

# LGSUHSD

# Reopening Board

# Study Session

Thursday, September 24, 2020

# Video: Pandemic Ponderings

## Staff:

- What have you learned from remote learning that you would want to take back into the classroom/your work context?
- How has your work changed in a remote setting compared to the traditional school setting?
- What questions or concerns do you have about returning to school?

## Students:

- What have you learned from remote learning that you would want to take back into the classroom?
- What are some of the benefits of Remote Learning? What are some of the challenges?
- What questions or concerns do you have about returning to school?



# Workshop Objectives

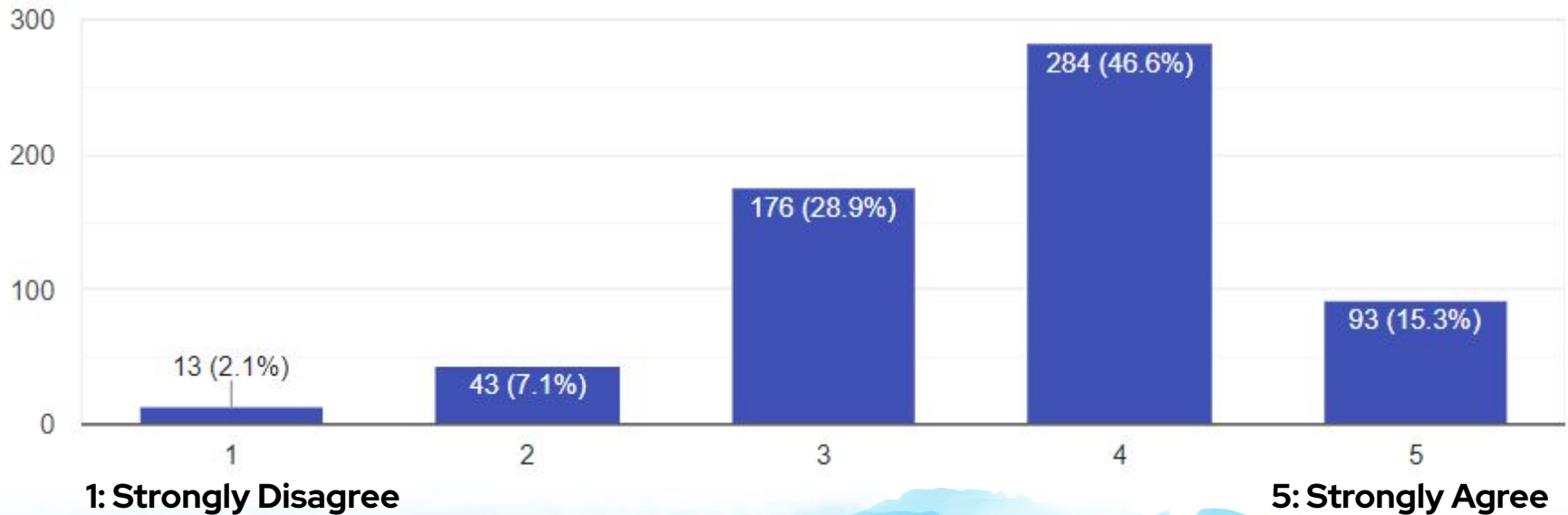
- Discuss and acknowledge diverse perspectives, interests and needs related to school reopening
- Recommit to phased approach and tentative timeline
- Seek feedback and guidance on “big” picture planning
- Conduct a SWOT analysis to inform future work

# Student Feedback- Remote Learning

So far, I am learning and feeling supported this year.



609 responses (17% response rate-3495 students)

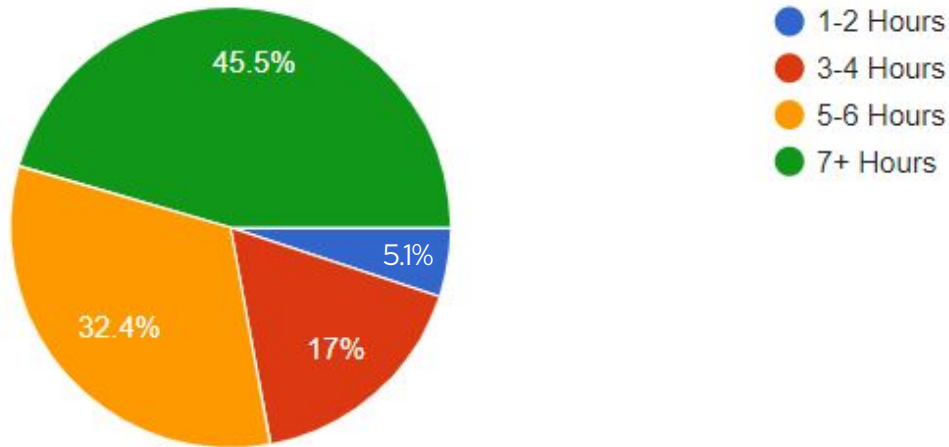




# Student Feedback- Remote Learning

On average, during the last week (week 4) how much time did you spend on schoolwork during a typical remote learning day? (This includes live online sessions and independent work on assignments)

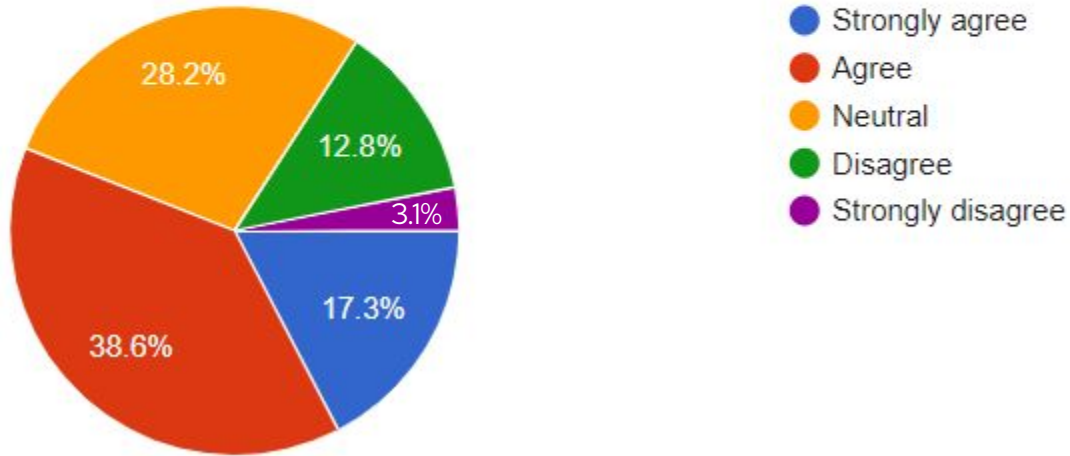
611 responses (17% response rate-3495 students)



# Student Feedback- Remote Learning

I feel live synchronous sessions with teachers provide students and teachers the opportunity to interact with one another for both academic and social-emotional purposes.

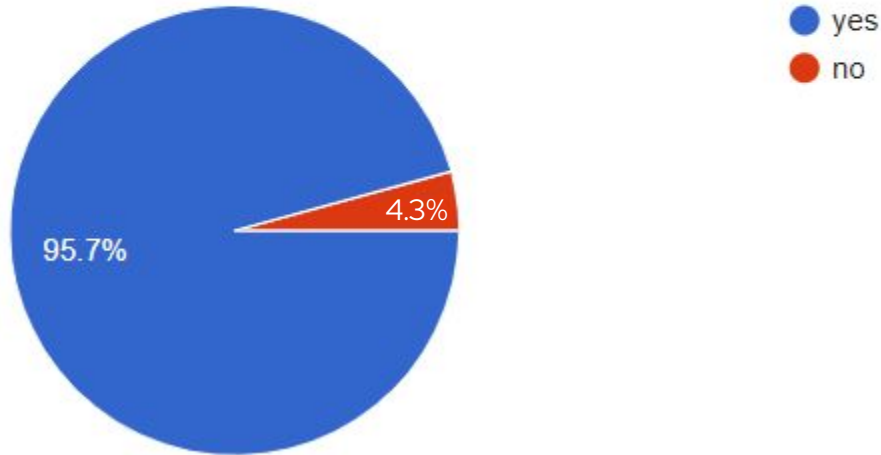
611 responses (17% response rate-3495 students)



# Student Feedback- Remote Learning

During the last week (week 4), did you participate in all of your required instructional sessions for your classes?

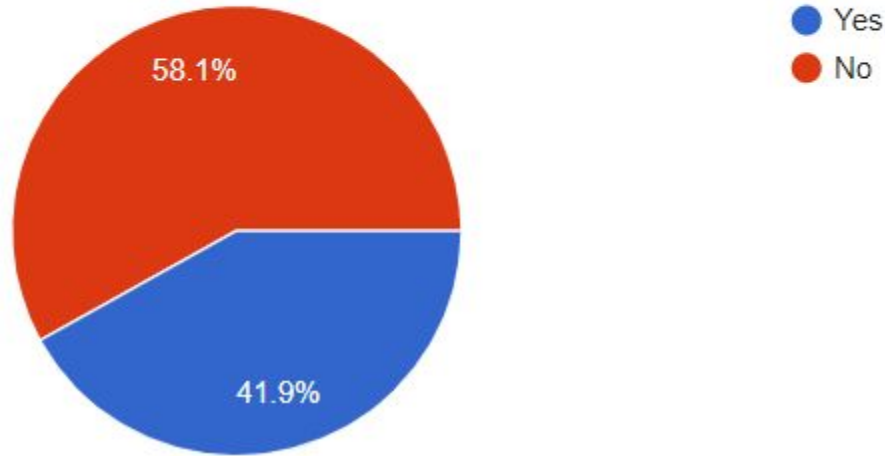
611 responses (17% response rate-3495 students)



# Student Feedback- Remote Learning

Did you reach out to your teacher or participate in any type of "office hour" activity outside your class time?

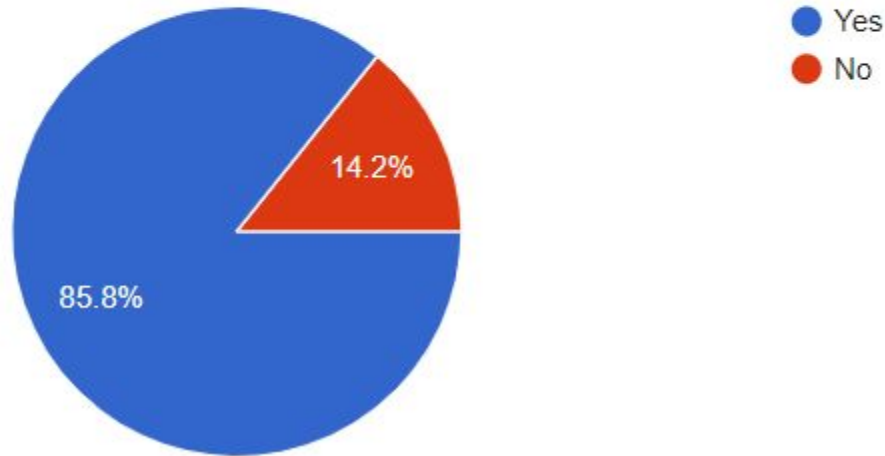
611 responses (17% response rate-3495 students)



# Student Feedback- Remote Learning

If I'm feeling lonely or sad during this time, I either have someone to reach out to or know how to access supports such as CASSY?

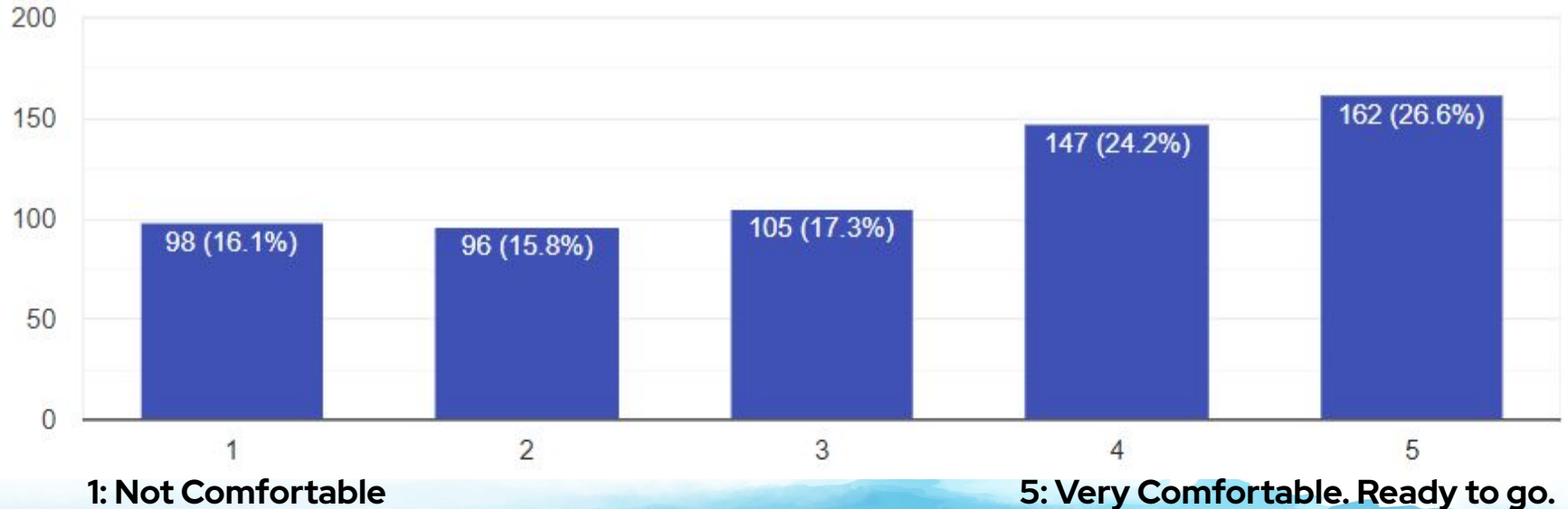
611 responses (17% response rate-3495 students)



# Student Feedback- Return to In-Person Learning

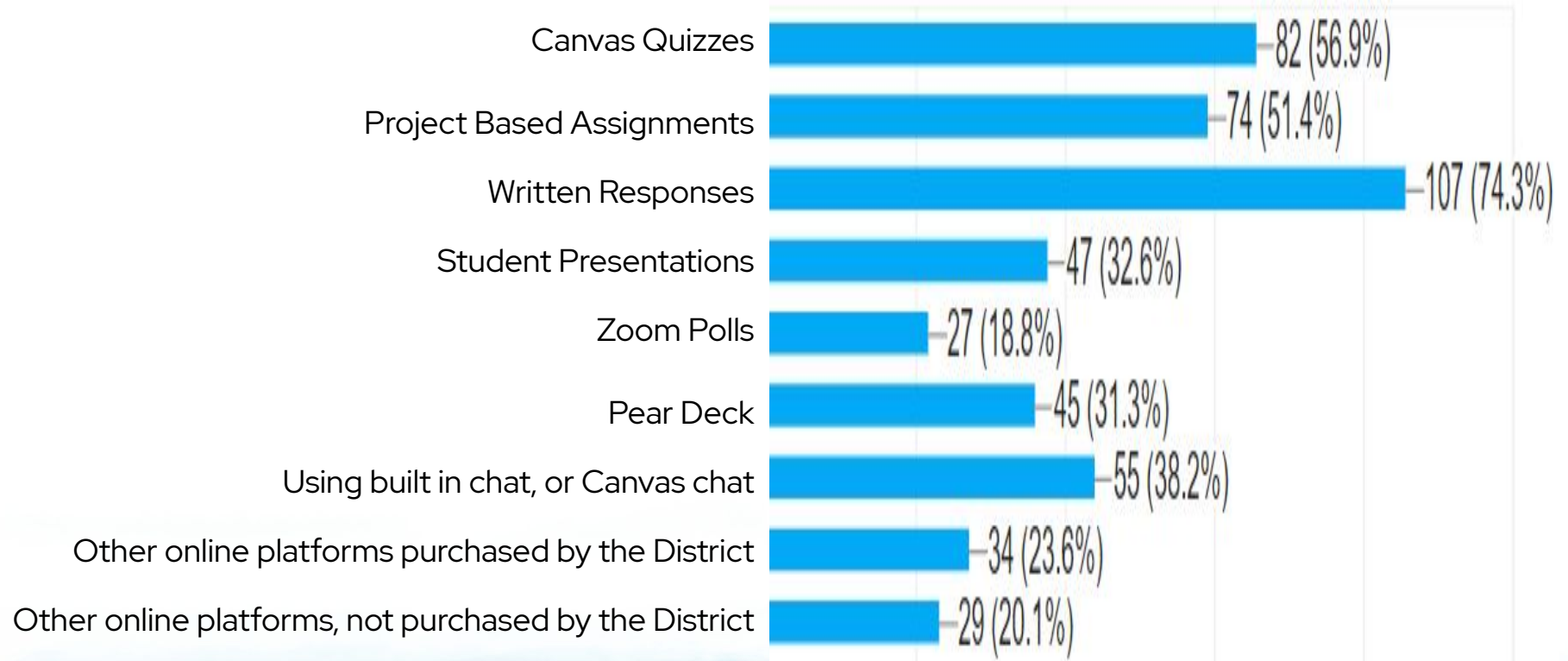
At this time, or in the near future, how comfortable are you with returning to school for in-person learning (small cohorts)?

608 responses (17% response rate-3495 students)



# Teacher Feedback-Remote Learning

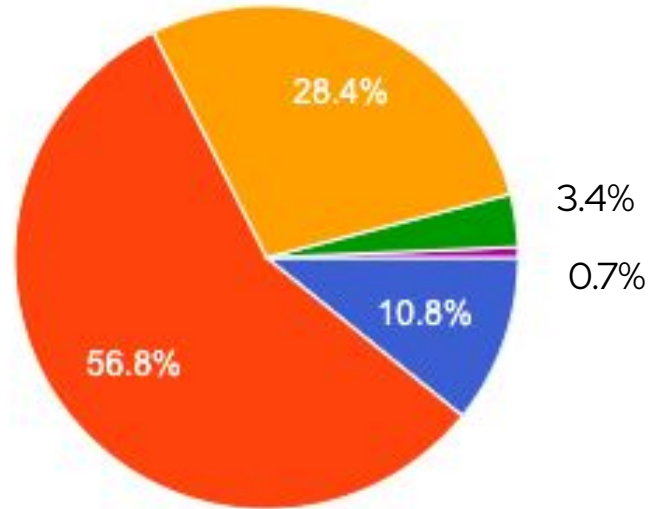
In what ways have you been assessing your students (formative and/or summative)?



# Teacher Feedback- Remote Learning

In general, how well are your classes going?

148 responses (76% response rate-188 CE staff)

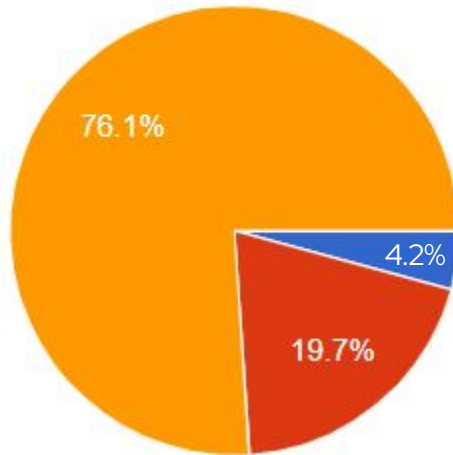


- Very well
- Well
- Neutral
- Not well
- Bad

# Teacher Feedback- Remote Learning

I am holding my synchronous class sessions...

142 responses (76% response rate-188 CE staff)

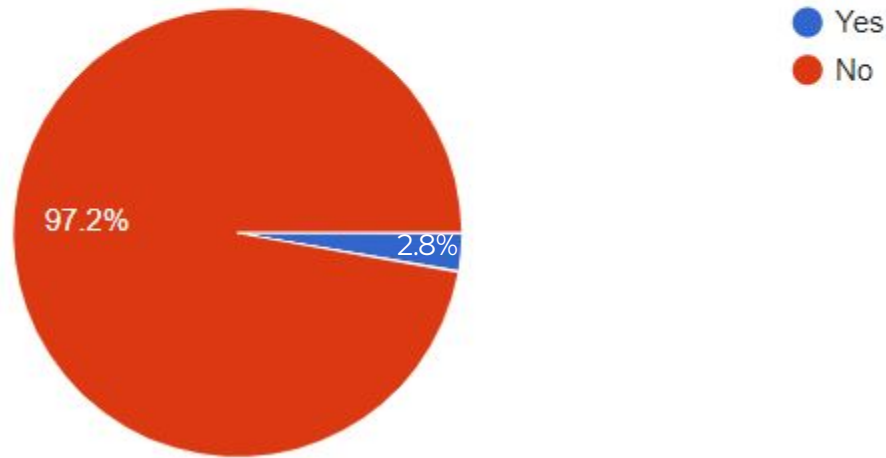


- generally for the minimum required amount of time.
- more than the minimum, but not more than an hour.
- most if not all the period (>1 hour)

# Teacher Feedback- Remote Learning

Have you experienced disruptive behavior from students or anonymous guests during a synchronous session THIS WEEK? If yes, please let your administrator know immediately.

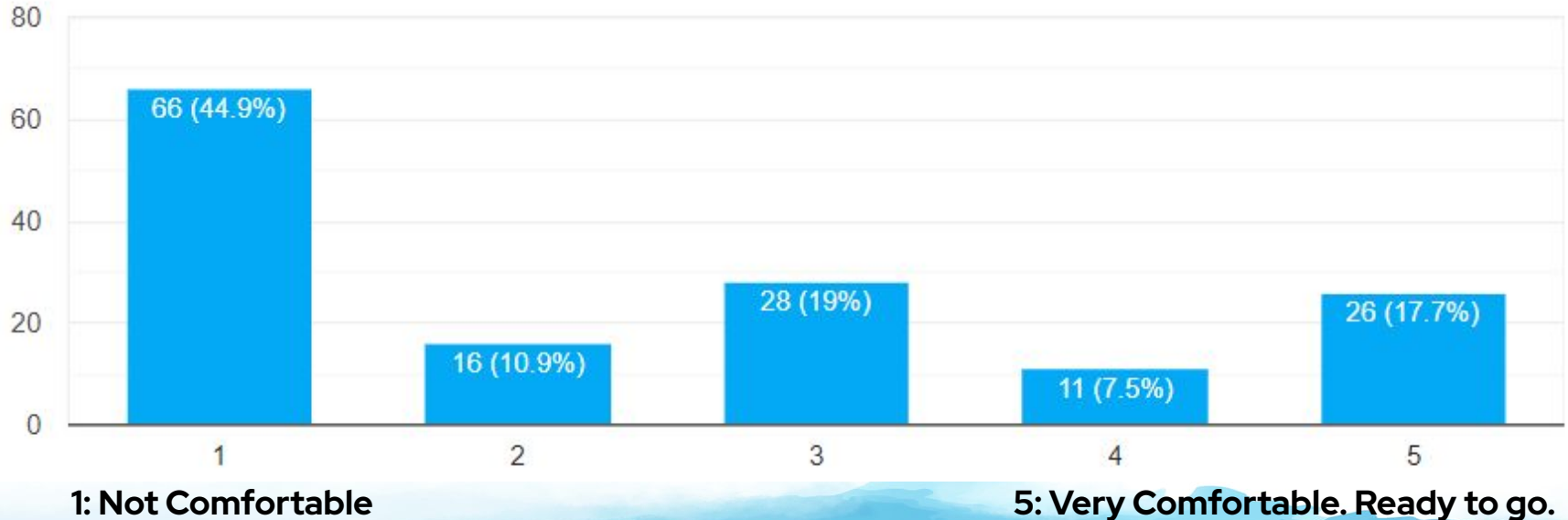
144 responses (76% response rate-188 CE staff)



# Teacher Feedback-Return to In-Person Learning

At this time, or in the near future, how comfortable are you with returning to school for in-person learning (small cohort)?

147 responses (76% response rate-188 CE staff)

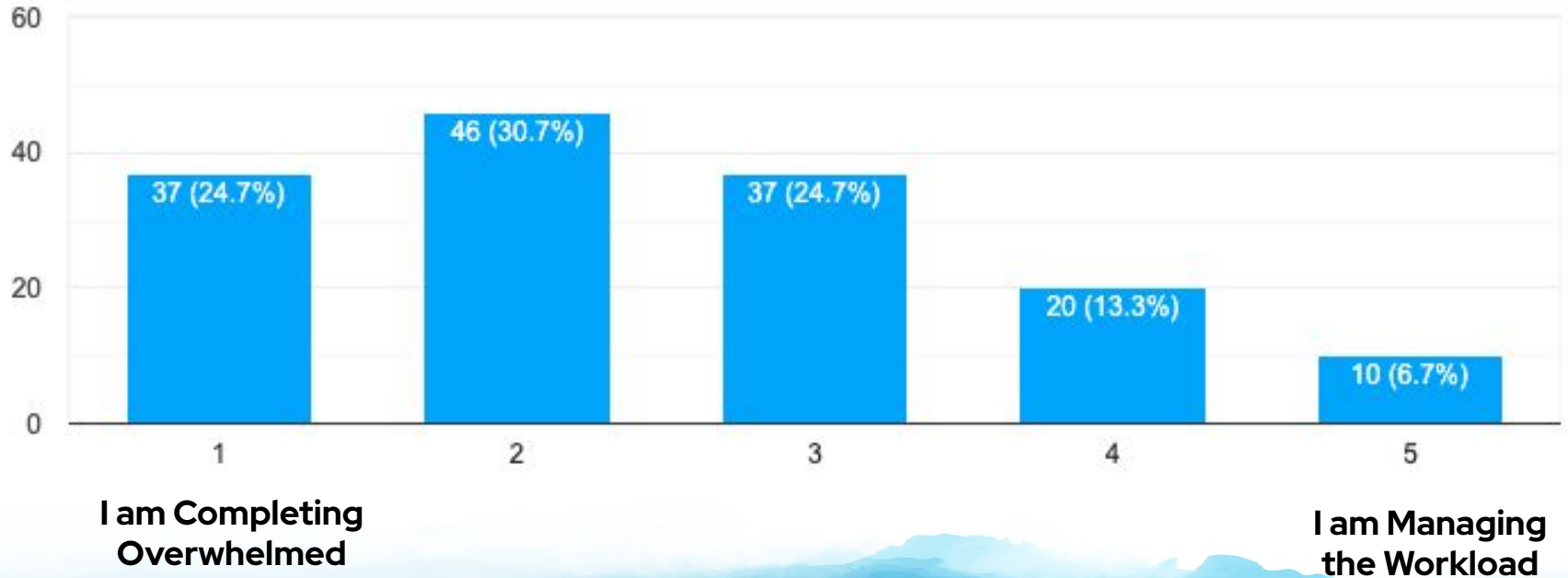


# Teacher Feedback-Return to In-Person Learning

Workload: By week 4, how are you managing the workload of remote teaching.



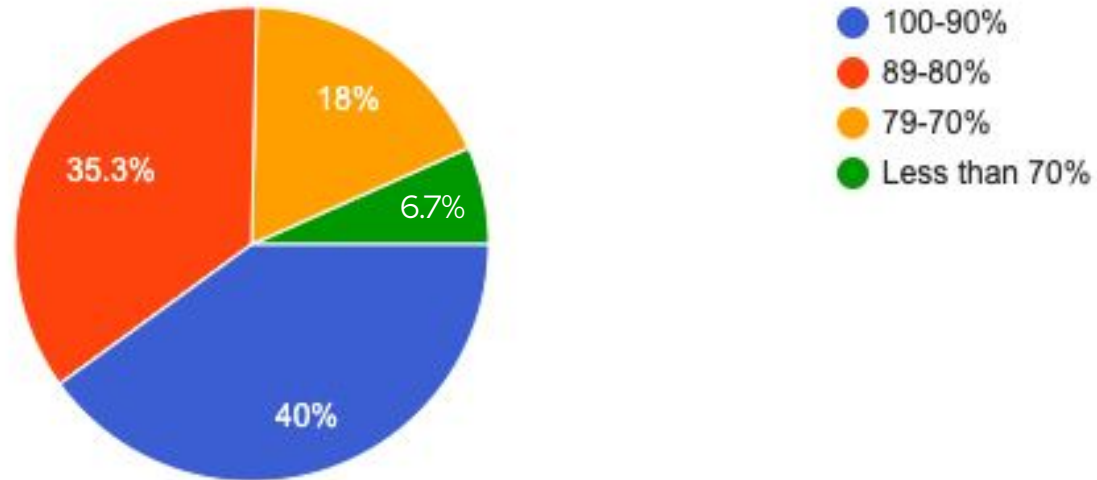
150 responses (80% response rate-188 CE staff)



# Teacher Feedback-Return to In-Person Learning

During the first four weeks, what do you estimate to be the percentage of students completing the assignments you've posted in Canvas?

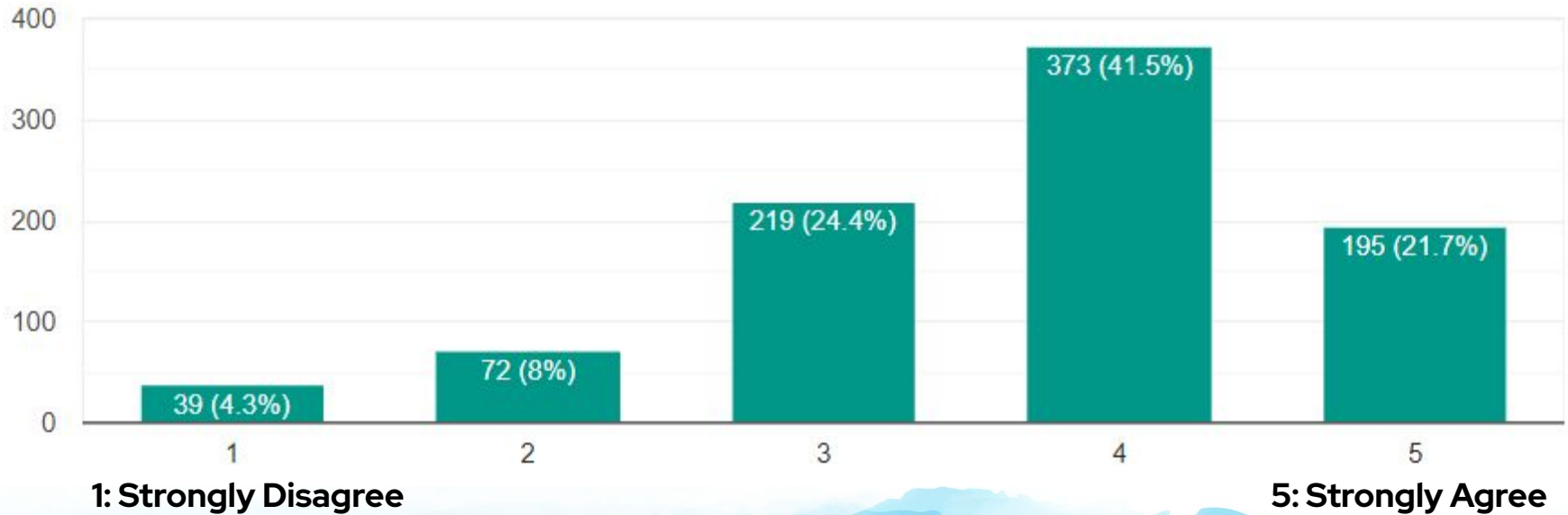
150 responses (80% response rate-188 CE staff)



# Parent Feedback- Remote Learning

So far my student is learning and feeling supported this year.

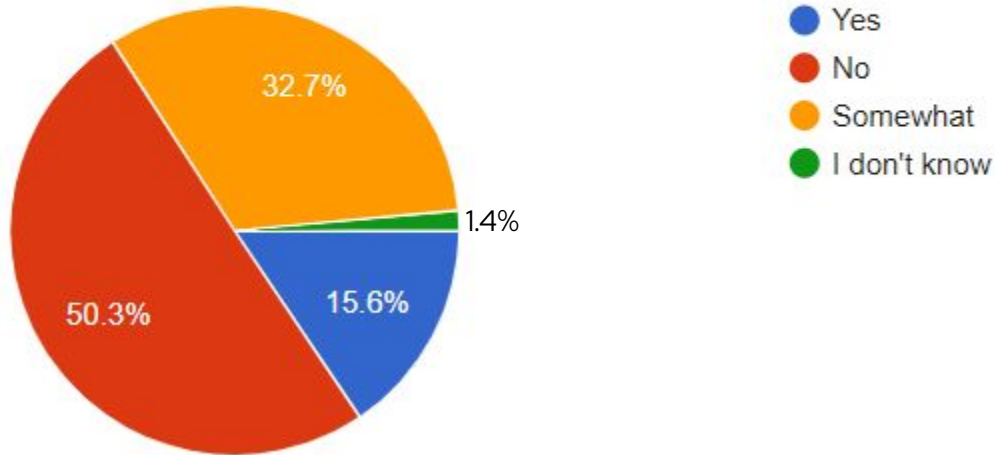
898 responses (26% response rate- at 1 parent per student)



# Parent Feedback- Remote Learning

Is your student(s) struggling with remote learning?

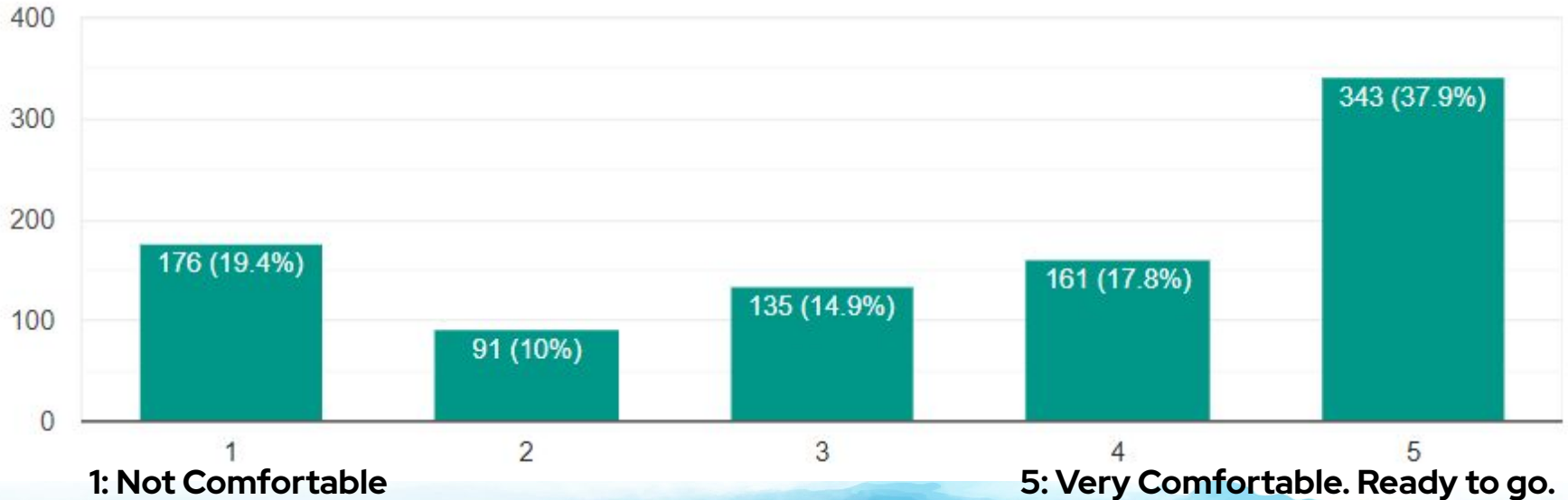
905 responses (26% response rate- at 1 parent per student)



# Parent Feedback- Return to In-Person Learning

At this time, or in the near future, how comfortable are you with your student returning to school for in-person learning (small cohorts)?

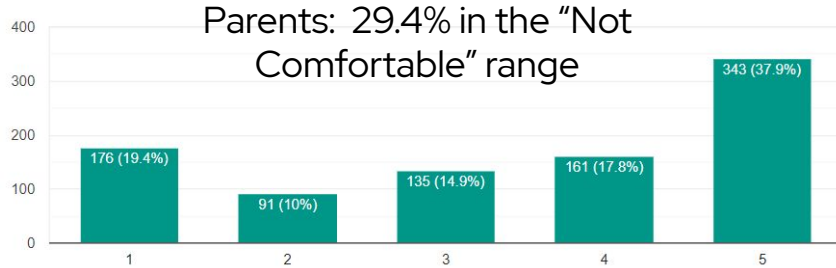
906 responses (26% response rate- at 1 parent per student)



# Returning to School Feedback Comparison

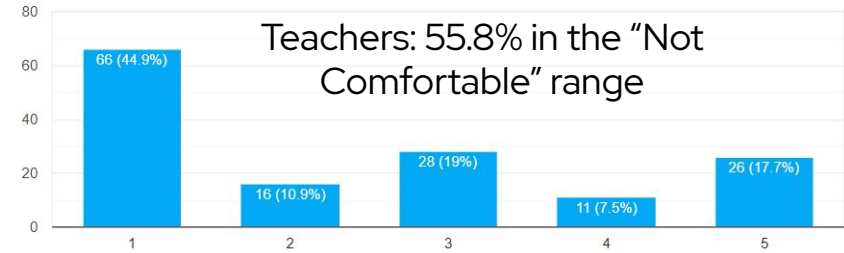
At this time, or in the near future, how comfortable are you with your student returning to school for in-person learning (small cohorts)?

906 responses



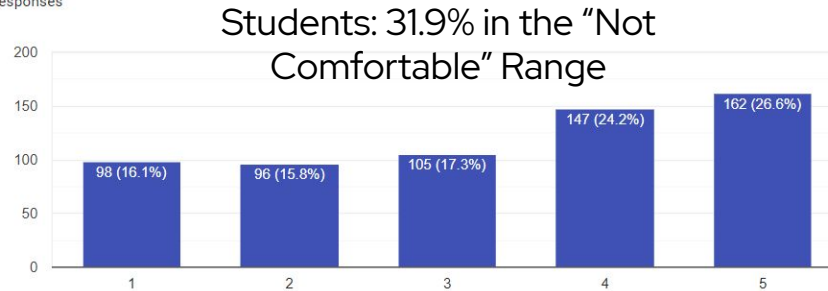
At this time, or in the near future, how comfortable are you with returning to school for in-person learning (small cohort)?

147 responses



At this time, or in the near future, how comfortable are you with returning to school for in-person learning (small cohorts)?

608 responses



**1: Not Comfortable**

**5: Very Comfortable. Ready to go.**



# Four Phases of School Reopening

01

Reopen on August 13th with robust distance learning for all students.

02

As conditions permit, bring select subsets of students back for support and/or SEL activities.

03

As conditions permit, bring all students back in-person in a part-time/blended model.

04

As conditions permit, bring all students back in-person in a full-time modified or normal schedule.

# Guiding Principles

## **Staff & Student Health & Safety:**

- Maximize student and staff health & safety
- Follow guidance from SCC Public Health Department & CDE to greatest degree possible

## **Equity & Access:**

- Ensure students have appropriate academic, technological, physical, and social-emotional support to effectively engage in each learning model
- Ensure that staff has the appropriate training and support to effectively implement each learning model

## **Return to School:**

- Return to in-person instruction as soon as it is safe & practically feasible

## **Inclusion & Transparency:**

- Engage in regular and transparent communication with all stakeholders
- Seek feedback on options under consideration
- Include all stakeholder groups in the advisory process

# Overview of Safety Precautions

We have compiled all of the recommendations and requirements into a single list which yielded over 140 combined requirements and recommendations for a return to on-campus instruction.

Policy Generators:

- SCC Department of Health
- CAL OSHA
- F2C Safety Sub-Committee

	A	B	C
1	Policy Generator	Category	Description of Policy
2	SCC Required, F2C Safety Recommended	Campus Access	Allow only necessary visitors and volunteers on the campus and limit the number of students and staff who come into contact with them.
3	F2C Safety Recommended	Campus Access	Develop a process for package delivery and distribution that is safe and promotes physical distancing. Try to limit outside deliveries going to the
4	F2C Safety Recommended	Campus Access	Do not host school events larger than allowable based on physical distancing requirements from the county
5	Cal OSHA/CDPH Required	Campus Access	Ensure external community organizations that use the facilities also follow this guidance
6	SCC Required, F2C Safety Recommended	Campus Access	Events involving on-campus visitors interacting with staff or students should be minimized. For outside organizations utilizing school facilities out
7	SCC Required	Campus Access	Limit visitors to campus, maximize social distancing between staff and students, do not allow staff to eat together in break rooms, as described in
8	SCC Required	Campus Access	Provide supervision to disperse student gatherings during school arrival and departure
9	F2C Safety Recommended	Campus Access	Setup tables for material drop offs to prevent visitors from entering buildings
10	F2C Safety Recommended	Cleaning/Ventilation/Environment	Adjust custodial schedules to provide more day shifts in order to make rounds throughout campus to wipe down/disinfect door handles, drinking f
11	Cal OSHA/CDPH Required	Cleaning/Ventilation/Environment	Buses should be thoroughly cleaned and disinfected daily and after transporting any individual who is exhibiting symptoms of COVID-19.
12	Cal OSHA/CDPH Required	Cleaning/Ventilation/Environment	Consider installing portable high-efficiency air cleaners, upgrading the building's air filters to the highest efficiency possible, and making other mc
13	F2C Safety Recommended	Cleaning/Ventilation/Environment	Create standard cleaning and disinfecting procedures for use by sites on shared equipment
14	F2C Safety Recommended	Cleaning/Ventilation/Environment	Ensure all bathroom fans are working and run for a minimum of 5 hours after the school session end
15	Cal OSHA/CDPH Required	Cleaning/Ventilation/Environment	Ensure safe and correct application of disinfectant and keep products away from students
16	Cal OSHA/CDPH Required, F2C Safety Recommended	Cleaning/Ventilation/Environment	Frequently touched surfaces in the school include, but are not limited to: Door handles, Light switches, Sink handles, Bathroom surfaces, Tables,
17	F2C Safety Recommended	Cleaning/Ventilation/Environment	If a planned power outage is called we do not meet in live classes on campus those days and remote learning is suspended while the PSPS is a
18	F2C Safety Recommended	Cleaning/Ventilation/Environment	Investigate the possibility of third party vendors providing cleaning and sanitation support for outside renters paid for through those rental fees
19	F2C Safety Recommended	Cleaning/Ventilation/Environment	Plan for remote instruction if the AQI (Air Quality Index) is above a specific level determined by the superintendent. Additional considerations nee
20	SCC Recommended	Cleaning/Ventilation/Environment	Restrooms: Stagger restroom use by groups of students to the extent practicable, and/or assign certain groups of students to use certain restroo
21	F2C Safety Recommended	Cleaning/Ventilation/Environment	Run HVAC systems (fans) at all times when classes are in session
22	Cal OSHA/CDPH Required	Cleaning/Ventilation/Environment	Staff should clean and disinfect frequently-touched surfaces of school and on school buses at least daily and, as practicable, these surfaces sho
23	F2C Safety Recommended	Cleaning/Ventilation/Environment	Students, teachers, and staff to support pre-cleaning activities by aligning furniture, picking up classroom litter and disposing in receptacle, remo
24	F2C Safety Recommended	Cleaning/Ventilation/Environment	Upgrade or add air filtration in every classroom (MERV13 or higher)
25	F2C Safety Recommended, SCC Recommended	Cleaning/Ventilation/Environment	Windows and doors should be kept open as much as possible to provide access to fresh air
26	Cal OSHA/CDPH Required	Communication Training	Establish a written, worksite-specific COVID-19 prevention plan at every facility. Make the written plan available and accessible to workers and v
27	F2C Safety Recommended	Communication Training	Hang signage outside each officeroom to indicate what the maximum capacity is for each space
28	Cal OSHA/CDPH Required	Communication Training	Students and staff should be frequently reminded not to touch the face covering and to wash their hands frequently.
29	Cal OSHA/CDPH Required	Communication/Training	Actively encourage staff and students who are sick or who have recently had close contact with a person with COVID-19 to stay home. Develop

# Overview of Safety Precautions

## Categories of Preparation and Protocol:

Campus Access

Communication Training

Food Services

Physical Distancing

Screening and Reporting

Personal Protective Equip (PPE)

Cleaning/Ventilation/Environment

ExtraCurricular Activities

Hygiene

Transportation

Materials and Resources

# Overview of Safety Precautions

## Example 1:

69	F2C Safety Recommended	Physical Distancing	At SHS use exterior windows in the main office to screen visitors and answer questions
70	SCC Required	Physical Distancing	Attendance at school events should be limited to students and staff or those participating in a presentation only (no visitors).
71	SCC Required, Cal OSHA/CDPH Required, F2C Safety R	Physical Distancing	Conduct all staff meetings, professional development training and education, and other activities involving staff via video or phone conference.
72	SCC Required, F2C Safety Recommended, SCC Recom	Physical Distancing	Consider closing break rooms, and prohibit staff from drinking or eating together indoors. If break rooms remain open to staff for purpose other
73	SCC Recommended	Physical Distancing	Consider whether extracurricular activities can be conducted outdoors or virtually (e.g., remote broadcasting of musical and theatrical practice a
74	SCC Required, Cal OSHA/CDPH Required	Physical Distancing	Designate routes for entry and exit, using as many entrances as feasible. Put in place other protocols to limit direct contact with others as muc
75	F2C Safety Recommended	Physical Distancing	Discourage students from "hanging out" in hallways
76	SCC Required	Physical Distancing	Distance teacher and staff desks at least six feet away from students to minimize the risk of adult-to-child disease transmission.
77	SCC Required, Cal OSHA/CDPH Required	Physical Distancing	Do not allow aerosol generating activities, including in-person choir, band, and vocal cheerleading activities (cheers and chants) due to increas
78	SCC Required, Cal OSHA/CDPH Required	Physical Distancing	Ensure staff maintain six feet or more of distance between one another while on the school campus. Staff maintain physical distancing from ear
79	SCC Recommended	Physical Distancing	Facilitate stable classroom cohorts by having different teachers rotate into the classroom to teach different subjects.

# Overview of Safety Precautions

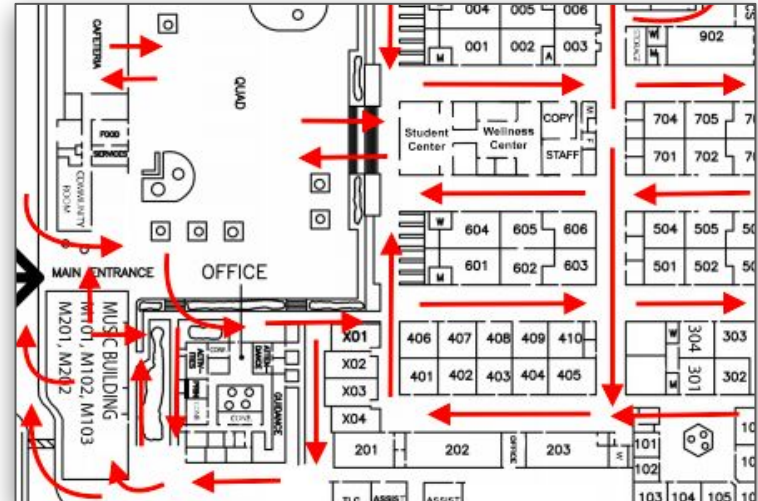
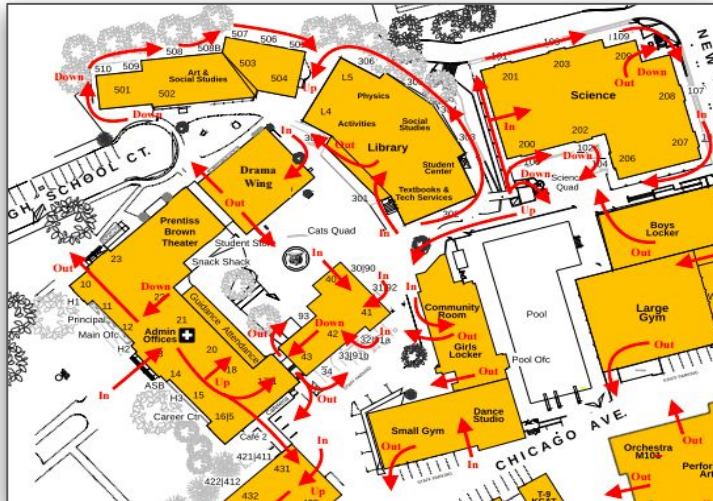
## Example 2:

87	SCC Recommended	Physical Distancing	Limit the number of teachers physically present with each student cohort, such as by having specialty or subject-specific teachers provide instruction.
88	SCC Recommended, F2C Safety Recommended	Physical Distancing	Lockers: Minimize use of lockers to avoid unnecessary mixing and congregation of students in hallways. Limit bringing personal supplies and materials to school.
89	SCC Recommended, Cal OSHA/CDPH Required, F2C Safety Recommended	Physical Distancing	Minimize congregate movement through hallways as much as practicable. Mandate one-way traffic for guests, visitors and students in hallways.
90	SCC Required	Physical Distancing	Minimize staff and students' contact with high-touch surfaces (e.g., propping open building or room doors, particularly at arrival and departure times).
91	Cal OSHA/CDPH Required	Physical Distancing	Minimize the use of and congregation of adults in staff rooms, break rooms, and other settings.
92	SCC Required, F2C Recommended, Cal OSHA/CDPH Required	Physical Distancing	Move as much instruction and as many activities as possible to outdoor spaces and other non-classroom spaces to allow for greater distancing between students.
93	SCC Recommended, F2C Safety Recommended	Physical Distancing	Place markings on the ground to facilitate physical distancing of six feet or more at all school entry and exit points, crosswalks near the school, and other high-traffic areas.
94	SCC Required	Physical Distancing	Reduce disease transmission risk by keeping class sizes as small as practicable and maximizing the space between student desks.

Phase 2 provides a careful and systematic implementation of these requirements at a reduced risk.

# Overview of Safety Precautions

Example 2: Minimize Congregate Movement and Mandate One-Way Traffic In Hallways



# Overview of Safety Precautions

## Example 2:

87	SCC Recommended	Physical Distancing	Limit the number of teachers physically present with each student cohort, such as by having specialty or subject-specific teachers provide instruction.
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92	SCC Required, F2C Recommended, Cal OSHA/CDPH Required	Physical Distancing	Move as much instruction and as many activities as possible to outdoor spaces and other non-classroom spaces to allow for greater distancing between students.
93	SCC Recommended, F2C Safety Recommended	Physical Distancing	Place markings on the ground to facilitate physical distancing of six feet or more at all school entry and exit points, crosswalks near the school, in parking lots, and in other areas.
94	SCC Required	Physical Distancing	Reduce disease transmission risk by keeping class sizes as small as practicable and maximizing the space between student desks.

Phase 2 provides a careful and systematic implementation of these requirements at a reduced risk.

Regular evaluation and review of the above procedures to ensure there are no deficiencies and we are in compliance with the most recent guidelines *(Last County Update - Sept. 21)*

# Room capacity - Phase 2 and Phase 3

## LGHS COVID Room Capacity Range:

Average: 13  
Max: 19  
Min: 7

## SHS COVID Room Capacity Range:

Average: 12  
Max: 20  
Min: 6

LGHS Room Data						
Room No.	Room Name	Current Use	Floor	Sq Footage	Estimated Max Physical Student Capacity (based on 20 sf pp loading)	Estimated Max Physical Student Capacity (based on a 6' COVID Distancing implementation)
14	Classroom	Classroom	Second	874	34	13
15	Classroom	Classroom	Second	808	30	12
16	Classroom	Classroom	Second	696	25	10
17	Classroom	Classroom	Second	848	32	13
18	Classroom	Classroom	Second	863	33	13
20	Classroom	Classroom	Second	844	32	13
21	Classroom	Classroom	Second	772	29	11
23	Classroom	Classroom	Second	816	31	12
30	Classroom	Classroom	First	740	27	11
31	Classroom	Classroom	First	872	34	13
32	Classroom	Classroom	First	587	19	8
33	Classroom	Classroom	First	599	20	8
40	Classroom	Classroom	Second	561	18	7
41	Classroom	Classroom	Second	864	33	13
42	Classroom	Classroom	Second	844	32	13
43	Classroom	Classroom	Second	578	19	8



## Phase 2

2

As conditions permit, bring targeted students back for support and/or SEL activities.

2A

Pilot a small number of voluntary in-person cohorts including specialized academic programs and support services (e.g. Learning Assistance Hubs to support students struggling with full remote, students with special needs, foster youth, homeless, ELD, Advanced Science Research, etc.)

2B

Expand in-person cohorts

# **ASR Return to Lab Safety Plan**

Cathy Messenger  
September 23, 2020

# About Me

- Education
  - BS Biochemistry UC Davis
  - Minor Environmental Toxicology (Epidemiology course part of minor)
- Industry Experience
  - 10 years experience in R&D
    - Human Genome project
    - Medical Diagnostics Assay Development
      - Tests for drugs, hormones, antibodies, virus, etc
      - OSHA safety trained to BSL-2 during “HIV Era”
      - Statistics training in experimental design and data analysis
- Teaching Experience
  - 15 years experience teaching science at LGHS
    - Biology
    - Chemistry
    - STEM Research
    - AP Biology

[Resume](#)

# More about me

- Breast Cancer diagnosis at age of 40
  - Cost benefit of aggressive treatment: chemo, radiation, 5 years of tamoxifen
  - Annual risk of Cancer recurrence since I started teaching: 1%
    - Yearly screening in summer to look for recurrence - will I be able to start school year?
  - Forever labeled as high risk for all cancers due to metastatic risk
- COVID-19
  - Cost benefit to my health and emotional well being to stay in remote learning model.
  - Estimated risk of COVID-19 death in SCC for my age group: 0.02%

[Link to spreadsheet used to estimate COVID-19 Risk](#)

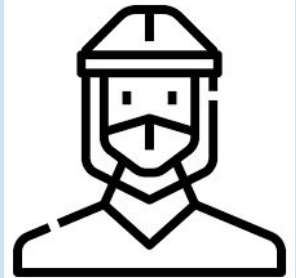


**NO ENTRY WITHOUT  
FACE MASK**



# **Detailed Safety Plan**

**For weekday afternoons 3-5 pm  
Completely Voluntary**

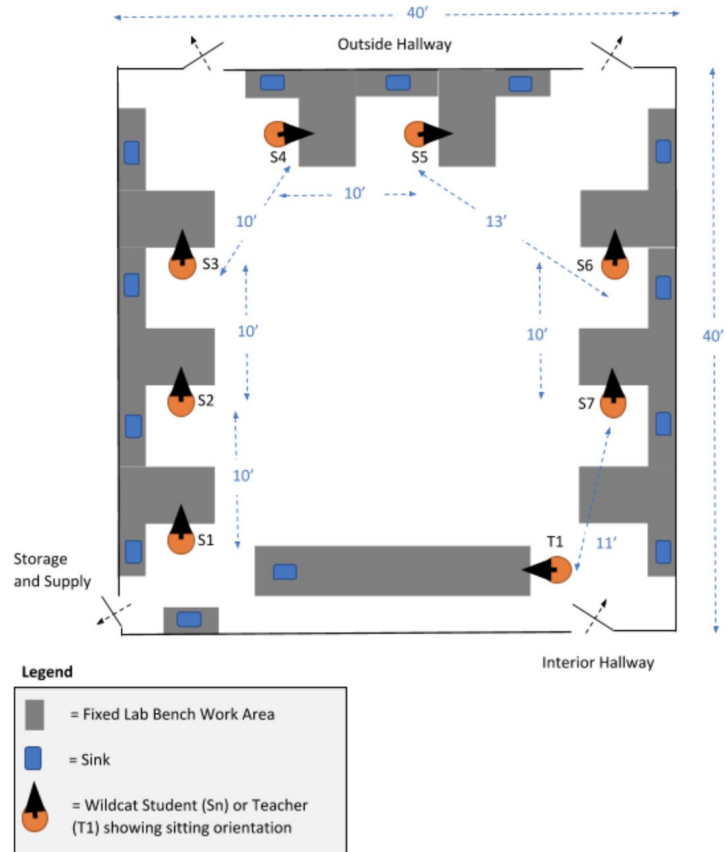


# Safety Plan - Key Details

- Cohorts and spacing
- Sanitation Normal and COVID practices
- PPE and Normal and COVID practices
- Ventilation
- Student Contract
- Response to Reported Exposure or Positive Case

# Safety Plan: Room Layout

Appendix 1 - Room 103 Layout for Physical Distancing



# Safety Plan - Normal Practices

1. Class is small and groups form based on project needs.
2. Sanitation and PPE are a normal part of our lab practices to keep students safe, and experiments running.
3. Student Safety Contract required for access to lab.
4. Tracking of student hours and work location is part of program.

# Safety Plan - COVID Additions

1. Stable cohort with only 7 students at a time in lab.
2. All students will wear face masks and shields 100% of the time (instead of as experiments require).
3. Student Safety Contract modified to include initials of parents and students for all COVID specific precautions.
4. App used by Robotics implemented for ASR also has COVID questions that must be answered before entry into lab.

# Safety Contract: COVID Additions

## Advanced Science Research Safety Contract<sup>1</sup>

Los Gatos High School – Mrs. Messenger

As independent researchers, you will be using a variety of equipment and reagents (chemicals). In addition to following the safety rules below, it is expected that you will work with Mrs. Messenger and/or your mentor to review all laboratory/investigatory procedures to ensure safe handling of chemicals, biological materials and equipment BEFORE doing ANY experiments or procedures for the first time.

Make two copies of this contract, one for you and your parent or guardian to initial and sign, and turn in to me and one to keep with your lab notebook for reference.

### COVID Safety Rules

In addition to following all other laboratory safety guidelines listed in this contract, I understand and agree to abide by the following additional protocols to mitigate SARS-CoV-2 infection as indicated by initialing each statement. I also have read and understand the [ASR COVID Plan](#).

Both Parent & Student Initials are required for each statement.

- 1.1. The student WILL not come to work in the lab if there has been known exposure to SARS-CoV-2, and will self-quarantine for 3 weeks or show a negative virus test result.

Student Initials: \_\_\_\_\_ Parent Initials \_\_\_\_\_

- 1.2. The student will ALWAYS wear a face mask and personal eye protection (provided by or to the student for personal use) when entering the building and keep them in place for the entire work session.

Student Initials: \_\_\_\_\_ Parent Initials \_\_\_\_\_

- 1.3. Hands will be sanitized upon entry using hand sanitizer and washed frequently using soap and water. When working with chemicals or biologicals that mandate, disposable gloves will be used and removed and replaced frequently to ensure that experimental biologicals and chemicals are contained.

Student Initials: \_\_\_\_\_ Parent Initials \_\_\_\_\_

- 1.4. All access to the lab will be logged, including work location and time in the lab.

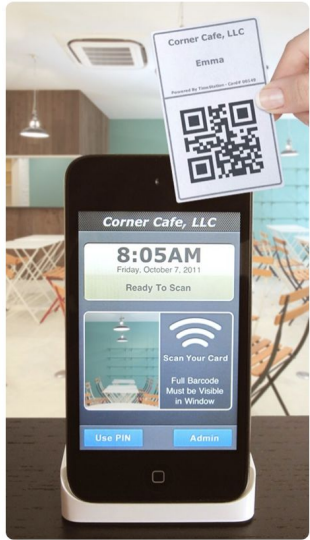
Student Initials: \_\_\_\_\_ Parent Initials \_\_\_\_\_

- 1.5. All access to the lab will be suspended if a student or teacher tests positive for SARS-CoV-2 and return to work will comply with county and District guidelines.

Student Initials: \_\_\_\_\_ Parent Initials \_\_\_\_\_

<sup>1</sup> Adapted from Flinn Scientific's Student Safety Contract

# Time Tracking: COVID Additions



Date/Time	Question	Answer
09/22/2020 2:37 PM	In the past 14 days, have you or anyone in your household gotten a positive result from a COVID-19 test that tested saliva or used a nose or throat swab (not a blood test)?	No
09/22/2020 2:37 PM	In the past 14 days, have you been in close contact with anyone who is in quarantine or is a presumptive positive or tested positive for COVID-19 or developed symptoms compatible of COVID-19 ?	No
09/22/2020 2:37 PM	In the past 14 days, have you had any of these symptoms that is not attributable to another condition? fever, possible fever symptoms like alternating chills and sweating, cough, shortness of breath or severe wheezing, difficulty breathing, runny nose, sore throat, chills, muscle or body aches, fatigue, headache, new loss of taste/smell or a change in taste, eye drainage, congestion or runny nose, nausea or vomiting, diarrhea?	No
09/22/2020 2:37 PM	Do you have any reason to believe you or anyone in your household has been exposed to or acquired COVID-19?	No
09/22/2020 2:37 PM	To the best of your knowledge have you been in close proximity to any individual with confirmed or suspected Coronavirus (COVID-19) infection?	No

# Questions the ASR Pilot will Address

1. Do these processes work in the “real world” (not just on paper)?
2. Do any of these processes take too much of the teacher’s time?
3. Can any processes be modified to be more efficient and still maintain safety?
4. Which of these processes will be practical for use in other “hands on” subjects?
5. Which of these processes will be practical for use with larger (classes of 32+) students?

**Guided Question-** As we make plans to bring students and staff back to school in Phases 2 and 3 what Strengths, Weaknesses, Opportunities and Threats are there?

# School During the COVID-19 Pandemic A SWOT Analysis



# Strengths- What do we consider to be our strengths? What advantages do we have? What do others say our strengths are?

- People, excellent people. We have a great team. We have been made even stronger. We will come out better than before. (B)
- We always look ahead and try to foresee what the issues are going to be. We don't wait for it to happen to us. (B)
- IT literacy. During this pandemic, we have less issues compared with other districts. Our community is supporting academics and social emotional and a balanced curriculum. We work together to support our staff, students, school. (B)
- Parents - Amazing level of support and commitment to working with us and finding ways to getting things done. Students show flexibility and resiliency. (B)
- We are working like crazy to meet the needs of the whole student. (T)
- Our students are working our courses that will prepare them for the future in college. (T)
- We are in a community that is in good shape economically, politically. As a district, we have a lot of resources that allow us to pilot and do what needs to be done to keep kids safe and bring them back. (B)
- Our students are enjoying and benefiting from the 1:1 time with teachers and office hours. (T)
- A design mind for success. (B)
- Resource Aides who change how they deal with students (C)
- Classified staff who are now mentoring (C)
- Maintenance and Custodial keeping our school safe (C)
- Positive and collaborative approach between associations, district leadership, stakeholders (B/Sup)
- We are detailed oriented and are able backwards map and fit that with the big picture (A)
- Rigorous and robust learning plan is an incredible strength (T)
- District/staff/everyone- truly supports ALL students and works to ensure they get what they need.(B)
- Everyone is on the same page in terms of valuing safety (A)
- Working to capture perspectives and balance everyone's needs. (A)
- Proud of the pilot- It will help us learn, gain confidence, and refine our protocols and procedures (A)
- Community of staff, students, parents are adaptive and provide options that fit willingness and comfort. Value different perspectives and needs. (B)
- Impressed by, and in favor of, engaging in a pilot. Pilots help work out unknowns, and provide opportunities for better plans for the larger group. Perhaps try for a target percentage? (B)
- Limiting factor of this pilot is the number of teachers who volunteer. Is it equitable?(T)

(B= board, T=teacher, A=admin, C=classified)

# Weaknesses—What do we consider to be our weaknesses?

What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well?

- Enforcement - How will policies be enforced? When students pick up supplies on campus, that lends itself to a lot of problems. (T)
- Honesty - When you are asking a COVID questionnaire, how honest will they be to participate. (T)
- Sense of overwhelm felt by staff in the remote learning paradigm. If/when staff return, there will be increased concern with childcare and health. (A)
- Consistency of instructional delivery, this has been improved since the Spring. (B)
- Too much time in front of the screen. Zoom fatigue (B)
- Perfectionism and need to be the best. We are all being very flexible, but sometimes our need to be perfect is hurting our staff and students as well. Need to learn to be flexible and resilient. Sometimes Zoom and Google are down. Learn to roll with the punches. There will be other obstacles.(A)
- Back up systems when primary needs fail. We are dependent upon zoom on video. What happens when bandwidth issues arise. How to proceed to a backup mode might be a need. (B)
- Communication to staff members about exactly what's going to happen and what's expected of them. (C)
- From an M/O side, we are limited by external conditions such as infection rates, access to materials/supplies, supply chains. (A)
- Money is a limiting factor for safely returning. Testing is a limiting factor (CTA recommends bi-weekly testing).(T)
- Sense of feeling isolated is widespread among everyone, including staff, students,etc (A).
- When comparing between staff, students, parents, there is a wide variety of needs, accessibility, and resources. (B)

(B= board, T=teacher, A=admin, C=classified)

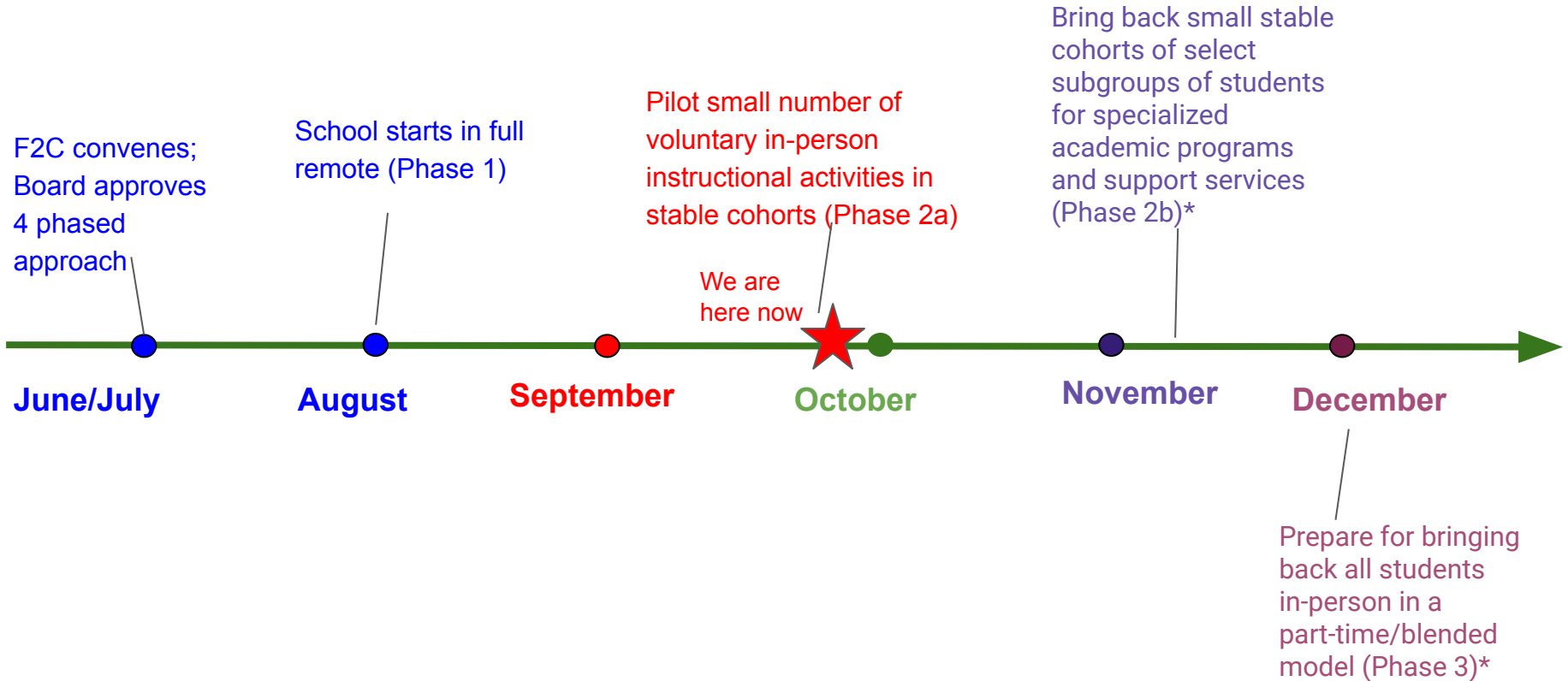
# Opportunities—What opportunities for improvement do we know about, but have not addressed? Where with a little work could we change a weakness into a strength?

- Taking into perspective walking in another person's shoes. Empathy- we don't know another person's story right at this moment. We need to work together and trust one another and have everyone's best interests at heart. (T)
- Although remote counseling is challenging sometimes, we do get to know the remote setting of the students and now we have better understanding of their home situation and families. It can pose issues with families, but there is an opportunity to connect. (B)
- Graduate profile - qualities and characteristics that came out have been put to the test. Adaptability, resilience, critical thinking, and problem solving. Our students and staff are engaged in that. It highlights the importance of those skills. Opportunity to teach these. (B Sup)
- Teachers to identify what is essential in their class curriculum. Focus individually and with colleagues on what is most important for this year of teaching. (A)
- We can pivot to a remote day more easily (A)
- Trust and transparency with teachers, parents, students (T)
- This has been an incredible opportunity to get to know one another. Learning to understand people's lives beyond school. (B)
- Opportunity to seriously pursue a bigger parcel tax (B).
- The act of adapting their classes to online learning poses an opportunity for a richer more robust learning when we return, thanks to the hard work of teachers. (B)
- In the future when "life happens" we have the ability to pivot and flex to an online mode without loss of instruction and learning (A)
- Proactive on developing the parking lot. This is a way of life. Getting used to the new normal. (B)
- Make the case about our reserves. We are underspending (B)
-

# Threats—Who or what threatens us the most? What challenges are coming that we must respond to? What might block our progress?

- Fear of the unknown. Not knowing what is next and how it will impact themselves or their peers or family. (A)
- Potentially, we will get rules or advice from organizations (State, local, county). Some will not agree and we are in a position when we don't have control over the rules. (B)
- Misinformation and perceptions (T)
- Financial challenges to some in the community (B)
- People are losing jobs (B)
- Lawsuits, litigation (T)
- Some districts have come up with timelines without real understandings of conditions and that would put us in a threatening position (B Sup)
- Ongoing threat of COVID and other unknowns, such as wildfires (A)
- Enforcement of whatever plans we put in place when we have a significant number of kids on campus. (T)
- The pressure from the community to move faster than we should to open schools. (C&T)
- Physical threat- LGHS campus needs to have a greater ability to provide access to campus (physical security). (B)
- Our staff are experiencing financial challenges that impact their lives and work in major ways. (T)
- Outbreak of COVID on campus affecting all. The very real reality that a staff member or student could die. (T)
- Timeline is determined spread of the virus and potential for a Fall surge (T and Sup)

# School Reopening Fall 2020



\* This is a projected timeline and is subject to changes based on health conditions, guidance from SCCPH and negotiations with our employee associations.



# Our Next Steps

- Negotiations with Employee Association on **Phases 2B** and **Phase 3 MOU**
- **Phase 2A Pilot:** Initiate pilot of in-person instructional activities (3-5 per site) to come back to campus with students in small cohorts
- **Phase 2B:** Expand in-person cohorts to at least 10% of students and staff on campus.

# Poll

**What is your level of support for our approach?**

**Questions,  
Suggestions,  
Additional  
Information?**

