

Reopening School During COVID-19

June 9, 2020

Assumptions and Considerations

- ❖ The COVID-19 virus will remain in circulation until a vaccine is developed and widely used.
 - Broad stay-at-home orders and long-term school closures unlikely but possible.
 - Teaching and reinforcement of prevention behaviors essential.
 - Frequent cleaning and disinfecting required.
- ❖ It will be safe for schools to return to “normal” operations when ALL the following have occurred:
 - Stay-at-Home Order has been completely lifted.
 - The number of confirmed COVID-19 cases in the county have remained constant or declined for a period of time as determined by the public health department.
 - A directive regarding social distancing and group gatherings has been established and implemented.

Assumptions and Considerations

- ❖ When schools are permitted to re-open, it is likely that operations will need to be modified to include:
 - Proactive screening of students and staff for symptoms.
 - Social distancing in all settings (including home-to school transportation.)
 - Schedules of school days align with partner district when possible.
- ❖ Conditions are not likely to improve quickly enough to allow schools to achieve pre-pandemic operations.
 - Limits on group/class sizes and gatherings are likely to still be necessary in August, even as loosening of restrictions continues.

Assumptions and Considerations

- ❖ Fear, loss, and isolation will result in the need for increased mental health supports.
 - Coping skills will be overwhelmed and post-traumatic stress will occur.
 - Suicide attempts and completions will rise.
 - Substance abuse, child abuse, and domestic violence will rise.
- ❖ The economic impact of the pandemic will have significant and lasting impacts on schools.
 - Decreased state revenues.
 - Declining enrollment resulting from job layoffs locally.
 - Increased number of students requiring F/R lunch and experiencing homelessness.

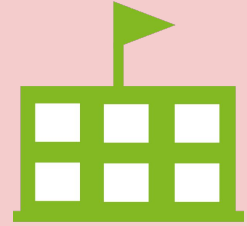
Assumptions and Considerations

- ❖ Student and employee attendance rates may decline into the school year.
 - Infection and Exposure
 - Fears and Rumors
 - Demand for temporary and substitute employees
 - Accessing childcare by employees whose schedule does not align with that of their children.
- ❖ Student Learning outcomes going into school year will be uneven.
- ❖ There exist a broad spectrum of opinions in the community regarding government and school district responses to COVID-19.

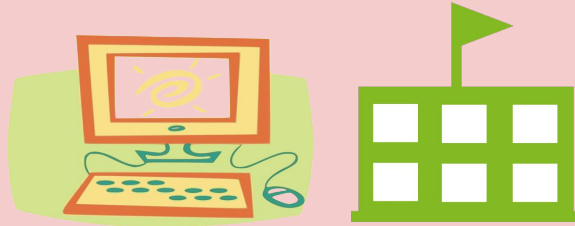
Readiness Scenarios



100% Remote



Full Face- to-Face



Hybrid Learning

DRIVERS for School Reopening 2020-21

Health & Wellness

Social emotional learning and supports for students and staff.
Focus on health and hygiene.

Governance & Leadership

Coordination of services and policies with a lens toward equity and access.

Instruction

Models that support student and adult learning while maximizing engagement. Includes use of technology, including devices, to facilitate learning.

Community & Family Engagement

Active engagement of families and community partners to support learning

Facilities & Operations

General guidelines for school and district operations, including transportation, cleaning and safety protocols.

Timeline

- ❖ Generate and Evaluate Schedule Models for Hybrid Scenario (April 29 - May 31)
- ❖ Select Models for Hybrid Scenario (June 1 - June 23)
 - Reports to School Board June 9 and June 23
- ❖ Implementation Planning (June 24- August 17)
- ❖ Ongoing Implementation, Evaluation, and Adjustment (August 18 -)

Certificated Survey: Hybrid Schedules

- ❖ Co-constructed by District Leadership and SBTA
- ❖ > 50% response rate
- ❖ Elementary Survey Models
- ❖ Secondary Three Models
- ❖ Quantitative Data = Selection of Choices
- ❖ Qualitative Data = Comments on Survey & Question/Answer Document

Results Elementary

AM/PM Model

- ❖ Students see teachers each day
- ❖ Simpler and provides daily consistency
- ❖ Pre-school currently uses this model
- ❖ 55% of responding elementary teachers chose this model
- ❖ Principals support this model

2.5 Days Per Week Model

- ❖ Easier to disinfect classrooms between cohorts of students
- ❖ Easier to plan instruction
- ❖ Fewer students on campus each day
- ❖ Core subjects better accessed in the AM.
- ❖ 45% of responding elementary teachers chose this model.

Results Secondary

- ❖ Three models
- ❖ Large discrepancy between junior high school and high school respondents.
- ❖ Model 1 (Traditional Model with Cohorts)
 - JHS 55%
 - HS 37%
- ❖ Model 2 (Modified Traditional Model with Cohorts)
 - Unpopular with both JHS and HS
- ❖ Model 3 (9-week Blocks with Cohorts)
 - JHS 35%
 - HS 49%
- ❖ *If a virtual Independent Study model was offered would you be interested in teaching students in a remote setting?*
 - 22% Yes
 - 43% I am curious and would like to learn more
 - 35%

Teaching Remote Learning

If a virtual Independent Study model was offered would you be interested in teaching students in a remote setting?

Elementary responses to this question were:

- 21.4% Yes I am interested
- 43.4% I am curious and want to learn more
- 35.2% No, I am not interested.

Secondary responses to this question were:

- 23.6% Yes I am interested.
- 45.2% I am curious and want to learn more.
- 31.2% No, I am not interested.

Qualitative Results: Survey Comments / Q & A

- ❖ Health and Safety a Significant Concern
 - Those not concerned are few in number
 - Logistics around disinfecting during transitions
 - Teachers at greatest risk (underlying conditions and age) questioning options
- ❖ Dependent Care Responsibilities
 - Children
 - Elderly Parents and Spouses
- ❖ Ambiguity is Unsettling
 - Logistics and Operations
 - Emotional Wellness

Next Steps

- ❖ June 23 follow up report
 - Final recommendation on hybrid models
 - Progress Reports Drivers and Scenarios
 - Guidance from State of California