

District Strategic Planning Team 2.0

Tuesday, June 23, 2020

9:00 a.m. to noon



Links to Prior Meeting:

[District Strategic Planning Team 2.0 Tuesday, June 2, 2020](#)

[District Strategic Planning Team Tuesday, June 16, 2020](#)

District Strategic Planning Team 2.0: Budget Advisory Committee & Reopening Planning

This District Strategic Planning Team 2.0 combines the Budget Advisory Committee with the Reopening Planning for next year as they are dependent on each other.



Goal/Purpose of DSPT 2.0

- ★ The goal of the district budget advisory committee is to provide our stakeholders with an understanding of education funding and the constraints and opportunities of the State and District budgeting process and to build the BUSD's educational communities capacity for understanding the process of budgeting and the challenges of maintaining fiscal solvency.
- ★ The purpose of the district budget advisory committee is to provide a forum for sharing of information, for stakeholders to ask questions and for the Superintendent and staff to share information and to receive input on the allocation of the District resources.
- *Information will be shared on revenues and expenditures and on the status of the State budget and the District's allocation of resources, constraints and opportunities of funding, timeline, calendar and the approval process. The meetings presentations and information will be shared with our school community.*
- ★ The purpose of the reopening planning discussions is to seek input from our stakeholders regarding 2020/21 school year mitigation measures and considerations based on current guidelines.

Thank you for being here!

Members of the Team



Nina Craig, Bellevue Principal
Josh Simmons, Bellevue Teacher Mod-Severe SDC
Amy Florez, Bellevue Parent Liaison
Natali Ramirez, Bellevue Parent

Denise McCullough, Kawana Springs Principal
Patty Gomez- Teacher: Kawana Springs 1st grade Dual Immersion
Kathy Burt- Kawana Springs Dual Immersion Literacy Paraprofessional
Kate Nagle, Kawana Springs Parent*

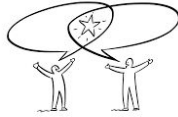
Jean Walker, Meadow View Principal
Susan Albritton- Meadow View Teacher 6th grade
Donna Rinnels- Meadow View RSP Aide
Norma Velarde, Meadow View Parent*

Margaret Jacobson, Taylor Mountain Principal
Becky Hansen, Taylor Mountain Teacher 5th grade

Jennifer Spain, CSEA Rep
Tiffany Kampman BEA Rep
Sally McDaniel, TOSA
Larry Black, Technology Director
Roger Farrell, Director of Maintenance & Operations
Tracy Whitaker, Director of Student Services
Chris J. Kim, CBO
Siara Goyer, Director of Human Resources
Moriah Hart, Executive Assistant
David Alexander, Superintendent

Sally Yates, School Nurse
Cara Colombo-Stuart, Early Learning Center Program Director
Melissa Moore, Expanded Learning Program Manager
Napa County Office of Education - Community Programs
Sara Sitch, Director, Community Programs
Napa County Office of Education

Norms



- Be respectful: actively listen with grace, and honor ideas
 - Be positive: participate with trust, honesty, caring, and humor
 - Be productive: come prepared, collaborate, and use time efficiently
- ★ Assume positive intentions, be sensitive to feelings, and other perspective (please no sniping comments or unproductive behavior)

Input Opportunity

[Input Questions, concerns or comments](https://bit.ly/DSPT20)
<https://bit.ly/DSPT20>

"Never forget where you came from and don't forget who you are" - a wise teacher

BUSD District Overview

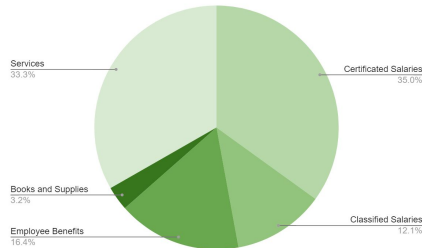


4 Schools (TK-6)
Early Learning Center



1591
Students
(2019-20 Census Day)

ANNUAL REVENUE



\$22,331,201

SUBGROUPS

80%
Low Income

62%
English Learners

3%
Homeless

<1%
Foster Youth

91%
Unduplicated High Need

16%
Special Education



1.1 Student per Technology Device




152 FTE
EMPLOYEES

STUDENT ETHNICITY

Hispanic	87%
White	7%
Asian	3%
African American	1%
Am Indian/Alskn Nat.	1%
Other	1%

43 %	Support Staff
53%	Teachers
4%	Admin

BUSD ~\$14K / 
Spent per student annually

Nationally, California has ranked 46/50 in overall per pupil spending

Don't forget who we
are and where we
are going.

Mission:
Inspire learning.

Vision:
*Engaging and ❤️ (valuing/caring)
for our families, students and staff
to empower our community.*

Mission: Why? Why do we exist? Fundamental Purpose

Vision: What? What must our school become to accomplish our purpose? Compelling Future

Values: How? How must we behave to achieve our vision? Collective Commitments

Goals: HOW WILL WE MARK OUR PROGRESS? Targets and Timelines

Simplified Goals:

Goal 1:

Increase Student Success and Support Student Learning

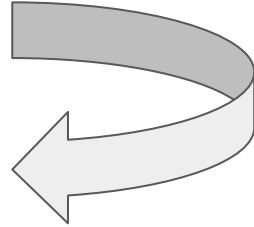
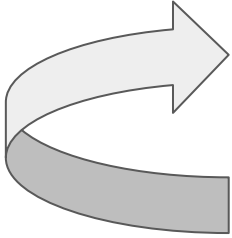
- *Ensure quality learning for each and every student to reach their potential*



Goal 2:

Increase Connectedness, Involvement and Positive School Environments

- *Ensure a positive and respectful school climate for students, staff and families which includes positive school cultures, safe, secure accessible and efficient classroom, facilities and grounds.*



Begin with the end in mind (now more than ever)

Key questions to ask ourselves:

1. What do we need to do to support our students' success and learning?
2. What are the needs to help us connect to our students, parents, staff and greater community?

Budget Updates

Dr. Chris Kim, CBO

School District Updates

Dr. David Alexander, Superintendent

California Department of Public Health

GUIDANCE FOR THE USE OF FACE COVERINGS

Last Thursday, the governor's office unexpectedly announced a new order that requires individuals older than age 2 to wear cloth face coverings in common and public indoor spaces and outdoors when distancing is not possible. It is not yet clear whether this would apply to the school setting. If it is determined that this does apply to schools, then SCOE plan would need to change Sonoma County guidance which only recommends but does not require masks for children age 12 and under.

In the latest update to the rapidly changing state guidance, it now appears that schools **may not** be exempted from the masking requirement issued by Gov. Newsom last week.

Recently revised California Department of Public Health guidance, [available here](#), now makes no mention of an exemption for schools or childcare centers, nor does it explicitly acknowledge the correction or provide context for the edit.

Dr. Herrington is meeting with Dr. Mase this week to clarify the new requirements around masks for Sonoma County schools. He will also inquire whether there can be any flexibility around the six-foot distancing rule for children, similar to what we see in Marin. Under this type of flexibility, students might be allowed to be 4-6 feet apart, while adults would still need to maintain six feet as a higher-risk group. This flexibility would allow many schools to run full-day programs to better serve our school community.

Stage 4 Pre-Planning & Marin County Planning

Reports that Marin County is planning for a full reopening of schools in the fall ([see article here](#)) as they anticipate moving to Stage 4. There have already been many questions about why Sonoma County is not doing the same.

Note there are significant differences between Marin County and Sonoma County pertaining to COVID-19:

1. Marin County's epidemiology factors are different than Sonoma County's.
2. Sonoma County's COVID-19 caseload is nearly twice that of Marin County (excluding San Quentin).
3. Sonoma County's infection rate is twice that of Marin County.
4. Our student population is more than twice that of Marin County.
5. Marin is in Stage 3 and Sonoma County is in Stage 2 with exemptions.

As a reminder, different counties will be in different stages at different times. Under these conditions, it is necessary to remain cautious and not open ourselves up to increased community spread like other areas around the country have done. However, it may be prudent to plan for Stage 4 in the event it arrives in time for the start of school.

Please note: The only significant difference between Stage 3 and Stage 4 is that schools can use a 4-6 foot distance between students rather than a strict six feet. The teacher (and all adults in the classroom) must still remain six feet from students. Under Stage 4, teachers and students must still wear masks in the classroom because the social distancing requirement has been reduced. All other safety precautions (including cohorts, meal service, transportation) must still be followed. These will not change under Stage 4. The key benefit of Stage 4 is that it allows schools to hold classes five days per week. However, schools will still need to provide an online/hybrid learning option for students who cannot or do not want to return to campus.

SCOE recommendations for school leaders is to finish developing your Stage 3 plan and begin thinking about a Stage 4 plan so our communities can proactively plan and shift quickly once Sonoma County moves to Stage 3 and then Stage 4. In the meantime, SCOE will work with the County Health Officer to understand what restrictions and flexibility there will be for Stage 4 under our current guidelines.

This is an ever-changing situation, determined county by county. Thank your ongoing patience.

Survey Updates:

Based on ever changing local variables and new developments it was in our best interest to our postpone our survey to reflect the most current guidance and factors.

The revised surveys are going to be sent out Tuesday and request to receive input by Friday.

Parent Town Hall meetings dates will be announced soon.

Remote Learning? Independent Learning Program?

If distance learning is a choice, the program most likely will need to meet a separate set of criteria and requirements per CDE as an Independent Learning Program. More clarification is coming.

Putting the pieces together...

- Homework: Read, Reflect and Write
- Information gathered will be reviewed and consolidated by leadership teams.
 - Recommendations will be drawn out from input.

*When you try to pick out anything by itself, we find
it hitched to everything else in the universe.*

- John Muir from My First Summer in the Sierra 1911

Bellevue Union School District 2020/21 School Year
ready or not...

Re-Opening Updates and Planning

Planning Tools:

- CDE Guidelines for Opening Schools: [Stronger Together: A Guidebook for the Safe Reopening of California Public Schools](#) [**Input Now**](#)
- [Sonoma County 2020-21 Roadmap to a Safe Reopening: Key Considerations for Sonoma County Schools to Address the Challenges of Covid-19](#) [**Input Now**](#)
- *New Valuable Resources:*
 - [ACSA Summary of Guidance for Reopening Schools](#)
 - [ACSA School Reopening Scheduling Modalities](#) [**Input Now**](#)
- Draft: Bellevue, Bennett Valley, Kenwood, Mark West, Piner Olivet, Rincon Valley, Roseland, Santa Rosa City Schools, Wright Districts School Mitigation Checklist: June 2020 [**Input Now**](#)

The “Stronger Together” guide to reopening by the California Department of Education (CDE) outlines numerous possible instructional models that districts may utilize during COVID-19. Districts are encouraged to reference these options when planning for the fall. Generally, instructional delivery options for the fall are as follows:

2020-2021 Learning Model Considerations

Options to Serve All Students in the Current Moment

Guiding Principles

- Protect student, staff, and community health
- Foster student learning and progress
- Maintain positive learning environments
- Foster student emotional health
- Care for our most vulnerable populations

TRADITIONAL LEARNING MODEL



- Daily in-school attendance with staffing modifications
- Integrated social emotional learning
- Standards-based curriculum/assessment
- Student engagement through instructional best practices
- Expanded technology skills through 1:1 device initiative and digital citizenship
- Interventions and enrichment to accommodate all learners
- Considerations for district-approved independent study for families needing flexibility

HYRID LEARNING MODEL (MODIFIED TRADITIONAL)



- Social distancing model with some in-class instruction and some distance learning
- Integrated social emotional learning
- Standards-based curriculum/assessment
- Student engagement through instructional best practices and interactive technology
- Classroom-based interventions and enrichment to accommodate all learners
- Supplemental digital support for academic and social emotional learning

DISTANCE LEARNING MODEL



- Daily remote instruction and interactions from teacher
- Integrated social emotional learning
- Standards-based curriculum/assessment
- Student engagement through instructional best practices and interactive technology
- Targeted intervention and enrichment
- Supplemental digital support for academic and social emotional learning

PLANNING TO PIVOT (FORCED SCHOOL CLOSURE)



- Scheduled remote interactions with teacher while student learns at home
- Social emotional supports
- Standards-based curriculum/assessment
- Student engagement through instructional best practices and interactive technology
- Targeted intervention and enrichment
- Supplemental digital support for academic and social emotional learning

Providing Meaningful Learning to Ensure Health and Safety

Note: The selection of a learning model should be informed by local district conditions along with guidance from the Sonoma County Office of Education, Sonoma County's Public Health Officer, California Department of Public Health (CDPH), and the Centers for Disease Control and Prevention (CDC).



Sonoma County
Office of Education

Learning Models to Consider

- Traditional Learning Model (Daily in-school, Socially-distanced In-person)
- Hybrid Learning Model (modified traditional). Social distancing model with some in-class instruction and some distance learning
- Distance Learning Model (Daily remote instruction and interactions from teacher)

Hybrid Learning Models (modified traditional).

Social distancing model with some in-class instruction and some distance learning

- Split Week Cohort: (For example: 2 days per week Socially-Distanced In-Person learning and 3 days per week Distance Learning)
- Split Day Cohort (For example: Socially-Distanced In- Person Learning 1/2 days - AM or PM 1/2 days - the other half of the day Distance Learning, child care, or specialize services)
- Split Weekly Cohort (One week Socially Distanced In-person and one week at home Distance Learning. Alternating every week).



Breakout Session Group Assignments Docu

1 Nina Craig, Bellevue Principal
2 Josh Simmons, Bellevue Teacher Mod-Severe SDC
3 Amy Florez, Bellevue Parent Liaison
4 Natali Ramirez, Bellevue Parent

2 Denise McCullough, Kawana Springs Principal
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1 Moriah Hart, Executive Assistant
5 David Alexander, Superintendent

1 Sally Yates, School Nurse
2 Cara Colombo-Stuart, Early Learning Center Program Director
3 Melissa Moore, Expanded Learning Program Manager Napa County Office of Education - Community Programs
4 Sara Sitch, Director, Community Programs Napa County Office of Education

Model 1: Traditional Learning Model (Daily in-school, Socially-distanced in-person)

	Plus	Challenges
Classroom	Normalcy	Won't fit 30 students - need additional classrooms and teachers Social distance challenges
Campus-wide	Serves more students	Social distance issues: bathrooms, recess, lunch Maxing out room use - no flexibility for isolation room - speech - psych testing
Transportation	Possible opportunity for families to walk to school	Too many kids on the bus No social distancing No safe walking path to BV
Health & Safety	Mental and emotional health due to normalcy, stability, routine	Need isolation room Area for regular sick kids - non covid symptoms Disinfecting all campus areas with such heavy use
Childcare	Normalcy Parents need it	Need more space How would we social distance for before school child care? Need additional staffing.
Other:		Small group instruction? Lit paras? Concerns about wearing masks

Model 2: Hybrid Learning Model (modified traditional).

Social distancing model with some in-class instruction and some distance learning

Split Week Cohort: (For example: 2 days per week Socially-Distanced In-Person learning and 3 days per week Distance Learning)

	Plus	Challenges
Classroom	<p>Number of students- Seeing the students Follow-up with DL assignments in person Smaller class size=smaller groups/differentiation</p>	<p>Social distancing Teachers planning for two types of programs Distance learning challenges Hardware challenges: lacking equipment Where equipment will be kept</p>
Campus-wide	<p>Kids socializing Using facilities (water use, etc.) Go home to eat lunch eliminates lunch issues if shorter day</p>	<p>Recess, Supervision, Restrooms Traffic flow Scheduling of rooms/personnel Lunch- to serve or not Serving breakfast or not</p>
Transportation	<p>Less kids on the bus Rethinking alternative ways to get kids to school</p>	<p>Bus company already not reliable, arriving late, down drivers last year SPED buses a concern with social distancing Cost- more runs So many rules to follow, who is responsible for figuring out logistics and who will enforce it</p>
Health & Safety	<p>Fewer kids in the classroom</p>	<p>Cleaning of classrooms/bathrooms/playground equipment Wearing a mask all day- adults and kids SPED students- challenges with temp checks, masks, toileting (changing diapers, wearing coveralls), etc. Cost of supplies Teacher exposed to larger number of students Masks a barrier to learning (special programs- SPED, DI)</p>
Childcare	<p>Help parents who need to work</p>	<p>Space available Teachers who need childcare Where do other students go Personnel</p>
Other:		<p>One model is not best for all Upper grade needs vs. primary Dual immersion needs, SPED needs Some kids don't do well with DL Equity issues for students with less home support Work conditions for teachers- stressful, will affect students Teachers not willing to be in classroom, concerned for their health Subs- what will we do when a teacher is sick</p>

Model 3: Hybrid Learning Model (modified traditional).

Social distancing model with some in-class instruction and some distance learning

Split Day Cohort (For example: Socially-Distanced In- Person Learning 1/2 days - AM or PM 1/2 days - the other half of the day
Distance Learning, child care, or specialize services)

	Plus	Challenges
Classroom	Consistency for students Increase connection between teacher and student	Enough space? Some families may want 100% distance learning
Campus-wide	Maximize use of all facilities	Do all sites have the space.
Transportation	If all day no change	More cost for transportation (traditional am/pm)
Health & Safety	What do we do with students 11-12 when staff sanitizing? If teacher and staff switch minimizes middle of day cleaning	Keeping everything sanitized when changing am to pm
Childcare	Child care issue day 5 (all kids would be at school 8-3 4 days a wk)	Who watches the kids when they aren't on campus (traditional) No after school care (3-6) Find child care 1 day a wk (4 days a wk)
Other:	Staggered release so cohorts don't come in contact Already set up distance learning (1-1)	Distribution of food & eating in classrooms (clean-up)

Model 4: Hybrid Learning Model (modified traditional).

Social distancing model with some in-class instruction and some distance learning

Split Weekly Cohort (One week Socially Distanced In-person and one week at home Distance Learning. Alternating every week).

	Plus	Challenges
Classroom	<p>Continuous, uninterrupted instruction for 1 week Could create homogenous cohorts to target in-person instruction</p>	<p>Losing instruction for 1 week for those students who are “on their own” Teacher: juggling in-person classes while instructing the other half of class in distance learning. Students would have about 3 hours in-person daily instruction every-other-week (if assuming half-day in person instruction so that the teacher could provide distance learning for students during their week off from school) Students would be working in a packet on the week they were not in school (if assuming teacher would be with in-class students for the entire school day) Small group instruction would be difficult in any socially-distanced environment</p>
Campus-wide	<p>There will be half the amount of students on campus at any given time</p>	<p>Serves fewer students</p>
Transportation	<p>There will be less students on the bus at any given time. Does not require additional bus routes, only varied routes from one week to the next</p>	
Health & Safety	<p>No mid-day cleaning required</p>	<p>Mask requirement would make communication difficult for in-person instruction</p>
Childcare		<p>Would there be an option for on-campus childcare for students who were not at school for a week? Families would need identical schedules for all of their children to make this feasible This model, as written, would be most-successful if no child care were considered, which would make it very difficult on parents.</p>
Other:		<p>We believe this model offers the least amount of instructional time for students.</p>

Model 5: Distance Learning Model (Daily remote instruction and interactions from teacher)

	Plus	Challenges
Classroom	<p>Sanitation process not required No masks, no social distancing which means no behavioral management Older students with home support had some success Works really well for some students Parents learn more about technology Increased/forced parent involvement Self-discipline for older students going into middle school--take responsibility for education Students have opportunities to access a additional learning environment (internet and distance interaction)</p>	<p>Potential loss of relationships Starting with a new group of students Time consuming Lack of student participation Exceptionally difficult for primary Loss of explicit instruction (especially SWD) Loss of student learning Lack of integration for students with disabilities Parents may not have the technology skills to support their children Tech resources and equipment Cost of online resources to increase (the "free" version is gone) Parents or care giving take on additional responsibility for facilitating student learning</p>
Campus-wide	<p>See above Allows opportunity for support staff to work with students in other ways Model in place for other state of emergencies</p>	<p>Lack of school community Need to provide food for children Campus open to vandalism and unwelcome visitors</p>
Transportation	<p>Potential savings Less health and safety concerns</p>	<p>Longevity of transportation companies??</p>
Health & Safety	<p>Helps stop the spread of Covid-19 in our schools</p>	<p>Social friendships, Mental Health, fitness, food services Lack of in person counseling Lack of consistency and safety provided by school the environment</p>
Childcare	<p>See above...not putting child at risk for COVID-19</p>	<p>No access to "childcare" or after school program Parents being the teacher and the parent</p>
Other:	<p>This is the safest model for the physical health.</p>	<p>Least safe for mental and social well-being. Differences may occur between the instruction and home language</p>

Share out from Breakout Sessions

Next Steps

Collect and discuss additional baseline information (ex: surveys)
Analyze against Health Guidelines (ex: physical classroom sizes)
Meet with Employee Associations

Thank you for your investment of time and energy!

Next Meeting Date: Tuesday 30th 9:00 a.m. to noon

via zoom meetings

(forecasted a prolonged process... now a rush to be first...

Go slow to go fast)

Standing Tuesday meeting scheduled (if needed) until school starts