



# 2020-2021 Reopening

Acalanes Union High School District  
Governing Board Meeting  
June 17, 2020



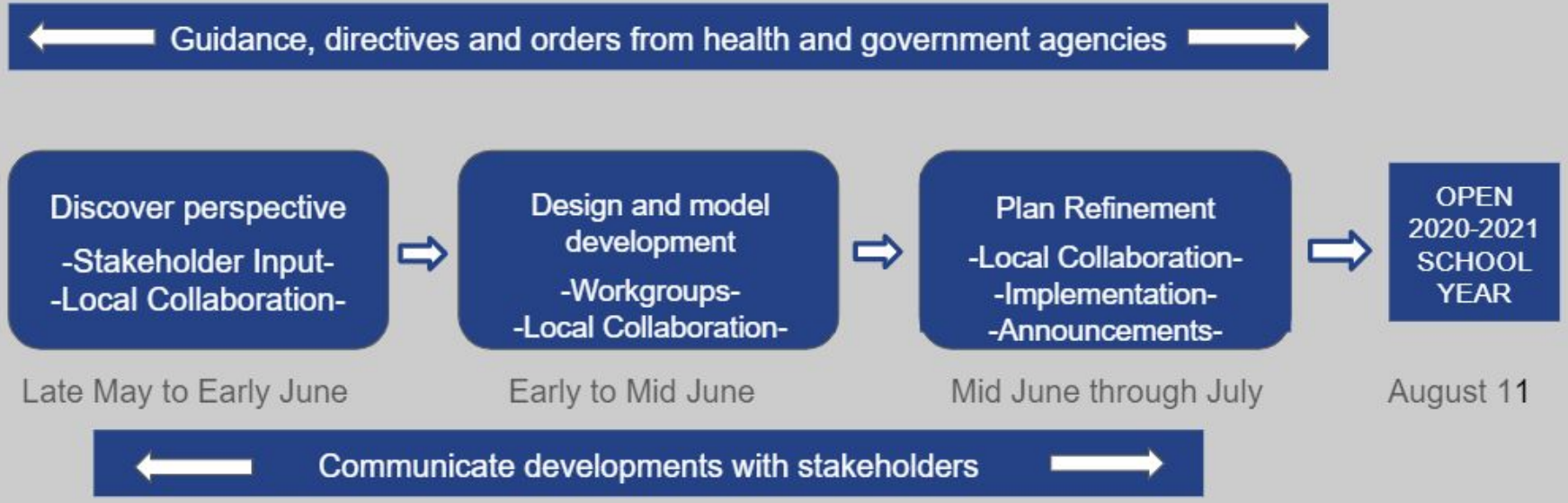
# Priorities for Plan Development

Core beliefs and priorities to reopening

- Student and staff safety
- High quality education
- Social- emotional well-being
- Access and equity
- Support and intervention
- Minimize disruption to community



# Planning Timeline



Initial Board Discussion - May 20 & June 3

Initial Plan Presentation to Board - June 17

Refined Plan Presentation to Board - July 14

Beginning of 2020-2021 School Year  
Planning for August 11



# Current Guidance, Restrictions and Orders

Public health and other guidance:

- [California Department of Public Health](#)
- [California Department of Education Guidance](#)
- [Contra Costa County Health Services COVID-19 Orders/Guidance](#)
- Collaboration with K-8 partner districts and Contra Costa County districts



# Reopening Checklist

- Local Conditions
- Campus Access
- Physical Distancing
- Education Program Development
- Support Service Program Preparation
- Hygiene
- Protective Equipment
- Cleaning and Disinfecting
- Food Services
- Facilities Modifications
- Professional Development & Training
- Employee Issues
- Plan for COVID-19 Positives and Surges
- Communication



# Instructional Scheduling Models

Three scenarios were considered when developing an instructional scheduling model:

1. Closed Campus: Distance learning instructional model
2. Blended: School campus open with significant restrictions (required physical distancing)
3. Open Restricted: School campus open with large gathering restrictions

Considering that all three scenarios may be encountered during the 2020-2021 school year, draft instructional scheduling models were developed for all three scenarios.



# Instructional Scheduling Models

Considerations taken into the development of the scheduling models:

- State and County Office of Health safety guidelines for schools.
  - Student cohort recommendations
  - Physical distancing
  - Use of Personal Protective Equipment (PPE)
- California Department of Education guidelines
- Current AUHSD schedule
  - Minimize disruption to the students and staff as they transition between different models
- Pedagogical best practices
  - Maximizing student time in the classroom with the teacher and student interaction with their peers



# AUHSD Modified Block Schedule

All proposed scheduling models have been based on the current AUHSD block schedule.

- AUHSD block schedule will be used if the schools are open with no restrictions or if they are open with restrictions on large gatherings.
- Student and staff schedules have been built based on the existing schedule. Many processes are dependant on the schedule.
  - Traveling teachers
  - Concurrently enrolled students
  - Shared classrooms
  - Aeries data system supports one schedule at a time.

Monday	Tuesday	Wednesday	Thursday	Friday
	Period "0" 7:00 - 7:50		Period "0" 7:00 - 7:50	
Period "0" 7:15 - 8:30	Period 1 8:00 - 9:30 (90)	Staff Meetings 7:30 - 8:20	Period 1 8:00 - 9:30 (90)	Staff Collaboration 7:30 - 8:20
Period 1 8:35 - 9:20 (45)		Passing 4 8:35 - 10:05		Passing 4 8:35 - 10:05
Passing (5)	Passing (10)	Passing (10)	Passing (10)	Passing (10)
Period 2 9:25 - 10:10 (45)	Period 2 9:40 - 11:10 (90)		Period 2 9:40 - 11:10 (90)	
Passing (5)	Academy 10:15 - 11:10 (55)	Academy 10:15 - 11:10 (55)	Academy 10:15 - 11:10 (55)	Academy 10:15 - 11:10 (55)
Period 3 10:15 - 11:00 (45)		Brunch (10)		Brunch (5)
Brunch (10)	Brunch (5)	Brunch (5)	Brunch (5)	Brunch (5)
Passing (5)	Passing (10)	Passing (10)	Passing (10)	Passing (10)
Period 4 11:15 - 12:00 (45)	Period 3 11:25 - 12:55 (90)	Period 5 11:25 - 12:55 (90)	Period 3 11:25 - 12:55 (90)	Period 5 11:25 - 12:55 (90)
Passing (5)	Lunch (30)	Lunch (30)	Lunch (30)	Lunch (30)
Period 5 12:05 - 12:50 (45)				
Lunch (35)	Passing (10)	Passing (10)	Passing (10)	Passing (10)
Passing (5)	Period 7 1:35 - 3:05 (90)	Period 6 1:35 - 3:05 (90)	Period 7 1:35 - 3:05 (90)	Period 6 1:35 - 3:05 (90)
Period 6 1:30 - 2:15 (45)	Period 7 2:20 - 3:05 (45)		Period 7 2:20 - 3:05 (45)	
Passing (5)				





# Scenario 1: Closed Campus

Distance Learning Model



## Instructional Scheduling Model - Closed Campus

All AUHSD campuses were closed during the 4th quarter of the 2019-2020 school year and engaged in Distance Learning for all students.

AUHSD staff has developed a modified schedule should this model continue or have to be implemented during the 2020-2021 school year.

At the time of the schedule development (June 17, 2020) campuses would be allowed to be open to limited number of students that could meet in cohorts - staff would recommend cohort meetings in “Academy Cohorts” to enhance Distance Learning.



# Scenario 1: Closed Campus - Distance Learning

Monday	Tuesday	Wednesday	Thursday	Friday
Staff Meetings, Staff Professional Development, Training and Planning time	Academy A 8:30 - 10:00	Academy B 8:30 - 10:00	Academy A 8:30 - 10:00	Academy B 8:30 - 10:00
Students engaged in asynchronous, virtual learning	Period 1 11:00 - 11:50 (50)	Staff meetings 11:00 - 11:50 (50)	Period 1 11:00 - 11:50 (50)	Collaboration 11:00 - 11:50 (50)
	(10)	(10)	(10)	(10)
	Period 2 12:00 - 12:50 (50)	Period 4 12:00 - 12:50 (50)	Period 2 12:00 - 12:50 (50)	Period 4 12:00 - 12:50 (50)
	(40)	(40)	(40)	(40)
	Period 3 1:30 - 2:20 (50)	Period 5 1:30 - 2:20 (50)	Period 3 1:30 - 2:20 (50)	Period 5 1:30 - 2:20 (50)
Optional Academy Offerings Targeted Intervention	(10)	(10)	(10)	(10)
	Period 7 2:30 - 3:20 (50)	Period 6 2:30 - 3:20 (50)	Period 7 2:30 - 3:20 (50)	Period 6 2:30 - 3:20 (50)



# Closed Campus - Distance Learning

## Distance Learning Schedule:

- Mirrors the block days offered
- Students scheduled into cohorts to attend Academy to receive support and targeted monitoring for their distance learning.
- Academy cohorts meet virtually if students not allowed on campus, in-person if cohorts of students allowed to meet on campus.
- Students engage in distance learning for the remainder of the day.
- Period length adjusted to accommodate for the online aspect (ie. 90 minutes not conducive for online learning)
- Monday is schedule for counseling meetings, optional Academy, Office Hours, teacher training and collaboration.

Monday	Tuesday	Wednesday	Thursday	Friday
Staff Meetings, Staff Professional Development, Training and Planning time	Academy A 8:30 - 10:00	Academy B 8:30 - 10:00	Academy A 8:30 - 10:00	Academy B 8:30 - 10:00
Students engaged in asynchronous, virtual learning	Period 1 11:00 - 11:50 (50)	Staff meetings 11:00 - 11:50 (50)	Period 1 11:00 - 11:50 (50)	Collaboration 11:00 - 11:50 (50)
	(10)	(10)	(10)	(10)
	Period 2 12:00 - 12:50 (50)	Period 4 12:00 - 12:50 (50)	Period 2 12:00 - 12:50 (50)	Period 4 12:00 - 12:50 (50)
	(40)	(40)	(40)	(40)
Optional Academy Offerings Targeted Intervention	Period 3 1:30 - 2:20 (50)	Period 5 1:30 - 2:20 (50)	Period 3 1:30 - 2:20 (50)	Period 5 1:30 - 2:20 (50)
	(10)	(10)	(10)	(10)
	Period 7 2:30 - 3:20 (50)	Period 6 2:30 - 3:20 (50)	Period 7 2:30 - 3:20 (50)	Period 6 2:30 - 3:20 (50)



# Closed Campus - Distance Learning

## Organization of Learning

- Students would engage in online learning; synchronous (live) and asynchronous
- Student attendance would be mandatory and synchronous engagement would be mandated of teachers.
- Canvas (comprehensive Learning Management System) will be implemented to ensure a robust, consistent online curriculum and instruction.
- Curriculum standards and expectations will be revisited in curriculum teams to ensure essential standards are consistently taught in all courses.



# Closed Campus - Distance Learning

## Assessments, Grading and Academic Intervention

- Letter grade system will be implemented with increased posting of grades.
- Professional Development related to assessments will be conducted
  - Best practices for assessments in online courses
  - Academic honesty
- Cohort Academy will be used to more closely monitor student progress
- Canvas system will be utilized to monitor student online progress
- Staff is examining accommodations and interventions to translate them to online learning.



# Scenario 2: Campus Open with Significant Restrictions

## Blended Learning Model



## Instructional Scheduling Model - Blended

Most districts are preparing for reopening of schools where physical distancing is implemented in all school spaces, including classrooms.

In order to ensure physical distancing between students, only part of the student population can be on campus at one time.

Blended model - blends “in class instruction” and virtual learning in one scheduling model.

AUHSD staff proposed splitting the student population into two alphabet cohorts with some modifications for special populations.





# Scenario 2: Blended Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
	<b>Student Group A</b>	<b>Student Group B</b>	<b>Student Group A</b>	<b>Student Group B</b>
	<i>Period "0"</i> 7:00 - 7:50	<i>Period "0"</i> 7:00 - 7:50		
			Staff Meetings 7:30 - 8:20	Staff Collaboration 7:30 - 8:20
<b>Additional Course Meetings (Student Groups A and B)</b> ELD Courses Special Education Targeted Intervention	Period 1 8:00 - 9:25 (85)	Period 1 8:00 - 9:25 (85)	Period 4 8:35 - 9:55	Period 4 8:35 - 9:55
	Passing (15)	Passing (15)		
<b>Optional Academy Offerings</b> Targeted Intervention Test Makeup/Retake Counseling and wellness meetings	Period 2 9:40 - 11:05 (85)	Period 2 9:40 - 11:05 (85)	Passing (15)	Passing (15)
			Academy 10:15 - 11:05 (50)	Academy 10:15 - 11:05 (50)
	Brunch (5)	Brunch (5)	Brunch (5)	Brunch (5)
<b>Extra/Co-Curricular Offerings</b> Student Clubs Co-curricular offerings	Passing (15)	Passing (15)	Passing (15)	Passing (15)
	Period 3 11:25 - 12:50 (85)	Period 3 11:25 - 12:50 (85)	Period 5 11:25 - 12:50 (85)	Period 5 11:25 - 12:50 (85)
Staff Professional Development, Training and Planning time	Lunch (30)	Lunch (30)	Lunch (30)	Lunch (30)
	Passing (15)	Passing (15)	Passing (15)	Passing (15)
	Period 7 1:35 - 3:00 (85)	Period 7 1:35 - 3:00 (85)	Period 6 1:35 - 3:00 (85)	Period 6 1:35 - 3:00 (85)



# Blended Learning

## Blended Learning Schedule:

- Mirrors the block days offered.
- Students attend in alphabet cohorts (A,B) in class instruction 2 days a week, engage in virtual learning 3 days a week.
- Academy cohorts are the same as in distance learning (small groups of students meeting during Academy time)
- Period length adjusted to allow for 15 minute passing period for classroom clean up and additional time need for bathroom use.

Monday	Tuesday	Wednesday	Thursday	Friday
	<b>Student Group A</b>	<b>Student Group B</b>	<b>Student Group A</b>	<b>Student Group B</b>
	Period "0" 7:00 - 7:50	Period "0" 7:00 - 7:50		
			Staff Meetings 7:30 - 8:20	Staff Collaboration 7:30 - 8:20
<b>Additional Course Meetings (Student Groups A and B)</b> ELD Courses Special Education Targeted Intervention	Period 1 8:00 - 9:25 (85)	Period 1 8:00 - 9:25 (85)		
			Period 4 8:35 - 9:55	Period 4 8:35 - 9:55
	Passing (15)	Passing (15)		
<b>Optional Academy Offerings</b> Targeted Intervention Test Makeup/Retake Counseling and wellness meetings	Period 2 9:40 - 11:05 (85)	Period 2 9:40 - 11:05 (85)		
			Passing (15)	Passing (15)
			Academy 10:15 - 11:05 (50)	Academy 10:15 - 11:05 (50)
	Brunch (5)	Brunch (5)	Brunch (5)	Brunch (5)
<b>Extra/Co-Curricular Offerings</b> Student Clubs Co-curricular offerings	Passing (15)	Passing (15)	Passing (15)	Passing (15)
	Period 3 11:25 - 12:50 (85)	Period 3 11:25 - 12:50 (85)	Period 5 11:25 - 12:50 (85)	Period 5 11:25 - 12:50 (85)
<b>Staff Professional Development, Training and Planning time</b>	Lunch (30)	Lunch (30)	Lunch (30)	Lunch (30)
	Passing (15)	Passing (15)	Passing (15)	Passing (15)
	Period 7 1:35 - 3:00 (85)	Period 7 1:35 - 3:00 (85)	Period 6 1:35 - 3:00 (85)	Period 6 1:35 - 3:00 (85)



# Blended Learning

## Blended Learning Schedule (continued):

- Special population courses (ELD, Special Education) may not be split and will be meeting on both cohort days.
- Certain elective courses (ex. Music ensembles) may not be split.
- Monday schedule will be used for additional class meetings for special populations, optional Academy, targeted intervention, testing, test makes ups, counseling, wellness meetings, staff professional development, training and planning.

Monday	Tuesday	Wednesday	Thursday	Friday
	<b>Student Group A</b>	<b>Student Group B</b>	<b>Student Group A</b>	<b>Student Group B</b>
	Period "0" 7:00 - 7:50	Period "0" 7:00 - 7:50		
			Staff Meetings 7:30 - 8:20	Staff Collaboration 7:30 - 8:20
<b>Additional Course Meetings (Student Groups A and B)</b> ELD Courses Special Education Targeted Intervention	Period 1 8:00 - 9:25 (85)	Period 1 8:00 - 9:25 (85)	Period 4 8:35 - 9:55	Period 4 8:35 - 9:55
	Passing (15)	Passing (15)		
<b>Optional Academy Offerings</b> Targeted Intervention Test Makeup/Retake Counseling and wellness meetings	Period 2 9:40 - 11:05 (85)	Period 2 9:40 - 11:05 (85)	Passing (15)	Passing (15)
	Brunch (5)	Brunch (5)	Brunch (5)	Brunch (5)
<b>Extra/Co-Curricular Offerings</b> Student Clubs Co-curricular offerings	Passing (15)	Passing (15)	Passing (15)	Passing (15)
	Period 3 11:25 - 12:50 (85)	Period 3 11:25 - 12:50 (85)	Period 5 11:25 - 12:50 (85)	Period 5 11:25 - 12:50 (85)
<b>Staff Professional Development, Training and Planning time</b>	Lunch (30)	Lunch (30)	Lunch (30)	Lunch (30)
	Passing (15)	Passing (15)	Passing (15)	Passing (15)
	Period 7 1:35 - 3:00 (85)	Period 7 1:35 - 3:00 (85)	Period 6 1:35 - 3:00 (85)	Period 6 1:35 - 3:00 (85)



# Blended Learning

## Organization of Learning

- Students would attend school two days a week to meet with teachers and engage in virtual learning on other days.
- Student attendance would be mandatory during in class instruction and on the virtual platform (Canvas).
- Staff will provide guidance on instructional best practices on what instruction should be provided virtually and what should be done in the classroom.
- Curriculum standards and expectations will be revisited in curriculum teams to ensure essential standards are consistently taught in all courses.
- Classroom and outdoor spaces are examined to ensure safe instruction.



# Blended Learning

## Assessments, Grading and Academic Intervention

- Letter grade system will be implemented.
- Draft assessment schedule was developed to ensure that classroom time is not spent assessing students.
- Cohort Academy will be used to more closely monitor student progress.
- Canvas system will be utilized to monitor student online progress.
- Staff is examining accommodations and interventions to translate them to online learning.
- Staff may start with early intervention strategies based on student performance during the 4th quarter of 2019 - 2020 school year.



# Instructional Models - Additional Considerations

Additional considerations relating to the proposed instructional models:

- Proposed schedules pose complicated scheduling of students in our student information system.
- Detailed guidelines will need to be developed to address all aspects of each proposed schedule for each scenario.
- Students who do not return for in-class instruction will be placed under a different learning model that will consist of online courses.
- Further scheduling development needs to occur for:
  - Special Education programs
  - Lab based courses (CTE, Visual Art, Science)
  - Performance based courses may not be split due to ensembles (ex. Jazz ensemble)



# Professional Development

All proposed schedules present a significant change in how curriculum is delivered and assessed. Thoughtful and comprehensive training and professional development (PD) will be needed. PD will be provided in these areas:

- Canvas, Learning Management System
- Online and blended learning pedagogy
- Social Emotional Learning

PD will be provided during these opportunities:

- Summer Institute
- Online courses
- First week of school - certificated pd days
- First week of school - training for students and parents



# Mental Health Needs

- There are unmet mental health issues as a result of the pandemic. Students have experienced:
  - Lack of motivation
  - Abandonment of daily routines
  - Increased pressure to learn independently
  - Family life with increased stress
- As we reopen school:
  - Student centered activities are critical - meaningful, in-person connection
  - Mental health services delivered in-person are a priority
  - Consistent routines and structure is important for good self regulation - (Social Emotional Learning can help address this)





# Social Emotional Learning and Mental Health

- Universal Emotional Screening for students (5 minutes)
- Social Emotional Curriculum implementation in classrooms
  - Building Community
  - Self awareness
  - Self regulation
  - Building relationships
  - Conflict resolution
- Spaces to address grief and loss
- Spaces to address racial issues: affinity spaces, restorative circles
- Continued utilization of telehealth model for those in need of it



# Social Connection

In all three options: Distance, Blended, or Open/Restricted

- Forums and spaces for small group gatherings - clubs, etc
- Directly addressing the lack of motivation experienced by students (through the wellness centers, small groups)
- Need to provide students with playful and fun activities
- Opportunities for “no screentime” assignments - projects, etc that have handwriting, can be photographed, etc



# Hygiene and Protective equipment

- Information about expected practices for both student and staff sent out well in advance
- Mask expectations clearly outlined to staff and students
- Masks provided by school if students or staff are without
- PPE provided specifically for Special Education Moderate/Severe classrooms:
  - clear masks, face shields
- Education, announcements and posted signs reminding students of handwashing practices and other good hygiene practices
- Hand sanitizer stations in visible areas
- Detailed instructions about main office protocols/behavior



# School and District Office Operations

## Physical Changes:

- Additional protective measures in certain spaces: plexiglass, moving desks back
- Removal of furniture to discourage congregating
- Effective signage
- Traffic flow (one directional)
- Physical distancing markers
- Hand sanitizer stations
- Identification of additional space for counselors/wellness staff to meet with students

## Routine Changes:

- Sign in/out procedures
- Limited number of students and parents at a time
- Paperless routines (No “slips”)
- Docusign for signatures
- Protocols for busy times (test sign up, beginning of school)
- Zoom Appointments



# Health Screening and Monitoring

- Passive temperature checks for staff and students:
  - Temperature check and symptom screen completed before leaving for school
  - Students must be fever-free without medication for 24 hours before returning
  - Parents should inform the school nurse if a student is being tested for COVID-19
- Resources for parents who need testing
- Every site needs a sick room area for students who are ill
- Teacher guidance for monitoring students/sending students to health office
- Updated information on website with latest guidance
- Telehealth appointments with school nurses
- Clear plan on how a positive case will be treated



## Plan for Positive Cases

Developing protocols for the following:

- Contra Costa County Health involvement
- Defining close contact and contact tracing
- Closure and Cleaning

Staff communication

Parent notification and communication

Sensitivity/Privacy for students who are positive



# Physical Distancing

## **In classrooms:**

- Keep students in smaller groups
- Spacing of desks in classrooms: far apart, not facing one another
- Utilization of outdoor space for instruction - especially for performing arts

## **In offices:**

- Limited number of students at a time
- Clear physical markers spaced 6 feet apart

## **Outdoors:**

- Monitor or possibly stagger entry/dismissal time a few minutes apart
- Mark outdoor furniture with spacers
- Post guidelines for physical distancing in many places



# Athletics and Extra-Curricular Programs

## Athletics

- CIF to put out guidance July 20 with regard to fall sports
- No contact sports are permitted at this time
- Flexibility related to sports physicals, hardship waivers

## Extra Curricular Programs

- Schedules allow for clubs and co-curriculars on Mondays
- Performing arts activities must be done outdoors with physical distancing





# Cleaning and Disinfection - Custodial Operations

- Develop and manage inventory system and distribution of PPE and cleaning supplies
- Intensify cleaning and disinfection of classrooms, instructional areas, bathrooms and other areas by prioritizing, adapting to new ideas and update cleaning schedule
  - Evaluate routes, staffing and develop priorities
  - Provide extensive training for the entire custodial staff during the summer to reinforce the need for sanitation and disinfection
  - Shared responsibility, communicate out to all stakeholders that “we are all in this together”
- Manage custodial staff and the demand from camps and extra curricular activities needs after school in order to prioritize cleaning and sanitation



# Facilities and Maintenance

- Coordinate the “Signage” needed districtwide for distribution and installation by July 31
- Ensure optimum indoor air quality by optimizing HVAC system
  - Install best quality filters through the summer
  - Develop a document to be distributed to staff explaining how system works and best practices for optimal indoor air quality by August 1
- Install physical barriers “Plexiglass” for safety and protection of school office staff, food service, and other departments
  - Maintenance department will do a walk through to evaluate work stations and build portable barriers and deliver by July 23
- Explore child care options for staff



# Food Service Program

- Ensure extra effort is focused on COVID-19 cleaning and monitoring of PPE supplies for staff
- Continue to provide nutritional meals to students as an essential part of school day
  - Meals will be provided during passing period, brunch and lunch
  - Grab and Go meals will be served and rotation of menu selection
- Implement “cashless” system to eliminate the handling of cash
  - Install scanners for student ID when purchasing meals
  - Communication will go out to families to sign up for Titan POS system
  - Exploring pre-order app in our existing Titan system
- Move towards “touchless” utensil and napkin dispenser
- Coordinate with school administration regarding supervision during lunch time to expand eating areas and minimize student congregating



# Legal and Budgetary Issues

## Some Legal Issues to Planning

- Instructional minutes/Days
- Employee issues
- Collective bargaining

## Budgetary Issues

- Additional expenses to safe reopening
- State budget reductions



# Communication Plan

June 19 - Communication to stakeholders - general planning update

July 10 - Communication to stakeholders - update on conditions and planning

July 14 - **Special Meeting of the Governing Board** - planning update and refinement

July 16 - Communication to stakeholders - general planning update

July 20 - August 11 - Communication Plan Implementation - Guidelines, expectations, protocols

August 5 - **Regular Meeting of the Governing Board** - plan update, refinement and implementation

August 7 - General Communication to stakeholders



Questions - Discussion - Direction