



SCHOOL REOPENING PLANNING GROUP

Final Report | May 28, 2020

CONTACT:

Edgar Zazueta

Senior Director of Policy and Government Relations
ezazueta@acsa.org

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officers

president Linda Kaminski, Ed.D. **president-elect** Ron Williams, Ed.D. **vice president** Charlie Hoffman

vice president for legislative action Barbara Martinez **past president** Holly Edds, Ed.D. **executive director** Wesley Smith, Ed.D.

Dear Colleagues,

The pandemic crisis has disrupted our education systems but not our resolve to grow student equity.

To help analyze school reopening options and next steps for schools, districts, and California as a whole, ACSA convened a diverse group of education leaders from throughout the state during the month of May 2020. This document is the result of their work and we present it to you in the hope that it will provide you with inspiration, tools, ideas, and resources.

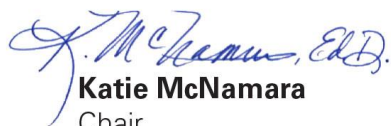
We necessarily start with a “Call to Action” to each other, our collaborative partners, and our state’s leaders to take the immediate steps to ensure we continue growing California’s ability to deliver student equity. This appeal is grounded in a set of “Essential Commitments to Equitable Education” that we all need to make to each other, and especially our students, as we work together to plan for the reopening of schools and the next phases of our pandemic recovery. We ground these commitments in a set of core values.

Our school reopening planning group also analyzed several concrete tools, which we hope will be useful at the school and district levels for planning. These include scenario planning resources and several sets of recommendations.

We all know how rapidly conditions are changing. Clearly, this document and the tools it contains will need to grow and evolve as we learn more together. Please send us your feedback and ideas as we continuously improve the resources that will serve you better.

To all of the members of the ACSA School Reopening Planning Group we offer you our deep thanks for the time, talent, and knowledge you so generously gave to this work. California’s schools and students are deeply indebted to you.

With gratitude,



Katie McNamara

Chair

ACSA Superintendency Council



Wesley Smith

Executive Director

¹Please see Appendix 1 for a list of ACSA School Reopening Planning Group members.

office locations

sacramento

1029 J Street, Suite 500, Sacramento, CA 95814

Tel 916.444.3216 • 800.608.2272

Fax 916.444.3739

burlingame

1575 Bayshore Highway, Burlingame, CA 94010

Tel 650.692.4300 • 800.608.2272

Educational Services Fax: 650.692.6858

Financial Services Fax: 650.259.1029

Member Services Fax: 650.437.9189

web site

www.acsa.org

Call to Action for: School Reopening

The COVID-19 pandemic has changed the landscape of California public education more dramatically than any other phenomenon in our state's history. In response, the Association of California School Administrators (ACSA) convened a "School Reopening Planning Group" to help ensure that pandemic recovery efforts advance student equity.

Urgent State Action Needed

This report from the planning group includes a set of focused recommendations, tools, and resources. Recognizing their overarching and critical importance, the group calls out the following recommendations for **immediate statewide action**:

1. **Public Health/Student and Staff Well-Being** — California Department of Public Health must provide explicit safety protocols necessary for the reopening of schools. School districts across the state are relying on the expertise of health professionals to help ensure schools prioritize student and staff health and wellness. The protocols should address all areas of operation, be based on current scientific knowledge, and be consistent across all counties. Support for student, educator, and staff well-being should extend to the resources needed to identify and offer support for their mental health needs.
2. **Teaching and Learning** — The State Superintendent of Public Instruction and the California State Board of Education should support a clear set of essential commitments to equitable education — *public education's essential work* — to help set the direction for school district and school site planning for the upcoming school year and beyond. See 2.2 for Essential Commitments to Equitable Education.
3. **Funding** — The legislature should reject the significant reductions to the Local Control Funding Formula proposed by the governor, maintain previous commitments for special education revenues, and hold schools harmless for attendance in the next school year while beginning phase-in to enrollment-based funding. Establish a process for bulk purchase of all health-related cleaning products and personal protective equipment for public schools. The state should suspend scheduled increases to CalSTRS and CalPERS for two years.
4. **Support Flexibility to Drive Innovation** — The legislature should allow for innovation in instructional minutes to fully enable student-focused learning strategies. Additional flexibilities should be provided around use of school and community facilities and continued extensions of federal waivers providing maximum flexibility for provision of school meals.
5. **Early and Expanded Learning**: The state should maintain or expand the summer learning, early childhood education, and after school/intersession programs that schools and families rely upon. Support innovation around leveraging these resources to maximize their alignment and integration with K-12 programs.

California's Essential Commitments to Equitable Education

As the state's 1,000-plus school districts and their partners work to co-create plans for the reopening of schools, these essential commitments provide a basis for effective collaboration in order to fully support students. School may look different, but our commitment to student equity is unwavering.

Working together, **we will:**

1. Make the health and safety of students and staff our top priority.
2. Engage and collaborate with our partners during all phases of re-entry planning and implementation.
3. Support teachers across all grade levels and courses to focus their instruction so every student masters essential standards through direct instruction (in-person or virtual) received on a regular basis.
4. Assess student learning to ensure that students are progressing and engaged, and to proactively support meeting every student's academic progress.
5. Support the physical and mental well-being of students, integrating social-emotional learning into our academic core.
6. Support the social and emotional needs of our staff members, and we will provide them with time and support they will need for professional learning, reflection, and collaboration.
7. Sustain effective services for our students with special and exceptional needs.
8. Support parents/families as they engage in their students' education and learning, including keeping students and their parents/families informed of student progress.
9. Support effective governance systems that maximize engagement, public safety, and instructional innovation.
10. Rise to meet this moment and come back stronger together.

Core Values

As we collectively rise to the challenge of the COVID-19 pandemic, we hold these values as foundational guides:

Safety — Guided by Research and Science

- *Commit to protect all students, teachers, and staff*
- *Follow directives and direction from public health professionals*

Equity — Propel and Expand Equity

- *Support equitable outreach, services, and supports for all students and families*
- *Close the digital divide, ensure connectivity and devices for all students*
- *Provide equitable access to open, quality professional development for teachers, administrators, and staff*

Visionary — Reimagine. Rethink. Redesign.

- *Differentiate instruction to meet every student's unique needs*
- *Inspire student engagement, reinforcing the important connection between teacher/s and student/s*
- *Support education professionals' growth during this time of transformation*

Flexibility — Expect Change

- *Expect school to look different*
- *Empower teachers, staff, and administrators to innovate*

Student — Focused

- *Set high expectations for all students*
- *Provide quality teaching and learning regardless of modality - in-person, online, or a blend of the two*
- *When needed, provide students with appropriate academic interventions and supports*
- *Support all students' social and emotional needs*

Collaboration — Engage Stakeholders as Part of the Solution

- *Prioritize collaboration between teachers, staff, and administration*
- *Provide educators time to reflect, learn, grow and collaborate to meet every student's needs*
- *Create a climate to support educators' innovative ideas and strategies for meeting students' needs*
- *Support all employees' social and emotional needs, so they can support students*

Support School-Home Connections — Consistent communication is more important than ever.

- *Build and maintain strong school-home relationships*
- *Provide parents/families and students support to help them access and optimize online learning*
- *Support wellness, mental health, and meeting basic needs*

School Reopening Scenario Planning Tools and Resources

Building on our essential commitments and core values, framing options for school reopening will require innovation and high-quality collaboration from all of us and all of our stakeholders. Without exaggeration, we are living in a moment when traditional planning techniques, especially those rooted in analysis of data trends and known drivers of change, may not serve us well. Of course, we must make use of data we trust, but we need new tools and resources that allow us to discover potential or possible futures, including forecasting how decisions made today could play out in years ahead. A key planning goal should be to build as much flexibility as possible into decision-making. Scenario planning methodologies, which have traditionally been used to identify future threats and opportunities, could have great value in today's environment. We may not be able to predict all of the threats and opportunities coming our way, but we will be better positioned if we have considered today's uncertainties from multiple perspectives and in relation to multiple variables and change drivers. By recognizing uncertainty and testing for resilience using scenario planning tools and resources, schools, districts, and educational systems can plan with greater confidence given the dynamic and volatile external environments we all face.

The following content areas of this report seek to provide an emerging set of options, resources, questions, and considerations that can be used as part of planning exercises undertaken in the coming days, weeks, and months ahead in California. For consideration and integration into these planning activities, we offer a set of:

- Meta Planning Elements: items identified as important drivers for all planning activities
- Scheduling Modalities: - potential school-level scheduling models for planning consideration
- Key School and District Support Elements

4.4. Meta Planning Elements

The “meta” planning elements outlined by Table 1 are considered by the ACSA School Reopening Planning Group to overarch many aspects of pandemic response recovery planning. For many of these elements there is no “right” or “wrong” approach but each should be considered thoughtfully in conjunction with school reopening scenarios and strategies developed in response to local conditions.

Table 1: Meta Planning Elements			
Element	Key Question	Other considerations	Resources
Teaching and Learning	How do we prepare teachers, students, families, and schools to best support effective and responsive teaching and learning in this new environment?	<p>How do we best:</p> <ul style="list-style-type: none"> • Ensure our most vulnerable students have the services and supports they need? • Assess needs for and support the integration of social-emotional learning supports into core academic programming? • Provide professional learning structures to ensure all educators are prepared to deliver distance/blended learning using various methods? 	<p>Overcoming The Distance: Promising Practices To Center Equity in Implementing Distance Learning</p> <p>Building Developmental Relationships During the COVID-19 Crisis</p>
Labor-Management Collaboration	What formal and informal systems are in place to ensure authentic labor-management collaboration?	<p>How do we best:</p> <ul style="list-style-type: none"> • Establish positive collaborative relationships with our teachers' union? • Establish positive collaborative relationships with our classified staff/bargaining units? • Establish a limit on the timelines related to bargaining the impact of COVID-19? • Clarify what needs to be/doesn't need to be bargained. Differentiate between: Meet/Confirm/Collaborate/Bargain • Discuss continuing learning and the safest point possible for bringing students back for instruction and socialization? • Develop cross-training systems for teachers? • Understand what prep time for teachers looks like in a virtual world? 	<p>California Labor Management Initiative (CA LMI)</p> <p>The CA LMI will be holding a virtual summit for labor management teams on June 23-24 specifically focused on pandemic recovery.</p>
Governance	How do our governance practices need to evolve to support pandemic recovery?	<p>How do we best:</p> <ul style="list-style-type: none"> • Address effective governance training virtually? • Anticipate and address the impact of COVID-19 on school board elections? • Conduct virtual meetings and authentically incorporate public comment? 	<p>CSBA COVID-19 Governance Resources</p> <p>NSBA COVID-19 Governance Resources</p>

Table 1: Meta Planning Elements			
Element	Key Question	Other considerations	Resources
Parent-Family Engagement	What formal and informal systems are in place to ensure authentic parent-family engagement?	<p>How do we best:</p> <ul style="list-style-type: none"> • Provide culturally and linguistically appropriate training for parents/families to support their children who are learning in a remote or virtual environment, including social and emotional supports to cope with the inherent issues stemming from isolation from social interaction with peers and others within their school community? • Provide tools and training for online engagement with parents/families involved in district and school level governance and support bodies? • Support community liaisons to support parents meeting their families' basic needs as well as supporting their students' education • Develop and implement systems for Annual and Triennial IEPs including processes for continuing important meetings, assessments, and follow-up related to IEP's? • Meaningfully engage stakeholders in the LCAP process? 	<p>California State PTA National PTA</p>
Decision-making around COVID-19 infections	What is the decision-making protocol in place in relation to new COVID-19 infections?	<p>How do we best:</p> <ul style="list-style-type: none"> • Address the need to isolate anyone exhibiting symptoms related to COVID-19 from other incidents experienced in the health office at school sites? • To the extent not addressed statewide, clarify with local health officials: <ul style="list-style-type: none"> • What facilities need to be on site to address ill students and staff? • Who makes decisions around determinations of infections? • Who makes the decision on whether or not to close a school site? 	<p>CDC: Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes</p> <p>Maryland Together: Maryland's recovery Plan for Education</p>

Table 1: Meta Planning Elements			
Element	Key Question	Other considerations	Resources
		<ul style="list-style-type: none"> • What guidelines and procedures are employed when individuals are suspected of COVID-19? • Who is responsible for tracking and contact tracing? • How will training be provided for Administrators, classified, certificated and Health Aides to determine symptoms related to COVID-19? 	
Physical Distancing	What is our approach to physical distancing?	<p>How do we best:</p> <ul style="list-style-type: none"> • Ensure appropriate physical distancing for our approach to school scheduling (see scheduling modalities section)? • Advocate for uniform guidance (including variability based on local health indicators) based on the understanding that each county cannot have different guidelines? • Gather data and gain an understanding on the size of the average classroom and portable classroom square footage to accommodate physical distancing? • Understand/promulgate guidance on physical distancing for different cohorts of students (e.g. can we truly expect our preschoolers and TK/Ks to physically distance?) • Understand/promulgate guidance on staffing needs with different cohort groups of students? 	<p>CDC: Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes</p> <p>Maryland Together: Maryland's recovery Plan for Education</p>

4.5. Scheduling Modalities

As we work to keep students, educators, and staff safe and healthy, meeting physical distancing requirements will be of paramount importance. As outlined by Table 2, ACSA’s School Reopening Planning Group identified a number of the primary scheduling tools that could be utilized for this purpose. The list is not exhaustive and many districts, especially unified school districts, will likely also employ combinations of these, in order to meet the diverse needs of different student ages/grade levels.

For each modality, a brief description, possible other considerations, and corresponding pros and cons are provided. Table 3 provides general resources supporting the development of schedules that can accommodate physical distancing.

Table 2: Scheduling Modalities			
Modality	Details	Pros	Cons
“Looping”	<p>Description: Keeps students with the same teacher for the 2020-2021 school year. Takes advantage of teachers’ familiarity with students, which may be especially beneficial in the current situation, particularly if there is limited assessment data available to teachers.</p>	<p>Provides for continuity and a cohesive transition.</p> <p>Allows for deeper student/teacher/family connection.</p>	<p>Very different from what teachers, students, and families are familiar with. Looping has usually been done by choice so asking everyone to do it could be difficult, especially for newer teachers who are working to gain expertise with their grade-level content and may need to master new grade-level standards expertise.</p>
	<p>Other Considerations: Possible bargaining unit assignment issues. Likely only a possible modality for elementary grade bands.</p>		

Table 2: Scheduling Modalities

Modality	Details	Pros	Cons
Elementary Face-to-Face and Secondary Distance Learning	<p>Description: Elementary students could start school first and attend four full days a week, spread out across several buildings (e.g., Elementary and Middle) to reduce the student-teacher ratio and support social distancing. Simultaneously, secondary students could complete/continue with distance learning. This could continue until it is deemed appropriate by public health officials that it is safe to relax social distancing requirements. Once it is deemed safe, elementary students could transition back to their home school and secondary students would start in-person classes.</p> <p>Other Considerations: See also the “Grade band phase-in: Incremental Student Return Based on Grade” option below.</p>	Meets the need for child care for younger learners and a level of independence to stay at home for older students.	<p>May not be a model that works for older students with disabilities or in need of intervention/remediation.</p> <p>Secondary students may need social interaction, from a mental health standpoint, more than younger students.</p> <p>Some districts are elementary only and it may be difficult/impossible to coordinate with secondary districts.</p> <p>Furnishings and restroom accessibility at secondary schools may not be appropriate for younger learners.</p> <p>Secondary students need guided academic time as well. The fully immersed online learning works in some cases for highly motivated students. How will we address those less motivated?</p>

Table 2: Scheduling Modalities

Modality	Details	Pros	Cons
A/B Week	<p>Description: Half of the student population reports to school for four full days each week, while the other half of the school population participates in distance learning at home. The student population then alternates between each week. All grade bands can be included.</p> <p>Other Considerations: Do students get less?</p> <p>Consider aligning same families on same schedule.</p> <p>Use one day a week for targeted instruction for specific learners - all others go every other day.</p> <p>Allows for opportunities for professional development and training on the 5th day.</p> <p>One possibility would be to provide synchronous instruction, with half the class engaged in-person and the others engaged online, allowing those who are physically distant to still be a part of the class.</p>	<p>Adheres to social distancing requirements.</p> <p>Controls large gatherings.</p> <p>Allows for clarity of content that students didn't understand in distance learning to be retaught.</p>	<p>Family needs for babysitting/child care on off weeks.</p> <p>Teacher capacity to adequately support distance learning.</p> <p>Does not take into consideration students with more significant needs.</p> <p>May not adhere to physical distancing if broken only into two groups (A/B) – may need three groups to accomplish physical distancing objectives.</p>
At-Risk Rotation	<p>Description: Classes broken up into 3 groups coming in once a week on different days with 4th and 5th day used for intensive groups (Tier 2 and 3 students). Special Ed Students classes are low, but can be broken up into 2 groups with the group requiring more services coming 3 days a week.</p>	<p>Students who need the most get the most.</p>	<p>Where do you draw the line without it seeming arbitrary?</p> <p>Possible Williams issues.</p>

Table 2: Scheduling Modalities

Modality	Details	Pros	Cons
One-Day Rotation	<p>Description: Students report to school one full day a week at all levels (e.g., Elementary, Middle and High) for four days. Students are provided assignments to support their learning on the days in which they do not report to school that could include paper, pencil, distance learning, or a combination.</p> <p>*One day is used for teacher planning and professional learning. Students will not report to school on this day, distance learning will continue.</p> <hr/> <p>Other Considerations: Select Day Rotation with One Day for Remediation – alternative schedule to provide for support to students with increased instructional needs.</p> <p>Scheduling Based on Facility Usage – utilization of multiple buildings for a single school to allow for social distancing.</p> <p>Intervention day could be combined with Professional Learning.</p>	Teachers will need intentional collaboration and process time if there is a blended model.	<p>Family needs for babysitting/child care on off days.</p> <p>Teacher capacity to adequately support distance learning.</p> <p>Does not take into consideration students with more significant needs.</p>

Table 2: Scheduling Modalities

Modality	Details	Pros	Cons
Two-Day Rotation	<p>Description: All students report to school two full days a week (e.g., Tuesday/Thursday or Wednesday/ Friday). Students are provided assignments to support their learning on the days in which they do not report to school that could include paper, pencil, distance learning, or a combination.</p> <p>*One day is used for teacher planning and professional learning. Students will not report to school, distance learning will continue.</p> <p>Other Considerations: All English learner, Special Education, and resource teachers could work with small groups of students to reduce the student teacher ratios to 10 or less in each learning environment. Art and Physical Education teachers could be included in the rotations to reduce the student teacher ratios.</p>	See above	See above
Start School Early	<p>Description: Reduce summer time off for students – students would begin school earlier in the summer than a traditional school calendar.</p>	Address summer learning loss.	Increased transportation, staffing, and health care costs.
Extended School Days	<p>Description: In the afternoon, the student school day is extended beyond the normal school dismissal schedule. Open schools earlier in the mornings – student school day is extended by including an earlier start time.</p>	Research indicates extended learning time is an effective way to accelerate learning.	<p>Would likely require modifications to collective bargaining agreements.</p> <p>Includes a tradeoff for other after school activities that help engage students emotionally and physically.</p>

Table 2: Scheduling Modalities

Modality	Details	Pros	Cons
Grade band phase-in: Incremental Student Return Based on Grade	Description: Returning students to in-person school by grade with younger students starting first to allow for social distancing. Elementary students will return to school first, for a week. Middle school students would report the second and high school would report the third week. Middle and high school students will continue distance learning while waiting to phase back into school.	Aligns with research indicating that younger students don't do as well with distance learning.	Difficulties for families, coordinating different student schedules.

Table 3 provides general resources supporting the development of schedules that can accommodate physical distancing.

Table 3: General Scheduling Resources	
Resource	Notes
Useful Schedule Libraries	Provides multiple sample schedules for many of the modalities noted above. Provides an interactive tool for creating possible schedules and calculating instructional minutes.
Reimagining Time In School For All Students	A white paper on time in schools highlighting ways to structure school time for all students, includes case studies of schools using time in innovative ways.
CDC Considerations for Schools	Provides guidelines around cohorting, group size, etc. that may be helpful for school scheduling purposes.
Looping Teachers AASA In the Loop: Students and Teachers Progressing Together	Resources and research related to Looping.
A/B Block Scheduling	Provides a deeper dive into and Pros and Cons of A/B Block Scheduling.
Bi-weekly Rotation (High School)	Provides a deeper dive into and Pros and Cons of Bi-Weekly Rotation Schedules.

Other Key Planning Elements¹

In conjunction with the key scheduling modalities identified above, the ACSA School Reopening Planning Group identified several other key planning elements that should be considered in relation to whatever scheduling modality(ies) is/are selected (see Table 4).

Table 4: Other Key Planning Elements		
Element ²	Key Questions to Consider	Key Resource
Distance Learning/ In-Person Learning	How can we best support and deliver distance learning? What blend of distance and in-person learning do we need to achieve?	Blended Learning: The Convergence of Online and Face-to-Face Education
Teaching/ Learning Pedagogy	How do we best meet the professional learning needs of our educators, classified staff, and administrators?	Supporting Educators During COVID-19
Meals	How do we ensure that students' nutritional needs continue to be met?	CDE: School and Child and Adult Day Care Meals ACSA: Schools and Summer Meals
Transportation	What changes are necessary to our transportation systems/supports in order to meet physical distancing requirements and the scheduling modality we select?	CDC Considerations for Schools
Staffing	What staffing changes are necessary to effectively implement physical distancing requirements?	CDC Interim Guidance for Administrators of US K-12 Schools and Child Care Programs
Technology Support / Infrastructure	How do we provide high- quality technology infrastructure in our classrooms? How do we ensure that every student can access the internet and effectively participate in distance learning?	CDE Distance Learning Considerations
Special Education	How do we ensure that students with disabilities and their families continue to receive effective services?	CDE Special Education Guidance and Resources
Expanded Learning	How do we integrate services and approaches most effectively with our expanded learning programs?	Leveraging Findings from OST Research and Practice to Lessen COVID-19 Learning Gaps
Facilities	What key facilities changes will need to be made to implement the scheduling modality(ies) that we select for our schools?	CDC Interim Guidance for Administrators of US K-12 Schools and Child Care Programs

¹ Please see also the resources provided as part of the ACSA School Reopening Planning Group's more extensive set of recommendations provided in Appendix 2.

² For a user-friendly set of key terms used in this document, useful for review and/or dissemination to parents and families, please see Appendix 3, "Terminology."

Appendix 1: Members, ACSA School Reopening Planning Group

ACSA wishes to express its deep appreciation for the time, talent, and knowledge our outstanding School Reopening Planning Group dedicated to this work, especially during these challenging times. Members included:

- Parvin Ahmadi, Superintendent, Castro Valley USD
- Brett Barley, Superintendent, CA Montessori Project
- Darin Brawley, Superintendent, Compton USD
- Jim Cloney, Superintendent, Shasta Union HSD
- José L. González, Superintendent, Planada ESD
- Katie McNamara, Superintendent, South Bay Union SD
- Julie Mitchell, Superintendent, Rowland USD
- Terri Rufert, Superintendent, Sundale UESD
- Mary Sakuma, Superintendent Butte COE
- Socorro Shiels, Superintendent, Sonoma Valley USD
- Shelly Viramontez, Superintendent, Campbell Union SD

In addition, we are grateful to the team at the Glen Price Group for facilitation, research, and writing support and to Terilyn Finders for her communications counsel.

Appendix 2: Key Recommendations to Support Equitable School Reopening

The ACSA School Reopening Planning Group’s core recommendations concentrate on five focus areas:³

1. Safe School Reopening
2. Funding, Flexibility, and Waivers
3. Teaching and Learning
4. Leveraging Resources
5. Whole Child and Educator Health and Wellness

The tables below provide a comprehensive body of recommendations for each of the above topics as well as reference resources.

Safe School Reopening		
Summary Recommendation	Detailed Recommendations	Additional Reference Resources
Rapidly develop and promulgate state safety protocols for the reopening of schools. These standards should cover cleaning, physical distancing, and screening. They should be flexible and adaptable in addressing recurring outbreaks and possible cycles of school closures and reopenings.	<ul style="list-style-type: none"> • Ensure that the state safety protocols include a set of minimum guidelines that will protect districts from potential lawsuits. This should include a definition of safety and should include enough detail that districts can be sure they are meeting common standards. • Provide districts with the necessary funding and support to implement safety protocols. • Facilitate acquisition of supplies and materials (PPE, cleaning supplies, thermometers, etc.) through a JPA or supply bank to ensure supplies are accessible quickly, efficiently, and equitably, and to limit/address competition. • Ensure that all standards and associated materials/supports (see below) are flexible enough to allow districts to respond to evolving contexts and incorporate lessons learned. 	<ul style="list-style-type: none"> • CDC Considerations for Schools

³ ACSA wishes to acknowledge the California Collaborative for Educational Excellence’s (CCEE) support for key aspects of this work.

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Safe School Reopening		
Summary Recommendation	Detailed Recommendations	Additional Reference Resources
With the standards as a foundation, develop a toolkit for use at the district and school level to support planning, implementing and communicating the safe reopening of schools	<ul style="list-style-type: none"> ● Include the following topics in the toolkit: <ul style="list-style-type: none"> ○ Decision-making processes such as how to address infections in schools, when to shut down again, how to address parents who keep students at home, etc. ○ Monitoring social distancing and sanitation (ex: monitoring hand washing stations) ○ Approaching medically fragile children, families, and staff (including students and staff who are unable to use PPE due to medical or special education circumstances) ○ Physically separating children <ul style="list-style-type: none"> ■ In classrooms, hallways, etc. ■ In common spaces such as the nurse’s office 	<ul style="list-style-type: none"> ● Hanover Field Guide Planning Tool
Mobilize the California System of Support, especially County Offices of Education and districts, to support effective implementation of the toolkit, plan creation, and the safe reopening of schools.	<ul style="list-style-type: none"> ● Ensure that Technical Assistance is available, accessible, and well-prepared to support districts with consistent implementation of safety protocols and toolkit elements. ● Elevate and expand opportunities to develop and strengthen multi-sector partnerships (ex: Labor Management Initiative, local cross-sector planning grants, etc.). ● Mobilize support around critical issues such as: <ul style="list-style-type: none"> ○ Engaging high-risk students, those who have had the most limited access to date ○ How do we address students/parents/staff that are uncomfortable returning ○ How to stagger who returns to school first ○ How to establish differentiated processes across different grade spans 	
Engage stakeholders especially families, educators, and staff in all phases of plan development, implementation, and communication.	<ul style="list-style-type: none"> ● Support districts to understand the different perspectives of stakeholders, both within and across stakeholder groups (Ex: families are not a consistent bloc; they will have different opinions and feelings on school reopening, which will have to be addressed in different ways) ● Provide tools, resources, and supports to strengthen partnerships with Out of School Time providers, child care, providers, tele-medicine, and other critical community partners 	<ul style="list-style-type: none"> ● Final site: Coronavirus Communication Strategies for Schools ● EAB: Communication Strategies for Schools and Districts ● PTA: Covid19 Resources

Funding, Flexibility, and Waivers	
Summary Recommendation	Additional Reference Resources
Funding	
The legislature should reject the significant reductions to the Local Control Funding Formula proposed by the governor, maintain previous commitments for special education revenues, and hold schools harmless for attendance in the next school year while beginning phase-in to enrollment-based funding.	<ul style="list-style-type: none"> See state funding policy comparisons available from the Education Commission of the States
For SY 21/22 the state should complete the transition to an enrollment-based funding model.	<ul style="list-style-type: none"> Not Making the Grade: How Financial Penalties for School Absences Hurt Districts Serving Low-Income, Chronically Ill Kids
The state should suspend scheduled increases to CalSTRS and CalPERS for two years.	
The state should provide additional supplemental funding (and/or PPE supplies) for needed health, safety, and social distancing expenses (technology, internet access, transportation, PPE, cleaning, equipment).	
Waivers	
Continue pause in state assessments - work with SBAC to narrow assessment to align to essential standards and provide interim assessments that can be used to support instruction.	
Extend the Brown Act Requirement Waiver: necessary to prevent public crowding of board rooms and potentially increased COVID 19 transmission.	
Through flexibility and waivers the state should allow for innovation in instructional minutes requirements (including PE) to fully enable options for distance and blended learning (see also attendance flexibility).	
The state should seek extensions of federal waivers providing maximum flexibility for provision of school meals.	
The state should seek temporary and targeted flexibilities in implementing IDEA during the pandemic allowing districts to focus on collaborating with parents and families and on providing appropriate services to students with disabilities.	

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Funding, Flexibility, and Waivers	
Summary Recommendation	Additional Reference Resources
<i>Flexibility</i>	
Immediately constitute a state-level team to develop a comprehensive approach for maximizing benefits of distance and blended learning for students with disabilities, English learners, foster youth, and other priority student populations.	
Maximize district ability to blend and braid funds, especially ESSA and potential Federal stimulus funding; provide districts with professional development necessary for this by tapping into expertise available from districts with skills in this area.	<ul style="list-style-type: none"> • Long Beach Unified Positive Outlier Case Study
Allow for space flexibility and prioritization of student access: utilization of spaces within schools and use of other spaces (e.g. community spaces), especially to accommodate innovation in blended learning.	
Enable use/deployment of expanded learning programs (especially 21st CCLC and ASES programs) within the school day and summer to maximize blended learning opportunities.	<ul style="list-style-type: none"> • The State of the State of Expanded Learning in California
Provide flexibility to authorize Independent Study to maximize opportunities for quality distance and blended learning.	<ul style="list-style-type: none"> • Debunking the Myth of Seat-Time

Teaching and Learning	
Summary Recommendation	Additional Reference Resources
<i>Distance Learning / Blended Learning</i>	
Provide for flexibility and innovation about who provides instructional support.	<ul style="list-style-type: none"> • Distance Learning Guide for San Diego Families • Advancement Project: Promising Practices to Support Equity in Distance Learning • Center for American Progress: Reimagining the School Day • EdSurge Guidance on Blended Learning
Use innovative measures to understand and document student learning.	<ul style="list-style-type: none"> • Restoring Hope and Seizing Opportunity in the Face of Crisis • What Separates a Good Blended Learning Program From a Bad One? • Reimagining the school day • Overcoming the Distance: Promising Practices to Center Equity in Implementing Distance Learning • Why some kids are thriving during remote learning • Illinois State Board of Education: Remote Learning Recommendations During COVID-19

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Teaching and Learning	
Summary Recommendation	Additional Reference Resources
Leverage and connect other programs, space and resources such as after school programs, early learning programs, and community/faith-based organizations to expand the opportunities for students to interact with other students, educators and supportive adults who can aid in learning.	<ul style="list-style-type: none"> • Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships • Value of Out of School Time Programs
<i>Student Centered Learning</i>	
Ensure our most vulnerable students have the services and support they need.	<ul style="list-style-type: none"> • Overcoming The Distance: Promising Practices To Center Equity in Implementing Distance Learning • National Center for Learning Disabilities • Teaching Tolerance: Trauma Informed Guide to Teaching Through Coronavirus • Resources to Support Students During COVID-19: California Association of School Counselors and Wisconsin School Counselors Association
Plan for the different ways students learn and provide innovative strategies to understand competency based outcomes rather than “seat time.”	<ul style="list-style-type: none"> • Instructional Look Fors: Resources to Enable Personalized Learning
Assess needs and plan for and implement the integration of social-emotional learning supports into academic planning.	<ul style="list-style-type: none"> • Aspen Institute • CASEL 3 Signature Practices • Building Developmental Relationships During the COVID-19 Crisis
<i>Parent and Family Engagement and Relationship</i>	
See families as partners in teaching and learning and concentrate on re-establishing continuity and relationships.	<ul style="list-style-type: none"> • Strategies for effective family engagement • Iowa Dept of Ed: Family Engagement Resources, Best Practices and Considerations • New Mexico Educator Guide to Wellness Check-ins • Oregon Dept of Ed-Distance Learning For All: Leveraging Family Engagement • Minnesota Dept of Ed: Supporting Students and Families Resources
Develop resources and support for families to provide structured learning at home.	<ul style="list-style-type: none"> • Leveraging Findings from OST Research and Practice to Lessen COVID-19 Learning Gaps • Ed Trust West Parent Poll

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Teaching and Learning	
Summary Recommendation	Additional Reference Resources
<i>Teacher Opportunities and Professional Learning</i>	
Provide professional learning structures to ensure all educators are prepared to deliver direct instruction during distance learning using various methods.	<ul style="list-style-type: none"> • Kansas State Department of Education Task Force Guidance to Support Continuity of Learning
Restructure teacher time (planning, instruction, etc) to allow for learning new skills and providing support to para-professionals, parents/families and others supporting learning.	<ul style="list-style-type: none"> • Reimagining the School Day • School-community partnerships • Research Spotlight on Year-Round Education • Leveraging the power of after school and summer learning for student success
Develop minimum standards of practice, expectations and resources to support engagement of students in a distance learning environment.	
Provide a broad range of coaching support to all educators (teachers, administrators, para-professionals, etc).	<ul style="list-style-type: none"> • Professional Learning for School Leaders Literature Review
<i>Continuity of Learning and Instruction</i>	
Continually collaborate with teachers/staff, teachers, parents/families, students and communities to design and redesign for continuity of learning.	<ul style="list-style-type: none"> • Broad strategies for schools during pandemic • Kansas State Department of Education Task Force Guidance to Support Continuity of Learning • OPINION: What will we do when everyone comes back to school?
Capitalize on existing relationships between school community members to ease the transition to new structures and processes.	<ul style="list-style-type: none"> • The New Teacher Project: Supporting Diverse Learning Needs Engaged in Learning at Home • The New Teacher Project: At-Home Supports for Multi-lingual and English Language Learners • USDE Questions and Answers on Providing Services to Students with Disabilities During COVID-19 Outbreak
Develop essential common core standards (anchor standards) and frameworks and needs assessment to focus learning.	<ul style="list-style-type: none"> • CAASPP Interim Assessment Tools During COVID-19

Additional General Resources:

- [Blueprint for Back to School](#)
- [Maryland Department of Education](#)
- [Entangled Solutions: K-12 Distance Learning Playbook](#)
- [South Carolina DOE Emergency Remote Instruction Checklist](#)

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Leveraging Resources	
Key Recommendation	Additional Reference Resources
<i>Community Schools Addressing the Whole Child</i>	
Implement integrated student supports through a place-based community schools strategy, supporting schools to partner with community agencies and allocate resources to provide an integrated focus on academics, health and social services, youth and community development, and community engagement.	<ul style="list-style-type: none"> • A Whole Child Approach to School Improvement Under ESSA: Support for Students in Low-Performing Schools • Community Schools: A Whole Child Framework for School Improvement • California Whole Child Health and Wellness Statement of Strategic Direction Effort
<i>Summer Learning</i>	
Maximize existing resources (ASES, 21st CCLC, LCFF, Title 1, Perkins, WIOA, outdoor education, etc.) to support a new vision for summer school that builds on research showing the effectiveness of full-day programs that blend academic support with enrichment and recreation. ⁴	<ul style="list-style-type: none"> • What summer learning loss can tell us about the potential impact of school closures on academic achievement • Summer Matters • National Summer Learning Association • Oakland Summer Learning Network • Calculating the Return on Investment in Summer Learning
Facilitate collaboration between school districts and summer enrichment programs to develop and implement summer learning plans that mitigate learning loss and provide social and emotional supports. These programs should: utilize an asset-based approach; target summer learning to students most in need; and use a summer “boot camp” type approach to re-acclimate some students back to school	<ul style="list-style-type: none"> • Summer Matters • Summer Learning – A Smart Investment For California School Districts
Design summer programs as camp-like experiences with rituals, team activities, and games and sports to increase student engagement, social and emotional well-being.	<ul style="list-style-type: none"> • American Camping Association
Ensure learning goals, lesson plans, and assessments are being used in summer learning programs. Coordinate learning goals with spring semester content / learning targets and/or content that will be taught in the first few months of the next year.	<ul style="list-style-type: none"> • State Guidance for Building Resilient and Equitable Education Systems

⁴ Several of the summer recommendations here may not be able to be implemented until summer 2021. For summer 2020, programs will need significant guidance on what staffing/cleaning/student ratios should look in order to make decisions about whether/how to open and operate.

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Leveraging Resources	
Key Recommendation	Additional Reference Resources
<i>Expanded Learning⁵ Sector</i>	
<p>Develop a new vision for the integration of expanded learning and traditional school programs that involves:</p> <ul style="list-style-type: none"> ● Student-centered design focusing on the whole child; ● Integrating expanded learning educators across the school day especially as new formats (blended learning, hybrid models, new forms of scheduling) are adopted; ● Engaging expanded learning educators in school-based planning and professional learning activities (ex: academic planning meetings, data meetings, trainings and professional development, etc.); ● High standards and well-prepared expanded learning educators; ● Strong capacity building for the entire learning/whole child support team with an emphasis on development of strong adult-student relationships; and ● Scenario planning for use at the district, school, and program levels 	<ul style="list-style-type: none"> ● Leveraging Findings from OST Research and Practice to Lessen COVID19 Learning Gaps ● Expanding Learning: A Powerful Strategy for Equity ● Expanded Learning in California ● The State of the State for Expanded Learning ● CDE Expanded Learning Division Strategic Plan
<i>Early Learning Sector</i>	
Collaborate with school-based early learning providers on re-opening efforts to ensure these programs (ex: California State Preschool Programs) are able to remain open to serve eligible children.	<ul style="list-style-type: none"> ● Investing in childcare
Transition part-day California State Preschool Programs to full-day programs to eliminate the need for midday/transition cleaning.	<ul style="list-style-type: none"> ● Is More Better? The Effects of Full-Day vs Half-Day Preschool on Early School Achievement
Collaborate with local Resource and Referral (R&R) agencies to help families find care for young children during days/times when early elementary children are not on campus	<ul style="list-style-type: none"> ● Resource and Referral Agencies by County

⁵ Expanded Learning refers to before and after school, summer, and intersession learning experiences that develop the academic, social, emotional, and physical needs and interests of students. Expanded Learning opportunities should be hands-on, engaging, student-centered, results-driven, involve community partners, and complement learning activities in the regular school day/year.

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Leveraging Resources	
Key Recommendation	Additional Reference Resources
<i>Public, Private, and Philanthropic Assets</i>	
Develop models for effective private/public partnerships at the state, regional, and local levels building on successful existing models.	<ul style="list-style-type: none"> • CDE Foundation
Facilitate collaboration between school districts and community partners to offer alternative learning opportunities that count toward graduation credit, including: internships, mentorships, and enrichment services.	<ul style="list-style-type: none"> • Restoring hope and seizing opportunity in the face of crisis
Develop protocols and coordinated efforts involving community and county services to support the social, emotional, and mental health of school and education program staff, students, and parents upon reopening. These protocols and efforts may need to be reactivated in relation to future cycles of school closures and reopenings.	<ul style="list-style-type: none"> • California Whole Child Health and Wellness Statement of Strategic Direction Effort

Additional General Resources:

- [Every school. Every community. Beyond Covid19](#)
- [Expanding Learning: A Powerful Strategy for Equity](#)
- [California Whole Child Health and Wellness Statement of Strategic Direction Effort](#)
- [Summer Matters](#)
- [San Diego Expanded Learning Consortium](#)
- [Afterschool Alliance](#)
- [BOOST Cafe Resource Center](#)

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Whole Child and Educator Health and Wellness	
Summary Recommendation	Additional Reference Resources
<i>Guidance and Communications from a Place of Leadership and Caring</i>	
<p>Ensure district, school, and stakeholder messages center around fundamental care for children, communicating that every child should be well cared for and well supported.</p> <ul style="list-style-type: none"> • Focus on educators, parents, and caregivers who may be experiencing trauma. • Ensure communications are culturally sensitive and relevant. • Ensure that educators and staff feel supported in their health and wellness. 	<ul style="list-style-type: none"> • California Partnership Assessment • Investing in childcare
<p>Be clear, transparent, and consistent about the financial costs of what is needed to safely reopen schools.</p>	<ul style="list-style-type: none"> • Frameworks Institute: Framing COVID-19
<i>Meeting Basic Needs: Food, Shelter</i>	
<p>Provide case management and referral services for students identified as in need of supports.</p>	
<p>Utilize community schools frameworks to expand partnerships to meet basic student, family, and educator needs.</p>	<ul style="list-style-type: none"> • Community Schools: A Whole Child Framework for School Improvement • Addressing food and meals access for housing communities
<i>Counseling, Psychological, and Social Services - Partnerships with Departments of Public Health, Mental Health, etc</i>	
<p>Establish a multi-level (COE, district, school) crisis response team focused on addressing trauma and supporting student and staff mental health and wellness. Provide guidance on how to address FERPA and HIPPA requirements</p>	
<p>Districts should establish mental health supports in place to address grief, and loss issues for students and educators. This may require an expansion of service delivery to include school counselors, mental health counselors, school social workers, and partnerships with local organizations, if needed. In addition:</p> <ul style="list-style-type: none"> • Districts should develop systems for identifying and tracking these students (grieving and experienced loss) and cases, and coordination of services. • Integrate school counseling and mental health support services into distance learning options. • Develop and implement universal screening tools that schools can use to identify students that will require additional support. 	<ul style="list-style-type: none"> • CA Surgeon General ACES Screening • Resources to Support Students During COVID-19: California Association of School Counselors and Wisconsin School Counselors Association
<i>Social-emotional Health / Climate</i>	

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Whole Child and Educator Health and Wellness	
Summary Recommendation	Additional Reference Resources
<p>Developing systems and training for checking-in with students (peer-to-peer) and staff (staff-to-staff and staff-to-student) on a regular basis.</p> <ul style="list-style-type: none"> • Develop systems for regular and consistent communication to enhance connections with students. Use tech apps (such as Loom, Vocaroo) for regular check-ins and visuals with educators. • Daily check-ins to allow students to express their feelings. Use technology like closegap.org as a tool for this. • Utilize a Psychological First Aid (PFA) model of crisis response. 	<ul style="list-style-type: none"> • Psychological First Aid for schools • Youth development strategy table: sustaining wrap-around supports during and post COVID19 • Resources for supporting children’s social-emotional wellbeing during pandemic
<p>Provide school counseling curriculum via learning management systems. School counselors to develop lesson plans, discussion boards, and information/resources for students. Use platforms like these to connect and engage with students.</p>	
<p>Integrate Social and Emotional Learning (SEL) into the academic core (establish norms for learning, teaching and discussions regarding the norms, empathy, positive relationships with others/peers/parents).</p>	<ul style="list-style-type: none"> • CASEL - COVID-19 Resources • Teaching Tolerance: Trauma Informed Guide to Teaching Through Coronavirus
Health Education - Social Distancing	
<p>Educate students regarding essential protective gear (EPG) and social distancing. This teaching and learning needs to not only cover the technical aspects of social distancing, but extend to how the use of masks, etc. changes social interaction. This should include education around how Coronavirus is contracted, to prevent bullying and other negative behaviors for particular ethnic groups or students and/or family members who are or have been affected.</p>	<ul style="list-style-type: none"> • CDC Guidance for Talking With Children About COVID-19 • Child Mind Institute Guidance for Talking with Kids About the Coronavirus (includes Spanish) • Zero to Three Guidance for Families Talking With Young Children about COVID-19 • Rocket Rules: teaching kids about Covid19 safety
Employee Health and Wellness	
<p>Districts develop a system to identify and offer support for the mental health needs of their employees.</p>	<ul style="list-style-type: none"> • Self-Care and Thriving for Educators During a Public Health Crisis

Additional General Resources:

- [Resiliency Strategies](#)
- [Educator Self-Care During a Public Health Crisis](#)
- [Maryland Together: Maryland’s Recovery Plan for Education](#)
- [Opportunity for paradigm shift to ‘whole child’](#)

Appendix 3: Key Terminology

Getting On The Same Page: Today's Education Terminology

Blended Learning: Students participate in a blend, or combination, of online and in-person learning activities with the teacher and classmates. For example, students can complete an online assignment by a certain date, and then meet in-person or online with their teacher for additional learning activities.

Differentiated Instruction: Teachers meet the needs of students who have unique learning styles and abilities by adjusting or adapting their teaching and learning activities.

Direct Instruction: Students participate in very focused lessons on specific skills, knowledge, or abilities, and their understanding is checked before, during, and after the lesson to ensure learning.

Distance Learning: Students participate in instruction or lessons that can be accessed on a laptop, mobile device, or tablet.

Essential Academic Standards: By giving priority to certain standards, teachers can provide in-depth instruction and target their support for students.

Group/Class Online Learning: Classmates participate together in online instruction and learning all at the same time, but from different locations. (Also called, "Synchronous Learning")

Hybrid Learning: Hybrid learning is blended learning – see above definition.

Independent Learning: Students participate in learning activities, processes and reflections, which they create with guidance from their teacher.

Inquiry-based Instruction: Students are provided a prompt or experience to spark their curiosity, then guided to conduct their own study on the concept or topic. They share their learning with their classmates and reflect on their learning process.

Mobile Learning: The instruction or lesson can be accessed on a hand-held Internet-enabled device, such as a smartphone or an iPad.

Online Learning: Online learning is the same as Distance Learning - see above definition.

Self-paced online learning: Students participate in assigned online learning activities at their own pace and on their own schedule (also called, "Asynchronous Learning").

Video Conferencing: Meeting between two or more individuals in two different physical locations. The participants see and hear each other through their device. This is much like Facetime, but it allows a number of people to be involved in the conference. It is usually accessed via a computer or tablet (such as an iPad), but can also be accessed via an Internet-enabled mobile device or smartphone.

Virtual Classroom: The virtual classroom takes place over the Internet, rather than the traditional setting of a student at school and in a physical classroom.