Glendale-River Hills
REopening UPDATE

August 5, 2020
School Board Decision

On Tuesday, July 28th

The Glendale-River Hills School Board unanimously voted to start the school year virtually.
Now what?

Check out the data.
At this point in time, what are you planning to do with your child(ren)?
• In person is the only way I can provide education for my son. Virtual would result in no schooling.

• Other school districts are opening up. I have nowhere for my child to properly learn this fall. Both parents work.

• Face to face full time school is best

• No concern, my son learns better at school

• Back to school is important for their development
• In-Person is not an option, this is a Petri dish

• I’m not comfortable with In-Person. Too much time spent with too many people. Not safe for staff or students.

• Face to face is not safe. We will not send our kids.

• With cases rising, I absolutely will not send my son to the school building no matter how many safeguards are in place.

• My child is very uncomfortable returning to school.
“In three words I can sum up everything I’ve learned about life: it goes on”

– Robert Frost
Glendale–River Hills Phased-in Approach

**Stage 1**
All students and staff participate in virtual learning. School buildings closed for access, such as the case of an emergency shut down by the Governor in March of 2020.

**Stage 2**
All students participate in virtual learning. Staff will be onsite for the purpose of planning and delivering online instruction.

**Stage 3**
Students in greatest need of additional support as identified through an agreed upon set of criteria participate onsite with in-person instruction. All other students participate in virtual learning. Staff will be onsite for the purpose of planning and delivering instruction.

**Stage 4**
All students from Stage 3, as well as our youngest learners, additional students in need of support participate onsite with in-person instruction. All other students participate in distance learning. Staff will be onsite for the purpose of planning and delivering instruction.

**Stage 5**
All students participate onsite with in-person instruction two (2) days a week with virtual learning on the other days. Staff will be onsite for the purpose of planning and delivering instruction.

**Stage 6**
All students and staff participate onsite with in-person instruction five (5) days a week.
POSSIBLE METRICS/GATING CRITERIA TO GUIDE DECISIONS

1. **LOCAL MEASURE**: Glendale Rate of Burden provided by the NSHD

2. **LOCAL MEASURE**: Glendale Positive Test 7 day rolling. Average statistically significant measure provided by NSHD.

3. **LOCAL MEASURE**: Staff absence rate at each school.

4. **LOCAL MEASURE**: Staff substitute fill rate at each school.

5. **LOCAL MEASURE**: Number/Percentage of staff in quarantine at each school.

6. **LOCAL MEASURE**: Number/Percentage of students in quarantine at each school.
To start the 2020-2021 school year

Stage 2

All students participate in virtual learning. Staff will be onsite for the purpose of planning and delivering online instruction.
DON’T PANIC! GOOD NEWS COMING...
Let’s be clear!

Emergency Learning in Spring

• No training
• No preparation time
• Lack of consistency
• Frustrated parents
• Frustrated staff
• ETC....

Virtual Learning in the Fall

• Training already in place
• Virtual guidelines for teaching and learning
• Consistent expectations for staff
• Grading, feedback, and attendance will occur
# Example Elementary Teacher Weekly Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 - 8:00am</td>
<td>Prep &amp; Communication via Google Classroom &amp; Application Student Check-Ins</td>
<td></td>
<td></td>
<td></td>
<td>Office Hours</td>
</tr>
<tr>
<td>8:00 - 8:30am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30 - 9:00am</td>
<td>Synchronous Morning Meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 - 9:30am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30 - 10:00am</td>
<td>Synchronous Learning (Whole Group, Small Group &amp; 1:1) with scheduled breaks (30 min. AA)</td>
<td></td>
<td></td>
<td></td>
<td>Review Assignments, Provide Feedback &amp; Check-In with Students</td>
</tr>
<tr>
<td>10:00 - 10:30am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30 - 11:00am</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>11:00 - Noon</td>
<td>Lunch &amp; Prep</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noon - 12:30pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30 - 1:00pm</td>
<td>Synchronous Learning (Whole Group, Small Group &amp; 1:1) with scheduled breaks (30 Min AA)</td>
<td></td>
<td></td>
<td></td>
<td>Collaboration Time</td>
</tr>
<tr>
<td>1:00 - 1:30pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1:30 - 2:00pm</td>
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<td></td>
</tr>
<tr>
<td>2:00 - 2:30pm</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:30 - 3:00pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Plan and Upload Materials for Following Week</td>
</tr>
<tr>
<td>3:00-4:00</td>
<td>SPED Meetings</td>
<td>Staff Meetings</td>
<td>Collaboration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Think about ways to flex your schedule to be flexible for families, scholars, and yourself.
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<td>Prep &amp; Communication via Google Classroom &amp; Application Student Check-Ins</td>
<td></td>
<td></td>
<td></td>
<td>Office Hours</td>
</tr>
<tr>
<td>8:00 - 11:30</td>
<td>Synchronous Learning with scheduled breaks: All Core Academics Classes</td>
<td></td>
<td></td>
<td></td>
<td>Review Assignments, Provide Feedback &amp; Check-In with Students</td>
</tr>
<tr>
<td>11:30 - 12:30</td>
<td>Lunch &amp; Prep</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30 - 3:00pm</td>
<td>Synchronous Learning: Allied Arts Block</td>
<td></td>
<td></td>
<td></td>
<td>Collaboration Time</td>
</tr>
<tr>
<td></td>
<td>Classroom Teacher Office Hours/Document student learning (Small Group &amp; 1:1 and student work time when not in Allied Arts)</td>
<td></td>
<td></td>
<td></td>
<td>Plan and Upload Materials for Following Week</td>
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<td>3:00-4:00</td>
<td>• SPED Meetings</td>
<td>• Staff Meetings</td>
<td>• Collaboration</td>
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*Think about ways to flex your schedule to be flexible for families, scholars, and yourself.*
Why do Staff need to be present....

- Phase 3 includes transitioning small groups of kids in the building. Staff need to be present and ready for them.
- Our working parents are being asked/forced to find childcare, why wouldn’t our staff be asked to do the same thing?
- Teachers that need to take care of their own children at home will not be able to provide the rigorous instruction we need to provide our students during the virtual learning expectations.
Staff need to be present....

- Staff members will be in their own spaces, socially distanced from others and masked when in common spaces.
- Accountability for teaching and learning is essential for virtual learning. Staff at work allows administrators to easily ensure high quality instruction for all students.
- All Northshore districts will be transitioning between stages at different times thus our staff needs to be prepared for in-person teaching in GDRH, whenever that happens.
<table>
<thead>
<tr>
<th>IF</th>
<th>THEN</th>
<th>Calendar days assigned for Virtual Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your child tests positive for COVID-19</td>
<td>Your child will be assigned virtual instruction for days school is in session over the course of at least 10 days. The last three days prior to your child’s return to in-person instruction your child must be symptom free.</td>
<td>At least 14</td>
</tr>
<tr>
<td>Someone in your child’s household tests positive for COVID-19</td>
<td>Your child will be assigned to virtual instruction during the time any members of the household that test positive are self-quarantining plus an additional fourteen calendar days after the infected member(s) of the household are symptom-free for at least three days.</td>
<td>At least 14</td>
</tr>
<tr>
<td>Someone your child has been in “close contact” with tests positive for COVID-19</td>
<td>Your child will be assigned virtual instruction for days school is in session over the course of 14 days. If your child is symptom-free throughout this time your child can return to in-person instruction.</td>
<td>At least 14</td>
</tr>
</tbody>
</table>
Other topics highlighted in the handbook

Health & Safety of the School Community

• Student/Staff Training
• Contact Tracing
• Face Coverings
• Field Trips/Safety Drills
• Classroom
  • Layout, capacity, cleaning
• Lunch Procedures
• Travel/Passing time
• Locker/Personal Belongings
• Bathrooms
• Water fountains
Goal: to transition Safely to stage 3

Stage 3

Students in greatest need of additional support as identified through an agreed upon set of criteria participate onsite with in-person instruction. All other students participate in virtual learning. Staff will be onsite for the purpose of planning and delivering instruction.
The entire Reopening Handbook will be made available on the district website upon finalization.