

Santa Barbara Unified School District Special Board Meeting Board Report #12 January 5, 2021

(updated 1/5/2021 with most recent COVID information)



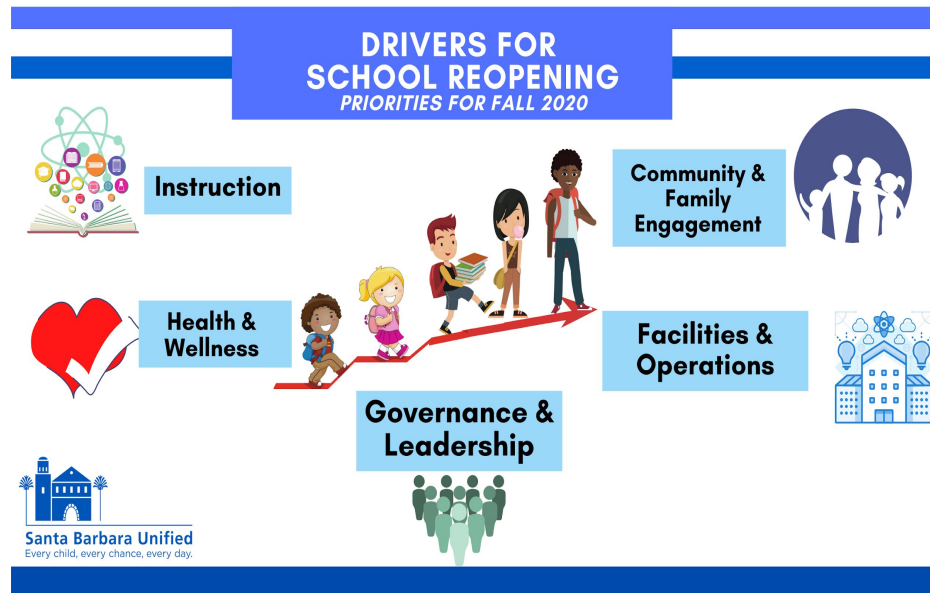
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Drivers



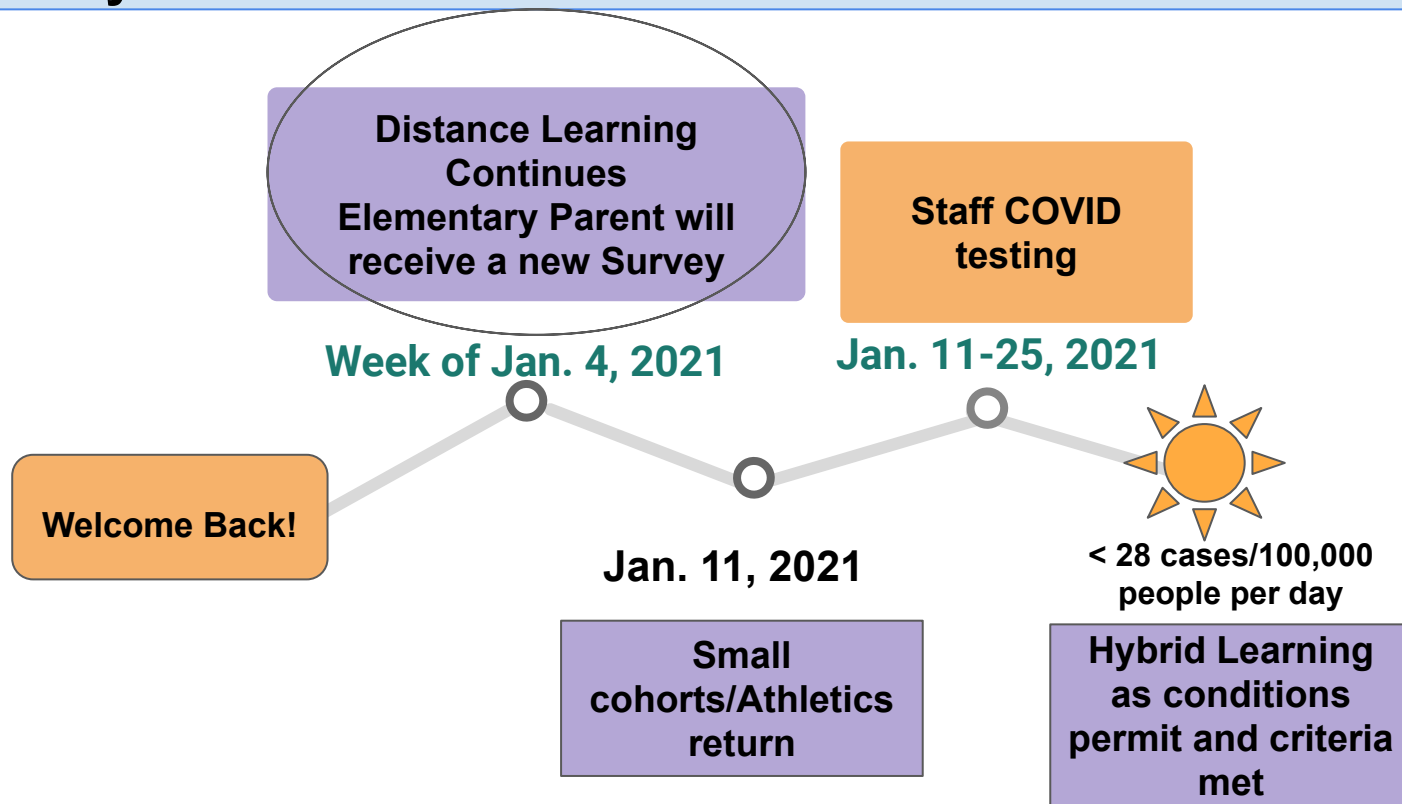
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- County Public Health
- Health and Safety
- Preparedness
- Facilities capacity
- Staffing availability
- Family choice for in-person or distance learning





Re-Entry Timeline Modified



 **In-person Hybrid NOT Starting January 19, 2021** 

Dr. Lynn Fitzgibbons: Cottage Health Susan Klein-Rothschild (SB County Public Health)

- COVID update
- Guidance to schools/Elementary Waiver
- Extended Stay-at-Home order/Regional ICU availability
- Surveillance testing
- Vaccinations timeline



Adjusted Case Rate

Cases per 100k as reported by the State

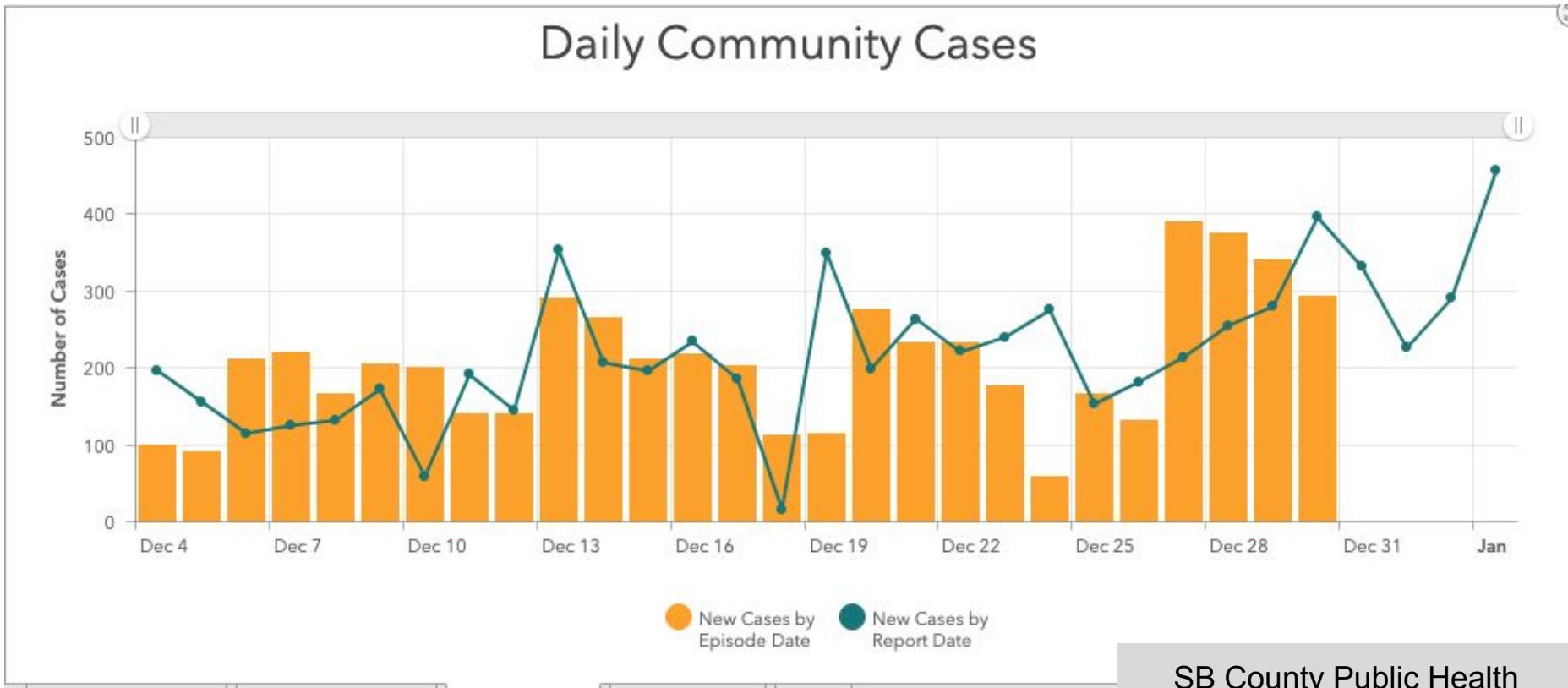


Test Positivity Rate

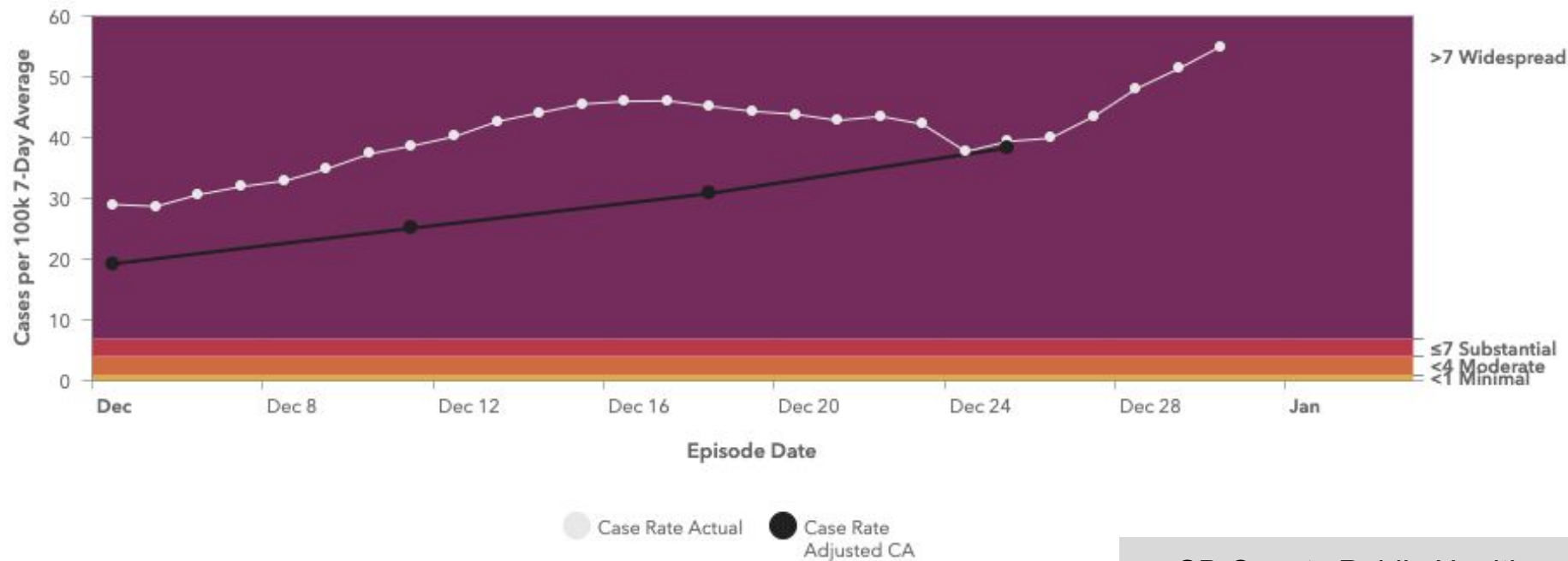
% positive tests as reported by the State



Dr. Lynn Fitzgibbons: Infectious Disease, Cottage Health



Community Case Rate, Actual and Adjusted





California's Bottom Line

Learning is non-negotiable.

Neither is safety.

In-School Transmission

Safety and mitigation measures can help prevent transmission in schools.

Transmission among, or from, younger students is not common.



In-School Transmission

In a CDC study of kids with positive and negative COVID tests across two states, going to school was not associated with a higher risk of getting COVID-19.

Lowering Transmission: Safety and Mitigation

Extensive evidence shows safety & mitigation measures lead to lower risk of transmission:

- **Masks, physical distancing, small & stable groups, washing hands, ventilation, screenings**
- **Each layer provides additional protection and, when used together, can reduce transmission**
- **Schools that have not required these measures have seen 2.5x more outbreaks than those that do**

Health Benefits of In-Person Learning

In-person instruction can help the well-being of our students and can lead to:

- **Decreased anxiety and depression**
- **Lower rates of undetected child abuse and neglect**
- **Higher rates of immunizations**
- **Other positive indicators of public health and wellbeing**

Phased In-Person Learning

Our youngest & most disproportionately impacted students will be prioritized.

California's phased approach will:

- **Begin with in-person learning for K-6, special education, and populations disproportionately impacted by COVID-19**
- **Support all communities to be on track for safe in-person instruction by early Spring 2021**
- **Distance learning will remain an option for parents & students**

California's Safe Schools For All Plan

**California's Safe Schools For
All Plan will help ensure
schools can provide safe
in-person instruction.**

Governor Newsom Update: What it means for SBUnified

California's Safe Schools Framework 4 Pillars

SBUnified Response and follow-up

1. Funding to support reopening

- \$450/student (estimate)
- Invest in additional learning time for students

2. Safety and mitigation measures for classrooms

- Testing (staff and students)
- PPE
- Contact Tracing
- Vaccinations

- District and school site Re-Entry Plans posted and available for public
- Received feedback from public health on our Elementary Waiver included in our Safety Plan
- Scheduled testing for SBUnified staff

3. Hands on oversight and assistance for schools

- Collaborate and participate with state and local agencies

4. Transparency and accountability for families and school staff

- Report data on testing and tracking and tracing
- Continue to conduct school visits to ensure all safety protocols are in place and provide ongoing support
- State Hotline and SBU complaint process



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Small Cohort & Athletic Update

Cohort enrollment	Total number	Positive cases Percent of Total
Students	1241	0.3%
Athletes	982	1.0%
Staff/Adults	328	4.2%

Number of
known
transmission
of COVID-19
on campus is
ZERO

Number of Small Cohorts Academic	Number of Small Cohorts Elective	Number of Small Cohorts Closed
89	26	10

Small Cohorts planned return Monday, January 11, 2021



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Small student cohort at Dos Pueblos High School

Athletic Pods Return Monday, January, 11



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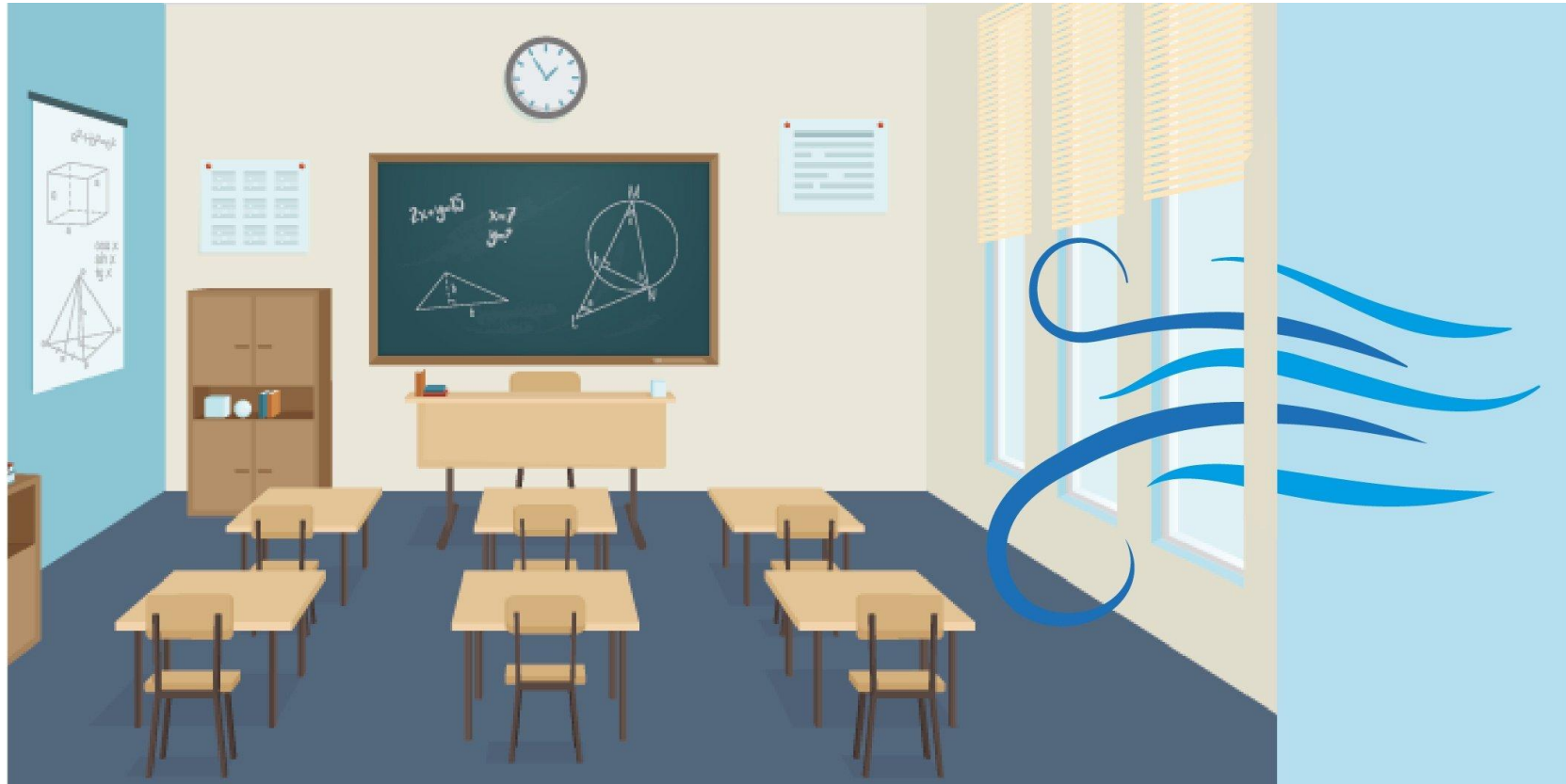
- New guidance on youth sports include mask-wearing throughout practice



Classroom Ventilation



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Information and considerations regarding increased ventilation for COVID mitigation strategies

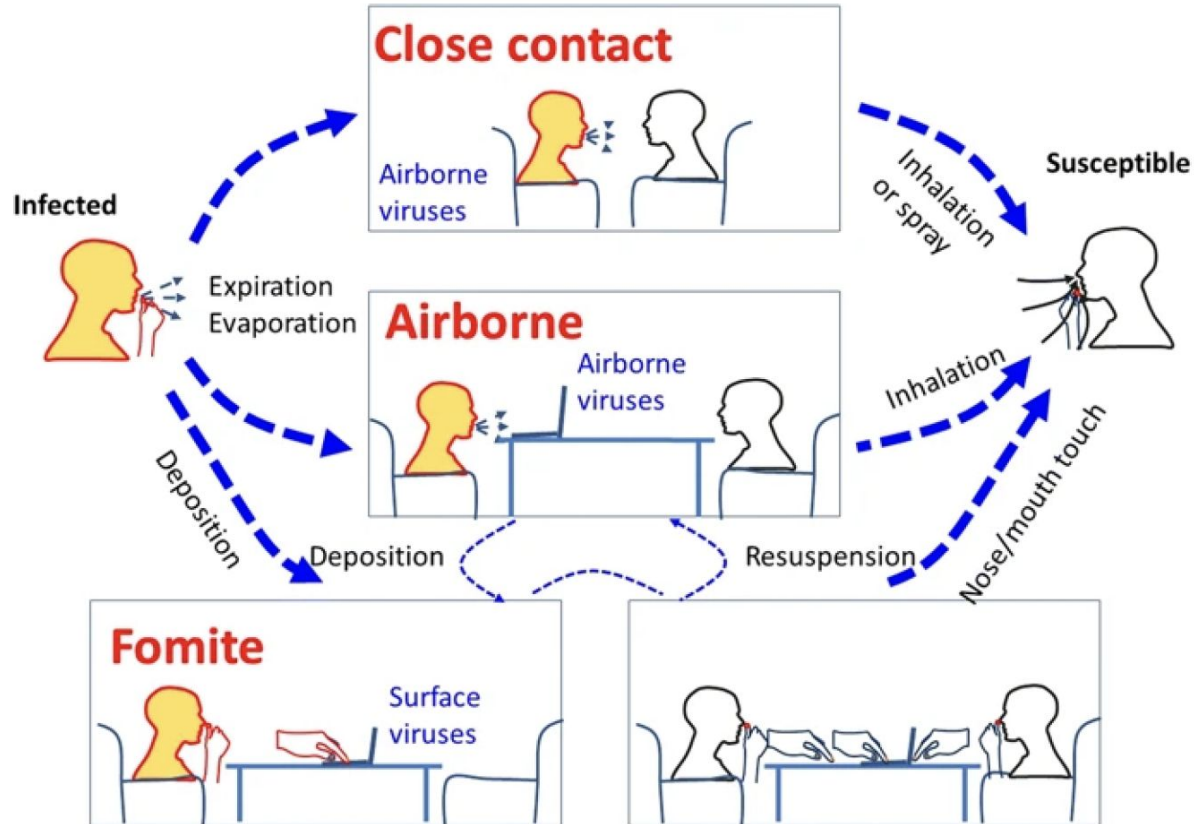
Rachel Segalman and Todd Squires

Dos Pueblos Parents

Chemical Engineering Professors

We are not indoor air quality experts. This presentation is for informational purposes only and is not a warranty or guarantee for the elimination of Covid transmission. We recommend that the district consult with an HVAC expert in implementing any changes to the ventilation system to incorporate any of the considerations that we have set forth in this presentation.

Three modes of virus transmission



*CDC/WHO now agree
that primary mode of
COVID transmission is in
the air*

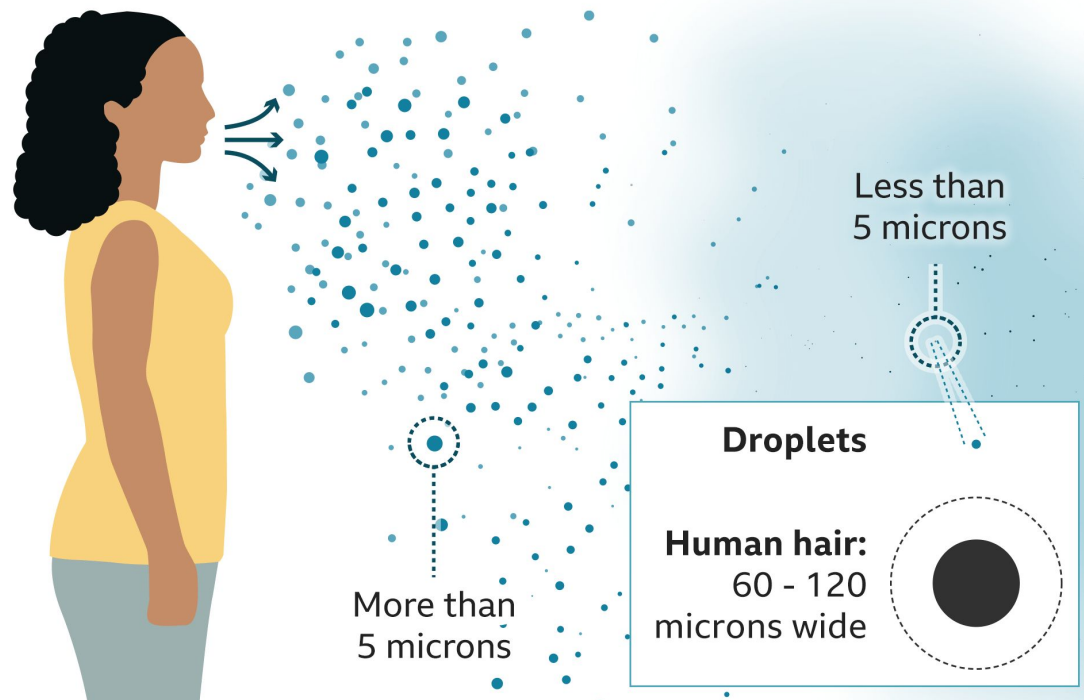
The difference between droplet and airborne transmission

Droplet transmission

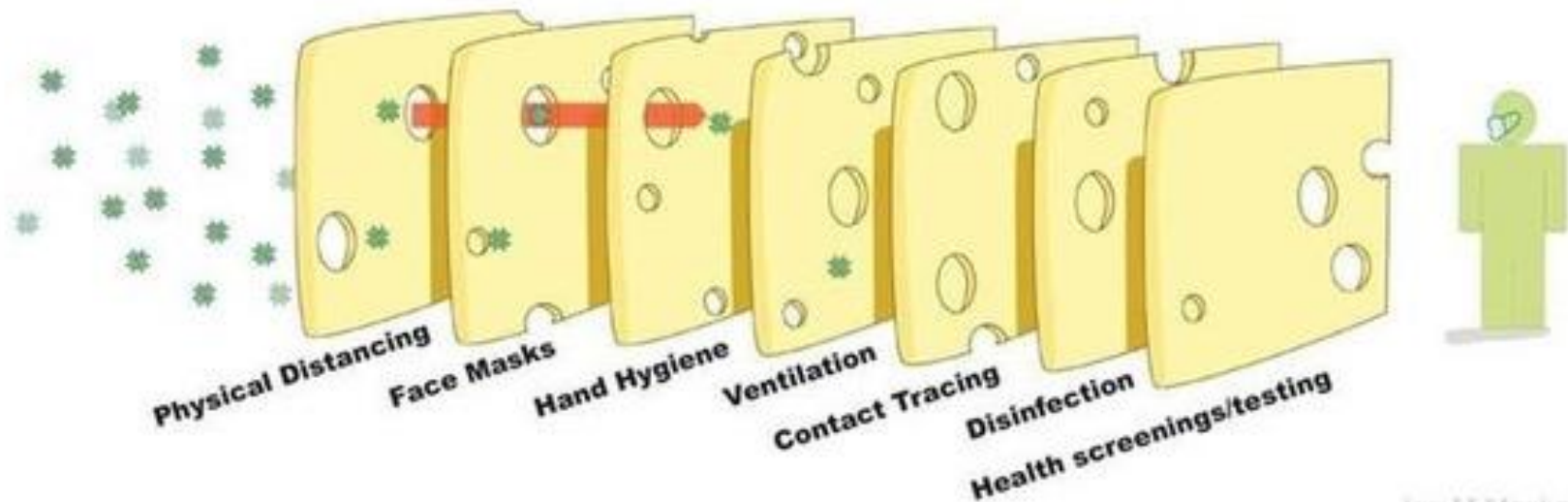
Coughs and sneezes can spread droplets of saliva and mucus

Airborne transmission

Tiny particles, possibly produced by talking, are suspended in the air for longer and travel further



The Swiss Cheese Model of COVID-19 Defense



Ian M Mackay
virologydownunder.com
Derived from @sketchplanator
Based on the Swiss cheese model of accident causation, by James Reason, 1990
version 1.3
update: 12oct2020

Tools for slowing down virus transmission

- Masks

*reduce emission of virus by infected individual
by all three routes AND inhalation of
aerosols or droplets*

- Ventilation and filtration

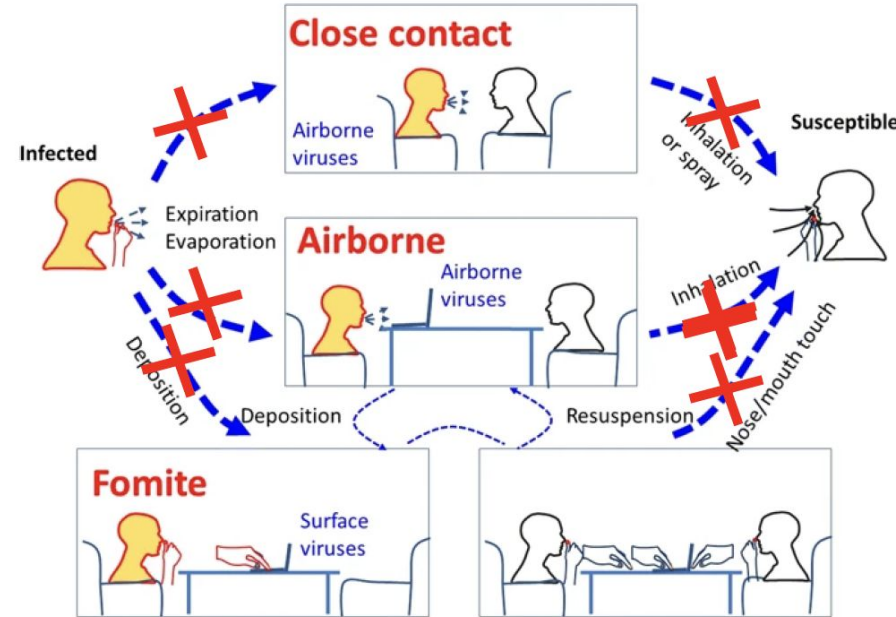
reduces amount of inhalable virus in the air

- Social Distancing

*reduces close contact and airborne transmission due
to distance AND reduced density*

- Hand hygiene

reduces surface transfer



Increased Ventilation: Air changes per hour (ACH)

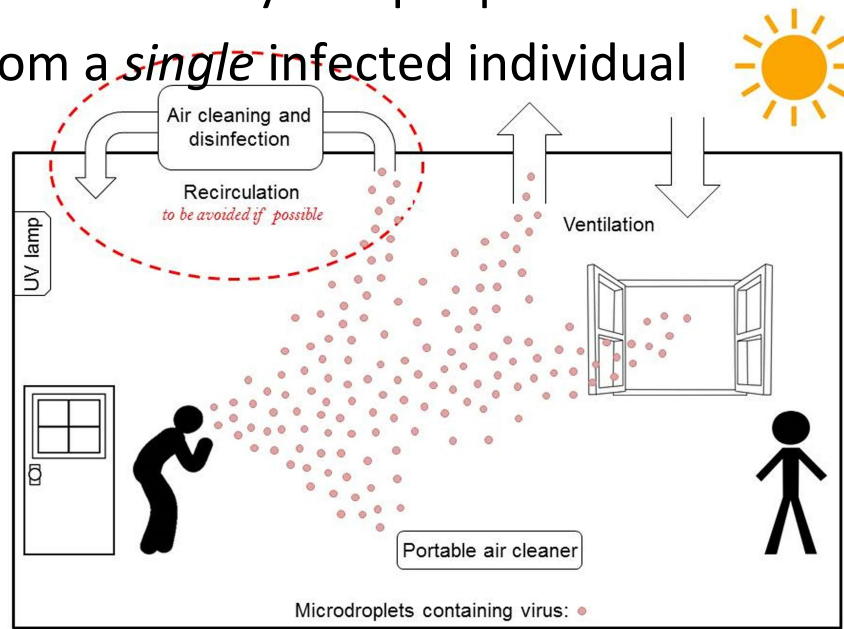
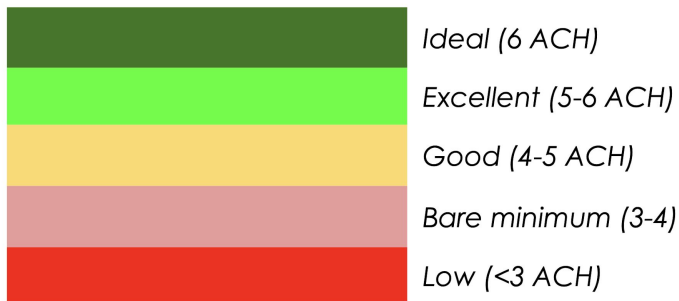
- Reduce *inhalable* virus accumulating in room air
- AC MUST be set to 100% outside air (don't recirculate)
- ASHRAE rec (pre-COVID) equivalent to ACH 2-3
 - Standard building code — based on CO2 exhaled by ~25 people in room
 - COVID mitigation — need to clear air from a *single* infected individual

BUILDING  FOR HEALTH



SCHOOL OF PUBLIC HEALTH

TARGET IS AT LEAST 5 TOTAL AIR CHANGES PER HOUR



Measuring Air Changes per Hour

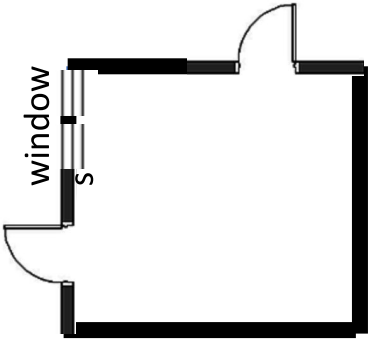


- Method:

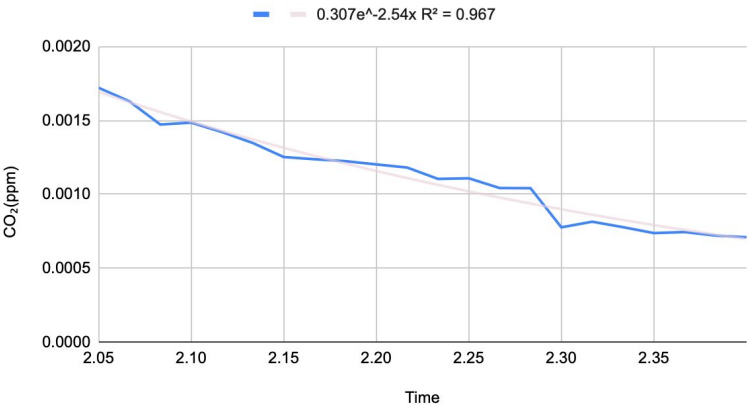
- Use *proxy* for virus and measure how quickly it is removed by ventilation
- Flood room with CO₂ from dry ice or tank, measure CO₂ level as it decays over time



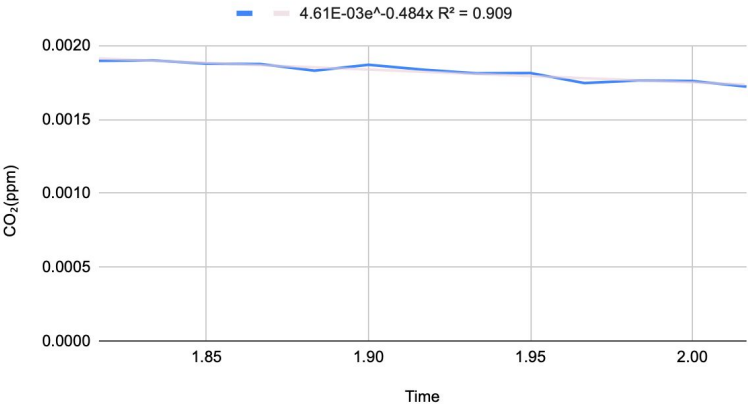
Sample Room Data



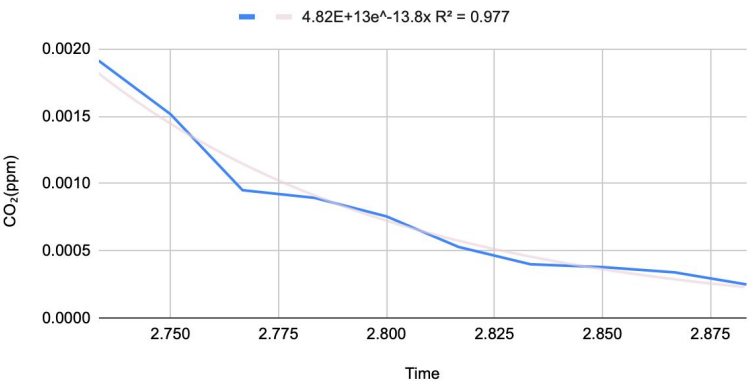
CO₂(ppm) vs. Time; Room 13 -- windows open (ACH 2.5)



CO₂(ppm) vs. Time; Room 13 -- closed (ACH 0.48)

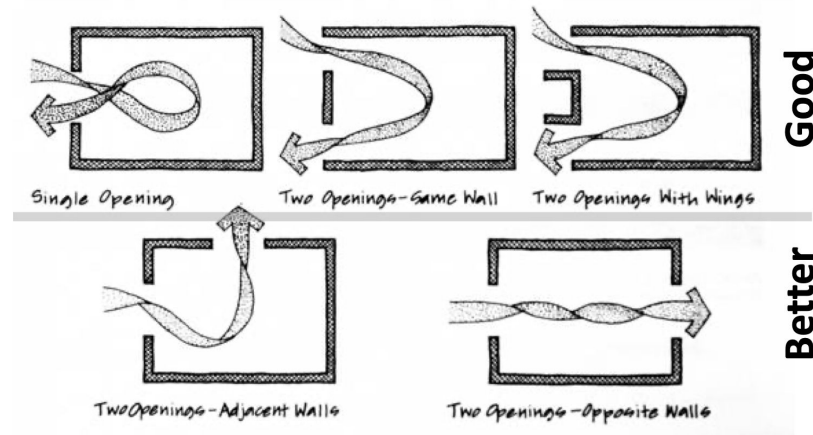


CO₂(ppm) vs. Time; Room 13 -- windows and doors open (ACH 10)



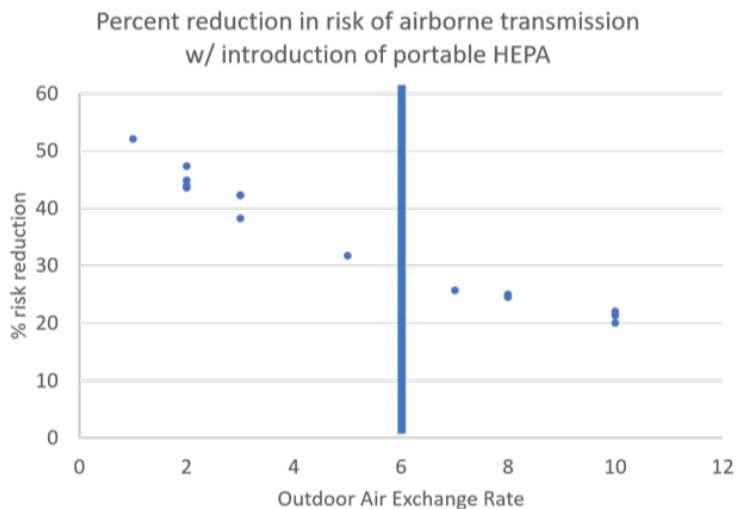
Conclusions (3 rooms at Dos Pueblos)

- Rooms with windows closed: **0.5-2 air changes per hour**
- Rooms with windows open: **3-5 air changes per hour**
- Rooms with windows open and fan blowing *OUT*: **7-13 air changes/hour**
- Rooms with cross-flow windows were best (ACH>6 with no fans)



Supplementing ventilation: HEPA filters

- HEPA filters can be used to remove aerosols (e.g. if ACH target cannot be achieved)
- Can be homemade - MERV-13 filters attached to box fan intake



Yale SCHOOL OF PUBLIC HEALTH

LOW-COST AIR PURIFIER HIGH FLOW DESIGN

Depending on the fan used, this unit can be relatively quiet (~35 dB)

The multiple filters used in this design allow for a higher flow of filtered air (~700 CFM)

WHAT YOU NEED:

- One 20" x 20" box fan
- Five 20" x 20" x 1" MERV13 or higher rated (i.e. HEPA) filters
- Tape
- Caulking putty
- Small table

HOW TO ASSEMBLE:

Attach the filters together with tape and secure these filters to the back of the fan with tape. Seal any gaps using caulking putty.

When operating the unit, place the fan on a table off the ground.

Conclusions

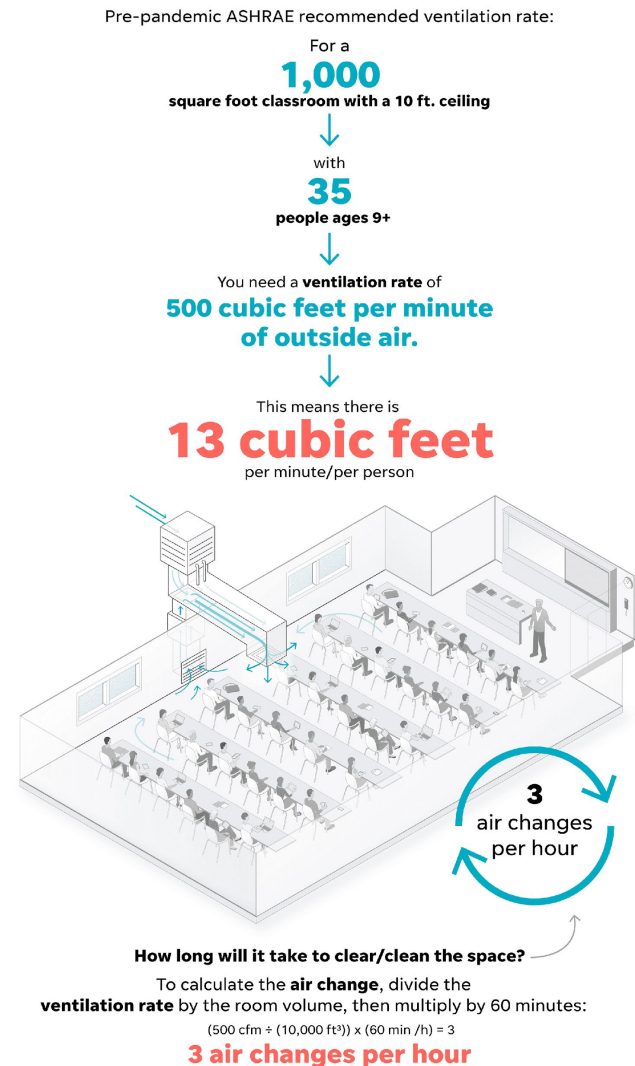
- COVID spreads through air
- Proper ventilation can reduce inhalable virus from accumulating in a room
- Change HVAC (if available) to 100% outside Air
- COVID-targeted ventilation maximizes Air Changes per Hour (ACH)
 - Measurements not too challenging
 - Solutions are inexpensive
 - Harvard School of Public Health recommends ACH 5-6
- Dos Pueblos High School:
 - ACH 6+ with windows open and fans blowing out, even in non-ideal room layout
 - Windows open: 3-5 ACH
 - Windows closed: 0.5-2 ACH
- Supplemental HEPA filters can remove infectious particles

Conclusions

- We are parents who care deeply about the safe reopening of schools
- We are engineers, but not HVAC or indoor air quality experts
- Happy to help make measurements, but can't certify the results

Backup Slides:

Comparison of pre-pandemic and COVID HVAC recommendations



Santa Barbara Unified Belief Statements

We believe that each student deserves to be known for their unique assets of cultural and linguistic identity, social emotional strengths, prior knowledge, and lived experience.

We believe that each student deserves a safe and affirming learning environment that is intentionally designed to reflect their multiple identities.

We believe that each student deserves a personalized learning experience in order to realize their full potential and desire to learn.

We believe that learning results from an authentic and positive relationship between educators and families in which the well-being of the student is the focus.

We believe that when students experience challenges, we will approach students using restorative and trauma informed approaches.

We believe we must address the significant disproportionality and over-representation of Latino/a students in Special Education by implementing Multi-Tiered Systems of Support (MTSS) that will ultimately benefit all students.

We believe that every student has the right to access and success in the highest levels of instruction and opportunity

Student Grading Policy



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Principles for Grading in Distance Learning

- Student well-being, including academic success, is our top priority as teachers respond to students' individual needs in ways that display ***flexibility*** and ***sensitivity to factors beyond a student's control***.
- Grades communicate student learning and growth, which is impacted by but distinct from ***work habits and behaviors***.
- Grades should be based on a ***variety of measures*** to determine students' ability to demonstrate academic mastery and established standards or competencies.
- Grading scales should be ***asset-oriented*** as opposed to punitive in their design and application (eg 4-point grading scale, 50s instead of 0s when using a 100-point scale).

Update on Secondary Grading (Timeline & Context)



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1

April 2020

Board adopted Grading Policy in Response to Emergency School Closure:
CR/NC with option for letter grade (Sec.);
Feedback in lieu of Term 3 report cards (Elem.)

2

August 2020

Reverted to traditional grading policy.
Emphasis on effective distance learning practices, Social-Emotional Learning, and learning supports.

3

January 2021

Monitoring of data from Fall terms leads to enhanced intervention efforts and a responsive Distance Learning Grading Policy.

Throughout the pandemic we have been researching the practices of districts near and far, including but not limited to Los Angeles, San Francisco Unified, Long Beach, West Contra Costa, Sweetwater, Irvine, Las Virgenes, Palo Alto, Ventura, Santa Monica/Malibu, Beaverton, (Oregon), Miami/Dade and other notable districts outside of CA.

Findings from monitoring student data during Fall Semester as the pandemic and distance learning continue:

- roughly a third of secondary students are earning a D or F in at least one class
- there is an increase in the number of students earning a D or F in 3 or more classes compared to prior years
- rates of Ds/Fs are disproportionately high among the following four traditionally underserved student groups: Latinx students, students with disabilities, socio-economically disadvantaged students, and Emergent Multilingual Learners.

Proposed SBUnified Distance Learning Grading Policy (Sec.)

The experience of distance learning has helped us to understand the urgency of adopting a different approach to student grading. A student-centered grading policy should honor the rigor of the instructional program and also recognize the responsibility to hold students harmless from the inherent educational inequities which are exacerbated by pandemic conditions.

Effective January 12, 2021 secondary schools will implement the following grading policy:

- 1) Students may earn a letter grade of A, B, C, Incomplete (I), or No Credit (NC); no student shall earn a letter grade of D or F.*
- 2) When a mark of Incomplete is issued, specific learning tasks shall be assigned which, upon completion on or before June 2, 2021, result in a conversion of the mark to a letter grade of C or better.*
- 3) When a mark of No Credit is issued, there must be documentation of consultation between the individual teacher and the parent/guardian in which a plan for recovering learning and credit is determined on or before January 29, 2021.*

Additional guidance regarding the application of this policy will be forthcoming. When in-person learning resumes, we will revisit the grading policy.

Findings from monitoring student data during Fall Semester as the pandemic and distance learning continue:

- Roughly a third of elementary students are earning a 1 or 2 in Reading, Writing and/or Math and there is an increase of 10% in the number of students earning a 1 or 2 compared to prior years.
- Rates of 1s/2s are disproportionately high among the following four traditionally underserved student groups: Latina/o students, students with disabilities, socio-economically disadvantaged students, and Emergent Multilingual Learners.
- Current elementary report cards are not standards based nor inclusive of ELD grading or EML monitoring, making this a high priority to rectify by adopting of a new report card by end of year.

Proposed SBUnified Distance Learning Grading Policy (Elem.)

Distance learning has highlighted the urgency to modify our approach to student grading. A student-centered grading policy should honor the rigor of the instructional program and also recognize the responsibility to hold students harmless from the inherent educational inequities which are exacerbated by pandemic conditions.

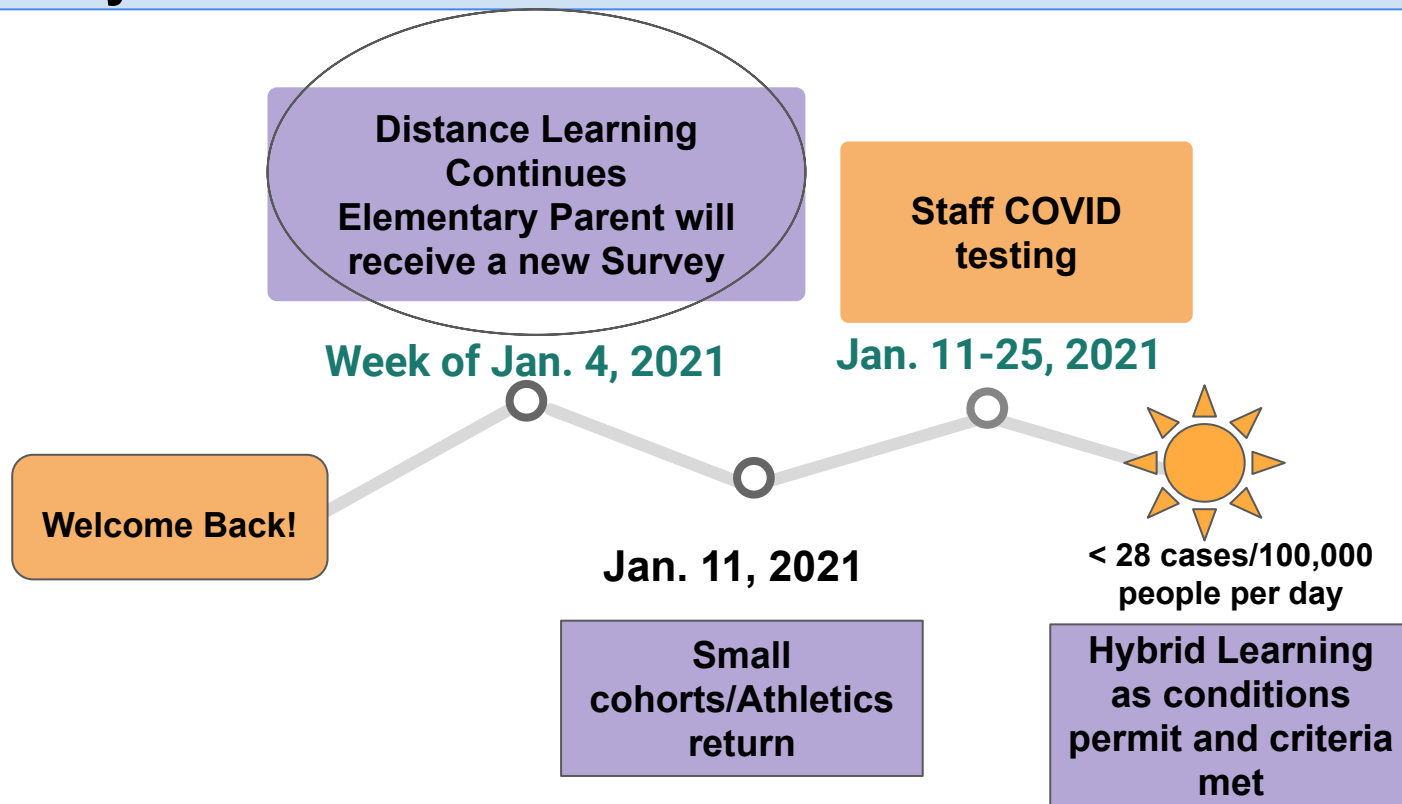
Effective as of the second trimester reporting period in March 2021, elementary schools will implement the following grading policy:

1. Mid-point notifications must be given to parents/guardians of students who are in jeopardy of not meeting standard proficiency in any core academic area on the report card.
2. Teachers will provide parents an opportunity to meet to discuss specific areas of concern, supports provided in class, and extended opportunities for students to achieve proficiency.
3. Specific interventions and multiple opportunities for meeting standard proficiency must be offered and documented before issuing any score of 1 or 2 in core academic areas.

Additional guidance and communication regarding mid-point notices for schools and families will be forthcoming including implementation of new report cards that align to the Common Core State Standards.



Re-Entry Timeline Modified



 **In-person Hybrid NOT Starting January 19, 2021** 