

## Equity Reopening Problem Solving Session 11-5-20

<p><b>Team Process</b></p>	<p><i>How are people positively or negatively affected in terms of the barriers they experienced by returning to school in person or staying online?</i></p> <p><b>In Person Positive:</b> Social interaction with peers, in person instruction benefit, access to all services (counselor, ELD, sped, etc), teachers less stressed with familiar instruction, access to after school support</p> <p><b>In Person Negative/Barriers:</b> Risk of COVID for at risk families, staff, students, transportation, liability for districts, added tension around what is going on politically, transition to school for kindy, 6th grade, and for freshman, fear, overwhelming for teacher to balance both</p> <p><b>Staying Online Positive:</b> Safety for at risk populations, benefit to engaging for some students who don't typically engage in person, consistency of same class/same teacher, flexibility in schedules</p> <p><b>Staying Online Negative/Barriers:</b> Not as many connections to support staff, access to nutrition (only at 40% capacity, are kids getting food resources they need?) access to technology (connectivity, devices, support, etc), working families balancing school at home, mental health and isolation, screen time concerns, lack of physical activity, loss of family time (family time is spent on school)</p> <p>Technology could be positive or a barrier in both settings</p>
<p><b>Team Place</b></p>	<p><i>What kind of positive or negative environment are we creating by being online or in a hybrid?</i></p> <p><b>Positive Online:</b> Some increase in attendance in classes K-12; provides social connections online in midst of pandemic; Seesaw offers many modes of participation; Dynamic engagement and tools that reach students with different abilities; increased access to internet at home; some of our students that experience social anxiety or behavioral challenges are thriving in an online environment</p> <p><b>Negative Online:</b> Difficult to scaffold grade level instruction, inconsistent data, teaching where we think kids are; Students who have limited home support have more barriers (logging on, navigating tech, assignments)</p>

	<p><b>Positive Hybrid:</b> Work on social emotional learning; opportunity to check with students on basic needs (safety, food, shelter); Easier to assess and differentiate instruction; use time give more instruction to our struggling students; kids that have difficulty accessing consistent tech/internet have a safe space to learn</p> <p><b>Negative Hybrid:</b> Need well rounded teams to determine which students need in person instruction; Teaching staff may be unknown to students due to teaching needs in district (CDL, in person); workload of educators; some on site staff and students may be fearful about contracting COVID; Lots of uncertainty!; job expectations may change; l</p>
<p><b>Team Power</b></p>	<p><b><i>How is the power of decision making being shared with those who are affected? How should we share?</i></b></p> <p><u>How are we:</u></p> <p>Feedback is sought but not sure HOW it is being used:</p> <ul style="list-style-type: none"> <li>● Surveys to seek feedback from families and employees</li> <li>● Listening sessions with staff at MS</li> <li>● Listening sessions with Superintendent</li> <li>● Superintendent meeting with parent groups - providing a platform for parents to share their thoughts.</li> </ul> <p>What role did our feedback play with the decision making? Sharing of power - how much do we really have when it comes to state restrictions and guidelines?</p> <p>Are we reaching all our families with surveys and listening sessions?</p> <p><u>How should we:</u></p> <p>Use scenarios to seek feedback from families to give them some specific context to speak to - Break it down in a small group placement - where can really dialog with a group of families..... Such as.....what if we start and there is an outbreak and your child has to return home - how will that impact you? What would be the barriers?</p> <p>Think about plans by family.....what will work for you? Lets find a solution that works best.</p>

	<p>Need to identify what isn't work for students/families - houseless students, students struggling with CDL, ELD, IEP, and they should come back first - versus focusing on "grades" or "groups" - they should be a priority. Tracking by ability level. District creates a matrix - houseless, low income/poor tech, not doing well with CDL, ELD, Special needs</p> <p>Choice is power. How do we give them[teachers, students, families, staff] as much choice as possible but meet everyone's needs? How do we evenly disperse the choice - so that the power is equal. First come first serve is not the best approach.</p> <p>Could teachers job share / "podding"</p> <p>What role can community agencies play with involving the community?</p>
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<p><b>Team Process</b></p>	<p><i><b>Does the decision improve or worsen or make no change to existing disparities?</b></i></p> <ul style="list-style-type: none"> <li>● Families - already in a routine&gt;this potentially disrupts the routine</li> <li>● We have staff that will not be able to come in due to health issues/what will they be able to do to instruct all students?</li> <li>● There are families that are just trying to make it</li> <li>● Questioning the willingness for students to go back to school</li> <li>● With the HS schedule structure, we have kids that are just attending the morning classes so they can work</li> <li>● How do teachers adjust the curriculum to meet the needs of a hybrid setting? Is it even doable for teachers to effectively do both in-person and online?</li> <li>● Will have to break the phone habits again</li> <li>● When outbreak possibly happens - totally disruptive</li> </ul> <ul style="list-style-type: none"> <li>● There are kids that are home by themselves so this will help them.</li> <li>● School provides a safe place for students to learn.</li> <li>● New routine can be created</li> <li>● Allows for Social Interaction</li> <li>● Students have easier access to Food</li> <li>● Class Control for Teachers - easier to manage in person</li> <li>● Families won't have to pay for daycare</li> <li>● More supports available for in school</li> <li>● Students don't have to "hide" their living conditions</li> </ul>
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	<ul style="list-style-type: none"> <li>• Warm, dry safe space with caring people around them</li> <li>• Counselors will be able to do reporting - and have the necessary conversations with students.</li> </ul>
<p><b>Team Plan</b></p>	<p><i>How will you reduce the negative impacts and address the barriers?</i></p> <p><b>Illness and death</b> ???</p> <p><b>Access to PPE</b> Minimum two reusable masks for all staff, Face shields for those who want extra protection.</p> <p><b>How do we serve students who need the most help (would receive that from LIPI or hybrid) but are also the same demographic who are most at risk?</b> Engage in listening sessions/outreach to these groups most impacted, their perspective on what they need, both high risk and most impacted negatively by CDL. Potential “pods” for students with limited access to internet/infrastructure</p> <p><b>PPE monitoring/enforcement</b> ???</p>
<p>Other notes</p>	

December 3rd, 2020

**Equity Team Reopening Discussion**

<p>Group 1: How do we determine reopening considering the metrics and the circumstances of our district?</p>	<p>What's tied to the numbers falling? How do you determine a real decline? Are there factors that are influencing the decline? What are the rates in other neighbor counties?</p>
<p>Group 2: What could phases of reopening look like?</p>	<p>Do we start with LIPI as an initial phase for students who need direct need?</p>
<p>Group 3: What ideas help families/students choose what meets their needs during this transition?</p>	<p>Families need choice and clear information about the structure of hybrid so they can make an informed decision.</p>
<p>Group 4: Beyond the standard safety measures, what are the critical components to have for students/staff to ensure more confidence in reopening?</p>	<p>No touch thermometers were mentioned. We have learned that are not an effective deterrent to tracing cases because spread happens primarily with asymptomatic people.</p> <p>HVAC questions</p>