



District Reopening Planning Committee 2020

Reopening School for the 2020-21 School Year

Excerpts of June 24, 2020 Presentation

Objectives of District Reopening Committee

- Provide information, perspective and understanding represented by role
- Understand the limitations & expectations of the current reopening guidelines
- Make recommendations for fall schedule



Who's on the District Reopening Committee?

- **Megan DeLaye**, Teacher - 1st, Lynhaven
- **Mary Hill**, Teacher - 2nd, Forest Hill
- **Shanti Lipari**, Teacher - 3rd, Blackford
- **Kate Gaither**, Teacher - 4th, Marshall Lane
- **Michelle Beddo**, Teacher - 6th, Rolling Hills MS
- **Lisa Wiseman**, Teacher - EL, Capri
- **Jeni Marty**, Teacher - RSP, Sherman Oaks
- **Lisa Hulme Taylor**, District Nurse
- **Megan Read**, Teacher, CSI
- **Erin Rupp**, Classified – Office, Monroe MS
- **Cedric Germany**, Custodian, Blackford, CSEA President
- **Catherine Hodge**, Teacher, Village, Spec Ed, CETA President
- **Justin Fraser**, Parent
- **Berta Yee**, Parent
- **Jenni Avery**, Parent
- **Martha de Ojeda**, Expanded Learning
- **Sarita Sundaram**, Teacher, 4th, Rosemary
- **Peter Flores**, Behavior Specialist
- **Josh Pizzica**, Teacher, 8th, Monroe
- **Marco Chavez**, Principal, Sherman Oaks
- **Ruth Stephens-Radle**, Principal, Monroe MS
- **Kami Thordarson**, Principal, CSI
- **Shelly Viramontez**, D.O. Admin/Governance
- **Whitney Holton**, D.O. Admin/Teaching & Learning
- **Lena Bundtzen**, D.O. Admin/Operations
- **Trevor Walker**, D.O. Admin/Technology
- **Chrissie Stevenson**, D.O. Admin/Transportation
- **Dave Radke**, D.O. Admin/Facilities
- **Nelly Yang**, D.O. Admin
- **Marla Sanchez**, D.O. staff/Governance
- **Peg Tushak**, D.O. staff/Governance

From June 24, 2020 Committee Meeting

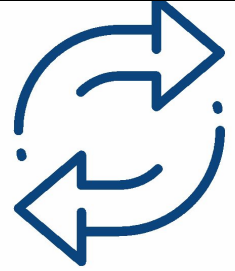
Guiding Principles for Teaching and Learning

- The health and safety of students and staff are our top priority.
- We will engage and collaborate with our partners during all phases of re-entry planning, and implementation.
- We will support teachers across all grade levels and courses to concentrate their instruction so every student masters essential standards.
- We will assess student learning to ensure that students are progressing and engaged, and we will keep both the students and their parents/families informed of student progress.
- We will support the physical and mental well-being of students, integrating social-emotional learning into our academic core.

Guiding Principles for Teaching and Learning (continued)

- We will support the social and emotional needs of our staff members, and we will provide them with time and support they will need for professional learning, reflection, and collaboration.
- We will sustain effective services for our students with special and exceptional needs.
- We will work to ensure students are meaningfully participating and take immediate action to support students struggling to stay connected.
- We will actively support parents/families as they engage in their students' education and learning.
- We will actively support effective governance systems that maximize engagement, public safety, and instructional innovation.
- We will rise to meet this moment and we will come back stronger together.

Planning for Various Scenarios



All Distance Learning

Hybrid - Planning focus on this model as other two are less complex

- Various plans are being investigated
- Design Thinking Challenge to our staff for input & innovation
- Challenge - how to provide “in person” to half of the class and also provide DL

All Students back on campus with safety protocols

Limitations



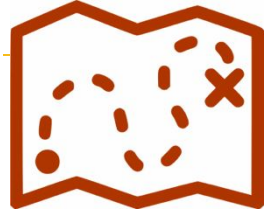
10% Reduction in Budget is a reality

- Commitment to be innovative
- Live within our limitations

Localized Context

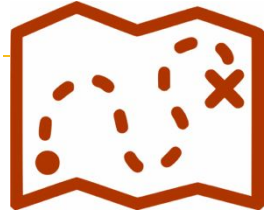
- County PHD will guide our decisions/flexibility

Plans in Place at District Level



- Process for screening all employees and students
- Ordered face coverings for those who do not bring one
- Limit others entering campus
- Determined all rooms with sinks - provide provision for few without
- Nurses reviewing all student health plans to provide support upon return
- Develop videos showing how students will enter and go through protocols
- Changed all filters in all rooms
- Provide signage for proper hygiene
- Develop schedules for bathroom assignments for common cohort
- Process for students' lunch while maintaining Social Distancing (SD)

Plans in Place (continued)



- High-touch area cleaning rotation
- Playground protocols for SD during recess and lunch
- Support for social-emotional needs of students and staff - leverage partners
- Response to adverse effect of ill student or staff
- Evaluate all spaces to determine ability to SD
- Consider how to stabilize cohorts
- Intentional focus on building relationships and rapport in first few weeks
- Prepare for possible re-closure of class/school
- Work collaboratively with PHD to understand tracking, tracing requirements

Decisions Known

- Staff will need to have facial covering/face shield
- Cannot support an AM/PM schedule
- Only legally-required transportation provided
- Locker rooms will not be used
- Sports/After School programs only if social distancing and health requirements can be met

5 Work Groups Set Planning Structure

Operations

Facilities

Instruction

Technology

Governance

[From June 24, 2020 Committee Meeting](#)

 Campbell Union School District
School Reopening Guide

Safety and learning are the guiding factors for bringing students back to the classroom as pandemic conditions change. Risk assessment includes available resources for following public health orders. Here is our decision guide.

SCHOOLS FULLY OPEN

MINIMAL RISK



ALL IN-SCHOOL
LEARNING

- Little/No social distancing
- Live Instruction in classroom

MODIFIED OPEN

REDUCED RISK



SOME IN-SCHOOL
LEARNING

- Social distancing
- Extra health checks & sanitizing
- Alternate in-school & distance learning

SCHOOLS FULLY CLOSED

HIGH RISK



ALL DISTANCE
LEARNING

Public Health Dept. and resources for meeting guidelines determine how long.

www.campbellusd.org

Links to
COVID-19
page)

Facilities

- All sites:
 - Ingress/egress points determined
 - All available rooms for instruction determined
 - Models for social distancing set up for classrooms (awaiting guidance), staff rooms, front office
 - Campus flow patterns established
 - Window shields for high frequency contact work stations being installed
 - Hand hygiene protocol determined and supplies ordered
 - Custodial cleaning protocol determined, supplies ordered
 - removal of furniture that cannot be cleaned to CDC requirements
 - Ventilation/airflow evaluated for each room
 - HVAC filters replaced
 - All rooms deep cleaned

Operations

- Social distance and face covering protocol for inside/outside buildings per Public Health Dept.
- Site-specific video and training for ingress/health screening protocol
- Interactive protocol for doctor's notes
- Health screening process/protocol for all students, employees prior to entry per Public Health
- Process to provide students with lunch and breakfast (delivery, pick-up and possible a la carte)
- Protocol for essential guests (Social Worker, PD, Behaviorist, etc.)
- ICS posted weekly employee schedules
- Transportation protocol w/student screening for required riders
- Handwashing schedule and video
- Staffing adjustments, per site, in progress
- School or District closure protocol for COVID-19 per Public Health Dept
- Protocol for absence reporting and tracking
- Process for students exhibiting COVID symptoms after entry to school
- Use of essential staff (health screen, meals, supervision etc.)
- Athletics and other extracurricular activities to be determined by Public Health.

From June 24, 2020 Committee Meeting

Technology

- Purchased and distributed devices for Grades K-8; 3500 students took home a CampbellUSD Chromebook, additional 3000 being prepared for Fall 2020.
- Family internet needs determined; Families without internet were given information about low-cost internet options, or a T-Mobile hotspot. Work underway on a private LTE network in one neighborhood.
- Limited Student Email; Student email enabled between staff and middle school students to expand contact opportunities.
- Parent portal tools for families; Portal provides how-to's, troubleshooting information, and Chromebook login assistance.
- Joined California Student Privacy Alliance; Distance learning requires a different set of tools, apps and services. All District-approved distance learning tools are now under contract to protect student privacy, ensure transparency, and ensure access to records.

From June 24, 2020 Committee Meeting

Instruction

- Reviewed successes/areas for improvement/modifications for Distance Learning
- Developing instructional model for fall determined by physical distancing required by PHD
- Surveyed families for choice; all distance learning or hybrid model for fall
- Recovery of instructional materials and devices for 8th grade and students leaving district completed
- Purchasing licenses/materials needed to implement fall instructional model
- Identifying high-needs students, ways to address learning gaps, Spec Ed students' summer bridge extended school year
- Tiered professional development provided to staff for effective distance learning instruction

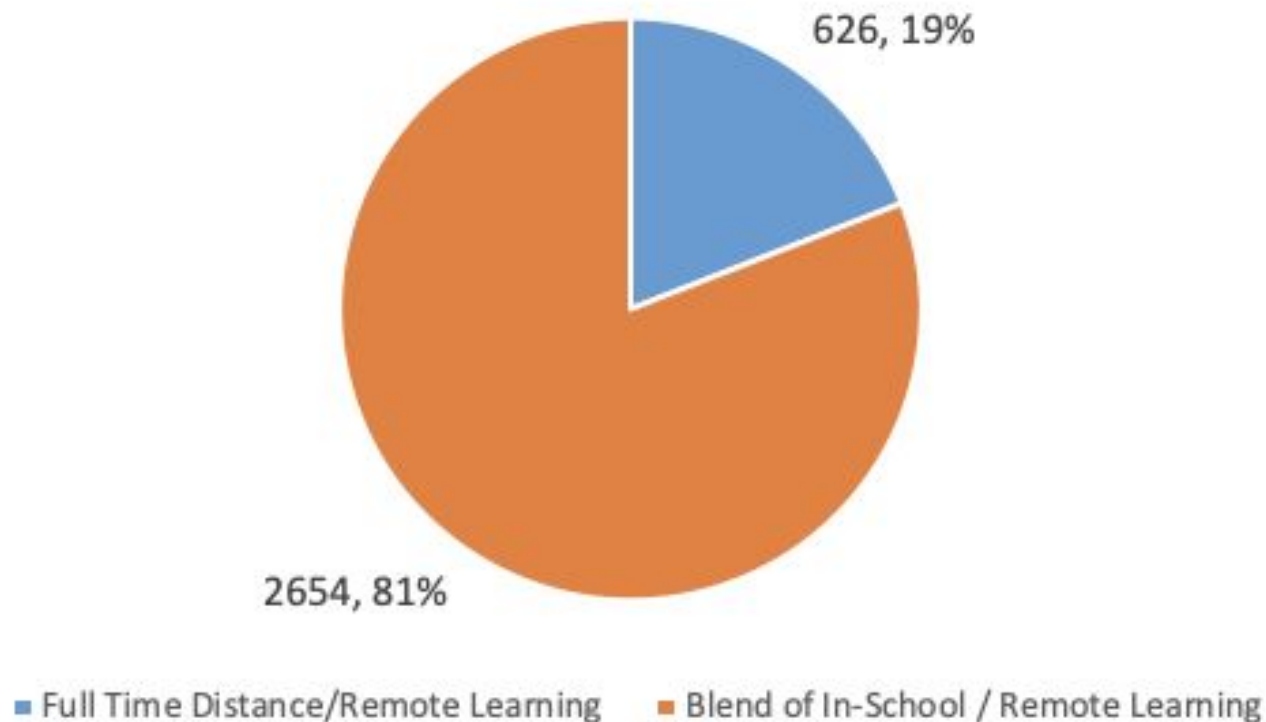
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Governance

- Communicating protocols for health screenings, facial covering requirements-staff/students.
- Communicating protocols for physical distancing
- Communicating revised volunteer/parents on campus policy
- Analyzing thoughtexchange and survey results for work group decision making

Parents' Pref: Distance Learn or Hybrid?

Total #
Responses:
3280



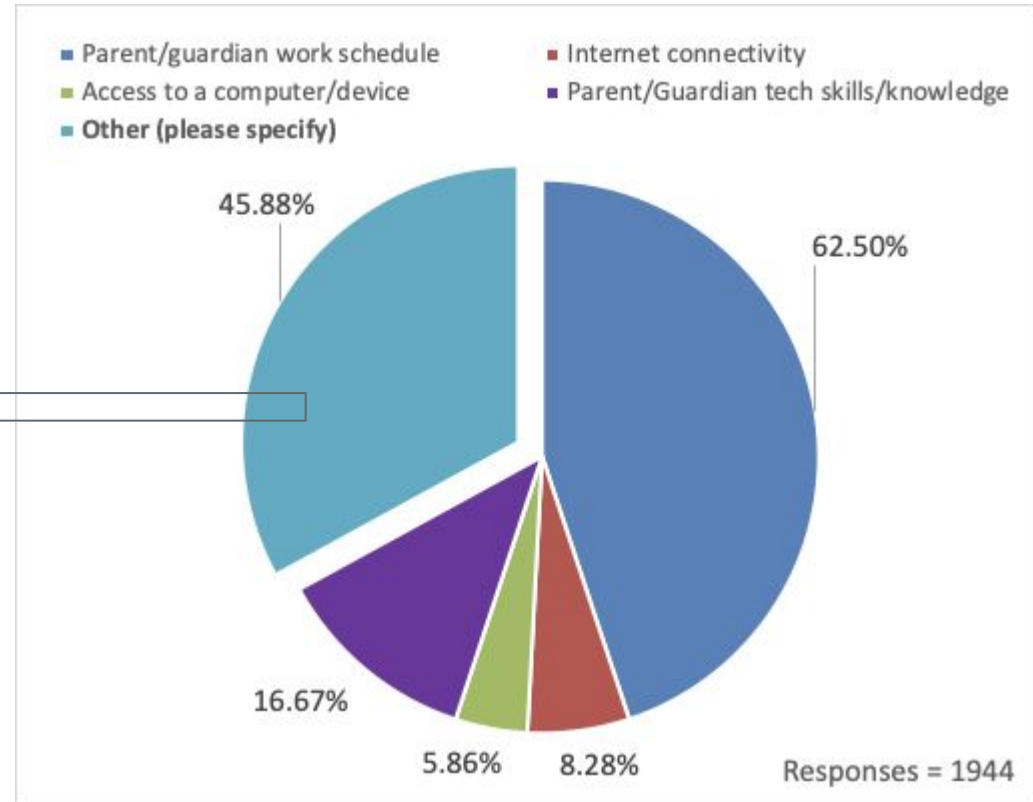
Greatest Challenges with Distance Learning

“You have to be a special person with that special aptitude to be a teacher. I am not that person.”

"Other" responses to question 7 (857 Responses)

Engagement	264	31%
Structure/Process	336	39%
Social-emotional	98	11%
More teacher help	146	17%
No issues/good	66	8%
		106%

% is greater than zero; categories overlap



From June 24, 2020 Committee Meeting

Typical Comments for “Other Challenges”

Engagement

Children disinterested in online curriculum.
Motivation, not getting Spanish interactions
Kids doing the bare minimum to get work done
Organization and motivation

Social Emotional

Very difficult and the added loss of relationships was hard on my son.
Lack of social interaction with teachers and peers
My daughter became very depressed and bored.
The lack of daily/consistent interaction with teachers and classmates

More Teacher Help

Lack of teacher led discussions/interactions
Needing teacher support/more instruction and technology issues (links not working)
Needed guidance on work/projects. Questions not answered or clear.

Structure/Process

Vast different approaches/formats used by teachers. It would also help if the teacher sent out a summary of the upcoming week's work.
Kids had too much down time.
Not enough instructional learning via video.
Lessons were not challenging
“Teaching” 2 grades at once
Too much screen time
Hard to improve their English speaking skill.
Other children in the home to care for
Too different from the routine. Hard to find assignments.
Learning new material taught in engaging way
I have a child with ADHD and getting her to be able to focus solely using a computer was nearly impossible.
Kindergarten is a little early to sit still and look at screens.
Son is in special ed and receives a lot of services that he no longer has access to