Board of Education Meeting
September 10, 2020
LEARNING MODEL RECOMMENDATION
Factors Influencing the Recommendation

● COVID-19 Case Data (By County):
  ○ Number of cases per 100,000 residents
  ○ Positivity rate (the percentage of COVID-19 tests that come back positive). This figure is considered by health experts to be an indicator of whether there is sufficient local testing taking place and how extensive community spread is.
  ○ Growth in cases (a measure of if and how much case numbers are rising or falling in the community).

*Tri-County Health Department and Broomfield Public Health and Environment.*

● Staffing Levels
● Current Quarantine Guidelines and Experiences
● Community Feedback
<table>
<thead>
<tr>
<th><strong>Case Rates:</strong> Two-Week Cumulative Incidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rates per 100,000 people</td>
</tr>
<tr>
<td>((# \text{ of cases in past two weeks}) / \text{(population)} \times (100,000))</td>
</tr>
<tr>
<td>&lt; 50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Growth in Cases:</strong> Percent Change in Two-Week Incidence Rates Over Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 25% increase</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Positivity Rate (new calculation method):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-Week Average of Test Positivity</td>
</tr>
<tr>
<td>((# \text{ of cases reported}) / \text{(# of tests completed on that day)})</td>
</tr>
<tr>
<td>(\text{(PCR tests only)})</td>
</tr>
<tr>
<td>&lt; 5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Positivity Rate (older calculation method):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>determined in late July by taking the rate of positive tests as a percent of total tests administered (prior to public health using a two-week average) (included cumulative tests over approximately the first 5 months of the pandemic)</td>
</tr>
</tbody>
</table>
Case Rates

Two-Week Cumulative Incidence Rates per 100,000 people

(# of cases in past two weeks) / (population) x (100,000)

Peak of 193, the week of 7/22/20 - 8/4/20

*Data set is unavailable on the public-facing website
Positivity Rate

Two-Week Average of Test Positivity
(# of cases reported) / (# of tests completed on that day) (PCR tests only)

**Data used in July prior to public health using a two-week average**

*Data set is unavailable on the public-facing website*

<table>
<thead>
<tr>
<th>County</th>
<th>Approx. 7/15-7/29</th>
<th>8/19-8/31</th>
<th>8/23-9/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams County</td>
<td>12.2%**</td>
<td>6.22%</td>
<td>5.87%</td>
</tr>
<tr>
<td>Broomfield County</td>
<td>6.30%**</td>
<td>3.70%</td>
<td>3.14%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8/23-9/6</td>
<td>2.80%</td>
</tr>
</tbody>
</table>
Growth in Cases

Percent Change in Two-Week Incidence Rates Over Time

<table>
<thead>
<tr>
<th>Approx. Date</th>
<th>Incidence Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/15-7/29</td>
<td>25%</td>
</tr>
<tr>
<td>8/19-8/31</td>
<td>-4.3%</td>
</tr>
<tr>
<td>8/23-9/6</td>
<td>-5.4%</td>
</tr>
<tr>
<td>8/19-8/31</td>
<td>n/a</td>
</tr>
<tr>
<td>8/23-9/6</td>
<td>-10.8%</td>
</tr>
</tbody>
</table>

Adams County

Broomfield County*

*Data set is unavailable on the public-facing website
3 Key Metrics: Front Range County Comparisons ~ 8/23-9/6

### Case Rates: Two-Week Cumulative Incidence
Rates per 100,000 people
(# of cases in past two weeks) / (population) x (100,000)

<table>
<thead>
<tr>
<th>County</th>
<th>Rate per 100,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams</td>
<td>117.59</td>
</tr>
<tr>
<td>Arapahoe</td>
<td>68.05</td>
</tr>
<tr>
<td>Boulder</td>
<td>19.2</td>
</tr>
<tr>
<td>Broomfield*</td>
<td>46.64</td>
</tr>
<tr>
<td>Denver</td>
<td>89</td>
</tr>
<tr>
<td>Jefferson</td>
<td>22.5</td>
</tr>
</tbody>
</table>

*Data set is unavailable on the public-facing website*

### Growth in Cases:
Percent Change in Two-Week Incidence Rates Over Time

<table>
<thead>
<tr>
<th>County</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams</td>
<td>-5.4%</td>
</tr>
<tr>
<td>Arapahoe</td>
<td>n/a</td>
</tr>
<tr>
<td>Boulder</td>
<td>-10.8%</td>
</tr>
<tr>
<td>Broomfield*</td>
<td>n/a</td>
</tr>
<tr>
<td>Denver</td>
<td>n/a</td>
</tr>
<tr>
<td>Jefferson</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### Positivity Rate (new calculation method):
Two-Week Average of Test Positivity
(# of cases reported) / (# of tests completed on that day) (PCR tests only)

<table>
<thead>
<tr>
<th>County</th>
<th>Positivity Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams</td>
<td>5.87%</td>
</tr>
<tr>
<td>Arapahoe</td>
<td>3.39%</td>
</tr>
<tr>
<td>Boulder</td>
<td>4.09%</td>
</tr>
<tr>
<td>Broomfield*</td>
<td>2.80%</td>
</tr>
<tr>
<td>Denver</td>
<td>2.3%</td>
</tr>
<tr>
<td>Jefferson</td>
<td>2.18%</td>
</tr>
</tbody>
</table>

*Data set is unavailable on the public-facing website*
A new dial that identifies data-based criteria for opening/closing

The metrics are aligned to the Level of Concern:
- Stay at Home
- Safer at Home
- Protect our Neighbors
Most Recent Data by Metric

Case Rates
- Adams 8/23-9/6: 117.59
- Broomfield*: 46.64

Growth in Cases
- Adams 8/23-9/6: -5.4%
- Broomfield*: -10.8%

Positivity Rate
- Adams 8/23-9/6: 5.87%
- Broomfield*: 2.80%

*Data set is unavailable on the public-facing website
Tri-County Weekly Incidence Rates (IR) per 100,000, Youth Ages 5-18
Tri-County Daily Incidence Rates, 7-Day Rolling Average, per 100,000*
## PPE Readiness

<table>
<thead>
<tr>
<th>Metric</th>
<th>Green Threshold</th>
<th>Yellow Threshold</th>
<th>Red Threshold</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>School district personal protective equipment (PPE) supply</td>
<td>Greater than one month</td>
<td>2-4 weeks</td>
<td>Less than two weeks</td>
<td>There is currently a national shortage of gowns. The district has an additional 500 gowns ordered.</td>
</tr>
<tr>
<td>● Paper Masks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● KN95 Masks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Face Shields</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Gloves</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Cloth Masks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Gowns</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
School staff supporting in-person opportunities are eligible to be tested twice-a-month and district support staff may be tested once-a-month at any COVID Check Colorado location.

As of Sept. 9:
- 1151 appointments have been scheduled
- 941 tests have been administered
- 832 results have been delivered
  - 818 negative results
  - 1 positive result
  - 13 tests were not performed
Families had the option to complete a survey about their experiences with remote learning so far this year and what learning model they would like to see for the rest of the fall.

There were 11,919 respondents to the English survey and 853 respondents to the Spanish survey.

**English Survey:**
- 42.33% would like a return to full-time, in-person learning.
- 30.75% would like remote learning to continue.
- 26.92% would like a hybrid model.

**Spanish Survey:**
- 33.33% would like a return to full-time, in-person learning.
- 40.41% would like remote learning to continue.
- 26.26% would like a hybrid model.
Families with at least one elementary school student

English Survey:
- 29.68% indicated a preference for continued remote learning
- 24.09% indicated a preference for a hybrid model
- 46.23% indicated a preference for full-time, in-person learning

Spanish Survey:
- 36% indicated a preference for full-time, in-person learning
- 28% indicated a preference for a hybrid model
Families with at least one middle school student

**English Survey:**
- 31.71% indicated a preference for continued remote learning
- 27.95% indicated a preference for a hybrid model
- 40.34% indicated a preference for full-time, in-person learning

**Spanish Survey:**
- 32.14% indicated a preference for full-time, in-person learning
- 25.79% indicated a preference for a hybrid model
- 42.6% indicated a preference for continued remote learning
Families with at least one high school student

**English Survey:**
- 37.93% indicated a preference for continued remote learning
- 31.12% indicated a preference for a hybrid model
- 37.93% indicated a preference for full-time, in-person learning

**Spanish Survey:**
- 48.55% indicated a preference for continued remote learning
- 25.73% indicated a preference for a hybrid model
- 25.73% indicated a preference for full-time, in-person learning
Student and Family Readiness

Feedback on remote learning

● Families that said they would enroll at least one child in a remote option moving forward tended to rate remote learning higher than families who said they would not.

● 41.9 percent of all respondents (English and Spanish survey) said they would enroll at least one child in the online option if the district returned to some form of in-person learning.
Staffing Levels

Staff members were surveyed about their experiences this school year and what learning model they would like to see implemented for the rest of the fall.

- **29.87%** staff said they would like a return to full-time, in-person learning
- **43.9%** staff members said they would like remote learning to continue
- **26.23%** staff said they would like a hybrid model

Staff members were also asked if they would be willing to return to work if the district resumed some form of in-person learning.

- **Full-time, In-person Learning**
  - **83.05%** said yes
  - **16.95%** said no

- **Hybrid Model**
  - **89.36%** said yes
  - **10.36%** said no
Top 4 Factors from Families and Staff

Top Four Factors from Staff
- Safety protocols *(favors remote learning model)*
- Social-emotional learning needs *(favors in-person learning model)*
- Quality of instruction *(favors in-person learning model)*
- Public health data *(supports either remote or in-person learning model)*

Top Four Factors from Parents
- Social-emotional learning needs *(favors in-person learning model)*
- Quality of instruction *(favors in-person learning model)*
- Safety protocols *(favors remote learning model)*
- Consistency *(favors remote learning model)*
Learning Pods - Data and Feedback

- We served a total of **3,792 students** in Learning Pods.
  - 2,676 in elementary schools
  - 630 in middle schools
  - 486 in K-8 schools

- There are currently **373 students on Learning Pod wait lists**

- Surveys show that approximately 63 percent of families and 51 percent of staff said Learning Pods were **going well or very well** for them.

- There were specialized pods at **18 locations**. These pods serve 128 students with significant special needs and/or significant language development needs five days a week.

- **Comprehensive high schools** have offered in-person opportunities for students who need internet connection. Attendance has been less than 60 students per day at each site.
At every level, most families reported that teachers were *responsive* or *very responsive* to their child’s needs.
Remote Learning - Data and Feedback

Staff and parent feedback frequently raises **concerns** about:

- Connectivity issues with students and staff attempting to access multiple applications (e.g. Schoology and Zoom) at the same time

- Screen time

- The ability of elementary and middle school students to stay on task in an online-only environment

- The amount of parent/adult support needed to assist students with technology

- The amount of synchronous instruction and conflicts in daily schedules, breaks, lunches, etc. in families with children in multiple grade levels
Recommended Learning Model - Starting Sept. 28

Recommendation for the remainder of the fall semester (Sept. 28 through Dec. 17):

- **Elementary School Level** (Grades K-5): In-person Model - full time, 5 days/week (with classroom setup to maintain at least 3 feet of distance)
- **Middle and High School Level** (Grades 6-12): Hybrid Model with 2 days in-person and 3 days remote (remote learning days will be 2 days asynchronous and Wednesdays synchronous).
- **Preschool** will follow its current hybrid model.
- **A full-time remote learning option will remain available** for families who prefer that model based on need or preference. Families will have the option to select an in-person/hybrid or remote learning model for each child.

Proposed key dates:

- New remote learning assignments begin for full-time remote learning students and staff on Sept. 28
- Schools will host in-person orientations between Monday, Sept. 28 and Wednesday, Sept. 30
- **In-person instruction will begin on Thursday, Oct. 1**: full-time for students at elementary school level; hybrid for students at middle and high school level.

*The learning model for district charter schools may be different. Please check with charter school for information.*
Elementary Full Time In-Person

- Classrooms will serve as cohorts
  - Students will remain in their classroom cohorts for the majority of the day and even when in large spaces with other cohorts (lunchroom, recess), cohorts will have designated space for their groups to assemble
- Classrooms will be set up to allow for at least 3 feet of distance between student desks/work areas
  - Smaller class sizes are expected given the number of families who have expressed interest in staying in the remote learning model, therefore allowing for classroom setup in a socially distanced manner
- Specials will operate on a wheel schedule, working with the same group of students for multiple weeks at a time, minimizing the number of classes/cohorts per day/week
- Special populations will continue to be allowed to interact with specialist teachers (e.g. special education, ELL, GT) therefore allowing those students to be part of 2 cohorts
Middle School Hybrid In-Person

- Students will attend 2 days per week in-person and 2 days per week remotely
  - Students on A schedule will attend in-person Thursday and Friday and asynchronous remote on Monday and Tuesday
  - Students on B schedule will attend in-person Monday and Tuesday and asynchronous remote on Thursday and Friday
  - Wednesday will be a remote day with synchronous learning for all students

- Student schedules will be divided by last name in the alphabet (efforts will be also be made for household members with different last names to be on the same 2 days for in-person learning)

- A hybrid (A/B) schedule will allow large middle schools to better manage logistics associated with large student populations and ensure appropriate safety protocols are in place
  - Socially distanced hallways, lunch rooms and classrooms
  - Hybrid scheduling supports smaller cohorts of students ensuring that less than 50% of students are present in the building during any particular day.
K-8 Schools Hybrid In-Person

- Grades K-5 will follow the elementary in-person model
  - Students will remain in their classroom cohorts for majority of the day and even when in large spaces with other cohorts (lunchroom, recess), cohorts will have designated space for their groups to assemble
  - Specials will operate on a wheel schedule, working with the same group of students for multiple weeks at a time, minimizing the number of classes/cohorts per day/week

- Grades 6-8 will follow the middle school hybrid model
  - Students will attend 2 days per week in-person and 2 days per week remotely
    - Students on A schedule will attend in-person Thursday and Friday
    - Students on B schedule will attend in-person Monday and Tuesday
    - Wednesday will be a remote day with synchronous learning for all students
High School Hybrid In-Person

- Students will attend 2 days per week in-person
  - Students on A schedule will attend in-person Thursday and Friday (asynchronous remote on Monday and Tuesday)
  - Students on B schedule will attend in-person Monday and Tuesday (asynchronous remote on Thursday and Friday)
  - Wednesday will be a synchronous remote learning day for all students

- Student schedules will be divided by last name in the alphabet (household members with different last names will also be prioritized on the same 2 days for in-person learning)

- A hybrid (A/B) schedule will allow high schools to better manage logistics associated with large student populations and ensure appropriate safety protocols are in place
  - Socially distanced hallways, lunch rooms and classrooms
  - Hybrid scheduling supports smaller cohorts of students ensuring that less than 50% of students are present on any particular day
In order to ensure appropriate staffing levels for both the remote and in-person learning models, there will be changes to teacher and student assignments

- **Friday, Sept. 11:**
  - Learning Model Selection Form sent to all families
  - Intent forms sent to all teaching staff and classified staff currently supporting remote learning

- **Thursday, Sept. 17 (earlier if possible - based on data collection process):**
  - Schools begin building new schedules based on family selection of learning model
  - Given that students from a current class will likely select various learning models there will be impacts to student/teacher assignments

- **Sept. 28-30:** New remote learning student/teacher assignments/assigned courses begin; in-person staff support in-person student orientation sessions

- **Oct. 1:** In-person instruction begins at all schools for students who selected the in-person/hybrid model (hybrid A schedule will be in person; hybrid B schedule will begin online).
Staffing Implications and Next Steps

Intent forms sent to all teaching staff and classified staff currently supporting remote learning

- School based certified and classified staff will be sent an Intent Form by their principal on Friday morning, due on Monday.
- Schools will match the staffing preferences of staff to the best of their ability with student and family interest to create a new schedule for instruction.
  - To support this process, principals will receive an updated list from HR with information regarding approved staff accommodations for remote work or additional PPE for staff who have gone through the accommodations process. All approved accommodations will be honored.
- Educator/staff preferences for in-person or remote learning will be considered based on student enrollment levels for the different learning models.
- Guidance is being created for when there is not a match between student selection for remote or in-person learning and staff interest in remote or in-person work. Schools will receive more information about that guidance soon from HR.
Return to Remote Learning Criteria

● Staff will continue to monitor public health data daily from the Tri-County Health and Broomfield Public Health and Environment.

● The following data points will prompt the Superintendent to take steps to return to the remote learning/Learning Pod model following consultation with the Board of Education:
  ○ Sustained case rates per 100,000 population in excess of 175
  ○ Sustained test positivity rate of more than 10 percent
  ○ Recommendations from local or state public health officials, or the governor, to return to remote learning
  ○ Material and significant disruption in instruction caused by student absenteeism; staff absenteeism; or frequent/large scale quarantine actions