

Planning for the

Safe Re-Opening of Schools

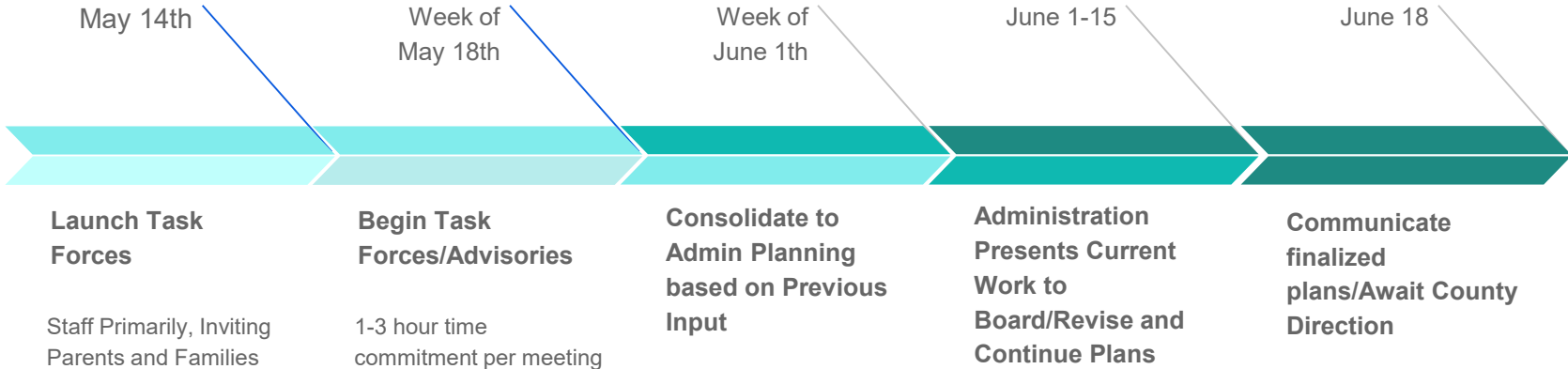


Pacific Grove Unified School District

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Timeline



Goal

- **To create final plans based on the reopening framework to be assessed by Monterey Health and aligned with Ca Governors orders**
- **The plan will encompass three scenarios:**
 - **High School Restrictions/Low Risk**
 - **Moderate Restrictions/Moderate Risks**
 - **Low Restrictions/High Risks**

SCHOOLS DURING THE COVID-19 PANDEMIC



The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

Should you consider opening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Is the school ready to protect children and employees at higher risk for severe illness?
- ✓ Are you able to screen students and employees upon arrival for symptoms and history of exposure?

ANY
NO



Are recommended health and safety actions in place?

- ✓ Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering, as feasible
- ✓ Intensify cleaning, disinfection, and ventilation
- ✓ Encourage social distancing through increased spacing, small groups and limited mixing between groups, if feasible
- ✓ Train all employees on health and safety protocols

ALL
YES

ANY
NO



ALL
YES

Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for signs and symptoms of students and employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to stay home
- ✓ Plan for if students or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- ✓ Monitor student and employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ALL
YES

ANY
NO



OPEN AND
MONITOR



General Assumptions

- Lots of unknowns, working collaboratively, adapting to fluid situation
- Ensuring access and equity; advocate for all students
- Grade Level Content is academic priority
- Collective Advocacy with the State (funding, laws, resources)

Operations Assumptions

- Plan for the plan to change
- Final Design will require support from Health officials
- Public Health Restrictions will not be known for weeks/months
- We will need to offer both in person and distance learning (blended)
- Some students will be only doing distance learning
- Current Restrictions allow 12 to 1 (business..education not yet defined)
- Stage 2 Fully Will Be Fully Implemented

Educational Program Assumptions

- The virus that causes COVID-19 will remain in circulation until a vaccine is developed and widely used.
- Student and employee attendance rates may decline in 2020-21.
- Student learning outcomes going into the 2020-21 year will be uneven and vary broadly.
- Health and wellness resources, group counseling, therapeutic intervention will still be needed and required.
- Monitor their enrollment trends and be prepared to make necessary budget and program adjustments.
- The economic impacts of the pandemic are likely to have significant and lasting impacts on schools.

Tools

- CDC and Monterey County Healthy Guidelines
- COVID 19 Planning Guidance for Monterey County Schools and Districts
- Reopening Schools Planning Assumptions & Considerations
- Schools – Advisory Teams
- Schools – Staff Planning Teams
- Different Blended Learning Models

School Type

- Middle
- High School
- Alternative
- Adult School
 - Preschool
 - Transitions Program
 - Daycare

Highest Restrictions/Lowest Risk

Students and teachers engage in virtual-only classes, activities, and events.

Moderate Restrictions/Moderate Risks

Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes)

Low Restrictions/High Risks

Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

Key Successes Noted By Parents (per survey)

- Parents are overwhelmingly in favor of a Blended Learning model over Full Distance Learning by more a 3 to 1 margin
- Blended Learning would allow socially interaction with their peers in a face-to-face setting
- There is a noted and significant desire for parents to have their students physically return to school
- A significant majority of parents (60%+) "Agree" or "Strongly Agree" with the steps we've taken so far in delivering DL to their children to date of survey (includes school-to-home communication, instructional and social-emotional support, amount of work received, and the DL scheduling)

Key Successes Noted By Parents (per survey)

- Parents at all levels, and in particular at the elementary level, found every best DL practice listed to be "Very Helpful" or "Extremely Helpful"
- There is an expressed need to reach a consistency of common DL best practices district-wide
- A significant majority of parents identified every DL planning point listed on the survey as either an "Essential" or "High Priority"

Elementary Sites

Advisory and Planning Groups: Elementary

- Distance Learning
- 50/50 Blended Learning
- Mental Health
- Sanitizing & Health Checks (facilities)
- Food Service
- BASRP
- Special Education & Intervention

Elementary Distance Learning Objectives

- Identify aligned practices and strategies for DL
- Identify supplementary applications for DL
- Identify ways to provide student feedback during DL
- Build a blueprint for DL assessment
- Identify options for staffing the DL program
- Coordinate distance learning only with blended learning DL component

Elem Distance Learning Survey Synthesis of Effective Practices

Strategy	Staff Effectiveness	Parent Effectiveness
Google Classroom/Meets	84%	85%
Supplemental Online Curr	80%	75%
Live Online Instruction	72%	80%
PreRecorded Instruction	81%	75%
Screen Sharing	88%	75%
Small Group Instruction	91%	58%
Regular Feedback	75%	76%
Weekly Calendar	73%	83%

Elementary Aligned Practices and Strategies for DL

- Daily morning meetings – minimum time requirements per grade level
- Regularly scheduled small group instruction
- Recorded live instruction – students/families could review if needed
- Screen sharing – training needed
- Weekly planner with daily links– similar look for all grades
- Paper materials (consumables) available

Elementary Supplementary Applications

- IXL – math and English language arts supplement to adopted curriculum
- eSpark – math and English language arts supplement to adopted curriculum
- SeeSaw – instructional platform that enables efficient/simple sharing of work and communication

Elementary DL Student Feedback

- Consistent teacher to student feedback necessary
- Best to build guidelines and best practices rather than mandate frequency of feedback

Elementary Blueprint for Assessment

- Assessments will need to be common across classrooms in each grade level
- Will draw from current assessments in adopted curriculum and agreed upon applications
- Blueprint will need to be developed during summer

Elementary Options for Staffing DL Program

- Determine staffing needs based on families who prefer DL only model
 - Initial survey showed FG=19.8% and RD=16.3%
 - another survey needed when blended model is clearly defined
- Identify staff who are compromised – those teachers could become DL teachers
- Teachers may serve two grade levels based on numbers

Elementary Coordination of DL with Blended Learning DL Component

- Teachers of blended learning program would need support with DL portion of program
- A teacher could support a grade level for the DL portion of blended learning
- The teacher would most likely need to be in addition to DL only teacher

Elementary Blended Learning Objectives

- **Identify the blended learning model that works best for our schools, knowing that both schools will follow the same model.**
- **Identify how each model benefits students, staff, and parents.**
- **Identify what supports are necessary for 50/50 Blended Teachers to fulfill on-campus or distance learning duties. (More research required)**
- **Identify what supports are necessary for students participating in a 50/50 model. (More research required)**
- **Identify what kind of tech is needed to support students who will participate in the DL portion of the 50/50 model. (More research required)**

Elementary Blended Learning – Identifying Best 50/50 Model

- Model 1: Group A on campus instruction Mon/Tu, Wednesday used for disinfecting, Group B on campus instruction Th/Fri. **(Top Choice)**
- Model 2: Groups AB 50/50 half days all week, 8-12, and 1-3, concerns with disinfecting, cleaning for staff and students **(Not considered)**
- Model 3: Groups AB 50/50 half days with Wednesday remaining as disinfecting/DL day **(Not considered)**
- Model 4: Groups AB Week on/Week off with Fridays spent for disinfecting/DL day, group A one week, group B next week **(2nd Choice)**

Elementary Blended Learning – Identifying Best 50/50 Model

Models Group Felt Could Still Occur Regardless of Adoption

- **Model 5: Teach students in class for essential worker families that need support with instruction, all others DL. (DL with family support)**
- **Model 6: Full student attendance running parallel to distance learning program *if* enough families choose DL platform.**
 - 63.8% of RHD and 66.4% of FG parents stated they preferred a Blended learning option
 - Specific family feedback regarding DL or Blended learning preference required to determine if this option is feasible.

Model 1 Benefits for Students

- **Consistency with weekly on campus (face to face) instruction two days per week. Students do not have to “start over” every other week with routines/rules of classroom**
- **This model supports primary students due the span of time between contact (8 and younger).**
- **Depending on number of families not participating in 50/50 on campus learning, 100% of students may be served M-F.**
- **SPED/Intervention services can be provided consistently on student’s “off days”, especially Wed. and not interrupt instruction.**

Model 1 Benefits for Teachers & Staff

- **Teacher can focus on specialized curriculum depending on role: on campus vs. distance learning**
- **Beneficial to see students consistently each week**
- **Disinfection time is incorporated for custodians**
- **Academic and specialized intervention can meet with students during “off days” to provide services for little to no academic interruption**
- **Promotes collaboration among grade levels at both sites to help with workload between on campus and DL instructors**

Model 1 Benefits for Parents/Families

- **More consistent for daycare needs each week and supports returning to work**
 - **Requiring, possibly, three days of daycare instead of five every other week**
- **Distance Learning needs will be met with dedicated staff member focusing on instruction during off-campus days, regardless if family chooses to participate in 50/50 blended learning model**
- **Siblings can be organized into same A or B groups**
- **Supports feedback from FG and RHD parents that face to face instruction and peer interaction is needed for social-emotional wellness**

Concerns/Logistics Issues for On Campus Learning

- **Cleaning of manipulatives, science materials, playground/PE equipment, restroom use, and recess/lunch organization**
- **Phasing in grade levels from DL at the beginning of the school year: Start with 5th and move downward to Kinder, two grade levels at a time, move upward from Kindergarten...?**
- **Recording/live feed of on campus instruction – can Wi-Fi handle all classrooms using software throughout the day?**
- **Providing sanitation between Monday holiday weeks (Group A switches to Tues/Wed on campus instruction with need to clean Wed. evening)**
- **Pacing of curriculum with two-three groups (Group A, Group B, DL only students)**

PGMS

Advisory and Planning Groups: PGMS

Planning committees formed, meeting this week and next

- Distance Learning
- Blended Learning (50/50; 25%; 20% re entry schedule)
- Social Emotional / Mental Health
- Campus Logistics (food service/spacing/entry and exit)
- SPED/504/Interventions
- Sanitation & Facilities

Scheduling Objectives

- Cohorting to minimize potential for exposure (Teachers & Students)
- Safe transitions for teacher/student safety (arrival, passing periods, departure)
- Adequate sanitation time (between cohorts, end of day, etc.)
- Professional Learning/Collaboration/Planning time built in
- Foster peer interactions (Academic and Social Emotional)
- Maximize support for students with unique educational needs
- Smooth transitions between blended and distance learning models
- Serve 460 students

What might DL/Blended Instruction Look Like?

- Google Classroom as LMS
- School-wide alignment on how Google Classroom will be used
- Synchronous instruction 2+ times/week/class*
- Daily schedule for students for all virtual learning days (required meetings)
- Engaging Instruction/Variation of tasks*
- Regular teacher feedback on student learning*
- Structured interaction and collaboration between peers*
- Access to social emotional supports & counseling

*Training Needed

Highest Restrictions/Lowest Risk

Full Distance Learning

All instruction online
Students adhere to a schedule of virtual classes, similar to their on campus schedule.
Teachers record or provide live instruction (teachers only on campus)

Enriched Distance Learning

All instruction online
Students adhere to a schedule of virtual classes, similar to their on campus schedule
Teachers record or provide live instruction
20-50% of students on campus at a time for DL support

Medium Restrictions/Moderate Risk

25% Model

25% of students on campus one day each week
Core classes only F2F
PE, Electives & Music are virtual
One day each week for teacher collaboration, office hours (support), DL prep time, etc.

25% Model (AM/PM)

50% of students on campus two days each week, split into AM and PM shifts (25% at a time)
Core classes only F2F
PE, Electives & Music are virtual

25% Model (AM/PM) with Houses

50% of students on campus two days each week, split into AM and PM shifts (25% at a time)
Core classes only F2F
PE, Electives & Music are virtual
Students “housed” with interdisciplinary “team” of teachers

Low Restrictions/High Risk

20% Model

20% of students on site one day each week for core classes and support PE, Music & Electives virtual

50% Model

50% of students on site two days each week for core classes and support PE, Music and Electives virtual

High School

Advisory and Planning Groups: High School

- Classroom Sanitation / Social Distancing - Focus Group
- Distance Learning - Focus Group
- Hybrid Model - Focus Group
- Mental Health - Focus Group
- Data Analysis - Focus Group

PG High

Assumptions:

- Face to face allowed, Masks or shields required
- Social distancing required/Group restrictions lifted
- PGHS will have approximately 610 students
- Classrooms will be disinfected daily
- All teachers are teaching at school (big assumption)

Objectives:

- As much face to face time as possible
- Ability to move between hybrid model to full face to face as well as full distance learning must be as seamless and easy to implement as possible
- Ability to address the needs of students who are unable or uncomfortable to attend school in the tradition or hybrid model
- There is no fundamental change in the course offerings
- Academics progress

Secondary Distance Learning Effective Practices

Flipped Classroom: Students prepare to participate in class activities gaining knowledge of a topic. Students then practice applying key concepts with feedback from the teacher.

Google Hangouts: Teachers employ Google Hangout to accomplish face to face virtual learning. This could be improved if Google could add breakout sessions to their platform to facilitate small group learning.

Screencastify (and other similar) : Screencastify is an app that allows faculty to record lessons and post them on their Google Classroom page. While Google Hangouts and Meetings require real-time meetings with students for instruction and check-ins, Screencastify allows lessons to be posted and to be viewed at any time. It adds a dimension to instruction and is an effective tool in Distance Learning.

PG High

Model features:

- Foundation of instruction distance learning
- There is only one day/week of face to face student contact

BASIC MODEL:

- School broken into two 305 (½) student cohorts
- Cohort 1 will attend 1 day/week
- Cohort 2 will attend a different day/week
- Custodial disinfecting will occur daily
- Students not comfortable/unable to attend school regularly will continue to learn via distance learning
- On days that students come to school, teachers will use that time for assessments, intervention, reinforce already taught concepts, labs, guided practice, etc. These are things that do not “move the class forward” so that those students who don’t come to school are not missing significant instruction happening in the classroom.

Community High School

Advisory and Planning Groups: Community High School

- **Assumptions:**

- Face to face allowed
- Masks or shields required
- Social distancing required
- Group restrictions lifted
- CHS will have approximately 20 students
- Classrooms will be disinfected daily (2X)

-

- **Objectives:**

- As much face to face time as possible
- Ability to move between hybrid model to full face to face as well as full distance learning must be as seamless and easy to implement as possible
- Ability to address the needs of students who are unable or uncomfortable to attend school in the tradition or hybrid model

Advisory and Planning Groups: Community High School

- **Model features:**

- Foundation of instruction is face to face
- Foundation of instruction for students not comfortable/unable to attend school regularly is distant learning



BASIC MODEL:

- School broken into two 10 student cohorts
- Cohort 1 will attend M-Thursday from 9-11:00
- Cohort 2 will attend M-Thursday from 12-2:00
- Custodial disinfecting will occur from 11-12:00 and after 2:00 each day
- Students not comfortable/unable to attend school regularly will come individually to school on Friday (or whatever day is designated like an independent study program) meeting with the teachers one at a time
- M-Th. students will do distance work on Fridays (or whatever day is designated)

Adult Education

Advisory and Planning Groups: Adult Education

- All School & Community Meeting – School Safety & Re-opening Considerations
- Parent Education/Childcare/Preschools – Advisory Focus Group
- Community Education and ESL/ASE – Advisory Focus Group
- Office Staff/Custodial – Safety and School Reopening Focus Group

Advisory and Planning Groups: Adult Education

- **Site Safety Precautions**
 - All staff will complete daily health inventory assessment, including a temperature check.
 - While on site staff/students will required to wear a personal protective equipment (PPE).
 - Main school site will be limited to one public access point to ensure proper monitoring and social distancing during ingress and egress from the facility .
 - Quick safety screening for those entering.
 - Hand sanitizer stations employed in the building and classrooms.
 - Social distancing precautions implemented throughout the building and classrooms, including the installation of plexiglass as needed.
 - Custodians will disinfect the office and classrooms routinely on a daily basis.

Advisory and Planning Groups: Adult Education

- **CAEP Classes & Community Education – Instructional Model**
 - Summer semester classes begin June 22 using distance/online learning.
 - Some classes may be phased in using a hybrid learning model at later date depending on County guidelines, facility access and implementation of site safety protocols.
 - Instructors will use Zoom/Google Meet meetings to teach and demonstrate lessons and to facilitate student participation.
 - High School Diploma students will use Edmentum as its online curriculum platform and ESL will access Burlington English.
 - Additional online methods will be used for homework/assessment – uploading projects to photo/video files, Google/Doc, power point presentations, 1:1 Zoom interviews, etc.
 - High School Equivalency Test (GED, HiSET) and CA State mandated CASAS test for ESL and HSD students will be conducted remotely online.

Advisory and Planning Groups: Adult Education

- **Childcare/Pre Schools**
 - Childcare start date June 15th.
 - Safety Protocols/Procedures in place
 - Staff Training/Parent Training scheduled



Childcare
Planning Safety Prot

Curriculum

Curriculum: Plans So Far

- **Elementary Curriculum**
 - English Language Arts: Superkids Tk-2, Benchmark grades 3-5
 - Math: SWUN
 - Science: Mystery Science
- **Middle School:**
 - English Language Arts: Study Sync
 - Math: Big Ideas
 - Social Studies: TCI
 - Science: Teacher created units of study
- **High School:**
 - Big Ideas Math
 - Vista Higher Learning: World Languages
 - National Geographic: Freshman Geography

Curriculum: Plans So Far

- **Online Supports:**

- Superkids parent portal available throughout the summer
- I-Read (students)
- Read and Math 180 (students)
- SeeSaw (k-2) and IXL/Espeak (3-5)
- Google Classroom TK-12
- Parent portal support with SWUN, SuperKids

- **Professional Development:**

- Benchmark online: grades 3-5
- SWUN: coaching support with distance learning platform
- Superkids: Online supports
 - Planning: pacing guides (Superkids, Benchmark, SWUN)
- Common google classroom setup
- Common google classroom setup and Blueprint for Distance Learning Academy

Human Resources

Human Resources: Plan So Far

- MOU with CSEA Bargaining Unit through June 30, 2020
- MOU with PGTA Bargaining Unit through June 30, 2020
- May reassess and negotiate updated MOU's
- Survey Staff Results 6/1/2020
- Set timelines for any necessary ADA Accommodation Meetings
- Negotiate Effects of Adult Education Budget Reductions
- Continually Assess Staffing Needs
- Online Interviews through use of Google Hangout and Zoom
- Employee Training Prior to Return to Work
- Virtual Onboarding
- Monitor for Social Emotional Wellness

Special Education

Special Education: Plan So Far

Special Education will follow the plan that is developed for each campus:

- Distance Learning will be provided for students unable to physically attend school
- SDC classes will be provided personal protective equipment for staff supporting students with toileting, diapering and feeding
- SDC staff will be trained on
 - daily health check procedures
 - safe toileting, diapering, and hand washing
 - sanitation of surfaces, toys and manipulatives
- If strict cohort restrictions are recommended, it is currently unknown how specialized academic instruction and therapy services will be provided

PG Tech

PGTech: Plans So Far

Educational Technology (ET)

Distance Learning Training/PD: Grade level and individualized training on DL will continue throughout next year and consist of the following methods of engagement:

- Distance Learning Resources for Teachers site provides updated how-to video tutorials on the latest digital tools and strategies of effective DL
- Live training sessions/virtual workshops will be held at the beginning of the school year with weekly follow-up “refresher sessions” offered throughout the school year for teachers
- Individualized, flexible DL coaching sessions will continue to be offered. Teachers, staff, and admin can schedule a 1 on 1 session on any aspect of DL including the integration and optimization of different digital tools for both synchronous and asynchronous DL applications

PGTech: Plans So Far

Educational Technology (ET)

Distance Learning Support for Parents: DL workshops and support sessions will be provided to parents.

- Virtual Parent Ed Tech Nights: Evening sessions will focus on supporting DL at home - Two (2) Parent Ed Tech nights to be offered - one for elementary and one for secondary - at the start of the next school year and focused on home DL parenting techniques and strategies.
- Distance Learning Guide for Parents website will be fully developed to host a full range of DL supporting resources including training videos, DL strategies, and support tools specifically for parents.

PGTech: Plans So Far Information Technology (IT)

Student Devices: PGTech will continue to provide district devices (Chromebook, tablet, and/or wifi hotspot) to any student/family in need.

- Devices will be available both centrally at the district office Tech Hub and at the student's school of attendance. Device check-out will be ongoing and as-needed throughout the school year.
 - iPads to any TK-K student in need
 - Chromebooks to any grade 1-12 student in need
- **DL Tech Support:** DL Helpdesk/Hotline for Families: Starting in the fall, we will be launching a helpdesk/hotline that will provide parents and students access to immediate DL technical help/support.

Food Service

Food Service: Plans So Far

Facilities/Maintenance

Facilities/Maintenance: Drop-Off and Pick-Up

- Temporary outdoor handwashing stations
 - Purchase and Install exterior handwashing stations
- Exterior hand sanitizing dispensers
 - Purchase and install hand sanitizing dispensers
- Sign-in sheets placed outside with hand sanitizer
- Greet children outside as they arrive
 - Purchase and Install Signage
- Greet parents outside for pick-up. Parents drop-off children outside the building
- Establish multiple school entry points for drop-off and pick-up and assign students
- Staggered Arrival and dismissal times
- Guidelines for late arriving/early release students

Facilities/Maintenance: Site Preparations

- Create a map for each site to be used as a planning tool
 - Capacity of classroom and other usable spaces
 - Identify the classrooms that will be used for site based learning
 - Identify locations for sanitizing stations
 - Identify direction of pedestrian flow
 - Identify the use of each space
- HVAC
 - Install MERV-13 air filters
 - Preventive Maintenance on dampers
 - Preventive Maintenance on fans
 - Create schedule for fan bringing in outside air
 - Communicate to staff that HVAC noise levels will be higher
 - Preventive Maintenance on opening/closing of windows

Facilities/Maintenance: Site Preparations

- Classroom and Site Preparation
 - Remove all unnecessary furniture, curriculum, and manipulatives
 - Identify furniture storage areas. Some furniture may need to remain in classroom but be taped off.
 - Create a storage room for teacher curriculum and supplies
 - Create a system of delivery from the storage room to the classroom and vice-versa
 - Install hand sanitizing dispensers in each classroom
 - Maintenance to fabricate and install multi-person handwashing stations
 - 16-24 per site

Facilities/Maintenance: Site Preparations

- Site Administration Measures
 - Install Plexiglas shields for support staff
 - Consider re-arranging office space to create distancing
 - Close administration offices to walk-ins. By appointment only.
 - Install signage with a contact phone number.
 - Install a secure drop-box in front of office for documentation that can't be electronically sent
 - Set-up counseling spaces/rooms if offices are not big enough

Facilities/Maintenance: Routine Cleaning & Disinfecting

- Cleaning of play structures
 - Disinfect play structures if possible. If not, close play structures.
 - Staff to disinfect play structures after use
 - Purchase 1-gallon sprayers
 - Train staff
- Daily site cleaning
 - Develop a custodial schedule around educational program
 - Clean and disinfect high-touch surfaces daily in common areas (e.g. tables, hard-backed chairs, doorknobs, light switches, remotes, handles, desks, toilets, sinks)
 - Do custodial hours need to be increased?
 - Staggering custodial start times by 2-3 hours to maximize custodial hours while students and staff are present.
 - Order Electrostatic sprayers for disinfection – 6-Handheld units and 2-backpack units

Facilities/Maintenance: Routine Cleaning & Disinfecting

- Cleaning and disinfecting toys/manipulatives and PE equipment
 - Faculty would be responsible for disinfecting
 - Remove toys that cannot be easily disinfected
- Air Filters
 - Create a Preventive Maintenance task to check air filters monthly and replace if necessary

Facilities/Maintenance: Start of Symptoms at Site

- Isolation Room(s)
 - Identify Isolation Room
 - Prepare Isolation Room
 - Remove all unnecessary furniture
- Clean and disinfect surfaces in isolation room after each use
 - Develop Custodial Procedures and PPE

Facilities/Maintenance: Confirmed COVID-19 Case

School Decision Tree

All Schools Regardless of Community Spread



Assess Risk

Short (potential 2-5 Day)
Building Dismissal to
Clean/Disinfect/Contact
Trace in consultation with
local health officials

No Community Spread

- Prepare
- Teach and reinforce healthy hygiene
- Develop information sharing systems
- Intensify cleaning and disinfection
- Monitor for absenteeism
- Assess group gatherings and events – consider postponing non-critical gatherings and events
- Require sick students and staff stay home
- Establish procedures for someone becoming sick at school

Monitor changes in
community spread

Minimal to Moderate OR Substantial Community Spread

M/M

Is community spread Minimal to Moderate or Substantial?

S

- Coordinate with local health officials.
- Implement multiple social distancing strategies for gatherings, classrooms, and movement through the building.
- Consider ways to accommodate needs of children and families at high risk.

- Coordinate with local health officials.
- Implement multiple social distancing strategies for gatherings, classrooms, and movement through the building **WITH EXTENDED SCHOOL DISMISSALS**.
- Consider ways to accommodate needs of children and families at high risk.



Facilities/Maintenance: Confirmed COVID-19 Case

- ***Establish procedures to clean and disinfect facilities if a child or faculty worker tests positive for COVID-19. (Note: County Health Department will likely close facility)***
 - Close off areas used by the person who is sick.
 - Open outside doors and windows to increase air circulation in the areas.
 - Wait up to 24 hours or as long as possible before you clean or disinfect to allow respiratory droplets to settle before cleaning and disinfecting.
 - Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, and common areas.
 - Develop Custodial Procedures and PPE

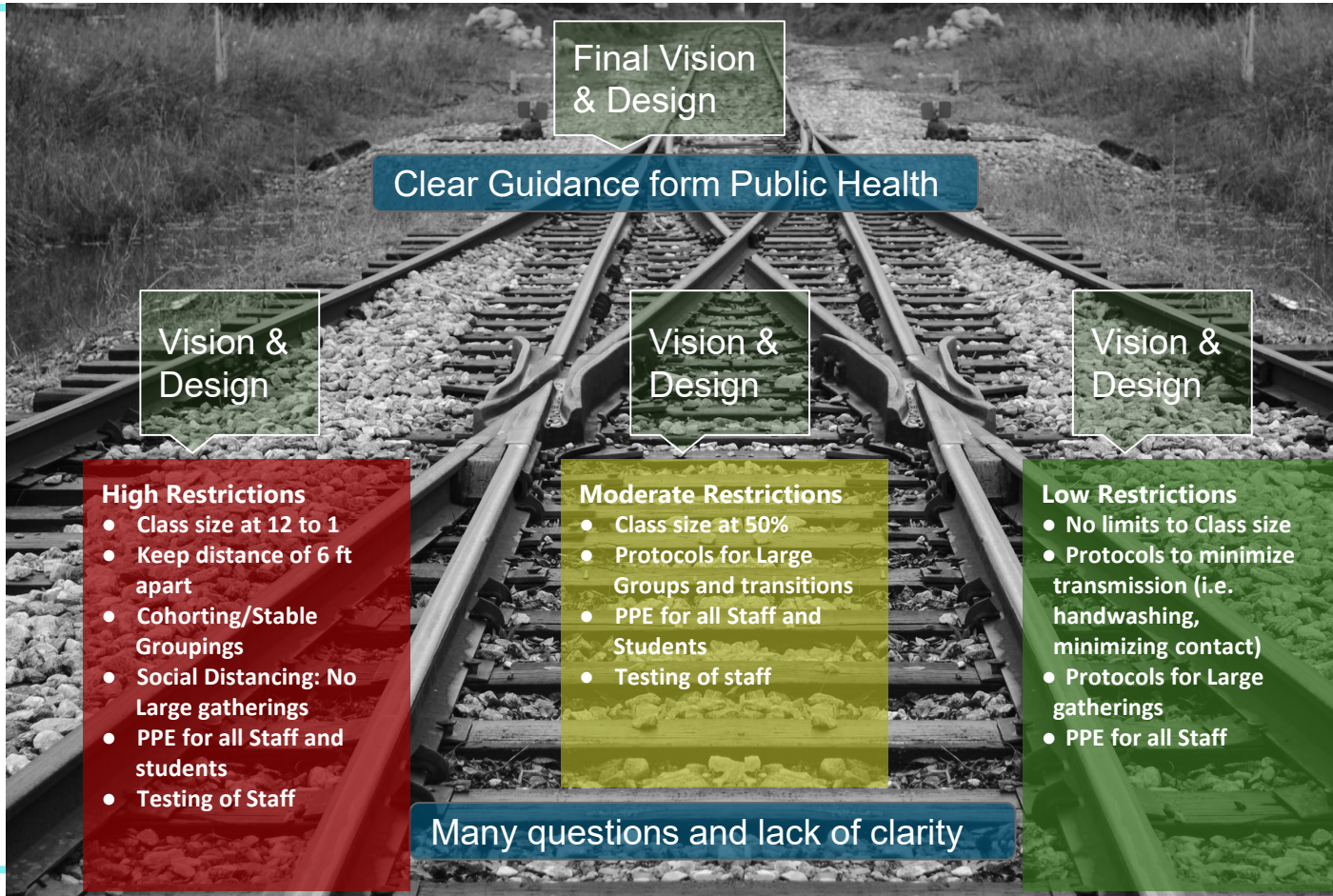
Facilities/Maintenance: MS Classroom Mock-Up

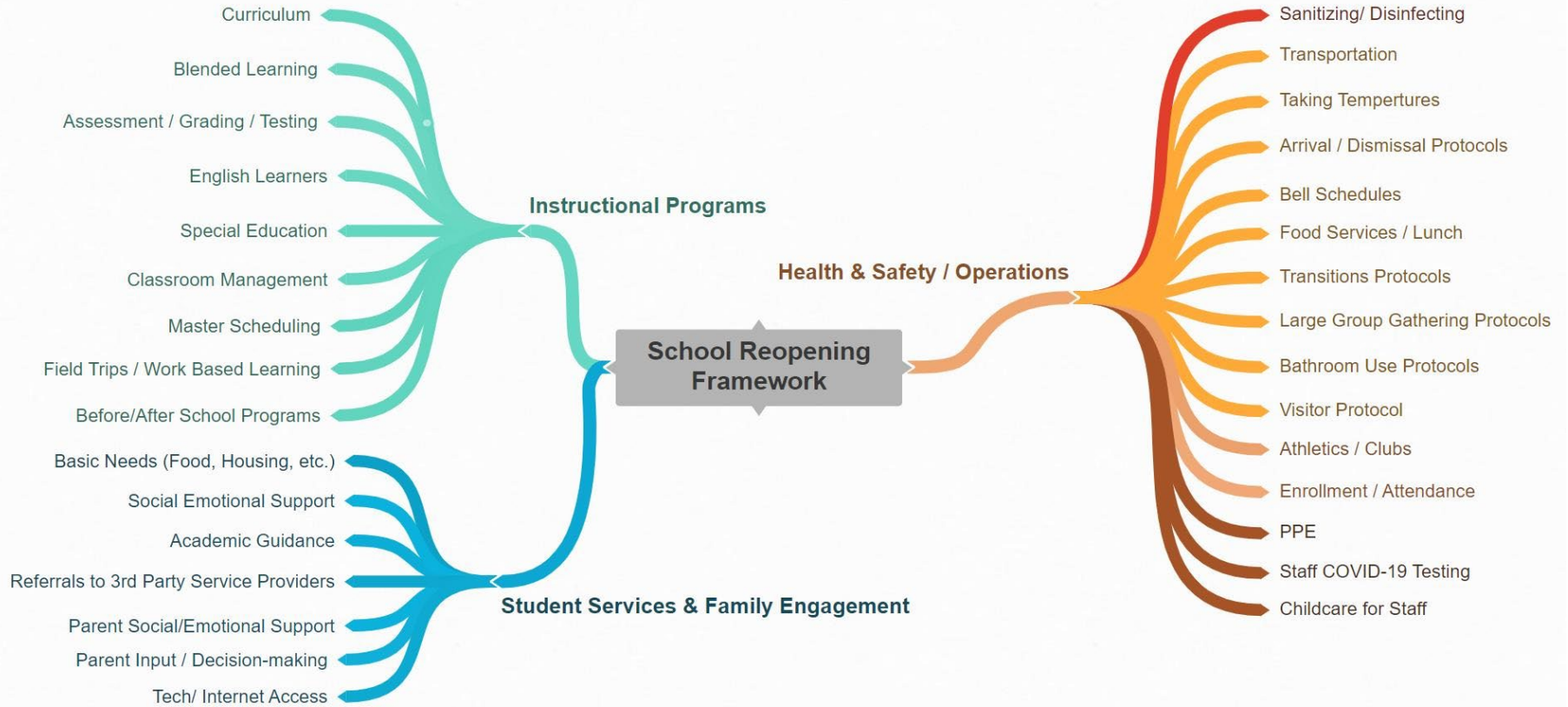


Facilities/Maintenance: RD Classroom Mock-Up



Summary/Next Steps





Communication

Data / Technology

Professional Development

Human Resources

Policy/Governance

Finances / Resources

Next Steps

Form Teams

- Operations, Health and Safety
- Instruction
- Student Services/Family Engagement

Meeting with Admin and Advisory Teams through June

Categories (rows)

- Operations, Health and Safety
- Instruction
- Student Services/Family Engagement

Dimensions (columns)

- **Goals / Description**
- **Communication**
- **Data/Technology**
- **Professional Development / Training**
- **Human Resources**
- **Policy/Governance**
- **Finances**

Planning Template *Draft*



Categories	Description	Tech/ Data	Staffing/ HR / Bargaining Unit	Professional Dev.	Communication / Stakeholder Input	Policy/ Governance	Finances / Resources
Health & Safety / Operations							
Instructional Programs							
Student Services / Family Engagement							

Admin Team Member	Group	Task
	Operations, Health & Safety	Food Services
	Operations, Health & Safety	Technology/Internet
	Operations, Health & Safety	Transportations
	Operations, Health & Safety	Enrollment/Attendance
	Operations, Health & Safety	Teacher/Student Temp Check/Testing referral
	Operations, Health & Safety	Group Gathering Protocols
	Operations, Health & Safety	Sanitizing/Disinfecting
	Student and Family Support	Social Emotional Support/Counseling
	Student and Family Support	Academic Schedules
	Student and Family Support	Family Engagement
	Instruction	Curriculum/Assessment
	Instruction	Student Services
	Instruction	Extra/Co-Curricular
	Instruction	



End Of Slides