

District Strategic Planning Team 2.0

(plus all staff invited)

Tuesday, July 7, 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 2.0 Tuesday, June 16, 2020](#)

[District Strategic Planning Team 2.0 Tuesday, June 23, 20120](#)

Input for Today

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)

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

BUSD District Overview

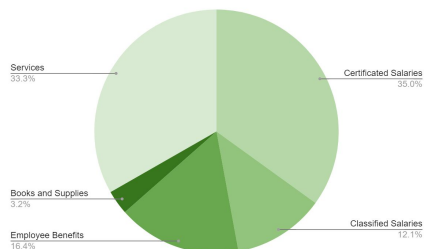


4 Schools (TK-6)
Early Learning Center



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


STUDENT ETHNICITY

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



152 FTE
EMPLOYEES

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?

Today's Meeting

- Sharing the results of the work thus far including the pluses and challenges of the three most common learning models for BUSD
- Sharing input received thus far including the results from the recent staff and parent surveys
- Exploring a paradigm shift of how to view the reopening for learning
- Exploring a new model specific for our needs
- Sharing a detailed timeline based on current guidelines

We will be breaking into small groups to receive input.



Fiscal Year 2020-21

Budget for Adoption

Chris J. Kim, Ed.D, MBA

Chief Business Official

ckim@busd.org



Assumptions and Caveats:

1. Confirmation of 0% Reduction to LCFF
 2. Confirmation of 0% COLA
 3. Planning on 5 Months of Cash Deferments in FY 2020/21
 4. Unknown Property Tax Revenue Implications
 5. +20% Op. Exp. for COVID Operations
 6. FY 2020/21 Unaudited Actuals in August to Include Budget Updates
 7. FY 2020/21 Unaudited Actuals in December to Include LCAP Updates
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BELLEVUE UNION SCHOOL DISTRICT

Enrollment Projections

Projection	FY20/21	FY21/22	FY22/23
District Enrollment	1586	1556	1526
Average Daily Attendance	1487	1457	1427
% ADA to Enrollment	93.76%	93.64%	93.51%
% Change in Enrollment	-1.86%	-1.89%	-1.93%



BELLEVUE UNION SCHOOL DISTRICT

Budgeted Revenue

Projection	FY20/21	FY21/22	FY22/23
LCFF	\$19,369,023	\$19,369,023	\$19,369,023
Federal	\$1,303,314	\$1,303,314	\$1,303,314
State	\$2,183,780	\$2,183,780	\$2,183,780
Local	\$652,312	\$652,311	\$652,311
Total Revenue	\$23,508,429	\$23,508,428	\$23,508,428
% Change in Revenue	0.00%	0.00%	0.00%



BELLEVUE UNION SCHOOL DISTRICT

Budgeted Expenditures

Projection	FY20/21	FY21/22	FY22/23
Certificated Salaries	\$7,684,031	\$7,824,231	\$7,969,831
Classified Salaries	\$2,809,932	\$2,859,182	\$2,911,182
Benefits	\$4,101,189	\$4,183,212	\$4,266,877
Books and Supplies	\$793,116	\$799,228	\$805,400
Services and Other	\$7,215,876	\$7,215,876	\$7,215,876
<i>COVID-19 Op. Expense ---></i>	<i>\$1,400,000</i>	<i>\$1,400,000</i>	<i>\$1,400,000</i>
Capital and Other Outgo	\$2,000	\$2,000	\$2,000
Total Expenditures	\$24,006,144	\$24,283,729	\$24,571,166



BELLEVUE UNION SCHOOL DISTRICT

Fund Balance Projections

Projection	FY20/21	FY21/22	FY22/23
Beginning Fund Balance	\$4,593,523	\$4,095,808	\$3,320,508
Revenue	\$23,508,429	\$23,508,428	\$23,508,428
Expenditures	\$24,006,144	\$24,283,729	\$24,571,166
Net Surplus / (Deficit)	-\$497,715	-\$775,301	-\$1,062,738
Projected Ending Fund Balance	\$4,095,808	\$3,320,508	\$2,257,770
<i>Total Unrestricted Reserves:</i>	<i>13.66%</i>	<i>11.98%</i>	<i>8.39%</i>



BELLEVUE UNION SCHOOL DISTRICT

FY 2020/21 Deferral of Cash Projection

Cash Projection	w/ Deferral	
Beginning Fund Balance	\$4,593,523	
Revenue	\$19,585,385	<--- w/o Feb. to June 2021 Appt.
Expenditures	\$24,006,144	
Net Surplus / (Deficit)	-\$4,420,759	
Projected Ending Fund Balance	\$172,764	
Total Unrestricted Reserves:	0.58%	

** \$3.9 Million Projected Deferral of Funds*

School District Updates

Dr. David Alexander, Superintendent

Previous Input Notes

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

Survey Updates:

[BUSD Survey for Parents to Reopen School 20/21](#)

[BUSD Spanish Survey for Parents to Reopen School 20/21](#)

[Staff and Teacher Survey](#)

Break

*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

Looking ahead...



2020-2021

Local Control and Accountability Plan (LCAP) & COVID-19 Operations Written Report Timeline

- Executive Order N-56-20 extends deadline for adoption of the 2021 LCAP from July 1, 2020 to December 15, 2021.
- By July 1, 2020 Districts must still adopt a 2020-2021 budget.
- All LEAs must complete a written report to explain changes to programs offerings that were made in response to school closures. Must be adopted by local governing boards with the budget on or before July 1, 2020.
- By December 15, 2020, the 2020-2021 LCAP must be approved by the local governing board in conjunction with the first interims.
- By December 15, 2020 Districts submit approved 2020-2021 LCAP to county office which includes the Budget Overview for Parents.

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

HYBRID 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

Consideraciones sobre el Modelo de Aprendizaje 2020-2021

Opciones para servir a todos los estudiantes en el momento actual

Principios rectores

- Proteger la salud de los estudiantes, del personal y de la comunidad
- Fomentar el aprendizaje y el progreso de los estudiantes
- Mantener entornos de aprendizaje positivos
- Fomentar la salud emocional de los estudiantes
- Cuidar de nuestras poblaciones más vulnerables

MODELO DE APRENDIZAJE TRADICIONAL



- Asistencia diaria a la escuela con modificaciones en el personal
- Aprendizaje socioemocional integrado
- Evaluación/plan de estudios basado en estándares
- Compromiso de los estudiantes a través de las mejores prácticas de instrucción
- Ampliación de las habilidades tecnológicas a través de la iniciativa de dispositivos 1:1 y la ciudadanía digital
- Intervenciones y enriquecimiento para acomodar a todos los estudiantes
- Consideraciones para el estudio independiente aprobado por el distrito para las familias que necesitan flexibilidad

MODELO DE APRENDIZAJE HÍBRIDO (TRADICIONAL MODIFICADO)



- Modelo de distanciamiento social con algo de instrucción en clase y algo de aprendizaje a distancia
- Aprendizaje socioemocional integrado
- Plan de estudios/evaluación basado en estándares
- Participación de los estudiantes a través de las mejores prácticas de instrucción y tecnología interactiva
- Intervenciones y enriquecimiento basados en el aula para acomodar a todos los estudiantes
- Apoyo digital suplementario para el aprendizaje académico y socioemocional

MODELO DE APRENDIZAJE A DISTANCIA



- Instrucción diaria a distancia e interacciones del maestro
- Aprendizaje socioemocional integrado
- Evaluación/plan de estudios basado en estándares
- Participación de los estudiantes a través de las mejores prácticas de instrucción y tecnología interactiva
- Intervención y enriquecimiento focalizados
- Apoyo digital suplementario para el aprendizaje académico y socioemocional

PLANIFICANDO PARA PIVOTAR (CIERRE FORZADO DE LAS ESCUELAS)



- Interacciones remotas programadas con el maestro mientras el estudiante aprende en casa
- Apoyo socioemocional
- Evaluación/plan de estudios basado en estándares
- Participación de los estudiantes a través de las mejores prácticas de instrucción y tecnología interactiva
- Intervención y enriquecimiento focalizados
- Apoyo digital suplementario para el aprendizaje académico y socioemocional
- Apoyo digital suplementario para el aprendizaje académico y socioemocional

Proporcionando un aprendizaje significativo para garantizar la salud y la seguridad

Nota: La selección de un modelo de aprendizaje debe ser informada por las condiciones del distrito local junto con la orientación de la Oficina de Educación del Condado de Sonoma, el Funcionario de Salud Pública del Condado de Sonoma, el Departamento de Salud Pública de California (CDPH, por sus siglas en inglés) y los Centros para el Control y la Prevención de Enfermedades (CDC, por sus siglas en inglés).



Sonoma County
Office of Education

Planning Tools:

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

A Paradigm Shift

a fundamental change in approach or underlying assumptions

Quantity and Quality

*If we believe all proven research in education for the last 30 years point to the factors that affect student achievement are rooted in guaranteed and viable curriculum with **opportunity to learn** and **time** as the number one and two ranked school-level factors then...*

shouldn't we do everything in our power to ensure students are "engaged with their teacher" to ensure learning takes place as much as possible with their teacher?

This may sound obvious; however, considering our latest set of challenges (COVID-19 pandemic) our traditional approach to educational with all students in the same physical classrooms at the same time may not be practical due to the need to practice social distancing.

A paradigm shift is required.

Quantity and Quality is Annual Growth

Instructional **Quantity** + Instructional **Quality** = Student Growth

Annual Growth (quantity & quality) & Catch-Up Growth

x * y + z = Projected Student Growth

x = Quantity of instructional time (ELA K-2 150 minutes & 3rd-8th 120 minutes) of
"eyeball to eyeball" direct explicit instruction

y = Quality of instruction

z = Catch-up growth (15-30 minutes direct explicit instruction for every year behind)

Examples: 3rd Grader projected growth

	Quantity	x	Quality	+	Current Grade Level	+	Catch-Up Growth	=	Projected Growth
1)	1.0 (120 minutes)	x	1.0	+	3.0	+	0	=	4.00
2)	0.83 (100 minutes)	x	1.0	+	3.0	+	0	=	3.83
3)	0.66 (80 minutes)	x	1.0	+	3.0	+	0	=	3.66
4)	0.50 (60 minutes)	x	1.0	+	3.0	+	0	=	3.50
5)	1.0 (120 minutes)	x	0.7	+	3.0	+	0	=	3.70
6)	0.66 (80 minutes)	x	0.7	+	3.0	+	0	=	3.46
7)	0.50 (60 minutes)	x	0.7	+	3.0	+	0	=	3.35
8)	1.0 (120 minutes)	x	0.7	+	2.0	+	0	=	2.70
9)	1.0 (120 minutes)	x	1.0	+	2.0	+	1.0 (15-30 minutes)	=	4.00

Instructional Minutes

Generally Considered Learning Models

Models	Factors	Direct instructional time
Traditional Learning Model	minus lunch, recess, transitions, 5 days a week	~300 minutes/day or 1,500 minutes week
Hybrid Learning Model	Example: A/B Cohort (M/T & Th/F) 2 days a week	~ 300 minutes a day or 600 minutes a week
Distance Learning Model	Vast amount of variables	From packets to ? = unguaranteed & inequality

***Goal: As much quality teacher time as possible
(direct instruction and high quality engagement)***

Let's avoid further inequality

Reopening Schools Criteria Checklist

Each and every student receives resources needed to succeed. This would include:

- ☐ As much time with direct instruction with a teacher as possible with high engagement strategies
- ☐ Extra support as needed

Current View of Models to Reopen School

Traditional Classroom

Teacher in Classroom

Students in Class

Hybrid

Cohorts divided by time
and space

Distance Learning

Teachers at home

Students at home

Classroom Setting

Teacher in own classroom
Students in that classroom
Practicing social distancing: up to 16 in a classroom



A Different View

Learning/Teaching Centered
(not a model, a paradigm shift)



Teacher Teaching



Remote at Home Location

Teacher in their own classroom teaching
Students at home via teleconferencing.
No social distancing required



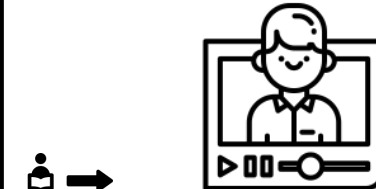
Remote on Campus Location

Teacher in their own classroom teaching
Students in another classroom or learning
area via teleconferencing.
Practicing social distancing



Online Learning

Teacher recorded in their own classroom
Students can access/ view lesson
anytime & anywhere



Synchronous



Asynchronous



Input for Today

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).

+/- of Hybrid Models

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	Number of students- Seeing the students Follow-up with DL assignments in person Smaller class size=smaller groups/differentiation	Social distancing Teachers planning for two types of programs Distance learning challenges Hardware challenges, lacking equipment Where equipment will be kept
Campus-wide	Kids socializing Using facilities (water use, etc.) Go home to eat lunch eliminates lunch issues if shorter day	Recess, Supervision, Restrooms Traffic flow Scheduling of rooms/personnel Lunch- to serve or not Serving breakfast or not
Transportation	Less kids on the bus Rethinking alternative ways to get kids to school	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
Health & Safety	Fewer kids in the classroom	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)
Childcare	Help parents who need to work	Space available Teachers who need childcare Where do other students go Personnel
Other:		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

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	Continuous, uninterrupted instruction for 1 week Could create homogenous cohorts to target in-person instruction	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
Campus-wide	There will be half the amount of students on campus at any given time	Serves fewer students
Transportation	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	
Health & Safety	No mid-day cleaning required	Mask requirement would make communication difficult for in-person instruction
Childcare		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.
Other:		We believe this model offers the least amount of instructional time for students.

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>

Next Steps

Date	Group	Work
7/7/20	Today's District Strategic Planning 2.0 Meeting (Open to all staff)	Share out: +/- of learning models for BUSD, a new model specific for our needs, input and surveys, explore a paradigm shift of how to view the reopening for learning, a detailed timeline based on current guidelines. Gather more input.
7/7/20	Educational Leadership Meeting	Discuss and plan for the model details from input gathered
7/13/20	Town Hall Meeting 5:30 PM	Share tentative Schools Reopening plans. Seek input
7/14/20	District Strategic Planning 2.0 Meeting	Sharing out detail planning to address and solve. Seek further input
7/14/20	Educational/Leadership Meeting	Final Schools Reopening Plans
7/21/20	Board Meeting	Bring Reopening to Board for consideration for approval
7/22/20	Parent Preference Options/Sign Ups	Request parents to sign up for program options
7/22/20	Employee Requests	Preference Options Sign-Ups
8/13/20	First Day of School (tentative)	

A New Model

Bringing out the best

Our New Model: The Combo (Traditional/Hybrid Learning Model)

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

K-2 Traditional (options exist to offer smaller group instruction),
3-6 Hybrid Split Day Cohort (2 days per week Socially-Distanced In-Person Learning and 3 days per
week Distance Learning)
Possibility of the new paradigm implemented as much as possible to maximize teaching and learning

*Refer to Traditional Learning Model (slide 34) &
Hybrid Model for Split Day Cohort (slide 35) for +/-s*

Break Out Groups

Explore what are the questions to be answered...

We need the questions (challenges) and possible solutions

General topics:

- **Classroom:**
- **Campus Wide:**
- **Transportation:**
- **Health and Safety Guidelines:**
- **Instruction:**
- **Childcare:**
- **Staffing**
- **Other**

Thank you for your investment of time and energy!

Next Meeting Date: Tuesday, July 14th 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