COVID-19 UPDATE AND THE CLARK COUNTY SCHOOL DISTRICT'S RESPONSE

Regular Board Meeting
June 11, 2020
Dr. Brenda Larsen-Mitchell, Deputy Superintendent
Mr. Mike Casey, Chief Operations Officer
OVER 3.5 MILLION MEALS HAVE BEEN SERVED TO STUDENTS

Meals (Breakfast-Lunch Set) Delivered

Week 1 Total: 61,307
Week 2 Total: 127,590
Week 3 Total: 170,556
Week 4 Total: 153,438
Week 5 Total: 179,034
Week 6 Total: 142,774
Week 7 Total: 142,774
Week 8 Total: 138,292
Week 9 Total: 118,173
Week 10 Total: 114,392

COVID-19 UPDATE AND THE CLARK COUNTY SCHOOL DISTRICT’S RESPONSE

Reference 5.05
**Curriculum-Based Programming Attendance**

**March 23–May 24, 2020**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>PreK – 3</th>
<th>4 – 8</th>
<th>9 – 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total On-Air Attendance</strong></td>
<td>15,300,886</td>
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<tr>
<td><strong>PBS KIDS Online Streams</strong></td>
<td>2,284,633</td>
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<tr>
<td><strong>Total Guides &amp; Schedules Downloaded</strong></td>
<td></td>
<td>4,673</td>
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<tr>
<td><strong>Total Website Pageviews</strong></td>
<td></td>
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<td>128,756</td>
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<td><strong>Total Online Resources Utilized</strong></td>
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<td>27,878</td>
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<td><strong>Total Impact March 23–May 24</strong></td>
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<td><strong>17,746,321</strong></td>
</tr>
</tbody>
</table>
REACHING OUR STUDENTS

4,370

Students not reached during the COVID-19 school closures
SUMMER LEARNING STARTED JUNE 1

Student Learning Extension Opportunities

Provided throughout the summer

Summer School

Extended School Year ESY
Secondary Summer School
Nevada Learning Academy

Summer Learning with Partners

Boys and Girls Club
County Recreation Centers

Ongoing Professional Learning

Distance Education
The input of the Reopening Our Schools Working Group was the first step in planning.

WORKFLOW

WORKING GROUP

Provide input that will inform planning from the beginning.
Facilitate the work in subgroups.

SCHOOL/ DEPARTMENT SUBJECT MATTER EXPERTS

Using input from the working group and subgroups, as well as individual expertise and experience, refine plan options.

UNIT CHIEFS

Present recommendations to Executive Cabinet and the Superintendent.

EXECUTIVE CABINET/ SUPERINTENDENT

Discuss recommendations for reopening schools.
The Superintendent will share options and make a final recommendation to the Board of School Trustees.
REOPENING OUR SCHOOLS FAMILY AND COMMUNITY SURVEY

The items on the survey were developed to answer five main questions:

1. What is important to stakeholders when considering children attending school in person?
2. How strongly would stakeholders support different options for Fall 2020?
3. How important are different aspects of distance education?
4. How did CCSD’s emergency distance education affect stakeholders?
5. How prepared for distance education in Fall 2020 do our stakeholders feel?
We gathered input from over 94,000 stakeholders.

* Respondents who indicated more than one role are included in each subgroup total.
REOPENING OUR SCHOOLS FAMILY AND COMMUNITY SURVEY

Respondents by Grade Band

* Grade levels for school staff who are also parents were only captured for their own children.
WHAT IS IMPORTANT TO STAKEHOLDERS WHEN CONSIDERING CHILDREN ATTENDING SCHOOL IN PERSON?

Enhanced cleaning occurring in the schools
Regularly scheduling hand washing into the student day
Limiting classroom seating to maintain social distancing
Staggering recess and lunch times to reduce crowding
COVID-19 vaccine availability
Staggering drop-off and pick-up times to reduce crowding

All Respondents

1

Reference 5.05
WHAT IS IMPORTANT TO STAKEHOLDERS WHEN CONSIDERING CHILDREN ATTENDING SCHOOL IN PERSON?

<table>
<thead>
<tr>
<th>Parent/Guardian Respondents</th>
<th>Not Important</th>
<th>Slightly Important</th>
<th>Moderately Important</th>
<th>Important</th>
<th>Very Important</th>
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</thead>
<tbody>
<tr>
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<td>Staggering recess and lunch times to reduce crowding</td>
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<tr>
<td>COVID-19 vaccine availability</td>
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</tbody>
</table>
WHAT IS IMPORTANT TO STAKEHOLDERS WHEN CONSIDERING CHILDREN ATTENDING SCHOOL IN PERSON?

Student Respondents

- Enhanced cleaning occurring in the schools
- Regularly scheduling hand washing into the student day
- Limiting classroom seating to maintain social distancing
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- COVID-19 vaccine availability
- Staggering drop-off and pick-up times to reduce crowding
WHAT IS IMPORTANT TO STAKEHOLDERS WHEN CONSIDERING CHILDREN ATTENDING SCHOOL IN PERSON?

School Staff Respondents

- Enhanced cleaning occurring in the schools
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WHAT IS IMPORTANT TO STAKEHOLDERS WHEN CONSIDERING CHILDREN ATTENDING SCHOOL IN PERSON?

Central Office Staff Respondents

- Enhanced cleaning occurring in the schools
- Regularly scheduling hand washing into the student day
- Limiting classroom seating to maintain social distancing
- Staggering recess and lunch times to reduce crowding
- COVID-19 vaccine availability
- Staggering drop-off and pick-up times to reduce crowding
1. WHAT IS IMPORTANT TO STAKEHOLDERS WHEN CONSIDERING CHILDREN ATTENDING SCHOOL IN PERSON?

Other Community Stakeholder Respondents

- Enhanced cleaning occurring in the schools
- Regularly scheduling hand washing into the student day
- Limiting classroom seating to maintain social distancing
- Staggering recess and lunch times to reduce crowding
- COVID-19 vaccine availability
- Staggering drop-off and pick-up times to reduce crowding

Reference 5.05
How strongly would stakeholders support different options for Fall 2020?

All Respondents

<table>
<thead>
<tr>
<th>Option</th>
<th>Strongly Oppose</th>
<th>Oppose</th>
<th>Neutral</th>
<th>Support</th>
<th>Strongly Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time return to the regular school day and schedule</td>
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<td>Full-time return to the regular school day but delay the start of the</td>
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<td>school year until after Labor Day</td>
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<td>Blended learning with daily sessions</td>
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<tr>
<td>Blended learning with half-day sessions</td>
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<tr>
<td>Blended learning with weekly sessions</td>
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<tr>
<td>Full-time return to distance education</td>
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<tr>
<td>Full-time return to the regular school day but implement a year-round</td>
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<td>calendar</td>
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</tbody>
</table>
HOW STRONGLY WOULD STAKEHOLDERS SUPPORT DIFFERENT OPTIONS FOR FALL 2020?

Parent/Guardian Respondents

- Full-time return to the regular school day and schedule
- Full-time return to the regular school day but delay the start of the school year until after Labor Day
- Blended learning with daily sessions
- Blended learning with half-day sessions
- Blended learning with weekly sessions
- Full-time return to distance education
- Full-time return to the regular school day but implement a year-round calendar

Reference 5.05
HOW STRONGLY WOULD STAKEHOOLDERS SUPPORT DIFFERENT OPTIONS FOR FALL 2020?

Student Respondents

Full-time return to the regular school day and schedule

Full-time return to the regular school day but delay the start of the school year until after Labor Day

Blended learning with daily sessions

Blended learning with half-day sessions

Blended learning with weekly sessions

Full-time return to distance education

Full-time return to the regular school day but implement a year-round calendar
HOW STRONGLY WOULD STAKEHOLDERS SUPPORT DIFFERENT OPTIONS FOR FALL 2020?

School Staff Respondents

- Full-time return to the regular school day and schedule
- Full-time return to the regular school day but delay the start of the school year until after Labor Day
- Blended learning with daily sessions
- Blended learning with half-day sessions
- Blended learning with weekly sessions
- Full-time return to distance education
- Full-time return to the regular school day but implement a year-round calendar

Strongly Oppose | Oppose | Neutral | Support | Strongly Support
---|---|---|---|---
X | | | | |
X | | | | |
X | | | | |
X | | | | |
X | | | | |
X | | | | |
X | | | | |

Reference 5.05
How strongly would stakeholders support different options for Fall 2020?

Central Office Staff Respondents

- Full-time return to the regular school day and schedule
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- Blended learning with half-day sessions
- Blended learning with weekly sessions
- Full-time return to distance education
- Full-time return to the regular school day but implement a year-round calendar

![Bar chart showing support levels for each option]

- Strongly Oppose
- Oppose
- Neutral
- Support
- Strongly Support
HOW STRONGLY WOULD STAKEHOLDERS SUPPORT DIFFERENT OPTIONS FOR FALL 2020?

Other Community Stakeholder Respondents

- Full-time return to the regular school day and schedule
- Full-time return to the regular school day but delay the start of the school year until after Labor Day
- Blended learning with daily sessions
- Blended learning with half-day sessions
- Blended learning with weekly sessions
- Full-time return to distance education
- Full-time return to the regular school day but implement a year-round calendar

References

Reference 5.05
HOW IMPORTANT ARE DIFFERENT ASPECTS OF DISTANCE EDUCATION?

All Respondents

- Frequent feedback on student progress
- Learning assignments that can be accessed and completed at any time
- Virtual office hours for students and parents/guardians to reach out to teachers
- Flexibility with scheduled activities
- Live (synchronous) small-group meetings or lessons with teachers
- Live (synchronous) whole-class meetings or lessons with teachers
- Online discussions (discussion boards, blogs, video conferencing)
- Collaborative group projects

Legend:
- Not Important
- Slightly Important
- Moderately Important
- Important
- Very Important

Reference 5.05
How important are different aspects of distance education?

Parent/Guardian Respondents

- Frequent feedback on student progress
- Learning assignments that can be accessed and completed at any time
- Virtual office hours for students and parents/guardians to reach out to teachers
- Flexibility with scheduled activities
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[Bar chart showing student responses for each aspect]
HOW IMPORTANT ARE DIFFERENT ASPECTS OF DISTANCE EDUCATION?

School Staff Respondents

- Frequent feedback on student progress
- Learning assignments that can be accessed and completed at any time
- Virtual office hours for students and parents/guardians to reach out to teachers
- Flexibility with scheduled activities
- Live (synchronous) small-group meetings or lessons with teachers
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- Online discussions (discussion boards, blogs, video conferencing)
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Reference 5.05
HOW DID CCSD’S EMERGENCY DISTANCE EDUCATION AFFECT STAKEHOLDERS?

Relationships with family members
Self-confidence and self-worth
Positive feelings about school
Positive feelings about learning
Relationships with friends
Ability to learn

All Respondents

Greatly Decreased | Decreased | Neutral | Improved | Greatly Improved

Reference 5.05
HOW DID CCSD’S EMERGENCY DISTANCE EDUCATION AFFECT STAKEHOLDERS?

Parent/Guardian Respondents

- Relationships with family members
- Self-confidence and self-worth
- Positive feelings about school
- Positive feelings about learning
- Relationships with friends
- Ability to learn

Legend:
- Greatly Decreased
- Decreased
- Neutral
- Improved
- Greatly Improved

Reference 5.05
## HOW DID CCSD’S EMERGENCY DISTANCE EDUCATION AFFECT STAKEHOLDERS?

The Clark County School District’s (CCSD) emergency distance education had various impacts on stakeholders. The figure below illustrates the changes observed among student respondents in different areas:

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Greatly Decreased</th>
<th>Decreased</th>
<th>Neutral</th>
<th>Improved</th>
<th>Greatly Improved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships with family members</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Self-confidence and self-worth</td>
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<td></td>
</tr>
<tr>
<td>Positive feelings about school</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Relationships with friends</td>
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<td></td>
</tr>
<tr>
<td>Ability to learn</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Reference 5.05**

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**Page 28 of 37**
4 HOW DID CCSD’S EMERGENCY DISTANCE EDUCATION AFFECT STAKEHOLDERS?

Relationships with family members
Positive feelings about school
Self-confidence and self-worth
Positive feelings about learning
Relationships with friends
Ability to learn

School Staff Respondents

- Greatly Decreased
- Decreased
- Neutral
- Improved
- Greatly Improved

Reference 5.05
HOW PREPARED FOR DISTANCE EDUCATION IN FALL 2020 DO OUR STAKEHOLDERS FEEL?

<table>
<thead>
<tr>
<th></th>
<th>Parent/Guardian</th>
<th>Student</th>
<th>School Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all prepared</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
</tr>
<tr>
<td>Slightly prepared</td>
<td>Light Red</td>
<td>Light Red</td>
<td>Light Red</td>
</tr>
<tr>
<td>Moderately prepared</td>
<td>Light Grey</td>
<td>Light Grey</td>
<td>Light Grey</td>
</tr>
<tr>
<td>Very prepared</td>
<td>Light Blue</td>
<td>Light Blue</td>
<td>Light Blue</td>
</tr>
<tr>
<td>Extremely prepared</td>
<td>Blue</td>
<td>Blue</td>
<td>Blue</td>
</tr>
</tbody>
</table>

Reference 5.05
HOW PREPARED FOR DISTANCE EDUCATION IN FALL 2020 DO OUR STAKEHOLDERS FEEL?

**Student Respondents by Grade**

- Elementary School PK-2
- Elementary School 3-5
- Middle School 6-8
- High School 9-12

**Parent/Guardian Respondents by Grade**

- Elementary School PK-2
- Elementary School 3-5
- Middle School 6-8
- High School 9-12

Legend:
- Not at all prepared
- Slightly prepared
- Moderately prepared
- Very prepared
- Extremely prepared

Reference 5.05
REOPENING OUR SCHOOLS

Family and Community Survey (Breadth)
Reopening Our Schools Working Group (Depth)
Stakeholder Input

Options
Expertise
Conditions

Plan to Move Forward
Plan Development
Provide input that will inform planning from the beginning.
Facilitate the work in subgroups.

Using input from the working group and subgroups, as well as individual expertise and experience, refine plan options.

Present recommendations to Executive Cabinet and the Superintendent.

Discuss recommendations for reopening schools.
The Superintendent will share options and make a final recommendation to the Board of School Trustees.
REOPENING OUR SCHOOLS

WORKFLOW

WORKING GROUP

SCHOOL/DEPARTMENT SUBJECT MATTER EXPERTS

UNIT CHIEFS

EXECUTIVE CABINET/SUPERINTENDENT

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SUPERINTENDENT'S COMMENTS
BOARD DISCUSSION AND QUESTIONS

Reference 5.05
COVID-19 UPDATE AND THE CLARK COUNTY SCHOOL DISTRICT'S RESPONSE

Reference 5.05