



Denair Unified School District

2020-21 COVID-19 Playbook

Reopening Schools Safely

Revised: August 13, 2020 **Public Copy**



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2020-21 Possible Phases of Instruction and Student Attendance

PHASE*	DATE	TYPE
Phase I	August 12, 2020	Distance Learning for All <ul style="list-style-type: none"> • No students on campus for instruction • Teachers and staff working on campus and remotely as determined by district needs and job duties • Limited visitors to campus for essential tasks, by appointment preferred • No athletics (individual conditioning only) • No facility use by outside groups • Food services continue
Phase II	To Be Determined by State and Local Health Authorities	Hybrid Learning for All <ul style="list-style-type: none"> • Family cohorts assigned 1 to 2 days a week for on-campus instruction and participate in distance learning the remainder of the week • Option for Independent Study • Teachers and staff on campus 5 days per week • Limited visitors and volunteers • Athletics in accordance with CIF guidelines • No facility use by outside groups • Food services continue
Phase III	To Be Determined by State and Local Health Authorities	Traditional 5 Day, On-Campus Attendance for All <ul style="list-style-type: none"> • All students on campus for instruction • Option for Independent Study • Teachers and staff on campus 5 days per week • Visitors and volunteers resume as allowed by guidelines • Athletics in accordance with CIF guidelines • Limited facility use by outside groups • Food services continue

*Phases can progress in a linear fashion or regress depending on guidance from the Stanislaus County Office of Education and/or mandates from state and local health officials.

As of August 10, 2020, Stanislaus County remains on the state watch list. Schools may not reopen for on-campus instruction until the county has been off the watch list for 14 consecutive days. This does not mean that school campuses will be open on day 15. There will be a reopening process, which will likely involve bringing back small subsets of students in phases.

Communication

The district used a variety of platforms for communication over the spring/summer and will continue to do so throughout the 2020-21 school year. These platforms include:

- District and School social media outlets (Facebook, Instagram, Twitter)
- District and School websites
- Emails to all email addresses on record (Powerschool Messenger)
- Robocalls
- Packets and letters mailed to primary/home addresses
- Zoom meetings for employee and community input
- Electronic surveys and forms (e.g. Reopening Schools Survey and Technology Registration Form); paper copies provided as needed

Written communication is provided in both English and Spanish. Spanish translation is provided at meetings as needed.

Environment Preparedness

Campuses

The District has made the following efforts to ensure a safe and clean environment:

- Thorough cleaning and disinfecting of all classrooms, workspaces, and common areas over the summer.
- Replaced air filters throughout District
- Physical barriers in all campus front offices and other locations as appropriate
- Portable hand washing stations
- Hand-sanitizer dispensers
- Hand-sanitizer bottles for all classrooms
- Reusable & disposable masks for students and staff
- Face shields for employees
- Disinfectant spray bottles and wipes for each classroom
- Thermometers at each school & department
- Additional cleaning of bathrooms in all phases
- Additional cleaning during the school day when students return to campus
- Staff self-assessment of health prior to reporting for onsite work
- Staff checklist to assess student health (for use during Phase II/III)
- Parent checklist to assess student health (for use during Phase II/III)

Classrooms

During Phase I, teachers will have full access to their classrooms, technology, and supplies/materials to facilitate distance learning for their students. Instructional support staff may be present in the classroom with the teacher to facilitate co-teaching of distance learning. Physical distancing and face coverings are required. By state order, students are prohibited

from being in the classroom for instruction or assessment* purposes during Phase I. When the order is changed or lifted, the district will notify teachers in writing.

**Exception: state-mandated ELPAC testing may be done in person (1:1 setting) during the fall testing window.*

When preparing for on-campus instruction in Phases II and III, the District will make the following efforts to maximize available classroom space for physical distancing:

- Principals meet with individual teachers to discuss and measure all classroom set ups
- Non-essential and/or non-compliant furniture such as group tables moved to storage
- Teachers remove personal belongings that infringe on available classroom space

The following considerations should be made when teachers are planning classroom routines and physical design for on-campus instruction:

- Develop Classroom Routines that ensure minimizing of shared/mixed items:
 - Chromebooks checked out to students for the year
 - Students maintain own chromebook at their desk when return to school occurs
 - No shared buckets of crayons, pencils, etc.
 - Separate personal items from co-mingling with other students (e.g. backpacks on chairs)
 - Utilize digital work whenever possible to reduce papers transferring through multiple people (also reinforces distance learning routines)
- Develop classroom routines that address transitions in and out of classroom:
 - Wash or sanitize hands upon entry and departure

Cleaning Routine

Phase I:

- Restrooms will be cleaned/sanitized 3 times a day between the hours of 8:00 am - 4:00 pm
- Classrooms will be cleaned/sanitized on a daily basis, prior to the start of the next instructional day
- As a courtesy to custodial staff, teachers and instructional support staff may wish to wipe down their own workstation and door knobs when they leave for the day.

Phase II:

- Restrooms continue with Phase I cleaning/sanitizing routine
- Classrooms will be cleaned/sanitized 2 times a day, once during the instructional day and again prior to the next instructional day
- As a courtesy to custodial staff, teachers and instructional support staff may wish to wipe down their own workstation and door knobs when they leave for the day.

Phase III:

- TBD based on Stanislaus County Office of Education guidance and local and state health department orders

Employee Expectations

Employees must perform daily a health self-assessment before reporting for onsite work. Employees must document this self-assessment through either a paper log or an electronic form. Paper logs of self-assessment must be submitted to the supervisor on the last day of each month.

Please refer to CDPH guidelines for Response to COVID-19 Symptoms (see page 3). In addition, we will use the guidance document from SCOE and the California School Nurses Organization to help us determine our course of action in a variety of employee COVID-19 situations.

Face coverings are mandatory for all employees as per the guidance from CDPH.

- Face coverings must cover the face and nose.
- The district will provide cloth masks and paper masks. Face shields will be prioritized for instructional staff.
- Employees may bring their own face coverings, including masks, face shields, scarves, bandanas, gaithers, etc.
- Employees are responsible for cleaning their own reusable face coverings.

All employees must practice physical distancing and proper handwashing procedures.

When interacting with the public, parents, or students, employees must be courteous, respectful, and strive to protect privacy when inquiring about health of the student or family members. We recognize this is a sensitive issue. If an employee feels that a student, parent or visitor poses a health risk to themselves or the workplace, a supervisor should be contacted.

Target Solution training links will be assigned by Human Resources to each employee throughout the year for further COVID 19 Training.

All employees will report to their assigned site for their contractual hours. If an employee's job duties allow working remotely, the employee may discuss the available options for remote work with the immediate supervisor.

Current job descriptions will remain in place. Examples of expectations listed below represent a selection of tasks that **may** be initiated within the varying phases. We will evaluate duties as we prepare to move into each new phase to ensure compliance with state and local public health orders and the number of students being served on-campus or in a specific program.

Employees who feel they meet the guidelines for accommodations may contact their supervisor or Human Resources to begin the interactive process.

Required Distance Learning Components as Outlined in SB 98

- 180 instructional days are required.
- Minimum daily instructional minutes:
 - 180 instructional minutes in Kindergarten
 - 230 instructional minutes in grades 1 to 3, inclusive
 - 240 instructional minutes in grades 4 to 12, inclusive
- Both synchronous and asynchronous instruction is counted toward the total number of instructional minutes per day.
- Daily live (synchronous) interaction with **certificated employees** and **peers** for purposes of instruction, progress monitoring, and maintaining school connectedness
 - Daily live interaction is counted in actual minutes.
 - Daily live interaction may include but is not limited to: teacher-led virtual lessons, teacher-monitored chat rooms/discussion boards, teacher "office hours," and phone calls to parents and/or students.
- Asynchronous (self-paced, independent) instruction may include but is not limited to: pre-recorded videos, online or paper/pencil assignments, individual or group projects, activity logs (i.e. physical education or music) and independent reading.
 - Asynchronous activities are counted by time value of the assignment as determined by the teacher.
- Physical Education minute requirements have been suspended for 2020-21.
- Confirmation or provision of access for all pupils to connectivity and devices
- Content aligned to grade level standards and intellectual challenge substantially equivalent to in-person instruction
- Access to academic and other supports designed to address the needs of pupils who are not performing at grade level such as English Learners, foster youth, homeless, and those requiring mental health supports
- Special education, related services, and any other services required by a pupil's individualized education with accommodations necessary
- Designated and integrated instruction in English Language Development
- Provide nutritionally adequate meals for pupils.
- Document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided.
 - A pupil who does not participate either synchronously or asynchronously in distance learning on a school day shall be documented as absent for that school day.
 - Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents/guardians.
 - Ensure that a weekly engagement record (elementary) or (secondary) is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

- Schools shall regularly communicate with parents and guardians regarding a pupil's academic progress.
- DUSD is required to develop written procedures for tiered re-engagement strategies for students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week. These procedures will include, but are not limited to:
 - Verification of current contact information for each enrolled pupil
 - Daily notification to parents or guardians of absences
 - Outreach to determine pupil needs including connection with health and/or mental health services as necessary
 - Developing a contract with parent/student acknowledging student requirements

Curriculum & Instruction Supports

The following resources have been established over the summer to ensure that distance learning instruction for those that elect it, or in the instance of a cohort, school, or district closure is more intentional and consistent in delivery.

- Annual verification of student and parent information (to be entered in Powerschool)
 - All returning students were mailed an information packet that included a form requiring parents to provide a current email address and other contact information to establish clear lines of communication
- Professional Development resources designed to promote teacher/staff “voice and choice” and self-paced learning.
 - Google Doc with links to 2020-21 Online Instructional Tools
 - Google Classroom with resources for Pedagogy, SEL/Mental Health, Technology Tools, and Putting it in Practice (access code: 3kbeeyf)
 - Invitations to summer institutes/academies (SeeSaw, Zoom, PearDeck, etc)
 - Virtual live and recorded PD sessions during contracted work/PD days
 - Ongoing updates and PD to be offered throughout the school year
- In-person Back to School Nights cancelled; orientation/device pick up events scheduled at all schools.
- Access to the following supplemental programs, tools, and platforms:
 - ScreenCastify
 - Pear Deck
 - Kami
 - ClassDojo
 - Zoom
 - NetOp (monitoring and management software)
 - G-Suite for Education, including Google Docs, Sheets, Slides, Forms, Sites, Classroom, Meet and Chat
- Curation of resources related to Hygiene & the Impact of COVID
 - Located in our Digital Lessons & Resources Drive > COVID 19 Activities
- Curation of resources related to Social Emotional and Mental Health/Wellbeing
 - Located on our Reference Sheet for Teachers Related to the Novel Coronavirus (Covid-19) and Distance Learning

Technology Supports

- DUSD ordered more than 300 Chromebooks over the spring and summer to support student access to distance learning.
- DUSD ordered 160 hotspots through the California Department of Education to assist families who do not have stable internet access.
- We assessed families technology needs through a Technology Registration Form and distributed devices and hotspots based on the information gathered in the survey.
- All schools are hosting beginning-of-the-year events to distribute school-owned devices and hotspots to students who need them, as well as provide orientations about the technology tools to be used for distance learning.
- The district will provide technology support for parents and teachers through a helpdesk system (online ticketing and live hotline)

Instructional Expectations

- Teachers will utilize a Learning Management System (Google Classroom or ClassDojo)
 - Parents/guardians must be invited/given access to the LMS
- Adopted curriculum is to be used for traditional and distance learning models
- Include instruction for students (and resources for parents) on technology specific to grade/department during the first two weeks of school:
 - ClassDojo and/or Google Classroom
 - Google Suite
 - Clever
 - Studies Weekly
 - Pearson Easybridge
 - Read 180 and Math 180
- Include foundational lessons on hygiene & the impact of COVID during the first two weeks of school at minimum
- Include social emotional and mental health & wellbeing lessons/discussions during the first several weeks of school (and beyond)
- Communication with families should occur in the following manner:
 - Video conferencing (Zoom, Google Meet)
 - PowerSchool Messenger/Parent Portal/LMS
 - Telephone
 - Email

Phase I: Fully Distance Learning
Entire School or District on Distance Learning by Order of Health Official

Key requirements:

- Provide daily live (synchronous) interaction with teacher(s) and peers.
- Ensure work assigned in combination with daily live interaction (asynchronous) meets the required daily minimum minutes specific to grade level.
- Ensure students still obtain interventions, accommodations and ELD as required by their identified needs and/or IEP/504.
- Track weekly time in Synchronous and Asynchronous instruction. Complete weekly log for each student.
- Ensure absences are noted if a student does not participate in either a live interaction or assigned work on a given day.
- Ensure family is contacted when an absence is recorded.
- Give feedback and assign grades for student work. Complete progress reports and report cards according to the DUSD Instructional Calendar.

Potential Phase II: Hybrid Learning for All

As allowable, identified cohorts, schools or district on a hybrid of on-campus and distance learning (ie. 2 days at school, 3 days distance learning), with some families electing Independent Study.

Key requirements:

- Provide on-campus instruction 1-2 days per week per student cohort, depending on group size allowed by state or local health order.
- Assign asynchronous learning that meets the required daily minimum minutes specific to grade level for days students are not participating in on-campus learning activities.
- Provide an independent study option for families who are not yet comfortable returning to on-campus instruction, or for medical reasons.
- Ensure students still obtain interventions, accommodations and ELD as required by their identified needs and/or IEP/504.
- Track weekly time in Synchronous and Asynchronous instruction. Complete weekly log for each student.
- Ensure absences are noted if a student does not participate in either on-campus instruction or assigned work on a given day.
- Ensure family is contacted when an absence is recorded.
- Evaluate student academic progress and identify areas of learning loss; provide support and intervention to mitigate learning loss.
- Give feedback and assign grades for student work. Complete progress reports and report cards according to the district instructional calendar.

Phase III: Traditional 5-day, on-campus learning**As allowable, entire school or district attending school traditionally, with some families electing Independent Study****Key requirements:**

- Provide on-campus instruction 5 days per week for all students, as allowed by state or local health order.
- Provide an independent study option for families who are not yet comfortable returning to on-campus instruction, or for medical reasons.
- Ensure students obtain interventions, accommodations and ELD as required by their identified needs and/or IEP/504.
- Evaluate student academic progress and identify areas of learning loss; provide support and intervention to mitigate learning loss.
- Give feedback and assign grades for student work. Complete progress reports and report cards according to the district instructional calendar.