in school

Increased flexibility—no one size fits all solutions

Keep in person learning available with teachers teaching in class rooms for every single day of the school year while allowing children to socialize without masks

In person learning. No virtual. Let the kids be kids. No masks. Bring back the lunchroom. Bring back everything back to normal.

create a task force to focus on learning loss and learning gaps.

allow principals and teachers to determine how to best serve students. forcing a one-size-fits-all intervention program does not respect and honor the uniqueness of each school community. Caution in placing students in remedial/intervention programs based on an August 2021 screening result. It may be that students just need a little time to reacclimate to a normal school routine. Why not allow students and teachers to work together for the first 9 weeks without the addition of an intervention program? the district needs to be careful about setting specific goals and targets for academic performance. Students and teachers are still dealing with the trauma of the pandemic.

Meet the needs of individual elementary schools. Schools with students not struggling should could do 4 days of whole class instruction and 1 day of instruction with struggling students.

Support TARGETED students only please, not all students in a blanket fashion! You did it for Project 2021 students. Support can be done in a targeted fashion. That way you do not have forced, reluctant students sitting through support they do not need...that situation makes it hard on the students and the teachers and harms those desiring and needing the support. (similar to compensatory services when services are not delivered as expected)

Listen to the teachers. They know what is happening in the classroom and what the school needs more than anyone else. Let them decide how the money should be spent. APS not involving principles / teachers in decisions (ex: Cutting number of classrooms to be built in Morninside Elementary) is ridiculous. So many parents in the morningisde are getting sick of the current administration and leaving the district.



Allow for school based decision making. Allow for school based decision making. Trust your principals. Trust your teachers. Recognize that what passes for SEL cannot come close to addressing the mental health needs of these students. Don't pretend that hiring a psychologist is enough. Be mindful of how efforts to address learning loss may be what adds to their stress and anxiety. Even that terminology is harmful it seems to me. We are telling them they are behind. Of course they are behind. We are all behind. We all lost over a year of our lives. Consult with experts on language and balance because nothing I've seen so far seems healthy or productive.

1.) Be flexible. Not all grade level bands or schools have the same needs so allow some decisions to be made at the school level. 6.) Allow outside classes and classrooms (kids are tired of being inside).

Empower your principals to manage the problems & adversities faced in each school/cluster.... APS stakeholders have very different needs on a cluster-to-cluster basis & on a school-to-school basis. LISTEN to stakeholders & what they need & empower principals to be responsive.

Instead, schools should be given the freedom to use funds in the ways that would most benefit their particular populations, particularly through smaller class sizes and increased individual attention for those students who were most negatively impacted by pandemic learning.

1. Flexibility to allow teachers and administrators to act on what they see their student communities needing.

4) Beyond that, would be great to seek input from non-APS experts in areas of concern to parents, and make data-driven vs. emotional/political decisions.

2- have backup plans ready to deploy should we need to be isolated again

Principals should be given autonomy to support teachers and staff in unique situations that due to the unpredictable nature of childcare, health needs, extended procedures for daily life staff need to handle.

Make sure APS is ready for another round of quarantine/ distance learning

3) stick with cluster model and local control rather than CLL mandates

Offer schools the opportunity to address the academic recovery concerns of their own communities. I support the premise of adding time into the academic day for intervention, but also believe that there should be flexibility at the school level in the curriculum and format used to provide that intervention.

I believe schools should be given more flexibility to use the funds in the ways that individual school administrators believe will most effectively meet the needs of their students most negatively affected by pandemic learning, particularly through smaller class sizes and individualized support.

What works for this school? Why are these kids successful and what can we do to emulate those schools.

Continue to take feedback monthly as to what is working and what isn't and adjust accordingly. This is new territory so we have to adjust as we learn more.

I believe we are missing a very important piece of this puzzle; local school. As parents, students and community members we are being told that remediation needs will be based on data from previous years, but we haven't heard why we are not going to give our local administrations and teachers the ability to have the time to assess our children then prescribe individual needs based off of these specific assessments. It feels like the district has a one size fits all approach, and did not work with individual administrations and GO Teams to continue to allow for those closest to the students the ability to make thoughtful decisions. I fail to understand that knowing this was the route the district was going to take, why the GO Teams were not made a part of this decision making process. We, as a district wrote a charter that touted "local control", but then when it came to this matter the district showed they do not actually believe in the process.

Provide additional outreach to the poorest and most affected parts of the district by ensuring they have food, and communicate these types of surveys and messages to them (the families that most need to answer this survey are the ones least likely to have internet or access to a smart phone or the bandwidth to find time and energy to respond). Please direct your funds to these families and parts of the district that are so disproportionately affected by the pandemic.

They should survey the individual schools and cater to the parents and staff at that particular school. It's not a 1 size fits all. We need to be back to normal in school just like everyone else is in their life! No excuses

Difficulties and gaps vary wildly from school to school. Give individual schools the ability to use recovery funds in the way that meets their students' needs. The teachers, specialists, and principals have the most intimate knowledge of problems in each school.

I am a parent of an APS student, but have not been affected in the ways that my students have. I also work in a building with immense parental support and have sooo many resources available to me as a result. I think that schools should be able to determine what support is needed after getting feedback from PARENTS.

It takes a VILLAGE

Start by genuinely including parents and families in decision-making. For almost a year, the Superintendent sent "communications" to parents on Friday after close of business. The message was clear that the communication was one-way and she was not interested in parental responses. That finally changed after many months and many parent complaints. But still major decisions are made without ever consulting with families. The impact of the pandemic has been devastating for families, and the District has often seemed completely insensitive to parents and families (most opportunities for parental input came ONLY AFTER parents were outraged and organized protests and sign-on letters; that created real mistrust, when in fact parents and caregivers should be seen as partners). So, as a starting point, it would be great if the Superintendent and the leadership could partner with families, solicit input more often, and BEFORE decisions are made, and be more available. I honestly believe that if families and educators work together, we can create an amazing school system. Over the last year, that relationship has been fractured by the Superintendent's unwillingness to involve families until crisis moments. I sincerely hope this year things are different, and that the relationship is one of collaboration, not simply continuing the pattern of expecting families to pivot with sometimes only days notice of major changes.

Provide ALL stakeholders with opportunities to give input BEFORE decisions are made.

Ensure equity at all APS schools no matter the location.

By hiring or moving well QUALIFIED staff around to areas that are needed. Have a team or person in place for each cluster that can monitor what is happening and intervene/give more support when necessary. Cut through the red tape and just get stuff done!

We need some grace! Certain restrictions and requirements need to be relaxed. Schools need some freedom to make decisions for their own student bodies. Students need to not be irreparably hampered by last year's performance.

Make instruction count by getting teacher input based on the area in which they teach (One style does not fit all).

Give principals autonomy to meet the needs of their population. Reduce red tape and administrative duties for teachers.

I think we do whatever is needed. In other words, look at resources and put the resources wherever it is needed. I think a fully well staffed school with all the resources available will be a great start. I think early on in the new school with adequate staff and resources will set the tone for great school year.

Focus groups that can determine the needs based on the school

One size fits all never works. Allow local schools choices on how the money is spent.

Allow principals to determine how funds should be best spent serving their students, vs district wide protocols that may not be applicable in all school clusters

### Transportation

**Provide enough transportation to ensure social distancing, bus students taking advantage of tutoring, and ensure timeliness of arrivals and departures.**

transportation

Have smaller buses that can service multiple routes multiple times

invest in electric school vans

on time transportation. Late buses have me worried.

Ensure there will be transportation for students to stay after school for additional intervention support,

Closer school bus stops

Spend money on transportation

New School Buses

Students are going to need tutoring and for that they are going to need transportation and food. Please think about families who do not have access to transportation when you make any plan.

Necesitamos más bus para los niños aveces van 3 o 4 niños sentados en un solo asiento (We need more buses for the children sometimes there are 3 or 4 children sitting in one seat)

provide the right transportatio

Transportation, better time I don't think q longer day is the answer tbh, incorporating technology