Santa Maria Joint Union High School District

REOPENING PLAN

Fall 2020

SANTA MARIA JOINT UNION
HIGH SCHOOL DISTRICT

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SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
2560 Skyway Drive
Santa Maria, CA 93455
(805) 922-4573

Message to Students, Families and Staff

It is our hope that this message finds you and your family well. As we gear up for the 2020-21 school-year we all understand that this will be the most unusual school opening any of us have ever experienced or imagined in our lifetimes.

We were all caught off guard by the sudden need to close schools amidst the early stages of the Covid-19 pandemic last spring. We had to react quickly to the closure of our schools and the sudden necessity to provide instruction and services in different ways than we ever had before. We hoped the closures would be short-lived and life would return to normal. Yet we now find ourselves, five months later, getting ready to start another year in Distance Learning format, and in a national situation that is far worse than the one that initiated the closures last March. Closing out the last school-year was neither easy nor smooth. We got through it and managed to learn a number of valuable lessons from that experience that have set us up to be far more successful this year. Most of the lessons we learned have found their way into this Plan.

This Reopening Plan provides information to guide all staff, students, and families through the multiple elements of reopening school this upcoming Fall semester. Although this plan is certainly not all encompassing, and some things will change as our circumstances continue to evolve, we believe it provides the foundation necessary to be successful. Throughout the planning process, the Santa Maria Joint Union High School District work has been conducted through the lens of three critical principles:

1. Safety of students and staff
2. Student learning and well-being
3. Equitable access to a quality educational program

Success during the 2020-21 school-year will require grit, determination, patience, and lots of hard work on the part of every student, staff member and stakeholder. Perhaps above all else, we must maintain our sense of community and our compassion for one another. If we do, we can emerge from this unprecedented crisis stronger and more resilient than we were before it occurred.

SMJUHSD CABINET MEMBERS
Antonio Garcia, Superintendent
John Davis, Assistant Superintendent
Yolanda Ortiz, Assistant Superintendent
Kevin Platt, Assistant Superintendent

SMJUHSD BOARD OF EDUCATION
Amy Lopez, President
Jack Garvin, Clerk
Carol Karamitsos, Member
Diana Perez, Member
Dominick Palera, Member

SMJUHSD Guiding Philosophy

In times of crisis it is important to remember our values

Vision

Every student succeeds and is prepared for college, career, and life.

Mission

We prepare all learners to become productive citizens and college/career ready by providing challenging learning experiences and establishing high expectations for achievement.

Board Goals

- Conditions of Learning
- Student Outcomes
- Engagement

Governor's Pandemic Plan for Learning and Safe Schools

1) Safe in-person school based on local health data

2) Strong mask requirements for anyone in the school

3) Physical distancing requirements & other adaptations

4) Regular testing and dedicated contact tracing for outbreaks at schools

5) Rigorous distance learning

- Devices and connectivity so that every child can participate in distance learning.
- Daily live interaction for every child with teachers and other students.
- Class assignments that are challenging and equivalent to in-person instruction.
- Targeted supports and interventions for English learners and special education students.

The full guidance from the California Department of Public Health can be found at: https://files.covid19.ca.gov/pdf/guidance-schools.pdf

FULL DISTANCE LEARNING MODEL

California Distance Learning Standards

Daily Live Interaction
California's Distance Learning Standards require daily "live interaction" between students and staff. Teachers are to connect daily with their students via online resources or by phone. There is no mandated set amount of 'synchronous' or live instruction.

Student Attendance
Student attendance is an integral part of academic success. Just as with a traditional school schedule, student attendance and participation is mandatory and must be accounted for.

Minimum Instruction
A combination of four hours of instruction and/or assigned work is expected.

Students in Need
School sites must make accommodations for students with special needs and/or circumstances.

Student Disengagement
In order to prevent student disengagement, schools must create a plan to address student non-participation.

Weekly Engagement Record
School sites must create a weekly engagement record noting how much instruction students receive.

Connectivity
Students and staff must have a reliable internet connection to communicate and build their learning experience. School sites are to ensure connectivity.

SMJUHSD Distance Learning Timeline

Teachers will receive Professional Development August 10-13, 2020. There will be a Staff Workday on August 14, 2020.

Students begin instruction through Distance Learning on August 17, 2020 and will continue through the Fall semester. This distance learning model will be evaluated in November/December 2020 to determine a possible return or transition to in-person classes for the Spring semester.

Schools Open to the Public

Our District Office and school sites will be open to the public starting July 27, 2020 for services and inquiries.

School sites will disseminate information in regard to distribution of books, meals, supplies, laptops, and service/repair of laptops.

Online instruction and resources will be provided from the school sites.

Cameras have been ordered for online meetings along with Hot Spots that will be distributed as needs are assessed. Student tablets are equipped with cameras.

Pending the approval from the Department of Public Health, we will eventually provide learning spaces set up for one-to-one services including English Language Learner/Special Education services and Counseling. Physical distancing, group size requirements, and all safety measures will be considered and put in place.

Curriculum

Canvas

All curricular resources will be teacher generated and applied through the Canvas program. Canvas is a "Learning Management Platform that allows schools to build a digital learning environment." It has been an efficient and sophisticated tool that has allowed teachers and students to keep connected through the curriculum provided.

Online Resources

SMJUHSD plans to utilize a variety of online tools to help support teachers and staff during distance learning.

The Plato/Edmentum program has online courses built by our teachers and is currently in place as a course recovery option.

UC Scout is a great alternative to the Plato/Edmentum program as it has a full battery of A-G online curriculum directly from the University of California and is free to district teachers.

Khan Academy is another popular choice for supplemental modules or individual content lesson plans.

The College Board provides a comprehensive list of resources for both teachers and students. You can access these at: https://ap.collegeboard.org/

Allan Hancock College Concurrent Courses

Our distance learning schedule meets Allan Hancock's guidelines for the Concurrent courses our district offers.

Courses must be taught synchronously (live remote teaching during a scheduled block of instruction). They must maintain academic rigor and adhere to the AHC Course Outline of Record.

Class periods must minimally meet for 50-minute sessions, but there is no percentage requirement on how much synchronous or asynchronous instruction is given.

An updated and current Course Syllabus must be presented to the appropriate AHC department prior to the start of the upcoming semester.

Courses requiring in person lab teaching may need to be postponed to spring semester and/or cancelled if the in person lab option is not available. CTE courses must adhere to all lab requirements in the Course Outline of Record without exception.

Instructional Expectations

Instructional Expectations for Students

Students will be expected to log in daily. They will check CANVAS for work, feedback and instructions.

Students need to turn in work on time and communicate with teachers when they need help.

Students need to utilize office hours with their teacher and seek out additional help if needed during these times.

Students will be able to connect with friends and classmates online to support each other's learning.

Instructional Expectations for Teachers

Teachers will provide daily interaction with students.

Teachers will use CANVAS to post work, provide feedback and update grades.

Teachers are expected to create a CANVAS home page for each course (not every period) taught.

Once trained, teachers can use the CANVAS grade passback feature. This feature will enable teachers to post grades in CANVAS only, and they will automatically migrate to Aeries gradebook.

There will be a minimum of 30 minutes of live instruction per period.

The time that is not utilized for live instruction is to be dedicated to learning facilitation, group work, answer questions, provide support and assistance to students.

Collaboration time during the Monday Flex time should include time to meet in Subject-Area PLC's to share data, best practices, and curriculum.

Monday Flex day periods should be used to provide updated assignments for the week ahead on Canvas, as well as post grades and/or feedback on previously turned in assignments.

Deadlines and due dates should be flexible and take into account the difficulty many students have in working from home under sometimes adverse conditions. Teachers should consider evaluating students only after giving them multiple opportunities to succeed.

Office hours are provided for teachers to support and connect with students. These should be 'open' to any students needing help, but teachers may feel the need to 'assign' struggling students to log-in and access support materials and extra practice as needed.

Teachers should allow flexibility for assignment completion and students shall not be penalized for technical difficulties (e.g. internet connection trouble).

Full Distance Learning Schedule

80 minute periods at approximately 50% capacity

	Monday	Tuesday	Wednesday	Thursday	Friday
Alpha	Flex	A-L	M-Z	A-L	M-Z
Periods	Flex	1/2/3/4	1/2/3/4	5/6/7	5/6/7

- **Forty minute 'Flex' periods on Monday**
- **Eighty minutes of scheduled instruction per class (Tuesday-Friday)**
- **Total minutes a week of scheduled instruction for a typical 6 period day = 720 minutes**
- **Built in time for Office Hours/Intervention/Teacher Collaboration**
- **Office hours to be used for teacher/student interaction.**
- **Period and alpha order alignment may change at the Quarter to provide balance.**

BELL SCHEDULE

Monday Collaboration/Flex*				Tuesday (a-l)/Wednesday (m-z)				Thursday (a-l)/Friday (m-z)			
Period	Start	End	Instructional Minutes	Period	Start	End	Instructional Minutes	Period	Start	End	Instructional Minutes
Collaboration	7:30	8:30	60	Office Hours *	7:30	8:30	60	Office Hours*	7:30	8:30	60
Period 1	8:40	9:20	40	Period 1	8:40	10:00	80	Period 5	8:40	10:00	80
Period 2	9:30	10:10	40	Period 2	10:10	11:30	80	Period 6	10:10	11:30	80
Nutrition	10:10	10:20	10	Lunch	11:30	12:10	40	Lunch	11:30	12:10	40
Period 3	10:30	11:10	40	Period 3	12:20	1:40	80	Period 7	12:20	1:40	80
Period 4	11:20	12:00	40	Period 4	1:50	3:10	80	Office Hours *	1:50	3:10	80
Lunch	12:00	12:40	40								
Period 5	12:50	1:30	40								
Period 6	1:40	2:20	40								
Period 7	2:30	3:10	40								

* Tutorial & Intervention
* Students Services
* PLC Collaboration and Teacher Planning
* Professional Responsibilities
* Assessment (Note: may also be conducted during or as part of instruction T-F)

Teaching & Learning

Teachers are to work onsite in classrooms where teaching tools are available.

The common and communication platforms that are used are AERIES, Canvas, and Zoom.

The SMJUHSD website will be used to curate online instructional resources.

Staff will provide social emotional learning support for students. This may include online meetings with School Psychologists and/or Counselors. On site meetings are available by contacting the staff member and must meet Public Health guidelines.

Teachers are to teach grade level standards through the use of adopted curriculum for all core subject areas supplemented by virtual resources such as Khan Academy, Edmentum, teacher videos, UC Scout, etc.

Keep consistent student schedules.

Staff is to keep ongoing parent/guardian communication.

Understanding and Supporting Staff Needs

It is important to address any safety concerns our staff may have. Staff is advised to contact Human Resources to address any concerns and enter the Interactive Process where needed.

Professional development for multiple instructional modalities along with ongoing technical support and training will be available. Support expansion of curricular options will also be provided so teachers may have the tools to deliver effective instruction.

Our Professional Learning Communities (PLC's) are an essential piece of Professional Development. PLC's are opportunities for teachers to share instructional ideas and methods or train each other in various areas.

An additional three days of Professional Development are scheduled August 10-13, 2020.

Technology Considerations

Student Technology Assistance

In order to successfully navigate Distance Learning, technology is an integral piece to consider and prepare.

Student internet connectivity has also been factored into the Distance Learning model. Approximately 5% of our parent/guardian survey responses indicated students do not have access to an internet connection at home. The district will work to provide mobile hotspots to these students.

To address technical issues or questions, a teacher-hosted 'hotline' is available. This service will enable students to communicate directly with site technical staff to trouble-shoot and, whenever possible, solve problems remotely. You may call the Tech Hotline 24/7. Leave a message and your message will be addressed in the order it was placed.

PVHS - (805) 922-1305

- English - Ext. 5099
- Spanish - Ext. 5088
- Mixteco - Ext. 5077

SMHS - (805) 925-2567

- English - Ext. 3099
- Spanish - Ext. 3088
- Mixteco - Ext. 3077

RHS & DHS - (805) 937-2051

- English - Ext. 2099
- Spanish - Ext. 2088
- Mixteco - Ext. 2077

Community based Wi-Fi infrastructure options will be explored.

Staff Technology Assistance

Teacher capabilities are to include video conferencing in each classroom with 100% of them having an active Canvas account.

Staff device related support will be addressed by submitting a Tech Request (through the District website).

Meal Distribution

Meals will be served on all school days in the same format as Spring/Summer to SMJUHSD students. **Students will need to present their student number or school ID in order to receive meals.** The drive-thru and walk-up options will be available.

Transportation

Pending the Department of Public Health approval, transportation may be offered on school days to access services and support at existing bus stops.

Special Education

As stated in the Office of Special Education and Rehabilitative Services/Office for Civil Rights (OSERS/OCR) guidance, the provision of FAPE may include, as appropriate, special education and related services provided through distance instruction that is provided virtually, online, or telephonically. Many disability- related modifications may be effectively provided online, such as extensions of time for assignments, videos with captioning or embedded sign language interpreting, accessible reading materials, or speech/language services through video conferencing.

Distance Learning / Hybrid Model: Instruction should include check-in time with the teacher; may include the use of print materials, instructional videos, and other learning experiences that rely on computer or communications technology (cdc.gov). Students with Disabilities instructional time could include increased time for synchronous instruction and explicit expectations for greater consistency. Students should receive accommodations and modifications as per IEP and maximize participation in distance learning to the greatest extent possible as measured through multiple means. The amount of special education service a student receives should be determined by IEP teams and consideration should be given to individualized student needs. Instruction should be designed to ensure the Least Restrictive Environment (LRE) as required by their IEP. Collaboration between general education and Special Education teachers will ensure all students' needs are being met.

Teachers and related service providers will follow the district work day expectations including: minimum instructional minutes, synchronous /asynchronous instruction, office hours (including: School Psychologist, Speech and Language Pathologist, Mental Health Specialist, Orthopedic Therapist, Vision and Orientation Specialist, Deaf and Hard of Hearing Specialist and Behavioral Specialist), frequent communication with students/parents, teacher and/or teacher team prep/planning, professional learning participation and ensuring that all students, including English Learners, students with disabilities, Mckinney-Vento, and foster youth receive tiered supports as needed. Teachers and related service providers keep a record of student/family contact, collaboration/consultation, and/or services provided for each individual student they serve, and document student progress. IEP teams must collaborate with community agencies, including SBCEO support staff, and include them in the IEP process.

English Learners

Our English Learner Pathway provides both designated and integrated support for all English Learners. Newcomer students are provided with access to the core curriculum in all content areas. Bilingual instructional assistants will continue to provide support to students in the core during virtual distance learning classes.

After school, small group and one-on-one tutoring will be available for EL/Migrant students at each school site. Dates and times will be determined and based on need. Physical distancing guidelines will be followed. Virtual online tutoring options will also be made available to students. Bilingual instructional assistants will have access to courses in Canvas, so that they are able to familiarize themselves with the course content to better support students. Newcomer students will be provided with tutoring on the use of technology and how to access Canvas.

Long-Term English Learners (LTELS) will be provided with a designated English Language Development (ELD) course to provide additional support in core English. Support classes will include test prep lessons to help prepare students for the *English Language Proficiency Assessments for California* (*ELPAC*). Common formative assessments and Ren Learn will be used for progress monitoring to measure student growth. Supplemental instructional units aligned to English Language Development standards will provide students with creative activities to reinforce learning in all language domains.

Virtual English and Math Supplemental Instructional Academies will be provided for 9th and 10th grade EL/Migrant students who scored below standard on their last CAASSP test. Parents/guardians will be provided with two Math Nights during the school year to review math standards, instructional strategies and how to best support their students.

Support for English Learner (EL) Teachers

English Learner teachers will continue to participate in distance learning webinars and virtual professional development to further refine curriculum maps, course syllabi, and strategies to assist in developing distance learning lessons. A Padlet of shared resources and a discussion board was created to enhance collaboration among English learner teachers to share ideas and researched based strategies. Online curricular resources, webinars and the English Learner Toolkit will be posted on the Canvas Sandbox for teacher use.

An English learner literacy consultant through the Santa Barbara County Office of Education has been contracted to provide coaching for newcomer teachers on how to teach foundational English skills and phonemic awareness. In addition, a second consultant has been contracted to assist teachers in ongoing efforts to restructure our English Learner Pathway. Paraprofessional training will also be provided.

Counseling & Mental Health Services

Social Emotional Considerations

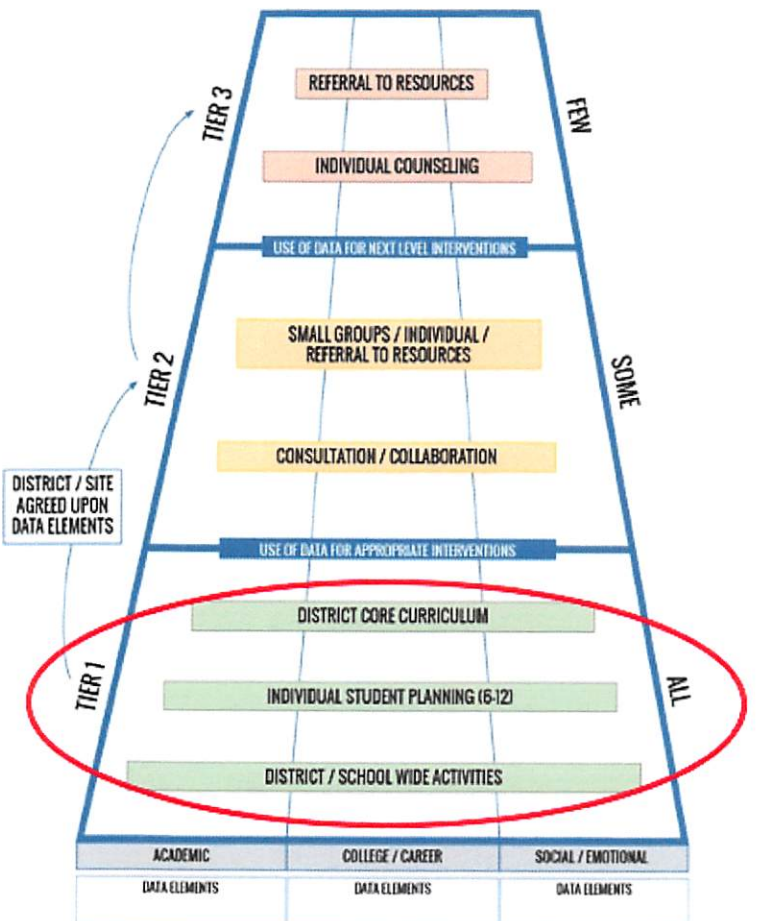
Flex Days, provided in the distance learning schedule, are an opportunity to engage in Social-Emotional connections and support. School Counselors, Psychologists, Guidance Technicians and Outreach staff will actively provide ongoing services.

A wide range of social emotional lessons and activities will be created. These will be available via the District and school site web pages, Canvas program, social media, email, Zoom, Office Hours in schedule, or Remind APP. For example: "What's up Mondays" may be utilized to pre-schedule check-in time with students. Remaining current and present for students is our Counseling Departments priority.

Programs and agencies such as Fighting Back Santa Maria Valley (FBSMV), Por Vida, and Early Academic Outreach Program will provide our students with additional support.

Tier 1: Virtual/Distance Counseling Services

- Live or pre-recorded mini lessons may be available on web-site, Canvas, Google Classroom, social media, etc.
- Mini-lessons for classroom lessons
- Students may join teachers' classroom Zoom meetings
- Virtual college/career fairs
- Virtual orientation to High school
- Well-being check-in surveys (students, families, and staff)
- Pop-up videos
- Outreach to students and families
- 'Office hours' for students and families

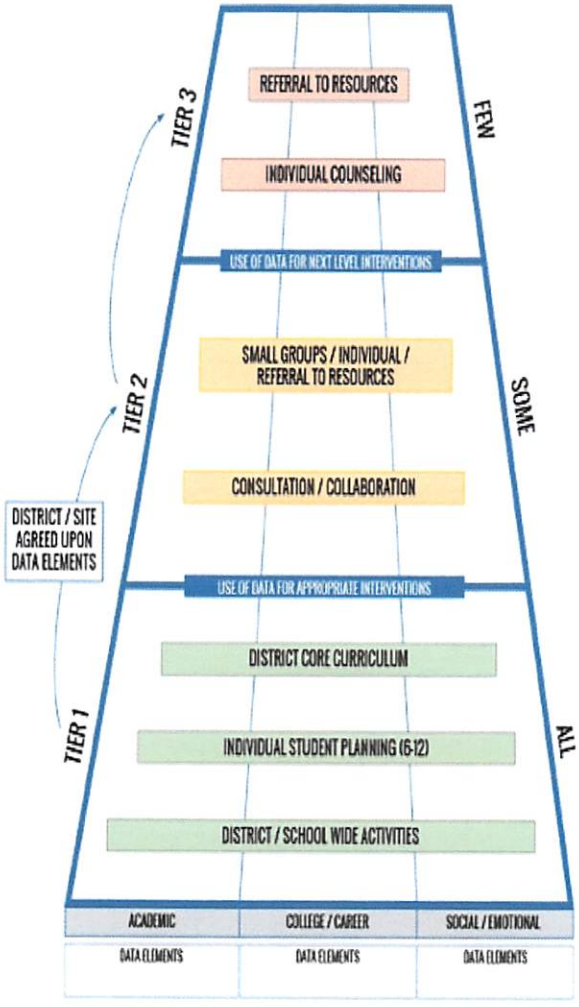


Tier 2: Virtual/Distance Counseling Services

- Students who were struggling academically or were struggling academically prior to COVID-19.
- Students who have not attended any or few distance learning opportunities
- Students who have technology needs
- Students lacking basic needs such as food, shelter, safety, etc.
- Students who are considered "high achievers"
- Students with postsecondary plans that are disrupted

Tier 3: Virtual/Distance Counseling Services

- Communication and collaboration with on- and off-site resources
- Provide contact information for community resources via multiple methods (i.e. website, social media, newsletters, emails)
- Provide informational resources in regards to self-harm, suicidal ideations, depression, etc.
- Create a step-by-step guide in responding to emergency situations



Student Counseling Services

Athletics

Interscholastic Federation (CIF)

The California Interscholastic Federation (CIF) has determined that education-based athletics for the 2020-2021 school year will begin with a modified season of sport schedule (see below for 2020-21 sports calendar).

CIFCS Sport Calendar 2020-2021

Sport	"Summer Period"	Off-Season or Outside Agency Period	Preseason Conditioning Period	Practice Start Date	First Contest Date	Sit Out Period Date	Last League Contest Date	Post-Season Dead Period
Fall								
Cross Country	July 20 - Dec. 12	NA	NA	Dec. 14	Dec. 28	Feb. 2	March 11	2 weeks after last contest
Water Polo	July 20 - Dec. 12	NA	NA	Dec. 14	Dec. 28	Jan. 26	Feb. 25	
Volleyball (B&G)	July 20 - Dec. 12	NA	NA	Dec. 14	Dec. 28	Jan. 26	Feb. 25	
Football	July 20 - Dec. 12	NA	NA	Dec. 14	Jan. 7	Feb. 11	March 19	
Spring								
Badminton	July 20 - Dec. 12	Dec. 14 - Feb. 6	Feb. 8 - Feb. 20	Feb. 22	March 8	April 7	May 8	NA
Soccer	July 20 - Dec. 12	Dec. 14 - Feb. 6	Feb. 8 - Feb. 20	Feb. 22	March 8	April 10	May 13	NA
Tennis (B&G)	July 20 - Dec. 12	Dec. 14 - Feb. 6	Feb. 8 - Feb. 20	Feb. 22	March 8	April 12	May 15	NA
Swim & Dive	July 20 - Dec. 12	Dec. 14 - Feb. 20	Feb. 22 - March 6	March 8	March 20	April 20	May 21	NA
Wrestling	July 20 - Dec. 12	Dec. 14 - Feb. 20	Feb. 22 - March 6	March 8	March 20	April 20	May 22	NA
Basketball	July 20 - Dec. 12	Dec. 14 - Feb. 20	Feb. 22 - March 6	March 8	March 20	April 23	May 27	NA
Baseball	July 20 - Dec. 12	Dec. 14 - Feb. 27	March 1 - March 13	March 15	March 27	April 30	June 3	NA
Softball	July 20 - Dec. 12	Dec. 14 - Feb. 27	March 1 - March 13	March 15	March 27	April 30	June 3	NA
Golf (B&G)	July 20 - Dec. 12	Dec. 14 - Feb. 27	March 1 - March 13	March 15	March 27	April 30	June 3	NA
Track & Field	July 20 - Dec. 12	Dec. 14 - Feb. 27	March 1 - March 13	March 15	March 27	April 30	June 4	NA
Lacrosse	July 20 - Dec. 12	Dec. 14 - Feb. 27	March 1 - March 13	March 15	March 29	May 3	June 5	NA
Competitive Sport Cheer	July 20 - Dec. 12	Dec. 14 - Feb. 27	March 1 - March 13	March 15	March 29	TBD	TBD	NA

** NOTE: Prior to competition a student must have 10 days of practice in that sport. If they played a sport in the preceding season they only need 5 days of practice.
** NOTE: Football players must complete the 5 day acclimation period

Definitions:

Summer Period all activities during this time period shall be under the authority of each school district
**Football - contact practices are not allowed in the offseason (CIF Bylaw 2001.C , CA Ed Code 35179.5, AB 2127)

Off-Season or Outside Agency Programs must choose between utilizing the off-season option or outside agency option.

Conditioning Period The only activities allowed during this time are non-sport specific conditioning and weight training, along with no use of specific equipment including balls.

Practice Start Date First allowable day to begin practice.

First Contest Date First allowable day for interscholastic competition.

Sit-Out Period Date The date that a student may participate in competition after being granted an "SOP" due to transferring.

Last League Contest Date This is the last allowable date for a league contest.

Post Season Dead Period Immediately following each schools completed season of sport, there will be a two-week dead period with no contact between players and coaches of the just completed sports season.

Updated 7/20/20

Professional Development

The Staff Calendar has been re-negotiated to provide additional Professional Development opportunities. With this in mind, the student start date is slated for August 17th.

The Staff workday will be on Friday, August 14th.

Our individual sites will host a variety of kick-off meetings and activities on Monday, August 10th. A schedule of activities will be released separately outlining a variety of Professional Development choices and opportunities. These will be provided beginning on Tuesday, August 11th, Wednesday the 12th, and Thursday the 13th.

These days will focus on building capacity to deliver high quality instruction and services in distance and hybrid modalities.

Specific subject-area opportunities will be provided as well as time for Professional Learning Communities to meet and collaborate.

CANVAS and ZOOM trainings will be offered, as well as Plato/Edmentum and UC Scout.

Site training for large Zoom Meetings/Live Stream webinars.

Staff Work Site Expectations

Student and Staff Safety is first and foremost.

Staff is to report to the work site each day and follow the posted health guidelines including wearing face coverings, physical distancing, washing hands, and using hand sanitizer.

If staff is exposed to COVID-19 or becomes ill, follow the CDPH guidelines by reporting it to site administration and/or Human Resources, cooperate with SBCPH and remain in quarantine until cleared to return.

Staff is expected to use the time provided in the daily schedule to reach out to students in need.

Staff is expected to provide needed services for students - extra help from teachers, counseling services, SPED services, etc.

The normal time frame for evaluations will be followed.

Potential Staff Accommodations

If staff has concerns about their ability to perform the job duties of their position, they are to contact Human Resources. Their concerns will be discussed and the Interactive Process started if needed.

TRANSITION TO IN-PERSON INSTRUCTION

When deemed appropriate and safe, SMJUHSD will evaluate various models to introduce "in person" instruction.

Hybrid Models available

- 25% of students on-site: Possible 'Phase One' Hybrid Model (Low Student Numbers for Transportation, Classrooms and Campus spaces) to return with Public Health guidance and approval.
- 50% of students on-site: Possible 'Phase Two' Hybrid Model (Higher Student Numbers for Transportation, Classrooms and Campus spaces) to return with Public Health guidance and approval.

Traditional Model

- 100% in-person instruction: A return to a daily 7-period schedule with full in-person instruction.

Accommodations will be made for students/parents wishing to remain in a Distance Learning environment.

HYBRID MODELS

Hybrid Schedule #1

80 minute periods at 25% capacity

WEEK 1	Monday	Tuesday	Wednesday	Thursday	Friday
Alpha	Flex	A-E	F-J	A-E	F-J
Periods	Flex	1/2/3/4	1/2/3/4	5/6/7	5/6/7
WEEK 2	Monday	Tuesday	Wednesday	Thursday	Friday
Alpha	Flex	K-O	P-Z	K-O	P-Z
Periods	Flex	1/2/3/4	1/2/3/4	5/6/7	5/6/7

Hybrid Schedule #2

80 minute periods at 50% capacity

	Monday	Tuesday	Wednesday	Thursday	Friday
Alpha	Flex	A-L	M-Z	A-L	M-Z
Periods	Flex	1/2/3/4	1/2/3/4	5/6/7	5/6/7

- **Forty minute 'Flex' periods on Monday**
- **Eighty minutes of scheduled instruction per class (Tuesday-Friday)**
- **Total minutes a week of scheduled instruction for a typical 6 period day = 720 minutes**
- **Built in time for Office Hours/Intervention/Teacher Collaboration**
- **Office hours to be used for teacher/student interaction.**
- **Period and alpha order alignment may change at the Quarter to provide balance.**

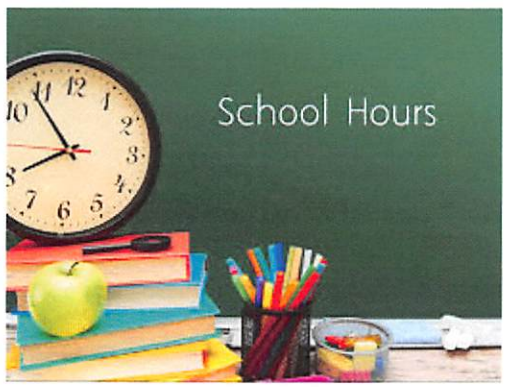
Delta Continuation High School

Delta High School will remain on their existing bell schedule with modifications.

Maintaining the schedule is possible for Delta due to their small student size. In addition, approximately 50% of Delta parents are currently requesting full distance learning.

Delta will create a Monday Flex Day schedule in line with the rest of the District.

Delta will continue to offer AM/PM sessions Tuesday-Friday. This will allow them to maintain smaller numbers for in class learning and observe physical distancing protocols more effectively.



School Health & Wellness Considerations

Campus and Classroom

Face coverings are **MANDATORY** for students, staff, and visitors.

Students, staff and visitors must sanitize their hands as they enter campuses and individual classrooms. Touchless thermometers have been provided to all school sites. Staff and student temperatures should be taken at home before arriving on campus.

- Students and staff with 100.4 degrees Fahrenheit temperature will not be allowed on campus.
- Students and staff exhibiting COVID-19 like symptoms will be assessed.
    - Students and staff with COVID-19 like symptoms will be asked to stay home for a minimum of 24 hours post symptoms or until cleared to return by a physician.

Students will be informed how to properly cough, sneeze, wash hands and the importance of physical-distancing. Physical distancing will be implemented on campus including the gated areas around the school. Signage and floor markers will be placed around campus to direct traffic and reinforce physical distancing. Staff will also monitor physical distancing during passing and lunch periods. One-way traffic on campus will be set in place wherever feasible.

Doors and windows will be kept open (where applicable). Outdoor instruction will be allowed when weather permits.

There will be no communal supplies; paper passing and collecting will be limited.

Communal areas such as the library and computer lab will not be utilized.

Breakfast and lunch distribution will be coordinated and served throughout the campus at various distribution points as "grab and go."

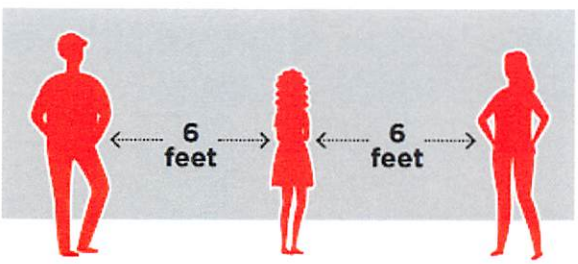
There will be no shared food for celebrations nor school-wide events or assemblies.

If possible, parent/guardian meetings should be conducted virtually. Other meetings such as School Site Council, English Learner Advisory, and Booster meetings are to be held virtually.

Parents/guardians, volunteers, and visitors must observe posted guidelines on campus. Volunteers and visitors may be limited.

Field trips and guest speakers will be held virtually.

All policies and procedures will be adhered to in accordance with the Center for Disease Control (CDC) and California Department of Public Health (CDPH) guidelines.



Facilities

Upon return from the full distance model, classrooms will be filled at approximately 25% or 50% capacity based on hybrid schedule being utilized.

Classrooms, common spaces and office surface areas will be disinfected daily.

Staff will be provided Personal Protective Equipment (PPE) (face mask, shields, hand sanitizer, gloves, sneeze shield/barrier) and supplies for additional cleaning throughout the day.

HVAC-Increase outside airflow in enclosed spaces to increase ventilation. Doors and windows will be opened as weather permits.

Classrooms or other spaces will need to be identified for temporary use in the event of a positive Covid-19 case to allow for required disinfecting.

Transportation

Depending on the hybrid model that may be in place, buses will be loaded at 25% or 50% capacity which will have one student per seat.

Face coverings will be required at all bus stops and are to remain on while on board the bus.

Students will be screened by district personnel prior to boarding the bus and will disinfect hands with hand sanitizer upon entry.

Buses will be cleaned daily after the morning and afternoon routes.

Family Support

In order to provide the safest environment for all, parents/guardians and the school system must work together. We would appreciate your assistance by supporting your students learning schedule and encouraging their daily engagement. Students are to be kept home if ill.

Sending students to school who are or may be ill can jeopardize the safety and health of classmates, staff, and the community.

Follow all health and safety precautions at the school site.

We ask that physical distancing is also practiced outside of the school setting along with proper handwashing and facial covering usage.

Traditional Education Model

Transitioning to the traditional education model will be to re-open classrooms to full-time in-person learning. In doing so, state and local public health guidelines will be followed.

Transition would be to the pre-existing periods 1-7 daily schedule. However, accommodations will be considered for parent/guardian and students wishing to remain in a distance learning environment.

Next Steps

The District will submit any major revisions of the approved Reopening Plan to the County Department of Public Health. Transparency and accountability is a district priority. This plan will be shared with and made available to all stakeholders.

SMJUHSD is committed to providing our students a quality education and supporting their well being through these unprecedented times. We welcome our students and staff no matter what schedule we find ourselves offering.

It is important to note that this Reopening Plan reflects information available at the present time and may change as new information, conditions, and recommendations emerge.

Links to COVID-19 Resources

CA CDE Covid 19 Guidance

CDE Stronger Together

CA Department of Public Health Reopening Schools Document

Governor Newsom Pandemic Plan for Schools

Santa Barbara County Public Health COVID 19 Webpage

Calmatters.org California Schools Shut Down Reopening

CA Department of Public Health COVID 19 Updates

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	• Send home • Recommend testing (If positive, see #3, if negative, see #4) • School/classroom remain open	• No Action needed
2.	Close contact (†) with a confirmed COVID-19 case	• Send home • Quarantine for 14 days from last exposure • Recommend testing (but will not shorten 14-day quarantine) • School/classroom remain open	• Consider school community notification of a known contact
3.	Confirmed COVID-19 case infection	• 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	• School community notification of a known case
4.	Tests negative after symptoms	• May return to school 3 days after symptoms resolve • School/classroom remain open	• Consider school community notification if prior awareness of testing

(†) A contact is defined as a person who is <6 feet from a case for >15 minutes. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.

(††) A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.