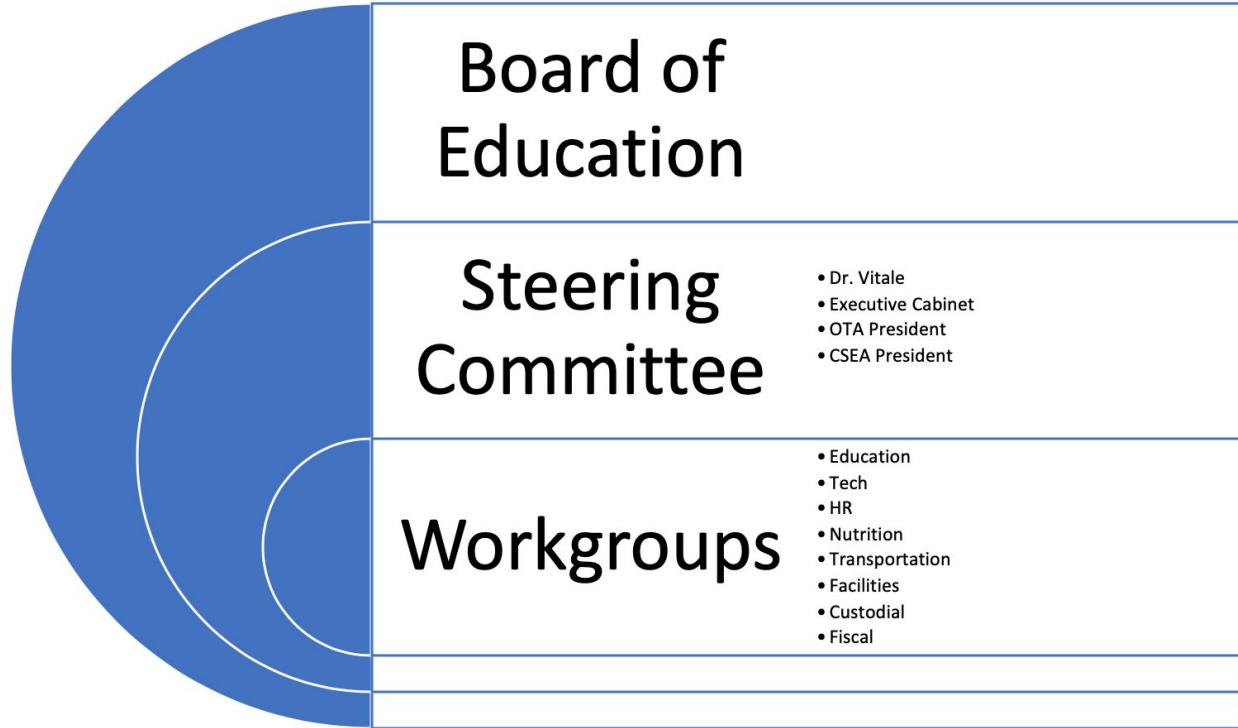




**Recommendations & Considerations to
Safely Reopen OUSD
Board Presentation
June 23, 2020**

Structure for our work



Parent/Guardian Input and Feedback

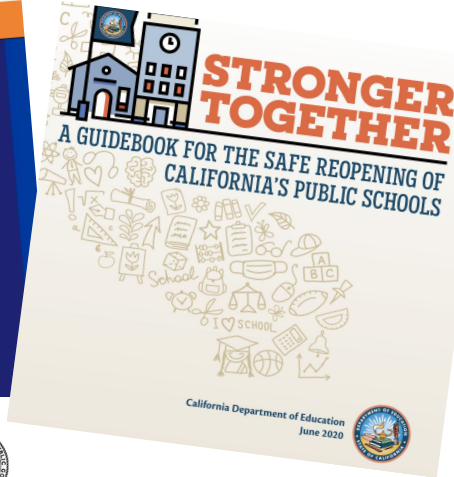
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Adjustments as guidance is released by the Center for Disease Control, California Department of Public Health, and the California Department of Education

Guidance Documents



COVID-19 INDUSTRY GUIDANCE: Schools and School-Based Programs



County of San Diego

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PUBLIC HEALTH OFFICER

ORDER OF THE HEALTH OFFICER
AND EMERGENCY REGULATIONS
(Effective June 19, 2020)

SCHOOLS DURING THE COVID-19 PANDEMIC



The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

Should you consider opening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Is the school ready to protect children and employees at **higher risk** for severe illness?
- ✓ Are you able to screen students and employees upon arrival for symptoms and history of exposure?

ALL YES

ANY NO

DO NOT OPEN

Are recommended health and safety actions in place?

- ✓ Promote **healthy hygiene practices** such as **hand washing** and **employees wearing a cloth face covering**, as feasible
- ✓ Intensify **cleaning, disinfection, and ventilation**
- ✓ Encourage **social distancing** through increased spacing, small groups and limited mixing between groups, if feasible
- ✓ Train all employees on health and safety protocols

ALL YES

ANY NO

MEET SAFEGUARDS FIRST

Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for signs and symptoms of students and employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to **stay home**
- ✓ Plan for if students or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- ✓ Monitor student and employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ALL YES

ANY NO

MEET SAFEGUARDS FIRST

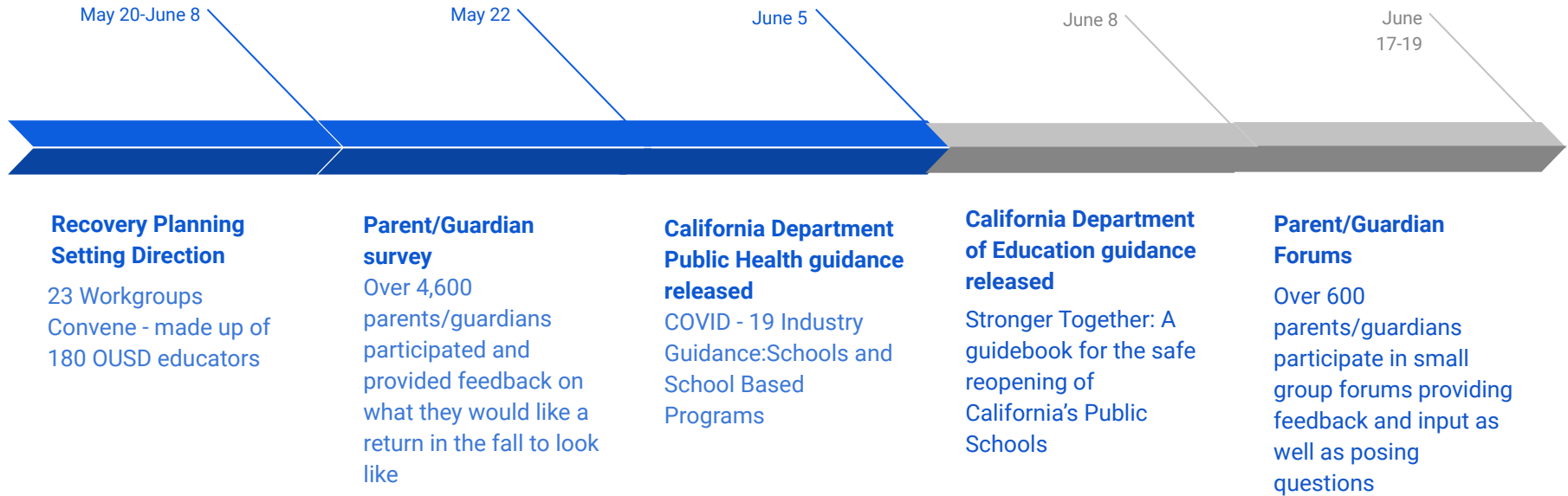
OPEN AND MONITOR



Timeline for Reopening Considerations



Oceanside Unified School District



Purpose of Workgroups



Collaborate to create an organizational framework that will guide our work during the COVID-19 pandemic and transform education to meet the needs of students.

Develop a handbook to provide clarity about how we will address the needs, expectations, and outcomes for students, staff, and families as schools evolve to meet the challenges presented by COVID-19.

Define the work of students, staff, and teachers to **ensure the goals of education are realized while reducing health and safety risks to all stakeholders.**

Guiding Principles



- **Essential:** Provide lower risk environments for staff and students
- **Essential:** Follow health orders from county state and CDC
- **Essential:** Provide a quality educational program for students
- **Essential:** Number of minutes of student engagement in instruction 240 daily/1,200 weekly
- **Essential:** 180 days of student engagement in learning
- **Essential:** Distance Learning and onsite learning schedules must align in order to pivot between the two as needed
- **Desirable:** Reduce/limit number students on campus - families with multiple children grouped in same start times
- **Possible:** Multiple recesses and meal service times to limit students in the cafeteria and on the playground/common areas

Workgroups

- Elementary Education
- Secondary Education
- Instructional Technology
- Special Education
- English Learners
- Extracurricular Workgroups
- Physical Education
- Preschool
- Adult Transition Program
- Student Support
- Human Resources
- Transportation
- Facilities
- Nutrition Services

Elementary School Recommendations



Schedule

- The Blended model with a minimum day schedule **or** a full Distance Learning model are the recommendation of the group based on current health and safety guidelines
- Synchronous, asynchronous, and unplugged learning will need to be defined
- There will be a need for an online teacher (possibly two) at every site to support families and staff who want 100% distance learning
- Recommendation is made that priority be given to teachers with underlying health conditions for the 100% distance learning roles

Class Structure

- Class size to be capped at 30 students in grades 4-5 in order to maintain proper social distancing during on-site days
- Adjust furniture and consider protective dividers in rooms to support social distancing
- Consider room flow, hallway passing, cafeteria, and playground use
- Consider adding additional seat-based time for at-promise students on Wednesdays later in the year

Elementary School Recommendations Continued



Grading/Feedback

- Student work will not be optional
- Parents/guardians will need to be informed of expectations and grading policy (home-school compact)
- Grading/feedback
 - All lessons are graded using 1-4 rubric descriptors as described on the student report card
 - In person work is graded using the rubric scoring 1-4. Online work is provided with feedback only
 - Students are expected to attend online synchronous learning opportunities as scheduled by the teacher
 - Attendance and participation should be considered when grading
 - Recommendation is that grading for levels TK-1st not be based on participation in distance learning because these students require families to assist them in order to participate, but instead on achievement of standards

First 15/20 Days

- Time will need to be provided for families/guardians to receive training along with their student
- Social emotional learning (SEL) lessons and building class community will need to be a priority
- Student assessments will be completed and gaps identified for skills/concepts from previous year that need to be addressed
- TK-1st students also need these first in-person days to focus on accessing and logging on to apps and platforms

Elementary School Recommendations Continued



Materials/Resources

- All students will need a device and access to Internet at home
- Students should have tool kits with needed items (pencils, markers, crayons, paper, erasers) at home and at school
- For TK-2nd, at-school tool kits should include math manipulatives to minimize the need for cleaning of frequently used tools
- Online readers will be needed to replace book boxes
- Consumables and devices need to be transported back and forth to school
- Extra devices will be needed in class for those students who forget their materials
- Consistent instructional platforms will need to be identified and teachers/families will need training in their use
- The instructional resources website will need to house instructional units based on the core curriculum

Secondary Recommendations



Hybrid Schedule:

All students will alternate between two schedules: Campus Days and Distance Learning Days

→ **Group A:** Campus Days-Mon/Tues; Distance Learning Days-Thurs/Fri

→ **Group B:** Distance Learning Days-Mon/Tues; Campus Days-Thurs/Fri

- Students would attend classes twice a week.
- Face to face instruction, or engage in labs and receive guidance on the online sessions.
- Student cohort where they would share the same teachers.
- Traditional semester schedule.
- The classrooms can be cleaned after lunch daily and include deeper cleaning on Wednesdays.

Considerations:

- How would students get access to supplies needed for elective course taken online?
- PE and some elective courses will need to be conducted online at the middle school level.
- The master schedule more adjustable for this schedule.
- The campus ratio may need to be higher for classes such as Advanced Placement (AP), and some electives which have larger spaces that would accommodate social distancing.
- Grading in this environment needs further discussion.

Secondary Recommendations Continued



Online Learning: Students Follow the Face-to-Face Schedule

Possible Learning Format:

- Warm-up (10-15 minutes)
- Direct Instruction (20-25 minutes)
- Independent Practice (15-20 minutes)
- Direct Instruction/Assessment (15-20 minutes)
- Wrap-up (5-10 minutes)

Considerations

- Consistent Curriculum at Middle School (Possible use of online platform APEX)
- School-wide definition of teacher **office hours**

Instructional/Educational Technology Recommendations



Student Devices

- 1:1 device ratio across the district -- iPads for grades K-2, Chromebooks for 3-12
- A supply of loaner devices when items are out for repair
- Peripheral devices -- Earphones for all students, wired mouse for students in specialty courses (e.g., Graphic Arts)
- Accountability and care of devices
 - Check-out through Destiny Resource Manager
 - Prepare a 'device etiquette' handout for students with care and handling guidelines
 - Secure a low-cost insurance option for families
 - Investigate economic feasibility of providing protective cases

Student Internet Access (off-site)

- Investigate options to assist qualifying in-need households with Cox Connect2Compete billing
- Provide hotspots to students when household access is not an option
- Investigate feasibility of providing district-managed wireless access points in some neighborhoods (e.g. near apartment complexes)

Instructional/Educational Technology Recommendations (continued)



Online Safety

- Digital Citizenship
 - Require grade-appropriate digital safety/citizenship lessons to be completed by all students within the first two weeks of school
 - Professional learning for all staff to teach Common Sense Media & Nearpod digital citizenship lessons
- Responsible Use Agreements
 - Review current Responsible Use Guidelines -- revise/update to ensure it applies to all models (i.e. face-to-face, hybrid, virtual) and retitle Responsible Use Agreement (RUA)
 - Students & guardians sign RUA as part of registration package
- Monitor Safe Online Usage/Activity
 - Faculty to have the ability to monitor Chromebook activity during school hours
 - Utilize ContentKeeper (web filter) reports
 - Investigate Bark to monitor student activity within Google domain
 - Utilize Google Classroom to the extent practical to conduct back-and-forth document exchange and communication within a class

Instructional/Educational Technology Recommendations (continued)



Professional Learning

Pedagogy

- Design Professional Learning (PL), to be delivered in a blended modality (some face-to-face, some synchronous virtual, some asynchronous virtual)
- Focus content on blend of 4 C's (critical thinking, communication, collaboration, creativity) , tech vs non-tech, distance learning vs distance teaching, blended learning
- Create resources for professional understanding to define differing pedagogical terms

Delivery Platforms and Technologies

- Faculty utilizes Ed Tech Lead Learners to support platforms and pedagogies
- Ed Tech Lead Learners and District Staff provide a variety of weekly PL opportunities for staff to choose from, both synchronous and asynchronous
- Develop an Ed Tech website that teachers can reference for support
- Identify and deploy grade-level-required platforms (Seesaw and Google Classroom) and video-conferencing tools (Google Meet or Zoom)

Instructional/Educational Technology Recommendations (continued)



Communication

- **Students**
 - Deploy a consistent Learning Management System
 - Use multiple media -- audio, video, digital print, hardcopy print
- **Family**
 - Virtual school websites -- Elementary, Middle, High
 - Google Classroom training for families
 - Publish a “digital handbook” with common questions about programs used and basic troubleshooting
 - Publish in multiple languages
 - Minimize use of acronyms/jargon
- **Staff**
 - Weekly Professional Learning Community meetings
 - Use a consistent learning management system
 - Staff training for learning management systems
 - Provide training for substitute teachers

Instructional/Educational Technology Recommendations (continued)



Curriculum

- Peer assistance -- create opportunities for teachers to hold job-alike meetings to share curriculum and implement ideas across all sites
- Coordinate across grade levels and departments to share activities and lessons
- Direct teachers to create specific lessons or activities that are away from screens
- Encourage teachers to use and create in Seesaw, Nearpod, Kahoot, Flipgrid, etc. and share with colleagues via the district library

Technical Support

- Multiple channels for technical support: Phone, Chat, Service Desk ticketing, Knowledge Base
- Support in both Spanish and English
- Communicate regularly to staff the systems of support that are available
- Software to allow support personnel to access devices remotely to assist all end-users

Instructional/Educational Technology Recommendations (continued)



Staff Internet Access (off-site)

- Investigate stipends to help staff offset the cost of improving their home Internet connectivity in order to aid in improving the delivery of online classes from offsite
- Provide hotspots to staff that do not have home Internet service

Physical Safety

- Sanitizing shared devices -- Develop and publish an OUSD step-by-step protocol document to ensure consistent process is being used to sanitize devices

Special Education



- Students who require additional adult support would be provided that support while on campus.
- Related Services (Speech, Counseling, Occupational Therapy, Physical Therapy and Adapted Physical Education) will be provided in person and virtually. (We will use an online platform, Presence Learning, geared toward Speech services)
- Medically fragile students may require distance learning or home/hospital instruction (includes related services)
- Individualized Education Plans (IEP) may need to be amended, based on student need, to reflect students' offers of a Free Appropriate Public Education (FAPE)
- Some students may require more than two days per week (as supplemented by distance learning) to receive a FAPE
- Student assessment requires one-on-one assessment; additional environmental structures may be necessary.
- May need to consider ways in which facilities may be available for assessment when other students are not present
- Consider strong systematic interventions available to students as precursors to referrals for special education

English Language Development Recommendations



English language development (ELD) recommendations provide students with required language support. The recommended instructional model will:

- Focus on Designated and Integrated ELD across subject areas district-wide to promote language and literacy skills in both synchronous and asynchronous learning environments.
- Schedule an additional 30 minutes of Designated ELD at the elementary level during instructional time.
- Provide ELD services at the secondary level as one class period.
- Provide Newcomers with additional support, as a synchronous learning time.
- Allow for the use of a District ELD checklist to monitor ELD standards covered and monitor student progress

ELD Additional Support



Proposed schedule will allow for small group targeted instruction and intervention on Wednesdays for the elementary students and afternoon sessions for the secondary students. Teachers will use a blended instructional approach - synchronous & asynchronous.

Target: Students with minimal participation during distance learning to mitigate the loss of learning, Long-Term English Learners, dually identified students (English Learners with an Individualized Education Plan) and Immigrant students (three years or less in U.S. schools)

Focus:

1. Re-teach basic concepts to address loss of learning
2. Provide real-time academic support
3. Focus on oral language skills development and literacy development
4. Offer a blended learning intervention that includes a computer adaptive program along with direct teaching and APEX to catch-up students with content or units

Extra-Curricular Workgroup



Considerations:

- Lower risk activities onsite
- Higher risk activities virtually
- Taking materials and instruments home
- Recording performances and products to demonstrate skills
- Outdoor activities with adequate social distancing (e.g. marching band, dance)
- Pre-recorded instruction

Physical Education (PE)



Online Learning Environment Options:

- Dance & Fitness (Zoom)
- Fitness Calendars
- PE Teacher Videos demonstrating activities to be done at home
- PE Log
- Obstacle Course
- Daily lesson suggestions
- Google Classroom websites with assignments and videos posted
- Research a favorite sport or activity
- Teach a family member specific PE exercises

Face to Face Considerations:

- Personal fitness/health classes where the teacher has no more than 15-20 students per class. Cover all content in current Applied Fitness Concepts class (classroom content)
- Off campus walking/workout each day with small groups of students.
- Equipment use and disinfection
 - Use only equipment that requires no hands
 - Use equipment that requires hand contact in individual use
 - How often does equipment need to be disinfected?

Preschool (SPED & State) Recommendations



- Preschool will have AM Sessions & PM Sessions
- A (M/TH) & B (T/F) rather than A (M/T) & B (TH/F) - if there's 5 days between face-to-face instruction it will be a constant review of information for this age level, little opportunity for forward growth, regression
- Small group (6 for SPED) 2x per week for on-campus learning
- Possible group size of 12 for State PK, waiting for direction from State
- Utilization of support staff Instructional Aides (IAs) to assist with distance learning (pre-designed lesson) while teacher is with group on campus
- Minimize toys/materials available to each group of students
- Parent Training through and about Distance Learning
- Increased Professional Learning for all staff
- Alternate options for personal protective equipment (PPE) so that students can see faces (language development, social/ emotional impact)
- Additional handwashing breaks built into schedule

Adult Transition Program Recommendations



ATP Schedule

- Cohort A (Mon/Tues) & Cohort B (Thurs/Fri): student hours on campus 9 a.m. to 12:30 p.m
- On campus instruction will include a small group of students (six students) 2x per week, distance learning 3x per week
- Goals: Community Based Instruction (CBI), On-Campus Job Skills, Functional Academics, and Independent Living Skills
- Instructional Assistants (IAs) to assist with distance learning (pre-designed lesson) while teacher is with student groups on campus. IAs assigned as 1:1 support will support students on site with teacher
- Wednesday's schedule will include time for parent training (TBD), professional learning for all staff, IEP meetings

Class Structure

- Class size will need to be capped at six per classroom in order to maintain proper social distancing during on-site days
- Adjust furniture and consider protective dividers in rooms to support social distancing
- Consider all campus space for instruction, hallway passing, and Resource Lab use

Materials/Equipment Needed

- Consider alternate options for personal protective equipment (PPE) so that students can see faces (language development, social/emotional impact)
- Consider umbrellas for picnic tables, one or two physical fitness equipment (bike, treadmill for students who need movement for self-regulation)
- Consider devices for students and staff to use at home and bring to school
- Consider limiting staff personal items - fanny packs for staff to include PPE items

Student Support & Counseling - Recommendations & Considerations



Schedule

- Full distance learning option with enhancements
- Utilize a hybrid model that allows for minimal student-to-teacher interaction and for counseling supports to be provided as possible
- Return to face-to-face counseling in phases as health and safety guidelines change
 - Continue with virtual counseling sessions for individual and small groups

Considerations

- Recommendations to bring face-to-face work with small groups for targeted learning, student support and counseling, and academic intervention
- Homeroom/advisory period to support student social emotional needs
- Provide supports to families through group interactions
- Counselors will provide students and families with learning tools and resources to manage stress, deal with change, identify self-care needs, and understand one's own social emotional health

Student Support & Counseling - Recommendations & Considerations



Considerations (cont'd)

- Elementary counselors will continue guidance lessons on social emotional competencies and this practice will begin at the Secondary level with curated social emotional curriculum
- All partners and contracted services providers to continue providing virtual counseling, increasing in-person counseling as health and safety guidelines change
- Virtual counseling allows for some partners and contracted providers to be flexible and more fluid with their school-specific assignments and respond to students as-needed
- Engage all partners and contracted services providers in supporting the work to contact, connect with, and engage all learners on a weekly basis
- Work with teacher teams and administration to determine understanding of what engagement looks like daily/weekly

Human Resources

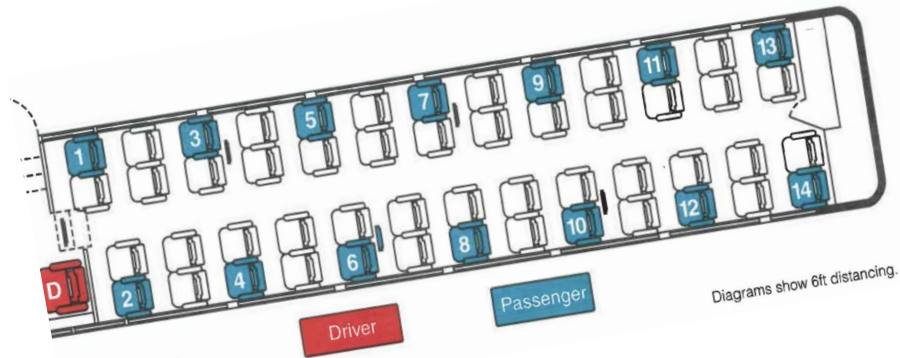


- **Required Safety Training:** Employees assigned educational and training modules through Keenan including: COVID-19 Virus facts and Cleaning and Disinfecting your Workplace (preventative measures).
- **Provide Personal Protective Equipment (PPE):** masks, face shield, gloves, etc.
- **Staffing Considerations for at-risk employees:**
 - Remote work
 - Assigned Distance Learning Instruction
 - Safety Modifications on site
- **Tracking and Reporting confirmed cases**
- **Available Leave Time** (not deducted from employee balance):
 - Emergency Sick Leave - 10 days
 - FMLA - 10 weeks for child care at $\frac{2}{3}$ pay

Transportation

In order to practice physical distancing on a school bus, the seating capacity must be reduced.

Scholars will sit one scholar per bench, skipping every other row, and loading from back to front to reduce the number of scholars walking past each other.



Busses will be cleaned and disinfected daily with the following high-contact and frequently utilized components addressed:

- Handrails
- Seats
- Steps
- Floor
- Steering wheel/seat belts
- Mirror/windshields
- Dash/switches
- Empty waste basket

Facilities



Deep Cleaning and Sanitizing:

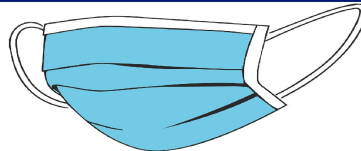
- Summer deep cleaning and sanitizing according to Centers for Disease Control and Prevention (CDC) guidelines of high-touch areas and carpet areas.
- Traditional daily cleaning will occur.
- High-touch surfaces, such as door handles, handrails, sink handles, and restroom surfaces will be disinfected daily.
- Spray bottles with approved CDC and California Department of Pesticide Regulation (CDPR) cleaning solutions and paper towels will be available for each classroom for immediate spot cleaning.

Hand Sanitizers and Washing:

- Hand Sanitizer and hand washing within restrooms will be accessible to all.
- Scholars will be encouraged to hand wash when: arriving to school; after playing outside; after having close contact with others; after using shared surfaces; before and after using restroom; after blowing nose, coughing or sneezing; and before and after eating.
- Hand sanitizer effective against COVID-19 is available to all employees and in public spaces like the front offices at our school sites, entrances at the District Offices, and classrooms.

Personal Protective Equipment (PPE):

- As recommended by the California Department of Public Health (CDPH), “all staff should wear face covering unless Cal/OSHA Division of Occupational Safety and Health standards require respiratory protection.” OUSD will be providing face shields to all staff members and available for students.
- Per CDPH guidance, “teachers can use face shields, which enable students to see their faces and to avoid potential barriers to phonological instruction”
- “Students should be encouraged to use cloth face coverings. Cloth face coverings are most essential in settings where physical distancing cannot easily be maintained, such as school buses, or other settings where space may be insufficient” CDPH



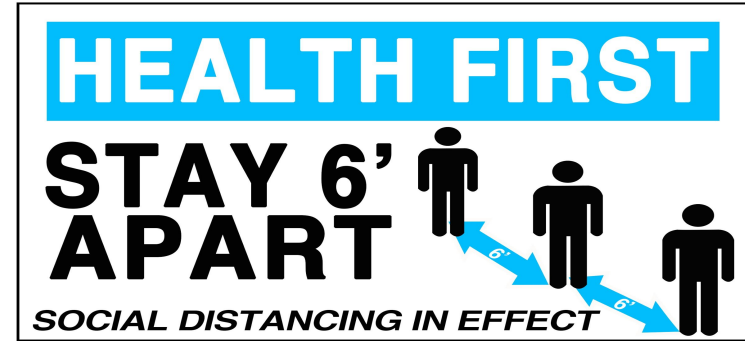
ALWAYS WEAR A MASK
IN THIS FACILITY

Facilities

To prevent the spread of COVID-19, OUSD will post our plan on our front doors:

SIGNAGE:

- o A sign will be posted at each public entrance of each campus to inform all employees and parents/guardians/visitors that they should avoid entering any OUSD facility if they have any of the COVID-19 symptoms.
- o A sign will be posted indicating to maintain a minimum six-foot distance
- o Signage will be provided in both English and Spanish.



Nutrition Services



Grab and go pre-plated breakfasts and lunches will be provided.

- Breakfast will be offered before the bell (with the exception of Del Rio who will continue to offer Breakfast in the Classroom).
- Scholars may eat outside, maintaining social distancing.
- Scholars enter the cafeteria and/or receive their meals from a 'Grab-N-Go' carte. Scholars will receive bagged meals intended to consume after dismissal.
- Universal Feeding guidelines through August 31.
- All food will be individually wrapped, portioned, or in an enclosed container. (No salad bars or self-serve options will be provided at this time).
- Scholars will pick up their meal at the serving line or cart (Elementary) or their meal will be offered at a cafeteria window or cart (Secondary).
- Special accommodations such as delivery to the classroom or bus may be provided if a scholar is unable to pick up their meal.
- Additionally, protocols for students with special meal accommodations will remain consistent with current practices.

California Interscholastic Federation (CIF)



- OUSD has been approved to Return-to-Play
- Our fall sports began their summer training on June 22, 2020
- Specific guidelines created by CIF have been distributed to our site administrators and athletic directors

Purpose of Parent/Guardian Input



- **Collaborate with families** to identify thoughts and concerns that will guide our work during the COVID-19 pandemic to transform education to meet the needs of students.
- **Provide information** about possible modifications to the school operational program to address the challenges presented by COVID-19.

Fall Return Survey - Responses



Family Responses

- 53% Traditional school
- 36% Hybrid
- 15% Distance

Staff Responses

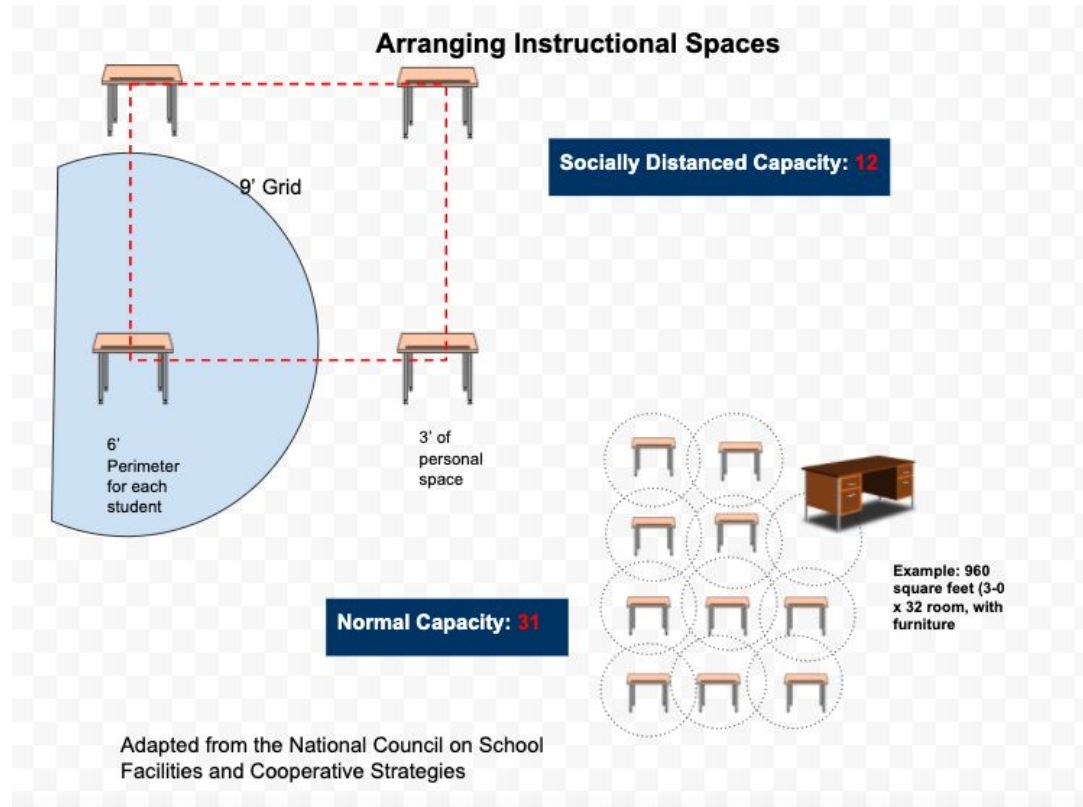
- 43% Traditional school
- 53% Hybrid
- 14% Distance

Percentages rounded to nearest whole.

Capacity of Each Instructional Model

	On Campus Instruction?	Physical Distancing?	Space Capacity
Hybrid: Two days a week on campus; three days distance learning.	Yes	Yes	50%
Traditional In-Person: Return to school with some safety measures in place (ie. encouraging face coverings and expanded cleaning hand-washing).	Yes	No	100%
Distance Learning: Students remain at home and learn synchronously and asynchronously.	No	Yes	0%

Lower Risk Environments



Parent and Guardian Feedback Meetings



- 997 People signed up
- 180 written responses
- 600+ Attendees
- 28 Facilitators
- 36 Small group meetings - held over three days

Family and Student Challenges - C-19



- Learning new technology and accessing wifi
- Challenges managing student learning at home:
 - Hours spent supporting student learning
 - Parent/guardians may have limited familiarity with class content
 - Inconsistent face-to-face time with teachers
 - Multiple platforms for learning
- Communication varied from teacher to teacher

Family Feedback



- I want my child to have opportunities to be with their friends.
- I want choice about how school will look for my child.
- I need to work and have my child in a safe place.
- Sports and recess are important for children.
- The arts are essential to my family.
- I don't have the skills to teach my child like a teacher does.
- I worry about my child's mental health.
- I worry about my child getting sick.

Family Feedback Continued



- I want my child to be able to transition between distance learning and in-person learning as it is safe.
- Can K-5 be all day?
- My child has health challenges that need to be considered when in person instruction occurs.
- Children with special needs need to have their services provided.
- Things need to be as normal as possible at school.
- I want a specific schedule for distance learning; expectations varied too much between teachers in the spring.

Desired Services Identified by Families



1. Educational Opportunities
2. Nutrition
3. Supervision
4. Enriching Activities - Sports, Arts
5. Socialization

*Safety was a priority for all families.

Possible Hybrid Elementary Schedule



Times	Monday A - seat based B - online	Tuesday A - seat based B - online	Wed Cleaning Student DL	Thursday B - seat based A - online	Friday B - seat based A - online
7:30-8:00	Prep	Prep	Prep	Prep	Prep
8:00-10:00	Instructional Block 1	Instructional Block 1	8:00-9:15 Prep 9:15-10:15 Office Hours	Instructional Block 1	Instructional Block 1
10:00-10:20	Break/Prep	Break/Prep	10:15-10:35 Break	Break/Prep	Break/Prep
10:20-12:20	Instructional Block 2	Instructional Block 2	10:35 - 12:35 Prep	Instructional Block 2	Instructional Block 2
Various	Music, PE, and library will be instructed online at various times during the week.				
12:20	Dismissal	Dismissal	/	Dismissal	Dismissal
12:30-1:00	Teacher Lunch	Teacher Lunch	Lunch	Teacher Lunch	Teacher Lunch
1:00-2:15	Prep	Prep	Alternating Weeks: Site Meetings, PLC, PL Prep	Prep	Prep
2:15-3:00	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours

Possible Middle School Hybrid Schedule



Bell Schedule Option 1-(Hybrid) 80 mins	Monday Group A	Tuesday Group A	Wednesday	Thursday Group B	Friday Group B
7:30-9:00*	Period 1-ELA	Period 4-SCI	Cleaning/PD Day	Period 1	Period 4
9:05-10:25	Period 2-ELA	Period 5-Math	Cleaning/PD Day	Period 2	Period 5
10:30-11:50	Period 3-SOC	Period 6-ELEC	Cleaning/PD Day	Period 3	Period 6
11:50-12:20	Lunch	Lunch		Lunch	Lunch
12:35-1:05	Advisory Online	Advisory Online	Cleaning/PD Day	Advisory Online	Advisory Online
Online Engagement	Group B	Group B	Online Work Day	Group A	Group A

*Period Extended 10 Mins. For Announcements

Possible High School Hybrid Schedule



Bell Schedule Option 1-(Hybrid) 85 mins	Monday Group A	Tuesday Group A	Wednesday	Thursday Group B	Friday Group B
7:30-8:55	Period 1	Period 4	Cleaning/PD Day	Period 1	Period 4
9:00-10:25	Period 2	Period 5	Cleaning/PD Day	Period 2	Period 5
10:30-11:55	Period 3	Period 6	Cleaning/PD Day	Period 3	Period 6
11:55-12:25	Lunch	Lunch		Lunch	Lunch
12:30-1:00	Advisory Online	Advisory Online	Cleaning/PD Day	Advisory Online	Advisory Online
Online Engagement	Group B	Group B	Online Work Day	Group A	Group A

Current Guidance for Schools-CDPH



- General measures
- Promote healthy hygiene practices
- Intensify cleaning, disinfection and ventilation
- Implementing distancing inside and outside the classroom
- Limit sharing
- Train all staff and educate families
- Check for signs and symptoms
- Plan for when a staff member, child or visitor becomes sick
- Maintain healthy operations
- Considerations for partial or total closure

What do we know now? (June 23, 2020)



In person instruction will look different:

- Lower risk and higher risk activities must be considered
- Symptom checking
- Stay home if sick
- Extended time at home if exposed to COVID-19
- Encouraging face coverings
- Physical distancing measures
- Hand washing /sanitizing
- Increased cleaning

Guiding Principles to Keep in Mind - [Centers for Disease Control](#)

The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of COVID-19 spread increases in school settings as follows:

- Lowest Risk: Students and teachers engage in virtual-only classes, activities, and events.
- More Risk: Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).
- Highest Risk: Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

Resilience Roadmap

Last updated June 18, 2020 at 2:10 PM

Californians have been staying home and saving lives since the start of our statewide stay-at-home order issued on March 19, 2020. These efforts have allowed the state to move forward on our [roadmap](#) for modifying the statewide order.

We are now in early **Stage 2**, where retail, related logistics and manufacturing, office workplaces, limited personal services, outdoor museums, child care, and [essential businesses](#) can open with modifications. The state is [issuing guidance](#) to help these workplaces reopen safely.



STAGE 1:
Safety and
preparedness



STAGE 2:
Lower-risk
workplaces



STAGE 3:
Higher-risk
workplaces



STAGE 4:
End of Stay Home
Order

CDC Decision Tree

SCHOOLS DURING THE COVID-19 PANDEMIC



The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

Should you consider opening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Is the school ready to protect children and employees at **higher risk** for severe illness?
- ✓ Are you able to screen students and employees upon arrival for symptoms and history of exposure?

ANY
NO



Are recommended health and safety actions in place?

- ✓ Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering, as feasible
- ✓ Intensify cleaning, disinfection, and ventilation
- ✓ Encourage social distancing through increased spacing, small groups and limited mixing between groups, if feasible
- ✓ Train all employees on health and safety protocols

ALL
YES

ANY
NO



Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for signs and symptoms of students and employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to stay home
- ✓ Plan for if students or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- ✓ Monitor student and employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ALL
YES

ANY
NO



ALL
YES

OPEN AND
MONITOR

Current Guidance



[California Department of Education](#)

Stronger Together: “The intent of this document is to be a guide for local discussion on reopening schools.”

[California Department of Public Health](#)

Industry Guidance: “These guidelines and considerations are based on the best available public health data at this time, international best practices currently employed, and the practical realities of managing school operations.”



Surfside Educational Academy



Surfside students in grades K-12 will be able to select from the following options:

Distance Learning

Grades K-12

- Fully remote learning
- Virtual check-ins/support
- Tangible or online materials

Blended Learning

Grades K-12

- Hybrid: remote and on-site learning
- In person check-ins and support
- Tangible or online materials

Direct Instruction

Grades 10-12

- Attend 3-5 courses per day on-site*
- Option for online courses in cyber lab on-site

*Dependent on health guidance

July 21 Board Meeting



- Staff will bring schedules to the Board of Education for consideration
- Staff will bring our progress on preparations for our schools and office spaces
- Staff will bring our communication plan