SCHOOL REOPENING PLAN Fall 2020
MESSAGE TO OUR COMMUNITY
Stella M. Kemp, Ed.D., Superintendent

Introduction
Santa Clara Unified School District (SCUSD) — like other school districts, organizations, and businesses — will gradually reopen for more in-person work, services, and instruction this school year, as possible by strict state and local health department criteria, all while working to ensure the safety of students, staff, and family members. Our chief goal is for students and staff to be in safe, COVID-free environments by establishing consistent on-site safety precautions that are regularly monitored, as well as relying on flexible arrangements like staggered or alternating scheduling and distance learning to supplement work we would normally do all in-person. We want our students, families, and staff to feel as comfortable as possible returning.

Thank you for your feedback on the draft version of this plan through our survey and virtual town halls on July 14 for staff, students, families, and community. We received thousands of comments and questions, which were reviewed by our 50-person Superintendent’s Advisory Committee composed of students, families, staff, and community members. The committee used your questions and input to finalize this District Reopening Plan and build out a Frequently Asked Questions (FAQs) section of our website which, together, provide clear details and answers to inquiries.

We look forward to providing a robust and high-quality learning experience for each student in our district and we thank you for your partnership in building a solid plan for the 2020-2021 school year.
GUIDING PRINCIPLES

HEALTH AND SAFETY
Safeguard the health and safety of students and staff.
Comply with state and county health department directives and guidelines.

TEACHING AND LEARNING
Ensure equitable high-quality teaching and learning.
Provide consistent online experiences.
Provide options for every family.

SUPPORTS AND SOCIAL-EMOTIONAL WELLBEING
Promote a whole child approach to learning for all students.
Prioritize the needs of our most vulnerable students.
Support wellness for students and adults.

COMMUNICATION
Ensure timely, relevant, and clear communication.
Engage, and incorporate feedback from, diverse and multiple stakeholder groups.

STUDENTS FIRST
FAMILIES
VIRTUAL RESOURCES
STAFF
HEALTH EXPERTS
COMMUNITY PARTNERS
POSITIVE ENGAGEMENT FOR SOME/ALL OF SCHOOL DAY

97% Elementary Students
98% Middle and High School Students
96% Special Education Students

NEGATIVE ENGAGEMENT

Staff locate and connect with every student not engaged to determine support for devices, internet connectivity, ill, moved, social-emotional support.
Interaction with a teacher four days or more per week
Worked on schoolwork 4 or more days per week
High academic motivation
Caring relationships with school adults
Meaningful activities provided from school
Interaction with peers four days or more per week
High interest in schoolwork

4-11 grade students completed the survey and were representative of schools and programs throughout SCUSD using California Healthy Kids Survey

4-5 GRADE STUDENTS REPORTED

93% Interaction with a teacher four days or more per week
89% Worked on schoolwork 4 or more days per week
87% High academic motivation
85% Caring relationships with school adults
63% Meaningful activities provided from school
63% Interaction with peers four days or more per week
48% High interest in schoolwork
4-11 grade students completed the survey and were representative of schools and programs throughout SCUSD using California Healthy Kids Survey

2,835

6-11 GRADE STUDENTS REPORTED

87% Interaction with a teacher four days or more per week
77% Worked on schoolwork four or more days per week
76% Interaction with peers four days or more per week
56% Feeling optimistic
51% Meaningful activities provided from school
31% High interest in schoolwork
15% Cyberbullying in last month
Families completed the survey on distance learning and were representative of schools and programs throughout SCUSD.

**BARRIERS TO DISTANCE LEARNING**

- Motivation
- Instruction: Lessons are unclear, confusing, or not engaging
- Communication/Instructions

**IMPROVE DISTANCE LEARNING**

- More live class time with the teacher and dedicated small group instruction
- More opportunities for socialization with peers
- More collaborative, engaging, interactive, and enriching lessons which include discussions and real-life application
- More cameras on
Families completed the survey on reopening and were representative of schools and programs throughout SCUSD.

**BEST ENVIRONMENT**

- 37% In-person only
- 35% Hybrid: part of the day/week at school
- 28% Distance learning only

**GREATEST CONCERN**

- 37% My child could contract COVID-19, there is not a vaccine
- 12% Safety protocols will not protect my child
- 5% Effect of restrictions on my child’s social-emotional health
- 2% Safety protocols will be too restrictive for my children
Families completed the survey and were representative of schools and programs throughout Santa Clara County.

**PREFERRED LEARNING OPTIONS**

- **59%**: Full-time, in-person, at-school
- **62%**: Hybrid (part-time at-home, part-time at-school)
- **37%**: Full-time distance learning

*respondents were allowed to indicate preference for more than one option.*
Teaching staff completed the survey on distance learning and were representative of schools and programs throughout SCUSD.

**WORKING WELL**

- Professional development and support from TOSAs
- Collaboration with grade level teams
- Getting devices and appropriate materials to students quickly
- Four-day student schedule

**BIGGEST CHALLENGES**

- Meeting the needs of English learners and students with IEPs
- Student motivation/engagement
- Student/teacher/parent social-emotional wellness and work-life balance
- Technology issues
Staff completed the survey on reopening and were representative of schools and programs throughout SCUSD

BIGGEST CHALLENGES

Time
- To plan engaging content, tech delivery, and upload to Google Classroom; small groups and 1:1; collaboration time, professional learning

Tools
- Gather data about efficacy of tech tools/apps and make districtwide purchases

Equity
- Youngest students, special education, English learners, and other at-risk students need more support to access online learning and basic supplies.

Engaging
- Connections and engagement with peers and teachers; engaging and learning from curriculum and instruction

Gaps
- Assess students and accelerate learning in the fall; critical that we identify the strategies and systems that will have the greatest impact on student learning

Families
- Difficulty supporting homeschooling (time and ability); communication with teachers
CHALLENGES RETURNING TO WORK

92
175

65+, high-risk health, or living with high-risk person childcare concerns due to COVID-19 closures
9 students, 100 staff, 486 families submitted input on reopening

THEMES BEING HEARD

- Desire for full in-person learning options, esp. young, special group, and essential worker children
- Desire for hybrid learning options
- Desire for full distance learning options with more teacher and peer time
- Many are concerned about recently rising number of COVID-19 cases
- Many feel safest option is starting with distance learning and then phasing
- Prefer the term distance learning
- Concern for student motivation and engagement
- Concern for student/teacher/parent safety, and social-emotional wellness and work-life balance
- Concern for access to technology and internet
890 staff, 1,831 students/families in English, and 203 students/families in Spanish.

### Themes Being Heard

#### Community (English)
- Teaching and learning
- Teacher interaction in distance learning
- School day schedules
- Grading policies
- Masks for students in ES
- Family options for moving between instructional models
- Health and safety protocols and expectations
- Length of school day
- Independent study and homeschooling

#### Community (Spanish)
- Teaching and learning
- Teacher interaction in distance learning
- School day schedules
- Grading policies
- Masks for students in ES
- Family options for moving between instructional models
- Support for families
- Enrollment process and tech support

#### Staff
- Teaching and learning
- Teacher interaction in distance learning
- School day schedules
- Grading policies
- Masks for students in ES
- Health and safety protocols and expectations
- Child care for staff
- Leaves related to COVID
Support and relief regarding beginning in distance learning

Concern for risk due to increasing COVID-19 in county

Appreciation for family choice when we are able to begin to bring students back to campus

Wondering about criteria to move phases, how distance learning will be improved from spring, increased teacher interaction in distance learning, what schedules will look like, grading, attendance, operations protocols (HVAC, PPE, cleaning), use of masks and physical distancing by elementary students, health and safety protocols, exposure notices and quarantines, leaves related to COVID-19

6,387 Participants shared thoughts, 4,379 rated thoughts, 3,829 explored thoughts

62% family, 20% student, 16% staff, 2% community

INSTRUCTIONAL MODEL PREFERENCE

48% Distance
27% Hybrid
23% In-person
2% Independent study

THEMES BEING HEARD

- Support and relief regarding beginning in distance learning
- Concern for risk due to increasing COVID-19 in county
- Appreciation for family choice when we are able to begin to bring students back to campus
- Wondering about criteria to move phases, how distance learning will be improved from spring, increased teacher interaction in distance learning, what schedules will look like, grading, attendance, operations protocols (HVAC, PPE, cleaning), use of masks and physical distancing by elementary students, health and safety protocols, exposure notices and quarantines, leaves related to COVID-19
COORDINATION WITH STATE AND LOCAL HEALTH AND EDUCATION OFFICIALS

CALIFORNIA DEPARTMENT OF EDUCATION
Stronger Together School Reopening Guidebook (June 2020)

CALIFORNIA PUBLIC HEALTH DEPARTMENT
COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California (July 17, 2020).

SANTA CLARA COUNTY OFFICE OF EDUCATION
Stronger Together School Reopening Guidebook (June 2020).
Science Behind Guidance Webinar Presentation (July 17, 2020).

SANTA CLARA COUNTY PUBLIC HEALTH DEPARTMENT
Reopening of Santa Clara County K-12 Schools for the 2020-2021 School Year (June 30, 2020).
FACE COVERINGS
Recommendations regarding face coverings differ based on the level of community spread and age of child. Information will be provided to staff, students, and families on proper use, removal, and washing of cloth face coverings according to Santa Clara County Public Health Department guidelines. Any policy regarding face coverings should be sensitive to the needs of students and staff with medical issues that make the wearing of a face covering inadvisable.

HAND WASHING & SANITIZING
Hand soap and water is the best way to clean hands for all ages.
Hand sanitizers should contain at least 60% alcohol and only used with staff and older children who can safely use hand sanitizer.

PHYSICAL DISTANCING
Small, in-person classes, activities, and events.
Elementary: groups of students (cohorts) stay together and with the same teacher throughout school days and groups do not mix.
Secondary: Older students remain at least 6 feet apart and do not share objects.
Staggered arrival and/or scheduling.
Continue distance learning for families who request this type of learning.

CLEANING & DISINFECTING
Ensure safe and correct application of disinfectants and keep out of reach of children.
Clean/sanitize frequently touched surfaces, common areas, and school materials with approved safe sanitizer.
Organizing Principle
Stable Cohorts

Less feasible to limit close contact and wear face coverings
More feasible to maintain stable cohorts
Greater need for in-person and group-based instruction with close contact to support social-emotional and academic development

Organizing Principle
Physical Distancing and Face Coverings

More feasible to limit close contact and wear face coverings
Less feasible to maintain stable cohorts
Lesser need for in-person or group-based instruction with close contact to support social-emotional and academic development
SCUSD PHASED APPROACH

PHASE 1

Hybrid learning model starts school year with distance learning

and

Focused in-person learning for targeted, specialized groups by grade or identified need (requires a state waiver)

PHASE 2*

Hybrid learning with alternating schedules (2-day in-person and 3-day distance learning)

and

Focused in-person learning for targeted, specialized groups by grade or identified need (requires a state waiver)

PHASE 3*

In-person learning with preventative practices and additional proactive processes

and

Distance learning is 100% online with limited in-person contact

*In the event of potential exposure, classes, grades, or whole school may go into short or long term distance learning.

Everyone starts in distance learning!
Santa Clara Unified and our reopening planning and advisory committees have been carefully planning for a safe and welcoming return to school with options available for every family. These last several months and the ones that lay ahead are extraordinary times and we know that difficult decisions need to be made for your family. We are working hard to make it as easy as possible for families to make the best choice for their children this school year.

A phased-in approach will be used to move students to the hybrid and in-person learning models for if and when SCUSD offers hybrid or in-person learning. Distance learning will be an option when we transition through the phases for families who do not want their children to return to in-person learning.
At the July 29, 2020 special Board of Trustees meeting, it was decided that:

- All elementary schools will be in distance learning through at least the first trimester.
- All secondary schools will be in distance learning through at least the first semester.
- A committee will form to assess our ability to safely transition through the phases of our reopening plan.
- The Board of Trustees will approve any transition between phases, which is an open, public process.
- The Board of Trustees will approve an operational safety plan before any students return to campuses.
- Teachers and families will be resurveyed for preferences when it is determined that we are able to transition phases.
- The district could file a waiver with the state in order to bring back targeted groups of students who need additional support. We have not made any decisions about this; it would be a collaborative process with our labor partners and our community.
All students will be placed in the distance learning model (with the exception of Wilson High School students whose program is already an independent study model).
As a model selection no longer needs to be made at this time, the form’s purpose is now revised to be a survey of preferences based on current knowledge to aid in community discussions at the school site level for future planning.
Please be honest in your response based on your current knowledge and feelings right now.
Complete this form if you would like to change your response to the survey.
The survey closes on Friday, August 7.
The health and safety of our students and staff is our top priority. Recent elevated COVID-19 case count across Santa Clara County. Following strict state and county public health criteria and guidelines, cautiously transition from distance learning (Phase 1) to hybrid learning (Phase 2) to in-person learning (Phase 3). Distance learning will be an option for families who do not want their children to return to in-person learning.

Prioritize phasing in in-person learning sooner for targeted groups who require additional support. For example: transitional kindergarten, kindergarten, and other special groups such as special education students (including preschool), English learners, and homeless and foster youth. The district could file a waiver with the state in order to bring back targeted groups of students who need additional support. We have not made any decisions about this; It would be a collaborative process with our labor partners and our community.

Schools are designing safe strategies to provide special orientation and community building activities for TK, K, 6th, and 9th grades to ease student transitions to new environments.

First weeks focus on community-building, to include welcoming activities, health and safety training, digital proficiency lessons, social-emotional learning activities, and family education.

All students will begin the school year in distance learning.
We are basing our health and safety protocols on the authoritative guidance from state and local public health departments, and the California Department of Education.

**MONITORING AND SCREENING**

Before coming back to school, students, families, and staff will be trained on daily self-screening prior to arrival based on current state and county public health department guidance on which symptoms to screen for. Students and staff who are ill or have symptoms will stay home. Visual appraisal and monitoring for symptoms will occur at school by staff and additional staff are being hired to support this work. Teachers and staff will have the list of symptoms to watch for during the school day.

District leaders will conduct daily walk-throughs of school sites and central offices to ensure safety measures are practiced.

**HEALTH EDUCATION FOR STUDENTS, FAMILIES, STAFF**

Develop health practices and signs/symptoms training to educate students, families, and staff. Revise training as new guidance emerges from public health departments.

Post health education materials on the protocols below around school and in the classroom.

Send health information home prior to school beginning to educate students and families on expectations and health practices and continue periodic messaging throughout the year.

**PERSONAL HEALTH AND SAFETY PROTOCOLS**

Students and staff will be educated and trained on current public health department guidelines and requirements. Promote behaviors that reduce spread of the virus.

1. Students and staff will stay home if they are sick
2. Hand washing
3. Respiratory etiquette
4. Face coverings per SCCPHD guidance
5. Physical distancing per SCCPHD guidance
6. Reporting non-compliance

Protocol for staff or students who develop symptoms at school will be developed per SCCPHD.

Protocol for notification and actions to be taken if a student or staff report positive COVID-19 test will be developed per SCCPHD protocol, including testing recommendations for essential workers and locations where people can get tested.
CLEANING AND DISINFECTING

Based on a checklist and schedule, clean and disinfect frequently touched surfaces, common areas (e.g. playground, physical education, cafeteria) and school materials with approved safe sanitizer. District will provide cleaning and disinfecting supplies and staff to maintain proper sanitation in interior spaces. Classrooms, common areas, and shared spaces will be cleaned and disinfected between cohorts.

Increase circulation of outside air into the classroom (e.g. opening outside doors and windows or continuously running circulation fans on air-conditioning setting to bring in maximum outdoor air).

To the extent possible, each student will be provided their own set of supplies/school materials to remain at school. Shared materials will be limited and sanitized between cohort or individual use.

Students have assigned desks and do not share. Lunch spaces will also be assigned and cleaned between cohorts.

PHYSICAL SPACE

Facilities, Maintenance and Operations will determine occupancy plans for each classroom and common area in terms of grade level, student numbers, and furniture configuration.

Consider use of outdoor spaces for lunch, instruction, or other activities.

Markings and signage will remind students and staff to maintain social physical distance.
Grades Pre-K through 5th grade will start the school year in distance learning. Distance learning throughout the school year will be an option available to every family. Families who select this option can elect to move their child into hybrid learning, if it becomes available, at the trimester break. If space allows, they will remain their home school. If there is no space, they will be enrolled elsewhere for the remainder of the school year.

There is a childcare option for staff with elementary age children.

There will be a plan for regularly scheduled pick up/drop off of learning materials, which will be communicated by the school sites.

Site staff and teachers will reach out to Pre-K, TK, and K students to welcome them and give an orientation including how to receive their Chromebooks and other materials before starting their distance learning program.

Specific grades will pivot into hybrid learning when specific health and safety county and district criteria are satisfied.

Classrooms, schools or the entire district will pivot back into distance learning if needed to respond to and comply with state and county health and safety guidance.

Distance learning will occur on Mondays for everyone (targeted exception, see below).

Hybrid schedules will follow an alternating design during the week. See examples below.

Distance learning will be an option when we transition through the phases for families who do not want their children to return to in-person learning.

Wherever possible, children in families will be prioritized for matched schedules.

This requires a special waiver from the state. We have not made any decisions about this; it would be a collaborative process with our labor partners and our community.

Certain student populations, including special education preschool and TK, will have priority for in-person instruction, based upon specific needs, learning requirements, class format and structure, and individual education plans.

Daily instructional minutes will comply with state requirements.

Schedules include support time for interventions, small group instruction, and other activities that support student learning and engagement.

The curriculum will focus on essential grade level/subject area standards and use high quality online tools, applications and platforms available to all students.

There will be a strong emphasis on student social and emotional well being, in addition to instructional content as part of their learning program.

Family training to support distance learning will be provided.
PHASE 1
ELEMENRTARY DISTANCE LEARNING PROGRAM FEATURES

Santa Clara Unified’s distance learning program for elementary students includes the following features of a high-quality program:

- Students will be assigned a dedicated distance learning teacher and access to quality digital applications and resources, including Chromebook computers.
- Students will have a structured and consistent daily schedule.
- Each day will include live instruction and class connections with their teacher.
- Each day will have instructional blocks that include live synchronous instruction, small group, and independent student work.
- In addition to the core subjects, students will have interactive read-alouds, art, music, physical education, and library.
- Students will use new digital curriculum resources, fully vetted for safety and student privacy, including Reading, Writing and Phonics Units of Study from Teachers College, Stepping Stones math, more online leveled books, and English Language Development for eligible students.
- Students with specific learning needs will receive tailored supports.
- The district and each school will provide more detailed information in the weeks ahead.
- A balance of screen time and non-screen time will be monitored through teacher lesson planning.

Teachers and specialists are working hard this summer to develop a rigorous and engaging curriculum that is interactive and student-centered so that students are excited and challenged every day in their online distance learning school.
ELEMENTARY DISTANCE LEARNING INSTRUCTIONAL FRAMEWORK

STRUCTURE

Weekly Structure

Monday-Friday
- School start/end times set by site
- 100% distance learning with live and independent learning time
- Learning assignments will be posted by 8:30am

Live Instruction

Minimum daily required student minutes, recommended daily student minutes (could be whole group, small group, 1:1 or overseeing independent work)
- Grade 1 and below: Minimum 60 minutes/day Start with 10-15 minutes, work up to 30 minutes by trimester 2, and 60 minutes by trimester 3.
- Grades 2-3: Minimum of 60 minutes/day, recommended 90 minutes/day.
- Grades 4-5: Minimum 90 minutes/day, recommended 120 minutes/day.

Live instruction may include any of the following:
- Class meetings
- Whole class lessons
- Small group lessons
- Demonstrations
- Discussion
- Group work
- Assessments

All cameras must be on during live instruction with the understanding that some lessons may require flexibility for the teacher’s camera or student cameras to be off at specific times. This will be done at the direction of the teacher, with the time for the camera to be off and then turned back on clearly specified. In situations where a family expresses concern about having a camera on, the school and district will work in a timely manner with that family to resolve the situation so that the student can participate similarly to other students with cameras on in live instruction.
ELEMENTARY DISTANCE LEARNING INSTRUCTIONAL FRAMEWORK

STRUCTURE

Independent Learning

- Completing assigned work in Google classroom
- Reading
- Math activities
- Project-based assignment
- Brain breaks
- Movement activities
- Non-screen activities (writing, hands on projects, manipulatives, art projects)
ELEMENTARY DISTANCE LEARNING INSTRUCTIONAL FRAMEWORK

LESSON DESIGN

Delivery
Google Meet/Zoom, Google Classroom

Essential Standards
Essential grade level standards have been identified for distance learning. This is a general guideline for content area instruction:

- **Math**: Daily instruction
- **English Language Arts/English Language Development (ELD)**: Daily instruction in reading, writing, phonics, 30 minutes designated ELD
- **Social Studies**: Integrated or 2-3 times per week*
- **Science**: Integrated or 2-3 times per week*
- **Art**: Integrated or 1-2 times per week*
- **Social Emotional Learning (SEL) & Digital Citizenship**: Prioritized at the beginning of the year and then remain a prominent feature throughout the year.
- **PE**: Afternoons as scheduled
- **Music**: Afternoons as scheduled
- **Library**: Afternoons as scheduled

*These are weekly guidelines. Units and projects may go more in depth in certain subjects at certain times.

Instructional Resources

**Approved Online Curriculum:**

- Origo Stepping Stones Mathematics with digital resources
- DreamBox Math
- Reading/Writing/Phonics Units of Study digital component
- TCI History/Social Science
- FOSS Science
- Learning A-Z (Science, Reading, Writing)
- Footsteps 2 Brilliance Literacy
- EPIC
- NewsELA
- Typing Agent
- Code.org
- CommonSense Media.org
- Unique Learning Systems (based on IEP)

*Sites may supplement with site purchased digital tools and resources
ASSESSMENT/FEEDBACK

Assessments

- F & P Benchmark assessment
- Pre/Post unit assessments
- SEL assessments
- Other assessments as needed

Reporting

Report cards will resume to trimester reporting on standards
Self-Contained Programs

180 minutes (3 hours) - 30 minute lunch preschool (Follow Site Guidelines for instructional day)

**Large group (Synchronous)**
- 15 - 30 minutes (Virtual) to start and move up to 30 minutes twice daily (ie - circle time, read aloud, etc)

**Small group (Synchronous or Asynchronous)**
- 30 minutes (Virtual - paras or other service providers to teach groups/1:1) (ie - rotations, art, mini lessons, sensory, motor, etc.)
- Individual support - from teacher, para, DIS providers per student IEP
- Can be live or prerecorded with mini lessons

240 minutes (4 hours) - 30 minute lunch SAI K - 5 (Follow Site Guidelines for instructional day)
Opening/Closing (synchronous/Live - at least 15 minutes twice per day AM and PM)

**Large group (Synchronous/Asynchronous)**
- 15-20 minutes (Virtual per core - reading, writing, math, science, social Studies, gross/fine motor, sensory, social skills, etc.) - may need to build to 45 by end of trimester
- Can be live or prerecorded with mini lessons

**Small group (Synchronous/Asynchronous)**
- minutes (Virtual per core as above)
- Can be live or prerecorded with mini lessons
- Great opportunity for paras to support a small group or 1:1
- Push in to gen ed when appropriate
- Student has gen ed link and goes (possibly with a para)
- Para can pull out the student to work on what was worked on in the gen ed class (can also work within the office hours with or without the teacher)
- Hands on materials sent each week for the following week for students on DL to access in addition or in tandem with the DL lessons (puzzles, worksheets, construction paper, glue, markers, etc. that may or may not return. A schedule for passing out needs to be created.)
- Embedded into daily schedule handwashing practice/mask wearing practice
Resource teachers continue to push into general education as a co teacher/support teacher when appropriate. Will continue with google classroom model with access to Zoom for individualized/small group support for more needy students.

Hands on materials sent each week for the following week for students on DL to access in addition or in tandem with the DL lessons (i.e graphic organizers, worksheets, graph paper, colored pencils, etc. that may or may not be returned. A schedule of passing out needs to be created.)

Para Educator Support

- Accessing Para supports independent of teachers
  - Paras can be in room with students without another teacher present (maybe two para’s together to ensure staff not alone in virtual meets when situation requires)
  - 1:1 attendant with student in DL
  - Classroom paras will assist with large group, small group & individual sessions
ELEMENTARY DISTANCE LEARNING INSTRUCTIONAL FRAMEWORK

SMALL GROUP/1:1 SUPPORT
Small groups during live time with teacher; afternoons where needed by support staff/designated instructional services (DIS)

AT-HOME MATERIALS NEEDED
Regularly scheduled materials pick up times will be set by sites

LIVE INSTRUCTION EXPECTATIONS
- Students and teachers will keep cameras on during live sessions.
- Students will use district provided Chromebooks.
We will start the school year with distance learning for all elementary grade levels. On the following pages are daily schedules for distance learning by grade level. Daily instructional minutes will comply with state requirements. School start and end times will vary because of anticipated transportation needs should a hybrid schedule be implemented. Schedules with start and end times will be communicated by your school administration as soon as possible.
# Elementary Distance Learning Schedules

## SAI Preschool

### SAI Preschool Distance Learning Schedule
**August 17th - 100 instructional minutes**

<table>
<thead>
<tr>
<th>Instructional Block #1 (~15 minutes)</th>
<th>Live online w/teacher (10-15 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Block #2 (~85 minutes)</td>
<td>Off-line: Independent Student Work</td>
</tr>
<tr>
<td></td>
<td>Includes breaks</td>
</tr>
</tbody>
</table>

### SAI Preschool Distance Learning Schedule
**Beginning August 18th - 180 instructional minutes**

<table>
<thead>
<tr>
<th>Instructional Block #1 (~30 minutes)</th>
<th>Live online w/teacher (10-15 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Block #2 (~105 minutes)</td>
<td>Independent work, small and 1:1 instruction</td>
</tr>
<tr>
<td></td>
<td>Includes breaks</td>
</tr>
<tr>
<td>Instructional Block #3 (~45 minutes)</td>
<td>Independent work</td>
</tr>
<tr>
<td></td>
<td>20 minutes reading with an adult or sibling</td>
</tr>
<tr>
<td></td>
<td>25 minutes of math menu activity</td>
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</tbody>
</table>
# Elementary Distance Learning Schedules

## Transitional Kindergarten (TK)

**High-Quality Teaching and Learning - Elementary**

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Transitional Kindergarten Distance Learning Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>August 17th - 100 instructional minutes</td>
</tr>
</tbody>
</table>

**Dismissal Cohort A**

| Instructional Block #1 (10-15 minutes) | Live online w/teacher (10-15 minutes) |

| Instructional Block #2 (85 minutes)   | Off-line: Independent Student Work    |
|                                       | Includes breaks                       |

**Dismissal Cohort B**

| Instructional Block #1 (15 minutes)  | Live online w/teacher (10-15 minutes) |

| Instructional Block #2 (85 minutes) | Off-line: Independent Student Work    |
|                                     | Includes breaks                       |

**Cohort**

| Instructional Block #1 (15 minutes)  | Live online w/teacher (10-15 minutes) |

| Instructional Block #2 (85 minutes) | Independent work                     |
|                                     | 20 minutes reading with an adult or sibling |
|                                     | 25 minutes of math menu activity      |

**Cohort**

| Instructional Block #1 (30 minutes) | Live online w/teacher (10-15 minutes) |

| Instructional Block #2 (105 minutes) | Independent work                      |
|                                      | Includes breaks                        |

| Instructional Block #3 (45 minutes)  | Independent work                      |
|                                     | 20 minutes reading with an adult or sibling |
|                                     | 25 minutes of math menu activity      |

**Dismissal Cohort B**
## Elementary Distance Learning Schedules

### Kindergarten

#### SAI Kindergarten/Kindergarten 1st Day Distance Learning Schedule
August 17th - 100 instructional minutes

<table>
<thead>
<tr>
<th>Instructional Block #1 (~15 minutes)</th>
<th>• Live online w/teacher (10-15 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Block #2 (~85 minutes)</td>
<td>• Off-line: Independent Student Work</td>
</tr>
<tr>
<td></td>
<td>• Includes breaks</td>
</tr>
</tbody>
</table>

**DISMISSAL**

#### SAI Kindergarten/Kindergarten DAILY Distance Learning Schedule
August 18th - November 6th - 180 Instructional Minutes (by end of trimester 2, minutes will be increased to 240)

<table>
<thead>
<tr>
<th>Live Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Whole group at least once per day</td>
</tr>
<tr>
<td>• At least one live session during instructional block #1 to start the day.</td>
</tr>
<tr>
<td>• Recommended minutes per grade level (Kindergarten)</td>
</tr>
<tr>
<td>○ Start with minimum 10-15 minutes</td>
</tr>
<tr>
<td>• Throughout the day, small group, individual as assigned by teacher.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Morning Instructional Block #1 (~60 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Live online w/teacher (whole class, small group, individual)</td>
</tr>
<tr>
<td>• Independent student work</td>
</tr>
<tr>
<td>• 1:1 family meetings, 1:1 assessments</td>
</tr>
</tbody>
</table>

| (~10 minutes) | BREAK |

<table>
<thead>
<tr>
<th>Morning Instructional Block #2 (~60 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Live online w/teacher (whole class, small group, individual)</td>
</tr>
<tr>
<td>• Independent work</td>
</tr>
<tr>
<td>• 1:1 family meetings, 1:1 assessments</td>
</tr>
</tbody>
</table>

| (~10 minutes) | BREAK |

<table>
<thead>
<tr>
<th>Morning Instructional Block #3 (~60 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Live online w/teacher (whole class, small group, individual)</td>
</tr>
<tr>
<td>• Independent student work</td>
</tr>
<tr>
<td>• 1:1 Family meetings, 1:1 assessments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DISMISSAL</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: 11:50-3:15</td>
</tr>
<tr>
<td>• Scheduled pick up of student materials as needed</td>
</tr>
<tr>
<td>• 1:1 family meetings, 1:1 assessments</td>
</tr>
</tbody>
</table>
### ELEMENTARY DISTANCE LEARNING SCHEDULES

#### KINDERGARTEN

<table>
<thead>
<tr>
<th>1-5 SAI and Grades 1-5 DAILY Distance Learning Schedule</th>
<th>240 instructional minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Block #1</strong> (~90 minutes)</td>
<td>Live online w/teacher (whole class, small group, individual)</td>
</tr>
<tr>
<td></td>
<td>Off-line: Independent Student Work</td>
</tr>
<tr>
<td>(~15 minutes)</td>
<td><strong>BREAK</strong></td>
</tr>
<tr>
<td><strong>Instructional Block #2</strong> (~90 minutes)</td>
<td>Live online w/teacher (whole class, small group, individual)</td>
</tr>
<tr>
<td></td>
<td>Offline: Independent Student Work</td>
</tr>
<tr>
<td>(~30 minutes)</td>
<td><strong>LUNCH</strong></td>
</tr>
<tr>
<td><strong>Instructional Block #3</strong> (~60 minutes)</td>
<td>Live online w/teacher (whole class, small group, individual)</td>
</tr>
<tr>
<td></td>
<td>Offline: Independent Student Work</td>
</tr>
<tr>
<td><strong>Instructional Block #4</strong> (~120 min)</td>
<td>Live Online: PE/APE, Lit, Library, Music, RSP, SLP, OT (times/days will vary and will not be every day)</td>
</tr>
<tr>
<td></td>
<td>Offline: Independent Student Work</td>
</tr>
</tbody>
</table>

**Note:** Students with Individual Education Plans (IEPs) may have modifications of schedules and assignments, additional services minutes, and classroom support based on their IEPs.
PHASE 2
ELEMENTARY HYBRID LEARNING SCHEDULES AND GROUPINGS

If and when health and safety conditions are satisfied, and state and county permissions obtained, and district leadership decides to enter Phase 2 (Hybrid Learning), elementary hybrid schedules will have the following elements:

- Students attend school in-person two days per week, and online three days per week.
- Students attend on alternating daily schedules to reduce group sizes.
- All hybrid schedules will maintain distance learning on Mondays.
- Instructional minutes will comply with state standards.
- Cohorts (groups of students) stay together and with the same teacher throughout school day and cohorts do not mix. Wherever possible, children in families will be prioritized for matched schedules (e.g. all siblings in cohort A).
### SAMPLE ELEMENTARY HYBRID WEEKLY LEARNING SCHEDULE

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cohorts A + B</strong></td>
<td><em>A Cohort</em> In-person</td>
<td><em>A Cohort</em> In-person</td>
<td><em>B Cohort</em> In-person</td>
<td><em>B Cohort</em> In-person</td>
</tr>
<tr>
<td>All distance learning following the distance learning daily schedule</td>
<td><em>B Cohort</em> Distance</td>
<td><em>B Cohort</em> Distance</td>
<td><em>A Cohort</em> Distance</td>
<td><em>A Cohort</em> Distance</td>
</tr>
</tbody>
</table>

**Note:** Hybrid schedules are subject to negotiation with the bargaining associations and as such are still subject to change.
# SAMPLE ELEMENTARY HYBRID WEEKLY LEARNING SCHEDULE

## TRANSITIONAL KINDERGARTEN (TK)

<table>
<thead>
<tr>
<th>Time Slot</th>
<th>In-person Cohort</th>
<th>Virtual Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Block #1</strong> (~60 minutes)</td>
<td>Includes a class meeting with in-person and virtual students for attendance and morning meeting</td>
<td>Virtual students log in for attendance and morning meeting. Independent student work using age appropriate increments of digital and non-digital learning activities.</td>
</tr>
<tr>
<td></td>
<td>In-person instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional Block #2</strong> (~60 minutes)</td>
<td>In-person instruction</td>
<td>Independent student work using age appropriate increments of digital and non-digital learning activities.</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional Block #3</strong> (~60 minutes)</td>
<td>In-person instruction</td>
<td>Independent student work using age appropriate increments of digital and non-digital learning activities.</td>
</tr>
<tr>
<td><strong>Instructional Block #4</strong> (~30 minutes)</td>
<td>Dismissal for In-Person</td>
<td>Live Instruction with Teacher.</td>
</tr>
</tbody>
</table>

**Note:** Hybrid schedules are subject to negotiation with the bargaining associations and as such are still subject to change.
# Sample Elementary Hybrid Tues-Fri Learning Schedule

**Kindergarten-5th Grade**

<table>
<thead>
<tr>
<th>In-person Cohort</th>
<th>Virtual Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Block #1</strong> (~90 minutes)</td>
<td>Includes a class meeting with in-person and virtual students for attendance and morning meeting</td>
</tr>
<tr>
<td>In-person instruction</td>
<td>Virtual students log in for attendance and morning meeting</td>
</tr>
<tr>
<td><strong>Instructional Block #2</strong> (~90 minutes)</td>
<td>In-person instruction</td>
</tr>
<tr>
<td><strong>Instructional Block #3</strong> (~60 minutes)</td>
<td>In-person instruction</td>
</tr>
<tr>
<td><strong>In-Person Student Dismissal</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Break**

**Lunch**

---

**Note:** Hybrid schedules are subject to negotiation with the bargaining associations and as such are still subject to change.
Teachers will create rigorous, student-centered learning experiences for all students that will focus on essential standards for English language arts, mathematics, social science, science, arts and physical education.

Beginning in September, assessments will be used to measure the concepts and skills students need for the first units of grade level instruction. Adaptive digital programs such as Learning A-Z/RAZ Kids (TK-5), DreamBox (K-8), Reading Inventory (6-12), and ALEKS (9-12), will provide real time data to teachers about students’ potential unfinished learning, while providing students with additional practice to accelerate learning.

Google Classroom is the primary learning platform. The District has increased its investment in digital curriculum, applications and tools to support student learning, the delivery of academic content, assessments, and feedback to students. Students will be expected to use online programs such as Dreambox, ALEKS, Learning A-Z, NewsELA, and Typing Agent, for a minimum time each week. Teachers will communicate the amount of time and which programs and apps are to be used.

Assessments will be used to determine how to bring students into grade level instruction and focus support in the case of unfinished learning. Teachers will use on-going assessment to inform and support student success on rigorous learning tasks. All assessments on the district’s assessment calendar will be administered.
HIGH-QUALITY TEACHING AND LEARNING
K-12 PROGRAM FEATURES

GRADING PRACTICES

Teachers will return to standard grading practices as outlined in our board policy.

**Elementary**

Student trimester report cards will communicate the extent to which students are on track to meet or exceed grade level standards by the end of the school year. Report cards will be available through the Aeries Parent Portal at the end of each trimester.

**Secondary**

Letter grades will be issued. Progress and semester grade reports can be accessed through the Aeries Parent Portal at the end of each grading period.

STAFF PROFESSIONAL DEVELOPMENT AND COLLABORATION

Professional development will be targeted based on teacher need. Ample weekly time for collaboration will be provided for teachers. The district will provide time and resources before and during the school year for educators to build, plan, and teach in an in-person, hybrid learning, or distance learning environment. There will be a focus on effective use of digital learning tools, balanced assessment practices, and engaging instructional strategies designed to help students gain a deeper understanding of the essential standards.
PHASE 1 - DISTANCE LEARNING

- Grades 6-12 will start the school year in distance learning.
- Distance learning throughout the school year will be an option available to all families. Families can elect to move their child into hybrid learning, if it is available, at the semester break.

PHASE 2 - HYBRID LEARNING

- Specific grades may pivot into hybrid learning after the fall semester if and when specific health and safety county and district criteria are satisfied.
- The district will pivot classes, schools or the entire district back into distance learning as needed to respond to changes in health and safety conditions and state and county directives.
- Hybrid schedules will follow an alternating design on Tuesday-Friday. All students will attend school on Mondays via distance learning.
- Distance learning will be an option when we transition through the phases for families who do not want their children to return to in-person learning.
- Wherever possible, children in families will be prioritized for matched schedules.

EXCEPTIONS FOR SPECIFIC GRADE LEVELS AND STUDENTS

- At the start of the school year, 6th graders and 9th graders will participate in special online back-to-school orientation activities. As soon as health and safety conditions permit, they will have the opportunity to visit their new school campus.
- If and when there is a phase-in to hybrid learning, certain student populations will have priority for in-person instruction, based upon specific needs, learning requirements, alternative school and program status, class format and structure, and individual education plans.

LEGAL REQUIREMENTS

- Instructional minutes will comply with state requirements.

INSTRUCTIONAL PRIORITIES IN BOTH DISTANCE AND HYBRID LEARNING

- Schedules include support time for interventions, enrichments, small group instruction, and other activities that support student learning and engagement.
- The curriculum will focus on essential grade level/subject area standards and use high quality online tools, applications and platforms available to all students. Please see the instructional framework for more information.
- There will be a strong emphasis on student social and emotional wellbeing, as well as academics and arts, as part of the learning program.
- Classes will be primarily in extended block periods to allow for more in depth learning.
- Certain classes will receive priority for in-person, hands-on learning if and when there is a shift from distance to hybrid learning.
SECONDARY DISTANCE LEARNING PROGRAM FEATURES

Santa Clara Unified’s distance learning program for secondary students include the following features of a high quality program:

- Students will be assigned standards-based coursework that meets their individual needs in both core content areas and electives with highly qualified teachers.
- Students will have access to high quality digital applications and resources including Chromebooks.
- Students will use new digital curriculum components for specific courses, fully vetted for safety and student privacy.
- Students will have a structured and consistent weekly block schedule.
- Each class period will include live instruction and class connections with the teacher.
- Courses will include synchronous (“live”) and asynchronous learning, a variety of groupings, and independent work.
- Students with specific learning needs will receive tailored supports.

Teachers and specialists are working hard this summer to develop a rigorous and engaging curriculum that is interactive and student centered so that students are excited and challenged each day in their online distance learning courses. The district and each school will provide more detailed information in the weeks ahead.
SECONDARY DISTANCE LEARNING INSTRUCTIONAL FRAMEWORK

STRUCTURE

Weekly Structure

**Monday**

*Middle School:* Periods 1-6  
*High School:* Periods 1-7

**Tuesday-Friday Block schedule**

*Middle School:* Periods 1, 3, 5 and periods 2, 4, 6  
*High School:* Periods 1, 3, 5, 7 and periods 2, 4, 6

**Live Instruction**

Live instruction may include any of the following:

- Class meetings
- Whole class lessons
- Small group lessons
- Demonstrations
- Discussions
- Group work
- Assessments

All cameras must be on during live instruction with the understanding that some lessons may require flexibility for the teacher’s camera or student cameras to be off at specific times. This will be done at the direction of the teacher, with the time for the camera to be off and then turned back on clearly specified. In situations where a family expresses concern about having a camera on, the school and district will work in a timely manner with that family to resolve the situation so that the student can participate similarly to other students with cameras on in live instruction.

**Independent Learning**

Completing assigned work and projects in Google classroom
SECONDARY DISTANCE LEARNING INSTRUCTIONAL FRAMEWORK

LESSON DESIGN

Delivery
Google Meet/Zoom, Google Classroom

Essential Standards
Essential standards by content area
All teachers:
• Classroom/school wide distance learning expectations
• Digital Citizenship
• SEL/Trauma Informed Practices
• Integrated ELD

Instructional Resources
District Approved Online Curriculum:
• Textbook digital components
• ALEKS
• NewsELA
• Typing Agent
• CommonSenseMedia.org
Sites may supplement with site purchased digital tools and resources
SECONDARY DISTANCE LEARNING INSTRUCTIONAL FRAMEWORK

ASSESSMENT/FEEDBACK

Daily formative assessments and feedback

- Pre/post unit tests
- Common assessments
- Classroom observation
- Assignment feedback/grading

Reporting

Standard grading will resume in accordance with board policy
SECONDARY DISTANCE LEARNING INSTRUCTIONAL FRAMEWORK

SPECIAL EDUCATION

Self Contained Programs

240 minutes (4 hours) - 30 minute lunch (Follow Site Guidelines for instructional day)

- Large group
  - 45 minutes (Virtual per period as above)
- Small group
  - 30 minutes (Virtual per period as above)
    - Great opportunity for paras to support a small group or 1:1
- Push in to gen ed when appropriate
  - Student has gen ed link and goes (possibly with a para)
  - Para can pull out the student to work on what was worked on in the gen ed class (can also work within the office hours with or without the teacher)
- Hands on materials sent each week for the following week for students on DL to access in addition or in tandem with the DL lessons (puzzles, worksheets, construction paper, glue, markers, etc. that may or may not return. A schedule for passing out needs to be created.)
- Embedded into daily schedule handwashing practice/mask wearing practice
- Embedded into daily schedule handwashing practice/mask wearing practice
Resource Services
• Resource teachers continue to push into general education as a co-teacher/support teacher when appropriate. Will continue with google classroom model with access to Zoom for individualized/small group support for more needy students.
• Hands on materials sent each week for the following week for students on DL to access in addition or in tandem with the DL lessons (i.e graphic organizers, worksheets, graph paper, colored pencils, etc. that may or may not be returned. A schedule of passing out needs to be created.)

Para Educator Support
• Accessing para supports independent of teachers
  ○ Paras can be in room with students without another teacher present (maybe two para’s together to ensure staff not alone in virtual meets when situation requires)
  ○ 1:1 attendant with student in DL
  ○ Classroom paras will assist with large group, small group & individual sessions
SECONDARY DISTANCE LEARNING INSTRUCTIONAL FRAMEWORK

SMALL GROUP/1:1 SUPPORT

During afternoon Student Support time. This is part of the school day and if assigned, students must attend.

AT-HOME MATERIALS NEEDED

Regularly scheduled materials pick up times will be set by sites

LIVE INSTRUCTION EXPECTATIONS

- Students and teachers will keep cameras on during live sessions.
- Students will use district provided Chromebooks.
We will start the school year in distance learning for all secondary students. Below is a sample schedule for distance learning in grades 6-12. Daily instructional minutes will comply with state requirements. Times given are an example and will be adjusted accordingly at each site.
### Middle School Distance Learning Weekly Block Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>Period 1</td>
<td>Period 2</td>
<td>Period 1</td>
<td>Period 2</td>
</tr>
<tr>
<td>8:30-9:05</td>
<td>8:30-9:45</td>
<td>8:30-9:45</td>
<td>8:30-9:45</td>
<td>8:30-9:45</td>
</tr>
<tr>
<td>Period 2</td>
<td>Period 3</td>
<td>Period 4</td>
<td>Period 3</td>
<td>Period 4</td>
</tr>
<tr>
<td>Period 3</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
</tr>
<tr>
<td>Period 5</td>
<td>Period 5</td>
<td>Period 6</td>
<td>Period 5</td>
<td>Period 6</td>
</tr>
<tr>
<td>11:50-12:25</td>
<td>11:50-1:05</td>
<td>11:50-1:05</td>
<td>11:50-1:05</td>
<td>11:50-1:05</td>
</tr>
<tr>
<td>Period 6</td>
<td>PREP</td>
<td>PREP</td>
<td>Student Support</td>
<td>PREP</td>
</tr>
<tr>
<td>12:35-1:10</td>
<td>1:10-1:55</td>
<td>1:15-2:30</td>
<td>1:15-2:30</td>
<td>1:15-2:30</td>
</tr>
<tr>
<td>PREP</td>
<td>PLANNING</td>
<td>MEETINGS/PD</td>
<td>MEETINGS/PD</td>
<td>COLLABORATION</td>
</tr>
<tr>
<td>1:10-1:55</td>
<td>1:55-3:30</td>
<td>2:30-3:30</td>
<td>2:30-3:30</td>
<td>2:30-3:30</td>
</tr>
<tr>
<td>PLANNING</td>
<td>MEETINGS/PD</td>
<td>COLLABORATION</td>
<td>MEETINGS/PD</td>
<td>COLLABORATION</td>
</tr>
<tr>
<td>1:55-3:30</td>
<td>2:30-3:30</td>
<td>2:30-3:30</td>
<td>2:30-3:30</td>
<td>2:30-3:30</td>
</tr>
</tbody>
</table>

**August 7, 2020**
### SAMPLE HIGH SCHOOL DISTANCE LEARNING SCHEDULE

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Period 1</strong></td>
<td><strong>Period 1</strong></td>
<td><strong>Period 2</strong></td>
<td><strong>Period 1</strong></td>
<td><strong>Period 2</strong></td>
</tr>
<tr>
<td>(35 minutes) 8:30-9:05</td>
<td>(75 minutes) 8:30-9:45</td>
<td>(75 minutes) 8:30-9:45</td>
<td>(75 minutes) 8:30-9:45</td>
<td>(75 minutes) 8:30-9:45</td>
</tr>
<tr>
<td><strong>Period 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(35 minutes) 9:15-9:50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Period 3</strong></td>
<td><strong>Period 3</strong></td>
<td><strong>Period 4</strong></td>
<td><strong>Period 3</strong></td>
<td><strong>Period 4</strong></td>
</tr>
<tr>
<td>(35 minutes) 10:00-10:35</td>
<td>(75 minutes) 9:55-11:10</td>
<td>(75 minutes) 9:55-11:10</td>
<td>(75 minutes) 9:55-11:10</td>
<td>(75 minutes) 9:55-11:10</td>
</tr>
<tr>
<td><strong>Period 4</strong></td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
</tr>
<tr>
<td><strong>LUNCH</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(30 minutes) 11:20 AM-11:50 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Period 5</strong></td>
<td><strong>Period 5</strong></td>
<td><strong>Period 6</strong></td>
<td><strong>Period 5</strong></td>
<td><strong>Period 6</strong></td>
</tr>
<tr>
<td>(35 minutes) 11:50-12:25</td>
<td>(75 minutes) 11:50-1:05</td>
<td>(75 minutes) 11:50-1:05</td>
<td>(75 minutes) 11:50-1:05</td>
<td>(75 minutes) 11:50-1:05</td>
</tr>
<tr>
<td><strong>Period 6</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(35 minutes) 12:35-1:10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Period 7</strong></td>
<td><strong>Student Support</strong></td>
<td></td>
<td><strong>Period 7</strong></td>
<td><strong>Student Support</strong></td>
</tr>
<tr>
<td>(35 minutes) 1:20-1:55</td>
<td>(75 minutes) 1:15-2:30</td>
<td></td>
<td>(75 minutes) 1:15-2:30</td>
<td>(75 minutes) 1:15-2:30</td>
</tr>
<tr>
<td><strong>PLANNING</strong></td>
<td><strong>MEETINGS/PD</strong></td>
<td><strong>MEETINGS/PD</strong></td>
<td><strong>COLLABORATION</strong></td>
<td><strong>COLLABORATION</strong></td>
</tr>
<tr>
<td>1:55-3:30</td>
<td>2:30-3:30</td>
<td>2:30-3:30</td>
<td>2:30-3:30</td>
<td>2:30-3:30</td>
</tr>
</tbody>
</table>

**Notes:**
- Period times are subject to change based on school policy and availability.
- LUNCH is scheduled for 30 minutes, from 11:10 AM to 11:40 AM.
- Student Support is scheduled for 30 minutes, from 12:30 PM to 1:00 PM.
- COLLABORATION is scheduled for 30 minutes, from 2:30 PM to 3:00 PM.
- MEETINGS/PD is scheduled for 30 minutes, from 2:30 PM to 3:00 PM.
# NEW VALLEY HIGH SCHOOL
## FALL 2020 DISTANCE LEARNING SCHEDULE

### HIGH-QUALITY TEACHING AND LEARNING - SECONDARY

**4 PERIOD SCHEDULE**

- 3 double-block periods - 5 credits each per GP
- 1 advisory/advising - 3 elective credits per GP

### 4 PERIOD SCHEDULE

<table>
<thead>
<tr>
<th>Period</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RSP STUDY SKILLS &amp; STUDENT SUPPORT</strong></td>
<td>8:30-8:50</td>
<td>8:30-8:50</td>
<td>8:30-8:50</td>
<td>8:30-8:50</td>
<td>8:30-8:50</td>
</tr>
<tr>
<td><strong>PERIOD 1</strong></td>
<td>8:50-9:30</td>
<td>9:00-10:30</td>
<td>9:00-10:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PERIOD 2</strong></td>
<td>9:40-10:20</td>
<td>10:45-11:30</td>
<td>10:45-11:30</td>
<td>12:00-12:45</td>
<td></td>
</tr>
<tr>
<td><strong>PERIOD 3</strong></td>
<td>10:30-11:10</td>
<td>9:00-10:30</td>
<td>9:00-10:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ADVISORY</strong></td>
<td>11:20-11:45</td>
<td>10:45-11:30</td>
<td>10:30-11:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LUNCH</strong></td>
<td>11:45-12:15</td>
<td>11:30-12:00</td>
<td>11:30-12:00</td>
<td>11:30-12:00</td>
<td>11:30-12:00</td>
</tr>
<tr>
<td><strong>RSP STUDY SKILLS &amp; STUDENT SUPPORT</strong></td>
<td>12:15-12:45</td>
<td>12:45-1:30</td>
<td>12:00-12:45</td>
<td>12:45-1:30</td>
<td>12:00-12:45</td>
</tr>
<tr>
<td><strong>ADVISING</strong></td>
<td>12:45-1:30</td>
<td>12:45-1:30</td>
<td>12:45-1:30</td>
<td>12:45-1:30</td>
<td>12:45-1:30</td>
</tr>
</tbody>
</table>
PHASE 2
SECONDARY HYBRID LEARNING SCHEDULES AND GROUPINGS

Hybrid schedules will not be in effect until the 2021 spring semester at the earliest, should health and safety conditions be satisfied and state and county permissions granted.

- Students attend on alternating daily schedules to reduce group sizes.
- All hybrid schedules will maintain distance learning on Mondays.
- Instructional minutes will comply with state standards.
- Instructional minutes will comply with state requirements.
- Wherever possible, children in families will be prioritized for matched schedules (e.g. all siblings in cohort A).
### SAMPLE MIDDLE SCHOOL HYBRID LEARNING SCHEDULES

#### Middle School AABB Cohort Block Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>A + B</td>
<td>A Cohort</td>
<td>A Cohort</td>
<td>A Cohort</td>
<td>A Cohort</td>
</tr>
<tr>
<td>All distance</td>
<td>In-person</td>
<td>In-person</td>
<td>Distance</td>
<td>Distance</td>
</tr>
<tr>
<td>See distance learning schedule</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B Cohort</td>
<td>B Cohort</td>
<td>B Cohort</td>
<td>B Cohort</td>
<td>B Cohort</td>
</tr>
<tr>
<td>Distance</td>
<td>Distance</td>
<td>In-person</td>
<td>In-person</td>
<td></td>
</tr>
</tbody>
</table>

#### Middle School Hybrid AABB Weekly Block Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1 8:30 AM-9:10 AM</td>
<td>Period 1 8:30 AM-9:50 AM</td>
<td>Period 2 8:30 AM-9:50 AM</td>
<td>Period 1 8:30 AM-9:50 AM</td>
<td>Period 2 8:30 AM-9:50 AM</td>
</tr>
<tr>
<td>Period 2 9:20 AM-10:00 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 3 10:10 AM-10:50 AM</td>
<td>Period 3 10:00 AM-11:20 AM</td>
<td>Period 4 10:00 AM-11:20 AM</td>
<td>Period 3 10:00 AM-11:20 AM</td>
<td>Period 4 10:00 AM-11:20 AM</td>
</tr>
<tr>
<td>Period 4 11:00 AM-11:40 AM</td>
<td>Lunch 11:20 AM-12:00 PM</td>
<td>Lunch 11:20 AM-12:00 PM</td>
<td>Lunch 11:20 AM-12:00 PM</td>
<td>Lunch 11:20 AM-12:00 PM</td>
</tr>
<tr>
<td>Lunch 11:40 AM-12:20 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 5 12:20 PM-1:00 PM</td>
<td>Period 5 12:00 PM-1:20 PM</td>
<td>Period 6 12:00 PM-1:20 PM</td>
<td>Period 5 12:00 PM-1:20 PM</td>
<td>Period 6 12:00 PM-1:20 PM</td>
</tr>
<tr>
<td>Period 6 1:10 PM-1:50 PM</td>
<td>Student Support 1:30PM - 2:50 PM</td>
<td></td>
<td>Student Support 1:30 PM - 2:50 PM</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** All hybrid schedules are subject to negotiation with the bargaining associations and as such are still subject to change.
### SAMPLE HIGH SCHOOL HYBRID LEARNING SCHEDULES

#### HIGH QUALITY TEACHING AND LEARNING - SECONDARY

**Note:** All hybrid schedules are subject to negotiation with the bargaining associations and as such are still subject to change.

### High School AABB Cohort Block Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>A + B</td>
<td>A Cohort</td>
<td>A Cohort</td>
<td>A Cohort</td>
<td>A Cohort</td>
</tr>
<tr>
<td>All distance</td>
<td>In-person</td>
<td>In-person</td>
<td>Distance</td>
<td>In-person</td>
</tr>
<tr>
<td>See distance</td>
<td>Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B Cohort</td>
<td>B Cohort</td>
<td>B Cohort</td>
<td>B Cohort</td>
<td>B Cohort</td>
</tr>
<tr>
<td>Distance</td>
<td>Distance</td>
<td>In-person</td>
<td>In-person</td>
<td>In-person</td>
</tr>
</tbody>
</table>

### High School Hybrid AABB Weekly Block Schedule

<table>
<thead>
<tr>
<th>Monday</th>
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<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1 8:30 AM-9:10 AM</td>
<td>Period 1 8:30 AM-9:50 AM</td>
<td>Period 2 8:30 AM-9:50 AM</td>
<td>Period 1 8:30 AM-9:50 AM</td>
<td>Period 2 8:30 AM-9:50 AM</td>
</tr>
<tr>
<td>Period 2 9:20 AM-10:00 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 3 10:10 AM-10:50 AM</td>
<td>Period 3 10:00 AM-11:20 AM</td>
<td>Period 4 10:00 AM-11:20 AM</td>
<td>Period 3 10:00 AM-11:20 AM</td>
<td>Period 4 10:00 AM-11:20 AM</td>
</tr>
<tr>
<td>Period 4 11:00 AM-11:40 AM</td>
<td>Lunch 11:20 AM-12:00 PM</td>
<td>Lunch 11:20 AM-12:00 PM</td>
<td>Lunch 11:20 AM-12:00 PM</td>
<td>Lunch 11:20 AM-12:00 PM</td>
</tr>
<tr>
<td>Lunch 11:40 AM-12:20 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 5 12:20 PM-1:00 PM</td>
<td>Period 5 12:00 PM-1:20 PM</td>
<td>Period 6 12:00 PM-1:20 PM</td>
<td>Period 5 12:00 PM-1:20 PM</td>
<td>Period 6 12:00 PM-1:20 PM</td>
</tr>
<tr>
<td>Period 6 1:10 PM-1:50 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 7 2:00 PM-2:40 PM</td>
<td>Period 7 1:30 PM-2:50 PM</td>
<td>Student Support 1:30 PM-2:50 PM</td>
<td>Period 7 1:30 PM-2:50 PM</td>
<td>Student Support 1:30 PM-2:50 PM</td>
</tr>
</tbody>
</table>
INDEPENDENT STUDY PROGRAM OPTIONS

ELEMENTARY AND MIDDLE SCHOOL
The district does not offer its own independent study program for elementary and middle school students. Elementary and middle school families who choose homeschooling, or enroll in a neighboring district for independent study via an interdistrict transfer, will be able to return to their current home school in the 2021-2022 school year so long as they inform the district of their intent to do so IN WRITING by February 1, 2021.

HIGH SCHOOL
High school students who desire an independent study model will need to enroll at Wilson High School, which runs an independent study program. This program uses paper packets and the Edmentum online learning program, and involves a teacher making once weekly contact with the independent study student to monitor progress and provide guidance.
Google Classroom is the primary learning platform. The District has increased its investment in digital curriculum, applications and tools to support student learning, the delivery of academic content, assessments, and feedback to students. Students will be expected to use online programs such as Dreambox, ALEKS, Learning A-Z, NewsELA, and Typing Agent, for a minimum time each week. Teachers will communicate the amount of time and which programs and apps are to be used.

Beginning in September, assessments will be used to measure the concepts and skills students need for the first units of grade level instruction. Adaptive digital programs such as Learning A-Z/RAZ Kids(TK-5), DreamBox (K-8), Reading Inventory (6-12), and ALEKS (9-12), will provide real time data to teachers about students’ potential unfinished learning, while providing students with additional practice to accelerate learning.

Teachers will create rigorous, student-centered learning experiences for all students that will focus on essential standards for English language arts, mathematics, social science, science, arts and physical education.
Teachers will return to standard grading practices as outlined in our board policy.

Elementary

Student trimester report cards will communicate the extent to which students are on track to meet or exceed grade level standards by the end of the school year. Report cards will be available through the Aeries Parent Portal at the end of each trimester.

Secondary

Letter grades will be issued. Progress and semester grade reports can be accessed through the Aeries Parent Portal at the end of each grading period.
<table>
<thead>
<tr>
<th>TECHNOLOGY</th>
<th>TRANSPORTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chromebook available for every student and hotspots provided based on need.</td>
<td>Families conduct health screening before child arrives at the school bus stop.</td>
</tr>
<tr>
<td>Drive up Chromebook repair/replacement service and family technology support via email/text.</td>
<td>Physical distancing required at bus stop</td>
</tr>
<tr>
<td>Training resources for tech tools and apps centrally located.</td>
<td>Start times may be staggered between schools so that multiple buses can serve bus stops.</td>
</tr>
<tr>
<td>Training for staff, students, and families on tools and apps.</td>
<td>Buses will be sanitized between runs or introducing a new cohort onto the bus.</td>
</tr>
<tr>
<td>NUTRITION SERVICES</td>
<td></td>
</tr>
<tr>
<td>Prepackaged covered breakfast and lunch meals.</td>
<td>Face coverings and gloves for driver and attendant, and face coverings for students.</td>
</tr>
<tr>
<td>“Grab and go” breakfast and lunch kits will be available once a week for distance learners. Hybrid learners will receive take home meals for their distance learning days.</td>
<td>Hand sanitizer and extra face coverings provided.</td>
</tr>
<tr>
<td>Students will be served in cohort groups with supervision to ensure physical distancing.</td>
<td>Patterned seating for physical distancing and load back to front and unload front to back.</td>
</tr>
<tr>
<td>All eating surfaces to be cleaned between meals and after meals.</td>
<td></td>
</tr>
</tbody>
</table>
We are supporting SCUSD staff with supervision needs for elementary age children, as well as infant and toddler children.

We are assessing ability to offer extended day care for school-aged students, while also adhering to the public health departments requirements for stable cohorts.

District tiered re-opening of sports based on state and local guidelines.

Return to Physical Activity/Training Guidelines (from CIF) will be followed.

Remote training opportunities may be made available for students.

Team travel dependent on state and local guidance.

Continuation of academic requirements for participation.

We are assessing ability to offer after school programs, while also adhering to the public health departments requirements for stable cohorts.

We are assessing ability to offer extended day care for school-aged students, while also adhering to the public health departments requirements for stable cohorts.

AFTER SCHOOL PROGRAMS

ATHLETICS
ENGLISH LEARNERS

Family Resources and Supports
Family support and training, including on technology.
Virtual office hours with Family Resource Center and community partners.
Translation services.

Student Resources and Supports
Students prioritized for return to school based on a tiered system for reopening for identified English learners.
Additional learning opportunities on-site or virtually.
Technology and internet access with troubleshooting support.
Students not meeting expectations through distance learning will be referred to support services.

SPECIAL EDUCATION

Family Resources and Supports
Family support and training, including on technology.
Designated supports and services as outlined in individualized educational plans.
Translation services.

Student Resources and Supports
Students will be prioritized for return to school based on a tiered system for reopening for identified special education students.
Additional learning opportunities on-site or virtually.
Technology and internet access with troubleshooting support.
Students not meeting expectations through distance learning will be referred to support services.
Increased synchronous instruction with instructional aids.
Designated supports and services as outlined in individualized educational plans.
HOMELESS AND FOSTER YOUTH

New Identification of Students/Families in Transition

Community Liaison appointments (virtual, phone, in-person) with protocols in place to reduce transmission.

Sign up families for monthly scheduled district food distribution by the Family Resource Center, and/or referral to Second Harvest Food Bank partners with protocols in place to reduce transmission.

Students/Families in Transition and Students in Foster Care

Prioritized enrollment and school site assistance.

Prioritized technology and internet access for every student.

Food assistance program resources.

Transportation assistance.

Housing, medical, and dental assistance referrals.

Other family’s need-specific referrals.

MENTAL HEALTH AND WELL-BEING

Provide psychoeducation on mental health issues.

Promote social emotional learning competencies of all children.

Mobilize Student Services staff to evaluate student, family, and school staff emotional needs.

Provide onsite and/or telehealth individual counseling services or family coaching with protocols in place to reduce transmission.

Utilize community partnerships to address mental health referrals.

Provide staff professional development on topics such as suicide prevention, social-emotional learning, and trauma informed practices.

Provide crisis support to sites in case of mental health emergencies.
STUDENT ENGAGEMENT

Student Wellness Teams
Weekly identification of students who are not fully engaged.
Appointments made with students and families and provide recommendations.

Student Supports
Referrals to wellness or academic support
Student in-person check in at on-site Wellness Centers.

Student Services Department
Monitor referred students.
Outreach with community partners.
Family workshops on importance of student participation.

FAMILY ENGAGEMENT

Coordinate monthly on-site food distributions for families.
Coordinate with outside organizations to promote services and workshops to empower families.
Work with district sites to coordinate district wide family engagement events.
Provide community resources to school sites and families.

PROFESSIONAL DEVELOPMENT

Awareness, Understanding, and Best Practices: All staff will receive training in strategies that support a positive school climate by integrating practices that support students and staff well-being, prioritize relationships and create a safe place to learn.

Systems and Supports: All staff will receive training in site and district systems of support to address students wellbeing and youth mental health, and crisis supports.
COMMUNICATIONS PLAN

We will provide regular, consistent, timely, concise, and clear updates to stakeholders. We will accomplish this by setting standards and expectations for district, school, and teacher communications.

We will develop a two-tier communication structure — highlights with main ideas for mass communications and details available on our website for those who are interested in details.

We will use a variety of communication styles to improve access to the information, including flowcharts, infographics, and videos.

We will streamline communication by consolidating communication platforms and use a variety of communication methods to reach our stakeholders according to their preferences, including email, text messages, phone calls, websites, and social media. We will provide translations in dominant languages.

We will proactively reach out to families who are not engaged.

We will develop a comprehensive website section with information and resources for staff, students, and families.