

Summer and Fall 2020 Preview

Helena Public Schools
June 9, 2020



2020: *In Reflection*



As a school district and community, Helena collectively rose to the challenge by transitioning to a completely remote services environment in roughly 72 hours

Since that time, community health indicators related to COVID-19 exposure and infections have remained comparatively low in Lewis & Clark County (18 known positive cases to date)

Any discussion related to the spring of 2020 should deservedly begin with a sincere expression of appreciation for every student, parent, and employee associated with the Helena Public Schools

2020: In Reflection

Remote learning, while necessary when faced with a public health crisis, does not provide students or teachers with the environment needed for optimal teaching, learning and student services.



Preliminary research suggests students nationwide will return to school in the fall with roughly 70% of learning gains in reading relative to a typical school year, and less than 50% in math (source: [NWEA](https://www.nwea.org/))

Figure 1. Mathematics forecast

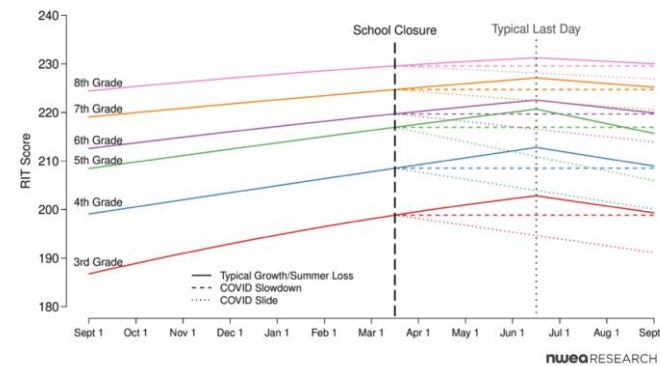
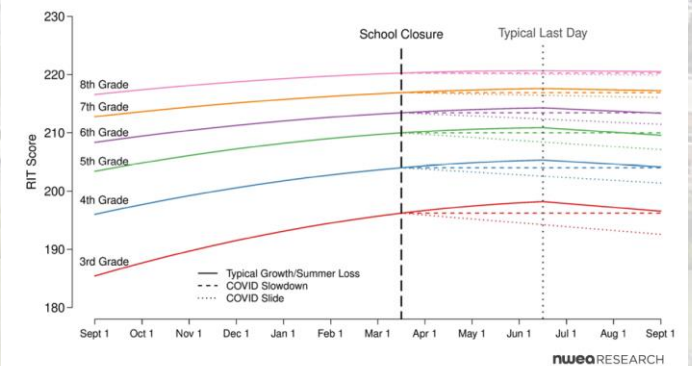


Figure 2. Reading forecast



2020: *In Reflection*

Feedback Loops:

A mix of qualitative and quantitative feedback loops including a remote learning specific survey for parents will help us better understand our challenges and successes this spring.

Helena Schools Remote Learning Reflection Survey

* Required

Remote learning expectations

9. How often were the following true for your student? *

	Always	Sometimes	Rarely	Never
My student understood the weekly learning expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My student was able to reach a teacher or para-educator for help when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My student thought the online learning materials were clear and easy to use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My student had time and space to meet the daily learning expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My student participated in individual or group learning sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Summer 2020

Summer 2020:

Anticipated Summer Start Dates:

Special Education:

- Extended School Year:
 - Scheduled for our traditional time frame of July 13th through 31st
 - Monday through Thursday (partial days)
 - As a school district, we are planning through a variety of instructional delivery scenarios:
 - Remote
 - Blended
 - In-person driven by student needs and in accordance with health and safety protocols
- Transition to Fall 2020 School Year:
 - Students' individual education programs (IEPs) will be tailored for each child considering their current levels of performance upon return to and in-person school environment.
 - Services needed will be collaboratively determined by IEP teams once progress monitoring has occurred in an in-person environment. This includes discussions regarding possible compensatory services and potential amendments to IEPs.

Summer 2020:

Anticipated Summer Start Dates:

Summer School (HS Credit Recovery):

- July 1st to July 29th
 - 2-hour classes, online (LIVE) classes or in-person classes (final decision by 6/22)
 - Registration Deadline is June 29th ([Registration Link](#))
 - Contact: Mr. Schlepp, (406) 324-2205

Transition Academic Programming:

- Need-specific options for summer academic programming are being considered/designed for early August
 - Potential dates include August 3rd through August 14th
 - Need-Based Programming:
 - Focused on rising student entering transition years (K, 6th and 9th)
 - “Jumpstart” opportunities designed to focus on essential academic content

Summer 2020:

Anticipated Summer Start Dates:

Adult Education:

- July 1st - Case Management and HiSET Testing.
- August 3rd - Adult Education Teachers Return

Drivers Education:

- Winter Drivers Education courses are currently being completed - Only the drive portion remained as classes were remotely taught
- Summer Drivers Education class registration has started with classes scheduled to begin on June 24th - Blended model of instruction will be utilized

High School Athletics: Optional summer activities may begin June 15th

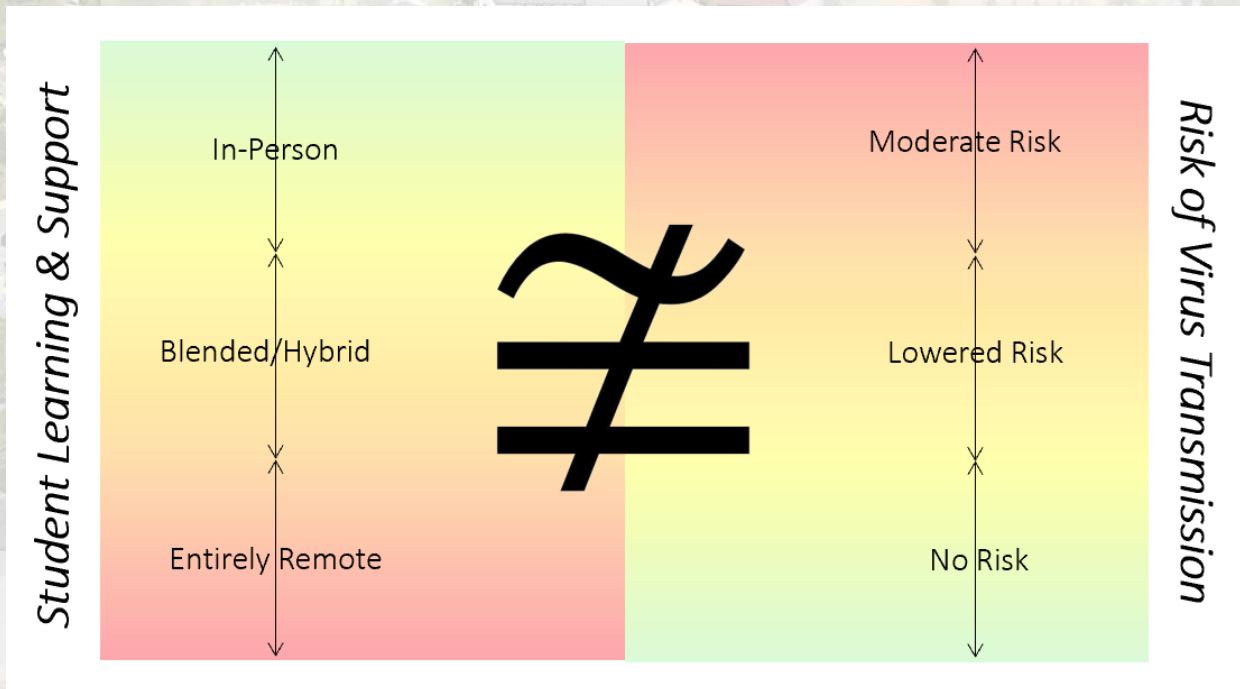


Preparing for Fall 2020

2020/21 Planning

The Challenge of Incongruent Options:

Essentially, what is generally best from a health/risk standpoint is generally incongruent with the optimal environment for teaching, learning and student support services



Therefore, our collective opportunity involves developing models and protocols that amplify learning/support services while reducing the risk of virus transmission

2020/21 Planning

Q: *Will students return to school, as normal, in the fall?*

A: Our target is to return, in-person, in the fall but decisions in that regard are dependent on numerous dynamic, external factors.

Dr. Anthony Fauci

Director of the National Institute of Allergy and Infectious Diseases

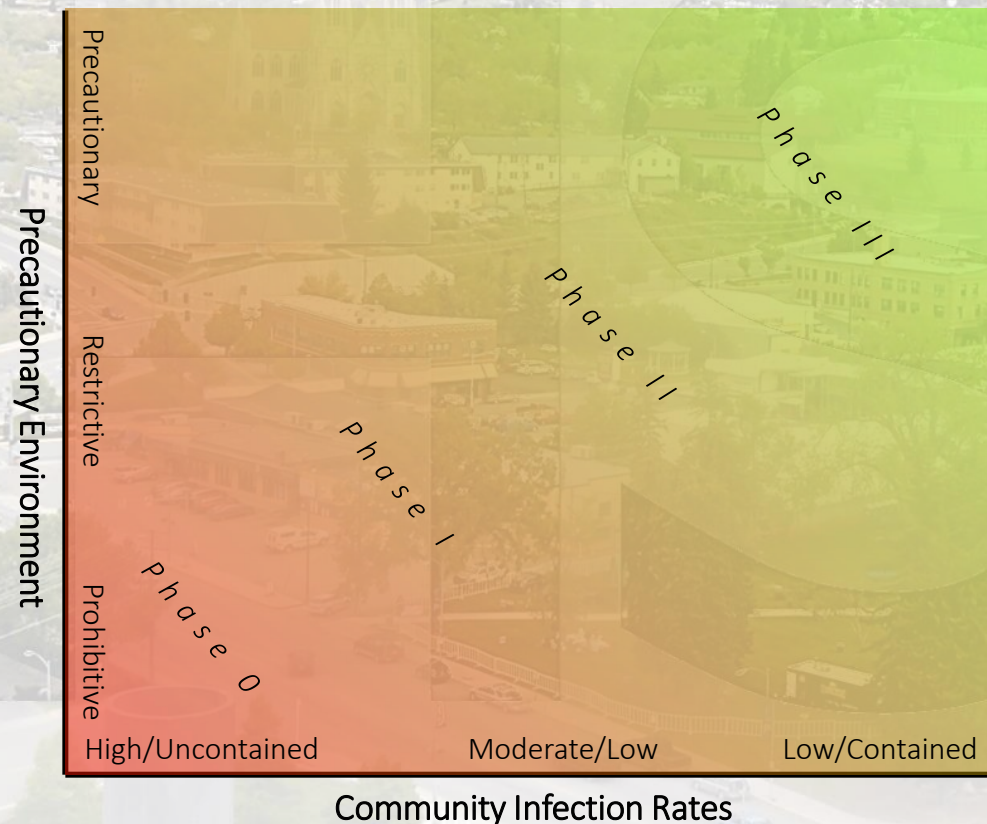
June 6th, 2020 Interview w/ CNN

“When you talk about children going back to school and their safety, it really depends on the level of viral activity in the particular area that you're talking about.”

“In some situations there will be no problem for children to go back to school. In others, you may need to do some modifications. Modifications could be breaking up the class so you don't have a crowded classroom, maybe half in the morning, half in the afternoon, having children doing alternate schedules.”

2020/21 Planning

Predicting our local health conditions several months out remains a challenging task best satisfied through the development of multifaceted plans



All developed plans must adhere to local, state and national precautionary guidance as the presence of COVID-19 is expected to remain until consistent treatments or vaccines have been developed/deployed

Hybrid options between full-open and total-close are required as such models are designed to minimize the risk of exposure during times of moderate-to-high uncontained community impact

2020/21 Planning

Over the past several weeks, numerous pieces of guidance have been released that pertain to the reopening of schools in the fall.



A PLAN TO SAFELY REOPEN AMERICA'S SCHOOLS AND COMMUNITIES

Guidance for imagining a new normal for public education, public health and our economy in the age of COVID-19

THE RETURN

How Should Education Leaders Prepare for Reentry and Beyond?

May 2020



CDC Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening America Up Again

May 2020

Centers for Disease Control and Prevention (CDC)

Coronavirus Disease 2019 (COVID-19) Response



Framework for reopening schools

April, 2020

Global school closures in response to the COVID-19 pandemic present an unprecedented risk to children's education, protection and wellbeing. The United Nations Secretary-General António Guterres recently called on governments and donors to prioritize education for all children, including the most marginalized, and the Global Education Coalition was established to support governments in strengthening distance learning and facilitating the reopening of schools.

While we do not yet have enough evidence to measure the effect of school closures on the risk of disease transmission, the adverse effects of school closures on children's safety, wellbeing and learning are well documented. Interrupting education services also has serious, long-term consequences for economies and societies such as increased inequality, poorer health outcomes, and reduced social cohesion. In many countries, data on virus prevalence is incomplete and decision makers will need to make their best assessments in a context of incomplete information and uncertainty. National governments and partners must simultaneously work to promote and safeguard every child's right to education, health and safety, as set out in the Convention on the Rights of the Child. The best interest of the child must be paramount.

Across countries leaders are grappling with difficult and uncertain trade-offs as they consider easing lockdowns. This framework serves to inform the decision-making process on when to reopen schools, support national preparations and guide the implementation process, as part of the overall public health and education planning processes. Contextualization and continuous adaptation are necessary in order to respond to local conditions and meet each child's learning, health and safety needs.

- c) business environment
- d) Social, Emotional and Behavioral

As the school reopens the EOP team can monitor the progression through the three distinct phases.

Why is this monitoring critical? Because the virus does not move, people move. The biggest challenge in getting back to normal is the people movement. Threats may come from neighboring counties, and when travel restrictions have been lifted, neighboring states and countries. Remember this phrase, "Zero new growth in cases does not mean zero risk." We encourage schools to remain vigilant in maintaining their highest emergency response measures.

The three progressive phases are the following:

- a) Phase 1: Limiting the number of students present in school building.



School Reentry Considerations

Supporting Student Social and Emotional Learning and Mental and Behavioral Health Amidst COVID-19



2020/21 Planning

State level guidance is in development with several ongoing taskforces working to provide Montana-specific recommendations to school districts

The Office of Public Instruction (OPI) has released a phased model for reopening schools along with a draft [document](#) that provides information for districts to consider in relation to 1) Academic Programming, 2) Physical & Structural Environment, 3) Business Environment, and 4) Social, Emotional and Behavioral Support Services



The 3 Phases of Re-opening Schools

Following school closures for COVID-19, schools have a lot to consider as they work to safely bring students back this year. The Governor outlined a three phase plan for re-opening Montana, which also applies to schools:

Phase 1: Limiting the number of students present in school building

Phase 2: Full capacity but limiting number of activities to allow for continued social distancing

Phase 3: Near full capacity and full operations but with continued vigilance in health and safety best practices.

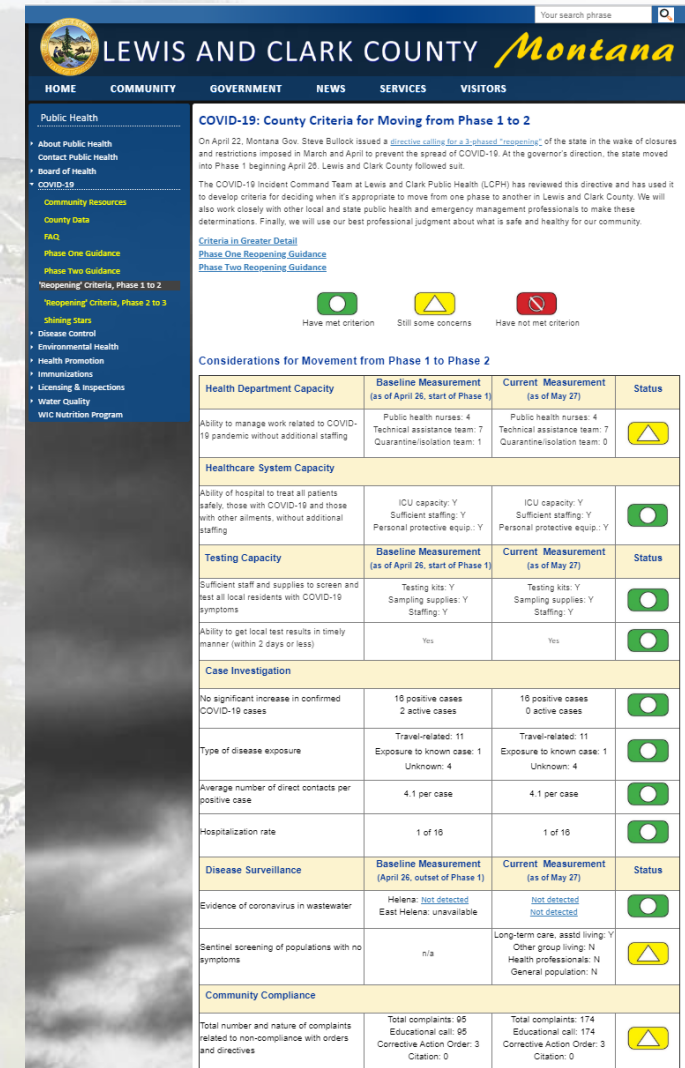
Phased reopening criteria aligns with state level orders associated with the [Reopening the Big Sky](#) plan.

2020/21 Planning


Over the past three months, locally-developed resources have been created that will continue to aid our efforts in preparing for the fall


Lewis & Clark Public Health maintains a [public dashboard](#) that actively monitors county-wide criteria for moving between phases



Resources that are specific to Helena and Lewis & Clark County are helpful in our understanding of real-time metrics associated with community health









The screenshot shows the Lewis and Clark County Public Health website. The main heading is "COVID-19: County Criteria for Moving from Phase 1 to 2". Below this, there is a section titled "Considerations for Movement from Phase 1 to Phase 2" which contains several tables. The first table, "Health Department Capacity", shows metrics for public health nurses, technical assistance, and quarantine/isolation teams. The second table, "Healthcare System Capacity", shows ICU capacity and staffing. The third table, "Testing Capacity", shows testing kits, sampling supplies, and staffing. The fourth table, "Case Investigation", shows positive cases, travel-related exposure, and direct contacts. The fifth table, "Disease Surveillance", shows evidence of coronavirus in wastewater and sentinel screening. The sixth table, "Community Compliance", shows total complaints and corrective action orders. Each table has columns for Baseline Measurement, Current Measurement, and Status.


Health Department Capacity	Baseline Measurement (as of April 26, start of Phase 1)	Current Measurement (as of May 27)	Status
Ability to manage work related to COVID-19 pandemic without additional staffing	Public health nurses: 4 Technical assistance team: 7 Quarantine/isolation team: 1	Public health nurses: 4 Technical assistance team: 7 Quarantine/isolation team: 0	

Healthcare System Capacity	Baseline Measurement (as of April 26, start of Phase 1)	Current Measurement (as of May 27)	Status
Ability of hospital to treat all patients safely, those with COVID-19 and those with other ailments, without additional staffing	ICU capacity: Y Sufficient staffing: Y Personal protective equip.: Y	ICU capacity: Y Sufficient staffing: Y Personal protective equip.: Y	

Testing Capacity	Baseline Measurement (as of April 26, start of Phase 1)	Current Measurement (as of May 27)	Status
Sufficient staff and supplies to screen and test all local residents with COVID-19 symptoms	Testing kits: Y Sampling supplies: Y Staffing: Y	Testing kits: Y Sampling supplies: Y Staffing: Y	
Ability to get local test results in timely manner (within 2 days or less)	Yes	Yes	

Case Investigation	Baseline Measurement (as of April 26, start of Phase 1)	Current Measurement (as of May 27)	Status
No significant increase in confirmed COVID-19 cases	16 positive cases 2 active cases	16 positive cases 0 active cases	
Type of disease exposure	Travel-related: 11 Exposure to known case: 1 Unknown: 4	Travel-related: 11 Exposure to known case: 1 Unknown: 4	
Average number of direct contacts per positive case	4.1 per case	4.1 per case	
Hospitalization rate	1 of 16	1 of 16	

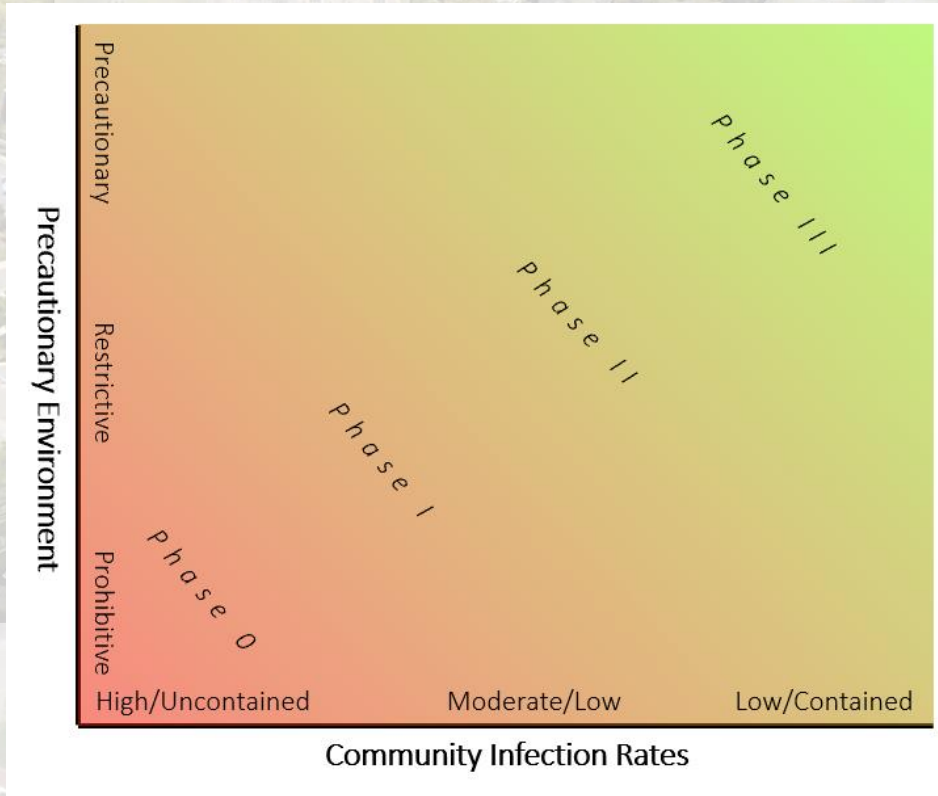
Disease Surveillance	Baseline Measurement (April 26, outset of Phase 1)	Current Measurement (as of May 27)	Status
Evidence of coronavirus in wastewater	Helena: <i>not detected</i> East Helena: unavailable	<i>not detected</i> <i>not detected</i>	
Sentinel screening of populations with no symptoms	n/a	Long-term care, assisted living: Y Other group living: N Health professionals: N General population: N	

Community Compliance	Baseline Measurement (April 26, outset of Phase 1)	Current Measurement (as of May 27)	Status
Total number and nature of complaints related to non-compliance with orders and directives	Total complaints: 96 Educational call: 96 Corrective Action Order: 3 Citation: 0	Total complaints: 174 Educational call: 174 Corrective Action Order: 3 Citation: 0	

2020/21 Planning

Building a “Brick to Click” Framework for Returning

To plan for every conceivable scenario, we must consider full-open, full-close and hybrid models in-between that provide a blend of services.



By design, the rigor of safety protocols will vary from our everyday “new norm” of social distancing and minimized contact to hybrid models that intentionally limit class sizes

While not aligned with the Reopening the Big Sky plan, “Phase 0” is associated with local or state stay-at-home orders which will necessitate the physical closure of school facilities

“Brick to Click” Framework for Returning

Intensity of Remote Services

Intensity of Precautionary Restrictions

Phase III: Return to Normal Local/State Operations

- Near/full capacity with full operations
- General health/safety protocols

Phase II: Modified Local/State Operations (gatherings of more than 50 people)

- Near/full capacity with modified operations
- Limited number of general activities/gatherings to allow for maximum distancing

Phase I: Restricted Local/State Operations (gatherings of more than 10 people)

- Limited number of students present in classrooms/school buildings
- Blended, remote services in place for all students

Phase 0: Local or State Stay-at-Home Order

- Facilities are physically closed
- Completely remote service environment

2020/21 Planning

In Addition: Ongoing Digital Platform

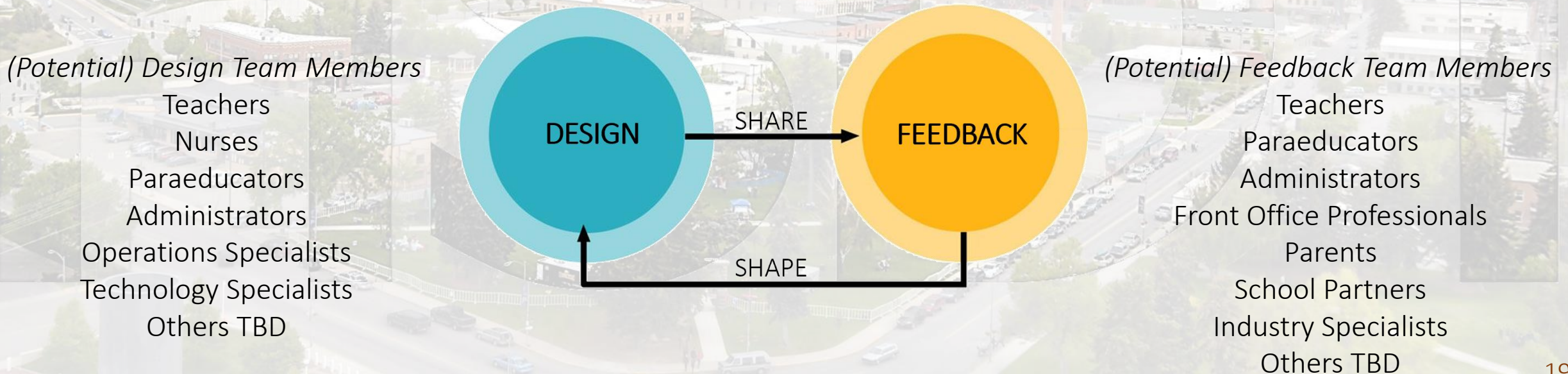
- In order to meet the ongoing needs of students who are unable to return physically to school, an ongoing digital course of instruction must be designed/offered
- Digital instruction may be fulltime (year-long) or temporary (short-term) based on specific student and/or family needs
 - Students should remain enrolled in their home school and class for the year but are likely to interact with multiple teachers in the remote environment
 - Students may be able to virtually attend and complete specific classes
 - Additional positions are an anticipated need (School Emergency Relief Fund/CARES funding)

2020/21 Planning

Design Considerations / Feedback Loops:

Representative teams will work together in an iterative, design/feedback process to fully develop models and protocols associated with each phase

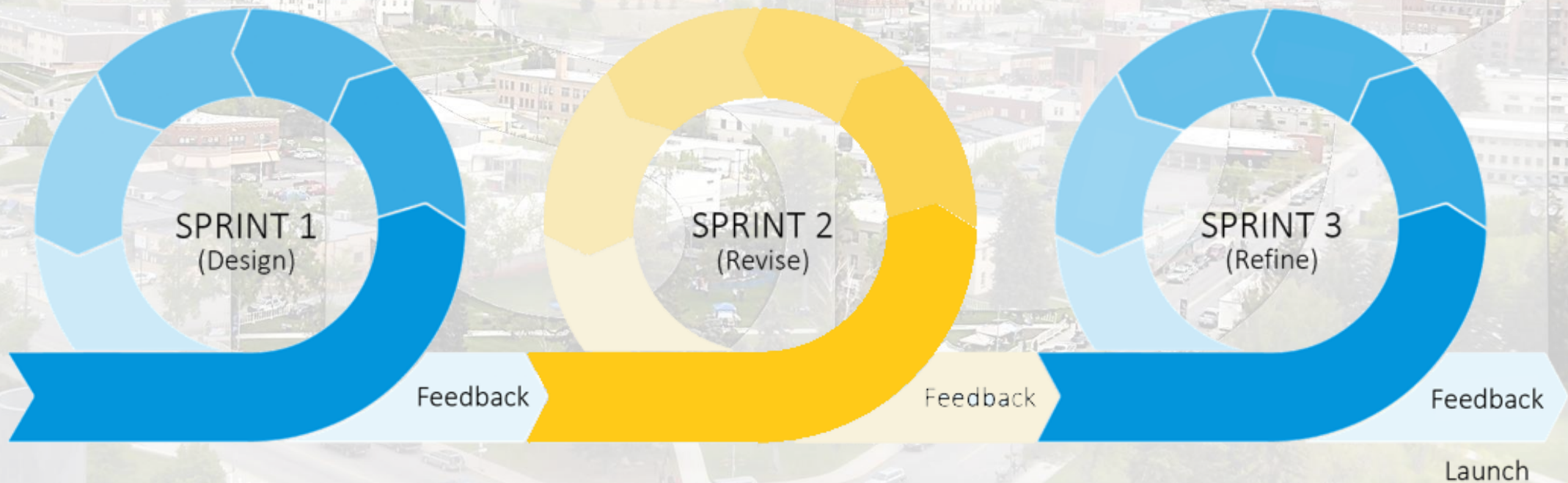
- SHARE: A smaller Design Team will work together to create and refine a design
- SHAPE: A larger Feedback Team will serve as a vital partner in providing ongoing insight



2020/21 Planning

Design Considerations / Feedback Loops:

- Teams will aim to complete three sprints on/before July 31st
- Sprints involve both 1) design work, followed by, 2) a larger feedback session which will inform revisions or refinements for the next sprint



2020/21 Planning

(DRAFT) Design Considerations / Feedback Loops:

FACILITIES TEAM

Focused on the health and safety needs of each school/facility

HEALTH/WELLNESS TEAM

Focused on proactive and responsive health practices/protocols

INSTRUCTION TEAM

Focused instructional programming including in-person, blended and remote learning

SCHOOL OPERATIONS TEAM

Focused on phase-specific school structures, programs and practices

TECHNOLOGY TEAM

Focused on supporting the technology-specific needs of all work teams

PROFESSIONAL LEARNING TEAM

Focused on professional learning needs including pre-opening trainings

STUDENT SUPPORT TEAM

Focused on general and phase-specific student support services

BUSINESS FUNCTIONS TEAM

Focused on ongoing and emergency business functions by phase

2020/21 Planning

In 78 Days...

- We must collectively develop multiple, functional models aligned with state and local phases that provide for (relatively) seamless transitions as community health needs arise
- We must identify students and employees who are unable to physically return for the 2020/2021 school year and provide, if possible, aligned accommodations
- We must enhance our remote service platforms and functions to build upon the successes and challenges of this spring
- We must rethink, redesign, train and implement enhanced school and district operations that ensure minimal risk for our students, employees and families
- We must collectively and seamlessly work with our students, families and employees to ensure that every conceivable need has been recognized and addressed
- We must design a “new norm” environment for business services (internal processes, community use, etc.)
- We must adhere to our priority of safety and health in all forthcoming decisions



Helena

Public Schools

...a great place to learn