RETURN-TO-SCHOOL PRE-K ROUNDTABLE August 26, 2020



PURPOSE OF TODAY'S GATHERING



• Share more details about • the Walden@Home and Enhanced Hybrid learning models our decision making process health & safety protocols

• Address your questions

<section-header>



- Campus Re-Opening Decision Making Process
- Choosing a Learning Scenario
- Learning Cohorts
- Health and Safety
- Campus and Operations
- Teaching and Learning
- Technology and Learning Materials
- Social-Emotional Development and Support

CAMPUS RE-OPENING¹ DECISION MAKING PROCESS



HOW WILL WALDEN DETERMINE WHEN IT IS SAFE TO OPEN?

- We will Follow the guidance and restrictions put in place by local, state, and Federal public health authorities.
- We remain committed to carefully monitoring and responding to new information about COVID-19 and its impacts.
- Children's needs are at the center of all of our decisions.



RE-OPENING METRICS

- School would open and operate in a transitional pre-COVID cohort environment
- Would require effective vaccine and herd immunity
- An announcement from all agencies (WHO, CDC, CCHD, LACD, PPHD) would warrant this change
- Guided by local, state, and federal guidelines
- 30-point re-opening checklist issued by governor to be completed before offering in-person instruction
- County must meet a set of five government-mandated metrics for 14 consecutive dates, including less than 100 Covid-cases per 100,000 residents
- Using the same criteria as yellow level, however the metric changes to <200 cases per 100,000 over a 14-day period
- Possibility to apply for a waiver at this level
- Waiver requirements (including but not limited to):
 - consultation/survey process with families, teachers, and staff > community support required
 - sufficient and appropriate PPE in place
 - public health & school resources for investigation and outbreak response are clearly defined and available

• Fully remote learning for all, schools are closed by order of the Calil

fornia Health Department



RE-OPENING QUESTIONS

- Is Walden following the same re-opening process as other schools in Pasadena?
- Once the health department allows schools to open, how soon can Walden mobilize to open the campus?



CHOOSING A LEARNING SCENARIO



CHOOSING ENHANCED HYBRID OR WALDEN@HOME

- Intentional choice to build two year-long complementary but separate models
- Rooted in support for all members of the Walden community
- Consistent community of learners is a baseline tenet of progressive education; optimal environment for personalization and differentiation • Used survey data from the spring and consulted with
 - partners and experts



LEARNING SCENARIOS: GUIDING QUESTIONS How do we deliver the Walden mission in the midst of so many

- surrounding uncertainties?
- How do we create a fluid program that upholds the public health quidelines for children's physical well-being?
- How do we remain responsive and supportive of children's social and emotional wellbeing?
- How do we create a two-pronged responsive program that creates the "optimal conditions for learning" during the pandemic?
- How can Walden help students recover and stay "on track" throughout the year even as their lives are likely to continue to be disrupted by the pandemic?
- How can Walden effectively support families through their concerns and enlist them as consistent and knowledgeable partners in their child's learning?



LEARNING SCENARIOS: WALDEN'S FOCUS

To establish complimentary learning platforms that allows for collaboration with all of those involved with the child, using the best scientific evidence available, to maximize student's physical and psychological safety to support their ability to learn and thrive.

- Student Safety and Wellbeing
- Nurturing Creativity and Risk-Taking
- Utilizing a Strengths-Based Approach
- Consistent Learning in Community

ng roach ty



LEARNING SCENARIO QUESTIONS

- Does hybrid mean $\frac{1}{2}$ of the time on campus and $\frac{1}{2}$ at home?
- Do we have to commit to one learning scenario for the entire year or can we switch at some point later in the year?
 - Could there be quarterly or semi-annual entry points?
 - What if we don't agree with the school's definition of "safe," or only feel comfortable after we see that there are no infections at the school after it has been open for a while, or once there is a Covid vaccine?
 - What if you choose the hybrid program but for some reason are unable to attend in person (location, health, etc.) when the school goes back — can you continue remotely at that point?

Walden LEARNING COHORTS



YEAR-LONG STABLE COHORTS

- Classroom practices that center and build community to Foster trusting and working relationships with cohort peers and teachers
- Consistent and strong learning communities with collective routines, work habits, and agreements





COHORT QUESTIONS

• Have you considered asking parents if they want to create small pods to join together and perhaps asking this before you make class assignments so that those who want to gather in person to share part of online school get grouped together?



HEALTHden AND SAFETY1

HEALTH & SAFETY QUESTIONS • How will the campus respond if a student or teacher in a cohort gets

sick or tests positive for Covid-19?

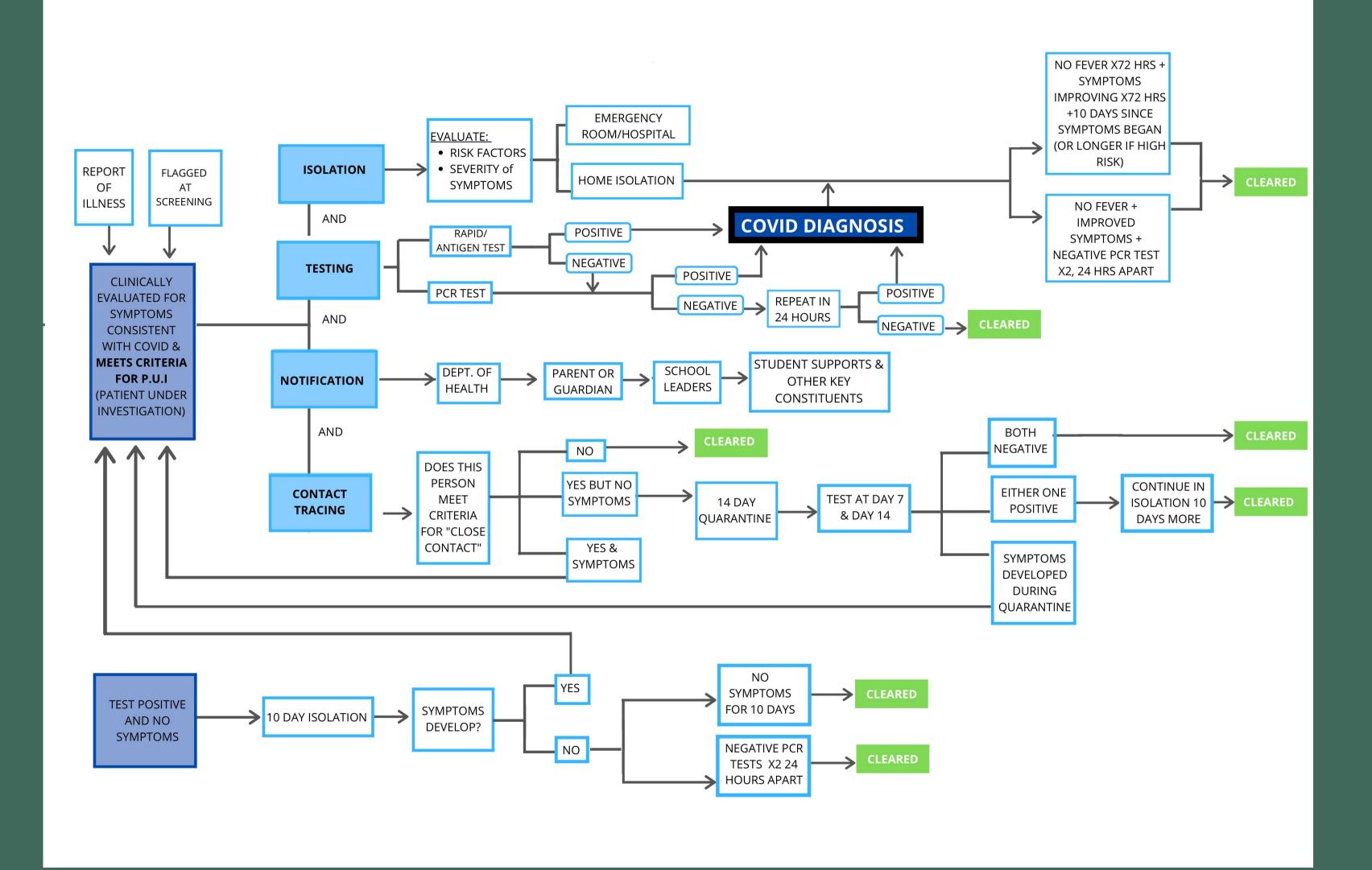
A Student or Staff/Faculty Member:	Action:
With COVID-19 symptoms (e.g. fever, cough, loss of taste or smell, difficulty breathing).	 Send student or staff member home. Recommend testing (if positive, see #3, if negative, see #4). School and classroom remain open.
Has close contact (<6 feet from a case for >15 minutes) with a confirmed case of COVID-19. If it cannot be determined whether individuals have met this criterion, an entire cohort, classroom or other group may be considered exposed.	 Send student or staff member home. Quarantine for 14 days from last exposure. Recommend testing (remains in quarantine for entire time even if tests negative). School and classroom remain open.
Has a confirmed COVID-19 case infection.	 Notify the local public health department. Isolate the case and quarantine for 10 days from symptom onset or test date. Identify contacts, quarantine and prohibit from campus any exposed contacts (likely an entire cohort) for 14 days after the last date the case was present at school while infectious. Recommend testing of contacts, prioritize symptomatic contacts (but do not shorten quarantine). Disinfect and clean classroom and primary spaces where case spent significant time. School remains open. Classroom closed for cleaning.
Tests negative after symptoms.	 May return to school 3 days after symptoms resolve. School and classroom remain open.
lests negative arter symptoms	

- cohort?

 If one student test positive, will the whole school be notified? • Does the cohort move into quarantine and online learning for the quarantine period? • If a student in a class is exposed or tests positive, what happens to the siblings of the students in that

• If a few people contract Covid, will the whole campus close down again?





HEALTH & SAFETY QUESTIONS CONT'D

- The website states that we must contact the school if a family member tests positive. Some people are in pods or go to work should this include anyone in your pod or work environment?
- What will the daily tasks and deadlines be for parents? (E.g., complete daily Magnus Health questionnaire by a certain time).
- It will be difficult for the kids to maintain six feet of distance at all times and keep their masks in the correct position--can we acknowledge that they are kids and not overreact/correct them?
- Who are the members of the school's compliance team?
- What is the definition of a high-touch area for the cleaning staff?



COVID-19 SUPPORT TEAM

Members of the COVID support team are adults in the school community whose job it is to provide assistance and support to students, school health staff and school leadership, in matters pertaining to **COVID** Risk reduction strategies, case response, and essential health services.

- Not necessarily degreed health professionals or health office staff
- Not necessarily without covid health risks, as some duties can be done virtually
- Preferably someone who has a sense of the school culture and how the school routinely functions
- Some duties are standing scheduled duties & some duties are 'on call' • Some training will be required
- Consider individuals who are discreet, who have respect for privacy & confidentiality



TESTING

- ADMINISTRATIVE/CLERICAL/DATA ENTRY
- EVENT PLANNING AND LOGISTICS



CONTRACT TRACING

- INTERVIEWS, DOCUMENTATION, DEPT OF HEALTH **DOCUMENT COMPLETION**
- CROSS CHECKING AND DATA MINING
- NOTIFICATION AND COMMUNICATION
- STUDENT ESCORT



EDUCATION AND ENGAGEMENT

- COMPLIANCE MONITOR
- TRAFFIC CONTROL, WAYFINDING
- CONTENT CREATOR AND CONTENT PRESENTER
- CHEERLEADER, FACILITATOR, TOWN CRIER
- PROTECTION PACKS

SCREENING

- DATA REVIEW AND ANALYSIS
- SCREENERS/ BACK UP SCREENERS, TEMP CHECKS, ESCORTS
- COMMUNICATIONS: FOLLOW UP, MISSED OR ABSENT

ESSENTIAL SERVICES

- TELEHEALTH ASSISTANCE AND TECH SUPPORT
- STUDENT ESCORT, STUDENT CHAPERONE/LIAISON
- COMMUNICATIONS
- COVID INVENTORY MANAGEMENT
- FLU SHOT MANAGEMENT

CASE RESPONSE

- RELEASE OF STANDING COMMUNICATION TEMPLATES
- REPORT OF NEGATIVE TEST RESULTS
- DAILY CHECK IN
- POLICY AND PRACTICE REVIEWS
- QUARANTINE TEAM: TRACKERS, CHAPERONES, PROGRAM, SCHEDULE
- ISOLATION SUPPORT: AUXILIARY SUPPORTS COORDINATOR

CAMPUS en AND OPERATIONS



CAMPUS AND OPERATIONS QUESTIONS CONT'D

- Will there be contactless doors in high-touch areas, e.q. bathrooms?
- How has enrollment and staffing been effected by the pandemic?
- Can a bicycle be used for drop-off or pick-up?



TEACHING AND LEARNING



PRE-K HIGHLIGHTS AND QUESTIONS

How do the Pre-K teachers feel about returning to in-person learning?



PRE-K CURRICULUM

Intentionality

• Focusing on the developmental goals of the whole child: physical, social, emotional, language, critical-thinking

Main Goals

- Foster Their Sense of Wonder child-led inquiry/emergent curriculum, meaningful and direct experiences
- Develop Lifelong Learners Foster their confidence, a growth mindset and the power of yet, personal interests, experiential learning
- Make Connections: to self, others, and nature SEL, develop sense of community, valuing uniqueness and diversity, outdoor- and nature-based curriculum, recognizing the connection and interdependence among all things

Guidelines

- Early Childhood Education
- Early Childhood Development
- Walden's Mission



• Philosophy of the Pre-K Program



CLASSROOM-PARENT COMMUNICATION

- Monthly calendars
- Weekly photos
- Biweekly newsletters
- Opportunities for phone/Zoom check-ins
- Available by email

ON-CAMPUS SCHEDULE

8:00 - 8:45	Arrival
8:45 - 9:00	Morning Meeting: calendar, attendance, SEL, rea
9:00 - 10:15	Work Time (one cohort outside and one inside): work, materials, play
10:15 - 10:45	Read-aloud, snack, independent library
10:45 - 12:00	Work Time (cohorts switch: one cohort outside a project work, materials, play
12:00 - 1:00	Lunch, read-aloud
1:00 - 2:15	Nap Time
2:15 – 2:50	Music & Movement, Sign-language, SEL, Closing (
2:50 - 3:30	Dismissal

- ad-aloud, morning lesson
- science, art, project

and one inside): science, art,

Circle



WALDEN@HOME SCHEDULE

8:45 – 9:00	Morning Meeting – calendar, attendance, read a
9:00 - 10:00	Independent Work Time – science, art, project w
10:00 - 10:30	Group Meeting – group game, songs, read aloud
10:30 - 10:45	Independent Snack
10:45 - 12:00	Independent Work Time – science, art, project w
12:00 - 12:30	Social Lunch
12:40	Closing Meeting – movement, read aloud, closing

aloud, morning lesson

work, play

l, Iesson, SEL

work, play

ng meeting



PHYSICAL SPACES

The activities are the same, but now the space communicates to the children that they can have their own space to play in.



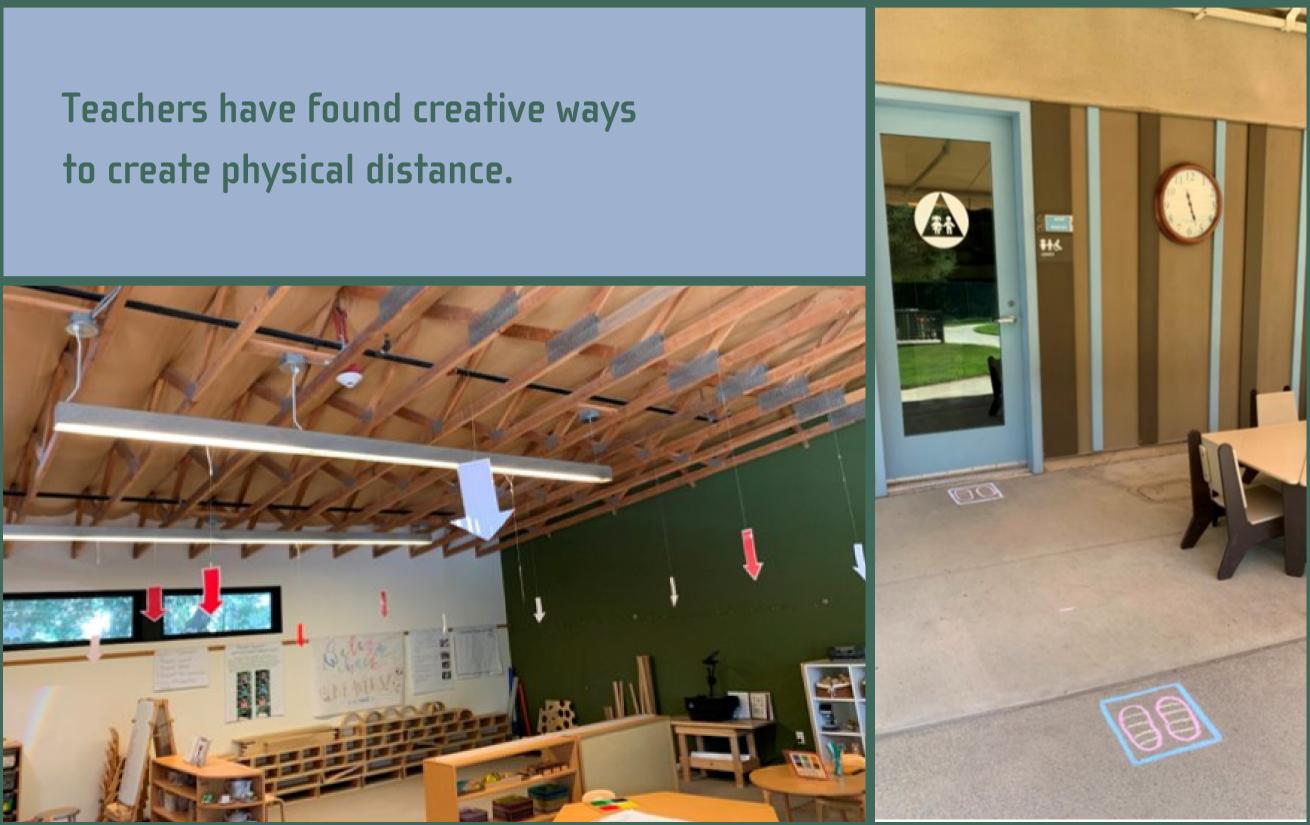








PHYSICAL SPACES





SPECIALTY CLASSES

- Three-week blocks, four times a week
- Two three-week blocks per specialty per year
- Integrated with classroom curriculum • Dance/P.E. will meet every week throughout the year (alternating)

WALDEN@HOME

- Specialties will take place in cohorts
- P.E. and Dance will offer synchronous exercise classes as well as short body breaks to be used for morning exercises and throughout the day

ON-CAMPUS

- - possible



• P.E. and Dance classes will take place on the South yard, physically distanced without shared equipment Classes such as Science and Music will also be outside as much as



TEACHING AND LEARNING QUESTIONS

- Who are the cohort teachers?
- What protocols will be in a place that are different from previous years?
- What will nap time look like?
- Could the Pre-K be all outside?
- What assistance will you need from parents (supplies, volunteering, etc.)?
- Will curriculum be different if doing hybrid vs remote?



TEACHING AND LEARNING QUESTIONS

Can you please discuss the impact of screen time and any considerations that have been made to minimize the amount of technology use required in these younger grades?
How does Walden@Home interface with the in-person plan? Do students interact?



SOCIAL-EMOTIONAL DEVELOPMENT AND SUPPORT



SOCIAL EMOTIONAL LEARNING AND STUDENT SUPPORT

- Student support team will provide support to teachers, students, and parents
- SEL curriculum (mindfulness and calming techniques, self regulation and emotional awareness, conflict resolution and relationship skills)
- Buddy classes, 6th grade mentors





TECHNOLOGY AND LEARNING MATERIALS



TECHNOLOGY AND LEARNING MATERIALS QUESTIONS

- What materials, technology, supplies do we need to be best equipped for remote learning?
- Will computers be offered?
- What will children need to bring with them to campus each day?
- What supplies do we need to provide for on-campus learning?



THANKYOU #wearewalden 01