Recovery Work Group Meeting
April 22, 2020
Meeting Facilitator: Bob Mueller
Moderator: Terry Loftus Loftus

Meeting Notes

**Bob Mueller:** All right, well welcome everyone. Uh, before we launch into the meeting Dr. Gothold is with us and would like to welcome you all and thank you for your participation itself. Paul go ahead.

**Dr. Paul Gothold:** Hey, good morning or afternoon, I should say everyone. I just, first and foremost, we really appreciate you taking time out of your day to work on this really important endeavor. And since this crisis came underway, there’s been a daily meeting with our cabinet and extended cabinet about how we best support our kids during this uncertain time. And more importantly, uh, really trying to work with our districts in the best possible way to provide guidance. And you know, as we move toward the uncertain, there’s a lot of different things that have been flying around out there about the reopening of businesses and the reopening of schools and when that might occur. And so, as we had these meetings that really were a blend of the emergency operations center to our office, and then with district superintendents, we found it immensely important to really prepare for anything. And so the document that Bob has created, along with other staff, is really to make sure that no matter what occurs in the next 6, 12, or 18 months that we, as an educational institution, are really prepared for anything. That nothing, is going to surprise us, and that we will have a plan in place to address, most importantly, the needs of our kids and our families to the best of our ability. And as we work through this you will see a lot of language in there that is somewhat, almost stunning. But again, if the direct order from the health department now is that any place that’s of community interest, which includes schools, requires physical, social distancing, and some of these other measures, we need to at least begin the conversation and be prepared for that. So that the planning assumptions and recommendations are really in concert with the County agencies. And really, the purpose of bringing you all together is to start to
flush out what this might look like, and some of the implications that we have, and what we have to be concerned about looking forward. So that we can best address anything at the legislative level, at the site level, at the district level, but, more importantly, getting the feedback and input of those of you who are on this call that have very different roles. Whether it be you know someone that works in a district, a parent, a community person, we need to make sure that we do a good job of listening to some of the concerns, listening to some of the suggestions, and more importantly, come up with really innovative solutions of what this may look like moving forward. I don’t think it’s any surprise that based on the governor’s comments, and based on what we hear from the feds, is that this thing is not going to be completely gone in the near future. That means any reopening we have between now, and 12 to 18 months, is going to require some sort of modification. I think it’s really safe to say that until we have a vaccine, until we have something that’s going to ensure that everyone is safe, we’re going to have to be creative with some of our solutions, in reopening our schools. And, everything on that document that Bob’s going to walk you through may happen, and none of it may happen. We just simply don’t know. But we need to be prepared no matter what. My heart goes out to our seniors. The reason why we continue to say we’re closed until further notice is that if there’s an opportunity to bring our kids back, even if it’s for little bit, and it’s safe, I would do it in a heartbeat. Even if it’s just to have some sense of normalcy, to celebrate them in some way. And even for our schools. For those of you who know, the County Office of Education doesn’t just operate a structure in which we support districts and provide guidance, but we also have our own schools across the county for our most vulnerable kids. Having said that, it is really uncharted waters and I really am excited to see what comes out of this group. Because the intent is to take these planning assumptions and recommendations and really flush them out to have a guide or a template that’s really going to be purposeful in helping districts to prepare for this new normal, if you will, this new reality of what school may be like when we resume. And, it could be in the summer, it could be September, and it could be months from now. We simply don’t know. A lot of it has to go, uh, we have to go by what these orders are from the governor, but also we are taking a lot of direction from our Department of Health during these times, and again working collaboratively with our County agencies. So
on behalf of our Board of Education, and our staff, I want to just give you again, a huge thank you for spending some time with us to really carefully think about the implications of everything that we need to consider when we reopen schools. And, I’m again excited to see the work that comes out of it and a special thanks to Bob Mueller, who put all this together and is driving this for our office. Again, thanks to everyone and I will be jumping off the call, but am very excited to see what comes out of this. So thank you very much.

**Bob Mueller:** Thank you Paul. So we’ve got about 50 in the group. José, it looks like I can’t... I can’t share my screen. We’ve got about 52 people on the call right now. So we’re going to need to follow some special norms to get things accomplished. So, Terry Loftus, can you walk us through how. Terry Loftus will serve as our moderator during the meeting. Terry Loftus can you walk us through how we’re going to do this?

**Terry Loftus:** Yes, just real briefly, we got a lot of folks here. I’ll be monitoring the chat. So if you notice the participants buttons, at the very bottom of your screen, you should see an option to raise your hand virtually, and that will put a little blue hand next your name, and then we’ll just go through the list in that order. As we’re talking through things because of Zoom or any other platform like this, the delay introduces a little bit of cross talking, if we are all kind of jumping in together. So, you have a thought or idea, and we’d love to hear it, but just raise your hand in the participants window, and then I’ll come on and folks can jump in and we welcome your feedback.

**Bob Mueller:** Awesome, thanks Terry Loftus. So let’s get started. Hoping, you can all see this. So here’s our agenda for the day. We’ve already heard from Paul and gone into norms. In terms of process overview, we’ve got really two goals that we’re going to focus on. The first one is we need to make sure that we have a common understanding of the challenges that we are likely to encounter during the next 12 to 18 months. And then from there we need to identify the specific things that you want our help with. What can we create in terms of guidance, resources, or tools that will be most helpful for you? So the way the process will work, it’s really, there are three major sections in our meeting. Today I’m going to review the planning assumptions with you. During that time, feel free to submit questions or observations by chat. We’ll pause at the end of
that portion to take comments or questions and have brief discussions. From there we will move into the planning recommendations. We will pause after each recommendation to give you an opportunity to provide feedback and really essential questions. Based on this recommendation and the assumption we reviewed, what do we need? What are the specific things that you think about from a practitioner standpoint, in a school or district office, what do you need? From there we will start to move into action items. So while we’re moving through SDCOE staff members we want you to be listening for what are those products that we need. Capturing those that fall within your specialty area, and then when we get towards the end of the meeting we’re going to ask you to report out what you heard in terms of projects that you need to take forward and time frames that you need to respond on. We will be recording this session so that it will be available for us to use later on. Also if there are members of your team you’d like to have review it you’re welcome to do so, we will include the link. We have a note taker that we’re using also to capture everything that’s said and all of the projects that are suggested. If no one lays claim to a project during the meeting we will still have it and ensure that staff address it as an outcome of the meeting. In follow-up I will be sure by Monday to send you a summary of the meeting. The outcomes, the projects, assignments and time frames and also an updated list of participants. Because there are a number of people on this call that were added late and I didn’t have time to add them to the list. We are going to meet again in about two weeks and at the end of that meeting will look at some times on Tuesday, May 5th to try to reconvene. So with all that being said, Terry Loftus, is there anything that we need to take before we move on?

Terry Loftus: No you got it.

Bob Mueller: Cool. So the first thing I want to stress is these are assumptions, they are not facts. It’s a fluid situation as we learn more from public health and from the state and from the CDC. Some of the assumptions here may not be valid and may need to be revised. But based on the information we have right now it is reasonable and prudent to use these for planning. So the focus is really on contingency planning. We don’t know with certainty the time frames or the precise impacts that will happen, but we can anticipate far enough
forward, given the information we have, to at least plan for challenges. And really, we need this lead time to
challenge, to anticipate these challenges, and come up with plans. A lot of what we need to do or may need to
do may need to be bargained. We may need to purchase supplies that are in short supply right now. We may
need to come up with communications plan to bring people on board so they understand why we’re doing
what we’re doing; so that we have enough lead time. And we just need to get started on it. So this is the
question I would like you to think about during this next section of the meeting. As we go through the
assumptions, we’re going to hold off on discussing the implications until we get into the recommendations.
But what we’re really looking for is did we capture a full set of planning assumptions? Is there something else
that we should be anticipating that we haven’t anticipated in the set? The first one is that this threat will likely
remain an active threat for at least 12 to 18 months. In fact, I would say that this is the rosiest estimate that
I’ve heard. A friend, who is a COO, at a hospital in Los Angeles, tells us their contingency plans run through
2024. So, with any luck, it will be much shorter than that, but we need to be looking all the way through the
end of the next school year. Very likely, our folks at the Emergency Operations Center, the County, and a
number of other sources tell us they expect the second wave of infections very likely coinciding with the flu
season. During the second wave, broad stay-at-home orders may not be needed, long-term school closures
may not be likely, but there’s a possibility that closures in response to hotspots may be needed, and we might
see a single site closures, or multi-site, or district, or even county closures if there’s an upsurge, that are likely
to be up to four weeks long. If they are needed, but basically we need to be prepared for the possibility.
During this time, people with significant health risks, and children with significant health risks, will be
particularly vulnerable. In terms of prevention activities, all of the things that were being talked about when
the CDC released its initial guidance, teaching kids to wash their hands effectively, providing structured times
to do it, and reinforcing that behavior; reinforcing cough and sneeze etiquette, and handwashing throughout
the year. Because one and done; nobody ever learns anything from one and done, so we’re really going to
need to really integrate this into our culture. And then, we’re also going to really need to emphasize and
devote resources to frequent cleaning of high touch areas. It probably isn’t going to be safe to return to pre-
pandemic levels of functioning until all of these elements are met. Essentially, I mean in a nutshell, as long as physical distancing is required, and there are limits on group size, we can’t go back to the way things were. So until then the governor has said, basically until we reach herd immunity through immunization, we’re going to have modified operations in all areas, and be living with social controls over the way we relate to each other. When school is able to resume, it’s likely that we’re going to operate under modified circumstances, so very likely we’ll be required to do symptom checks, and screening people, when they’re entering the school, and requiring social distancing in all settings. So when you think about social distancing in a school, and you think about drop-off and pickup and passing to classes and lunch periods, and recess, and dismissal, all of those times when the kids are free to congregate are challenges for us. This picture actually was taken a couple weeks ago. It’s from Denmark reopening schools. So you see they’ve set up like what we have in front of grocery stores right now. They have painted lines on the ground for the children to wait to be escorted in. They’re actually not allowing any visitors inside their facility, just children. Conditions are not likely to improve quickly enough to allow us to resume normal operations during this school year, and, I could be wrong, but I don’t think it’s likely that we’ll be able to get even the modified operations into this school year. After stay-at-home orders lifted, there will still be limits on group size, and social distancing, that will be lifted in phases, and very likely we’re going to be seeing tightening and loosening over periods of time in response to changing conditions. It’s going to take us a while to get our plans together, and the supplies together that we need to put those controls into schools. So, that just to me makes think it’s very unlikely that we’re going to be able to get back in session this year. Doesn’t mean it’s impossible, and it doesn’t mean we won’t want to if we can, but, we need to plan for it. Deaths are going to be impossible throughout while this virus is in circulation. No, it’s major when people in hospitals celebrate when somebody recovers. This is a substantial threat. So while group sizes, restricted normal coping mechanisms, especially around grief and loss, are complicated. We can’t have funerals with large groups of people or memorial services, and when schools reopen, there still may be the possibility actually, maybe even a greater possibility, that we will lose members of our school community because social distancing won’t be as robust. The impacts of social isolation, fear and loss, and the duration of
this event is going to erode people’s coping skills. So even people who are pretty well-off may start to feel the effects. But people with pre-existing mental health conditions will be at a particular disadvantage in this crisis. We can expect that suicide attempts and completions will rise. We can also expect to see an increase in substance abuse, child abuse, domestic violence, basically all of the bad things that when you add stress to the equation, it generally gets worse. The economic impacts of this crisis are going to be very long-lasting. We likely to see a shortfall in tax revenues resulting in limited school funding. Job layoffs could fuel movement out of the area and school nutrition programs are very likely to become larger and have a more important share of children. More kids are going to need access to that support and for many it’s going to become a greater portion of their regular access to food. I think we’re going to see enrollment declines. Due to high unemployment we’re going to see people move. We’re going to see a much greater, I think a lot of people are going to be more interested in distance learning as an alternative, independent study programs because they may see them as more stable. So if they’re working well for some families, they may want to stay in Charter Schools and school districts with well-established programs may see greater interest. And I think the other possibility is, as public health composes orders in response to hotspots and people get afraid that there may be a surge in interest at those times as well. Student and employee attendance rates are likely to go down as well. People who are exposed directly to someone who is ill will have to self-isolate. People who are sick, may be out for 2 to 3 weeks. And if you’re in a household with 4 or 6 members as it works its way through your household you may be out for quite a long period of time. So we’re going to need to provide alternative learning for kids who may be out and those same impacts are possible with our staff. Fear and rumor will also drive a lot of absence, so the other impact is likely we’re going to need to rely on substitute employees much more, and there may be a shortage of substitutes. I think the other implication is we can be pretty sure that all kids are going to suffer from the prolonged closure of school this year. The distance learning alternatives we have in place are really not adequate at keeping the level of learning that would normally occur in a classroom going. So when we look at the beginning of next year, we can’t assume that kids will have ended their year with the learning they would have normally had in place. Kids who are most affluent may come with the most
advantages and are already doing what we know, they are performing at or above grade level and will suffer the least. Kids with the greatest disadvantage, or learning differences, may suffer learning regression. So those are the assumptions. Based on that, what are or are there other assumptions that we should include in these that we haven’t discussed? Please feel free to raise your hand if you got something.

Terry Loftus: Okay let’s see. It looks like John from Sweetwater first.

John: Good afternoon everyone. Just real quick. Thanks a lot Bob and everyone. This is just a real broad but maybe potential additional assumption that I think in terms of community perceptions of potential risk, I think it’s likely that there will continue be to be a broad-spectrum of perceptions of the risk and that some people will be, I think you’ve addressed the fear factor quite thoroughly in this, I think there will be other community members who think this is still a profound overreaction. In spite of the facts and the science, and the statistics. So that’s something that may be, it may impact how our options are viewed.

Bob Mueller: You’re, I think you’re right there. There’s going to be a lot of people who think that we’re overreacting and the thought that was triggered for me by your comments was the other thing, is that kids are going to be kids, so whenever they’re together it will be very hard for them to think in terms of social distancing, and for us to enforce that level of space that needs to be present during interactions.

Terry Loftus: We have another hand up from Susie Terry.

Bob Mueller: Go ahead Susie.

Susie: Hi Bob, I think it’s important also to think about or for districts to expect increases in their McKinney Vento families as a result. And to be able to track, expect to be able to track that, and capture that in their systems, for service provision.

Bob Mueller: Really, that’s a really important question they should be actively looking for more people that meet those criteria.
Terry Loftus: Cara you had a comment.

Cara: Yeah, I think in addition to whatever budget concerns, we’ll have already just due to the cost of Covid 19, I think we also need to think about increases in due process filings and the cost of compensatory education especially if there’s no relief for the requirements of IDEA.

Terry Loftus: And, uh, Rick.

Rick: I just think one other assumption is that we’ve had the benefit of having a relatively unified approach thus far to school closures and even things like grading, there’s been a lot of uniformity, and as we anticipate soft openings or partial closures, I think we will have less of that luxury, and districts will be finding themselves standing on their own islands at times through this. So just in terms of support.

Bob Mueller: You’re right, you’re absolutely correct, because conditions in one part of the county may not be the same or even in a neighboring school district, so we could we could be in very different places. And then, I think it would be very hard to remain unified in policy decisions too. I think that’s a great observation.

Terry Loftus: Bob, we also had a question in the chat. What about students who are in special education EL with regards to learning outcomes, due process and or settlements due to regression recruitment?

Bob Mueller: To a certain extent I do address that in some of the recommendations. I’m going to save that but let’s look at, let’s discuss it when we get to questions about the recommendations on learning outcomes because what I have is pretty incomplete.

Terry Loftus: And that’s it right now from the comments.

Bob Mueller: Cool, let’s move forward then. So from here we start to look at planning recommendations. These are really pretty general recommendations. They are really for you to think about things. So our goal here is to take these and just say what kind of tools we will need in the toolbox. What tools can SDCOE and our team create that you that you’re going to need? So as we go through these recommendations we’ll pause
after each recommendation to take questions and comments and suggestions, but these are the two questions that I would like for you to keep you in mind. So the first one and this is a big one, it takes two slides to cover, but really be careful about considering; run to reopen schools. What are the potential risks and benefits associated with opening? A lot of our parents are going to be really afraid of us opening. They may not see it as safe. Others think it’s stupid that we’re closed. If we do open, many people will be angry that their kids are going to want to come and they may be angry with us because they are put in a position between us and their children. They are making a choice that they don’t want to. A lot of our staff members will have those same feelings. What’s the goal? What’s the purpose of us coming back together? And is that goal substantial enough to outweigh the concerns or risks around coming back together? Are we prepared to reopen with coronavirus in circulation? So have we considered what special accommodations will be necessary for students and staff with underlying medical conditions? Do we have the supplies that we need to do more frequent cleaning and disinfecting? Do we have a plan for personal protective equipment or even just face coverings? What will each employee need to do their job safely, and what will we need to protect children who are vulnerable? Are we ready to screen people as they come into schools? What’s our plan for social distancing and face coverings? I think it’s likely that kids may be required to wear face coverings so will we be providing them? Are we able to order those things in bulk? We’re talking, we may be talking about a lot of things that are going to affect working conditions so have we been able to collaborate with our union on development of these things, and are we in agreement as it relates to bargaining? Do we have the physical capacity to reopen quickly? A lot of things have changed since we closed so do we have all the equipment that we need. A lot of stuff has gone out. What are the activities that need to occur first? What staffing activities have occurred while we’re out, and what staffing changes are we going to need to make to implement the other strategies that we’re talking about? So, if we’re going to do, for instance, if we are going to screen people when they’re coming on, these campuses, who’s going to do that? Whose job description does that follow? What personal protective equipment will they be required to wear? And that’s just one example. There could be many more. Until we have a good plan, we don’t know what the staffing implications are. Have
we worked with our associations on returning? Do we know what their concerns are? Have we been able to adequately address those? And then the last one is could we put the time to better use? I think that question should also be how can we put the time to best use? So regardless of whether or not we reopen during the school year, we have the opportunity to work with our teams to make sure that they have the training that they need to implement plans for next year. So how do we take best advantage of this time? So let’s pause here. What are your thoughts about this recommendation? What are the basically, I’m sorry, let me rephrase what are the tools that you need? And when do you need them? Should we go forward?

**Terry Loftus:** Yeah, no comments or hands raised.

**Bob Mueller:** So people are either stunned or in total agreement or out of their minds, so I’ll just say they’re...

**Terry Loftus:** Actually Sherry has something.

**Unknown:** Bob, I have something, I have something...

**Terry Loftus:** Let’s have Sherry go first.

**Sherry:** I know that you’re looking for tools that we need in moving forward but a couple of other questions we may want to add to these questions is whether or not we will allow personnel to bring in their own PPEs or if we have to supply them, you know, a lot of people have purchased masks. We’re going to probably run out of masks sometimes, so can we do that? And then there was one other question but I think that was that. One of the tools that we can work on together is you know, let’s brainstorm all of these different ideas of ways to open it up so that we are allowing for social distancing. Whether that be, you know a Monday, Wednesday, or have class on Tuesday, Thursday with Friday being a distant learning day or you know, brainstorm those different ways that schools may implement that, so that we have some things to hand the district, something to consider. Then one of the things that I cannot remember it for the life of me, but I’ll come back and I’ll bring it up when it comes back.
Bob Mueller: One of the questions that came to mind for me based on your comments is if we’re going to have kids wear a mask. What do we do if they don’t show up with a mask? What do we do if they refuse to wear it or the parents say no, or if they have health conditions, like asthma, and it’s not comfortable, or it’s not safe, so we have a lots of things to figure out. We, towards the end of the recommendations there is a recommendation on coming up with structural changes to the school day some blending of distance learning and on-campus time.

Sherry: And then the other thing with PPEs is we allow them to use them multiple times, especially with children do we give them one a week and they wear them multiple times? Do we give them one a day and how are we going to make sure that is implemented? Thanks.

Terry Loftus: Okay we have multiple others, this is a good topic. Next we have Helen, did you want to chime in?

Helen: Yes, sorry I muted on my phone, not on my screen. Helen Crenshaw, Ninth District PTA. I’ve kind of chatted with lots of different parents about, you know, the concept of, you know, things reopening and screening and almost universally they wanted to know health wise, safety wise, most schools don’t have nurses and they aren’t really comfortable with the concept of attendance clerks screening kids coming into the school. So is there any kind of potential to put a plan in place to partner with community health organizations to get some relief in that; to get nurses, or certified nursing assistants, or someone in the schools with more of a medical background to help with this? A lot of our lower income parents, if their kids are going back to school, are going to be using the school as their first kind of stopping point to see if they need to take their kids to the doctor again.

Bob Mueller: I don’t have a specific answer to that but one of the things that comes to mind for me is if we wait, I don’t want to rule out that we can’t do that, but if we can’t what if there is a uniform training that we
could provide around screening and kind of a decision tree; that would let staff follow around screening and related health issues?

**Corinne:** So let me just chime in real quick with that. This is Corinne, I am the nurse at SDCOE and I appreciate that question and that comment and, the likelihood of having a registered school nurse or a credential school nurse in every school is probably, you know, it’s just not feasible. But, just like we do with the regular school days during normal times we have very clear guidelines that the RNs will train the health techs, or the health aides, or the person covering the health office, and that’s something that we’re looking at as well to get really clear guidelines and very good training so that whoever’s doing that will know exactly what to do. I’d love to see a school nurse at every school but you know realistically I don’t think that’s going to happen today anyway.

**Bob Mueller:** A possible project might be for us to create a common training that could be used by all schools in the county. Of course voluntarily, but it would be available to them.

**Terry Loftus:** Okay we’ve got multiple other folks. Just a reminder. You can right click on your name and rename yourself. I’ve renamed the folks that I know but there are some names on here that have hands raised I’m not sure exactly who you are. So the first one I do know, Katie McNamara would like to chime in.

**Katie:** Hi everyone, thank you so much for the support, we really appreciate it. So, I have a couple of thoughts. One question that I have is how it might be discussed that districts will operate differently from each other. One of the things that we’ve done in the case of the fires, as well as the situation this is we’ve all sort of run together. One, San Diego closed all of the school districts. Closed. So a question that I have is how we might think about the criteria for some schools being open and some not, because that would be unusual for us so just putting that sort of on the side I think one of the most important supports that the county can give us right now is when we think about all of these areas that you’ve outlined from how do we do face coverings? How do you? What you do when kids don’t want to wear them? What you do if they don’t come with them? If
face coverings is a topic, and how to keep socially distance is the topic, and screening is a topic, things even like promotion here are, I think that right now what’s happening is some are having to invent all of these things individually and the more the county can play a role in creating guidelines, resources and support in each of these categories, the more we can just scale up easily. And then adopt and modify for our individual school district. I’m especially intrigued about the ways we might bring kids back after your ideas about 50-50 or a 20% come back. I started brainstorming a lot of different options with my team about what this could look like and I think that’s really exciting and a great opportunity for us. But the more we can do this in this venue that will help districts not have to keep reinventing the same wheels so I’m grateful to be on this task force and think that creating some definition around all of these categories will help everyone. Thank you.

Bob Mueller: You’re welcome. What comes to mind is how we can keep everybody on the same sheet of music even if were not all playing? You know in music you’ve got different themes that people are following so we’re all on the same sheet of music, but we’re not necessarily playing that same note at the same time.

Terry Loftus: Okay Debbie Buyer.

Debbie: Here. Hi, thank you. My question is with regard to, I mean we are a K-12 charter network of schools, and so talking about coming back it’s easy to, it’s kind of easier to kind of look at K-6, or even K-8, in the sense of trying to have modified, you know, days or keeping kids in silos. So the same group of kids are with the same teacher, you know, kind of keep the kids in silos. So if there is infection, you can kind of identify where it is. At the high school level, my team is just, we’ve been racking our brains back and forth and looking at a variety of different models. And it is really difficult. We haven’t come up with anything that makes any sense yet because, you know, not all 9th graders take only 9th grade classes and not only 10th grade teachers teach only 10th grade kids, and so trying to find some silos where kids can come separate days, and keep them, you know, separated. We haven’t come up with anything that makes sense yet so that’s a challenge. I’ve got a team of people kind of working on it because I keep thinking if I turn the page a different way it will look
differently, but if the goal is thinking that we need to keep kids in silos; is that common thinking, or is that just my thinking?

**Bob Mueller**: Definitely elementary schools has have an easier time of it than high schools. I like, what I’d like to do though is table that question until we get more towards the end of the recommendations because the third to the last recommendation talks about that, so I think we’re going to get back there. Terry, we probably need to move on. Is there? Let’s take one more question on this and then, well, I think some of these questions will surface again as we go, if not we can catch them at the end.

**Terry Loftus**: And any questions that you do have again, please put them in the chat and as long as we’ve got your name and preferably also maybe your district in parentheses or charter, we’ll be sure to circle back with you after the meeting and engage on any questions or comments or ideas that you might have to share. But let’s hear from Dustin and then we’ll move on.

**Dustin**: Thank you very much. I know were going to be talking about the district learning options later on in this year Bob, but one of the questions I would have is I know there are going to be guidelines set up with social distancing and the numbers that we’ll have at schools, but what would happen in one of the things to talk about is what do we do if those particular days we don’t have adequate staffing to meet those ratios? Would we look at I mean something? Maybe something to talk about is if we had MOUSs with our neighboring districts, if we had some other plans in place that would be able to take care of that, because it would be different on every other day. And so that’s just other pieces that I was thinking here was, what would we do, and what would be the expectation of our community and parents if we’re not meeting those numbers?

**Bob Mueller**: Yeah, that’s I mean, I think we’re going to come from; we will take that question Dustin and see what we can do with it after the meeting. Because that’s a thorny one. So let’s go ahead and move on move to the next consideration. Given everything that the governor said in the press conference about a week ago, I think basically he’s made two statements the first one was for all intents and purposes, this school year is
over, which I really wish he wouldn’t say because we got a lot of kids that we need to keep learning. And then the second thing he said was when asked about like summer celebrations like the Fourth of July or Memorial day in parks and beaches he said that until herd immunity was reached that social distancing would be absolutely necessary and that face coverings, the use of face coverings would be necessary. Those things and other information sources make me think it’s really unlikely that we’re going to be able to hold traditional graduation promotion ceremonies. And if we did, if there was some, say, the limit was that you could have 250 people together if you did social distancing. If there was a way to incorporate physical distancing into a traditional ceremony, then there would still be other things that need to be considered. The first one is that when you get 250 together even if you bought just the graduates together and a minimal staff when you bring 200 kids/teenagers together they’re going to get together. So if we create that circumstance it’s our obligation to try to control it. The other thing is, many parents will be concerned about this gathering and they’ll be angry that we’re forcing them to decide whether or not to involve their kids. If you do plan a physical ceremony, I will hold off until there is greater clarity on what will be allowed and what will be required. I would start making plans to webcast if you have a physical ceremony to webcast, to start thinking about the provision that would be necessary to involve children with medical needs in a way that protects them. And then you have to develop some kind of student management plan that recognizes that kids before they come in, and after they leave, kids are going to be kids; get close together. I really think that schools should be creating plans right now to hold virtual ceremonies, not necessarily that you have to commit to it, but you have to be ready. I know that Mira Costa College has already decided theirs is going to be completely virtual. I’m going to reach out to them and see if I can get their plan. But some way that still conveys the gravity of a graduation. So showing each individual students’ picture on the screen naming them and giving their families a chance to hoot and holler over the virtual; something that recognizes that this is a milestone that it’s as important as it has ever been every year. We’re going to pause for a brief discussion on that. We can take a couple of comments and questions.
Terry Loftus: Tim, do you have something?

Tim: Just move on.

Terry Loftus: Actually we’ve got some others so we’ll move on from you Tim. CJ okay all right.

CJ: So, transportation director for Grossmont. Here we also do transportation for Alpine, Lemon Grove and conversations we had about social distancing on buses. If we’re going to check students before they come on campus. That means we have to check them before they get on the buses, because the bus is part of campus. How do you keep the students apart well, you put 14 students on an 84 passenger bus. Whereas before we had 56 high school students on that bus, we would need 4 buses to get the same number students to school. Also we talked about special needs students. Some of them have behavior issues; if you’re wearing a mask they won’t wear the mask. So what are we going to do about that? So there’s just some things with the numbers game with regular Ed students are we going to be able to transfer regular Ed students, or are the parents going to have to bring them to school? Are they going to find an alternative way to get to the school? Because we can’t pack 56 students on that bus. So, that’s all I have.

Bob Mueller: Thank you CJ that’s why I invited you. Well this is an important observation and we have to consider them in all of our plans.

Terry Loftus: Looks like we also have a comment from our partners in Imperial Mr. Ramirez.

Mr. Ramirez: Greetings, first of all thank you so much for having me or allowing us to participate I think this planning committee is a phenomenal idea. We hope to have something similar. To be able to use this planning committee for down in Imperial County office of education as are facing all of the very similar challenges as all of you. And really, I think Mr. Roger really brought up the point that I want to bring up. As far as a consideration given the special education students in whatever the local health recommendations are, whether it be social distancing, face coverings, general precautions, of hand washing, coughing, sneezing. All
those are much more challenging with a special education, or some special needs students and may require additional staff or additional resources to make sure that we can abide by those and keep our students safe.

**Bob Mueller:** So we have a group beginning work on the precautions that would be necessary for children with severe handicaps. To protect, you know, what kind of PPEs staff would need to wear to protect those students, and to protect themselves because you wouldn’t be able to mask them, and so definitely those are all considerations that we need to be working on.

**Bob Mueller:** I’m going to Terry we have one more.

**Terry Loftus:** We got a number of questions or comments in the chat but how about if we keep rolling forward and we leave for after the slides the chat items?

**Bob Mueller:** Sounds good. So to be ready. We need to take a look at all of our routines and things that may be suspended right now. What are the essential elements that we normally go through at startup every school year? And how do we adapt them with social distancing in mind? By providing online alternatives in making accommodations for people who can’t physically come into the office who don’t have connectivity or maybe are sick or ill during the window that’s required. I’m going to take these two together because they’re not huge I think. I think that school districts, especially in the southern part of the county with the July 20th opening, need to be prepared for the possibility that they may have to delay their opening or open with modifications in place that they would not, that aren’t normal, so they might have to open with in a blended format or open with distance learning in place. As we get further into the summer, that may be much less likely but we also don’t know when another surge could occur, so it could be an impact to any school district. It’s important that we consider how we open and create basically phased plans. We layer on essential operations first. We consider what comes next to build on that, and we lay a good foundation so that when we actually open schools up, they are properly supported and we don’t have failures in our internal supply chains or in our communications. Everybody knows their part of the plan and their ready to enact it. So creating
timelines and communication plans to make sure that internal and external stakeholders know how this is going to happen it’s not going to be as simple as flipping the switch. We found on Friday we can go back in on Monday; we’re there! It’s been too long to do that. When we’re thinking about the kids that are at the greatest risk on our campuses and many of them are in severely handicapped classrooms on mainstream campuses where they have a portion of their day mainstream, how do we protect them? What will a free and appropriate education look like? We can’t put kids in a bubble, but somehow we have to protect them, so what will that look like? What does this mean for us in terms of IEP meetings? What kind of leeway do IEP teams have in making these determinations? What are the standard procedures we should be following? This is going to be a very difficult issue for us. I think I’ll pause there. So for comments or questions on those last three.

**Terry Loftus:** Let’s see here, Anna.

**Anna:** Good afternoon, I’m Anna Maria Alvarez from Sweetwater and we are one of the school districts that actually begins in July so we’ve been talking about potential postponement and starting school at a later time. We also have summer school that starts June 8th, for students and so with summer school we’ve already intended to just continue with the distance learning but would like to hear a little bit more about what other school districts, particularly in the South Bay, if they are also considering potentially moving back their start of the school year.

**Bob Mueller:** Do the South Bay districts ever just meet together on those types of issues?

**Anna Maria Alvarez:** We do.

**Bob Mueller:** Is anything scheduled or would it be helpful for us to?

**Anna Maria Alvarez:** No, we can do that. I think Dr. McNamara’s on but, the superintendents meet frequently and have open communication.
Dr. McNamara: So what we have already, yeah, the five of us talk pretty regularly. Kira at Sweetwater as you know Frankie Escobedo and I, Leighangela Brady in National and Gina Potter in San Ysidro. The five of us kind of run together and what we’ve been wondering about is some optional calendars. We tend to let Sweetwater and their bargaining units, because all calendars are also negotiated. It would probably be important for us to draw some calendars together about some sort of option one, option two, option three. If we had one start date then what would the vacations look like for that year? I think that’s probably our best bet and I’m thinking that we should probably ignite our calendar committees right away to be thinking about what this might look like. I know that we talked probably a week and ½ ago. And we decided we probably needed to start thinking about our July 20th start date but it’s feeling like that’s getting really urgent so I’ll take action today to convene our team.

Terry Loftus: And that’s all we got right now.

Bob Mueller: Right.

Cara: Bob I have one thing.

Bob Mueller: Thanks Cara.

Cara: I just want to go ahead and put this out and say I know that there are tons of questions about Special Ed and especially the students with moderate to severe needs and I just want to say we have a work group together that is focusing on recovery efforts for schools, for these students and I would expect I’ll be sharing that information not only with this group but hopefully with the districts as well. We haven’t forgotten.

Bob Mueller: And then you know I didn’t include them in this group, but really, we also have kids on 504 plans with significant medical issues all over our campuses and we are really going to need to revisit every kid that has a health plan, a 504 plan or an IEP, and consider what a safe and appropriate placement is that recognizes that they have a right to full inclusion and then balance their health concerns. It’s going to be interesting. To move forward, Terry.
Terry Loftus: Let’s see here. Just another comment. Another consideration with students overall wellness is what can we do to provide sports options for our students? Another dimension.

Bob Mueller: Yeah. It’s going to be a really interesting question because how do you do social distancing in contact sports? It’s really going to boil down to what the public health services tell us. What we need to do and hopefully they’re very clear about that. So our next area is in terms of those uneven outcomes that we expect to be present. I’m not sure of the exact solutions. I know that formative assessment is going to need to play a huge role in what we do. We’re going to have to understand where individual kids are and where classes of kids and chart a course forward that closes the gaps that exist creating plans overarching strategy and then working with teachers to create individual learning plans that help kids get caught up. I think we should probably pause about this one, I’d like to get your thoughts on this one.

Terry Loftus: Doesn’t look like we have any hands for this one.

Bob Mueller: Okay.

Terry Loftus: Though David did chime in on the sports topic mentioned and noted E-sports so.

Bob Mueller: That is something I’m actually in prime physical condition to do myself. We’re going to need to develop a continuum of distance-learning options. I think you want to avoid an on/off. I think we want to avoid a binary approach where we either have classroom learning or distance-learning, I think we’re going to need to be able to move along the continuum in response to changing conditions. So it’s possible that you know we might end up with conditions where say social distancing is 3 feet and not 6 feet, and we can have a certain percentage of kids in classrooms at one time, and then maybe later the guidance changes and we have opt to go to 20%. And then in response to conditions, you might have to fully close, then rely entirely on distance-learning, and then come back again. So we really need of that full range of opportunities, providing sync. Well, I think it’s really important that we have regular contact with kids, personal contacts with kids, so whether we do that by physical appointment or by virtual appointment somebody has to have a relationship
with children for them to learn. Synchronous distance; synchronous interactive distance-learning is actually authorized in education code for straight ADA reimbursement. I suspect that next year we’ll still be operating under kind of emergency apportionment procedure, but if we incorporate webcasts into classrooms, if we have a portion of our children off campus, we may still be able to engage them in the classroom for re-teaching when it’s not their day or if they’re not ill. For extended periods of time, maybe they can engage through that possibility and home hospital is also authorized by the Ed code. One hour of direct instruction equals a full day of an apportionment. We could use home hospital, if home hospital instruction by virtual means for students who are ill, as well are under quarantine. So we need a lot of arrows in the quiver, a lot of ways to do things.

**Terry Loftus:** We’ve got a few comments here Bob, David first and then Cameron.

**David:** So New Zealand’s doing a really good job and what they’re doing is what they call bubbling, and as we go to a non-binary format we want to be able to track each person’s bubble. So you have your work bubble. You have your family bubble and so on. So any kid that comes on your campus, you need to have a specific list of everybody on campus. So if a family gets infected the County health people can immediately know all, right. This is the kid; this kid could’ve come contact with all these people. And then that’s going to close down and shut down these hotspots before they flare up.

**Bob Mueller:** It’ll be interesting to see what our public health systems responses is in terms of how they want to work with us on tracking transmission. Things happen so quickly. We went out, they weren’t ready to have that conversation, but I’m guessing you’re right. Coming back, they probably are going to want us to know who lives with who. They’re probably going to want to know when people report flulike symptoms and when we see clusters and neighborhoods and things like that. So I’m hoping that we see a strategy and a way for us to help them so that they can make informed decisions about our operations. And I want to learn more about New Zealand. Thank you for pointing them out.
Terry Loftus: Cameron.

Cameron: Yeah, I’ll just talk to the point about the robust independent study programs and mandating weekly check in’s and things like that. I’ll just tell you from doing this particular piece for the past 21 years every family is unique in what they need and so trying to mandate, hey, every week somebody’s got to touch base with the student. I will let you know that happens just on the very basis that families along the continuum of needing support. That’s why our team and our teachers are basically working 24/7 even before this pandemic came up. Because if a mom or a dad or student needs help with their math or whatever project on a Saturday afternoon, that’s when we’re engaging with them. If something is happening on a Tuesday evening and they’re in the middle of something or our teachers are involved it’s really hard to mandate. Gosh you got you know 5000 kids in your program everybody has to be touch based with on a weekly basis. This is the mandate, that’s what you have to do. Yeah, that’s not going to happen. You’re going to see the flow of people continuing to talk with you. You’re going to know very quickly those students that are outliers that you need to be focusing on in a special way to make sure that we are reaching out. But just from the high quality independent study program piece, I just know it works. Families enjoy it and what we’re seeing is a result of so many districts not filling the gap with students. Right now we’re getting a huge influx of families knocking on the door trying to get in for support and we’re trying to just take care of who we got right now. So anyway challenging times for us all.

Bob Mueller: Yeah, and I’m not surprised by that surging interest Classical Academy has been doing distance-learning for a long time, but has a great reputation. I think it really is going to be a challenge for everyone to create a very robust program that people can feel confident is producing good learning outcomes.

Terry Loftus: All right I think we’re good to roll.

Bob Mueller: Awesome. We’re also going to need to develop a continuum of strategies related to social distancing. So we need to be prepared for everything. CJ this picture’s for you. When you think about a school
day and you think about where kids are in close contact and where we require that they be in close contact. It’s an awful lot of places, so we may end up with approaches that a classroom is only so big, if your classroom holds 35 desks. Chances are there’s not enough room to spread them very far apart or farther than they are. So we may end up with approaches that have fewer kids on campus at one time, with an alternating on campuses, and staggered start and end times, so that they don’t cluster when they arrive and leave. If we have fewer kids on campus that probably means fewer kids on the bus at a time but is it enough to accomplish social distance in there? So we need to look at every element of the day. And we also will need to look at the strategies that we’re using and blend a number of them together. We might have fewer kids on campus at a time, multiple bell schedules running during the day. Some kid starting very early and then some kids starting later, and some kids leaving early, and some kids leaving later. We might use block scheduling at secondary levels. We might be doing all of those things at the same time. As we do them, we also need to look at our transportation schedules to make sure that our transportation system can support what we’re talking about.

Anyone?

Terry Loftus: Tracy

Bob Mueller: Go ahead.

Tracy: Bobby mentioned the transportation and staggering schedules what comes to mind is those families who rely on before and after school programs.

Bob Mueller: Yeah. We’re going to create some childcare issues in creating social distancing because we will have to. We’re also going to create some childcare challenges and we’re going to have to be working with our before and after school providers to see how we can extend our school day and still maintain social distancing. So you’re right that should also be an implication that’s added.

Terry Loftus: That’s it for questions Bob.
**Bob Mueller:** Cool. Creating plans to limit symptomatic and asymptomatic spread so we can only do so much with screening on people on the way in, so we talked briefly about that already. Requiring kids to wear face masks if that’s what the guidance suggests is a way to limit asymptomatic spread. But by doing those two things we got a whole host of problems we have to solve. Where are we going to get the supplies that we need? What are we going to ask people to provide on their own? Or are we going to do it. What if they don’t have it? How many thermometers are we going to need? How many job descriptions are going to need to be altered to incorporate this type of activity? Where are we going to get personal protective gear when it’s in short supply everywhere and how we going to have all of this done in time to open?

**Terry Loftus:** And Bob, just one other good comment in the chat room that just rolled in was that many of our high school students provide childcare for their younger siblings. So this will be another consideration when developing the staggered scheduling.

**Bob Mueller:** Yeah.

**Terry Loftus:** Yet another item in this very nuanced topic.

**Bob Mueller:** Somehow we’re going to, if we do staggering, we’re going to have to have ways for people to let us know what their preferences are, because people go to work at certain times and people have childcare issues and it’s going to be quite a puzzle. We need to develop plans to blend classroom distant learning as an alternative to school closures. In the planning document I described these three options a little bit more completely, but essentially, if you go to a Tuesday, Thursday schedule and a Monday, Wednesday schedule and then you use Fridays as a planning day or a conference day or a way to connect with kids virtually or by appointment, or just to create packets for kids to work on the following week, you can get 50% of kids on campus at one time, which gives you much greater opportunity to do distancing. It’s not going to solve all the problems if they all arrive at the same time and leave at the same time, or go to lunch at the same time, so we’ll still need staggered schedules; we need to stagger when kids are out. We can get to 20% of normal if we
only have one group of kids there at a time so to the point earlier, if it’s a secondary school, and you normally have six periods then you may go to a block schedule and only have certain periods meet on certain days. If you’re going to go to 20% of normal you may divide each class into five groups. So you got a Monday group a Tuesday group a Wednesday group a Thursday group and they meet when the period meets. So the teacher’s going to be repeating instruction each day. Each class is going to be one day off the day before the other one. So you’re going to go through a complete cycle of instruction each time you run through. Those are just ideas off the top of my head. I’m sure when we get a lot of brainpower in the room we can come up with a number of alternatives that people could consider.

Terry Loftus: And Bob circling back to the prior site just real briefly the comments also about being mindful of the time constraints that screening introduces. So if you’re thinking about you know upwards of 2000 and 3000 students and staff at a high school each day again, going back to what we were just talking about doing staggered schedules will help to a degree, but there’s a significant time constraint as far as how you process those folks and also their spacing. As they are waiting in line to come in and again whether it’s at the bus as CJ mentioned, or it’s on campuses, kids walk to school, or biked in, or were dropped off, or drive themselves. So, I thought that was a good comment that was raised around just the time of the screening and then another question was in regards to the legal considerations for screening and taking the temperature of students and staff and the different dynamics that might have.

Bob Mueller: Yeah those things we need to get answers on.

Terry Loftus: Okay.

Bob Mueller: Some of this work reminds me of when I used to have to create special testing schedules for finals or for standardized exams. You need the kids to have a longer period of time the test. This is far more complex than that, because then all we had to do is focus on the length of time we needed kids in one place. Whatever solution we create, we have to work from that. Almost from the time they leave their house, to the
time they get home, and we have to make sure that it’s structured in such a way that we’re not requiring people to be in close contact, and that we can manage the number of kids coming in at one time. It’s going to be quite a challenge.

Terry Loftus: Another interesting item that Todd was kind of kind enough to pull the pin on and throw into the middle of the room is SB 328, requiring later start times starting in 2022, and so obviously a lot of us think about 2022 as being far away, but in reality it isn’t. So maybe that’s something we could take back through to talk from the state level. Is there any option as far as further delay or postponement? Because that will introduce additional complexity.

Bob Mueller: That would definitely be something that we need to work with our legislative advocates on. We also have employees who are vulnerable there. They are either in a high risk group, well, high risk group would be they are over 60 or they have an underlying medical condition and many of our employees fall into these categories, so we may need to match their work too. We may need to make assignments based on their health risk, so for teachers that have health risk and if we are having expansion of independent study programs we may need to work with them to move them into those positions. For classified employees and other certificated employees we may need to restructure their work environment. Costco’s got this barrier here to keep; basically is a giant sneeze guard. Basically, we may need to incorporate those things where we can’t create distance between employees. So we basically have to look at every environment and look at our kids needs and our employees needs and then create responsive strategies for both.

Terry Loftus and Bob Mueller: It looks like Cameron had a comment.

Cameron: Yeah, that’s a piece I was going to touch on as well. I’m not necessarily so concerned about the parent perceptions or student perceptions. I know we have some employees who actually have some fear perceptions as well. The fear of returning. And what if it’s not, and what about and have you thought about what you’re going through? And you know, so I’m not really gotten that much from parents. I mean they’re
excited first of all, to have more time with their kids. However they do want that campus experience to return. And that’s really the push that I’m getting as a leader at this point it’s really from my internal team. Cameron, Is it going to be safe for me to be there?

Bob Mueller: I think that’s a real dominant concern with our employees. So how do we collaborate with our associations in examining these plans and creating these plans, taking their input, and then creating communication plans for internal stakeholders, to not only bring them up to speed on what we’re doing, but why we’re doing it. It’s just going to be essential that we’re really mindful of our relationships all the way through. I love the Texas coronavirus prevention, and I had to put it in there. Prevention is going to have to be a major theme going forward and when Terry mentioned time constraints, one of your comments around time constraints earlier we really need to structure kids, they won’t just say I really need to wash my hands. We’re going to need to structure opportunities for them to do that when they enter a classroom. It’s going to take some time. We may need to provide hand sanitizers so that they can do it more quickly, but we have to secure those supplies. We really are going to need to focus on how we positively reinforce the development of these habits over a long period of time. So we’re going to need to invest. To get our employees to invest time in it and it’s going to take time away from instruction. So it’s going to have to be something that we’re aware of. When I think about secondary schools, if we move to a block schedule, we could actually pick up some time and limit some transition. So some of the strategies we put in place may help us with that. But, if we’re not purposeful about it, then we’re still going to have a lot of transmissions occurring because kids are not going to be following good habits. So handwashing and cough and sneeze etiquette are going to be big. The other thing is, we’re going to have to really look at cleaning routines and devote greater resources to cleaning both in terms of frequency during the day. Look at how it can safely be done by students and staff after a transition into a classroom. What does the night cleaning routine look like? What are high touch surfaces? How do we structure the data to make them have less contact? It’s going to take some study. Any comments, anything?
Terry Loftus: No just an additional comment about the you know, the strain on custodial staff and that if anyone is looking to use disinfectants other than Citra-Cide; staff will need to receive the proper training and guidance. And of course being of course using the word chemicals.

Bob Mueller: Yeah that’s something. I think that we can try and work on as much as we can. We can develop standardized training possibly so employees other than custodians could be trained we could maybe suggest standard supplies we could look at. I think kids can use soap and water. Is there a way that we could have kids involved in like wiping down their own desk and then washing your hands? Is there a way to do that safely? I don’t know it’s just questions, but I think we could probably try to develop guidance to help people with that.

Terry Loftus: And one second, there was a good comment in here by Helen. Helen, would you mind touching on that verbally for us?

Helen: Yes.

Terry Loftus: Sorry to call you out.

Helen: Okay if I swallow my coffee. I was just thinking in terms of, you know, all the planning that everyone is talking about it you know, how best to go back. I believe it’s important that we reach out to parents and families to see what’s going to be working for them professionally. I’m in the financial services industry and people don’t know what’s going to be happening for them professionally within the next month to let alone year so a lot of families are trying to adjust to a bunch of new normal, not just what’s happening with their kids in education. And the other thing that I’ve learned one of my daughters is in special education and in an enclosed school in Sweetwater and we always assumed that that that was the best learning environment for her and in many ways it’s been phenomenal. However, now that she’s at home and working independently online on her own schedule, she is doing significantly better than she ever has and had we realized that about her, we probably always would’ve opted for this kind of educational opportunity for her. And I noticed that there are many other parents that are learning different things about their children now since they’re
supporting their education in a much more up close and personal kind of way. You know we are learning that a lot of the assumptions that we had made about how our children learn and how they behave and what they’re doing with their work is pretty different. And so I think reaching out to parents to see what will work for them and what they’re seeing with their children now it would be important to give that option. Because if you do have a large number of children particularly say you know in somewhere on the autism spectrum that are now doing much better because they’re out of a more stressful class environment and they’re doing better independently then having to worry about how to schedule them and support them is a bit different. And I think that also in many schools it’s kind of the same situation for parents that are looking at not knowing how they’re going to be working and so maybe having their child home working online is going to work better for the family dynamic. That the family can support it because their work is changing and they don’t know if they have a job or they don’t have standard hours anymore because everything is going back and forth so. I would hate for plans to be made without reaching out to see what’s important for parents to weigh in on.

**Bob Mueller:** That makes perfect sense.

**Helen:** I hope that makes sense.

**Bob Mueller:** No, it makes perfect sense and there’s really I think what you’re making the case for is.

**Helen:** Don’t leave us out.

**Bob Mueller:** Maybe before we get too far down the road in planning we should survey people on interest so that we can incorporate their preferences. Proportionately to our responses and then the second thing is when we provide enrollment options we need to be ready to provide responses to those preferences. Does that capture it?

**Helen:** Yes.

**Bob Mueller:** So what we can do at SDCOE Helen, is work on mechanisms to help districts with that process like question banks, or survey model or things like that. Terry, you look like you we’re going to say something.
Terry Loftus: No, I was just going to say in Helen’s comment, and I think it was important what she noted about messaging to parents. You know what the new norm is. And so soliciting feedback from parents right now, as far as to what they prefer would be somewhat beneficial. But in essence, with additional communication messaging, they need to gain an understanding that the game has changed. And so here’s the new set of options or rules or requirements or constraints that we’re working within and what are your preferences, thoughts, ideas based on that, because families have this kind of binary, going back to your example Bob, understanding of thinking of alright they’re at home, and I’m very used to my students attending school on campus for many years. What we’re looking at developing here is not strictly either of those. There’s many other potential options, and it’s going to look very different on a lot of different levels so there’s a certain amount of messaging training awareness that needs to be provided to parents. Possibly, I would encourage that before that soliciting of their thoughts and ideas so that they have some context.

Bob Mueller: Maybe if using focus groups to begin with? And then creating a communications plan based on the greater clarity that we have now that we are little further down the road and we have a better idea of what’s possible and then creating or getting more input. But you’re right, you know I think it’s just starting to dawn on us just how significant the challenge is and chances are very good parents have no idea. So we have a lot of work to do to get them there.

Terry Loftus: And Debbie had a comment as well. You might be muted Debbie.

Debbie: Here I am, sorry. I don’t want to beat a dead horse, I just want to clarify because I heard this whole thing of silos is a big deal, so when you’re talking about the block schedule at the high school level, again are you saying it’s okay for teachers to you know, I mean teachers will be touching more than one group of students, if we, you know is that going to be an okay thing? Are we saying that it’s an okay thing to do as we look at models to reopen?
Bob Mueller: So if we are talking about childcare we have groups of like 10 kids with one adult who are sharing an exposure, so basically we try to protect that group. But with school where you have one adult who normally works with anywhere from 20 to 35 kids, it may not be possible to maintain social distancing in that setting. So I don’t think we might end up with the flexibility for you to say well they’re all sharing exposure. Actually Dr. Geraci, do you want to weigh in on this? I’m putting you on the spot.

Dr. Geraci: I’ll try to un-video. Okay, so what was the question exactly again.

Bob Mueller: Well, so do you think, it’s possible that we may see like in an elementary school setting, a teacher be able to be in a room with 20 to 35 kids if we can’t maintain social distancing, but it would be okay because they’re altogether all day long and they don’t change groups

Dr. Geraci: I do think that is one possibility and you’ve mentioned that we don’t exactly know how the states going to come out on this as far as group size, But I think if we keep kids in the same cohort that is better. Now, each of these kids goes out and they have many siblings and they may have two parent homes and so every time you go from 10 to 30 you do more than just triple the problems you have many more configurations but I but I do think that is one possibility that could arise.

Debbie: My concern was not really with the case, it was with the students that have multiple teachers is that how we do it? Always saying it’s okay for those kids to? If we have a block schedule and so say they have three classes in the day? Those kids are going to go to three different teachers and those teachers are going to be with another group of kids on Tuesday and then another group on Wednesday. Those teachers are going to be then mixing groups and so that idea or silo thing doesn’t hold up. I can’t, I mean, I’m just, are we saying that’s okay as we plan because at the high school level I can’t kind of figure a way around that?

Bob Mueller: Yeah, and I don’t think anybody’s going to be able to because of that I think. And Dr. Geraci, correct me if I’m wrong, but in that when you can’t do that then you would have to fall back on social distancing and wear face coverings?
**Dr. Geraci:** I do think that’s going to be the case and I do believe that teachers are going to drive that because they don’t exactly, what you know you’re describing and your concern is, that the teachers will not have a limit on any of their students in this model. The teachers would have all the same number of contacts as they ever would have and I think we have to protect the teachers also.

**Debbie:** So in that case then we would say the face coverings, or you know the protective gear would be enough. To protect them rather than saying we needed to make you smaller groups of kids and keep them in a you know, smaller settings **Dr. Geraci:** You know, I think that we’re in the weeds and we have, we’re still painting broad strokes but I think those are the weeds when we get to them...

**Bob Mueller:** Exactly. So I’m go ahead and move us forward.

**Terry Loftus:** Cameron had his hand up for a moment. Maybe we could get that, and then jump into the...

**Cameron:** Yes, I was just going to turn the conversation back to just the parent communication piece. I would really encourage everybody to be thinking about it right now parents do not need another book to read and another huge survey to complete. So what we’ve been able to do is really boil it down to five questions that I’m asking in a monthly basis just as this month has ended what are my five questions. As it’s getting closer to May, what are our five other questions it’s just really important to engage with our community because they’re hearing a lot of stuff. The reading a lot of stuff, they’ve read blogs and newspaper articles, they talk to friends in other districts, their fear level and anxiety is coming up. So I’m just using it as an opportunity to press in. Get them to respond to just five simple questions and then using all of that data collectively as we get into June and July, harder decisions are going to be have to be made and I’ve already got a lot of data already in place.

**Bob Mueller:** Good strategy. I’m going to go ahead move us forward. The mental health concerns are going to continue to be a challenge throughout and really the best protection, the best way we can protect kids is to have meaningful relationships with them. And we, when we’re forced to be at a distance, when we can’t have
them on campus all the time or we’re relying exclusively on distant learning there’s far greater vulnerability.

So we need to be able to number one, be sure that we are incorporating social emotional learning to build coping skills. That we are adapting our multi-tiered systems of support so that they work in this new setting.

So how do we identify the academic, behavioral, and social emotional needs of kids and respond to them in a timely manner? How do we maintain a focus on prevention and be responsive enough to identify problems early and offer support? So because it goes back to the implication, the assumption that people are going to be a greater risk based on the prolonged nature of this crisis. I think it’s important to incorporate regular check-ins with parents and offer supports and resources to their needs as well. So meaningful relationships with parents, meaningful relationship with kids, one of the best things we can do to protect children is to make sure that there’s at least one member of the school, one adult person in the school who they, that child believes genuinely cares about them and has meaningful contact with them frequently. And then the last two are we need to advocate with our state legislature to continue making education a priority to provide additional funds for summer school to accelerate learning and close gaps. And also we’re facing a number of challenges that come with expenses that we’ve never anticipated and we still have core functions that have the same level of expense. So it’s going to be hard to do these things. It’s going to cost more money, so advocacy is a huge part of it. Working with our employee associations to involve them in the process and communicate with them about changes is also going to be essential. So how can we help you? How can we help you with all of these things? Any thoughts on the last three.

**Terry Loftus:** All right Mara go ahead.

**Mara:** I just wanted to go back to the, yes to that, yes that page right there. I appreciate everything that you put in there. I think that absolutely the relationships are important and social emotional needs. Yes, I agree with everything. I think also it’s going to be important for our districts to identify mental health resources that are available per district and we work very closely with County behavioral to make sure that we’ve identified the community-based organizations that are linked with our districts. I think it’s also important I think Sherry
also mentioned it in the comments, we need to talk about the workforce and about the mental health of our teachers and our administrators. The definition of burnout includes high stress for long periods of time, and I think that’s exactly what we are seeing in the stay-at-home orders, just by the very nature right? We’ve lost our everyday lane, and it’s very stressful for many of us. We’re worried about our kids, and worrying about our parents, and just the everyday, trying to hold meetings and go virtual learning, and in developing lessons plans. So there’s a lot of all the key factors that equal burn out that are happening now. And then we’re going to transition into - and here we go. So I think we have to be really intentional in creating those support systems for our staff. What can we do to build their resiliency? How can we focus on wellness and how do we provide the resources to address their own mental health and how do they know that we support them and we have to do it with intentionality. So I just wanted to put that out there.

**Bob Mueller:** Makes perfect sense if our employees are diminished in their capacity to cope with stress how do they take care of kids?

**Terry Loftus:** And Gordon.

**Gordon:** Good afternoon can you hear me well?

**Terry Loftus and Bob Mueller:** Yes.

**Gordon:** Okay, I wanted to talk about slide 15, advocating with state legislators about providing funding, also collaborating with employee associations. Many of us under the business service side are familiar with CASBO California Association of School Business Officials in there they have representatives throughout the state and counties for literally each discipline inside of business services. I belong to the risk management professional counsel, I go into that roundtable. Which is where we all kind of get together and brainstorm and there’s way more information than I’m even going to try to present right now, but getting involved with organizations like that and talking and networking. We’ve also worked with Imperial County, I’m on the State Council as well so we’re kind of tracking what everyone else is doing as well. In regards to responses and what we need to do as
a matter fact, this will be something I share with them on Friday to see if there are counties that are doing something similar. They are starting to find trends of what’s working and I’ll try to bring that back to a forum such as this.

**Bob Mueller:** To the extent that we can reach out to the greater K-12 community and share tools and borrow tools we are going to be better off absolutely. So absolutely.

**Cara:** Bob, I think just to kind of piggyback on what Gordon was just saying at the state level, I participate in SECO which is Special Education Administrators for County Offices and all of the work that we’ve been doing in the last month has been related to sharing ideas about how to keep education on track during this time. And so that’s really good thing to point out. Gordon, it’s really important that we do get all the ideas we can from our colleagues in other counties as well so we’re doing that.

**Terry Loftus:** And then one more hand up for Rick.

**Rick:** Yeah, #15, I know that our assemblywoman Tasha Boerner Horvath had a meeting with a number of superintendents in her area. She made it sound like there was going to be some pressure put on summer school. So along with funding being provided I think flexibility is important and not looking at a cookie-cutter approach for summer school, I think there’s still too much uncertainty in our immediate future to be anticipating what summer might look like. And then number 16, to the degree that County can reach out to those partners such as CASBO, CSEA, and ACSA, I think we’re mostly all surprised by that management labor or labor-management framework, that aspirational framework that came out from the state after most of us had negotiated our local MOUS. I think it would be helpful to know that if something like that was going to come down the pike again, we know in advance and perhaps had an opportunity to provide input because it was largely you know, non-consequential but there were some aspirational statements in there that might’ve best been left out.

**Terry Loftus:** And then Cameron if you got a quick one we need to keep rolling here
Cameron: Yeah, I was just going to say that I was on the Tosha Boerner Horvath call regarding the summer school piece and my concern would be that cookie-cutter approach, if we are going to say summer school is for everybody and everybody has to attend, I would be really, you know we are one of the very few places that are introducing new content. we’re grading, and we’re moving kids forward. So to trap them into some mandatory summer school thing would just be crazy.

Bob Mueller: We have an awful lot of questions that we have to answer before we can do it too. So in different places we have different resources and different limitations so I think flexibility is a huge part.

Bob Mueller: So this is my summary slide and I don’t know a ton about football. I’ll defer to Tim Ware on this. But before this pandemic, we’ve been able to run basically the same play most days, and we only needed one or two others. With the reality that we’re going into we’re going to need to have many plays and everybody on the team is going to need to know what their part of it is and be able to execute it quickly. And at a high-level with not a lot of notice. We’re going to need to be able to move back and forth, sliding along the continuum in response to changing conditions, and in addition to that our fan bases are going to need to know what we’re doing and have confidence in us so that when we make a change it doesn’t catch them off guard. They don’t feel betrayed and they feel safe and secure in the knowledge that your children are going to be well cared for and continuing to learn. So it’s a new game and it’s a far more complicated game, but I think the potential exists for us to be better because of it. I think we’re probably going to see that education is changed in the decades going forward and that we are able to provide learning through a number of formats at a high level. That is more responsive to individual family and student needs, but it’s going to be hard to get started. That it’s going to be hard in the beginning. I think that’s a challenge that we need to take it as it is though. How can we help, how can we go through this process with the intention of it making us a better and more resilient system? So that it brings us to the final stretch but we’ve only got about 20 minutes left. I’m going to ask for the SDCOE members that are present if you could reflect back on what was said hopefully you’ve captured some of it in notes. What are the things what are the asks that you’ve heard and if you’re able to
think about it what kind of timelines would you be attached to it? So, I’m going to leave it open, if there was a high priority need or short timeframe associated with someone or something you heard. Could you throw that out now before you all start to leave? I’m just going to let the group know. If there was an ask that wasn’t claimed during this process it doesn’t mean it’s going to go unanswered. We have a much bigger team back at the county office. We also overlap in different areas, so we’re going to take the minutes, everything from the chat, everything that’s in the video and we’re going to go back and analyze it and figure out who needs to do what, and then basically be able to update you about progress in about two weeks. So folks on the team, anybody can jump in and tell us what you’re going to be working on.

Tim: Bob, Bob.

Bob Mueller: Go ahead

Tim: Tim Ware, I didn’t hear an ask, I think that’s because they assume that this is going to happen, but they assume and expect that our campuses are going to be safe. That we are going to have a safe and orderly campus from the inside out and how we pursue that goal will need some adjusting, for example, I was talking about our campus security assistants. We are going to have to make some adjustments in our expectations, if we have a physical altercation, what’s expected of them? So what I’m looking to do is to get a training together that is going to address, from a physical standpoint, and from a socio-emotional standpoint, but also address how to respond to basic discipline in schools. So I’ll be working on that piece as soon as possible. I know we have Sherry Stone, and John online, and also I think we have someone from San Diego County and San Diego Unified Schools Police, so we will put together a team and we’ll be working on that piece. We were looking to do something like this in the first place so it’s just a natural thing for us to do. I’m just saying.

Bob Mueller: It’s good, thank you.

Tim: Yes.
Corinne: So I can go. This is Corinne again, the Health & Safety, and I have two pages of notes. So I want to say thank you to this group. Loud and clear, I hear that we need direction on masks, gloves, gowns, social distancing. Who’s going to provide the PEPs? Who pays for them if they don’t bring them? Do we provide them? Do we make them that being staff and students? Make them use it? What is social distancing looking like with drop-off and pickup? Do we alter bell schedules? That gets into the educational part, but what does it look like in recess and passing periods? And what is social distancing looking like at lunch, graduation, sports clubs, before and after school buses is huge, who’s going to do the screening? What kind of training for the people that are doing the screening? You know the equipment do we get thermometers? What I really liked was the legal aspect, someone said something about the legal aspect; talked about physically challenged students, students with 504s, IEP’s and then the whole component of tracking transmission, tracking contacts, working with epidemiology. Working at the state and county level, and I do have contacts my peers work in Orange County and LA County Offices of Education, so we are in contact. I hear it all. I love that we have to, well I’ll have to put it all together, and I know that some of this we can do right now, and some we would just have to wait to see how we are directed by the County Health Department. But this is a lot of information to get started on to do the different scenarios. So thank you everyone.

Terry Loftus: Are there any questions or additions. Okay, thank you. Susie, did you have a comment?

Susie: Yes hi, sorry I was, so as a homeless lead my only concern would be helping. Schools continue to capture the amount of movements and changes in housing situations that we’re hearing about my office, and so for me, I think that means helping create some common easy language around the standard housing questionnaire that everybody pretty much uses already that can go out with any information or survey, or questions that a district is already sending out. To continue to include the housing questions so that we’re finding out whose situation is changing and who’s moving so that we can get them services or find out what they need, and then the other thing is, if the county office needs to have some messaging around schools, understanding that as long as school is, in that enrollment needs to continue to be able to take place, that if a
family that was doubled up in Vista, and now has to move downtown to live at the convention center, that they’re going to need to be able to enroll their kid where they moved to. So those are the two things that I have.

Bob Mueller: Great, great, great, catches on those, yeah.

Terry Loftus: Cara.

Cara: My takeaways were questions related to how we manage students. When students require one to one assistance either on transportation or on the school site itself and you know one thing that I thought of that wasn’t mentioned but I think it could go for a lot of populations within special Ed is training students, particularly preschool students on social distancing, and then what about students who were unable to wear PPEs, and then when students are either ill or quarantined, how do we provide instruction and related services when they’re at home in an ongoing basis, if I’ve missed any of these please text or email me.

Terry Loftus: Thanks Cara. Jerry.

Jerry: My concern is whatever plans are developed or thought about that we consider the current feeding sites that the nutrition departments are operating at various districts. Whether the school is in session unemployment will still remain a problem and the community will probably need these feeding sites for a longer period of time in transition to school so how would that look? Some of the ideas were you know, soft openings for school districts as opposed to opening all schools at once. You know, maybe a couple of schools could remain closed, or keep the emergency feeding sites in operation as long as possible and then phase them out as you bring on more schools in the total opening. So that was just something I want to do throw out there just so that we can remember that there are still communities out there that need to be fed and until unemployment comes back up to normal, which it won’t for a while, we will need to wean ourselves off of these emergency feeding sites from a food service nutrition standpoint.

Terry Loftus: Thank you, thanks Jerry. Gordon you have a comment.
Gordon: Yes, really quick; I’ve heard it a couple of times throughout the presentation. I thought once in a chat box, wanted to touch back on can employees bring their own PPEs in every district? I think it’s going to run differently I just want to throw it out there, take a look at the CAL OSHA, OSHA, NIASH, these standards that require certain levels of protection for PPEs to ensure that they are bringing the right thing in to work. It also goes to something Corinne brought up regarding respiratory protection for other healthcare workers, it can fall into our food nutrition services. There is a big difference between a surgical mask and an N95 respirator; ones certified by NIASH, the surgical mask is certified by the FDA so they have two different purposes. I think we really need to take a real close look at what we want. What level of protection we want for the employees, and understand it before we just give them anything. Doing something, for the sake of doing it, that could probably be more dangerous than taking a step back and really looking at it thoroughly.

Corinne: Thank you Gordon. I’ll call that all out as well thanks.

Bob Mueller: Other SDCOE members any other catches takeaways that you’re going to need to act on.

Mark: Hey Bob. It’s Mark.

Bob Mueller: Go ahead Mark.

Mark: I’m listening to that last comment and some things that I’ve been thinking about as I listened to everyone’s comments about the PPEs. The PPE that is required for the custodial team is different than the PPEs that are required to help keep from spreading the aerosol and the droplets. I think that those things are pretty clear. If you look at the CDC and OSHA and those requirements, there’s a lot of protocols that we can go to by going to those websites and looking. But I’ve been listening to the comments about various schools and their facilities and thinking about what I’ve been reading about the most effective means of controls regarding administrative and engineered type things, and coming in when we open, how we are going to handle those things? Because that will have such a great effect on the exposure that everybody has. Before you put any number of people in there, just how somebody was talking about lining up. If you’re going to have your
temperature taken, you are going to need to lineup. So how are people entering and exiting doing all of those things? And I think all of us in M&O and facilities people need to really take a hard look at it site-by-site. Depending on the layout and the access to space and how you might be able to handle it. So it’s something that you can’t start thinking about too soon from a site-by-site, case-by-case, and room by room basis.

Dr. Geraci: A lot of what we’re going to have to decide is really the kind of cost benefit of, and you know if you look at the taking temperatures of healthcare workers in the hospital, that’s one thing they’re all adults and most adults get temperatures when they’re symptomatic for Covid 19 only 27 percent of children get temperatures get fevers when they’re symptomatic for Covid 19 so if it’s going to cause that much of a problem you know systematically, some things may not be worth it. Wearing masks in the younger grades even may not be as important as wearing masks in the older grades. I just think we’re going to have to look at the numbers over the next few months, and see how much is the cost and how much is that worth.

Bob Mueller: To Katie’s point earlier. We to the extent, that we can create common guidelines, that can be applied everywhere, I think our CSEA, those folks talk to each other, so if one standard of personal protective equipment is being provided in one district and not to a neighboring district it could really start to cause us all trouble. So dialoging with public health to try to create a common standard and tools, and then making them available before they are needed will be a huge goal.

Terry Loftus: One other item I want to bubble up from the comments earlier and Aaron I think, is going to chime in. Sherry had pointed out, I think we were talking about cleaning and so forth, but about physical structures and furniture and thinking about banning or reducing or encouraging folks to take home nonessential furniture, bean bags, pillows, playhouses, particularly at the elementary grades, which are not only additional surfaces where the virus could live, but also from a cleaning standpoint, you know, we don’t want to make our schools spartan or institutional, but really at the end of the day, if we are thinking from the lens of custodial staff, the less things we have to move, or climb over, and address, in the cleaning process, the more effective and efficient they can be.
Bob Mueller: Well, if you’ve only got 500 square feet in the classroom or whatever it is, and half of it is taken up with the extra furniture that you’ve got, you don’t have room for social distancing, so it’s a good point.

Terry Loftus: Absolutely. Erin you have some comments, and then Tracy.

Erin: Thank you, I just want to make sure of some of the things I heard and some of the urgency matches what our team is working on in LLS, and that would be Bell schedules and having multiple options for our schools to consider. We’re working on, along with the concerns of summer school aspects, what that could look like with the distancing, if that’s even plausible, or is able to be funded, We’re also looking at operational things that normally are happening at this time registration, enrollment and some of those things that happen and, what would be a very simplified version to register incoming students for TK, sixth and seventh grade, incoming ninth grade, and then another big piece is, when students are back in whatever format bell schedules, what sort of learning gap assessments that we need to take and, we’ve been working with core. We’re looking at predictive analytics and how we can use that, so that’s kind of what I captured and what we’re currently working on. I don’t think we have answers but we’re working just fast and furious on that for everyone too.

Terry Loftus: And then Tracy, and then we need to talk about timing for next meeting before our last moments. And so Tracy.

Tracy: So working with some of the most vulnerable children in San Diego County with the Juvenile Court Community Schools, what I heard, but not here, is about access and equity. As we are working real hard as a county, to interrupt the school to prison pipeline, I’m very much concerned we don’t do this right; then we continue to feed this pipeline. I’m willing to work with all the districts with the foster, with the homeless, with the incarcerated, with the kids who are expelled, however, I’m thinking about when we talk about what may be required of us, those students, whose only hope is through sports and the arts, what does that say to them if they are unable to participate in those activities? And we spent a lot of time or some time talking about the
sports piece. But think about the arts and what that means with you know social emotional learning outlets so I’m hoping that we really look at MTSS structure and find creative ways to make sure that students, whose gifts and talents are in arts, think about the marching bands, and the dramas, and also the sports, and think about what we can do to help them to continue on and have that vision to continue on to college.

**Bob Mueller:** It’s a great comment Tracy, I think all of those things connect kids to school, they help form their identity as learners and if we don’t figure that out it’s going to really be a negative impact. So let’s move on to what comes next? So the first thing we need to need to talk about is what works better for you. Can I have a shows of hands, we’re looking at two weeks from now Tuesday May 5th, is 10 am to 12 pm better, raise your hands if 10 am to 12 pm is better than 1 pm to 3 pm. Terry, can you get a quick count? So your preferences 10 am to 12 pm, raise your hands on chat.

**Terry Loftus:** They’re working on it give them a moment.

**Bob Mueller:** While you’re doing that I’ll just tell you, so my takeaways are going to be, I’ll be putting together a summary document, in it I’ll summarize all of the “asks” that we heard or that we’re able to infer from conversations. The projects that we’ll be working on and time frames. If we can try I need to make sure that we got people working on all of them and then report back on timeframes. So by Monday I’ll have a summary document out to you. I’ll also update all participants via email there are a few that are on this call that I didn’t have. I’ll get those for you as well. I’m trying to remember, we’ll you also make the link to the video available.

**Terry Loftus:** So you got 10 so far for the first time there are still some people straggling in. Okay, so maybe could you lower your hands and now for those in favor of 1 pm to 3 pm, otherwise you’re voting for both of them; if you’re available that would be great.

**Tim:** Bob, Terry.

**Bob Mueller:** Tim go ahead.
Tim: On the EOC we have our K-12 sector meeting on Tuesdays starting at 10 am, so I thought that I’d bring that up.

Terry Loftus: Looks like about 16 for the second time 1 pm to 3 pm, so that might be the better of the two.

Bob Mueller: So we’ll go with the second time 1 pm to 3 pm. I apologize if it’s a conflict for you. I hope you can work it out. We will keep you in the loop with all of it. We’ll record the session again too, so you can review it. If you can’t be with us, you’re also welcome to provide input by responding to the email I sent with the summary document. If there are specific observations or feedback you want to provide, please do that. This is been so informative for us, so thank you so much for being a part of it. You’re welcome to continue as things occur to you. Send it, send it to me and we’ll factored it in. Thank you everybody. I’m going to go ahead and keep the meeting open for a little bit while we wrap up some logistics. So I have a couple of questions for Terry, you’re welcome to submit via chat while we wrap up. Thanks everybody.