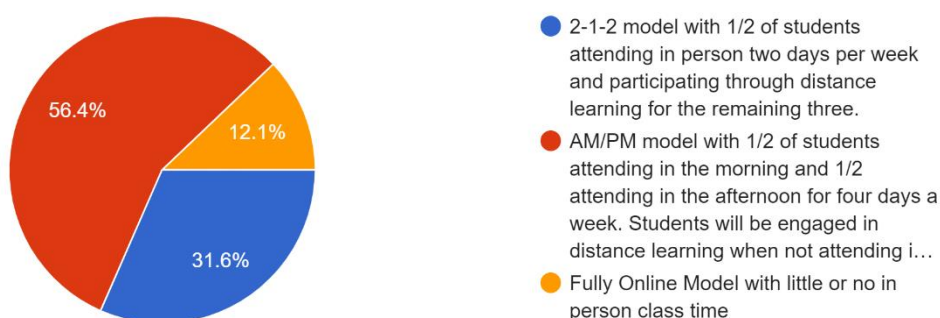


Reopening Survey: 2020-2021 School Year

(Note: This survey closed on Friday, July 3, and data is currently being analyzed. Additional data will be provided once compiled.)

FAMILY RESPONSES

The following graphic represents 815 survey respondents. Given the responses of the respondents, the survey results directly reflect the parental preferences of 1,558 students, ranging from preschool to 12th grade.



Option A:

Two Day Blended Learning Rotational Model

Students report to school on two designated days, based on cohort attendance, for in-person instruction.

Example: Tuesday/Wednesday for ½ of students in the class and Thursday/Friday for the other ½ of students in the class. On the other days, students would be engaged in instructional opportunities aligned with academic goals established by the school through various programs, either on site or virtually, that are coordinated by school instructional staff. This could mean small group instruction for certain student groups, such as English Learners receiving designated English language development or students receiving special education services. On Mondays, all students would be engaged in distance learning opportunities, while teachers are engaged in collaborative planning and/or professional learning opportunities.

Benefits:

- Alternating day schedule (ex. T/Th and W/F) would mean no more than two school days between teacher/student face-to-face instruction and peer-to-peer interaction
- Clustering days (ex. T/W and Th/F) could allow for families to find child care during all distance learning
- Allows transportation of all bus students
- Allows for hot meals to be prepared and served in a more typical style

- Allows for more thorough evening disinfection
- Provides extended time for all subject areas, including physical education and music, as well as support services (e.g. counseling, academic intervention, special education, etc.)
- Special Education students needing intensive support in small cohort, self-contained classes could remain at school all day
- The two on-site days provide more “typical” school experiences
- For upper grades, athletics would remain a regular part of the afternoon program, if allowed by health orders

Considerations:

- Alternating day schedule may be problematic for finding childcare on an alternating basis
- Clustering days would mean that some students may not have in-person interaction with teachers or peers for three consecutive school days
- Meals for students not attending school would have to be delivered or made available at pick-up locations
- Only 31.6% of respondents indicated that this was a preferred method of restarting school in 2020-2021
- Qualifying students would only be able to participate in the after school program on days when they are in attendance
- For two days per week, upper grades athletes would have to provide their own transportation, if athletics is active

Option B:

AM/PM Blended Learning Model

Every student reports to school four days per week, by cohort, for in-person instruction.

Example: From Tuesday through Friday, ½ of students would arrive at school by 8:00 a.m. and depart by 10:45 a.m. From 10:45 a.m. until 12:15 p.m., rooms would be disinfected and prepared for the second cohort to arrive. During this time, teachers would have their lunch and prep. The second ½ of students would arrive at 12:15 p.m. and engage until 3:00 p.m. On Mondays, all students would be participating in distance learning opportunities, while teachers engage in collaborative planning and/or professional learning opportunities.

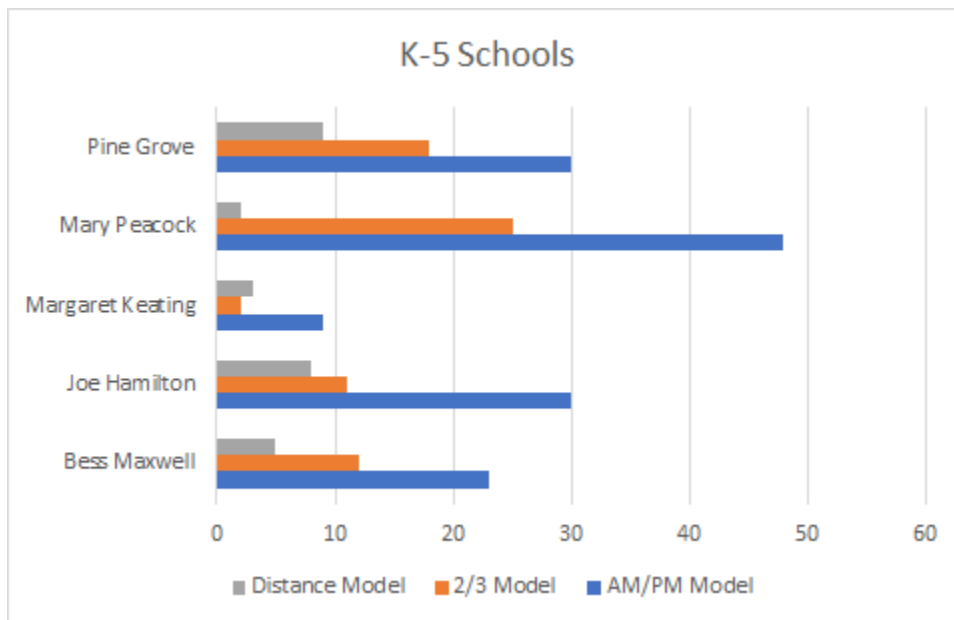
Benefits:

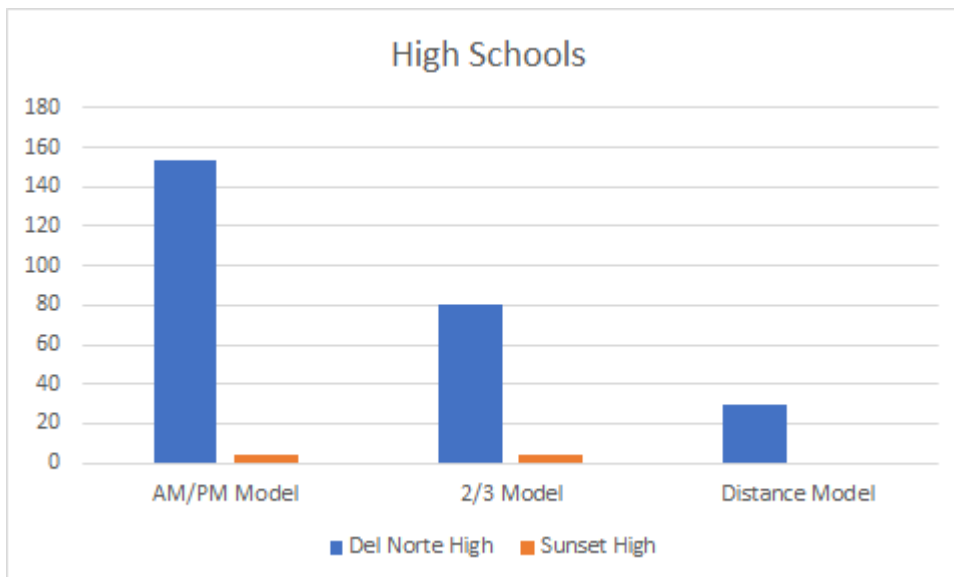
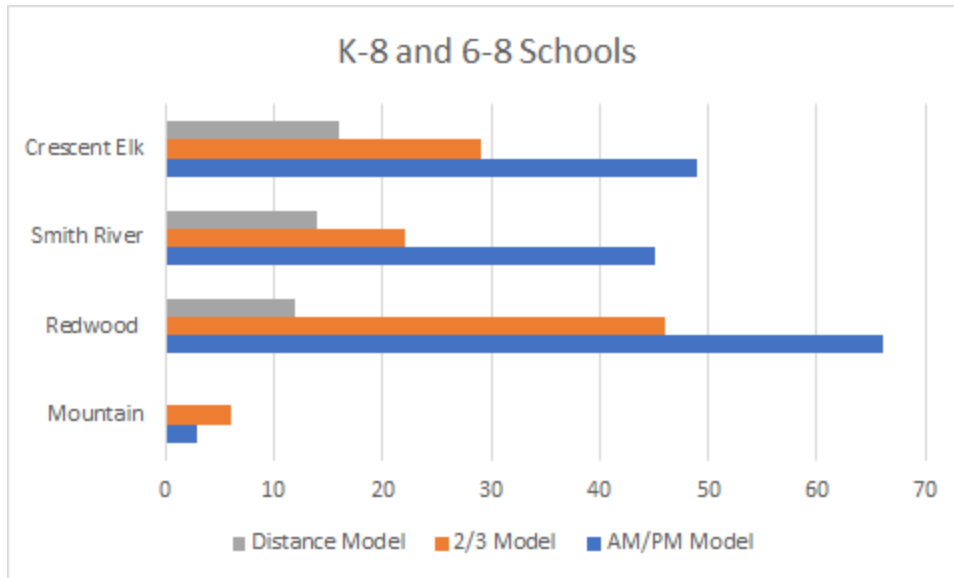
- Students would engage daily with teachers and their peers
- Childcare demands on families may be lessened, if it is only needed for a few hours each day
- All students would be able to eat a meal at school each day that they would be in attendance
- In-person instruction would focus primarily on English and math
- 56.4% of responding families were in favor of the AM/PM model
- Some students would be able to participate in the after school program 5 days per week
- Special Education students needing intensive support in small cohort, self-contained classes could remain at school all day
- The four on-site days would be like our current minimum days

Considerations:

- The focus of academics would be limited to core content learning (primarily English and math), while other subjects, such as music, science, social science, and physical education, would need to be provided through a distance learning model
- Students would only participate in-person for 2.75 hours each day, which may include a meal in the classroom and mid-session break
- At DNHS, class periods would be less than 22 minutes if the 6 period day remains untouched
- Support services, including counseling, intervention, and some special education services, may have to be provided during the distance learning portion of the day
- Only students in one cohort, most likely the afternoon cohort, could be provided transportation
- Only students in one cohort, most likely the afternoon cohort, could participate in the after school program
- Staff would only have 1 ½ hours between cohorts to disinfect rooms
- All athletes would either have to be in PM courses or would have need to have their own transportation to all athletic events, if allowed by public health order

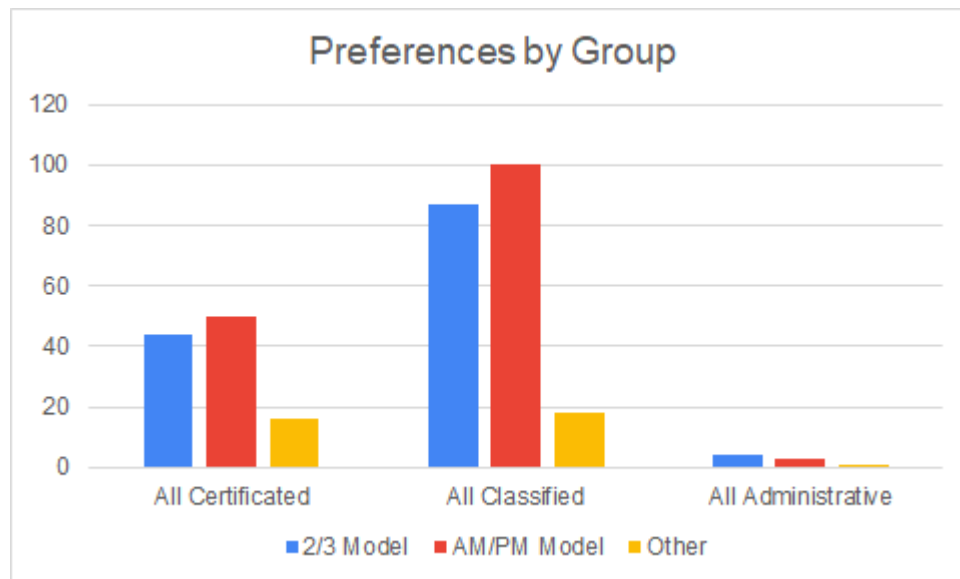
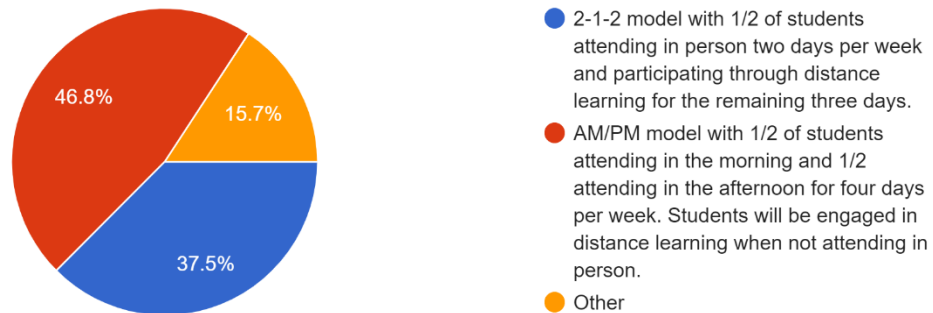
The graphs below represent the preference by family of school reopening model.



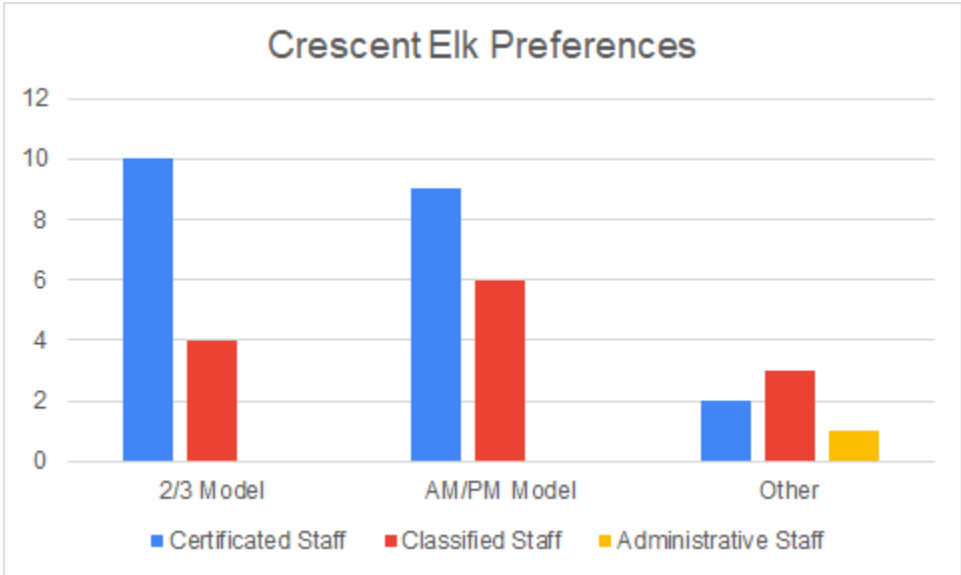
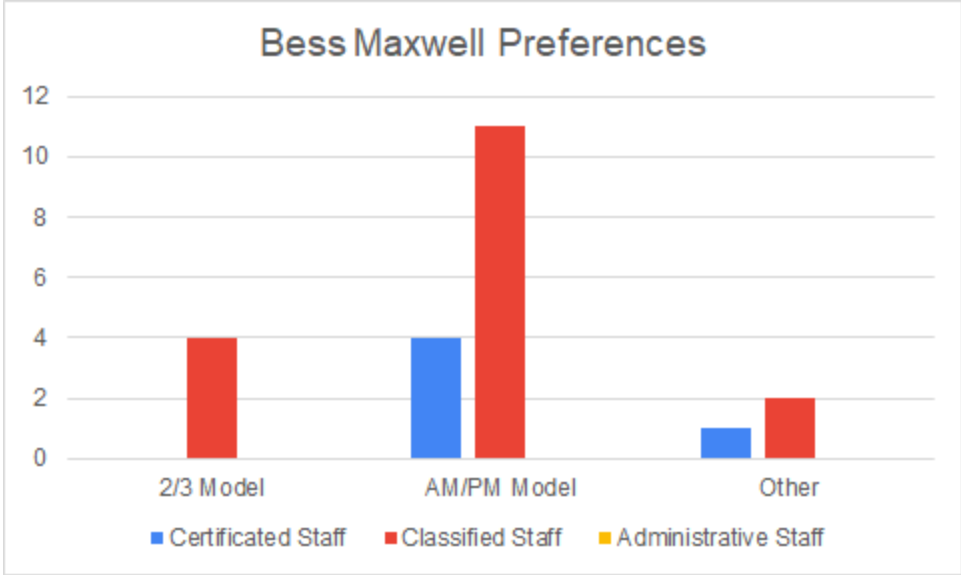


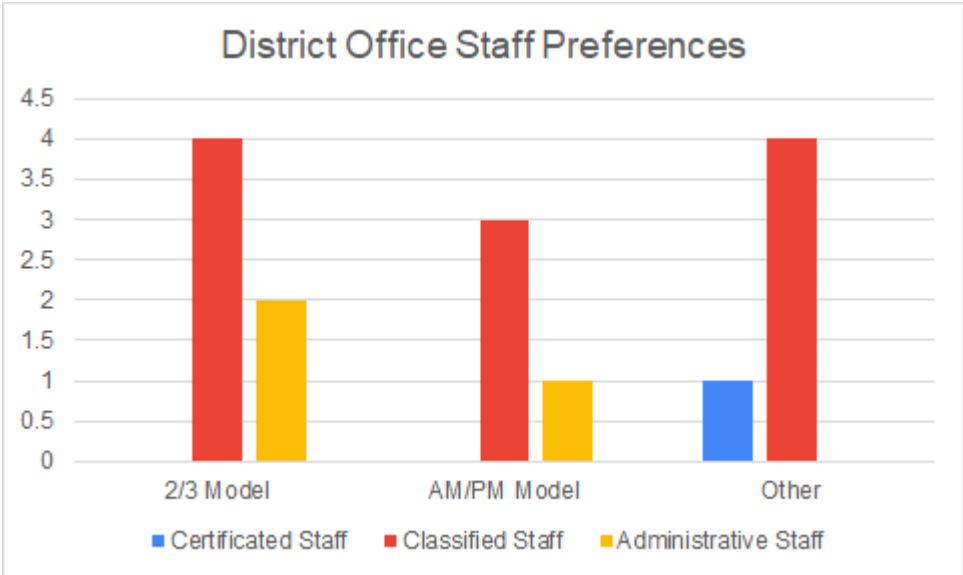
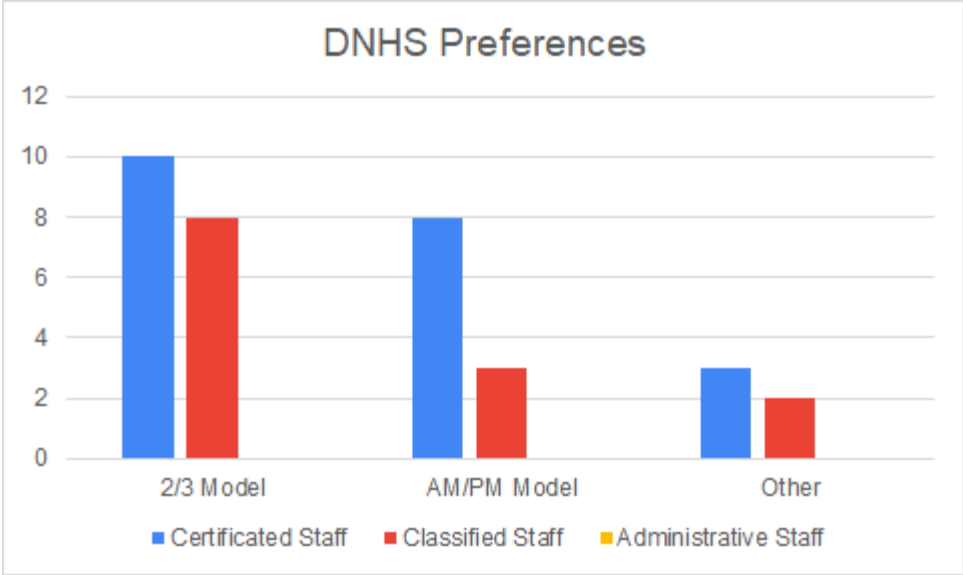
STAFF RESPONSES

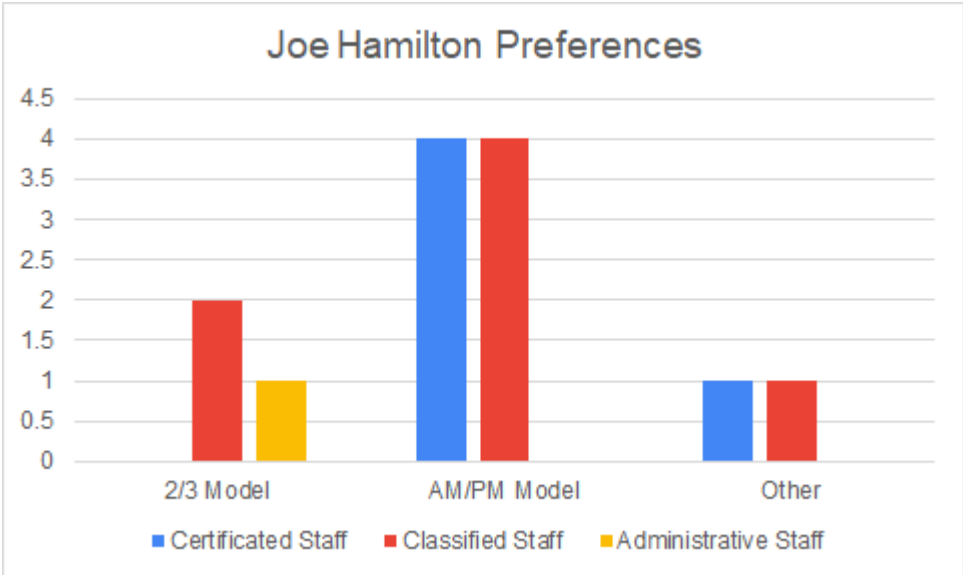
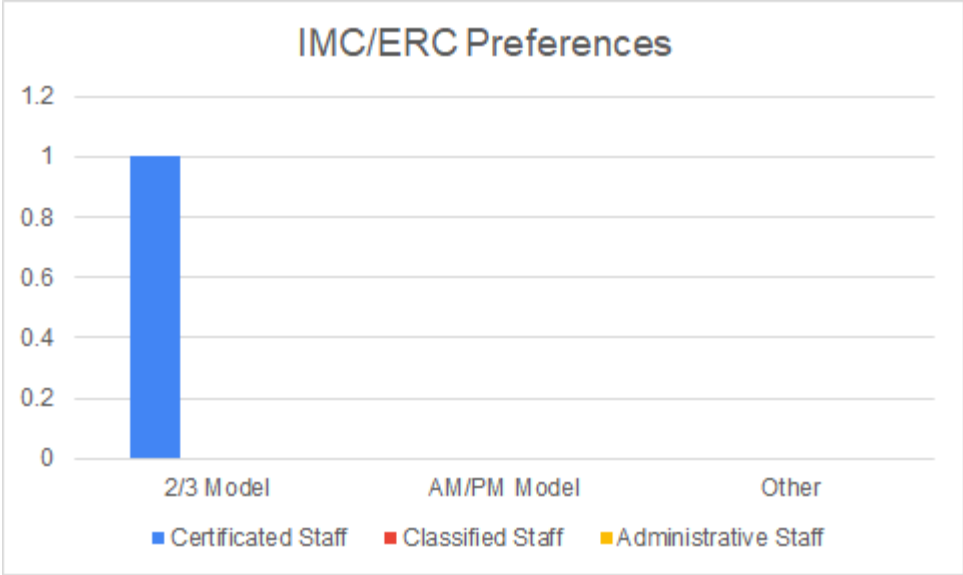
The following graphic represents 215 certificated, classified, and administrative survey respondents. 48.6% of respondents were certificated staff; 46.8% were classified staff; and 4.6% were administrative staff.

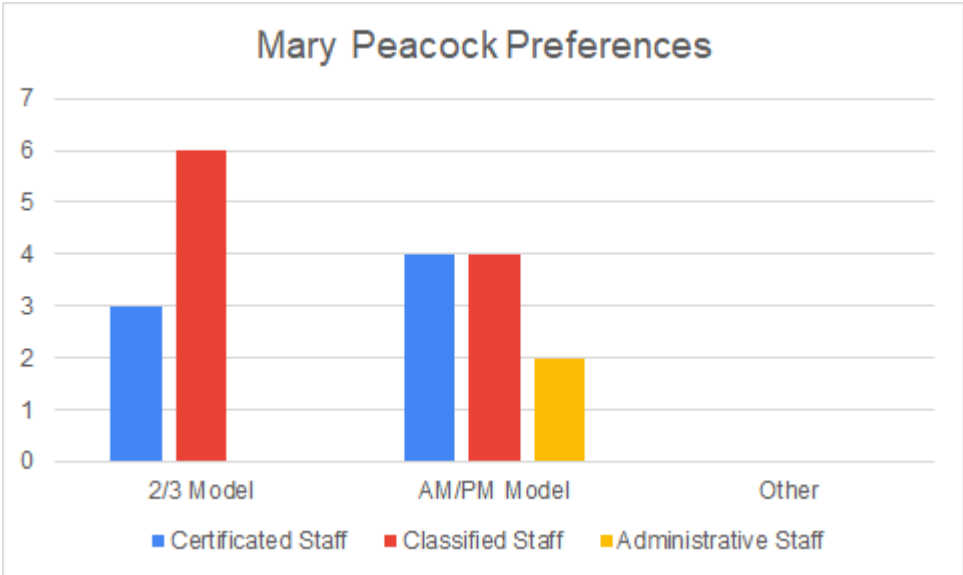
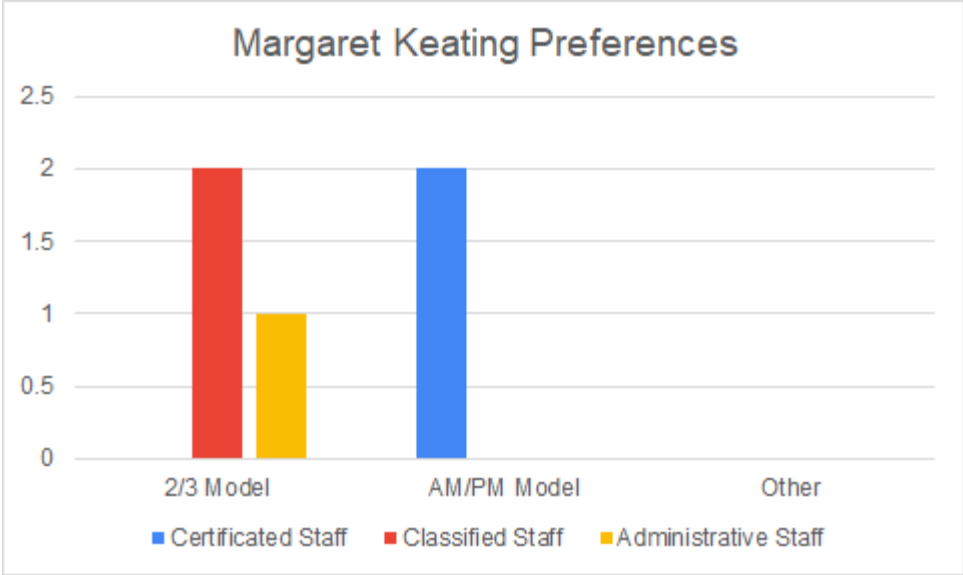


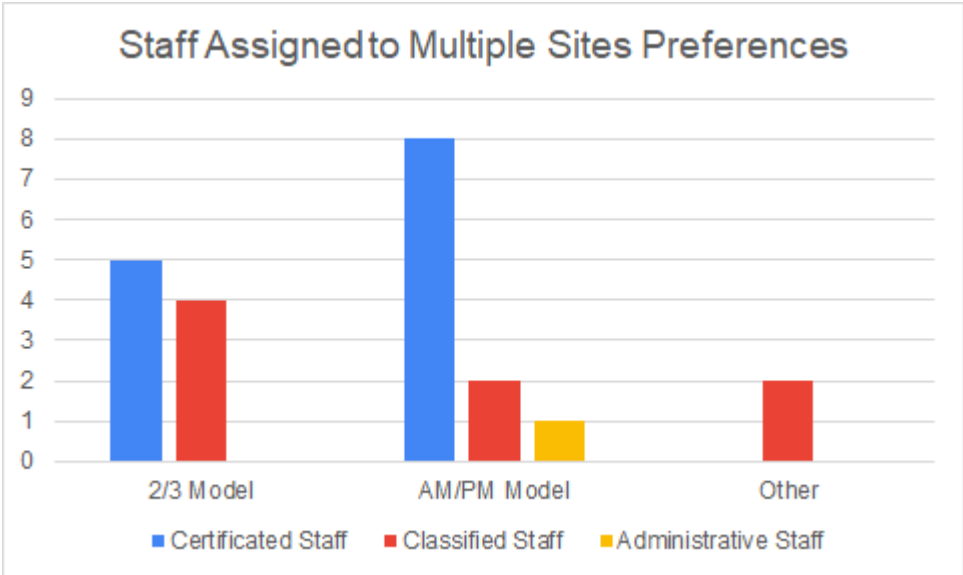
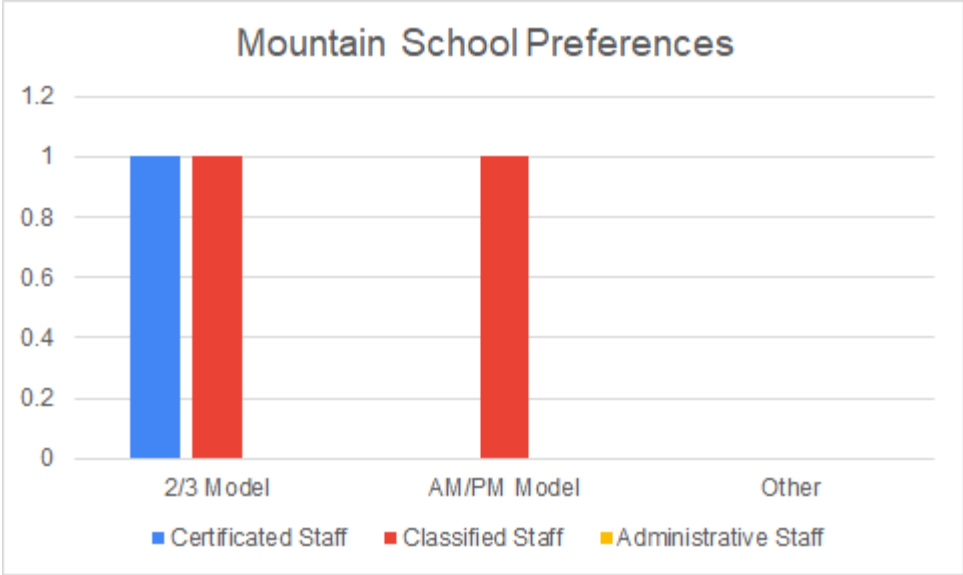
The following graphs detail the responses at each school by certificated, classified, and administrative employees. The total number of responses differ from the 215 unique respondents, as some staff selected more than one preference.

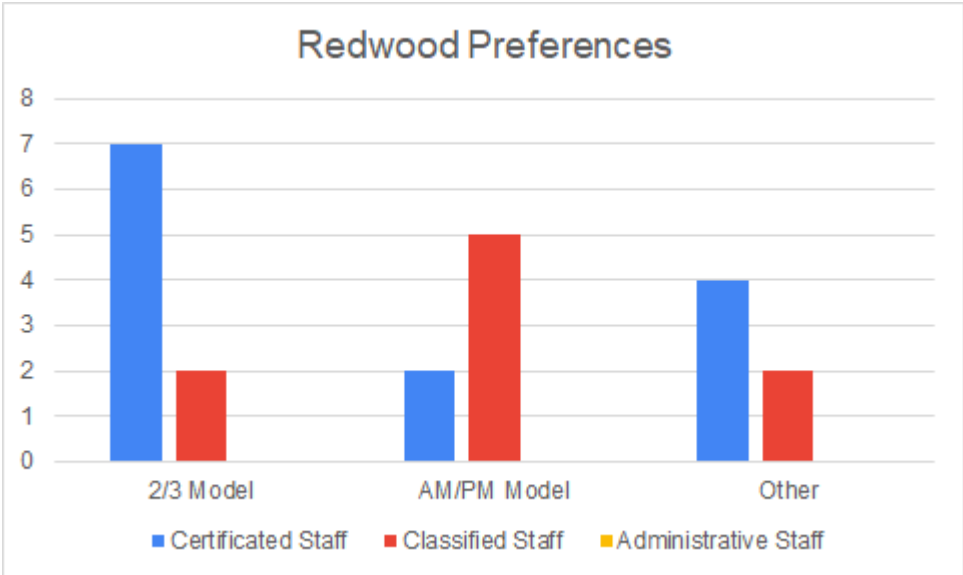
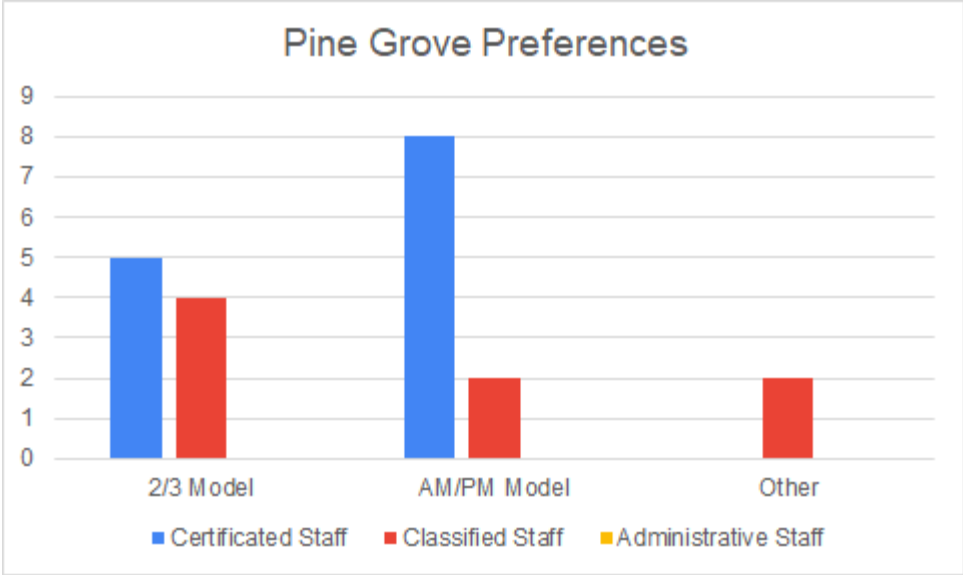


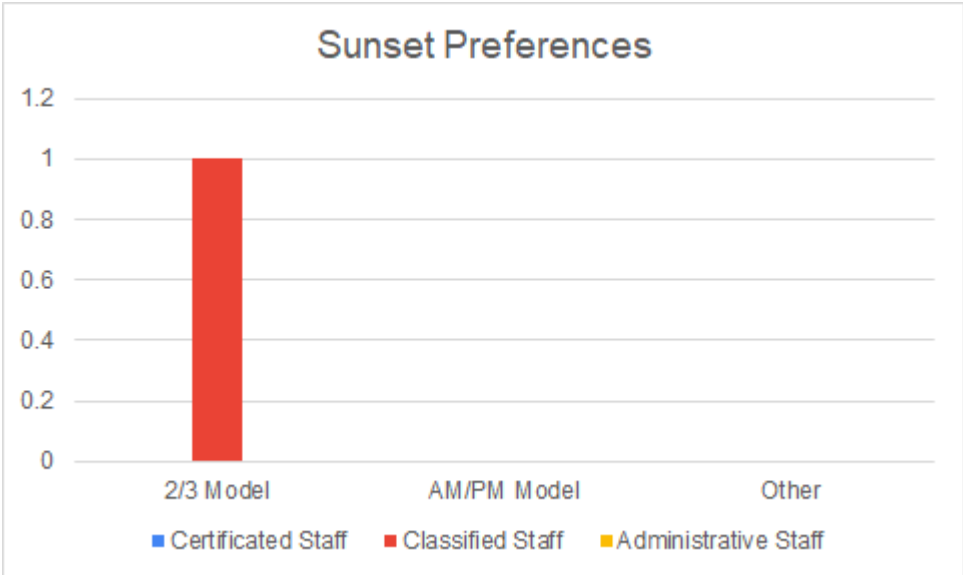
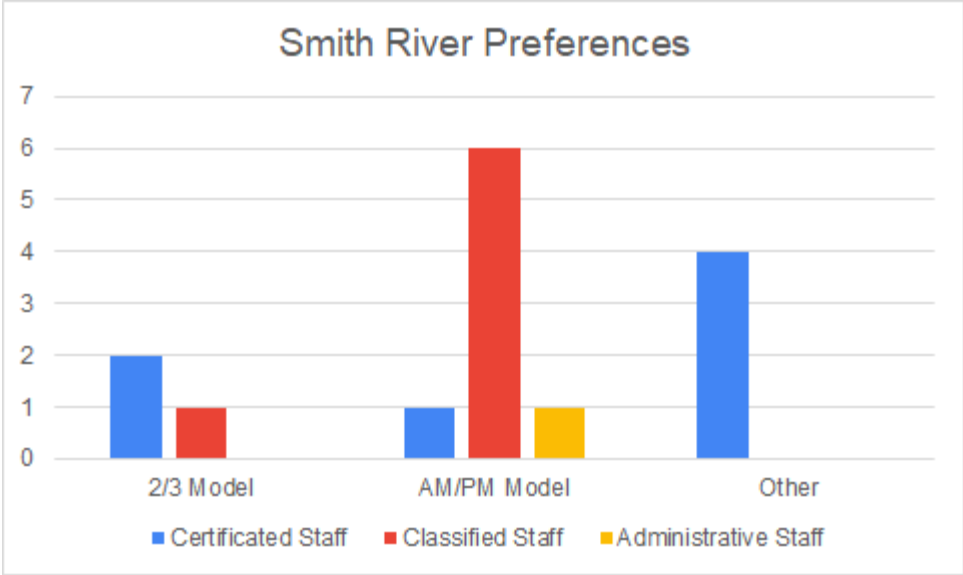


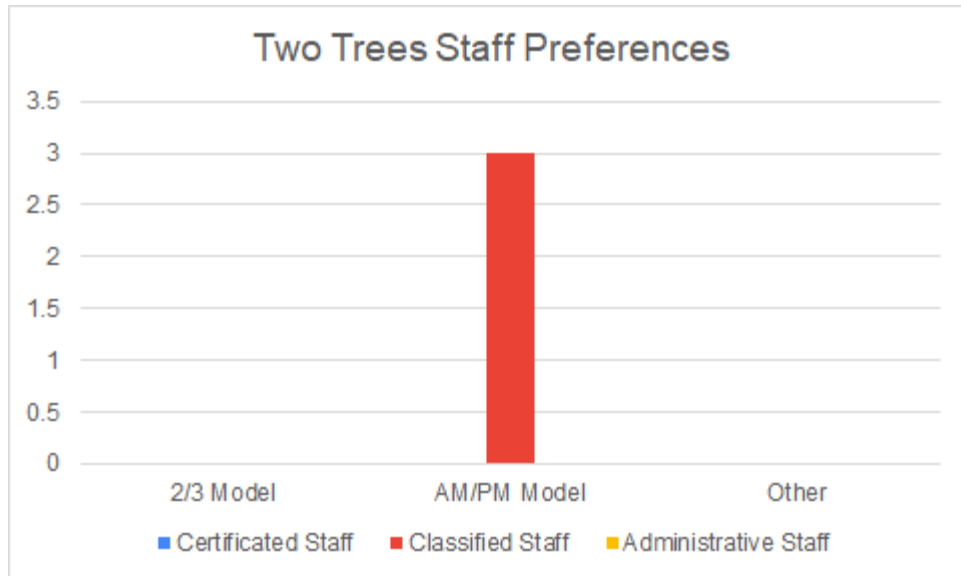












Other Models or Ideas Shared by Individual Site Staff Members

BESS MAXWELL

- *Prefer fully online (x2)*

CRESCENT ELK

- *Week long alternating cohorts with ½ attending 4 full days in-person with the six following days fully distance learning*
- *Prefer fully online learning*
- *Allow special education students to attend full day, based on need, regardless of model*
- *100% return*

DNHS

- *Prefer fully online due to health/safety concerns*
- *Prefer fully online in fall and blended model in spring due to health/safety concerns*

DISTRICT OFFICE

- *100% return (x2)*

JOE HAMILTON

- *100% return*

PINE GROVE

- *Either blended model if cohorts will be quarantined if there is a positive COVID-19 case in the class/cohort. If the plan is to dismiss all students in the case of a positive diagnosis, then come back at 100% return.*

- *100% return*

REDWOOD

- *100% return (x2)*
- *Prefer fully online due to childcare needs*
- *Prefer 2/3 Model with alternating days: Cohort 1 M/W, Cohort 2 T/TH, Friday- grading, prep, supporting students virtually*

SMITH RIVER

- *AM/PM with a longer day by decreasing time on Friday. Use additional time M-Th for disinfecting.*