

# COVID-19 Response Update

Presentation to the Board of Trustees

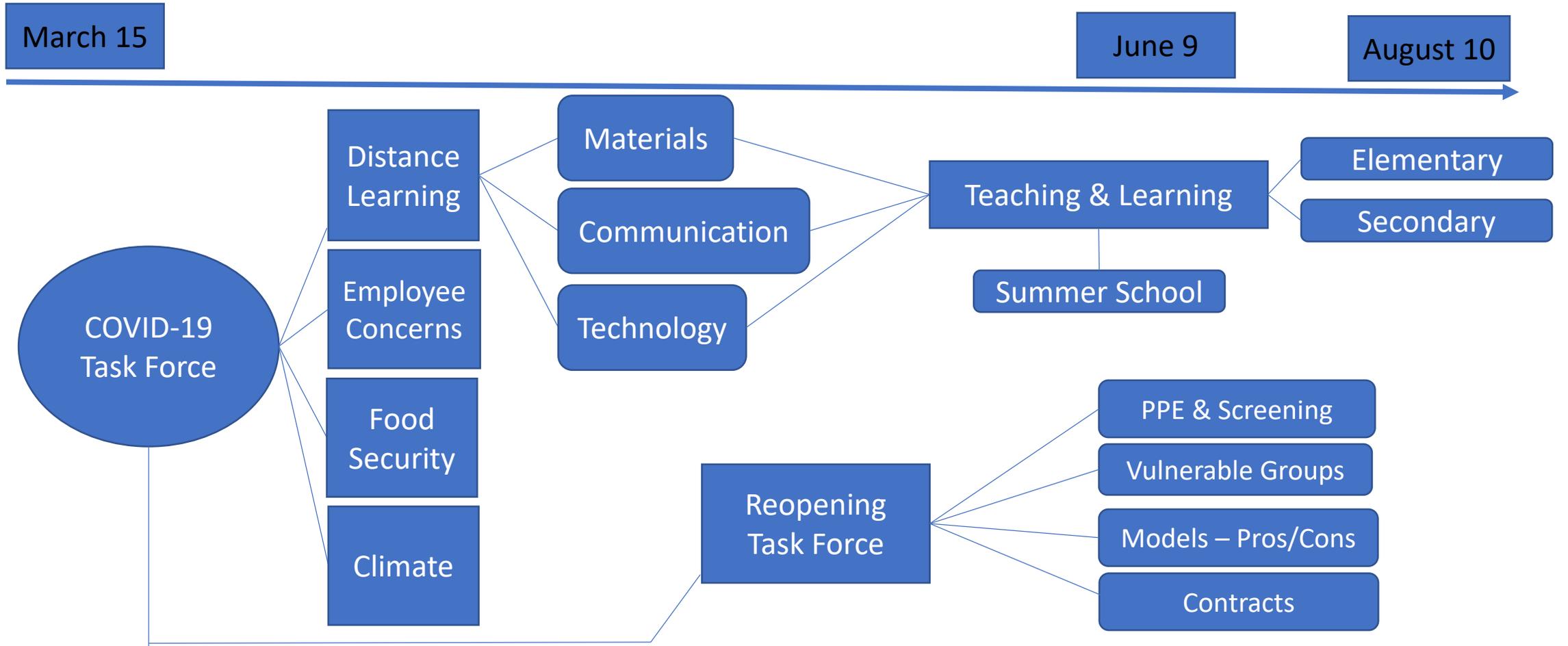
June 9, 2020

Presented by the Leadership Team



**WCSD Reopening**

# COVID-19 Pandemic Response



# Reopening Task Force

- State of Nevada Phase 1 reopening
  - Work site observations
  - June 1<sup>st</sup> return to work for approximately 2% of employees
- Primary Focus—Reopening of school for the 2020-2021 School Year
  - Committee expansion
  - Communication of progress
- Guiding Principles
  - All decisions based on a foundation of “Do No Harm”
  - Ensure student, family, and staff basic needs are being met
  - Ensure equitable access for all students
  - Maintain high academic expectations for all students



# Communication

All COVID-19 web information has been consolidated into a main COVID-19 page, that can be accessed easily from the front page of [www.washoeschools.net](http://www.washoeschools.net). The main page includes links to several separate COVID-19 pages, including:

- Reopening of schools and buildings
- COVID-19 response information
- Distance and Summer Learning
- Family Wellness
- Food Insecurity

Reopening website, [www.washoeschools.net/reopening](http://www.washoeschools.net/reopening), includes all information related to the Recovery Task Force and its subcommittees. Including:

- Recovery Task Force meeting agendas and minutes are posted weekly
- Links to resources from state and national sources
- Frequently Asked Questions about school reopening
- Information about the State of Nevada Schools Reopening Committee



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# Reopening Task Force Membership

- The community impact felt by the COVID-19 pandemic required a broad committee
- with multiple stakeholder voice:
  - Parents
  - Site-based classified staff, teachers, & building administrators
  - Central office staff and administrator representation (Operations & Academics)
  - Community representation (Business, Faith-Based)
  - Washoe County Health Department & Renown Pediatrics



# Guidance Provided to Inform Reopening Task Force

- Parent and Staff Surveys
- Centers for Disease Control and Prevention (CDC)
  - Link and or reference to document
- Governor Sisolak Phased Directives
- Nevada Department of Education – Reopening Committee Guidance Document
- Washoe County Health Department
- Learning from the field—Daily review of literature





# Key Definitions

- Full Distance – refers to an on-line learning model in which schools would remain closed
- Blended model – refers to a learning model that relies on a combination of both in-school teaching and on-line teaching
- Vulnerable groups – refers to students and staff that may have medical, social, or academic risk factors, or who lives with a family member with medical or social risk factors
- Homogenous Groups (Teaming) – refers to a group of students at the secondary level that remain together throughout the school day
- Synchronous Learning – refers to a learning situation in which a group of students are engaged at the same time. As opposed to asynchronous, or independent student learning



# Examples of General Working Learning Models

- Full-Distance presence
- Pre-COVID presence
- Blended models
  - AM/PM schedule
  - Two-day on/Two-day off
  - Varied models by level
    - Elementary → more brick and mortar    Secondary → more distance
      - Use of secondary schools to accommodate elementary students
      - Secondary scheduled (2-4 brick & mortar; 2-4 Edgenuity)
- Primary brick & mortar with expectations for frequent interruptions with gaps filled with distance education support

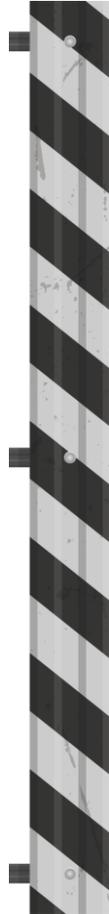


# Initial Working Assumptions in Review of Models

- Need for continued on-line presence
  - Expansion of Northstar
  - Expansion of Edgenuity
  - Expansions of TEAMs use and digital curriculum tools
- Need for Brick and Mortar Presence
  - Need to work with parents and staff regarding ability/desire to return



# Guard Rails When Considering Models



- Budget Neutral
  - No new allocations
  - Creative use of allocations
- Special Education
- Free & Reduced Lunch
- Expanding Distance Options
- Transportation



# Reopening Task Force Action-Oriented Subcommittees

- Personal Protective Equipment (PPE)
  - What equipment is necessary to best ensure a safe reopening (e.g. masks, sanitizer)
- Screening, Health & Safety
  - How do we screen 64,000 students and 8,000 employees daily?
  - How do we contract trace to minimize exclusions while maximizing safety for all?
- Vulnerable Populations
  - Which students and staff members have known vulnerabilities (medical, social, behavioral)?
  - Which vulnerable groups would be best served in a brick and mortar or distance setting?
- Learning Models – Pros and Cons
  - What are the strengths and limitations of our various options?
- Contract Implications
  - How do we work with our associations to best guarantee a safe reopening?



# Guiding Questions & Key Decision Points

- Given CDC and state guidelines regarding social distancing, can our schools feasibly accommodate a blended learning model? ...can our current busing fleet accommodate a blended learning model?... is it feasible to “team” students at the high school level?
  - Potential in-school class-sizes predicated on social distancing (SD)
    - 9 (enhanced SD)    16 (Phase 2 SD)    20 (Relaxed SD)
  - Potential school bus capacities predicated on social distancing (SD)
    - 12 (enhanced SD)    24 (Phase 2 SD)    30 (Relaxed SD)
  - Homogenous student groupings (Teaming)



# Blended Model Implications

- Transportation
- Information Technology
- Daily Schedules
- Nutrition
- Teaching & Learning
- Preliminary Data Analyses



# Blended Model Implications— Transportation

- Working in conjunction with Council of Great City Schools Task Force & the Nevada State Department of Education
- Developing bus route scenarios for the three established social distancing models
- Developing bus safety processes and protocols for both students and staff
- Established cleaning / disinfecting protocols and processes for transportation facilities
- Recruiting and retaining a healthy and safe workforce
- Costs associated with gasoline and maintenance



# Blended Model Implications—Information Technology

## Best Ensuring Equitable Access to Internet & Learning Devices

- Identifying Needs
  - Students with no device (laptop or desktop)
  - Students with limited (multiple students in family)
  - Students with adequate device
  - School Site Inventory
- Current Site Inventories
  - New Inventory process put in place
  - Ability to run zoom/teams
  - Training on student use
  - Training for parents
- Mobile hotspots
  - Requesting to purchase 3000 units
  - Vendor – T-mobile
  - Each will provide internet to all students in single family
- 25 portable Kajeet Smart Bus units
  - 60 Person capacity
  - 300 ft Radius of the bus



# Blended Model Implications— The Daily Schedule

- Drop-off of students
- Visual cues
  - Walkways
  - “Safe Zones”
  - Lockers
- Scheduled hygiene breaks
- Nutrition (Cafeteria or eat in classroom)
- Pick-up of students
- After school athletics & activities – NIAA Guidance



# Blended Model Implications—Nutrition

- Develop a Back to School Training and Staffing Plan
- Develop menus that will allow for safer distribution practices
- Determine 2-3 breakfast service options
- Determine 2-3 lunch service options
- Determine need(s) and feasibility for other meal programs
- Engage with supply chain on identified menu, supply, PPE, and equipment needs
- Stakeholder Feedback and Communications Plan



# Teaching & Learning Committee

Purpose: To provide district-wide direction for teaching and learning during Recovery Phase of 20/21 school year

## **Facilitated by the Office of School Leadership**

- Co-Leads: Dina Ciaramella (Elementary C&I Director), Jenni Anderson (Veterans ES Principal), Colbee Riordan (Moss ES Principal), Sue Egloff (Michael Inskip ES Principal), Dan Zimmerman (Incline ES Principal), Ann Marie Dickson (Special Education Director), Sandy Aird (Assessment Director), Kindra Fox (Secondary C&I Director), Kris Hackbusch (Reno HS Principal), Cristina Oronoz (Hug HS Principal), Mike Gifford (Shaw MS Principal), Joel Peixoto (Dilworth MS Principal),
- Committee members include: Special Education teachers, teachers representing elementary grade levels and secondary content areas, representatives from the Departments of Equity & Diversity, Family School Partnerships, Title I, SEL, Counseling, and Parents



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# Teaching & Learning Committee

## Key Guiding Principles

- We must be mindful of current circumstances facing our students and staff; our first priority is the safety, health, and well-being of ALL.
- For student learning, we expect ALL students to meet or master grade level and course level essential standards.
- We will continue to utilize Professional Learning Communities (PLCs) and collaboration across our District as the foundation of this work.



# Teaching & Learning Updates and Considerations

- Summer School and Extended School Year (ESY)
- Classroom learning model
- Identifying student gaps
- Nevada Academic Content Standards (NVACS)
- Essential Standards
- Assessment
- 1<sup>st</sup> Quarter priorities for SY20-21
- Professional Learning decisions

*Collaboration with Associations and other District Committees*



# Teaching & Learning

## Considerations and Updates Con't

- Maintaining high, standards-based, grade-level expectations for all students
  - First quarter content focus
  - Assessing “learning loss”
- Teaching Implications
  - Cadre of “distance” teachers
  - Professional Learning for synchronous and asynchronous on-line instruction and on-line learning tool use
- Master Schedules
  - Narrowing of content offerings?
    - For example, brick and mortar focus on “core”, distance focus on electives



# Hygiene, Health & Safety Implications

- Health, Safety, & Personal Protective Equipment (PPE)
  - Daily Screenings – thermometers / self-assessments
  - Face Coverings (age levels / choice)
  - Personal Hygiene - scheduled
    - Soap & water
    - Hand Sanitizer
    - Gloves
    - Covering sneezes & coughs
  - Surface Disinfecting – shared responsibility
  - Quantities & Availability
  - Indoor Air Quality



# Budget Implications

- Blended Models assume the hiring of no, or only a very limited number, of new positions
  - Blended learning models that require synchronous instruction for students at home on alternate days/times are likely financially infeasible
  - Models that would require additional buses are not feasible
  - District is in the process of ordering SmartBus WiFi units and WiFi hotspot units
  - PPE costs (\$700,000+ initially)
- Funding sources
  - Federal/State Government – CARES Act and other potential grants
  - Non-profits
  - Foundations



# “Dynamic” Evolving Situation

- Daily review of the literature
  - Examples from other schools, districts, states, nations
  - “Think Tank” reports
  - CDC and guidance updates
- Leveraging our partnerships
  - Governor’s Office
  - Nevada Department of Education
  - Washoe County Health Department
  - Renown
  - Business & Industry
  - Boys and Girls Club
  - Communities in Schools
  - Food Bank of Northern Nevada



# Next Steps

- June 23 Board Meeting
- **July 7** Board Meeting
- July 28 Board meeting



Thank You 😊

Questions?



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