

ONWARD

— *Navigating the 2020-2021 School Year Together* —→


Adams 12 
Five Star Schools

Agenda

- Review feedback from spring surveys
- Review various options and implications
- Review next steps and timeline

Spring 2020 Remote Learning Survey Highlights - FAMILIES

- 2,123 responses, reflecting all grade levels (families of high school seniors were the lowest response group).
- Very low response rate for the Spanish language survey.
- Reported mixed experiences with remote learning, the plurality rating their experience as a 3 on a scale of 1 to 5.
- In general, parents reported feeling comfortable reaching out to their child's teacher if their child needed help.
- Many respondents expressed gratitude for how quickly teachers and schools adapted to online learning.
- Many respondents expressed a strong desire to return to in-person learning in the fall.
- Some respondents said they would not be comfortable returning to in-person learning in the fall.

Spring 2020 Remote Learning Survey Highlights - STUDENTS

- There were 4,145 responses, representing students in grades 4 through 12.
- The responses were distributed relatively evenly across most grades, with graduating seniors having the lowest number of responses.
- Students reported mixed experiences with remote learning, with most giving it a 3 or 4 out of 5.
- Most students reported feeling comfortable reaching out to teachers for help.
- Many students said that they felt like they were given too much work.
- Many students said they missed their friends and teachers and wanted more interaction.
- Students reported having trouble with focus and motivation.
- Although there were some students who said they enjoyed remote learning, far more expressed a desire to return to more “normal” school next year.

Spring 2020 Remote Learning Survey Highlights - STAFF

- There were 435 responses (203 elementary, 135 high school, 101 middle school).
- The plurality of teachers said remote learning was a 3/5 for both them and their students.
- 71.3 percent of respondents said the professional learning sessions provided on March 30 and 31 were somewhat or very effective at helping them prepare for remote learning.
- 58.6 percent said they had clear expectations from their supervisor about remote learning.

Spring 2020 Remote Learning Survey Highlights - STAFF

We asked educators what their **biggest success** was during remote learning. Here are some themes from their responses:

- Learning new technological skills and finding new ways to incorporate technology into their lessons
- Having live video calls and interactions with students
- Daily interactions
- Seeing some students who normally feel shy take risks during remote learning

We asked educators what was their **biggest challenge** during remote learning. Here are some themes:

- Getting students engaged in remote learning
- Feeling disconnected from students
- Technology difficulties making it hard for kids (for example, unreliable internet making it hard for some kids to participate in video calls)

Guiding Principles

- Maximize in-person learning while adhering to and respecting health and safety measures
- Provide families, students and teachers with as much predictability as possible in their daily, weekly schedules
- Provide opportunity for parents to return to work
- Reduce building occupancy or revise use of space to increase physical distancing opportunities
- Provide students a meaningful learning experience and teachers a balanced teaching experience

Uncertain and Evolving Factors

- Group size guidelines (number of individuals in one room together):
 - Current: Groups of 10
 - Indication from public health officials that they realize groups of 10 is not reasonable for the 2020-2021 school year
 - Re-opening efforts in the coming weeks may or may not support more flexibility with these group sizes
- Physical distancing requirements and square footage requirements
- Number of families interested in a remote learning option, therefore reducing enrollment (occupancy) in schools

3 Models

Model Type	Description
<p data-bbox="67 435 305 478">In-Person</p> 	<p data-bbox="639 435 1715 554">Staff and students return to traditional in-person learning.</p> <p data-bbox="639 572 1850 611"><i>*Increased safety guidelines in place as advised by public health officials</i></p>
<p data-bbox="67 671 233 714">Hybrid</p> 	<p data-bbox="639 671 1850 861">Provide the opportunity for fewer students and staff to be in the building at set times. In-person learning on some days with remote learning the other days.</p>
<p data-bbox="67 956 258 999">Remote</p> 	<p data-bbox="639 956 1760 1182">Focus on a more synchronous learning approach remotely. It would include a greater focus on rigor, and enhanced interaction between educators and their students.</p>

In-person Models*

- In-person Option 1: **Traditional Calendar** with increased health and safety measures
- In-person Option 2: **4 Track Year Round Calendar**, reducing building occupancy by approximately $\frac{1}{4}$, therefore increasing opportunities for physical distancing

**With any in-person model, the district will offer a remote learning option for families who want or need a remote option*

Hybrid Models*

- Hybrid Option 1: **A/B Track 2 Days/Week**
 - 5th day/week could be:
 - Rotating in-person so students receive 5 days of in-person learning every 2 weeks
 - Remote for all students and/or time for teachers to collaborate/plan
- Hybrid Option 2: **A/B Track 2 Weeks/Month**

**With any hybrid model, the district will offer a remote learning enrollment option for families who want or need a remote option*

Remote Learning Model*/**

Focus on a more synchronous learning approach remotely. It would include a greater focus on rigor, and enhanced interaction between educators and their students.

**With any hybrid or in-person model, the district will continue to offer a remote learning enrollment option families who want or need a remote option*

***A remote learning model may be put in place at times throughout the 20-21 school year for certain schools if there are isolated cases of COVID-19, and/or for the district, if there are broader outbreaks or further statewide stay at home orders during the 2020-2021 school year.*

The Hybrid A/B Cohort Issue - 2 Ways to Schedule Teachers

Description of Scheduling Model	Example of Scheduling Model	Issues with this Scheduling Model
Align teacher and student schedules so that a cohort of teachers and a cohort of students are both on the A schedule together	Teachers and their caseload of students are all in-person on Monday and Wednesday; remote on Tuesday and Thursday	This may not align to physical distancing guidelines. Creative use of large, common space in school buildings, possible sharing of classrooms and hiring of instructional paras will be necessary
Students only are aligned to cohort A or cohort B. Teachers are in-person every day with ½ of their students each day	Teachers are in-person with student cohort A on Monday and Wednesday and in-person with student cohort B on Tuesday and Thursday	This may more closely align to physical distancing guidelines, but brings other challenges including: 1) providing a high quality teaching and learning experience for both students and teachers will be challenging - teachers will not be able to provide synchronous support for students who are remote and 2) teachers work schedules vs. their own children's' schedules

Implications for Each Model

- Instructional Time (in-person and remote)
- Building Occupancy
- Classroom Occupancy
- Alternative Facility Use
- Health and Safety Measures
- Building Management /Student Traffic Patterns
- Food service operations
- Transportation
- BASE
- Teaching and Learning implications
- Estimated associated costs (e.g. classified staff to support supervision of students as they are spread out, added transportation routes, added staffing needs)

In-person Traditional Calendar - Implications

Implication	Explanation
Instructional Time	Students receive approximately 160 days of in-person instruction
Building Occupancy	Building occupancy remains at 100% of student enrollment, except for an assumption that approximately 10% of students may select to enroll in a remote learning option for the 20-21 school year - that assumption will be tested with June survey to families
Classroom Occupancy	Classroom Occupancy is up to and possibly over 30 students
Alternative Facility Use	Large common spaces and outdoor spaces will be used by schools for instruction to support spreading students out for physical distancing opportunities but it will not be possible for all students and staff at all times
Health and Safety Measures	District will have expectations for wearing of masks , schedules for hand washing , hand sanitizer availability, additional cleaning protocols , home health checks, protocols for managing symptomatic students and staff and areas for isolation, limitations on visitor access, etc.

In-person Traditional Calendar - Implications

Implication	Explanation
Building Management/Student Traffic Patterns	The district will have expectations for one-way hallways to support physical distancing; district will also create student “cores” of no more than x# (probably different # by level - think grade level at elementary and grade level cores at middle school - need to think about HS) that have interaction with one another, but very limited or NO interaction with other student “cores” - schools may have to align different parts of a building for certain grade levels/cores
Food Services	Students will eat in smaller groups within their “cores”; spread out across building and campus (including outdoors, weather permitting); food will not be self-serve. Students will social distance through the serving line, be delivered to students in packaging, or pickup locations will be spread throughout building.

In-person Traditional Calendar - Implications

Implication	Explanation
Transportation	The district will build “essential” guidelines for families to consider as they decide on their students’ bus riding needs for the 20-21 school year. Families will be asked to consider NOT riding the bus if they do not meet the “essential” guidelines; in addition, we believe bus ridership will decrease with students who enroll in remote learning. Also planning seat assignment/layout options for ridership
BASE	TBD
Teaching and Learning	Teaching and learning will proceed mostly as teachers and students have experienced in past years, with adjustments to health and safety measures (time for hand washing and cleaning of desks/classroom areas, mask wearing, organized and longer passing periods, varied use of building space to support opportunities for physical distancing, etc.)

In-person Traditional Calendar - Implications

Implication	Explanation
Estimated Additional Costs	Cost estimates are being calculated for the following: cleaning supplies, additional nutrition services staff to support food delivery/pickup model, increase in instructional para support for each “core” of students, to support building management (need better name - building movement?), students meeting health and safety expectations, etc. Other costs we assume and need to cost out (list here)?

In-person 4 Track Year Round Calendar - Implications

Implication	Explanation
Instructional Time	Students receive approximately 160 days of in-person instruction
Building Occupancy	Building occupancy is reduced by 25% given that one track is not in session during the other 3 tracks. In addition, the district assumes approximately 10% of additional students may select to enroll in a remote learning option for the 20-21 school year - that assumption will be tested with June survey to families; Therefore, enrollment at schools would decrease by 35% with a 4-track year round calendar and 10% of families selecting a remote option.
Classroom Occupancy	Classroom Occupancy is up to and possibly over 30 students; with occupancy reduced by 25%, schools may have more classroom and large instructional space available to do increased physical distancing; additional instructional para support would allow schools to spread students out more broadly across the school building (see additional cost estimates); IF the district added teaching and/or instructional paraprofessionals, then the classroom occupancy could be decreased.

In-person 4 Track Year Round Calendar - Implications

Implication	Explanation
Alternative Facility Use	Large common spaces and outdoor spaces will be used by schools for instruction to support spreading students out for physical distancing opportunities; there will be greater opportunity for physical distancing given the reduction in building occupancy at any given time, but there may still be challenges with needing to have groups of approximately 30 students together in one space. Additional teaching staff and instructional paraprofessionals could support smaller groups of students.
Health and Safety Measures	District will have expectations for wearing of masks , schedules for hand washing , hand sanitizer availability, additional cleaning protocols , home health checks, protocols for managing symptomatic students and staff and areas for isolation, limitations on visitor access, etc.

In-person 4 Track Year Round Calendar - Implications

Implication	Explanation
Building Management	The district will have expectations for one-way hallways to support physical distancing; district will also create student “cores” of no more than x# (probably different # by level - think grade level at elementary and grade level cores at middle school - need to think about HS) that have interaction with one another, but very limited or NO interaction with other student “cores” - schools may have to align different parts of a building for certain grade levels/cores
Food Services	Students will eat in smaller groups within their “cores”; spread out across building and campus (including outdoors, weather permitting); food will not be self-serve. Students will social distance through the serving line, be delivered to students in packaging, or pickup locations will be spread throughout building.
Transportation	District will build “essential” guidelines for families to consider as they decide on their students’ bus riding needs for the 20-21 school year. Families will be asked to consider NOT riding the bus if they do not meet the “essential” guidelines; in addition, we believe bus ridership will decrease with students who enroll in remote learning. Also planning seat assignment/layout options for ridership

In-person 4 Track Year Round Calendar - Implications

Implication	Explanation
BASE	TBD
Teaching and Learning	Teaching and learning will proceed mostly as teachers and students have experienced in past years, with adjustments to health and safety measures (time for hand washing and cleaning of desks/classroom areas, mask wearing, organized and longer passing periods, varied use of building space to support opportunities for physical distancing, etc.)
Estimated Additional Costs	Cost estimates will be run on the following: cleaning supplies, additional nutrition services staff to support food delivery/pickup model, increase in instructional para support for each “core” of students, to support building management (need better name - building movement?), students meeting health and safety expectations, etc. Other costs we assume and need to cost out? - does this model require more FTE - we need to build it out for a few varied schools to see

Hybrid: A/B Track 2 Days/Week

Implication	Explanation
Instructional Time	Students receive approximately X days of in-person instruction and Y days of remote learning (
Building Occupancy	Building occupancy is reduced by 50% given that students alternate days on 1 of 2 tracks. In addition, the district assumes approximately 10% of students may select to enroll in a remote learning option for the 20-21 school year - that assumption will be tested with June survey to families
Classroom Occupancy	Classroom Occupancy can be managed to 15, IF teachers are teaching every day and students are on tracks ($\frac{1}{2}$ of students attend one day, the other $\frac{1}{2}$ the next day). If teachers and students are all together on the track schedule, then we continue to have the issue of approximately 30 students in one classroom without sufficient space for physical distancing, unless we hire additional instructional paras and continue to split classes into 2 spaces..
Alternative Facility Use	Large common spaces and outdoor spaces will be used by schools for instruction to support spreading students out for physical distancing opportunities. With use of large spaces, it may be possible to ensure groups of approximately 30 students together in any one instructional space, given the reduction in building occupancy

Hybrid: A/B Track 2 Days/Week

Implication	Explanation
Health and Safety Measures	District will have expectations for wearing of masks , schedules for hand washing , hand sanitizer availability, additional cleaning protocols , home health checks, protocols for managing symptomatic students and staff and areas for isolation, limitations on visitor access, etc.
Building Management	District will have expectations for one-way hallways, creating student “cores” of no more than x# (probably different # by level - think grade level at elementary and core at middle school - need to think about HS) that have interaction with one another, but very limited or NO interaction with other student “cores” and managing passing periods accordingly - may have to align different parts of a building for certain grade levels/cores - this becomes much easier, given reduced occupancy to 50%.
Food Services	Students will eat in smaller groups within their “cores”; spread out across building and campus (including outdoors, weather permitting); food will not be self-serve. Students will social distance through the serving line, be delivered to students in packaging, or pickup locations will be spread throughout building.

Hybrid: A/B Track 2 Days/Week

Implication	Explanation
Transportation	Supports physical distancing on buses more readily than other models. District may still need to build “essential” guidelines for families to consider as they decide on their students’ bus riding needs for the 20-21 school year. Families may be asked to consider NOT riding the bus if they do not meet the “essential” guidelines; in addition, we believe bus ridership will decrease with students who enroll in remote learning. Also planning seat assignment/layout options for ridership
BASE	TBD

Hybrid: A/B Track 2 Days/Week

Implication	Explanation
Teaching and Learning	Teaching and learning will need to be re-imagined to provide teachers with guidance on what is best for in-person days vs. remote days. In addition, if teachers work every day, with students on tracks, then there will not be opportunity for teachers to be synchronous with students who are in a remote setting. If teachers and students are on tracks together, then there will be more opportunity for synchronous learning during remote days. This model will also require decisions around 4 days vs. 5 days of instruction.
Estimated Additional Costs	Cost estimates will be run on the following: cleaning supplies, additional nutrition services staff to support food delivery/pickup model, increase in instructional para support for each “core” of students, to support building management (need better name - building movement?), students meeting health and safety expectations, etc. Other costs we assume and need to cost out? - does this model require more FTE - we need to build it out for a few varied schools to see

Hybrid: A/B Track 2 Weeks/Month

Implication	Explanation
Instructional Time	Students receive approximately X days of in-person instruction and Y days of remote learning (
Building Occupancy	Building occupancy is reduced by 50% given that students alternate days on 1 of 2 tracks. In addition, the district assumes approximately 10% of students may select to enroll in a remote learning option for the 20-21 school year - that assumption will be tested with June survey to families
Classroom Occupancy	Classroom Occupancy can be managed to 15, IF teachers are teaching every day and students are on tracks (½ of students attend one day, the other ½ the next day). If teachers and students are all together on the track schedule, then we continue to have the issue of approximately 30 students in one classroom without sufficient space for physical distancing, unless we hire additional instructional paras and continue to split classes into 2 spaces..
Alternative Facility Use	Large common spaces and outdoor spaces will be used by schools for instruction to support spreading students out for physical distancing opportunities. With use of large spaces, it may be possible to ensure groups of approximately 30 students together in any one instructional space, given the reduction in building occupancy

Hybrid: A/B Track 2 Weeks/Month

Implication	Explanation
Health and Safety Measures	District will have expectations for wearing of masks , schedules for hand washing , hand sanitizer availability, additional cleaning protocols , home health checks, protocols for managing symptomatic students and staff and areas for isolation, limitations on visitor access, etc.
Building Management	District will have expectations for one-way hallways, creating student “cores” of no more than x# (probably different # by level - think grade level at elementary and core at middle school - need to think about HS) that have interaction with one another, but very limited or NO interaction with other student “cores” and managing passing periods accordingly - may have to align different parts of a building for certain grade levels/cores - this becomes much easier, given reduced occupancy to 50%.
Food Services	Students will eat in smaller groups within their “cores”; spread out across building and campus (including outdoors, weather permitting); food will not be self-serve. Students will social distance through the serving line, be delivered to students in packaging, or pickup locations will be spread throughout building.

Hybrid: A/B Track 2 Weeks/Month

Implication	Explanation
Transportation	Supports physical distancing on buses more readily than other models. District may still need to build “essential” guidelines for families to consider as they decide on their students’ bus riding needs for the 20-21 school year. Families may be asked to consider NOT riding the bus if they do not meet the “essential” guidelines; in addition, we believe bus ridership will decrease with students who enroll in remote learning. Also planning seat assignment/layout options for ridership
BASE	TBD

Hybrid: A/B Track 2 Weeks/Month

Implication	Explanation
Teaching and Learning	Teaching and learning will need to be re-imagined to provide teachers with guidance on what is best for in-person days vs. remote days. In addition, if teachers work every day, with students on tracks, then there will not be opportunity for teachers to be synchronous with students who are in a remote setting. If teachers and students are on tracks together, then there will be more opportunity for synchronous learning during remote days. This model will also require decisions around 4 days vs. 5 days of instruction.
Estimated Additional Costs	Cost estimates will be run on the following: cleaning supplies, additional nutrition services staff to support food delivery/pickup model, increase in instructional para support for each “core” of students, to support building management (need better name - building movement?), students meeting health and safety expectations, etc. Other costs we assume and need to cost out? - does this model require more FTE - we need to build it out for a few varied schools to see

Remote Learning

Implication	Explanation
Instructional Time	Students receive 0 days of in-person learning; exceptions can and probably will be made for at-risk and or high needs populations (e.g. special education)
Building Occupancy	Building occupancy is reduced by 100% except for at-risk or high needs populations on a limited basis
Classroom Occupancy	Any in person groups can be managed to whatever physical distancing guidelines are in place.
Alternative Facility Use	N/A
Health and Safety Measures	District will have expectations for wearing of masks , schedules for hand washing , hand sanitizer availability, additional cleaning protocols , home health checks, protocols for managing symptomatic students and staff and areas for isolation, limitations on visitor access, etc. staff and areas for isolation, limitations on visitor access, etc.

Remote Learning

Implication	Explanation
Building Management	N/A
Food Services	Meals will be provided via a drive thru or pick model at the five comprehensive high schools
Transportation	Supports physical distancing on buses will be manageable and lessons learned from in-person ESY during summer of 2020 will be applied
BASE	TBD
Teaching and Learning	Teaching and learning will need to be re-imagined to provide more synchronous learning opportunities in a remote learning model
Estimated Additional Costs	

Currently Collecting the Following Feedback

For Each Option:

- Pros
- Cons
- Challenges and Possible Solutions
- Other Implications

Will look closely at feedback disaggregated by:

- Geographic Region
- Level (Elementary, K-8, Middle, High)
- Stakeholder group (parents, students, staff)
- Title I Status
- Other demographic data (students with IEPs, Emerging bilingual students, GT status, etc.)

Other Issues/Ideas to Consider *(some being contemplated by other districts)*

- Utilize other areas/buildings for instruction (ESC, CTE space, VMAC, Transportation, other?)
- Elementary everyday in-person, secondary hybrid?
- Elementary everyday in-person spread out into middle and high schools and secondary remote?
- Consider plan B for remote learning if outbreaks come back - school level and district level planning?
- What if we had requirements around groups of 25? What would that mean in regard to cost for additional staffing? (teachers and/or instructional paras)
- Staggered start times by grade level/range of grade levels to manage beginning and end of day and staggered passing periods?

DRAFT Timeline (Subject to Change)

Week of June 1st	<ul style="list-style-type: none"> ● Begin leadership team meetings; BOE meeting 6/3
Weeks of June 8th and 15th	<ul style="list-style-type: none"> ● Continue leadership team meetings with school leaders, district leaders, CSEA leadership and DTEA leadership ● Begin engagement with parents, students, and staff (focus groups, surveys, etc.) ● Monitor public health guidelines ● Update board of education ● Continue with more detailed planning to ensure success of various options
Weeks of June 22nd and 29th	<ul style="list-style-type: none"> ● Begin to narrow options ● Continue leadership team meetings with school leaders, district leaders, CSEA leadership and DTEA leadership ● Continue engagement with parents, students, and staff (focus groups, surveys, etc.) ● Monitor public health guidelines ● Update plans given feedback from stakeholders and updates from public health officials ● Update board of education ● Continue with more detailed planning to ensure success of various options

DRAFT Timeline (Subject to Change)

<p>Week of July 6th and 13th</p>	<ul style="list-style-type: none">● Continue leadership team meetings with school leaders, district leaders, CSEA leadership and DTEA leadership● Continue engagement with parents, students, and staff (focus groups, surveys, etc.)● Monitor public health guidelines● Update plans given feedback from stakeholders and updates from public health officials● Update board of education● Continue with more detailed planning to ensure success of various options
<p>Week of July 20th and 27th</p>	<ul style="list-style-type: none">● Final decision making in collaboration with<ul style="list-style-type: none">○ School leaders, CSEA leadership, DTEA leadership, board of education and other stakeholders
<p>Weeks of July 27th - August 10th</p>	<ul style="list-style-type: none">● Implement

Some Next Steps

- Continue working with school leaders, district leaders, DTEA and CSEA leadership (weekly meetings)
- Host focus groups with students, parents, staff
- Build and implement surveys
- Continue to monitor planning efforts of other districts
- Continue to monitor public health orders and guidelines
- Create more detailed plans for these various options for a few schools in order to determine challenges, solutions and overall feasibility