

SCHOOL OUTSIDE

safe

joyful

connected

equitable

Planning Workbook

v.2

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About Us

Parents and Teachers at Jefferson
Elementary School

We are members of the Jefferson Elementary School community who are advocating for in-person learning in SFUSD through use of outdoor space during school time.

About the Workbook

Created by Parents at Jefferson
Elementary School

This workbook is a compilation of key materials we used to draft a “School Outside” plan for Jefferson. We hope you find these materials helpful and can use them to create an outdoor learning plan for your school, whether it serves elementary, middle, or high school students.

We may update the workbook from time to time and will post the most current version at:

<https://www.takeschooloutside.com/>

How to Use the Workbook

This workbook contains suggestions, templates, and samples to help you:

- Set up your “School Outside” team
- Identify your stakeholders
- Consider the support you need to create an outdoor learning plan (e.g., principal, parents)
- Survey families at your school
- Hold a workshop to generate ideas and develop your plan
- Visualize your outdoor space
- Identify your cohorts (i.e., groups of students)
- Learn about health & safety requirements
- Consider weather & air quality
- Create outdoor classroom spaces & budgets
- Share your plan with your school community
- Identify helpful resources

Setting Up Your Team: Structure & Meetings

- Recruitment: Identify parents and teachers interested in developing a plan to hold school outside. Ask if your principal or other admin/staff members want to participate. Keep in mind that people have different interests, skill sets, and amounts of time to contribute.
- Core Team: Those who can attend meetings on a regular basis and who are most willing & able to help; ≤10 people keeps meetings efficient. It helps to have 1 person be responsible for drafting an agenda and sending out meeting notices.
- Larger team: Anyone who would like to receive weekly meeting invitations & updates and who would be willing to provide input & assistance on an ad hoc basis. Note it is especially useful to have people who can help with translation for materials & community meetings!
- Team meetings: Weekly for 90 minutes, on school days, via Zoom (e.g., Weds. at 4:30). Email the agenda before meetings and keep minutes.
- Support: The core team sends requests for help to the larger team to distribute the workload, help with translation efforts, and help with contacts/networking.

Sample Stakeholder Matrix

(modify the matrix to make it specific to your school community & beyond)

Stakeholder Group	Power	Interest	Engagement Strategy
Families	Low-Med	High	Keep informed about plans, provide opportunity for involvement, surveys
Teachers	Med	High	Representatives provide input on draft plan, communicate with other teachers, ask for ideas and suggestions
Principals	Med-High	High	Ask for input on draft plan, provide opportunity to work with planning group
Unions	High	High	Emphasis safety, support for teachers
SFUSD Board of Education	High	Med	Attend and speak at meeting, send advocacy letters
PTA	Med	High	Attend, speak and present at meetings. Invite involvement in group
Mayors Office	Med-High	Med	Send advocacy letters, provide information about impact on students, families and teachers
Other Open School Advocacy Groups	Low	High	Finding common ground, sharing resources & information, working together
City Supervisors	High	Med	Send advocacy letters, call in and present at meetings
Media	Med	Med	Write opinion pieces, provide information & personal impact for stories

Surveying Families

Five Steps:

- Draft your survey
- Translate it as appropriate for your school community
- Send it out
- Tabulate the results
- Share the results

Tips on the survey process, a survey template, and samples follow.

Tips: The Survey Process

- Drafting: The survey should be quick and simple. You can create your own survey or use our template, which you can customize based on your school site and needs. Make sure the final draft is set so people can respond to it without changing the form itself. We used Google Forms to create and deliver our survey.
- Translation: Consider whether you should translate the survey into other languages. What are the most common languages spoken by families at your school?
- Send the survey: Email (or otherwise distribute) the survey to your school community. You may be able to send it out through a PTA/PTO, a Google group, or class teachers or room parents. It helps to:
 - Draft a short email about the survey that tells families what it is and when it will close.
 - Translate the email as well.
 - Send a reminder before the survey closes.
- Tally the results: Get the results of the surveys in each language and tally them.
- Share the results: Put the results in a form that families can easily understand. Share them via email, at a forum such as a PTA/PTO meeting, etc.

Survey Template & Sample

- Template (6 questions, customizable):
https://docs.google.com/forms/d/1MWtFO8jQ0jFwCK5YBn650dcjgYjBd6oRaFIT3rNtW88/copy?urp=gmail_link&gxids=7628
- Introduction statement on template:
“As SFUSD continues to explore in-person, hybrid reopening, we would like to gauge parent comfort in reopening indoors vs. outdoors. For purposes of this survey, please assume that all Department of Public Health safety measures are in place.”
- Jefferson survey (conducted Sept.-Oct. 2020):
https://docs.google.com/forms/d/e/1FAIpQLSemDjnPPNVzZs3ca9gwOwUiyCoM7XoQid79_PJTwdZ7kleJw/viewform

Sharing Your Results: Sample Charts from Jefferson

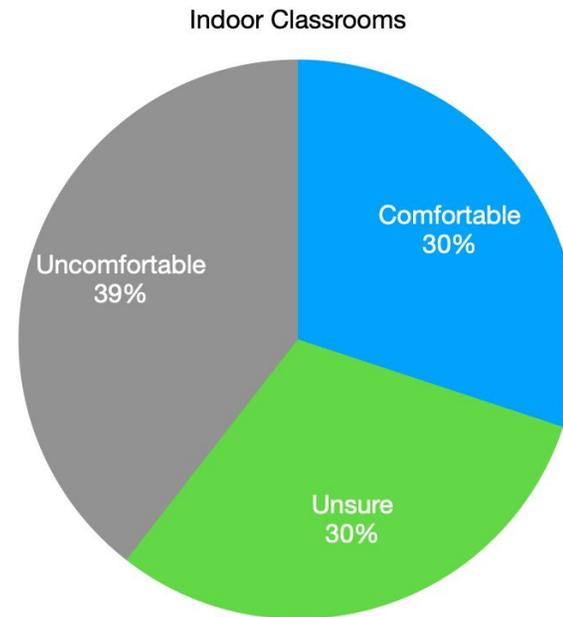
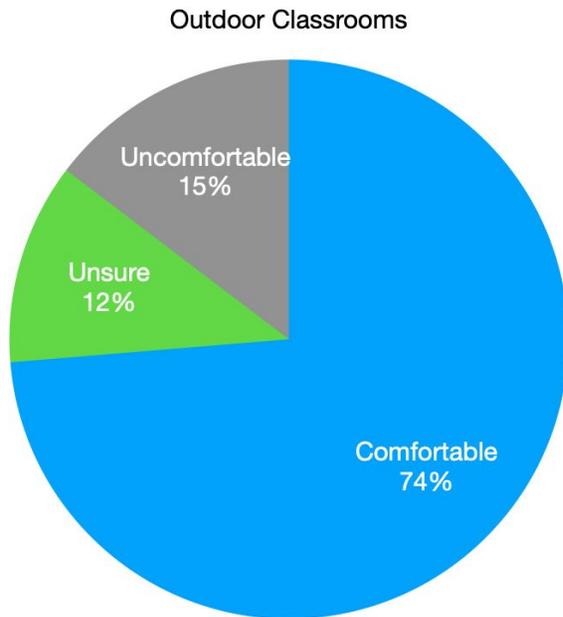
School Outside Survey Data Excerpt

Survey results illustrated the community's comfort level with returning to school outdoors (74%) versus returning to school indoors (30%).

266 responses from K-5 families

Collected Sept 15 - October 6, 2020

Sent in 3 Languages: English, Chinese, and Spanish



Location	Comfortable	Unsure	Uncomfortable
Indoor	80	81	105
Outdoor	196	31	39

Holding Your Workshop

- Plan the workshop
- Hold the workshop
- Synthesize the results

Tips on the workshop process, sample materials, and a template follow.

Planning for Your Workshop

- Scheduling: Set a specific day, time, and place.
 - Contact your core team and larger team to select the best day/time for the workshop.
 - If health orders permit, choose an outdoor location, preferably the place in which outdoor classes may be held. Try to walk the walk!
 - Consider setting a “rain date” or meeting online (e.g., on Zoom) as a fallback.
- Invitation & RSVPs: Invite your school community to attend the workshop. You may be able to spread the word through a PTA/PTO, a Google group, your principal, teachers, or room parents. Ask for RSVPs so you can estimate how many people will attend. This will also help you decide whether it would be helpful to divide the attendees into groups.
- Agenda: Draft an agenda. Estimate how much time you will spend on each item.
- Materials: Prepare/gather any materials you want for the workshop. Consider:
 - Something to sit on—small pads or even a tarp cut up into pieces will do!
 - Something to write on/with—clipboard, pens
 - Copies of anything you want to hand out—the agenda, maps of possible sites, charts or tables for brainstorming proposals

Planning for Your Workshop (cont.)

- Personnel: If possible, plan to have specific people take on certain roles for each group of attendees.
 - Facilitators: A facilitator helps keep the group focused and on track and can help ensure everyone's voice is heard.
 - Teachers: Teacher perspectives are invaluable, including to point out practical problems with proposals and possible solutions.
 - Note-takers: Having a note-taker means the participants can focus on generating ideas, knowing someone else is writing them down!
- Samples: The following pages include samples from Jefferson's workshop:
 - Agendas: One lays out the schedule; the other includes notes on agenda items.
 - Maps: The maps show physical layouts of the school yards at Jefferson and nearby green spaces in Golden Gate Park. You can use Google Maps Satellite View to get images of your school yard space and nearby green spaces.
 - School data charts: The charts show student numbers, possible cohorts, and where classes for the cohorts might be held.
- Template: We have also included a blank chart for brainstorming.

School Outside Workshop

Meeting Agenda

October 24th 2020, 1pm-4pm

Mother's Meadow



Agenda Summary

Part 1: Introductions

1:00 - 1:10 → *Introductions*

1:10 - 1:15 → *Outline of workshop agenda + goals*

1:15 - 1:30 → *Perspectives to consider*

1:30 - 1:40 → *Explanation of group work & packet overview*

1:40 - 1:55 → *Questions, comments, concerns*

5 minute break

Part 2: Small Group Scenario Work

2:00 - 3:00 → *Discuss four main factors of scenario*

5 minute break

3:05 - 3:20 → *Additional factors/concerns*

3:20 - 3:50 → *Summarize key takeaways/outline model*

3:50 - 4:00 → *Next steps*

Meeting Roles / Assignees

Facilitators

<assign 1/group>

Teachers / Administrators

<assign 1/group>

Note takers

<assign 1/group>

Group 1: K - 2

Group 2: K - 3

Group 3: K-5

Annotated Agenda (Part 2: Small Group Scenario Work)

Discuss four main factors of scenario (2:00 - 3:00)

1. School Outside Sites: Suitability, Feasibility
2. Rotation Among Sites
3. Hours Per Day
4. Number of Days Per Week

Break (3:00 - 3:05)

Additional factors/concerns (3:05 - 3:20)

- Additional factors to consider may include:
 - Changes to at-home school day
 - Staffing
 - Cleaning procedures
 - Rain days
 - Fire days
 - 3rd-party partners
 - Outdoor-specific curriculum
 - Role of parents

Summarize key takeaways/outline model (3:20 - 3:50)

- Individual takeaways/priorities
- What was most exciting to you about this exercise?
- Case study: here is what one week might look like under our model

Next steps (3:50 - 4:00)

- School Outside team will use all of your feedback to create a document to submit to school principal
- You will all have the opportunity to peer review prior to completion and we would love your feedback!
- Brainstorm additional next steps and ways to be involved



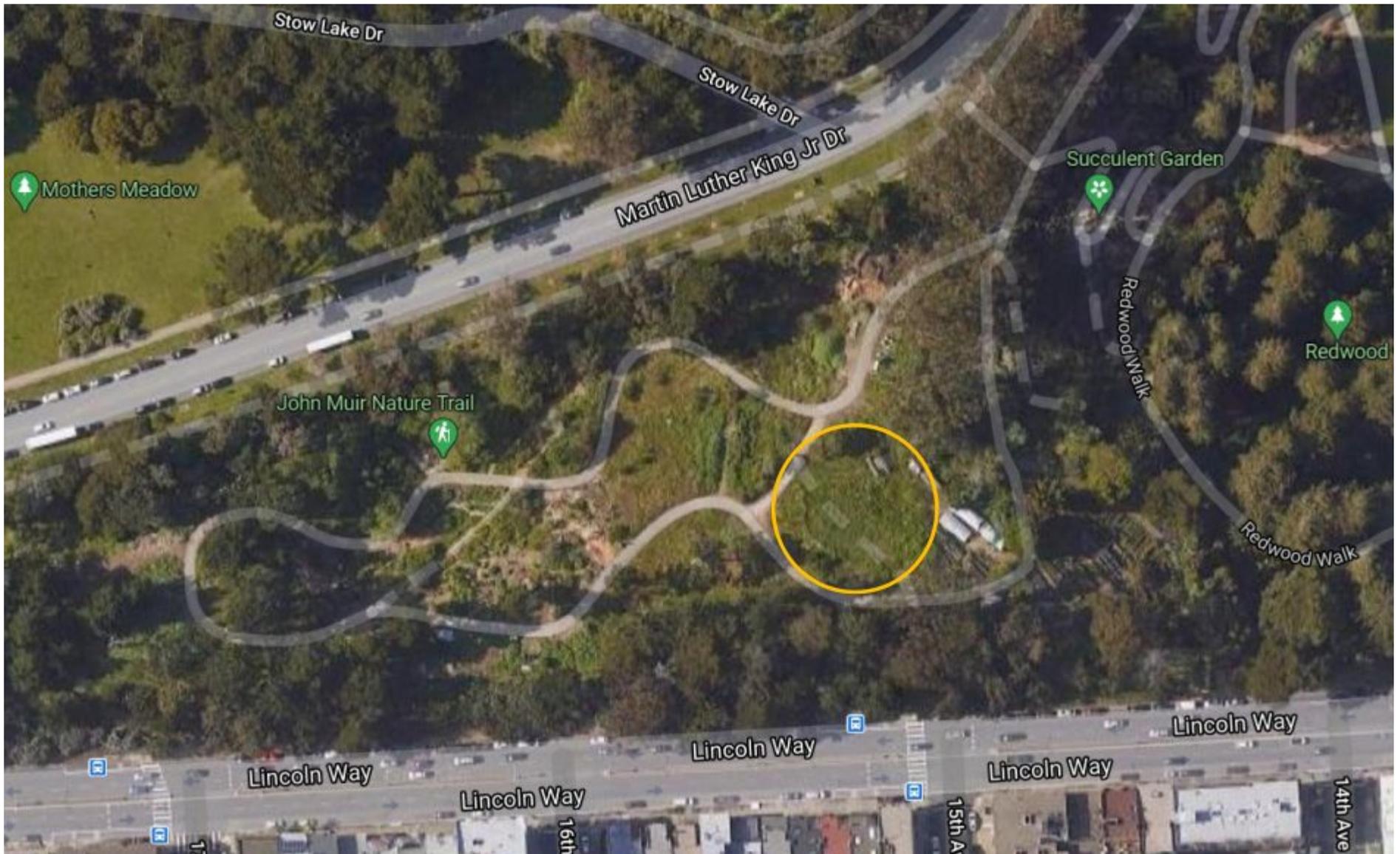
Jefferson Elementary Outdoor Sites (green circles are cohorts)

- K Yard (4 cohorts)
- Middle Yard (2)
- Upper Yard (6)
- Consider requesting street closure on Irving



Mother's Meadow Outdoor Sites (4 or 5 cohorts, green circles)

- East
- West
- Center
- Roving (1 or 2 cohorts could be assigned to field trips such as Stow Lake & Strawberry Hill hikes)



Botanical Garden - John Muir (2 cohorts) - Top Recommendation - Option for shade structure, natural log seating, some outdoor tables, easy access from Jefferson/Mother's Meadow via service gate to MLK Jr. Dr.
Need: portable toilets + handwashing station

Grade	# of Classes	Students Per Class	Total # Students	# Students Per Cohort	# Cohorts Per Class	# of Cohorts
K	4	21	84	10/11	2	8
K-3 SDC	<i>Data Pending</i>					
1st	4	21	84	10/11	2	8
2nd	4	21	84	10/11	2	8
3rd	4	21	84	10/11	2	8
3-5 SDC	<i>Data Pending</i>					
4th	2	34	68	11/12	2 (potentially 3)	4 (potentially 6)*
4th/5th mix	1	34	34	11/12	2 (potentially 3)	2 (potentially 3)
5th	2	34	68	11/12	2 (potentially 3)	4 (potentially 6)
	21 classes		506 students			42 cohorts (potentially 47)

Table 1. Jefferson student numbers and possible cohorts

**Larger size of 4th & 5th grade classes make rotational schedule challenging (3 cohorts to manage instead of 2) → If 6 students from each 4th & 5th grade class opt out, then there could be 2 large cohorts per class instead of 3*

Location	Sub-location	# of Cohorts	Benefits	Limitations	Grade Distribution
Jefferson	<i>K yard</i>	4	<i>Shade/seating infrastructure, natural spatial divisions, self-contained</i>	<i>Bathrooms?, only accessible for K students?</i>	<i>K (4 cohorts, 1 per class at a time)</i>
	<i>Middle Yard</i>	2	<i>Shade/seating infrastructure, variety of spaces for rotation</i>	<i>Bathrooms?, fairly limited space</i>	<i>1st, 2nd, or 3rd? (4 cohorts, 1 per class at a time)</i>
	<i>Upper Yard</i>	6	<i>Decent shade/seating infrastructure, large space</i>	<i>Bathrooms?, lack of “green” space/spatial variety for rotation</i>	<i>4th, 4/5th, 5th (5 larger cohorts, 1 per class at a time)</i>
Botanical Garden	<i>John Muir</i>	2	<i>shade/seating infrastructure, easy access to other sites</i>	<i>Far from bathrooms</i>	<i>1st, 2nd or 3rd?</i>
	<i>Waterfowl Pond</i>	2	<i>Close to public entrance, space to distance from garden visitors, near bathrooms</i>	<i>No shade</i>	<i>1st, 2nd, or 3rd?</i>
	<i>Great Meadow</i>	2	<i>Close to public entrance, near bathrooms, shade available</i>	<i>Windy, hard to distance from garden visitors</i>	<i>1st, 2nd, or 3rd?</i>
Mother’s Meadow	_____	4	<i>Shade available, playground, easy access to other sites</i>	<i>Difficult to distance from other visitors, near loud road, bathrooms not restricted</i>	<i>1st, 2nd, or 3rd?</i>

Table 2. Available site and distribution of cohorts

Assumptions used to make this table:

1. *If each cohort is to be supervised by their classroom teacher, no cohorts of same class could occur simultaneously*
2. *It’s best to keep grades in one location where possible*
3. *Some locations may be better suited to certain grade levels*

Health & Safety

- SFUSD administrators & SFDPH determine the specific health & safety plan for each site
- But it's helpful to familiarize yourself with SFDPH Guidance for K-12 reopening

SF Dept. of Public Health (SFDPH) & SFUSD information

- SFDPH Guidance on Reopening TK-12 Schools for In-Person Instruction:
<https://www.sfdph.org/dph/alerts/covid-guidance/2020-33-Guidance-TK12-Schools.pdf>
- SFDPH K-12 In-Person Learning Directive of the Health Officer:
<https://www.sfdph.org/dph/alerts/files/Directive-2020-33-Schools.pdf>
- Health and Safety Plan Checklist—Outdoor Gathering during COVID-19:
<https://www.sfdph.org/dph/alerts/covid-guidance/2020-19-HSP-Gatherings.pdf>
- SFUSD Health and COVID-19 FAQs:
<https://www.sfusd.edu/services/health-wellness/covid-19-coronavirus-resources-families-students/faqs/health-covid-19-frequently-asked-questions-faqs>

Visit the SFDPH website to check the currency of the above links:

<https://www.sfdph.org/dph/alerts/coronavirus-health-directives.asp>

Air Quality & Weather

SF's mild climate makes outdoor learning possible year-round.

- Possible thresholds for cancelling outdoor learning for the day:
 - Air Quality Index (AQI) ≥ 101 or ≥ 151
 - A $\geq 50\%$ chance of rain or high wind
- Create a plan for alternative learning if outdoor learning is cancelled. If the alternative is distance learning, include a minimum number of synchronous hours with the remainder being asynchronous.

Exploring Classroom Spaces

Creating a visual representation of an outdoor classroom helps communicate the possibility to stakeholders.

- Use design tools on Green Schoolyards America — COVID-19 Outdoor Learning Initiative.
- Reference SFUSD’s “Outdoor Classrooms v2.0” for infrastructure options and pricing.

Jefferson School Outside Example

Upper Yard: Classroom Layout

The upper yard provides a blank canvas on which to design a functional outdoor learning space for our students, and also requires the most infrastructure to set up.

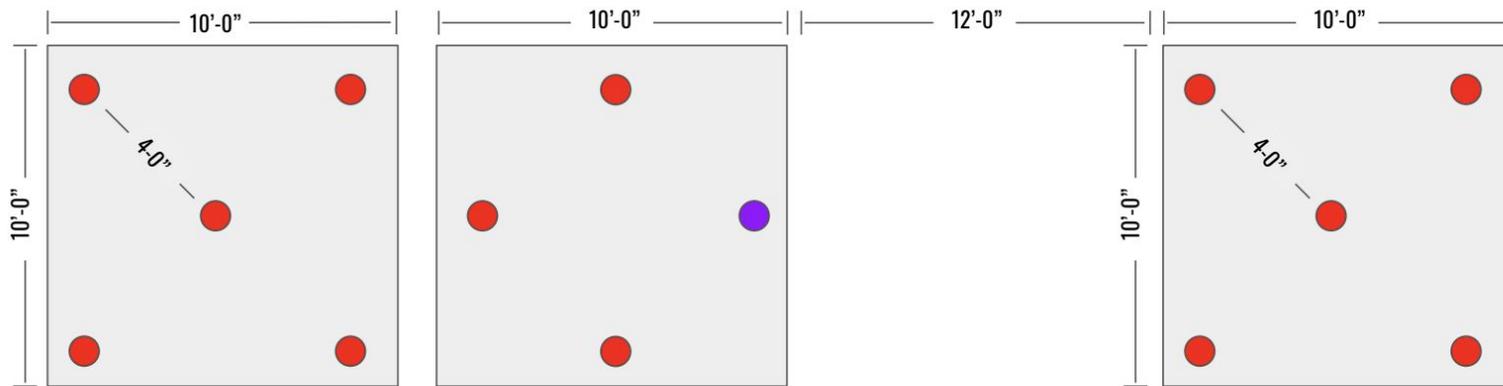


Jefferson School Outside Example

Tent Configuration Design for Upper Yard Classroom Spaces



Outdoor Classrooms: Diagrams



3 tent configuration

● teacher
● student

Sharing Your Plan

Five steps:

- Finalize your draft plan
- Translate it as appropriate for your school community
- Send it out to your community
- Set up opportunities to answer questions and gather feedback
- Revise the plan to best meet your community's interests and needs

Resources

- Green Schoolyards America Outdoor Learning Initiative:
<https://www.greenschoolyards.org/covid-learn-outside>
- Augmented Reality Visualizer (helps with space planning):
<https://www.greenschoolyards.org/ar-tool>
- Jefferson Elementary School Parents' "Take School Outside" website:
<https://www.takeschooloutside.com/>
- SFUSD Outdoor Infrastructure (helps with visualization & budgeting):
<https://drive.google.com/file/d/1PotAkYihd35k-SSXesj-95IFZhhIFYmJ/view?usp=sharing>