Break Out Room Notes

*Please Note: This is a working document that is shared between all breakout rooms.

Date: 10/07/2021

Reflection on Successful Reopening Practices

- Having children in school 5 days/week--normal routine

- Starting to merge into one ECE Center (FRC, sped, etc.)

- Change of culture with staff and families as a result of collaboration

- Individual success with families to help them with comfort level - 100% had more comfort once they made the switch to in person. 100% of children back in school in the spring. Staff worked really hard with families.

- Coaching--parents learned so much about supporting their child at home

- Helping families feel more comfortable coming back to school in person this fall

- More normalcy this year--excited to have children back in school (if your healthy and well you come to school)

- Families are eager to return to school; children are doing a great job with the covid strategies - wearing masks, washing hands so those practices have been easier to carry over

Challenges

- Staffing challenges - paras, subs, bus drivers, need for staff to quarantine , creating disjointed school year, hard to create a consistent routine

- Identifying what is normal right now

- Leadership changes leading to opportunities and challenges

- Supporting kindergarten SEL needs

- Lack of B-3 services during the last year

- Kindergarten children entering without having prek, and without having had supports/strategies/special education interventions

- Referrals have increased; entering skills are lagging

- Morale

- Children's attachment to caregivers are magnified due to the fact that the children were not overly available to attend things outside of the home for the last 1.5 years. Taking longer to create relationships with teachers

- Parent referrals increased; connecting families with community resources
- Need to work through the pandemic re: developmental issues--creating a culture of health with the right kind of instruction
- Kids are playing together even with distancing, contact tracing can be confusing. It's hard to call families of 3 year-olds and say that there's Covid in the room.
- Contacting tracing can be difficult
- Children haven't had a lot of exposure to peers (e.g. playground). Parents may not know what typical development looks like.
- Determination of disability vs. lack of exposure (all domains)
- Increase in preschool referrals for children with significant complex needs that did not have B23 as a result of COVID.
- Numbers of identified children are increasing dramatically
- Children went to kindergarten with fewer independent skills
- When every student symptom looks like it could be covid, how to address keeping children home, bringing them back - what are the district policies, procedures -
- How to support children that may only be out 3-5 days for quarantine versus 10 days that would mean a "change in placement" how to address 1:1 services
- How to target parents who have been reluctant to make a referral

Ideas & Strategies

- Supporting kindergarten students in summer boot camp

- Para support in K

- Having kindergarten screening prior to school starting

- Teachers have created learning model learning plan to address issue of students home on quarantine - full implementation of student plan - synchronous instruction and asynchronous activities that align with student goals - even though no remote option . Balance

- District hired a sub to work with students home Zooming for quarantine - using ESSERS funding tutoring
- Child find: community knows about resources and are making referrals
- SEL person devoted to PreK
- Having an evaluation team
- Targeted child find-families that were reluctant to refer to Part B or B23 during Covid
- Nursing department to create spreadsheet to show who is on quarantine, waiting doctors note, test
- Improve collaboration and break down barriers between programs. Sharing resources (pd etc.) All young children should have access to high-quality. Long Term goal for families to not be able to tell funding streams--it's just an ECE program. Decrease redundancy and improve use of resources. Improve morale as all programs are seen to have competence--"A rising tide lifts all boats!"