



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Models for Reopening Schools - Fall 2020

Details of Each Model and Pros/Cons to Consider



Town Hall Format

- Purpose of Town Hall Meetings and context of the meetings
- Staff and parent/guardian survey results
- Detail about each of the three models for reopening
- Detail about: curriculum and instruction, child care/supervision, technology, and health and safety protocols
- Next steps

State & County Guidelines



Los Angeles County
Office of Education



LA County
Office of
Education
Guidelines



[Link to survey results presentation](#)

Parent & Staff Survey Results





Our District's Priorities

Factors that Will Influence Decision re: Reopening

1. Student Safety

- Physical Health
- Social-emotional Health

2. Employee Safety

- Physical Health
- Social-emotional Health

3. Quality of Instruction

- Meeting the needs of our most vulnerable students

4. Maintaining Fiscal Solvency

Three Models to Consider

Addressing Student Needs, Parent/Guardian Needs, & Available District Resources



OR



AND



A. Choice of In-Class OR Distance Learning

All students return to school in-class five days per week. A family can opt for distance learning only.

***NOTE:** Given the fluidity of the COVID-19 situation, we might need to start school under one model and move to another.*

B. Hybrid (In-Class AND Distance Learning)

Students divided into two cohorts. Variations include: Alternating days: 'A' in-class Mon. & Tues., 'B' in-person Thurs. & Fri.

Other three days are distance learning.


Alternating weeks: "A" in-class one week & distance learning the next week; vice versa for 'B.'

Option for distance learning only will be available.

C. Distance Learning Only


All students participate in distance learning only. Some specific programs can be served in-person (arts, labs, teams, specific special ed programs).





Model A: Choice of In-Class OR Distance Learning

- What it Means:
 - All students return to school in-class five days per week.
 - A family who does not want in-class instruction can opt for distance learning only.
 - Teachers would be instructing either in-person or distance learning.
- Guiding Principles of Model A:
 - Provide students with:
 - *High-quality, standards-based, in-person instruction (general and special education) five days a week*
 - *Daily social-emotional development & mostly familiar routine*
 - *Daily preschool programs (max. 10 students per classroom; higher fee)*
 - Provide families with:
 - *Opportunity to return to a regular work schedule*
 - *Distance learning only option*



Model A: Example Classroom Configuration

- Airflow - HVAC and windows tuned to best airflow level, based on each room's system
- Physical distancing - Limited in Model A, as most students would be back on campus; everyone wears face covering
- Furniture configuration - No classroom is identical, so any modifications must be individualized per room
 - Classrooms with smaller or less furniture could be divided into areas; students stay in own seats
 - No sitting on rugs; no sharing of materials
- Repurposing other spaces - Other rooms could be used as classrooms; might need to be used for isolation rooms
 - Outside, shaded areas could be used for meals and/or outdoor classrooms (depending on weather)
- Cafeteria - Difficult to physical distance & still hold enough students for meals; eating outdoors or in classrooms recommended
- Library - Could be repurposed as a classroom



Model B: In-Class AND Distance Learning (Hybrid)

- What it Means:
 - Students are split into two cohorts: “A” and “B”
 - Alternate in-class and asynchronous distance learning experiences by days or weeks
 - A family who does not want in-class instruction can opt for distance learning only.
- Guiding Principles of Model B:
 - Provide students with:
 - *High-quality, standards-based, in-person instruction (general and special education) two or four days at a time*
 - *Smaller class sizes (allows for increased adult supervision to help implement health standards with mask-wearing, hand-washing and physical distancing)*
 - Provide better 6’ physical distancing in classrooms, thereby reducing COVID-19 exposure to others
 - Provide asynchronous learning for both cohorts one day each week for teacher collaboration, lesson preparation, and deeper cleaning of entire campus between cohorts
 - Option for distance learning only will be available.

Model B: **SAMPLE** Alternating DAY Elementary Schedule

(staggered start and end time)

	Monday	Tuesday	Wednesday	Thursday	Friday
Type of learning	Cohort A: in-person Cohort B: asynchronous	Cohort A: in-person Cohort B: asynchronous	Both cohorts asynchronous	Cohort B: in-person Cohort A: asynchronous	Cohort B: in-person Cohort A: asynchronous
8-8:30 a.m.	Teacher prep time as students go through health protocols to enter campus	Teacher prep time as students go through health protocols to enter campus	Teacher prep time (8-8:30 p.m.)	Teacher prep time as students go through health protocols to enter campus	Teacher prep time as students go through health protocols to enter campus
8:30-9:20 a.m.	Office hours: teachers respond to student/parent questions & reach out to students who have not checked in	Office hours: teachers respond to student/parent questions & reach out to students who have not checked in	Bank time (principals and Site Leadership Teams determine purpose of these sessions) or Grade Level Collaboration (weekly planning, alignment of instruction (8:30-10 a.m.) Break (10-10:30 a.m.) Professional Learning Block	Office hours: teachers respond to student/parent questions & reach out to students who have not checked in	Office hours: teachers respond to student/parent questions & reach out to students who have not checked in
9:20-11:05 a.m.	Instruction	Instruction		Instruction	Instruction
11:05-11:20 a.m.	Recess (following health guidelines)	Recess (following health guidelines)	Professional Learning Block Professional development for distance learning (10:30 a.m.-noon)	Recess (following health guidelines)	Recess (following health guidelines)
11:20 a.m.-1:20 p.m.	Instruction	Instruction	Lunch & Prep Time (noon-1:30 p.m.)	Instruction	Instruction
1:20-2 p.m.	Lunch (following health guidelines)	Lunch (following health guidelines)		Lunch (following health guidelines)	Lunch (following health guidelines)
2-3 p.m.	Instruction	Instruction	Bank time or grade level collaboration (1:30-3 p.m.)	Instruction	Instruction



Model B: SAMPLE Alternating WEEK Elementary Schedule

- Instructional in-class schedule similar to alternating day schedule (previous slide), except Cohort A would be on campus Monday-Thursday (12-15 students per class), while Cohort B is at home with asynchronous learning. The following week, the cohorts would switch.
- Fridays:
 - Both cohorts learn from home
 - Principals & teachers collaborate and plan for the next two weeks
 - Deep cleaning of campuses

Model B: **SAMPLE** Alternating DAY Secondary Block Schedule


(staggered start and end time)

	Monday	Tuesday	Wednesday	Thursday	Friday
Type of learning	<u>Cohort A:</u> in-person <u>Cohort B:</u> asynchronous	<u>Cohort A:</u> in-person <u>Cohort B:</u> asynchronous	Both cohorts asynchronous	<u>Cohort B:</u> in-person <u>Cohort A:</u> asynchronous	<u>Cohort B:</u> in-person <u>Cohort A:</u> asynchronous
7:30-8 a.m.	Teacher prep time as students go through health protocols to enter campus	Teacher prep time as students go through health protocols to enter campus		Teacher prep time as students go through health protocols to enter campus	Teacher prep time as students go through health protocols to enter campus
8-9 a.m.	Period 1	Period 4	<u>Bank Time:</u> Principals, Site Leadership Teams, & Faculty Advisory Council determine purpose of sessions OR <u>Dept. Collaboration:</u> (grade-level collaboration, weekly planning, alignment of instruction) (8-9:30 a.m.)	Period 1	Period 4
9:10-10:10 a.m.	Period 2	Period 5		Period 2	Period 5
10:10-10:30 a.m.	Break (following health guidelines)	Break (following health guidelines)	Prep Time & Break (9:30-10:25 a.m.)	Break (following health guidelines)	Break (following health guidelines)
10:40-11:40 a.m.	Period 3	Period 6	<u>Prof. Learning Block:</u> Teachers participate in webinars, tutorials, & virtual professional learning opportunities to support distance learning (10:30 a.m.-noon)	Period 3	Period 6
11:50 a.m.-12:50 p.m.	Lunch (following health guidelines)	Lunch (following health guidelines)		Lunch (following health guidelines)	Lunch (following health guidelines)
12:50-1:50 p.m.	Period 7	Period 0	Lunch & prep time (noon-1:30 p.m.)	Period 7	Period 0
2:00-2:45 p.m.	Flex/Support/Advisory/Homebase	Flex/Support/Advisory/Homebase	Bank Time or Department Collaboration	Flex/Support/Advisory/Homebase	Flex/Support/Advisory/Homebase



Model B: SAMPLE Alternating WEEK Secondary Block Schedule

- Instructional in-class schedule similar to alternating day block schedule (previous slide), except Cohort A would be on campus Monday-Thursday (15-18 students per class), while Cohort B is at home with asynchronous learning. The following week, the cohorts would switch.
- Fridays:
 - Both cohorts learn from home
 - Principals & teachers collaborate and plan for the next two weeks
 - Deep cleaning campuses



Model B: Example Classroom Configuration

- Airflow - HVAC and windows tuned to best airflow level based on each room's system
- Physical Distancing - More possible in Model B; everyone wears face covering
- Furniture configuration - No classroom is identical, so any modifications must be individualized per room
 - Tables that normally hold 4-6 students will now able to hold 2
 - Classrooms with smaller or less furniture could be divided into areas; students stay in own area
 - No sitting on rugs; no sharing of materials
- Repurposing other spaces - Other rooms could be used as classrooms; might need to be used for isolation rooms
 - Might need child supervision space for off-day/week students
 - Outside, shaded areas could be used for meals and/or outdoor classrooms (depending on weather)
- Cafeteria - Difficult to physical distance & still hold enough students for meals; eating outdoors or in classrooms recommended
- Library - Could be repurposed as a classroom



Model C: Distance Learning

- What it Means:
 - All students participate in distance learning only
 - Some specific programs can be served in-person, potentially including arts, labs, athletics, and specific special ed programs
- Guiding Principles of Model C:
 - Provide students with:
 - *High-quality, standards-based, online instruction with common and clear expectations regarding grading, live vs. pre-recorded instruction, option for frequent face-to-face instruction for specific groups of students, and better communication with families*
 - *Some preschool distance learning as an option*
 - Dramatically limit COVID-19 exposure among students and staff learning and working from home
 - Fiscal responsibility, as distance learning is the least expensive model (very little PPE, fewer staff)

Model C: **SAMPLE** Elemen. Schedule

(schedules by spans: TK-K, 1-2, & 3-5)

	Monday	Tuesday	Wednesday	Thursday	Friday
8-9 a.m.	Teacher prep time	Teacher prep time	Teacher prep time	Teacher prep time	Teacher prep time
9-9:20 a.m.	<u>Social-emotional</u> Teachers offer opportunities for interactive lessons/activities	<u>Social-emotional</u> Teachers offer opportunities for interactive lessons/activities	<u>Social-emotional</u> Teachers offer opportunities for interactive lessons/activities	<u>Social-emotional</u> Teachers offer opportunities for interactive lessons/activities	<u>Social-emotional</u> Teachers offer opportunities for interactive lessons/activities
9:20-10:20 a.m.	<u>Instruction (example: ELA)</u> Teachers offer opportunities for interactive lessons and independent activities	<u>Instruction (example: ELA)</u> Teachers offer opportunities for interactive lessons and independent activities	<u>Instruction (example: ELA)</u> Teachers offer opportunities for interactive lessons and independent activities	<u>Instruction (example: ELA)</u> Teachers offer opportunities for interactive lessons and independent activities	<u>Instruction (example: ELA)</u> Teachers offer opportunities for interactive lessons and independent activities
10:20-10:35 a.m.	Break	Break	Break	Break	Break)
10:35-11:35 a.m.	<u>Instruction (example: math)</u> Teachers offer opportunities for interactive lessons and independent activities	<u>Instruction (example: math)</u> Teachers offer opportunities for interactive lessons and independent activities	<u>Instruction (example: math)</u> Teachers offer opportunities for interactive lessons and independent activities	<u>Instruction (example: math)</u> Teachers offer opportunities for interactive lessons and independent activities	<u>Instruction (example: mat)</u> Teachers offer opportunities for interactive lessons and independent activities
11:35 a.m.-noon	<u>Instruction (example: history/social justice standards)</u> Teachers offer opportunities for interactive lessons and independent activities	<u>Instruction (example: science/social justice standards)</u> Teachers offer opportunities for interactive lessons and independent activities	<u>Instruction (example: history/social justice standards)</u> Teachers offer opportunities for interactive lessons and independent activities	<u>Instruction (example: science/social justice standards)</u> Teachers offer opportunities for interactive lessons and independent activities	<u>Instruction (example: history/social justice standards)</u> Teachers offer opportunities for interactive lessons and independent activities
noon-1 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch
1-2 p.m.	<u>Asynchronous Learning/Office Hours</u> Recorded lesson; teacher works w/ individuals/small groups; Tier III supports; PE, music, PS Arts	<u>Asynchronous Learning/Office Hours</u> Recorded lesson; teacher works w/ individuals/small groups; Tier III supports; PE, music, PS Arts (1-1:30 pm)	<u>Asynchronous Learning/Office Hours</u> Recorded lesson; teacher works w/ individuals/small groups; Tier III supports; PE, music, PS Arts (1-1:30 p.m.)	<u>Asynchronous Learning/Office Hours</u> Recorded lesson; teacher works w/ individuals/small groups; Tier III supports; PE, music, PS Arts (1-1:30)	<u>Asynchronous Learning/Office Hours</u> Recorded lesson; teacher works w/ individuals/small groups; Tier III supports; PE, music, PS Arts
2-3 p.m.	<u>Asynchronous Learning/Office Hours</u> Teacher works w/ individuals/small groups; interventions; Tier III supports; PE, music, PS Arts	<u>Asynchronous Learning/Grade level collaboration (90 mins)</u> Tier III supports; PE, music, PS Arts	<u>Bank Time (90 mins):</u> Principals, Site Leadership Teams, & Faculty Advisory Council determine purpose of sessions.	<u>Professional Learning Block (90 mins)</u> Professional development for distance learning	<u>Asynchronous Learning/Grade level collaboration (60 min)</u> Tier III supports; PE, music, PS Arts

Model C: **SAMPLE** Secondary Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Block 0: 8-9 a.m.	Teacher prep time	Teacher prep time	Teacher prep time	Teacher prep time	<u>Bank Time:</u> Principals, Site Leadership Teams, & Faculty Advisory Council determine purpose of sessions.
Block 1: 9-10 a.m.	<u>Period 1:</u> During this time, students plan to complete work; teachers will offer opportunities for interactive and/or prerecorded lessons/activities.	<u>Period 4:</u> During this time, students plan to complete work; teachers will offer opportunities for interactive and/or prerecorded lessons/activities.	<u>Period 1:</u> During this time, students plan to complete work; teachers will offer opportunities for interactive and/or prerecorded lessons/activities.	<u>Period 4:</u> During this time, students plan to complete work; teachers will offer opportunities for interactive and/or prerecorded lessons/activities.	OR <u>Department Collaboration:</u> Teachers collaborate with colleagues online, prepare for following week. (8-9:30 a.m.)
Block 2: 10:10-11:10 a.m.	<u>Period 2</u> During this time, students plan to complete work; teachers will offer opportunities for interactive and/or prerecorded lessons/activities.	<u>Period 5:</u> During this time, students plan to complete work; teachers will offer opportunities for interactive and/or prerecorded lessons/activities.	<u>Period 2</u> During this time, students plan to complete work; teachers will offer opportunities for interactive and/or prerecorded lessons/activities.	<u>Period 5:</u> During this time, students plan to complete work; teachers will offer opportunities for interactive and/or prerecorded lessons/activities..	<u>Professional Learning Block:</u> Teachers participate in webinars, tutorials, and virtual professional learning opportunities to support distance learning. (10-11:30 a.m.)
11:10 a.m.-12:10 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch (11:30 a.m.)
Block 3: 12:20-1:20 p.m.	<u>Period 3</u> During this time, students plan to complete work; teachers will offer opportunities for interactive and/or prerecorded lessons/activities.	<u>Period 6</u> During this time, students plan to complete work; teachers will offer opportunities for interactive and/or prerecorded lessons/activities.	<u>Period 3</u> During this time, students plan to complete work; teachers will offer opportunities for interactive and/or prerecorded lessons/activities.	<u>Period 6</u> During this time, students plan to complete work; teachers will offer opportunities for interactive and/or prerecorded lessons/activities.	Prep Time (12:30 p.m.)
Block 4: 1:30-2:30 p.m.	<u>Period 0/Advisory/ Homebase/Support</u> During this time, students will connect with teachers and receive guidance and support	<u>Period 7</u> During this time, students plan to complete work; teachers will offer opportunities for interactive and/or prerecorded lessons/activities.	<u>Period 0/Advisory/ Homebase/Support</u> During this time, students will connect with teachers and receive guidance and support	<u>Period 7</u> During this time, students plan to complete work; teachers will offer opportunities for interactive and/or prerecorded lessons/activities.	<u>Bank Time:</u> Principals, Site Leadership Teams, & Faculty Advisory Council determine purpose of sessions. OR <u>Grade Level Collaboration:</u>
2:30-3 p.m.	<u>Office/Support Hours</u> Teachers will be available to respond to student questions and/or reach out to students who have not checked in.	<u>Office/Support/ Hours</u> Teachers will be available to respond to student questions and/or reach out to students who have not checked in.	<u>Office/Support Hours</u> Teachers will be available to respond to student questions and/or reach out to students who have not checked in.	<u>Office/Support Hours</u> Teachers will be available to respond to student questions and/or reach out to students who have not checked in.	If bank time in morning, this is for weekly planning and alignment of instruction. (1:30-3 p.m.)

Serving Special Populations

Students with Disabilities (SWD)	English Learners (EL)	Foster Youth / Homeless
<ul style="list-style-type: none">● Ensure adequate supplies to meet student needs● Ensure mainstreaming students is a priority in planning● Plan for students with difficulty observing physical distancing or intolerance to wearing face covering● Procure protective equipment for aides & other staff● More time required for IEP meetings● Nurses for IEP meetings● Plan for cleaning/ disinfecting mobility devices● Clear face shields for specific staff/programs (i.e., speech therapists, deaf/hard of hearing)	<ul style="list-style-type: none">● Identify needs and prioritize in each instructional model● Integrate ELD into all lesson planning● Designated ELD instruction should be provided daily by level (Emerging, Expanding, Bridging), aligned to ELD standards and provided in small-group setting● 4th & 5th grade students at-risk of becoming Long-term English Learners will receive daily supplemental ELD in small-group setting● Provide in-person designated ELD sessions, when possible	<ul style="list-style-type: none">● Identify needs and prioritize in each instructional model● Outreach efforts to ensure students have the necessary resources to access learning (follow public health guidelines)● Provide instructional supply kits for students, as needed● Provide additional access to Internet via Hotspots and/or locations on campus● Provide small-group instruction to address academic and social-emotional needs



Student Attendance & Engagement

- In-class Instruction
 - Student attendance taken in person
 - Student engagement monitored via in-person activities
- Distance Learning
 - Student attendance based on participation in virtual meetings and on completed work submission
 - Student engagement monitored via daily interaction online



Assessment, Grading, & Evaluation of Learning

- Most recent in-class student learning assessments took place in February or March 2020
- Need to conduct comprehensive assessments once school starts to determine student performance levels, gaps, and learning loss
 - Design lessons, scaffolding, and interventions based on these assessments
- Interim assessments
 - Current grade level comprehension; measure progress towards mastery of standards
- End-of-year assessments
 - Measure student learning
- We will resume grading practices with a focus on coherence across departments & grade levels.



Assessment & Evaluation of Instructional Models

- Survey will be shared with families, students, and staff every six to eight weeks to evaluate the instructional models being used and make any necessary adjustments.

Preschool & School Age Programs

	Model A	Model B	Model C
Preschool Programs	<ul style="list-style-type: none"> • Currently max 10 students per class • No shared toys/materials • Outside play in zones • Higher fees for additional required staff 	<ul style="list-style-type: none"> • Currently max 10 students per class • No shared toys/materials • Possibly shortened days to serve more students • Higher fees for additional required staff 	<ul style="list-style-type: none"> • Can offer distance learning with Zoom class meetings + work packets • Inquiry/STEAM experiences • Cost for families would be less than typical rates
Before- & After-school Care in Santa Monica <i>(certificated CDS teacher with lesson planning)</i>	<ul style="list-style-type: none"> • Currently max 12-14 students per class • Same group of students daily • No shared toys/materials • Outside play in zones • Higher fees to support additional required staff 	<ul style="list-style-type: none"> • Wrap-around care may be limited due to the space available with smaller groups in more spaces • Depending on the hybrid version, hours may vary • Currently max 12-14 students per class • Higher fees to support additional required staff 	<ul style="list-style-type: none"> • Can offer distance learning with Zoom class meetings • Gross motor/physical activities offered via online classes • Cost for families would be less than typical rates
Before- & After-school Care in Malibu	<p>SMMUSD is in conversation with The Boys and Girls Club of Malibu regarding childcare in Malibu for the 2020-2021 school year. The goal is to provide these needed services for our students and families should the decision be made to reopen schools on sites in some capacity.</p>		



Student Supervision Possibilities during Distance Learning Days

- Supervision of students for distance learning during the school day
 - Create priority list for following groups: children of employees who need to be at work, socio-economically disadvantaged, English Learners, homeless/foster youth, and students with disabilities
 - Staffed by district staff; serves as a supervision location only (not instruction-based)
- Possibly partner with community organizations



Technology Access and Supports

- Model A:
 - Clean shared technology between classes/cohorts or purchase 1:1 Chromebooks for all 3rd-12th graders
- Models B & C:
 - Provide devices and Hotspots for students who need them during distance learning days/weeks
 - Provide tech support/device replacement for students and staff
 - App purchases & staff training
- Consideration: devices are aging
- Contactless tech drop-off/pick-up & cleaning protocols



Health & Safety Protocols: Cleaning & Disinfecting

- Custodial staff clean & disinfect restrooms, health offices (including well & sick rooms), & other high-touch surfaces throughout the day
 - Custodial staff might not be available for minor issues
 - Requires consistent supply of cleaning & disinfecting materials
- Custodial staff clean & disinfect school each night
 - Could require additional staff time & training
 - Requires consistent supply of cleaning & disinfecting materials
 - Vacuuming might be reduced to once a week
- Preschool specifics
 - Clean and sanitize mouthed toys daily; frequently clean changing stations; no sharing materials; no family-style meals
- Special Ed specifics
 - Clean and sanitize service provider materials after each session; frequently clean changing stations



Health & Safety Protocols: Entering School Each Day

Models A & B

- 6-foot markings & clear signage at designated entrances
- Staff conduct health screening of each student at pop-up tents prior to entrance onto campus
 - PreK & TK/K parent/guardian stands in line with student, waiting for health screening.
 - Grades 1-5 parent/guardian either 1) stands in line with student or 2) staff (wearing mask & gloves) operates “morning valet,” directing students from car drop-off line to health screening queue
 - Middle/High school students stand in line independently
 - Parent/guardian on-call for all students for 15 minutes following drop-off, in case screening reveals student might be ill & parent/guardian needs to return to school to take student home
 - Will most likely require staggered arrival times (Model B will require less health screening time due to fewer students on campus each day)
- Parents/Guardians not allowed on campus
- To speak with front office, line up outside until called in
- Confidentiality protocols will be followed.



Health & Safety Protocols: Become Sick While at School

Models A & B`

- Symptoms of Illness/Possible COVID-19 (“sick room”)
 - 1 isolation room at each campus for students or staff who develop COVID-related symptoms while on campus
 - Student remains in isolation with continued supervision & care until authorized adult picks up student to go home
- Non-COVID-19 Issue (“well room”)
 - Well room at each campus: treat students or staff with non-COVID-19-related issue (injuries, dispensement of medication, etc.)
- Both rooms staffed by trained health office employees wearing proper PPE
- Follow county algorithm and school nurse protocols to determine when to send student to health office and/or home
- Follow cleaning protocols for ill student’s work area



Health & Safety Protocols: Staying Home When Sick

Models A & B

- Any student or staff member with symptoms consistent with COVID-19 are to **NOT** go to school or work.
 - Family contacts healthcare provider for further instructions and care
- Stay home at least 10 days from onset of symptoms + 72 hours after fever is gone without fever-reducing medications & symptoms have improved.
- Any students or staff who were in close contact (i.e., within 6 feet for more than 10 minutes) with someone diagnosed with or suspected to have COVID-19 are to home quarantine for 14 days from date of exposure (determined by Dept. of Public Health).
- Dept. of Public Health, health care provider, in collaboration with schools nurse, would determine when students or staff could return.



Health & Safety Protocols: Hands, Masks, Distancing

Ongoing education and training of students, staff, & families regarding:

Hand Hygiene	Wearing Face Coverings	Physical Distancing
<ul style="list-style-type: none">● Proper handwashing● Provide frequent & scheduled access to handwashing & hand sanitizer● Additional hand washing stations and hand sanitizer dispensers throughout campus	<ul style="list-style-type: none">● All students (over age 2) and all staff wear face coverings while on campus (specific medical exemptions apply)● How to properly wear face coverings● Constantly encourage students & staff not to touch face covering nor face	<ul style="list-style-type: none">● Maintain at least 6 feet between individuals, including in classrooms and outside● When possible, avoid mixing groups of students with different teachers● Elementary schools: no sharing classroom materials, eliminate circle time/small groups



Health & Safety Protocols: Transportation, Recess, Restrooms, Meals, Passing Times

Ongoing education and training of students, staff, & families regarding:

Transportation	Recess & Restroom Breaks	Meals	Passing Times
<ul style="list-style-type: none">● Fewer students able to ride buses due to physical distancing (parent/guardian might need to provide their own transportation)● Train staff to clean buses● Potentially develop new special ed bus routes● No field trips	<ul style="list-style-type: none">● Stagger times for recess● Physical distancing markers● Wash hands before & after● Potentially mark off play zones● Limit use of shared playground equipment● Schedule regular restroom breaks	<ul style="list-style-type: none">● Stagger times● Physical distancing markers (best if lunch is outside & not in cafeteria)● Wash hands before & after● Prepackaged meals	<ul style="list-style-type: none">● Stagger times● Potentially install directional signs/tape down each side of hallways

Pros/Cons Summary of Each Model

Model A	Model B	Model C
<p><u>PROS:</u></p> <ul style="list-style-type: none"> ● Daily PreK: 10 students/classroom (higher fee) ● Daily social development, a routine, & robust educational experience (incl. special needs) ● Allows parents/guardians to return to work ● Allows families to choose distance learning only <p><u>CONS:</u></p> <ul style="list-style-type: none"> ● Limited physical distancing ● Potential lack of before- & after-school child care (or higher fees) ● Cost/availability of PPE ● Fewer seats on all buses 	<p><u>PROS:</u></p> <ul style="list-style-type: none"> ● Daily PreK: 10 students/classroom (higher fee) ● 2 or 4 days/week of social development, a routine, & robust educational experience (incl. special needs) ● Provides for better physical distancing <p><u>CONS:</u></p> <ul style="list-style-type: none"> ● Child supervision on off-days ● Potential lack of before- & after-school child care for previously-served families (or higher fees) ● Cost/availability of PPE ● Fewer seats on all buses 	<p><u>PROS:</u></p> <ul style="list-style-type: none"> ● Best way to prevent disease spread ● Clearer expectations than spring 2020 ● Online preschool option ● Allow teaching/learning from home ● Most affordable model <p><u>CONS:</u></p> <ul style="list-style-type: none"> ● Child supervision issue ● No childcare available ● Impact to student physical well-being, mental health, & educational experience





Next Steps

- Following all three town hall meetings:
 - Electronic survey will be shared with staff and families asking questions about your response to each model
- July 16, 2020, Regular Board Meeting:
 - Board will take action on staff's recommendation regarding reopening plan for the fall
- NOTE: Given the fluidity of the COVID-19 situation, we might need to start school under one model and move to another.