

# **SOLEDAD UNIFIED SCHOOL DISTRICT**



## **School Reopening Framework Presentation to the Board of Trustees April 14, 2021**

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**Executive Summary**

It is recommended that the Soledad Unified School District reopen its schools for Hybrid/In-person learning. A specific date will be recommended to Trustees at the April 14 Board Meeting. With the reduction in COVID metrics in Monterey County and movement into the orange (moderate) tier, it has been deemed safe to return to in-person learning.

This School Reopening Framework addresses Instruction, Operations, Health & Safety, Student Support and Family Engagement as well as Communications. These elements are summarized in this executive summary.

Return to school dates are under consideration. Selection of the actual date will depend upon completion of MOU agreements, preparation logistics and Board preference. The table below, shows two scenarios for reopening and the planning elements and dates for each scenario.

<b><u>Reopening Day of the Week</u></b> →	<b><u>Monday</u></b>	<b><u>Wednesday</u></b>
<b><u>Element</u></b> ↓		
Staff return to campuses and district sites	Monday <date TBD>	Wednesday <date TBD>
Teacher classroom preparation	Monday-Friday prior to reopening	Thursday-Wednesday prior to reopening
Prepare classrooms for social distancing <ul style="list-style-type: none"> <li>● Desks</li> <li>● Plexiglass dividers</li> </ul>	By Thursday prior to reopening	By Monday prior to reopening
Schedule Bus Routes & Notify Parents <ul style="list-style-type: none"> <li>● Geographical need</li> <li>● SPED / IEP</li> </ul>	By 1 week prior to reopening	By 1 week prior to reopening
School Site Orientations for Parents	At least 2 days prior to reopening	At least 2 days prior to reopening
Professional Development for Certificated and Instructional Classified Employees <ol style="list-style-type: none"> <li>1. COVID Safety (all employees)</li> <li>2. Room &amp; Zoom (certificated employees and instructional assistants)</li> </ol>	<ol style="list-style-type: none"> <li>1. Wednesday prior to school reopening</li> <li>2. Thursday prior to school reopening</li> <li>3. Friday prior to school reopening</li> <li>4. TBD</li> </ol>	<ol style="list-style-type: none"> <li>1. Friday prior to school reopening</li> <li>2. Monday prior to school reopening</li> <li>3. Tuesday prior to school reopening</li> <li>4. TBD</li> </ol>

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3. Welcoming Students Back (certificated employees and instructional assistants) 4. Job-Alike Training (classified employees)		
TK - 2nd grade return	Monday, 1st day of reopening	Wednesday, 1st day of reopening
3rd - 4th grade return	Thursday, 4th day of reopening	Monday, 3th day of reopening
5th - 6th grade return	Monday, 6th day of reopening	Wednesday, 6th day of reopening
7th - 8th grade return	TBD	TBD
9th - 12th grade return	TBD	TBD

**Instruction**

Schedules

Instructional Schedules provided herein are samples which are subject to change based upon school site considerations and negotiations with STA. In summary, instructional schedules would feature hybrid/in-person instruction in the morning with approximate times of 8:00am-12:00pm. Elementary of student classes would be divided into A and B cohorts. Cohort A students whose parents choose to send to school for in-person learning would attend on Tuesdays and Thursdays. Cohort B students would attend in-person on Wednesdays and Fridays. Secondary student classes would either be similarly divided into A and B cohorts or attend as prioritized student groups (students with special needs, English learners, foster/homeless students or disengaged students). Sample schedules contained in this School Reopening Framework are subject to change based upon school site considerations and MOU agreements.

Instruction would occur simultaneously for students in-person and students on distance learning. Students in all grades will participate in asynchronous learning in the afternoon. Teachers will be provided with preparation time and be available to students and parents needing support during office hours.

Return dates for elementary grades would be phased in over the course of six school days. Return dates for secondary students will be decided, once logistics of multiple classes and passing periods have been determined.

Recess/Breaks/Passing Periods

Elementary recess would be staggered with a schedule developed by principals. Recess will provide the opportunity for teachers to have a break. Secondary breaks and/or passing periods may also be

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staggered to limit numbers of students congregating during passing periods or breaks. Snacks may be made available to students on recess or break and would be consumed in a socially distanced manner.

Educational Technology

Every K-12 student has a district-issued device. In order to fully participate in hybrid/in-person learning, those students who attend in-person learning will be required to bring their device to school.

Special Education

Students with special needs will be provided with services consistent with their IEPs. RSP students will follow their regular schedule, whether participating in in-person instruction or distance learning. SDC students may attend their self-contained classes in-person on a daily basis or per schedule developed by the education specialist (teacher).

Preschool

Preschool students whose parents prefer to have their students attend hybrid/in-person learning will follow a similar schedule as elementary school students. Students who continue to participate in distance-only learning will be provided weekly learning packets as has been done previously.

**Operations**

Transportation

Bus service will be offered to parents who qualify based upon distance from school or IEP. Students will be seated on buses in a socially distanced arrangement. Using data from the school reopening parent survey, the transportation department will set up routes and schedules to ensure that students who qualify for and request transportation will be provided for.

Attendance

Teachers will continue to record student attendance (daily participation) whether the student is participating in in-person learning or distance learning. Students who are marked absent may make up assignments for the day(s) absent and have the attendance code for the day(s) absent changed to present asynchronously.

Meal Service

Students attending in-person learning would pick up their meals on the way out of school, and consume them off-campus. Students who are not in in-person learning or their parents would pick meals up at the current meal distribution locations as is currently done.

Athletics

High school athletics are resuming on a limited basis. Student athletes may participate in practices and athletic events as scheduled with other high schools. Attendance at home contests will be limited and

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health screening will be conducted for players, coaches and spectators. Transportation will be provided for student athletes to away games. Parents will have the opportunity to drive their own student athlete(s) to away contests if they sign a one-time waiver.

**Health & Safety**

Change in Guidance

Guidance for health screening has recently changed. According to the CDC, daily screening for COVID-19 symptoms and for exposure to someone with COVID-19 prior to leaving for school can prevent some people with COVID-19 from coming to school while infectious, thus preventing in-school transmission.

Staff Health Screening

Staff will have one entry point to enter the campus or work location separate from the student entrance. All Staff will conduct a self screening using the Frontline/AESOP system prior to arriving at their work location. Any staff member who fails to do so will be contacted by their supervisor and asked to complete their health screening. Any staff member who is not feeling well will be expected to not report to their work location and enter their absence in the AESOP system.

Student Health Screening

Parents will be responsible to screen their children prior to arriving at the school site and school sites will provide families with guidance on self screening protocols. Students who arrive at school ill or become ill will be sent home. School sites will work with families to ensure that contact information is up to date.

Student Arrival to School

Students will enter campuses at specified locations. Supervision will be provided to ensure that students go straight to classrooms and do not congregate.

Protocols for Ill Students

If a student arrives to school ill or becomes ill at school they will be sent to a waiting area that each site will designate. The site administrator will coordinate a staff member, such as the health clerk, to assess if the student is in fact showing signs of illness. If the student does appear to be ill the parent will be called to pick up their child.

Facilities

The district has prepared for the reopening of school with acquisition of numerous resources and facilities updates. The Maintenance and Operations (MOTF) department has ordered a significant amount of PPE including face masks, gloves, face shields and smocks. It has secured an ample supply of hand sanitizer and disinfectant. It has ordered floor-standing plexiglass dividers for individual student desks as well as

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plexiglass dividers for use on student tables. MOTF has been installing touchless apparatus such as towel dispensers, soap dispensers, and faucets in district facilities.

School sites have been provided with hand-held electronic thermometers as well as walk-through thermometer stations. The MOTF department has installed MERV 13 filters in HVAC systems. MERV 13 filters are proven to filter out contaminants including the COVID virus. The district will be installing iWave air purifiers in HVAC systems; these purifiers are shown to inactivate the COVID virus up to 99% in 30 minutes. External air purifiers will be installed in classrooms and offices which do not have windows which open.

Classrooms

The District will follow CDPH health and safety guidelines to ensure social distancing in the classrooms. Desks will be appropriately spaced, student seating charts will abide by social distancing regulations. Site administrators will work in collaboration with teachers to determine the safest classrooms configurations for students and type of furniture needs of students. Plexiglass shields will be provided in classrooms as an additional safety measure. All classrooms will display signage of safety procedures: Washing of hands, coughing in the elbow, disposal of tissues, no sharing of food or drinks, wiping down sink areas after use, maintaining social distance, and keeping hands to oneself.

Personal Protective Equipment

Ample supplies of PPE including facemasks, gloves, face shields, and smocks will be available to staff and students. Supplies will be located in school offices and classrooms.

Communication Plan for Positive COVID Cases

The district has established a protocol for positive employee or student COVID cases. Persons testing positive for COVID will be asked to quarantine at home for the prescribed period. The district will notify the Monterey County Health Department and conduct contact tracing. Employees or students who are determined to have been exposed to COVID will be notified and advised of any necessary precautions.

Training

Prior to the reopening of school, certificated and classified employees will be offered training on COVID health and safety measures. Training will include social distancing, PPE, use of facemasks, and other current COVID information. Certificated employees and those classified employees who work directly with students will receive training on how to educate students on COVID safety including school, arrival/departure protocols, social distancing, wearing of face masks, hand washing, transition/recess, restroom protocols and other site/classroom specific guidelines.

**Student Support**

Basic Needs

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School sites will provide for the basic needs of students returning to in-person learning. This includes provision of a device, school supplies, and school meals as well as facemasks and hand sanitizer.

Social-Emotional Support

School counselors as well as partner agencies personnel will be on school campuses to support student social-emotional health. Counselors will provide SEL lessons for students and interventions for students in need. Harmony at Home (for elementary students), Sun Street Centers (for secondary students) and Monterey County Behavioral Health therapists will be on school campuses to provide support for regular education and special education students. Additional mental health services will be added to provide extra support for those students in need as a result of trauma experienced during the COVID pandemic.

Outreach

Counselors and support staff will continue to reach out to students who are not engaged in in-person or distance learning and respond to referrals for assistance from teachers. Secondary students who have fallen behind in credits due to the COVID pandemic will be contacted by counselors and offered opportunities to get back on track toward graduation or promotion.

Student Orientation

Principals will work with teachers to develop return to school orientations which will include COVID safety protocols, in-person learning schedules, safe breaks and recess along with food service and transportation

As with elementary students, secondary administrators will work with teachers to develop return to school orientations which will include COVID safety protocols, in-person learning schedules, safe breaks and passing periods along with food service and transportation,

**Family Engagement**

In preparing for reopening Soledad Unified School District through open communication will continue to engage all families and strengthen relationships with community organizations. The district will make every attempt to be inclusive of all cultures when inviting stakeholders to the decision-making table.

Input & Messaging

The district will offer town hall for parents to preview plans for school reopening and answer questions. School sites will hold orientation for parents to address instructional and COVID safety elements of the school site reopening plan. The district will utilize mail/fliers, its website, autodialer calls, email and school messenger (text program) as well as Class DoJo and Google Classroom to message parents regarding school reopening.

After School Program

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The after school program will continue to be offered virtually to participating students in grades K-8. Options for in-person ASP are under consideration.

**Communication Plan**

The Soledad USD will seek to provide information and support to district employees, students and parents regarding COVID-19 and its impact on the district. The District will also closely monitor ongoing guidance from key agencies, including, the Monterey County Health Department, the Monterey County Office of Education, the California Department of Education, and the California Department of Public Health as it pertains to the instructional program and health and safety of students and employees. Parents will be offered information on COVID safety, school instructional programs, and support resources.

The district will maintain communication with the Monterey County Health Department to convey information on positive COVID cases and conduct contact tracing when necessary.

**Conclusion to Executive Summary**

It is the district's priority to reopen school safely and in a manner that makes employees and students feel welcome. The Soledad Unified School District School Reopening Framework is a living document. With the availability of vaccines and the movement of Monterey County into the orange tier, we are now able to move forward with school reopening with hybrid/in-person learning. We will continue to adjust and adapt to extrinsic factors as well as internal.

**Acknowledgements**

The District Acknowledges the many individuals and representatives who collaborated on or contributed to development of this School Reopening Framework.

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

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**INTRODUCTION**

This School Reopening Framework is an update of a document approved by the Board of Trustees at a Special Board Meeting held on July 24, 2020. This document has been updated based upon what we have learned about COVID, distance learning, and student needs since the plan's original adoption.

Prevailing Guidance

There are numerous resources which were consulted with in development of this document. These include but are not limited to:

- Monterey County Health Department Guidance
- Monterey County Office of Education
- California Department of Education
- Soledad Unified School District COVID-19 Surveys

**Background**

On March 13, 2020, it was announced that school buildings would close effective March 16 due to the COVID-19 pandemic. In Soledad, work immediately began on the development of a Distance Learning Program. On March 26, distributions of the first round of learning packets were distributed to our students. All secondary students (Grades 7-12) already had district-issued devices (iPad or Chromebook), so many students, especially Soledad High School students were able to participate in online learning as made available by teachers early on in the distance learning program. The District conducted a parent survey to determine student access to technology. Over 1,200 parents responded to the electronic survey which was conducted by phone. The findings indicated that 70% of students had access to a device (tablet, smartphone, etc.) and that 80% had access to an internet signal at home. On April 22, our district began distribution of devices to elementary school students so that more students could participate in online distance learning.

The district also initiated a daily drive-up meal service plan at each school site. A combined lunch and next-day breakfast was provided to all students coming to school sites. Subsequently, supper was added to the daily meal distribution. Approximately 1,400 combined meals per day were served to students.

A survey of teachers was conducted to learn about their proficiency, comfort with and use of educational technology. The survey revealed many teachers use a variety of programs, but that training would be necessary on the primary district-supported platforms and tools. These tools include SeeSaw (grades K-3), Google Classroom (grades 3-12), Zoom (for live and recorded lessons) and ScreenCastify (for onscreen, recorded lessons). On March 27, our district initiated a virtual professional development program for teachers on online teaching and learning. One component of the PD program was a YouTube channel on use of Educational Technology. A second component of the PD program was an Alludo Distance Learning game which included dozens of learning activities supporting teacher use of online learning tools.

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On May 4, the District began scaling up online learning for many more students. Use of SeeSaw, Google Classroom, and Zoom increased as students with devices and access to the internet at home were able to participate in online learning. Packets continued to be developed by grade-level/ subject-area teams and distributed to those students who needed them and/or for teachers who preferred use of packets over online learning. Also on May 4, the District in partnership with Monterey Salinas Transit (MST) began to provide community Wi-Fi on a daily basis by parking Wi-Fi-equipped buses at locations throughout the district including Soledad High School, Main Street Middle School, the Soledad Community Center and Camphora/Jimenez Camp, north of Soledad.

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 requirements. This meant that the Soledad Unified School District would start the 2020-21 school year in a distance learning model. As a result, a Distance Learning Plan was 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. The Distance Learning Plan was approved by the Board at the July 24, 2020 special meeting. MOU agreements were subsequently reached with STA and CSEA and the school year began in a distance learning model on August 12.

On November 4, 2020, the district started the Soledad Community Kids program as a small cohort at San Vicente School and added a small cohort program at Frank Ledesma School on November 4. Mandated ELPAC assessments were administered in-person to new and continuing students beginning in September. In-person assessments of special needs students began in November.

COVID cases peaked in November and December 2020, leading to the issuance of a regional stay at home order. COVID metrics have steadily declined in the second half of this school year. On January 25, 2021, the regional stay at home order was lifted in Monterey County. On February 24, Monterey County shifted from the purple tier (widespread) to the red tier (substantial). On March 16, Monterey County completed a three week period of remaining in the red tier, allowing for schools to consider reopening at all grade levels. On April 6, it was announced that Monterey County had entered the orange tier (moderate)

### School Reopening Framework Development

The District began its planning for reopening schools on May 26, with a meeting of district office staff to establish a framework for the plan. It was determined that the plan would have five domains, which would include Instruction, Operations, Health and Safety, Student Support and Family Engagement. The School Reopening Framework would also include language on implementation of the plan including Communication, Data/Technology, Professional Development, Human Resources, Policy/Governance, Finance/Resources and Partners/Agencies. A committee for each Domain would be formed and would include pertinent certificated, classified and administrative staff from school sites, and the district staff.

Additionally, STA and CSEA were invited to have representatives in the domain meetings. The Instructional Domain meeting was held first, so that the other domains would be able to plan around the instructional schedules and other elements developed by the Instructional Domain team. The

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Instructional Domain team held several meetings, including separate elementary and secondary subcommittee meetings. Once the Instructional Domain prepared draft schedules and options for instructional delivery (work completed June 1-8), the other Domain groups held meetings between June 8 and June 23 to develop planning to support the Instructional Domain.

On June 17, the draft School Reopening Framework was reviewed in a meeting which included Cabinet, STA and CSEA presidents. Also on June 17, a parent meeting was held online, at which the draft School Reopening Framework was presented. Over 50 parents participated in the Zoom conference in which all five Reopening Domains were presented. Participants submitted questions and suggestions via chat which were responded to or noted for follow-up. An updated School Reopening Framework draft was presented to the Board in its June 24 regular meeting. Board members asked a number of helpful questions and made suggestions for consideration on some items.

This School Reopening Framework was provided to the Board of Trustees as an information item at its July 8 regular meeting. On July 10, 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 parent preferred a Distance Learning Model

In February 2021, the school reopening framework domains were reconstituted, including district office lead administrators, school site administrators, certificated and classified representatives. Meetings were held between February 23 and March 26 to plan for a return to in-person learning in the areas of elementary instruction, secondary instruction, curriculum, technology, assessments, special education, English learners and Dual Language Immersion, preschool, alternative education, adult education, adult transitions and co-curricular activities. Domain meetings with stakeholders were also held for Operations, Health and Safety, Student Support and Family Engagement. The combined work of these domain groups is contained in this document.

#### Other Preparations for Reopening School

The district completed a [COVID Safety Plan](#) as required by the California Department of Education and posted it on the [Soledad Unified School District Website](#) on March 30. The District also completed and posted its [COVID Prevention Program](#) as required by Ca/OSHA (Division of Occupational Safety and Health) as well as [2021 COVID-19 School Guidance Checklist](#).

The District partnered with the Soledad Medical Clinic to provide closed pod vaccination clinics. Approximately 390 employees received their first dose of the Pfizer vaccine on March 8, 2020. An additional 50 employees received the single dose of the Johnson & Johnson vaccine on March 13. On April 7, employees who received the first Pfizer COVID vaccine dose on March 8, received the second dose. Employees were also able to receive the second dose on April 12.

The district is in the process of negotiating Memorandums of Understanding for school reopening with STA and CSEA.

#### **Pertinent Legislation & Policy**

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AB 77

On June 24, 2020, an agreement was announced between the Governor and the Legislature which was represented in Assembly Bill 77. AB 77 stated that in-person instruction should be offered to the greatest extent possible, allowing distance learning under two circumstances:

1. LEA or schoolwide level as a result of an order or guidance from a state or local public health officer.
2. For pupils who are medically fragile or would be put at risk by in-person instruction, or who are self-quarantining because of exposure to COVID-19.

Provisions also maintained requirements for the number of instructional days, but allowed flexibility for instructional minutes in 2020–21 school year; LEAs may meet the 180 days through a combination of in-person and distance learning.

AB 77 required LEAs to resume some form of in-person instruction even with limitations to physical space, equipment, and resources/capacity (Hybrid Model).

New policy provisions extended the 2019–20 average daily attendance to hold harmless to the 2020–21 school year, contingent on student participation reporting and local Learning Continuity and Attendance Plan elements due by Sept. 30, 2020.

When schools and LEAs are implementing distance learning, additional requirements to track student attendance would be required, including “a weekly engagement record completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.”

AB77 also stated that “This bill would prohibit the department from publishing the California School Dashboard in 2020 and from identifying a local educational agency during the 2020–21 school year for the technical assistance or intervention process based on the performance criteria used for the California School Dashboard.”

AB77 also allowed “the summative English proficiency assessment for purposes of reclassification at the beginning of the 2020–21 school year. The bill required the results of these assessments to be used only for the purpose of determining a pupil’s reclassification from English learner to English proficient, and would require that they be completed by October 30, 2020.”

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 Newsom. 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.

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Distance Learning

SB 98, required 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:

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

Instructional Minutes

Under SB 98, an LEA would 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 would be based on time spent under the immediate physical supervision and control of a certificated employee of the LEA. For distance learning, instructional minutes would be based on the time value of assignments as determined and certified by a certificated employee of the

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LEA. For a school day where a student receives both in-person and distance learning instruction, the time under immediate physical supervision would 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 would not count toward an LEA's instructional minute requirement.

SB 98 specified 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 could 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 would 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 would 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

AB 86

On March 5, the Governor signed AB 86. The legislation contained two grants. In-person Instruction Grants (IPI) provide funding for school districts which open for in-person instruction by May 15. Funding is provided for for any purpose consistent with providing in-person instruction, including, COVID-19 testing, cleaning and disinfection, personal protective equipment, ventilation and other school site upgrades

The Expanded Learning Opportunities Grants provide funding to implement learning recovery programs, supplementing instruction, support for social-emotional well-being and meals. Allowable expenditures include increasing instructional minutes/days, summer programs, learning supports such as tutoring, learning recovery programs/materials, and educator professional development. It also includes expenditures for addressing barriers to learning, access to technology and the internet, support for credit recovery (secondary students), diagnostic assessments and staff training for trauma-informed practices. It also allows a small portion of funds for use with distance learning and preparation for in-person

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instruction.

Board Policy 0470 - COVID-19 Mitigation Plan

BP 0470 was adopted by the Board of Education on 7/8/20 . It states:

The following policy establishes actions that will be taken by the district to provide a safe learning and working environment during the coronavirus (COVID-19) pandemic, and shall supersede any conflicting language in existing district policies or administrative regulations until the Board of Trustees determines that the need for this policy no longer exists. The Board acknowledges that, due to the evolving nature of the pandemic, federal, state, and local orders impacting district operations are subject to change without notice. In the event that any federal, state, or local order may conflict with this policy, the order shall govern.

The Board may also adopt resolutions or take other actions as needed to respond to such orders or provide further direction during the pandemic.

The Board recognizes that students and staff have the right to a safe campus that protects their physical and psychological health and well-being. School campuses shall only be open when deemed safe for in-person instruction. The Board's decision to reopen school campuses for classes, before or after school programs, child care centers, and/or preschool programs shall be made in consultation with state and local health officials, the county office of education, and neighboring school districts. The district shall evaluate its capacity to implement safety precautions and to conduct full or partial school operations, and shall consider student, parent/guardian, and community input.

Prior to the return to on-campus teaching and learning, the Superintendent or designee shall provide to students, parents/guardians, and staff current information about COVID-19, including its symptoms, how it is transmitted, how to prevent transmission, the current recommendations from the state and local departments of public health, and any other information and/or resources to prepare for a safe return to on-campus teaching and learning. The Superintendent or designee shall also provide information on the processes and protocols the district will follow to minimize the health risks associated with COVID-19, including, but not limited to, physically separating individuals (social distancing), limits on large gatherings, the provision of personal protective equipment (PPE) such as masks and gloves, and the sanitization of facilities.

Student Support

The Board recognizes that the consequences of the COVID-19 pandemic, including fear for one's safety, the economic crisis, the loss of school-based relationships, and disruptions in student learning, impact all students but may have a disproportionate effect on the youngest students, students with disabilities, those students most vulnerable to basic needs insecurity or child abuse and neglect, and other at-risk students.

As school campuses reopen, staff shall provide a caring and nurturing educational environment for students. The district may provide instruction on social-emotional wellbeing to all students, including

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information on how to deal with stress and anxiety in healthy ways and the importance of emotional well-being for academic success.

Staff shall pay careful attention to students' increased mental health concerns. Counseling, other support services, and/or referrals to other agencies shall be available to assist students in dealing with the social and emotional effects of COVID-19, such as stress, anxiety, depression, grief, social isolation, and post-traumatic stress disorder.

As needed, the district may provide referrals of students and families to basic needs assistance or social services, and may assess students for eligibility for the free and reduced price meal program or assistance under the McKinney-Vento Homeless Assistance Act.

The Superintendent or designee shall ensure that staff understand their obligations as mandated reporters to report suspected child abuse or neglect, regardless of whether the student is on campus or participating in distance learning.

The Superintendent or designee may provide information to staff and parents/guardians regarding how to provide mental health support to students. The Superintendent or designee may also provide counseling to staff who are experiencing emotional difficulties as a result of COVID-19.

Instruction/Schedules

The district shall offer a combination of on-campus instruction and distance learning to meet the needs of all students.

The Superintendent or designee shall work with school principals, teachers, other staff, students, and parents/guardians to recommend to the Board a schedule of on-campus instruction for each school. If all students cannot attend on-campus instruction for the entire school day due to space limitations as a result of social distancing requirements, the Superintendent or designee shall consider arrangements for rotating groups of students, such as on a daily or weekly basis, and/or shall provide on-campus instruction to students with the greatest need for in-person supervision.

Priority for on-campus instruction shall be given to the lowest performing students, students with disabilities, elementary level students, students at risk of child abuse and neglect, homeless students, foster youth, and English learners. To the extent practicable, the district shall also consider the needs of essential workers, as designated in the Governor's executive orders, for child care during normal school hours.

On-campus instruction may be prioritized for subjects that are difficult to deliver through distance learning, such as laboratory science, art, or career technical education.

For distance learning, lessons may be delivered through live video sessions, pre-recorded lectures, or other technology-based distance learning platforms and/or the district may supplement on-campus instruction with home assignments. As much as possible, distance learning shall be provided through

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small-group synchronous learning.

Appropriate training shall be provided to teachers and other instructional staff involved in distance learning, including training on how to use any technology or platform approved for distance learning by the school and opportunities for the sharing of best practices among instructional staff. Available training resources may also be provided to students and parents/guardians when necessary.

Evaluation of Academic Progress Following Campus Closure

Upon return to on-campus instruction following an extended campus closure, the Superintendent or designee shall evaluate the impact of the campus closure on students' academic progress. Such evaluation may:

1. Address student-specific needs arising from the transition back into on-campus instruction
2. Consider whether or not a student has experienced a regression of skills and/or lack of progress
3. If regression and/or a lack of progress is present, identify opportunities for recovery, including supplemental educational services and/or new or different support services

For students with disabilities, the evaluation of academic progress shall also be used to determine whether an additional or revised individualized education program (IEP) or Section 504 plan is needed for the student to be academically successful when returning to on-campus instruction. The Superintendent or designee may prioritize urgent student needs in scheduling initial and triennial assessments and annual IEP meetings. The Superintendent or designee shall ensure district compliance with all procedural timelines for IEPs and Section 504 plans as required, unless amended

Grading

For each grading period, student progress shall be reported in accordance with BP/AR 5121 - Grades/Evaluation of Student Achievement. However, in the event that school campuses are closed for an extended period of time during any grading period, the Board may, upon recommendation by the Superintendent or designee, adopt one or more alternative grading policies which may vary by grade level or type of course. Options for such grading include, but are not limited to:

1. Assignment of final grades based on the student's grades when the campus shutdown occurred, with opportunities to increase the final grade based on progress through distance learning or other assignments and assessments
2. Assignment of pass/no pass grades for all courses
3. Grading based on students' understanding of applicable course content through assessments, projects, portfolios, or other appropriate means

Health Screening of Students

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To the extent feasible, students shall be screened for COVID-19 symptoms before boarding a school bus and/or upon arrival at school each day. The Superintendent or designee shall work with local health officials to determine the appropriate means of screening, which may include temperature checks with a no-touch thermometer.

If the screening indicates a fever or other COVID-19 symptoms, or if the student exhibits symptoms at any time during the school day, the student shall be placed in a supervised isolation area until the student's parent/guardian is contacted and the student can be transported home or to a healthcare facility. School staff may provide the parent/guardian with referrals to school or community health centers for further testing.

Student Absence and Attendance

The Board recognizes that COVID-19 will continue to impact the attendance of students following the reopening of school campuses. The Superintendent or designee shall notify students and parents/guardians of expectations regarding school attendance. Such notification shall direct any student who contracts the virus or lives with someone who has been diagnosed with COVID-19 to stay home in accordance with state and local health directives so as to curtail the spread of the disease.

Students who are infected with COVID-19 shall be excluded from on-campus instruction until a medical provider states in writing that the student is no longer contagious.

Students who are identified as being in a high-risk population for serious complications from COVID-19 because of a medical condition may request assessment and accommodations under Section 504 and/or an alternative instructional method that allows the student to continue receiving instruction off campus.

When a student is absent, the student's parent/guardian shall notify the school of the reason for the absence. A physician's verification of a student's illness or quarantine may be submitted, but is not required.

If a student would otherwise be required to attend on-campus instruction but is kept home by the parents/guardians due to concerns for the welfare of their child, the principal or designee shall work with the student and parent/guardian to find alternative means of instruction, which may include distance or blended learning, independent study, printed class assignments, or other reasonable means.

The Superintendent or designee shall maintain enrollment and student attendance data, including the participation of students in distance learning, and shall report data in accordance with state requirements.

The district employee designated as the attendance supervisor pursuant to Education Code [48240](#) shall track patterns of student absence throughout the district and regularly report such information to the Superintendent. When a student who is participating in distance learning repeatedly fails to check in with the teacher when required, the teacher and/or attendance supervisor shall attempt to contact the student or parent/guardian to resolve the issues leading to the absence.

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Social Distancing

In order to maintain a campus environment that allows for social distancing, the district shall assess the capacity of school facilities, including classrooms, cafeterias, multi-purpose rooms, gyms, and outdoor areas, and determine the means by which the facilities can best be utilized considering space and time alternatives. To the extent reasonably possible, the district may:

1. Within classrooms, space desks at least six feet apart and position them in a way that limits students facing each other
2. Stagger students in areas of high traffic, such as when students are using lockers, lining up for class, or passing between classes
3. Mark six-foot boundaries within classrooms, common areas, outdoor spaces, and places where students are likely to gather so that students and staff are more readily aware of and can more easily abide by social distancing requirements
4. Utilize restroom stalls and sinks in a manner that allows for social distancing, such as limiting the number of students and/or staff who may use the restroom at a time, blocking off every other stall or sink from use, and/or marking six-foot boundaries
5. Minimize the mixing of students from different classrooms in common spaces, such as in cafeterias and libraries
6. Conduct recess and physical education classes in a manner that allows for social distancing and minimizes the use of physical education equipment
7. Assess the capacity of school buses and develop a plan for bus routes and bus seating consistent with social distancing objectives
8. Encourage students to walk, bicycle, or travel by private vehicle to reduce the number of students traveling on school buses. Schools may provide designated areas with proper distancing for bicycles to be stored during the school day, and may mark spaces for private vehicle drop-off and pick-up zones.

Large gatherings, such as assemblies, rallies, field trips, extracurricular activities, and athletic events, shall be suspended until the Board determines, consistent with guidance from state and local health officials, that it is safe to resume such activities. The Superintendent or designee may grant an exception if an activity can be arranged to take place in phases or per class, or modified in a manner that would keep participants from violating social distancing recommendations. When deciding whether an activity may resume, the Superintendent or designee may consider the size of the group that participates, the extent to which the students and other attendees have physical contact, whether the activity can be modified to avoid physical contact, if shared equipment is required for the activity, and if social distancing can be maintained.

Personal Protective Equipment and Hygiene Practices

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The Board encourages students, staff, and visitors to wear PPE while on school campuses or school buses, especially in high-traffic areas and/or when social distancing is not possible. If the use of PPE in schools is required by state or local health officials, the district shall provide PPE to students and staff who do not bring their own personal PPE. Students and staff shall be provided instruction in the proper use, removal, disposal, and cleaning of PPE. The District will work in consultation with local health officials, the county office of education, and neighboring school districts on the use of face coverings for students and staff.

Face coverings shall not be required for anyone who has trouble breathing or is incapacitated or otherwise unable to remove the covering without assistance. Reasonable accommodations shall be made for anyone who is unable to wear a face covering for medical reasons.

The Board also encourages students and staff to practice good hygiene, such as appropriate covering of coughs and sneezes and regular hand washing of at least 20 seconds, including before eating and after blowing one's nose, coughing, or sneezing. The district shall provide adequate time and opportunity for students to wash hands, and shall make hand sanitizer available in areas where handwashing is less accessible. Signage regarding healthy hygiene practices and how to stop the spread of COVID-19 may be posted in and around school facilities.

Sanitization of Facilities and Equipment

School facilities, school buses, and shared equipment such as desks, tables, sports/playground equipment, computers, door handles, light switches, and other frequently used equipment and supplies shall be cleaned and disinfected daily with appropriate cleaning agents. Disinfectants and cleaning agents shall be stored properly and in a manner not accessible to students.

The Superintendent or designee shall ensure that ventilation systems are operating properly and that air flow and ventilation within district facilities is increased, to the extent possible, by opening windows and doors and using fans and air conditioning. Garbage shall be removed daily and disposed of safely.

Food Services

The Superintendent or designee shall ensure that students have access to clean drinking water other than through a drinking fountain, and food which is procured, stored, and served in a manner that reduces the likelihood of COVID-19 transmission and follows state and national guidelines for nutrition.

For meals that are consumed on school grounds, the Superintendent or designee shall ensure that students will be able to maintain proper social distancing while eating. In order to do so, the Superintendent or designee may consider the consumption of meals in classrooms, gyms, the outdoors, and/or other district grounds.

Meal service shall also be available to students participating in distance learning, which may include and/or entirely consist of a "grab and go" service or delivery.

Due to the changing financial circumstances of many families as a result of COVID-19, the

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Superintendent or designee shall regularly provide information to students and parents/guardians regarding the free and reduced-price meal program, eligibility, and how to apply for the program.

Staff

Prior to reopening campuses, the Superintendent or designee shall review staff assignments and, upon request, may reassign employees to reduce exposure to the virus, especially for high-risk staff. When feasible for the position, employees may be granted a remote work assignment.

In the event that employees are unable to perform their duties due to partial or full closure of campuses, the Board shall compensate employees as permitted by law.

Any employee who contracts the virus, shows symptoms of possible infection, or is caring for someone who has been diagnosed with the virus shall self-quarantine for the period of time recommended by health authorities in order to prevent the spread of the disease to students or other staff.

An employee may use personal illness and injury leave and/or family care and medical leave, as applicable, if the employee is unable to work or telework because the employee is ill or needs to take care of a spouse, parent/guardian, or child with COVID-19 or other serious health condition.

Until December 31, 2020, an eligible employee may take paid sick leave for up to 80 hours, or the number of hours that a part-time employee works on average over a two-week period, if the employee is unable to work or telework because the employee is:

1. Subject to a federal, state, or local quarantine or isolation order related to COVID-19
2. Advised by a health care provider to self-quarantine due to concerns related to COVID-19
- 3 Experiencing symptoms of COVID-19 and seeking a medical diagnosis
4. Caring for an individual who is subject to a federal, state, or local quarantine or isolation order or has been advised by a health care provider to self-quarantine
5. Caring for the employee's child whose school or child care provider is closed or unavailable for reasons related to COVID-19
6. Experiencing any other substantially similar condition specified by the U.S. Department of Health and Human Services

Employees shall be paid their regular rate of pay for leave taken pursuant to items #1-3 above, or two-thirds their regular rate of pay for leave taken pursuant to items #4-6 above, within the limits specified in law.

For the purpose specified in item #5 above, eligible employees who have been employed by the district for at least 30 calendar days shall be granted extended leave for up to 12 work weeks upon request. The first 10 days of such leave shall be unpaid unless the employee uses accrued vacation leave, personal

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leave, sick leave, or paid sick leave granted pursuant to 29 USC [2601](#). After the first 10 days, the district shall pay not less than two-thirds of the employee's regular pay for the number of hours per week the employee normally works, with a maximum of \$200 per day and \$10,000 for the total period. Eligibility for extended leave for this purpose is subject to the employee's eligibility for leave pursuant to the Family and Medical Leave Act.

The district shall post, in conspicuous places where employee notices are customarily posted, a notice prepared by the U.S. Department of Labor regarding the requirements of 29 USC [2601](#) and 2620.

Follow-Up with Infected Persons/Contact Tracing

The Superintendent or designee shall work with county health officials to track confirmed cases of students and staff with COVID-19, including, but not limited to, following up with students, their parents/guardians, and staff who exhibit symptoms while at school and those who report an absence or miss work due to illness. The Superintendent or designee shall report confirmed cases to local health authorities.

If a student, family member of a student, or staff member has tested positive for COVID-19, the district shall assist local health officials in conducting contact-tracing to identify potentially exposed individuals and ask them to self-quarantine, which may include not participating in on-campus instruction. While maintaining the privacy of the infected person, the district shall inform other students and staff with whom the infected person may have had contact in school.

Nondiscrimination

The Board prohibits discrimination based on actual or perceived medical condition or disability status.

Individual students and staff shall not be identified as being COVID-positive, nor shall students be shamed, treated differently, or denied access to a free and appropriate public education because of their COVID-19 status or medical condition. Staff shall not disclose confidential or privileged information, including the medical history or health information of students and staff.

The Superintendent or designee shall investigate any reports of harassment, intimidation, and bullying targeted at any student based on COVID status, exposure, or high-risk status.

Community Relations

The Superintendent or designee shall use a variety of methods to regularly communicate with students, parents/guardians, and the community regarding district operations, school schedules, and steps the district is taking to promote the health and safety of students. In addition, the members of the Board have a responsibility as community leaders to communicate matters of public interest in a manner that is consistent with Board policies and bylaws regarding public statements.

The district shall continue to collaborate with local health officials and agencies, community organizations, and other stakeholders to ensure that district operations reflect current recommendations

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and best practices for keeping students, staff, and visitors safe during the COVID-19 state of emergency. The Superintendent or designee shall keep informed about resources and services available in the community to assist students and families in need.

While the Board recognizes the rights of parents/guardians to participate in the education of their children and the critical importance of parental involvement in the educational process, all visitors and volunteers are encouraged to respect guidelines regarding social distancing and large gatherings. School visitors and volunteers shall be limited in number and expected to observe all district protocols for COVID-19. The Superintendent or designee may place signage around the school advising that visitors and volunteers may be required to use PPE while on school sites and interacting with school personnel, and may keep a supply of such equipment available for their use.

Use of school facilities by persons or organizations for community purposes involving large gatherings shall be suspended until the Board determines, consistent with guidance from state and local health officials, that it is safe to resume such activities. The Superintendent or designee may only grant an exception if the number of participants in the activity will be limited and the person or organization follows the processes and protocols established by the district to minimize the health risks associated with COVID-19.

**Potential Reclosure of Campus**

The district shall monitor student and staff absences and data provided by local health officials to determine if there is a risk of resurgence of COVID-19 and a need to reclose school campuses for the protection of students, staff, and the community. The Superintendent or designee shall develop plans and procedures for alternative methods of operations to the extent possible in the event that reclosure becomes necessary.

If any person diagnosed with COVID-19 is known to have been in district building(s), the Superintendent or designee shall immediately notify local health officials to determine a course of action. The building should be closed until cleaning and disinfecting of the building can be completed and the district can consult with local health officials to determine, based on up-to-date information about the specific cases in the community, whether an extended closure is needed to stop or slow further spread of COVID-19.

If local health officials report that there has been no community transmission of COVID-19, or minimal to moderate transmission in the community, school campuses may not necessarily be closed, but the district shall continue to take all preventative measures described in this policy.

If local health officials report substantial community transmission of COVID-19, campus closures of more than two weeks may be necessary, and the Superintendent or designee shall cancel group activities and events during that period. Campuses shall not reopen until recommended by local health officials.

**Our Goal for Reopening Schools**

Our district completed its Strategic Design for Educational Excellence and Innovation in January 2020. It states our beliefs, vision, and mission. Our School Reopening Framework seeks to maintain our values

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as a district during these challenging days.

We believe that ALL students can succeed and that we can make a positive difference in the lives of Every Student, Every Day. We approach our work with dedication and passion because we are committed to every student, teacher, staff member, parent, and community partner. In everything we do, we strive to provide equitable access to dynamic learning programs, wellness resources, and college and career pathways for student success. As a team, we prioritize the communities inside and outside of our schools and work to build strong relationships, positive school culture, and student-centered learning environments so that all students will reach their human potential.

Our Vision is that Soledad Unified School District will empower every student to achieve rigorous goals and thrive as life-long, resilient learners who will become responsible, contributing citizens, prepared to lead in a culturally diverse and global society.

Our Mission is that every member of the Soledad Unified School District team actively works to create the conditions for student success and contribute to a positive learning environment. We commit every day to nurturing the unique skills and abilities of every student and we work as a collaborative team within each school site and our greater learning community to achieve our vision.

Our district values are Relationships, Diversity, Integrity, Innovation, and Connectivity. During the COVID-19 Pandemic, our priorities are:

- ★ Health & Safety of our Student & Staff
- ★ Equitable Access to Learning
- ★ Support for Wellness & Mental Health
- ★ Students Held Harmless for COVID-19 Impact
- ★ Student Access to Nutrition

Our goal for reopening schools is to bring students and staff back to school safely following all health and safety protocols to ensure all students receive a high-quality education and continue to prevent the spread of COVID-19 in the community and on school campuses. We will include in our planning options for operation of schools “moderate” restrictions with the possibility that we move to a “high” restriction or “low” restriction model.

Assumptions

Our School Reopening Framework is a living document. Our plan will need to adapt to changing fiscal, legislative, and public health factors. The following assumptions are made for the remainder of the 2020-21 school year:

- COVID-19 will remain in circulation until a vaccine is developed and widely used.
- Student attendance rates may vary.
- Student learning (mastery of standards) going from 2019-20 into the 2020-21 year will be uneven and vary broadly; students may be behind in readiness for the next grade level
- Not all students may have access to the internet (at home)

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- Some parents may not feel comfortable in sending their students to school → Some students will only be participating in distance learning
- Student health and wellness resources, counseling, and mental health support will be needed
- The impact of the COVID pandemic may require budget and program adjustments, based upon variances in enrollment

**School Reopening Framework Domains**

Our reopening plan addresses essential areas or domains: Instruction, Operations, Health & Safety, Student Services and Family Engagement, as well as Communication and Consultation. Each Domain is essential to a school reopening process which ensures the safety and well-being of our students, staff and parents as well as the highest quality education possible during the COVID-19 pandemic.

Included in each domain are Dimensions, elements which will support actions in the domains. These include

- Communication
- Data/Technology
- Professional Development
- Human Resources
- Finances/Resources
- Partners/Agencies

Also included in each domain of our Reopening Schools Framework are Appendices and Links to resources which guide and support its implementation.

It is noted that the sample schedules contained in this document are subject to change based upon MOU negotiations.

**Resources**

[Stronger Together - Coronavirus \(COVID-19\) \(CA Dept. of Education\)](#)  
[COVID-19 Industry Guidance: Schools and School-Based Programs](#)  
[Blueprint for a Safer Economy - Coronavirus COVID-19 Response](#)  
[CA Covid-19 School Readiness Hub](#)

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**INSTRUCTIONAL DOMAIN**

**Elementary Instruction**

**Transitional Kindergarten**

The Transitional Kindergarten classes will be similar to the elementary schedule (below). The instructional schedule will be modified to best meet the needs of the students according to their age appropriateness.

Small cohort in person instruction

Students attend in small groups AM session only, divided into four cohorts. In-person instruction will be Tuesday through Friday. Live synchronous instruction will be provided on Monday mornings, virtually to all students. In order to maintain safety, an instructional assistant may be provided.

TK home distance learning materials and weekly plan

Mondays will follow the Elementary Schedule. Teachers will create weekly TK parent lesson plans with materials and instructions for academic skills and guided play. TK curriculum is not dependent upon iPads or Internet access. The lessons will provide optional internet links for Alphabet Sounds and Recognition, PE, Science, etc. During this time the teacher will be supporting parents through phone calls, emails, facetime, zoom conferences or whatever is best for meeting parents needs in the PM part of the day. Parents were provided with district adopted workbooks and other TK material. Teachers will continue creating TK lessons on the Monday planning day. Teachers will be reconfiguring their classrooms to address all of the factors that are listed herein.

The sample instructional schedule shown below was designed to provide for the best possible instructional model while ensuring student and staff safety. The schedule is subject to change per MOU negotiations.

Sample Schedule Transitional Kindergarten	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b><u>Tues. - Fri.</u></b> <b>7:45am</b> Staff Arrival  <b>8:00am</b> Student Arrival  <b>8:00am-12:00pm</b> In-person & Distance Learning	<b>8:00-9:40am</b> <b>All Students</b> Virtual Live Check-In Assignment of Asynchronous Learning  <b>9:40am-12:00pm</b> <b>All Students</b> Asynchronous Learning	<b>Cohort A</b> In Person  <b>Cohorts B, C, D</b> Virtual Participation  <b>Distance Learning Students</b>	<b>Cohort B</b> In Person  <b>Cohort A, C, D</b> Virtual Participation  <b>Distance Learning Students</b>	<b>Cohort C</b> In Person  <b>Cohort A, B, D</b> Virtual Participation  <b>Distance Learning Students</b>	<b>CohortD</b> In Person  <b>Cohort A, B, C</b> Virtual Participation  <b>Distance Learning Students</b>

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<b>9:20-10:30am</b> Staggered Recess  <b>12:00pm</b> Student Release	<b>Teachers</b> Preparation & Planning	Virtual Participation	Virtual Participation	Virtual Participation	Virtual Participation
	Prioritized Student Support				
<b>12:00-12:50</b> Lunch/Transition	Student/Parent Meal Pick-up only	Grab & Go Meals for In-person students Meal Pick-up for Virtual/Distance Learning students			
<b>12:50-3:25pm</b>	<b>All Students</b> Asynchronous Learning	<b>All Students</b> Asynchronous Learning	<b>All Students</b> Asynchronous Learning	<b>All Students</b> Asynchronous Learning	<b>All Students</b> Asynchronous Learning
	<b>All Students</b> Preparation & Planning	<b>Teachers</b> Preparation & Planning	<b>Teachers</b> Preparation & Planning	<b>Teachers</b> Preparation & Planning	<b>Teachers</b> Preparation & Planning
	Student Support	Student Support	Student Support	Student Support	Student Support
	Teacher Collaboration	Office Hours / Parent Contact	Office Hours / Parent Contact	Office Hours / Parent Contact	Office Hours / Parent Contact

Note that if there are smaller numbers of hybrid/in-person students, students may be able to attend in-person class twice a week.

**Grades K-6**

Elementary instruction will be provided in a hybrid model combining in-person learning with distance learning. Student cohorts, consisting of no more than 50% of each grade-level /subject area classes will attend in-person instructional sessions 1-2 days per week in the morning. As students transition to the classroom setting instruction will be simultaneous with in person students and online students. On afternoons and non-in-person mornings, students will participate in distance/online learning which may include synchronous (live via Zoom) or asynchronous (recorded) instruction. Teachers may produce online lessons, provide individualized student support, contact parents or do other necessary planning. Lunch/supper/next day breakfast would be distributed to students on their way out of school at the end of the instructional morning.

On Mondays, live instruction would be provided at the start of the day. For the remainder of the day, students would participate in asynchronous learning while additional instructional services would be provided to students with disabilities, English Learners and other students needing additional support, and teachers would be provided planning time.

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Students with Disabilities and other prioritized learners may attend school more frequently in order to have their learning needs met.

The sample instructional schedule shown below was designed to provide for the best possible instructional model while ensuring student and staff safety. The schedule is subject to change per MOU negotiations.

<b>Sample Schedule Grades K-6</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>Tues. - Fri.</b> <b>7:45am</b> Staff Arrival  <b>8:00am</b> Student Arrival  <b>8:00am-12:00pm</b> In-person & Distance Learning  <b>9:20-10:30am</b> Staggered Recess  <b>12:00pm</b> Student Release	<b>8:00-9:40am</b> <b>All Students</b> Virtual Live Check-In Assignment of Asynchronous Learning  <b>9:40am-12:00pm</b> <b>All Students</b> Asynchronous Learning  <b>Teachers</b> Preparation & Planning  Prioritized Student Support	<b>Cohort A</b> In Person  <b>Cohort B</b> Virtual Participation  <b>Distance Learning Students</b> Virtual Participation	<b>Cohort B</b> In Person  <b>Cohort A</b> Virtual Participation  <b>Distance Learning Students</b> Virtual Participation	<b>Cohort A</b> In Person  <b>Cohort B</b> Virtual Participation  <b>Distance Learning Students</b> Virtual Participation	<b>Cohort B</b> In Person  <b>Cohort A</b> Virtual Participation  <b>Distance Learning Students</b> Virtual Participation
<b>12:00-12:50</b> Lunch/Transition	Student/Parent Meal Pick-up only	Grab & Go Meals for In-person students Meal Pick-up for Virtual/Distance Learning students			
<b>12:50-3:25pm</b>	<b>All Students</b> Asynchronous Learning  <b>All Students</b> Preparation & Planning  Student Support  Teacher Collaboration	<b>All Students</b> Asynchronous Learning  <b>Teachers</b> Preparation & Planning  Student Support  Office Hours / Parent Contact			

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**Secondary Instruction**

Secondary instruction will be provided in a blended model combining in-person learning with distance learning. Student cohorts, consisting of no more than 50% of subject area class will attend in-person instructional sessions 1-2 days per week in the morning. As students transition to the classroom setting, instruction will be simultaneous with in person students and online students. On afternoons and non-in-person mornings, students will participate in distance/online learning which may include synchronous (live via Zoom) or asynchronous (recorded) instruction. Teachers may produce online On Mondays, live instruction would be provided at the start of the day. For the remainder of the day, students would participate in asynchronous learning while additional instructional services would be provided to students with disabilities, English Learners and other students needing additional support, and teachers would be provided planning time. Lunch/supper/next day breakfast would be distributed to students on their way out of school at the end of the instructional morning.

Students with Disabilities and other learners may attend school more frequently in order to have their learning needs met.

Students with Disabilities and other prioritized learners may attend school more frequently in order to have their learning needs met.

The sample instructional schedules shown below was designed to provide for the best possible instructional model while ensuring student and staff safety. The schedule is subject to change per MOU negotiations.

<b>Sample Schedule Grades 7-8</b>	<b><u>MONDAY</u></b>	<b><u>TUESDAY</u></b>	<b><u>WEDNESDAY</u></b>	<b><u>THURSDAY</u></b>	<b><u>FRIDAY</u></b>
<b>Tues. - Fri.</b> <b>7:45am</b> Staff Arrival	<b>8:00-9:40am</b> <b>All Students</b> Virtual Live Check-In	<b>Cohort A</b> In Person	<b>Cohort B</b> In Person	<b>Cohort A</b> In Person	<b>Cohort B</b> In Person
<b>8:00am</b> Student Arrival	Assignment of Asynchronous Learning	<b>Cohort B</b> Virtual Participation	<b>Cohort A</b> Virtual Participation	<b>Cohort B</b> Virtual Participation	<b>Cohort A</b> Virtual Participation
<b>8:00am-12:00pm</b> In-person & Distance Learning for periods 1, 2, 3 & 4	<b>9:40am-12:00pm</b> <b>All Students</b> Asynchronous Learning	<b>Distance Learning Students</b> Virtual Participation	<b>Distance Learning Students</b> Virtual Participation	<b>Distance Learning Students</b> Virtual Participation	<b>Distance Learning Students</b> Virtual Participation
<b>Staggered Passing Periods</b>					

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Between classes  <b>12:00pm</b> Student Release	<b>Teachers</b> Preparation & Planning  Prioritized Student Support				
<b>12:00-12:50</b> Lunch/Transition	Student/Parent Meal Pick-up only	Grab & Go Meals for In-person students Meal Pick-up for Virtual/Distance Learning students			
<b>12:50-3:25pm</b>	<b>All Students</b> Asynchronous Learning  <b>All Students</b> Preparation & Planning  Student Support  Teacher Collaboration	<b>All Students</b> Asynchronous Learning  <b>Teachers</b> Preparation & Planning  Student Support  Office Hours / Parent Contact	<b>All Students</b> Asynchronous Learning  <b>Teachers</b> Preparation & Planning  Student Support  Office Hours / Parent Contact	<b>All Students</b> Asynchronous Learning  <b>Teachers</b> Preparation & Planning  Student Support  Office Hours / Parent Contact	<b>All Students</b> Asynchronous Learning  <b>Teachers</b> Preparation & Planning  Student Support  Office Hours / Parent Contact

Note that MSMS has a 7-period schedule. Thus periods 1, 2 and 3 will alternate with periods 5, 6 and 7. Period 4 would be held daily under this sample schedule.

<b>Sample Schedule Grades 9-12</b>	<b><u>MONDAY</u></b>	<b><u>TUESDAY</u></b>	<b><u>WEDNESDAY</u></b>	<b><u>THURSDAY</u></b>	<b><u>FRIDAY</u></b>
<b><u>Tues. - Fri.</u></b> <b>7:45am</b> Staff Arrival	<b>8:00-9:40am</b> <b>All Students</b> Virtual Live Check-In	<b>Cohort A</b> In Person	<b>Cohort B</b> In Person	<b>Cohort A</b> In Person	<b>Cohort B</b> In Person
<b>8:00am</b> Student Arrival	Assignment of Asynchronous Learning	<b>Cohort B</b> Virtual Participation	<b>Cohort A</b> Virtual Participation	<b>Cohort B</b> Virtual Participation	<b>Cohort A</b> Virtual Participation
<b>8:00am-12:00pm</b> In-person & Distance Learning for periods 1, 2, 3 & 4	<b>9:40am-12:00pm</b> <b>All Students</b> Asynchronous Learning	<b>Distance Learning Students</b> Virtual Participation			

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<p><b>Staggered Passing Periods</b> Between classes</p> <p><b>12:00pm</b> Student Release</p>	<p><b>Teachers</b> Preparation &amp; Planning</p> <p>Prioritized Student Support</p>				
<p><b>12:00-12:50</b> Lunch/Transition</p>	<p>Student/Parent Meal Pick-up only</p>	<p align="center">Grab &amp; Go Meals for In-person students Meal Pick-up for Virtual/Distance Learning students</p>			
<p><b>12:50-3:25pm</b></p>	<p><b>All Students</b> Asynchronous Learning</p> <p><b>All Students</b> Preparation &amp; Planning</p> <p>Student Support</p> <p>Teacher Collaboration</p>	<p><b>All Students</b> Asynchronous Learning</p> <p><b>Teachers</b> Preparation &amp; Planning</p> <p>Student Support</p> <p>Office Hours / Parent Contact</p>	<p><b>All Students</b> Asynchronous Learning</p> <p><b>Teachers</b> Preparation &amp; Planning</p> <p>Student Support</p> <p>Office Hours / Parent Contact</p>	<p><b>All Students</b> Asynchronous Learning</p> <p><b>Teachers</b> Preparation &amp; Planning</p> <p>Student Support</p> <p>Office Hours / Parent Contact</p>	<p><b>All Students</b> Asynchronous Learning</p> <p><b>Teachers</b> Preparation &amp; Planning</p> <p>Student Support</p> <p>Office Hours / Parent Contact</p>

**Curriculum & Resources**

Curriculum/Resources

Current core content and elective class adopted materials will be utilized in the hybrid/in-person learning model. Electronic platforms for HMH Journeys (English Language Arts), GoMath, Envision AGA, STEMscopes (Science), and Pearson/SAAVAS My World (History-Social Science). Resources for other courses as well as supplemental resources will be available electronically. Secondary students will have access to hard copy and electronic versions of adopted textbooks.

Students will have the opportunity to access these resources utilizing their district-issued devices. Licenses for reading and language programs will be adjusted to allow for full utilization by teachers and students.

Online Resources

The District will continue to provide current online learning platforms which will include the following

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[Zoom for Education](#) - Video Conferencing application allowing for live/synchronous teacher-student instruction and recorded/asynchronous lessons accessible on demand.

[Google Classroom](#) (for grades 3-12) - Classroom application that enables teachers to manage coursework, create classes, distribute assignments, grade and send feedback, and see everything in one place.

[Seesaw for Schools](#) (for grades K-3) - Classroom application that enables teachers to collaborate, obtain lessons and activities, sync student work, and engage parents in student learning.

[Screencastify for Schools](#) – is an application that enables teachers and students to create video lessons, assignments, and projects.

[iReady Instruction and Assessment Program](#) will be made available to elementary students and teachers (grades K- 8). iReady provides standards-based intervention in both English Language Arts and Mathematics. The district utilized iReady as the online learning platform for its 2020 summer school program and piloted it in two elementary and the middle school in the 2020-21 school year. During the summer, it was deemed effective and useful by teachers, students, and parents. iReady is available to teachers for hybrid instruction in both reading and mathematics. The [Acellus Learning](#) program has been used for credit recovery for high school students in our district. The Acellus program will be used for online instruction in grades 7-12. Acellus and iReady both serve as the online learning platform for students whose parents do opt-out of in-person instruction, as well as for after-school tutoring and intervention

### **Co-Curricular Programs**

Co-curricular programs are those which integrate in-school classes with related activities outside the school day. The MESA, SkillsUSA (CTE), NJROTC and AG/FFA programs will continue to offer co-curricular opportunities while adhering to COVID safety guidance. Most co-curricular activities such as meetings and competitions will continue to be conducted virtually. Music and Band programs will continue to use the online program [SmartMusic](#), and other methods to safely allow students to participate.

### **Career Pathways**

CTE courses which typically call for hands-on learning have been taught this year using an adopted software program. Students who return to in-person instruction may be provided access to hands-on learning opportunities if they can be made compliant with COVID safety guidelines.

### **Restriction Scenarios**

The Instructional Domain will comply with the orange tier, including

- Student/staff health screening
- Waiting area on campus for ill students
- Hybrid/In-person learning model

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- Class size limited to ensure social distancing
- Practice of social distancing in classrooms
- Wearing of face masks
- No large gatherings
- Limited transition time to classes (secondary)
- Limited recess/breaks
- Cohorting at some grade levels
- Grab and Go meals for hybrid/in-person students

If the health department restrictions are increased, the instructional model would become more restrictive including:

- Distance learning only
- Meal service distributed for off-site consumption only

**INSTRUCTIONAL DOMAIN DIMENSIONS**

<b>Communication</b>	<p>The dissemination of the Instructional Domain will be as follows:</p> <p>Staff:</p> <ul style="list-style-type: none"> <li>● Email messages</li> <li>● Virtual meetings</li> <li>● Posting on district website</li> <li>● Employee Town Halls</li> </ul> <p>Students</p> <ul style="list-style-type: none"> <li>● Email messages (secondary grades)</li> <li>● Email messages to parents (primary grades)</li> </ul> <p>Parents</p> <ul style="list-style-type: none"> <li>● Email messages</li> <li>● Virtual meetings</li> <li>● Posting on district website</li> <li>● Parent Town Halls</li> <li>● Parent Orientation</li> </ul>
<b>Data/Technology</b>	<p>The Instructional Domain assumes that each student will have a district-issued device (iPad) and strives to provide internet access to as many students as possible. Students are provided hotspots to ensure access to the internet at home. Households with more than one student are able to obtain multiple hotspots to ensure fast internet speeds.</p>
<b>Professional Development</b>	<p>Professional Development will be provided to employees prior to school reopening. One to two sessions will be included. One workshop will be “Welcoming Students Back Into the Classroom”. The topics include training and reflection on asset-based mindset, rebuilding meaningful relationships, creating norms for the in-person classroom, and setting of routines and expectations. The other workshop will be “Room and Zoom”. This workshop’s outcomes will be to explore and establish effective routines for the hybrid setting, identify and practice strategies to effectively engage</p>

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	<p>students in the hybrid setting, and identify actionable strategies to build and maintain classroom culture in the hybrid setting. Classified staff will also receive professional development based upon job alikes. Training topics may include:</p> <ul style="list-style-type: none"> <li>● Certificated PD Topics for instructional aides</li> <li>● COVID Safety protocols (Office Employees)</li> <li>● Safe Recess (Pupil Supervisors &amp; Campus Security)</li> <li>● Cleaning and sanitizing (Custodians)</li> <li>● Safe transportation (Custodian/Bus Drivers)</li> <li>● Safe meal distribution (Food Service Employees)</li> <li>● Social-emotional learning (Family Liaisons)</li> <li>● COVID Safety (All Employees)</li> </ul>
<p align="center"><b>Human Resources</b></p>	<p>The implementation of the Instructional Domain is reliant upon certificated teachers working within existing assignments. Given that the hybrid learning model will require trained teachers to implement, substitute teachers will need to be identified for training so that they may be provide productive substitute teaching services in both in-person and online environments</p>
<p align="center"><b>Finances/Resources</b></p>	<p>The primary costs for the Instructional Domain are the licenses and agreements for the online learning platforms as well as training costs. The instructional domain expenses are being supported out of CARES, ESSER, IPI and ELO funds</p>
<p align="center"><b>Partners/Agencies</b></p>	<p>The Soledad USD is partnering with the following entities in carrying forward the instructional domain including:</p> <ul style="list-style-type: none"> <li>● Monterey County Office of Education</li> <li>● Monterey County SELPA</li> <li>● Monterey County Department of Health</li> <li>● California Department of Education</li> </ul>

**Appendices & Resources**

[Distance Learning Resources](#)

[Instructional Resources](#)

[The Distance Learning Playbook, Grades K-12](#)

**EDUCATIONAL TECHNOLOGY SUBDOMAIN**

**Educational Technology Network**

[Network Infrastructure](#)

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Our network & infrastructure needs are more crucial than ever, as much of our instruction has been online based learning, or teacher pre-recorded lesson videos being uploaded and downloaded using Wi-Fi. The system bandwidth will be measured at school sites and addressed if the bandwidth is not supportive of all students on campus with devices.

Digital Divide & Student Access

The digital divide is the gap between students who do have access to devices and an internet signal at home versus those who do not. The District has been 1:1 with devices for every student prior to and during the COVID-19 pandemic. All secondary students have district-issued devices (iPads) which they were able to carry back and forth from home to school prior to school closure. Every elementary student had a district-issued device, which was kept in the classroom at school. In April, 2020 the District held a device distribution at each of our elementary school sites providing an iPad to each student who did not have a device at home for distance learning. The devices were collected back at the end of the school year for cleaning, maintenance, reprogramming and redistribution.

The district has purchased and deployed over 1,000 hotspots to our students who did not have internet at home for distance learning.

The district continues research and testing for the plans of purchasing LTE towers to be able to provide at home internet to those students that need it, which is more cost sustainable as a one time hardware purchase instead of paying the monthly cell carrier bills for their mobile hotspots.

Device Management

All district student devices are [Children's Internet Protection Act \(CIPA\)](#) compliant as they have a web filter enabled to ensure age-appropriate web access. The district also has the ability to limit the apps downloaded on the iPads to ensure they are age appropriate. Apple Classroom gives teachers a powerful tool to manage iPads in the classroom and ensure students remain on task while completing assignments in class and works well within bluetooth proximity. At this time, Apple does not have any similar systems to be able to manage devices via distance learning.

Acceptable Use Policy

The Technology Acceptable Use Policy [Student Acceptable Use of Technology](#) / has been reviewed and is up to date. The [Soledad Parent iPad Guidelines English](#) / [Soledad Parent iPad Guidelines Spanish](#) are provided to parents of students who are issued district-owned devices.

**Online Learning**

Online Platforms

The district has procured licenses for the 2020-21 school year for Seesaw, our K-4 online learning platform, and Screencastify for K-12, a powerful tool for recording lessons. Other platforms that are

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district supported for distance learning include Google Classroom, QuickTime video recording, and any online curriculum platforms.

Online Resources

The District will continue to provide current online learning platforms which will include the following

[Zoom for Education](#) - Video Conferencing application allowing for live/synchronous teacher-student instruction and recorded/asynchronous lessons accessible on demand.

[Google Classroom](#) (for grades 3-12) - Classroom application which enables teachers to manage coursework, create classes, distribute assignments, grade and send feedback, and see everything in one place.

[Seesaw for Schools](#) (for grades K-3) - Classroom application which enables teachers to collaborate, obtain lessons and activities, sync student work and engage parents in student learning.

[Screencastify for Schools](#) – Is an application which enables teachers and students to create video lessons, assignments and projects.

Hybrid/In-person Learning

In hybrid/in-person learning daily instruction will be conducted simultaneously in-person and online (for students remaining in distance learning). Teachers will make use of in-classroom technology (laptops and tablets) to provide simultaneous instruction.

Student Preparation

Students are now familiar with their online learning platform, either Seesaw and/or Google Classroom. Students in grades Kindergarten & students newly enrolled in the district will be provided support as needed. The learning platforms are fairly easy to learn.

Parent Education

The district has offered training for our parents so they can become familiar with our online learning platforms. Sessions offered included Google Classroom, ClassDojo, Seesaw, getting started with email. The district will continue to provide any further parent training as deemed necessary. Technology information will be included in school site orientations preceding the school reopening.

Professional Development for Staff

**Restriction Scenarios**

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If prevailing health guidance becomes more restrictive at any time during the school year, the district will expand its use of the learning platforms described above in order to return to a distance-only/online learning program.

**EDUCATIONAL TECHNOLOGY DOMAIN DIMENSIONS**

<p align="center"><b>Communication</b></p>	<p>The district will communicate any parent training, iPad pickup dates or mobile hotspot pick up via teacher communication, auto dialer calls, text messages, Facebook &amp; website advertisements.</p> <p>Employees will be emailed updates on professional development for use of technology as well as new equipment updates.</p>
<p align="center"><b>Data/Technology</b></p>	<p>The data &amp; technology needed include student devices, internet at home for students, and online learning platforms such as Seesaw &amp; Google Classroom. We also found teachers needed new laptops for distance learning as their laptops were old and not keeping up with demand of distance learning.</p>
<p align="center"><b>Professional Development</b></p>	<p>New teachers have been provided professional development to become familiar with the online learning platforms. All teachers will continue to receive ongoing support with online learning platforms. Parents and students will continue to be offered training on how to navigate the learning platforms to be familiar with accessing assignments and turning them in.</p> <p>Members of the EdTech team will play a critical role in training their peers in use of instructional platforms.</p> <p>The district has provided live webinar online professional development that focuses on our learning platforms for teachers, including individualized training for new teachers who are new to the programs. The district has also provided training to substitute teachers so they are familiar with our online learning platforms and can seamlessly fill in during a teacher absence. The district continues to provide support with virtual coaching hours where our Teacher Coaches can be reached out to for personal one to one support for those</p>

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	<p>teachers who need extra support with the online learning tools.</p> <p>The district will offer training for teachers to support simultaneous hybrid/in-person instruction with distance learning.</p>
<b>Human Resources</b>	<p>Certificated staff with expertise on the online learning platforms will provide support to others. EdTech staff will provide technical support to staff, students, and parents. School site office staff will assist staff, students, and parents with tech tickets to address technology issues</p>
<b>Finances/Resources</b>	<p>The District continues to fund the leases for devices (iPads) issued to students through the LCAP.</p> <p>Funding for enhanced or increases in licensing of current platforms including Zoom, ScreenCastify, and Seesaw will be needed as well as finding for new platforms to expand distance learning capacity such as iReady and Acellus.</p> <p>The main cost needed for Technology will be the LTE Towers, which will be funded by the CARES Act funding at around \$600,000. Additional costs have included the mobile hotspots needed while the LTE project is completed, new teacher laptops to assist with distance learning, new iPads for those students in the lower grades who have an old iPad or don't have one at all, and upgraded network hardware to support the LTE towers. Another increased cost has been a high increase in iPad repairs needed due to the elementary iPads being used at home.</p>
<b>Partners/Agencies</b>	<p>We have been working with AT&amp;T to increase our bandwidth, in conjunction with E-Rate consultants to assist us with e-rate billing for this update, working with multiple vendors to identify a possible LTE antenna provider, working with MCOE to benefit from any available technology grants. We are also collaborating with the City of Soledad on how to provide city-wide internet access.</p>

**Appendices & Resources**

[Supporting Continuity of learning and education](#)

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[Request Tech Support – Soledad Unified School District](#)

[SUSD Family Tech Resources English](#)

[SUSD Family Tech Resources Spanish](#)

## **ASSESSMENTS & GRADING SUBDOMAIN**

### **Return to School**

#### Initial Screening/Diagnostics

Elementary teachers understand that all students have experienced some form of learning loss due to COVID 19. Therefore, teachers will hold vertical alignment meetings with other grade levels/subject area teachers to determine what standards were not covered during this school year as well as where students are in their learning. Teachers will identify grade-level / subject-area essential standards and unpack the essential standards into learning targets. Knowing that students will spend less than 50% of their time at school, teachers will narrow the number of Essential Standards and focus on the most critical key ideas students will need to be successful at the next grade level.

At the middle school teachers meet during their Professional Learning Communities (PLC) to determine standards not covered and which ones are necessary for students' academic success. Besides, subject area meetings are held to create their own formative assessments to help identify students' academic needs.

At the high school teachers will meet during their Professional Learning Communities (PLC) to determine which standards were not covered and are necessary for their academic success. All high school students will be administered the [Mathematics Diagnostic Testing Project](#) (MDTP) assessment. The assessments would run as a pretest to determine which essential standards have not been mastered by students; in order for teachers to address those standards accordingly. In English Language Arts, students will be administered the [HMH Reading Inventory](#) test given at the beginning of the school year to determine a baseline of where students are and administered periodically during the school year to monitor student progress. In science, social studies and elective courses teachers will administer site-based assessments.

#### Formative Assessment(s)/Progress Monitoring

Formative Assessment, Common Formative Assessments (CFAs), and progress monitoring will take place during and after the lessons. Student scores from results of the CFA will provide actionable information about students' learning status relative to the desired lesson goal. Teachers will use data from Formative Assessments to identify students who require Tier 2 Intervention (re-teaching) and immediately adjust their instruction, re-teach, and then reassess. Also, standards not mastered will be reinforced by

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assigning those standards in IReady. These actions will ensure students' progress towards the learning goals.

Other Available Assessment Tools

Teachers will have access to the following tools which they can use to generate common formative assessments if they choose. For example, teacher teams can create their own assessments in illuminate and they have access to ELA and Math Quick Checks in English and Spanish to support teachers' classroom formative assessment program. The [illuminate Data & Assessment System](#) also provides pre-built, standards-based K-2 Early Literacy assessments, and K-1 observational assessments. Also, NGSS assessments have added 3,200 new questions within the science Item Bank.

In addition, the [CAASPP Tools for Teachers Resources](#) is a new online collection of resources that supports K–12 teachers in their use of the formative assessment process to adjust teaching for improving student learning and to prepare students for the Smarter Balanced Assessment Consortium (SBAC).

**State Assessment**

CAASPP- Summative Assessment

The state interim assessments are available and teachers have the option to give either the ICA, IAB, or FIA giving students the opportunity to practice taking them prior to the Spring State Tests. Besides, giving students more time for adjustment to the new hybrid/in-person learning model. This assessment provides teachers and students great examples of the rigor required on the Summative CAASPP assessment given every spring. Teachers will adjust their instruction and daily assignments to match the rigor they see in the Interims.

Teachers will also be meeting with their grade-level teams, which provides them time to work together to identify essential standards, analyze data from CFAs, create performance tasks, create formative assessments and make adjustments to their instructional strategies.

Smarter Balanced Assessment Consortium (SBAC)

As of the date of the school reopening framework, requirements for the administration of state testing has not been finalized. The State Board of Education has approved a plan allowing school districts to use any assessment which meets the following criteria:

In the fall and starting in August, components of the CAASPP assessment systems are going to be released at different times throughout the test administration year. The timeline this year for the various assessments are as follows:

- Aligned with California Common Core State Standards for ELA and math.
- Available to assess students in grades 3-8 and 11.
- Uniformly administered across a grade span, school or district.

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- Provides disaggregated results to parents, educators and the public.

The state is awaiting CDE approval on other factors, including:

- Decoupling state assessments from federal accountability requirements.
- Waiving penalties for participation rates of less than 95 percent.
- Extending the assessment administration window to July 30.
- Waiving administration of the state's science test altogether.

Regardless, school districts will still be required to publicly report data disaggregated by student groups, the performance of students and the number and percentage of students tested in the School Accountability Report Card (SARC).

ELPAC Assessment.

The requirement to assess English Learners was not waived for the 2020-21 school year. This assessment is used to determine the English language proficiency and provide additional support for students who are classified as English Learners. The ELPAC also helps with the reclassification of English Learners. (i-Ready) The overall Score Sheets will be available for teachers so that students can continue to be appropriately assigned English language development services if they are determined to be English learners (ELs). Initial English Learner Proficiency Assessment for California was administered to new students (kindergarten students and students new to the district) in the fall of 2020. This assessment was conducted by EL TOSAs in-person with students. In spring of 2021, continuing English Learners are being administered the summative ELPAC. The summative assessments are being administered in-person by the EL TOSAs.

**GRADING**

Elementary Grading

The K-3 standard-based report card will look different from 4-6 grade report cards because at the K-3 grades, it is skills and criterion-based with a focus on subskills. In either case, a narrative will be involved at all the grade levels indicating what should be the focus for that student. Teachers will look at the present level of functioning of each student and then plan appropriate interventions and lessons. The narrative in the report card will also include standards covered, how often students signed in online, their participation in their learning, their work, and attendance so that parents are well informed about their student's hybrid learning progress.

Secondary Grading

The "hold harmless" grading policy from the spring of 2020 is no longer in effect. This is due to the sunsetting of allowances by the UC/CSU system which allowed for credit/no credit grades on A-G courses. For the school year 2020-21, grading will be based on the student's understanding of applicable course contents. The grading of students' work will be based on the regular A-F grading scale.

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Student Demonstration of Learning

In a hybrid instructions model, students will be called upon to demonstrate their learning in a variety of ways, including:

- Slide-Based Presentations using Google Slides presented in real-time or recorded
  - Students can include talking points or presentation scripts in the slide notes
- Video Recordings
- Platform options including videos uploaded using Screencastify
- Posters, Tri-Folds, Models, and Dioramas
  - Presented using a Zoom video (live or pre-recorded) or digital photographs with an attached verbal or written narrative explanation or in-person
- Audio Recordings
- Illustrations (flow charts, diagrams, collages, comic strips, infographics, and other visual presentations) completed digitally using illustration software or can be scanned or photographed and uploaded.
- Dialogue, Monologue, or Other Performance can be submitted in writing or recorded and submitted digitally.
- Discussion Threads, Journaling, or Interactive Notebooks through a shareable platform like Google Docs or through Google Classroom

**Restriction Scenarios**

If prevailing guidance from the Monterey County Health Department increases the restriction on school districts, assessments will be modified to meet all restrictions. This could mean assessments are administered online with students completing assessments while at home.

**ASSESSMENTS & GRADING DOMAIN DIMENSIONS**

<b>Communication</b>	Schools will continue to use existing communication tools such as letters home to parents, parent bulletin, auto-dialers, the site websites, newsletter, personal phone calls, and family liaisons for hard-to-reach parents to communicate pertinent assessment and grading information to all stakeholders.
<b>Data/Technology</b>	<p>Students will have access to the technology currently used. For instance, every student will have connectivity and a device to be able to access assessments.</p> <p>The District will utilize the Illuminati and Aeries system as primary trackers of student progress.</p> <p>Parents will be provided access to the Aeries student information system to check their student's grades and attendance.</p>

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<p><b>Professional Development</b></p>	<p>Professional development for new or updated assessment tools, including SBAC/CAASPP, ELPAC and iReady will be offered on an as needed basis. The PD will allow for site-based PLC which will focus on rigor and assessment strategies as determined by site needs.</p> <p>New teachers and those that have not attended the PLC institutes will be given a priority to participate in district-provided PLC training to further their understanding of the PLC process, which is a district initiative.</p> <p>Teacher expertise will be utilized to provide professional development and/or help train other staff in assessment tools and strategies.</p>
<p><b>Human Resources</b></p>	<p>New personnel will not be needed to carry out assessment activities but qualified personnel will be provided additional time to conduct Tier 3 Remediation which would be beneficial to our most needy students.</p>
<p><b>Finances/Resources</b></p>	<p>The district will provide a budget and/or resource list with estimated costs and financial impact of actions included in the domain as well as possible sources of funding if known.</p> <p>Funding may be provided for substitute teachers that would allow time for more grade level and cross- grade level teacher collaboration.</p>
<p><b>Partners/Agencies</b></p>	<p>Our district will partner with nearby school districts to bring PD and assessment resources to the district in a virtual manner</p> <p>The district will rely upon guidance and updates from the California Department of Education and the state CAASPP office to effectively carry out the assessment plan.</p>

**Appendices & Resources**

[Illuminate Content Resources](#)

[Inspect Math and ELA](#)

[Inspect Science](#)

[CDE COVID-19 Assessment FAQs](#)

[COVID-19 Accountability FAQs](#)

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[Tools for Teachers - Smarter Balanced](#)

[CAASPP: Instructions for Remote Administration of Interim Assessments](#)

[Tentative Assessment Calendar 2020-2021-Tentative.pdfve.pdf](#)

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**SPECIAL EDUCATION SUBDOMAIN**

Special Education requirements have not been waived during the COVID-19 pandemic period. The district's reopening plan addressed how services will continue.

**Student Assessment**

Virtual Assessments

Portions of initial/triennial/additional assessments can be completed virtually. These include parent and teacher interviews, rating scales, and review of records. The district currently has an Assessment Center where assessments are occurring virtually through Presence Learning.

In-Person Assessments

In order to ensure assessments are thorough and comprehensive, it is imperative that the District include individually administered tests (IQ, Processing, etc.) as well as completed classroom observations. 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 utilized:

- Gloves
- Face Masks
- Plexiglas Divider for assessor and student
- Face Shields
- Hand Sanitizer

**IEP Meetings**

Meeting Format

All IEP meetings will continue to be held virtually to limit the need for parents to enter campuses as well as limit staff members congregating together. The possibility of having in-person IEP meetings will be evaluated once the social distancing order has been terminated. The IEP team can utilize the online signature feature of "Siras" in order to obtain consent to IEP.

**Instruction**

Instructional Schedules

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It is vital that students with disabilities be provided with the services and support they need in order to progress towards meeting their annual IEP goals. Therefore, IEP teams will need to be very cognizant of the individual student and take into account how they engaged during the school closure and full distance learning model. The model in which each student received their services will be individualized based on how the team feels he/she would best benefit from their services. Below is an outline for how IEP teams will develop appropriate plans to meet their various needs of our students.

- RSP - Students will participate in the general education model determined by the District. The IEP team will determine the appropriate level of service and services location based on the team's understanding of how the student accesses services best.
  - The team can determine that the student is best serviced utilizing the distant learning model, in-person RSP support on the school site or a combination of both.
- Co-Teaching - Students in the Co-Teaching program are able to access general education classes, with a classroom environment led by a general education teacher and education specialist. The current co-taught classrooms will continue in the hybrid learning program.
- Mild/Moderate SDC - Due to the level of support IEP teams have determined for these students, the District has decided that they require a more consistent provision of services. Therefore, students placed in Mild/Moderate and Mod/Severe SDC classes will have the following schedule:
  - SDC students may attend their self-contained classes in-person four (4) days per week following the same schedule as general education students or per a schedule developed by the education specialist (teacher).

Adult Transition

Daily/weekly schedules, Community Classroom

SDC Mod/Severe- Due to the severity and complexity of the students this program services, the District decided to utilize the following schedule to ensure consistency of services:

Adult Transition students may attend their self-contained classes in-person four (4) days per week following the same schedule as general education students or per a schedule developed by the education specialist (teacher).

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

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**Related Services**

Delivery Models

Staff will continue to provide services in a way that best suites the students' individual needs. Staff members were able to collect data to determine if or if not a particular student benefited with distance learning services during the end of the 2019-20 school year. Therefore, teams can make more informed decisions regarding what would be the best method for providing services- distance or in-person. Teams will develop IEPs that state the delivery model which best suits the student.

Staff

Special Education staff will return campus to provide hybrid/in-person instruction. IEP designated Services may be provided in-person or through tele therapy and/or Zoom platforms. These include services provided by:

- Education Specialists
  - Speech Language Pathologist
  - Occupational Therapists
  - Psychologists
  - Adaptive PE Teacher

Families that select to remain on Distance Learning can and will receive the following services from:

**Parent Engagement**

In order to comply with federal and state law, the District will provide parents with prior written notice regarding the change of placement that will occur as a result of the District's hybrid distance learning model within *10 days of the start of school*. This will ensure that parents are informed and aware of all potential changes that will result from this new service delivery model. This notice will include the following information

- The District will provide services through an online and in-person model, based on the individual needs of the student. The students IEP services will be based on the IEP teams recommendation on their ability to access tier services in the various formats.

The District will then complete IEP amendments for each student to reflect the services each student needs in order to receive a FAPE during the hybrid service delivery model.

**Restriction Scenarios**

Should another shelter in place order be placed and the school must shut down completely all services must be then provided 100% through distance learning. This will require IEP amendments to be drafted in order to reflect the change in placement that will occur when this happens. Staff will need to be

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prepared to get these prior written notices and amendments out to parents within 10 days of the school shutdown.

Should social distancing orders be revoked, the District will consider increasing the amount of time students participate in the comprehensive school site. This will require IEP amendments to be drafted in order to reflect the change in placement that will occur when this happens.

**SPECIAL EDUCATION DOMAIN DIMENSIONS**

<b>Communication</b>	Prior Written Notices (PWN) will be provided to parents, along with IEP amendments to appropriately inform parents of the services their child will receive. This will occur within 10 days of the start of the school year.
<b>Data/Technology</b>	Access to SIRAS and appropriate internet access for all IEP team members in order to ensure consent is received for all IEP documents.
<b>Professional Development</b>	Professional development in the following areas should be provided: <ul style="list-style-type: none"> <li>● SIRAS Updates</li> <li>● Google Hangout</li> <li>● Virtual Assessment Portal</li> </ul>
<b>Human Resources</b>	<ul style="list-style-type: none"> <li>● Instructional aides will need to be more active in communicating with students at home and supporting the teacher and students virtually.</li> <li>● Classified staffing will need to be rearranged in order to account for the rotating schedule</li> </ul>
<b>Finances/Resources</b>	<ul style="list-style-type: none"> <li>● Increased cost for assessment tools</li> <li>● Gloves</li> <li>● Masks</li> <li>● Face Shields</li> <li>● Plexiglas table divider for SPED assessments</li> </ul>
<b>Partners/Agencies</b>	<ul style="list-style-type: none"> <li>● Monterey County SELPA</li> <li>● Monterey County Office of Education</li> </ul>

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**Appendices & Resources**

[Coronavirus Response and School Reopening Guidance - Health Services & School Nursing \(CA Dept of Education\)](#)

[Special Education Guidance for COVID-19 - Health Services & School Nursing \(CA Dept of Education\)](#)

[Transitioning Back to School: Strategies to Support Students with Autism](#)

[Haciendo la Transición de Regreso a la Escuela: Estrategias Para Apoyar a los Estudiantes con Autismo](#)

[Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak. March 20](#)

[Students with Disabilities and Face Coverings - Laws, Regulations, & Policies \(CA Dept of Education\)](#)

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**ENGLISH LEARNERS & DUAL LANGUAGE IMMERSION SUBDOMAIN**

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 hybrid/in-person model as the district plans to reopen EL students shall receive English support through our resource Mondays as well as designated and integrated supports during remainder of the instructional week. 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.

Students in the dual immersion program receive 50% of their instruction in English and 50% of their instruction in Spanish. As students are placed on hybrid tracks every effort will be made to develop a dual immersion schedule that will reinforce students' academic achievement as well as their language fluency. Students will have equal access to both language model teachers. Every effort will be made to continue to provide dual immersion students with English language development as well as Spanish language development.

**Dual Language Immersion Program**

Current dual language immersion students have participated in distance learning for the majority of their 2020-21 instructional year. Dual immersion teachers have designated schedules that allow students to receive two days of virtual instruction in English and two days of virtual instruction in Spanish. Should the district need to allow for more stringent restrictions, teachers and students shall return to a distance learning following the previous schedule they created at the beginning of this instructional year (2020-2021). As the district prepares for a hybrid in-person instructional program, dual immersion program teachers have set a similar in person schedule as compared to their now virtual schedule. Each dual immersion homeroom, Spanish and English, shall be split in half to follow the small cohort guidelines of the California Department of Health. Mondays will be used for small group intervention support and instruction. Additionally, students will receive alternating days of in-person in English and Spanish instruction. Students will receive alternating virtual instruction in both languages when not receiving in person instruction. Sample instructional schedules can be found below under appendices and resources.

**English Learner Assessment**

English Learner Proficiency Assessment for California (ELPAC)

In the spring of 2020 Summative ELPAC testing was suspended due to COVID-19. Since the suspension of the annual summative assessment, the California Department of Education has begun to explore options for students to complete the 2020 Summative ELPAC test. Initial ELPAC testing will continue as scheduled for all new incoming students identified as English learners. The Summative ELPAC for 2021 is still required to be administered as per state requirements. The Summative ELPAC testing window has been expanded to accommodate districts needing additional time to complete ELPAC assessments during the pandemic. The state allows for local districts to assess students' English language

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development virtually, in-person, or a combination of the two. Soledad Unified School District shall conduct a hybrid model to complete ELPAC testing, with the majority of testing to happen in person and the remainder of assessments to take place virtually.

EL Reclassification/Redesignation

Upon completion of the Summative ELPAC testing, the reclassification shall continue. Upon the district receiving students scores EL TOSAs (English Language - Teachers on Special Assignment) shall determine which students meet the district reclassification criteria. The district will follow any additional reclassification guidelines or changes as set forth by the state.

**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 either virtually, in-person, or a combination of both. Mondays will be used for extra support for English learners that need additional language reinforcement as well as academic support.

- The district is exploring options to provide additional support to our English learner students to address learning loss. This may include but is not limited to: language summer programs as well as additional tutoring support for EL (English learner) students during breaks and/ or after school.

Integrated ELD

- **Elementary students** - EL students will continue to receive academic support 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 support 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 support through integrated and designated ELD, as well as, Mondays for extra support
- **Secondary students** - Designated course at secondary sites, as well as continued support through designated/ integrated ELD and Mondays for extra support
- District newcomers were provided Rosetta Stone licenses to practice their language fluency at home. Licenses were purchased in late fall and will expire the following year (2021).
- The district is exploring options to provide additional support to our newcomer students to address learning loss. This may include but is not limited to: language summer programs as well as additional tutoring support for newcomer students during breaks and/ or after school.

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**Restriction Scenarios**

In the event the current hybrid model may need to change due to higher restrictions English learners shall continue to be supported with language development through distance learning. English learners shall continue to receive designated English language development lessons via distance learning. Mondays still offer the greatest opportunity for students to receive intervention and extra support, as well as during teachers’ office hours. Shall the most current health conditions improve and allow for more in person contact designated and integrated supports may be delivered in person to English learners.

**Dimensions**

<b>Communication</b>	English learner services and the dual immersion program shall continue to share with parents through school information, Class Dojo, parent groups, and committees such as ELAC (English Language Advisory Committee) or DELAC (District English Language Advisory Committee) and or other forms of communication.
<b>Data/Technology</b>	<p>ELPAC (English Language Proficiency Assessments of California) and norm-referenced, basic skills assessments will be used to analyze English learner (EL) academic progress and determine if ELs meet the necessary criteria for reclassification.</p> <p>The previously mentioned assessments and common formative assessment data (iReady) may be used to determine English learner’s progression of language fluency and determine if intervention or extra support is necessary for ELs. iStation is used to determine the progression of Spanish language fluency.</p>
<b>Professional Development</b>	<p>Professional development and training needed for staff:</p> <ul style="list-style-type: none"> <li>● Online designated language resources for English learners</li> <li>● Online integrated language resources for English learners</li> </ul> <p>Professional development and training needed for parents:</p> <ul style="list-style-type: none"> <li>● Navigating online learning platforms</li> <li>● Supporting students distance learning</li> <li>● Newest information regarding ELPAC assessment</li> <li>● Navigating one to one devices</li> <li>● Aeries parent portal to monitor students grades</li> <li>● Signing up for Google Classroom notifications to monitor completion of students online assignments and progress</li> </ul>

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<b>Human Resources</b>	<p>Professional development and training needed for students:</p> <ul style="list-style-type: none"> <li>• Navigating one to one devices</li> <li>• Navigating online learning platforms</li> </ul>
<b>Finances/Resources</b>	<p>Additional examiners may be needed to support the completion of initial ELPAC testing and 2020 spring Summative ELPAC testing.</p>
<b>Partners/Agencies</b>	<p>Teachers may use a variety of online English learner language learning supports to be utilized during distance learning. Additionally, the ELPAC website offers families resources in preparing their students to take the summative ELPAC assessment. iStation can be used to support Spanish language development of students in the dual immersion program.</p>
<b>Partners/Agencies</b>	<p>The local county of office of education, MCOE (Monterey County Office of Education), is a constant agency of support to our district, including our English learners.</p>

**Appendices & Resources**

[COVID-19 English Learner Resources - Resources \(CA Dept of Education\)](#)

[EL Resources - MCOE](#)

**DLI Sample Schedules**

Below are sample schedules developed by the EL/DLI Domain group for Gabilan and Rose Ferrero Kindergarten and 1st Grades.

<b>Spanish Homeroom</b>
<b>English Homeroom</b>

**Sample DLI Schedule**

8:00am - 12:00pm	Monday	Tuesday	Wednesday	Thursday	Friday
Spanish	Online	Spanish Cohort A	Spanish Cohort B	English Cohort A	English Cohort B
English		English Cohort A	English Cohort B	Spanish Cohort A	Spanish Cohort B

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**PRESCHOOL SUBDOMAIN**

This School Reopening Framework applies to the California State Preschool Program in the Soledad Unified School District. The District operates three centers:

- Gabilan State Preschool
- Metz Road State Preschool
- San Vicente State Preschool

This plan will be effective for the 2020-21 School Year, with a Reopening date established by the District.

**Instructional Model**

Daily/Weekly Schedules

The three centers will operate on an A/B Schedule with Mondays being a resource/planning day. Sessions will last 3 hours in an AM session. The maximum class size will be 12 students. Students will be enrolled into either Group A with students attending on Tuesdays & Thursdays or Group B with students attending on Wednesdays & Fridays. Priority for in-person sessions will be given to 4 year old students, then 3 year old students space permitting. Each session will have 1 teacher and 2 aides.

Hybrid/In-person Learning Model

Students will attend 2 days per week for 3 hours in an AM session. The students will work on activities in a Distance Learning Packet at home for the days that they are not in-person. Each month a Distance Learning Packet will be distributed to parents which will contain a weekly lesson plan and materials for the student activities. The Distance Learning Packet will address each of the following Developmental areas: English Language Arts, Mathematics, Science, History-Social Science, English Language Development, Physical Education Activities and Art. The teachers will offer a virtual session for 30-45 minutes twice per week for students in Distance Learning Only in the afternoon. The virtual sessions will support the weekly activities in the packets.

<b>Sample Preschool Schedule</b>	<b><u>MONDAY</u></b>	<b><u>TUESDAY</u></b>	<b><u>WEDNESDAY</u></b>	<b><u>THURSDAY</u></b>	<b><u>FRIDAY</u></b>
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<b>8:00-11:00 am</b>  <b>Only 1 Session Per Day</b>	Student Cohorts-Distance Learning	Student Cohort A - In Person Learning	Student Cohort B - In Person Learning	Student Cohort A - In Person Learning	Student Cohort B - In Person Learning
	Office Hours & Services for <ul style="list-style-type: none"> <li>• SWDs</li> <li>• ELs</li> </ul>	Student Cohort B - Distance Learning	Student Cohort A - Distance Learning	Student Cohort B - Distance Learning	Student Cohort A - Distance Learning
<b>12:35-1:15</b> Lunch/Transition	Student/Parent Meal Pick-up only	Grab & Go Meals for In-person students Meal Pick-up for Virtual/Distance Learning students			
<b>12:00-3:00pm</b>  <b>Distance Learning Only</b>	Teacher Preparation Staff Collaboration & PD	Student Cohort A - Distance Learning	Student Cohort B - Distance Learning	Student Cohort A - Distance Learning	Student Cohort B - Distance Learning
		Student Cohort B - Distance Learning	Student Cohort A - Distance Learning	Student Cohort B - Distance Learning	Student Cohort A - Distance Learning

Essential Standards

Opportunities for individual play will be offered. Students will have individual baggies/baskets for activity kits. Time will be allotted for Greeting/Big Circle time, Outside Play (individual play will be encouraged), Free Exploration in the Classroom (limited to 2 centers per child) and handwashing upon arrival, before and after outside play activities and after using the restroom. Children will wash hands for 20 seconds with soap, rubbing thoroughly after application, and use paper towels to dry hands thoroughly. Hand sanitizer with a minimum of 60% ethyl alcohol may also be used with adult supervision only. Sanitizer must be rubbed into children’s hands until completely dry.

Assessment of Student Learning

Teachers will observe and monitor students for developmental growth using the Desired Results Developmental Profile (DRDP) tool in the fall and in the spring.

Community Classroom

Each classroom teacher provides a caring environment and promotes positive social skills.

**Student Health & Safety**

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Student & Staff Arrival

Our first line of defense will be for parents to screen their children at home for elevated temperature, symptoms or other information related to possible exposure. Students should proceed to school if no exposure and no symptoms exist. Students should stay home if any of the following apply:

- If exposure to Covid-19 then stay home for 14 days since the exposure.
- If diagnosed with Covid-19 but no symptoms then stay home for 10 days since the positive test or since first symptoms. (Symptoms may include fever, chills, shortness of breath/difficulty breathing, cough, fatigue, muscle pain, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell)
- If Covid-19 symptoms are present then stay home until 3 days of symptom improvement or stay home until fever-free (A temperature of less than 100.4 without fever-reducing medication) for 3 days.

Daily health wellness checks will be conducted for staff and students upon arrival. Temperatures will be taken with a no-touch thermometer. Staff or children with a fever of 100.4 degrees or higher, cough or other COVID-19 symptoms will be sent home. The absence will be Excused for students.

Room Set-up

The centers will be spaced out within each classroom to allow for 3-6 feet of separation as space allows.

Cleaning

The classrooms will be cleaned and sanitized after each session both indoors and outdoors. Each Center will designate 2 staff members who will be responsible for routinely cleaning, sanitizing and disinfecting the site. Staff will sanitize drinking fountains, sink knobs, toilet handles, tables, door handles, toys, and outside play equipment after each use.

PPE for Students & Staff

All staff and students must wear a face covering at all times both indoors and outdoors. Masks may only be removed when consuming food or drink. Gloves will be available for staff to use for sanitizing, serving food or as needed.

**Restriction Scenarios**

If restrictions are raised the centers will return to Distant Learning only. Teachers would provide Distance Learning Packets to students on a monthly basis.

If restrictions are lowered the centers will return to regular AM & PM sessions with 24 students. Attendance would be increased to Monday thru Friday (5 days per week for 3 hours daily).

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**PRESCHOOL DOMAIN DIMENSIONS**

<b>Communication</b>	Teachers will communicate In Person with Parents with Social Distancing, flyers, handouts, phone calls, and emails, School Messenger, Google Hangout Meetings, and Zoom Meetings.
<b>Data/Technology</b>	A survey is being conducted during enrollment to determine if students have access to a device and if they have internet access. If a student does not have a device the District will loan the student a device and/or hotspot for Internet access.
<b>Professional Development</b>	Professional Development activities will be online and virtual using platforms such as Zoom, Google Hangout, YouTube, Learning Genie, DRDP Online, Alludo, and the California Early Childhood Online (CECO) website. Collaboration with other teachers will be virtual on Mondays (Resource Day).
<b>Human Resources</b>	Staff will need to conduct daily wellness checks. Staff may be required to submit to daily temperature checks. Staff may be cleaning and sanitizing frequently throughout the day. Staff will be required to wear face coverings.
<b>Finances/Resources</b>	<p>Additional cost of cleaning/sanitizing products, masks for students who forget them at home, no-touch thermometers and paper, printing supplies and materials for homework packets.</p> <p>Due to the limit on class sizes an additional preschool classroom will need to be opened. The portable at the Metz Road Center will need to be converted to a preschool classroom. The conversion will consist of installation of a permanent wall to separate the office and classroom space, installation of 2 child-size restrooms with privacy panels and sinks, installation of 1 adult-size restroom and sink, and purchase of classroom furniture.</p>
<b>Partners/Agencies</b>	<p>Quality Matters Monterey County</p> <p>Local Child Care Planning Council</p> <p>Monterey County Resource and Referral Agency</p> <p>California Department of Social Services</p>

**Appendices & Resources**

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- [Early Learning and Care COVID 19 Guidance - Child Development \(CA Dept of Education\)](#)
- [Child Care Programs and Providers](#)
- [Master Plan for Early Learning and Care - California Health and Human Services](#)
- [Stronger Together - Health Services & School Nursing \(CA Dept of Education\)](#)

**ADULT EDUCATION, ALTERNATIVE EDUCATION, ADULT TRANSITIONS PROGRAM SUBDOMAIN**

**Instructional Models**

All Instruction will be of the Blended/Hybrid model consisting of both in person and distance learning.

In person will be (small group) adhering to social distancing guidelines. Distance learning will consist of virtual platforms as well as distance learning packets.

**Adult Education**

**Essential Standards**

Adult Education will continue to focus on Salinas Valley Adult Education Consortium Goals of:

- ESL
- High School Diploma
- Job Readiness

Course Offerings will include:

- ESL
- High Set
- HS Diploma
- High Set Testing
- Computer Skills will be integrated into all courses
- Latino Family Literacy (Virtual) 1-2 sessions per week

**Other Elements**

Playgroups are meeting virtually and will continue through the end of the 2020-21 school year. The class would run (1) day a week for a (5) week course, (5) families per group/ 2 groups per day  
Childcare/Babysitting will be discontinued.

Adult Ed classes operate 3 days a week (Tues-Thurs) 6-8:45 pm. Hi-Set testing will be reduced to 2 days a month from 4 days.

**Building Capacity/Safety Protocols/Custodial**

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There will be a limit of 12 students per room including the teacher. Teachers may check temperatures as students enter class. Students will wipe down their desks as they enter. Additional Custodial support will be needed before 6pm and after 9 pm

Instruction

Instruction will be a combination of in-person and hybrid. In person instruction will allow for the possibility of moving students to Virtual dependent skill level and computer knowledge.

Testing

The CASAS assessment system will continue to be utilized for assessment. It is an online system.

**Alternative Education / Pinnacles High School**

Essential Standards

Alternative High School Standards are based upon the Common Core State standards with focus on remediation in the areas of:

- Mathematical Computation
- Writing
- Reading Comprehension

Assessment of Student Learning

Alternative Ed uses teacher created bi-weekly formative common assessments. Assessments will be conducted online whenever possible. Other assessments include: ASVAB, CAASPP, and CAST

Student Groups and Special Needs

English Learners receive standalone ELD instruction as well as ELD support in GE classes. All SPED students receive all services included in IEP

Room Capacity & Safety

PHS will limit classes to 10 students plus a teacher. Students wipe down desks as they leave the room. Entering students will have the option of re-wiping down their area.. Hand-washing/sanitizing stations will be provided on campus

Safety

Students and staff wear masks at all times with the exception of students eating breakfast.

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Staff may take temperature checks daily upon arrival at the main office. Student temperatures may be checked upon arrival. Students will be provided grab and go breakfast and lunch at the end of each instructional day.

Sample Bell and Master Schedule

PHS will have an A/B day schedule with Tuesdays and Thursdays as (A) days and Wednesdays, and Fridays as (B) days.

Mondays will include shortened synchronous instruction. The remainder of Mondays will be used for meetings and preparation. Students will participate in asynchronous learning. On Tuesdays-Fridays, students arrive at 8:30am to 1<sup>st</sup> period and leave at 12:35pm with Grab & Go Lunch/Breakfast. Students will have 3 in person classes and 1 to 2 virtual classes.

The sample instructional schedule shown below was designed to provide for the best possible instructional model while ensuring student and staff safety. The schedule is subject to change per MOU negotiations.

Sample Schedule Grades 9-12	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
<b>Tues. - Fri.</b> <b>7:45-8:25</b> Staff Arrival & Preparation  <b>8:30-10:30</b> Synchronous Instruction  <b>10:35-12:35</b> Student Support / Independent Study  <b>Staggered Passing Periods</b> Between classes  <b>12:00pm</b> Student Release	<b>8:30-10:00am</b> <b>All Students</b> Virtual Live Check-In Assignment of Asynchronous Learning  <b>10:00am-12:00pm</b> <b>All Students</b> Asynchronous Learning  <b>Teachers</b> Preparation & Planning  Prioritized Student Support	<b>Cohort A</b> In Person  <b>Cohort B</b> Virtual Participation  <b>Distance Learning Students</b> Virtual Participation	<b>Cohort B</b> In Person  <b>Cohort A</b> Virtual Participation  <b>Distance Learning Students</b> Virtual Participation	<b>Cohort A</b> In Person  <b>Cohort B</b> Virtual Participation  <b>Distance Learning Students</b> Virtual Participation	<b>Cohort B</b> In Person  <b>Cohort A</b> Virtual Participation  <b>Distance Learning Students</b> Virtual Participation
<b>12:35-1:15</b> Lunch/Transition	Student/Parent Meal Pick-up only	Grab & Go Meals for In-person students Meal Pick-up for Virtual/Distance Learning students			

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<b>1:15-3:25pm</b>	<p><b>All Students</b> Asynchronous Learning</p> <p><b>All Teachers</b> Preparation &amp; Planning</p> <p>Student Support</p> <p>Teacher Collaboration</p>	<p><b>All Students</b> Asynchronous Learning</p> <p><b>Teachers</b> Preparation &amp; Planning</p> <p>Student Support</p> <p>Office Hours / Parent Contact</p>	<p><b>All Students</b> Asynchronous Learning</p> <p><b>Teachers</b> Preparation &amp; Planning</p> <p>Student Support</p> <p>Office Hours / Parent Contact</p>	<p><b>All Students</b> Asynchronous Learning</p> <p><b>Teachers</b> Preparation &amp; Planning</p> <p>Student Support</p> <p>Office Hours / Parent Contact</p>	<p><b>All Students</b> Asynchronous Learning</p> <p><b>Teachers</b> Preparation &amp; Planning</p> <p>Student Support</p> <p>Office Hours / Parent Contact</p>
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Independent Study will meet twice a week. Each teacher will have 4 Independent Study students. Instruction will be conducted in person and virtually. Independent study students will be offered teacher office hours.

**Adult Transitions Program**

Essential Standards

The Adult Transitions Program (ATP) will focus on Life skills & Socialization. ATP students are assessed by completion of individual IEP goals

Building Capacity/Current Enrollment/Staffing

The ATP is scheduled to have 13 Adults as currently enrolled. There are two 1:1 aides, 3 instructional aides, one teacher for a total of 19 persons. Scheduled services include OT, Speech and language. Adaptive PE with 6-7 students, 3 aides, and 1 teacher (Daily)

Instruction Schedule: Students/Staff

ATP follows the SHS bell schedule with A/B days. Monday's are IEP and Staff Development days. The daily Schedule will be 8am-12pm

Lunch/Breakfast will be provided via Grab and Go through the PHS Lunch services

Transportation

Seating on busses will be adjusted to maintain social distance. Temperature testing of students riding busses may be done upon arrival at school.

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Safety Protocols will be taught:

Students will be instructed regarding wearing face masks and frequent hand-washing. Aides will be responsible for wiping down centers

Additional Supplies/equipment needed

The district will provide items such as Thermometers and tabletop plexiglass barriers.

**Student Health & Safety**

All students and staff will practice safe entry and exit from CEC while maintaining social distancing. Each program will have a set of specific protocols all will adhere to: including temperature checks upon entering the classroom, face masks to be worn at all times, frequent hand washing, grab and go unch

Room Set-up

All rooms will be set up with a minimum of 6 ft. distancing for all students and teacher

Cleaning

Additional classroom cleaning will be needed by Custodial staff in between Continuation groups and Adult Groups

PPE for Students & Staff

Face masks will be provided to all students and staff daily if needed. Hand Sanitizers will be installed in all rooms. ATP will need specialized PPE to be recommended by MCOE

**Restriction Scenarios**

If prevailing guidance from the Monterey County Health Department becomes more restrictive, most of the services described herein will be converted to a distance learning model.

**ADULT TRANSITIONS DOMAIN DIMENSIONS**

<b>Communication</b>	All communication methods will remain the same with the exception of In person contact if restriction level is increased, which will limit personal contact.
<b>Data/Technology</b>	All HS students must have a District issued iPad.

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<b>Professional Development</b>	All students and staff must be trained on procedures after any change in restriction level
<b>Human Resources</b>	Depending on the Restriction level there may be a need for additional cleaning and disinfecting of classrooms.
<b>Finances/Resources</b>	PPE ( thermometers, masks, shields, partitions, gloves, and suits)    Unknown cost
<b>Partners/Agencies</b>	MCOE, San Andreas Regional Center, MCBH

[COVID-19 Resources for Adult Education](#)

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**OPERATIONS DOMAIN**

The Operations Domain addresses the needs for transportation, food service, facility operations, custodial services and attendance procedures. The Domain was developed by classified staff and management currently working in all of these areas. This Domain is a wrap around the needs of the Instructional Domain and intersects with Health & Safety Domain.

Start of school year outreach to parents will be necessary to provide information on the scheduling of transportation and the provision of meals. More information is provided on these two areas below.

**Facilities**

Touchless faucets, towel dispensers, soap dispensers, and toilet flushers.

**Custodial Services**

Cleaning Schedules

Custodial staff is continually trained on the use of cleaning materials and procedures. As new cleaning techniques, solutions, materials and procedures become available, the supplying vendors conduct training sessions for staff and supervisors. Supervisors follow up with staff to assure an understanding of the use of materials and the District's cleaning standards. Night custodians may need to have their shifts modified to accommodate cleaning of school sites.

Classrooms - In addition to standard classroom cleaning, custodians will use sanitizing solutions to clean student desks, chairs and high contact areas of classrooms at the end of each instructional day. Each custodian will be provided with a portable static electric gun which can be used to neutralize contaminants including the Coronavirus. Signs have been installed in classrooms to remind students on safety precautions including use of hand sanitizer and mask wearing.

Teachers will be provided with classroom appropriate materials for wiping surfaces (inside door knobs, pencil sharpeners, etc.), as needed, while students are in the classroom. These can be obtained from site custodians.

Restrooms - The Health & Safety Domain procedures for frequent hand washing and use of sanitizer by staff and students will minimize the transmission of viruses in restrooms. Signs have been installed in restrooms to remind students to wash before leaving. Custodians will strive to clean all contact points in student restrooms at the end of each student break to further minimize the transmission of viruses. Staff restrooms will be cleaned every 1-2 hours each day. Cleaning logs will be posted at each restroom to ensure regular cleaning occurs.

Health Office - The Health Aide will be provided with PPE (face shields, face masks, gloves) sanitizing wipes to be used in the event that a student has been sent to the identified in-school quarantine area. Should a student experience an instance which requires a wet clean up, the custodian should be

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contacted to conduct that clean up and sanitization. At the end of day the custodian will sanitize the in-school quarantine area if it has been necessary to use it.

Common Areas - High touch point areas outside of the classrooms will be sanitized while students are in class and after all staff has left. Areas such as exterior door knobs, door jams, handrails, gates, benches are all areas that are expected to be in the list of common areas. Cafeteria/multi-purpose rooms will not be in regular use, because of the issues of large gatherings, and will be cleaned as their use is identified. Playgrounds & swings will be roped or fenced off from use until the district moves out of restrictions. Restrictions may be adjusted If COVID metrics and health department guidance allow.

Facilities Schedules & Use

Outside entities will not be allowed to use district facilities until the district moves out of restrictions. This provision is subject to the status of the “Civic Center” policy within Monterey County Health Department guidelines. One exception to this policy is the use of school facilities for COVID-related activities such as testing and vaccination.

**Transportation**

Bus Schedules

Transportation will be provided in accordance with Administrative Regulation 3541 and the walking distances defined. Students will be assigned to routes based on their assigned day to attend classes. Routes will be built after student assignments to days have been established and provided to the dispatcher. Scheduling will include considerations for social distancing, family groupings, neighborhood groupings, and school groupings.

Parents will be required to request transportation through a registration process that will collect home address, parent contact information, age of student and school of attendance. This process will take place in advance or school reopening. Information collected will assist in the building of efficient routes that do not get overcrowded, will allow the transportation department to contact parents directly with any concerns and may be used by the Health Department in the event that contact tracing is necessary. Previous bus riders will be contacted first for registration and review of walking distances for assignment to a bus route. After the initial stage, messaging systems will be used to notify remaining parents of the requirement for transportation registration.

Assignments and seating of students on buses will be managed in such a way to ensure social distancing and if possible, contract tracing if needed.

Following dismissal from hybrid/in-person learning, students will proceed directly to their assigned school bus. Students will be allowed time to pick up grab and go meals on the way to their bus.

Transportation for special needs students will be offered per Individual Education Plans. This transportation is based on the student’s individual educational plan and may not be optional.

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Protocol for Student Pick-Up

Student pick-up will be modified from the normal routine to adhere to social distancing as much as possible. Parents will be strongly encouraged to accompany their student while waiting for the bus to oversee social distancing before the bus arrives. Students will be required to wear face masks while riding the bus. Students entering the bus without a face mask will be offered one by the driver. Students will load the bus, one at a time, waiting on the sidewalk to be called up the stairs by the driver.

Students will be instructed to fold their arms across their chest while walking down the aisle in an effort to minimize touching seat backs on the way to their seat. Seating will be from the back of the bus forward. Every other seat, alternating from side to side, will be taped off or posted with signage to ensure social distancing. Non-siblings members will be seated one to a seat. Siblings may be seated two to a seat as much as possible.

Cleaning & Disinfecting Buses

School bus seats, seat backs and window areas will be disinfected between bus runs. Disinfecting materials will be kept on the bus, in a driver only accessible area in the event that disinfecting is necessary during a route and for use after the route. Drivers will be provided with the same disinfecting materials and spray guns as custodians at school sites. Drivers will be provided the PPE (face shield, face mask, gloves).

NOTE: Barriers between seats or behind the driver's seat are not allowed per CHP regulations on modifications to school buses.

Athletics

Transportation for away high athletic events may be needed. Seating of athletes on buses will be in alternating formation as described above. A minimum of two windows will be required to be open at all times.

If necessary (and in accordance with the CSEA contract) private buses may be chartered to increase the safety in transport of students. There will be no participation in athletic events outside of Monterey County.

The district will adopt a limited policy to allow and encourage parent transport of their own student(s) to away athletic events. Students will not be authorized to be driven to away athletic events by parents other than their own.

**Food Services**

Food service plans are contingent on the State providing a waiver from current requirements. Recently, some waivers have been provided by the Federal government for the provision of meals in a similar manner that was begun in March of 2020. The waiver has been extended through September 2021. Due

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to issues with large gatherings and the prohibition of buffet options for meals, all meals will be pre-bagged in individual servings.

Food service staff are all Serve Safe certified in the proper health and safety rules, regulations and protocols of meal preparation and distribution. As part of their regular procedures they wear hair nets, gloves and disposable aprons. Face masks are required for food service employees. The regular washing of hands, equipment and surfaces are included in their daily routines. Face shields will be available to food service personnel who ask for them.

Meals - Students exiting the school at the end of the day will walk past the meal table where bags containing that day's lunch, supper, snack and the next day's breakfast will be available for grab-n-go.(students will need to give their name, the rest of the crossed off line is accurate). The bag will be taken home for consumption, not eaten on school grounds or on buses.

Students not in school (and communities with children under 18 YO) - Meals will be available for students not present through the drive through grab-n-go process that was established in March, 2020. (add in the same crossed off line from above paragraph) Meals will be available at all school sites. Grab & Go meals for students on campus will be served at a different time than meals provided in the drive-through process to ensure safety of student pedestrians exiting campus. The presence of students is not necessary to pick up meals.

School bus schedules will be adjusted to allow sufficient time for students to pick up their meals before boarding buses. (5-10 minutes for most students)

There will be no breakfast service. It is assumed that students will have eaten their breakfast from the previous day's grab and go by the time they arrive at school. Students who state that they have not eaten breakfast will be accommodated.

For students matriculating to athletic activities, the student will pick up lunch, snack and breakfast for the next day before leaving for the athletic contest.

It is anticipated that After School Program students will eat their lunch on campus, socially distanced before reporting to ASP classrooms.

### **Enrollment & Attendance**

Student enrollment procedures have been modified to include sending enrollment information by mail or for pick up outside of the District Office. Both of these methods are initiated by a phone call by the parents to the District Registrar. Parents providing information to school sites are provided with a variety of methods. Information can be dropped off at school sites, emailed in or a picture from a cell phone, attached to a text message are all options for providing information. District staff will continue to communicate with families to resolve missing or incomplete information, providing opportunities for distanced response.

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As of the date of this report, the state has not provided waivers for either the length of the instructional year or the required minimum instructional minutes. The Instructional Domain is moving forward on the development of the delivery model that provides social distancing in alignment with the current guidance from CD. That guidance is not consistent with the minimum requirements and a statewide waiver of those requirements is expected.

Under the instructional plan developed above, attendance will continue to be collected within the first 30 minutes of each instructional day for students assigned to be in attendance that day. It is expected that latitude will be needed for tardies during the first week of school as students, parents and staff get acquainted with the new protocols. Students scheduled to be participating in distance learning will need to be marked as attending when the teacher receives contact from the student. 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 continue to record attendance directly in Aeries.

**Attendance**

In hybrid/in-person learning, attendance procedures used for distance learning will remain in place. Teachers will report daily student participation and weekly engagement. Students who are present for in-person learning or logged onto distance learning will be marked with a code of "1". Students who are absent will be marked "A". Students who complete and submit work/assignments from days/classes when they do not log onto distance learning or are not present for in-person learning will have their daily participation code changed from "A" to "2" - present asynchronously. Weekly Engagement logs will continue to be kept as required by SB 98.

**Other Areas**

**ASB Finance**

ASB Finance office will support allowed extracurricular activities. Transactions and ASB business will be supported as needed.

**Athletics**

The high school athletic program operates according to Central Coast Section Guidance. Under the latest guidance, students may participate in moderate-risk sports. Soledad High School has started limited spring sports programs in track and field, baseball and softball. A soccer program is under consideration. The Pacific Coast Athletic League (PCAL) cancelled all seasons of sports. Schools are scheduling athletic contests with each other.

Soledad H.S. has augmented its existing home game management plan with COVID safety provisions. To ensure the health and safety of all student-athletes and the Soledad community, all Soledad High student-athletes, coaches, officials, spectators, media and approved game personnel will undergo a health screening prior to admittance to campus on game day. All contest participants will have their

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temperatures taken, monitored for symptoms of illness and asked a series of health questions as needed. It is the expectation of Soledad High School that visiting schools will undergo a health screening for their athletes and personnel prior to departure from their school sites.

For travel to away games, parents will have the option to transport their own students. Transportation will be provided for those students who need it.

**Restriction Scenarios**

The instructional delivery model that was shared with this group fell into a hybrid of both high and moderate restrictions. Therefore, it is believed that a tightening of restrictions has been addressed within our plans and will require no additional accommodations. Should the State shift to low or no restrictions plans for food service and transportation would ease to allow for meals offered in cafeterias and more complete and efficient transportation.

**OPERATIONS DOMAIN DIMENSIONS**

<b>Communication</b>	Signage to both instruct, remind and inform those that enter district facilities on the importance of social distancing and what that looks like has been installed at all sites. Additional signage on the importance of properly washing hands with soap and water has been installed in classrooms, restrooms and break rooms. Prior to the reopening of school a message will be sent out to parents on the need to register their children for transportation. Parent handbooks & newsletters will include information on the cleaning protocols that are being used, the board policy on bus ridership and the need to register to ride district buses, the expectations for attendance during hybrid/in-person learning and the availability of meals through the grab-n-go model.
<b>Data/Technology</b>	Technology will need to assure that the cafeteria clerk has access to the meal program for recording student meals while the clerk is outside of the cafeteria during the grab-n-go distribution. Bus drivers will need to have a thermometer for each bus.
<b>Professional Development</b>	Bus drivers may need to be trained on the use of thermometers. Custodial staff will need ongoing training on the use of new cleaning materials and equipment. Teachers will need instruction on the periodic cleaning of high touch areas within a classroom while students are in class.
<b>Human Resources</b>	The shifting of night custodians to a modified day shift will need to be negotiated with CSEA. Food service staff are currently scheduled to leave at 2 PM each day.

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<b>Finances/Resources</b>	The cost of cleaning materials and supplies are incorporated in the Operations budget. The one time cost for high cost items that increase the effectiveness of cleaning and provide for time savings may be applied CARES funding. The decline in meals served with no offsetting reduction in fixed costs (staff) will result in a program that expends more than it earns. This situation may require a contribution from the General Fund.
<b>Partners/Agencies</b>	Sodexo (Food Service) California Interscholastic Federation (Athletics)

**Appendices & Resources**

[SSO and SFSP Integrity Plan - Nutrition \(CA Dept of Education\)](#)

[Outdoor and Indoor Youth and Recreational Adult Sports guidance](#)

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**HEALTH & SAFETY DOMAIN**

The Health and Safety Domain addresses all actions needed to provide for student and staff safety during and beyond instructional hours and days of operation. The domain was developed by classified, certificated and administrative/managerial staff including the District Nurse, LVN and Health Aide representation.

Protocols Health Screening

Guidance for health screening has recently changed. According to the CDC, daily screening for COVID-19 symptoms and for exposure to someone with COVID-19 prior to leaving for school can prevent some people with COVID-19 from coming to school while infectious, thus preventing in-school transmission. Screening does not prevent asymptomatic cases from being at school and spreading SARS-CoV2, the virus that causes COVID-19.

The CDPH recommends that:

1. Parents be provided with the list of [COVID-19 symptoms](#) and instructed to keep their child at home if the child is feeling ill or has symptoms of COVID-19, even if symptoms are very mild, and to get their ill child tested for SARS-CoV2.
2. Staff members be provided with the list of COVID-19 symptoms and be instructed to call in sick and stay home if having symptoms of COVID-19 and to get tested for SARS-CoV2.

There are several implementation options, each with benefits and challenges. Implementing a daily reminder system for home screening, such as a text message or through an online screening application, can support families and staff to review the symptom list each day before leaving for school and confirm that they do not have symptoms of COVID-19 and have not had close contact with a known case. This is likely the easiest and most effective approach, but families or staff may not all have technology access to support this. For those who do not, a list of screening questions on paper can be provided for daily review at home. Schools do not need to monitor compliance with home screening.

**Staff**

Staff will have one entry point to enter the campus or work location separate from the student entrance. All Staff will conduct a self screening using the Frontline/AESOP system prior to arriving at their work location. Any staff member who fails to do so will be contacted by their supervisor and asked to complete their health screening. Any staff member who is not feeling well will be expected to not report to their work location and enter their absence in the AESOP system.

Signage of the protocols will be posted at the entry locations. If a staff member becomes ill at work they will isolate themselves as best as possible while the administration finds coverage for their work location. The staff member will be required to enter their absence into the AESOP system.

**Students**

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Parents will be responsible to screen their children prior to arriving at the school site and school sites will provide families with guidance on self screening protocols. Students who arrive at school ill or become ill will be sent home. School sites will work with families to ensure that contact information is up to date. Students will not be allowed onto the school campus until 15 minutes prior to the beginning of class. Students will report directly to their classrooms. Students will not be allowed to loiter or play on the play structures. Parents will be asked to not enter the school sites with their children to minimize interaction and maintain social distancing. If a parent feels the need to escort their child to class, they will be asked to coordinate with the site administrator.

If a student becomes ill at school they will be sent to an isolated area that each site will designate. The site administrator will coordinate a staff member, such as the health clerk, to assess if the student is in fact showing signs of illness. If the student does appear to be ill the parent will be called to pick up their child. When the parent arrives, they will call the office to notify the secretary that they are there to pick up their child. The health clerk or designee will remain in the isolation room with the student until picked up.

**Resource and Facilities Protocols & Measures**

The district has prepared for the reopening of school with acquisition of numerous resources and facilities updates. The Maintenance and Operations (MOTF) department has ordered a significant amount of PPE including face masks, gloves, face shields and smocks. It has secured an ample supply of hand sanitizer and disinfectant. It has ordered floor-standing plexiglass dividers for individual student desks as well as plexiglass dividers for use on student tables. MOTF has been installing touchless apparatus such as towel dispensers, soap dispensers, and faucets in district facilities.

School sites have been provided with hand-held electronic thermometers as well as walk-through thermometer stations. The MOTF department has installed MERV 13 filters in HVAC systems. MERV 13 filters are proven to filter out contaminants including the COVID virus. The district will be installing iWave air purifiers in HVAC systems; these purifiers are shown to inactivate the COVID virus up to 99% in 30 minutes. External air purifiers will be installed in classrooms and offices which do not have windows which open.

**Public / Reception Areas/Visitors Protocols**

The District understands that our facilities are public places that may require parents and delivery personnel to access. All District offices and school site offices will follow health department recommendations for visitors. Signage must be posted on all office doors and be displayed in all common areas/classrooms/offices regarding Health/Safety protocols.

All persons who enter a district location must wear a mask and follow social distancing protocols. Principals and managers must ensure that safety protocols are followed and adhered to. Each school site will coordinate a system for parents to drop off items to students during the school day.

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**Restrooms**

School sites should limit the access of accessible restrooms based on the number of students attending the site daily. Site administrators will need to monitor the use of restrooms by students. Example: If 200 students are present at a school site, three designated restrooms should be available. School sites may choose to designate certain restrooms to certain grade levels. Signage will need to be prominently displayed in the restrooms identifying proper health and safety procedures.

**Classroom Safety Management**

The District will follow CDPH health and safety guidelines to ensure social distancing in the classrooms. Desks will be appropriately spaced, student seating charts will abide by social distancing regulations. Site administrators will work in collaboration with teachers to determine the safest classrooms configurations for students and type of furniture needs of students. Plexiglass shields will be provided in classrooms as an additional safety measure.

Recess schedules will be developed to allow for student's to utilize social distancing. Recess schedules will be staggered and proper yard supervision will be crucial to keep student cohorts separate. Principals will develop specific playground zones for each cohort. Sites will need to minimize transition between classrooms.

Each school site will be responsible to develop protocols for students exiting and entering the classrooms, according to social distancing rules. Example: markers can be placed on the ground for lining up, spacing markers can also be placed on walls to remind students of social distancing protocols.

During transition times, students may be provided with disinfectant wipes to clean their immediate desks and/or learning stations.

All classrooms will display signage of safety procedures:

- Washing of hands
- Coughing in the elbow
- Disposal of tissues
- 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:

- Thermometers and batteries for school sites and departments. Each site/department will regulate the use of the thermometers.

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- Disposable face shields/smocks for
  - Health Clerks
  - Staff working with students who require bodily fluid management
  - Any staff member who would feel more comfortable with extra protection
- Disposable Masks
- Disposable Gloves

**Communication Plan for Positive COVID-19 Cases**

The district will maintain a positive COVID diagnosis case tracking system, and will report all positive known cases of COVID to the Monterey County Health Department. The HR department will consult with employees who report positive COVID diagnosis and track their in-district locations and contacts.

Employees and parents will be notified of any possible cases of exposure to COVID infected persons without disclosing the name(s) of those persons.

Messages to parents and employees contain reminders regarding social distancing, wearing of masks and minimizing large gatherings.

Information on leave, insurance and unemployment insurance is provided to employees

The District will advise Staff and Families of Sick Students of Home Isolation Criteria. Sick staff members or students will be advised not return until they have met health department criteria for return to school.

The District will take measures to isolate any student or staff member who becomes sick and arrange for safe transport for those who become sick. The District will make sure that staff and families know that they (staff) or their children (families) should not come to school, and that they should notify school officials (e.g., the designated COVID-19 point of contact) if they (staff) or their child (families) become sick with COVID-19 symptoms, test positive for COVID-19, or have been exposed to someone with COVID-19 symptoms or a confirmed or suspected case.

School sites / the district office will immediately separate staff and students with COVID-19 symptoms (such as fever, cough, or shortness of breath) at school. Individuals who are sick should go home or to a healthcare facility depending on how severe their symptoms are.

The district will work with school administrators, nurses, and other healthcare providers to identify a waiting room or area to separate anyone who has COVID-19 symptoms or tests positive but does not have symptoms. School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people. Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility. If you are calling an ambulance or bringing someone to the hospital, try to call first to alert them that the person may have COVID-19.

**Safety Training**

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**Employee Training**

Employees will receive training in safety protocols prior to the return of students. 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 students returning, teachers will use PBIS-formatted safety lessons which 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.

**Restriction Scenarios**

If the restriction level changes, health and safety protocols will remain in place for the foreseeable future.

**HEALTH & SAFETY DOMAIN DIMENSIONS**

<b>Communication</b>	<p>Prior to the reopening of school principals and department heads will be required to notify their staff and families of the new procedures that will ensure safety to all staff, students, and parents.</p> <p>School sites will utilize auto dialer, email, and paper mail for COVID safety communications with parents</p> <p>District personnel will be notified through email.</p>
<b>Data/Technology</b>	<p>The district will use its own database as well as Frontline to track employee COVID cases. It may utilize handheld and self-standing temperature-check stations at entrances to district and school sites. The district will utilize electronic forms and apps for employee self-screening.</p>

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<b>Professional Development</b>	<p>All staff will be required to receive professional development on new protocols and safety procedures.</p> <p>As information is received through the Health Department, this information will be shared with Administrators and department heads. Those who oversee departments will be required to keep their staff updated and informed on the latest safety information.</p> <p>Site administrators will be required to update their families on a regular basis as updated information is available.</p>
<b>Human Resources</b>	<p>Human Resources will coordinate additional staffing needs. In the event staff is required to perform duties outside of their scope of work, bargaining units will be notified and negotiated.</p>
<b>Finances/Resources</b>	<p>Significant resources from the CARES act will be utilized for purchase of thermometers, face-masks, PPE, sanitizing stations and more.</p>
<b>Partners/Agencies</b>	<p>The Monterey County Health Department, California Department of Public Health, and the Monterey County Office of Education.</p>

**Appendices & Resources**

Number and attach relevant appendices which may include schedules, protocols, policies, budgets, resource lists, templates, etc.

Include links to resources which support or align with specific reopening domains.

[COVID-19 School Health and Safety Guidance - Resources \(CA Dept of Education\)](#)

[Monterey County Health Department COVID Site](#)

[California Department of Public Health \(CDPH\)](#)

[CDC K-12 Schools Guidance](#)

[Schools-Decision-Tree](#)

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**STUDENT SUPPORT DOMAIN**

SUSD staff is committed to supporting students' social-emotional wellness and offering resources to ensure students' smooth transition back to school. Support will include social-emotional learning, building relationships, community-building activities, and increased access to mental health/wellness services. Families and schools will work together to check how students are feeling and assess their individual needs to provide the support our students need during these challenging times.

**Basic Needs:**

To meet students' basic needs, students will:

- be met by school staff that is welcoming.
- be provided with information about who their counselor and support staff are and their role at the school, especially, for new students and transitioning grades.
- during the first week learn about their transition into this new school hybrid/in-person model with teachers and support staff.
- participate in community-building activities to help them develop relationships with their teacher, staff, and other students.
- continue receiving school lunch currently in place.
- receive ongoing support with devices and internet connection
- be administered a Social Emotional Learning (SEL) screener in Illuminate to help the staff determine students' needs.
- be administer a needs assessment survey to direct them to resources
- participate in an SEL lesson map at the beginning of the school year presented by counselors and teachers addressing needs at each school site.

School Supplies & Necessary Learning Resources

The following are school supplies and learning resources that will be provided to support student learning:

- Device and connectivity with the internet
- Necessary supplies for distance learning
- Masks for students, hand sanitizer, hygiene products, clothes
- Distance learning links on adopted curriculum e.g. Go Math, Social Studies, Math, Workbooks, Stemscope, Read 180, and Accelerated Reader (AR).

**Connecting to Learning**

Outreach to Distance Learning Non-Participants

When students return to school, support staff will reestablish relationships with students and their parents to allow for effective student outreach. Outreach to non-participating students and/or families will consist

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of home visits, evening calls because of parents' work schedules, posting office hours of days and times during the week where parents know how to reach support staff. Support staff contact information will be placed in registration packets going home to parents.

Social-Emotional Learning

Counselors will take an active role in providing SEL lessons and activities. At their regular PLC meetings, counselors will share and discuss valuable SEL lessons designed for SEL classroom lessons.

School counselors will receive training for use of appropriate resources and activities in the PBIS, ASCA (American School Counselor Association) Standards, Mindfulness Activities and CASEL (California Social Emotional Learning) scope and sequence, and CASEL playbook. Both resources contain many classroom SEL strategies and activities that can be implemented in the classroom monthly. Strategies suggested in these resources help to support personal responsibility, respectful discourse, collaborative problem solving, and student engagement; all helping to build community in the classroom and some strategies are adaptable for distance learning. Also, strategies from Zones of Regulations would be used to help de-escalate intense student behavior.

Counselors will continue with the Tier I approach to support teachers on trauma-informed practices by assisting teachers on how these learning experiences can be embedded in the classroom. Also, MCOE virtual PD on trauma-informed practices which are currently archived will be made available as professional development for support staff and teachers who need the training.

The Positive Behavior Intervention and Support (PBIS) team at each site will receive the appropriate resources and activities in the PBIS and CASEL scope and sequence, and CASEL playbook. The site PBIS team will revisit with students their school PBIS behavioral expectations, rules and offer appropriate PBIS activities to students in the onset.

Counselor(s) and the PBIS team will work together to help integrate PBIS/SEL Scope and Sequence monthly guide schoolwide activities and strategies.

**Social-Emotional Support**

Access to Counseling Support

When students return, counseling and mental health services will be made available to students. Currently, students have access to counseling through a referral process coming from teachers, staff, parents, students, and Sprigeo, an online tool available to all students. Their counseling needs are then referred to assigned school counselors and, or appropriate in-school support services and partner agencies.

District services would be made accessible to students by support staff posting their translated services information and hours of operation on their school site and the district websites. Also, an in-school student support matrix would be made available to every staff member at the school site, so that they

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know who and where students can go to receive counseling and other support services. Finally, we will revise our current referrals methods of students to their counselors making it easier for counselors to know struggling students to provide immediate support.

Connecting to Mental Health Supports

Students will be connected to mental health services through a COST (Coordination of Services Team) referral process which is available at all sites. The COST process refers students not only to outside agencies but also onsite groups such as Monterey County Behavioral Health (MCBH), Harmony at Home, Sun Street Center, Girls Inc, YWCA, YMCA, Friday Night Life, Partner for Peace, and Community Health Services.

Also, students have access to Monterey County Behavioral Health (MCBH), which offers mental services to the community. These services will be provided on site and via telehealth. As additional funding becomes available from the State, we will expand services to address social service needs, providing better training and increasing resources for school staff and students.

Student Outreach

Student outreach may include counselors conducting a needs assessment questionnaire or survey with students to help counselors determine students' needs. Counselors and support staff will receive referrals from staff, parents, and an intake is conducted and students are placed in services based on their needs. Student's parents are contacted and are included in the process.

Also, student outreach will consist of programs and agencies coordinating tabling at lunchtime where they are accessible to students. During this time, they share with students the different services they provide. For example, students referred to programs such as Sun Street centers are provided services, which also include drugs and life skills training.

Furthermore, the support staff will go into the classrooms and work closely with the Health, Get Focused, Stay Focused, and Student Success classes.

Finally, the support staff will receive communications from students through Sprigeo, which has been very helpful in reaching out to students and linking students with support and mental health services.

Trauma-informed Practices

Trauma-Informed Practices (TIP) would be vital for students in the fall as they return to school. Relationship building with students in the classroom would be a simple strategy to begin Trauma-Informed practices. This can be achieved by making the conscious effort to set aside time to get to know students, create a safe learning environment, and support students emotionally first, to support them academically. The support staff and teachers will receive training and have access to archived videos on TIP and activities available through MCOE, coupled with more evidence based practices. At the high school Restorative Justice Partners, Inc. will provide support and training (PD) on conflict to

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encourage accountability, reparation, and empathy, practices of Restorative Justice along with prevention and mediation tools that incorporate how to facilitate circles.

**Academic Guidance & Master Scheduling**

College Preparation

At both middle and high school, students have a 5 -10 year plan which counselors and teachers have access to. Counselors meet with student groups, looking at students' class selections and how it ties in with their educational plan. Also, college preparations are embedded in some specific school programs such as Get Focused Stay Focused, Student Success, CTE Programs, GEAR UP, Educational Talent Search, and Upward Bounds.

**Referral to 3rd Party Providers**

Protocols for Engaging with Outside Agencies

The COST team, counselors, and family liaisons help with bridging the connections between schools and outside agencies. Some agencies have a referral process while others reach out directly to families. Our support service staff contact parents as a follow-up for services provided to students by outside agencies. Also, support staff reaches out to Harmony At Home and MCBH to offer therapy services to students with or without parental consent in certain circumstances and within the guidelines of the law. Also, as previously mentioned students are connected to mental health service through a COST referral process which is available at all sites.

SUSD Support staff refers students and their families to the following agencies and programs: Community Health Resources, Partner for Peace, YMCA, The United Way, South County Resource Guide, SunStreet Center, MCBH, YWCA, MCOE, Harmony at Home, Monterey County Food Bank, Catholic Charity, Lions Club, Salvation Army, McKinley Vento, Restorative Justice Partners, Inc.

**Orientation & Return to School**

Elementary Students

Principals will work with teachers to develop return to school orientations which will include COVID safety protocols, in-person learning schedules, safe breaks and recess along with food service and transportation

Middle & High School Students

As with elementary students, secondary administrators will work with teachers to develop return to school orientations which will include COVID safety protocols, in-person learning schedules, safe breaks and passing periods along with food service and transportation,

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The Main Street Middle School W.E.B. (Where Everyone Belongs) and Soledad High School Link Crew programs may assist with return to school student orientations. Both programs can assist with student orientation and help with peer-to-peer connections, especially with the incoming 7th and 9th grade students.

Planning for First Days of School Reopening

Support Staff will:

- Be welcoming positively and help create a safe and relaxed environment.
- Be visibility the entire week
- Build student relationships
- Use the CASEL Playbook and PBIS/ SEL scope and sequence to assist teachers to plan SEL classroom activities

**Restriction Scenarios**

In the event of a more restrictive environment (distance-only learning), SUSD Support staff would be accessible to help reduce the anxiety levels of students through acknowledging students' feelings, building relationships with students, setting clear behavioral expectations, and communicating those expectations on the onset.

**STUDENT SUPPORT DOMAIN DIMENSIONS**

<b>Communication</b>	<p>Services provided and contact information of support staff will be translated and shared with all stakeholders. This information will be added into registration packets, posted on school and district websites, phone contacts and home visits will be made to help bridge the communication gap by conveying support services available to students and their families.</p> <p>Teachers and other staff will receive a support staff services matrix designed for in-house use only. For example, new staff will know on the matrix where to refer students for services and assistance.</p> <p>Posting support staff office hours of days and times during the week where parents know how to reach them and providing translation services to staff to make that contact connection with families from the onset.</p>
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<p align="center"><b>Data/Technology</b></p>	<ul style="list-style-type: none"> <li>● All students are provided a device and Wi-Fi connectivity,</li> <li>● Classes would be offered to parents and staff members on how to utilize the Aeries portal and making sure parents have their portal access. Recording of these training would be made available to parents.</li> <li>● We will continue to use the parent survey information to help determine what types of data and technology training they will need to support their students.</li> <li>● Training will be offered to both students and parents on how to use distance learning tools such as google docs, Zoom, Seesaw, Class Dojo</li> </ul>
<p align="center"><b>Professional Development</b></p>	<p>The support staff will need continued training from other SUSD staff and MCOE in the following areas:</p> <ul style="list-style-type: none"> <li>● Trauma-Informed Practices</li> <li>● Refresher in MTSS</li> <li>● Crisis Response and Intervention</li> <li>● Restorative Justice</li> <li>● Zones of Regulation</li> <li>● PBIS</li> <li>● SEL</li> <li>● Mindfulness</li> <li>● Culturally Responsive Pedagogy</li> <li>● Classroom Management Strategies</li> <li>● Growth Mindset</li> <li>● Parent training and Engagement</li> <li>● Acceptance and Tolerance</li> </ul> <p>In the 2020-21 school year PD on student SEL and support is being provided to employees..</p>
<p align="center"><b>Human Resources</b></p>	<p>Student support services will be the primary responsibility of</p> <ul style="list-style-type: none"> <li>● Counselors</li> <li>● Family Liaisons</li> <li>● Partner Agencies</li> </ul> <p>Student support will also be provided by</p> <ul style="list-style-type: none"> <li>● Teachers</li> <li>● Administrators</li> <li>● Classified Staff</li> </ul>

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<b>Finances/Resources</b>	<p>Providing student support will rely upon resources included in the district's Local Control &amp; Accountability Plan. Resources in the LCAP are provided for:</p> <ul style="list-style-type: none"><li>● MCBH Therapists</li><li>● Sun Street Center (services for secondary students)</li><li>● Harmony at Home (services for elementary students)</li></ul>
<b>Partners/Agencies</b>	<p>The district will partner with the following agencies and programs in providing student support: Community Health Resources, Partner for Peace, YMCA, South County Resource Guide, SunStreet Center, Monterey County Behavioral Health, YWCA, MCOE, Harmony at Home, Monterey County Food Bank, Salvation Army, The United Way, McKinney-Vento, and Restorative Justice Partners, Inc.</p>

**Appendices & Resources**

[Youth Mental Health First Aid](#)

[SEL 3 Signature Practices Playbook - Casel School Guide](#)

[The First 20 Days](#)

[Harmony at Home](#)

[Sun Street Centers](#)

[Monterey County Behavioral Health](#)

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**FAMILY ENGAGEMENT DOMAIN**

In preparing for reopening of school, the family engagement domain group consisting of local district stakeholders (teachers, administrators, and support staff) met to examine ways to support and engage families through our reopening process. Additionally the group considered methods to offer continued support to families of students once the school year begins. This committee examined communication & messaging, including parents in the decision making process, after school program, social emotional support, continued parent education, and systems to support our foster and homeless youth.

**Family Engagement**

Family Engagement

In preparing for reopening Soledad Unified School District through open communication will continue to engage all families and strengthen relationships with community organizations. The district will make every attempt to be inclusive of all cultures when inviting stakeholders to the decision-making table. Family engagement opportunities may include the following but are not limited to:

- Making regular contact with homeless / foster families, at most convenient times, whenever possible
- Communication with all families multiple times in multiple languages, whenever possible
- District wide intervention coordinator to provide additional support
- Open communication - keeping families informed as well as listening to their opinions (non-judgemental way)
- Continue ELAC/ SSC meetings - in person with precautions or via live conferencing (zoom/ hangouts)
- Health clinics to support our families and students - by directing families to our own support staff on campuses and district office
- Parent/ student support center(s) for families to go to for in person support and information

Communication With Families

Soledad Unified School District continues to communicate with families through the reopening of school and thereafter. Each school site as well as the central office (district) communicates through a variety of methods included but not limited to:

- District website
- Autodialer calls
- School marquees
- School and district website(s)
- Flyers and notices mailed home
- Two way communication with Liaisons, District Wide Intervention Coordinator, Kaniz
- Personal phone calls home
- Parent/ student support center(s) for families to go to for in person support and information)
- Class Dojo (two way communication between parent / school)
- Communication with teachers via: zoom, hangouts meetings, emails, etc.
- Facebook page

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- Counselors in contact with parents

Work with Outside Agencies / Entities for Support

In effort to support our “At Promise Youth” and all students the district will continue to collaborate with local and county agencies. Soledad Unified School District partners with the following agencies but is not limited to:

- MCOE (Monterey County Office of Education)
- Non-profit shelters in county
- MCBH (Monterey County Behavioral Health)
- Gear-UP (Gaining Early Awareness and Readiness for Undergraduate Programs) at the high school
- MCOE Migrant Department
- Sticks and Stones
- Center for homeless/ foster students (ASP for equity)
- SRO / Soledad Police Department
- County food bank
- Other non-profit organizations
- Social organizations such as Rotary/ Lions
- Faith based organizations
- YMCA
- Recreational Department

Participation in Decision-Making

Parent participation is critical in the academic success of Soledad Students. Soledad Unified School District aims to include all parents this may encompass serving or attending a school site committee (School Site Council, English Language Advisory Committee, Aztec parent meeting) or through district wide participation in such activities as the LCAP (local control accountability plan) evenings hosted in February. The district will continue to make every attempt to incorporate all parents to be part of the district’s shared decision making process in creating this reopening plan as well as the implementation thereof.

The district held a Parent School Reopening Town Hall on March 25, 2021. The district presented many of the elements contained in this School Reopening Framework document. The district also fielded questions from parents submitted in the town hall chat. Some questions were responded to during the town hall. Others were recorded and responses were posted on our district website.

**After School Program**

Enrollment

All after school programs students, including students of employees, will be on a first come first serve basis. The after school program will register the first 22 students for each class to follow health and safety protocols of state and county health guidelines. The after school program registration this year includes a line requesting parent’s employment information. In the event the district provides after school

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program space for essential workers the after school program will use this information to determine each families need.

Schedule

The after school program will initially be offered as a virtual program. Once school has reopened, the district will consider providing in-person after school program programming dependent upon the instructional model of the regular school day. Students will likely be placed on a two day, in-person learning track. As an example, track A ,students shall attend school in person on Tuesdays and Thursdays between the hours of 8 am - 12:00 pm. Track B, K-3 students shall attend school on Wednesdays and Fridays between the hours of 8 am - 12:00 pm. Students that attend track A during the regular school day shall attend after school program on track A days (Tuesdays and Thursdays). Students will attend an after school program on track B days (Wednesdays and Fridays). A similar model is planned for the after school program students at Main Street Middle School.

Academic Learning

The Soledad Unified School District after school program schedule will include time at each school site to complete academic online assignments. This will allow students time to get the help they need before leaving the afterschool program as well as access to the internet to complete digital assignments. Students in the after school program will have the opportunity to receive intervention and support in various academic areas that include but are not limited to: language arts, math, social studies, and science.

Staffing / Service Providers

Soledad Unified School District after school program staff will be properly trained in safety procedures before returning to campus to work in after school program. All staff will reinforce safety procedures during after school program through the monitoring of after school program students. Currently each after school elementary program employs four activity group leaders, one per class, and a lead teacher to monitor and oversee staff and students. At main street middle school students the after school program class will be supervised by one activity group leader and one lead teacher. Each after school program school site will also have a principal on duty in the afternoon should additional assistance or emergencies arise.

The Soledad Unified School District after school program will make every effort to utilize community resources. Should safety practices allow, the after school program may utilize community resources and organizations of low cost to support enrichment in the after school program.

Safety Protocols

All after school program staff will be required to wear PPE (personal protective equipment), this includes face masks and gloves when necessary. Students will follow the guidelines of the district and health department and will wear a mask when protocol requires such. Students will be incrementally placed 6 feet apart to allow for social distancing from each other. Student staff ratios will be lower to allow for

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appropriate social distancing and to ensure the health and safety of staff and students. After school program will follow the same medical safety procedures of the regular instructional day. This may include but is not limited to having a safe space for sick students and staff, thermometers on hand to check the temperature of students and staff, wearing PPE, and monitoring the use of materials as well as the number of students in the bathroom at one time.

**Foster / Homeless Youth**

District-Provided Services

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 in-person consultations. District services may include but are not limited to:

- Providing school supplies
- Providing toiletry kits/ supplies
- Access to PE and sports uniforms
- Immediate access to after school program, either immediate enrollment or placed at the top of the waitlist
- Support with cap and gown for promotion/ graduation
- Access to educational school activities/ trips
- School meals provided
- Support with student fees
- Transportation
- Links to community resources

**Parent Social & Emotional Support**

District-Provided Services

Employees across the district are here to serve and support our students and their families. More specifically each school site has a family student support liaison that can align families with community resources and services. Additionally, district wide we have an intervention coordinator. These staff members are vital to our site's parent engagement as they assist to facilitate, host, and sometimes translate parent training. Training topics may include but are not limited to: drug awareness, supporting students academics, child discipline, healthy eating habits, and social emotional health, etc.

Support & Resources

In order to better serve our families Soledad Unified School District will make every effort to utilize internal resources and local community supports. See the **subsection: Work with Outside Agencies / Entities for Support** above for list of possible community supports. Personnel and supports within the district may be but are not limited to:

- Liaisons

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- Truancy clerks
- Clerk typists
- Translators
- District wide intervention coordinator
- District wide truancy support
- Office staff
- Counselors
- School psychologists
- COST teams
- PBIS teams
- SST teams
- Health aides/ district nurses
- CTE coordinator
- Gear-Up at the high school

**Parent Education**

Supporting Student Learning

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 but are not limited to:

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

Use of Technology

A parent orientation will be hosted at the beginning of the school year to familiarize parents with one to one student devices as well as learning platforms. Parents will be provided with basic information to assist them in navigating each learning platform including Google Classroom and Seesaw. Continued support will be offered to parents through our technology department as well as additional school staff as needed.

Student Health & Safety

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Student health and safety is the district’s number one priority therefore safety protocols will be followed and shared to reassure parents and families. Students and staff will be expected to follow all safety protocols that include but are not limited to:

- Personal protective equipment - masks & gloves (for employees)
- Social distancing
- Non sharing of any items
- No congregation of students in any areas
- Grab and go breakfast and lunches
- Decreased class sizes as placed on learning tracks
- Decreased in person learning time during the day
- Cleaning and sanitizing classrooms daily, as well as all other common areas
- Limited number of students in the bathroom at the same time
- Limited number of students permitted to ride the bus

Restriction Scenarios

Soledad Unified School District shall continue to support our families and students in the face of all possible restrictions. Shall community health conditions improve and allow for in person contact the district shall explore the option of more in person parent training. Conversely shall local health conditions increase in the number of positive COVID cases the district shall continue to pursue virtual parent education opportunities.

**FAMILY ENGAGEMENT DOMAIN DIMENSIONS**

<b>Communication</b>	Engaging family opportunities shall be shared with students, staff, parents and community through continued use of our auto calls, the district website as our central location for all information and wherever possible share through in person to person contact.
<b>Data/Technology</b>	Parents opt into the auto messaging app to receive latest information and school updates.  Use of QR codes to disseminate parent surveys and updates.
<b>Professional Development</b>	Professional development as needed by the staff: <ul style="list-style-type: none"> <li>● Zones of regulations</li> <li>● SEL (social emotional learning)</li> <li>● Health protection procedures for all staff/ students</li> <li>● Trauma informed training / Teachers aware of abuse / domestic violence</li> <li>● Customer service</li> <li>● Teachers mental health</li> <li>● Human trafficking</li> </ul>

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	<ul style="list-style-type: none"> <li>● Reasonable expectations for completion of student work - 13.5 hours / 1 credit</li> </ul> <p>Training as needed by parents:</p> <ul style="list-style-type: none"> <li>● How to support students learning at home</li> <li>● Human trafficking</li> <li>● Reducing stress</li> <li>● Human trafficking</li> <li>● Health protection procedures for all staff/ students</li> <li>●</li> </ul>
<p align="center"><b>Human Resources</b></p>	<p>Increased need of custodial staffing to assist with cleaning and disinfecting. Consider use of high school or college students to earn service learning credit to support students with tutoring. Additionally, whenever possible the district shall look to our own resources versus paying for outside services.</p>
<p align="center"><b>Finances/Resources</b></p>	<p>Finances to be more focused on addressing pandemic needs such as but not limited to student distance learning, intervention &amp; support, and social and emotional learning. Increased need of janitorial staff to assist with cleaning and disinfecting. Additionally, whenever possible the district shall look to our own resources versus paying for outside services.</p>
<p align="center"><b>Partners/Agencies</b></p>	<p>See subsection above titled: Work with Outside Agencies / Entities for Support, for a list of community partners.</p>

**Appendices & Resources**

- [Parent Town Hall 3-25-21 Recording](#)
- [Parent Townhall 3.25.21 Questions & Responses English](#)
- [Parent Townhall 3.25.21 Questions & Responses Spanish.pdf](#)
- [Covid-19 School Closure Updates & Parent Resources](#)
- [Soledad Unified School District Parent Online Learning Guidance](#)
- [Distrito Escolar Unificado de Soledad Guía de aprendizaje en línea para padres](#)
- [Child Care Resources](#)
- [Forward Together Initiative/Iniciativa Avanzando Juntos](#)
- [Parent Resources During School Closures – Soledad Unified School District](#)

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**COMMUNICATION PLAN**

The Soledad USD seeks to provide information and support to district employees, students and parents regarding COVID-19 and its impact on the district. The District will also closely monitor ongoing guidance from key agencies, including, the Monterey County Health Department, the Monterey County Office of Education, the California Department of Education, and the California Department of Public Health as it pertains to the instructional program and health and safety of students and employees.

The goals of the district communication plan are:

1. Students, staff, and parents will receive timely information and updates regarding COVID-19.
2. Students, staff, and families feel supported with a full spectrum of academic, social, and emotional resources.
3. Families and students understand and value the district's hybrid learning/in-person and distance learning programs in its effort to ensure student and staff safety
4. The district's schools are prepared for a smooth reopening of school.

The district will provide key messages to our school community as follows:

- Our District has role to play in limiting the spread of COVID-19
- While our school campuses may have limited access during the COVID-19 pandemic, instructional services and support for students continue; district staff are working very hard to build strong hybrid/in-person learning programs for schools.
- Our district appreciates the role parents have fulfilled as educational partners during this challenging time. We understand that families feel a range of new pressures, challenges, and burdens.

The audience which the District Communication Plan strives to reach includes:

- SUSD Board Members
- Certificated Employees
- Classified Employees
- Soledad parents/guardians
- Principals/Administrators
- District Office Staff
- Soledad community
- Local media

**Situational Awareness with Local Authorities**

The Superintendent's office will continuously monitor updates from the California Department of Public Health, Center for Disease Control, and the Monterey County Health Department as well as the Monterey County Office of Education to ensure it has the most current information and guidance regarding COVID-19.

The Superintendent will participate in regular briefings convened by the Monterey County Office of Education, the Monterey County Health Department, California Department of Education and the California Department of Public Health.

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Updates with curated information from the actions above will be messaged to appropriate audiences including staff, parents and students.

**Communicating Confirmed Cases of COVID-19**

The district will implement the following communication procedures in the event that a student or employee is confirmed to have COVID-19, in consultation with the Monterey County Health Department.

The District will advise Staff and Families of Sick Students of Home Isolation Criteria. Sick staff members or students would not return until they have met health department criteria for return to school.

The District will take measures to isolate any student or staff member who becomes sick and arrange for safe transport for those who become sick. The District will make sure that staff and families know that they (staff) or their children (families) should not come to school, and that they should notify school officials (e.g., the designated COVID-19 point of contact) if they (staff) or their child (families) become sick with COVID-19 [symptoms](#), test positive for COVID-19, or have been exposed to someone with COVID-19 symptoms or a confirmed or suspected case.

School sites / the district office will immediately separate staff and students with COVID-19 [symptoms](#) (such as fever, cough, or shortness of breath) at school. Individuals who are sick should go home or to a healthcare facility depending on how severe their symptoms are.

The district will work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who has COVID-19 symptoms or tests positive but does not have symptoms. School nurses and other healthcare providers should use [Standard and Transmission-Based Precautions](#) when caring for sick people. Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility. If you are calling an ambulance or bringing someone to the hospital, try to call first to alert them that the person may have COVID-19.

Staff Training

Staff training on reporting confirmed cases will be included at the start of year (before school opens) professional development. Training will include systems in place for:

- Consistent with applicable law and privacy policies, having staff and families self-report to the school if they or their student have symptoms of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days in accordance with [health information sharing regulations for COVID-19](#) and other applicable federal and state laws and regulations relating to privacy and confidentiality, such as the Family Educational Rights and Privacy Act (FERPA).
- Notifying staff, families, and the public of school closures and any restrictions in place to limit COVID-19 exposure (e.g., limited hours of operation).

Staff Wellness

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The district understands that the social-emotional well-being of our staff members is as important. SUSD staff will be provided access to MCBH mindfulness and self-care training, Beacon House, and assistance with self-care and mental health support. A staff wellness committee is being formed to develop additional wellness, mental health and self-care supports for certificated and classified employees.

**Restriction Scenarios**

This Communication Domain would be in effect for each level of restriction.

**COMMUNICATION PLAN DOMAIN DIMENSIONS**

<b>Communication</b>	<p><b>Strategic Planning &amp; Messaging</b></p> <ul style="list-style-type: none"> <li>● Our district will provide COVID-related updates regularly as information changes.</li> <li>● The Superintendent will participate in county Joint Information meetings to ensure consistent messaging.</li> <li>● Our district will post COVID-related updates to the website so that the school community is informed.</li> <li>● Our district will monitor social media, as well as website metrics, to determine what information is proving most useful to the community.</li> </ul> <p><b>Media Relations</b></p> <ul style="list-style-type: none"> <li>● Respond to media inquiries promptly.</li> </ul> <p><b>Internal Communications</b></p> <ul style="list-style-type: none"> <li>● In all messaging, we will convey that the Soledad USD cares and will take all steps possible to address individual needs including students at home, their families), etc.</li> <li>● The <a href="#">Soledad Unified School District</a> website will provide resources for employees and families, including FAQs.</li> <li>● This District will hold regular forums with employees and parents/guardians to discuss and take input on the implementation of its hybrid/in-person learning program.</li> </ul> <p><b>Community Relations</b></p> <ul style="list-style-type: none"> <li>● District office staff will provide presentations and regular communication to our Board of Trustees outlining all district actions to date, and share this presentation through BoardDocs.</li> <li>● Our district will ensure that all public-public communications are translated into Spanish.</li> <li>● Our District will be responsive to email/phone inquiries from the members of the public.</li> </ul> <p><b>Website / Collateral</b></p> <ul style="list-style-type: none"> <li>● Our website will be updated any time there is new information to share.</li> <li>● We will develop and maintain an online list of resources for families.</li> </ul>
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<b>Data/Technology</b>	<p>Communications will require</p> <ul style="list-style-type: none"> <li>● Website update</li> <li>● School Messenger</li> <li>● Auto Dialer program</li> </ul>
<b>Professional Development</b>	<p>Training for staff will need to include:</p> <ul style="list-style-type: none"> <li>● Training for family liaisons and other school staff in communication with parents/guardians.</li> <li>● Principals may need to be trained in utilization of communication platforms to maintain consistent messaging related to health and instructional updates, ongoing.</li> </ul>
<b>Human Resources</b>	<p>Select district staff will need to be designated for specific roles in follow-through on consultation and communication plan.</p>
<b>Finances/Resources</b>	<p>Resources will be needed to support the Communications/Consultation plan including</p> <ul style="list-style-type: none"> <li>● District website maintenance and updating (LCAP-funded)</li> <li>● School messenger (parent text tool) license (LCAP-funded)</li> <li>● Compensation costs for translation of documents and virtual content into Spanish language</li> <li>● Funds include CARES, ESSER, ILP and ELO</li> </ul>
<b>Partners/ Agencies</b>	<ul style="list-style-type: none"> <li>● Monterey County Department of Health</li> <li>● Monterey County Office of Education</li> <li>● California Department of Public Health</li> <li>● California Department of Education</li> </ul>

**Appendices & Resources**

[Soledad Unified School District](#)

[District COVID Safety Documents – Soledad Unified School District](#)

[Parent Town Hall 3-25-21](#)

[Employee Questions & Responses 3/23.21 Town Hall](#)

[California Department of Public Health \(CDPH\)](#)

[Monterey County Health Department - Coronavirus \(COVID-19\)](#)

[CDC Guidelines for COVID-19](#)

<https://fieldguide.ccee-ca.org/>

[CVT Trust Employee Assistance Program](#)

[LiveHealth Online: Medical](#)

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**Acknowledgements**

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