



# DRAFT Outline for Reopening of Schools



# Superintendent Opening



***“Never doubt that a small group of thoughtful, concerned citizens can change the world. Indeed, it is the only thing that ever has.”***

Margaret Mead

# We Believe in .....

- Equity
- All Children and the Whole Child
- Wellness for All
- Customized Approach
- Quality Standards Based Instruction
- Parents as Partners



# Our Engagement Process

## District Family Survey

Available June 18

- Seek Input from All SDUSD Families
- Select 2020–2021 Learning Option
- Use Information to Plan Forward

## Planning Team

- Developed Equity Commitments and Shared Beliefs
- Launched Worldwide and Nationwide Inquiry
- Created an Engagement Process for Focus Group Feedback

## Board Workshop

- Seek Input and Engage in Discussion
- Provide Feedback on Draft Plan
- Determine Next Steps

## Labor Groups

- Sought Input
- Valued Opinions
- Recognized Needs



## Focus Group

- Conducted Meetings
- Gathered Input
- Honored Voice

## Cluster Input

- Cluster Meetings
- Replicated the Process
- Valued Perspective

## Planning Team

- Analyzed Feedback Trends
- Develop Draft Reopening Plan
- Grounded Draft Plan in Research and Focus Group Input

# Feedback Trends



- Health and Safety
- Connection with Teachers Through Synchronous and Asynchronous Learning
- In School and Out of School Options -Flexibility
- Equitable Access to Engaging and Standards Based Curriculum
- Rigorous Instruction
- Common Learning Platforms
- Small Group Instruction
- Principals as Instructional Leaders
- Frequent Parent/Teacher/Student Feedback Regarding Student Academic and Social Progress
- Special Education, English Learner, Language Immersion Supports and Services
- Childcare Options
- Adequate Staffing
- Importance of Students' Social Emotional Learning, Wellness & Mental Health
- Family Support & Wellbeing

# Although Our Context Has Changed...

*Our Focus Remains the Same*



**Equity**



**Whole  
Child**



**Quality Schools in  
Every Neighborhood**

# Learning Options Will Include

**Connection and  
Belonging**



**Standards Based  
Grading**

**Social-Emotional  
Learning**



**Supports for  
Students with  
Disabilities**

**Culturally Responsive  
Curriculum &  
Instruction**



**Designated &  
Integrated ELD**

**Engagement &  
Collaboration**



**Restorative  
Communities**

**Meaningful  
Assessment &  
Feedback**



**Parents as  
Partners**





### Connection and Belonging

Creating **safe spaces** for children that promote a sense of **belonging** and **connection** with peers, educators, and their learning community.



### Social Emotional Learning

Supporting the **physical** and **mental well-being** of our students by including **social emotional learning** in our academic core.



### Culturally Responsive Curriculum and Instruction

Providing standards-based curriculum and instruction that is intentionally sequenced, **inclusive** and designed to support **accelerated learning**.



### Engagement and Collaboration

Inspiring and encouraging student engagement through **inquiry** and **collaboration**.



### Meaningful Assessment and Feedback

Including students in the design of assessments, setting of **learning goals**, and **reflection** of growth through **detailed feedback**.



### Standards-Based Grading

Focusing on the mastery of **priority standards** and offering opportunities for reteaching, revision, and reassessment.



### Supports for Students with Disabilities

Identifying points of need with **targeted supports** to promote student agency and **independence**.



### Designated and Integrated ELD

Increasing language proficiency through **small group instruction** and the **integration of language** standards into core content curriculum.



### Restorative Communities

Acknowledging student behavior and promoting **healthy relationships** to ensure ALL students and staff feel **valued** and **respected**.



### Parents as Partners

Collaborating with caretakers to ensure **families** and **educators** are equipped with the tools they needed to support the **WHOLE** child.

# Essential Components



# Online Learning

With Some VOLUNTARY On-Site Options



# On-Site Learning



# On-Site Learning



**DAILY IN PERSON  
INSTRUCTION**



**MAINTAIN CONNECTION WITH  
TEACHERS AND PEERS**



**ACCESS TO SUPPORTS AND  
ENRICHMENT OPPORTUNITIES**



**INCORPORATE TECHNOLOGY  
IN NEW WAYS**



# Online Learning

With VOLUNTARY On-Site Learning Experiences



4 Days a Week Live/Virtual Instruction



1 Day a Week for Students to Solidify Their Learning



Customized Learning & Instruction



Maintain Connection with Teachers and Peers



Pre-Planned Pre-Approved On-Site Learning Experiences



Access to On-Site Enrichment or Support Options



Some in Person Connection With Teachers and Peers



Office Hours with Teachers



Appointment Based IEP Services

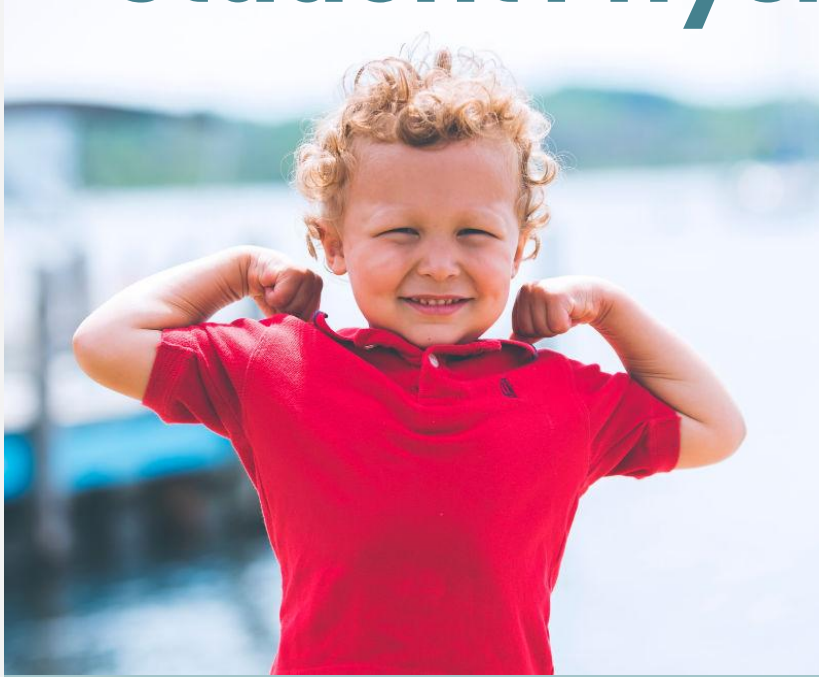
# Student Social & Emotional Wellbeing



- Fostering Positive School Environments
- Connecting Families with Needed Social Services
- Providing Services at Earliest Level of Need
- Referral & Intervention Services for Students
- Ensuring Interventions are Trauma & Resilience Informed

***Recognizing the needs of our students and prioritizing services for communities with the highest level of need, as well as cultivating wellness for our educators and families.***

# Student Physical Wellbeing



Schools will implement reasonable, practical and preventative procedures including enhanced disinfecting and health-safety measures.

***Learning options are planned based on current Public Health guidelines. Our schools will be fully prepared to make necessary changes as guidelines evolve.***

# Cleaning & Disinfecting

- Daily disinfection of areas used by students and staff
  - Focus on high-touch and horizontal surfaces
- Disinfection between uses by multiple groups
- Maximizing ventilation to promote outdoor air circulation





# Screening & Temperature Checks

- Daily Screening – Staff & Students
- Separate Area on Campus for Any Person with COVID Like Symptoms
- Collaborate with SD County & Public Health Agency for Current Guidelines on Health Measures and Contact Tracing





# Physical Distancing

## **On Campus**

Arrival & Departure

Lunch, Breaks, Recess

Staggered Lunch/Arrival Times

Markings Indoor & Outdoor

## **In Class**

Physical Barriers

Current County Guidelines of Distance

Between Staff/Students Could be

Made Closer with Adjustment of

Physical Barriers

## **Other Considerations**

Cohort Students to Minimize  
Exposure

Postpone Field Trips, Assemblies, Etc.

Reduce Visitors

(ie. campus visitors, parents in  
classrooms, etc)

# Face Coverings

- Proper training on use and removal
- Reasonable accommodations for not wearing and alternate protections as needed (i.e., medical reasons)
- Face Shields replacing or augmented face coverings to be decided on case by case basis



# Hygiene Practices

- Hand Washing Stations
- Hand Sanitizing
- Prevent Sharing of Equipment, Instruments, Educational Materials and Toys
- Personal Protective Equipment (PPE) for Staff as Needed



# Transportation of Students

- Disinfection of Buses Before & After Use
- Protocol for Boarding & Disembarking
- Symptom Checking
- Face Coverings and Physical Distancing as Regulated, While on the Bus and Bus Stops
- Student Supervision



# Student Meals

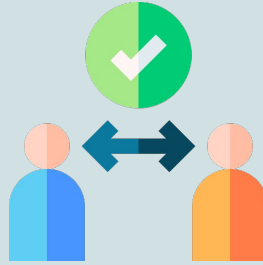
- In Classrooms
- In Cafeteria and Lunch Court
  - With Physical Distancing
- Grab & Go to Take Home if in Online Learning



# Our Commitment



Follow CDC, CDE, State &  
County Health Guidelines  
for Physical  
Distancing and Safety  
Measures



Continue communication  
with families and staff on  
safety precautions prior to  
school year beginning and  
ongoing



Provide ongoing training  
and professional  
development for staff,  
students and families

# *Cost Impact to Return to Campus*

**BASED ON CURRENT HEALTH  
RESTRICTIONS:**

- CURRENT STATE BUDGET  
PROPOSAL HAS FUNDED *HALF*  
OF THE PROJECTED COSTS FOR  
STUDENTS TO RETURN TO  
CAMPUS**





# *Collective Impact - All Hands On Deck*

**When students return to campus, we will be ready!**

Custodial

Landscape

Food Service

Maintenance

Distribution

Transportation

Other Certificated &  
Classified Staff



# *Collective Impact - All Hands On Deck*

**When students return to campus, we will be ready!**

Principals as Instructional  
Partners

Educators as Designers

Parents as Partners

Students as Change Makers



# Immediate Next Steps

- Collaborate with Principals
- Provide Reopening Information for Families, Students & Staff
- Survey Families' Learning Options
- Seek Input from Stakeholders via Think Tanks
- Plan with Labor Groups





***“Start by doing what’s necessary; then do what’s possible; and suddenly you are doing the impossible.”***

St. Francis of Assisi