

# Soledad Unified School District



## Distance Learning Plan

July 24, 2020

# Introduction

On July 17, the Governor announced that schools in counties on the state COVID-19 Watch List would not be able to open until the county met specific COVID-19 data requirements. This means that the Soledad Unified School District will start the 2020-21 school year in a distance learning model.

This Distance Learning Plan (DLP) intended to be an augmentation to the School Reopening Framework. The plan would be placed into effect at the start of the 2020-21 school year and any other time when prevailing COVID-19 conditions, health department guidance and/or our Board of Trustees stipulates that a Hybrid Learning Model or In-Person Learning Model are not feasible.

This Distance Learning Plan has been developed as a separate document. The planning included collaboration with Soledad Teachers Association and CSEA representatives. It includes applicable elements of the School Reopening Framework and adds specific actions needed in a distance-only learning model.

On July 10, prior to the Governor's announcement, a [School Reopening Survey](#) was sent to parents. The responses from 1,776 respondents (36% of our parents) indicated that 39.8% of parents preferred a Hybrid Learning Model; 60.2% of parents preferred a Distance Learning Model.

## Definition of Distance Learning

The California Department of Education's (CDE) definition of Distance Learning: "Distance learning" means instruction in which the student and instructor are in different locations. This may include interacting through the use of computer and communications technology, as well as delivering instruction and check-in time with their teacher. Distance learning may include video or audio instruction in which the primary mode of communication between the student and instructor is on-line interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback.

CDE states: It is important to note that equitable access does not require LEAs offer the exact same content through the same channel for all students. The plan should include an analysis of alternative deliveries of comparable educational content. It is to be expected that LEAs' ability to deliver robust and meaningful educational opportunities will increase as they have more time to assess e-learning options, the degree of access to devices and internet among their students, and plan with their staff to develop content and operationalize effective instructional delivery channels.

## SB 98

The specific parameters and requirements for a distance learning program can be found in Section 34 of the K-12 education budget trailer bill, [SB 98](#), which was signed by Governor Newsome. Under SB 98, an LEA must meet one of two circumstances in order to be able to offer distance learning: On an

LEA or schoolwide level as a result of an order or guidance from a state public health officer or a local public health officer.

## Distance Learning

SB 98, requires all LEAs to develop a plan for their distance learning programs. The plan must include a number of things, including how an LEA will provide a continuity of instruction, particularly if a student must transition from in-person instruction to distance learning; a plan for ensuring access to devices; and what additional supports will be provided for students with unique needs, like English learners and students with exceptional needs.

Additionally, an LEA's distance learning program must comply with all the following requirements:

- An LEA must confirm or provide access for all students to connectivity and devices, so all students are able to participate in the educational program and complete assignments
- Content must be aligned to grade level standards and provided at a level that is substantially equivalent to in-person instruction
- An LEA must provide students with daily live interaction with teachers and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. (However, if daily live interaction is not feasible, an LEA's governing board may adopt, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness)
- An LEA must provide academic and other supports for students who are not performing at grade level or need additional student services, like mental health services
- Special education and related services must be provided with any accommodations necessary to ensure a student's individualized education program (IEP) can be implemented in a distance learning environment
- An LEA must provide designated and integrated instruction in English language for English learners, including the assessment of English language proficiency and the ability to reclassify as fully English proficient.

## Instruction

Distance Learning as defined in SB 98 is instruction where students and teachers are in different locations. Instruction includes:

- Interaction, instruction, and check-ins using computer or communication technology
- Video or audio instruction
- Print materials

## Instructional Minutes

Under SB 98, an LEA will be able to meet the necessary instructional minute requirements for a given school day through in-person instruction, distance learning, or a combination of the two. For in-person instruction, instructional minutes will be based on time spent under the immediate physical supervision

and control of a certificated employee of the LEA. For distance learning, instructional minutes will be based on the time value of assignments as determined and certified by a certificated employee of the LEA. For a school day where a student receives both in-person and distance learning instruction, the time under immediate physical supervision will be combined with the time value of assignments in order to meet the instructional minute requirements.

In order for any instruction to count towards the instructional minutes requirement, it must be provided by a certificated employee of the District. This means that any instruction provided by non-certificated staff or by a vendor will not count toward an LEA's instructional minute requirement.

SB 98 does lay out how an LEA must still track and monitor a student's daily engagement in distance learning. Every LEA will be required to document the daily participation of every student for each school day during which distance learning is provided. This participation can be met through, among other things, completion of regular assignments and contact between the student and an LEA employee. This daily participation must then be included in the student's weekly engagement record, which will also document whether a student was engaged in synchronous or asynchronous distance learning for any part of a school day and track the student's assignments. Each school will also be required to regularly communicate with parents and guardians regarding their student's academic progress.

SB 98 made a number of other changes to attendance-related rules, including:

- Specifying the minimum school day to be:
  - 180 instructional minutes in kindergarten
  - 230 instructional minutes in grades 1 through 3
  - 240 instructional minutes in grades 4 through 12
- Suspending the annual PE minutes requirement
- Maintaining the annual instructional day requirement (163, 175 or, 180 days) that normally apply, and providing for a penalty if the requirement is not met
- Suspending the annual instructional minutes requirement

# SUSD Distance Learning Plan

## Instruction

### Instructional Schedules

The daily schedules for distance learning were derived from those developed for the Hybrid Learning Model. They were developed by collaborative groups of teachers, classified representatives and school site principals. When the Distance Learning schedules were drafted, it was determined that Mondays would be designated for asynchronous learning, live student check-in and services for English Learners, Students with Disabilities and Transitional youth in the morning, followed by teacher office hours, teacher planning and collaboration (PLCs) in the afternoon. On Tuesdays through Fridays teachers would synchronous instruction in the morning. In the afternoon, teachers would facilitate live student check in, hold office hours and be provided time for planning.

Since these draft schedules were developed, it has become clear that SB 98 requires live instruction daily with students. This means that the morning instructional schedules shown Tuesday-Friday would need to apply to Mondays, as well. The draft schedules shown below are not fully compliant with SB 98

Schedules are subject to negotiations.

### Draft Distance Learning Schedule for TK - 3rd Grade

High Restriction	Monday	Tuesday-Friday
AM	Students: Live Check-in & Asynchronous Learning  Teacher Preparation  Services for <ul style="list-style-type: none"> <li>● Students With Disabilities</li> <li>● English Learners</li> <li>● Transitional Youth</li> </ul>	8:00am - 12:00pm  <u>TK-Kindergarten</u> 3 Hours of Live/Asynchronous Instruction  <u>1st-3rd Grade</u> 3 Hours, 50 minutes of Live/Asynchronous Instruction
Lunch	12:00 - 12:40pm	
PM	12:40 - 1:20pm Students: Live Check-in & Support (for same day lessons)	12:40 - 1:20pm Students: Live Check-in & Support (for same day lessons)
	1:25 - 2:25 pm: Teacher Office Hours <ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Student Support &amp; Feedback</li> </ul>	1:25 - 2:25 pm: Teacher Office Hours <ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Student Support &amp; Feedback</li> </ul>
	2:25 - 3:25pm: Collaboration / PLCs	2:25 - 3:25pm: Preparation

Draft Distance Learning Schedule for 4th - 6th Grade

High Restriction	<u>Monday</u>	<u>Tuesday-Friday</u>
AM	Students: Live Check-in & Asynchronous Learning  Teacher Preparation  Services for <ul style="list-style-type: none"> <li>● Students With Disabilities</li> <li>● English Learners</li> <li>● Transitional Youth</li> </ul>	8:00am - 12:00pm  4 hours of Live/Asynchronous Instruction
Lunch	12:00 - 12:40pm	
PM	12:40 - 1:20pm Students: Live Check-in & Support (for same day lessons)	12:40 - 1:20pm Students: Live Check-in & Support (for same day lessons)
	1:25 - 2:25 pm: Teacher Office Hours <ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Student Support &amp; Feedback</li> </ul>	1:25 - 2:25 pm: Teacher Office Hours <ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Student Support &amp; Feedback</li> </ul>
	2:25 - 3:25pm: Collaboration / PLCs	2:25 - 3:25pm: Preparation

Draft Distance Learning Schedule for Grades 7-8

High Restriction	<u>Monday</u>	<u>Tuesday-Friday</u>
AM	Students: Live Check-in & Asynchronous Learning  Teacher Preparation  Services for <ul style="list-style-type: none"> <li>● Students With Disabilities</li> <li>● English Learners</li> <li>● Transitional Youth</li> </ul>	8:00am - 12:00pm  <b>1st Quarter</b> (first 5 weeks) <b>0*</b> - 8:00-8:50am <b>1</b> - 9:00-9:50am <b>2</b> - 10:00-10:50am <b>3</b> - 11:00-11:50am  <b>*0-period Advisory / intervention / study hall</b> <b>1st Quarter</b> (last 5 weeks) Periods 4, 5, 6 & 7 same schedule  Repeat cycle for Quarters 2, 3 & 4
Lunch	12:00 - 12:40	
	12:40 - 1:00 PM Student Check-in	12:40 - 1:30pm (support session 1st & 3rd Period)

PM	1:00 - 2:00 pm: Teacher Office Hours <ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Student Support &amp; Feedback</li> </ul>	1:35 - 2:25pm (support session 2nd & 4th Period)
	2:00 - 3:25pm: Planning/Collaboration / PLCs	2:25 - 3:25pm Teacher Office Hours

### Draft Distance Learning Schedule for Grades 9-12

High Restriction	Monday	Tuesday-Friday
AM	Students: Live Check-in & Asynchronous Learning  Teacher Preparation  Services for <ul style="list-style-type: none"> <li>● Students With Disabilities</li> <li>● English Learners</li> <li>● Transitional Youth</li> </ul>	8:00 - 8:55am (1st period) 9:00 - 9:55am (2nd period) 10:00 - 10:55am (3rd period) 11:00 - 11:55am (4th period)  Periods 5-6-7-8 run in spring semester
Lunch	12:00 - 12:40pm	
PM	12:40 - 1:20pm: Student Check-in  Services for <ul style="list-style-type: none"> <li>● Students With Disabilities</li> <li>● English Learners</li> <li>● Transitional Youth</li> </ul>	12:40 - 1:30pm (support session 1st & 3rd Period)  1:35 - 2:25pm (support session 2nd & 4th Period)
	1:20 - 2:20 pm: Teacher Office Hours <ul style="list-style-type: none"> <li>● Parent Contact</li> <li>● Student Support &amp; Feedback</li> </ul>	
	2:25 - 3:25pm: Collaboration / PLCs	2:25 - 3:25pm Teacher Office Hours

### Curriculum

Students will be provided with essential standards-based, literacy, and academic supports for English Learners, Students with Disabilities and Transitional Youth.

Teachers will make use of electronic resources included in district adopted materials including

- HMH Journeys for English Language Arts
- GoMath for grades K-8
- Math Visions for grades 9-12
- STEMscopes for Science in grades K-8
- Pearson for History / Social Science

- Benchmark English and Spanish Language Arts for the Dual Immersion Program
- E3D for English Language Development
- Inside the USA for Newcomer English Learners

Teachers and students will be provided electronic access to district-adopted, standards-based curriculum

## Instructional Practices

Online daily “live” learning sessions will be required. These sessions will provide for student engagement with the teacher and student-to-student interactions. “Recorded” online learning accessed at home will consist of instructional videos, independent practice, and other activities via district-approved online resources.

Parents/caregivers and students will be able to access weekly schedules via the teachers’ Google Classrooms (grades 4-12) or SeeSaw (grades K-3). Weekly schedules will be posted to support students and families in digital platforms such as Google Classroom. Teachers will review and provide meaningful feedback on student work in order to adjust instruction and learning goals for students. Rubrics may be used to enhance students’ understanding of expectations.

## Core Instruction

Instruction in English Language Arts and Mathematics should occur on a daily basis for elementary students. Instruction in Science and History/Social Science will be provided on a weekly basis to elementary students. Secondary students take 3-4 classes at a time. Middle School students will take 3-4 periods of classes during the first five weeks of the 1st quarter and the balance of their classes in the second five weeks of the 1st quarter. Student schedules will be programmed to include two of the four core courses in the first five weeks of the school year and the other two core courses in the second five weeks of the school year. High School students will take four of their eight classes in the fall semester and the other four classes in the spring semester. Student schedules will be programmed to include two of the four core courses in the fall semester of the school year and the two other core courses in the spring semester of the school year.

## Electives

Instruction if elective courses will be adapted to a distance learning format. Examples include:

- Music will be taught using the SmartMusic application which enables teachers to facilitate rehearsals and assign music to students playing at home.
- Secondary Art students will be provided with art supplies to facilitate student completion of Art projects at home with teacher instruction.



## Career Technical Education

The ICEV (Innovative Online CTE Curriculum) program will be provided for a majority of the Soledad High School Career Technical Education courses. ICEV offers an online curriculum for CTE courses. The majority of the fall CTE classes are going to be the first course in the pathway so it is more classroom instruction than hands on with a few exceptions. A distance learning strategy will be developed for courses such as Advanced Agricultural Mechanics, Culinary 2, and Dental 2. There is no online curriculum for Dental Assist 1 and 2. There is a textbook for these courses which will be distributed.

## Work-Based Learning

Students who are enrolled in classes which include work-based learning (Work Experience, ROP courses with Community Classroom, Adult Transitions Program), will participate in distance learning activities in a setting with their teacher and their peers. The district will explore software/platforms which can provide resources and simulations which provide virtual workplace experiences.

## Grading

There will no longer be a “Hold Harmless” grading policy; grades will reflect student mastery of the standards. Marks will be issued for elementary grade students. Letter grades will be issued for secondary grade students. Grading provides evidence of student mastery of the essential standards as determined by the teacher.

Grading practices will include:

- Clear and consistent rubrics/success criteria for essential standards across PLCs.
- Focus on mastery of essential standards and skills.
- All graded assignments should have a clear purpose towards mastery of the essential standards.
- Consider physical and cognitive access issues for special populations.

For high school students, taking entire courses in a single semester, the 1st quarter grade would represent the semester grade for the purposes of student transcripts and GPA.

## Student Groups

Specific student groups including English Learners, Homeless/Foster Youth and Students with Disabilities may be provided in-person instruction at school sites to ensure they have the additional support needed to successfully participate in distance learning.

## English Learners

English learners (EL) of Soledad Unified School District shall continue to receive the necessary services and support to reinforce their English language development while simultaneously learning academic content. In the district’s distance learning model EL students shall receive English support

through designated resource time as well as designated and integrated supports throughout the week during synchronous and asynchronous lessons. Designated ELD (English Language Development) bolsters student's development of the English language through the four domains: speaking, listening, reading, and writing. ELD offers students the opportunity to learn how the English language works and proper use thereof. Integrated ELD removes the barriers to academic achievement providing students with the necessary scaffolds and supports to navigate each content area.

The District will acquire the Rosetta Stone program to augment ELD instruction and the DLI program. The Rosetta Stone online language learning system will provide English Learners with the opportunity to build English Language skills outside of synchronous instruction by teachers.

### EL Reclassification/Redesignation

The reclassification criteria set forth in California EC Section 313 and Title 5 California Code of Regulations Section 11303 remain unchanged. Soledad Unified School District shall continue to follow the state's criteria for reclassification of English learners:

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of ELPAC
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery
3. Parent opinion and consultation; and
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age.

The California department of education has established students must score 4 or Well Developed on their overall proficiency performance of the ELPAC assessment to be considered for reclassification. Soledad Unified School District utilizes this criteria for ELPAC performance in the reclassification process. All other reclassification criteria (2–4) remain locally determined.

### EL Instruction

#### Designated ELD

English learners at both the elementary and secondary level shall still continue to receive English language support. Students at the secondary and elementary levels will continue to receive language development virtually through asynchronous and synchronous lessons. Teachers shall explore multiple opportunities for English learners to interact with fellow classmates through virtual meetings or lessons as well as with the teacher. English Learners needing additional language reinforcement as well as academic support will receive additional in virtual meetings with teachers.

#### Integrated ELD

- **Elementary students** - EL students will continue to receive academic supports and scaffolding to assist EL students access the curriculum, such as but not limited to GLAD strategies and other resources.
- **Secondary students** - EL students will continue to receive academic supports and scaffolding

to assist EL students access the curriculum, such as but not limited to CM and other resources.

#### Newcomers

- **Elementary students** - Continue to receive instruction through integrated and designated ELD, as well as, additional interaction with teachers for extra support
- **Secondary students** - Designated course at secondary sites, as well as continued instruction through designated/ integrated ELD and interactions with teachers for extra support

#### Homeless/Foster Youth

Our at-promise student groups, including foster youth and homeless youth, remain a constant focus for support and intervention. Site liaisons monitor the needs of our foster and homeless youth through email, phone calls, and virtual consultations. School site staff (including liaisons, teachers, and office staff) shall monitor our at promise youth to track student engagement of distance learning through student attendance. District services may include but are not limited to:

- Providing school supplies
- Providing toiletry kits/ supplies
- School meals provided
- Links to community resources

#### Students With Disabilities

RSP students with Mild-Moderate Disabilities will receive instruction through Distance Learning, like their general education peers. RSP students will attend their assigned class(es) and will receive support as defined by the student's IEP. RSP Teachers will create a student/group session schedule and submit it to the site leader and the Special Education Director, with links to their virtual sessions.

Students with Moderate-Severe Disabilities will also engage in distance learning with both synchronous and asynchronous learning based on students individualized needs. The classrooms will follow the general education schedule whenever possible. Service providers will collaborate with teachers on scheduling student services.

IEP meetings will be held through Google Meets. Provisions for distance learning for special education students will be agreed to through IEP amendment meetings.

#### Special Education Assessments:

- Virtual Special Education Assessments:
  - In Spring 2020, portions of initial/triennial/additional assessments were completed virtually. These include parent and teacher interviews, rating scales, and review of records.
  - With the district staying on distance learning at the start of the school year, we will start and complete all assessments. The district is moving forward with Presence Learning (or an alternative assessment program) as the digital platform for both psychoeducational and academic assessments. School psychologists will utilize the Presence Learning system for all assessments. School psychologists will share data and collaborate with Education

Specialists. Education Specialists will write the academic goals. Speech assessments will be conducted virtually by the district Speech Language Pathologists. In house training will be provided for how to conduct those assessments with fidelity.

- In Person Special Education Assessments: (Only conducted if digital assessments are not possible)
  - In order to ensure assessments are thorough and comprehensive, district staff may require access to the student in person, which would include utilizing the PPE listed below. This would include individually administered tests (IQ, Processing, etc.) as well as completed observations when possible. In order to ensure assessments are thorough, the District will provide staff members with the appropriate Personal Protective Equipment (PPE) needed to complete individually administered assessments. They will also utilize social distancing when completing all classroom observations of students.
- Assessment Equipment / Devices
  - In order to ensure the safety of staff and students during all assessments the following resources will be needed:
    - Gloves
    - Face Masks
    - Plexiglas Divider for assessor and student
    - Face Shields
    - Hand Sanitizer

### Curriculum & Instructional Materials

SPED students will be provided the same access to distance/online learning platforms as all other students. Additional resources will be provided to mild/moderate and moderate/severe program students as determined by respective case carriers.

### Instructional Models

- Synchronous
- Asynchronous

### Distance Learning Platforms & Technology

The District will support the use of the following platforms for Distance Learning

- Zoom - platform for live / synchronous instruction as well as recorded / asynchronous lessons
- SeeSaw - Learning Management System for grades TK-3rd grade
- Google Classroom - Learning Management System for 4th-12th grade
- Screencastify - for video presentation of lessons with teacher narration

All students will have access to a device (iPad or Chromebook). Students who do not have access to WiFi internet at home will be provided with a hotspot to access synchronous and asynchronous instruction. Parents will be able to purchase device protection agreements and repair pick-up service.

The district will provide technical support to parents and students with use of their devices. The district will post online videos showing how to connect and use district-issued devices. The district is planning to provide live and recorded training to students, staff and parents on the use of technology tools and applications.

## Assessment

The District will follow all guidelines for State testing, including the SBAC, CAST, CAPA and ELPAC. Teachers will be expected to utilize the Interim Assessments available through the CAASPP system as scheduled in the Assessment Calendar. Initial ELPAC Assessments will be administered at the beginning of the school year, one to one by appointment only until further notice. EL (English learner) students that did not have the opportunity to complete 2019-2020 summative assessment in the spring of 2020 will be permitted to do so in August. Students will be tested by appointment only, between August 20, 2020 and October 30, 2020 until further notice.

At the start of the school year, grade-level teams will develop assessments using Illuminate to assess students' learning loss resulting from the Covid-19 school closure, guide start of year instruction and monitor student learning progress.

Teachers will utilize the District-adopted Illuminate system for ongoing standards-based assessment of students to determine monitor student learning and need for intervention. Assessment protocols will support testing with small groups as well as assessment in a non-school/distance setting. In-class testing will prioritize coordination with case carriers and EL TOSAs, to best accommodate our students' needs.

## Meeting Needs of Student Groups

Students who need additional instruction and support including Students with Disabilities, English Learners, Foster /Homeless Youth will be offered services on at designated times outside of interactive instructional hours.

## Professional Development

In accordance with health department guidance which states no more than 10 persons be gathered together in the same room, most start-of-year professional development will be conducted in virtual environments such as Zoom or Google Hangouts. Professional development topics for certificated and instructional-related classified employees will include Google Classroom, SeeSaw, Zoom, Screencastify as well as use of electronic resources for adopted materials in English, Mathematics, Science and Social Science. PD will also include use of assessment tools such as Illuminate. PD will also address safety concerns related to the Covid-19 pandemic including promoting safe practices for students and staff while on campus. Training for classified staff who will be responsible for Health & Safety protocols will be provided as well.

A needs assessment survey will be sent to staff to ensure that the start of year PD topics and sessions which are planned have relevance for participating employees. Professional development for certificated staff will be held August 6-10, with a preparation day scheduled for August 11. Principals will be offered the opportunity to hold planning and PD development meetings with their instructional leaders beginning the week of July 27.

# Operations

Most of the elements from the School Reopening Framework, Operations Domain would be unchanged under this Distance Learning Plan. Modifications to some elements are described in this section.

## Enrollment/Attendance/Engagement

Students will be enrolled at school sites based upon current practices incorporating residence location and space-available factors.

Student attendance will be recorded on a daily basis based upon participation in live/synchronous instruction as well as completion of assigned work. Grade-level teams will be provided guidance regarding the attendance value which will be attached to each student assignment. An outgoing contact from a teacher (phone call, email, text message) will not be sufficient to count as attendance. Attendance will require incoming contact from the student (video, phone call, email, text message) each day. Teachers will record attendance directly in Aeries.

School staff (typist clerks and family liaisons) will identify students who have not participated in distance learning 3 or more days in a week. Online appointments will be scheduled so that the appropriate staff may meet with the parent and determine support needed to ensure the full engagement of their student(s).

## Food Service

If the District is required to provide a distance-only learning model, food service may be modified from . Meal distribution would offer same day lunch, supper, and next day breakfast, between 11:00 am and 1:00 pm daily at all school sites. CEC students will be provided meals at Soledad High School. Planning for food service for After School Program students is in progress. It is anticipated that ASP students will eat their meals on campus, socially distanced.

## Transportation

It is not anticipated that regular transportation services will need to be offered during distance learning. However, if transportation-eligible students with disabilities or English Learners are offered small-group in-person learning and/or assessment, those students would be offered transportation.

Seating on buses will be spread out to ensure social distancing. Boarding and disembarking the bus will be done in such a way as to minimize student to student contact and proximity. Students who do need to be transported will have their temperature take upon arrival to school

## Custodial Services

Custodians will follow a cleaning schedule to ensure that all facilities used during each school day are thoroughly cleaned according to specifications in the School Reopening Framework, Operations Domain. This will include classrooms used by teachers or students, restrooms, offices and common

areas including the MPRs and school Kitchens. Staff arriving on campus will be required to sign-in and sign-out indicating which location(s), s/he was on that day.

## Textbook and Device Distribution

For the distance learning program, students will need their assigned textbooks and instructional materials. Materials and iPad distribution schedules will be established for each school site. The window for distribution is anticipated to be August 3-August 11, in time for the first day of school.

## Student Athletics

The high school athletic program operates according to Central Coast Section Guidance. CCS has issued the following plan regarding the 2020-2021 athletic seasons.

1. Two Seasons: Fall and Spring-In examining the most effective way to conduct Fall, Winter and Spring sports for the 2020-2021 school year, the decision was made to condense three seasons into two, primarily to help with the spacing between particular sports and the overlap of certain sports between seasons.
2. Length of Regular Seasons: In prior years, the length of the regular season for each sport could be vastly different from one sport to the next. This calendar has allowed us to standardize the length of the regular seasons to approximately 65 days. While the number of days per sport has been somewhat reduced, we have not reduced the maximum number of allowable contests.
3. Section Championships: The 2020-2021 sports calendars allows for a full Section Championship experience, which means the same number of champions in each sport, the same number of divisions in each sport, and the same number of guaranteed entries from leagues advancing to the playoffs in each sport as in previous years.
4. CIF Regional/State Championships: The CIF State Office has made the decision to streamline the CIF Regional and CIF State Championships competitions/tournaments to no longer than one week, once our CCS Championships have concluded.
5. Summertime Rules Extended: Beginning on June 5, 2020, all CCS Schools moved into Summertime Rules meaning athletic programs are under the authority of the high school principal. It has been decided that Summertime Rules will be extended from July 26, 2020-December 12, 2020. As schools open and students return, provided state and local health authorities deem it safe to do so, schools can begin their pre-season preparations as they see fit, depending on what is allowed by health authorities during that time period.

The district will explore options for middle school athletics and consider using the CCS plan as a framework.

# Health & Safety

Most of the elements from the School Reopening Framework, Health & Safety Domain would be unchanged under this Distance Learning Plan. Modifications to some elements are described in this section.

## Staff Temperatures & Testing

### Protocols for Arrival

For those staff and students who report to campuses, the following protocols will apply:

Staff and students will have designated entry points to enter the campus or work location. Any student or staff member entering a district facility will be asked if they are experiencing any symptoms of illness or have traveled recently.

Signage of the protocols will be posted at the entry locations. All staff and students will have their temperatures taken upon entry into any district facility. The principal will designate a staff member to take staff temperatures as well as determine the best separate location for staff to enter.

If a staff member has a temperature, they will be asked to return to their car where they will immediately contact their supervisor who will coordinate coverage for their absence. If a student has a temperature the student will be referred to an isolated area, such as the multi-purpose room with chairs appropriately spaced according to proper social distancing regulations. The referring staff member will radio the health clerk in the multi-purpose room that a student is on their way, if the health clerk is able to retrieve the student at the entry point, she may. If the health clerk has other students present, she may not leave those students unaccompanied. Upon arrival to the multi-purpose room the health clerk will take a second temperature reading to confirm if the student in fact does have a temperature.

All incidences of high temperature or health concern will be recorded; the district nurse will create a form to be used at all district facilities. These forms will be kept in a binder in the Health Clerk's office.

### Facilities

All offices will remain locked to the public following health department recommendations. Visitors must call the main office to notify of their visit. Signage must be posted on all office doors with a phone number for the visitor to call for help. Signage will need to be displayed in all common areas/classrooms/Offices regarding Health/Safety protocols. Visitors and delivery personnel must wear a mask if granted access to the site.

All persons who enter a district location must have their temperature taken prior to entering the campus or may leave packages at the door. Any visitor or delivery personnel who has a temperature will not be allowed entry into any district facility. Principals and managers must ensure that the phones have proper coverage at all times to support the needs of visitors and delivery persons.

Staff and student restrooms will have signage limiting access by multiple persons. A holding area will be designated at each school site for staff or students who have a temperature upon arrival at school or become ill while at school.



Desks will be appropriately spaced in classrooms used for small student group instruction to insure social distancing. Site administrators will work in collaboration with teachers to determine the safest classrooms configurations for students and type of furniture needs of students.

All classrooms will display signage of safety procedures:

- Washing of hands
- Coughing in the elbow
- Disposal of Kleenex
- No sharing of food or drinks
- Wiping down sink areas after use.
- Maintain Social Distance
- Keep hands to oneself

## Personal Protective Equipment

The District will provide:

- 10 Thermometers per school site
- 2 Thermometers for each district department
- 4 Thermometers for CEC
- Appropriate batteries for the devices are not rechargeable

## Safety Training

### Employee Training

Employees will receive training in safety protocols prior to the start of the school year. Training will address use of PPE, social distancing, and the protocols of the Health & Safety Domain. The training will also include how to provide age-appropriate safety lessons for students.

### Student Lessons

Upon the start of the school year, teachers will PBIS-formatted safety lessons for any students scheduled to receive on-site instruction. Lessons will include:

- School Arrival/Departure protocols
- Social Distancing
- Wearing of Face Masks
- Hand-Washing
- Transition/Recess protocols
- Restroom protocols
- Other site-specific guidelines

Lessons will be conducted during in-person instruction.

## Student Support

Most of the elements from the School Reopening Framework, Student Support Domain would be unchanged under this Distance Learning Plan. Modifications to some elements are described in this section.

### Social Emotional Support for Students

The District has contracted with agencies to provide social-emotional support services for students in need. These agencies include

- Monterey County Behavioral Health - two therapists to provide services to elementary and secondary students based upon referral from school counseling staff
- Harmony at Home - Sticks & Stones anti-bullying program and Community Counseling programs (for families) for grades K-6
- Sun Street Centers - Substance Abuse and Peer Leadership programs for students in grades 7-12

Each agency will provide services to students in a telephonic or secure virtual enrollment. The collective impact of these services will be to support student self-management and self-regulation, relationship building, social skills and responsible decision making.

The District will provide training for certificated and classified staff to provide Social Emotional Learning (SEL) for students.

School site counselors will provide virtual social emotional support for students participating in distance learning. Elementary counselors will do weekly check-ins with students and conduct Social Emotional Learning Lessons. Secondary Counselors will check regularly with students, conduct SEL sessions and make themselves available through office hours.

### Basic Needs

The district will seek to ensure that students' basic needs are met during distance learning. Students will have access to free meals, daily, distributed at designated school sites. Students will be provided a device (iPad) to access synchronous and asynchronous instruction provided by teachers in an online environment. Students who are provided instruction on site will be provided with safety supplies including face masks and hand sanitizer. Basic school supplies will be provided to those students who need them. Textbooks and instructional materials will be distributed to students prior to the start of the school year.

### Student Orientation

For 7th and 9th grade students starting at new schools, school sites will provide virtual orientation activities.

Soledad High School will hold a virtual Freshman Orientation. Students will be divided into four groups. These groups will be invited to attend one of four Zoom meetings scheduled from 10:00 - 11:00 and

from 1:00 - 2:00 on each day. During this meeting students will be introduced to key school site personnel, provided information about how to be a successful student in a Distance Learning format, and introduced to the clubs and social groups available at Soledad High School. After meeting as a group, Freshmen will go into breakout sessions where they will be introduced to their Faculty Advisor and Student Mentor. Each group of ten freshmen will be assigned to one upperclassman who will be acting in the role of mentor during their first year at Soledad High School. These four Student Mentors will be coordinated under one Faculty Advisor. The Faculty Advisor will also be available as a first point of contact for their forty Freshmen to provide support with during their first year. Information regarding the virtual Freshman Orientation will be distributed via auto-dialer and email and will include Zoom login information.

Main Street Middle School will hold a virtual 7th Grade Orientation. Students will be divided into four groups. These groups will be invited to attend one of four Zoom meetings as follows: July 30 (10-11 AM), July 31 (10-11 AM and 1-2 PM), and Aug. 3 (10-11 AM and 1-2 PM [make-up session]). During this meeting, students will be introduced to key school site personnel, provided information about how to be a successful student in a Distance Learning format, and introduced to key school support personnel as well as counselors. After meeting as a group, 7th graders will go into breakout sessions where they will receive specific information and have a chance to ask questions.

Information regarding the virtual Freshman Orientation will be distributed via auto-dialer, email, on the school electronic marquee and will include Zoom login information.

## Family Engagement

Most of the elements from the School Reopening Framework, Family Engagement Domain would be unchanged under this Distance Learning Plan. Modifications to some elements are described in this section.

### Communication

The District will communicate the Distance Learning plan to parents using all available channels including School Messenger (text), Teleparent (automated phone calls), District Website and Social Media. Districts and school sites will also utilize Class DoJo, mailings as well as staff outreach to notify parents regarding the Distance Learning Plan. The District working with school sites will convene virtual interactive meetings in which parent attendees will hear detailed information on the Distance Learning Plan, and be able to ask questions.

### Parent Education & Training

The district will offer parents training videos in the use of platforms including Zoom, Google Classroom and SeeSaw as well as Class DoJo and Aeries Parent Portal to enable parents to support their student's learning.

Parents will also be offered interactive training sessions by school sites and teachers with specific information about their student's class(es) and online learning tools.

For the safety of our families and students, parent education opportunities may be offered virtually. To ensure students are participating in virtual distance learning contact will be made with families to check-in on the progress of students and offer necessary support when needed. Virtual parent trainings may include:

- Strengthening Families
- Drug and alcohol awareness
- Online Aeries parent portal
- FAFSA application/ college preparedness
- Girls Inc.
- School Site Council Committee
- English Language Advisory Committee
- PIQE

## Foster / Homeless Youth

Our at-promise student groups, including foster youth and homeless youth will be supported during distance learning. Family liaisons will monitor the needs of our foster and homeless youth through email, phone calls, and in-person consultations. District services may include but are not limited to:

- Providing school supplies
- Providing toiletry kits/ supplies
- Immediate access to after school program, either immediate enrollment or placed at the top of the waitlist
- School meals
- Links to community resources

## After School Program

The District is exploring offering alternative ways to deliver the After School Program.

# In Closing

The Soledad Unified School District will open the school year with a Distance Learning Model. When prevailing guidance allows, the District will pivot to the appropriate learning model, either Hybrid or In-person Learning. If the District pivots to a Hybrid Learning Model, parents will be offered an option to continue distance learning.

# Acknowledgements

The District acknowledges the many individuals and representatives who collaborated on or contributed to development of this Distance Learning Plan.

- ★ California School Employees Association / Classified Staff Members
- ★ Classified Managers
- ★ Directors & Coordinators
- ★ Soledad Teachers Association / Certificated Staff Members
- ★ Parents Representatives & Students
- ★ Principals & Assistant Principals