Q1 What best describes your current assignment?
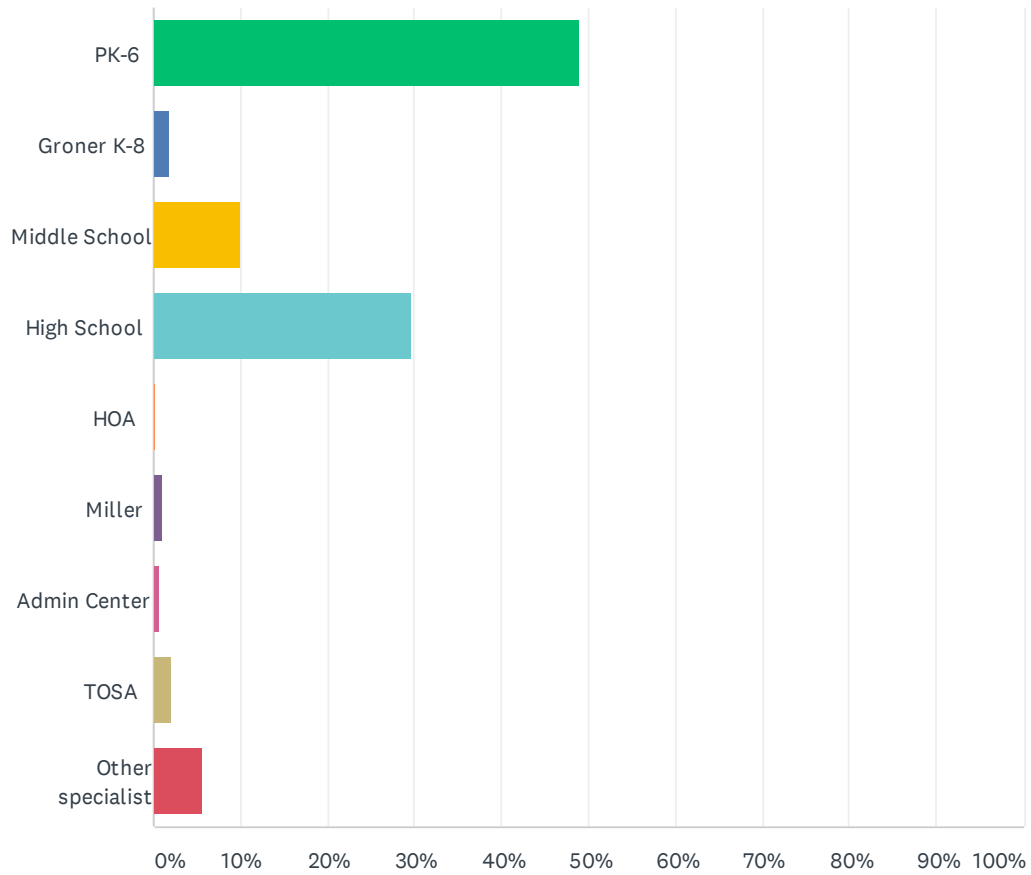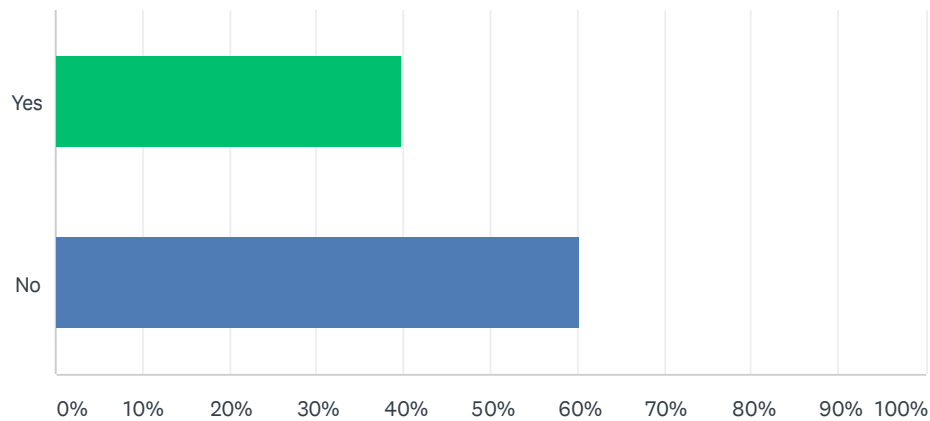

ANSWER CHOICES	RESPONSES
PK-6	48.93%
Groner K-8	1.85%
Middle School	10.13%
High School	29.67%
HOA	0.29%
Miller	1.00%
Admin Center	0.57%
TOSA	2.00%
Other specialist	5.56%

Q2 Please help us get a sense of how many HEA members are in a high-risk category. People with the following conditions are at an increased risk of severe illness from COVID-19: Do you currently have one or more of these conditions:· Age 65 years or older· Chronic lung disease or moderate to severe asthma· Serious heart conditions· Immunocompromising conditions, including cancer treatment, smoking, bone marrow or organ   transplantation, immune deficiencies, HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications· Severe obesity (body mass index [BMI] of 40 or higher)· Diabetes· Chronic kidney disease undergoing dialysis· Liver disease· Other conditions or risk factors identified by OHA, CDC, or a licensed healthcare provider s
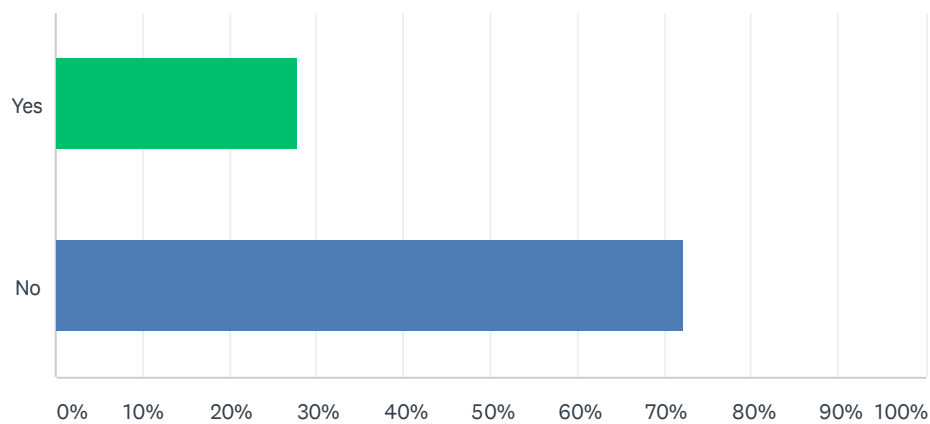
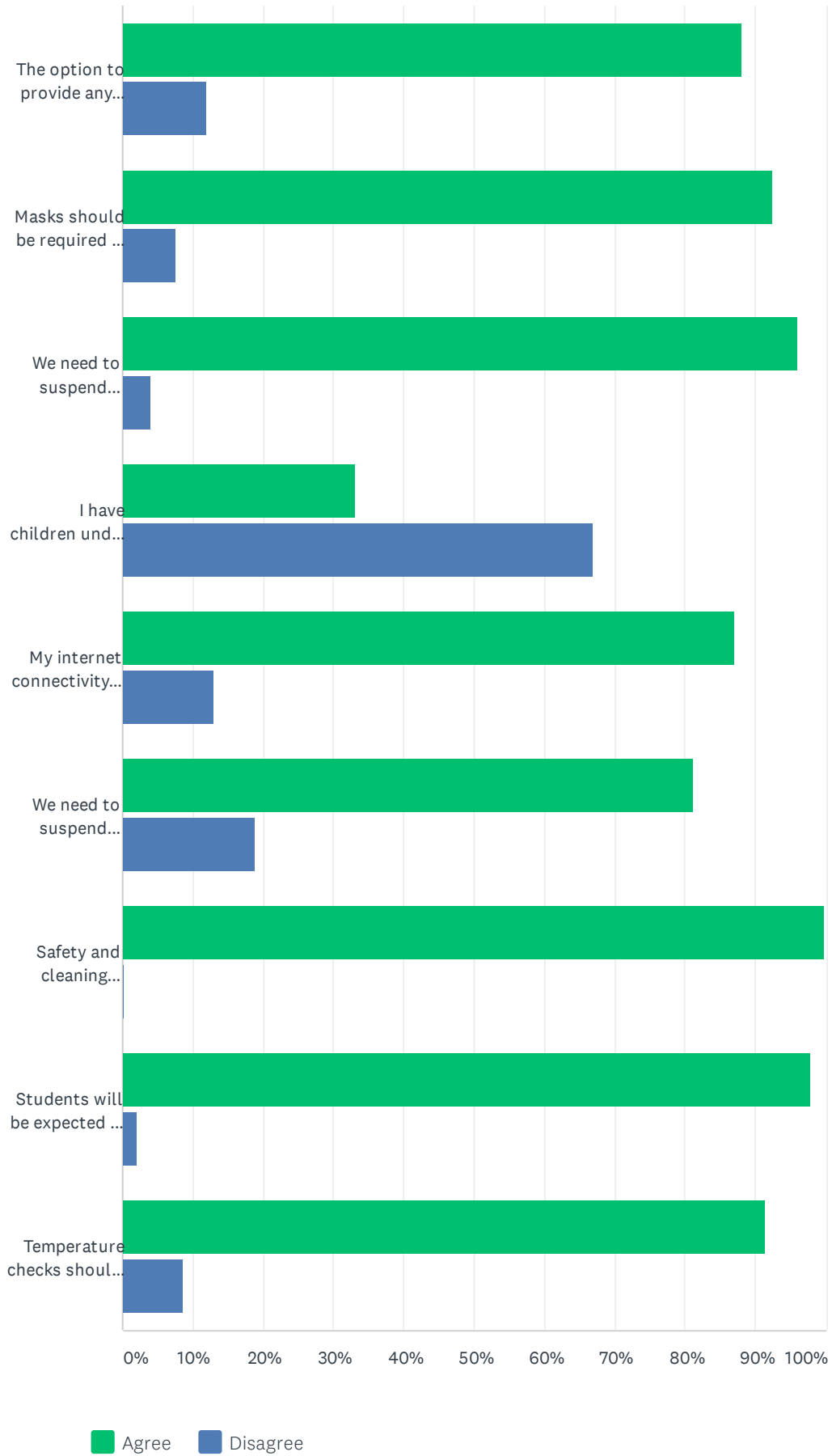| ANSWER CHOICES	RESPONSES
Yes	27.79%
No	72.21%

Q3 We would also like to get a sense of how many members live in a household with others who are in a high-risk category. Do you live with someone who has one or more of these conditions? · Age 65 years or older· Chronic lung disease or moderate to severe asthma· Serious heart conditions· Immunocompromising conditions, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications· Severe obesity (body mass index [BMI] of 40 or higher)· Diabetes· Chronic kidney disease undergoing dialysis· Liver disease· Other conditions or risk factors identified by OHA, CDC, or a licensed healthcare providers

ANSWER CHOICES	RESPONSES
Yes	39.68%
No	60.32%

Q4 Thinking about when schools reopen, please mark "agree" or "disagree" beside each statement.

HEA Survey: Return to School 2020

The option to provide any...
Masks should be required ...
We need to suspend...
I have children und...
My internet connectivity...
We need to suspend...
Safety and cleaning...
Students will be expected ...
Temperature checks shoul...

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Agree   ■ Disagree

|	AGREE	DISAGREE	
The option to provide any in-person learning environments should be implemented only after a 14-day decline of COVID-19 cases	88.04%	11.96%	
Masks should be required and worn by everyone who enters and exits the school building regardless of age	92.42%	7.58%	
We need to suspend standardized testing until we can return to normal school operations	96.13%	3.87%	
I have children under the age of 12 that will require childcare while I am working	33.09%	66.91%	
My internet connectivity was sufficient to provide uninterrupted distance/online learning activities between March 20th and June 15th	87.12%	12.88%	
We need to suspend formal/summative evaluations until we can return fully to brick and mortar	81.15%	18.85%	
Safety and cleaning protocols need to align with established public health protocols and training must be provided to all employees before students return to school	99.71%	0.29%	
Students will be expected to follow established public health protocols while at school. This includes but is not limited to: wearing face coverings, physical distancing, facility entry protocols, health screening, temperature checks, hand washing etc.	97.99%	2.01%	
Temperature checks should be conducted on all who enter the school building	91.34%	8.66%	

Q5 Please rate your level of comfort with your OWN safety if we return to brick and mortar.
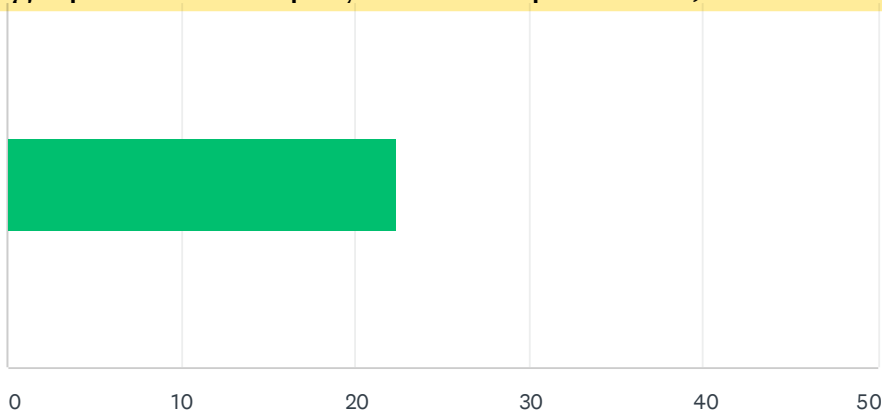
0=uncomfortable - therefore comfort level is 3.0 of 10

Note that the graph below displays 5.0 as top of scale, but actual top is 10
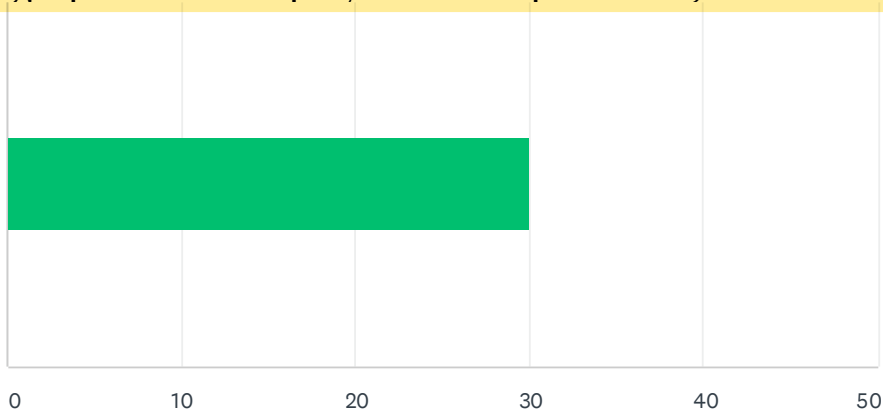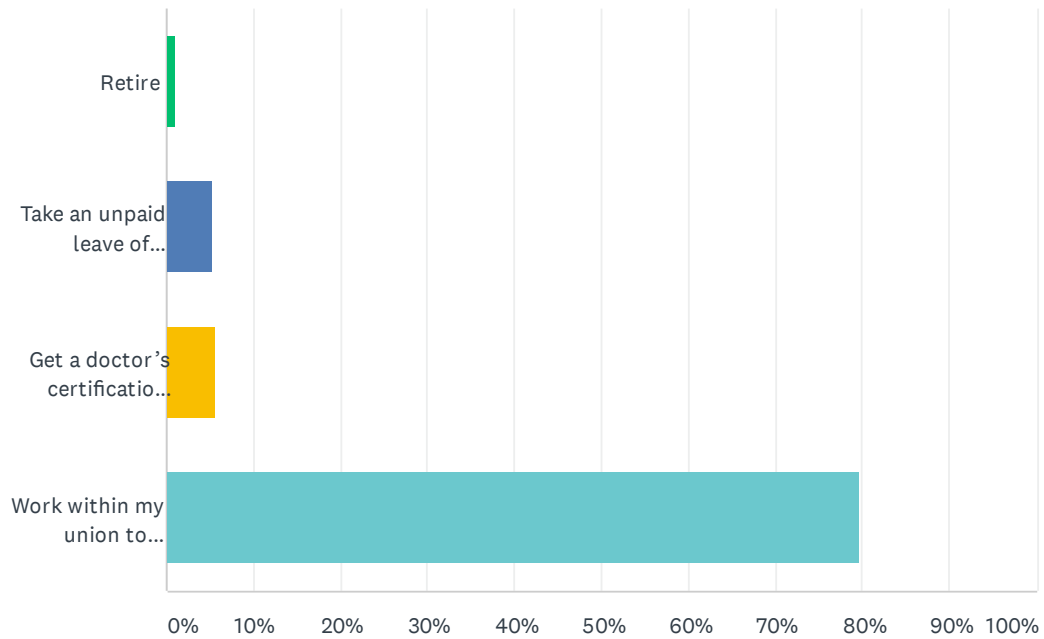
Q6 How comfortable are you that we can return to brick and mortar schools and keep the community safe?

0=uncomfortable - therefore comfort level is 2.2 of 10

Note that the graph below displays 5.0 as top of scale, but actual top is 10

Q7 If I don't feel safe to return to a Hybrid or On-site instructional model, I plan to:
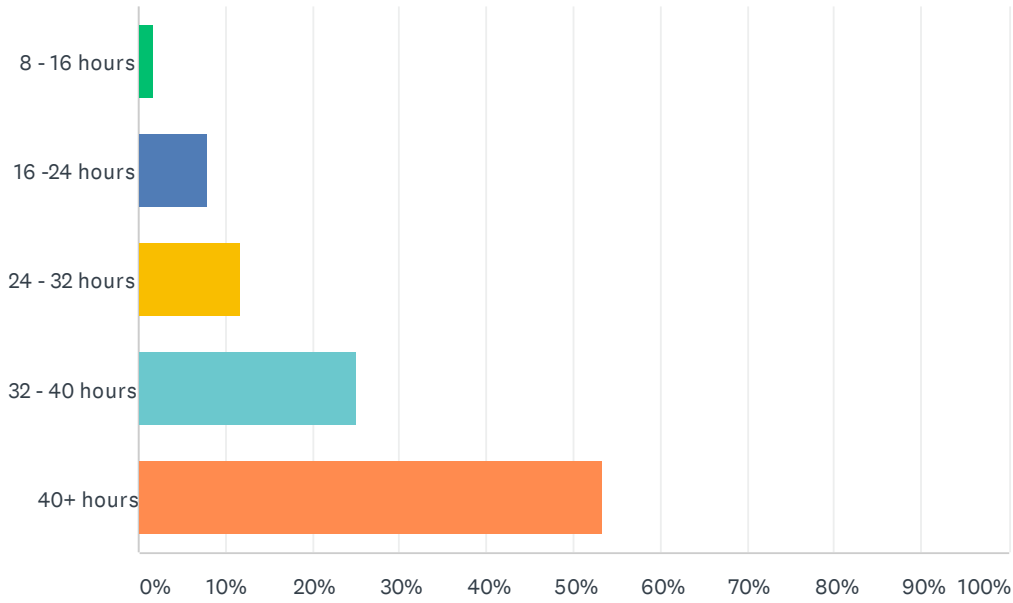

ANSWER CHOICES	RESPONSES
Retire	0.97%
Take an unpaid leave of absence (LOA)	5.15%
Get a doctor's certification for medical reasons and use my own accrued Family Medical Leave (FMLA or OFLA)	5.64%
Work within my union to advocate and negotiate for the highest level of safety protocols	79.71%

Q8 Below are two statements about reopening schools. Please indicate which you agree with more, even if neither is exactly right.
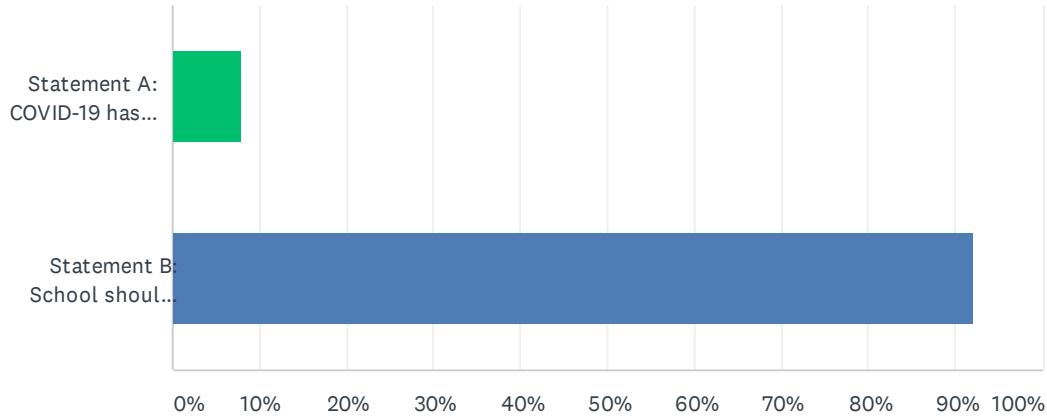
ANSWER CHOICES	RESPONSES
Statement A: COVID-19 has been extremely disruptive and Oregon students are falling behind academically. It is important to get back to school facilities and get the economy fully reopened again as soon as possible so our kids do not fall further behind their peers in other states.	7.91%
Statement B: School should reopen only after public health experts determine it is safe to return and with adequate planning and equipment to protect school employees, students, and families from COVID-19.	92.09%

Q9 Knowing that when we return in the fall, we will be engaged in one or more of the above instructional models, how many hours of preparation time prior to the first student day do you anticipate needing to be prepared to deliver online and/or hybrid instruction?

ANSWER CHOICES	RESPONSES
8 - 16 hours	1.75%
16 -24 hours	8.01%
24 - 32 hours	11.64%
32 - 40 hours	25.18%
40+ hours	53.42%

Q10 If HSD uses a Hybrid Model of some on-site instruction and some online learning, how much prep time would you need on average for planning, assessing, and communicating with students/families, compared to the current contractual prep time? (400 min per week for elementary and 1 period daily for secondary)
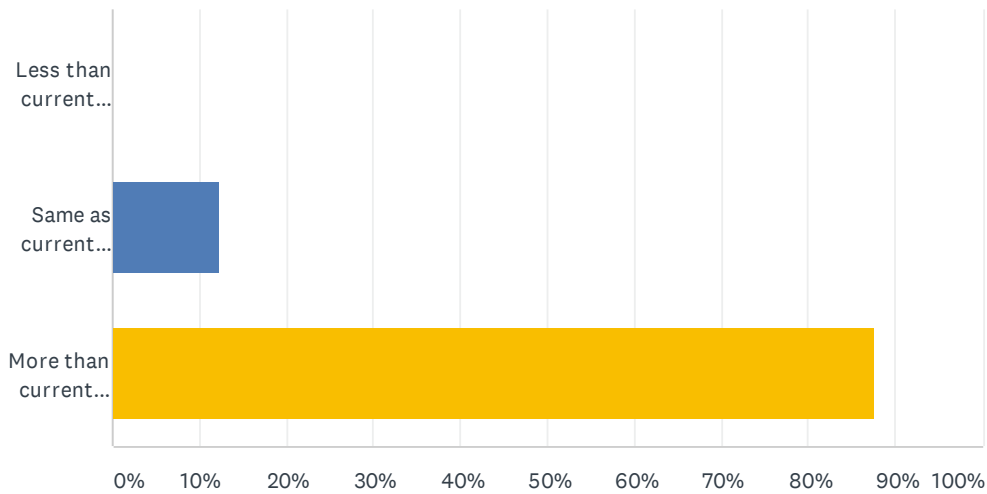
ANSWER CHOICES	RESPONSES
Less than current contract	0.00%
Same as current contract	12.26%
More than current contract	87.74%

Q11 If HSD uses a Online Comprehensive Model, how much prep time would you need on average for planning, assessing, and communicating with students/families, compared to the current contractual prep time? (400 min per week for elementary and 1 period daily for secondary)
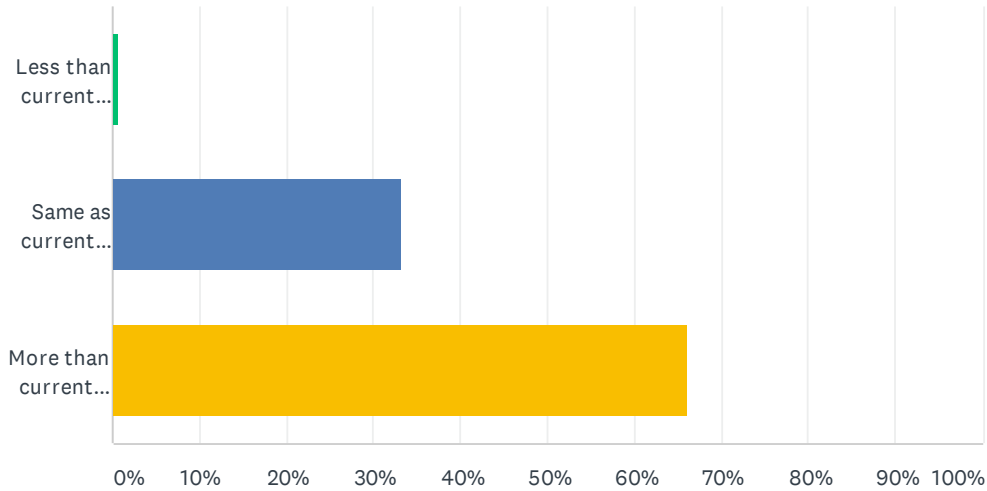
ANSWER CHOICES	RESPONSES
Less than current contract	0.73%
Same as current contract	33.19%
More than current contract	66.08%

Q12 Please rate the following possible workload impacts, and add any we have not included. We realize you can only answer based on what you know today.

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE	
I need more time to learn new platforms for online instruction	41.34%	44.83%	7.86%	5.24%	0.73%	
I need more time to connect with individual families and/or students	54.29%	36.24%	7.71%	1.46%	0.29%	
Having a hybrid model that includes both A and B cohorts as well as students who are enrolled in only a virtual model will be an increase in workload	82.39%	12.08%	4.66%	0.58%	0.29%	
My class size or caseload needs to be less than "normal" given the unknown demands of a hybrid model	65.50%	20.32%	12.28%	1.32%	0.58%	
As a dual language teacher, in a hybrid model I anticipate a significant increase in my workload	34.42%	11.11%	54.03%	0.22%	0.22%	
I am concerned whether I will have the resources and time to meet the needs of all my diverse learners	66.91%	25.95%	4.81%	1.90%	0.44%	
Additional cleaning responsibilities should not be my job	55.30%	23.08%	14.51%	6.10%	1.02%	
I am worried lunch and recess can only be implemented in a way that will increase my workload and/or compromise my safety	54.95%	26.14%	15.95%	2.51%	0.44%	
I am concerned that implementation of new protocols such as daily student handwashing, keeping logs for COVID contact tracing and taking attendance virtually will increase my workload	64.58%	26.24%	7.29%	1.46%	0.44%	

Q13 I am willing to return to work at HSD this fall doing...
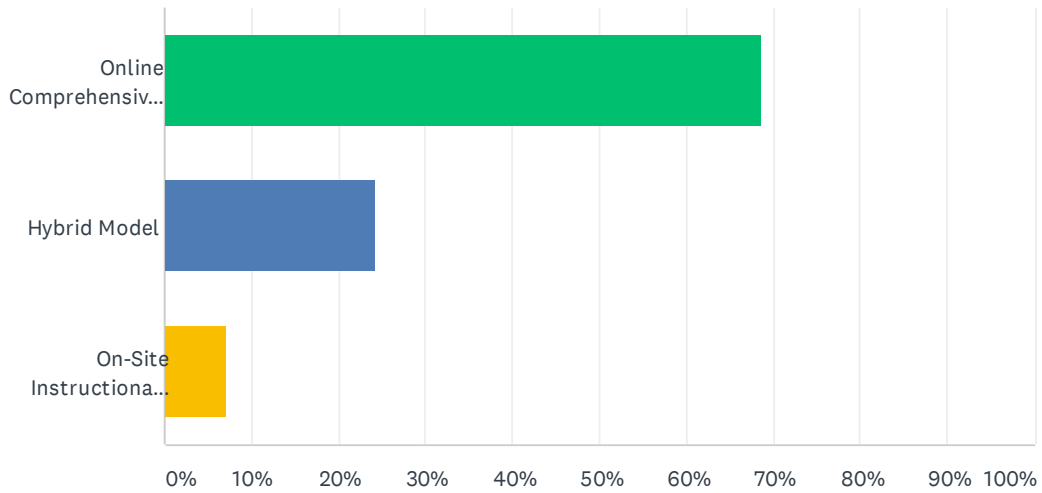
ANSWER CHOICES	RESPONSES
Online Comprehensive Model	68.55%
Hybrid Model	24.33%
On-Site Instructional Model	7.12%

Q14 What professional development would help you most for this upcoming school year (select all the apply):
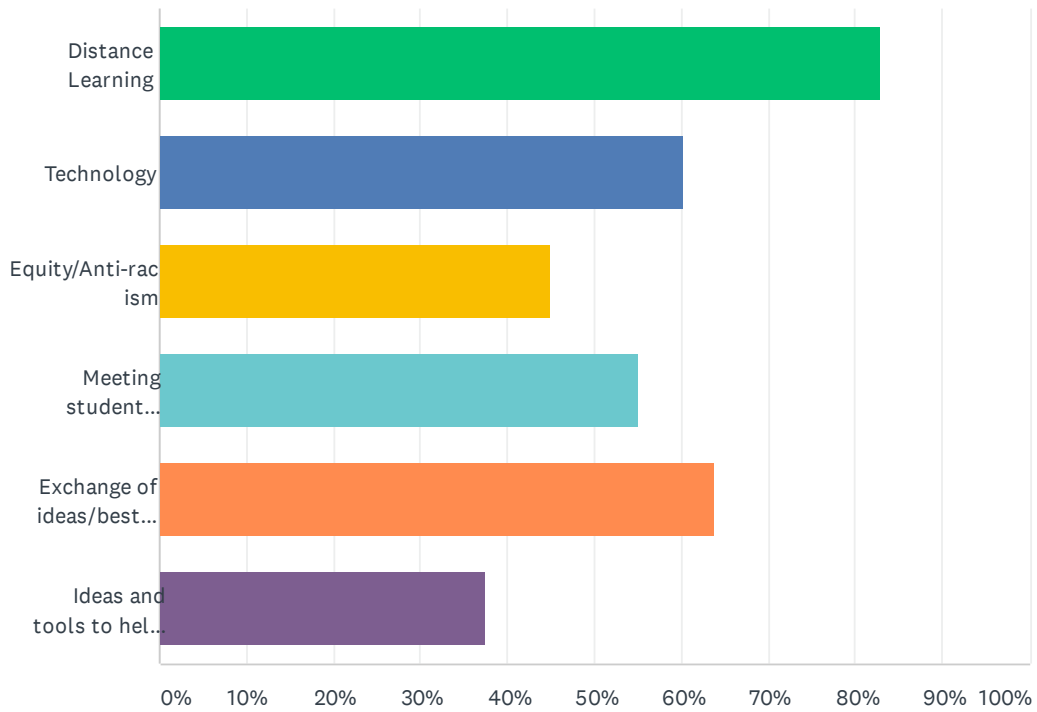
ANSWER CHOICES	RESPONSES
Distance Learning	82.87%
Technology	60.27%
Equity/Anti-racism	45.05%
Meeting student social/emotional/trauma needs	54.95%
Exchange of ideas/best practices with other educators	63.81%
Ideas and tools to help with work/life balance while working at home	37.52%

Q15 Any recommendations of Professional Development/Workshops you would like to see? (the following are randomized excerpts of all comments)

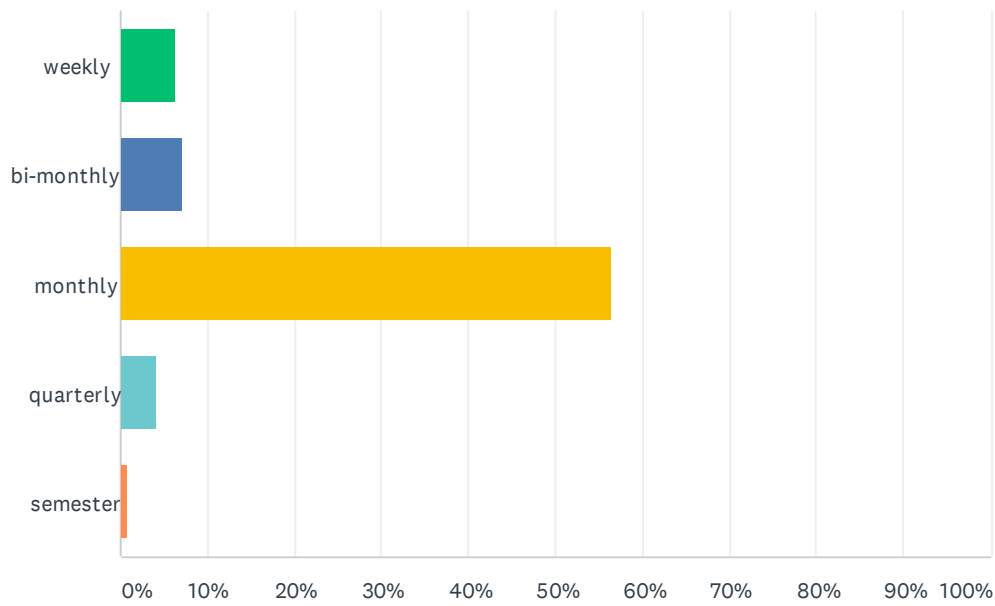| RESPONSES	
Anti-racism curriculum.	
Ed Justice	
How to access student's "Deep Culture" and form effective learning partnerships with diverse students.	
Collaboration across buildings for CTE teachers and programs to start the year.	
Anti-racism for primary students	
Building relationships online! Group work for kids online!	
CASEL- social emotional learning 5 competencies. Mental health 101, youth drug and alcohol prevention and signs/symptoms, flipped classroom...	
How to balance synchronous and a synchronous learning well.	
Thriving through change Crisis management	
Sharing of resources and lessons for specialized classrooms at HS	
Google Classroom Tips	
Less is more - don't reinvent the wheel with all syllabi need to look the same, all core curriculum needs to look the same...this is where creating relationships and earning trust is more important for mental/emotional health and academic progress.	
Teaching strategies, academic language, backwards mapping, more effective teaching evaluations	
Most helpful resources and services for families that are dealing with corvid-19.	
NA	
How to create a comprehensive and aligned curriculum map - early in the year	
Can we take a look at what other school districts are doing that are starting school out of us? Why don't we see the models they are using and what's working? The curriculum peace to all of this is going to be incredibly challenging and I would like to work smarter not harder. Is there a way to get more people on board with curriculum development that can be given to teachers so that it's not all on our shoulders to do it ourselves?	
Distant learning lesson design templates and samples.	
Anti-Racism and equity work should be at the front of our minds right now	
How to teach 1st grade students (or K-2) to read if we are using the distance learning model.	
How to teach K-2 students to read online if distance learning is the model we are using.	
Wonders/Maravillas online instruction.	
More department time, less school wide time	
Teaching students who live in poverty Racism, Civic responsibility, critical thinking	
How to serve family's needs as well as students needs	
Please keep student Success coaches to work with counselors and help principals with student outreach!	
How to help low income families access and help students.	
Anti-racism	
Online live classes, recording lessons, posting recorded lessons on different platforms	
Differentiation for online instruction	
A workshop on how to make "catch up" growth.	

Q16 Does your building have an active Equity Team?
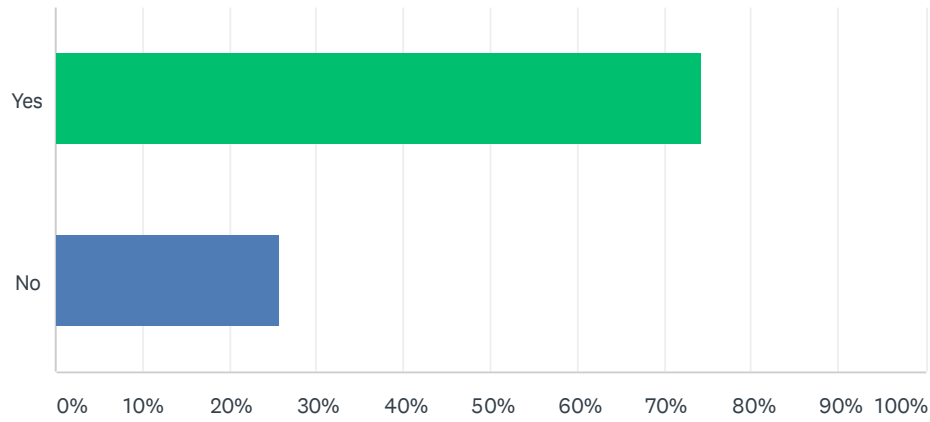
ANSWER CHOICES	RESPONSES
Yes	74.37%
No	25.63%

Q17 If you answered yes, when and how often does the Equity Team meet?

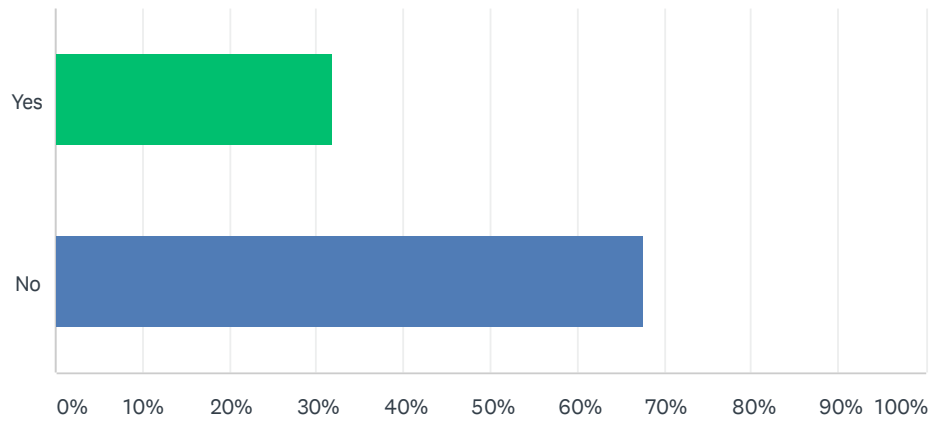| ANSWER CHOICES	RESPONSES
weekly	6.26%
bi-monthly	7.10%
monthly	56.58%
quarterly	4.18%
semester	0.84%

Q18 What does Anti-Racism work look like in your building?
The following are randomized excerpts of all comments...

RESPONSES	
It looks like small groups of people making small changes within their power	
honoring students culture and identity, meeting diverse needs of students, ensure students see other students as equals.	
It means pointing out the racism that exists at all points. Unfortunately I fear the district views this as political and will not have the courage to support anti racists.	
Identifying what antiquated practices drive our teaching practices that are built on systems that disadvantage BIPOC Identifying how White Fragility impacts what and how we are willing to change	
Discussing our biases and how they effect students and protocols	
We have done a lot of work over the years on this. Including student panels, where they share stories and teachers listen.	
Currently, there is a group of teachers meeting 'off-contract' hours over the summer... "What if" group. Discussions related to changing the way we do things to better serve our marginalized student population.	
Haven't seen anything about it.	
academic seminars	
Not sure other than seeing lessons from teachers teaching about other culrures and teaching in Spanish	
Conversations about race	
Challenging barriers to opportunity, supporting student identity groups, book studies, pushing book on white supremacist modes of operation and perspectives, supporting our staff of color in weathering professional microgressions and systemic discrimination.	
We are closely listening to all voices, interrupting practices of racial discrimination. There are still many unaware situations of whiteness engrained.	
Some staff are aware while other staff members are not aware they t those few who think they get it, but really don't and aren't equitable.	
There could be more focus on anti-racism.	
We have been offered trainings and did work last year with microaggressions.	
Open and frequent discussions between staff members and students.	
just beginning this work. We have competent, strong admin leadership in this area fortunately	
Not sure since this will be a new placement	
9th grade on track, AVID school wide, individual teacher work, relationships with kids and families, Support and Wellness Counselors, Graduation Coaches	
I'm not aware of any Anti-Racism curriculum or planning.	
PD, assemblies & celebrations, and instructional strategies	
not sure	
Wednesday PD focused on equity training, hearing from students and their experiences, analyzing our role, etc.	
Examining lots of data about the impact of our school systems on different demographics. Analyzing the preexisting condions of various demographics in our community.	
Administration need to do better at listening to our teachers	
Unsure	
A bunch of really well-intentioned white people.	

Q19 Have you been involved in curriculum or planning for Anti-Racism work in your classroom, climate and culture building?
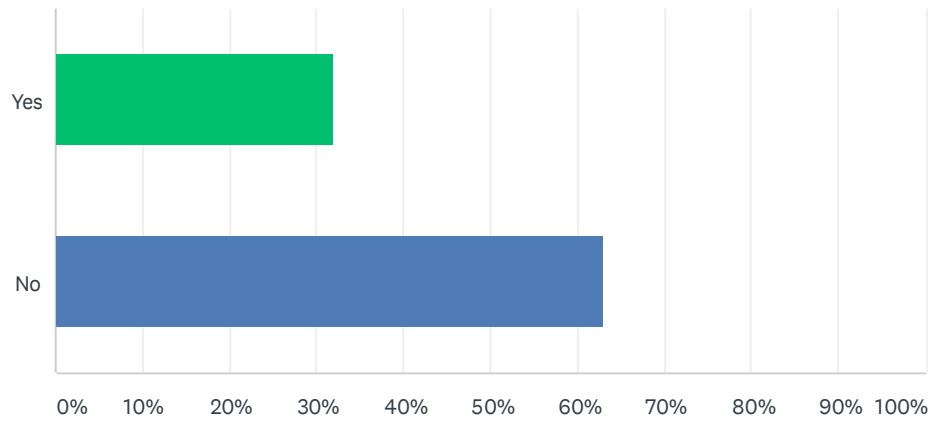

ANSWER CHOICES	RESPONSES
Yes	31.88%
No	67.50%

	PLEASE SHARE DETAILS HERE... (The following are randomized excerpts of all comments)	
	We haven't had any curriculum planning for Anti-Racism	
	Our PLC includes culturally responsive strategies and curriculum.	
	Surveys regarding overall feelings for students	
	Um...this is too small a bar - I've been engaged in the equity team for six or seven years now, attending Taking-it-Up, support our Student Equity Team, have one-on-one conversation with colleagues about reflective teaching, hosting a video call where we examine our bias...	
	I teach cultural awareness and anti-racism is part of our work in preparing students for any work in health care. I teach health sciences.	
	We are mostly told to do this or that but it's not a theme. No follow ups and continued learning or frequent enough for all to engage and assimilate the information.	
	This does not seem to be an interest at my school, we need this and we need administrators to be asking for Anti-Racism work to be done in classrooms.	
	Equity team, climate and culture team, Spartan academy	
	Only within our equity group in a limited capacity	
	n/a	
	I am involved in the Equity Team in my building.	
	We developed some tools such as unity flyers, and anti-racism and racial equity resources	
	Trauma informed team	
	I wish to be a part of such groups.	
	I have attended all the anti-racism PD made available by the district	
	Piloted the book study the year prior to us doing it schoolwide.	
	A few years ago, but Just started this summer, but it's more cultural sensitivity	
	I would like to be. I attended several online conference this summer	
	I have in the past, but haven't been asked in my current building.	
	A part of climate and culture team, although the emphasis of the group has been more broad	
	Our admin team has spent multiple academic seminars on racial equality since I started at Glencoe 6 years ago.	
	PLC looking at book choices that tell stories of those who are non-white. Getting students to think about other cultures and situations that are out of their own normal.	
	We talk extensively about the idea of social justice, we hold Socratic Seminars on the ideas behind Westward expansion and what equal means.	
	Planning for my room only	
	Decolonizing the Music Room, Musician of the Month Project, Anti-Racist Teacher group social networks, NAfME teleconferences	
	Acad sem	
	See above. Also in the climate and culture team.	
	Yes, as a meme we of the equity team, planning our whole staff equity work, student surveys, materials for equitable instruction, etc.	
	Not sure/can't remember	
	Students NEVER have consequences for racial slurs they use.	
	I personally have adapted curriculum, as a social studies teacher, with the help of my department, to focus on minority populations, who tend to be washed over in our past traditional	

Q20 Are all stakeholders' voices (including student perspectives) involved in the Equity and/or Anti-Racism work, if so how?
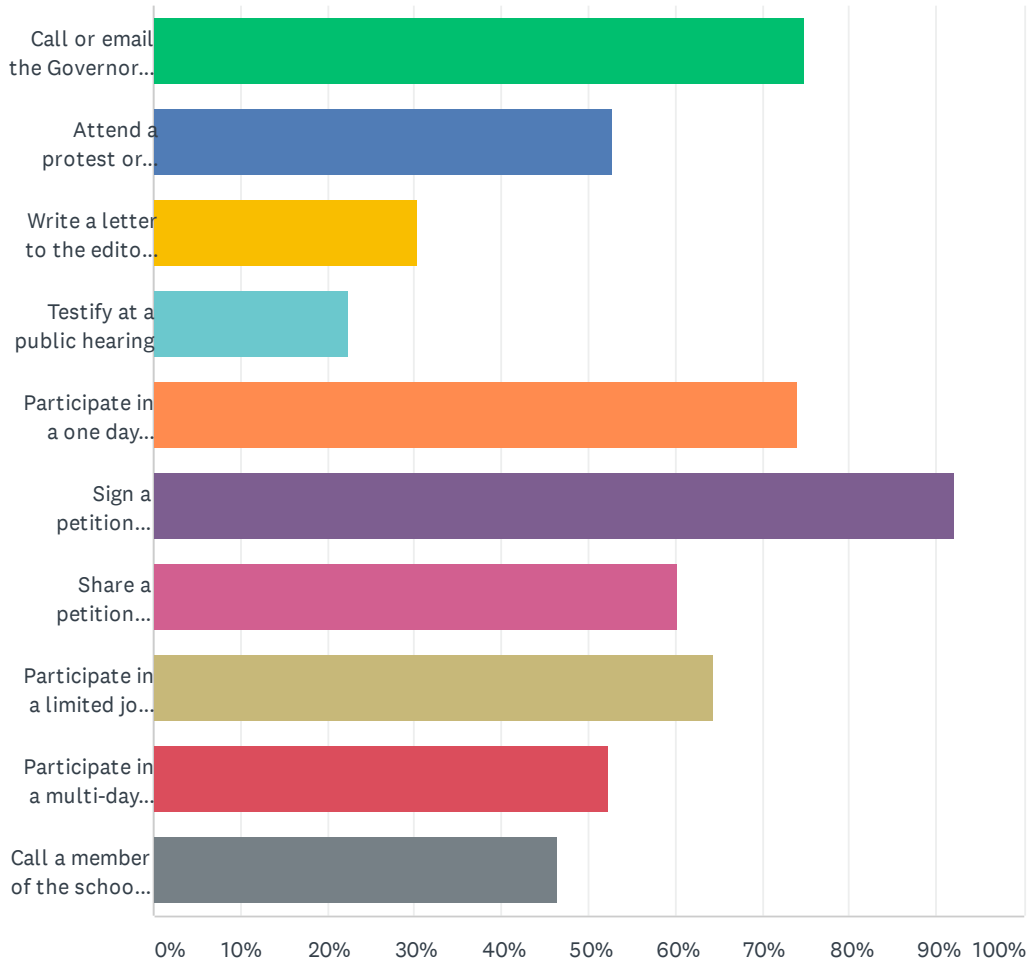

ANSWER CHOICES	RESPONSES
Yes	31.92%
No	62.92%

	IF YES, PLEASE SHARE HOW...	
	We need to listen to our students of color, and greatly involve their parents.	
	Staff yes.... students no or limited	
	Students have attended some meetings and presented to entire staff... could and should be more of this.	
	The Equity Team reaches out to students, parents, and teachers.	
	We are not there yet.	
	I believe students are a part of the equity team?	
	Our staff is often not on the same page on equity/anti-racism work, and we have some toxic masculinity/white fragility that often overpowers and detours difficult conversations. Also, the only vocal parents are often again anti-racism	
	Students, teachers, ,all staff .	
	Student Equity Team	
	Students are members of the equity team.	
	SET team	
	Like I said, we don't have an equity team.	
	We often don't gather qualitative data from particular sunsets of students.	
	not sure	
	Attend Equity meetings	
	kinda - we "get to hear" from LatinX kids once a year at a dog and pony show in an academic seminar	
	Not sure	
	Student are encouraged to participate and we are working on getting parent involvement.	
	Students are involved on the team.	
	Only staff	
	Students should definitely be consulted.	
	Open invites to community, students, and staff for input about racial awareness.	
	But we are slowly getting better with a student run council to voice concerns	
	We need to include more student POV imo.	
	Not sure.	
	I don't know	
	Students are on the team and students have made some advisory lessons	
	not sure if they are all involved	
	Clubs, leadership, Socratic seminar, research projects	
	All students are given a voice in the directIon the school takes from my perspective. Whether or not their voice is ultimately heard and policies and procedures are heard	
	A lot of parents whose perspective we need don't fill out surveys	
	N/A	
	Student surveys- definitely could be stronger	
	As far as I know as students have prepared staff meeting presentarions	

Q21 If your union asks for certain safety precautions as a condition for physically reopening schools and the state or school district does not agree, how likely are you to participate in the following activities? Please mark all that apply.

HEA Survey: Return to School 2020

ANSWER CHOICES	RESPONSES
Call or email the Governor's Office	74.81%
Attend a protest or demonstration	52.69%
Write a letter to the editor of your local newspaper	30.26%
Testify at a public hearing	22.43%
Participate in a one day sick-out	74.04%
Sign a petition calling for additional safety measures	92.01%
Share a petition calling for additional safety measures	60.22%
Participate in a limited job action/walkout/strike until schools are safe	64.52%
Participate in a multi-day sick-out	52.38%
Call a member of the school board	46.54%