

Equity Team Reopening Notes 1-7-21

Key Questions	Responses
<p>What are the factors that should be in place to begin returning K-3 students and beginning limited in-person instruction for older students?</p>	<p>Group 1 (Sarah, Jenny, Laura, Kady, Gabi, Julie):</p> <ul style="list-style-type: none">● Vaccines for staff and how it relates to the rollout for the state. PPE for staff, environmental factors including ventilation.● Cost-benefit for Parkrose Community - what is our capacity for more change that affects everyone?● Is going to hybrid for the last few months worth the time and stress on educators and families?● Routine and predictability are very important during times of insecurity and crises. Would it be beneficial to make a decision sooner regarding CDL to provide a longer term plan, including child care etc.● If we go into hybrid, what are child care options at elementary?● Staff for cleaning of surfaces during and in between groups.● Substitutes for staff - do we have enough if staff are out?● Board members are not getting pressure to re-open schools at this point from the community, but how can we hear from all families about their needs and concerns.● How do we balance in person instruction and virtual learning for teachers and other staff?● Could teachers reach out to all families on their caseload (secondary) or classes (elem) to ask about their needs.● From a trauma informed perspective, it makes no sense to make significant changes to our learning structures.

Group 2: Meanroth, Sonja, Rick, Zach, Sarah

Staffing-teacher availability based on “at risk” status

Vaccinations for staff

Safe working environments-PPE, cleaning procedures and supplies, ventilation,

Contact tracing protocols

Consistent cohort

Rapid testing

Protocols for teachers around safety and cleaning-even how kids move in the building, go to the bathroom

Training for staff-for new or changing duties, return to school focus

Nutrition plans-where will kids eat? Meal delivery model.

Transportation model

Funding

Supports for mental health for students and staff

Community partnerships helping families who need support navigation (from systems to language, etc.)

Need options for families-how do we balance two models of learning?

Subs

Training for kids around new school changes

Group 3: Tracy, Lynn, Andre, Jackie, Aron, Michelle

Vaccine Schedule

Staff members that are medically vulnerable

Rapid Testing is a misnomer - is medical support readily available? (Can the clinic be available for testing all people in our district - including staff)

Contact Tracing is VERY delayed in Multnomah County

Ventilation is an area of concern - many windows

	<p>don't open, what HVAC testing needs to be done to ensure that air is good</p> <p>Custodial services seem to be understaffed for the needs of making sure areas are safe for the cohorts</p> <p>Need to find ways to make sure we can identify what areas have been cleaned</p> <p>New allergies for staff and students with all the new cleaning supplies?</p> <p>What do we do when kids come to us ill</p> <p>How do students enter and exit the buildings</p> <p>Can we consider a SLOW DOWN - we are on a roll and this is not a time to be experimental with our diverse group - let the other districts work out the bugs</p> <p>Maybe the medically fragile teachers can remain the online teachers</p> <p>Struggling with the equity of dividing the cohorts</p> <p>Need to make sure there are assistants are available</p> <p>Is there a way to have small groups of kids in the building? Like ELD groups/ SPED groups, etc.</p> <p>Survey to determine the number of students/families that really want to come back - use those numbers to balance out classes so that teachers only have to have ONE job - either in person or online</p> <p>Concern in separating students from the teachers they have already built a relationship with</p> <p>There are some students that are thriving in this environment - how can we continue to capitalize on this?</p> <p>Some of our students have a one on one at home with parents or older siblings and then there is the opposite....</p> <p>If we do both in-person and online - training would be necessary. How do we prioritize the skills we should be making sure students have - develop a SOLID PLAN.</p> <p>Consider vertical alignment when determining the skills to be taught.</p> <p>Because of the liability piece - continue to follow the</p>
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matrix

Over communicate with families - if you hear of someone, know someone, etc....

Are we set up to have “sick” rooms for students that appear to be sick - how do we protect all that are involved? (glass walls?)

DayCares - what can we learn from them? Let’s figure out what they are doing right and what needs to be improved upon.

When there is an exposure - clear closing process

Weigh the Risk vs. the Reward

Trauma impacted students/staff - do we have the counseling and support services available to support the needs - fear and anxiety of giving COVID - the whole “What if” world, in addition to the number of students that have had family members die during this pandemic

How can we best support the students that online working is not working for them at all - Could we just do the LIPI for the students we haven’t connected with?

Bring lunch to students to reduce the number of transitions

Group 4:

Vaccinations for teachers and the wider public (like our families and student families)

Enough available teachers

Masks REQUIRED and enforced

How are metrics looked at- MidCounty is a hotspot and how does that affect us?

<https://www.oregonlive.com/opinion/2021/01/opinion-east-portlands-forgotten-residents-deserve-vaccine>

	<p>-priority.html</p> <p>Sickness is still happening- Not being enough subs</p> <p>Contract Tracing</p> <p>Lunch duties and preps- who will cover and how do we keep contact/cohorts low for EAs and specialists</p> <p>Behavior management- keeping masks on, students with sensory needs, responding to kids</p> <p>What would the education actually look like in those half days and the asynchronous work.</p> <p>Chromebooks- school to home/ transportation.</p> <p>Logistics around bathrooms- who's monitoring</p> <p>Handwashing</p> <p>Littles are more vulnerable and are the ones who would come back</p> <p>Cleaning? How will this look with one custodian?</p> <p>Taking away from educational time to clean. Clarity on expectations for students and logistics of cleaning</p> <p>Protocols in place and expectations for students, teachers and staff in the school.</p> <p>Ventilation- windows that don't open, no windows, ect. In the fall if we have another bad fire season...</p> <p>Lunch at home? In classrooms? Six feet apart?</p> <p>Nutrition staffing?</p> <p>Teacher burn out</p> <p>How to address trauma for kids and adults when we return</p> <p>Concerns about trauma and stress and if it would increase violence</p> <p>Group 5:</p>
Key Questions	Responses
How do we handle	<p>Group 1:</p> <p>Offer LIPI for ELL, SPED, credit recovery, students</p>

<p>offering in-person instruction and continue to support families who are not comfortable returning?</p>	<p>experiencing housing instability, afterschool clubs and activities that focus on social interactions. Could we put energy into a summer program when vaccinations will be readily available and we can offer a jump start for our students? Can the new federal funds support this?</p> <p>Big concerns about severing or discontinuing key relationships if we re-assign staff to online or in person teaching roles. Will need to start over with classroom expectations and building relationships.</p> <p>Group 2:</p> <p>Options-families have to have the choice to send kids to school</p> <p>LPI might be more viable</p> <p>Education for families-access for ALL families to the information they need to make decisions</p> <p>Consistency-with the potential of switching teacher be hard for kids?</p> <p>Extended learning opportunities</p> <p>Mental health support</p> <p>More options for going to school-out of box thinking</p> <p>Cultivate relationships still with school and other kids virtually-i.e join morning meeting, create social spaces, etc.</p>
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	Group 3:
	Group 4:
	Group 5: