



# **\*Reopening Planning for Fall 2020**

Board Study Session  
June 4, 2020

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

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

# Plan to Support Vision 2035

Prepare students to adapt and thrive in a rapidly changing and global society

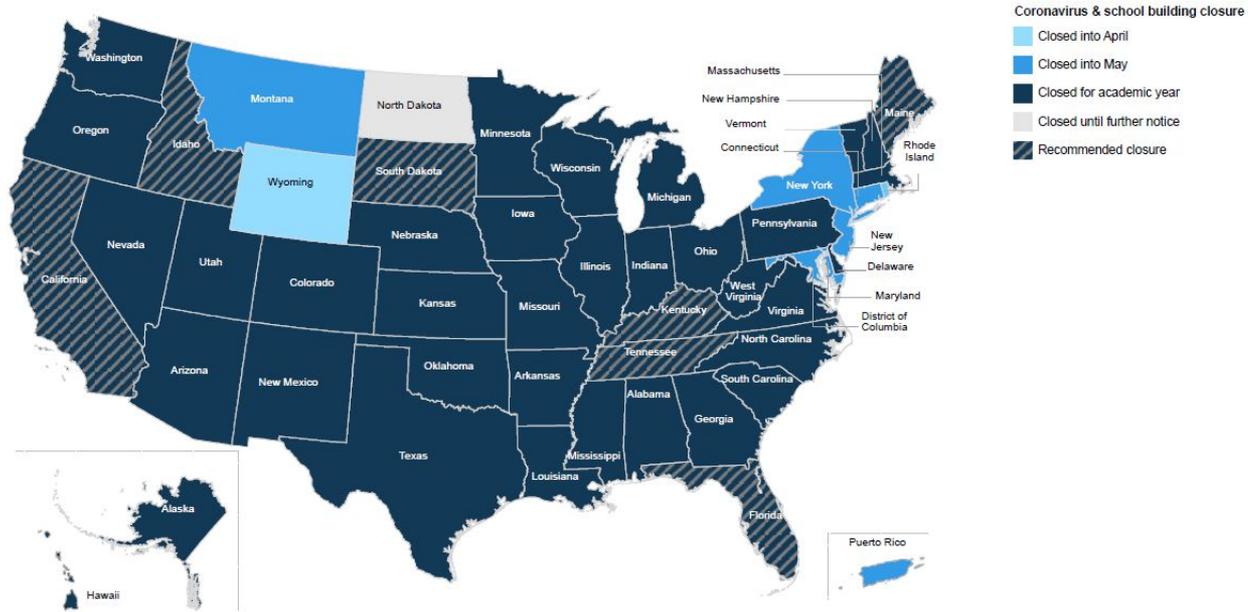
- Bring back as many students as quickly and as safely as we can
- Consider ways to bring youngest learners back for in-person instruction

Bring out the full potential of all students and staff through a commitment to equity, access, and inclusion

- Most vulnerable need extra consideration for support

# Impact of COVID - 19

**Most of the states in the US are closed for the academic year and are planning for reopening in Fall 2020 if situation improves**



# International Perspective

Current as of April 22, 2020

## Countries are at different stages when it comes to deciding whether schools should be closed / opened

Non-exhaustive list of examples

■ Country-wide initial school closure for at least one level ■ Local initial school closure for at least one level

191 Country-wide school closures affecting ~1.6 billion students



### Schools that stayed open

- Taiwan<sup>1</sup>
- Cuba
- Sweden<sup>2</sup>
- Turkmenistan
- Tajikistan
- Belarus

### Schools<sup>3</sup> that recently opened

- Denmark
- Norway
- Japan
- China (e.g., Zhejiang)
- Israel<sup>4</sup>

### Plan for schools to be reopened<sup>5</sup>

- Germany
- France
- New Zealand

1. Holidays were extended by a few weeks.  
2. Primary and secondary schools were open as of April 10; however, the country did close them for students older than 10.  
3. At least one level at the national scale.  
4. Special education schools reopened on April 21.  
5. Some deep-dives available in Appendix.

Source: UNESCO; press search.

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# Critical Nature of Schools

Santa Clara Unified School District, as well as our county partnering districts, need to work together to develop a coordinated plan of action. This plan is guided by

- Public Health Department and State of California
- A commitment to returning normalcy
- Knowledge that schools are critical for the reopening and recovery of our economy

# Consideration Factors

Current as of April 22, 2020

## A Deciding on reopening requires weighing public health risks against economic activity, student impact and ability to safeguard

Extent and weight of risks will vary across countries and regions

Not Exhaustive

### Factors

### Key questions

#### Public health risks

To what extent can the health of students, families, staff and the general population be safeguarded while opening schools?

#### Criticality for economic activity

To what extent does school closure contribute to GDP loss and unemployment by preventing reopening the economy?

#### Impact on student learning & thriving

To what extent is student learning falling behind when schools are closed?  
To what extent are inequities exacerbated during school closures?

#### Ability to safeguard schools

To what extent are school systems ready to reopen with the right health & safety measures in place?



Considering the inputs of 3 key stakeholders

- Parents
- Teachers
- Students

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# Understanding the Inherent Risks

Current as of April 22, 2020

## A School systems will need to gauge the risks and identify trade-offs to determine the approach for school reopening

Not Exhaustive and Preliminary insights

Schools among the first of sectors to open

Schools among the last of sectors to open

### What do you have to believe to make a decision for school reopening?

<b>Public health risk</b>	Risks for children and teachers themselves as well as for asymptomatic transmission through children considered limited	Risks for children themselves considered moderate; reopening schools still seen as a risk due to likelihood of asymptomatic transmissions	Reopening of the schools can pose a significant risk to both children and others
<b>Criticality for economic activity</b>	Schools are a critical prerequisite to allowing parents to return to work; significant portion of workers rely on childcare	Economic activity can return through slow, systematic / staged reopening of schools	Most parents can continue to work from home or most households can arrange for caregivers (including through government-provided care)
<b>Impact on student learning and thriving</b>	Significant learning loss with remote learning especially for vulnerable students Broader risks to students in staying home (nutrition, domestic violence)	Blended learning works for some subjects and grade levels; in-person lessons required for others	Remote learning allows students to continue learning at acceptable levels
<b>Ability to safeguard schools</b>	Health & Safety measures can adequately mitigate the risk of infection in schools	Health & Safety measures are insufficient to prevent the spread of the disease if schools return to full capacity	Very difficult to safeguard schools given inherent characteristics of children, plus shortages of supplies and budgets

Source: Danish ministry of education guidelines, Danish prime minister press conference (April 6), Norwegian ministry of education guidelines, Austrian ministry of education press conference (April 8)

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# 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.

# The Stages of Reopening

Preliminary insights , outcomes are evolving as situation changes

## A Example – What a potential path could look like

Illustrative

	Stage 4 (all schools closed)	Stage 3	Stage 2	Stage 1 (all schools open)
<b>School closure type and instruction delivery</b>	<ul style="list-style-type: none"> <li>All school types likely closed except (potentially) for certain narrow segments (e.g. children of critical workers)</li> <li>Remote learning more likely to be provided based on local guidelines</li> <li>Policies around assessments and grades to be defined</li> </ul>	<ul style="list-style-type: none"> <li>Primary schools may reopen</li> <li>Secondary schools likely closed</li> <li>Blended learning could be provided, large portion of curriculum taught through remote learning</li> </ul>	<ul style="list-style-type: none"> <li>Both primary and secondary schools could be open</li> <li>Blended learning to be provided, majority of the delivery could potentially be conducted in person</li> </ul>	<ul style="list-style-type: none"> <li>All schools open</li> <li>Learning resumes in the classrooms</li> <li>Best practices to be retained from remote learning phase</li> </ul>
<b>Activities conducted</b>	<ul style="list-style-type: none"> <li>Strict closure could potentially reduce spread</li> <li>No activities may be conducted in school except transition to remote learning</li> </ul>	<ul style="list-style-type: none"> <li>Potentially reduced school days</li> <li>Possible focus on core-curriculum classes (e.g., no gym, arts class)</li> </ul>	<ul style="list-style-type: none"> <li>Full school days</li> <li>Limited extra-curricular activities may be allowed</li> </ul>	<ul style="list-style-type: none"> <li>Full school days</li> <li>Educational activities return to normal</li> <li>Based on national protocols, events to be conducted e.g. graduation, field trips</li> </ul>
<b>Safety &amp; Health</b>	<ul style="list-style-type: none"> <li>Social distancing and lockdown measures set by government</li> </ul>	<ul style="list-style-type: none"> <li>Strict safety protocols likely to be implemented</li> <li>Policies for staff, teachers and infrastructure to be put in place</li> </ul>	<ul style="list-style-type: none"> <li>There might be a switch to less strict safety protocols</li> <li>Dynamic plan likely to be required to have the agility for closedown if virus resurges</li> </ul>	<ul style="list-style-type: none"> <li>Basic hygiene and health and safety protocols to be implemented</li> </ul>

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# Examples From Other Countries

## A While considering for whom do you reopen, four archetypes can be identified based on global examples

Current as of April 22, 2020

■ Opening ■ Partial opening

### Preliminary insights

Archetype	1. No reopening	2. Targeted groups	3. Targeted levels	4. Targeted years
<b>Rationale</b>	Considerable pressure on health care system and risks of resurgence calls for schools to remain closed till the end of school year (July)	Schools to open or remain open for specific segments that are disproportionately impacted by school closures (e.g. special education schools, vulnerable population)	Schools to open as a means to provide childcare for parents, enabling them to go back to work and open other sectors	Prioritized opening for students in grades that have high stake exams to allow progression to next level
<b>Examples<sup>1</sup></b>	<p>Spain Italy</p>	<p>Estonia United Kingdom Israel</p>	<p>Denmark Norway</p>	<p>Germany Portugal France</p>

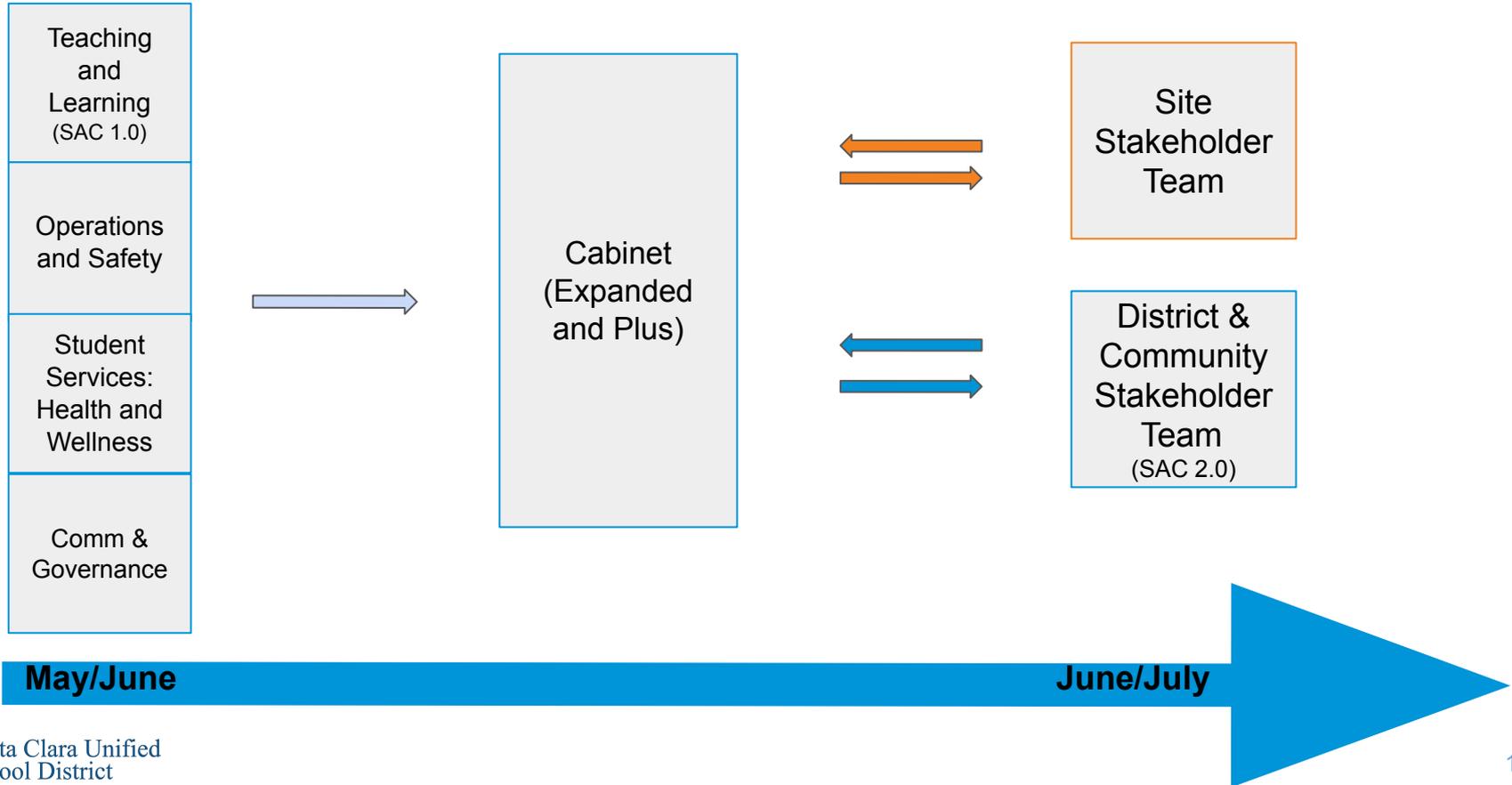
1. Examples based on public reports, and includes likely scenarios announced in the press

# Santa Clara Unified Planning

# Plan Development

- Guided by Frameworks
  - SCCOE, CDE, ACSA
- Stakeholder Feedback
  - Surveys
  - SAC
  - Stakeholder Teams (District and Schools)
- Teaching and Learning Through Superintendent's Advisory Committee for COVID-19 (SAC 1.0) and larger community stakeholder team (SAC 2.0)

# Planning Flow



# Work Groups

## Operations and Safety

- Facilities
- Nutrition
- Technology
- Operations
- Finance
- Safety

## Student Services

- Health and Wellness
- Enrollment

## Teaching and Learning

- Improving Distance Learning
- Remediation/Differentiation
- Professional Development
- Instructional Frameworks and Curriculum

## Communications & Governance



# Goal of Workgroups



- Develop the skeleton plan for meeting **safety needs**
- 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 - DONE
- Determine resource requirements of various options
- Considerations of other programs - preschool, expanded learning

# District & Community Stakeholder (SAC 2.0)



20-25 Members

- Will meet in June/July

Representative of the

- Schools (Title One, Non-Title One)
- Grade Spans (TK-2, 3-5, 6-8, 9-12)
- Roles (Admin, teachers, office staff, nurse, custodian...)
- Labor Leaders (AFT, UTSC & CSEA)
- Parents (CAC, DELAC, PTSA)

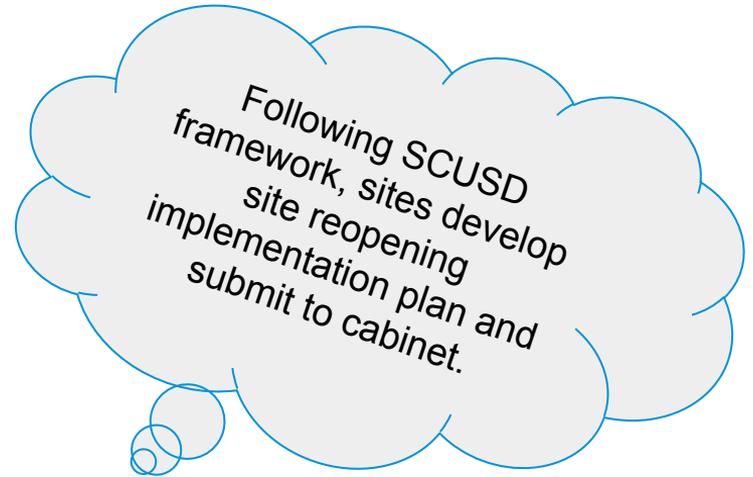
# School Stakeholder Team

Meet: June and July

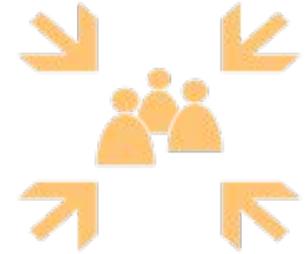


## Representative of the School

- Principal
- Teachers
- Classified
- Labor Leaders (UTSC & CSEA)
- Parents



# Gather Data



- Surveys to Staff
  - Distance learning to inform improvement efforts
  - Thoughtexchange - Distance learning: stakeholder perspectives
  - Returning to work
- Surveys Parent/Guardians, and Students
  - Distance learning to inform improvement efforts (parents)
  - Returning to school (parents)
  - Perspective about learning from home (students)

# Survey of Teaching Staff

Google Distance Learning Surveys

April 10th (377 participants) and May 8th (451 participants)



## **Q: What has worked well so far?**

- Professional development & support from TOSAs
- Collaboration with grade level teams
- Getting devices & appropriate materials to students quickly
- 4 day student schedule

## **Q: What has been the biggest challenge about distance learning so far?**

- Meeting the needs of English Learners and students with IEPs
- Student motivation/engagement
- Student/teacher/parent social emotional wellness and work-life balance
- Technology issues

# Survey of Staff - Distance Learning

Thoughtexchange Survey  
May 3 (703 participants)



**Q: What is one thing you have learned about the distance learning experience from the perspective of a...**

- **Teacher:** Because of the significant shift of delivery, time for planning is critical
- **Student:** I need to talk to my friends
- **Parent:** I am unsure that my child will be prepared for next year (or next course)
- **Support Staff:** Making time to collaborate with my teacher is challenging
- **Administrator:** Identifying and supporting struggling students is challenging

*Top response for each stakeholder group*

# Survey of Staff (continued)

Thoughtexchange Survey  
May 3 (703 participants)



**Q: What is working, what challenges you are facing, and what we can do as a community to make this adjustment easier?**

- **Time:** to plan engaging content, tech delivery, and upload to Google Classroom; small groups and 1:1; collaboration time, professional learning
- **Tools:** gather data about efficacy of tech tools/apps and make districtwide purchases
- **Vulnerable Students/Equity:** youngest students, special education, English learner, and other at-risk students need more support to access online learning and basic supplies.
- **Student Engagement:** connections with peers and teachers; engaging and learning from curriculum and instruction
- **Learning Gaps:** assess students and accelerate learning in the fall; “critical that we identify the strategies and systems that will have the greatest impact on student learning”
- **Families:** difficulty supporting homeschooling (time and ability); communication w/ teachers

# Survey of Staff - Returning to Work

May 29th Google Survey

346 participants



Employees in high risk categories (65+, high risk health condition or living with someone who is high risk)

- 92 respondents in high risk categories have concerns about returning to work sites

Employees who could potentially have childcare concerns related to Covid-19 school or daycare closures and the reopening of schools.

- 175 respondents have childcare concerns

# Survey of Families

May 20th Google Survey  
2,508 Participants



## **Q: What are your child's barriers to distance learning?**

- Motivation
- Instruction: Lessons are unclear, confusing, or not engaging
- Communication/Instructions

## **Q: What would make distance learning better?**

- More live class time with the teacher and dedicated small group instruction
- Opportunities for more socialization with peers
- Lessons should be more collaborative, engaging, and enriching. They should include discussions, real-life application and should be interactive
- Cameras should stay on

# Survey of Families

June 1st Google Survey  
5,402 Participants



## **Q: What environment is best when we return to school?**

- 28% - Distance Learning Only
- 35% - Combinations: Part of the day/week at school
- 37% - Exclusively on campus

## **Q: What is your greatest concern with your child returning to school?**

- 37% - My child could contract COVID-19 and there is not a vaccine
- 12% - The safety protocols will not protect my child
- 5% - The effect of the restrictions on my child's social emotional development
- 2% - The safety protocols will be too restrictive for my children
- 48% - Some or all of the above

# Survey of Students

May 22nd CA Healthy Kids Distance Learning Survey  
Grades 4 & 5 (721 participants)



- 93% interacted with a teacher 4 days or more
- 89% working 4 or more days per week
- 87% report high academic motivation
- 85% report caring relationships with school adults
  
- 48% report high interest in schoolwork
- 50% interacted with peers 4 days or more per week
- 63% report meaningful activities provided from school

# Survey of Students

May 22nd CA Healthy Kids Survey  
Grades 6-11 (2,114 participants)



- 87% report interaction with a teacher 4 days or more per week
- 15% report cyberbullying in last month
- 77% report working on schoolwork 4 or more days per week
- 76% interacted with peers 4 days or more per week
  
- 31% report high interest in schoolwork
- 51% report meaningful activities provided from school
- 56% report feeling optimistic

# Student Engagement Data



Staff focus was to locate and connect with every student not engaged due to:

- Devices, internet connection, ill, moved

We tracked positive engagement (some/all of the day):

- Elementary (3/30-6/1/2020) - 96.8%
- Secondary (3/24-6/1/2020) - 98.4%
- SpEd overall - 95.5%
- Overall - 97.2%

# Teaching and Learning Planning

# Guiding Principles for Teaching and Learning

- We will support teachers across all grade levels and courses to focus their instruction so that 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 sustain effective services for our students with special and exceptional needs.
- We will support the physical and mental well-being of students, integrating social-emotional learning into our academic core.

# Guiding Principles for Teaching and Learning (continued)

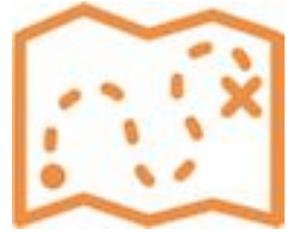
- We will work to ensure students are meaningfully participating and take immediate action to support students who are struggling to stay connected.
- We will actively support parents/families as they engage in their students' education and learning.
- We will support the social and emotional needs of our staff members, and we will provide them with time and support they will need for professional learning, reflection, and collaborative planning.
- We will create systems to learn from and share best practices in order to continuously improve.

# Planning Update for Teaching and Learning

- Developing recommendations to become elements of a framework for effective blended instruction
- Identifying essential standards as focus for curriculum and instruction
- Collecting promising practices for elementary and secondary, and creating a system for sharing across the district
- Preparing teacher resources and planning for professional development
- Developing structures and practices for in-person small group/1:1 instruction and support services
- Preparing assessment options to measure student learning

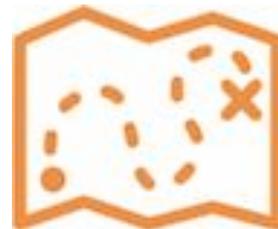
# Operational & Health and Safety Planning

# Planning at District Level



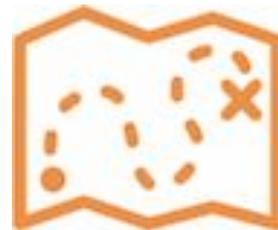
- Supporting potential scheduling options
  - Prepare for opening and possible re-closure of class/school
- Maintaining technical support
- Physical distancing
  - Evaluate all spaces to determine capacity for social distance
  - Consider how to stabilize cohorts
  - Continuing school-based meals
  - Playground protocols during recess and lunch
  - Limit others entering campus

# Planning (continued)



- Preventing transmission
  - Screening all employees and students
  - Face coverings
- Hygiene strategies
  - Handwashing and disinfectants
  - Signage for proper hygiene
  - Bathroom assignments for common cohort
  - Routine and high-touch area cleaning rotation

# Planning (continued)



- Staff and students who are at risk in returning
  - Nurses reviewing student health plans to provide support
  - Likelihood of continued student and staff absences
- Mental Health
  - Support for social-emotional needs of students and staff
  - Intentional focus on building relationships and rapport in first few weeks
- Communication and training
- Work collaboratively with PHD to understand tracking, tracing requirements

# Budget Implications

# Resource Limitations



- **Budget is a reality**
  - Local property tax revenue is uncertain
  - State revenue will be cut
  - Federal funding is unknown
  - Over 85% of the existing budget is tied to staffing
  - Savings can be captured or reallocated while we are in distance or hybrid models
- **Constrained by existing facilities**

# Support Opportunities and Challenges

- Every student has a device for distance learning
- Changes to Public Health Orders and design of learning models will drive resource allocation
  - Available staffing
    - Working conditions
  - Use of interior spaces
    - Class size
    - Social distancing requirements
  - Transportation options

# In Collaboration



- Labor Leaders - UTSC, CSEA, AFT
- Public Health Department (PHD) will provide “go/no go” regarding in-person instruction by mid July
- Santa Clara County Supts Association and SCCOE
- Association of California School Administrators (ACSA)
- California School Boards Association (CSBA)
  - Seeking flexibility and waivers
  - Additional funding to implement Safety requirements

# Resources and Guidance

Planning Considerations for Recovery/Reopening Schools (*Santa Clara County Office of Education*)

Responding, Recovering, Reinventing: Three Jobs that Matter for School Communities Navigating a COVID World (*Transcend Education*)

School Reopening Planning Report (*ACSA, May 2020*)

Coronavirus COVID-19: Perspectives for School Systems (*McKinsey & Company, April 2020*)

Pandemic Planning for Districts (*New America*)

# Comments & Questions