

Update to the Board of Education: Concepts and Options for Fall School Opening

Pasquale Scuderi, Superintendent
w/AUSD Executive Leadership Team

Presentation Goals

- Review current situation, influencing factors, and decision-making process for fall
- Discuss criteria/readiness for restarting any in-person instruction
- **Introduce concepts for flexible model schedules at elementary, middle, and high school**
- Identify critical issues that remain/need to be resolved
- Board Discussion and Questions

Organization of the Presentation

Section 1: Current Challenges, Context, Major Factors, Process

Section 2: Community Needs and Preferences

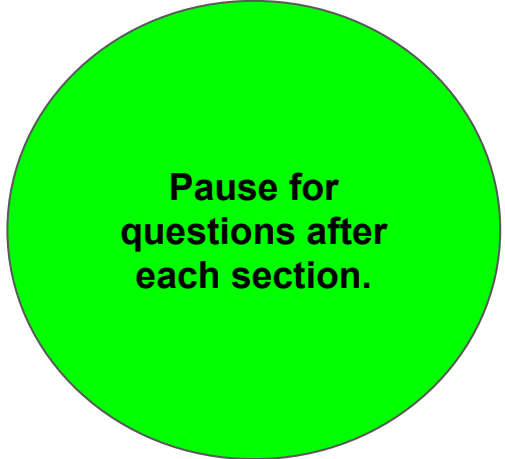
Section 3: Blended Learning

Section 4: Task Force Work and Proposed Schedules

Section 5: Operations and Instructional Technology

Section 6: Human Resources and Workforce Considerations

Section 7: Crucial Considerations and Next Steps



**Pause for
questions after
each section.**

Current Situation and Thinking

- Wide range of family needs considered in the solution
- Some form of in-person instruction should return if public health orders permit
- Public health situation indicates that at best a flexible/blended model in fall with an online option as well
- Need to better approximate a school day vs. emergency response models
- Blended schedules need to be easily transferable to remote learning

“The question is how do we create an environment which is as safe as reasonably possible for kids and staff while respecting the fact that there may be some people that view that amount of risk as too much.”

-Josh Sharfstein, MD

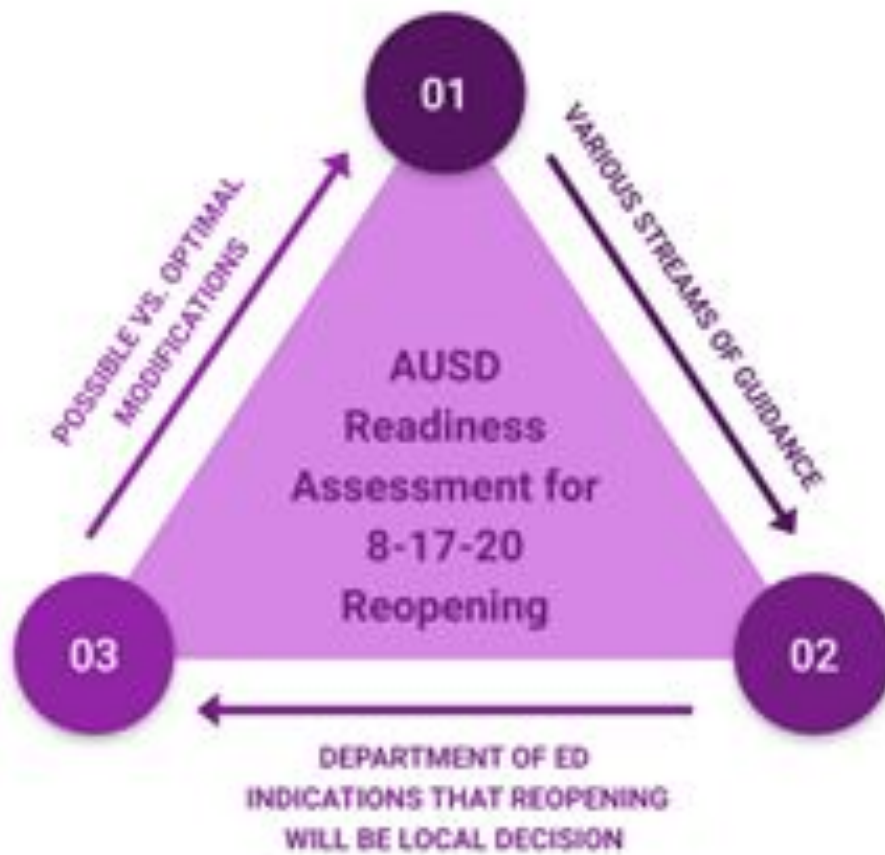
John's Hopkins School of Public Health

Current Alameda County Public Health Order

Order will continue to be in effect until it is rescinded, superseded, or amended in writing by the Health Officer based on (1) COVID-19 Indicators progress; (2) developments in epidemiological and diagnostic methods for tracing, diagnosing, treating, or prevention for COVID-19; and (3) scientific understanding of the transmission dynamics and clinical impact of COVID-19.

The order issued by the Governor is a statewide order, and local orders may be more restrictive.

The State order and new stay-at-home order will remain in effect in Alameda County. Where a conflict exists between this Order and any state public health order related to the COVID-19 pandemic, the most restrictive provision controls.



Ongoing Readiness Checklist for Opening

- County and state public health orders and recommendations
- Schedules in place to limit amount of students on campus
- Schedules are transferable to full remote learning if necessary
- Realistic expansion of cleaning and sanitization protocols and responsibilities
- Health and hygiene requirements
- Realistic assessment of social distancing enforcement
- Decisions and policy on face coverings for students and staff
- Childcare options and impact on staff if neighboring districts remain in virtual space
- Substitutes
- Special Education and English learner considerations
- Protocols and response to confirmed cases (temp shuttering of a school or district)
- Gatherings, assemblies, and athletics remain on hold or are very limited
- Health screening of employees and students

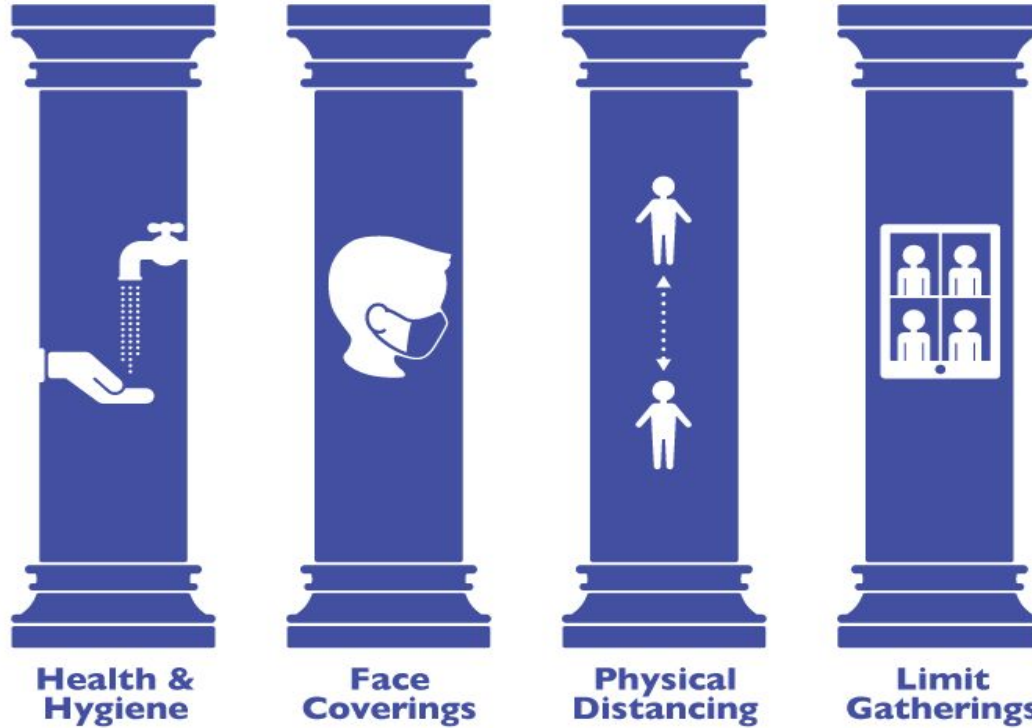
Current Situation and Thinking

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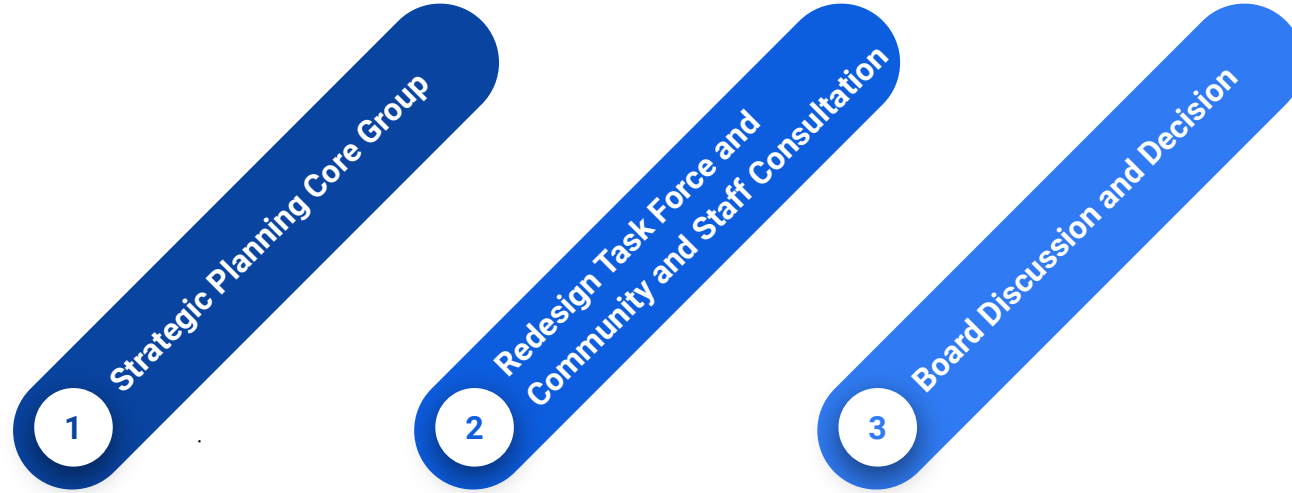
Safe Return to School



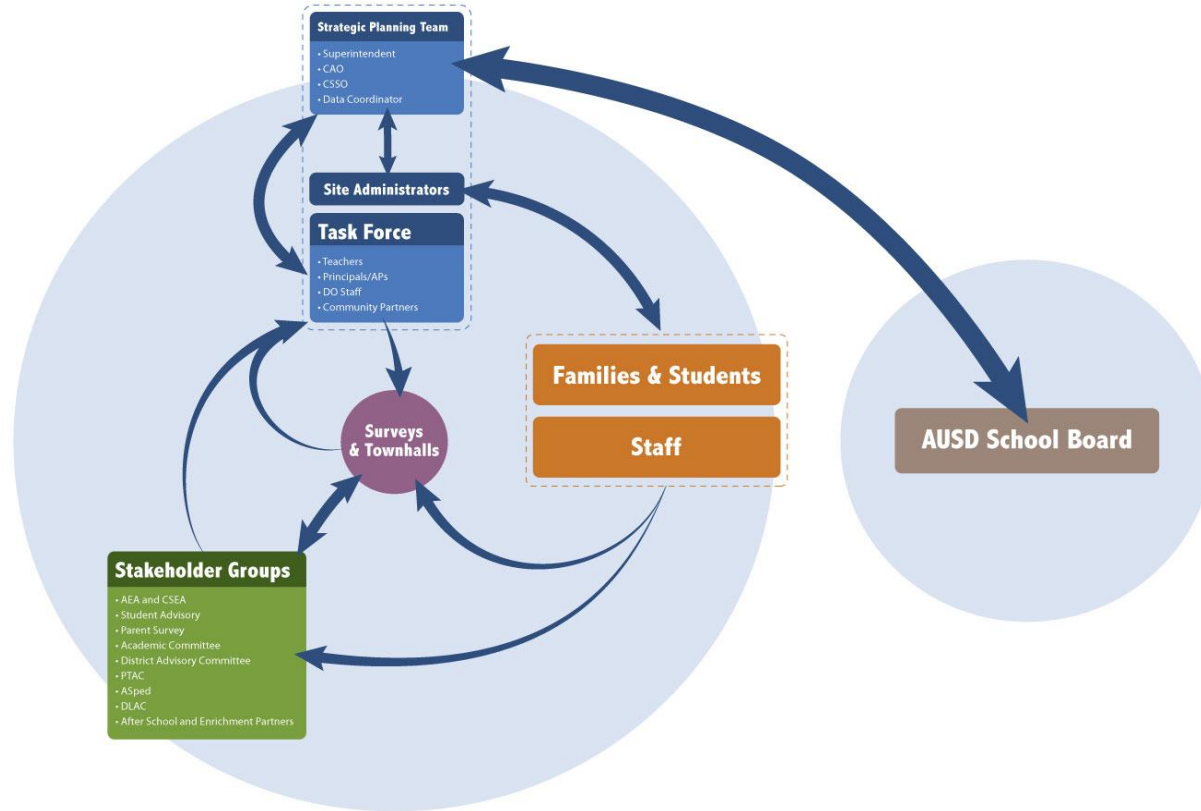
Transparency in All Aspects

- Social Distancing: Possible vs. Ideal
- Facilities arrangements
- Enforcements/Consequences
- Cleaning

Fall Planning Process Overview



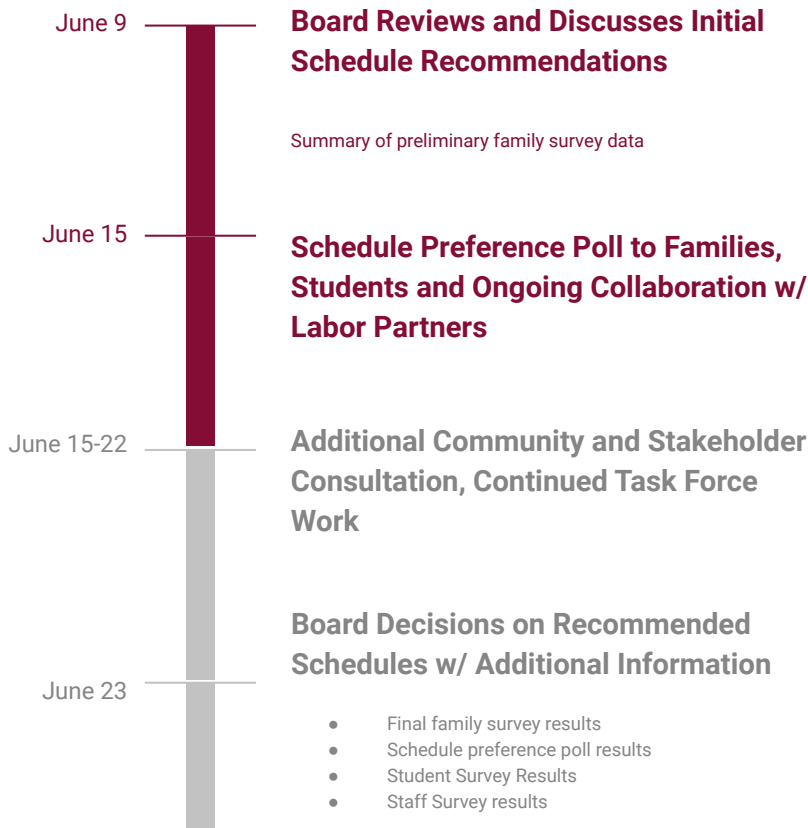
2020-2021 Feedback Loop Design



What is our Process? Who are we Engaging?

Strategic Planning Group	AUSD 2020-21 Redesign Task Force:	Stakeholder Engagement/Consultation	Board of Education
<ul style="list-style-type: none">• Superintendent• CAO• CSSO• Data Coordinator	<ul style="list-style-type: none">• Teachers• Principals/APs• DO staff• Community partners	<ul style="list-style-type: none">• AEA and CSEA• Student Advisory• Student Survey• Parent Survey• Academic Committee• District Advisory Committee• PTAC• ASped• DLAC• After school and enrichment partners	<p>June 9 June 23 July meetings TBD</p>

Input/Feedback Next Steps



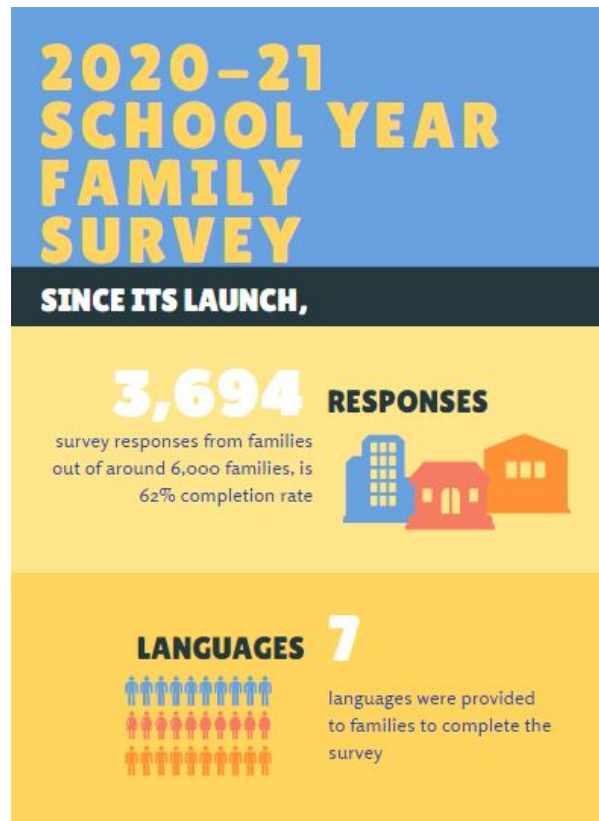
Draft Decision Timeline

June 9-June 23	Week of July 13	Week of July 20	August 17
<p>Presentations and Recommendation to Board of Education</p> <ul style="list-style-type: none">• Additional stakeholder consultation in this period• First read to Board on June 9• Potential approval on June 23• County health consultation throughout	<p>Possible Board/Cabinet Retreat:</p> <p>Finalize or amend plans and models based on current public situation and related orders and directives</p> <p>Consultation w public health and stakeholders continues</p>	<p>Additional assessment of current protocols: Board and Community review of reopening checklist</p>	<p>Currently scheduled first day of instruction for students</p>

Section 2: Assessing Community Needs and Preferences

Lindsey Jenkins Stark
AUSD Data Coordinator

Assessing Community Needs and Preferences



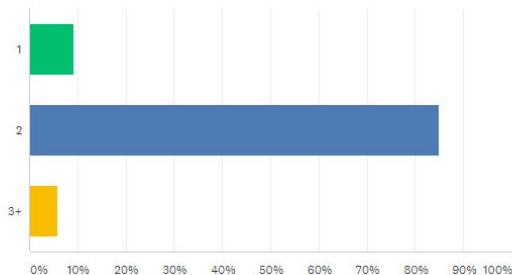
Deadline Extended to
Wednesday, June 10th!

Assessing Community Needs and Preferences

Initial results (includes the majority of respondents)

How many parents/guardians care for your student(s)

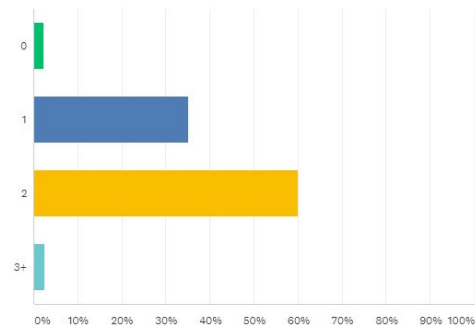
Answered: 3,458 Skipped: 0



ANSWER CHOICES	RESPONSES
1	9.22% 319
2	84.88% 2,935
3+	5.90% 204
TOTAL	3,458

How many parents/guardians work full time?

Answered: 3,458 Skipped: 0

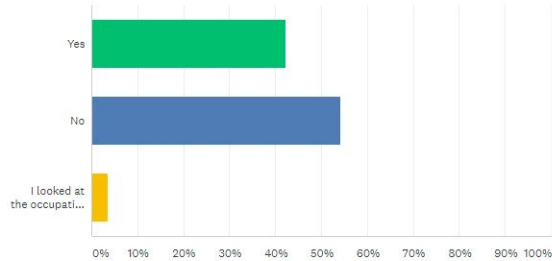


ANSWER CHOICES	RESPONSES
0	2.31% 80
1	35.22% 1,218
2	59.98% 2,074
3+	2.49% 86
TOTAL	3,458

Assessing Community Needs and Preferences

Parent/Guardian 1: Are you considered an essential worker per California Governor Newsom's Executive Order?

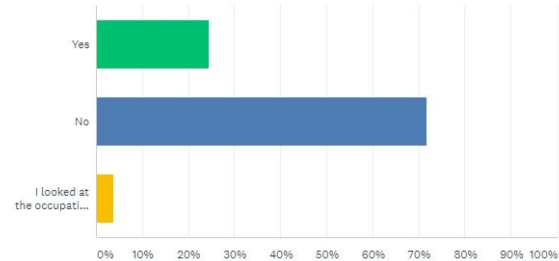
Answered: 3,293 Skipped: 165



ANSWER CHOICES	RESPONSES
▼ Yes	42.18% 1,389
▼ No	54.21% 1,785
▼ I looked at the occupations listed in the Executive Order link and I am still unsure	3.61% 119
TOTAL	3,293

Parent/Guardian 2: Are you considered an essential worker per California Governor Newsom's Executive Order?

Answered: 2,891 Skipped: 567

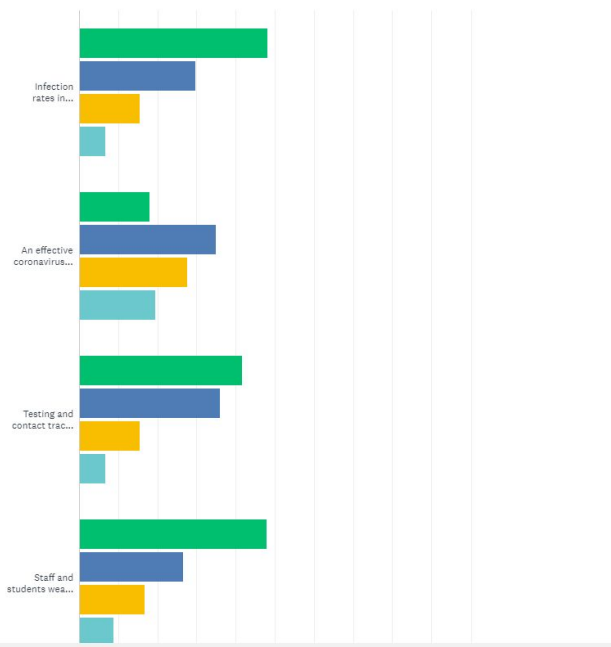


ANSWER CHOICES	RESPONSES
▼ Yes	24.42% 706
▼ No	71.84% 2,077
▼ I looked at the occupations listed in the Executive Order link and I am still unsure	3.74% 108
TOTAL	2,891

Assessing Community Needs and Preferences

Which of the following factors would make a significant difference to you in your readiness to send your student(s) back to a school campus for in-person instruction in the fall?

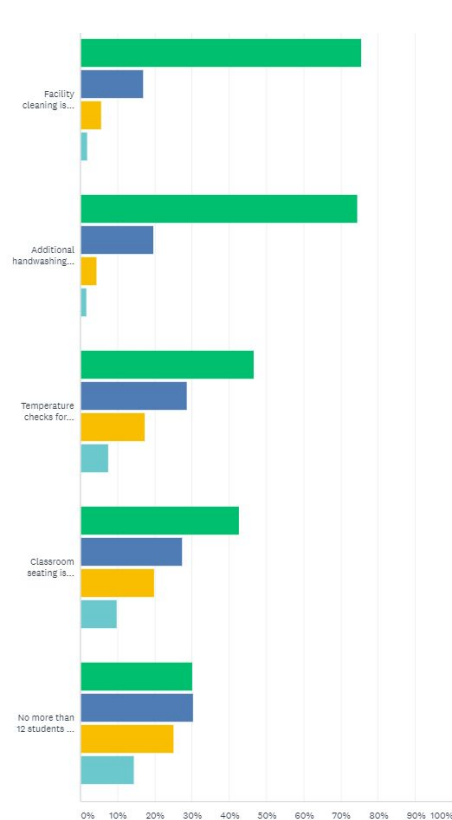
Answered: 3,145 Skipped: 313



■ Definitely Required
 ■ Very Important
 ■ Somewhat Important
 ■ Not an important factor

	DEFINITELY REQUIRED	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT AN IMPORTANT FACTOR	TOTAL
▼ Infection rates in Alameda have declined steadily in the prior 14 days	48.14% 1,514	29.70% 934	15.39% 484	6.77% 213	3,145
▼ An effective coronavirus vaccine is available	17.97% 565	34.98% 1,100	27.63% 869	19.43% 611	3,145
▼ Testing and contact tracing (identifying people who may have come into contact with an infected person and collecting further information about these contacts) is available for schools to randomly monitor for asymptomatic virus	41.62% 1,309	36.06% 1,134	15.58% 490	6.74% 212	3,145
▼ Staff and students wear face coverings	47.82% 1,504	26.61% 837	16.76% 527	8.81% 277	3,145

Assessing Community Needs and Preferences



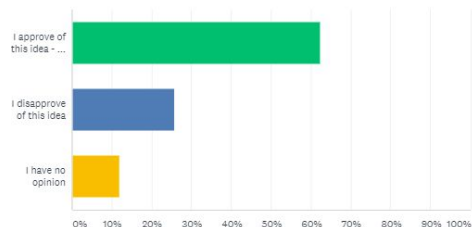
	Definitely Required	Very Important	Somewhat Important	Not an important factor	
▼ Facility cleaning is significantly increased	75.55% 2,376	16.95% 533	5.63% 177	1.88% 59	3,145
▼ Additional handwashing and/or hand sanitizing stations have been installed	74.40% 2,340	19.59% 616	4.36% 137	1.65% 52	3,145
▼ Temperature checks for students and staff	46.55% 1,464	28.59% 899	17.39% 547	7.47% 235	3,145
▼ Classroom seating is limited to maintain 6-foot distances	42.73% 1,344	27.44% 863	19.90% 626	9.92% 312	3,145
▼ No more than 12 students are present in a classroom	30.11% 947	30.37% 955	25.15% 791	14.37% 452	3,145

Comments (537)

Assessing Community Needs and Preferences

If social distancing and cleaning requirements make it difficult to have all students on campus full time, we could prioritize students with greater needs, due to their parents' employment or other student or family circumstances. Please indicate your response to this idea:

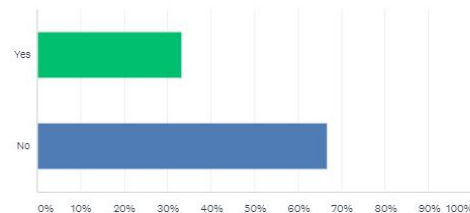
Answered: 3,145 Skipped: 313



ANSWER CHOICES	RESPONSES
I approve of this idea - I believe as a community we should prioritize our students with the most needs	62.38% 1,962
I disapprove of this idea	25.63% 806
I have no opinion	11.99% 377
TOTAL	3,145

If social distancing and cleaning requirements make it difficult to have all students on campus full time, we could prioritize students with greater needs, due to their parents' employment or other student or family circumstances. Do you believe your student would qualify as a student with greater needs?

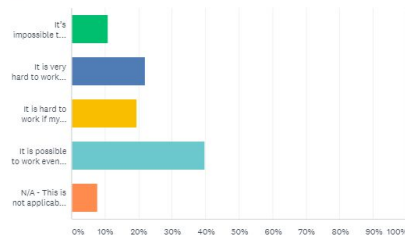
Answered: 3,145 Skipped: 313



RESPONSES
33.20% 1,044
66.80% 2,101
3,145

How important is it to you (and other parent/guardians in your family, if relevant) to have your student physically at school so that you can work?

Answered: 3,145 Skipped: 313



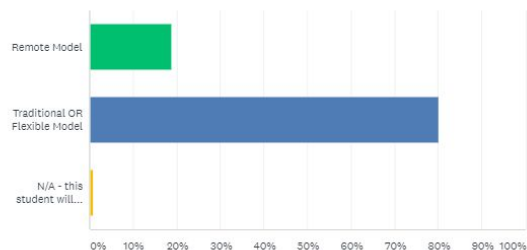
ANSWER CHOICES	RESPONSES
It's impossible to work if my student is not physically at school	10.97% 345
It is very hard to work if my student is not physically at school	22.00% 692
It is hard to work if my student is not physically at school	19.55% 615
It is possible to work even if my student is not physically at school	39.78% 1,251
N/A - This is not applicable to my family's situation	7.69% 242
TOTAL	3,145

Assessing Community Needs and Preferences

Student 1

Based on the information we provided, what model would be your preference for this student at this time? Remember, your answers will be used to help us determine general need across the district. If/when we need you to make a final decision, we will gather the information later this summer during AERIES data confirmation.

Answered: 2,978 Skipped: 480

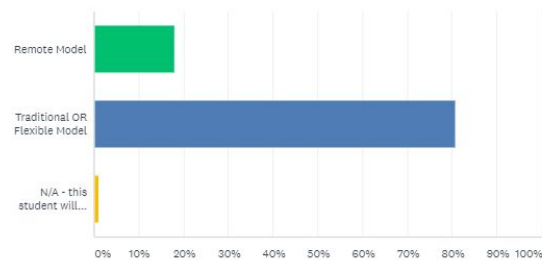


ANSWER CHOICES	RESPONSES	
Remote Model	18.84%	561
Traditional OR Flexible Model	80.22%	2,389
N/A - this student will not be returning to AUSD for the 2020-21 school year	0.94%	28
TOTAL		2,978

Student 2

Based on the information we provided, what model would be your preference for this student at this time? Remember, your answers will be used to help us determine general need across the district. If/when we need you to make a final decision, we will gather the information later this summer during AERIES data confirmation.

Answered: 1,332 Skipped: 2,126

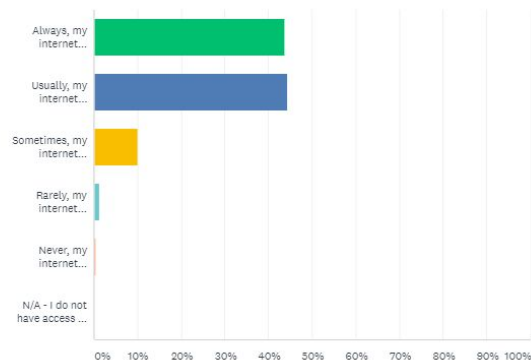


ANSWER CHOICES	RESPONSES	
Remote Model	18.02%	240
Traditional OR Flexible Model	80.86%	1,077
N/A - this student will not be returning to AUSD for the 2020-21 school year	1.13%	15
TOTAL		1,332

Assessing Community Needs and Preferences

How often was your internet connection able to support Distance Learning during the spring of 2020?

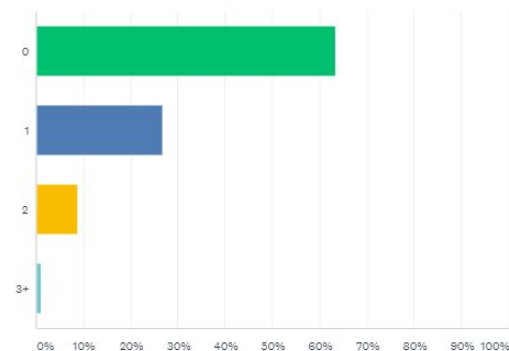
Answered: 2,957 Skipped: 501



ANSWER CHOICES	RESPONSES	
Always, my internet connection was excellent	43.76%	1,294
Usually, my internet connection was very good	44.27%	1,309
Sometimes, my internet connection was good	9.98%	295
Rarely, my internet connection was fair	1.35%	40
Never, my internet connection was poor	0.44%	13
N/A - I do not have access to the internet	0.20%	6
TOTAL		2,957

We understand it is difficult to support your student in blended learning if they don't have their own device (e.g., a chromebook). How many more devices would your family need to ensure each student has their own for the 2020-21 school year?

Answered: 2,957 Skipped: 501



ANSWER CHOICES	RESPONSES	
0	63.41%	1,875
1	26.75%	791
2	8.79%	260
3+	1.05%	31
TOTAL		2,957

Assessing Community Needs and Preferences

If you hear of someone having difficulty accessing the survey 9 times out of 10 it is because...

- A. The survey email landed in their junk – the sender is 2020-21design@alamedaunified.org via Survey Monkey if it's helpful to search.
- B. They have listed a different email in AERIES than the one they are checking (they can log into the AERIES parent portal to check this).
- C. They have not completed enrollment – many incoming TK and Kinders families still have to complete items for registration before their record is entered in the system. Things like vaccinations and other paperwork. Families can complete their registration and when we pull emails every couple days, it will be sent to them.
- D. It is not ALWAYS the case that one of these issues is at play. If a parent has checked in on all of these things and is still having issues accessing, they can email 2020-21design@alamedaunified.org and we will help them troubleshoot.

Clarifying Questions

Section 3: Blended Learning

Teaching and Learning, Mindset Shifts, and Pedagogical Values in the fall

Sara Stone, Chief Academic Officer

2020-21 Design Core Values and Guiding Principles

Core values are broad statements that guide your employees, identifying right and wrong, how to make decisions, and how to interact with each other and with customers.

Guiding principles, on the other hand, are more specific in how they guide the organization through everything it does.

Both core values and guiding principles help all members of an organization move in the same direction together as they consider building more detailed plans. The AUSD [Graduate Profile](#) is the vision our staff, students, families, and other stakeholders have for graduates of our system and represents a manifestation of our community's Core Values. Therefore, our 2020-21 school year design should and will be aligned to these values.

Core Value	Guiding Principles
<i>"We meet the needs of all learners."</i>	<i>Our plan will keep English Language Learner, Special Education, and Black students front and center.</i>
<i>"We develop the whole child."</i>	<i>Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling service. We provide food for any students who need it and a safe environment (physically and mentally).</i>
<i>"Mastery of Standards through flexibility of structures"</i>	<i>Our plan will be focused on essential standards and skills students need to master instead of the number of minutes students are with a teacher (in person or Distance Learning), flexible schedule to allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures.</i>
<i>"We will support all students to embody the AUSD Graduate Profile"</i>	<i>Our plan should include opportunities to develop students' ability to Seeking Opportunities and Challenges of Learning and Working Effectively with Others. In person and synchronous time should maximize interactions between students and teachers. Asynchronous and non-in-person time should maximize student independence, students should feel ownership of their learning that's not possible in classroom settings. In order to maximize our expertise, Distance Learning will be provided through a base curriculum (ie: Scout for High School)</i>
<i>"Learning to read is key to students' academic success"</i>	<i>Our plan will prioritize student who are learning to read</i>
<i>"Coherent Systems to Ensure Students are College & Career Ready"</i>	<i>Our plan will prioritize ensuring our graduating students are college and career ready</i>

What we Know

We are beholden to the guidance from Alameda County Public Health Department

- We must abide by the social distancing and shelter in place guidance set forth by the county which is continuously changing.

We will offer 2 models in the 2020-21 school year

1) Remote Learning Model (Elementary, Middle, and High)

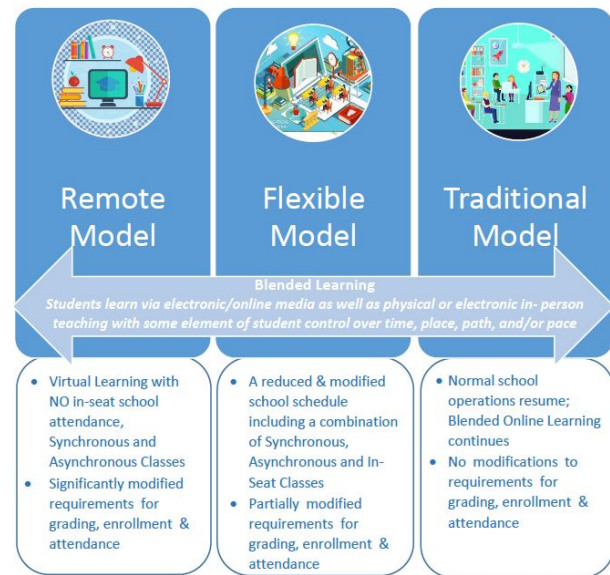
- We must offer an “Opt-In” full-time Remote option to students and families.
- Our plan must encompass a full-time Remote option if we have to cancel all in-person instruction mid-year or starting the year.
- Our plan must consider the fact that we may start the school year in the Remote Model, and then go into a Flexible Model.

2) Flexible Model (Elementary, Middle, and High)

- We must include a flexible model as even if we don't begin the year in this model, we must have a flexible plan in place to employ as soon as we phase in in-person instruction.
- Students spend part of the week in person with their teacher, and part of the week engaged in asynchronous and synchronous distance learning.

ALL models must incorporate Blended Learning

2020-21 AUSD Learning Models



What is Blended Learning?

Blended learning is a formal education program in which a student learns:

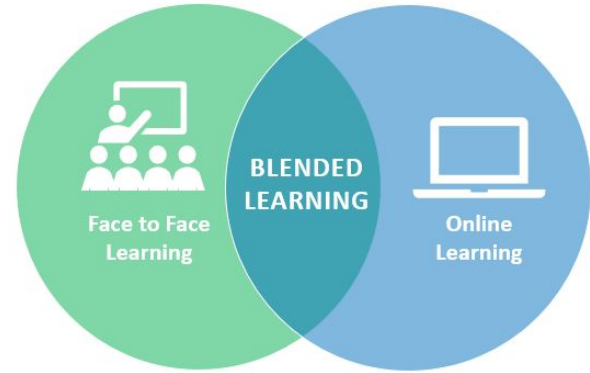


	Synchronous (in real time)	Asynchronous (NOT in real time)
Traditional Model	<ul style="list-style-type: none"> • Instruction • Classwork • Group work/conversations 	<ul style="list-style-type: none"> • Homework • Projects
Remote Model	<ul style="list-style-type: none"> • Live chat • Video conferencing • Phone call • Live collaborative documents 	<ul style="list-style-type: none"> • Discussion boards • Email • Interacting with instruction via course management systems like Google Classroom • Pre-recorded video

Blended Learning

Why Blended Learning?

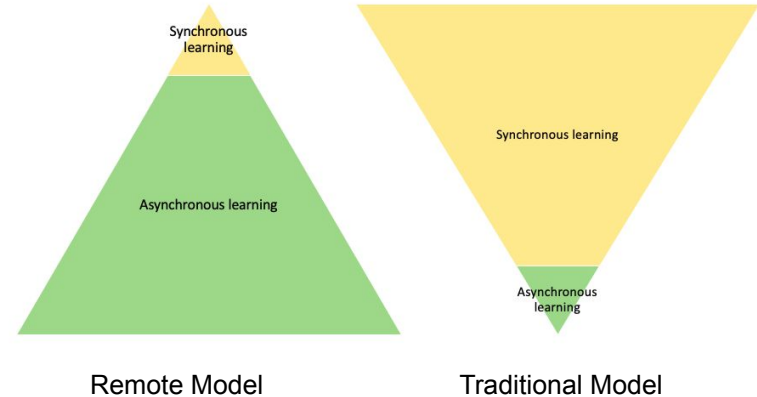
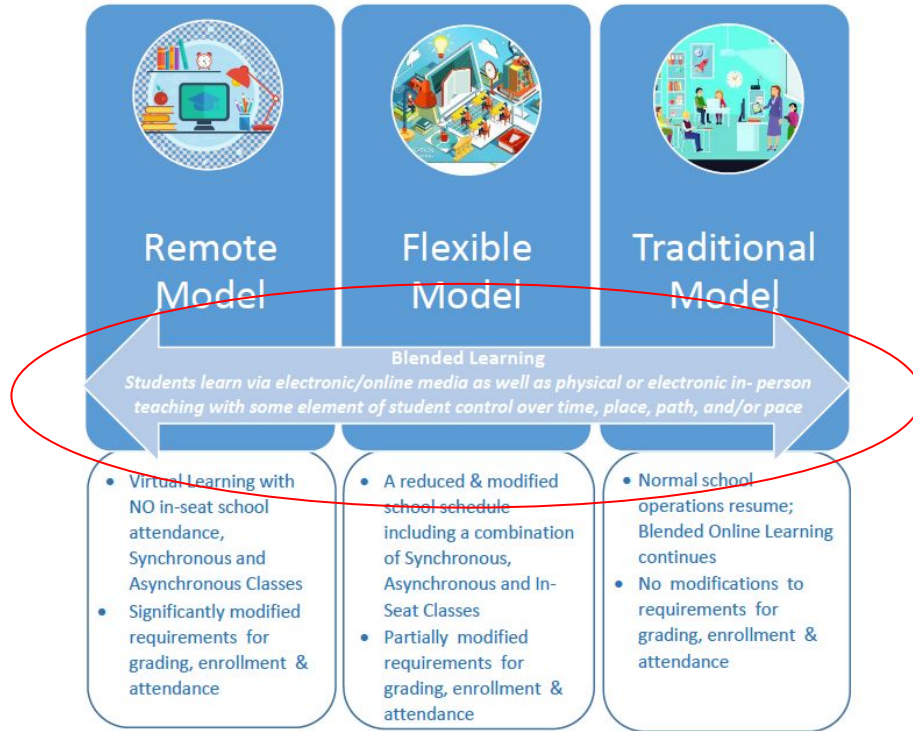
- Student centered (builds agency and motivation)
- Disrupts old routines around teaching and learning that make the student dependent on the teacher for receiving knowledge
- Builds in “just-in-time” strategies for students to access grade-level content
- Builds upon student interest
- Fits into flexible school models (anytime, anywhere learning)
- Personalized learning
- Student engagement
- Collaboration
- Self-advocacy
- Making decisions
- Study skills
- Responsibility for learning
- Adaptable to different models



“The rapidly changing landscapes should be a marker to show that teaching methods need to evolve to keep up with the times and incorporate integrated technologies into the learning modal, these technologies aren’t going to go away, they’ll continue to be integrated into our society and it’s time to embrace them for the advantages they bring.”- TeachThought staff

Blended Learning is Model-Agnostic

2020-21 AUSD Learning Models



For English Language Learners, interactive learning in a social context is central to language development and content learning. While distance learning for English Language Learners presents very real challenges and in no way can replace the richness of teacher-facilitated and peer-supported instruction, we can still apply the same research-based principles:

To ensure ACCESS & RIGOR we will:

Engage ELLs in meaningful tasks and use technology to provide language scaffolds and supports.
Use online tools to help make content and instructions comprehensible.
Provide scaffolded access to complex text.

We will provide INTEGRATED and DESIGNATED ELD so that we:

Ensure ELLs receive both Integrated and Designated ELD, still required by the state of California through distance-learning.
Provide explicit language instruction.
Provide regular opportunities for student talk, discussion, and written output.
Use Designated ELD time for language practice and reinforcement.

We will make DATA-DRIVEN DECISIONS so that:

Differentiate based on student need and engage students in prompt feedback.

Review student data to inform support.

Ensure students receive feedback on content and language.

We have an ASSET-BASED APPROACH so that we:

Leverage the linguistic and cultural assets of our students and families.

Encourage students to learn in their own language and in the family environment.

We support the WHOLE CHILD by:

Leveraging the family and community supports.

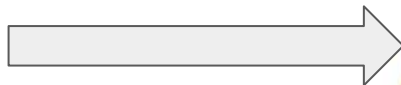
Learn about and activate resources to address the unmet, non-academic needs that hinder students' ability to fully engage in distance learning.

Creating Classroom Environments that Support Blended Learning

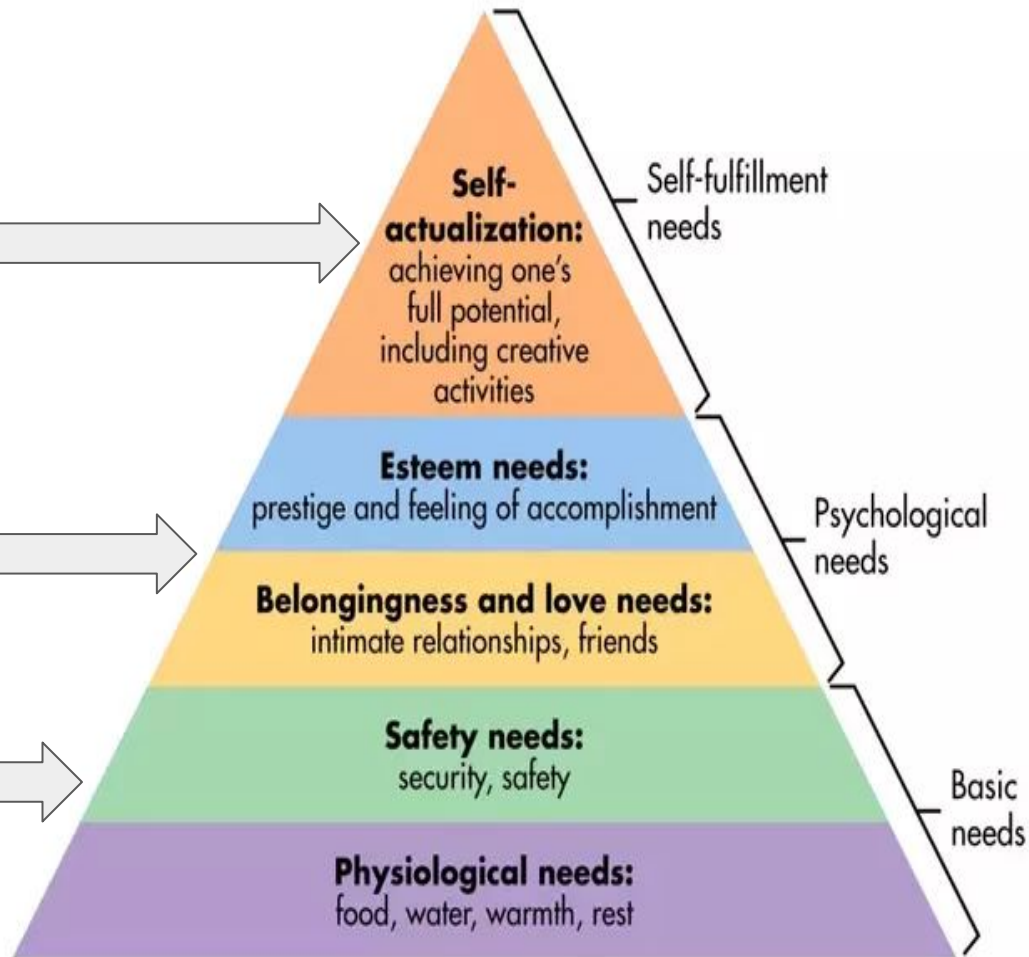
Executive Function Skill-building
[EF Skills & Ways to Support Them](#)



Community-Building & SEL Skill-building
[How do I build community in the distance learning environment?](#)
[12 SE Skills & Instructional Strategies](#)



Class Norms/Expectations
[Sample Classroom Behavior Matrices](#)
[Classroom Behavior Activity](#)



What does this mean for next year?

Students will build agency, have choice and...

- Learning will NOT be optional
- Assessments for and of learning will be given
- Students will receive feedback and grades on their work

Investments in Staff

June Learning Conference to help staff understand Blended Learning, Trauma informed Practices, and how Equity is at the center of this work. June 3-10th

Other professional learning in the fall:

- Using technology during “in-person” remote learning
- Curriculum and online platforms to increase Blended Learning capacity
- Continued support with Trauma informed practices and social emotional learning needs

Curriculum

We are looking at various curricula to support Blended Learning in both a Flexible and Remote schedule to pilot next year:

This process includes:

- Review online curriculum that is standards aligned
- Determine online supports from current curriculum adoptions
- Compare and contrast our options and choose best, cost effective, and rigorous option

Note: We will engage the Academic Committee in this process

Clarifying Questions

Section 4: Task Force:

Proposed Schedule Options

Kirsten Zazo

Chief Student Support Officer

AUSD Redesign Task Force Lead

How are we engaging?

Surveys	Community meetings for feedback	Stakeholder Engagement/Consultation
<ul style="list-style-type: none">• Staff survey• Staff poll on schedules• Student survey• Student poll on schedules• Family survey• Family poll on schedules	<ul style="list-style-type: none">• District town halls• School community collaboration meetings• School staff meetings• After school partners• Special education town hall (moderate to severe) June 17th• Special education town hall (mild to moderate) June 18th	<ul style="list-style-type: none">• AEA and CSEA• Student Advisory• Parent Survey• Academic Committee• District Advisory Committee• PTAC• ASped• DLAC• After school and enrichment partners• SPED Mild to moderate working group (parents, teachers, paras, psych and SPED manager)• SPED Moderate to severe working group (parents, teachers, paras, psych, and SPED manager)

STAGES OF IMPLEMENTATION: WHERE STUDENTS & TEACHERS CONNECT



None Return

Remote

- All students access learning from home/distance
- Tech used for synchronous distance learning
- Teachers access classroom space as needed for demonstrations



A/B

50% Return

Flexible

- Students on rotating campus schedule
- Teachers meet with up to ½ of their assigned students
- Full 4 Pillar Protocol implemented



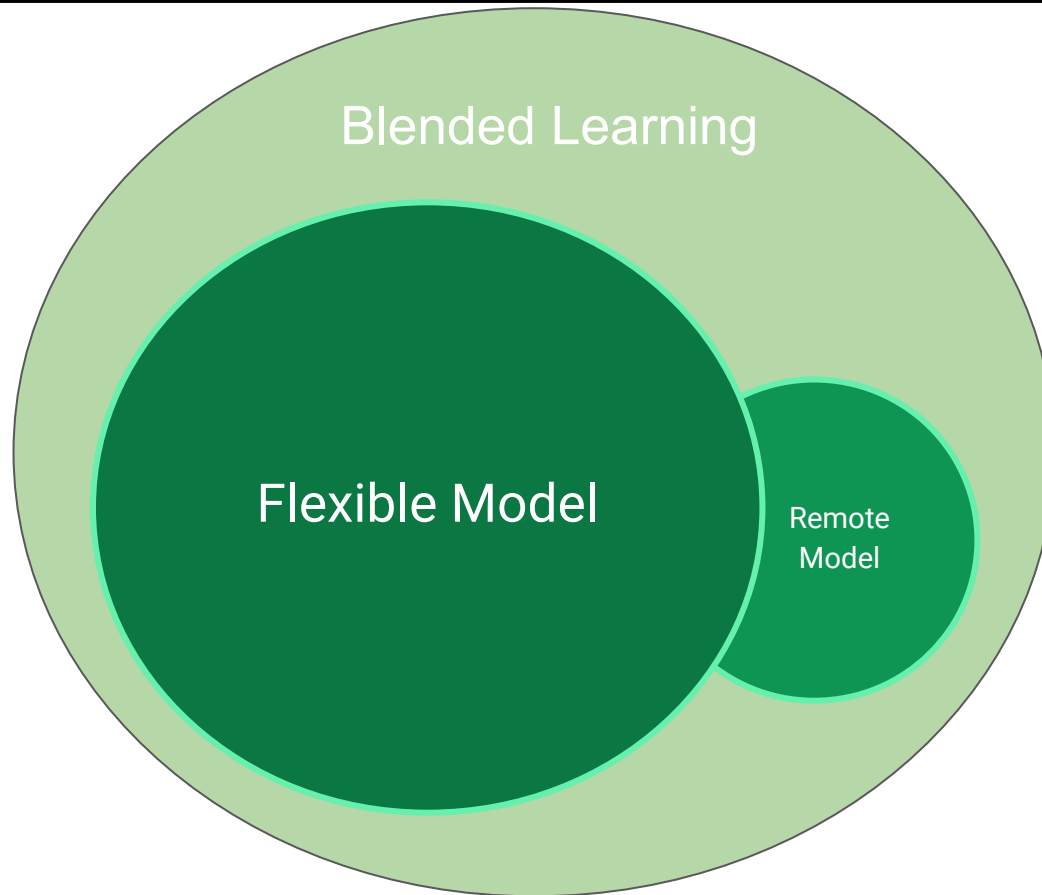
100% return

Traditional

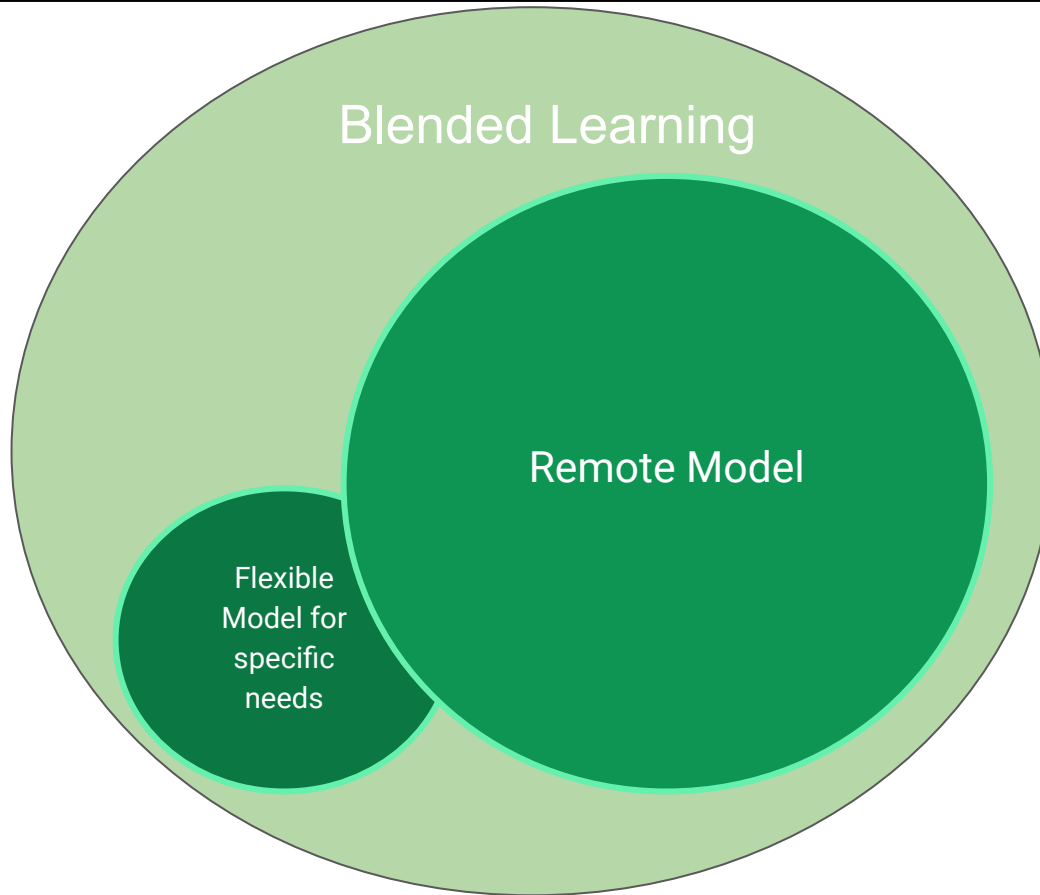
- All students return to campus
- In-person, on-campus learning returns
- Smooth flex BACK to another stage as ordered

FLEXIBLE STAGING DEPENDENT UPON ORDERS FROM STATE & COUNTY HEALTH OFFICER

If Public Health Guidance Permits...



If Public Health Guidelines remain.....



Flexible Secondary Schedule 1

Trimester Classes: 2 classes taken per trimester.

- Only two classes for students to focus on at any time
- Students see each class twice each week.
- Two classes at a time is easier for remote learning, tracking assignments, communication with teachers
- When students are not on campus they are doing asynchronous work

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Period 1 Group A On campus	Period 2 Group A On campus	Virtual homeroom check in Asynchronous time	Period 1 Group A On campus	Period 2 Group A On campus
Afternoon	Period 1 Group B On campus	Period 2 Group B On campus		Period 1 Group B On campus	Period 2 Group B On campus

Flexible Secondary Schedule 2

Semester Classes: 3 classes taken per semester

Class is 4 days per week. As there are only three classes, this would be on a rotation: Example"

August 17 - 21: Monday Period 1, Tuesday Period 2, Thursday Period 3, Friday Period 1

August 24 - 28: Monday Period 2, Tuesday Period 3, Thursday Period 1, Friday Period 2

Aug. 31 - Sept 4: Monday Period 3, Tuesday Period 1, Thursday Period 2, Friday Period 3

- It may be easier for teachers to turn their one-year course into an 18-week course than a 12-week course
- Longer term provides more time for mastery
- 1-2-3-1 rotation not affected by holidays
- Only three classes for students to focus on at any time
- When students are not on campus they are doing asynchronous work

Week	Monday	Tuesday	Wednesday	Thursday	Friday (the class will rotate each week; see above)
Morning	Period 1 Group A On campus	Period 2 Group A On campus	Virtual homeroom check in Asynchronous time	Period 3 Group A On campus	Period 1 Group A On campus
Afternoon	Period 1 Group B On campus	Period 2 Group B On campus		Period 3 Group B On campus	Period 1 Group B On campus

Flexible Elementary Schedule 1

Special Day Class Pre K-12 Schedule 1

- Fewer students on campus at any given time; both schedules have A and B groups of students who are not on campus at the same time.
- Fewer students per class
- More time in person for younger students
- When students are not on campus they are doing asynchronous work

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Group A On campus	Group A On campus	Asynchronous time	Group A On campus	Group A On campus
Afternoon	Group B On campus	Group B On campus		Group B On campus	Group B On campus

Flexible Elementary Schedule 2

Special Day Class Pre K-12 Schedule 2

- Fewer students on campus at any given time; both schedules have A and B groups of students who are not on campus at the same time.
- Allows for more thorough cleaning since you are only seeing one group on campus in a day
- Fewer students per class
- When students are not on campus they are doing asynchronous work

Week	Monday	Tuesday	Wednesday	Thursday	Friday
All Day	Group A On campus	Group A On campus	Asynchronous time	Group B On campus	Group B On campus

Flexible Elementary Schedule 3

Special Day Class Pre K-12 Schedule 3

- Fewer students on campus at any given time; both schedules have A and B groups of students who are not on campus at the same time.
- Allows for more thorough cleaning since you are only seeing one group on campus in a day
- Fewer students per class
- When students are not on campus they are doing asynchronous work

Week	Monday	Tuesday	Wednesday	Thursday	Friday
All Day	Group A On campus	Group B On campus	Asynchronous time	Group A On campus	Group B On campus

Clarifying Questions

Section 5: Operations and Instructional Technology

Shariq Khan

Chief Business Officer

Technology - Devices for Students

- Based on preliminary results from the parent survey, another 2,000 ChromeBooks may need to be distributed.
 - Use existing inventory
 - Would mean approximately 50% of the Chromebooks would be issued to students for use at home, leaving a balance of 50% at school sites
 - The 50% left at schools would have to be sanitized between use by various students

OR

- Purchase additional Chromebooks to provide 1-to-1
 - Purchase 1,100 units to get to 1-to-1 at a cost of \$260K
 - Purchase another 1,000 to create reserves at each site for students who forget to bring their ChromeBook from home to school

Technology - Connectivity for Students

- Based on preliminary results from the parent survey, approximately 180 hot spots would be needed:
 - US Sprint
 - Program extended to Middle & Elementary school families
 - Free for four years
 - AUSD has filed application under this program
 - Other internet options (T-Mobile, Comcast, Common Network)
 - Free for first three months
 - \$200 to \$250/year after the introductory free period

Technology for Teachers

- \$25K for annual Zoom license
- Additional technology expenditures if staff continues to work from home.
 - Approximately \$110,000 for additional computers to transition from desktop computers to laptop computers
 - \$42K for software to keep remote computers up to date

Food and Nutrition Services

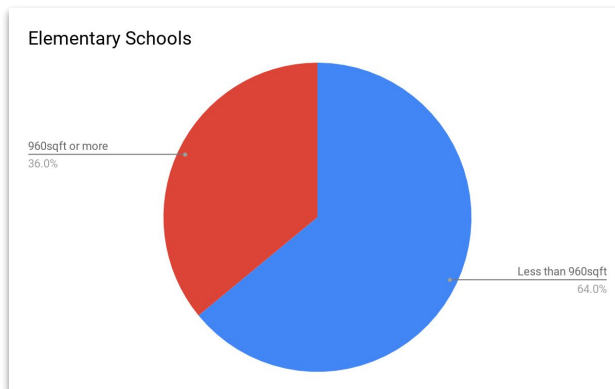
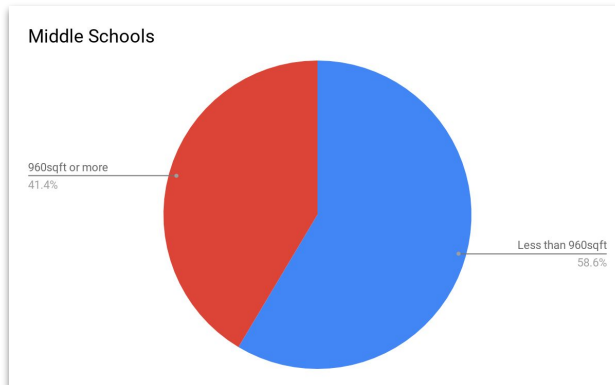
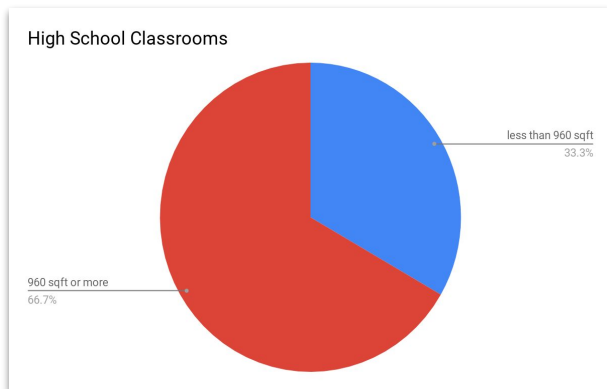
- Bagged “Grab-n-Go” meals for quick delivery
 - Exploring delivery options outside each classroom instead of cafeteria
- Both hybrid and fully remote model will present challenges in providing food to students on their off days
 - Students may have to come to a school site to pick up meals
- Limited food choices
 - Packaged fruits instead of salad bar
- After-School Programs
 - Students enrolled in After-School Programs get “Grab-n-Go” meals for supper.
- General Fund contribution may be needed to keep program afloat.

Sanitization



Physical Distancing - Classroom Square Footage

- Size of a portable classroom 960 sqft (24ft x 40ft)
- Per formula
 - 6ft spacing - 26 people in each classroom
 - 7 ft spacing - 19 people in each classroom
 - 8 ft spacing - 15 people in each classroom
- Every room is different; will require manual measurement



Physical Distancing & Sanitization

- Classrooms

- Sanitizing all classrooms between sessions would be a challenge
- Alternative: Designate furniture for A & B group with sanitization in the evening
 - Elementary TK-3 grades may require a different strategy
- Prop doors open to increase air flow and minimize usage of hands
- Custodians to turn on and turn off lights

- Restrooms

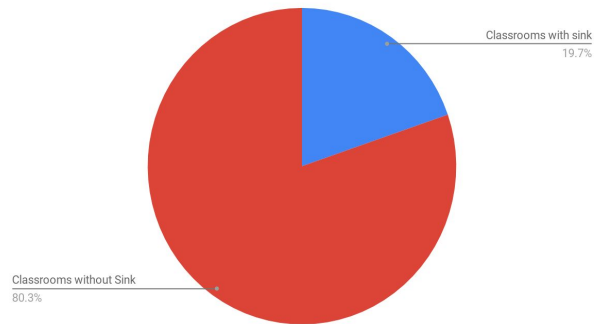
- Sanitization before & after mid-day break and then again after school
- Reduce capacity in restrooms to maintain social distancing
- Stand alone hand washing stations to avoid bottleneck in restrooms

Physical Distancing & Sanitization - Sinks in Classrooms

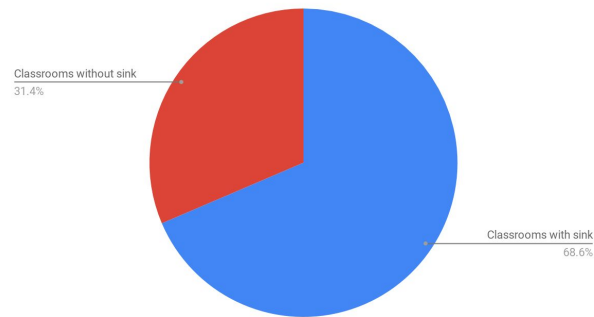
Classroom sinks, where available, come with:

- Soap dispenser
- Paper towel dispenser
- Cold water only

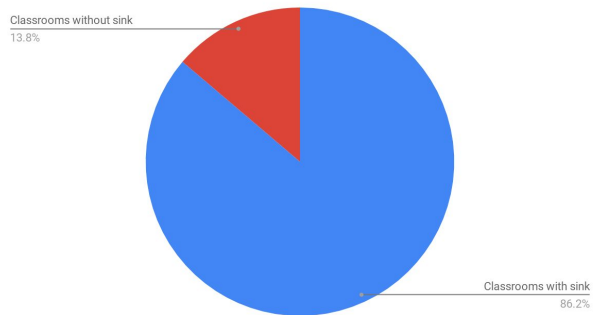
High Schools



Middle Schools



Elementary Schools



Health Screening

- Public Health officials indicate schools will not be required to take temperatures of staff and students on a daily basis.
- Public health officials are developing self-screening tools that may be used by staff and families.
- AUSD will provide contact free thermometers to school health clerks and administrators.

Cleaning and Sanitization: Budget Considerations

Product	Usage Assumption	Unit Cost	Annual Cost
Hand Sanitizer	3ml per usage	\$30/gallon	\$200 to \$250K
Face Mask	District will provide to students & staff who forget to bring face covering from home - @ 5 per person per year	56 cents each	\$28,000
Gloves	1 box per custodian per week	\$6.35/box	\$25,000
Bleach Wipes	2 cases per classroom/month	\$36/Case	\$360,000
Disinfectant Sprayer Machine	1 per elementary site, 2 per middle school, 3 each for AHS and EHS	\$2,000 each	\$42,000 one-time
Disinfectant Chemical	2 gallon per week per classroom	\$20/gallon	\$500,000
Contact Free Thermometer	40-50 units for Health Office and Site Administrators	\$130 each	\$6,500 one-time
Plastic Shields to create barrier	For public facing Office Technical staff	Still being developed	

Clarifying Questions

Section 6: Human Resources Considerations

Timothy Erwin

Chief Human Resources Officer

Human Resources

- Negotiating MOU's with employee associations
- Based on the instructional model what will be the staffing needs
- Ensuring employee safe working conditions
- Accounting for employee attendance and leaves

Beginning negotiations for possible revisions to the
20-21 school calendar

Human Resources: Substitute Teachers

- Need to confirm and reassess availability post COVID-19; recent poll indicates some level of interest from current pool
- Class combining will likely not be an an available solution
- Employee absences may be more frequent and longer in duration
- Alameda County is developing a self-screening tool to be used by staff

Human Resources: Additional Employee Considerations

- Breakrooms
- Lunches
- Restroom access

Workforce Questions and Considerations for Fall

- Options for teachers and educators in higher risk groups
- Remote learning teachers teach from empty classrooms not from home
- Personal illness absences will have longer duration given County Education and County Public Health Guidance
- Legal and contractual issues and discussions with labor partners

Clarifying Questions

Section 7: Additional Critical Components and Considerations

Communications

Continued focus on timely, transparent, accurate, and responsive communications in rapidly changing environment

Current considerations:

- Engaging as many families as possible in short window of time
- Keeping staff up to date on decision-making processes and results, opportunities for engagement, changing conditions
- Translations of surveys and other key documents
- Maintaining comprehensive and up-to-date information on website
- Best practices for communicating complex concepts around epidemiology, master schedule, and pedagogy to the lay public
- Collaborating with press partners so that broader community understands AUSD's role in protecting community health

Communications

This summer:

- Work cross departmentally to develop FAQs, parent support documents, and other guidance in preparation for the fall
- Continued communication around budget uncertainties, decisions, and implementation
- Support principals in getting key information to their families

And:

- Launch AUSD Instagram account
- Transition from Aeries Communication (“Signal Kit”) to ParentSquare communication platform

Limiting Gatherings and Specific Higher Risk Activities

Band and Music

As of June 3, 2020 Alameda County Public Health is not recommending that band or music classes be held in fall (at least in traditional forms)

Recess

Athletics

County is awaiting additional CDC guidance but programs are unlikely for fall; some districts considering modified summer conditioning

Assemblies and In-Person Performances

Unlikely for fall

After School Partners and Programs

- Serious and thoughtful work required ahead of next year
- Facilities sharing challenges
- Impact on and considerations of cohort mixing
- If not in our after care or after school programs, families may be elsewhere and expand exposure

Major Concerns and Challenges

Online options in development

Child Care supports, options, and impact given proposed schedules

Developing Criteria for Subsequent Confirmed Cases in Our Schools



All Schools Regardless of Community Spread

- Confirmed person with COVID-19 in building?
- Assess risk
- Short (potentially two to five days) building dismissal to clean, disinfect, and 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 noncritical gatherings and events
- Require sick students and staff to stay at home
- Establish procedures for someone becoming sick at school



Minimal to Moderate Community Spread

- 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



Substantial Community Spread

- 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

Upcoming Engagement/Communication

- ***Wednesday, June 10th***: letter to special education families about working group and special education updates
- ***Wednesday, June 10th, 4:00pm***: After school Support Providers
- ***Wednesday, June 10th, 5:30pm***: English Language Acquisition Committee
- ***Monday, June 15th***: Parent and student survey on schedule
- ***Wednesday, June 17th, 5:30pm***: Special Education Town Hall (Moderate to Severe)
- ***Thursday, June 18th, 5:30pm***: Special Education Town Hall (Mild to Moderate)
- ***Monday, June 22nd, 4:00pm***: PTA Council Leaders
- ***Begins the week of the 22nd*** and meets every 2 weeks through summer:
Special Education Working Group

Thinking Ahead

1. Consistently connecting with Public Health officials
2. A difficult set of fiscal challenges will follow
3. Adjustments to remote program if duration of this challenge continues
 - a. Accessibility for English learners and learning differences
4. Equitable supports for students whose situations and challenges are quite diverse
5. Need for an ongoing long-term digital strategy or remote “continuity plan” for future challenges

Continued Work to be Done...

1. Schedules for delivering Specialized academic instruction for our students with disabilities and designated instruction for our english language learners.
2. Specific schedules for students in our moderate to severe SDC classes and our mild to moderate SDC classes
3. Schedules that create small group times or more on campus learning time for students who have more barriers in accessing remote learning
4. Schedules for mental health support and delivery of social emotional learning
5. Schedules for elementary to include PE, Music and Media center synchronous time
6. Recess modifications and expectations for yard and play structure usage
7. Collaboration with teachers to problem solve classes that make social distancing especially difficult, i.e music
8. Creation of rotating schedules for drop off and pick up
9. Details for food services, facilities cleaning protocols
10. Determining what classes can be offered safely for secondary or what modifications must occur
11. Determining what extra curricular activities can be offered
12. Determining how our after school partners can address the needs of our community in collaboration with AUSD

Questions and Discussion