



**San Diego Cooperative Charter School
Blueprint for Reopening**

2020-2021



SDCCS Blueprint for Reopening

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Introduction

At SDCCS the health and safety of our community is paramount, and we will make data-informed decisions based on the research, advice and regulatory protocols from state and county health officials and national best practices. It is important to understand that these plans can and may need to be changed in light of new information and depending on the level of viral transmission. As a school we are staying flexible and nimble and willing to refine approaches as needed. We have been advised to follow the County Department of Public Health recommendations closely to avoid litigation or in some cases being shut down. At SDCCS running a program that is safe for both staff and students is a priority.

SDCCS will have to examine and adjust every aspect of the day from classroom spaces to class schedules to address new public health guidance. For instance, our plans will reflect physical distancing protocols, staggered class schedules and use temperature checks to screen students. We have considered all plans and have learned valuable lessons from other countries and districts who have gone before us. We will deliver a rigorous and innovative academic experience for all students regardless of the mode of delivery.

Relationships matter whether sharing a physical space within the school building or physically distancing in the online classroom. The sudden onset of COVID-19 has made that clearer than ever before that we all need to work to take care of each other to remain a strong community of learners. Although there is much uncertainty on how and when we will reopen, it is essential to focus on the importance of maintaining the connections and collaborative spirit that supported students, families, and educators during the disruption caused by this global pandemic. It is recommended that SDCCS build on our strengths of what we know works to meet the unique needs of our school community.

SDCCS has aligned its vision and guiding principles to the current day challenges, the safety and administrative teams will assess community needs, apply state and county guidelines and create a plan for the 2020-21 school year.

We understand that it is going to be difficult if not impossible to meet the diverse needs of everyone in our community. Our goal has been to build a program with flexibility for families, support for teachers and one that provides the safest environment possible for our entire community.

Some schools have decided that it is safe to have an entire class present but we have strongly considered the recommendations from CDPH, SDCOE, and the CDC. Recommendations are different from restrictions, SDCCS will be using these recommendations to guide our reopening plans. We consider experts in science and data to be the ones to drive our program. Those recommendations are not taken lightly and if conditions improve it will be easy to ease restrictions. At SDCCS we would like to provide the safest possible learning environment so as

to reduce everyone's risk of illness. We understand that this may not meet the needs of every parent but we as a school have prioritized safety and will build programs to support those in need. It is important again to reiterate that flexibility is going to be a key to a successful program. We are dedicated to clear and timely communication so that we can work together to create the best program possible for our community.

Please note that as conditions and information change the school reserves the right to amend or alter this Blueprint guided by science and data.

Phases and Timelines

Phase	Timing	Actions
Planning	May	<ul style="list-style-type: none"> • Procurement of Supplies, equipment • Work on Blueprint for Reopening
Phase 1	June	<ul style="list-style-type: none"> • Implement social distancing protocol and open facilities with limited access/use • Complete Blueprint for Reopening
Phase 2	July	<ul style="list-style-type: none"> • Send Blueprints to teachers, receive feedback and update plans. • Share updated plan with Board of Directors • Share updated plan with Parents and Stakeholders • Meet weekly with families to answer questions and address concerns • Prepare videos for opening of school • Create online orientation for a safe reopening
Phase 3	August	<ul style="list-style-type: none"> • Determine what restrictions/guidelines stay in place adjust Blueprint as needed • TEACH AND REINFORCE healthy hygiene practices for staff, students and families • Online orientation • Move into new school • Create limited opportunities for families to visit the new school • Training videos for parents and students to ensure all protocols are easily understood • Soft opening with teachers rehearsed • All PPE and safety items procured for the beginning of school • Teacher professional development
Phase 4	August - September	<ul style="list-style-type: none"> • Implement and evaluate effectiveness and revise plans as needed to ensure safety and student learning

Instructional Models

To ensure continuity of learning within a high-quality instructional program for all students, SDCCS will consider which instructional models work best to meet its needs and Department of Public Health directives when planning for the 2020-21 school year.

The following models are three examples of potential instructional options with social distancing measures in place. This list is not exhaustive. SDCCS will select the model or combination of models that best fits our students' needs.

Essential Question: Who should return to campus? How can a calendar and schedule be developed to provide equitable access based on student/family need and student learning data?			
FEATURES	Distance Learning Student	Hybrid or High Flex Learning	Brick & Mortar Student
	<ul style="list-style-type: none"> all learning is virtual students take P.E, foreign language, and electives courses through an online course Independent Study Model 	<ul style="list-style-type: none"> most learning is virtual some learning is on campus based on family need and learning data support on campus as needed students take P.E, foreign language, and electives through an online course OR do not take via executive order 	<ul style="list-style-type: none"> all learning is on campus
STUDENTS	<ul style="list-style-type: none"> Medically fragile students Family preference due to safety concerns 	<ul style="list-style-type: none"> Family preference School facility capacity 	

Distance Learning: Distance learning occurs when the learner and instructor, or source of information, are separated by time and distance and therefore cannot meet in a traditional physical classroom setting.

Hybrid or High Flex Learning: Hybrid learning occurs both in the classroom (or other physical space) and via distance learning.

Brick and Mortar Student

The teacher and the student meet physically in a set place for a set time for either one-on-one learning or, most commonly, in group classroom lessons with social distancing and health and safety measures in place.

Educational Equity Starts with Empathy and Engagement

Educational equity is a core value throughout the SDCCS community. There can never be true equity until there is meaningful engagement with representatives from all stakeholder groups. This is particularly important during disruptive and significant change, when future planning is taking place, and when vulnerable or underserved learning populations are affected.

Meaningful engagement starts with empathy. Empathy requires understanding, informed by deep listening to the concerns, fears, hopes and dreams of each educational community stakeholder group. Whether that group is students, teachers, staff, parents, businesses, or any other community partners, all people want and need to be heard.

The COVID-19 crisis presents an opportunity for SDCCS leaders to demonstrate the empathy needed to build their engagement and equity muscles throughout the planning process for the historic 2020-21 school year. Effective engagement allows the voice of all stakeholders to be heard. That stakeholder voice can then help to inform critical planning decisions that have not been mandated by the county or the state.

PRIORITY CHECKLIST: KEY COMPONENTS OF A HYBRID-LEARNING SCHOOL DAY

Every day should include:	Example methods and tools to use when students are on campus	Suggestions for maintaining continuity during remote learning
Opening activity	<p>Short activities that allow each person to feel seen, heard and valued</p> <p>These experiences should allow students to make connections to one another and enable individual and group identity to shine.</p> <p>Examples include greeting each student by name, whole-group greeting games, and morning circles.</p>	Leverage support staff or use video conferencing to include off-campus students in opening and closing routines.
Targeted academic instruction	<p>Instruction for whole class and/or small group in core content areas (prioritizing math and literacy)</p> <p>There is some evidence that math is particularly hard to learn remotely. Plan accordingly.</p>	Build on and practice the skills being taught in class. Address skill gaps to accelerate learning. Make sure that remote work is independent of on-site work to ensure a student who missed one is not disadvantaged in the other.

	Make sure that on-campus instruction is not dependent on remote work completion.	Use assessment to inform the at-home learning. Plan learning to meet the needs of each student. This is a great opportunity to personalize the at-home experience for students with "just right" learning options.
Brain breaks	Brief activities that support self-regulation Examples include videos and exercises from GoNoodle Movement , mindfulness activities , and energizers .	Encourage students to use these activities at home, too.
Collaborative and hands-on learning opportunities	Prioritize hands-on learning and collaborative experiences while on campus. Examples include science labs, math manipulatives, and project-based learning. Be sure to follow CDC guidance when planning these activities.	Assign each student a "buddy" to partner with during remote learning for academic or SEL help.
Intervention services (Please also playbook EL and SpEd sections)	Intervention groups, special education services, ELD groups	In some cases, it may make sense to run an intervention group fully online in order to maximize time in class for collaboration and hands-on activities.
Connection opportunity	Intentional time for students to share and listen to one another This time may focus on academic content or social-emotional priorities. Examples include socratic seminars and circle practices.	Find those students who may need more attention. Assign staff to check in with them regularly during at-home learning.
Eating / moving / playing	Snacks, lunch and recesses remain important.	Connect students who need extra resources (food, counseling, etc.) to the correct services and check back in to make sure they activate.
Closing activity	Students reflect on the day's learning and express a positive intention for the next day Examples include minutes of celebrations, popcorn share on "Something I learned today...", and Chalk Talk exercise with the prompt "I am curious about..."	Have off-campus students reflect in a journal. Example topics include "something I did well today," "something I am curious about," "something I am hoping for tomorrow."

Health and Safety

Our priority is ensuring all students, staff and community members remain healthy and safe by following best practices in the areas of:

- Guidance, directives and recommendations from Public Health
- Health & safety information, social distancing and infection control practices (handwashing, face coverings)
- Classroom, meal, and cleaning practices
- School practices, personal protective equipment, management and isolation of students showing sign of illness

An important step to supporting safety in SDCCS is allowing at-risk students and staff to stay home and ensuring that all suspected or confirmed cases of COVID-19 are immediately quarantined. It is thus important for us to provide ongoing distance learning and continuity plans to support students and staff who are in and out of school for health reasons. It is also likely that we may need to be prepared for distance learning in situations in which schools need to close temporarily to prevent further spread of the virus.

Temperature Check Process

Entering Campus

i. Passive Screening.

Instruct parents to screen students before leaving for school (check temperature to ensure temperatures below 100 degrees Fahrenheit, observe for symptoms outlined by public health officials) and to keep students at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.

ii. Active Screening.

Engage in symptom screening as students enter campus and buses, consistent with public health guidance, which includes visual wellness checks and temperature checks with no-touch thermometers (check temperature to ensure temperatures below 100 degrees Fahrenheit), and ask all students about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.

Upon Employee Arrival

- Space employees apart by 6 feet while they wait.
- Employees will sign in, screeners will have multiple pens available and will disinfect between each participant.
Screeners will take employees' temperature via infrared thermometer.
- All employees will be asked the following questions:
 - Do you have any of the following symptoms? (cough, shortness of breath or difficulty breathing, fever, chills, muscle pain, sore throat, new loss of taste or smell)
 - Have you traveled within the last 14 days?
 - Have you had close contact with a confirmed/probable COVID-19 case? If your employee answers YES to any of the above questions and:
- If the employee's temperature reads over 100.0 F, the employee will be asked to return home out of an abundance of caution.
- If they have a fever, flu-like symptoms, shortness of breath, etc., the employee will be asked to seek medical attention – telehealth is the first option for immediate care.
- Employees will be instructed to stay home until they are free of a fever for at least 72 hours without the use of fever-reducing or other medicine and/or any respiratory symptoms (cough and shortness of breath) have improved for at least 72 hours. The employee should contact the employer prior to returning to the workplace.
- If an employee is diagnosed with COVID-19, the employee needs to contact their manager or human resources immediately.

Communication and Reporting

- All participants should be provided a flyer about COVID-19 and asked to connect with their employer/HR representative with additional questions as needed.
- The screening employee will provide a report to the front office daily.

PPE

Who needs a mask?

- Anyone going outside their home
- Workers in customer-facing industries
- Workers in offices, or group setting
- Doctors, nurses, and other health care professionals
- And other workers, as dictated by [industry guidance](#)

Who shouldn't wear a mask?

- Children under 2 years old
- Anyone with respiratory issues where it would impede their breathing
- Anyone unable to remove the mask without help

Note: If you are not able to wear a mask because of medical reasons you will be required to wear a face shield.

If a student refuses, the student must be excluded from on-campus instruction, unless they are exempt, until they are willing to wear a face covering. Students excluded on this basis should be offered other educational opportunities through distance learning. Disposable paper masks are thinner and may be less effective, but may still be used as a face covering to meet the requirement.

Kinds of masks

There are many kinds of masks, but these are the 2 most common:

Cloth mask or face covering

How well do cloth face coverings work to prevent spread of COVID-19?

There is scientific evidence to suggest that use of cloth face coverings by the public during a pandemic could help reduce disease transmission. Their primary role is to reduce the release of infectious particles into the air when someone speaks, coughs, or sneezes, including someone who has COVID-19 but feels well. Cloth face coverings are not a substitute for physical distancing, washing hands, and staying home when ill, but they may be helpful when combined with these primary interventions.

https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Guidance-for-Face-Coverings_06-18-2020.

This is cloth used to cover the nose and /mouth, tied behind the head, or secured over the ears with elastic. It is made of cotton, silk, linen, or neoprene, and can be machine-made or hand-sewn. A homemade version can be improvised from a scarf or t-shirt.

Most people should wear a cloth mask. This helps ensure that there are enough surgical masks and N95 masks for medical personnel.

Wearing a cloth mask doesn't take the place of social distancing. It is effective when combined with keeping a 6-foot distance from others.

Use and care: Wear a clean mask every time you go out. Wash in the laundry or by hand between uses. See more instructions from the [California Department of Public Health](#).

How should I care for a cloth face covering?

It's a good idea to wash your cloth face covering frequently, ideally after each use, or at least daily. Have a bag or bin to keep cloth face coverings in until they can be laundered with detergent and hot water and dried on a hot cycle. If you must re-wear your cloth face covering before washing, wash your hands immediately after putting it back on and avoid touching your face. Discard cloth face coverings that:

- No longer cover the nose and mouth
- Have stretched out or damaged ties or straps
- Cannot stay on the face
- Have holes or tears in the fabric

Where to find: Many online sellers now offer masks in a variety of materials. You can also make your own. Read how in this [cloth mask guidance from the CDC](#).

Surgical mask

This is a manufactured paper mask, often used in surgery. Medical personnel wear surgical masks, but so do workers in:

- Manufacturing
- Food processing
- Community/social services
- Social work
- In-home day care
- Law enforcement/public safety
- Schools

Use and care: Start with a new mask every day. Replace and dispose of it according to your workplace guidelines.

SDCCS will provide PPE for any students or staff who do not have facial coverings.

Teachers are allowed to wear face shields if their mask is impeding the learning of students due to the reading of lips or a lack of facial reactions.

The following individuals are exempt from wearing a face covering:

- Persons age two years or under. These very young children must not wear a face covering because of the risk of suffocation.
- Persons with a medical condition, mental health condition, or disability that prevents wearing a face covering. This includes persons with a medical condition for whom

wearing a face covering could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance.

- Persons who are hearing impaired, or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication.
- Persons for whom wearing a face covering would create a risk to the person related to their work, as determined by local, state, or federal regulators or workplace safety guidelines.
- Persons who are seated at a restaurant or other establishment that offers food or beverage service, while they are eating or drinking, provided that they are able to maintain a distance of at least six feet away from persons who are not members of the same household or residence.
- Persons who are engaged in outdoor work or recreation such as swimming, walking, hiking, bicycling, or running, when alone or with household members, and when they are able to maintain a distance of at least six feet from others.

WHEN AN EMPLOYEE IS OR IS SUSPECTED OF BEING INFECTED WITH COVID-19

Employee Considerations:

- Contact their principal and Human Resources (subject to local privacy laws and local guidance from health authorities).
 - Should not return to work until they receive medical clearance from their healthcare provider.
- https://www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/phs/Epidemiology/covid19/ResourcesMaterials/COVID19_Contact%20Tracing%20Poster%208.5x11.pdf

SDCCS Considerations:

- Consider creating a timeline of the employee's schedule for the past 7-14 days.
- Assess whether to issue a communication to at-risk employees or impacted community.
- Staff and students who have been in close contact with a person who is suspected of having COVID-19 are to be instructed to work from home for the recommended quarantine period, currently 14 days, or as directed by local health authorities.
- During the quarantine period, the employee and student can work remotely, if able, and remain in contact via online media, telephone and email.
- Where there is a need to notify the community, care should be given to protect the identity of the infected individual, unless it is impossible to do so under the circumstances.
- Facility will be cleaned and disinfected immediately.

Additional Considerations:

- SDCCS will work with local and state health departments to ensure appropriate local protocols and guidelines, such as updated/additional guidance for cleaning and disinfection, including identification of new potential cases of COVID-19.
- PD for all staff on performing cleaning, laundry and trash pick-up activities to recognize the symptoms of COVID-19 and provide instructions on what to do if they develop symptoms within 14 days after their last possible exposure to the virus. At a minimum, any staff should immediately notify their supervisor and the local health department if they develop symptoms of COVID-19. The health department will provide guidance on what actions need to be taken.
- SDCCS will develop policies for worker protection and provide training to all cleaning staff on-site prior to providing cleaning tasks. Training should include when to use PPE, what PPE is necessary, how to properly don (put on), use, and doff (take off) PPE, and how to properly dispose of PPE.
- SDCCS will ensure workers are trained on the hazards of the cleaning chemicals used in the workplace in accordance with OSHA's Hazard Communication standard (29 CFR 1910.1200).
- SDCCS will comply with OSHA's standards on Bloodborne Pathogens (29 CFR 1910.1030), including proper disposal of regulated waste, and PPE (29 CFR 1910.132).

Community Members Who Are At Higher Risk

People of any age with certain underlying medical conditions are at increased risk for severe illness from COVID-19.

<https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/groups-at-higher-risk.html>

People of any age with the following conditions are at increased risk of severe illness from COVID-19:

- [Chronic kidney disease](#)
- [COPD \(chronic obstructive pulmonary disease\)](#)
- [Immunocompromised state \(weakened immune system\) from solid organ transplant](#)
- [Obesity \(body mass index \[BMI\] of 30 or higher\)](#)
- [Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies](#)
- [Sickle cell disease](#)
- [Type 2 diabetes mellitus](#)

Children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.

COVID-19 is a new disease. Currently there are limited data and information about the impact of underlying medical conditions and whether they increase the risk for severe illness from COVID-19. Based on what we know at this time, people with the following conditions might be at an increased risk for severe illness from COVID-19:

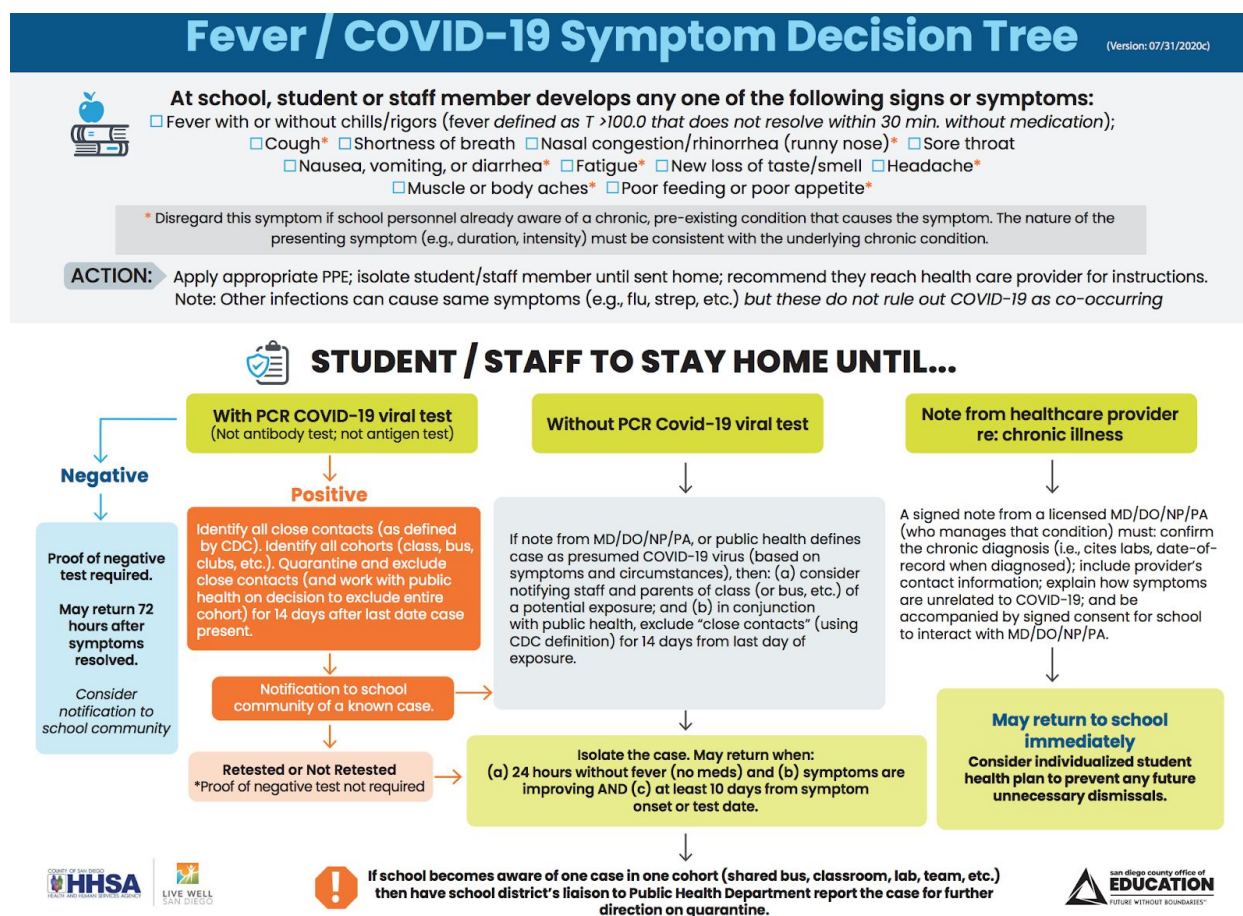
- [Asthma \(moderate-to-severe\)](#)
- [Cerebrovascular disease \(affects blood vessels and blood supply to the brain\)](#)
- [Cystic fibrosis](#)
- [Hypertension or high blood pressure](#)
- Immunocompromised state (weakened immune system) from blood or bone marrow transplant, immune deficiencies, HIV, use of corticosteroids, or use of other immune weakening medicines
- [Neurologic conditions, such as dementia](#)
- [Liver disease](#)
- [Pregnancy](#)
- [Pulmonary fibrosis \(having damaged or scarred lung tissues\)](#)
- [Smoking](#)
- [Thalassemia \(a type of blood disorder\)](#)
- [Type 1 diabetes mellitus](#)

When a student, teacher or staff member has symptoms

This section will be updated as the Department of Public Health updates guidance.

What measures should be taken when a student, teacher or staff member has symptoms, is a contact of someone infected, or is diagnosed with COVID-19?

	Student or Staff with:	Action	Communication
1.	COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing) Symptom Screening: Per CA School Sector Specific Guidelines	<ul style="list-style-type: none"> • Send home • Recommend testing (If positive, see #3, if negative, see #4) • School/classroom remain open 	<ul style="list-style-type: none"> • No Action needed
2.	Close contact (+) with a confirmed COVID-19 case	<ul style="list-style-type: none"> • Send home • Quarantine for 14 days from last exposure • Recommend testing (but will not shorten 14-day quarantine) • School/classroom remain open 	<ul style="list-style-type: none"> • Consider school community notification of a known contact
3.	Confirmed COVID-19 case infection	<ul style="list-style-type: none"> • Notify the local public health department • Isolate case and exclude from school for 10 days from symptom onset or test date • Identify contacts (+), quarantine & exclude exposed contacts (likely entire cohort (++)) for 14 days after the last date the case was present at school while infectious • Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14-day quarantine) • Disinfection and cleaning of classroom and primary spaces where case spent significant time • School remains open 	<ul style="list-style-type: none"> • School community notification of a known case
4.	Tests negative after symptoms	<ul style="list-style-type: none"> • May return to school 3 days after symptoms resolve • School/classroom remain open 	<ul style="list-style-type: none"> • Consider school community notification if prior awareness of testing



Class Spaces and Physical Distancing

Creating conditions for high quality teaching and learning, while also maintaining physical distance on school campuses, necessitates an overhaul of logistics, structures, and schedules across every facet of the school's programs. The Administration Team must engage in thorough consideration of the needs and options for establishing schedules and processes that meet the needs of all students and staff, while also applying innovative models to protect the health and safety of our SDCCS community.

Physical distancing has two main components, as identified by the U.S. Centers for Disease Control and Prevention and the World Health Organization: keeping individuals at a safe distance from one another (3 to 6 feet) and reducing the number of people with whom an individual interacts face-to-face.

SDCCS will take various approaches to accomplish physical distancing at school, including reducing class size, keeping students in a stable homeroom class, seating students farther apart with assigned seats, canceling large-scale gatherings and events, and using staggered

school schedules so that fewer students attend school at the same time or are congregated in common areas at one time.

Consideration around space

- Gather data on current facilities to determine scheduling
 - Usable learning spaces in classrooms given physical distance guidelines - not sq footage
 - Alternate facilities that can be used for learning: outside, auditorium, study hall, and lunch areas
- Student start times should vary by students' grade level or specific needs to reduce gathering of larger numbers at one time.
- In-school learning should be blended with distance learning to reduce school traffic.
- A feasible yet safe physical distancing expectation of 6 feet is recommended at all times.
- Staffing considerations need to be made and they need to consider what staff might be available to teach or monitor small groups.
- If we do have any classes that need to change it will be the teachers moving instead of the students.
- Teachers might rotate from class to class to avoid students congregating in hallways during passing time

Physical Distancing Outside of Class

SDCCS will need to consider how to keep students and staff at a safe distance from one another outside of class, particularly during arrival and dismissal, mealtimes, recess, and class changes. We will stagger start and end times and to have designated routes to class with multiple entrances to avoid having students and families congregate. Family members and visitors are not allowed on the school premises, except when needed in younger grades. Volunteers opportunities will be limited and must be scheduled in advance. The children will come into school single file, with markings on the ground to show where students should wait as they get their health screening in order to enter campus. We will run simulations and drills before students return to ensure an orderly flow of traffic.

A protocol of handwashing before and after meals will be in place. Students will stay with homeroom groups, and typically, students eat at their desks or outdoors 6 feet apart. Safety standards will be followed for handling food, utensils, and cleaning tables. Shared food and buffet-style meals are not allowed. Indoor and inter-school sports activities have generally been suspended, while outdoor playtime will be allowed in small, supervised groups.

Blacktop/Playground Area:

- Hold activities in a large, well-ventilated area or outdoors
- Completely sanitize all equipment at the end of each use
- Personal items and equipment should not be shared
- Personal items should be placed 6 feet apart
- Participants must remain with the same group and not mix with, or rotate to, other groups
- Multiple groups can practice in one large area/field as long as separate groups are able to physically distance from one another and do not mix or interact in any way
- Stagger cohorts of participants to ensure physical distancing and avoid mixing participants in high traffic
- Use visuals (i.e. marks on the ground) and give frequent reminders for practicing physical distancing
- We are still developing procedures for the kids to use the play equipment, including washing hands after and sanitizing the playground before the next group uses it.

Physical Distancing Guidelines

- Implement measures to ensure physical distancing of at least six feet between workers and the public. This can include use of physical partitions or visual cues (e.g., floor markings or signs to indicate to where employees should stand).
- Utilize telework options and modified work schedules.
- Consider offering workers who request modified duties options that minimize their contact with the public and other employees (e.g., managing inventory or managing administrative needs through telework).
- Redesign office spaces, cubicles, etc. and decrease the capacity for conference and meeting to ensure workspaces allow for six feet between employees.
- Close or restrict common areas, using barriers, or increasing physical distance between tables/chairs where personnel are likely to congregate and interact, such as kitchenettes and break rooms, and discourage employees from congregating in high traffic areas such as bathrooms, hallways, and stairwells.
- Establish directional hallways and passageways for foot traffic, if possible, to eliminate employees from passing by one another.
- Designate separate routes for entry and exit into office spaces to help maintain social distancing and lessen the instances of people closely passing each other.
- Post signage regarding these policies.
- Utilize work practices, when feasible and necessary, to limit the number of employees at the office at one time. This may include scheduling (e.g. staggering start/end times), establishing alternating days for onsite reporting, returning to the office workspace in

phases, or continued use of telework when feasible. Stagger employee breaks, within compliance with wage and hour regulations, to maintain physical distancing protocols.

- Require employees to avoid handshakes and similar greetings that break physical distance.
- Dedicate staff to direct guests to meeting rooms upon entry to office space rather than congregating in lobbies or common areas.
- Install production transfer-aiding materials, such as shelving and bulletin boards, to reduce person-to-person production hand-offs.

Hygiene and Cleaning

Research suggests that social distancing techniques, along with careful hygiene, cleaning, and use of quarantine, can reduce the spread of disease in schools. U.S. Centers for Disease Control and Prevention's recommendations for frequent hand washing and cleaning of commonly touched surfaces to mitigate the virus will be applied to our daily routines. SDCCS will follow recommendations from OSHA on the use of disinfectants and allowable chemical use in schools. Handwashing, masks and cleaning will all assist in keeping staff and students safe.

Masks

As of right now, masks are required at all times for teachers, as well as for students as young as age 2 years of age. For students and staff that do not have masks the school will provide students and staff with masks to wear at school.

Handwashing

Frequent handwashing is recommended sometimes as often as every 2 hours. Teachers at SDCCS will both teach to and schedule these times into their day, safety will be a priority. Teaching of healthy habits, and guidance requires school employees to receive training on hygiene standards which will be provided before school.

<https://www.youtube.com/watch?v=X0OxrsgAP2w&app=desktop>

Cleaning

SDCCS will wipe down high-touch areas, such as doorknobs and desks, every 2 hours while students are present. Our new HVAC and filtration system will exceed the recommended filtration system with a pleated filter with minimum efficiency reporting value (MERV) 13 for the air handler units.

Shared materials are discouraged, but when used they must be cleaned before being used by other groups of students. Toys must be washed twice daily, and those that cannot be cleaned easily should not be used. Computers or tablets, when needed, should be shared only by two students.

Cleaning and Disinfecting Protocols

- Perform thorough cleaning on high traffic areas such as break rooms and lunch areas, and areas of ingress and egress including stairways, stairwells, escalators, handrails, and elevator controls. Frequently disinfect commonly used surfaces including doorknobs, toilets, and handwashing facilities.

- Provide time for workers to implement cleaning practices during their shift. Cleaning assignments should be assigned during working hours as part of the employee's job duties.
- Adjust or modify hours to provide adequate time for regular thorough cleaning and disinfection of office spaces.
- Avoid sharing phones, other work supplies, or office equipment wherever possible.
- Where such items must be shared, disinfect between shifts or uses, whichever is more frequent, including the following: shared office equipment such as copiers, fax machines, printers, telephones, 6 keyboards, staplers, surfaces in reception areas, shared workstations, etc., with a cleaner appropriate for the surface.
- Never share PPE.
- Ensure that sanitary facilities stay operational and stocked at all times and provide additional soap, paper towels, and hand sanitizer when needed.
- When choosing cleaning chemicals, employers should use products approved for use against COVID-19 on the Environmental Protection Agency (EPA)-approved list and follow product instructions. Use disinfectants labeled to be effective against emerging viral pathogens, diluted household bleach solutions (5 tablespoons per gallon of water), or alcohol solutions with at least 70% alcohol that are appropriate for the surface.
- Provide employees training on manufacturer's directions and Cal/OSHA requirements for safe use.
- Workers using cleaners or disinfectants should wear gloves as required by the product instructions.
- The air filters have been upgraded to MERV 13 in the new building.

Assessment

As students are working remotely, we must keep an eye on what they are learning and where they are struggling. Assessments allow the teaching team and all stakeholders to understand what students need, what is being learned, and where resources need to be focused.

Additionally, distance learning puts a spotlight on the lack of equity among the different home learning environments. By leveraging thoughtful assessments, schools can direct resources where they are needed most.

NWEA MAP testing

NWEA will be prepared to support partners who wish to use MAP Suite remotely in the fall. We believe MAP Growth and MAP Reading Fluency offer significant value in identifying what students are ready to learn after missing so much quality instructional time, and MAP Accelerator offers a way to develop personalized learning pathways that fit individual student needs.

https://s3-us-west-2.amazonaws.com/cdn.nwea.org/docs/KAP5222+Remote+Testing+Guidance+Overview+MAY20_D04.pdf

- Create formative assessments and metrics aligned to essential learning to measure impact of interventions and to determine curriculum & instructional approaches

What is Equitable Learning Recovery?

- As we strive to address the learning gaps caused by school closures, it's important to acknowledge that COVID-19 has exacerbated the existing disparities in our education systems.
- To ensure that our most vulnerable students are not disproportionately affected we must create learning recovery plans that are:
 - Centered on understanding and meeting the needs of students and families traditionally underserved by public education informed by data and diverse stakeholder perspectives
 - Focused on describing and solving for unfinished teaching and learning
 - Structured to support teachers' capacity to deliver instruction in a more equitable way
 - Built on an asset-based mindset and curiosity of how your system can "know more and do better"

Academic learning and progress. By using thoughtful assessments, schools can accelerate learning by focusing resources where they are needed most. Below are considerations for how to rethink assessments when learning is offsite.

- *Start with what you have and build from there:* Teacher knowledge, pre-closure test scores, surveys, past distance learning work, formative assessments, and online curriculum data are all important for understanding what students know and need to learn.
- Remember, *helpful assessments don't have to be in the form of tests.* Writing samples, projects, collaborative work, or even brief verbal check-ins can give timely information about student comprehension and progress toward their learning goals.
- Consider one-on-one conferences to assess reading comprehension, progress, and gaps.
- Be mindful not to continuously add new assignments for a distance learner who is far behind, as without support they will most likely give up.

SDCCS Considerations

- Inventory current tools available for assessing learning pre- and post-COVID-19 (diagnostics, common, interim, and unit assessments, student work, conferences, summative assessment, advisories, parent feedback)
- Select or create initial assessments for the following students:
 - Returning and new students to determine skill level and placement in courses and or interventions
 - Incoming students to inform planning for intervention (elementary, middle, and high school)
- Determine appropriate assessments for various learning models (on-site, distance learning, blended learning model). Examples include but are not limited to:
 - Written, verbal (recorded), feedback, student self-reflection
 - Virtual assessments provided online and/or completed one-on-one or small group
 - In-person assessment
- Create common assessments, aligned to essential standards (from spring 2020) across content areas to determine learning gaps and to identify students needing additional supports

Additional Considerations

- Teacher calibration for monitoring student progress:
- Collaboration by grade level/department or course-alikes
- Grades (report cards/progress reports)
- Course work and student work on assignments
- Review assessment data and/or student work to identify strengths and needs (content concepts/ skills that need to be addressed)
- Ongoing monitoring of student progress
- Determine which data points will be monitored

- Establish a monitoring system to be used to assess student progress
- Establish data protocols for disaggregation of data
- Establish timelines for assessing students and monitoring their progress

Social Emotional Support Systems

At SDCCS emotional safety is the foundation for all learning and success. The pandemic has caused widespread trauma (personal, vicarious, collective, and historical), heightening the need for trauma-informed Social-Emotional Learning (SEL) to care for ourselves, our students, and their families. Because our communities have experienced trauma to various degrees, we must first address Maslow before focusing on Bloom. Students need to feel connected to school and caring adults—especially when they are remote.

<https://www.exploringthecore.com/post/maslow-before-bloom>

First and foremost, teachers are not trained counselors, psychiatrists, or social workers and should not be expected to perform the same duties associated with those roles. Infusing Social-Emotional Learning into teaching and distance learning is intended to create safe spaces for learning and help address the global trauma we are experiencing, but not substitute for crisis counseling by a professional. Local Education Agencies (LEAs) and schools should develop and share clear processes and resources with teachers for when a student or family needs follow-up support, including points of contact for referral.



During these difficult times, it will be critical for LEAs to develop trauma-informed crisis response systems that are particularly sensitive to the emotional needs of families, students, and staff. SDCCS staff will think about creative ways to leverage all adult-to-child interaction. For example: think in new, expansive ways about who, among all adults that typically work in schools, could be assigned to groups of students for regular check-ins and follow-ups

- Connection comes first. Prioritize maintaining connection with students via text, phone, live video, small groups, or one-on-ones, leveraging adults with strong existing relationships with students.
- Create space for informal conversation and fostering connection among peers are critical for addressing social-emotional needs for all students.
- *Provide families with information on services available at school and beyond.* Work with all staff to identify families who need extra support. Reach families who require urgent attention weekly (or more often, as needed).
- *Offer an employee support plan to address staff SEL needs.* Support staff members experiencing secondary trauma or compassion fatigue.

Trauma-Informed Teaching Strategies

1. Expect Unexpected Responses
2. Employ Thoughtful Interactions
3. Be Specific About Relationship Building
4. Promote Predictability and Consistency
5. Teach Strategies to "Change the Channel"
6. Give Supportive Feedback to Reduce Negative Thinking
7. Recognizing areas of strength in students
8. Limit Exclusionary Practices

Considerations:

- What is most important **right now** for my students?
- What do I want students to walk away with at the end of the lesson, activity, or practice?
- Must this be teacher-led or can students engage in this independently?
- What lessons are the most pertinent in the middle of a pandemic?

Resources Include:

Categories:

[General Resources and Guidance](#)

[Mindfulness and Self-Care](#)

[Parent Support](#)

[Curricular Embedded Activities \(check-ins, SEL lessons\)](#)

Planning For Instruction and Accelerated Learning

SDCCS will be working to add additional small groups or individual leaning on flex days and the staff planning day where possible. We will be adding additional staff to our OG program to assist in facilitating additional reading groups every afternoon.

Our new math curriculum will be taught school wide as well as with our distance learning students. The schedule that reduces the numbers of students present in the class should support small group instruction and fantastic opportunities for individual attention.

Curriculum matters. The research record on the difference that a knowledge-rich curriculum can make for student learning is extensive and growing . As SDCCS prepares for the challenge of restarting face-to-face as well as hybrid models, a coherent pathway for learning recovery and acceleration needs to include greater reliance on high-quality materials and instruction, and completing the circle with curriculum based assessments.

How do we accelerate student learning in the next two years?

As you work to accelerate student learning, keep in mind:

Accelerated learning and cultural, social, and emotional responsiveness are not mutually exclusive.

Learning doesn't happen at the expense of responsive teaching, or vice-versa. The truth is that a core part of strong instruction is responding to the cultural, social and emotional needs of students. If instructional practices leave students feeling displaced, invisible, or unsafe, accelerated learning can't happen. Likewise, trauma-informed instruction and cultural, social, and emotional responsiveness do not require forfeiting strong, grade-level-aligned instruction.

Accelerated learning and strong instruction are interdependent.

You can't accelerate learning with poor instructional practices in place, and you can't have strong instruction if you cannot effectively support unfinished learning. Therefore, it is important to develop your leaders and teachers on the concepts and best practices of accelerated learning *and* strong instruction.

Accelerated learning and strong instruction should not cause further trauma.

Educators have the potential to cause trauma. We can cause additional trauma to students by denying them access to a high-quality education, and we can cause trauma by putting systems and structures in place that prevent students from accessing high-quality instruction. We must consistently evaluate and understand the consequences that our instructional decisions have for the children we serve and the adults that support them.

Accelerated Learning Considerations

- Identify essential learning needed
- Name the knowledge and skills students must master by the end of the year
- Map out the curriculum scope and sequence to include spiralling of skills
- Anticipate possible learning barriers and build in options and scaffolds using Universal Design Learning (UDL) principles to increase learning access for all students
- Determine content/concepts that will be taught in person at school and content/concepts that will be developed via virtually at home
- Determine metrics to monitor student learning
- Develop a schedule based on equitable access for vulnerable student groups determined by student & family need/data versus equal access for all
- Develop a flexible calendar based targeted student acceleration determined by student need/data vs traditional calendar

Determine what curriculum resources are available and what is needed to reopen and support instruction for all, some, few:

- Curriculum support for:
 - Gap-filling curriculum
 - Distance learning
- Instructional supplies (considering students cannot share materials) identify what materials need to be distributed
- Learning environment- materials that support learning while allowing students to maintain physical distance (i.e. individual white boards for each student, etc)
- Reflect and refine the scope and sequence, curriculum maps, and/or pacing guides on an ongoing basis to determine where acceleration can occur with students
- Identify the curriculum, resources, and/or supplies needed at school and home
- Ensure access and equity of curriculum

Student Equity Considerations

We must work toward climbing out of this crisis with a focus on racial equity so that the state and the hardest hit communities – especially Californians of color and low-income Californians – can recover. The educational systems in our state must be rebuilt so that they facilitate access and opportunity much more evenly than ever before.

PROMOTE INSTRUCTIONAL EQUITY

1. Ensure equitable access to learning materials. SDCCS should prepare to provide instructional materials to students if schools are closed in order to keep students engaged and learning. We should not rely on remote or distance learning unless we have previously provided all students with access to required materials, including technology.

2. Work closely with teachers and counselors to provide support. SDCCS will engage teachers in preparing instructional materials to continue students' learning. This can include providing grade- and instruction-appropriate periodicals, texts, links to instructional videos, and take-home activities. We will also work with school counselors to anticipate and meet the socioemotional needs of students.

3. Address the specific learning needs of students with disabilities, English learners, and students in temporary housing. SDCCS should ensure that the learning materials made available meet the specific needs of students with disabilities, English learners, and students in temporary housing. To support English learners, schools should also ensure that information about resources and support is available to families in multiple languages.

PROTECT STUDENT WELL-BEING

4. Provide breakfast and lunch to students who rely on school meals. SDCCS should work with their food service providers to make meals available for students who are low-income for the duration of any school closure. SDCCS will work to support families at our food pantry and throughout the upcoming school year.

5. Coordinate with trusted community partners. SDCCS will work with community-based organizations, faith communities, after-school providers, and other trusted partners to ensure clear and consistent communication to students and families about accurate coronavirus information and the resources and supports available.

6. Connect families to other services they may need. While schools cannot be expected to do everything, they are a vital and trusted hub for students and their families in a time of uncertainty. SDCCS will work with their local government partners so that they are able to point families to health, housing, legal, and other resources.

Equity

Student equity and access must be considered while planning for instruction:

- English Learners- Determine when and how English Language Development (ELD) will be provided (integrated and designated)
- Students with Disabilities (SWD)- Determine how services be provided
- Determine support for the most vulnerable student populations

Determine equitable student learning:

- Understand students current level of performance
- Collaborate with teachers and specialists to determine equitable grading practices and procedures for students
- Determine and develop grading considerations for Foster Youth/ Homeless, English Language Learners, students from Socio-economically disadvantaged homes, and significant populations.
- Communicate grading practices and policy with families and students

Determine how interventions and support will continue in an on-site, distance and/or blended learning model:

- Students who need intervention during the Fall semester
- Students who need intervention due to loss of learning during COVID-19
- Develop a plan for appropriate supports and interventions for students
 - Student Study Teams (SST) to include: onsite, distance, and blended learning support
 - Ongoing monitoring of student progress
 - Social-emotional supports
 - Counseling supports

Determine appropriate structures and supports to address the needs of vulnerable populations. To address the needs, districts/schools should implement a tiered-system of support^[IMLL].

- Build systems for leaders to connect with and support the work of staff providing instruction and support to students at tier 2 and 3 to include:
 - Data collection and sharing to measure impact on learning
 - Tracking discussion of student progress
 - Tracking of intervention decisions
 - Social-emotional supports for academic success

- Ensure processes are in place for teachers to have student information prior to the start of school
- Establish a process and rhythm of academic check-ins with most vulnerable students
- Provide appropriate social-emotional supports to students
- Ensure academic supports are appropriate to meet students individual needs

Special Education considerations must be made to ensure Free and Appropriate Public Education (FAPE):

- Utilization of support staff in blending learning model
- Engage the Educational Specialist teacher with the development of the blended learning model.
- Determine needs of Mild/Mod and Mod/Severe student needs that include the 100% virtual model, Blended Learning, and Independent Study. Considerations include determining essential Learning Standards, IEPs that reflect a blended learning model.

Instructional Models for 2020-2021

As schools plan to reopen, the instructional schedule model chosen will become the foundation of a student's and family's future experience this year at SDCCS. There are many considerations and decision-making points we have considered in creating these plans. First and foremost, planning for their instructional schedule model needs to focus on ensuring student learning and competency development while also considering a student's social-emotional well-being.

MS electives at this time are not being offered other than Specials classes that will be sent out weekly on Wednesdays. The County Department of Public Health has suggested making a plan with cohorts of students and minimizing the switching of classes.

We have created three different plans that will all run simultaneously. Parents will be able to choose the program that works best for their students and families needs. These choices will be made in August when they have had opportunities to ask questions and seek clarifications. In the month of July there will be ample opportunity for clarification and engagement with the Blueprint.

In the Distance Learning model students will primarily learn at home in an online format. At this time we believe we will have a dedicated staff for our distance learning program that will coordinate and coplan with on site teachers. Our staff will provide a variety of instructional strategies including live virtual instruction. Teachers will also provide virtual as well as in person, office hours. Students will have the ability to participate in school activities and elective courses. At this time we believe we will have a dedicated staff for our distance learning program including instructors, IA's and Special Education Case Managers. These plans will be adapted from the lessons the students are doing in class but modified for distance learning. We will have staff available to meet daily and give guidance and answer questions.

The HyFlex model is perhaps the most flexible and for many will be the most attractive. It is also possibly one of the more difficult approaches for faculty. In this model, courses would be taught both face-to-face, application will be done in small groups outside of the classroom but at school and elective will be online from home. Students in this model will complete two full days with in-class instruction. This time in class will be instruction based and assignments will be given, clarified and fully explained. The other two days of on campus learning will be applying the knowledge they learned in class. This might look like project work, writing, editing, completion of math assignments or possibly science readings. On the final day of the week the kids will be engaged with all elective courses in a distance learning model. A schedule below might be an example for a student in this model.

Teachers in this model will teach half of their class on M/T and the other half on Th/F.

Monday	Tuesday	Wednesday	Thursday	Friday
<u>In Class</u> Learning with 12 or fewer students. The teacher will be giving the instruction, answering questions, clarifying assignments and creating competency in this small group.	<u>In Class</u> Learning with 12 or fewer students. The teacher will be giving the instruction, answering questions, clarifying assignments and creating competency in this small group.	<u>Distance Learning</u> All Students in all programs will be participating in electives in a distance learning model. For those who need childcare we will be working with the Boys and Girls club to assist with their needs. Teachers will be planning, working with distance learning teachers, conducting office hours and PD.	<u>On campus but out of the class</u> Flex days will be applying what they learned in class with Flex Facilitators throughout the campus. Kids will be kept with their peers and work on their assignments while physically distanced and supported throughout the school day.	<u>On campus but out of the class</u> Flex days will be applying what they learned in class with Flex Facilitators throughout the campus. Kids will be kept with their peers and work on their assignments while physically distanced and supported throughout the school day.

A Hybrid learning model combines on campus and virtual learning at home. This model provides students with flexibility to meet their instructional needs and maintain school connections, while providing more opportunity for social distancing when possible. A schedule below might show what a week might look like if you choose this model.

Monday	Tuesday	Wednesday	Thursday	Friday
<u>In Class</u> Learning with 12 or fewer students. The teacher will be	<u>In Class</u> Learning with 12 or fewer students. The teacher will be	<u>Distance Learning</u> All Students in all programs will be participating	<u>Distance Learning</u> Students will be working on their assignments	<u>Distance Learning</u> Students will be working on their assignments

giving the instruction, answering questions, clarifying assignments and creating competency in this small group.	giving the instruction, answering questions, clarifying assignments and creating competency in this small group.	in electives in a distance learning model. For those who need childcare we will be working with the Boys and Girls club to assist with their needs. Teachers will be planning, conducting office hours and PD.	from class at home. The instruction will have been completed and clarified. There will be staff members available to assist with questions or concerns.	from class at home. The instruction will have been completed and clarified. There will be staff members available to assist with questions or concerns.
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Pros:

- The numbers of students and staff members inside buildings are limited, making it easier to comply with social distancing practices.
- Students most in need of academic and special supports receive them in face-to-face interactions.

Cons:

- Some risk of exposure and transmission of the virus.
- Working parents of students who continue with remote learning may object to their children missing out on in-person attendance and find it incompatible with their work schedules.

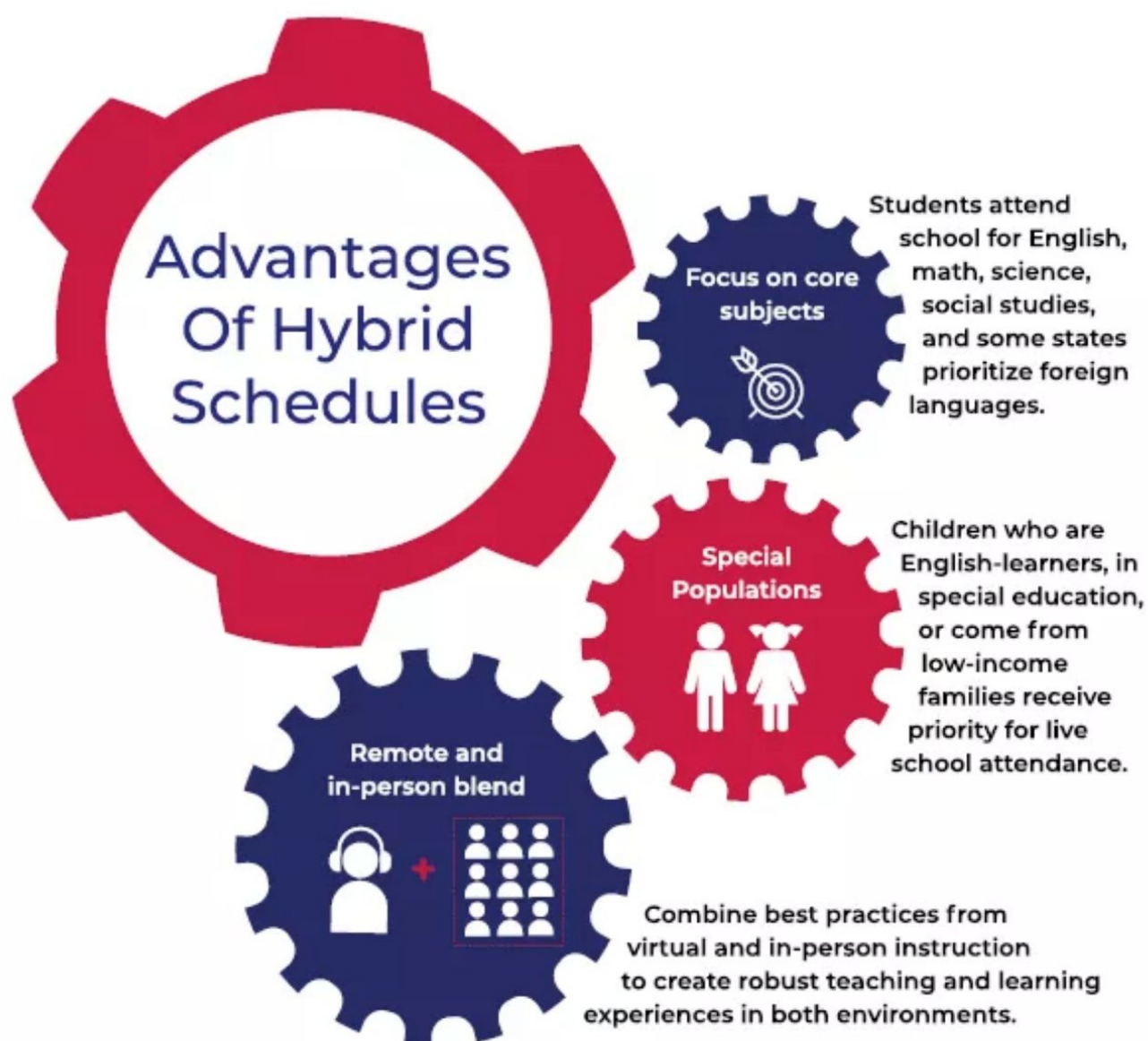
Listed below are the models that you will be able to choose from in August for the fall. All three models will be running in the fall and families will have the opportunity to choose a program for the first semester of the 2020-2021 school year.

Choice #1: Distance Learning Model

Choice #2: HyFlex Model**Choice #3: Hybrid Learning Model**

Name	Days At School	Learning	Considerations
100% Distance Learning (Choice)	<p>By choice all learning will be done from home.</p> <p>Students will be supplied with any materials or equipment needed to complete this learning.</p>	<p>Teachers will provide learning objectives and materials to both parents and students. We will have a small distance learning team that will work with grade level teachers on curriculum and lessons. Some may be livestreamed from the class while other lessons will be taught by distance learning teachers and staff. Like in the spring we will have staff available for questions and clarifications at all times during the school day.</p>	<p>This learning choice is best for students who are immunocompromised.</p> <p>This program will be structured differently than it was in the spring of 2020. Specials will be conducted on the teacher planning day.</p>
Hybrid Learning Model (2 days)	<p>Two days a week the students will be in their classroom with approximately 11 other students. The two days will be assigned by the school, it will not be an option to choose.</p> <p>Students will be supplied with any materials or equipment needed to complete this</p>	<p>Students will engage in learning in class two days a week with half of the class.</p> <p>A majority of the time in class will be instruction while time at home will be application of learning.</p>	<p>Social distancing as well as all health and safety models in place.</p> <p>Specials will be conducted on the teacher planning day.</p>

	learning.		
Hyflex Learning Model (4 days)	<p>Two days a week the students will be in their classroom with approximately 11 other students. The two days will be assigned by the school, it will not be an option to choose.</p> <p>Two days a week students will be in small groups applying learning in a setting outside of the classroom.</p> <p>One day a week will be distance learning.</p> <p>Students will be supplied with any materials or equipment needed to complete this learning.</p>	<p>Students will engage in learning in class two days a week with half of the class.</p> <p>Students will engage in the application of their learning in small groups socially distanced in areas outside of their classrooms on campus.</p>	<p>Social distancing as well as all health and safety models in place.</p> <p>Specials will be conducted on the teacher planning day.</p>
100% Mandatory Distance Learning	<p>All work will be done remotely for both staff and students.</p> <p>School will be completely shut down other than sanitation efforts.</p>	<p>This program will be created and communicated at the beginning of the school year so that families are informed if school is shut down abruptly.</p>	<p>This learning option will be mandated if we have more than one student with COVID-19 who has been on campus. Or, the county or state has recommended that we move into a distance learning model to keep our community safe from Coronavirus.</p>



FAQ

Will my student be able to switch between the models during the school year?

- Yes, students will be able to switch their learning model at semester. In order for us to build effective models we will need to minimize people switching. At Semester if you would like to change your learning model you can fill out a form, decisions will be made case by case considering all of the needs of the students and our programs.

Can I drop my student off early or pick them up late?

- Due to COVID restrictions, we will be implementing a stricter drop-off and pick-up system. SDCCS will only be able to supervise students during their scheduled school hours.

What do I do if I have multiple kids in grade levels at pick up and drop off?

- Each class will have a “soft start” in the classrooms that last about 20 minutes, we will ask you to arrive closer to the time of the older siblings' start time. For example: if you have students in 3rd and 6th, you would plan to arrive at 8:40.

Can I park and walk up to school to pick up my student?

- No, students will be escorted to the pick up zone and parents should remain inside the vehicle.

What if my child walks to school, or I walk my child to school?

- There will be a designated area for students who walk to enter and exit the school. Parents will need to wait for the students to arrive in this area and will not be allowed to wait on campus.
- All students will be escorted to the pick up zone by their teachers and supervised until parents arrive.

Will there be morning recess?

- Following the health screening, each student will report directly to their classroom when they arrive at school.

What do we do for after school?

- Students will need to be picked up when their school day is over. We will not be able to offer space for playdates or extra play time on campus. If you are interested in after school care we will be working with the Boys and Girls Club to provide after school care.

What if my child doesn't want to wear a mask?

- We encourage parents to start having their students practice wearing their mask before school starts. Our goal is to keep all students and staff safe and scientists are telling us that masks and social distancing are the most important elements in safety from COVID-19.

Can I request placement in a certain group?

- We are very intentional in building our programs and are not able to accommodate requests at this time.

Will you tell me if someone has Coronavirus on campus?

- We will communicate to families if there are cases of COVID-19 on campus, please see Health and Safety section

If there is excessive heat, will there be a shortened day home like there has been in the past?

- If you are on campus on flex days and there is excessive heat there is a chance that the school day may be modified. The flex learning will be outdoors or in alternative learning spaces that will not have air conditioning. We will maximize our air conditioned spaces and if there is not enough space we may arrange for early pick up only for the Hyflex students learning outside of the classrooms.

Can I still volunteer?

- The opportunities will be limited and at the discretion of school leaders. Please see guidelines below for volunteering.

Can we still have birthday celebrations?

- We would love to celebrate birthdays. We are still waiting on guidance around this but believe the recommendations is that any food will need to be store bought, prepackaged, and individually wrapped.

Before and After School Care

SDCCS will be providing before care in the auditorium (students must be registered in advance) where we will practice physical distancing, sanitation, frequent hand washing, temperature and health checks as well as require face coverings. The students will be dismissed directly to their classrooms at the times they begin. All children will wash their hands before leaving the auditorium. Once the students have left the entire area will be sanitized and prepared for the next learning group.

After school care will be available at Boys and Girls Club. The Boys and Girls Club will come to school daily to pick up the students and walk to the facilities about four blocks away. The club's mission is to inspire and enable youth to achieve academic success, build good character and responsible citizenship, and make healthy lifestyle choices.

There will be much more information to come as we get closer to the school year. It is likely but not certain that the club will accommodate our students (with a minimum amount) on non-instructional days.

Family and Community Engagement

At SDCCS we recognize that Social Emotional Learning applies to adults as well. This is an opportunity for us to grow in this area just as it is for our students. In order to be our best selves we must develop our own mindfulness practices as we work to meet the students' needs. Since such practices may be new/uncomfortable for students, we will begin where the students are. Over time teachers can scaffold their practices to become more complex.

Now more than ever, it's crucial for SDCCS to work with families as authentic partners, so that students can stay on track for their academic and life goals even while schools are closed.

We will provide opportunities for students and parents to engage in restorative practices in the home. This can be done through building community or as an extension to curriculum focused circle questions.

Effective school reopening will require diligent efforts to communicate with parents, educators, and community members. Careful reopening plans will be for naught if parents and staff are not confident about the measures in place. Communication from SDCCS Administration will minimize chaos and confusion with clear and consistent communication.

Communication is going to be key in our success at keeping everyone safe and informed.

Communication SDCCS will:

- Provide accurate and ongoing messaging to stakeholders about measures being taken to help keep students and staff safe
- Provide timely updates
- Communicate importance for individuals to stay home when sick, and message that students will be provided with opportunities to complete missed assignments due to illness
- Publicize guidelines and tailor specific messages for teachers/staff on how to decrease the risk of exposure while at work/school, including the use of face coverings, frequent handwashing, use of hand sanitizer, and social distancing
- Educate families on their role and responsibilities:
 - Students stay home when sick;
 - Keep emergency contact information up to date;
 - Have a plan for when a child needs to be picked up from school;
 - Quarantine/isolation recommendations;
 - Home care guidelines
- Surveys to stakeholders including:

- Certificated Staff Survey
 - Classified Staff Survey
 - Students Survey
 - Families Survey
- Start conversations with Classified and Certificated staff about a flexible and modified calendar as well as alternative schedules
- Share ongoing COVID-19 Health Guideline updates and implications for school response via school website and emails
- Establish consistent communication processes with staff and community regarding public health information
- Inform governing board of alternative schedule, calendar and possible policy changes
- Clearly communicate schedule and calendar with staff, and then families, noting:
 - Guiding Principles, including equity considerations
 - Deciding factors
 - Assumptions
 - Benefits
 - Challenges
- Build in logistics for student schedule disbursement and new orientation formats
- Inform governing board of site needs and considerations

The CoOP School Parent Volunteer COVID-19 Protocols

SDCCS has developed policies and procedures that follow the Center for Disease Control and state and local recommendations and guidelines to help protect students, teachers, administrators, and staff from COVID-19.

To ensure social distancing we will be limiting the number of volunteers on campus at any given time and all volunteers on campus must comply with the school volunteer regulations.

Volunteer Agreements

- All volunteers must schedule a time to be on campus with teachers or administrators. There will be no drop in volunteer opportunities.
- Volunteers must check in at the front office to have temperature taken and to answer health screening questions. Volunteers must be in good health and have low risk factors to volunteer. Please see high risk above.
- Volunteers must wear a mask that completely covers the nose and mouth at all times while on campus.
- Volunteers must wash hands frequently and maintain social distancing from staff and students.
- Volunteers on campus must use all school approved cleaning products when sanitizing the classroom or school environment.

English Learners:

English language learners have been disproportionately impacted during the pandemic by losing English language exposure and supports that assist both language development and the ability to learn subject matter content. Furthermore, what works for English learners is great for all learners. That means that our schedules and handbooks, resources and curriculum tools must also align with best practices for ELs. SDCCS will work to understand culture and elevate home languages as students spend time learning from home.

The Educational Programs and Services for English Learners (EL Roadmap Policy) sets the direction for educating English learners in California. The EL Roadmap Policy provides SDCCS with four guiding principles to support and embrace the English learners they serve:

- **Principle One:** Assets-Oriented and Needs-Responsive Schools
- **Principle Two:** Intellectual Quality of Instruction and Meaningful Access
- **Principle Three:** System Conditions That Support Effectiveness
- **Principle Four:** Alignment and Articulation Within and Across Systems

These principles should continue to guide SDCCS in implementing instructional programs for English learners during distance learning and the transition to reopening schools. This includes ensuring that we support English learners' social-emotional well-being and embrace English learners as the assets they are while also providing them with the support they need to succeed.

EL Considerations:SDCCS will:

Academic Support:

- *Prioritize language learning in schedule and curriculum decisions.*
 - Language proficiency in reading, writing, listening, and speaking must be considered as schedules are designed for on-campus and off-campus learning.
 - Present new instruction in multiple modes (video, synchronous instruction, audio, or slides), with graphic organizers, to aid comprehension.
 - When curating content, use videos with closed captions or subtitles when possible.
 - Be sure to consider how and when integrated ELD and designated ELD supports will be provided.
 - Carry out continuous assessments and adapt curriculum as students' language proficiency levels change.
 - Check whether the curriculum you are using now has an online or tech-enabled component. If not, consider purchasing a vetted, research-based curriculum that offers distance learning opportunities.
 - Ensure students have access to grade-level appropriate

materials in addition to learning level materials

- Distribute tutorials and guides describing how to access translation extensions or apps such as Google Translate, Microsoft Translator, and Microsoft's Immersive Reader.
- Provide instructional materials that demonstrate an understanding of students' cultures.

What districts can do to support ELL students:

 <p>Ensure two-way systems are in place for parents and educators to regularly communicate about assignments, curriculum, or other critical updates, and to ensure their learning needs are being met. Translation technology and/or interpretation services should be in place. See guidance from the USDOE English Learner Toolkit.</p>	 <p>Provide access to quality multilingual learning resources so that parents can supplement learning at home. These can be online or electronic, print, or video formats. (See NAEP and TESOL-recommended resources). The home language is a powerful asset for learning valuable content. Consider the accessibility needs of learning platforms and resources for EL parents and students (language, hardware, internet access, cost, etc).</p>	 <p>Guide and monitor implementation of remote learning to ensure equitable access for ELs for coherent instruction and learning. Collect information on common barriers to accessing curriculum for students and move quickly to respond to needs. Provide oral and written step-by-step instructions in the home language for any technology platforms. (See this guidance for designing online lessons)</p>	 <p>Collaborate with the vendors of your current instructional materials to ensure continuity and coherence of grade-level learning for ELs and create a plan that provides specific recommended adaptations to current curricular tools for remote-learning modalities, or prepare to use other instructional materials more appropriate for these modalities.</p>	 <p>Provide innovative educator support solutions and job-embedded professional learning programming that promote coherent use of instructional materials and are inclusive of EL learning needs. In the short term, these may be email, conference calls, or other communications to prepare for the immediate transition to remote learning, with district EL staff given a voice to ensure equity.</p>
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How teachers can support ELL students:



Establish **two-way lines of communication with students and their families** to regularly communicate about assignments, curriculum, or other critical updates, and to ensure their needs are being met. Translation technology and/or interpretation services for families should be in place. See guidance from the [USDOE English Learner Toolkit](#).



Closely collaborate with your school's EL/ESL/bilingual coordinators to **ensure the transition to remote learning includes ELs**. Consider the accessibility needs of learning platforms and resources for EL parents and students (language, hardware, internet access, cost, etc), and provide necessary guidance, instructions, and support to students and their families in their home language. Explore innovative ways to engage ELs in coherent subject area content in a remote learning environment.



Provide **daily opportunities for your students to speak and be formatively assessed** on a regular basis throughout the remote-learning curriculum. Students and parents might be concerned that students are not being given regular interaction opportunities and feedback on their language. Interaction with more fluent others and opportunities to build on each other's ideas is one of the most powerful ways to learn (See [Rich Talk = Rich Learning](#)). These opportunities may be provided over the phone with the educator, remote interactions with classmates, or other means.



Engage parents as allies to ensure their children read, speak, write, and listen in some form every day. Encourage this practice in their home language as well as English.

- Strategically select texts that ELs can read (consider the students' strengths as a reader)
- Assign interesting podcasts, news clips, videos, for students to listen to and take bulleted notes on. They can then share them with family, classmates, or teachers over the phone or online.
- Assign writing assignments that are clear and provide criteria for success and models



Emphasize student agency, curiosity, and exploration. Tap into the lived experiences, [funds of knowledge](#), and assets of families to harness these powerful sources of learning. Provide access to quality multilingual learning resources so that parents can supplement learning at home. These can be online or electronic, print, or video formats. (See [NABE](#)- and [TESOL](#)-recommended resources).

Special Education

SDCCS is dedicated to serving all students. Students with special needs should be taken into special consideration whether it be meeting their learning needs or planning a program for them if they are immunocompromised.

The United States Department of Education's Supplemental Fact Sheet released on March 21 states:

To be clear: ensuring compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act should not prevent any school from offering educational programs through distance instruction.

For students with individualized education programs (IEPs), SDCCS will ensure that students have access to the educational opportunities and will provide the special education and related services identified in the IEP, to the greatest extent possible.

There is flexibility in the schedules above for individual or small group activities that will greatly support student learning. Assessing the needs of students with IEPs and creating a program that meets those needs while working closely with families will be the key to success no matter what learning program is chosen for the student.

SPED Considerations

- Students with Disabilities
 - Determine the IEP benchmarks, reporting, and assessment to measure student learning progress (i.e. Student work samples, etc)
 - Determine how to communicate student progress to the IEP team
 - Identify students who are medically fragile and develop a plan to support their needs.
 - Schools engaged in an inclusion model - what will that look like to ensure student needs are met?

School Closure

It's an outcome no one wants, but could become a "harsh reality": a second wave of shutdowns. Our goal at SDCCS is to stay open and teach in person however if there is a second shut down our staff will be prepared to move to distance learning immediately. We have reflected on our previously offered program and worked to make it more streamlined and manageable for both parents and their children.

Considerations if School Needs to Shut Down Due to COVID

- [Plan for transitioning to 100% distance learning during possible COVID-19 resurgence](#) -
 - Use key learnings from distance learning in Spring 2020 to inform quick transition for increased student participation and work completion
 - Schedule designated days of the week and times of the day for student supports to avoid content overlap
- Try to use what you've already been using. Teachers and students will have the most success with materials they're familiar with. If you can leverage your existing resources at home—especially if you're confident in their quality—you should.
- Keep it clear and simple. Don't overwhelm your staff and families with too many resources. Plan for about 4.5 hours of instruction per day, depending on age, and give families specific advice about when and how to use the materials you recommend. When it comes to delivering virtual instruction, don't underestimate the power of the simplest solutions—for example, teacher-to-student phone calls.
- Be honest about the capacity and needs of your staff. Just like students and families, school-based and central office staff are dealing with a lot right now. Any successful plan needs to account for that reality while also focusing on student learning.
- Do the best you can right now, while planning to meet the needs of every student. As you build your plan, it's critical to consider the needs of all students, including English Language Learners and students with IEPs. You'll also need to consider issues like training, dissemination of materials, and access to technology, to ensure that your plan can work for all families. But don't be afraid to roll out what you can do well right now while you continue to refine your plan (an approach the U.S. Department of Education encourages, too).

Topics for Employee Training

- **Train all staff and provide educational materials to families in the following safety actions:**
 - Enhanced sanitation practices
 - Physical distancing guidelines and their importance
 - Use of face coverings
 - Screening practices
 - COVID-19 specific symptom identification
- Consider conducting the training and education virtually, or, if in-person, ensure distancing is maintained.
- Information should be provided to all staff and families on proper use, removal and washing of cloth face coverings.

- Information on COVID-19, how to prevent it from spreading, and which underlying health conditions may make individuals more susceptible to contracting the virus.
- Self-screening at home, including temperature and/or symptom checks using CDC guidelines.
- The importance of not coming to work if employees have a frequent cough, fever, difficulty breathing, chills, muscle pain, headache, sore throat, recent loss of taste or smell, or if they or someone they live with have been diagnosed with COVID-19.
- To seek medical attention if their symptoms become severe, including persistent pain or pressure in the chest, confusion, or bluish lips or face. Updates and further details are available on CDC's webpage.
- The importance of frequent handwashing with soap and water, including scrubbing with soap for 20 seconds (or using hand sanitizer with at least 60% ethanol or 70% isopropanol when employees cannot get to a sink or handwashing station, per CDC guidelines).
- The importance of physical distancing, both at work and off work time (see Physical Distancing section below).
- Proper use of face coverings, including:
 - Face coverings do not protect the wearer and are not personal protective equipment (PPE).
 - Face coverings can help protect people near the wearer, but do not replace the need for physical distancing and frequent handwashing.
 - Employees should wash or sanitize hands before and after using or adjusting face coverings.
 - Avoid touching eyes, nose, and mouth.
 - Face coverings should be washed after each shift.
- Ensure temporary or contract workers at the facility are also properly trained in COVID-19 prevention policies and have necessary PPE. Discuss these responsibilities ahead of time with organizations supplying temporary and/or contract workers.
- Information on employer or government-sponsored leave benefits the employee may be entitled to receive that would make it financially easier to stay at home. See additional

information on government programs supporting sick leave and worker's compensation for COVID-19, including employee's sick leave rights under the Families First Coronavirus Response Act and employee's rights to workers' compensation benefits and presumption of the work-relatedness of COVID-19 pursuant to the Governor's Executive Order N-62-20.

What if an Employee is sick

Take all of the following actions if an employer becomes aware that an employee is diagnosed with COVID-19:

- i. Promptly notify the County Department of Public Health that there is an employee diagnosed with COVID-19, together with the name, date of birth, and contact information of the employee.
- ii. Cooperate with the County Department of Public Health's COVID-19 response team to identify and provide contact information for any persons exposed by the employee at the workplace.
- iii. When three or more cases are identified at the workplace within a span of 14 days, provide notice of the exposure to any employees, customers, or any other persons who may have been exposed to COVID-19 at the workplace. A strong recommendation is made that employers also provide such notice when at least one employee is diagnosed with COVID-19 in the workplace.

Informing Documents

The following documents provided model language, guidance, and inspiration for this document

- CDC Considerations for Schools
https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html#anchor_1589932065842
- SAFER TOGETHER: A GUIDEBOOK FOR THE SAFE REOPENING OF CALIFORNIA'S PUBLIC SCHOOLS
<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>
- Los Angeles County Schools: Rising to the Challenge of COVID-19
<https://www.lacoe.edu/Home/School-Reopening>
- Marin County: Return to School Pilot and Soft Opening (working document)
<https://sites.google.com/marinschools.org/mcoerethinkingschools/home>
- Reopening Schools in the Context of COVID-19: Health and Safety Guidelines From Other Countries
<https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief>
- Chiefs for Change: The Return, How Should Education Leaders Prepare for Reentry and Beyond
https://chiefsforchange.org/wp-content/uploads/2020/05/CFC-TheReturn_5-13-20.pdf
- CDC recommendations regarding the use of face coverings
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover.html>
- Cleaning and Disinfection for Community Facilities
- Considerations for People Who Are at Higher Risk for Severe Illness
- National Charter School 6 Areas To Plan For Reopening
<https://nationalcharterschools.org/wp-content/uploads/2020/05/Reopening-Schools-Checklist.pdf>
- California Department of Public Health <https://covid19.ca.gov/pdf/guidance-schools.pdf>
- American Academy of Pediatrics
<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>
- Face Coverings Guidance from SDCPH 6-26-20

<https://covid-19.sdcoe.net/Portals/covid-19/Documents/Reopening-Plan/Mask-Face-Coverings-Memo.pdf?ver=2020-06-05-173838-533>

<https://www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/phs/Epidemiology/covid19/FaceCoveringReferences.pdf>

Appendix

SDCCS COVID 19 Cleaning Guidelines

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INTRODUCTION

To reduce the impact of COVID-19 outbreak conditions on our students and staff it is important for all employers to plan now for COVID-19.

The Occupational Safety and Health Administration (OSHA) developed this COVID-19 planning guidance based on traditional infection prevention and industrial hygiene practices. It focuses on the need for employers to implement engineering, administrative, and work practice controls and personal protective equipment (PPE), as well as considerations for doing so. This guidance is intended for planning purposes. Employers and workers should use this planning guidance to help identify risk levels in workplace settings and to determine any appropriate control measures to implement. Additional guidance may be needed as COVID-19 outbreak conditions change, including as new information about the virus, its transmission, and impacts become available.

Engineering Controls Engineering controls involve isolating employees from work-related hazards. In workplaces where they are appropriate, these types of controls reduce exposure to hazards without relying on worker behavior and can be the most cost-effective solution to implement.

Engineering controls for SARS-CoV-2 include:

- Installing high-efficiency air filters.
- Increasing ventilation rates in the work environment.
- Installing physical barriers, such as clear plastic sneeze guards through high traffic areas.

FACILITIES CLEANING

The safety of our employees and students is our first priority. Upon reopening, our schools have been completely cleaned and disinfected and we will continue to adhere to all necessary safety precautions. In addition to the deep clean of the office and school before employees and students return, the cleaning steps outlined below are to be taken to disinfect workplace surfaces, chairs, tables, etc. to protect employees and reduce the risk of spread of infection. We will require employees to maintain this safety standard by continuously cleaning and disinfecting based on the frequency stated below.

The goal is to establish a sanitary baseline before the site opens. The site should be 100% disinfected prior to anyone returning to work.

- ☐ All HVAC filters have been upgraded to a MERV 13 filtration system and service and maintenance will be increased from 4 times per year to 6 times per year.
- ☐ Any windows and doors that are available will remain open where possible.
- ☐ We will suspend or modify the use of site resources that necessitate sharing or touching items. For example:

Recess/PE	Classroom	Other
Playground equipment	Classroom books/materials	Tech devices
Play structure	Cubbie or storage space	Working spaces

- ☐ Staff will be asked to clean and disinfect frequently-touched surfaces within the school and at least daily and, as practicable, frequently throughout the day by trained custodial staff.
- ☐ Teachers and students will be asked to prepare their workspace at the end of each day to facilitate cleaning by custodial staff.

Limit Sharing

- ☐ Each child's school materials will be kept separated and in individually labelled storage containers, cubbies, or areas.
- ☐ Personal belongings will be sent home each day to be cleaned.
- ☐ Adequate supplies will be provided to minimize sharing of high-touch materials (art supplies, equipment, etc.) to the extent practicable or limited use of supplies and equipment to one group of children at a time and clean and disinfect between uses.
- ☐ Sharing of electronic devices, clothing, toys, books and other games or learning aids will be avoided as much as practicable.
- ☐ No bringing equipment from home.
- ☐ Bring water bottles from home.
- ☐ No sharing of food.

Daily Routine	
Students	Staff
Clear desk or table	Clear own desk(s) or table(s)

Put all personal belongings in designated space	Remove all personal items
Wipe down own desk and chair	Wipe down own desk/table and chair

GENERAL DISINFECTION SCHEDULE

Category	Area	Frequency
Workspaces	Classrooms/Offices	At the end of each use/day <i>* Special attention placed on Wednesday and Friday ahead of student rotation.</i>
Appliances	Refrigerators, Microwaves, Coffee Machines	Daily
Electronic Equipment	Copier machines, Shared computer monitors, TV's, Telephones, keyboards	At the end of each use/day and/or between use
General Used Objects	Handles, light switches, sinks, restrooms	At least 4 times a day
Common Areas	Cafeteria, Conference rooms, Gyms, Common Areas	At the end of each use/day; between groups
Tables and Desks	Classroom	At the end of each use/day; between groups

FREQUENTLY TOUCHED SURFACES

Frequently touched surfaces in the school include, but are not limited to:

- ☐ Door handles
- ☐ Light switches
- ☐ Sink handles
- ☐ Bathroom surfaces
- ☐ Table tops
- ☐ Student Desktops
- ☐ Chairs

- ☐ Elevator buttons
- ☐ Copy Machines
- ☐ Handrails
- ☐ Water fountains
- ☐ Time-clock

CLEANING STATIONS

Cleaning stations will be strategically placed in areas of high touch and high traffic areas.

For example, cleaning stations will be placed in elevators and will include antibacterial liquid and tissue. Instructions will be posted to indicate the use of tissue for pressing the elevator button and antibacterial will be available for use before and after use of the elevator.



PLAY SPACES

Limit the use of shared playground equipment in favor of physical activities that require less contact with surfaces.

- ☐ Play structures will be cleaned between uses and kids will sanitize their hands before and after use.
- ☐ Clean up and sanitize after every communal activity or use
- ☐ Create activity zones that students rotate to each day

CLEANING PRODUCTS

When choosing cleaning products, we will use those approved for use against COVID-19 on the [Environmental Protection Agency \(EPA\)-approved list](#) "N" and follow product instructions.

- ❑ Custodial staff with the responsibility of cleaning and disinfecting the school site are equipped with proper protective equipment, including gloves, eye protection, respiratory protection and other appropriate protective equipment as required by the product's instructions.
- ❑ All products must be kept out of children's reach and stored in a space with restricted access.
- ❑ Ensure safe and correct application of disinfectant and keep products away from students.
- ❑ Ensure proper ventilation during cleaning and disinfecting. Introduce fresh outdoor air as much as possible, for example, by opening windows where practicable. When cleaning, air out the space before children arrive; plan to do thorough cleaning when children are not present.

RESTROOM USAGE DURING THE WORKDAY

Establish maximum capacity for the facility that allows for social distancing. Post the maximum capacity sign on the door. Provide supplies for employees to clean up after themselves in staff-only restrooms. Stalls will be closed as necessary to accommodate the necessary room capacity. Markings on the floor will designate appropriately distanced spaces for individuals waiting.

SDCCS Quality Distance Learning Elements

1. Courses are designed to be conducted online

One of the most important characteristics of a quality online education program is the fact that the courses were designed specifically for online delivery. Learning modules are built to be effective and engaging online experiences.

When designing an online program, it's critical to have a single, fundamental design implemented across all courses in the program. Effective online courses are often structured in a weekly cadence, with regular activities and due dates that allow students to establish a weekly rhythm of effort, assignment completion and interaction.

2. Opportunities for student engagement are embedded

An obvious drawback of distance learning is the lack of direct interaction between students and their teachers as well as their peers. While it's difficult to replicate the face-to-face collaboration that exists in an onsite learning

environment, a quality online program will have practical alternatives intentionally designed into the classes.

Three levels of interaction that are important in distance learning programs:

- Student-to-Teacher/Staff interaction: Opportunities for students to have contact with Staff. This can be done through discussion boards, email, virtual office hours, phone calls, texting, Seesaw and thoughtful assignment feedback.
- Student-to-student interaction: Providing ways for students to connect and collaborate with their peers. This can take place via group assignments, synchronous learning sessions, discussions boards, break out rooms and email. It can also help build a sense of comradery within a classroom.
- Student-to-content interaction: Dynamic learning materials that require active involvement from the student. This could come in the form of animated or clickable images or more complex interactive simulations.

3. Instructors are trained to teach in an online environment

It's not surprising that many students polled in the SimpsonScarborough survey felt their newly-remote courses weren't measuring up to their site-based counterparts. One likely culprit is the fact that most of those instructors never intended to deliver that course content virtually.

In fact, according to data from Bay View Analytics, 97 percent of the institutions surveyed tasked instructors who had no prior online teaching experience with transitioning to distance education courses. And 56 percent of faculty reported using teaching methods they had never used before.

SDCCS teachers and staff play a critical role in the success of a distance learning program. We need to ensure our staff receive the training, coaching and ongoing support it takes to be effective educators in an online modality.

4. Assessments are structured to be delivered virtually

One of the most challenging parts in the shift to remote learning has been figuring out how to deliver effective, valid, and secure assessments. This critical component is typically an area of intense focus when designing a quality distance education program.

Three important elements that should be incorporated in every online course:

- Formative assessment: Building in opportunities for monitoring student learning throughout the term, providing ongoing feedback so they can measure their personal learning progress.
- Summative assessment: Evaluating student achievement of course-level learning objectives. Authentic, project-based assessment methods tend to be most effective for online delivery.

5. Support is easily accessible

Just because students aren't on campus doesn't mean they should be on their own. A successful distance education program is backed by support for students and staff alike. This helps ensure technology or accessibility issues won't disrupt the learning process.

In the asynchronous world of online education, problems can pop up day or night on any given day. Having robust technology support provides peace of mind for students, allowing them to focus on their learning.

The best distance education programs also offer other types of support catered to online students. This can include access to tutoring options, additional small group networking opportunities, evening engagement activities and more.

