Stockton Unified School District

COVID-19
Return To School

WELCOME

Hybrid & Distance Learning Plan

SUSD
Stockton Unified School District
Since 1852
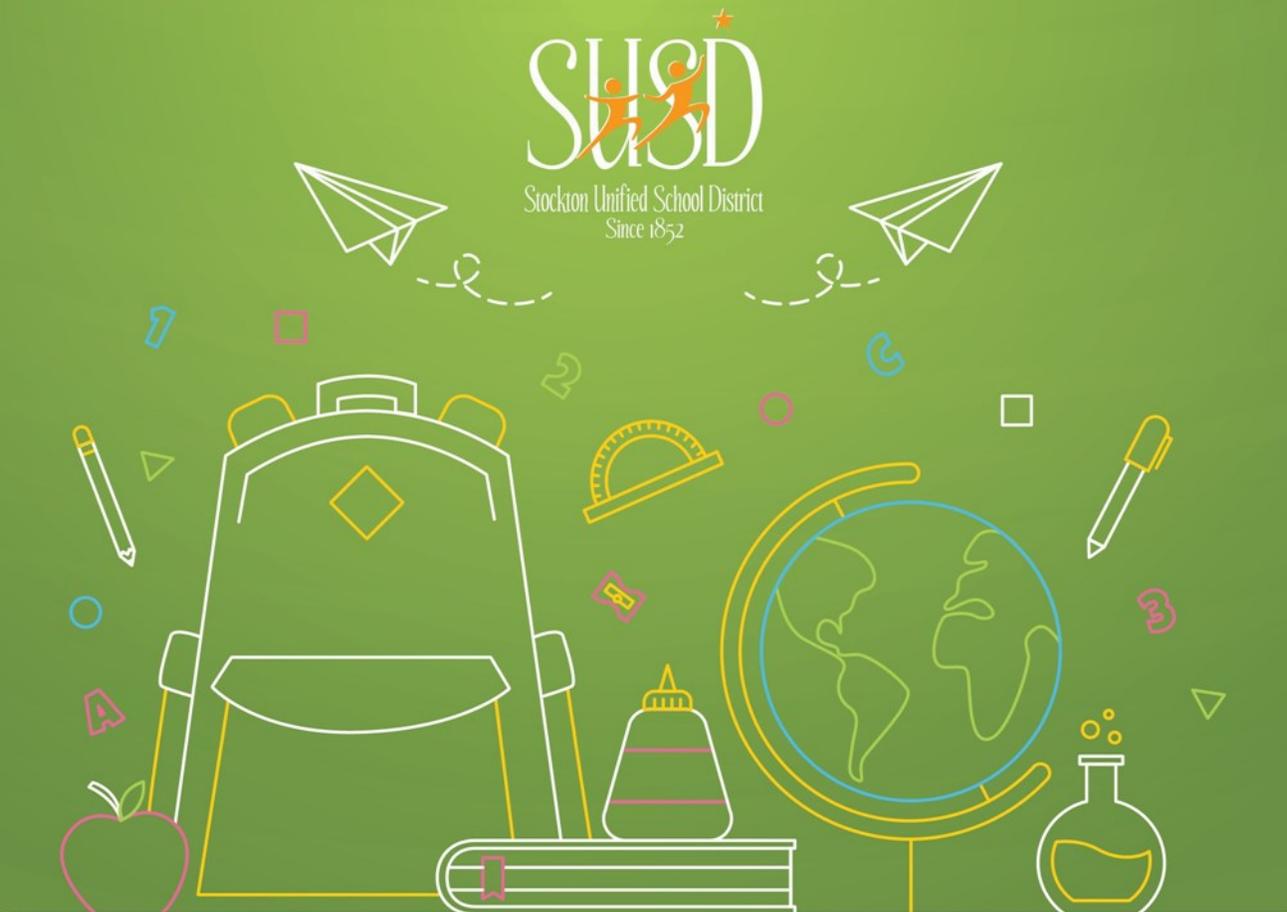
INTRODUCTION

PURPOSE

SUSD has created this plan to facilitate our safe return to school because we believe the social, emotional, academic, and mental benefits of being present in an educational setting outweighs the risk of physical illness, even during a global pandemic.

GUIDING PRINCIPLES

QUALITY INSTRUCTION - Whether distance learning or in-person, quality instruction continues to be the linchpin to the success of educational programs. Coursework delivered through hybrid modalities must continue to be available (on-campus and distance learning) and should meet the same standards as coursework offered only on-campus. We will need to give educators "space and grace" as they work to improve the delivery of the content through multiple modalities.

COMMIT TO EQUITY - All students have the opportunity to achieve academic success that are accessible, personalized, culturally relevant, and responsive. Schools have a responsibility to be culturally and linguistically responsive and meet the continued needs of ALL students from low-income backgrounds.

ADOPT A WHOLE SCHOOL WELLNESS APPROACH – Take a systems approach to promoting student academic, social and emotional learning, physical well-being, and college, career, and civic readiness. Adopt a Whole School Wellness approach to ensure student and adult success in school, work, and community.

PARTNER WITH STUDENTS, FAMILIES, COMMUNITY, AND LABOR GROUPS – Engage with students, families, community parties, and labor groups to build collective impact and support public health. Maximize the resources of the entire community, including health care, expanded learning, early learning, and family and community partnerships to implement health and safety protocols and to advance alternative learning modalities.

LEARN AND IMPROVE – Adopt continuous improvement practices and use evidence to guide decision making while aiming to enhance the quality of student learning opportunities. Use data to inform improvement of instructional and school practices. We are committed to working together, leveraging our collective positive effect through advocacy, and sharing best practices and resources.

SAMPLE HYBRID MODEL

HYBRID MODEL

Classes/grade levels would be divided into two smaller cohorts: *Group A* and *Group B*

Group A would attend school in-person every Monday and Tuesday and *Group B* would attend school in-person every Thursday and Friday. Every Wednesday, instruction would be delivered through Remote Learning (RL) for all students. Wednesday was selected as the RL day to allow for proper sanitization and deep cleaning between Cohort A and Cohort B in-person learning sessions.

PROTOCOLS

- Students will remain in their cohort as much as possible.
- Students who share instructional spaces are encouraged to clean the used space after use.
- Students will have a designated workspace in their classroom solely for their individual use.
- Students and staff will not share supplies.
- Outdoor spaces will be utilized when possible for instruction and activities.

Sample Schedule: Hybrid model(s) for all SUSD school sites will be finalized before returning to on campus live instruction.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Group A	In-Person Learning	In-Person Learning	Remote Learning	Independent Practice/ Asynchronous Learning	Independent Practice/ Asynchronous Learning
Group B	Independent Practice/ Asynchronous Learning	Independent Practice/ Asynchronous Learning	Remote Learning	In-Person Learning	In-Person Learning
Group A-B	In-Person Learning	In-Person Learning	Remote Learning	In-Person Learning	In-Person Learning

REMOTE LEARNING BY CHOICE

SUSD is here to serve our community to the best of its ability. We understand that some students will need to learn from home throughout this pandemic or families may choose to keep their child(ren) at home. We will offer an opportunity for full-time Remote Learning program to all families who choose this option. This program provides livestreamed instruction into the homes of students who are eligible. These classes will be designed to support students from their homes.

SCHEDULES & ROUTINES

DROP-OFF
Drop-off times may be staggered; see each school site's specific schedule and procedure.
- All sites will create plans to stagger use of common areas including drop-off and pick-up zones.
- Students arriving will enter the school campus using clearly marked and communicated entrance areas as directed by school personnel and go to their designated classrooms. Parents must remain in their vehicles at all times. Staff members will be present at all times to assist the students.

RECESS & LUNCH
Recess and lunches will vary by school; see each school site's specific schedule and procedure.
- All school bell schedules will be modified to best isolate grade-level cohort groups from each other. All sites will create plans to stagger use of common areas including cafeteria, playgrounds, quads, media centers, multi-purpose room, gymnasium, etc.
- Students may be limited to specific areas depending on the guidelines at the time. This includes hardcourt, play structures and grass areas.
- Students are not allowed to bring personal items from home unless necessary for academic or personal reasons.
- Student participation in outside areas will be determined by protocols will be dependent on weather.

PICK UP
Pick up times will be staggered; see each school site's specific schedule and procedure.
- All sites will create plans to stagger use of common areas including drop-off and pick-up zones.
- Schools will seek to have students in socially distanced pods while awaiting to be picked up. Those families picking up by personal vehicles will be directed by staff members to the limited but clearly marked and communicated pick up areas. Parents must wait their turn in line and remain in their vehicles at all times during pick-up. Families should depart from campus as soon as their child(ren) are safe and secure in their vehicle.

MOVEMENT
- Pedestrian traffic flow patterns for each school will be mapped out and shared with staff and families prior to the first day of reopening schools.
- Signage denoting pedestrian traffic patterns will be posted.
- Students and staff will be expected to follow these patterns during all daily transitions.
- Time will be provided for hand washing/sanitizing prior to and after transitions.
- Reasonable attempts will be made to minimize student transitions throughout the day and/or between classrooms.

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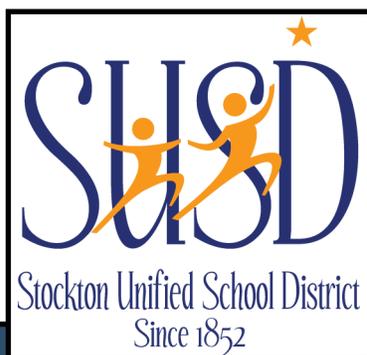
DAILY HEALTH SCREENING

Staff and students must self-screen for symptoms at home daily. This is called *passive screening*. If a person is sick or exhibits symptoms of COVID-19, they may not come to school and will follow **Stay at Home and Return to School Requirements.**

Signs of illness include fever or chills (100 .4 degrees or higher), cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea per CDC guidelines. Any student or staff with a temperature of 100.4 degrees or higher, or signs or symptoms of illness per *Stay at Home Requirements* shall return home. Students and staff must enter through required controlled entry and exit locations at each site. Sites shall set up controlled entry and exit screening locations and ensure staff and students understand and follow disease prevention precautions. Students and staff approaching the entry must be wearing a cloth face covering (if able). Face coverings will be available for those who do not have their own.

IF SYMPTOMS ARE OUTSIDE OF YOUR BASLINE REGULAR HEALTH- STAY HOME IF YOU HAVE ANY OF THESE SYMPTOMS

sore throat	cough	fever	headache
ailment	diarrhea	sneezing	vomiting and nausea
muscle pain	runny nose	tachycardia	hemoptysis

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PROCESS FOR DAILY STUDENT SCREENING

Students must self-screen for symptoms at home daily. All students will complete the Daily Symptom Self Check virtual survey. Signs of illness include fever or chills (100.4 degrees or higher), cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea per CDC guidelines.

If a person is sick or exhibits symptoms of COVID-19, they may not come to school and will follow **Stay at Home and Return to School Requirements.**

- Parents/guardians and students must wear a face cloth covering (if able).
- If possible, have the parent/guardian remain with the student while screening occurs, in case the student is not well enough to attend school.
- Staff are encouraged to monitor student wellness:
  - Ask if any signs or symptoms of illness – how are you today? Are you sick at all?
- Look at the person for any visible signs of illness.
- **If the student has any sign of illness and the parent is not present**, send them to a designated isolation space to call the parent and return home . Provide the parent with the Stay at Home Policy information sheet.
- If staff is unable to reach the parent, the student must be isolated in a Sick Student Area following the Guidelines for Caring for Sick Children on site until the parent can be reached.

BUS STOP CHECKS

Eligible bus riders will be screened. If the sick child is 12 years old or younger, a parent or older sibling must take him/her home and consult with the doctor. If there is no family member available for the child, the bus driver will place a mask on the child, seat them in an isolated seat in the front of the bus and transport them to school. The student will be placed in the care of the school nurse or school administrator.
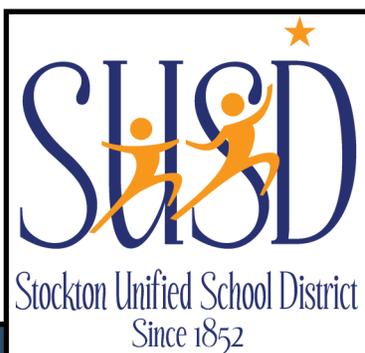
PERSONAL PROTECTIVE EQUIPMENT

Protective gear is not a substitute for social distancing or proper hygiene. In order to minimize exposure to COVID- 19, protective gear is needed to prevent certain exposures.

FACE COVERINGS

Face coverings are an essential part of community protection, as well as personal hygiene, social distancing, and frequent cleaning efforts. Masks are required for Grades 3-12 and all adults. All face coverings will be in compliance with the Board-adopted dress code. Those not adhering to face covering protocols will not be allowed on school premises .

Everyone on campus must wear masks, with the following exceptions:
- Grades TK-2 students while seated at their desks
- When students are engaging in outdoor physical activity socially distanced, limited use of masks.
- **In limited situations**, where face coverings cannot be used for pedagogical or developmental reasons, (i .e ., communicating or assisting young children or those with special needs) a **face shield** can be used by staff in the classroom instead of a cloth face covering as long as the wearer maintains physical distance from others . Staff must return to wearing a face covering outside of the classroom.
- Employees when they are not in the presence of others
- Teachers, aides, and other support personnel when not in the presence of others

DO'S AND DON'TS WITH MASKS

Do's	Don'ts
- Cover mouth and nose fully - Ensure your mask fits snug against the sides of your face - Secure to prevent slipping - Avoid touching your face as much as possible - Always store your mask in a clean place - Keep your mask clean - Clean hands with soap and water or hand sanitizer immediately, before putting on, adjusting touching, or after taking your mask off - Remove your mask for meals, snacks, naptime, and outdoor activities	- Share your mask with anyone else . You should be the only one using your mask - Pull your mask below your nose or chin while wearing it - Forget your mask!

GLOVES

All custodians and food services personnel must wear gloves . Other staff are required to wear gloves when cleaning or in direct contact with a student that is ill or adjusting mask . Touching your face with contaminated hands, whether gloved or not, poses a significant risk of infection . Wearing gloves does not diminish the need to wash your hands . Please remember to wash your hands properly as it is the most effective defense against any virus . Additionally, the

IN ADDITION TO USING PPE, PLEASE REMEMBER TO:

- Wash your hands often with soap and water for at least 30 seconds. Use hand sanitizer with at least 70% alcohol if soap and water are not available.
- Avoid touching your eyes, nose, and mouth
- Cover your mouth and nose or use the inside of your elbow when you cough or sneeze

CLASSROOM MANAGEMENT

- Social distancing rules will be taught, reinforced and enforced throughout the school day
- Open windows, if possible
- Avoid sharing learning materials and supplies; if sharing is necessary, cleaning and disinfecting between uses
- Increased use of outdoor spaces for instruction
- Implement procedures for turning in assignments that minimize student contact
- Student desks must be arranged to be facing in the same direction and to maximize the distance between each desk
- Additional rugs and furniture should be removed to allow space for the spacing of student desks
- Visitors or classroom volunteers will not be permitted in the classrooms
- In the event snacks or lunch is served in the classroom, students are not allowed to share food or drinks
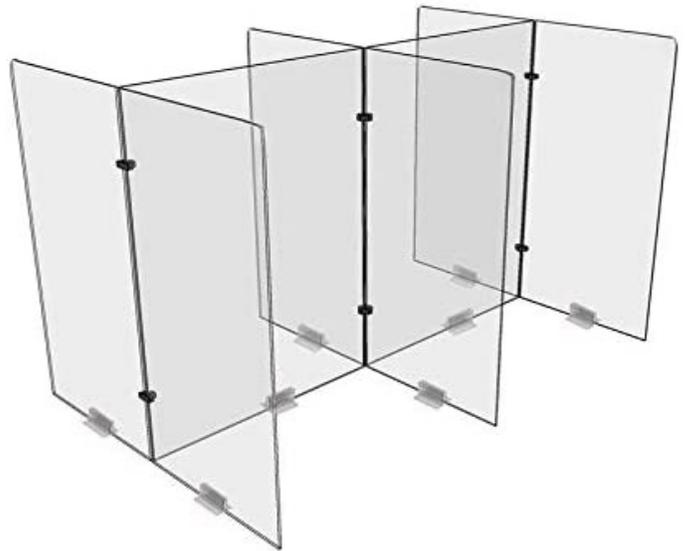
TRANSPARENT BARRIERS

- Installed in all school offices
- Installed in any indoor space where six feet of physical distancing cannot be achieved based on site-specific plans

PROPER HYGIENE PRACTICES

HEALTH EDUCATION

Teachers will provide short lessons to their students on recommended health education topics that are related to good hygiene habits and will teach them in whatever manner they deem most appropriate for their students.

Teachers and staff will be provided with a link to an online course on the recommended ways to contribute to the cleaning and sanitation of their classroom, classroom equipment, and supplies.

Site-based leadership classes will be engaged in planning and preparing site-based messaging for social distancing protocols and proper hygiene practices.

HAND WASHING

- All students and staff will be encouraged and reminded to wash their hands regularly.
- Proper handwashing and covering of cough and sneeze will be taught and reinforced with all staff and students.
- Proper handwashing procedure visual aides will be posted by all sinks.
- Handwashing will be encouraged prior to transitions.
- Adequate supplies for healthy hygiene practices such as soap, hand sanitizer, and paper towels will be provided.

Resources
- K-3 Video
- 4-12 Video
- How Do Germs Get in the Body?
- Good Germs vs. Bad Germs

HAND SANITIZER

- Hand sanitizer can be used by students and staff if handwashing is not an option.
- Ethyl alcohol-based hand sanitizers are preferred and should be used.
- Do not use hand sanitizer that contain or may contain methanol.

CLASSROOM SUPPLIES & MATERIALS

- Schools will limit the sharing of supplies and materials between students and disinfect them between uses if sharing is unavoidable.
- Students will have their own designated desk with their own supplies to use.

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PHYSICAL DISTANCING

SCHOOL OFFICES
The pathway leading up to the office door will be marked with waiting spots that are six feet apart for parents and students .

TRAFFIC FLOW
- For private vehicles, schools will design a site-specific plan that allows for student drop off to stagger drop off and abide by social distancing protocols.
- For foot traffic, schools will map out the traffic flow for common spaces and share their plan with staff and families . Signage will denote the proper flow of foot traffic . Students and staff will follow these patterns during all daily transitions .
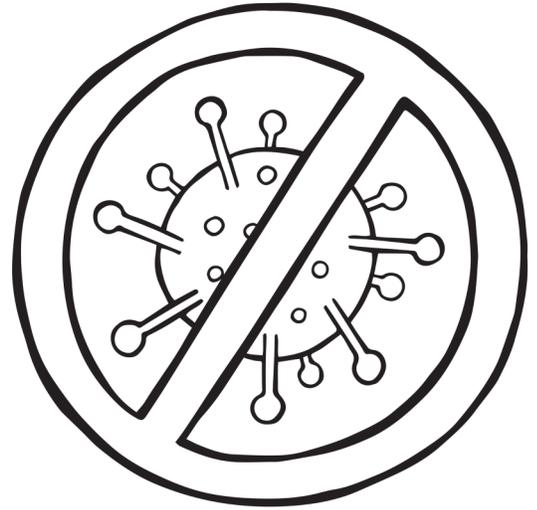
CARE ROOM
Each site will identify and use a Care Room for students that exhibit symptoms during the school day . The Care Room will be located in an area that can be monitored by an adult at all times.

TRANSPORTATION
SPACING: One student per seat, staggered every other seat, unless seated with a family member or with others who they have been in close contact with during the quarantine . The spacing and social distancing of students in the busses/vans/cars is subject to change based on the guideline from the County Public Health Officials . Windows will be partially open when weather permits .

CLASSROOMS
SPACING: All student desks will be positioned 6 ft apart . 3 ft. radius
NUMBER OF STUDENTS: The number of students that can be allowed to attend at one time is determined by the size of the room and being positioned 6 ft apart .

COVID SYMPTOMS & CASE RESPONSE

	Student or Staff With	Action	Communication
1.	Symptoms of COVID-19 without known exposure.	• Send home • Recommend testing (if positive, see #3, if negative, see #4)	No Action Needed
2.	Close contact with someone with known exposure to confirmed COVID-19	• Send home and follow SJC PHS Quarantine Orders and Instructions • Quarantine for 14 days from last exposure. Recommend testing day 7-12 (negative result will not shorten 14-day quarantine. • School/classroom remain OPEN	Consider notifying staff and families or children in the cohort.

3.	Student or staff has confirmed COVID-19 infection	Notify SJC PHS:
		Phone (209) 468-3822; Email: Schools@sjcphs.org
		• Keep home with instructions to isolate at home for at least 10 days after the first symptoms occurred. Follow SJCPHS Isolation Orders and Instructions.
		• Identify close contacts to include the entire classroom/ cohort of the person with OCIVD-19.
		    • Instruct to Quarantine at home for 14 days after the last date the person with COVID-19 was at the school/program while infectious.
		    • Get COVID-19 tested immediately if symptomatic. If no symptoms, testing recommended at 7-12 days after exposure (but will shorten 14-317 quarantine if negative).
		• Clean and disinfect spaces where the person with COVID-19 spent significant time.
		• **Classroom/cohort CLOSED for 14 days after last exposure. Non-exposed classroom/cohorts remain open.**
			Notify staff and families of children who are close contacts using the SJC PHS Exposed letter template.
			
			Consider notifying all other staff and families about the COVID-19 cases using the SJC PHS Not Exposed letter template.

4.	Negative test after symptoms of COVID-19 without known exposure	Return when all the following are true: • May return to school 3 days after symptoms resolve • No fever for 24 hours, without using fever-reducing medicines such as acetaminophen (Tylenol), ibuprofen (Motrin, Advil) or naproxen (Aleve) • Documentation of child's negative test result • Physician's note not required and does not allow an earlier return date School/classroom/cohort remain open	
5.	Symptoms of COVID-19 and was not tested or is waiting for the test result	Return when all the following are true: • Symptoms have improved. • 10 days have passed since symptoms first occurred. • No fever for 24 hours, without using fever reducing medications Physician's note not required and does not allow earlier return date.	

Steps to Take in Response to Negative COVID-19 Test Result
(†) A contact is defined as a person who is <6 feet from a case for >15 minutes. In some situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort or other group may need to be considered exposed, particularly if they have shared time indoors.
(††) A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.
Chart sourced from COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year July 17, 2020

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RETURN GUIDELINES

COMMUNICATION GUIDELINES

Guidelines for communication when a student or a students' family member tests positive for COVID:

- When a student or a students' family member tests positive for COVID, the parent will inform the principal or school nurse immediately
- The principal or designee will immediately contact SUSD Health Services to initiate appropriate practices per county HHS guidelines, and then will communicate with the school's regional director
- Close classroom, office, or space where the community member was based . Space will not be used until after thorough cleaning and disinfecting
- The affected party will not return to campus until cleared to return to school by their physician per county public health directives
- A positive test result by a student of a cohort could result in the entire cohort moving to Remote Learning for a period of fourteen days from diagnosis
- Any siblings or household members of a community member who tests positive for COVID will also move to Remote Learning until they are cleared to return to school by their physician per county public health directives
- If multiple cohorts are impacted, the school could be required to move to distance learning for a 14-day period . Any decision to move the school to Remote Learning will be made in collaboration with the Superintendent and county public health officer
- The school will communicate a positive test result per county health directives
- If a cohort or the school moves to Remote Learning for any period of time, the school will sanitize spaces used by the cohort or cohorts per CDC guidelines
- Support students who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk by providing options for distance and/or independent learning
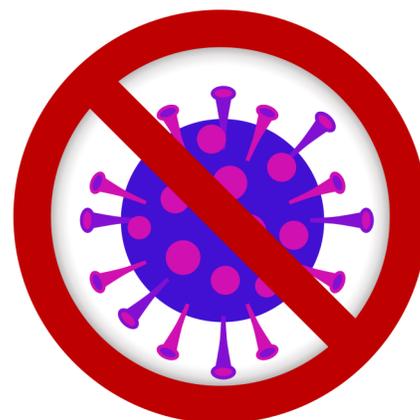
STOP COVID-19

SCHOOL CLOSURE AND SUBSEQUENT REOPENING

Stockton Unified School District, in consultation with Public Health, will determine if a partial or full school closure is needed based on guidance and recommendations from CDPH . Please refer to the most current guidance, currently as follows:
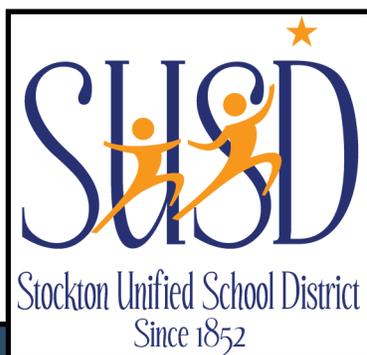
STATE CRITERIA FOR ALLOWING IN-PERSON INSTRUCTION (AS OF JULY 17, 2020)

Closure: A school must close in-person instruction if the County is identified for Purple Tier (Widespread). If the County is identified for Purple Tier 1, schools must conduct distance learning until the county has been in Tier 2 for 14 consecutive days. If the County is identified in Purple Tier 1, Superintendents (in consultation with labor, parent, and community organizations) may request a waiver from County Public Health Officials for elementary schools for in-person instruction.

Reopening: The school can reopen in-person instruction after the County has moved from Purple Tier 1 (widespread) into Red Tier 2 (Substantial) and remains there for 14 consecutive days.

LOCAL CRITERIA FOR CLOSURE AND RE-OPENING IN RESPONSE TO COVID-19 CASES

Individual School Closure: Closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19 following consultation with the County Health Officer. For example, school closure may be appropriate in any of the following scenarios:

- Multiple cases in multiple cohorts at a school
- There are at least 10 cases or 5 percent of the total number of teachers/student/staff cases within a 14-day period, depending on the size and physical layout of the school.
- Public health investigation or other local epidemiological data results in the County Health Officer recommending school closure.

School District Closure: Closure by the Superintendent is recommended when 25% or more of schools in a district have closed due to COVID-19 within 14 days, and in consultation with the local public health department.

Reopening: Public Health and the school will be in communication throughout this process. School and school districts can typically reopen after 14 days and the following:

- Cleaning and disinfection have occurred.
- Public health investigation is complete.
- Local public health is consulted and has no concerns with re-opening.

Principals, in consultation with the District, will notify the school community about reopening of schools.

SANITATION

The safety of our employees and students are our first priority. Upon reopening, our schools have been completely cleaned and disinfected, and we will continue to adhere to all necessary safety precautions. Sites have considered the CDC guidelines for reopening buildings after an extended closure. In addition to the deep clean of the office and school before employees and students return, the steps outlined below will routinely serve to protect everyone and reduce the risk of spread of infection.

CLEANER

When choosing disinfecting products, use the approved for use against COVID-19 on the Environmental Protection Agency (EPA) approved list ("N").

GENERAL DISINFECTION MEASURES

Category	Area	Frequency
Workspaces	Classrooms, Offices	At the end of each use/day
Appliances	Refrigerators, Microwaves, Coffee Machines	Daily
Electronic Equipment	Copier machines, Computer Monitors, Televisions, Telephones, Keyboards	At the end of each use/day and/or between use
General Used Objects	Handles, Light Switches, Sinks, Restrooms	Daily
Common Areas	Cafeteria, Library, Conference Rooms, Gyms, Common Areas	At the end of each use/day; between groups

SHARED SPACES

Employees are encouraged to disinfect their workspace multiple times throughout the day, giving special attention to commonly touched surfaces. School sites have alcohol-based hand sanitizers and cleaning products accessible throughout the workplace to disinfect frequently touched objects and surfaces such as telephones and keyboards. The site custodial team will clean all workspaces at their designated cleaning time and all rooms will be disinfected each evening. When necessary, trained custodial staff will disinfect identified spaces with electrostatic foggers. Proper equipment such as acceptable disinfectant and PPE will be used when cleaning individual workspaces.

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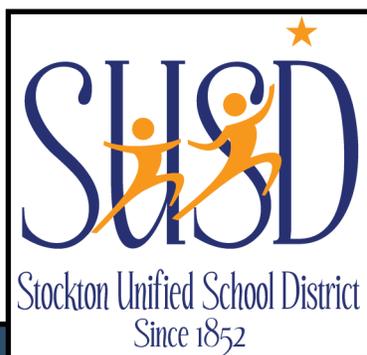
There will be limited access to certain workspaces to reduce exposure to risks and ensure employee safety . Workspace usage is as follows:

Office Capacity – Staff will self-monitor the number of persons in the office and will decide when it is safe to enter.

Conference Rooms – Certain conference rooms will be closed until further notice. Signage indicating closure/capacity limits will be placed on conference room doors. All meetings are required to use Zoom as a virtual option, even for employees in the same office or school.

Breakrooms or Teacher Lounge/Multipurpose Room – These spaces will be closed for use until further notice. This includes the use of shared appliances such as coffee machines, refrigerators, and microwaves.

Copy Room – There will be limited access to the copy room. Signage indicating restrictions will be posted as each phase is implemented. Staff will self-monitor the number of persons in the Copy Room and will decide when it is safe to enter.

The custodial staff will be supplied with proper sanitation supplies and follow the CDC guidelines for sanitizing all areas of the school campus and will ensure that soap and paper towels supplies are carefully monitored and refilled in all locations of the school.

HVAC & AIR CIRCULATION CONSIDERATIONS

- Introduce fresh outdoor air as much as possible
- Open windows as much as possible
- Check and clean air filters to ensure proper air quality and circulation
- Ensure proper ventilation during cleaning and disinfecting
- Allow sufficient air ventilation of student spaces when cleaning prior to student arrival
- Plan as much cleaning when students are not present

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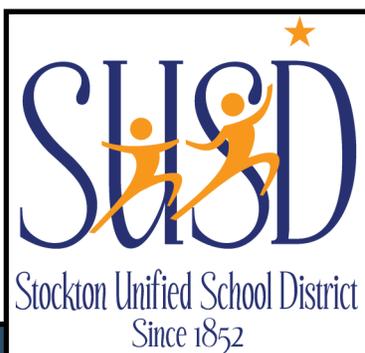
GRADE LEVEL CONTENT AREA STANDARDS

Instruction for all grade level content area standards are expected to be delivered to all students through in-person and/or an online platform . At this time, the California Department of Education has not released a reduced list of standards for teachers to use to guide the planning and delivering of their instruction . No reinforcement assignments, activities, and projects will be assigned to a student without the student having the opportunity to receive instruction from his/ her teacher.

Core content area instruction will be covered during the in-person instruction days . Additional areas of instruction will be covered on the days when all teachers, support staff, and students are engaging in Distance Learning. Counselors will co-facilitate the social emotional learning lessons .

ACADEMIC CONTINUITY

Successful and rigorous learning requires that SUSD expects teachers to lean into the best teaching practices while promoting student pride and ownership in the product of their work. Each teacher will work to establish conditions where students have a clear sense of purpose, opportunities to express themselves, and experiences that allow them to work toward mastery. This will help students stay motivated and engaged in learning, even when they are not physically at school.

In the Hybrid and Remote Learning program, SUSD teachers will be designing and delivering:

- Direct instruction (instruction provided live and directly by an SUSD educator)
- Guided practice opportunities (learning opportunities provided to students with guided live support by an SUSD educator)
- Independent opportunities (self-guided learning opportunities where students work independently on assigned activities).

These three components will be planned and delivered in coordination, as they are essential components of effective instruction .

The chart offers examples of instructional opportunities that will be provided by teachers as well as the learning modalities that can be used to aid instruction.

Please note: these are examples and not a comprehensive list.

Instructional Components	What does it look like?	What tools do we use?
Engagement	Brainstorming Asking Questions Accessing Prior Knowledge	Google Classroom, Zoom, FlipGrid, WeVideo, Curriculum-based Resources, Teacher Created Videos
Exploration	Research, Watch Videos, Read Articles, Offline Task, Discuss	Web Searches, Google Classroom questions, Google Hangout, Shared slide decks, Curriculum-based Resources
Explanation	Direct Instruction	Google Meet (shared screen) Google Hangout Screencastify Zoom FlipGrid Curriculum-based Resources
Elaboration	Guided Practice Opportunities, Making Connections, Applying Learning to new situations, Explaining how, Student-created study materials and resources	Shared Google Docs, slides, Prezis, FlipGrid, Kahoot!, Curriculum-based Resources
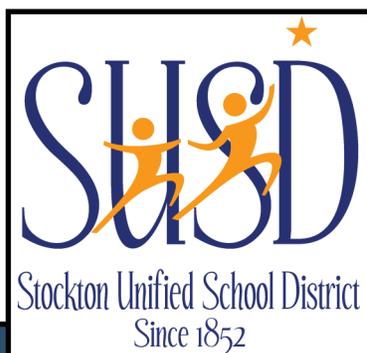
INSTRUCTIONAL EXPECTATIONS

IN-PERSON LEARNING: Students will be provided direct live instruction two days a week which will cover content equivalent to four instructional days. All core content area lessons will be specially designed to include instruction aimed at mastery of Integrated English Language Development (ELD) standards. Designated ELD instruction will be provided daily.

INDEPENDENT PRACTICE/ASYNCHRONOUS LEARNING: Students will be provided self-guided learning opportunities where students work independently on assigned activities. Student will be provided all independent practice assignments that are directly associated with the direct live instruction they receive during their in-person learning days. These assignments are expected to be completed when they are not present at the school site for in-person learning days. This work will not replace the direct instruction and guided practice work taking place during the school day.

REMOTE LEARNING (WEDNESDAYS): Our students will be provided direct instruction and independent practice on Wednesday. Students will receive their live instruction through Zoom and access their assignments and learning activities through Google Classroom.

Instruction will be recorded and posted to each Google Classroom as a resource for students needing support as well as students who are unable to access live instruction during the designated block of time it is provided. Recorded lessons will be provided to all students who do not have access to the internet. Those students will be provided an extension for response to assignments and prompts equivalent to the length of time for which they do not have access.

Teachers will provide an independent practice assignment to students that is related to the direct live instruction they provided remotely. This work will not replace the direct instruction and guided practice work taking place during the school day.

DIFFERENTIATED INSTRUCTION: Differentiation will be easier with less students in person per day. Teachers will be included in the formation of the cohort to provide input on separating students; however, all parties acknowledge that transportation needs are the first priority. Each school site will utilize its established Multi-Tiered Systems of Support (MTSS) in a variety of capacities.

GRADING/EVALUATION: It is our goal to ensure equitable access of all instruction and materials to all students, so we can hold all students accountable for their learning work products. Understanding the current status of each student's home environment status, particularly in regard to connectivity, is now a major focal point of our teachers' instructional planning.

Student will be graded on material for which they have been provided direct instruction. If a child does not have access to direct instruction opportunities on, they will be provided opportunities to view recorded instruction and receive clarification, tutorials, questions and support during office hours. Students will be provided an extension of time to match the duration of time missed from the initial lesson to the time of the student being provided access to the lesson and opportunities for support. If a student is not provided access to the material and adequate opportunities for support, they will not be graded on the material.

ASSESSMENT: Students will be provided formative and summative assessments to evaluate student progress, comprehension and mastery of content. Projects, presentations and collaborative work will be assigned by teachers as appropriate to align with subject matter. Teachers will be utilizing the varied assessments prior to, during and after delivering their high-quality instruction:
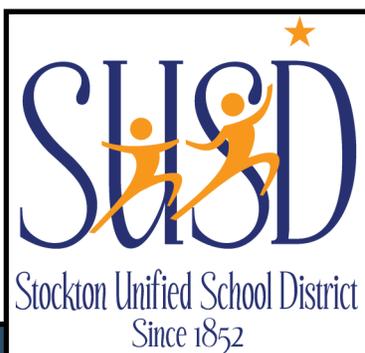
PROFESSIONAL DEVELOPMENT

Training for all staff members on the following topics have been identified as the most urgent needs:

- Implicit Bias
- Culturally Responsive
- Racial Sensitivity
- Digital Community Building
- Designated and Integrated English Language Development (ELD)
- Mindfulness

The following have been identified as the most effective ways to deliver professional development to our staff:

- Grade level collaboration
- Site level collaboration
- Interest-based groups

OUTDOOR ACTIVITIES

- The site principals will designate outdoor areas that are allowed to be used, based on social distancing protocols. Each area will only be used by one cohort/class at a time on a rotating schedule.
- Each school will schedule outdoor eating as much as possible, when weather permits it.
- The site principals will develop a Rainy Day Recess Schedule that adheres to the social distancing protocols.
- The outdoor spaces will be optimized and utilized whenever possible. The use of play structures, permanent and mobile communal equipment will be prohibited.
- Teachers have the option to open classrooms for students as always.

TRANSITION SCHEDULES

- Each school may decide to schedule Physical Education activities in stations for early arrivers, transition times and recess.
- Labeled locations for transition times will be marked at each school site.
- In the secondary schools, passing periods times will be increased to allow time for the staff to assist the custodial staff in sanitizing high touch areas and furniture.

EXTRACURRICULAR ACTIVITIES

- An SUSD 'Return to Athletics' Plan was developed that promotes a phased approach to reopening of sports, clubs and activities .
- Field trips are not permitted until further notice .
- Each site will explore the idea of having livestreamed assemblies and/or rallies .
- Club leaders with groups of 10 people or more are encouraged to explore options for digital connection with its membership .
- The schools that are awarded the after-school program services will be reviewing and acting upon their guidelines for providing childcare for SUSD staff members and other Essential Workers in their communities .
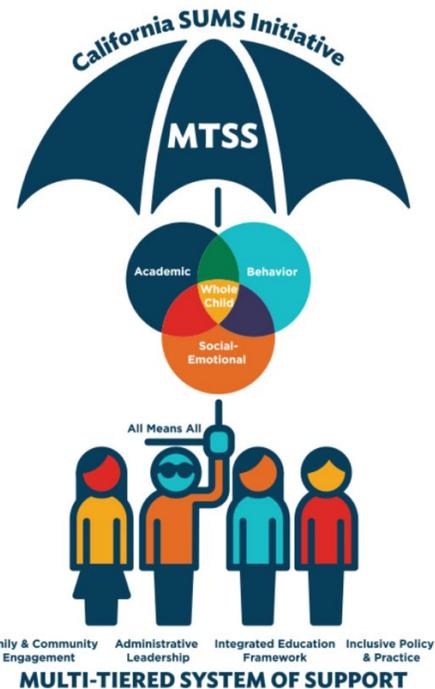
SERVICES

- School psychologists and school counselor will provide continued training for students/staff and parents on signs and symptoms and offer tips and advice for addressing the student privately .
- Staff will communicate their site-based referral process when they are concerned about a student exhibiting the signs and symptoms that potentially indicate that the student is struggling emotionally and mentally .
- On-site staff will provide the parents with facts and current statistics regarding the illness.
- Training on distinguishing characteristics and factors of desired behaviors (PBIS) versus disciplining for the violation of Covid-19 protocols will be provided.

ATTENDANCE

Student attendance is critically important for access to instruction, maintaining our students' mental health and ensuring safety . For these reasons, student attendance will be taken Monday-Friday. The District will design a system that works best for them to take attendance on their students' independent DL days . Students will be given credit for attendance if they watch the recorded version of their teacher's instruction.

CONNECTEDNESS

The following actions will be implemented in an effort to regain students' connectedness to their school community:

- Maintain consistency with the implementation of site-based Positive Behavior Intervention and Support (PBIS) system
- Provide consistent routine and structure
- Prepare the students for the event of reverting back to full-time Distance Learning
- Train for motivation and accountability

SOCIALIZATION

Staff must continue their efforts to gain and maintain heightened awareness of their students' personal state of mind and home environment conditions to allow for continued support.

The following strategies were identified to increase social distanced socialization:

- Digital socialization
- Zoom Breakout Rooms
- Class Meetings
- Opposite Cohort Buddies/Pen Pals

Stockton Unified School District
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