Planning for Reopening

2019-20
Goal

To develop a robust reopening plan that addresses:

1. How to reopen schools under various circumstances
2. Keep employees and students safe
3. Prepare for sudden closures
4. Create an equitable learning environment for all students
How to Adjust to Reopen Under COVID-19
Impact of COVID-19

Most of the states in the US are closed for the academic year and are planning for reopening in Fall 2020 if situation improves.
International perspective

Countries are at different stages when it comes to deciding whether schools should be closed / opened

191 Country-wide school closures affecting ~1.6 billion students

- Schools that stayed open
  - Taiwan
  - Cuba
  - Sweden
  - Turkmenistan
  - Tajikistan
  - Belarus

- Schools that recently opened
  - Denmark
  - Norway
  - Japan
  - China (e.g., Zhejiang)
  - Israel

- Plan for schools to be reopened
  - Germany
  - France
  - New Zealand

Source: UNESCO; press search.
Creating more predictability

• MVWSD, as well as other districts, need to take the lead on developing a plan of action
  – Waiting for Public Health and/or Governor will continue to create unpredictability
  – Schools provide a daily sense of normalcy; needed even more now
• Schools are mission-critical to salvaging the economy
• Our goal should be to create various scenarios by which we can operate.
Deciding on reopening requires weighing public health risks against economic activity, student impact and ability to safeguard

Extent and weight of risks will vary across countries and regions

<table>
<thead>
<tr>
<th>Factors</th>
<th>Key questions</th>
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<tbody>
<tr>
<td>Public health risks</td>
<td>To what extent can the health of students, families, staff and the general population be safeguarded while opening schools?</td>
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<tr>
<td>Criticality for economic activity</td>
<td>To what extent does school closure contribute to GDP loss and unemployment by preventing reopening the economy?</td>
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<tr>
<td>Impact on student learning &amp; thriving</td>
<td>To what extent is student learning falling behind when schools are closed?</td>
</tr>
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<td>To what extent are inequities exacerbated during school closures?</td>
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<tr>
<td>Ability to safeguard schools</td>
<td>To what extent are school systems ready to reopen with the right health &amp; safety measures in place?</td>
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</table>

Considering the inputs of 3 key stakeholders

- Parents
- Teachers
- Students
Understanding the inherent risks...

School systems will need to gauge the risks and identify trade-offs to determine the approach for school reopening

Not Exhaustive and Preliminary insights

<table>
<thead>
<tr>
<th>Risk Category</th>
<th>Benefits</th>
<th>Challenges/drawbacks</th>
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<tbody>
<tr>
<td><strong>Schools among the first of sectors to open</strong></td>
<td>Risks for children and teachers themselves as well as for asymptomatic transmission through children considered limited</td>
<td>Reopening of the schools can pose a significant risk to both children and others, depending on the extent of the outbreak and the transmission rate.</td>
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<tr>
<td><strong>Schools among the last of sectors to open</strong></td>
<td>Risks for children themselves considered moderate; reopening schools still seen as a risk due to likelihood of asymptomatic transmissions</td>
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<td><strong>Public health risk</strong></td>
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<td><strong>Criticality for economic activity</strong></td>
<td>Schools are a critical prerequisite to allowing parents to return to work; significant portion of workers rely on childcare</td>
<td>Most parents can continue to work from home or most households can arrange for caregivers (including through government-provided care).</td>
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<td><strong>Impact on student learning and thriving</strong></td>
<td>Significant learning loss with remote learning especially for vulnerable students Broader risks to students in staying home (nutrition, domestic violence)</td>
<td>Most parents can continue to work from home or most households can arrange for caregivers (including through government-provided care).</td>
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<td><strong>Ability to safeguard schools</strong></td>
<td>Health &amp; Safety measures can adequately mitigate the risk of infection in schools</td>
<td>Very difficult to safeguard schools given inherent characteristics of children, plus shortages of supplies and budgets</td>
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</table>

Source: Danish ministry of education guidelines, Danish prime minister press conference (April 6), Norwegian ministry of education guidelines, Austrian ministry of education press conference (April 8)
Reopening is not a switch, we really have a continuum of options

## There is a continuum of approaches and timelines to reopen schools across different countries

### Preliminary insights

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<td>Schools reopening considered critical to continue student learning and reopening economy and precedes all or most other sectors on reopening</td>
<td>Schools could reopen in parallel with other sectors; most countries following a phased approach to gradually bring selected student groups back on campus (e.g. vulnerable students, students in low-risk areas, younger students and high school students, children of “essential workers”)</td>
</tr>
<tr>
<td>Japan and China have reopened most schools in low-risk areas* (after more than a month of closure)</td>
<td>Schools reopening considered too risky for controlling transmission and not core to reopening economy; schools opened only after most/all of non-essential sectors opened</td>
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<td>Denmark and Norway are reopening kindergarten (and primary schools) ahead of other sectors (after ~3 weeks of closure)</td>
<td></td>
</tr>
<tr>
<td>German regions might reopen schools on May 4, initially for students in their final years of primary or secondary school (after ~5 weeks of closure)</td>
<td></td>
</tr>
<tr>
<td>France and Switzerland will gradually reopen starting with kindergarten and primary schools followed by secondary schools, on May 11 (after ~6-8 weeks of closure)</td>
<td></td>
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<tr>
<td>Spain, Italy and Greece might not reopen schools before the start of the school year in September. Other sectors of the economy will be (partially) reopened before</td>
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<td>Colorado, Florida and Texas are not expected to reopen schools for the rest of the academic year whereas they have reopened hair salons, beaches and retail stores respectively</td>
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*1. Japan and China are opening schools on a rolling basis – in low risk areas schools are reopened with safety protocols in place but they remain closed in high risk areas in Tokyo and Wuhan


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Mountain View Whisman School District
Getting to Reopening
Having a plan for any circumstance

- MVWSD Trustees provided direction
  - We need to be prepared for any scenario.
  - We are to use monies from the District’s reserves to ensure that this plan would work within a moment’s notice
  - Work with all stakeholders to vet the viability of any options
The stages of reopening...

### Example – What a potential path could look like

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<tr>
<th>Illustrative</th>
<th>Stage 4 (all schools closed)</th>
<th>Stage 3</th>
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<td><strong>School closure type and instruction delivery</strong></td>
<td>• All school types likely closed except (potentially) for certain narrow segments (e.g., children of critical workers)</td>
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<td>• Possible focus on core-curriculum classes (e.g., no gym, arts class)</td>
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<td>• Educational activities return to normal</td>
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<td><strong>Safety &amp; Health</strong></td>
<td>• Social distancing and lockdown measures set by government</td>
<td>• Strict safety protocols likely to be implemented</td>
<td>• There might be a switch to less strict safety protocols</td>
<td>• Basic hygiene and health and safety protocols to be implemented</td>
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<td>• Policies for staff, teachers and infrastructure to be put in place</td>
<td>• Dynamic plan likely to be required to have the agility for closedown if virus resurges</td>
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How other countries have handled reopening

A While considering for whom do you reopen, four archetypes can be identified based on global examples

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<tr>
<th>Archetype</th>
<th>1. No reopening</th>
<th>2. Targeted groups</th>
<th>3. Targeted levels</th>
<th>4. Targeted years</th>
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<tr>
<td></td>
<td>Higher</td>
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<td>Higher</td>
</tr>
<tr>
<td></td>
<td>Primary</td>
<td>Primary</td>
<td>Primary</td>
<td>Primary</td>
</tr>
<tr>
<td></td>
<td>Pre-primary</td>
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| Rationale | Considerable pressure on health care system and risks of resurgence calls for schools to remain closed till the end of school year (July) | Schools to open or remain open for specific segments that are disproportionately impacted by school closures (e.g. special education schools, vulnerable population) | Schools to open as a means to provide childcare for parents, enabling them to go back to work and open other sectors | Prioritized opening for students in grades that have high stake exams to allow progression to next level |

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<tr>
<th>Examples(^1)</th>
<th>Spain</th>
<th>Italy</th>
<th>Estonia</th>
<th>United Kingdom</th>
<th>Israel</th>
<th>Denmark</th>
<th>Norway</th>
<th>Germany</th>
<th>Portugal</th>
<th>France</th>
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1. Examples based on public reports, and includes likely scenarios announced in the press

McKinsey & Company
MVWSD has determined that there are 13 dimensions to address to adequately execute a new approach.

- Governance
- Health and Wellness
- Equity
- Curriculum
- Human Capital
  - (working conditions and professional development)
- Nutrition
- Facilities

- Operations
- Instruction
  - (remediation and differentiation)
- Resurgence plan of action
- Enrollment
- Communication
- Technology
Investigating dimension 13 - Technology

• Starting in the 2020-21 school year, MVWSD will be an at-home 1:1 environment for every student
  – This approach is already deployed in our middle schools
    • Total cost from reserves ~$1.8 million
      – Includes tech support, internet for at-risk populations, styluses for students, etc...
Investigating dimension 13 - Technology, con’t ...

• Going to this model will enable us to provide virtual learning at any moment

• Inherent questions
  – Will it meet the needs of all kids?
  – What PD is needed to make this fully operational?
  – How do we make sure the curriculum that we select reflects the diversity of our community?
  – What is the impact on teacher and staff working conditions?
  – What policies do MVWSD Trustees need to adopt to support this approach?
Investigating dimension 7 - Facilities

• There are more questions than answers at the moment
  – Do we install perimeter controls to limit access to schools?
    • If so do we install Thermal Cameras at entrance points as a way to screen for student(s), parent(s), community or staff members with elevated temperatures
    • Is this process amenable to our community who are used to an open campus?
There is only one way to eat an Elephant...
Who is assigned to each dimension

- Governance - Supt
- Technology - Dir of Tech
- Equity - Supt
- Curriculum - CAO
- Human Capital - CHRO
  - (working conditions and professional development)
- Nutrition - Dir of CN
- Facilities - CBO, Supt
- Operations - Dir of MOT
- Instruction - Dir of Curriculum
  - (remediation and differentiation)
- Resurgence plan of action - District Nerve Center Team
- Enrollment - CHRO
- Communication - PIO
- Health and Wellness - Nurse, Supt
What is a District Nerve Center Team

**Regional / District Nerve Centers could enable effective monitoring and decision-making during the reopening process**

- **Central Nerve Center Education Team**
  - Mandate: organize, coordinate, resolve issues, communicate with central and school levels

- **Regional / District Nerve Center**
  - Responsibilities:
    - Gives green light to reopen schools at national / regional level
    - Sets national guidelines for health & safety measures to adopt
    - Defines and allocates funding
    - Handles supply distribution at intermediary and / or local level or sets up procurement guidelines (it may differ across geographies)

- **Intermediate Regional / District level**
  - Operations (e.g., Healthcare procurement / supply, coordination, monitoring & tracking)
  - Strategy (e.g., data analysis, regional guidelines, recommendations)
  - Support functions (e.g., Finance, Communication)
  - Reopening Task Force
    - Health expert
    - Data expert
    - Program manager
  - Others Task Forces (e.g., Remodelling, Remote learning)

- **Local level**
  - School principals in the Region / District

**Source:** McKinsey analysis.
The makeup of various groups

- **Focus groups** - meets twice
  - 10 parents, community members, students
    - Total of 40 people
  - One focus group for each stage
    - Schools Closed
    - Targeted opening
    - Open with Restrictions
    - Full opening
Make up of various groups, con’t...

• Reopening Task Force
  – Two members from each representative group
    • 2 teachers, 2 classified, 2 administrators, 1 senior team member

• District Nerve Center Team
  – Nurse, 1 teacher, 1 classified, 1 admin, CBO, CAO, CHRO, PIO, Supt
COVID-19 Planning - Multiple stakeholders algorithm

**What needs to happen**
BOT
May 7th

**Discussion with stakeholders around process, concerns and understand needs***
Cabinet, LT, ROTF, Focus groups

**Development of conditions**
Cabinet, LT, ROTF

**Exploration of Actions***
Dept assigned to the dimension (3 choices for actions under each stage)

**Vet options, data collection, presentation**
BOT, Cabinet, LT, ROTF
TBD end of June

**Review options and selection of action***
Dept assigned to the dimension, Superintendent

**Final review***
Cabinet, LT, ROTF, Focus Groups, B.O.T.
TBD Aug

**Execute a larger community presentation/campaign**
Start of school

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**Roles:**
- **Focus group:** Hear and record their concerns
- **Reopening Task Force (ROTF):** Group of reps for logistics (includes teachers and CSEA)
- **Principals/Directors:** Responsible for actions in their dimension

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* input point

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Mountain View Whisman School District
Reopening is about continuing education, safety, and the community compromising.
We will have a learning plan for each stage...

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Planning is key

- Flexibility is key
  - We need options for each situation
    - i.e., Possible to shut a school down as opposed to the District
- We need to be prepared for any scenario, but we need to be realistic about our options
  - $8,000 - $22,000 for one thermal scanner
  - Money is a finite commodity
    - Over the past 2 years, we have begun to execute our recession plan
- This will take time and creativity
  - It takes Pixar 6 years to make a movie
  - During the making of the movie A Bug’s Life, Pixar reminded their team that they needed to be “Inspired by the Limitations.”
Planning is key (continued)

• This is a community crisis; thus we need community feedback
  – We cannot fall in love with ideas of a small group of people believe a school should look like
• We need to develop the plan and make purchases sooner rather than later
  – We ordered supplies and equipment at the start of the Pandemic (January) and successfully avoided the paper towel/toilet paper rush
Next Steps
Making this a reality

• Create focus groups
• Collect feedback and vet possibilities
• Order supplies
  – Chromebooks are already on order
  – PPE for staff, and possibly students, are being selected
  – Cleaning supplies
• Create a Reopening Task Force
• Continue to adapt our Distance Learning Plan
• Define operations under each stage of reopening
• Create a District Nerve Center Education Team
Thoughts and Questions?