

RE-OPENING SPVUSD 2020-2021



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TABLE OF CONTENTS

OVERARCHING ASSUMPTIONS..... 5

INSTRUCTIONAL OPTION 1..... 6-9

Balanced Approach to Teaching, Learning, & Assessing	6-7
Social-Emotional Learning	7-8
Support and Accommodations	8-9
Parent/Guardian Involvement	9
Student Engagement	9

INSTRUCTIONAL OPTION 2..... 10-15

Balanced Approach to Teaching, Learning, & Assessing	10-11
Social-Emotional Learning	12
Support and Accommodations	13
Parent/Guardian Involvement	14-15
Safe & Healthy Environments.....	15-16

INSTRUCTIONAL OPTION 3..... 17-24

Balanced Approach to Teaching, Learning, & Assessing	17-19
Social-Emotional Learning	20-21
Support and Accommodations	21-22
Parent/Guardian Involvement	22
Safe & Healthy Environments.....	23-24

OVERARCHING ASSUMPTIONS

- The District will adhere to the most current guidance from the Imperial County Health Department and California Public Health Department
- Diagnostic Assessments will be administered to gauge learning loss
- A uniform learning management system will be implemented district wide:
 - Google for Education which includes Google Classroom, Google Meets and other online programs
- Students and parents/guardians will be provided options for instructional models (subject to District resources and health department guidelines).
- No more than 50% of enrolled students will be on campus during the implementation of the Blended Learning/Hybrid model
- Addressing the Digital Divide and supporting technology integration
 - All students will receive a device as needed
 - Ensure all students are proficient with all required online platforms

INSTRUCTIONAL

OPTION 1:

SCHOOLS REOPEN IN FULL DISTANCE LEARNING MODE

- *100% online learning 5 days a week, Monday-Friday with a daily learning schedule determined by school site/grade level*
- *Minimum 4 hours daily combined online instruction and independent learning*
- *Learn from home or anywhere*
- *Daily instruction and student supported learning*

BALANCED APPROACH TO TEACHING, LEARNING, & ASSESSING

- Common Core Based Curriculum
- Google Classroom and Google Meets
- Covid-19 Prevention
- Zoom Meetings
- Interim Assessment Blocks(IAB)

- Accelerated Reader (AR)
- Printed materials available
- Summative Assessments
- Curriculum based quizzes and tests
- IXL
- Attendance taken through Synergy for grades 6-12
- Online Safety Classes
- PD to support the needs of all students and staff

SOCIAL EMOTIONAL LEARNING (SEL)

- Check-Ins with Student Behavior Alternative Discipline Specialist and Outreach Consultant (virtual/ phone calls)
- Counseling lessons/presentations/activities
- Resources for students and families
- Individual counseling sessions based on referral and request
- Referrals to outside agencies as needed (IHS, ICBHS, CHAT)
- Support from counseling department and CHAT therapist
- Needs assessments- short online surveys to assess the new needs of students
- Peacebuilder lessons and safe school ambassador activities
- Suite 360-with Student Behavior Alternative Discipline Specialist and paraprofessionals

- PD to support the needs of all students

SUPPORT AND ACCOMODATIONS

- For students who have difficulty learning online, prepare alternative methods of learning
 - printed packets
 - online tutoring
 - virtual study groups
- Addressing the Digital Divide and supporting technology integration
 - All students will receive a device as needed
 - Ensure all students are proficient with all required online platforms
- Support for students with limited or no internet access will be provided
- Continue to provide accommodation services per IEP's and 504 plans
- Provide necessary support for the following student groups:
 - Low Income
 - Special Education/504 plans
 - English Learners
 - Foster Youth/ Homeless

PARENTAL/GUARDIAN INVOLVEMENT

- Remind App, Class Dojo, Seesaw
- District Website
- Synergy ParentVue for grades 6-12
- Trainings offered for online platforms
- Phone Calls
- Email
- Social-media (Facebook)
- Office hours offered through Zoom
- Parent/guardian virtual events
- Parent surveys
- Utilize Outreach Consultant and Community Liaison to assist with parent communication
- Parent-link messages

STUDENT ENGAGEMENT

- Use virtual breakout rooms to enhance student collaboration
- Mandatory student participation in online sessions
- Provide timely and effective feedback
- Prepare students for the online learning experience
- Attendance and work completion will be monitored
- Student virtual events

INSTRUCTIONAL OPTION 2:

SCHOOLS REOPEN IN A HYBRID FORMAT

- *Classroom instruction combined with independent learning at home.*
- *Students divided into groups*
- *2 days a week of classroom instruction*
- *3 days a week of supported independent learning at home.*
- *Flexible learning schedule*
- *3-in-1 model for high school students*
- *Parent/community activities may be virtual*

BALANCED APPROACH TO TEACHING, LEARNING, & ASSESSING

Ensure High Quality Teaching

- *Two Days a week direct instruction with CC curriculum*
- *Distance learning with CC curriculum*

- Google for education which includes Google Classroom, Google Meets, and other online programs
- Seesaw
- Zoom Meetings
- Professional Development provided to all staff regarding a variety of topics: curriculum, technology, SEL strategies, modifications and accommodations

Provide and use Assessments for progress monitoring and to guide instruction

- IXL
- IAB's
- Summative assessments
- STAR testing
- News ELA
- Formative assessments
- CAASPP practice tests
- Accelerated Reader (AR)
- Curriculum based tests and quizzes

Ensure Student Engagement

- In-class hands-on activities
- Give students ample choices to help ensure and support student voice

- Project based learning
- Breakout rooms/sessions
- Teach students and parents how to use the chosen platforms

SOCIAL EMOTIONAL LEARNING (SEL)

Social Emotional Learning

- Provide SEL and mental health supports and resources
- Needs assessments- short in-class surveys and or interviews with counselors
- Training for staff in recognizing trauma
- Circle Talks
- Check-Ins with Student Behavior Alternative Discipline Specialist and Outreach Consultant
- Counseling lessons/presentations
- Peacebuilder lessons
- Safe school ambassadors lessons
- Counseling
- Resources for students and families
- Add SEL books to classroom libraries
- Provide list of SEL websites for parents and students who are distance learning
- Individual counseling sessions - in-person, zoom, phone calls

SUPPORTS & ACCOMMODATIONS

Accommodate the needs of all student learners

- Addressing the Digital Divide and supporting technology integration
 - All students will receive a device as needed
 - Ensure all students are proficient with all required online platforms
- Meet the needs to reach all learners
 - Provide hands-on activities
 - Deliver materials to distance learners as needed
 - Options for all to receive learning: online, in class, both
 - Provide devices - not shared
- Provide necessary support for the following student groups:
 - Low Income
 - Special Education/504 Plans
 - English Learners
 - Foster Youth/Homeless
 - ✓ *Modified/Specialized work*
- For students who have difficulty learning online
 - Paper packets
 - Online tutoring
 - By appointment, in-person, tutoring sessions, office hours

PARENT/GUARDIAN INVOLVEMENT

Ensure effective communication with teacher

- Phone calls
- Emails
- Office hours
- Notes home
- Weekly newsletter-paper copy, posted online
- Surveys
- Grade level meetings
- Parent-teacher conferences
- Site Facebook pages
- Parent link messages
- District Website
- Donuts with Dear Ones
- Zoom
- Remind App
- Class Dojo
- Google meets/hangout
- Small group events and virtual events

Provide effective instruction to parents on how to use the chosen platform

- Parent night training

- Online videos
- Zoom sessions

SAFE & HEALTHY ENVIRONMENTS

Information and Education

- Build a knowledge base and solid foundation for staff, students and parents regarding infectious diseases (emphasis on Covid-19)
 - Staff training from county nurse
 - Posters regarding health & safety guidelines displayed in each classroom
 - Informational flyers sent home to parents
 - Direct teachings - infectious disease prevention lessons
 - Rules will be reviewed and modeled at the beginning of the year, after winterbreak and spring break and when sites feel necessary
 - Internet and online safety classes taken from commonsensemedia.org will be provided for students and parents: digital citizenship, prevention of cyberbullying, teasing, and other relevant topics

Practices and Procedures

- Build and continue to model safety routines for staff and students
 - Adhere to distancing guidelines

- Limit activities with high proximity that can lead to student contact
- Build cleaning time into schedules between groups of students for classrooms, bathrooms and any other common areas
- School-wide rules posters in every room
- Limit personal items that are allowed to be brought on campus
- Provide cleaning protocols for all technology-devices to be cleaned before going home and upon coming back

INFECTIOUS DISEASE PREVENTION



INSTRUCTIONAL

OPTION 3:

FULL RE-OPEN WITH TRADITIONAL MODEL

- *All students return following health department guidelines*
- *Classroom instruction 5 days a week at your school site*
- *Full day structured learning with traditional schedule*
- *School based and extra-curricular activities resume*

BALANCED APPROACH TO TEACHING, LEARNING & ASSESSING

- School-wide focus on rules and procedures for all school settings (classroom, library, playground, cafeteria, bathroom, etc.) are taught, modeled, and practiced
- Ensure all staff and students have a unified and clear understanding of health education regarding the spread of infectious disease and how to lower risks of infection
 - Training for staff
 - Explicit lessons for students (teach, model, practice)

- Identify essential common core standards and frameworks and needs assessment to focus learning
- Previous semester content and learning targets/content will be taught and emphasized during the first few months of the next year
- Diagnostic assessment or teacher recommendation will determine RTI programs
- Ensure high-quality teaching & rigorous learning experiences through essential standards and formative assessments
- Continue to implement the knowledge and instructional strategies gained from previous professional development such as:
 - Project Voice
 - Utilizing Interim Assessment Blocks/Interim Comprehensive Assessment to inform teaching and assess student learning
 - Curriculum specific professional development (i.e. Amplify)
- Training for instructional staff, students and parents/guardians focusing on online platforms. Examples of online platforms may include:
 - Google for Education which includes Google Classroom, Google meets and other online programs
 - You Tube
 - Seesaw
 - Zoom

- Synergy - Parent/Student Vue
- Utilize state and district resources to address informal and formal assessment of students' progress and performance. Assessments including but not limited to:
 - Assessment resources from California Assessment for Student Performance and Progress (CAASPP) system (Interim Assessment Blocks, Interim Comprehensive Assessments)
 - ELPAC
 - IXL
 - Curriculum based and standards aligned assessment resources
- Support access, engagement, and achievement of students and support the development of independent learners
 - Ensure all students have access to a device, internet access, textbooks, and other materials required to access curriculum
 - Ensure students have frequent, consistent, and effective access to instructional staff (virtual and/or directly) to support learning and acquisition of skills
 - To be better prepared in the event of another school closure, students will be proficient in the skills necessary to independently complete assignments in the home setting

SOCIAL EMOTIONAL LEARNING (SEL)

- Peacebuilders program - Grades TK - 8
 - Classroom lessons
 - School-wide assemblies
 - Praise Notes/Peace Referrals
 - Possible training for new staff and refresher training for returning staff
- Safe School Ambassadors Program - Grades TK - 12
 - Continue to expand the program with training new ambassadors and staff
 - Continue family meetings
- Student Success Groups (Grades TK - 8) including but not limited to the following:
 - Why Try?
 - #Rise Up
 - Beehive Group
 - Community Building/Social Skills
 - Restorative Justice
- Suite 360 Lessons with support from Student Behavior Alternative Discipline Specialist and paraprofessionals
- Multi-tier and multi-domain support from counseling department

- Prioritize SEL to provide mental health support as students re-enter the school setting
- Teachers and administration will support in all above areas
- Referrals to outside agencies as needed (HIS,ICBHS,CHAT)
- Include stress management and mindfulness practices in daily classroom routines
- Continue to implement trauma informed practices
 - Refresher training for staff
- Check-Ins with Student Behavior Alternative Discipline Specialist and Outreach Consultant

SUPPORTS AND ACCOMMODATIONS

- Collaboration and alignment across content areas, curriculum, and instruction
 - Assess, prioritize, and accommodate students and the new needs that may arise educationally
- Accommodate and support academics for learners at high risk (remote learning option/independent study)
- Teachers will be aware that students may need extra time to adjust to the traditional school model and will monitor their social-emotional well-being to adapt instruction as needed
- Addressing the Digital Divide and supporting technology integration
 - All students will receive a device as needed

- Ensure all students are proficient with all required online platforms
- Provide necessary support for the following student groups:
 - Low-Income Families
 - Special Education/504 plans
 - English Learners
 - Foster Youth/Homeless Students
- Master schedules will reflect allotted time to address public health guidelines and SEL

PARENTAL/GUARDIAN INVOLVEMENT

- Trainings offered for online platforms
- Parent/guardian communication
 - District Website
 - Synergy ParentVue for grades 6-12
 - Phone calls
 - Email
 - Social media
 - Remind
 - Office hours
 - Class Dojo

SAFE & HEALTHY ENVIRONMENTS

Information and Education

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Practices and Procedures

- Build and continue to model safety routines for staff and students
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- Build cleaning time into schedules between groups of students for classrooms, bathrooms and any other common areas
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