

June 23, 2020

SMUSD School Reopening Task Force



**School Board Presentation
June 23, 2020**

**San
Marino
Unified
School
District**

Dr. Jeff Wilson
Superintendent



School Reopening Task Force

Goals

1. **Develop a written plan.**
2. **Identify resources, supplies and training.**
3. **Provide direct support to schools and departments.**
4. **Provide resources student and staff supports as students and staff.**
5. **Provide resources and training to support a safe campus and work environment.**
6. **Develop community education resources and communicate them effectively.**
7. **Provide screening and/or testing for students and staff.**
8. **Survey stakeholders (parents, students, faculty, and community).**

Five Components We Must Consider to Reopen Schools



Instruction



**Safety &
Health**



**Social &
Emotional
Support Systems**



**Family &
Community
Engagement**



Operations

So many questions...

Will it be safe?

Will kids come back?

*What about child care?
Where will my kids go
when I have to work?*

How can we ensure social distancing with 2nd graders?

*How will we train
our teachers and staff?*

How will these changes impact our budget?

How do we retrofit our classrooms for safety?

**What about too
much screen time?**

What about teachers or staff who are immunocompromised?

How will grading change?

... so few answers

Family and Community Engagement

Team Leaders: Michiko Lee, Nicolette Fuerst

How will we ensure that all students, staff, and parents remain informed?

- Ensure effective communication
- Engage stakeholders
 - Students
 - Parents
 - Community Members
- Enhance community partnerships -- City, Parks-n-Rec, Colleges & Universities, Faith-Based, etc.



Family and Community Engagement

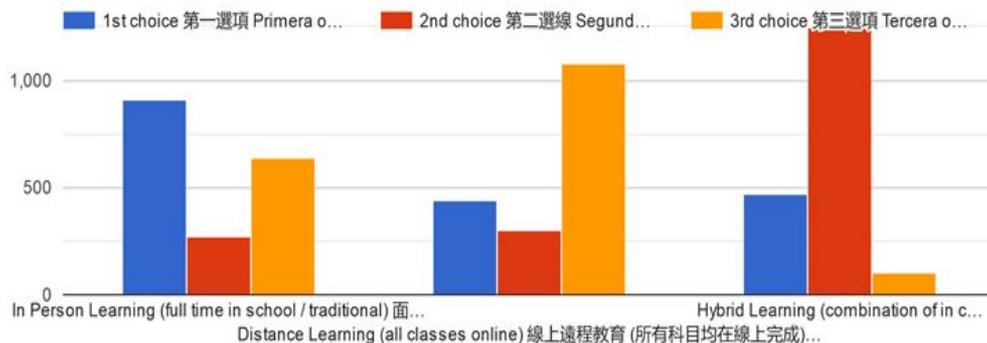
Family Engagement Survey #1

Results as of 6/18/2020, 2:30pm

76% of respondents (1385/1818) indicated sending their child *in-person* to school in some form was their first choice.

In consideration of returning to school in the fall, which option are you most comfortable with?

對於今年秋天學生們重返校園，您最喜歡哪種授課方式？ En consi... qué opción se siente más cómodo?



1,818 Respondents	In-Person	Distance Learning	Hybrid
1 st Choice	911	440	474
2 nd Choice	274	300	1,251
3 rd Choice	640	1,085	100

Instruction: Team Leaders: Lettie Aranda & Diana Hang

[Providing A High-Quality Instructional Program - link](#)

➤ **Meeting Physical Demands**

- We had in depth discussions regarding
 - Physical Settings
 - 15-16 students per classroom
 - 15-30 physical education
 - 15-40 VAPA
 - Grouping 3-4
 - Personal Protection Equipment
 - Shield, mask and gloves would be the desired absolute minimum.



Instruction: Team Leaders: Lettie Aranda & Diana Hang

[Providing A High-Quality Instructional Program - link](#)

➤ **Instructional Needs**

- Schedules
 - Online: 100% online instruction and learning.
 - Hybrid: Combination of virtual learning & on-site learning (occurring simultaneously)
 - Needed to accommodate smaller class size numbers
- Teacher Tools
 - In depth discussions and sharing resulting in a section dedicated to instructional resources. Learning management tools like Google Classroom, Schoology, etc..
- Student Tools
 - Personal supplies including bookbags, electronics, writing tools, etc..
 - Elementary may need additional math manipulatives.

➤ **Instructional Resources**

- Organized professional articles and video resources pertaining to instruction.

Health and Safety

Team Leaders: Dr. Danielle Dabbs, Zeina Daoud

How do we ensure that students, staff, and families remain healthy and safe through...?

- **Student, staff, visitor interactions, ingress/egress, hallway traffic, events, etc.**
 - Our primary focus was on the macro level, later moving into the micro levels focusing on how things will be handled at each school site.
 - For each of the campuses, one or more administered “health check points” entry points will be dedicated for students and staff to use to access the facilities. No-Touch Thermometers will be used to administer Active Screening.
 - Each school site is in the process of determining the right access points.
 - Each school site is also developing paths to ensure effective flow of traffic in the hallways allowing for social distancing.

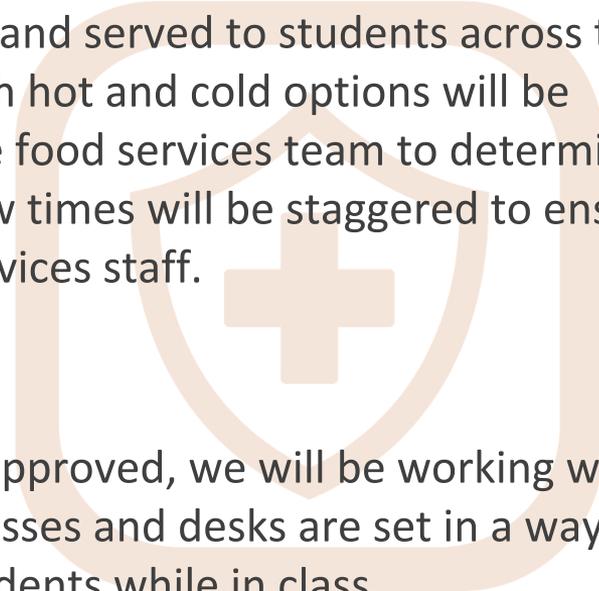
Health and Safety

➤ Meal service

- Lunch and snacks will be packaged and served to students across the four campuses to ensure no touch. Both hot and cold options will be available. We are working with the food services team to determine where lunch will be served and how times will be staggered to ensure the safety of students and the food services staff.

➤ Social Distancing while on Campus

- Once the instructional program is approved, we will be working with each of the school site to ensure that classes and desks are set in a way to ensure social distancing for the students while in class.



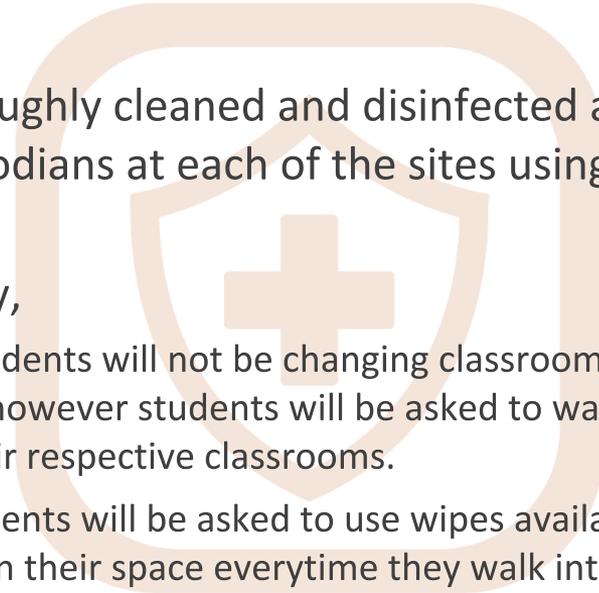
Health and Safety

➤ Campus cleaning practices

- Each of the campuses will be thoroughly cleaned and disinfected at the end of each school day by the custodians at each of the sites using electrostatic sprayer.

Cleaning throughout the school day,

- At the elementary schools, given students will not be changing classrooms, there will be no need for sanitizing desks however students will be asked to wash their hands every time they walk into their respective classrooms.
- At the middle and high schools, students will be asked to use wipes available at each of the classrooms to wipe down their space everytime they walk into a different classroom. We are looking at what type of disinfectant wipes will be made available at each of the classes that are safe for student handling.



Health and Safety

- **Health services, including quarantine spaces**
 - Each of the campuses will have a designated “isolation” area or room for students and staff that start feeling ill during the day, with symptoms that may or may not be attributed to COVID-19. These rooms will most likely be separate from the existing health offices at each of the four campuses. Details of where the rooms will be and who will administer them throughout the day are being worked at by each site.
 - These rooms will be equipped with Personal Protective Equipment (PPE) as recommended by California Department of Public Health guidance for students and staff appropriate for each classification or duty.

Health and Safety

- **Other key systems and services, including community-based partnerships**
 - Throughout the process we continue referring to and following the guidelines provided by federal, state and county publications, including but not limited to, the CA Dept of Public Health, County Dept of Public Health, Federal CDC, and LACOE.



Operations

Team Leader: Lisette Moggio

How will we maintain effective and efficient operations by following best practices in the areas of?

Following LACOE, CDE and CDC guidelines:

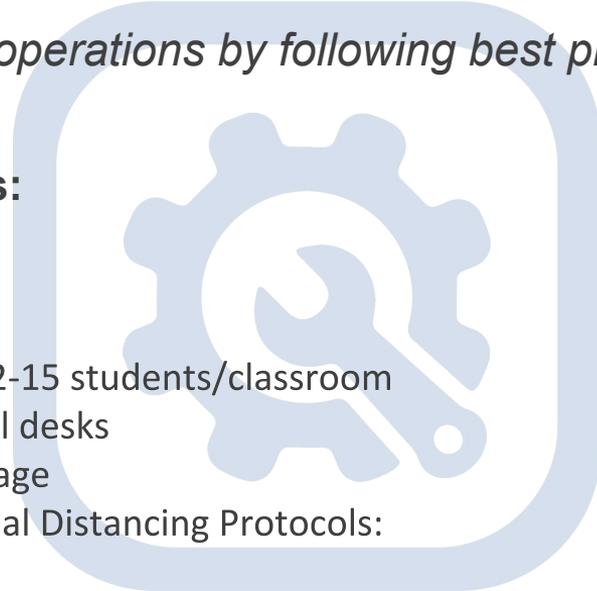
➤ **Facilities**

■ **Classrooms:**

- Hybrid Schedule Classroom: 12-15 students/classroom
 - Have sufficient individual desks
 - No need to procure storage
- In-Person Instruction with Social Distancing Protocols:
 - Data driven
- Hand sanitizer in all classrooms

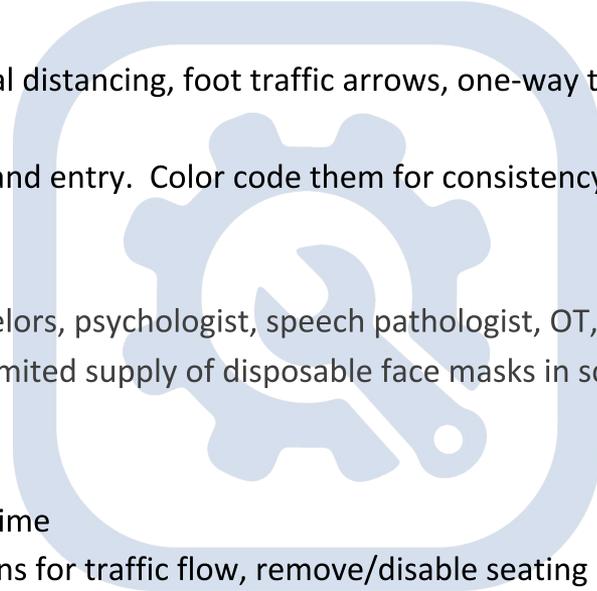
■ **Ingress Points:**

- Infrared Thermometers
- Hand Sanitizer stations



Operations

- **Classroom Ventilation**
 - Open doors/windows, HVAC on
- **Floor Markings & Entry/Exit Signs**
 - Floors: Install marking to illustrate social/ physical distancing, foot traffic arrows, one-way traffic as designated by each school site
 - Entry/Exit Doors and Gates: Install signs for exit and entry. Color code them for consistency throughout the school district.
- **Point of Contact Spaces**
 - Plexiglass: offices, libraries, food services, counselors, psychologist, speech pathologist, OT, SPED
 - Face shields, face masks for teachers and staff, limited supply of disposable face masks in school office
- **Shared use of Small Spaces:**
 - Post signs for number of people allowed at one time
 - Open doors for air flow, floor markings, stanchions for traffic flow, remove/disable seating
- **Campus Grounds:**
 - Decommission playgrounds, water fountains/bottle filling stations
 - Hand sanitizers at lunch shelters
 - Restrooms: sites to determine need for scheduled breaks; disinfect 3 times a day; post number of people at one time, post handwashing hygiene protocols



Operations

➤ **Budgeting and Financial Operations**

- FEMA Grant, CARES Act, SB117

➤ **Human Resource Services**

➤ **Nutrition Services**

- Studying delivery model
- Contactless POS
- Decommission student microwaves
- Individually wrapped condiments and cutlery given upon request
- Social distance markings on cafeteria floors
- Socially distanced table set up in the cafeteria and lunch shelters - expand these as necessary

➤ **Technology infrastructure**

- LiveChat Technical Support
- Access to Devices and Internet - hot spots
- Uniform Learning Management System



Social Emotional Support Systems

Team Leaders: Abigail Cabrera, Don Duranso

How will we ensure that all students, staff, and parents remain healthy and safe through...?

- School-based mental health services
- Behavior support systems
- Family engagement and support practices
- Staff supports
- Maintaining student and staff recognitions, awards, and traditions

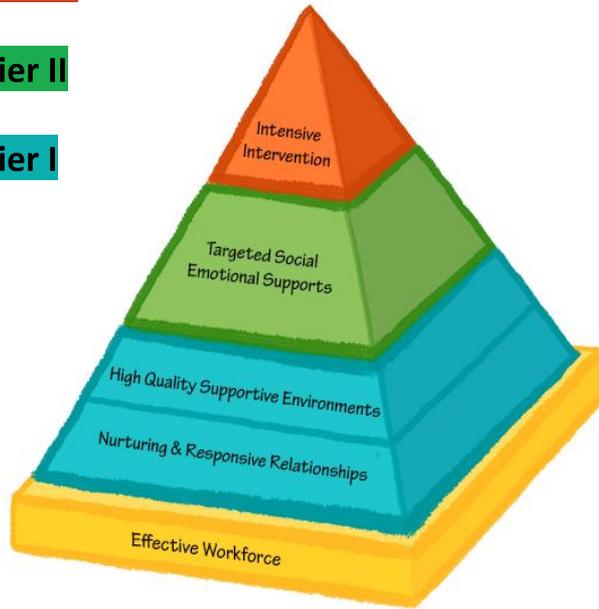


Social Emotional Support Systems

Tier III

Tier II

Tier I



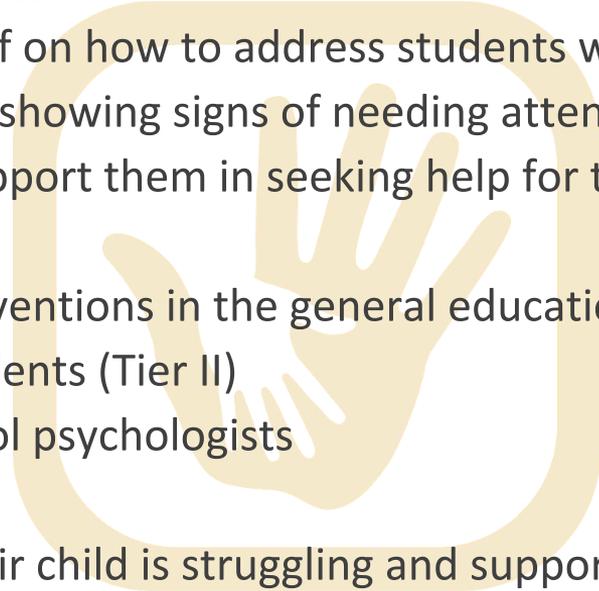
Ongoing professional development for all school staff is necessary to ensure that SMUSD is actively engaging students to meet their social/emotional needs.

When disciplining students, administrators should first use Trauma-Informed practices to determine why the student is reacting in such a way.



Social Emotional Support Systems

- Survey to identify current family concerns.
- Provide training for all teachers and staff on how to address students who are in crisis and how to recognize students who are showing signs of needing attention.
- Supports (flow chart) for students to support them in seeking help for themselves or friends they are concerned with.
- Provide training for Counselors on interventions in the general education classes (Tier I) and pull-out/push-in supports for students (Tier II)
- Provide CBITS Training (Tier III) for school psychologists
- Use of Interns to support Tiers I and II
- Parent Training on how to identify if their child is struggling and supports as a parent who might be struggling themselves



Elementary School Team

Team Leaders: Alana Faure, Dr. Mike Lin, Danielle Blatchley, Yvonne Mejia

Elementary Team Report and Recommendations

- Instructional Schedule
 - Hybrid Model: A/B groups with on campus/virtual learning rotations
 - Potentially half-day or full-day rotations
 - Possibly utilize Wednesdays for asynchronous learning, teacher prep, campus cleaning
 - Universal ELA and Math access times by grade to account for Special Education, MTSS, & ELD
 - Secure commitments from families to allow for safe/accurate planning
 - Possibly by trimester, with flexibility for impending changes
 - Distance learning contingency plan
 - Providing options based on parent & teacher survey results
- Other Scheduling Needs
 - Supervision for rainy day, recess, lunch, drop-off & pick-up
 - Time for disinfecting
 - Time for grade-level planning, implementing Schoology, planning for distance, hybrid & face-to-face learning

Elementary Team Report and Recommendations

- Ingress/Egress
 - Staggered schedules based on grade level with structured supervision
 - Hallway traffic moving in designated directions
 - Floor markers to ensure social distancing, temperature checks, & stepping mats with disinfectant solution
- Health & Safety
 - Securing location & supervision for students/staff who may show symptoms
 - Proactive plan for student use of PPE
 - Clear communication of policy shared with families, including discipline

Elementary Team Report and Recommendations

- Technology
 - Schoology: uniform LMS
 - Early, ongoing, thorough training needed for students, staff, and parents
 - 1-to-1 devices for students
- Moving Forward
 - Utilizing current qualitative data to inform decisions
 - Have flexible contingency plans in place
 - Uniform guidelines & expectations shared with all stakeholders
 - Parity between Carver & Valentine

Middle School Team

Team Leaders: Daryl Topalian, Derek Jamieson

Middle School Team Report and Recommendations

Instruction

Focus Point 1: Scheduling

- HMS will have three scheduling models ready:
 - Model I: Group A/B hybrid online and on campus (easily to convert instruction to distance learning if needed)
 - Model II: Full instruction campus
 - Model III: Distance Learning
- Decision making on finalized schedule should take into consideration:
 - Community survey results
 - Any changes in instructional minutes requirements
 - Teacher's technology supply needs, training for quality instruction.
 - Align schedule with SMHS, if possible. Measures to adapt to fully online schedule in case of localized COVID outbreak.
- Include a working staggered lunch release, teacher prep period, and time for classroom sanitizing

Middle School Team Report and Recommendations

Instruction Focus Point 2: New Learning Management System

- Teacher training for new LMS (i.e. Schoology)
 - Develop a time frame to provide ample time for teachers to familiarize themselves with new LMS
 - Give teachers multiple resources to pull from as they learn new LMS, Including:
 - Training department chairs who can then train their department team.
 - Call on teachers that are already familiar with new LMS to train staff
 - Learn together as a staff then break into dept. Groups.
 - Provide necessary training to students and parents on new LMS



Middle School Team Report and Recommendations

Instruction Focus Point 3: Online Grading and Attendance

- Develop clear grading and attendance policies for hybrid and fully online schedules
 - Recommend a return to a traditional letter grading scale
 - Consider a “camera on” policy
 - Include appropriate disclaimer regarding online use to protect both teachers and students.
 - SMUSD wide disclaimer for students and families to follow.

Middle School Team Report and Recommendations

Social-Emotional Support

- Implement trauma-informed educational practices
 - Schedule necessary PD on trauma-informed practices
 - Instructional staff should be able to manage 80% of student population
 - Implement tiers and scaffolding for students with needs that are getting in the way of their learning
 - MOU with outside agencies and Universities
 - Online training for parents/guardians
 - Provisions for high risk populations (SAI, SPED, LGBTQIA)
 - Communication with our agencies as we partner to help SMUSD families



Middle School Team Report and Recommendations

Health and Safety Campus Entry Points

- HMS is a wide-open campus, posing significant challenges for controlled entry
- Locate one or two entry points and determine how others will be blocked off
- Mark ground at entry points with 6ft spacing markers
- Identify personnel to supervise entry points from zero period on
- Place staff with thermometers at entry points, and provide necessary training on use of thermometers
- Develop protocols for “temperature red” readings that take into consideration redundant checks for false readings, how to direct students to “Stage 2” location, and sensitivity to avoid possible embarrassment (fever shaming)
- Locate Stage 2 area and coordinate supervision, PPE, physical distancing



Middle School Team Report and Recommendations

Operations and Nutrition

- Developing plans to address:
 - Cleaning and sanitizing of classrooms
 - Managing foot traffic of students/staff
 - Use of backpacks and lockers
 - Limiting the sharing of class textbooks, Chromebooks, etc.
 - Spacing classroom desks apart 6ft or more
 - Entrance/exit through classrooms with a single door
 - Students to wash hands/sanitize between classes
 - Administering meals/snacks during recess and lunch

Middle School Team Report and Recommendations

Family and Community Outreach

- Address survey results
 - What do the results say and does this drive our next decision.
 - What is different from the preliminary survey? Senses check: what changes need to be made and what does that look like.
- Teacher and staff survey will be developed by instructional team
- Communicate, communicate, communicate the same message.



High School Team

Team Leaders: Jason Kurtenbach, Dr. Issaic Gates, Robbin Rae McCulloch

High School Team Report and Recommendations

Schedules/Instruction

- a. Hybrid ($\frac{1}{2}$ In-Person & $\frac{1}{2}$ Online)
 - i. Requires 2 Identical Master Schedules (A/B)
 - 1. $\frac{1}{2}$ students attend on A
 - 2. $\frac{1}{2}$ students attend on B
 - a. Approx. 110 - 9th, 140 - 10th, 135 - 11th, 129 - 12th
- b. Homeroom prior to 1st period
 - i. Facilitates check-in issues due to student check-in
- c. Teachers
 - i. Teach students in class while simulcasting the lesson to students at home.

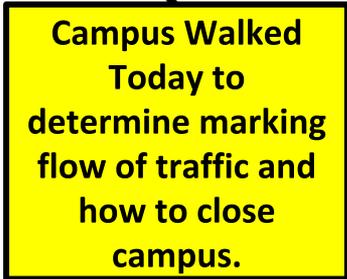
Testing this method the morning of Thursday, June 25, 2020 with our SMUSD Summer School Geometry and English classes

High School Team Report and Recommendations

Drop Off/Ingress

- a. Use 3 Points of Entry
 - i. 9 Thermometers 3 per entry
 - ii. Covered by staff
 - iii. Fail sent to 2nd checkpoint
 - iv. Fail sent to 3rd checkpoint
 - v. Fail sent home

Campus Walked Today to determine marking flow of traffic and how to close campus.



During the Day

- a. Sanitation
 - i. Cleaner in each room
 - 1. Out & In student
 - 2. Teachers clean additional
- b. Technology
 - i. BYOD and 1-to-1
- c. PPE
 - i. Staff face shields
 - ii. Masks recommended students

High School Team Report and Recommendations

Athletics

- a. Coaches developing plans for safe practicing following CIF, CDE, & CDC guidelines.
- b. No competitions at this time.

Activities

- a. CDE and CDC guidelines

Pick Up/Egress

- a. Leave out of any gate
- b. No Activity = No Hang Out

During the Day

- d. School Access
 - i. No Appt., No Access
 - 1. Except Emergency
- e. Lunch
 - i. Grab & Go from cafeteria
 - ii. brought by the student
 - iii. No parent drop off
 - iv. No off-campus
- f. Bathrooms
 - i. No restrictions during class / monitored breaks

June 23, 2020

Thank you!

**San
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School
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