



Back-to-School 2020 Vision & Framework

July 20, 2020

Under the continuing threat from the COVID-

Strategically listening to the needs of our diverse stakeholders

To help leaders make informed decisions about reopening schools, we have sought out diverse perspectives from all stakeholder interests in our educational community. A 53-member Re-Entry Task Force met several times over the past month to discuss options and review the needs, concerns, and ideas from students, parents, teachers from all grade levels and instructional areas, support staff, principals and administrators, and community-based organizations.

Focus groups were conducted involving 94 participants to harvest

The Planning Process Continues

Balancing Health and Safety with Access and Equity for High Need Students

Our Key Question: Can we create a model of online instruction (synchronous & asynchronous teaching and student learning) to accommodate stay-at-home learners while eventually offering some in-school instructional support that can serve high-needs students and families?

Shifting from Input Phase to Implementation Phase

We plan to sunset the Task Force the week of July 20, and convert the role of its subcommittees to Implementation Teams with streamlined membership.

Implementation Teams will help operationalize a Re-Opening Plan by drilling down into the key components of the Framework.

Each Implementation Team will have a cabinet level administrator and a Team Lead to coordinate the work of select representatives of labor unions, parent organizations, and students.

The four Implementation Teams are:

- Learning & Instruction
- Health & Safety
- Logistics & Operations
- Communications & Engagement

These four teams will develop the specifics of “How, What and When” our reopening plan will be phased in.

The Draft Reopening Plan will be presented to the Board of Education upon completion of negotiations with our labor partners.

During this period, we will engage in negotiations and conversations with labor organizations. We hope to have in place Memoranda of Understanding (MOUs) by August 1.

Because those operationalized components impact the working conditions of employees, negotiations over these MOUs will focus on defining what an optimal instructional day and week will look like for teachers, staff, students and parents.

Summary of Town Hall & Focus Group Key Concerns

Safety First

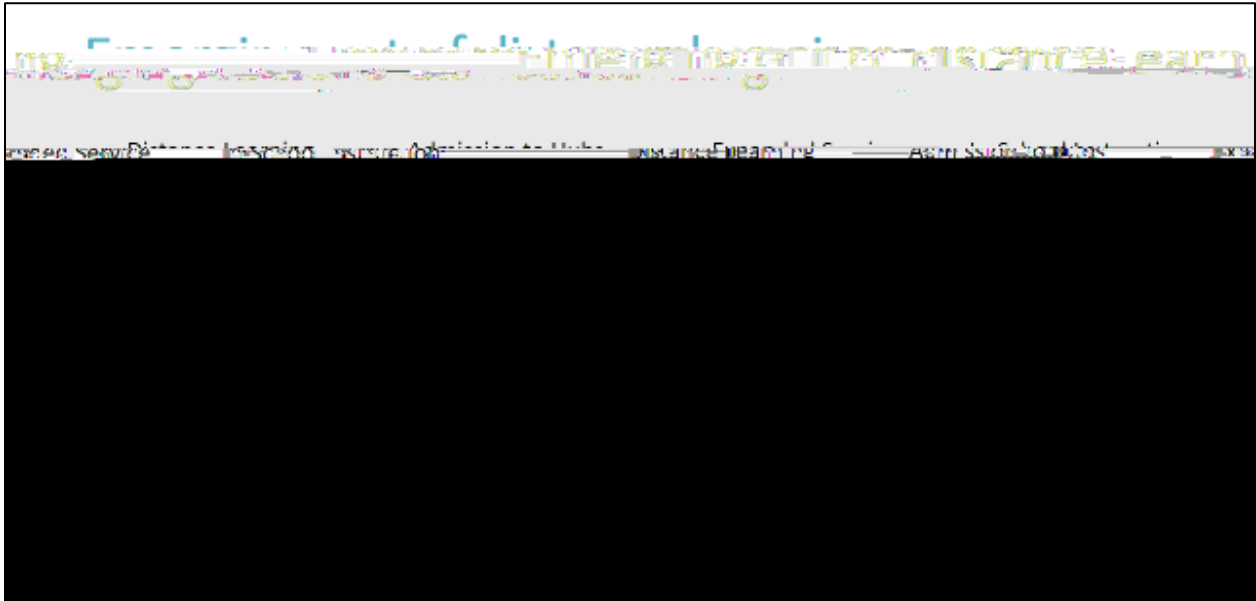
Focus on Equity

Avoid Student Learning Loss

Be consistent, predictable, and proactive in communication/ programming

Be consistent in applying and describing the instructional model

The key to Phase 1 of this Framework is to make distance learning work well. The key to Phase 2 is to enable in-person support and learning for students with the highest needs under the safe and supportive setting of a Student Support Hub. Eventually, we will create a safe pathway to gradually expanding the number of students receiving in-person instruction and support.



We are working collaboratively in negotiations with the district's labor unions to reach consensus and to resolve staffing and workload issues for this phased emergence out of distance learning.

Phase 1 will be a distance learning model for all. We will slowly add more in-person options as part of Phase 2 until we are again in a position to provide a full-service program, hopefully later in the school year. We plan to revisit our programs with the goal of moving to a full school model as the safety conditions allow. This analysis will happen along the natural reporting periods throughout the coming school year. The deciding factors on moving from Phase 1 to Phase 2 will be Health and Safety clearance from appropriate state, county and federal agencies and the district's ability to implement proper safety protocols.

We listened to the feedback from parents, students, teachers, classified, and our administrative team and have identified the key components of daily focus for students. These will include the following in our distance learning environment that we will be negotiating with the bargaining units:

Direct Instruction daily - a combination of asynchronous and synchronous models to teach academic content and social emotional development (Homeroom/Advisory)

Professional learning - time for teacher staff development

Ideally at set ongoing times while in Distance Learning such as:

Race and Equity Learning (District)

Instruction, Technology and Content Learning (District/Site)

Daily Planning time - for teachers to support lesson design

Ideally at a set ongoing time daily to allow for teachers to collaborate

Office hours - daily office hours for teachers to interact 1:1 with students to ensure understanding of content and maintain a SEL connection

Limiting the number of classes that students take in a normal day at secondary level

All **assignments will be linked from a common platform** with the ability to use multiple apps for instruction

Opportunities for **student-to-student interaction** in virtual forums weekly

Ideally could be set up to coincide with teacher planning time and run by other staff members

The first couple of weeks will be focused on student interaction, SEL, and determining where students are academically.

In addition, we will be looking for options that will be included in our virtual model for additional student interaction:

- Social Opportunities such as **clubs, student forums**, and other connections within the school day
- Office hours and ability to have **individual connections with counselors**
- **Outside Athletics** in a social distancing environment with potential live streaming of games when conditions allow
- **Training for Parents** to support students in distance learning prior to the opening of school and through ongoing asynchronous supports

Logistics that we will continue to work on that may require negotiations, but are not finalized as part of Phase 1:

- Grading protocols
- Attendance
- Assessments
- Teacher Expectations-Best Practices
- Tech Tools and Platforms

Finally, the District will be moving forward with options to provide **in-person options for students in Phase 2**. First, however, we will need to identify the conditions to be able to safely open which will be done in collaboration with our labor partners. These will be defined in the coming weeks to offer these options in a phased manner once we begin the school year including options for:

- students to attend in person and receive instruction at the site (even virtual)
- enhanced athletics and VAPA
- in-person support for SEL and Academic Intervention

Shared concerns and shared accountability

Here are the overarching challenges facing the Implementation Teams and the labor negotiations

Making distance learning highly effective

- Making in-school instruction as safe as possible
- Serving underserved students who cannot access distance learning
- Recapturing low attendance students
- Creating a robust staff professional development program for employees and parents that enables maximizes the effectiveness of distance learning for teachers and learners alike.

How our Framework's Student Support Hubs Work

The Student Support Hub is like a study hall where students that are unable to access distance learning effectively at home can receive coaching, assistance and facilitation.

All instruction is delivered in a distance learning approach. The "classroom" is with the teacher. Teachers can either be at home or in a classroom with limited high-need students to deliver instruction.

Students are admitted to Student Support Hubs at schools with social distancing standards in place, in small cohorts.

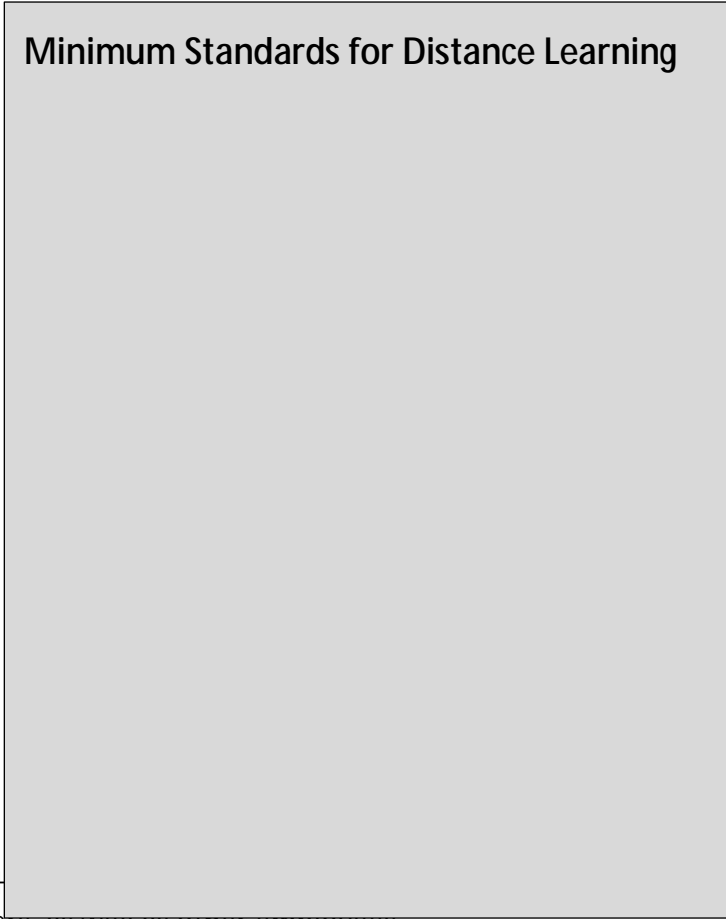
Coordinated intervention resources and personnel for high-need students

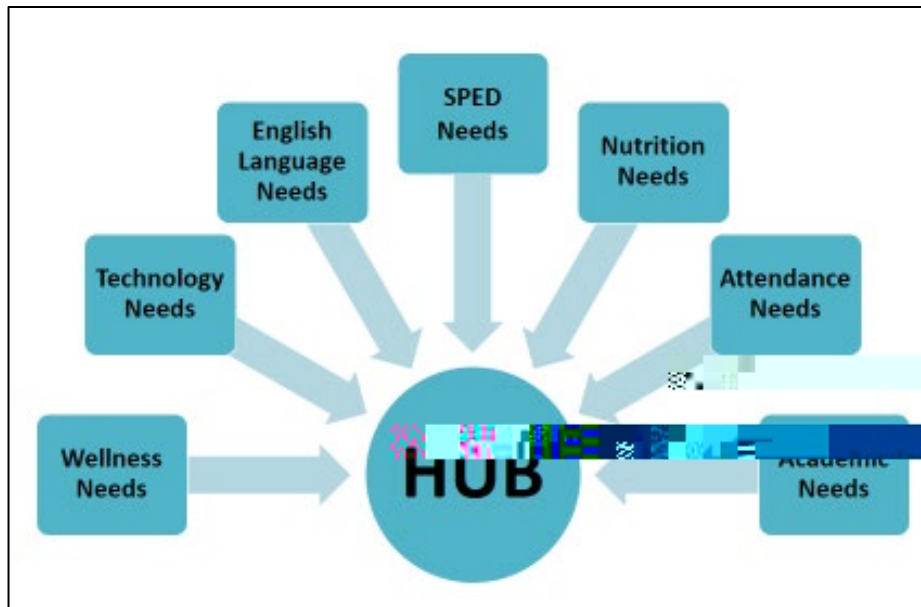
Hubs will be staffed with qualified facilitators and support personnel to work with small cohorts of

Personnel supporting students in the H

e permits, and/or screened before/after school workers, as well as other employees. could be done using community-based partners and agencies.

Minimum Standards for Distance Learning





Assignment to Student Support Hubs is done according to student-centered needs up to capacity and workforce demands.

We are working with our Implementation Teams to identify the criteria and process for placing students in these Hubs as a means to access distance learning most effectively.

CONCLUSION

Our goal is to make distance learning highly effective for all students. We are working with labor partners, parents and students to design a model that is consistent in the virtual world and flexible enough to adapt to the individual needs of students and changing conditions. Our second goal in this framework is to strive to ensure equity for the highest needs students who may have difficulty accessing and being successful in a fully distance learning environment. We will focus energies on assisting families to support their students during this time. We will incorporate both small group and 1:1 time for students with teachers within the schedule as well as the opportunity for parents to also meet with teachers during the school day through a family outreach schedule.

The West Contra Costa Unified School District has worked to design an efficient and effective Phase 1 implementation of Distance learning that will begin for 100% of students on August 17, 2020. As the conditions allow, we will move to Phase 2 with additional in-person supports, but our current operational assumption is that the timing of Phase 2 could be somewhat farther in the future. Our initial focus will be to provide the necessary supports, staff development, and planning time to implement a more robust distance learning program as part of Phase 1.