



Reopening Planning Update

Governing Board Presentation • July 15, 2020

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

Goals

To educate our students to their highest potential

- Bring back as many students as quickly as we safely can

Our commitment to Every Child a Reader by 3rd grade

- Consider ways to bring youngest learners back for in-person instruction

Our commitment to equity

- Most vulnerable need extra consideration for support

Safeguard the health and safety of students and staff

- Comply with state and county health department directives and guidelines.

The District Planning Team

- **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, RHMS
- **Lisa Wiseman**, Teacher - EL, Capri
- **Jeni Marty**, Teacher - RSP, Sherman Oaks
- **Lisa Hulme Taylor**, District Nurse
- **Megan Read**, Teacher, CSI
- **Erin Rupp**, Classified – Office, MMS
- **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
- **Ann Moe**, District Nurse
- **Sarita Sundaram**, Teacher, 4th, Rosemary
- **Peter Flores**, Behavior Specialist
- **Josh Pizzica**, Teacher, 8th, Monroe
- **Marco Chavez**, Principal, Sherman Oaks
- **Ruth Stephens-Radle**, Principal, Monroe
- **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/Communications
- **Peg Tushak**, D.O. staff/Governance

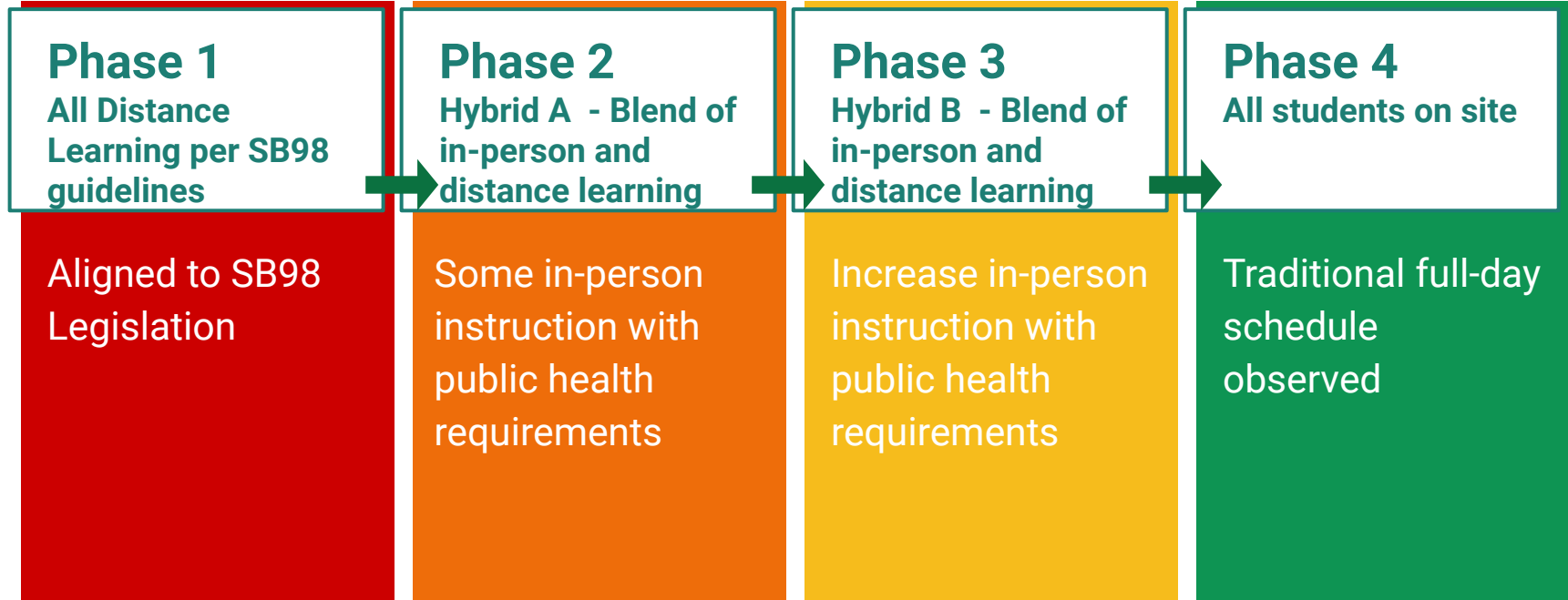
A Phased Approach to In-Person Instruction

We remain committed to bringing back as many students as we safely can.

Our plan must be

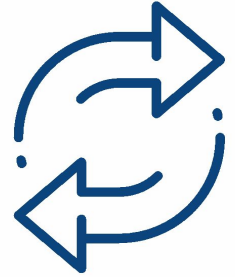
- Safe
- Nimble
- Responsive to new information and local context

Phase-in Return to Campus



Public health guidelines, current state of the virus and input from the Reopening Committee will determine progression between phases.

Task: Plan for Various Scenarios



All Distance Learning (DL)

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

Guiding Principles

- 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.
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Guiding Principles (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
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District Leaders Developed Work Groups

Facilities - What considerations will we need to provide the safety protocols and social distancing

Technology - Consider how we will continue to provide devices and support necessary for some form of distance learning

Operations - Considerations for staff, various programs, processes, e.g. attendance, sports, etc.

Teaching and Learning - Professional Development (PD) needs, assessments, Multi-Tiered Systems of support, Social Emotional Learning, Plans for hybrid instruction, how to enhance engagement in various models

Governance - Communication, protocols, handbooks to implement safety protocols



Committee Considered Stakeholder Input

We sent several surveys to staff, students and families April - June

Feedback on what did/didn't work in distance learning, preference for hybrid versus distance learning in August

Recommendation addresses:

- Quality of Distance Learning
 - Greater live interaction with teachers/peers
 - Adherence to health & safety requirements
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Guidance from Public Health Dept.

**Organizing Principle:
Stable Cohorts**

**Organizing Principle:
Physical Distancing and
Face Coverings**



Less feasible to limit close contact and wear face coverings

More feasible to maintain stable cohorts

Greater need for in-person and group-based instruction with close contact to support social-emotional and academic development

More feasible to limit close contact and wear face coverings

Less feasible to maintain stable cohorts

Lesser need for in-person or group-based instruction with close contact to support social-emotional and academic development

Requirements of New Legislation (SB98)

- As much in-person instruction as practicable
- Confirm/Provide access to connectivity and devices to all students
- Content of same quality as in-person instruction; aligned to standards
- Academic supports for specific pupil groups
- Special Ed. services with accommodations
- Designated integrated ELD
- Daily live interaction with teachers and peers for purposes of instruction
- Progress monitoring
- Daily Instructional Minutes
 - TK/K: 180 Minutes/day
 - 1-3: 230 Minutes/day
 - 4-8 240 Minutes /day
- Meals for all eligible for Free/Reduced Price Meals
- Weekly engagement record documenting synchronous / asynchronous instruction
- Evidence of participation in online activities
- Track completion of assignments
- Daily contact with student or parents

Recommended Elementary Schedule

Phase 1: ALL GRADES DISTANCE LEARNING

Following the SB98 legislation guidelines

- In-person orientation to start the school year*

Note: Due to the individualized nature of students with an IEP some in-person supports/services may be provided.

Phase 2: HYBRID A

- In-person learning up to 4 hours / 2 days for each cohort
- Staggered in-person start dates with younger student coming back first, practice safety, entry and exit protocols
- Cohorts A & B roughly half of the full class enrollment
- Siblings would be in the same cohort
- Staggered start and end times
- Staggered recess times to avoid mix of cohorts
- Distance learning on Wednesdays

Grade	M	T	W *Sample only, exact times TBD	TH	F
TK,K, 1	A	A	8:00-9:00: Virtual Class Meeting	B	B
2-3	A	A	9:00-10:00: Small Group instruction	B	B
4-6	A	A	10:00-12:00 Collaboration and/or staff meeting. Lunch 12:30-End of Day, Teacher Prep	B	B

* corrected post presentation

Recommended Elementary Schedule

Phase 3: HYBRID B - Blend Cohorts A & B

Bring together both cohorts of students to have full class instruction

5 half days a week.

Distance learning in the afternoon for students.

Phase 4: ALL STUDENTS ON CAMPUS

All students come back to school with a traditional full day schedule.

Note: *Due to the unpredictability of the virus we are not putting dates on the schedule between phases. We will monitor local public health department guidelines and monitor the current state of the virus. Communication will go out at the beginning of each month that will provide dates for when transitions between phases will occur.*

Recommended Middle School Schedule

Phase I: ALL GRADES DISTANCE LEARNING

Our school year would open with some form of orientation with homeroom teachers. During this time teachers would facilitate students engaging in social-emotional learning activities and lessons, culture building, teaching the Profile of Graduate competencies (Self-Directed, Collaborative, Critical Thinker, Innovative, Empathetic), ensure tech access, and have some fun, supporting the student to complete asynchronous learning with their 6 typically assigned teachers, and establish COVID 19 school routines.

The weekly class schedule would transition to a block schedule in alignment with feedback that daily contact with 6 classes in distance learning was a significant challenge. M, T, Th, F would include synchronous learning as well as asynchronous learning. Wednesday would be primarily an asynchronous learning day for students, but allow for additional small group support as well as still have the morning homeroom time.

Student Schedule						
	Monday	Tuesday	Thursday	Friday		Wednesday
Homeroom 8:30 AM to 9:00 AM					Homeroom 8:30 AM to 9:00 AM	
5 minute break					5 minute break	
Block 1 9:05 AM to 10:25 AM	Period 1	Period 4	Period 1	Period 4	Block 1 9:05 AM to 9:45 AM	Period 1
10 minute break					Block 2 9:45 AM to 10:25 AM	Period 2
Block 2 10:35 AM to 11:55 AM	Period 2	Period 5	Period 2	Period 5	10 minute break	
30 minute lunch					Block 3 10:35 AM to 11:15 AM	Period 3
Block 3 12:25 PM to 1:45 PM	Period 3	Period 6	Period 3	Period 6	Block 4 11:15 AM to 11:55 AM	Period 4
					30 minute lunch	
					Block 5 12:25 PM to 1:05 PM	Period 5
					Block 6 1:05 PM to 1:45 PM	Period 6

Recommended Middle School Schedule (cont.)

PHASE 2: A and B Cohorts

Using an A/B schedule and a staggered start where cohorts could come to school 2 days a week.

Caveat:

At the middle school level, the staggered schedule will involve reimagining master schedules, particularly for teachers who teach multiple grade levels.

Student group	Cohort A M/T	Cohort B Th/F
Grade 6	8:00 AM	8:00 AM
Grade 7	8:30 AM	8:30 AM
Grade 8	9:00 AM	9:00 AM

Bell Schedule:

Would be the DL Block Schedule for the on-campus learning. We will need to work out how to support students who are at home. Teachers would rotate to each classroom for instruction.

Recommended Middle School Schedule (cont.)

PHASE 3: Cohorts A and B on Campus

M, T, Th, F all grades coming to school with a full cohort on a staggered schedule.

Bell Schedule:

Could be a block or more typical bell schedule for the on-campus learning. We will need to work out how to support students who are at home.

Teachers would rotate to each classroom for instruction.

Student group	Start time
Grade 6	8:00 AM
Grade 7	8:30 AM
Grade 8	9:00 AM

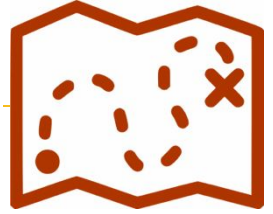
PHASE 4: All Students on Campus

All students come back to school with a traditional full-day schedule. Times TBD.

Distance Learning Program Only

- Support families choice for all DL
 - Students will have rights back to their resident school the following year
 - Year long placement to allow for staffing assignment
 - Will follow all requirements for distance learning
 - Program model will provide a full curriculum of substantially similar quality to an in-person program
 - Information regarding this process will be provided by July 23
 - Enrollment in DL will determine staffing needs
 - The posting and application process will be used to determine staff
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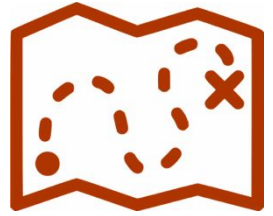
In Place for In Person Instruction



- Process for screening all employees and students
- Face coverings for Staff, 3rd grade and above
 - All wear face covering at bus stop, on bus, entering/exiting school, on playground
- Only students, instructors, providers on campus
- Ensure handwashing and supplies
- Hand sanitizer for entry points
- Nurses reviewed all student health plans to provide support upon return
- Provide videos showing how students will enter and go through protocols
- Changed all air filters in all rooms
- Signage for proper hygiene
- Only legally-required transportation provided

In Place for In Person Instruction

- Visual reinforcements of Social Distancing (SD) requirements
- Schedules for bathroom assignments for common cohort
- High-touch area cleaning schedule
- Playground protocols for SD during recess and lunch
- Process for students' lunch while maintaining SD
- All used spaces allow for SD
- Schedules for stabilized cohorts
- Process for quarantining symptomatic student or staff
- Train staff on PHD guidelines for reporting to support tracking and tracing
- Locker rooms will not be used
- Sports/After School programs only as social distancing and health requirements can be met



Special Education Subcommittee

- Examining Goals and Services of IEPs
 - Reviewing requirements in DL model
 - Determining delivery model to provide supports and services per IEP
 - Strategies for collaboration with general education teachers to ensure inclusion
 - Plan for partnering with families to meet the individual needs of students
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Ensuring High Quality Teaching & Learning

Learning Continuity & Attendance Plan

- How we will provide substantially similar instruction in Distance Learning
 - How we will ensure students have devices & connectivity
 - Live contacts and how we will ensure participation
 - Provision of Designated and Integrated ELD
 - Monitor and support for Social-Emotional well being of students and staff
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High Quality Learning (cont.)

- Re-engagement strategies for those who are not participating in DL
- Providing meals for students who receive free/reduced
- Improved services for Foster Youth, English Learners & Low SES

Plan will go to the Board for review and approval in September

Child Care Needs (CC)

- Working to provide CC for staff and families
 - Will send out inquiry for staff and families next week
 - There will need to be a fee
 - ASES sites - seeking waiver for school day
 - Rosemary, Blackford, Lynhaven, Sherman Oaks and Monroe
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Communicating the Plan

- Tonight's presentation will be sent with the Friday Briefing
- Frequently Asked Questions will be posted on the COVID-19 web page
- A detailed reopening plan report will be published next week and sent to staff and families
- Virtual Community Meetings
 - July 29 at 5:30p in English*
 - July 30 at 5:30p in Spanish*

* We are investigating providing a simulcast so there can be one meeting in both English and Spanish on July 30th.

Questions &
Observations?
