



# Alvord Unified School District

Our Promise: All students will realize their unlimited potential.

## REOPENING ALVORD SCHOOLS Continuity of Learning 2020-2021

Originally Presented to the Board and Community on June 25, 2020

**REOPENING SCHOOLS 2020-2021: A REPORT TO THE COMMUNITY**





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## **PLAN PRINCIPLES**

**Adaptable**

**Responsive to the Conditions Changing**

**Informed by Public Health Guidelines**

**Informed by Stakeholders**

**Inequity are products of design. They can be redesigned.**







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## Framework

**Equity. Access. Coherence.**

**The shared depth of understanding about the nature of this work.  
Continuous Improvement and Monitoring and Communicating.  
Reopening/Continuity of Learning goals are rooted in practical, not  
just philosophical, equity.**





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## TIMELINE

**May 22, 2020**

**Task Force Formed**

**June 5, 2020**

**Task Force Assembles Focus Groups and Identifies Assumptions to Guide Work**

**June 19, 2020**

**RCOE Releases Guidelines for Schools in Riverside County**

**June 20-29**

**Focus Groups Meet**

**June – July 8**

**Community Updates**

**July 9**

**Board Study Session: Task Force Recommendations**

**July 10-15**

**Special Meetings of the Board of Education TBD**

**July 16**

**Regular Meeting of the Board of Education**

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<b>TASK FORCE FOCUS GROUP</b>	<b>FACILITATOR</b>
Communications and Public Information	Alejandro Cisneros, Coordinator, Family Engagement
Curriculum and Instruction	Emily M. Devor, Ed.D., Director III, Elementary Education
Business and Operations	Kevin Emenaker, Administrative Services
Student Support Services	Ian Fish, Assistant Director Student Services
Personnel and Risk Management	Bob Presby, Ed.D., Asst Supt, HR
Technology Supports	Michael Willingham, Director of IT
Early Learning/Preschool Support	Francine Ramirez, Elementary Principal.
Policy and Governance	Sherri Kemp, Ed.D., Asst Supt, Educational Services





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**SOCIAL  
EMOTIONAL  
SUPPORT**



**STAKEHOLDER  
VOICES**



**ACADEMIC  
INTEGRITY**



**SAFETY**



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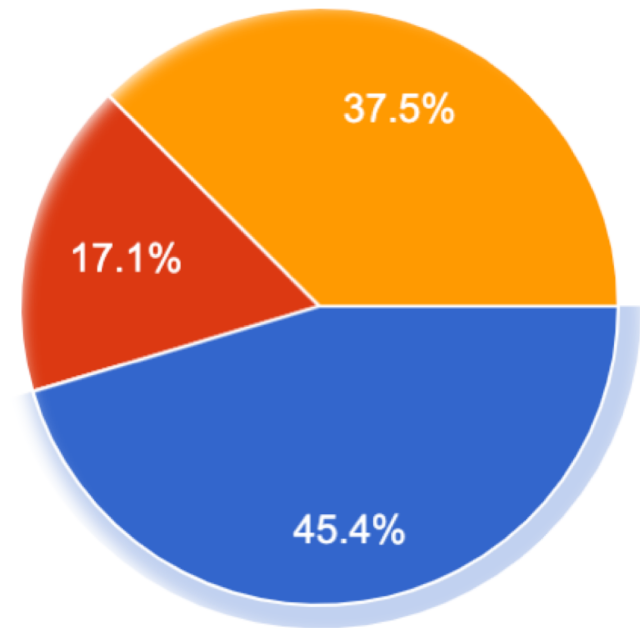
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## PARENT SURVEY UPDATE

Question: In thinking about return to school scheduling there are many options being considered for how students will be scheduled. Which makes the most sense to you and your family?

**AS OF JUNE 27, 2020**



-  Prefer Full In-Person, Monday - Friday: 1,337/2,914 (46%)
-  Prefer a Blended Model, with some days/times in person & other days/times learning online: 1,078/2,914 (37%)
-  Prefer Full On-line Learning: 499/2,914 (17%)







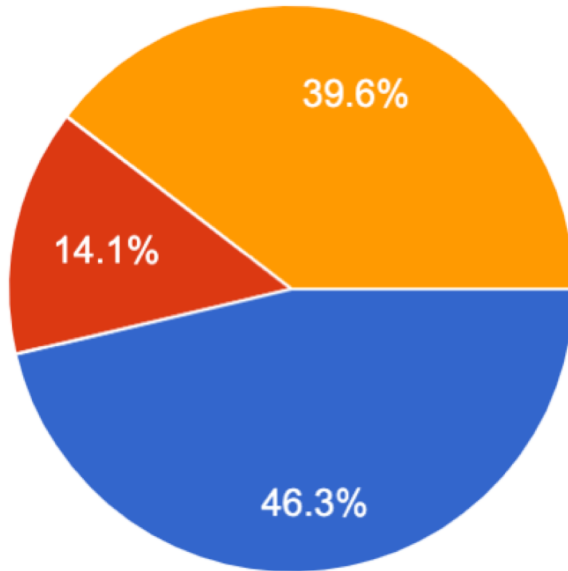
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## STUDENT SURVEY UPDATE

Question: How would you prefer to learn in August?

**AS OF JUNE 27, 2020**



-  Back to School, Monday - Friday: 788/1,702 (46%)
-  Hybrid model: some days/times in-person and other days/times learning online: 674/1,702 (37%)
-  Full On-line Learning: 240/1,702 (17%)





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## HEALTH & SAFETY Facilities

**Intensify the level of sanitizing, disinfecting, and routine cleaning**

Follow CDC recommendations for schools, workplaces, and community locations

**Increase disinfecting frequently touched surfaces and objects**

**Ensure HVAC units are maintained to operate effectively and efficiently**

**Provide or install protective shields when social distancing is not achievable**

**Install COVID-19 safety signage with vital health and safety information**





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## **HEALTH & SAFETY**

### **Facilities (continued)**

**Provide and install hand sanitizer in every classroom, conference room, library, computer lab and the main administration office**

**Work with site administrators to identify at least one isolation room and restroom to isolate students that exhibit COVID-19 symptoms**

**Prepare a plan for cleaning and disinfecting in the event of a confirmed or suspected case(s) of COVID-19 at a facility.**







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## **HEALTH & SAFETY**

### **Students & Staff & Visitors**

**Teach and reinforce handwashing, avoiding contact with one's eyes, nose, and mouth, covering coughs and sneezes**

**Implement distancing inside and outside the classroom to the greatest extent possible**

**Check daily for signs and symptoms. Take temperature.**

**Provide training for families for best practices and intensify communications**

**Engage staff in professional development to learn how to identify symptoms/concerns and refer students to services**

**Work closely with Riverside County and State authorities to determine current disease levels and control measures**





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## **HEALTH & SAFETY**

### **Students & Staff & Visitors**

**Utilize a universal screener for early identification and referral for services**

**Increase communications related to stigmatizing behaviors**

**Coordinate through Student Services a consortium of mental health agencies to provide services on the macro and micro level**

**Expand, provide, and communicate mental health and wellness services and resources**

**Implement and communicate the plan for when child, staff or visitor gets sick**

**Limit sharing (equipment, computers, utensils, etc...)**



**INFECTIOUS DISEASES**

The Board of Education desires to protect students from risks posed by exposure to infectious diseases while providing an appropriate education for all students.

**Infectious Disease Prevention**

The Board of Education encourages the Superintendent or designee to work with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of student and staff.

*(cf. 1020 - Youth Services)*

*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*

*(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)*

*(cf. 5141.26 - Tuberculosis Testing)*

*(cf. 5141.3 - Health Examinations)*

*(cf. 5141.31 - Immunizations)*

*(cf. 5141.32 - Health Screening for School Entry)*

*(cf. 5141.6 - School Health Services)*

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs are based on the most up-to-date information about healthful practices.

The Superintendent or designee shall ensure that the district's comprehensive health education program provides information about the prevention of infectious diseases, including the nature of bloodborne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff.

*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*

*(cf. 6142.8 - Comprehensive Health Education)*

**Universal Precautions**

The Board requires students and staff to routinely observe universal precautions to prevent exposure to bloodborne pathogens and to prevent the spread of all infectious disease.

**INFECTIOUS DISEASES (continued)****Students with Infectious Diseases**

The Superintendent or designee shall determine whether to admit a student with an infectious disease, and shall exclude students only in accordance with law. In making this determination, he/she shall consult the student's parents/guardians, the student's physician and/or the county health department, in accordance with law and consistent with confidentiality provisions. Because bloodborne pathogens such as Hepatitis B virus, Hepatitis C virus and human immunodeficiency virus (HIV) are not casually transmitted, the sole presence of bloodborne pathogens is not sufficient reason to exclude students from attending school.

*(cf. 5112.2 – Exclusions from Attendance)*

*(cf. 6164.6 – Identification and Education Under Section 504)*

Parents/guardians are encouraged to inform the Superintendent or designee if their child has an infectious disease so that school staff may work cooperatively with the student's parents/guardians to minimize the child's exposure to other diseases in the school setting. The Superintendent or designee shall ensure that student confidentiality rights are strictly observed in accordance with law. No district employee shall release medical information, including knowledge of a bloodborne pathogen infection, without written consent from the parent/guardian or adult student. Such information shall be shared only with those persons specifically named in the written permission.

*(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)*

*(cf. 5022 – Student and Family Privacy Rights)*

*(cf. 5125 – Student Records)*





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## STUDENT SUPPORT

**Continue to strengthen Multi-Tiered System of Support (MTSS) as a framework to provide targeted support**

**Universal screen all students immediately**

**Teachers, counselors, psychologists and other specialists work as a team to build an integrated plan for targeted assistance (academic, behavioral, social and emotional needs)**

**Provide professional development when necessary so staff can deliver interventions and monitor progress effectively**

**Refer to consortium of mental health agencies to provide services on the macro and micro level**





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## ATTENDANCE

**Develop attendance improvement plans by school**

**Follow new instructional minutes and attendance protocols for apportionment**

### 2019-20 Instructional Minutes

K: 36,000 = 200/day

1–3: 50,400 = 280/day

1–3: 50,400 = 280/day

9–12: 64,800 = 360/day

### 2020-21 Instructional Minutes

K: 32,400 = 180/day

1-3: 41,400 = 230/day

1-3: 41,400 = 230/day

9-12: 43,200 = 240/day





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## CHILD CARE & AFTERSCHOOL PROGRAMS

**Support families with child care needs before, during, and beyond the school day**

**Utilize our After School Education and Safety (ASES) program**

**Seek out and support students who will return having experienced extreme social disconnection, trauma and significant learning gaps**





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## WHAT MIGHT SCHOOLS LIKE LIKE?

**REOPENING SCHOOLS 2020-2021: A REPORT TO THE COMMUNITY**





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## **Designing an Instructional Program Within the Constraints Imposed by the COVID-19 Pandemic**

**REOPENING SCHOOLS 2020-2021: A REPORT TO THE COMMUNITY**







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## CONSIDERATIONS

### **MOST RESTRICTIVE**

FULL DISTANCE LEARNING: NO STUDENTS PRESENT

### **LIMITED RESTRICTIONS**

A COMBINATION OF IN-PERSON AND REMOTE INSTRUCTION

### **LEAST RESTRICTIVE**

FULL IN-PERSON INSTRUCTION





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**OVERARCHING DESIGN PRINCIPLE**  
**Inequity are products of design.**  
**They can be redesigned.**





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## DESIGN PRINCIPLES

**Close collaboration between district leadership and employee groups to optimize instructional programs and safety**

**Use most current guidance**

**Every aspect of the school day must be rethought**

**Equity-Based Scheduling\***

\*Taking into account the diverse learning needs, languages, and living situations of our students





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# ASKING THE RIGHT QUESTIONS

**REOPENING SCHOOLS 2020-2021: A REPORT TO THE COMMUNITY**





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## **GOAL SETTING QUESTION**

**How will we support all students, including those who have been disproportionately impacted by school closures?**





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## **SCHEDULING MODELS QUESTION**

**How will the needs of all students, including those who were most significantly impacted by shelter-in-place and those and who may not be able to provide home support, tech access or a quiet place to work, will be met?**





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## COMMUNICATE PLAN QUESTION

How do we provide information in various languages and through various channels to ensure information is shared to all with opportunities for feedback. Is it two-directional?





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## ASSESSMENT QUESTION

**How do we intentionally disaggregate data for all subgroups across the spectrum of achievement levels, to uncover potential pockets of greater need, including At-Promise Youth, Socially/Economically Disadvantaged families, Special Populations, Homeless families, Foster youth, and LGBTQIA+ students.**







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## TRAUMA-INFORMED SEL QUESTION

How do we identify ways in which equity, social, emotional learning, and academic development can reinforce each other rather than being pursued separately?





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## BUILDING CAPACITY QUESTION

**How do we plan and prepare staff to develop culturally-responsive strategies as we toggle between emergency response to intentional distance and hybrid learning?**





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## ENGLISH LEARNERS QUESTION

How do we gain a greater understanding of culture and elevate home languages to honor families and improve the parent and caregiver connection to school as students spend more time learning from home?





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## STUDENTS WITH DISABILITIES QUESTION

How do we leverage technology and remote learning in ways that ensure equity is not equality?





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## SUPPORT PROGRAMS QUESTION

How do we create a hive mentality and leverage service providers and community programs that also embrace an equity mindset and have experience serving those who have been disproportionately impacted by COVID-19 to expand the support team available to our learners?





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## **SCHEDULING EXAMPLE MODELS** **TOTAL DISTANCE LEARNING**

**Traditional Schedule Model**

**Block Schedule Model**

**Elementary K-5 Model**





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## ASSEMBLY BILL (AB77) PASSED JUNE 26, 2020 DISTANCE LEARNING REQUIREMENTS

1. Confirmation or provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.
2. Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
3. Academic and other supports designed to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.





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## ASSEMBLY BILL (AB77) PASSED JUNE 26, 2020 DISTANCE LEARNING REQUIREMENTS (continued)

4. Special education, related services, and any other services required by a pupil's individualized education program pursuant to Section 56341, including the requirements of subparagraph (A) of paragraph (9) of subdivision (a) of Section 56345, with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment.
5. Designated and integrated instruction in English language development pursuant to Section 11300 of Title 5 of the California Code of Regulations for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning.
6. Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders. If daily live interaction is not feasible as part of regular instruction, the governing board or body of the local educational agency shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.





## TOTAL DISTANCE LEARNING: TRADITIONAL SCHEDULE SECONDARY

**EXAMPLE DRAFT**

Time- Traditional Bell Schedule times	Monday-	Tuesday-	Wednesday-	Thursday-	Friday-
Hour 1	Period 1	Period 1	Period 1	Period 1	Period 1
Hour 2	Period 2	Period 2	Period 2	Period 2	Period 2
Hour 3	Period 3	Period 3	Period 3	Period 3	Period 3
35 minutes	Lunch	Lunch	Lunch	Lunch	Lunch
Hour 4	Period 4	Period 4	Period 4	Period 4	Period 4
Hour 5	Period 5	Period 5	Period 5	Period 5	Period 5
Hour 6	Period 6	Period 6	Period 6	Period 6	Period 6

## TOTAL DISTANCE LEARNING: BLOCK SCHEDULE SECONDARY

Time	Monday-	Tuesday-	Wednesday-	Thursday-	Friday- office hours and teacher prep
<b>EXAMPLE DRAFT</b>					
8:00-10:00	Period 1	Period 6	Period 1	Period 6	Social Studies/Comp Sci
10:10-12:10	Period 2	Period 5	Period 2	Period 5	Math/VAPA
12:10-1:00	Lunch	Lunch	Lunch	Lunch	ELA/CTE
1:00-3:00	Period 3	Period 4	Period 3	Period 4	Science/LOTE



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## **PRIMARY ELEMENTS OF DISTANCE LEARNING TRADITIONAL SCHEDULE MODEL 6-8 & 9-12**

**Highly Structured**

**Meet Instructional Minute Requirements**

**Student (and families) Cohorted Into 2 Groups**

**Either 6 Periods Meet Per Day (Traditional) or 3 Periods Per Day (Block)**

**Intervention Support Services Built-In**

**Teachers Have One Period Office Hours**



# TOTAL DISTANCE LEARNING: ELEMENTARY K-5

EXAMPLE  
DRAFT

TK/Kindergarten Monday - Thursday (no school Friday)		1st - 5th Grade Monday and Wednesday		1st - 5th Grade Tuesday and Thursday		TK/Kindergarten - 5th Grade Friday	
8:30 am - 9:00 am	Teacher Prep	8:30 am - 9:00 am	Teacher Prep	8:30 am - 9:00 am	Teacher Prep	8:30 am - 9:00 am	Teacher Prep
9:00 am-9:15 am	Teacher Recording	9:00 am-9:15 am	Teacher Recording	9:00 am-9:15 am	Teacher Recording	9:00 am - 9:30 am	Teacher Recording
9:15 a.m. - 9:45 a.m.	Math	9:15 a.m. - 9:45 a.m.	Math	9:15 a.m. - 9:45 a.m.	Social Studies	9:30 a.m. - 10:30 a.m.	PHYSICAL EDUCATION
9:45 a.m. - 10:45 a.m.	Brain Break	9:45 a.m. - 10:15 a.m.	Language Arts	9:45 a.m. - 10:15 a.m.	Science	10:30 a.m. - 11: 30 a.m.	MUSIC
10:45 a.m. - 11:15 a.m.	Language Arts	10:15 a.m. - 10:30 a.m.	Brain Break	10:15 a.m. - 10:30 a.m.	Brain Break	10:30 a.m. - 11:30 a.m.	Teacher Office Hours
11:15 a.m. - 11:30 a.m.	Creative Play	10:30 a.m. - 11:00 a.m.	Teacher Office Hours	10:30 a.m. - 11:00 a.m.	Teacher Office Hours	11:30 a.m. - 3:00 p.m.	Teacher Work Day
11:30 a.m. - 12:20 a.m.	Read Aloud	11:00 a.m. - 11:30 a.m.	Math	11:00 a.m. - 11:30 a.m.	Social Studies		
		11:30 a.m. - 12:00 p.m.	Language Arts	11:30 a.m. - 12:00 p.m.	Science		
		12:00 p.m. - 12:45 p.m.	Lunch	11:00 am. 12:00 p.m	THURSDAY ONLY-PE		
		12:45 p.m. - 2:30 p.m.	Small Group instruction	12:00 p.m. - 12:45 p.m.	Lunch		
		2:30 p.m. - 3:00 p.m.	D-ELD	12:45 p.m. - 2:30 p.m.	Small Group instruction		
		3:00 p.m. - 3:30 p.m.	Teacher Office Hours	2:30 p.m. - 3:00 p.m.	D-ELD		
		3:30 p.m.-4:30 p.m.	Teacher Prep	3:00 p.m. - 3:30 p.m.	Teacher Office Hours		

EXAMPLE  
DRAFT





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## **PRIMARY ELEMENTS OF DISTANCE LEARNING ELEMENTARY MODEL – K-5**

**Highly Structured**

**Meet Instructional Minute Requirements**

**All Subjects and PE and Music**

**Teacher Office Hours to Support Parents and Teachers**

**Intervention Support Services Built-In**





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## **SCHEDULING EXAMPLE MODELS** **HYBRID/BLENDED MODEL**

**Secondary Block Schedule Model**  
**Elementary K-5 Model**



# SECONDARY INSTRUCTIONAL HYBRID MODEL 1

Time	Monday- A	Tuesday-B	Wednesday-A	Thursday- B	Friday- online office hours and teacher prep
<b>EXAMPLE DRAFT</b>					
7:30-9:30	Period 1	Period 1	Period 4	Period 4	Social Studies/CTE
9:40-11:40	Period 2	Period 2	Period 5	Period 5	Math/VAPA
11:40-12:20	Lunch	Lunch	Lunch	Lunch	ELA/CTE
12:30-2:30	Period 3	Period 3	Period 6	Period 6	Science/LOTE



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## **PRIMARY ELEMENTS OF HYBRID MODEL 1: 6-8 & 9-12 BLENDED IN-PERSON AND DISTANCE**

**Meet Instructional Minute Requirements – 3-Period Day**

**Student (and families) Split into A/B cohorts.**

**In-Person M-W or T-TH - Distance Learning Other 3 Days**

**Alternate days In-Person and Distance Learning**

**Fridays Intervention Support Services**

**Remote learning on days not present**

**Teachers Have One Period Office Hours to Prep for Electronic Content**





# SECONDARY SCHEDULE HYBRID MODEL 2

Time	Monday- A	Tuesday-A	Wednesday- online and teacher prep Cleaning	Thursday- B	Friday-B
<b>EXAMPLE DRAFT</b>					
7:30-9:30	Period 1	Period 4	Social Studies/CTE	Period 1	Period 4
9:40-11:40	Period 2	Period 5	Math/VAPA	Period 2	Period 5
11:40-12:20	Lunch	Lunch	ELA/CTE	Lunch	Lunch
12:30-2:30	Period 3	Period 6	Science/LOTE	Period 3	Period 6



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## **PRIMARY ELEMENTS OF HYBRID MODEL 2: 6-8 & 9-12 BLENDED IN-PERSON AND DISTANCE**

**Meet Instructional Minute Requirements – 3-Period Day**

**Student (and families) Split into A/B cohorts.**

**In-Person M-T or TH-F - Distance Learning Other 3 Days**

**Consecutive Days In-Person and Distance Learning**

**Wednesday Intervention Support Services**

**Remote learning on days not present**

**Teachers Have One Period Office Hours to Prep for Electronic Content**



# ELEMENTARY K– 5 SCHEDULE HYBRID MODEL

**Monday - Friday  
(no students on-site Wednesday)**

## **Track A**

### **Monday and Tuesday**

On Campus  
(includes one session of PE/grades 1-5)

Students follow the daily schedule of the school site.

### **Thursday and Friday**

Virtual  
(Virtual music/grade level)

Distance learning activities provided by the teacher on on-campus days.

Teacher maintains Google Classroom

## **Track B**

### **Thursday and Friday**

On Campus  
(includes one session of PE/grades 1-5)

Students follow the daily schedule of the school site.

### **Monday and Tuesday**

Virtual  
(Virtual music/grade level)

Distance learning activities provided by the teacher on on-campus days.

Teacher maintain Google Classroom



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## **PRIMARY ELEMENTS OF ELEMENTARY K– 5 SCHEDULE HYBRID MODEL**

**Meet Instructional Minute Requirements**

**Student (and families) Split into A/B cohorts.**

**In-Person M-T or TH-F - Distance Learning Other 3 Days**

**Wednesdays Teacher Office Hours (No students on campus)**

**Remote Learning on Days Not Present**

**Selected Virtual Activities TBD on Wednesday**





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## TEACHING & LEARNING IN A BLENDED MODEL

Driven by Assessment

Intervention Focus on Literacy and Math

Potential Distance Learning Options

Learning Management System – Odysseyware Learning Platform

Google Classroom, Class Dojo, Zoom

On-line hybrid Instructional Model

Homeschool Model

The educational philosophy of the model varies depending on needs to structure of the days from least structured to highly structured





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## NEXT STEPS

**Task Force recommendations brought to the Board of Education on July 9, 2020 for a Public Study Session**

**Determine if additional Study Sessions are necessary**

**Determine a Board Meeting date to take action on the model**

**Continue to work with labor partners**





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## QUESTIONS?

Email: [2superintendent@alvordschools.org](mailto:2superintendent@alvordschools.org)

[Take the Secondary Student Survey here](#)

[Take the Elementary Student Survey here](#)

[Take the Parent Survey](#)

