

Soledad Unified School District



School District Reopening Framework

July 24, 2020

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INTRODUCTION

This School Reopening Framework is an update of a draft document provided to our Board of Trustees at its July 8, 2020 regular meeting.

Background

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

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

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

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

School Reopening Framework Development

The District began its planning for reopening schools on May 26, with a meeting of district office staff to establish a framework for the plan. It was determined that the plan would have five domains, which

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would include Instruction, Operations, Health and Safety, Student Support and Family Engagement. The School Reopening Framework would also include language on implementation of the plan including Communication, Data/Technology, Professional Development, Human Resources, Policy/Governance, Finance/Resources and Partners/Agencies. A committee for each Domain would be formed and would include pertinent certificated, classified and administrative staff from school sites, and the district staff.

Additionally, STA and CSEA were invited to submit two of their representatives to be included in domain meetings. The Instructional Domain meeting was held first, so that the other domains would be able to plan around the instructional schedules and other elements developed by the Instructional Domain team. The Instructional Domain team held several meetings, including separate elementary and secondary subcommittee meetings. Once the Instructional Domain prepared draft schedules and options for instructional delivery (work completed June 1-8), the other Domain groups held meetings between June 8 and June 23 to develop planning to support the Instructional Domain.

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

This School Reopening Framework was provided to the Board of Trustees as an information item at its July 8 regular meeting. On July 10, a [School Reopening Survey](#) was sent to parents. The responses from 1,776 respondents (36% of our parents) indicated that 39.8% of parents preferred a Hybrid Learning Model; 60.2% of parent preferred a Distance Learning Model

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

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

Prevailing Guidance

There are numerous resources which are available and were consulted with in development of this document. These include

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

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AB 77

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

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

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

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

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

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

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

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

SB 98

The specific parameters and requirements for a distance learning program can be found in Section 34 of the K-12 education budget trailer bill, SB 98, which was signed by Governor Newsome. Under SB 98, an LEA must meet one of two circumstances in order to be able to offer distance learning: On an LEA or schoolwide level as a result of an order or guidance from a state public health officer or a local public health officer.

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Distance Learning

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

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

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

Instruction

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

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

Instructional Minutes

Under SB 98, an LEA will be able to meet the necessary instructional minute requirements for a given school day through in-person instruction, distance learning, or a combination of the two. For in-person instruction, instructional minutes will be based on time spent under the immediate physical supervision and control of a certificated employee of the LEA. For distance learning, instructional minutes will be based on the time value of assignments as determined and certified by a certificated employee of the LEA. For a school day where a student receives both in-person and distance learning instruction, the time

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under immediate physical supervision will be combined with the time value of assignments in order to meet the instructional minute requirements.

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

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

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

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

Board Policy 0470

Board Policy 0470 provides guidance for many aspects of district services in light of the COVID-10 pandemic, including instruction, attendance, operations, health and safety and student/family support. BP 0470 is cited in each domain.

Our Goal for Reopening Schools

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

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

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environments so that all students will reach their human potential.

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

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

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

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

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

Assumptions

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

- COVID-19 will remain in circulation until a vaccine is developed and widely used.
- Student and employee attendance rates may vary.
- Student learning (mastery of standards) going from 2019-20 into the 2020-21 year will be uneven and vary broadly; students may be behind in readiness for the next grade level
- Not all students may have access to the internet (at home)
- Some parents may not feel comfortable in sending their students to school → Some students will only be participating in distance learning
- Student health and wellness resources, counseling, and mental health support will be needed
- Enrollment trends are unknown; we will need to be prepared to make necessary budget and program adjustments, based upon variances in ADA
- The economic impacts of the pandemic are likely to have significant impacts on our district budget
- Our plan may be subject to review and approval by the Monterey County Health Department

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School Reopening Framework Domains

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

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

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

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

Resources

[Stronger Together - Coronavirus \(COVID-19\) \(CA Dept. of Education\)](#)

[COVID-19 Industry Guidance: Schools & Programs](#)

[COVID-19 School Year Plan Template June 2020](#)

[Assembly Bill 77 - Education Finance: Education Omnibus Budget Trailer Bill](#)

[Schools-Decision-Tree](#)

[Parent Distance Learning Survey English Responses](#)

[Parent Distance Learning Survey Spanish Responses](#)

[Student Distance Learning Survey](#)

[Certificated Staff Distance Learning Survey](#)

[Classified Staff Distance Learning Survey](#)

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INSTRUCTIONAL DOMAIN

Instruction

Instruction will be provided in a blended learning model combining in-person learning with online, distance learning. Student cohorts, consisting of 25% or 50% of each grade-level /subject area classes will attend in-person instructional sessions 1-2 days per week in the morning. On afternoons and non-in-person mornings, students will participate in distance/online learning which may include synchronous (live via Zoom) or asynchronous (recorded) lessons. Teachers may produce online lessons, provide individualized student support, contact parents or do other necessary planning.

Mondays would be considered resource days, on which additional instructional services would be provided to students with disabilities, English Learners and other students needing additional support.

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

School Schedules

The instructional schedules shown below were designed to provide for the best possible instructional model while ensuring student and staff safety. Specific times on the schedule are subject to change based upon operational factors and negotiations.

Preschool

State Preschool classes normally operate in separate session's morning and afternoon. Under this plan, the classes would be divided into two cohorts in order to reduce the number of students in class at the same time. Half of the students would attend class on Tuesdays/Thursdays and the other half of the class would attend class on Wednesdays/Fridays. In between AM and PM classes on the same day, the classrooms would be thoroughly cleaned and disinfected. Lunch/next day breakfast would be distributed to students on their way out of school at the end of the instructional morning.

Moderate Restrictions	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
AM Class 8:00-11:00 am	Student Cohorts- Distance Learning Office Hours & Services for <ul style="list-style-type: none"> • SWDs • ELs 	Student Cohort A - In Person Learning Student Cohort B - Distance Learning	Student Cohort B - In Person Learning Student Cohort A - Distance Learning	Student Cohort A - In Person Learning Student Cohort B - Distance Learning	Student Cohort B - In Person Learning Student Cohort A - Distance Learning

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PM Class 12:00-3:00 pm	Teacher Preparation Staff Collaboration & PD	Student Cohort A - In Person Learning	Student Cohort B - In Person Learning	Student Cohort A - In Person Learning	Student Cohort B - In Person Learning
		Student Cohort B - Distance Learning	Student Cohort A - Distance Learning	Student Cohort B - Distance Learning	Student Cohort A - Distance Learning

Transitional Kindergarten

Classes in Transitional Kindergarten typically have 25 students. This means with up to 25 students per class. Because of the need to supervise young students in maintaining social distancing and wearing face masks, the class would be divided into four cohorts of 6-7 students each. This means that 25% of the students would attend class in-person on Tuesday, Wednesday, Thursday or Friday. All students would have an opportunity to participate in synchronous or asynchronous lessons in the afternoons Tuesday-Friday. Lunch/next day breakfast would be distributed to students on their way out of school at the end of the instructional morning.

Moderate Restrictions	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
AM ~8:00am-12:00pm Arrival: 7:30-8:00am School Starts 8:00am Staggered Recess: 9:20-10:30am Release: 12:00pm	Student Cohorts- Distance Learning Office Hours & Services for <ul style="list-style-type: none"> • SWDs • ELs • RTI 	Student Cohort A - In Person	Student Cohort B - In Person	Student Cohort C - In Person	Student Cohort D - In Person
Lunch/Transition		Grab & Go		Grab & Go	
PM 12:40-3:25pm	Teacher Preparation Staff Collaboration & PD	Cohorts A, B, C, D - Distance Learning -synchronous -asynchronous Parent contact Student Support & Feedback Teacher Planning	Cohorts A, B, C, D - Distance Learning -synchronous -asynchronous Parent contact Student Support & Feedback Teacher Planning	Cohorts A, B, C, D - Distance Learning -synchronous -asynchronous Parent contact Student Support & Feedback Teacher Planning	Cohorts A, B, C, D - Distance Learning -synchronous -asynchronous Parent contact Student Support & Feedback Teacher Planning

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Grades K-3

Classes in Kindergarten through 3rd grade benefit from class size reduction. This means with up to 25 students per class, the class can be divided into two cohorts of 12-13 students each, thereby enabling in-person attendance twice a week. Half of the students would attend class in-person on Tuesdays/Wednesdays, and the other half of students would attend class on Thursdays/Fridays. All students would have an opportunity to participate in synchronous or asynchronous lessons in the afternoons Tuesday-Friday. Lunch/next day breakfast would be distributed to students on their way out of school at the end of the instructional morning.

Moderate Restrictions	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
AM Arrival: 7:30-8:00am School Starts 8:00am Staggered Recess: 9:20-10:30am Release: 12:00pm	Student Cohorts- Distance Learning Office Hours & Services for <ul style="list-style-type: none"> • SWDs • ELs • RTI 	Student Cohort A - In Person Learning	Student Cohort A - In Person Learning	Student Cohort B - In Person Learning	Student Cohort B -In Person Learning
Lunch/Transition		Grab & Go		Grab & Go	
PM 12:40-3:25pm	Teacher Preparation Staff Collaboration & PD	Cohorts A, B - Distance Learning -synchronous -asynchronous Parent contact Student Support & Feedback Teacher Planning	Cohorts A, B - Distance Learning -synchronous -asynchronous Parent contact Student Support & Feedback Teacher Planning	Cohorts A, B - Distance Learning -synchronous -asynchronous Parent contact Student Support & Feedback Teacher Planning	Cohorts A, B - Distance Learning -synchronous -asynchronous Parent contact Student Support & Feedback Teacher Planning

Grades 4-6

Classes in 4th through 6th grade could include as many as 30 students. This means that classes would be divided into four student cohorts with 6-8 students each enabling in-person attendance once a week on Tuesday, Wednesday, Thursday or Friday. This would allow for social distancing. Lunch/next day breakfast would be distributed to students on their way out of school at the end of the instructional morning.

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Moderate Restrictions	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
AM ~8:00am-12:00pm Arrival: 7:30-8:00am School Starts 8:00am Staggered Recess: 9:20-10:30am Release: 12:00pm	Student Cohorts- Distance Learning Office Hours & Services for <ul style="list-style-type: none"> • SWDs • ELs • RTI 	Student Cohort A - In Person	Student Cohort B - In Person	Student Cohort C - In Person	Student Cohort D - In Person
Lunch/Transition		Grab & Go		Grab & Go	
PM 12:40-3:25pm	Teacher Preparation Staff Collaboration & PD	Cohorts A, B, C, D - Distance Learning -synchronous -asynchronous Parent contact Student Support & Feedback Teacher Planning	Cohorts A, B, C, D - Distance Learning -synchronous -asynchronous Parent contact Student Support & Feedback Teacher Planning	Cohorts A, B, C, D - Distance Learning -synchronous -asynchronous Parent contact Student Support & Feedback Teacher Planning	Cohorts A, B, C, D - Distance Learning -synchronous -asynchronous Parent contact Student Support & Feedback Teacher Planning

Grades 7-8

Classes in the 7th-8th grades could include as many as 30 students or more in some cases. This means that classes would be divided into four student cohorts with 6-8 students each enabling in-person attendance once a week on Tuesday, Wednesday, Thursday or Friday. This would allow for social distancing. Students would take four classes at a time, beginning with periods 0, 1, 2, and three for the first half of the 1st quarter, and four classes at a time in the 2nd half of the quarter. This cycle would continue through the 2nd, 3rd and 4th quarters, pending the status of school reopening at each juncture. This would limit the number of courses students would need to focus on at any point in time.

Lunch/next day breakfast would be distributed to students on their way out of school at the end of the instructional morning.

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Moderate Restrictions	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
<p align="center">AM</p> <p align="center">1st Quarter (first 5 weeks)</p> <p>0* - 8:30-9:25am 1 - 9:30-10:25am 2 - 10:30-11:25am 3 - 11:30-12:25am</p> <p>*0-period intervention / / study hall / teacher office hours</p> <p align="center">1st Quarter (last 5 weeks) Periods 4, 5, 6 & 7 same schedule</p>	<p>All Cohorts- Distance Learning</p> <p>Office Hours & Services for</p> <ul style="list-style-type: none"> ● SWDs ● ELs ● RTI 	<p>7th Grade Student Cohort A - In Person</p> <p>8th Grade Student Cohort A - In Person</p>	<p>Student Cohort 7th Grade Student Cohort B - In Person</p> <p>8th Grade Student Cohort B - In Person</p>	<p>7th Grade Student Cohort C - In Person</p> <p>8th Grade Student Cohort C - In Person</p>	<p>7th Grade Student Cohort D - In Person</p> <p>8th Grade Student Cohort D - In Person</p>
Lunch/Departure		Grab & Go		Grab & Go	
<p align="center">PM</p> <p align="center">12:40-3:25pm</p>	<p>Teacher Planning & Preparation</p> <p>Staff Collaboration & PD</p>	<p>Cohorts A, B, C, D - Distance Learning -synchronous -asynchronou s Parent contact Student Support & Feedback Teacher Planning</p>	<p>Cohorts A, B, C, D - Distance Learning -synchronous -asynchronous Parent contact Student Support & Feedback Teacher Planning</p>	<p>Cohorts A, B, C, D - Distance Learning -synchronous -asynchronou s Parent contact Student Support & Feedback Teacher Planning</p>	<p>Cohorts A, B, C, D - Distance Learning -synchronous -asynchronou s Parent contact Student Support & Feedback Teacher Planning</p>

Grades 9-12

Classes in the 9th-12th grades could include as many as 30 students or more in some cases. This means that classes would be divided into four student cohorts with 6-8 students each enabling in-person attendance once a week on Tuesday, Wednesday, Thursday or Friday. This would allow for social distancing. Students would take four classes at a time, beginning with blocks 1, 2, 3 and 4 during the fall semester and blocks 5, 6, 7, 8 during the spring semester. This would limit the number of courses students would need to focus on at any point in time.

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Lunch/next day breakfast would be distributed to students on their way out of school at the end of the instructional morning

Moderate Restriction Schedule	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
<p align="center">AM</p> <p align="center">Fall Semester Blocks</p> <p>1 - 8:30-9:25am 2 - 9:30-10:25am 3 - 10:30-11:25am 4 - 11:30-12:25am</p> <p align="center">Blocks 5, 6, 7, 8 (Spring Semester)</p>	Student Cohorts- Distance Learning Office Hours & Services for <ul style="list-style-type: none"> • SWDs • ELs • RTI 	Student Cohort A - In Person Learning	Student Cohort B - In Person Learning	Student Cohort C - In Person Learning	Student Cohort D - In Person Learning
Lunch/Dismissal		Grab & Go		Grab & Go	
<p align="center">PM</p> <p align="center">12:40-3:25pm</p>	Teacher Planning & Preparation Staff Collaboration & PD	Cohorts A, B, C, D - Distance Learning -synchronous -asynchronous Parent contact Student Support & Feedback Teacher Planning	Cohorts A, B, C, D - Distance Learning -synchronous -asynchronous Parent contact Student Support & Feedback Teacher Planning	Cohorts A, B, C, D - Distance Learning -synchronous -asynchronous Parent contact Student Support & Feedback Teacher Planning	Cohorts A, B, C, D - Distance Learning -synchronous -asynchronous Parent contact Student Support & Feedback Teacher Planning

Curriculum/Instruction

Curriculum/Resources

Current core content and elective class adopted materials will be utilized in the blended learning model. Electronic platforms for HMH Journeys (English Language Arts), GoMath, STEMscopes (Science) and Pearson/Saavas My World (History Social Science). Resources for other courses as well as for supplemental resources will be available electronically.

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

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Online Resources

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

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

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

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

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

[iReady Instruction and Assessment Program](#) may be made available to elementary students and teachers (grades K-6). iReady provides for standards-based instruction in English Language Arts and Mathematics. The district utilized iReady as the online learning platform for its summer school program. It was deemed effective and useful by teachers, students and parents. iReady could provide for standards based instruction and assessment for students in grades K-8. iReady mathematics could be available to teachers for hybrid instruction in mathematics. The district may also expand the use of [Acellus Learning](#) through the secondary grades 7-12. Acellus has been used for credit recovery for high school students in our district. The Acellus program can be used for online instruction in grades 7-12. Acellus and iReady could also serve as the online learning platform for students whose parents do opt out of in-person instruction, as well as for after-school tutoring, social-emotional support, and intervention

Co-Curricular Programs

Co-curricular programs are those which integrate in-school classes with related activities outside the school day.

Career Pathways

The MESA, SkillsUSA (CTE), NJROTC and AG/FFA programs are planning to continue to offer the co-curricular opportunities while maintaining 25% attendance (no more than 12 students in any cohort) and social distancing after school activities.

Music and Band programs are exploring use of online programs such as [SmartMusic](#), software to allow students to continue to pursue their academic program while distance learning is in place for music practice and performance.

Restriction Scenarios

The Instructional Domain follows elements of moderate to high restriction incorporating

- Student/staff measuring of temperatures upon arrival to school

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- Isolation location(s) on campuses
- Hybrid learning model
- Class size limited to 8-13 students per class
- practice of social distancing in classrooms
- Wearing of face masks
- No large gatherings
- Limited transition time to classes (secondary)
- Limited recess
- Cohorting at some grade levels
- Meal service on-site (breakfast in classrooms, grab and go lunch)

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

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

INSTRUCTIONAL DOMAIN DIMENSIONS

Communication	<p>The dissemination of the Instructional Domain will be as follows:</p> <p>Staff:</p> <ul style="list-style-type: none"> ● Email messages ● Virtual meetings ● Posting on district website <p>Students</p> <ul style="list-style-type: none"> ● Email messages (secondary grades) ● Email messages to parents (primary grades) <p>Parents</p> <ul style="list-style-type: none"> ● Email messages ● Virtual meetings ● Posting on district website
Data/Technology	<p>The Instructional Domain assumes that each student will have a district-issued device (iPad) and strives to provide internet access to as many students as possible. The installation of two LTE towers is a key component of this endeavor. The LTE towers may require additional bandwidth at host school sites and acquisition of a frequency from the MCOE or cellular service provider.</p> <p>The Instructional Domain will require that licenses for the primary platforms be scaled to members needed for all students and staff to make use of them.</p>
Professional Development	<p>Professional Development provided during the 4th quarter of the 2019-20 school year will continue and be expanded upon in August 2020. The YouTube Channel, Alludo Learning and Archived Zoom sessions are currently available to certificated and classified staff members.</p> <p>New training resources will be developed to enhance use of SeeSaw, Google Classroom, Zoom and ScreenCastify. Staff will be surveyed to determine their professional development needs.</p>

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	<p>The District will provide professional development to certificated and classified staff on calendared PD days August 6-10. Training will include:</p> <ul style="list-style-type: none"> → Health & Safety → Student Attendance & Engagement → SEL → Daily/Weekly Schedules → Digital Platforms → Online Instruction → Essential Standards → Assessment → Health & Safety → Student Attendance & Engagement → SEL
<p align="center">Human Resources</p>	<p>The implementation of the Instructional Domain is reliant upon certificated teachers working within existing assignments.</p> <p>If the need arises to provide distance-only learning, some teachers may be assigned to just to provide instruction in a distance-only/online format. Given that the hybrid learning model will require trained teachers to implement, substitute teachers will need to be identified for training so that they may be provide productive substitute teaching services in both in-person and online environments</p>
<p align="center">Policy/Governance</p>	<p>Board Policy 0470 - COVID-19 Mitigation Plan</p> <p>BP 0470 scheduled for adoption by the Board of Education on 7/8/20 states:</p> <p>The Superintendent or designee shall work with school principals, teachers, other staff, students, and parents/guardians to recommend to the Board a schedule of on-campus instruction for each school. If all students cannot attend on-campus instruction for the entire school day due to space limitations as a result of social distancing requirements, the Superintendent or designee shall consider arrangements for rotating groups of students, such as on a daily or weekly basis, and/or shall provide on-campus instruction to students with the greatest need for in-person supervision.</p> <p>Priority for on-campus instruction shall be given to the lowest performing students, students with disabilities, elementary level students, students at risk of child abuse and neglect, homeless students, foster youth, and English learners. To the extent practicable, the district shall also consider the needs of essential workers, as designated in the Governor's executive orders, for child care during normal school hours.</p> <p>For distance learning, lessons may be delivered through live video sessions, pre-recorded lectures, or other technology-based distance learning platforms and/or the district may supplement on-campus instruction with home assignments. As much as possible, distance learning shall be provided through small-group synchronous learning.</p> <p>Appropriate training shall be provided to teachers and other instructional staff involved in distance learning, including training on how to use any technology or platform approved for distance learning by the school and opportunities for the sharing of best practices among instructional staff.</p>

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Available training resources may also be provided to students and parents/guardians when necessary.

Evaluation of Academic Progress Following Campus Closure

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

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

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

Grading

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

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

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Instructional Minutes

As of June 30, the proposal for ADA and instructional minutes under SB 98 made a number of other changes to attendance-related rules, including:

- Specifying the minimum school day to be:
 - 180 instructional minutes in kindergarten
 - 230 instructional minutes in grades 1 through 3
 - 240 instructional minutes in grades 4 through 12
- Suspending the annual PE minutes requirement
- Maintaining the annual instructional day requirement (163, 175 or, 180 days) that normally apply, and providing for a penalty if the requirement is not met
- Suspending the annual instructional minutes requirement
- Suspending the (J-13A) process whereby an LEA may receive credit for a material decrease in ADA

Social Distancing

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

1. Within classrooms, space desks at least six feet apart and position them in a way that limits students facing each other
2. Stagger students in areas of high traffic, such as when students are using lockers, lining up for class, or passing between classes
3. Mark six-foot boundaries within classrooms, common areas, outdoor spaces, and places where students are likely to gather so that students and staff are more readily aware of and can more easily abide by social distancing requirements
4. Utilize restroom stalls and sinks in a manner that allows for social distancing, such as limiting the number of students and/or staff who may use the restroom at a time, blocking off every other stall or sink from use, and/or marking six-foot boundaries
5. Minimize the mixing of students from different classrooms in common spaces, such as in cafeterias and libraries
6. Conduct recess and physical education classes in a manner that allows for social distancing and minimizes the use of physical education equipment.

Large gatherings, such as assemblies, rallies, field trips, extracurricular activities, and athletic events, shall be suspended until the Board determines, consistent with guidance from state and local health officials, that it is safe to resume such activities. The Superintendent or designee may grant an exception if an activity can be arranged to take place in

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	<p>phases or per class, or modified in a manner that would keep participants from violating social distancing recommendations. When deciding whether an activity may resume, the Superintendent or designee may consider the size of the group that participates, the extent to which the students and other attendees have physical contact, whether the activity can be modified to avoid physical contact, if shared equipment is required for the activity, and if social distancing can be maintained.</p>
Finances/Resources	<p>The primary costs for the Instructional Domain are the licenses and agreements for the online learning platforms. Specific pricing is still to be determined.</p>
Partners/Agencies	<p>The Soledad USD is partnering with the following entities in carrying forward the instructional domain including:</p> <ul style="list-style-type: none"> ● Monterey County Office of Education ● Monterey County SELPA ● Monterey County Department of Health ● California Department of Education

Appendices & Resources

[Distance Learning Resources](#)

[Virtual Coaching](#)

[Continuity of Learning Playbooks,](#)

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EDUCATIONAL TECHNOLOGY SUBDOMAIN

Educational Technology Network

Network Infrastructure

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

Digital Divide & Student Access

The digital divide is the gap between students who do have access to devices and an internet signal at home those who do not. The District was 1:1 with devices for every student prior to the COVID-19 pandemic. All secondary students have district-issued devices (iPads) which they are able to carry back and forth from home to school prior to school closure, every elementary student had a district-issued device, which was kept in the classroom at school. In April, 2020 the District held a device distribution at each of our elementary school sites providing an iPad to each student who did not have a device at home for distance learning. The devices were collected back at the end of the school year for cleaning, maintenance and reprogramming. They will be redistributed at the start of the 2020-21 school year.

The district will also be purchasing and installing two LTE towers to be able to provide at-home internet for 20% of our student population, about 1,200 students. This will enable students to participate in online synchronous and asynchronous learning using district-issued devices

Device Management

All district student devices are [Children's Internet Protection Act \(CIPA\)](#) compliant as they have a web filter enabled to ensure age-appropriate web access. The district also has the ability to limit the apps downloaded on the iPads to ensure they are age appropriate. Apple Classroom gives teachers a powerful tool to manage iPads in the classroom and ensure students remain on task while completing assignments in class.

Acceptable Use Policy

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

Online Learning

Online Platforms

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

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district supported for distance learning include Google Classroom, QuickTime video recording, and any online curriculum platforms. [Online Resources](#)

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

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

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

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

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

[iReady Instruction and Assessment Program](#) may be made available to elementary students and teachers (grades k-6). iReady provides for standards-based instruction in English Language Arts and Mathematics. The district may also expand the use of [Acellus Learning](#) through the secondary grades 7-12. It would enable teachers to manage virtual classrooms and conduct standards-based instruction and assessments. The district utilized iReady as the online learning platform for its summer school program. It was deemed effective and useful by teachers, students and parents. iReady could provide for standards based instruction and assessment for students in grades K-8. iReady mathematics could be available to teachers for hybrid instruction in mathematics. Acellus has been used for credit recovery for high school students in our district. The Acellus program can be used for online instruction in grades 7-12. Acellus and iReady could also serve as the online learning platform for students whose parents do opt out of in-person instruction, as well as for after-school tutoring, social-emotional support, and intervention

Student Preparation

Most students are already familiar with their online learning platform, either Seesaw and/or Google Classroom. Students in grades Kindergarten & students newly enrolled in the district will need support to get started. The learning platforms are fairly easy to learn. Teachers may need to provide a bit of extra support or getting started lessons to get new students familiar with the online platforms. Educational technology orientation may be provided to students at the beginning of the school year.

Parent Education

The district plans to provide training for parents to be familiar with the online learning platforms, Google Classroom & Seesaw, so that they may help their students at home with where to find assignments and how to turn them in.

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Professional Development for Staff

The district plans to provide live webinar online professional development that focuses on our learning platforms for teachers, especially new teachers who are new to the programs. The district will also provide support by identifying individuals who can be reached out to for personal one to one support for those teachers who need extra support with the online learning tools.

Restriction Scenarios

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

EDUCATIONAL TECHNOLOGY DOMAIN DIMENSIONS

Communication	The district will communicate any parent training, iPad pickup dates or mobile hotspot pick up via teacher communication, auto dialer calls, text messages, Facebook & website advertisements.
Data/Technology	The data & technology needed include student devices, internet at home for students, and online learning platforms such as Seesaw & Google Classroom.
Professional Development	<p>New teachers will need professional development to become familiar with the online learning platforms, all teachers will need ongoing support with online learning platforms, and parents/students will need training on how to navigate the learning platforms to be familiar with accessing assignments and turning them in.</p> <p>Members of the EdTech team will play a critical role in training their peers in use of instructional platforms.</p> <p>The District used summer school as an opportunity to pilot the iReady online learning program. Approximately 20 teachers received extensive training and gained experience in use of iReady. These teachers will be a resource in training other teachers in use of iReady.</p>
Human Resources	We will need certificated staff with expertise on the online learning platforms to provide support to others, we will need Tech staff to provide technical support to staff & students, and we will need site staff to help with communicating our messages to parents.
Policy/Governance	<p>Board Policy 0470 - COVID-19 Mitigation Plan</p> <p>BP 0470 scheduled for adopted by the Board of Education on 7/8/20 states;</p> <p>On-campus instruction may be prioritized for subjects that are difficult to deliver through distance learning, such as laboratory science, art, or career technical education.</p> <p>For distance learning, lessons may be delivered through live video sessions, pre-recorded lectures, or other technology-based distance learning platforms and/or the district may supplement on-campus</p>

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	<p>instruction with home assignments. As much as possible, distance learning shall be provided through small-group synchronous learning.</p> <p>Appropriate training shall be provided to teachers and other instructional staff involved in distance learning, including training on how to use any technology or platform approved for distance learning by the school and opportunities for the sharing of best practices among instructional staff. Available training resources may also be provided to students and parents/guardians when necessary.</p> <p>We are in need of a policy to determine how to prioritize who will get a mobile jetpack if we have more need than what we can offer, and we will need a policy to determine what to do when students do not bring their iPad to school daily if they are taking their iPad home due to lack of device at home for online distance learning.</p>
<p align="center">Finances/Resources</p>	<p>The District continues to fund the leases for devices (iPads) issued to students through the LCAP.</p> <p>Funding for enhanced or increases in licensing of current platforms including Zoom, ScreenCastify, and Seesaw will be needed as well as finding for new platforms to expand distance learning capacity such as iReady and Acellus.</p> <p>The district is using CARES Act funding at around \$260,000 to build two LTE Towers, to provide an internet signal to as many as 1,200 students. The district is also applying for a USDA grant which would double the capacity.</p>
<p align="center">Partners/Agencies</p>	<p>Red Rover will assist with the LTE Tower installation, crucial for online distance learning.</p>

Appendices & Resources

[Supporting Continuity of learning and education](#)

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ASSESSMENTS & GRADING SUBDOMAIN

Start of Year

Initial Screening/Diagnostics

Elementary and middle school teachers understand that all students missed the entire 3rd trimester / 4th quarter due to COVID 19. Therefore, teachers will hold vertical alignment meetings with other grade level(s) / subject area teachers to determine what standards were not covered during the 3rd trimester / 4th quarter as well as where students are in their learning. Teachers will identify grade-level / subject-area essential standards and unpack the essential standards into learning targets. Knowing that students will spend less than 50% of their time at school, teachers will narrow the number of Essential Standards and focus on the most critical, key ideas students will need to be successful at the next grade level. In addition, at the middle school there will be subject area meetings to create their own formative assessments to help identify students' needs.

At the high school teachers will meet during their Professional Learning Communities (PLC) to determine which standards were not covered during the 4th quarter that will be necessary for success in this coming quarter. On days students are on campus, and in math students will be administered the Mathematics Diagnostic Testing Project (MDTP) assessment for all the Integrated Math 1, 2, 3 and calculus students. The assessments would run as a pretest to determine which essential standards have not been not mastered by students; in order for teachers to address those standards accordingly. In English Language Arts, students will be administered the HMH Reading Inventory test given at the beginning of the year to determine a baseline of where students are. In science, social studies and elective courses teachers will administer site-based assessments..

Formative Assessment(s)/Progress Monitoring

Formative Assessment, Common Formative Assessments (CFA), and progress monitoring will take place during the lessons and after the CFA to provide actionable information about students' learning status relative to the desired lesson goal. Teachers will use data from Formative Assessments to identify students who require Tier 2 Intervention (re-teaching) and immediately adjust their instruction, re-teach, and then reassess. These actions will ensure these students progress towards the learning goals.

Other Available Assessment Tools

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

In addition, the CAASPP Tools for Teachers Resources is a new Smarter Balanced website which provides teachers with formative assessment resources which prepare students for the Smarter Balanced Assessment System and is available to teachers starting September 30th. It is an online collection of

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resources that supports K–12 teachers in their use of the formative assessment process to adjust teaching for improving student learning.

State Assessment

CAASPP- Summative Assessment

The interim assessment will be available for use starting in August. Teachers will be giving the CAASPP interim assessment in late winter giving more time for students' adjustment to this new blended learning model. This assessment provides teachers and students great examples of the rigor required on the Summative CAASPP assessment given every spring. Teachers will adjust their instruction and daily assignments to match the rigor they see in the Interims.

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

Smarter Balanced Assessment Consortium (SBAC)

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

In September, the California Alternate Assessment (CAA) for Science embedded performance tasks (PTs) will be available.

In November, the online California Science Test (CAST) practice and training tests will be updated.

In January, Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics will be available in the secure TDS. Also, The California Alternate Assessments for ELA and mathematics, the CAST and the California Spanish Assessment (CSA) will be available.

ELPAC Assessment.

Starting from July 1 through August 19, 2020, Students will be taking the 2019–2020 paper-pencil initial ELPAC. The initial ELPAC will be able to be administered using a computer or device after August 19, 2020. This assessment is used to determine the English language proficiency and provide additional support for students who are classified as English Learners. The ELPAC also helps with reclassification of English Learners. The overall Score Sheets will be available for teachers, so that students can continue to be appropriately assigned English language development services if they are determined to be English learners (ELs).

GRADING

Elementary Grading

The K-3 standard based report card will look different from 4-6 grade report cards because at the K-3 grades, it is skills and criterion based with a focus on subskills. In either case, a narrative will be involved

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at all the grade levels indicating what should be the focus for that student. Teachers will look at the present level of functioning of each student and then plan appropriate interventions and lessons. The narrative in the report card will also include standards covered, how often students signed in online, their participation in their learning, their work and attendance so that parents are well informed about their student's hybrid learning progress..

Secondary Grading

In the fall, grading will be based on the student's understanding of applicable course contents. The grading of students' work will be based on the regular A-F grading scale. A credit/no-credit option, utilized in spring 2020 will be considered pending guidance from the CDE, CSU and UC systems.

Student Demonstration of Learning

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

<ul style="list-style-type: none">● Slide-Based Presentations using Google Slides presented in real time or recorded.<ul style="list-style-type: none">○ Students can include talking points or presentation scripts in the slide notes or in a separate document if live or recorded presentation is not feasible● Video Recordings● Platform options include videos uploaded using Screencastify● Posters, Tri-Folds, Models, and Dioramas● These can be presented using a Zoom video (live or pre-recorded) or digital photographs with an attached verbal or written narrative explanation.● Audio Recordings	<ul style="list-style-type: none">● Illustrations (flow charts, diagrams, collages, comic strips, infographics and other visual presentations) completed digitally using illustration software or can be scanned or photographed and uploaded.<ul style="list-style-type: none">○ The Google Drive App can be used to scan and upload a smartphone camera.● Dialogue, Monologue, or Other Performance can be submitted in writing or recorded and submitted digitally.● Discussion Threads, Journaling, or Interactive Notebooks through a shareable platform like Google Docs or through Google Classroom
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Restriction Scenarios

If prevailing guidance from the Monterey County Health Department increases the restriction on school districts, assessments will be modified to meet all restrictions. This could mean assessments are administered online with students completing assessments while at home. Similarly, if the district is required to pivot to an distance/online-only format, grading policies will be adopted, implemented, and it will be similar to the [SOLEDAD UNIFIED SCHOOL DISTRICT - GRADING POLICY](#) which was adopted during school closure in spring 2020.

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ASSESSMENTS & GRADING DOMAIN DIMENSIONS

<p align="center">Communication</p>	<p>Schools will continue to use existing communication tools such as letters home to parents, parent bulletin, auto dialers, the site websites, newsletter, personal phone calls and family liaisons for hard to reach parents to communicate pertinent assessment and grading information to all stakeholders.</p>
<p align="center">Data/Technology</p>	<p>Students will have access to technology currently used. For instance, every student will have connectivity and a device to be able to access assessments.</p> <p>The District will utilize Illuminate and Aeries systems as primary trackers of student progress.</p>
<p align="center">Professional Development</p>	<p>Professional development for new or updated assessment tools may be included in the start of year professional development plan. The PD will allow for site based PLC which will focus on rigor and assessment strategies as determined by site needs.</p> <p>New teachers and those that have not attended the PLC institutes will be given a priority to participate in district provided PLC training to further their understanding of the PLC process, which is a district initiative.</p> <p>Also, teacher expertise will be utilized to provide professional development and/or help train other staff in assessment tools and strategies.</p>
<p align="center">Human Resources</p>	<p>New personnel will not be needed to carry out assessment and grading domain activities but qualified personnel will be provided additional time to conduct Tier 3 Remediation which would be beneficial to our most needy students.</p>
<p align="center">Policy/Governance</p>	<p>Board Policy 0470 - COVID-19 Mitigation Plan</p> <p>BP 0470 scheduled for adoption by the Board of Education on 7/8/20 states:</p> <p>Evaluation of Academic Progress Following Campus Closure</p> <p>Upon return to on-campus instruction following an extended campus closure, the Superintendent or designee shall evaluate the impact of the campus closure on students' academic progress. Such evaluation may:</p> <ol style="list-style-type: none"> 1. Address student-specific needs arising from the transition back into on-campus instruction 2. Consider whether or not a student has experienced a regression of skills and/or lack of progress 3. If regression and/or a lack of progress is present, identify opportunities for recovery, including supplemental educational services and/or new or different support services <p>For students with disabilities, the evaluation of academic progress shall also be used to determine whether an additional or revised individualized education program (IEP) or Section 504 plan is needed for the student to</p>

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	<p>be academically successful when returning to on-campus instruction. The Superintendent or designee may prioritize urgent student needs in scheduling initial and triennial assessments and annual IEP meetings. The Superintendent or designee shall ensure district compliance with all procedural timelines for IEPs and Section 504 plans as required, unless amended by executive order.</p> <p>Grading</p> <p>For each grading period, student progress shall be reported in accordance with BP/AR 5121 - Grades/Evaluation of Student Achievement. However, in the event that school campuses are closed for an extended period of time during any grading period, the Board may, upon recommendation by the Superintendent or designee, adopt one or more alternative grading policies which may vary by grade level or type of course. Options for such grading include, but are not limited to:</p> <ol style="list-style-type: none"> 1. Assignment of final grades based on the student's grades when the campus shutdown occurred, with opportunities to increase the final grade based on progress through distance learning or other assignments and assessments 2. Assignment of pass/no pass grades for all courses 3. Grading based on students' understanding of applicable course content through assessments, projects, portfolios, or other appropriate means
<p align="center">Finances/Resources</p>	<p>The district will provide a budget and/or resource list with estimated costs and financial impact of actions included in the domain as well as possible sources of funding if known.</p> <p>Funding may be provided for substitute teachers that would allow time for more grade level and cross- grade level teacher collaboration.</p>
<p align="center">Partners/Agencies</p>	<p>Our district will partner with nearby school districts to bring PD and assessment resources to the district in a virtually manner'</p> <p>The district will rely upon guidance and updates from the California Department of Education and the state CAASPP office to effectively carry out the assessment plan.</p>

Appendices & Resources

[Illuminate Content Resources](#)

[Inspect Math and ELA](#)

[Inspect Science](#)

[Tools for Teachers - Smarter Balanced](#)

[Assessment Spotlight, Issue 85 - Smarter Balanced Assessment System \(CA Dept of Education\)](#)

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

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

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SPECIAL EDUCATION SUBDOMAIN

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

Student Assessment

Virtual Assessments

Portions of initial/triennial/additional assessments can be completed virtually. These include parent and teacher interviews, rating scales, and review of records.

In-Person

In order to ensure assessments are thorough and comprehensive, it is imperative that the District include individually administered tests (IQ, Processing, etc.) as well as completed classroom observations. In order to ensure assessments are thorough, the District will provide staff members with the appropriate Personal Protective Equipment (PPE) needed to complete individually administered assessments. They will also utilize social distancing when completing all classroom observations of students.

Assessment Equipment / Devices

In order to ensure the safety of staff and students during all assessments the following resources will be needed:

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

Pearson assessments have moved to IPADS and assessors can be far apart from each other. They can even be in different rooms.

Staff

Staff will continue the practice of providing some of the specialized services using tele therapy or other online conferencing protocol.

- Education Specialists
- Speech Language Pathologist
- Occupational Therapists
- Psychologists

IEP Meetings

Meeting Format

All IEP meetings will continue to be held utilizing Google Hangouts to limit the need for parents to enter campuses as well as limit staff members congregating together. The possibility of having in-person IEP

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meetings will be evaluated once the social distancing order has been terminated. The IEP team can utilize the online signature feature of “Siras” in order to obtain consent to IEP.

Instruction

Instructional Schedules

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

- RSP - Students will participate in the general education model determined by the District. The IEP team will determine the appropriate level of service and services location based on the team's understanding of how the student accesses services best.
 - The team can determine that the student is best serviced utilizing the distant learning model, in-person RSP support on the school site or a combination of both.
- Co-Teaching - Students in the Co-Teaching program are able to access general education classes, with a classroom environment led by a general education teacher and education specialist. The current co-taught classrooms will continue in the hybrid learning program.
- Mild/Moderate SDC - Due to the level of support IEP teams have determined for these students, the District has decided that they require a more consistent provision of services. Therefore, students placed in Mild/Moderate SDC classes will have the following schedule:
 - Students will attend school 4 days a week for either a 3 hour AM session (8:00AM-11:00AM) or 3 hour PM session (12:00PM-3:00PM).
- SDC Mod/Severe - Due to the severity and complexity of the students this program services, the District decided to utilize the following schedule to ensure consistency of services:
 - Students will attend school 4 days a week for either a 3 hour AM session (8:00AM-11:00AM) or 3 hour PM session (12:00PM-3:00PM).

For programs which different students attend morning and afternoon sessions, the classroom and manipulatives will need to be cleaned & disinfected between sessions.

Adult Transition

Daily/weekly schedules, Community Classroom

- RSP/Learning Center
 - Students will participate in the general education model determined by the District. The IEP team will determine the appropriate level of service and services location based on the team's understanding of how the student accesses services best. The team can determine that the student is best serviced utilizing the distant learning model, in-person RSP support on the school site or a combination of both.

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- Mild/Moderate SDC- Due to the level of support IEP teams have determined for these students, the District has decided that they require a more consistent provision of services. Therefore, students placed in Mild/Moderate SDC classes will have the following schedule:
 - Students will attend school 4 days a week for either a 3 hour AM session (8:00AM-11:00AM) or 3 hour PM session (12:00PM-3:00PM).
- SDC Mod/Severe- Due to the severity and complexity of the students this program services, the District decided to utilize the following schedule to ensure consistency of services:
 - Students will attend school 4 days a week for either a 3 hour AM session (8:00AM-11:00AM) or 3 hour PM session (12:00PM-3:00PM).

Curriculum & Instructional Materials

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

Instructional Models

- Synchronous
- Asynchronous

Related Services

Staff

Special Education staff will collaborate with colleagues to sustain instructional and support services for students. Services may need to be provided through tele therapy and/or Zoom platforms.

- Education Specialists Mild/Moderate and Moderate/Severe
- Speech and Language Pathologist Services
- Adaptive Physical Education
- Psychological Assessment and Services
- Occupational Therapy

Delivery Models

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

Parent Engagement

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

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potential changes that will result from this new service delivery model. This notice will include the following information

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

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

Restriction Scenarios

Should another shelter in place order be placed and the school must shut down completely all services must be then provided 100% through distance learning. This will require IEP amendments to be drafted in order to reflect the change in placement that will occur when this happens. Staff will need to be prepared to get these prior written notices and amendments out to parents within 10 days of the school shutdown.

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

SPECIAL EDUCATION DOMAIN DIMENSIONS

Communication	Prior Written Notices (PWN) will be provided to parents, along with IEP amendments to appropriately inform parents of the services their child will receive. This will occur within 10 days of the start of the school year.
Data/Technology	Access to Siras and appropriate internet access for all IEP team members in order to ensure consent is received for all IEP documents.
Professional Development	Professional development in the following areas should be provided: <ul style="list-style-type: none"> ● Siras Updates ● Google Hangout ● Virtual Assessment Portal
Human Resources	<ul style="list-style-type: none"> ● Instructional aides will need to be more active in communicating with students at home and supporting the teacher and students virtually. ● Classified staffing will need to be rearranged in order to account for the rotating schedule
Policy/Governance	<p>Board Policy 0470 - COVID-19 Mitigation Plan BP 0470 scheduled for adoption by the Board of Education on 7/8/20 states:</p> <p>Student Support The Board recognizes that the consequences of the COVID-19 pandemic, including fear for one's safety, the economic crisis, the loss of</p>

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	<p>school-based relationships, and disruptions in student learning, impact all students but may have a disproportionate effect on the youngest students, students with disabilities, those students most vulnerable to basic needs insecurity or child abuse and neglect, and other at-risk students.</p> <p>As school campuses reopen, staff shall provide a caring and nurturing educational environment for students. The district may provide instruction on social-emotional well-being to all students, including information on how to deal with stress and anxiety in healthy ways and the importance of emotional well-being for academic success.</p> <p>Staff shall pay careful attention to students' increased mental health concerns. Counseling, other support services, and/or referrals to other agencies shall be available to assist students in dealing with the social and emotional effects of COVID-19, such as stress, anxiety, depression, grief, social isolation, and post-traumatic stress disorder.</p> <p>The Superintendent or designee may provide information to staff and parents/guardians regarding how to provide mental health support to students. The Superintendent or designee may also provide counseling to staff who are experiencing emotional difficulties as a result of COVID-19.</p> <p>Evaluation of Academic Progress Following Campus Closure</p> <p>For students with disabilities, the evaluation of academic progress shall also be used to determine whether an additional or revised individualized education program (IEP) or Section 504 plan is needed for the student to be academically successful when returning to on-campus instruction. The Superintendent or designee may prioritize urgent student need in scheduling initial and triennial assessments and annual IEP meetings. The Superintendent or designee shall ensure district compliance with all procedural timelines for IEPs and Section 504 plans as required, unless amended by executive order.</p>
<p align="center">Finances/Resources</p>	<ul style="list-style-type: none"> ● Increased cost for assessment tools- \$4,000.00 ● Gloves ● Masks ● https://www.grainger.com/product/3M-Ratchet-Faceshield-Assembly-2ELZ3 <ul style="list-style-type: none"> ○ \$30.00/each x 60= \$1,800.00 ● Plexiglas table divider for SPED assessments
<p align="center">Partners/Agencies</p>	<ul style="list-style-type: none"> ● Monterey County SELPA ● Monterey County Office of Education

Appendices & Resources

- [Special Education Guidance for COVID-19 - Health Services & School Nursing \(CA Dept of Education\)](#)
- [Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak. March 20](#)

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ENGLISH LEARNERS & DUAL LANGUAGE IMMERSION SUBDOMAIN

English learners (EL) of Soledad Unified School District shall continue to receive the necessary services and support to reinforce their English language development while simultaneously learning academic content. In the new hybrid model as the district plans to reopen in the fall of 2020 EL students shall receive English support through our resource Mondays as well as designated and integrated supports. Designated ELD (English Language Development) bolsters student's development of the English language through the four domains: speaking, listening, reading, and writing. ELD offers students the opportunity to learn how the English language works and proper use thereof. Integrated ELD removes the barriers to academic achievement providing students with the necessary scaffolds and supports to navigate each content area.

The dual immersion program began in the 2019-2020 school year. Our first kindergarten cohort will now move onto dual immersion in first grade and we will begin another kindergarten cohort for the 2020-2021 school year. Students in the dual immersion program receive 50% of their instruction in English and 50% of their instruction in Spanish. As students are placed on tracks every effort will be made to develop a dual immersion schedule that will reinforce students' academic achievement as well as their language fluency. Students will have equal access to both language model teachers. Every effort will be made to continue to provide dual immersion students with English language development as well as Spanish language development.

The instructional schedule for the DLI programs is in development as of the publishing date of this document. The document will be updated when the schedule is complete

English Learner Assessment

English Learner Proficiency Assessment for California (ELPAC)

In the spring of 2020 Summative ELPAC testing was suspended due to COVID-19. Since the suspension of the annual summative assessment, the California Department of Education has begun to explore options for students to complete the 2020 Summative ELPAC test. Initial ELPAC testing will continue as scheduled for all new incoming students identified as English learners. Additionally, the Summative ELPAC for 2021 is still as scheduled pending any changes from the state.

EL Reclassification/Redesignation

Once the state makes a determination for completion of the Summative ELPAC testing reclassification shall commence once we receive scores of students that qualify. The district will follow any additional reclassification guidelines or changes as set forth by the state.

EL Instruction

Designated ELD

English learners at both the elementary and secondary level shall still continue to receive English language support. Students at the secondary and elementary levels will continue to receive language

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development both virtually and in person. Mondays will be used for extra support for English learners that need additional language reinforcement as well as academic support.

Integrated ELD

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

Newcomers

- **Elementary students** - Continue to receive support through integrated and designated ELD, as well as, Mondays for extra support
- **Secondary students** - Designated course at secondary sites, as well as continued support through designated/ integrated ELD and Mondays for extra support

Restriction Scenarios

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

ENGLISH LEARNERS & DUAL LANGUAGE IMMERSION DOMAIN DIMENSIONS

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

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	<ul style="list-style-type: none"> ● Navigating one to one devices ● Aeries parent portal to monitor students grades ● Signing up for Google Classroom notifications to monitor completion of students online assignments and progress <p>Professional development and training needed for students:</p> <ul style="list-style-type: none"> ● Navigating one to one devices ● Navigating online learning platforms
<p align="center">Human Resources</p>	<p>Additional examiners may be needed to support the completion of initial ELPAC testing and 2020 spring Summative ELPAC testing.</p>
<p align="center">Policy/Governance</p>	<p>ELD (English Language Development) will require more flexible policies in providing students with daily support. In our current hybrid model it may not always be possible to deliver ELD to English learners on a daily basis.</p> <p>Board Policy 0470 - COVID-19 Mitigation Plan</p> <p>BP 0470 scheduled for adopted by the Board of Education on 7/8/20 states:</p> <p>Instruction/Schedules</p> <p>The Superintendent or designee shall work with school principals, teachers, other staff, students, and parents/guardians to recommend to the Board a schedule of on-campus instruction for each school. If all students cannot attend on-campus instruction for the entire school day due to space limitations as a result of social distancing requirements, the Superintendent or designee shall consider arrangements for rotating groups of students, such as on a daily or weekly basis, and/or shall provide on-campus instruction to students with the greatest need for in-person supervision.</p> <p>Priority for on-campus instruction shall be given to the lowest performing students, students with disabilities, elementary level students, students at risk of child abuse and neglect, homeless students, foster youth, and English learners. To the extent practicable, the district shall also consider the needs of essential workers, as designated in the Governor's executive orders, for child care during normal school hours.</p>
<p align="center">Finances/Resources</p>	<p>Teachers may use a variety of online English learner language learning supports to be utilized during distance learning. Additionally, the ELPAC website offers families resources in preparing their students to take the summative ELPAC assessment.</p>
<p align="center">Partners/Agencies</p>	<p>The local county of office of education, MCOE (Monterey County Office of Education), is a constant agency of support to our district, including our English learners.</p>

Appendices & Resources

[EL Resources](#)

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PRESCHOOL SUBDOMAIN

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

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

This plan will be effective for the 2020-21 School Year, beginning August 12, 2020.

Instructional Model

Daily/Weekly Schedules

The three centers will operate on an A/B Schedule with Mondays being a resource/planning day. Sessions will last 3 hours with an AM & PM session. The maximum class size will be 12 students. Students will be enrolled into either Group A with students attending on Tuesdays & Thursdays or Group B with students attending on Wednesdays & Fridays.

Blended/Hybrid Learning Model

Students will attend 2 days per week for 3 hours. The teachers will give work for the students to do at home for the days that they are not in-person.

Essential Standards

Opportunities for individual play will be offered. Students will have individual baggies for activity kits. Time will be allotted for Greeting/Big Circle time, Outside Play (6 students at a time), Free Exploration in the Classroom (6 students at a time) and handwashing before and after snack, before and after outside play activities and after using the restroom.

Assessment of Student Learning

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

Community Classroom

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

Student Health & Safety

Student & Staff Arrival

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

Room Set-up

The centers will be spaced out within each classroom to allow for 6 feet of separation.

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Cleaning

The classrooms will be cleaned and sanitized in between the AM/PM sessions indoors/outdoors. Each Center will designate 1 staff member who will be responsible for routinely cleaning, sanitizing and disinfecting the site. Staff will sanitize drinking fountains, sink knobs, toilet handles, tables, door handles, toys, and outside play equipment after each use.

PPE for Students & Staff

All staff and students must wear a face covering. Gloves will be available for staff to use for sanitizing and serving the daily snack.

Restriction Scenarios

If restrictions are raised the centers will return to Distant Learning only. Teachers would provide learning packets to students on a biweekly basis.

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

PRESCHOOL DOMAIN DIMENSIONS

Communication	Teachers will communicate In Person with Parents with Social Distancing, flyers, handouts, phone calls, and emails, School Messenger, Google Hangout Meetings, and Zoom Meetings.
Data/Technology	A survey is being conducted during enrollment to determine if students have access to a device and if they have internet access.
Professional Development	Professional Development activities will be online and virtual using platforms such as Zoom, Google Hangout, YouTube, Learning Genie, DRDP Online, Alludo, and the California Early Childhood Online (CECO) website. Collaboration with other teachers will be on Mondays (Resource Day)
Human Resources	Staff will need to conduct daily wellness checks. Staff will be required to submit to daily temperature checks. Staff will be cleaning and sanitizing frequently throughout the day. Staff will be required to wear face coverings.
Policy/Governance	<p>Board Policy 0470 - COVID-19 Mitigation Plan</p> <p>BP 0470 scheduled for adoption by the Board of Education on 7/8/20 states:</p> <p>The Board recognizes that students and staff have the right to a safe campus that protects their physical and psychological health and well-being. School campuses shall only be open when deemed safe for in-person instruction. The Board's decision to reopen school campuses for classes, before or after school programs, child care centers, and/or preschool programs shall be made in consultation with state and local health officials, the county office of education, and neighboring school districts. The district shall evaluate its capacity to implement safety</p>

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	<p>precautions and to conduct full or partial school operations, and shall consider student, parent/guardian, and community input.</p> <p>Prior to the return to on-campus teaching and learning, the Superintendent or designee shall provide to students, parents/guardians, and staff current information about COVID-19, including its symptoms, how it is transmitted, how to prevent transmission, the current recommendations from the state and local departments of public health, and any other information and/or resources to prepare for a safe return to on-campus teaching and learning. The Superintendent or designee shall also provide information on the processes and protocols the district will follow to minimize the health risks associated with COVID-19, including, but not limited to, physically separating individuals (social distancing), limits on large gatherings, the provision of personal protective equipment (PPE) such as masks and gloves, and the sanitization of facilities.</p> <p>Student Support</p> <p>The Board recognizes that the consequences of the COVID-19 pandemic, including fear for one's safety, the economic crisis, the loss of school-based relationships, and disruptions in student learning, impact all students but may have a disproportionate effect on the youngest students, students with disabilities, those students most vulnerable to basic needs insecurity or child abuse and neglect, and other at-risk students.</p> <p>As school campuses reopen, staff shall provide a caring and nurturing educational environment for students. The district may provide instruction on social-emotional well-being to all students, including information on how to deal with stress and anxiety in healthy ways and the importance of emotional well-being for academic success.</p> <p>The Superintendent or designee shall work with school principals, teachers, other staff, students, and parents/guardians to recommend to the Board a schedule of on-campus instruction for each school. If all students cannot attend on-campus instruction for the entire school day due to space limitations as a result of social distancing requirements, the Superintendent or designee shall consider arrangements for rotating groups of students, such as on a daily or weekly basis, and/or shall provide on-campus instruction to students with the greatest need for in-person supervision.</p>
Finances/Resources	<p>Additional cost of cleaning/sanitizing products, masks for students who forget them at home, no-touch thermometers and paper and printing supplies for homework packets.</p>
Partners/Agencies	<p>Quality Matters Monterey County</p> <p>Local Child Care Planning Council</p> <p>Monterey County Resource and Referral Agency</p>

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Appendices & Resources

- California Department of Public Health issued Updated Guidance for Child Care Programs and Providers at <https://covid19.ca.gov/pdf/guidance-childcare.pdf>
- California Health and Human Services Agency (CHHS) Early Learning and Care Playbook website at: <https://www.chhs.ca.gov/home/master-plan-for-early-learning-and-care/>
- CDE released a guidance document that includes a section on school-based early learning and care programs, “Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools.” <https://www.cde.ca.gov/ls/he/hn/strongertogether.asp>.

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ADULT TRANSITIONS SUBDOMAIN

Instructional Models - Adult Education, Alternative Education, Adult Transition Program

All Instruction will be of the Blended/Hybrid model consisting of both in person and distance learning. In person will be (small group) adhering to social distancing guidelines. Distance learning will consist of virtual platforms as well as distance learning packets

Adult Education

Essential Standards

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

- ESL
- High School Diploma
- Job Readiness

Course Offerings will include

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

Other Elements

Playgroups will be restructured and will operate in either small cohort in-person format or virtually. The class would run (1) day a week for a (5) week course, (5) families per group/ 2 groups per day
Childcare/Babysitting will be discontinued.

Instruction will begin in September and will run to Thanksgiving Break. Instruction will resume in February and run through May. Adult Ed classes operate 3 days a week (Tues-Thurs) 6-8:45 pm

Hi-Set testing will be reduced to 2 days a month from 4 days.

Building Capacity/Safety Protocols/Custodial

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

Instruction

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

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Testing

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

Alternative Education / Pinnacles High School

Essential Standards

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

- Mathematical Computation
- Writing
- Reading Comprehension

Assessment of Student Learning

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

Student Groups and Special Needs

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

Room Capacity & Safety

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

Safety

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

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

Bell and Master Schedule

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

Mondays will be used for Staff PD and meetings. No students will attend. Students arrive at 8:30am to 1st period and leave at 11:50am with Grab & Go Lunch/Breakfast. Students will have 3 in person classes and 1 to 2 virtual classes:

Teacher Prep	7:45-8:25 a.m.
Period 1	8:30-9:40 a.m.

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Period 2	9:45-10:45 a.m.
Period 3	10:50-11:50 a.m.
Teacher Lunch	12:-12:40 p.m.
Office Hours Twice a Week	12:45-3:10 p.m.

Independent Study will meet twice a week. Each teacher will have 4 Independent Study students. Instruction will be conducted in person and virtually. Independent study students will be offered teacher office hours.

Adult Transitions Program

Essential Standards

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

Building Capacity/Current Enrollment/Staffing

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

Instruction Schedule: Students/Staff

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

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

Transportation

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

Safety Protocols will be taught:

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

Additional Supplies/equipment needed

The district will provide items such as Thermometers and tabletop shields.

Student Health & Safety

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

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Room Set-up

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

Cleaning

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

PPE for Students & Staff

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

Restriction Scenarios

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

ADULT TRANSITIONS DOMAIN DIMENSIONS

Communication	All communication methods will remain the same with the exception of In person contact if restriction level is increased, which will limit personal contact.
Data/Technology	All HS students must have a District issued iPad.
Professional Development	All students and staff must be trained on procedures after any change in restriction level
Human Resources	Depending on Restriction level there may be an expansion of duties regarding cleaning and disinfecting or a reduction.
Policy/Governance	<p>Board Policy 0470 - COVID-19 Mitigation Plan</p> <p>BP 0470 scheduled for adoption by the Board of Education on 7/8/20 states:</p> <p>Prior to the return to on-campus teaching and learning, the Superintendent or designee shall provide to students, parents/guardians, and staff current information about COVID-19, including its symptoms, how it is transmitted, how to prevent transmission, the current recommendations from the state and local departments of public health, and any other information and/or resources to prepare for a safe return to on-campus teaching and learning. The Superintendent or designee shall also provide information on the processes and protocols the district will follow to minimize the health risks associated with COVID-19, including, but not limited to, physically separating individuals (social distancing), limits on large gatherings, the provision of personal protective equipment (PPE) such as masks and gloves, and the sanitization of facilities.</p> <p>The Superintendent or designee shall work with school principals, teachers, other staff, students, and parents/guardians to recommend to the</p>

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	<p>Board a schedule of on-campus instruction for each school. If all students cannot attend on-campus instruction for the entire school day due to space limitations as a result of social distancing requirements, the Superintendent or designee shall consider arrangements for rotating groups of students, such as on a daily or weekly basis, and/or shall provide on-campus instruction to students with the greatest need for in-person supervision.</p> <p>Priority for on-campus instruction shall be given to the lowest performing students, students with disabilities, elementary level students, students at risk of child abuse and neglect, homeless students, foster youth, and English learners. To the extent practicable, the district shall also consider the needs of essential workers, as designated in the Governor's executive orders, for child care during normal school hours.</p> <p>On-campus instruction may be prioritized for subjects that are difficult to deliver through distance learning, such as laboratory science, art, or career technical education.</p> <p>For distance learning, lessons may be delivered through live video sessions, pre-recorded lectures, or other technology-based distance learning platforms and/or the district may supplement on-campus instruction with home assignments. As much as possible, distance learning shall be provided through small-group synchronous learning.</p> <p>Appropriate training shall be provided to teachers and other instructional staff involved in distance learning, including training on how to use any technology or platform approved for distance learning by the school and opportunities for the sharing of best practices among instructional staff. Available training resources may also be provided to students and parents/guardians when necessary.</p>
<p align="center">Finances/Resources</p>	<p>PPE (thermometers, masks, shields, partitions, gloves, and suits) Unknown cost</p>
<p align="center">Partners/Agencies</p>	<p>MCOE, San Andreas Regional Center, MCBH</p>

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OPERATIONS DOMAIN

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

Instructional Calendar

Start of School Schedule

The instructional calendar was developed by committee and approved by the board prior to the COVID-19 closures. Any modifications to the calendar or start of school year schedule will be considered in the Instructional Domain.

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

Custodial Services

Cleaning Schedules

Custodial staff is continually trained on the use of cleaning materials and procedures. As new cleaning techniques, solutions, materials and procedures become available, the supplying vendors conduct training sessions for staff and supervisors. Supervisors follow up with staff to assure an understanding of the use of materials and the District's cleaning standards. Night custodians will need to have their shifts modified to a start time of 11AM to provide an overlap and concentration of cleaning resources for school sites and allow site custodians who drive students home to leave a school site.

Classrooms - In addition to standard classroom cleaning, custodians will use sanitizing solutions to clean student desks, chairs and high contact areas of classrooms at the end of each instructional day. Teachers will be provided with classroom appropriate materials for wiping surfaces (inside door knobs, pencil sharpeners, etc.), as needed, while students are in the classroom. These can be obtained from site custodians.

Restrooms - The Health & Safety Domain procedures for frequent hand washing and use of sanitizer by staff and students will minimize the transmission of viruses in restrooms. Signs will be installed in restrooms to remind students to wash before leaving. Custodians will strive to clean all contact points in student restrooms at the end of each student break to further minimize the transmission of viruses. Staff restrooms will be cleaned at the end of each day.

Health Office - The Health Aide will be provided with sanitizing wipes to be used in the event that a student has been sent to the identified in-school quarantine area. Should a student experience an instance which requires a wet clean up, the custodian should be contacted to conduct that clean up and sanitization. At the end of day the custodian will sanitize the in-school quarantine area if it has been necessary to use it.

Common Areas - High touch point areas outside of the classrooms will be sanitized while students are in class and after all staff has left. Areas such as exterior door knobs, door jams, handrails, gates, benches are all areas that are expected to be in the list of common areas. Cafeteria/multi-purpose rooms will not

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be in regular use, because of the issues of large gatherings, and will be cleaned as their use is identified. Playgrounds & swings will be roped or fenced off from use until the district moves out of restrictions.

Facilities Schedules & Use

Outside entities will not be allowed to use district facilities until the district moves out of restrictions. This provision is subject to the status of the “Civic Center” policy within Monterey County Health Department guidelines.

Transportation

Bus Schedules

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

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

Transportation for special needs students is still being developed. This transportation is based on the student’s individual educational plan and may not be optional. The delivery on required services may be done in a variety of ways and will be included in an update to this plan, once finalized.

Protocol for Student Pick-Up

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

Each student will stop at the top of the stairs so that the driver can take the student’s temperature. Students without a temperature will be allowed to continue to a seat. Students will be instructed to fold their arms across their chest while walking down the aisle in an effort to minimize touching seat backs on the way to their seat. Seating will be from the back of the bus forward. Every other seat, alternating from side to side, will be taped off to encourage social distancing. Non-family members will be seated one to a seat. Family members will be seated two to a seat.

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Students with a temperature will be asked to return to their waiting parent at the sidewalk. If no parent is present, the driver will call the dispatcher for assistance with a van that will transport the student to their school to be turned over to the Health Clerk. Students with a temperature will be asked to wear a face mask while being transported in the van.

Cleaning & Disinfecting Buses

Bus drivers will disinfect bus seats, seat backs and window areas during their mandatory inspection of all seats for students left on the bus. This inspection requires that the driver walk from the driver's seat to the back of the bus, inspecting all seats. Disinfecting materials will be kept on the bus, in a driver only accessible area in the event that disinfecting is necessary during a route and for use after the route.

Food Services

Food service plans are contingent on the State providing a waiver from current requirements. Recently, some waivers have been provided by the Federal government for the provision of meals in a similar manner that was begun in March of 2020. State waivers have not been granted yet, but are expected; should waivers not be granted, plans will be adjusted. Due to issues with large gatherings and the prohibition of buffet options for meals, all meals will be pre-bagged in individual servings.

Food service staff are all Serve Safe certified in the proper health and safety rules, regulations and protocols of meal preparation and distribution. As part of their regular procedures they wear hair nets, gloves and disposable aprons. Face masks were added after the onset of the pandemic. The regular washing of hands, equipment and surfaces are included in their daily routines.

Breakfast & Lunch - Students exiting the school at the end of the day will walk past the meal table where bags containing that day's lunch and the next day's breakfast will be available for grab-n-go. Students will need to provide their student ID number to the Cafeteria Clerk for the required data collection of meals served used for reimbursement. The bag will be taken home for consumption, not eaten on school grounds or on buses.

Students not in school - Meals will be available for students not present through the drive through grab-n-go process that was established in March. Meals will be available at all school sites. The presence of students is not necessary to pick up meals; however, those picking up meals must have the student ID number to provide to the clerk. Student ID numbers will be sent to the address of residence for parent/guardian use.

A student supper program will be implemented if the state approves the appropriate waivers.

Planning for food service for After School Program students and Preschool students is in progress. It is anticipated that ASP students will eat their lunch on campus, socially distanced before reporting to ASP classrooms.

Enrollment & Attendance

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

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communicate with families to resolve missing or incomplete information, providing opportunities for distanced response.

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

Under the instructional plan developed above, attendance will continue to be collected within the first 30 minutes of each instructional day for students assigned to be in attendance that day. It is expected that latitude will be needed for tardies during the first week of school as students, parents and staff get acquainted with the new protocols. Students scheduled to be participating in distance learning will need to be marked as attending when the teacher receives contact from the student. An outgoing contact from a teacher (phone call, email, text message) will not be sufficient to count as attendance. Attendance will require incoming contact from the student (video, phone call, email, text message) each day. Teachers will continue to record attendance directly in Aeries.

Changes to attendance, including the requirement that students actively participate in distance learning on a daily basis, in order to be marked “present” should be included in the annual update to student handbooks that are distributed at the beginning of each school year.

Other Areas

ASB Finance

ASB Finance is a developing area. The depth and volume of this area is contingent on the overall instructional plan and how it incorporates extra-curricular activities. As that information becomes available, any changes to the way that ASBs conduct business will be incorporated into the activities themselves.

Athletics

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

1. Two Seasons: Fall and Spring-In examining the most effective way to conduct Fall, Winter and Spring sports for the 2020-2021 school year, the decision was made to condense three seasons into two, primarily to help with the spacing between particular sports and the overlap of certain sports between seasons.
2. Length of Regular Seasons: In prior years, the length of the regular season for each sport could be vastly different from one sport to the next. This calendar has allowed us to standardize the length of the regular seasons to approximately 65 days. While the number of days per sport has been somewhat reduced, we have not reduced the maximum number of allowable contests.
3. Section Championships: The 2020-2021 sports calendars allows for a full Section Championship experience, which means the same number of champions in each sport, the same number of divisions in each sport, and the same number of guaranteed entries from leagues advancing to the playoffs in each sport as in previous years.

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4. CIF Regional/State Championships: The CIF State Office has made the decision to streamline the CIF Regional and CIF State Championships competitions/tournaments to no longer than one week, once our CCS Championships have concluded.
5. Summertime Rules Extended: Beginning on June 5, 2020, all CCS Schools moved into Summertime Rules meaning your athletic programs are under the authority of the high school principal. It has been decided that Summertime Rules will be extended from July 26, 2020-December 12, 2020. As schools open and students return, provided state and local health authorities deem it safe to do so, schools can begin their pre-season preparations as they see fit, depending on what is allowed by health authorities during that time period.

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

Restriction Scenarios

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

OPERATIONS DOMAIN DIMENSIONS

Communication	Signage to both instruct, remind and inform those that enter district facilities on the importance of social distancing and what that looks like is being developed or installed at all sites. Additional signage on the importance of properly washing hands with soap and water will also be installed in classrooms, restrooms and lounges. Prior to the beginning of school a communication needs to go out to parents on the need to register their children for transportation. Parent handbooks & news letters should include information on the cleaning protocols that are being used, the board policy on bus ridership and the need to register to ride district buses, the expectations for attendance during blended learning and the availability of meals through the grab-n-go model.
Data/Technology	Technology will need to assure that the cafeteria clerk has access to the meal program for recording student meals while the clerk is outside of the cafeteria during the grab-n-go distribution. Bus drivers will need to have a thermometer for each bus.
Professional Development	Bus drivers will need to be trained on the use of thermometers and what constitutes a temperature. Custodial staff will need ongoing training on the use of new cleaning materials. Teachers will need instruction on the periodic cleaning of high touch areas within a classroom while students are in class.
Human Resources	The shifting of night custodians to a modified day shift will need to be negotiated with CSEA.
Policy/Governance	Board Policy 0470 - COVID-19 Mitigation Plan BP 0470 scheduled for adoption by the Board of Education on 7/8/20

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states:

Student Absence and Attendance

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

Students who are infected with COVID-19 shall be excluded from on-campus instruction until a medical provider states in writing that the student is no longer contagious. (Education Code 49451; Health and Safety Code 120230; 5 CCR 202)

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

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

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

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

Social Distancing

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

1. Within classrooms, space desks at least six feet apart and position them in a way that limits students facing each other
2. Stagger students in areas of high traffic, such as when students are using lockers, lining up for class, or passing between classes
3. Mark six-foot boundaries within classrooms, common areas, outdoor spaces, and places where students are likely to gather so

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that students and staff are more readily aware of and can more easily abide by social distancing requirements

4. Utilize restroom stalls and sinks in a manner that allows for social distancing, such as limiting the number of students and/or staff who may use the restroom at a time, blocking off every other stall or sink from use, and/or marking six-foot boundaries
5. Minimize the mixing of students from different classrooms in common spaces, such as in cafeterias and libraries
6. Conduct recess and physical education classes in a manner that allows for social distancing and minimizes the use of physical education equipment
7. Assess the capacity of school buses and develop a plan for bus routes and bus seating consistent with social distancing objectives
8. Encourage students to walk, bicycle, or travel by private vehicle to reduce the number of students traveling on school buses. Schools may provide designated areas with proper distancing for bicycles to be stored during the school day, and may mark spaces for private vehicle drop-off and pick-up zones.

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

Sanitization of Facilities and Equipment

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

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

Food Services

The Superintendent or designee shall ensure that students have access to clean drinking water other than through a drinking fountain, and food which is procured, stored, and served in a manner that reduces the likelihood of

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	<p>COVID-19 transmission and follows state and national guidelines for nutrition.</p> <p>For meals that are consumed on school grounds, the Superintendent or designee shall ensure that students will be able to maintain proper social distancing while eating. In order to do so, the Superintendent or designee may consider the consumption of meals in classrooms, gyms, the outdoors, and/or other district grounds.</p> <p>Meal service shall also be available to students participating in distance learning, which may include and/or entirely consist of a "grab and go" service or delivery.</p> <p>Due to the changing financial circumstances of many families as a result of COVID-19, the Superintendent or designee shall regularly provide information to students and parents/guardians regarding the free and reduced-price meal program, eligibility, and how to apply for the program.</p> <p>Community Relations</p> <p>Use of school facilities by persons or organizations for community purposes involving large gatherings shall be suspended until the Board determines, consistent with guidance from state and local health officials, that it is safe to resume such activities. The Superintendent or designee may only grant an exception if the number of participants in the activity will be limited and the person or organization follows the processes and protocols established by the district to minimize the health risks associated with COVID-19.</p>
Finances/Resources	<p>The cost of cleaning materials and supplies are incorporated in the Operations budget. The one time cost for high cost items that increase the effectiveness of cleaning and provide for time savings may be applied CARES funding. The decline in meals served with no offsetting reduction in fixed costs (staff) will result in a program that expends more than it earns. This situation may require a contribution from the General Fund.</p>
Partners/Agencies	<p>Sodexo (Food Service)</p>

Appendices & Resources

[2020-21 CCS Starting Dates](#)

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HEALTH & SAFETY DOMAIN

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

Staff Temperatures & Testing

Protocols for Arrival

Any person entering a district facility will be asked if they are experiencing any symptoms of illness or have traveled recently. Staff will have one entry point to enter the campus or work location separate from the student entrance.

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

If a staff member has a temperature, they will be asked to return to their car where they will immediately contact their supervisor who will coordinate coverage for their absence.

All incidences of high temperature or health concern will be recorded; the district nurse will create a form to be used at all district facilities.

These forms will be kept in a binder in the Health Clerk's office.

Student Temperatures & Testing

Protocols for Arrival

All students will have their temperatures taken upon entry into the school site. Students will enter through one entry point with socially distanced tables set up at the entrance to take temperatures of all students that enter the site. Tables will display signage of the student's first letter of last name for their temperature to be taken; (EXAMPLE A-F/G-L/M-S/T-Z).

Current employees will be assigned as temperature takers. Parents will not be allowed to enter sites, unless they are parents of special needs students or parents of Kindergarten or Preschool students, during the first weeks of school. Those parents will be allowed to enter the school site to escort their child to their classroom. All accompanying parents will have their temperatures taken. If a parent has an above normal temperature, s/he will not be allowed to enter the school site.

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

If the student does appear to be ill the parent will be called to pick up their child, the health clerk will radio

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the office to inform the secretary to call the parent and have them pick their child up. When the parent arrives, they will call the office to notify the secretary that they are there to pick up their child, upon entering the office the parent will have their temperature taken prior to being allowed access to the campus to receive their child from the multi-purpose room. The health clerk will remain in the multi-purpose room with all students until picked up.

Facilities Protocols & Measures

Public / Reception Areas/Visitors Protocols

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

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

Parents will not be able to drop off items to students during the school day, except in emergencies, for example, medications. If a parent is dropping off an item for their child, they must call the front office to inform them of their visit, they must have their child's item being dropped off in a sealed bag. The principal will designate a location for parents to drop off items. The student will be called to the office to retrieve their item that was dropped off. There should be no reason for any staff to come into contact with items being dropped off.

Restrooms

School sites should limit the access of accessible restrooms based on the number of students attending the site daily. Site administrators will need to monitor the use of restrooms by students. Example: If 200 students are present at a school site, three designated restrooms should be available. A pupil supervisor can be placed at each restroom with chairs socially distanced placed outside of the restroom, only two at a time will be allowed into a restroom at one time. Signage will need to be prominently displayed in the restrooms identifying proper health and safety procedures.

Holding Areas for Ill Students & Staff

When a staff member becomes ill while at work; they will immediately report their symptoms to the administrator. They will isolate themselves as best as possible while the administration finds coverage for their work location. The staff member will be allowed to leave the work site and pursue medical attention.

When a student becomes ill, whoever observes the illness will isolate the student as best as possible; notify the health clerk/main office. The health clerk/staff will escort students to a designated isolated space; school sites must designate an isolated space for ill students. The parent will be called immediately to pick up their child and follow the same procedures as outlined for visitors. Students will not be allowed entry into the office unless escorted by a staff member. Staff will be encouraged to stay home if not feeling well. Parents will be encouraged to keep their children home if not feeling well.

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Classroom Safety Management

To insure social distancing in the classroom desks will be appropriately spaced, student seating charts will abide by social distancing regulations. Site administrators will work in collaboration with teachers to determine the safest classrooms configurations for students and type of furniture needs of students.

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

When students exit or enter the classroom, they will line up according to social distancing rules by placing markers on the ground for lining up, spacing markers can also be placed on walls to remind students.

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

All classrooms will display signage of safety procedures:

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

Personal Protective Equipment

The District will provide:

- 10 Thermometers per school site
- 2 Thermometers for each district department
- 4 Thermometers for CEC
- Appropriate batteries for the devices are not rechargeable
- Disposable face shields/Smocks for
 - Health Clerks
 - Staff working with students who require bodily fluid management
- Disposable Masks
- Disposable Gloves

Safety Training

Employee Training

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

Student Lessons

Upon the start of the school year, teachers will PBIS-formatted safety lessons which will include:

- School Arrival/Departure protocols

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

Lessons will be conducted during in-person instruction.

Restriction Scenarios

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

HEALTH & SAFETY DOMAIN DIMENSIONS

Communication	<p>Prior to the onset of the new school year Principals and department heads will be required to notify their staff and families of the new procedures that will ensure safety to all staff, students, and parents.</p> <p>School sites will utilize auto dialer, email, and paper mail.</p> <p>District personnel will be notified through email.</p>
Data/Technology	<p>Describe data and technology is needed to carry out the Domain activities.</p>
Professional Development	<p>All staff will be required to receive professional development on new protocols and safety procedures.</p> <p>As information is received through the Health Department, this information will be shared with Administrators and department heads. Those who oversee departments will be required to keep their staff updated and informed on the latest safety information.</p> <p>Site administrators will be required to update their families on a regular basis as updated information is available.</p>
Human Resources	<p>Human Resources will coordinate additional staffing needs. In the event staff is required to perform duties outside of their scope of work, bargaining units will be notified and negotiated.</p>
Policy/Governance	<p>As the health department and state guidelines are developed, Board policies will be updated and adopted.</p> <p>Board Policy 0470 - COVID-19 Mitigation Plan</p> <p>BP 0470 scheduled for adoption by the Board of Education on 7/8/20 states:</p> <p>COVID-19 MITIGATION PLAN</p> <p>The following policy establishes actions that will be taken by the district to provide a safe learning and working environment during the coronavirus (COVID-19) pandemic, and shall supersede any conflicting language in existing district policies or administrative regulations until the Governing Board determines that the need for this policy no longer exists. The Board</p>

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acknowledges that, due to the evolving nature of the pandemic, federal, state, and local orders impacting district operations are subject to change without notice. In the event that any federal, state, or local order may conflict with this policy, the order shall govern.

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

Health Screening of Students

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

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

Student Absence and Attendance

Students who are infected with COVID-19 shall be excluded from on-campus instruction until a medical provider states in writing that the student is no longer contagious. (Education Code 49451; Health and Safety Code 120230; 5 CCR 202)

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

Social Distancing

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

1. Within classrooms, space desks at least six feet apart and position them in a way that limits students facing each other
2. Stagger students in areas of high traffic, such as when students are using lockers, lining up for class, or passing between classes

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

Personal Protective Equipment and Hygiene Practices

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

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

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

Staff

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

Follow-Up with Infected Persons/Contact Tracing

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	<p>The Superintendent or designee shall work with county health officials to track confirmed cases of students and staff with COVID-19, including, but not limited to, following up with students, their parents/guardians, and staff who exhibit symptoms while at school and those who report an absence or miss work due to illness. The Superintendent or designee shall report confirmed cases to local health authorities.</p> <p>If a student, family member of a student, or staff member has tested positive for COVID-19, the district shall assist local health officials in conducting contact-tracing to identify potentially exposed individuals and ask them to self-quarantine, which may include not participating in on-campus instruction. While maintaining the privacy of the infected person, the district shall inform other students and staff with whom the infected person may have had contact in school.</p>
Finances/Resources	<p>Significant resources from the CARES act will be utilized for purchase of thermometers, face-masks, PPE, sanitizing stations and more.</p>
Partners/Agencies	<p>The Monterey County Health Department as well as the Monterey County Office of Education.</p>

Appendices & Resources

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

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

[Pandemic Response Template for COVID-19 May 2020](#)

[Schools-Decision-Tree](#)

[COVID-19 Infographic Questions English](#)

[COVID-19 Infographic Questions Spanish](#)

[MCHD_2019 FAQs Schools English.pdf](#)

[MCHD_2019 CoV FAQ Schools Spanish.pdf](#)

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STUDENT SUPPORT DOMAIN

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

Basic Needs:

In order to meet students' basic needs, students will:

- Be met by school staff that is welcoming.
- Be provided with information about who their counselor and support staff are and their role at the school, especially, for new students and transitioning grades.
- During the first week learn about their transitioning into this new school blended model with teachers and support staff.
- Participate in community building activities to help them develop relationships with their teacher, staff and other students.
- Continue receiving school lunch currently in place.
- Receive ongoing support with devices and internet connection
- Be administered a Social Emotional Learning (SEL) screener in Illuminate to help staff determine students' needs.
- Participate in a SEL lesson map at the beginning of the school year presented by counselors addressing needs at each school site.

School Supplies & Necessary Learning Resources

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

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

Connecting to Learning

Outreach to Distance Learning Non-Participants

When students return back to school, it is imperative that support staff develop relationships with students and their parents to allow for effective student outreach. Outreach to non-participating students and/or families will consist of home visits, evening calls because of parents' work schedules, posting office hours of days and times during the week where parents know how to reach support staff. Support staff contact information will be placed in registration packets going home to parents. Also, the district will utilize current staff with translation services to help teachers and support staff make that contact connection with families from the very onset.

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Social Emotional Learning

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

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

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

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

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

Social Emotional Support

Access to Counseling Support

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

District services would be made accessible to students by support staff posting their translated services information and hours of operation on their school site and the district websites. Also, an in-school student support matrix would be made available to every staff member at the school site, so that they know who and where students can go to receive counseling and other support services. Finally, we will revise our current referrals methods of students to their counselors making it easier for counselors to know struggling students in order to provide immediate support.

Connecting to Mental Health Supports

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

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In addition, students have access to Monterey County Behavioral Health (MCBH), which offers free services to the community, and families with medical insurance are encouraged to use their health care providers to access mental health services.

Student Outreach

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

Student outreach consists of programs and agencies coordinating tabling through club carnivals, during student registration and at lunch times where they are accessible to students. During this time, they share with students the different services they provide. For example, students referred to programs such as Sun Street centers are provided services, which also include drugs and life skills training.

Furthermore, support staff go into the classroom and they work closely with the Health, Get focused, Stay focused and the 11th grade classes to present their services.

Finally, support staff receives communications from students through Sprigeo, which has been very helpful in reaching out to students and linking students with support and mental health services. The reports and notifications generated from Sprigeo have been very helpful in providing services students need.

Trauma-informed Practices

Trauma Informed Practices (TIP) would be vital for students in the fall as they return back to school. Relationship building with students in the classroom would be a simple strategy to begin Trauma Informed practices. This can be achieved by making the conscious effort to set aside time to get to know students, create a safe learning environment and support students emotionally first, in order to support them academically. Support staff will have access to archived videos on TIP and activities available through MCOE, coupled with the use of CASEL materials and Zones of Regulations strategies. At the high school Restorative Justice Partners, Inc. will provide support and training (PD) on conflict to encourage accountability, reparation, and empathy, practices of Restorative Justice along with prevention and mediation tools that incorporate how to facilitate circles.

Academic Guidance & Master Scheduling

A consideration for the fall would be to create an advisory period in our master schedule or finding time on a weekly or daily basis that will allow support staff to check in with students during that time.

College Preparation

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

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Referral to 3rd Party Providers

Protocols for Engaging with Outside Agencies

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

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

Orientation & First Days of School

Orientations for Middle & High School Students

Student orientation is conducted through the Summer Bridge program which occurs during the week of registration, the Link Crew offers a whole week of orientation to incoming students. At the middle school the Web program assists with student orientation and helps with peer to peer connections especially with the incoming 6th grade students. In the fall, these programs may have to adjust and conduct their orientation and support virtually.

Planning for First Days of School.

Support Staff will:

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

Restriction Scenarios

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

They will help students understand the new changes and support them with their understanding and transitioning towards the new blended model. Teachers and students will revisit their school SEL/PBIS rules and together in order to create respect agreements in the classroom. Support staff will teach students how they can achieve the expected behavior and let students understand the transitioning process in a positive way.

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STUDENT SUPPORT DOMAIN DIMENSIONS

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

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Policy/Governance	<p>SUSD staff will adopt CDE guidelines for student support, and district-wide discipline practices would be revised to be less punitive, fair and more supportive by incorporating SEL and Restorative Justice practices. In addition, cultural responsiveness and racism policies will be revisited.</p> <p>Board Policy 0470 - COVID-19 Mitigation Plan</p> <p>BP 0470 scheduled for adoption by the Board of Education on 7/8/20 states:</p> <p>Student Support</p> <p>The Board recognizes that the consequences of the COVID-19 pandemic, including fear for one's safety, the economic crisis, the loss of school-based relationships, and disruptions in student learning, impact all students but may have a disproportionate effect on the youngest students, students with disabilities, those students most vulnerable to basic needs insecurity or child abuse and neglect, and other at-risk students.</p> <p>As school campuses reopen, staff shall provide a caring and nurturing educational environment for students. The district may provide instruction on social-emotional well-being to all students, including information on how to deal with stress and anxiety in healthy ways and the importance of emotional well-being for academic success.</p> <p>Staff shall pay careful attention to students' increased mental health concerns. Counseling, other support services, and/or referrals to other agencies shall be available to assist students in dealing with the social and emotional effects of COVID-19, such as stress, anxiety, depression, grief, social isolation, and post-traumatic stress disorder.</p> <p>As needed, the district may provide referrals of students and families to basic needs assistance or social services, and may assess students for eligibility for the free and reduced-price meal program or assistance under the McKinney-Vento Homeless Assistance Act.</p> <p>The Superintendent or designee shall ensure that staff understands their obligations as mandated reporters to report suspected child abuse or neglect, regardless of whether the student is on campus or participating in distance learning.</p> <p>The Superintendent or designee may provide information to staff and parents/guardians regarding how to provide mental health support to students. The Superintendent or designee may also provide counseling to staff who are experiencing emotional difficulties as a result of COVID-19.</p>
Finances/Resources	<p>Providing student support will rely upon resources included in the district's Local Control & Accountability Plan. Resources in the LCAP are provided for:</p> <ul style="list-style-type: none"> ● MCBH Therapists ● Sun Street Center (services for secondary students) ● Harmony at Home (services for elementary students)
Partners/Agencies	<p>The district will partner with the following agencies and programs in providing student support: Community Health Resources, Partner for Peace, YMCA, South County Resource Guide, SunStreet Center,</p>

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	Monterey County Behavioral Health, YWCA, MCOE, Harmony at Home, Monterey County Food Bank, Salvation Army, McKinney-Vento, and Restorative Justice Partners, Inc.
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Appendices & Resources

[Social Emotional Wellbeing](#)

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

[The First 20 Days](#)

[Harmony at Home](#)

[Sun Street Centers](#)

[Monterey County Behavioral Health](#)

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FAMILY ENGAGEMENT DOMAIN

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

Family Engagement

Family Engagement

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

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

Communication with Families

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

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

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- Social Media
- Counselors in contact with parents

Work with Outside Agencies / Entities for Support

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

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

Participation in Decision-Making

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

After School Program

Enrollment

All after school programs students, including students of employees, will be on a first come first serve basis. The after school program will register the first 20 students for each class to follow health and safety protocols of state and county health guidelines. The after school program registration this year includes a line requesting parent’s employment information. In the event the district provides after school program space for essential workers the after school program will use this information to determine each families need.

Schedule

The schedule of the after school program shall follow the instructional model of the regular school day. Students grades K-3 shall be placed on two day, in person, learning tracks. Track A, K-3 students shall attend school in person on Tuesdays and Wednesdays between the hours of 8:00 am - 12:30 pm (approximate times, subject to change). Track B, K-3 students shall attend school on Thursdays and

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Fridays between the hours of 8 am - 12:30 pm (approximate times, subject to change). Kindergarten through 3rd grade students that attend track A during the regular school day shall attend after school program on track A days (Tuesdays and Wednesdays). K-3 track B students will attend an after school program on track B days (Thursdays and Fridays). Elementary students in grades 4th - 6th shall attend a similar day in length to their K-3 counterparts. Fourth grade through sixth grade students shall be placed on a track A, B, C, D dependent upon class size and school site. These 4th - 6th grade tracks will be assigned a corresponding track to attend after school program. A similar model of 4th-6th grade students is planned for after school program students at Main Street Middle School. Middle school students will be placed on an A, B, C, or D track and will be assigned the same corresponding day to attend after school program.

Academic Learning

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

Staffing / Service Providers

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

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

Safety Protocols

All after school program staff will be required to wear PPE (personal protective equipment); this includes face masks and gloves. Students will follow the guidelines of the district and health department and will wear a mask when protocol requires such. Students will be incrementally placed 6 feet apart to allow for social distancing from each other. Student staff ratios will be lower to allow for appropriate social distancing and to ensure the health and safety of staff and students. After school program will follow the same medical safety procedures of the regular instructional day. This will include but is not limited to having a safe space for sick students and staff, thermometers on hand to check the temperature of students and staff, wearing PPE, and monitoring the use of materials as well as the number of students in the bathroom at one time.

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Foster / Homeless Youth

District-Provided Services

Our at-promise student groups, including foster youth and homeless youth, remain a constant focus for support and intervention. Family liaisons monitor the needs of our foster and homeless youth through email, phone calls, and in-person consultations. District services may include but are not limited to:

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

Parent Social & Emotional Support

District-Provided Services

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

Support & Resources

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

- Liaisons
- Truancy clerks
- Clerk typists
- Translators
- District wide intervention coordinator
- District wide truancy support
- Office staff
- Counselors
- School psychologists
- COST teams
- PBIS teams
- SST teams

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- Health aides/ district nurses
- CTE coordinator
- Gear-Up at the high school

Parent Education

Supporting Student Learning

For the safety of our families and students parent education opportunities may be offered virtually. To ensure students are participating in virtual distance learning contact will be made with families to check-in on the progress of students and offer necessary support when needed. Virtual parent trainings may include but are not limited to:

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

Use of Technology

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

Student Health & Safety

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

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

Restriction Scenarios

Soledad Unified School District shall continue to support our families and students in the face of all possible restrictions. Shall community health conditions improve and allow for in person contact the

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district shall explore the option of more in-person parent trainings. Conversely shall local health conditions increase in the number of positive COVID cases the district shall continue to pursue virtual parent education opportunities.

FAMILY ENGAGEMENT DOMAIN DIMENSIONS

Communication	Engaging family opportunities shall be shared with students, staff, parents and community through continued use of our auto calls, the district website as our central location for all information and wherever possible share through in person to person contact.
Data/Technology	<p>Family Engagement will rely upon technology including School Messenger, Class DoJo, Auto dialer (Aeries program), the district’s website along with Zoom, SeeSaw and Google Classroom</p> <p>Parents will be invited to opt into the school messenger app to receive latest information and school updates, via text messages.</p>
Professional Development	<p>Professional development as needed by the staff:</p> <ul style="list-style-type: none"> ● Implicit biases, zones of regulations ● SEL (social emotional learning) ● Health protection procedures for all staff/ students ● Trauma informed training / Teachers aware of abuse / domestic violence ● Customer service ● Teachers mental health ● Human trafficking ● Reasonable expectations for completion of student work - 13.5 hours / 1 credit <p>Professional development as needed by parents:</p> <ul style="list-style-type: none"> ● How to support students learning at home ● Human trafficking ● Reducing stress ● Human trafficking ● Health protection procedures for all staff/ students <p>Professional development as needed by students:</p> <ul style="list-style-type: none"> ● Human trafficking ● SEL (social emotional learning) ● Reducing stress ● Health protection procedures for all staff/ students
Human Resources	The district will explore use of university interns to earn service learning credit to support students with social emotional learning and tutoring. Whenever possible the district shall look to our own resources versus paying for outside services.
Policy/Governance	<p>Given the safety of our students and staff policies shall be in place for parent volunteers and visitors. The district shall share written policy for safe use of one to one devices and learning platforms with parents.</p> <p>Board Policy 0470 - COVID-19 Mitigation Plan</p> <p>BP 0470 scheduled for adoption by the Board of Education on 7/8/20</p>

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	<p>states:</p> <p>Community Relations</p> <p>The Superintendent or designee shall use a variety of methods to regularly communicate with students, parents/guardians, and the community regarding district operations, school schedules, and steps the district is taking to promote the health and safety of students. In addition, the members of the Board have a responsibility as community leaders to communicate matters of public interest in a manner that is consistent with Board policies and bylaws regarding public statements.</p> <p>While the Board recognizes the rights of parents/guardians to participate in the education of their children and the critical importance of parental involvement in the educational process, all visitors and volunteers are encouraged to respect guidelines regarding social distancing and large gatherings. School visitors and volunteers shall be limited in number and expected to observe all district protocols for COVID-19. The Superintendent or designee may place signage around the school advising that visitors and volunteers may be required to use PPE while on school sites and interacting with school personnel, and may keep a supply of such equipment available for their use.</p>
<p align="center">Finances/Resources</p>	<p>Finances to be more focused on addressing pandemic needs such as but not limited to student distance learning, intervention & support, and social and emotional learning. Increased need of janitorial staff to assist with cleaning and disinfecting. Additionally, whenever possible the district shall look to our own resources versus paying for outside services.</p>
<p align="center">Partners/Agencies</p>	<p>See subsection above titled: Work with Outside Agencies / Entities for Support, for a list of possible community partners.</p>

Appendices & Resources

- [Covid-19 School Closure Updates & Parent Resources](#)
- [Soledad Unified School District Parent Online Learning Guidance](#)
- [Distrito Escolar Unificado de Soledad Guía de aprendizaje en línea para padres](#)
- [Child Care Resources](#)
- [Forward Together Initiative/Iniciativa Avanzando Juntos](#)
- [Parent Resources During School Closures – Soledad Unified School District](#)

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COMMUNICATION PLAN

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

The goals of the district communication plan are:

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

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

- Our District has role to play in limiting the spread of COVID-19
- While our school campuses may have limited access during the COVID-19 pandemic, instructional services and support for students continue; district staff are working very hard to build strong Hybrid learning programs for schools.
- Distance learning is a new approach for many students and teachers. Building a high-quality distance learning program takes time and training. The Districts Educational Technology team and instructional leaders are working hard to help schools to set up systems that serve all students well.
- The negative financial impact of this pandemic may impact the district and our community. We are preparing for reductions to our education budgets.
- Our district appreciates families' patience during this challenging time. We know that families feel a range of new pressures, challenges, and burdens. The [Covid-19 School Closure Updates & Parent Resources](#) offers a variety of resources, including: information on free school meals, distance learning supports, mental health supports, and more.

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

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

Situational Awareness with Local Authorities

The Superintendent's office will monitor updates from the California Department of Public Health, Center

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for Disease Control, and the Monterey County Health Department as well as the Monterey County Office of Education to ensure it has the most current information and guidance regarding COVID-19.

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

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

Communicating Confirmed Cases of COVID-19

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

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

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

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

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

Staff Training

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

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

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Restriction Scenarios

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

COMMUNICATION PLAN DOMAIN DIMENSIONS

Communication	<p>Strategic Planning & Messaging</p> <ul style="list-style-type: none">• Our district will update public FAQs regularly or more often as information changes.• The Superintendent will participate in county Joint Information meetings to ensure consistent messaging.• Our district will develop a schedule that ensures regular updates to the website and social media so that the public feels informed.• Our district will monitor social media, as well as website metrics, to determine what information is proving most useful to the community. <p>Media Relations</p> <ul style="list-style-type: none">• Respond to media inquiries promptly.• Consider a media briefing/availability at the point that schools reopen. Use this forum to address issues around possible future school closures, hygiene protocols, student trauma, etc.• <p>Internal Communications</p> <ul style="list-style-type: none">• In all messaging, we will convey that the Soledad USD cares and will take all steps possible to address individual needs including students at home, their families), etc.• The district's website Soledad Unified School District – Every Student Every Day will provide a hub for recess resources for employees, including FAQs.• This District will hold regular forums with employees and parents/guardians to discuss and take input on the implementation of its hybrid learning program. <p>Community Relations</p> <ul style="list-style-type: none">• District office staff will provide presentations and regular communication to our Board of Trustees outlining all district actions to date, and share this presentation through BoardDocs.• Our district will ensure that all public-public communications are translated into Spanish.• Our District will be responsive to social media/email/phone inquiries from the members of the public. <p>Website / Collateral</p> <ul style="list-style-type: none">• Our website will be updated any time there is new information to share.• Develop and maintain an online list of resources for families. <p>Social Media/ Visual Storytelling</p> <ul style="list-style-type: none">• Our district will post information during the school week to Facebook.• Our district will use graphic, photo, or video focused more on children doing activities with parents, handwashing, etc.)• Consider creating and posting short videos.• Share/retweet posts from county partners as appropriate.
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Data/Technology	<p>Communications will require</p> <ul style="list-style-type: none"> ● Website update ● School Messenger
Professional Development	<p>Training for staff will need to include:</p> <ul style="list-style-type: none"> ● Training for family liaisons and other school staff in communication with parents/guardians. ● Principals may need to be trained in utilization of communication platforms to maintain consistent messaging related to health and instructional updates, ongoing.
Human Resources	<p>Select district staff will need to be designated for specific roles in follow-through on consultation and communication plan.</p>
Policy/Governance	<p>BP 0470 COVID-19 Mitigation Plan</p> <p>BP 0470 scheduled for adoption by the Board of Education on 7/8/20 states:</p> <p>Prior to the return to on-campus teaching and learning, the Superintendent or designee shall provide to students, parents/guardians, and staff current information about COVID-19, including its symptoms, how it is transmitted, how to prevent transmission, the current recommendations from the state and local departments of public health, and any other information and/or resources to prepare for a safe return to on-campus teaching and learning. The Superintendent or designee shall also provide information on the processes and protocols the district will follow to minimize the health risks associated with COVID-19, including, but not limited to, physically separating individuals (social distancing), limits on large gatherings, the provision of personal protective equipment (PPE) such as masks and gloves, and the sanitization of facilities.</p>
Finances/Resources	<p>Resources will be needed to support the Communications/Consultation plan including</p> <ul style="list-style-type: none"> ● District website maintenance and updating (LCAP-funded) ● School messenger (parent text tool) license (LCAP-funded) ● Compensation costs for translation of documents and virtual content into Spanish language
Partners/Agencies	<ul style="list-style-type: none"> ● Monterey County Department of Health ● Monterey County Office of Education ● California Department of Public Health ● California Department of Education

Appendices & Resources

[COVID-19 Planning Guidance for Monterey County Schools and Districts](#)

[CDC Guidelines for COVID-19](#)

[Public Health Guidance for Community-Related Exposure](#)

[If You Are Sick or Caring for Someone](#)

[HIPAA and COVID-19](#)

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LOOKING FORWARD

The Soledad Unified School District School Reopening Framework is a living document. Since its development began, there have been changes in the COVID-19 data in Monterey County. Such fluctuations have necessitated the development of a distance/online-only learning program. This plan contained in a separate document was developed with the engagement of employee organization representatives, certificated and classified staff, and administrators as well parent input.

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

Acknowledgements

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

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