



Equity and SI Notes

1-20-22

Topic	Feedback with Details
<p>Why do we have an Achievement and Opportunity gap?</p>	<ul style="list-style-type: none"> ● There are still systemic disparities ● Continued barriers to access: reduced bussing, lack of child care, basic needs unmet for many families ● Lack of access to things that matter to students ● We are a compliance-based system ● We need better relationships ● An underfunded system exacerbates the issues. Students are commodified instead of looking at things more holistically and focusing on well being ● We still have existing systems that are unintentional boundaries for historically marginalized students ● There needs to be a shift to a more relational approach in our schools with long term support ● Limited access to technology leads to a learning curve to learning technology in school even when devices are provided
<p>What are ways to gather feedback from students and families regarding ESSER 3?</p>	<ul style="list-style-type: none"> ● Student leadership groups ● Surveys at conferences ● Student specific surveys ● Create student-focused groups with culturally specific partners ● Have students create questions that they want to ask families ● Culturally specific events that can be supported by our culturally specific partners ● Outreach to students groups that are not traditionally approached for input (Theatre, art, band, video) ● Google forms for students to complete in class
<p>How do we measure the impacts of our equity work?</p>	<ul style="list-style-type: none"> ● Building relationships with kids. Transparent with students. Involving students, how are they participating. ● Talking to the students and ask them to bring their voice forward. ● Provide platforms. They want to know about their history. Empowering students. Responsive curriculum. ● Relook at the books where there is more celebration. ● Asking the youth and the parents what they think is working. ● What are we trying to accomplish? What do students think is important.



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	<ul style="list-style-type: none">● Elementary, Middle and High School feedback from multiple groups● Family leadership team: Lots of families need to provide● Hire more people of color.● Meetings for parents who are going through the experience● Asking the kids what makes them proud to be in Parkrose. What helps you belong here.● Access to opportunities without● What can we let go of?● Do we take time and effort to change our curriculum. Decide what we don't want to do anymore.● Partnership- building on our partnerships● Adults checking in with students at the MS/HS● Get rid of deficit-based thinking
<p>What priorities should we focus on in the 22-23 school year? What are the most important investments?</p>	<ul style="list-style-type: none">● Student and staff safety● Mental health services-therapeutic● Retention of staff-increasing staff well being, access to support, professional learning, keeping new staff of color and DTPP folks, rethinking scheduling● Camera systems● Continued well rounded opportunities (art, athletics, pe, music, tech, college and career)● Small class size at K-2● Evaluating effects/impact of some of our long terms investments (i.e. AVID)● Thinking more long term sustainability● Addressing the sub shortage while it is an issue <p>Culturally appropriate mental health services Things we have started that we hope will continue (like OTC), along with the same lines pay more to those classified positions to help retain those people Transportation (bigger equity issues when students can't get to school) Low class sizes at all levels to allow for personalized learning Early childhood supports</p>



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	<p>Shift models for there to be more SEL support throughout the learning/school day</p> <p>Another gym for the high school</p> <p>More gender neutral restrooms</p> <p>Hands-on classes (automotive, more along the lines of trades, career tech)</p> <p>Staff mental health supports</p> <p>Some positions have too many responsibilities tied to the one position, create more positions</p>
	<ul style="list-style-type: none">● Solidify partnership with Elevate● Mental health support● Create time for social-emotional support in our school schedules● Reading skills are foundational needs for all students● Intervention support at MS and HS- reading specialist● Class size at primary grades● More integrated services for reading support<ul style="list-style-type: none">○ EA's focused on reading support● Counselor role is too wide/broad- can't focus support on specific needs● How we structure time● Reading assessment data in MS- what's each students needs profile regarding specific skills● Homeless student support- reconnecting students to services● Increase extracurricular activities● More physical activities/instruction for MS students
	<ul style="list-style-type: none">· Small class size at elementary is ideal to fill in the gaps in learning. What is the tipping point?· Kindergarten could use extra support, even if just for the first month of school year,· Do we consolidate two elementary and rent the other two.



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	<ul style="list-style-type: none">· Increase electives at HS· More support to Elevate, Avid,· More options to the Trades· HS Pathway Diverse Teachers program· Reimage the classroom – more time for mental health, community, more activities/sports options. Sharing staff between buildings. Restructuring the day.· Continue investment in funding for public transportation – provides support families need.· Elementary Art teachers· Summer programming and/or other opportunities employ HS students and graduates.· Opportunity for staff growth –particularly educators of color· Continue investment in EAs – so that they can take more ownership and be more self sufficient.· School Nurses· More mental health supports· Programs and tools to support first generation college students – for example – ways to save money for college.
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