



*Reopening Planning for Fall 2020

“Plans are useless, but planning is indispensable”
Dwight D. Eisenhower

Board Presentation June 4, 2020

*An update at this point in time. Plan will adapt as information, needs become known.

Amended 6/4/2020

School Reopening Guide

Safety and learning are the guiding factors for bringing students back to the classroom as pandemic conditions change. Risk assessment includes available resources for following public health orders. Here is our decision guide.

SCHOOLS FULLY OPEN

MINIMAL RISK



ALL IN-SCHOOL
LEARNING

- Little/No social distancing
- Live Instruction in classroom

MODIFIED OPEN

REDUCED RISK



SOME IN-SCHOOL
LEARNING

- Social distancing
- Extra health checks & sanitizing
- Alternate in-school & distance learning

SCHOOLS FULLY CLOSED

HIGH RISK



ALL DISTANCE
LEARNING

Public Health Dept. and resources for meeting guidelines determine how long.

Plan to Support Our Goals



To educate our students to their highest potential

- Bring back as many students as quickly as we safely can

Our commitment to Every Child a Reader by 3rd grade

- Consider ways to bring youngest learners back for in-person instruction

Our commitment to equity

- Most vulnerable need extra consideration for support



District Leaders Developed Work Groups

Facilities - What considerations will we need to provide the safety protocols and social distancing

Technology - Consider how we will continue to provide devices and support necessary for some form of distance learning

Operations - Considerations for staff, various programs, processes, e.g. attendance, sports, etc.

Teaching and Learning - PD needs, assessments, Multi-Tiered Systems of support, Social Emotional Learning, Plans for hybrid instruction, how to enhance engagement in various models

Governance - Communication, protocols, handbooks to implement safety requirements



Goal of Workgroups



- Develop the skeleton plan for meeting safety needs
- Non-Contact Thermometers
- Secure supplies
- Safety protocols, health screening processes
- Social Distancing in classrooms, buses, other spaces
- Removal of furniture that cannot be cleaned according to guidelines
- One-to-one device to prevent sharing
- Determine resource requirements of various options
- Considerations of other programs - Preschool, Expanded Learning

Learning from Others

A There is a continuum of approaches and timelines to reopen schools across different countries

Current as of April 22, 2020

Preliminary insights

Schools among the first of sectors to open

Schools reopening considered critical to continue student learning and reopening economy and precedes all or most other sectors on reopening

Schools could reopen in parallel with other sectors; most countries following a phased approach to gradually bring selected student groups back on campus (e.g. vulnerable students, students in low-risk areas, younger students and high school students, children of "essential workers")

Schools among the last of sectors to open

Schools reopening considered too risky for controlling transmission and not core to reopening economy; schools opened only after most/all of non-essential sectors



Japan and China have reopened most schools in low-risk areas¹ (after more than a month of closure)



Denmark and Norway are reopening kindergarten (and primary schools) ahead of other sectors (after ~3 weeks of closure)



German regions might reopen schools on May 4, initially for students in their final years of primary or secondary school (after ~5 weeks of closure)



France and Switzerland will gradually reopen starting with kindergarten and primary schools followed by secondary schools, on May 11 (after ~6-8 weeks of closure)



Spain, Italy and Greece might not reopen schools before the start of the school year in September. Other sectors of the economy will be (partially) reopened before



Colorado, Florida and Texas are not expected to reopen schools for the rest of the academic year whereas they have reopened hair salons, beaches and retail stores respectively

1. Japan and China are opening schools on a rolling basis – in low risk areas schools are reopened with safety protocols in place but they remain closed in high risk areas in Tokyo and Wuhan

Source: Press search – e.g., The Guardian, "Merkel announces plans to reopen schools and shops in Germany", April 15, 2020; USA Today, "US reopening: What states are relaxing social distancing restrictions and moving away from lockdowns?", April 22, 2020; Le Monde, "Comment le gouvernement envisage la réouverture des écoles : un étalement sur trois semaines, des classes de 15 élèves et un « protocole sanitaire »", April 21, 2020; Washington Post, « In glimpse of life after lockdown, some countries begin to reopen schools », April 18, 2020; Financial Times, « Denmark plans to reopen primary schools », April 6, 2020.

District Representative Team



18 - 20 Participants

Will meet in June and July

Representative of the District

- Schools (Title One, Non-Title One)
- Grade Spans (TK-2, 3-5, 6-8)
- Roles (Teachers, office staff, nurse, custodian...)
- Labor Leaders (CETA & CSEA)
- Parents

Gather Data



- Thought Exchange April 28 - May 12
Questions to Staff, Parent/Guardians and Students
 - Specific to Distance Learning (DL) to inform improvement efforts
- Surveys May 28 - June 5
Sent to Staff, Parent/Guardians and Students
 - Understand concerns for reopening school in the fall
 - Determine those wishing to continue DL when we can bring students back
 - Plan for needs and communication to various groups

Thought Exchange - Staff



**TOP
THOUGHTS**

Q1: Your school started formal distance learning on April 13. What has worked well so far?

- Admin is keeping us in the loop and is supportive,
- collaboration with grade level teams
- Getting devices & appropriate materials to students quickly

Q2: What has been the biggest challenge about distance learning so far?

- Long hours on the computer
- DL is time consuming - seems to take longer than traditional teaching
- Professional Development expectation is too much

Thought Exchange - Parent/Guardians

1,354 Participants



**TOP
THOUGHTS**

Q: What are your priorities for your child during distance learning, knowing your ability to support at home?

1. Actual teaching session online (small groups for 30 mins a day), not just daily check in video chats. This will allow students to actually learn from their teachers directly then assignments/ independent learning is additional practice
2. Children need to see their teachers explaining exercises as if they were in class and it is important that teachers make videos explaining lessons.
3. I want my child to be in touch with her classmates
4. Instruction by teachers because parents aren't educators and elementary kids are not self directed
5. Interactive learning. Interactive learning gives children the social plus learning goals together

Thought Exchange - Students



**TOP
THOUGHTS**

44% Participation Rate of 3 - 8th grade students

Q1 What has worked well so far as we support your distance learning?

1. It is important that we maintain a personal contact between teacher and student.
2. when teachers keep everything organized and when they show us how we are to do the assignment
3. I can eat lunch and take breaks whenever I want to
4. Google classroom I know what to do and easy to turn in
5. You can manage your time and schoolwork more rather than rushing to a schedule like regular school, and get to spend more time on lessons I don't get.

“Something that worked well was the fact that we got our chromebooks when we did. If we never got them this year, this Distance Learning would have been so much harder.”

Students Thought Exchange (cont.)



**TOP
THOUGHTS**

Q2 What are your greatest challenges with distance learning?

1. Procrastinating. It's hard because I'm not motivated
2. Not being able to get clarification in the moment when you aren't sure what to do.
3. Confusing. It sometimes gets confusing when all of the teachers post many things at once. It would be easier if they had an agenda so we can be more organized.
4. I think the biggest challenge for me is getting distracted
5. My greatest challenge with distance learning is trying to do my work on time and making sure I get all the answers right especially on a test

Survey Data - Collected 5/29 - 6/4

(Information was not yet available at time of agenda upload - top responses will be shared in Board presentation on 6/4)

1. Staff were asked to share their concerns regarding reopening in the fall.
2. Parents were surveyed to determine their intent to send child(ren) back when possible or to remain in DL and challenges related to DL
3. Students were surveyed about their comfort returning to school with social distancing and facial covering. What they want us to consider in our planning.

Back to School Planning Survey

- May 29-June 4
- To Parents, Staff & Students
- All schools & all grades represented in response.

Parent participants: 2,329 (198 Spanish)

PARENTS: Will your child(ren) be attending school in Campbell Union School District this fall?

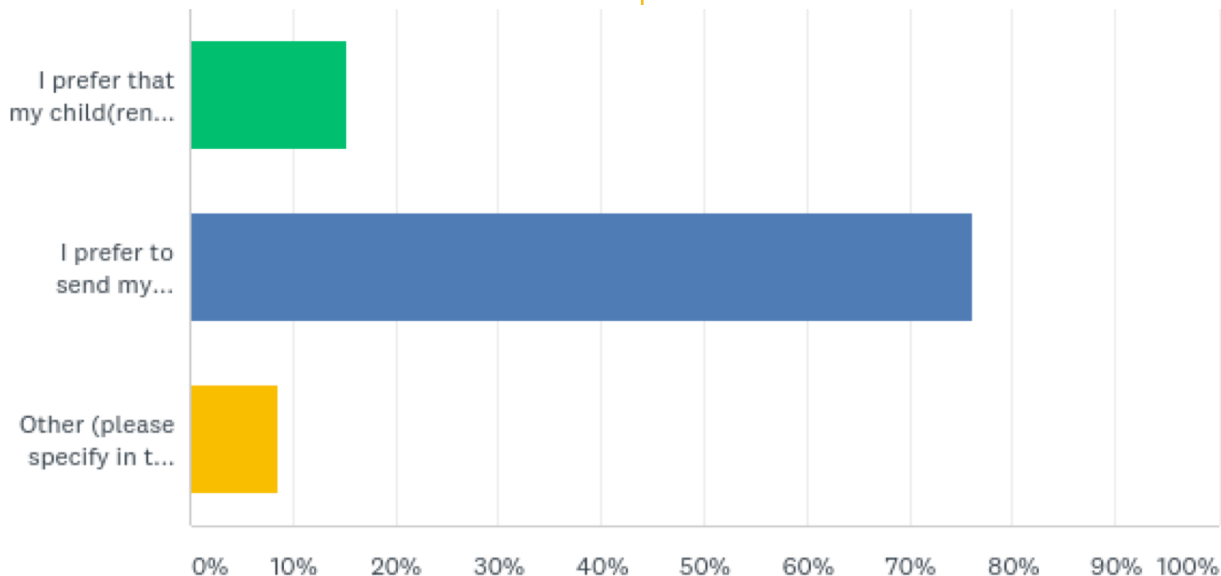
Yes = 95%

Top answers for “Other”:

- Depends on safety measures
- Depends on distance learning plan
- Possible relocation

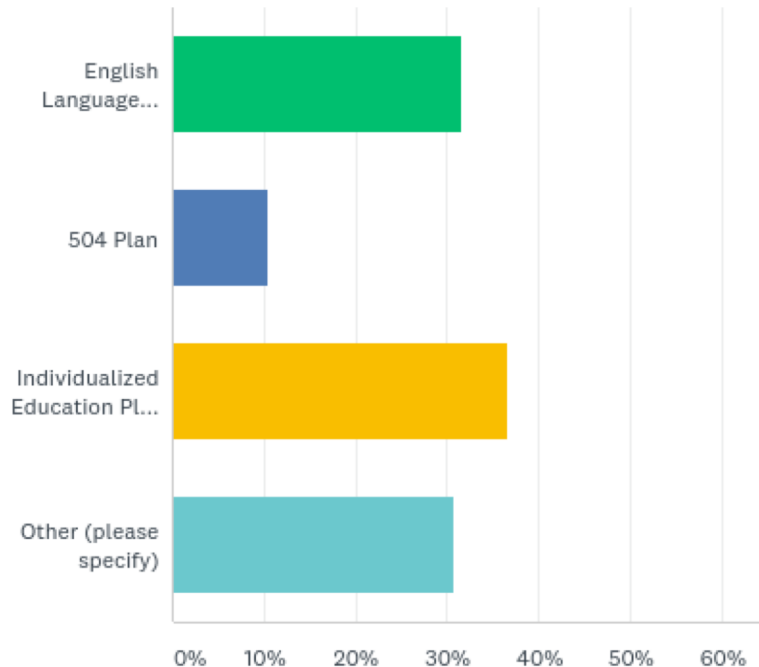
Preference for New School Year?

- 77% of parents (English and Spanish) prefer to send their children back to school when it is safe to do so.
- Parents say their students participated in Distance learning more than 75% of the time

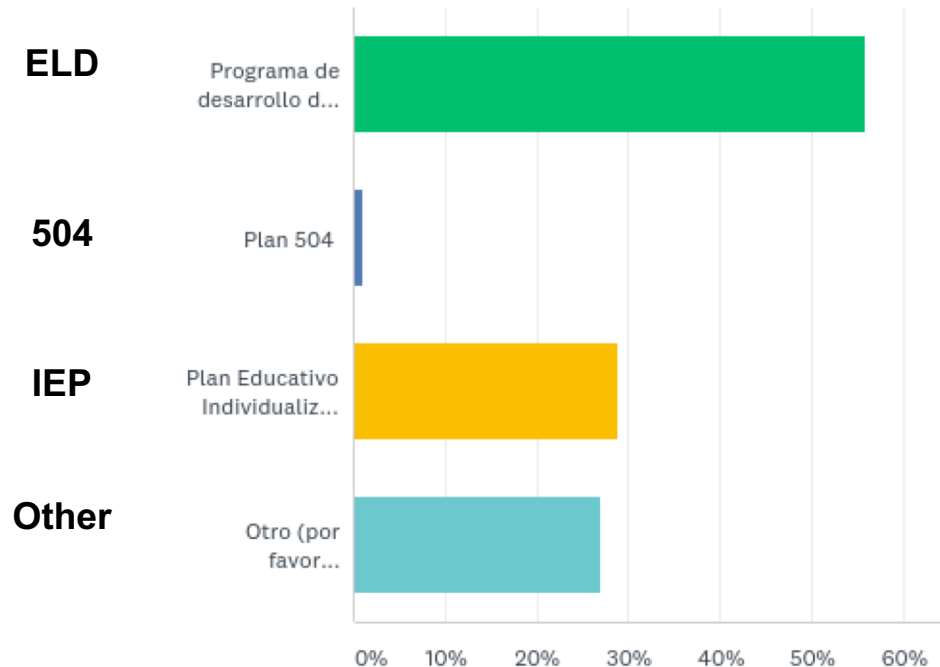


Does your child(ren) participate in any additional services in school?

English Survey



Spanish Survey



Reponses to "Other" = after school care, choir, mariachi. Most common answer: None or NA

Amended 6/4/202016

Staff Thoughtexchange

What are your greatest concerns for school starting in the fall?

Star Rating	TOP THOUGHTS	404 Participants 690 Thoughts	22,547 Ratings
4.5	Staff burnout and mental health We need healthy adults to move the work		
4.5	Teachers workload will increase immensely. We will need more prep to make plans for online and in class. Teachers who are overworked and stressed out are more likely to get sick or burn out. Teachers are more productive when there is time to plan lessons		
4.5	The safety of the school environment and classrooms.		
4.5	My greatest concern is SAFETY! How are we going to make it SAFE for everyone? Bathrooms? Staff Room? Nurse Area? Office? Library? Classroom? Recess?		
4.5	Planning time: the amount of time it will take to plan for DL plus in-class instruction and classwork feels overwhelming. We need extra time for emails, tech issues, creating video lessons, finding distance resources to match lessons, grading, etc.		

Student Survey Responses

Participation

- All schools represented
- 467 students
- Approx. 75% are in grades 4-6
 - 40% of these from MMS and RHMS

They want to...

- Come to school as much as possible (57%)
- Continue distance learning (30%)
- Other - did not ref. blend/hybrid (13%)

What do you want to make sure we are thinking about in our planning for the new school year?

Still reviewing responses to open-ended questions.

Top themes

- Safety (our and yours!)
- Be with friends
- Distance learning is hard. Hard to get help when you're stuck.

Student Engagement Data



Sites monitored the engagement and participation of students during DL

Initial focus was to locate and connect with every student

- Devices, meals, other needs

We tracked engagement with DL

- 0 - 25%, 26 - 50%, 51 - 75%, 76+

This data will inform us of the effectiveness for some of our students

Informed our decision against DL summer school

Guiding Principles for Teaching and Learning

- The health and safety of students and staff are our top priority.
- We will engage and collaborate with our partners during all phases of re-entry planning, and implementation.
- We will support teachers across all grade levels and courses to concentrate their instruction so every student masters essential standards.
- We will assess student learning to ensure that students are progressing and engaged, and we will keep both the students and their parents/families informed of student progress.
- We will support the physical and mental well-being of students, integrating social-emotional learning into our academic core.

(Continues on next slide)

Guiding Principles for Teaching and Learning (continued)

- We will support the social and emotional needs of our staff members, and we will provide them with time and support they will need for professional learning, reflection, and collaboration.
- We will sustain effective services for our students with special and exceptional needs.
- We will work to ensure students are meaningfully participating and take immediate action to support students struggling to stay connected.
- We will actively support parents/families as they engage in their students' education and learning.
- We will actively support effective governance systems that maximize engagement, public safety, and instructional innovation.
- We will rise to meet this moment and we will come back stronger together.

Planning for Various Scenarios



All Distance Learning

Hybrid - Planning focus on this model as other two are less complex

- Various plans are being investigated
- Design Thinking Challenge to our staff for input & innovation
- Challenge - how to provide “in person” to half of the class and also provide DL

All Students back on campus with safety protocols

Limitations



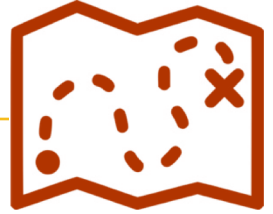
10% Reduction in Budget is a reality

- Commitment to be innovative
- Live within our limitations

Localized Context

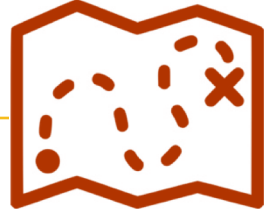
- County PHD will guide our decisions/flexibility

Plans in Place at District Level



- Process for screening all employees and students
- Ordered face coverings for those who do not bring one
- Limit others entering campus
- Determined all rooms with sinks - provide provision for few without
- Nurses reviewing all student health plans to provide support upon return
- Develop videos showing how students will enter and go through protocols
- Changed all filters in all rooms
- Provide signage for proper hygiene
- Develop schedules for bathroom assignments for common cohort
- Process for students' lunch while maintaining Social Distancing (SD)

Plans in Place (continued)



- High-touch area cleaning rotation
- Playground protocols for SD during recess and lunch
- Support for social-emotional needs of students and staff - leverage partners
- Response to adverse effect of ill student or staff
- Evaluate all spaces to determine ability to SD
- Consider how to stabilize cohorts
- Intentional focus on building relationships and rapport in first few weeks
- Prepare for possible re-closure of class/school
- Work collaboratively with PHD to understand tracking, tracing requirements

Decisions Known

- Staff will need to have facial covering/face shield
- Cannot support an AM/PM schedule
- Only legally-required transportation provided
- Locker rooms will not be used
- Sports/After School programs only if social distancing and health requirements can be met

In Collaboration



- Public Health Department (PHD) will provide “go/no go” on in-person instruction by mid July
- Santa Clara County Supts Association
- Association of California School Administrators (ACSA)
- California School Boards Association (CSBA)
 - Seeking Flexibility and Waivers
 - Additional Funding to implement Safety requirements
- Labor Leaders

A Road Map

We know our destination - Students learning at their highest potential

We will need to be nimble - adapting and responding to the road conditions in front of us

We will continue our commitment to the cycle of improvement - iterative process

