

# Family and Community Engagement Sub Committee Meeting

June 8, 2020

## Members:

Peter Knapik, Lori Little, Andrea Espinoza, Stephanie Fields, Greg Miller, Erin Constantine, Amy Kamm, Charlene Walters, Sally Chew

## Subcommittee Goals:

- Ensuring Effective Communication Systems
- Understanding the Challenges and Limitations of Family Conditions Affecting Schooling
- Listening, Understanding and Taken Action on Viable Requests
- Conveying Community Resources

## Hanover Research:

- Some parents express anxiety and frustration with school closures. How can districts best communicate with and support parents during the crisis?
- The sudden and unprecedented closure of schools has left parents unsettled, as parents must quickly learn how to simultaneously meet the demands of their jobs and the demands of their children.
- Districts have helped parents meet these challenges by regularly sending direct parent communication to keep them informed of the district's plans for continuity of learning, available learning resources, available staff resources, and other relevant updates.
- Districts should streamline communications, however, to avoid overwhelming parents with multiple messages.
- Leading all communications with health information reminding families of their role in containing the virus.
- Organizing all school communications in a single repository, which helps parents who may miss individual emails or prefer to access messages in a central location. Informing parents of available meal and childcare services, especially for first responders.
- Expanding online learning resources to support continuity of learning at home. Informing parents that teachers are available remotely to answer questions.
- Instilling a sense of community by reminding parents that teachers and school staff are also facing similar challenges at home as a result of the crisis. To overcome these shared challenges, the community must keep spirits high and look to each other for support and understanding.

## **Communication Plan:**

- Based on topics ....timeline communication, when possible (what do parents need to know 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, ...)
  - School instructional schedule
  - Student's schedule
  - Student health precautions (bring a mask to school, regular handwashing hand washing in classrooms, temperature taking upon arrival and as needed, social distancing, etc.)
  - Procedures upon arrival at school (assigned gates for entries/exits)
  - Daily facility cleaning procedures including products (cleaning during the day and cleaning at night)
  - Student's specialized services schedule (ELD, RTI, SPED, Counseling, etc.)
  - Lunch services (snack at school; lunch at school)
  - Child care options and availability; referrals to child care partners
  - Sports (what is allowed and not allowed)
  - Field trips (virtual field trips)
  - Fundraising (what is allowed and not allowed)
  - Mental health services
  - Community resources
  - Grading and teacher feedback; mid-term progress reports; report cards
  - What happens when a COVID case occurs (quarantine room, probably similar protocols similar to measles outbreak)

## **Email messages:**

- Website
- Email questions (to appropriate administrator or central location)
- Over communicate
- Consider a phone blast from superintendent at times so that families can here the voice of the superintendent
- Communicate about Re-Opening Committee tasks and decisions that are being recommended/made
- If possible, communicate out when decisions are going to be made so that parents know that information is coming
- Phone blast from superintendent

## **Survey parents:**

- Better to ask than ignore
- One can ask and at the same time say that it may not be possible
- Ask if family will only do distance learning; or do hybrid
- Ask if family only wants at-school learning
- Ask if the family needs child care; child care fees need to be communicated
- Ask if the family is working at home; or going into the office
- Look at Virginia PTA sample survey

### **What parents need to know:**

- COVID facts
- School timeline for opening
- Plan for closing if that would be needed
- School schedules
- Lunch/Nutrition schedule
- Distance Learning plan
- At-school plan
- What is being taught
- Grading policy (specific assignments; weekly; report cards)
- How to submit work to teacher needs to be clarified
- Feedback from teachers on assignment procedures need to be clarified
- Additional training and support for DL for teachers/staff
- Community resources
- Mental health resources
  - FSA
- Cleaning procedures; cleaning between sessions
- Procedures if/when someone gets COVID

### **School Protocols and Procedures:**

- Temperature taking
- Masks
- Hand washing (soap and water; water temperature does not matter)
- Pandemic related hygiene
- Social/Physical distancing
- Supplies (parents want to know what supplies are used)
- Parents should be told what cleaning materials are used in case of allergies; asthma
- Identification/Intervention/Actions/Quarantine Room
- Daily cleaning procedures
- Disposable bags/materials preferred (lunch bags)
- Sports (what is allowed or not allowed)
- Field trips (use virtual field trips)
- Extra-curricular activities (what is allowed or not allowed)
- Can students bring their own cleaning supplies/hand sanitizer
- Consequences for violating safety protocols

### **Plans for Working with Special Populations:**

- Special Education students
- Students with Medical Challenges
- English Learners
- Foster Youth
- Homeless students
- GATE students

**School Governance Groups:**

- School Site Council
- English Learner Advisory Committee

**Fundraising Committee/Booster Groups:**

- Allowable fundraising activities
- Allowable activities

**Family Work Schedules Impact on School Schedule and Child Care:**

- Families with Multiple Children
- Within the same school
- Between different schools

**Before and After School Programs:**

- What is allowed or not allowed
- Outside organizations
- Use of Facilities contract needs to be edited to reflect COVID-19 (and other communicable diseases)

**Child Care:**

- Child care availability
- Child care (current 1:10; could be going to higher ratio in the coming weeks)
- Enrollment procedures
- Horace Mann Children's Center
- Monterey Children's Center
- Around the Bell
- Boys and Girls Club
- YMCA
- ASD
- Mary Alice O'Connor child care
- Peter McGrath child care

**Budget Impact on Response to COVID-19 needs to be communicated:**

- Staffing impact on budget
- Health and safety materials impact on budget
- Technology/Chromebooks/Hotspots impact on budget
- Facilities costs impact on budget

**Translations (required for school with 15% or greater of a specific language population):**

- Armenian
- Spanish

**Parent Education:**

- Reading and math standards and other subjects (what is going to be taught like a syllabus)
- How parents can help at home
- Computer skills
- Accessing Google classroom, Zoom, textbook resources (Parent tutorial needed)
- New families need an orientation to distance learning
- Graduation requirements if they change
- A-G requirements if they change
- Applying for college and university
- Understanding financial aid

**New families need an orientation (provided by the school):**