

# District Strategic Planning Team 2.0

Tuesday, June 16, 2020

9:00 a.m. to noon



Link to Prior Meeting: [District Strategic Planning Team 2.0 Tuesday, June 2, 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\*

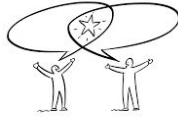
Jean Walker, Meadow View Principal  
Susan Albritton- Meadow View Teacher 6th grade  
Donna Rinnels- Meadow View RSP Aide  
Norma Velarde, Meadow View Parent\*

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

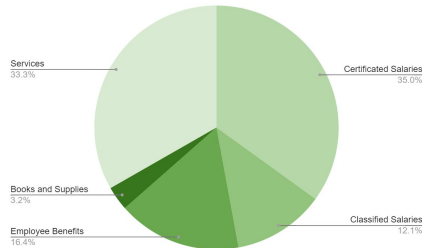


**4** Schools (TK-6)  
Early Learning Center



**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%

<b>43 %</b>	Support Staff
<b>53%</b>	Teachers
<b>4%</b>	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*

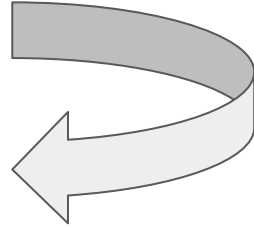
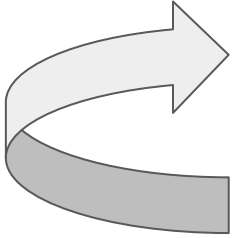
- *Ensure quality learning for each and every student to reach their potential*



## 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

## **KEY BUDGET DEVELOPMENT:**

- State Legislature passed the annual State (CA) Budget on 6/15/2020
  - Governor is not expected to sign current version.
  
- Scenario 1: Additional Federal stimulus package passed by Congress
  - **Governor and Assembly's Proposal:**
    - LCFF receives a 2.31% increase in COLA
    - All Categorical Programs are fully funded.
    - Buy down of Pension Obligations by 2%
    - Continue w/ Deferred Allocations

- Scenario 2: Congress fails to pass another COVID relief package
  - **Governor's Proposals:**
    - Trigger: July 1, 2020
    - 10 percent cut to the LCFF
    - 50 percent cut to most K-12 categorical programs
    - No Mention of ADA Hold Harmless
  - **State Assembly's Proposals:**
    - Trigger: September 1, 2020
    - LCFF receives a 2.31% increase in COLA
    - All Categorical Programs are fully funded.
    - ADA Hold Harmless

# School District Updates

Dr. David Alexander, Superintendent

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

*Re-Opening Updates and Planning*

*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



# Start Here...

## SCHOOLS DURING THE COVID-19 PANDEMIC



The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

### Should you consider opening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Is the school ready to protect children and employees at **higher risk** for severe illness?
- ✓ Are you able to screen students and employees upon arrival for symptoms and history of exposure?

ANY NO



ALL YES

### Are recommended health and safety actions in place?

- ✓ Promote **healthy hygiene practices** such as **hand washing** and **employees wearing a cloth face covering**, as feasible
- ✓ Intensify **cleaning, disinfection**, and ventilation
- ✓ Encourage **social distancing** through increased spacing, small groups and limited mixing between groups, if feasible
- ✓ Train all employees on health and safety protocols

ANY NO



ALL YES

### Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for **signs and symptoms** of students and employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to **stay home**
- ✓ Plan for if students or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- ✓ Monitor student and employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ANY NO



ALL YES

OPEN AND MONITOR



[cdc.gov/coronavirus](https://cdc.gov/coronavirus)

# 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\*\*](#)

## *Sonoma County 2020-21 Roadmap to a Safe Reopening: Key Considerations for Sonoma County Schools to Address the Challenges of Covid-19*

### **EXECUTIVE SUMMARY**

The following guidance is shared for implementation during **CA Stage 3** of the COVID-19 pandemic as much as is reasonable and practical. Flexibility is provided as necessary to maintain balance between a safe learning environment and effective teaching practices.

Schools are expected to make a concerted effort to adhere to all state and county health orders as much as practical.

Based on current social distancing standards from the CA Department of Public Health, a separation of six feet between students is recommended for ensuring safe health conditions for students and staff.

However, it is recognized that teachers/school staff will sometimes need to interact more closely with students for numerous reasons. When doing so, the educator may take steps to mitigate the risk by wearing a face mask, avoiding close face to face interaction, and minimizing the length of the interaction (less than 15 minutes).

Additionally, children, especially young children, may sometimes move closer than the recommended six-foot distance. This is a natural part of child development and interaction. The educator is encouraged to redirect children as needed and remind them to maintain some physical distance.

Face coverings should be worn by staff and students (particularly students older than 12) as feasible, and are most essential in times when physical distancing is difficult. Masks are not required for students age 12 or younger, but are recommended as much as practical.

***Input Now***

# What families can expect: FAQ

**Q: What if I do not feel comfortable/safe sending my child back to school in the fall?**

A: We recognize the concern that many parents feel. School districts are strongly encouraged to provide options to meet the needs of every family, including distance learning, a hybrid model, and in-person classes.

**Q: Will full-time in-person classes be available for working parents, especially first responders?**

A: Every school district is working toward this goal. However, some school districts may be able to provide full-time, in-person classes before others as a result of having more classroom space, greater funding, etc. Districts are also looking for creative solutions, such as partnering with parks or other childcare agencies.

**Q: Will my child have to wear a mask all day? How will teachers address the social/emotional impacts of this?**

A: The current health order provides flexibility for children 12 and under with masks. They are recommended but not required for this age group. As well, children with an underlying health condition are exempt. Masks are most important when other social distancing measures cannot be in place. While students will likely need to wear masks at least some of the time, schools will be working hard to provide additional social-emotional supports to children to address these concerns.

[\*\*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

1. Classroom:
2. Campus Wide:
3. Transportation:
4. Health and Safety Guidelines:
5. Childcare:

**[Input Now](#)**

# **DRAFT**

Bellevue, Bennett Valley, Kenwood, Mark West, Piner Olivet, Rincon Valley,  
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Districts School Mitigation Checklist  
June 2020

## **Classroom:**

- Ensure that student and staff groupings are as static as possible by having the same group of students stay with the same staff
- Masks are worn per the Sonoma County School Re-occupation Mitigation Plan
- Limit the number of students in each static grouping:
  - Option 1: 6 ft. distancing (students attend school physically once a week)
    - Additional childcare/supervision will be needed, at 12 - 1
  - Option 2: 12-16 students in a cohort per classroom (students attend 2-4 days a week)
    - Additional childcare/supervision will be needed, at 12 - 1
  - Option 3: Should CA be at Stage 4 - Full class size (24 - 33) students in a cohort in a classroom with students wearing masks (students attend every day)
  - Option 4: Should CA be at Stage 4 by Labor Day - Full Reopening after Labor Day
- Distance Learning or Independent Study Options for high-risk students/family members
- Be prepared to go into Distance Learning for all students on short notice
- Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart
- Restrict mixing between groups if possible--students who require special services including RSP, SDC, Speech, OT, APE, ELD will have to move to other groupings but the instructors will have masks and maintain social distancing
- Restrict shared spaces and items (like musical instruments, microphones, lab equipment, toys, playground equipment, kidney tables, work tables, floor rugs, PE locker rooms, and showers, etc...)
- Keep each student's belongings separated from others' and in individually labeled containers or cubbies, and taken home each day and cleaned. Older students may utilize their lockers or other designated areas.

**[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

## ***DRAFT***

Bellevue, Bennett Valley, Kenwood, Mark West, Piner Olivet, Rincon Valley,  
Roseland, Santa Rosa City Schools, Wright  
Districts School Mitigation Checklist  
June 2020

### **Campus Wide:**

- No field trips, assemblies, dances, rally's, volunteers, visitors or outside group use of facilities
- Athletic practices and competitions will be decided in conjunction with CIF and public health guidance.
- Convert indoor hallways to one-way, and use floor markings to space students waiting in lines
- Reminder Signs: Health Protocols and Physical Distancing
- Students bring their own water bottles
- Masks required outdoors if physical distancing cannot be maintained
- Increase circulation of outdoor air as possible, for example by opening windows and doors
- Maintain student cohorts during breaks and recess
- Meals served in within cohorts. Meal preparation will adhere to the public health guidance

**[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

### **Transportation**

- Check student temperature before getting on the bus
- Clean and sanitize bus after each ride
- Students and adults wear masks while on bus\*

#### *\*Face coverings:*

*Teach and reinforce use of face coverings among all staff. Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Face coverings should be worn by staff and encouraged in students (particularly older students) if feasible and are most essential in times when physical distancing is difficult. Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.*

**[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

### **Health and Safety Guidelines:**

- Isolation area for students identified with a fever or sick
- Daily health and temperature checks for all staff, random fever checks for students.
- Develop ongoing sanitizing schedule in accordance with state guidelines
- Have adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol, paper towels, tissues, and no-touch trash cans
- Close communal use shared spaces such as cafeterias, multipurpose rooms and playgrounds with shared playground equipment if possible; otherwise, stagger use and clean and disinfect between uses
- Teach and reinforce washing hands and covering coughs and sneezes among students and staff
- Have a cleaning protocol for restroom cleaning throughout the day

**[Input Now](#)**

## ***DRAFT***

Bellevue, Bennett Valley, Kenwood, Mark West, Piner Olivet, Rincon Valley,  
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Districts School Mitigation Checklist  
June 2020

### **Childcare:**

- Childcare/supervision cohort should match school day cohort as much as possible
- Childcare/supervision follows same classroom and campus guidelines as above

***Input Now***

## Assumptions (Stage 3):

1. Hybrid Model (Brick and Click)
2. Six foot social distancing
3. Cleaning will need to be thorough and more often

### Information Needed:

1. How many desks will fit in the classroom with the ~ six foot social distance perimeters?

*Input Now*

## SCOE: Instructional Considerations for Serving All Students

1. Social-Emotional Learning
2. Young Learners
3. Foster and Homeless
4. Special Education
5. English Learners
6. Support for Learning Differences

[Input Now](#)

# Special Education Plans

Integration of specific requirements

[Input Now](#)

# Survey of Parents and Staff

- A couple of our local districts have surveyed parents and staff to identify needs and asked for input regarding the educational program that may be available options.
- After the public health and SCOE have provided clearer direction BUSD will reach out to our community to identify needs based on resources that can be provided.
- Educational programs may be offered according to the needs of our district.
- Surveys will be sent via social media on Tuesday, June 12, 2020.  
Return deadline Friday, June 19, 2020
- [Staff Survey](#) & [Parent Survey](#) Links [\*Input Now\*](#)

# Alignment with our Partnerships

1. Continuity and Ease for parents
2. Maximizing resource and cost savings
3. Collaboration and Communication Sharing

[Input Now](#)



# 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.

Thank you for your investment of time and energy!

Next Meeting Date: Tuesday 23rd 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