

# BUSD 2020/21 Return to School Plan

## March 9, 2021 Updates



### Presentation to Bellevue Union School District Board of Trustees

Tracy Whitaker, M.A., Director of Student Services & BUSD COVID-19 Coordinator

Aracely Romo Flores, M.A. Director of Curriculum/English Services

Chris Kim, Ed.D. Chief Business Officer

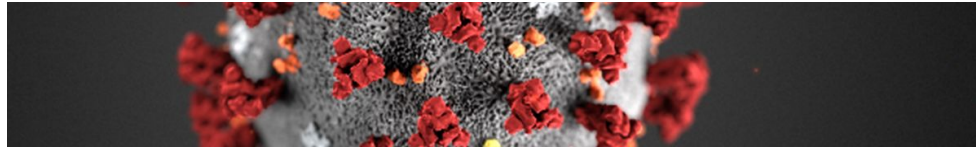
Roger Farrell, Director of Maintenance and Operations

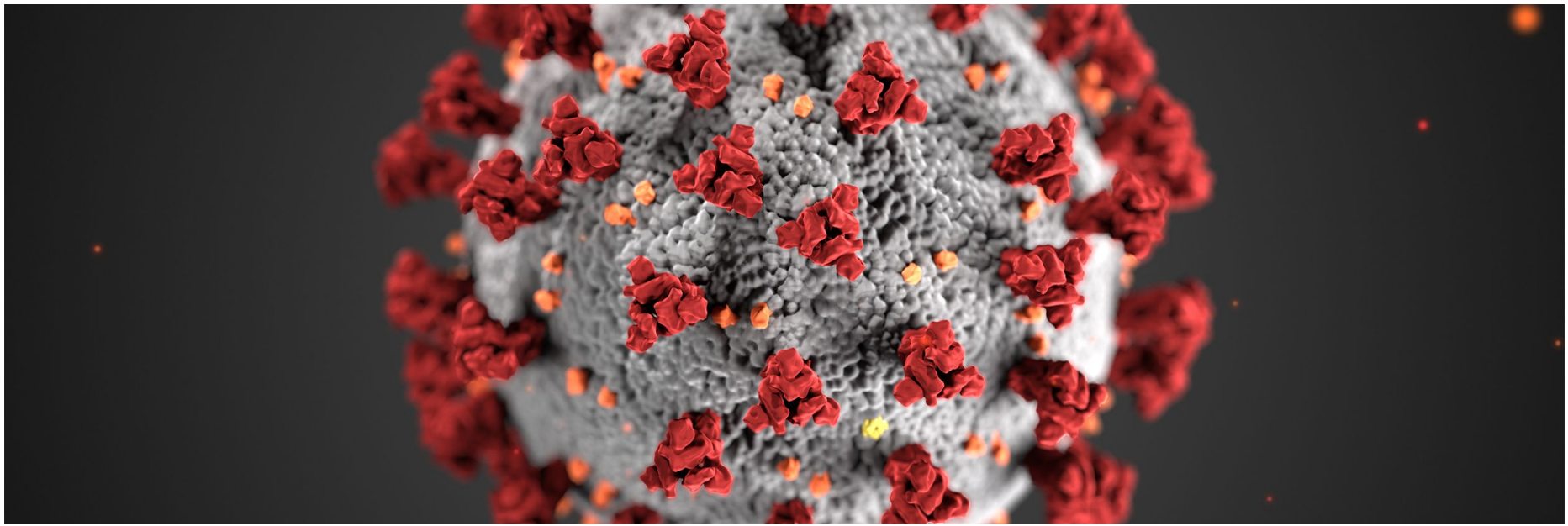
David Alexander, Ed.D. Superintendent

3/9/2021

# Health and Safety

of our students, staff, parents and community  
Remain our #1 priority





**Presentation to Bellevue Union School District Board of Trustees  
Sonoma County COVID-19 Status Update  
February 16, 2021**

# Sonoma County COVID-19 Cases as of 03/09/2021

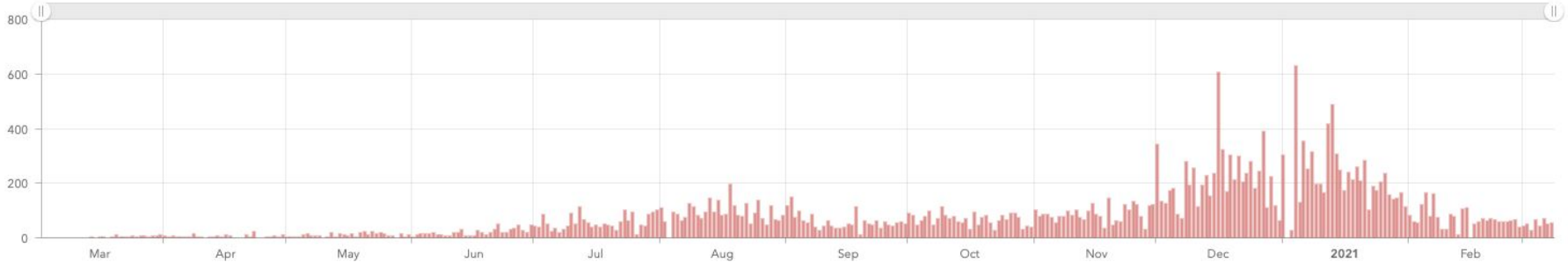
## Sonoma County Cases

<b>Active</b> <b>1,856</b> 0.36% of Population	<b>Deaths</b> <b>303</b> 1.1% of Cases	<b>Recovered</b> <b>26,345</b> 92% of Cases	<b>Total</b> <b>28,504</b> 5.6% of Population
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## Sonoma County Last 24 Hrs

<b>Active</b> <b>↑56</b>	<b>Deaths</b> <b>0</b>	<b>Recovered</b> <b>0</b>	<b>Total</b> <b>↑56</b>
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## Sonoma County New Cases by Date



*All graphics and data for this presentation are taken from [socoemergency.org](https://socoemergency.org).*

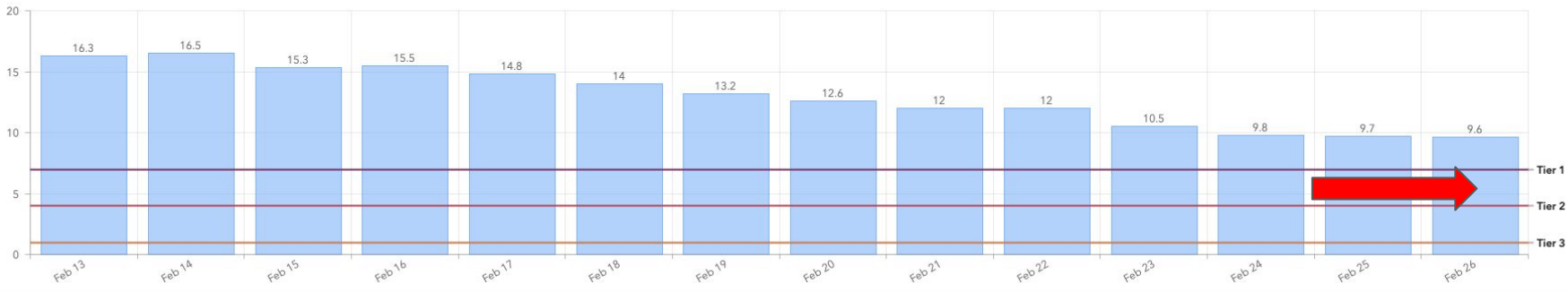
# Sonoma County Roadmap to Reopening

State Indicators, Tiers are listed from Higher Risk to Lower Risk of Community Disease Transmission

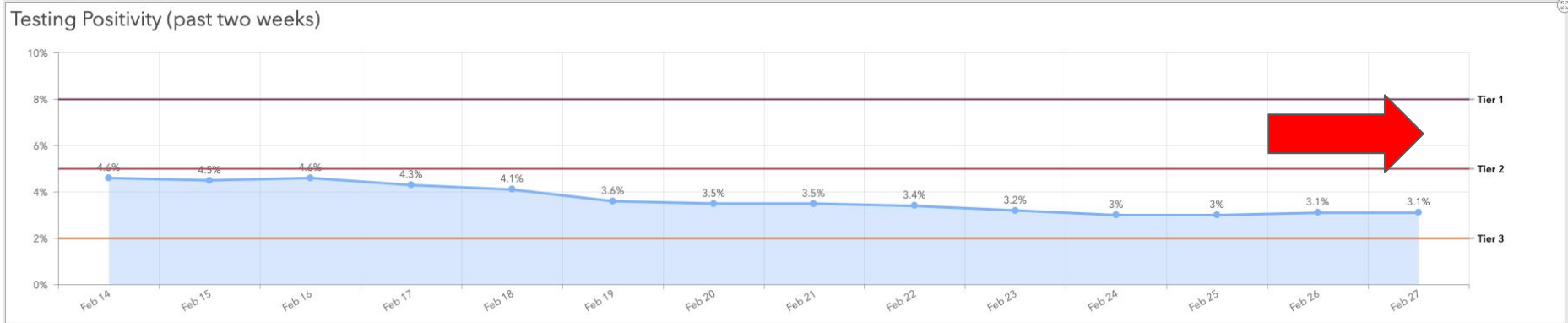
Indicator	Widespread Tier 1	Substantial Tier 2	Moderate Tier 3	Minimal Tier 4
<b>New cases per 100,000 population per day</b> (7 day average; 7 day lag)	> 7	4 – 7	1 – 3.9	< 1
<b>Positive tests percentage</b> (7 day average; 7 day lag)	> 8%	5% – 8%	2% – 4.9%	< 2%

# Sonoma County's Case Rate 03/09/21

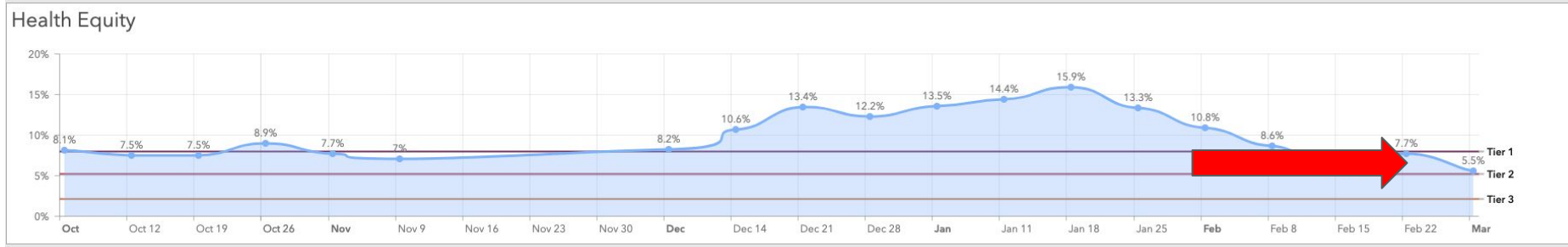
New cases per 100,000 population per day (past two weeks)



# Sonoma County's Testing Positivity Rate as of 03/09/2021



# Health Equity Metric 03/09/2021



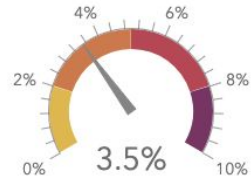
**New Cases per 100,000 per day (adjusted for testing volume)**



**Tier 1**

Updated on March 02, 2021

**Overall Testing Positivity**



**Tier 3**

Updated on March 02, 2021

**Testing positivity in lowest quartile of Healthy Places Index**



**Tier 2**

Updated on March 02, 2021

# New Case Numbers Last 14 Days

Date	Active	New	Deaths	Recovered
3/8/2021	1,856	56	303	26,345
3/7/2021	1,800	52	303	26,345
3/6/2021	2,302	70	303	25,791
3/5/2021	2,232	45	303	25,791
3/4/2021	2,189	68	301	25,791
3/3/2021	2,121	28	301	25,791
3/2/2021	2,093	51	301	25,791
3/1/2021	2,045	42	298	25,791
2/28/2021	2,003	39	298	25,791
2/27/2021	2,510	66	298	25,245
2/26/2021	2,444	62	298	25,245
2/25/2021	2,382	61	298	25,245
2/24/2021	2,324	61	295	25,245
2/23/2021	2,263	59	295	25,245

# Our District Zip Codes as of 03/09/2021

- **95404: Kawana Springs** (Mark West Union School District, Bennett Valley Union School District, Brook Hill Elementary School-SRCS, Proctor Terrace ES-SRCS)
  - Current Active Cases: 151
  - Percentage of Active Cases: 8%

- **95407: Taylor Mountain, Bellevue, & Meadow View** (Roseland School District, Wright School District)
  - Current Active Cases: 303
  - Percentage of Active Cases: 16%

# Zip-code Specific Case Data

- Sonoma County remains in the purple tier with the strong possibility of going to the red tier this week or next.
- SCOE has received questions regarding whether it is recommended that districts serving students in zip codes with higher case rates than the county average reopen based on their zip code's epidemiology rather than the county average.
- County health has advised that localized case rates should be one factor, but not the only one, taken into account when implementing their reopening plan. Because the state has set reopening standards by county, there is no legal basis for delaying a reopening due to a district's more localized data. However, Dr. Mase urges districts to consider a range of local factors, including testing capacity, localized case data, staffing, facilities, and more when considering when it is appropriate to reopen.

# State Criteria to Reopen for In-person

## If reopening in purple:

Case Rate average less than 25 new cases per 100,000 residents

5 consecutive days

Covid-19 Safety Plan (CSP) submitted to LHO and State for review & approval. Once approved, CSP must be posted on the website for 5 days prior to reopening.

The county has far surpassed the requirement for elementary schools to open in person.

## If reopening in red:

School may reopen on the first day the county is in the Red Tier. This recognizes that counties need to have met Red Tier criteria for two weeks prior to entering into the Red Tier, and therefore the Blueprint calculation captures more than a five-day period of lower and downward trends in the numbers.

CSP: COVID Prevention Plan (CPP) and COVID-19 Safety Plan Checklist must be posted on website 5 days prior to reopening. It is not required that the CSP be submitted for approval.

Since the start of the year we have been  
diligently monitoring Sonoma County's  
COVID-19 status from Public Health



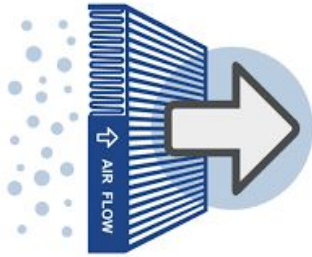
SoCo  
**Emergency**

*With strict adherence to Public Health requirements*

# Vaccination Plan for Employees (Updates)

- County Health will provide SCOE 1,100 doses of Moderna vaccine for the week of 3/8-12.
  - This allocation is sufficient to give second doses of the vaccine for previously scheduled appointments. Unfortunately, no additional first doses of vaccine will be available for the week of March 8-12. Educators who were scheduled to receive their second dose on March 8 or 9 will be rescheduled for later in the week.
- **An additional 1,500 vaccination appointments became available for educators in Group B through the new MyTurn program, and Kaiser Petaluma made available 100 additional vaccination appointments this week for educators in Petaluma.**
- To date, the SCOE clinic has given 4,200 vaccinations with a capacity to give up to 4,000 doses per week moving forward. Visit [SCOE Vaccine Clinic Progress](#) chart with the latest information.





# Engineering Controls *Air Filtration Systems*

- Heating Ventilation Air Conditioning (HVAC)
  - Minimum Efficiency Reporting Values (MERV 13) filters in all classrooms
  - Ability to filter at all times by setting fan in ON position.
- Air Purification Systems
  - High Efficiency Particulate Air (HEPA) Filters in all student and staff occupied areas.
  - In independent lab test: Removed over 99% of virus particles from a 1,050 Cubic Feet test chamber within 20 minutes.

# COVID-19 Safety Plan (CSP)

Board Presentation: March 9, 2021

Tonight, the second half of Bellevue Union School District ReOpening to School Plan, Our Transitional Plan from Distance Learning to In-Person, ***The COVID-19 Safety Plan***, will be presented to the Bellevue Union School District Board of Trustees for consideration for approval.



# Review of Adopted Hybrid Concurrent Model





Online



In the classroom

Revised graphic

<h2 style="text-align: center;">BUSD A/B Hybrid Concurrent Model</h2> <p style="text-align: center;">(Option 1: In-Person &amp; Distance Learning and Option 2: Full-Time Distance Learning)</p>	
<ul style="list-style-type: none"> <li>★ The teacher conducts instruction with all students in class and online simultaneously.</li> <li>★ All students simultaneously have access to the teacher and each other.</li> <li>★ Provides more learning time with teachers and classmates.</li> <li>★ Provides opportunities for social learning and human interaction.</li> <li>★ Learning takes place Monday-Friday by both synchronous instruction and asynchronous instruction simultaneously</li> <li>★ Technology is utilized to support engagement with all students.</li> <li>★ Students in-person are in the classroom and are able to interact with remote students</li> <li>★ Students in remote are also in the classroom setting via a large screen monitor where they are seen and heard by teacher and in-person classmates</li> </ul>	
Option 1: A/B Hybrid Concurrent Model (In-Person & Distance Learning)	Option 2: Full-Time Distance Learning
	
Description	Description
<ul style="list-style-type: none"> <li>★ Students in-person are in the classroom and are able to interact with remote students.</li> <li>★ Students in remote learning are also engaged in the live instruction (distance learning days) via a large screen monitor where they are seen and heard by the teacher and all classmates (those in-person and those in the remote setting).</li> </ul>	<ul style="list-style-type: none"> <li>★ Students participate in the Hybrid Concurrent Model from home or remote setting participating in live synchronous lessons provided by the teacher via Zoom or Google Meet.</li> <li>★ Students in distance learning are able to interact with the teacher and all classmates (those receiving in-person instruction and those receiving remote instruction).</li> </ul>
Schedule	Schedule
<ul style="list-style-type: none"> <li>★ Group "A" attends:               <ul style="list-style-type: none"> <li>○ <b>in person</b> Monday-Tuesday</li> <li>○ <b>remotely</b> Thursday-Friday</li> </ul> </li> <li>★ Group "B" attends:               <ul style="list-style-type: none"> <li>○ <b>remotely</b> Monday-Tuesday</li> <li>○ <b>in person</b> Thursday-Friday</li> </ul> </li> <li>★ All students attend remotely on Wednesdays.</li> </ul>	<ul style="list-style-type: none"> <li>★ Full-time, Monday - Friday TK-6th distance learning where teachers and students are connected via technology into the A/B Hybrid In-person Learning community.</li> </ul>

## Model Schedule for Concurrent Education

OUR  
SCHEDULE!

Hybrid Concurrent Model *staggered start times TBD					
Monday Tuesday 8:00-12:50		Wednesday	Thursday Friday 8:00-12:50		
<b>Cohort A In-person</b> <ul style="list-style-type: none"> <li>Community Building</li> <li>English</li> <li>Language Arts</li> <li>Math</li> <li>Designated ELD</li> <li>P.E.</li> <li>Recesses</li> </ul>	<b>Cohort B At home synchronous Instruction</b> <ul style="list-style-type: none"> <li>Community Building</li> <li>English</li> <li>Language Arts</li> <li>Math</li> <li>Designated ELD</li> <li>P.E.</li> <li>Recesses</li> </ul>	Distance Learning <b>Cohorts A &amp; B</b>	<b>Cohort B In-person</b> <ul style="list-style-type: none"> <li>Community Building</li> <li>English</li> <li>Language Arts</li> <li>Math</li> <li>Designated ELD</li> <li>P.E.</li> <li>Recesses</li> </ul>	<b>Cohort A At home synchronous Instruction</b> <ul style="list-style-type: none"> <li>Community Building</li> <li>English</li> <li>Language Arts</li> <li>Math</li> <li>Designated ELD</li> <li>P.E.</li> <li>Recesses</li> </ul>	
		8:00 - 10:00 <b>SEL &amp; ELD</b> (30 minutes of ELD required)			10:00-12:45 <ul style="list-style-type: none"> <li>Prep Time &amp; Lunch</li> <li>Asynchronous learning for students</li> </ul>
		12:45-2:45 <ul style="list-style-type: none"> <li>Staff Meeting</li> <li>PLC</li> <li>Gr. Level Collab</li> </ul>			
12:50 Dismissal & Lunch to Go			12:50 Dismissal & Lunch to Go		
12:50 -1:35 Lunch			12:50 -1:35 Lunch		
1:35 - 2:35 <b>Cohort B Synchronous</b> <ul style="list-style-type: none"> <li>Intervention Groups</li> </ul>		2:45-3:45 <ul style="list-style-type: none"> <li>Committees</li> </ul>	1:35 - 2:35 <b>Cohort A Synchronous</b> <ul style="list-style-type: none"> <li>Intervention Groups</li> </ul>		
<b>Cohort A</b> <ul style="list-style-type: none"> <li>Asynchronous Instruction to support (May have intervention groups from both cohorts, PE, or other levels of support identified by teachers and/or the school)</li> </ul>			<b>Cohort B</b> <ul style="list-style-type: none"> <li>Asynchronous Instruction to support (May have intervention groups from both cohorts, PE, or other levels of support identified by teachers and/or the school)</li> </ul>		
Rational: Students who have attended class remotely will have the opportunity for additional support through intervention groups on the days they don't attend in person.			Rational: Students who have attended class remotely will have the opportunity for additional support through intervention groups on the days they don't attend in person.		

# Technology Support

- Created Model Classroom at each Site
  - *Physical arrangement of furniture and technology*
- With teacher support created a flow chart for set up and access to technology in preparation of tech training days with all teachers
- Acquiring standardized technology podium
- Planned technology training and support days



# Parent Survey Results

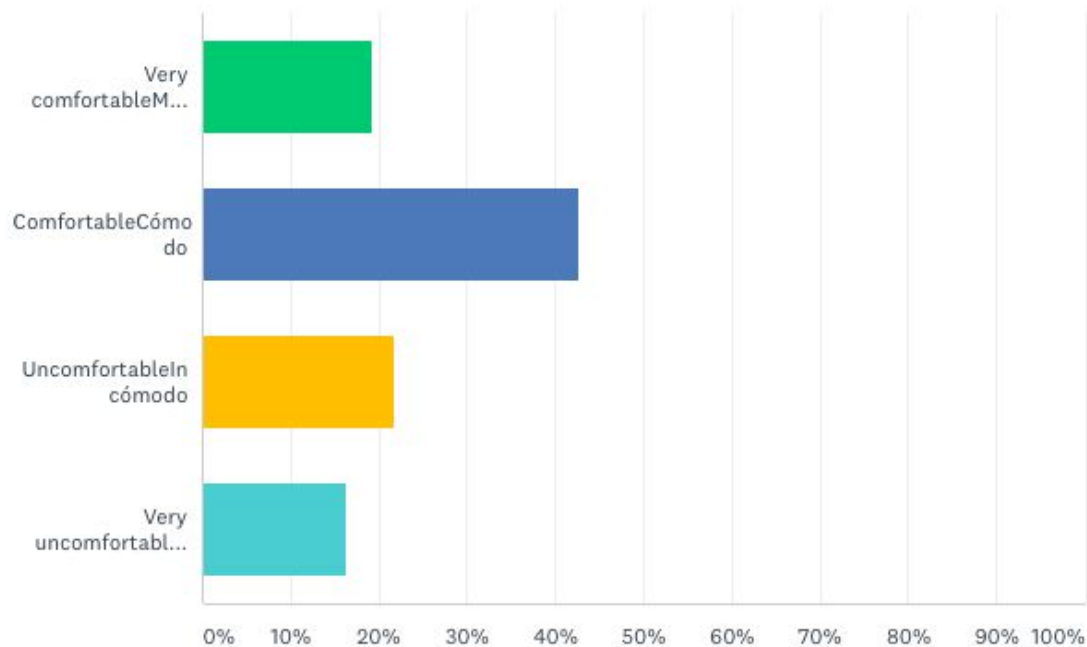
- **March 2nd-5th,**
- **Multiple announcements via social media & all calls**
- **Number of responses as of 3/9/21: 1062**
- **First 5 questions gathered basic information**
  1. Student's last name:
  2. Student's first name:
  3. Which BUSD school does this student attend?
  4. Current grade level of student
  5. Name of child's teacher



# Parent Survey Results

6. Based on the information you have now, how comfortable do you think you will be sending your child back to school if the health orders allow it and the District takes recommended protective measures as per COVID-19 Safety Plan (e.g. health screening upon arrival, small class sizes, social distancing of 6 feet apart, face masks, staggered recess schedules, etc.)?





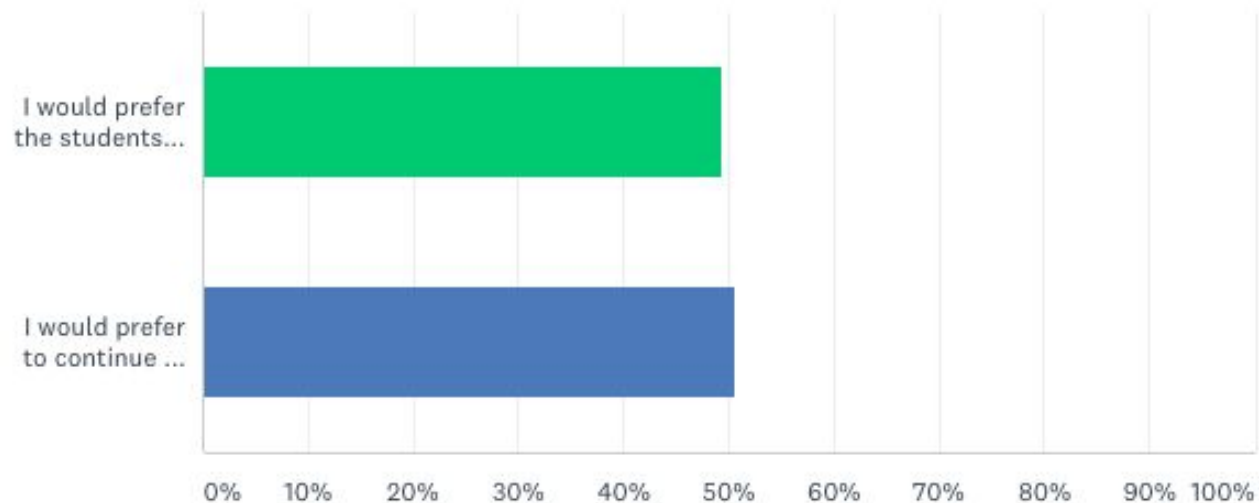
ANSWER CHOICES	RESPONSES
Very comfortableMuy cómodo	19.30% 205
ComfortableCómodo	42.66% 451
UncomfortableIncómodo	21.75% 231
Very uncomfortableMuy incómodo	16.29% 173

# Parent Survey Results

7) If local public health orders allow BUSD schools to open and you had a preference for the start date, what would you prefer?

- I would prefer the students return as soon as possible
- I would prefer to continue in the current distance learning program for the rest of this school year.





**ANSWER CHOICES**

**RESPONSES**

- ▼ I would prefer the students return as soon as possible. Preferiría que los estudiantes regresaran lo antes posible

49.34%  
524
- ▼ I would prefer to continue in the current distance learning program for the rest of this school year. Preferiría continuar en el programa actual de educación a distancia durante el resto de este año escolar.

50.66%  
538

**TOTAL**

**1,062**

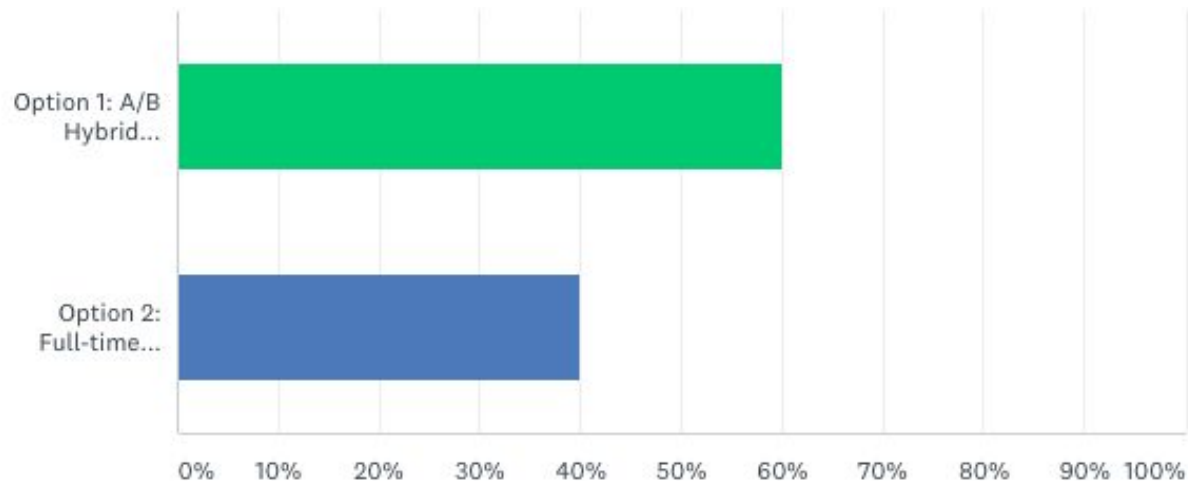


# Parent Survey Results

8) My choice for my child:

- Option 1: A/B Hybrid Concurrent Model (In-person and Distance Learning)
- Option 2: Full-time Distance Learning (home or remote location including Cool School Program or Finley Center)





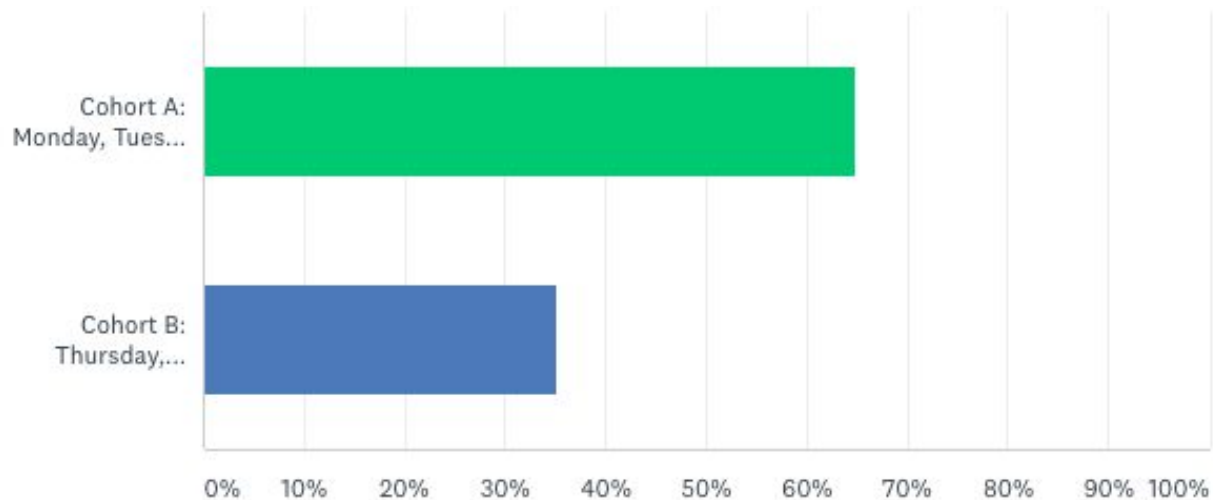
ANSWER CHOICES	RESPONSES
▼ Option 1: A/B Hybrid Concurrent Model (In-person and Distance Learning)Opción 1: Modelo Concurrente Híbrido A / B (Aprendizaje en persona y a distancia)	60.08% 638
▼ Option 2: Full-time Distance Learning (home or remote location including Cool School Program or Finley Center)Opción 2: Aprendizaje a distancia a tiempo completo (en casa o ubicación remota, incluido el Programa Cool School o el Centro Finley)	39.92% 424
<b>TOTAL</b>	<b>1,062</b>

# Parent Survey Results

9) If choosing Option 1: The A/B Hybrid Concurrent Model (In-person and Distance Learning), which cohort do you prefer (In order to *keep siblings and households together*)?:

- **Cohort A:** Monday, Tuesday (in person); Wednesday, Thursday, Friday (distance learning)
- **Cohort B:** Thursday, Friday (in person); Monday, Tuesday, Wednesday (distance learning)





ANSWER CHOICES	RESPONSES
<ul style="list-style-type: none"> <li>▼ Cohort A: Monday, Tuesday (in person); Wednesday, Thursday, Friday (distance learning) Cohorte A: lunes, martes (en persona); Miércoles, jueves, viernes (enseñanza a distancia)</li> </ul>	64.92% 596
<ul style="list-style-type: none"> <li>▼ Cohort B: Thursday, Friday (in person); Monday, Tuesday, Wednesday (distance learning) Cohorte B: jueves, viernes (presencial); Lunes, martes, miércoles (aprendizaje a distancia)</li> </ul>	35.08% 322
<b>TOTAL</b>	<b>918</b>

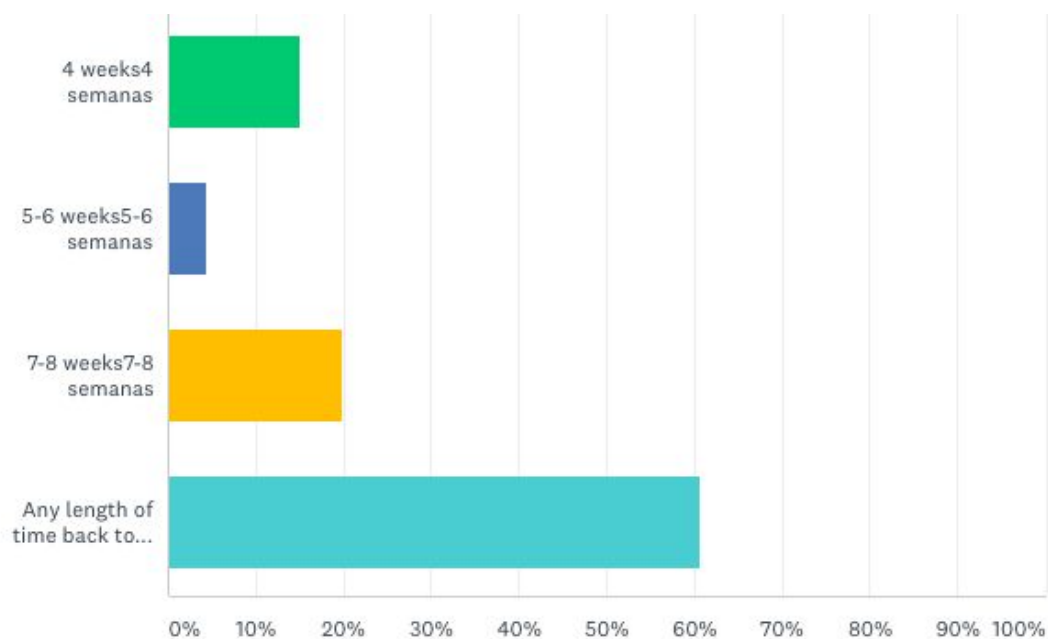


# Parent Survey Results

10) It would only make sense to return if students received in person instruction for a minimum of ...

- 4 weeks
- 5-6 weeks
- 7-8 weeks
- Any length of time back to in-person learning would be great.





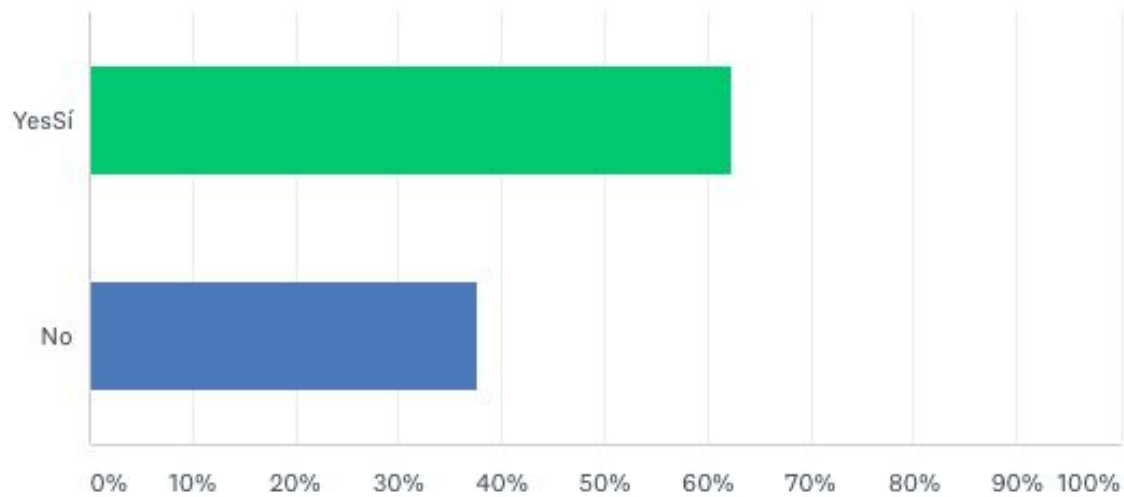
ANSWER CHOICES	RESPONSES
▼ 4 weeks4 semanas	15.16% 161
▼ 5-6 weeks5-6 semanas	4.33% 46
▼ 7-8 weeks7-8 semanas	19.77% 210
▼ Any length of time back to in-person learning would be great.Cualquier período de tiempo de regreso en persona aprender sería genial.	60.73% 645
<b>TOTAL</b>	<b>1,062</b>

# Parent Survey Results

11) If available, would you send your child to a summer school program that concentrated on accelerating learning:

- Yes
- No





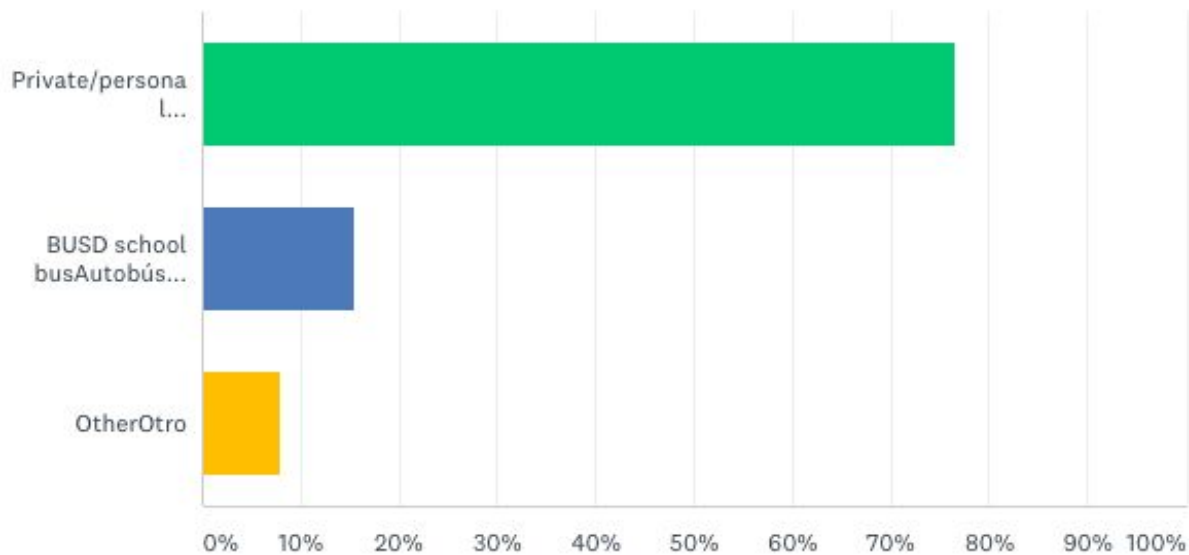
ANSWER CHOICES	RESPONSES
▼ YesSí	62.24% 661
▼ No	37.76% 401
<b>TOTAL</b>	<b>1,062</b>

# Parent Survey Results

12) How will your child get to school?

- Private/personal transportation
- BUSD school bus
- Other





ANSWER CHOICES	RESPONSES
Private/personal transportationTransporte privado / personal	76.55% 813
BUSD school busAutobús escolar BUSD	15.44% 164
OtherOtro	8.00% 85
<b>TOTAL</b>	<b>1,062</b>

# Parent Survey Results

13) Are there any other suggestions you would like BUSD to consider as we move toward reopening our schools to in-person learning this year?

--- open ended question

14) Other BUSD school age children in same household (first name, last name, and grade level of each)



# Town Hall Meetings

This next week we will be holding multiple Town Hall meetings to explain our **BUSD ReOpening to School Plan** (hybrid concurrent model and address health & safety questions).

These meetings are designed to provide our parents information and allow our community to ask questions.

Town Hall Meetings in English: March 10, 2021 (6:00-7:00 p.m.)  
March 12, 2021 (9:00-10:00 a.m.)

Town Hall Meetings in Spanish: March 11, 2021 (9:00-10:00 a.m. & 6:00-7:00 p.m.)



# Are we ready?



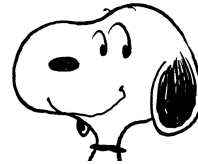
- **BUSD ReOpening to School Plan**

- Teaching and Learning: Board Approved 2/23/21
- COVID-19 Safety Plan (CSP): for board consideration 3/9/21
  - Cal/OSHA COVID-19 Prevention Program (CPP): Required by Cal/OSHA.
  - Covid-19 School Safety Checklist: (Approved prior to reopening if opening in purple.)

- Reopening Negotiations with BEA**

- Survey to parents**

- TBA: Town Hall Meetings for Q&A***



**[CDPH: COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year](#)**

# Safe Reopening of Schools Act SB/AB 86



# Summary

## Assembly Bill 86/Senate Bill 86

- \$2 billion for in-person instruction support
  - Estimated for BUSD ~\$580,000
- \$4.6 billion for expanded learning purposes
  - Estimated for BUSD ~\$1,283,000

# In-Person Instruction Grant

## Funding Amount

- Within 15 days of the effective date of AB/SB 86, CDE shall notify each LEA and state special school of its estimated apportionment of these grant funds.
- The State Controller's Office shall provide funding in two payments:
  - in May 2021 (50% of the amount using 2020-21 first principal apportionment certification data and 2020-21 preliminary California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data)
  - Distributed proportionally on the district's LCF Formula
  - August 2021 (remaining amount)
- Funds shall be available for expenditure through August 31, 2022.

# In-Person Instruction Grant

## Funding Contingency

- LEAs must provide in-person instruction in order to receive funds from the In-Person Instruction Grant.
- From April 1, 2021 – May 15, 2021, a LEA's apportionment shall be reduced by 1 percent for each day that is not provided through in-person instruction as identified in their 2020-21 school calendar, effective March 1, 2021.
- If an LEA does not provide in-person instruction on or before May 15, 2021, it shall forfeit all funds.

# In-Person Instruction Grant

## Purpose of Funds

Funds may be used for any purpose consistent with providing in-person instruction for any student, including but not limited to:

- COVID-19 testing cleaning and disinfection
- Personal protective equipment
- Ventilation and other school site upgrades necessary for health and safety
- Salaries for certificated or classified employees providing in-person instruction or services Social and mental health support services
- Social and mental health support services

# In-Person Instruction Grant

## In-Person Instruction Definition

**In-person instruction:** instruction under the immediate physical supervision and control of a certificated employee of the local educational agency while engaged in educational activities required of the student. May include hybrid models offering fewer than 5 days per week of in-person instruction.

# In-Person Instruction Grant

To be considered as offering in-person instruction, an LEA shall do at least all of the following:

**Purple Tier:** Offer optional in-person instruction...

- to all students who are individuals with exceptional needs
- to all prioritized student groups.

An LEA may limit the number of students within the prioritized student groups to its maximum practical capacity to maintain health and safety standards based on its COVID-19 safety plan.

# In-Person Instruction Grant

To be considered as offering in-person instruction, an LEA shall do at least all of the following:

## **For elementary schools (Kindergarten through Grade 6):**

- Purple Tier: Offer optional in-person instruction to all students required to be offered in-person instruction to special education students and all students in Kindergarten through grades 1 and 2. When eligible to provide in-person instruction based on COVID-19 industry sector guidance: Offer optional in-person instruction to all students in Kindergarten through grades 1 and 2, and to all students in grade 3 through grade 6, inclusive.

# In-Person Instruction Grant

To be considered as offering in-person instruction, an LEA shall do at least all of the following:

## **For middle schools and high schools (Grades 6-12):**

- When eligible to provide in-person instruction based on COVID-19 industry sector guidance: Offer in- person instruction to all prioritized students and to all students in at least one full-grade level.
- On or before June 1, 2021, an LEA shall certify its compliance with offering in-person instruction, using a CDE developed form that will be available on its website on or before May 1, 2021.

# In-Person Instruction Grant

## Prioritized Student Groups

- Students at risk of abuse, neglect, or exploitation
- Homeless students
- Foster youth
- English learners
- Students without access to a computing device, software, and high-speed internet needed to participate in distance learning
- Disengaged students

# In-Person Instruction Grant

## COVID-19 Testing Requirement & Grandfathering Clause

- An LEA in the purple tier will conduct asymptomatic testing for staff and students participating in-person instruction consistent with the CDPH guidance.
- For LEAs providing in-person instruction on or before March 31, 2021 or its governing board has adopted a plan to provide in-person instruction and has publicly posted its COVID-19 safety plan on its website.

# Expanded Learning Opportunities Grant

## Funding Amount

\$4.56 billion to implement a learning recovery program, that at a minimum, provides supplemental instruction, support for social and emotional well-being, and to the maximum extent permitted, meals and snacks to students who are eligible for free or reduced-price meals, English learners, foster youth, homeless students, special needs students, and students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level and/or at risk of not graduating.

# Expanded Learning Opportunities Grant

## Funding Amount

- At least 10 percent of funds shall be used to hire paraprofessionals to provide supplemental instruction and support through the duration of this program with a priority for full-time paraprofessionals. The CDE shall identify for each LEA the amount of funding that is required to be expended for this purpose.
- Funds shall be available for expenditure through August 31, 2022.

# Expanded Learning Opportunities Grant

## Purpose of Funds

- Extending instructional learning time by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs.
- Accelerating progress to close the achievement gap, including:
  - Tutoring
  - Learning recovery programs
  - Educator training for both certificated and classified staff
- Integrated student services, such as health, counseling, or mental health, access to school meals, before or after school programs.
- Community learning hubs to provide access to technology.
- Support for credit deficit students.
- Additional academic services for students, such as diagnosis, progress monitoring, and benchmark assessments
- Training school staff on strategies to engage students and families

# Expanded Learning Opportunities Grant

## Expenditure Plan Adopted by School Board

- On or before June 1, 2021, the governing board shall adopt at a public meeting, a plan describing how the funds will be used. *Within 5 days of adoption, a school district shall submit its plan to the county office of education.*
- Within 21 days of the effective date of AB/SB 86, the Superintendent of Public Instruction, with the Executive Director of the State Board of Education, shall develop and post a template of the plan on CDE's website.

# COVID-19 Reporting & Public Health Requirements

## Reporting a Positive COVID-19 Test

Immediately notify the local health officer or health officer's representative, in no case later than 24 hours after learning, that a school employee or student has tested positive for COVID-19.

# COVID-19 Reporting & Public Health Requirements

Beginning March 15, 2021, every school district, county office of education, charter school, and private school shall notify CDPH of the following information, on or before the second and fourth Monday of each month:

- Number of students enrolled by schoolsite.
- Number of students participating in full-time in-person instruction by schoolsite.
- Number of students participating in a mix of in-person and distance learning, by schoolsite.
- Number of students participating in distance learning by schoolsite.
- Number of school employees who work onsite at a school by schoolsite.
- For school districts with schoolsites with students participating only in distance learning, the reasons why in-person instruction is not being offered and the barriers in providing in-person instruction.

# Vaccines for Education

## Priority for K-12 Education Sector Staff

- The Government Operations Agency shall prioritize a set number of appointment for education sector staff.
- 10 percent shall be offered to childcare and K-12 education sector staff, but states that this section shall not be construed as inferring that vaccination of school staff or students is a prerequisite for providing in-person instruction.

# Next Steps

- Establish Return to School date
- *Keep an eye on current health/safety status. Safety/Health is #1*
- Town Hall meetings
- Share the clear expectations of (students, parents, teachers, staff and leadership):
- Schedule staff health accommodations and interactive meetings
- Ensure all components are in place
- Provide staff time to prepare and be trained



# Questions of the Day:

- 1.) When do we reopen to in-person learning and
- 2.) How?



TBA: Remain unchanged

Thank you for your support!

Questions

