

Re-Opening Plan

Fall 2020-21

Board of Education Meeting
Santa Maria Joint Union High School District
July 23, 2020

SMJUHSD Guiding Philosophy

In times of crisis it is important to remember our values.

EVERY CRISIS HAS BOTH ITS DANGERS AND
ITS OPPORTUNITIES. EACH CAN SPELL
EITHER SALVATION OR DOOM.

- MARTIN LUTHER KING, JR. -

LIBQUOTES.COM

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 here:

<https://files.covid19.ca.gov/pdf/guidance-schools.pdf>

California Distance Learning Standards

Daily 'Live Interaction' Required

- Teachers to connect daily via online resources or phone

Student Attendance

- Attendance and participation must be accounted for

Minimum Instruction

- Combination of 4 hours of daily instruction and/or assigned work

Serving Students in Need

- Schools must make accommodations for students with special needs

No Set Requirements for 'Live Instruction'

- No set amount of 'synchronous' or live instruction is mandated

Preventing Disengagement

- Schools must create a plan for addressing students who don't participate

Checking Connectivity

- Schools to ensure connectivity

Weekly Engagement Record

- Schools must create a weekly engagement record noting how much instruction students receive

SMJUHSD Distance Learning Timeline

- Teacher Professional Development August 10-13
- Staff Workday August 14
- Students begin instruction on August 17
- Distance Learning program to run through Fall Semester
- Program evaluated in November/December for possible return/transition for Spring Semester

Schools Open to the Public

- Staff on duty, services provided from school sites
- Learning spaces set up for one-to-one services
- Equipment/materials/meals
- Physical distancing & group size requirements will be met, pending Department of Public Health approval
- Online instruction/resources provided from classrooms
- English Language Learner/Special Education services; Counseling
- Books, instruments, supplies, laptop service/repair
- Cameras ordered for Zoom Meetings, tablets have cameras
- Hot Spots ordered for Connectivity

Instructional Expectations

TEACHERS

- Daily interaction provided
- CANVAS used to post work, provide feedback and grades
- Minimum 30 minutes of live instruction per period
- Facilitation of learning, answer questions, provide support and assistance
- Office Hours and Flex days built in to provide additional support

STUDENTS

- Log-in daily
- Check CANVAS for work, feedback and instructions
- Turn in work on time
- Communicate with teachers when you need help, utilize office hours
- Connect with friends and classmates online and support each others learning

Curriculum

- All curricular resources to be applied via CANVAS
- Common Core/Grade Level Standards where applicable
- Teacher generated
- Advanced Placement /Allan Hancock College concurrent (next slide)
- Texts and supplemental materials
- Online resources:

Plato/Edmentum; UC Scout; Khan Academy; Open Source materials

Allan Hancock College (AHC) Concurrent Courses

- Courses must be taught Synchronously (live remote teaching during a scheduled block of instruction).
- Class periods must minimally meet for 50-minute sessions.
- Courses must maintain academic rigor and adhere to the AHC Course Outline of Record.
- 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 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 COR without exception.

Full Distance Learning Schedule

80 Minute Periods @ approx. 50% Capacity

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

40 Minute Periods on Monday

80 minutes of facetime instruction per class (T-F).

720 Total minutes a week of facetime instruction for a typical 6 period day.

Built in time for Office Hours/Intervention/PD

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 4	8:40	10:00	80
Period 2	9:30	10:10	40	Period 2	10:10	11:30	80	Period 5	10:10	11:30	80
Nutrition	10:10	10:25	15	Lunch	11:30	12:10	40	Lunch	11:30	12:10	40
Period 3	10:35	11:15	40	Period 3	12:20	1:40	80	Period 6	12:20	1:40	80
Period 4	11:25	12:05	40	Office Hours *	1:50	3:10	80	Period 7	1:50	3:10	80
Lunch	12:05	12:45	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)							
Period 5	12:50	1:30	40								
Period 6	1:40	2:20	40								
Period 7	2:30	3:10	40								

Teaching & Learning

- Teachers work onsite in classrooms where teaching tools are available.
- Common platforms: AERIES, Canvas, Zoom
- Common communication platforms: AERIES, Canvas, Zoom
- Utilize the SMJUHSD website to curate online instructional resources
- Provide Social Emotional Learning supports for students. (Zoom meetings with School Psych and Counselors). On site available.
- Create common expectations for each instructional model.
- Teach grade level standards through the use of adopted curriculum for all core subject areas supplemented by virtual resources: Khan, Edmentum, Teacher videos, UC Scout, etc.
- Consistent student schedules
- Ongoing parent communication

Understanding and Supporting Staff Needs

- Address safety concerns, entering the Interactive Process where needed
- Support via professional development for multiple instructional modalities
- Ongoing technical support and training
- Provide and support expansion of curricular options
- Teachers training Teachers = Professional Learning Communities
- Additional three days of Professional Development to take place during week of August 10-14
- Students to begin instruction on Monday, August 17

Technology Considerations

- Teacher Capabilities
 - Video Conferencing Capability in each classroom
 - 100% of teachers with Active Canvas Account
- Student internet connectivity at home. Approx 5% of parent survey responses indicated no home internet. We will provide mobile hotspots to these families. Purchase requisition in process.
- Maintain a teacher-hosted 'Hotline' for assistance and direction on technical issues.
- Increase site device related support and replacement assistance.
- Creation of community based Wi-Fi infrastructure options must be explored.

Special Education Considerations

- Ability to provide improved supports and instruction exist, but challenges remain in delivering services and supports in a distance environment.
- Services will be impacted greatly by schedule and/or ability to provide face to face support. The Least Restrictive Environment (LRE) as specified in an Individual Education Plan (IEP) may include in-person specialized instruction.
- IEPs will need to be developed and adjusted to reflect different modalities.

Special Education Continued

- Medically fragile, autistic, and students with emotional challenges may find it impossible to wear masks for extended periods or maintain social distancing.
- Many students require 1:1 support which also makes masks and or social distancing impossible.
- Moderate/Severe students may require access to in-person instruction to increase instructional opportunities.

English Learner Considerations

- Ability to provide quality instruction/support increased since last spring but challenges remain for delivering needed support when not in class.
- Designated support classes for Long Term English Learners are in place to shadow English courses.
- Tutoring available for EL/Migrant students.
- Newcomers supported by Bilingual Assistants in all core classes.
- Lessons for newcomer students on use of Canvas and technology.
- Virtual English and Math Academies created for all 9th and 10th grade Migrant students.

Support for English Learner (EL) Teachers

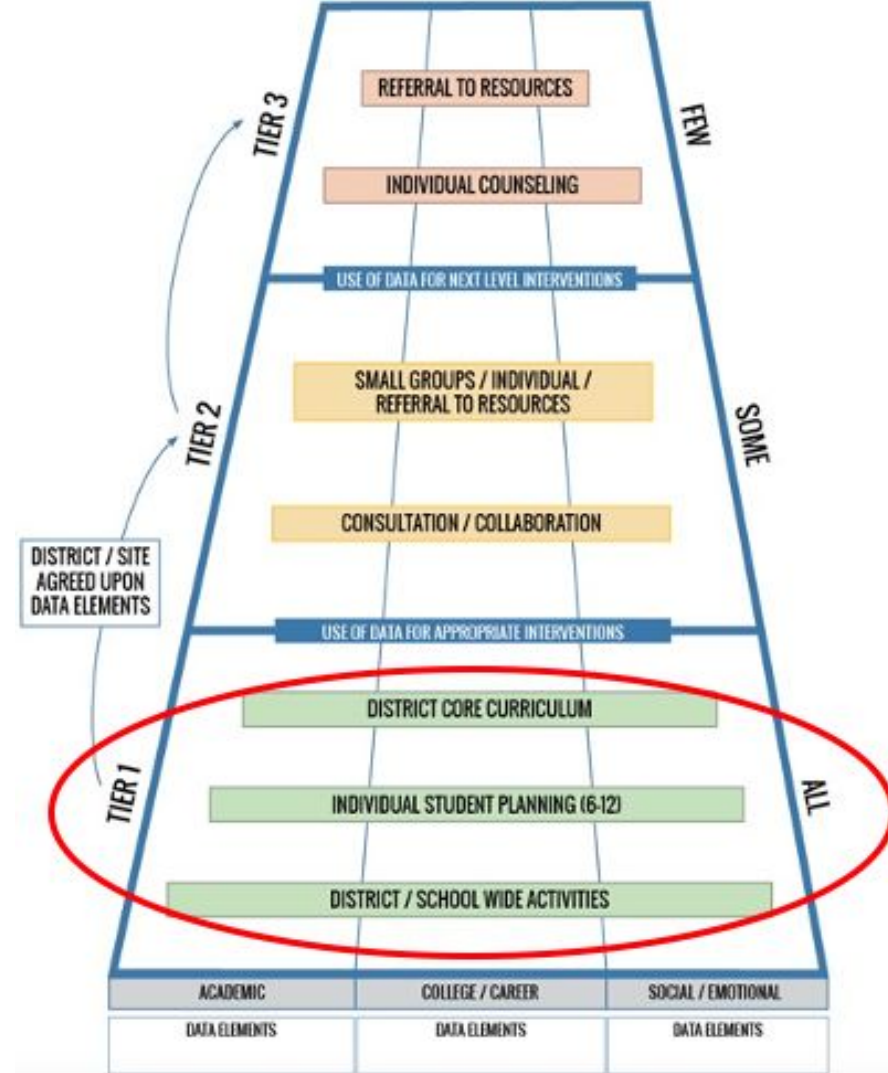
- Teachers have been creating distance lessons in ELD courses.
- Strategies to assist bilingual instructional assistants in supporting distance learning.
- Literacy coaching in place for teachers of newcomer students in teaching fundamental English skills.
- EL Toolkit Instructional Strategies have been created and saved in Canvas “sandbox” for teacher access/use.
- Continued virtual PD for EL pathway teachers including shared ‘best practices’.
- Padlet discussion board created to enhance collaboration and discussion among EL teachers district-wide.

Social Emotional Considerations

- A wide range of Social-Emotional lessons and activities need to be created and accessible to all staff and stakeholders via District and site web pages.
- Flex Days provide opportunity to engage in Social-Emotional connections and support.
- School Counselors, Psychologists, Guidance Techs and Outreach staff to actively provide ongoing services.
- Support for students in need will continue to be provided by Fighting Back Santa Maria Valley (FBSMV), Por Vida, Early Academic Outreach Program, etc.

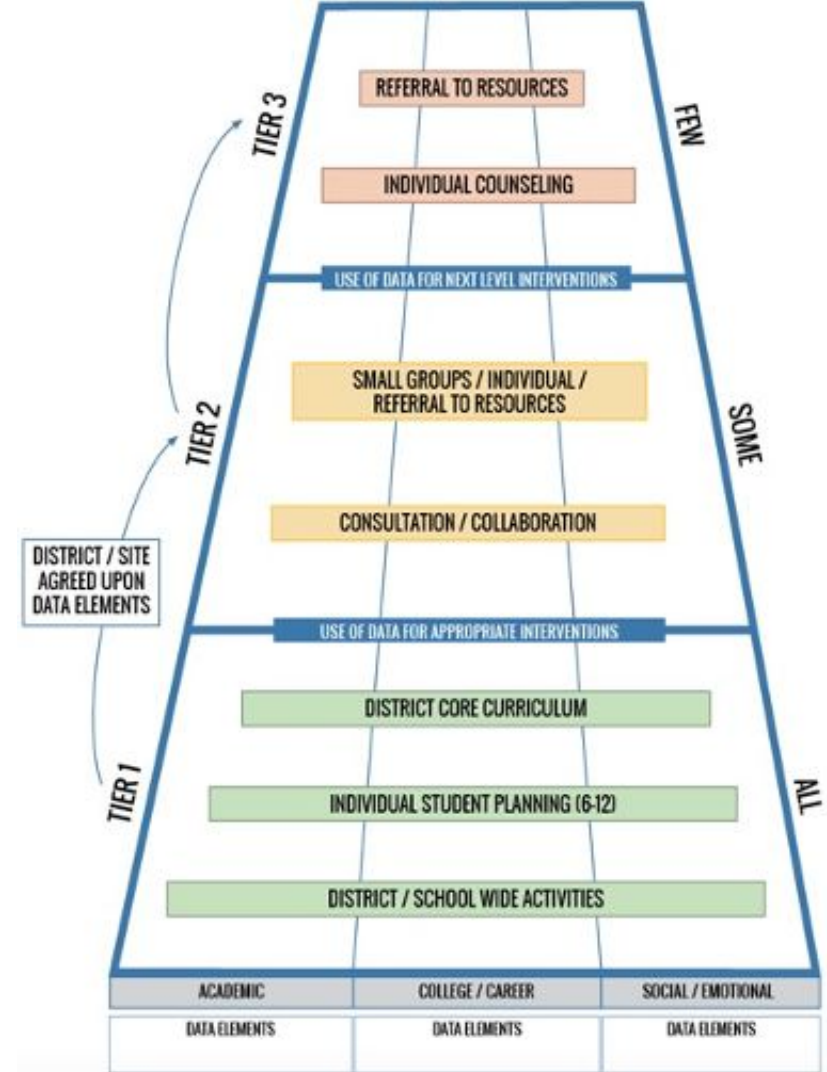
Tier 1: Virtual/Distance Counseling Services

- Live or pre-recorded mini lessons on website, Canvas, Google Classroom, social media, etc.
- Mini-lessons for classroom lessons
- 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



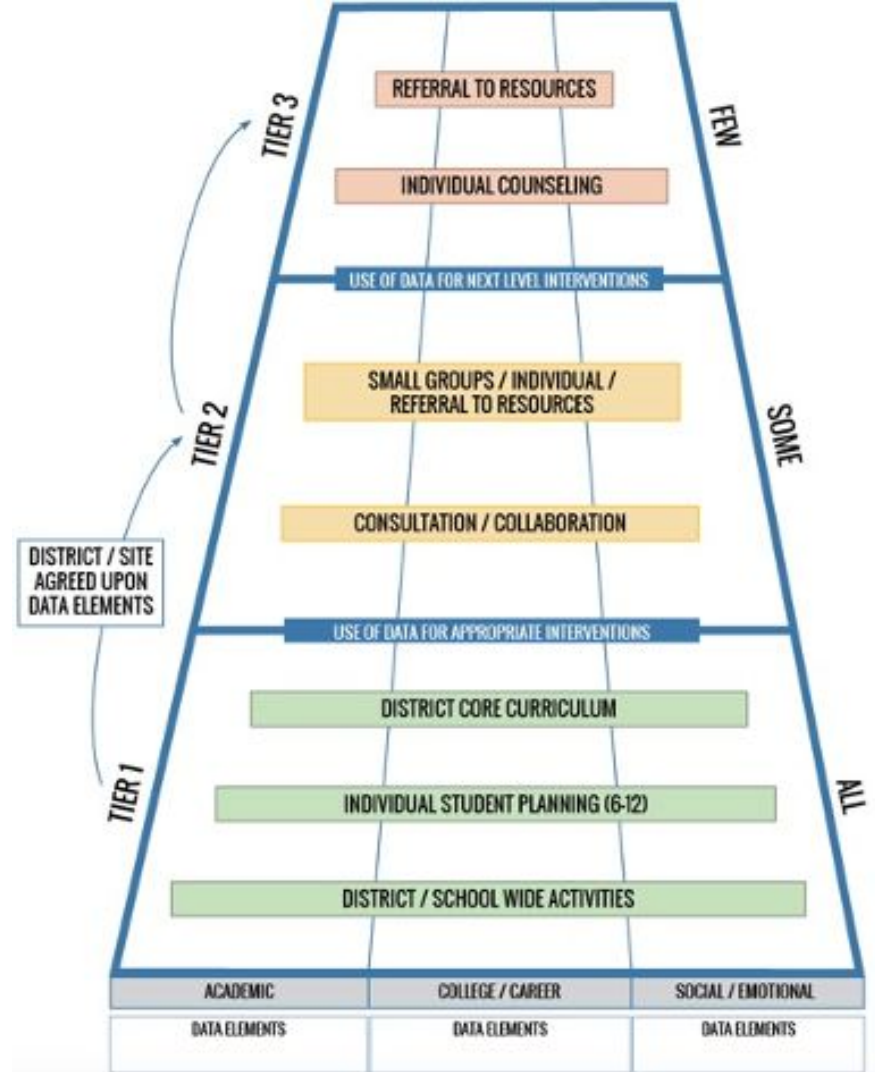
Tier 2: Virtual/Distance Counseling Services

- Students who were struggling academically or were “frequent flyers” prior to COVID-19
- Students who have not attended any or few distance learning opportunities
- Students who have technology needs
- Students lacking basic needs - 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](#)



Communication and Collaboration are Crucial

Communication Ideas:

- Pre-scheduled check-in times - “What’s Up Mondays”
- Multiple methods of communication for resources - newsletters, website, Google Classroom, social media, phone calls, food pick-up, Canvas, Google Talk, email, ZOOM, Office Hours, Remind APP
- Remain current and present - be “visible” whenever possible

Collaboration Opportunities:

- Collaborating with teachers to utilize platforms and services they are already providing - pop into classroom Zoom meetings
- Tag-team data collection to connect and support all students - shared Google Doc, common data metrics
- Student Needs Survey- Academic, College and Career, Social Emotional

Professional Development

- Staff Calendar re-negotiated to provide for August 17th student start date and provide additional Professional Development opportunities
- Menu of options being prepared based on staff input and surveys
- Focus on building capacity to deliver high quality instruction and services in distance and hybrid modalities
- CANVAS and ZOOM trainings to expand
- Site training for large Zoom Meetings/Live Stream

CIF Postpones Fall Sports

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	

Meal Distribution / Transportation

- Meals will be served on all school days in the same format as Spring/Summer to SMJUHSD students
 - Drive-thru
 - Walk-up
 - Student number/ID is required to receive meals
- Transportation offered on school days to access services and support
 - Existing bus stops
 - Multiple times per day
 - Pending Department of Public Health approval

Staff Work Expectations

- Student and Staff Safety is first and foremost
- Report to the work site each day
- Follow the posted health guidelines including wearing face coverings, physical distancing, washing hands to protect yourself and others
- If staff is exposed to COVID-19 or becomes sick, follow the CDPH guidelines by reporting it to site administration and Human Resources, going or staying home, cooperating with SBCPH, remain in quarantine until cleared to return
- Currently in negotiations with the FA and CSEA
- Use time provided in daily schedule to reach out to students in need
- Provide needed services for students - extra help from teachers, counseling services, SPED services, etc.
- Follow normal time frame for evaluations

Potential Staff Accommodations

If staff have concerns about their ability to perform the job duties of their position, they should contact Human Resources so their concerns can be discussed and the Interactive Process started if needed.

Transition to In-Person Instruction Models

- Hybrid Models
 - 25% of students on-site
 - 50% of students on-site
- Traditional Model
 - 100% in-person instruction

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

Hybrid Models

Hybrid Schedule Model

80 Minute Periods @ 25% Capacity

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

80 minutes of facetime instruction per class.

480 Total minutes a week of facetime instruction for a typical 6 period day.

Hybrid Schedule Model

80 Minute Periods @ 50% Capacity

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

80 minutes of facetime instruction per class

720 total minutes per week of facetime instruction for a typical 6 period day

DELTA HIGH SCHOOL

- Delta High School will remain on their existing bell schedule with the following modifications. Maintaining the schedule is possible for Delta because of their smaller numbers and approximately 50% of Delta parents currently are 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 Tue-Fri which allows them to maintain smaller numbers for in class learning and observe social distancing protocols more effectively.

Classroom Considerations

- Face coverings are **MANDATORY** for students and staff.
- Hand sanitizing upon entry of classroom.
- Doors and windows open (where applicable).
- No communal supplies.
- Limited paper passing and collecting.
- Physical distancing signage and floor markers in classrooms and hallways.
- Outdoor instruction when weather permits.
- Communal areas, library, computer lab, etc. will not be utilized.
- Virtual field trips and guest speakers.

Campus Access Considerations

- Staff and students temperatures by 'active' and 'passive' measures.
- Students disinfect hands with hand sanitizer.
- One-way traffic on campus wherever feasible.
- Signage to reinforce Physical Distancing and direct traffic along with monitoring by staff during passing and lunch periods.
- Physical distancing will be implemented on campus, including the gated areas around the school.
- Breakfast and Lunch distribution to be coordinated and served throughout the campus at various distribution points as grab and go.
- No shared food for celebrations.
- Parents and family members must observe posted guidelines on campus.
- Volunteers and visitors limited, or none.
- No school-wide events or assemblies.
- Parent meetings conducted virtually, if possible.
- School Site Council /English Learner Advisory Council /Booster meetings held virtually.

***All policies and procedures will be in accordance with the CDC and CPH guidelines**

Facilities Considerations

- Classrooms will be filled at approximately 25% or 50% capacity
- Rooms and office surface areas will be disinfected at least daily and require additional custodial staffing, supplies and equipment.
- 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.
- Classrooms or other spaces will need to be identified for temporary use in the event a positive case requires disinfecting of a room.

Transportation Considerations

- Buses loaded at 25% or 50% capacity = one student per seat.
- Face coverings required at bus stop and on bus.
- Students will be “actively” screened prior to getting on bus.
- Students disinfect hands with hand sanitizer upon entry.
- Buses will be cleaned daily after the morning and afternoon routes.

School Health & Wellness

- Students, staff and, visitors must sanitize hands as they enter campuses and buses.
- All staff and students are to wear face coverings.
- Students and staff monitor with daily health screenings
 - Students and staff with 100.4 degrees Fahrenheit temperature will not be allowed on campus.
 - Students and staff with COVID-19 like symptoms will be asked to stay home for a minimum of 24 hours post symptoms.
 - Students and staff exhibiting COVID-19 like symptoms will be assessed.
- Touchless thermometers will be purchased for all school sites
- Daily disinfecting and sanitizing for all common spaces and classrooms
- Teaching students how to properly cough, sneeze, and wash hands
- Teaching students the importance of Physical distancing

*All policies and procedures will be in accordance with the CDC and CPH guidelines

Family Support

- Students are to be kept home if ill, as sending students to school unwell can jeopardize the safety and health of classmates and the entire school community.
- Teach and reinforce proper handwashing and facial covering usage.
- Practice Physical distancing.
- Teach students what a sore throat, cough, and headache means and feels like.
- Have conversations about common conditions, like asthma or allergies, that have symptoms similar to COVID-19.
 - Please note these preexisting conditions on students' emergency cards.
- Families are asked to not linger outside of gates and Physical distance six feet apart.
- Follow all health and safety precautions at the school site.
- School Messenger will be the District's primary method of communication via text, voice or email.
- Videos will be provided to demonstrate policies and procedures such as:
 - Physical distancing expectations on campus.
 - Technology platforms (Canvas, Zoom, etc).
- Support student learning schedules and encourage daily engagement.
- Stay engaged in your student's learning by participating in parent trainings and reading all communications.

*All policies and procedures will be in accordance with the CDC and CPH guidelines

Traditional Model

Traditional Model

Re-opening classrooms to full-time in-person learning:

- Follow state and local public health guidelines
- Transition would be to the existing Periods 1-7 Daily schedule
- Accommodations to be made for students/parents wishing to remain in Distance Learning environment

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](#)

Conclusion & Next Steps

- Submit approved Reopening Plan to County Department of Public Health
- Communication with all stakeholders
- Professional development for all staff
- On-board and welcome our incoming students
- Transparency and accountability