

Santa Cruz City Schools' ***Reopening Plan***

Board Approved June 24, 2020



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INTRODUCTION

COVID-19 has had a tremendous impact on our entire community. We are grateful to our families who have partnered with us to continue their children's education through distance learning in the final months of the 19-20 school year. As we prepare for school to reopen in August, we have collaborated with our stakeholders - students, parents, teachers, support staff, and union leaders to develop this reopening plan. This document is based on guidance and information taken from the California Department of Education [CDE Guidebook for Safe Reopening](#), the California Department of Public Health [CDPH Guidance](#), [CDPH Reopening In-Person Learning Framework](#), and the California School Nurses Organization Health Services Recovery Plan [CSNO Resource Guide](#).

Santa Cruz City Schools is committed to this reopening plan to support both the academic and social emotional needs of our students during the pandemic. The plan is designed to provide a continuum of instructional options and safety protocols that may be implemented as health safety restrictions in our State and County may vary based on changes in our community's rate of infection over the course of the next academic year.

Santa Cruz City Schools, like all Santa Cruz County Schools, will follow guidance from State and County Health officials about how we open schools in August. Ideally, we want students back on campus 5 days a week, but we will not be able to do so unless it is deemed safe by State and County Health officials. We recognize that anything less than five days a week is a burden on families, and ultimately, health and safety must be our top priority.

In-Person Re-Opening Criteria

On July 17, 2020, the California Department of Public Health issued a COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California. Schools and school districts may reopen for in-person instruction at any time if they are located in a local health jurisdiction that has not been on the county monitoring list within the prior 14 days.

In addition to guidance from the State and County, staff and stakeholders have used the following principles to guide the development of this plan:

Principles for Reopening Santa Cruz City Schools

- Safeguard the health and safety of students and staff; comply with the State and County Health Department directives and guidelines
- Consider feedback from diverse and multiple sources
- Provide consistent online experiences to address both new grade level content and academic gaps
- Ensure equitable access to teaching and learning
- Prioritize the needs of most vulnerable students
- Leverage district and community resources to address achievement/opportunity gaps and other reopening needs
- Build flexibility into reopening plans with “in-school” and “at-home” learning strategies and options

Consistent with state and local public health guidelines, as our schools reopen, they will do so with new practices in place to decrease the spread of the disease. As it is yet unclear what restrictions remain in place in August, we have established three levels of restrictions to help us in our planning, High, Medium, and Low:

High Restrictions

- Requires stable groups or cohorts of 12 students that would minimize the possibility of student groups to mix with other student groups
- Requires students to maintain social distancing of 6 ft
- Take student and staff temperatures before entry onto the campus
- Students *second grade and above* and staff would be required to wear face coverings (*unless otherwise exempt*); *TK - second grade students will be strongly encouraged to wear face coverings*
- No large group gatherings would be allowed
- Protocols and signage to increase healthy practices for handwashing and wearing face coverings
- Sanitizing and disinfecting protocols on all spaces and buses

Medium Restrictions

- Student groups at 50% of normal size and minimize the possibility of student groups to mix with other student groups.
- Requires students to maintain social distancing of 6 ft
- Taking student and staff temperatures before entry onto the campus
- Students *second grade and above* and staff would be required to wear face coverings (*unless otherwise exempt*); *TK - second grade students will be strongly encouraged to wear face coverings*
- No large group gatherings would be allowed

- Protocols and signage to increase healthy practices like hand washing and wearing face coverings
- Sanitizing and disinfecting protocols on all spaces and buses

Low Restrictions

- No large group gatherings would be allowed
- Protocols and signage to increase healthy practices like hand washing and wearing face coverings
- Sanitizing and disinfecting protocols on all spaces and buses

We will continue working with the Santa Cruz County Public Health Officer to identify and clarify the specific restrictions to which we will need to adhere. As these guidelines become more specific, we will be able to focus our planning efforts to comply with them.

TIMELINE

Santa Cruz County schools close to prevent spread of COVID-19

Distance Learning Begins

SCCS begins planning for reopening

First reading of Reopening Plan by SCCS Board of Trustees

Staff implement Reopening Plan



Professional development, teacher collaboration, and development of continuity of learning plans

Determination made by County Health to remain in distance learning for remainder of the school year - begin refining continuity of learning plans

Reopening guidance provided by the State

Final reading and Plan Approval by SCCS Board of Trustees

2020-2021 School Year Begins

HEALTH AND SAFETY

I. Campus Access

A. High and Medium Restrictions

1. Students

- Designated routes for entry and exit will be determined for each school site, using as many entrances as feasible.
- Students will line up at 6 foot increments in a designated area to be screened for symptoms prior to entering the classroom (temperature taken, ask about symptoms).
- Each site will communicate their protocol and process for school entry and temperature check prior to the start of school.
- All students will wash or sanitize their hands upon entering the classroom. Extra handwashing stations will be provided as needed, as well as hand sanitizer for all classrooms.

2. Parents / Guardians

- Campus access is limited to drop off and pick up; all visitors will wear face coverings.
- Physical distancing will be required and supported by marking sidewalks and other waiting areas.
- Families will be encouraged to remain in cars. Parents cannot walk their children to the classroom, or congregate at school once students have been dropped off.
- No family volunteers will be permitted in the classroom.

3. Outside Visitors and Groups

- Visitors limited to individuals who are essential for school operations.
- Essential visitors will be screened using a symptom checker form and temperature check. Visitor badge stickers will be given indicating proof of screening.
- Visitors must sign a form attesting to being symptom-free for the past 10 days and not been recently exposed to anyone known with COVID-19.
- Visitors must wear a face covering.

- No community volunteers in the classroom.
- Work with the County Health Officer to evaluate whether and to what extent external community organizations can safely utilize the site and campus resources.
- Establish and communicate common facility protocols for all users of district facilities.
- Communicate protocol for deliveries

4. Staff

- All staff must wash or sanitize hands as they enter worksites; additional handwashing stations will be available.
- Staff will follow symptom screening and temperature check protocol as determined by their site.
- Face coverings must be worn while on the worksite in the presence of others.

5. Movement on Campus / Worksite

- Minimize congregated movement through hallways.
- Implement protocols for classroom changes in the secondary.
- Implement staggered breaks and recesses to provide for physical distancing requirements.

B. Low Restrictions

- Schools can return to normal schedules
- Practice good hygiene protocols to prevent spread of the virus.

II. Health Office Protocol

- If a staff member becomes ill at work, they will immediately contact their supervisor and then leave campus. Employees will be sent for testing. County Health will be contacted, and tracing protocols will be implemented at the County level if the illness is COVID-19 related. A staff member will be assigned to cover the remaining class time of the teacher. Students will exit the room and the room will be sanitized before anyone returns to the class.
- Teachers will be provided with a protocol for assessing where to send a student if they are complaining about feeling ill, designating protocols for COVID-19 related symptoms and non-COVID-19 health needs.
- Each site will designate a small room that is easily cleaned to isolate students with COVID-19 related symptoms until they can be picked up or go home with parent/caregiver direction. Students with COVID-19 symptoms will remain in

isolation with continued supervision and care until picked up by an authorized adult. Sites will determine which personnel will monitor students.

- Student Services Director, School Nurses and Health Clerks will serve a coordinating role to ensure prompt and responsible notification to families and to County Health. If a student is exhibiting symptoms of COVID-19, staff will communicate with the parent/caregiver and refer to the student's health history form and/or emergency card to identify if the student has a history of allergies.
- If a student goes home ill, a note of his/her movements during that school day should be made to provide tracing within the school environment.
- Families will be notified of positive tests for COVID-19 in their child's cohort.
- Students and staff should remain at home if they fall for any reason.

III. Hygiene

A. High, Medium, and Low Restrictions (see page 3 for restriction definitions)

- Implement routines enabling students and staff to regularly wash or sanitize their hands.
- Train staff and students on proper handwashing and hand sanitizing techniques and personal protective equipment use, including the following: Scrub with soap and water for at least 20 seconds, or use hand sanitizer if soap and water are not accessible. Staff and students should dry hands thoroughly.
- Provide guidance to families, staff, and students on hygiene that includes wash or sanitize hands when: arriving and leaving home; arriving at and leaving school; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating and preparing foods, as well as regularly monitoring their child's temperature before coming to school.
- Teach and practice protocols for using tissue to wipe the nose and cough and sneeze inside the tissue.
- Teach students to not touch their faces or face coverings.

IV. Protective Equipment

A. High, Medium and Low Restrictions (see page 3 for restriction definitions)

1. Students

- Under high and medium restrictions, *students in 3rd through 12th grade will use face coverings when on campus, and TK through 2nd grade students will be strongly encouraged to wear face coverings.* Students are encouraged to use face coverings under low restrictions. Parents are encouraged to provide face coverings for students. Face coverings will be provided to students if needed.
- Training and information will be provided to students and families on proper use, removal, and washing of cloth face coverings.
- Modifications to personal protective equipment requirements may be made by County Health in low restrictions. District will follow County Health guidance.

2. Staff

- Provide masks to staff. Gloves will be available on site. Staff will wear protective equipment to comply with California Department of Public Health (CDPH) guidance for staff appropriate for each classification or duty, as well as relevant California Division of Occupational Safety and Health Administration (Cal/OSHA) requirements.
- Training and information will be provided to staff on proper use, removal, and washing of personal protective (PPE) equipment.
- Some positions may require additional PPE which will be provided by the District.

V. Physical Distancing

A. High and Medium Restrictions (see page 3 for restriction definitions)

1. Student Physical Distancing

- Follow physical distancing requirements and limit the number of people in all campus spaces to the number that can be reasonably accommodated while maintaining a minimum of 6 feet of distance between individuals or provide barriers that separate individuals.
- When moving about classrooms, maintain social distancing as practicable.
- Protect and support students who are at higher risk for severe illness (medical conditions that the CDC says may have increased risks) or who cannot safely distance from household contacts at higher risk. Students may choose from online learning, independent study or our homeschooling program.
- Determine student and staff capacity of each school meeting 6-foot physical distancing objectives.

- Provide students virtual activities in lieu of field trips and intergroup events.
- Post signage and install barriers to direct traffic around campuses.
- All students should have a backpack/bag to keep their personal items separate from other students.

2. Classrooms

- Determine maximum capacity for students of each classroom while meeting 6-foot physical distancing objectives.
- In accordance with CDC and CDPH guidance, ensure students are a minimum of 6 feet apart and arrange desks in a way that minimizes face-to-face contact.
- If necessary, utilize other campus spaces for instructional activities (e.g. lecture halls, gyms, auditoriums, cafeterias, outdoors).
- Provide developmentally appropriate activities for smaller group activities and rearrange furniture and play spaces to maintain separation, when possible.
- Plan and teach protocols for physical distancing as students move between classrooms.
- Ensure that students with disabilities are provided opportunities to engage with non-disabled peers to the extent possible as per their Individualized Education Plans (IEPs).

3. Playgrounds/Outside Spaces/Athletics

- Establish clear playground procedures that ensure physical distancing.
- Provide supervision to ensure physical distancing.
- Students should not share equipment (i.e. playground balls). Use of play structures will be allowed with social distancing. Structures must be sanitized daily.
- Physical education (PE) is limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.
- Intramural and interscholastic athletics will not be resumed until allowable according to state/local health officials.

4. Staff

- Avoiding staff congregation in work environments, break rooms, staff rooms, and bathrooms and for training or staff development.
- In accordance with Cal/OSHA regulations and guidance, evaluate all workspaces to ensure that employees can maintain physical distancing to the extent possible. Where possible, rearrange workspaces to incorporate a minimum of 6 feet between employees and students. If physical distancing between workspaces or between employees and students and visitors is not possible, add physical barriers that cannot be moved to separate workspaces.
- If physical distancing between workspaces or between employees and students and visitors is not possible, add physical barriers that cannot be moved to separate workspaces.

VI. Cleaning and Disinfecting

A. High, Medium, and Low Restrictions (see page 3 for restriction definitions)

- Tables and high touch surfaces will be wiped down regularly (by staff and/or students).
- Custodians will provide sanitizing each night in all spaces, equipment, etc. utilizing new backpack misting sanitation systems.
- Limit sharing of objects and equipment, such as learning manipulatives, games and art supplies. But where necessary, clean and disinfect between uses.
- Disinfect surfaces between uses, such as:
 - Desks and tables
 - Chairs
 - Seats on bus
 - Keyboards, phones, headsets, copy machines
- Disinfect frequently—at least daily—high-touch surfaces, such as:
 - Door handles
 - Handrails
 - Hydration Stations
 - Sink handles
 - Restroom surfaces
 - Toys, games, art supplies, instructional materials
 - Playground equipment

VII. Facilities Needs

A. High and Medium Restrictions (see page 3 for restriction definitions)

- Ensure students are a minimum of 6 feet apart and arrange desks in a way that minimizes face-to-face contact.
- Install barriers where desks and individuals cannot be six feet apart.
- Establish isolation-like waiting spaces.
- Ensure hand sanitizer (with a minimum of 60 percent alcohol) is available and supervised at or near all classrooms, workstations and on buses.
- Purchase fans in some offices and classrooms with limited ventilation for drawing out stale air and/or pull in fresh air.
- Keep doors and windows open at all times.
- Water fountain use is suspended. Students and staff will use hydration stations to refill personal water bottles, observing social distancing while doing so. Hydration stations will be regularly disinfected and sanitized.
- Establish protocol for accepting deliveries safely. Leave packages in a designated area for 24 hours.
- Maximize central air filtration for heating, ventilation, and air conditioning (HVAC) systems.
- Clear barriers at various locations as needed.
- Remove and rearrange furniture in office waiting areas, staff rooms and other gathering places and mark floors to indicate six feet of physical distancing.

VIII. Restroom Use

A. High, Medium, and Low Restrictions (see page 3 for restriction definitions)

- Limit the number of students in any restroom at a time.
- Provide signage and lessons on hand washing with soap before and after using the restroom.
- Post signage and guidelines and markers on the floor to support physical distancing.

IX. Employee Training

A. Develop and provide training on the following:

- Disinfecting frequency and tools and chemicals used in accordance with the [Healthy Schools Act](#), [CDPR guidance](#), and Cal/OSHA regulations. For staff who use hazardous chemicals for cleaning, specialized training is required.
- Physical distancing of staff and students.
- Symptom screening, including temperature checks.
- State and local health standards and recommendations, including, but not limited to, the following:
 - Proper use of protective equipment, including information on limitations of some face coverings that do not protect the wearer and are not PPE but can help protect people near the wearer. Face coverings do not replace the need for physical distancing and frequent handwashing. Face coverings are most essential when physical distancing is not possible. Also include training on removal and washing of face coverings.
 - Cough and sneeze etiquette.
 - Keeping one's hands away from one's face.
 - Frequent hand washing and proper technique.
 - Confidentiality around health recording and reporting.
- Training for school health staff on clinical manifestations of COVID-19, pediatric presentations, and [CDC transmission-based precautions](#).
- Training on trauma-informed practices and suicide prevention.

X. Communication

A. High Restrictions, Medium, and Low Restrictions (see page 3 for restriction definitions)

- Provide educational materials to families including enhanced sanitation practices, physical distancing guidelines and their importance, use of face coverings, screening practices, conducting training and education virtually, or, if in-person, ensure distancing is maintained.
- Instruct families to screen students before leaving for school for symptoms:
 - Elevated temperature
 - Chills
 - Cough
 - Shortness of Breath or Difficulty Breathing
 - Fatigue
 - Muscle or body aches

- New Loss of Taste or Smell
 - Sore Throat
 - Congestion or Runny Nose
 - Nausea or Vomiting
 - Diarrhea
- Students and staff must stay home if they are ill for any reason, have symptoms of COVID-19 or if they have had close contact with a person diagnosed with COVID-19.
- Sick staff members and students may not return to school until they have met CDC criteria to discontinue home isolation, including 3 days with no fever, symptoms have improved and 10 days since symptoms first appeared.
- Implement student and staff attendance policies that allow sick staff and students to stay at home without fear of reprisal or school failure and ensure staff, students and students' families are aware of these policies.
- Inform employees about access to COVID-19 testing for essential workers.

XI. Plan to Address Positive COVID-19 Cases or Community Surges

- Document/track incidents of possible exposure and notify local health officials, staff, and families immediately of any positive case of COVID-19 while maintaining confidentiality, as required under FERPA and state law related to privacy of educational records.
- Work with County Health for contact tracing and direction on any potential full or partial school closure due to exposure.
- Follow all State and County Health guidance on restrictions resulting from positive cases or community surges.

XII. COVID-19 Testing for Staff

- Once schools are reopened to at least some in-person instruction, it is recommended that surveillance testing be implemented based on the local disease trends.
- School districts and schools shall test staff periodically, as testing capacity permits and as practicable.
- Examples of recommended frequency include testing all staff over 2 months, where 25% of staff are tested every 2 weeks, or 50% every month to rotate testing of all staff over time.

XIII. California Department of Public Health Guidance on Confirmed Cases and School Closure

- *A classroom cohort goes home to be quarantined when there is a confirmed case.*
- *If a student or staff member has a confirmed case of COVID-19, the Local Health Officer will be notified and the case will be excluded from school for 10 days from symptom onset or test date. Identified contacts will be quarantined and exposed contacts will be excluded from school for 14 days after the last date the case was present at school while infectious. Disinfection and cleaning of classroom and primary spaces where the case spent significant time will also occur. The school site will remain open.*
- *Individual school closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with the Local Health Officer. Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/student/staff are cases within a 14-day period, depending on the size and physical layout of the school.*
- *The Local Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.*

INSTRUCTIONAL PROGRAMS

Instructional Scheduling Models

As our schools plan to reopen, the instructional schedule model chosen will become the foundation of a student's and family's experience in their school community. Santa Cruz City Schools is focused on student learning and academic achievement while also supporting students' social-emotional well-being. Ideally, we would have students return to campus five days a week. However, this is not likely given public health restrictions needed to ensure safety.

On Monday, June 23rd, the California State Legislature passed a number of bills outlining the specific instructional requirements for districts for the 2020-21 school year. Below is a summarization of key components of this legislation:

- 180 days of instruction are required (this is the same as in a typical year)
- Districts are able to use distance learning and/or blended learning (some in person and some distance) in order to meet local health & safety requirements
- The minimum number of daily instructional minutes have been adjusted to reflect the following:
 - 180 minutes (3 hours) required in TK-K
 - 230 minutes (3 hours 50 minutes) required in 1st - 3rd grades
 - 240 minutes (4 hours) required in 4th-12th grades
- Synchronous instruction is required for full days of distance learning
- Daily "live interaction" is required for all students to maintain student connection to school
- Aligned practices for taking attendance during synchronous instruction as well as asynchronous instruction are required

As our schools reopen and adjustments are made to meet health and safety guidelines, we may start the school year with one instructional schedule model and, as new information becomes available about health and safety, transition to a different model. Guidelines for high quality distance learning are being developed and professional learning will be provided to staff as we approach the new school year.

Parents will be notified what instructional model will be used, as well as what days their child will attend classes in medium restrictions as soon as guidance is given from County Public Health. If the instructional model changes during the year, we will inform parents and students as quickly as possible. We recognize that these modified schedules and changes make it difficult for families to plan day care and work schedules.

Regardless of the instructional schedule model, we will continue to work to eliminate

the barriers to student success that existed before the closure. Santa Cruz City Schools is offering several options for families that desire full time independent studies or home schooling. See below for descriptions of the three programs.

- **Ark Independent Studies Program (Grades 6-12)**
- **Traditional Homeschooling at Alternative Family Education (K - 12th Grade)**
- [Alternative Programs for Full Time Distance Learning](#)

I. **Elementary Scenarios**

A. High Restrictions Scenario for Elementary: Majority of students in full online learning with potential for some students on campus

- Some students could be invited to attend the “Resource Center,” 1 educator per 12 students, static group, 3 days per week (students TBD). The details to this are not finalized. *This is only if allowed by Health orders and limited to a small number of students.*
- There would be weekly/biweekly pickup of materials for students (assuming there are no shelter-in-place restrictions).
- Teachers providing 5 days of online learning, and supplementing those lessons with the students on campus 3 days a week. (Teachers with high risk conditions that require accommodations, may request an Interactive Process meeting to determine whether along with their doctor’s note, accommodations requested could be met.)
- On site classes would be 9:00-1:00 pm, 9:00-12:00 for TK and Kindergarten.
- Online instruction expectations will be outlined for students and parents.
- Redesign of online instruction to include opportunities for live instruction, that accompanies the work done in person.
- No after school childcare
- Students must have four hours of work assigned per day in 4th/5th, 3 hours 50 min in 1st-3rd, and 3 hours in TK/K
- Students must have “daily live interaction” (defined as internet or telephonic communication, or by other means permissible under public health orders) with certificated employees and peers

Potential Elementary Teacher Schedule--high restrictions--times will vary by site

Teacher	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Prep/Planning	Prep/Planning	Prep/Planning	Prep/Planning	Prep/Planning
8:30	Online class	Meeting with	Meeting with	Meeting with	Online class

	meeting	online learners	online learners	online learners	meeting
TK/K 9:00-12:00 1st/2nd/3rd 8:50- 12:40 4th/5th 8:45-12:45 Potential Second staff meeting on 4th Tuesday for unanticipated business	Online meetings with just full time online learners to go through the week	Online learners watching video instruction and doing work Small group in class with teacher working on the same online learning assignments. Staff meeting 2nd Tuesday of month	Online learners watching video instruction and doing work Small group in class with teacher working on the same online learning assignments. Staff Professional Development first Wednesday of month	Online learners watching video instruction and doing work Small group in class with teacher working on the same online learning assignments.	Online learning provided by specials teachers for all students. Prep/Planning/ Collaboration
30 min lunch after student departure	Lunch	Lunch	Lunch	Lunch	Lunch
1:15-3:00	Prep/Planning /Collaboration	Office hours/Parent communication /Student meetings	Office hours/Parent communication /Student meetings	Office hours/Parent communication /Student meetings	Prep/Planning/ Collaboration

Potential Elementary Student Schedule--high restrictions

	Monday	Tuesday	Wednesday	Thursday	Friday
Full time online learner at home	Class meeting Complete online Monday activities provided by specials teachers and catch up on work for the past week	Class/Small group meeting Direct instruction from a variety of modalities--p re-recorded videos, live lessons, etc. Work on assignments	Class/Small group meeting Direct instruction from a variety of modalities--p re-recorded videos, live lessons, etc. Work on assignments	Class/Small group meeting Direct instruction from a variety of modalities--p re-recorded videos, live lessons, etc. Work on assignments	Class meeting Smaller group meetings with teacher to clarify work for the week Work on assignments

Part time online learner (if we are able to implement a resource center concept)	Class meeting (from home) Work on assignments (at home)	Participate in instruction in the classroom Work on online assignments and get support from teachers	Participate in instruction in the classroom Work on online assignments and get support from teachers	Participate in instructions in the classroom Work on online assignments and get support from teachers	Complete online Friday activities provided by specials teachers and catch up on work for the week (at home)
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B. Medium Restrictions Scenario for Elementary

Students attend class two days per week

- Classes split into two equal groups.
- Half the class attends school on Tuesday and Wednesday. The other half attends on Thursday and Friday.
- Teachers provide two days of on-site instruction and 2 days of online learning, with the 3rd day of online learning provided by “specials” teachers (Art, Music, Library, Counseling, etc)
- Students must have four hours of work assigned per day in 4th-5th, 3 hours 50 min in 1st-3rd, and 3 hours in TK/K.
- If students are on campus, they must have four hours in class for 4th/5th, 3 hours 50 min in 1st-3rd, and 3 hours in TK/K
- Students must have “daily live interaction” (defined as internet or telephonic communication, or by other means permissible under public health orders) with certificated employees and peers.
- Attendance will be verified by in person time on campus and completion of assignments at home. Weekly verification of work completion will be required.

Potential Elementary Teacher Schedule--medium restrictions

Monday	Tuesday	Wednesday	Thursday	Friday
Full class remote meeting Prep/Planning/ Collaboration	Spend the day with group 1 doing prepared lessons in class lessons.	Spend the day with group 1 doing prepared lessons in class lessons.	Spend the day with group 2 doing prepared lessons in class lessons.	Spend the day with group 2 doing prepared lessons in class lessons.
Prepare 2 days of in class lessons and 2 days of distance learning that compliments the in class lessons.	Distance learning lessons reading and math for students at home. Remote meeting with group 2 to check in on work	Distance learning lessons reading and math for students at home. Remote meeting with group 2 to check in on work	Distance learning lessons reading and math for students at home. Remote meeting with group 1 to check in on work	Distance learning lessons reading and math for students at home. Remote meeting with group 1 to check in on work

Art, music and other lessons provided by specials instructors for online learning	before 9 AM or after 2 PM. Staff meeting 2nd Tuesday of month.	before 9 AM or after 2 PM.	before 9 AM or after 2 PM.	before 9 AM or after 2 PM.
Staff Professional Development first Monday of month.	Potential Second staff meeting on 4th Tuesday for unanticipated business			
Lunch provided per teacher contract				

Potential Elementary Student Schedule--medium restrictions--class times will vary by site based on staggered arrival schedule and transportation needs

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1 student	Attend class. TK/K 9:00-12:00 1st-3rd 9:00-12:50 4th-5th 9:00-1:00	Attend class. TK/K 9:00-12:00 1st-3rd 9:00-12:50 4th-5th 9:00-1:00	Whole class remote meeting Complete online activities related to art, music, library, life lab, social emotional health.	Group remote meeting with teacher (before 9 am or after 1:30) Complete online learning related to work done in class the prior TH/F. Remote meetings with intervention or support help as needed	Group remote meeting with teacher (before 9 am or after 1:30) Complete online learning related to work done in class the prior TH/F. Remote meetings with intervention or support help as needed
Group 2 student	Group remote meeting with teacher (before 9 am or after 1:30) Complete online learning related to work done in class the prior TH/F. Remote meetings with	Group remote meeting with teacher (before 9 am or after 1:30) Complete online learning related to work done in class the prior TH/F. Remote meetings with	Whole class remote meeting Complete online activities related to art, music, library, life lab, social emotional health	Attend class. TK/K 9:00-12:00 1st-3rd 9:00-12:50 4th-5th 9:00-1:00	Attend class. TK/K 9:00-12:00 1st-3rd 9:00-12:50 4th-5th 9:00-1:00

	intervention or support help as needed	intervention or support help as needed			
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C. Low Restrictions Scenario for Elementary

- This scenario is the closest to what “regular school” looks like.
- Students would be able to be part of daily classroom activities at standard class size.
- Cleaning protocols, hygiene and hand washing routines would be followed.
- Instruction will be given to students about personal space
- Full time distance learning option available by semester.

II.Secondary Scenarios

A. High Restrictions Scenario for Secondary: Distance learning for all courses

- Schools establish a regular online learning schedule (see Medium Restriction 6 Period Schedule) that includes daily synchronous instruction for all students
- Updated district guidelines for distance learning will be implemented
- Teachers are on campus daily, doing 5 days of synchronous online learning and assigning learning and work for students to complete asynchronously (Teachers with high risk conditions that require accommodations, may request an Interactive Process meeting to determine whether along with their doctor’s note, accommodations requested could be met.)

B. Medium Restrictions Scenario for Secondary

- 50% of students on campus.
- Class sizes permit a minimum 6 ft of distance between all persons in the classroom.
- Students on campus for face to face instruction two days a week.
- In person classes are 60-80 minutes long
- Each in person day is 4 hours 15-20 minutes long
- To avoid large groupings of students, students pick up lunch and leave campus at the end of the day. School day ends midday.

Proposed schedule for Branciforte MS, Mission Hill MS, Harbor HS, Soquel HS

Time	Monday (Virtual)		Time	Tuesday	Wednesday	Thursday	Friday
7:35-8:15 (40 min)	0 Period		7:35 - 8:15 (40 min)	0 Period Group 1	0 Period Group 2	0 Period Group 1	0 Period Group 2
8:20 - 9:00 (40 min)	1st Period		8:20-9:40 (80 min)	1st Period Group 1	1st Period Group 2	4th Period Group 1	4th Period Group 2
9:10 - 9:50 (40 min)	2nd Period		9:45-11:05 (80 min)	2nd Period Group 1	2nd Period Group 2	5th Period Group 1	5th Period Group 2
10:00 - 10:40 (40 min)	3rd Period		11:10-12:30 (80 min)	3rd Period Group 1	3rd Period Group 2	6th Period Group 1	6th Period Group 2
10:50 - 11:30 (40 min)	4th Period		12:30-1:00 (30 min)	Lunch (Student Brown Bag Lunch - students do not eat lunch on campus)			
11:40 - 12:20 (40 min)	5th Period		1:05-1:15 (10 min)	Virtual Office Hours 1st Per (group 2)	Virtual Office Hours 1st Per (group 1)	Virtual Office Hours 4th Per (group 2)	Virtual Office Hours 4th (group 1)
12:20 - 12:50 (30 min)	Lunch		1:20-1:30 (10 min)	Virtual Office Hours 2nd Per(group 2)	Virtual Office Hours 2nd Per (group 1)	Virtual Office Hours 5th Per (group 2)	Virtual Office Hours 5th (group 1)
12:55 - 1:35 (40 min)	6th Period		1:35-1:45 (10 min)	Virtual Office Hours 3rd Per (group 2)	Virtual Office Hours 3rd Per (group 1)	Virtual Office Hours 6th Per (group 2)	Virtual Office Hours 6th (group 1)
1:35 - 2:50	Prep		1:45-2:50 (65 min)	Duty Free Teacher Prep built into this period along with collaboration time (details will be worked out at each site).			

Proposed Schedule for Santa Cruz HS

	Monday	Tuesday	Wednesday	Thursday	Friday
0 Period 7:00 – 7:55 (55 min)	Distance	Group 1	Group 2	Group 1	Group 2
Period 1 8:00 – 9:00 (60 min)	Distance	Group 1	Group 2	Group 1	Group 2
Period 2 9:05 – 10:05 (60 min)	Distance	Group 1	Group 2	Group 1	Group 2
Period 3 10:10 – 11:10 (60 min)	Distance	Group 1	Group 2	Group 1	Group 2
Period 4 11:15 – 12:15 (60 min)	Distance	Group 1	Group 2	Group 1	Group 2
12:15-12:45 (30 min)	Lunch (Student Brown Bag Lunch - students do not eat lunch on campus)				

12:50 – 1:00 (10 min)	Prep	Per 1 Group 2 Virtual Office Hours	Per 1 Group 1 Virtual Office Hours	Per 1 Group 2 Virtual Office Hours	Per 1 Group 1 Virtual Office Hours
1:05 – 1:15 (10 min)		Per 2 Group 2 Virtual Office Hours	Per 2 Group 1 Virtual Office Hours	Per 2 Group 2 Virtual Office Hours	Per 2 Group 1 Virtual Office Hours
1:20 – 1:30 (10 min)		Per 3 Group 2 Virtual Office Hours	Per 3 Group 1 Virtual Office Hours	Per 3 Group 2 Virtual Office Hours	Per 3 Group 1 Virtual Office Hours
1:35-1:45 (10 min)		Per 4 Group 2 Virtual Office Hours	Per 4 Group 1 Virtual Office Hours	Per 4 Group 2 Virtual Office Hours	Per 4 Group 1 Virtual Office Hours
1:45-3:15 (90 min)		Duty Free Teacher Prep built into this period along with collaboration time (details will be worked out at each site).			

C. Low Restrictions Scenario for Secondary

- Schools would operate under their typical established bell schedules.
- Health/safety protocols as outlined with guidance from State/County Health.

Grading at Harbor, Santa Cruz and Soquel High Schools:

Students will earn letter grades in the 2020-2021 school year and families will be given the option for Credit/No Credit. A timeline for this option will be published at the beginning of the school year.

III. Branciforte Small Schools

A. High Restrictions Scenario for Branciforte Small Schools

1. Alternative Family Education (AFE)

- Consultant teacher/student/parent meetings are possible virtually.
- Teacher-led enrichment classes will need to be strategically grouped
Enrichment classes will not be set up for a "online instruction virtual class" unless we go to full shelter at home again. If that happens then we will do that for the classes and all meetings.

2. Ark Independent Studies

- Students meet with teachers via Zoom or Google Meet.
- Each student meets, on average, once per week with their consultant teacher and once per week with a credentialed math teacher.
- Students will have choices to complete online or textbook curriculum
- Consultant teachers meet individually with their students on a weekly basis to review and assess student progress.

- e. The Ark staff consider moving to digital protocols for attendance & credit tracking

3. Costanoa and Monarch

M/T/Th/F: Group 1: ½ days split with teacher in person & online; IT support online
 Group 2: ½ days split with teacher online, IT support available
 Wednesday: All online, PD, prep, collaboration

In person, on site, with teacher - integrated curriculum frontloading for independent work when not on site or with IT

Online with teacher - support continuity of learning plan

Online with IT - i.e. CHS credit recovery, producing assignments via Google Classroom; MCS producing assignments via Google Classroom

Student independent learning

Costanoa and Monarch Sample Schedule High Restrictions

	Monday		Tuesday		Wed.	Thursday		Friday	
	Group 1	Group 2	Group 1	Group 2	Groups 1&2	Group 1	Group 2	Group 1	Group 2
8:30-9:00	Teacher Prep								
9:00-11:30	In person instruction with teacher	Online learning IT support	In person instruction with teacher	Online learning IT support	Online learning	In person instruction with teacher	Online learning IT support	In person instruction with teacher	Online learning IT support
11:30-12:00	Lunch								
	Online learning IT support	Online learning with teacher	Online learning IT support	Online learning IT support	Staff collaboration	Online learning IT support	Online learning IT support	Online learning IT support	Online learning IT support
2:30-3:00	Teacher prep								

B. Medium Restrictions Scenario for Branciforte Small Schools

1. Ark and AFE

- a. Teacher-led classes may be offered twice weekly in person instead of only once if class sizes are reduced to half.

- b. Ark and AFE operate as before distance learning began
- 2. Monarch
 - a. Students are in two cohorts that meet in person two days a week and have distance learning three days a week.
 - b. Monarch shifts to a full Project Based curriculum where the on-site days are for direct instruction (skill building) to frontload distance learning work on projects
 - c. Wednesdays are dedicated to teacher PD and collaboration/prep
- 3. Costanoa
 - a. Teacher cohort is 24 (two groups of 12) and work on rotating schedules. Students stay with cohort teacher for the day and complete integrated, project-based learning progressions that are personalized for their credit earning needs.
 - b. Costanoa shifts to a full Project Based curriculum where the on-site days are for direct instruction (skill building) to frontload distance learning work on projects
 - c. Wednesdays are dedicated to teacher PD and collaboration/prep

4. Monarch Schedule

Possible instructional schedule (black = on site, orange = DL)

	Mon		Tues		Wed	Thurs		Fri	
Earth = 23	Grp 1 (12)	Grp 2 (11)	Grp 1 (12)	Grp 2 (11)	Grps 1&2 (23)	Grp 2 (11)	Grp 1 (12)	Grp 2(11)	Grp 1 (12)
Tierra = 23	Grp 1 (12)	Grp 2 (11)	Grp 1 (12)	Grp 2 (11)	Grps 1&2 (23)	Grp 2 (11)	Grp 1 (12)	Grp 2(11)	Grp 1 (12)
Sea = 24	Grp 1 (12)	Grp 2 (12)	Grp 1 (12)	Grp 2 (12)	Grps 1&2 (24)	Grp 2 (12)	Grp 1 (12)	Grp 2(12)	Grp 1 (12)
Ocean = 24	Grp 1 (12)	Grp 2 (12)	Grp 1 (12)	Grp 2 (12)	Grps 1&2 (24)	Grp 2 (12)	Grp 1 (12)	Grp 2 (12)	Grp 1 (12)
Sky East = 24	Grp 1 (12)	Grp 2 (12)	Grp 1 (12)	Grp 2 (12)	Grps 1&2 (24)	Grp 2 (12)	Grp 1 (12)	Grp 2 (12)	Grp 1 (12)
Sky West = 16 (½ time teacher co-teaches with IT)	Grp 1 (8) T=2.75 hr	Grp 2 (8) IT=4.75 hr	Grp 1 (8) T=2.75 hr	Grp 2 (8) IT=4.75 hr	Grps 1&2 (16) T=7.5 hr	Grp 2 (8) T=2.75 hr	Grp 1 (8) IT=4.75 hr	Grp 2 (8) T=2.75 hr	Grp 1 (8) IT=4.75 hr

Recess schedule for onsite students
M/T/W/Th/F

Earth	9:30-9:40
Tierra	9:40-9:50
Sea	9:50-10:00
Ocean	10:00 -10:10
Sky East	10:10-10:20
Sky West	10:20-10:30

Lunch schedule for onsite students
M/T/Th/F

Earth	11:10-11:30
Tierra	11:30-11:50
Sea	11:50-12:10
Ocean	12:10-12:30
Sky East	12:30-12:50
Sky West	12:50-1:10

5. Costanoa Schedule

Monday-Friday: Group 1 & Group 2 in person & online

Wednesday: All online independent, PD, prep, collaboration, etc.

In person, on site, with teacher- Integrated curriculum frontloading for independent work when not on site

Online with IT/Collaboration: i.e. CHS-credit recovery, producing assignments via Google Classroom, MCS-producing assignments via Google Classroom

Student independent learning

	Monday		Tuesday		Wednesday	Thursday		Friday	
	Group 1 (12)	Group 2 (12)	Group 1 (12)	Group 2 (12)	Groups 1 & 2	Group 1 (12)	Group 2 (12)	Group 1 (12)	Group 2 (12)
8:30-9:00	Prep								
9:00-11:30	In person instruction with teacher	Online learning with IT support	Online learning with IT support	In person instruction with teacher	Online learning	In person instruction with teacher	Online learning with IT support	Online learning with IT support	In person learning with teacher
11:30-12:00	Lunch								
12:00-2:30	Online learning with IT support	In person instruction with teacher	In person instruction with teacher	Online learning with IT support	Staff Collaboration	Online learning with IT support	In person instruction with teacher	In person instruction with teacher	Online learning with IT support
2:30-3:00	Prep								

C. Low Restrictions Scenario for Branciforte Small Schools

- Schools would operate under their typical established bell and appointment schedules.
- Health/safety protocols as outlined with guidance from State/County Health.

Instructional Planning

Like all districts, SCCS continues to grapple with uncertainty during this unprecedented crisis. In our instructional planning, we have moved from crisis response to proactive thinking as we plan our instructional models for next school year.

As we plan to address gaps in learning that may have occurred due to emergency distance learning as well as the typical learning setback that occurs during summer break, SCCS' instructional plan is to have collaborative teams focus instruction on essential standards in each course and content area. Essential standards have leverage, endurance and prepare our students for the next grade level.

As we deal with these gaps and the likelihood of continuing to have atypical learning environments (distance learning and/or blended learning), we know that courses will not be able to cover the same breadth as in a typical year. As such, we are focusing on the essential standards within each course.

Additionally, teachers will need to regularly use short, quick, formative assessments to determine student level of mastery on Essential Standard(s).

Professional development focused on essential standards and formative assessment is part of the district Professional Development Plan.

Student Engagement

In the fall, we may not be able to see students to the extent that we have in a traditional school day and year. As such, making personal connections with our students when in person is critical.

Additionally, in online instruction, keeping students engaged during synchronous instruction differs from teaching in the physical classroom. Below are a list of guidelines to support continued student engagement during online instruction:

- Asking students to keep cameras on, especially when speaking.
- Keeping direct instruction focused and brief.
- During direct instruction, providing students with an “incentive” to help keep them focused and engaged.
- Creating multiple Google Meets for students to work in “breakout rooms” or small groups online after the direct instruction portion of the lesson is over.

Professional Development

Professional development will continue to be important in any learning scenario with which we are faced. Staff meeting and collaboration time will continue to be used for professional development according to contractual agreements. Professional development will be provided at the start of the year to support teachers with the blended learning scenarios that are likely in the Fall.

As physical distancing rules ease and classes return to more a normal format, then we will continue to offer professional development through release time for teachers.

Collaboration, Assessment And Grading

I. Collaboration

In SCCS, we utilize a professional learning community (PLC) framework to support teacher collaboration. Grade level and course alike PLCs will collaborate to ensure continuity of learning and mastery of essential standards no matter the instructional model.

II. Assessment

Assessment is crucial to meet the needs of students and to inform teacher practice. Common formative assessments, real time feedback, and interim assessments will be a focus for next year as we work quickly to garner student achievement data to address learning gaps that have results from school closures. Daily teacher collaboration will be crucial in the development of and implementation of common assessments.

III. Grading

SCCS understands the need for vetted and fair grading practices in online instruction and in blended learning. Next year will be a recovery year while we work to maintain grade level achievement of standards. As such, consistent student feedback based on clear expectations is of utmost importance.

Elementary grading will resume to the traditional report card structure. Middle and High Schools will also return to traditional grading in the new year. However, if at any time during the semester, middle and high school instructional programs include blended or distance learning, families may opt for a credit / no credit grading system in high school or pass / fail in middle school. Options and information including a deadline for selection of grades or credit / no credit or pass / fail will be clearly communicated to families.

In order to encourage students who are ill to stay home, a grading accommodation plan will be developed to support any students with flu or COVID-19 symptoms.

Social Emotional Learning

- I. SCCS staff will continue to support students in the following ways:
 - A. Teachers will monitor their students for signs of stress and report concerns to their site counselors.
 - B. Counselors will be available to meet with students virtually, or in person if the scenario allows.
 - C. Counselors will provide social/emotional learning to students through classroom lessons, increasing student knowledge of well-being practices.
 - D. School Community Coordinators will continue to reach out to their families and offer support in basic needs as well as resources.
 - E. In a high restrictions scenario, all staff will make efforts to reach out to students frequently to increase the social interaction options for all students.
 - F. Implement Second Step curriculum K-5 grades.
 - G. Implement Teaching Tolerance curriculum 6-12 grades.

English Learners

A District priority is the educational achievement of English learners. SCCS will continue to ensure the goal of English learners to achieve fluent English proficiency as rapidly and effectively as possible is attained.

Our English learners, like all our students, have had a disruption of their daily lives, have worries about their own families, and have experienced high stress situations.

These students will need additional support to rebalance and refocus on the task of learning and being productive in the school community. The goal remains for English learners to achieve the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. To accomplish these goals, all English learners will receive a comprehensive program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program.

The California English Learner Roadmap

The Educational Programs and Services for English Learners (EL Roadmap Policy) sets the direction for educating English learners in California. The EL Roadmap Policy provides four guiding principles to support and embrace our English Learners:

- A. Principle One: Assets-Oriented and Needs-Responsive Schools
- B. Principle Two: Intellectual Quality of Instruction and Meaningful Access
- C. Principle Three: System Conditions That Support Effectiveness
- D. Principle Four: Alignment and Articulation Within and Across Systems

These principles will continue to guide SCCS in implementing instructional programs for English Learners during distance learning and the transition to reopening schools. This includes ensuring support to English Learners' social–emotional well-being.

SCCS schools will continue to closely monitor English Learners and students who were reclassified as fluent English proficient to evaluate whether students need additional services. Close monitoring is key to ensure that English learners have the opportunity to recover any academic losses incurred during school closures.

SCCS schools will continue to ensure meaningful communication with parents of English Learners in a language they can understand. Working with parents and offering them the opportunity to be involved in their children's education is key to the students' success at all times, especially during distance learning and the transition to reopening. Community Coordinators are essential in this communication process.

Professional learning opportunities and tools teachers can use focused on meeting the needs of English learners during distance learning and blended learning are part of the district Professional Learning Plan.

Career Technical Education

Due to the nature of CTE programs and the hands-on approach that is needed, additional elements must be considered as schools plan for a safe reopening. For a safe reopening, CTE teachers and site admin will review the health and safety guidance

and checklist, as well as guidance for other work sectors that the student may be working in. <https://www.dir.ca.gov/dosh/coronavirus/Health-Care-General-Industry.html>

- A. Develop and implement a system to clean all equipment or tools being used using the health and safety guidance.
- B. Tools are checked out by one student at the beginning of the instructional period and returned at the end of that class.
- C. Develop a process to ensure that all tools are cleaned each time they are returned so that they are ready for the next student or next class.
- D. In an instructional laboratory such as a shop, equipment is used numerous times during a class period and will need to be sanitized according to the health and safety guidance between use.
- E. Extra time should be spent at the beginning of the year with students to review typical safety precautions with additional time reviewing special circumstances centered on cleanliness to avoid exposure to COVID-19.
- F. Many CTE courses assign tasks to students who assist in cleanup at the end of class, and the students should be trained in all safety processes and procedures. It would be appropriate to assign a student each period to ensure that equipment is properly cleaned following each use.
- G. Resources for CTE distance learning at <https://www.cde.ca.gov/ci/ct/dl/>.

Performing Arts

I. Drama

- Staff are collaborating to identify spaces that will support safe instruction and exploring virtual venues for productions.
- The following are links to Performing Arts COVID resources
<https://www.nfhs.org/articles/performing-arts-covid-19-resources/>
<https://www.setc.org/covid-resources/#1589812063392-6a8cf307-3f39>

II. Music

- *Per CDPH guidance, activities where there is an increased likelihood for transmission from contaminated exhaled droplets such as band and choir practice and performances are not permitted. Music teachers will develop safe alternatives for instruction.*

Expanded Learning and Academic Supports

- I. ASES - Elementary After School Education & Safety Programs (BayView & Gault)
 - A. ASES is facing state budget reductions
 - B. Staff are researching new state program guidelines to determine which services can be provided during the pandemic.
 - C. Before and after school programs are subject to health and safety requirements. We will be consulting with County Health on our options.
- II. Campus Kids Connection (CKC)
 - A. CKC is piloting a small program this summer.
 - B. Before and after school programs are subject to health and safety requirements. We will be consulting with County Health on our options.
- III. KIDS EXPLORE - Santa Cruz Education Foundation (SCEF)
 - A. KIDS EXPLORE is exploring online options for the school year based on parent feedback
- IV. Academic Intervention & Supports
 - A. Elementary High and Medium Restrictions
 1. Small group virtual interventions will be provided utilizing available staff
 - B. Secondary High and Medium Restrictions
 - V. Middle and High School Math Intervention (in person or virtual depending on restrictions)
 - VI. Middle School Reading Interventions for students two or more years behind grade level standards

Co-Curricular Programs

- I. Athletics
 - A. Intramural/interscholastic athletics should be limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.
 - B. County Superintendents are working with the County Health and California Central Coast Section of the California Interscholastic Federation to plan for safe implementation of athletic programs as health regulations allow.
 - C. Details on particular sports will be made available as decisions are made with the league and *California Department of Public Health*.
- II. Clubs

- A. Under medium and high restrictions clubs would need to remain virtual
- B. Under low restricts clubs can resume as normal

Guest Teachers (Substitute Teachers)

- SCCS will work in collaboration with the County Office of Education to recruit and train a cadre of guest teachers. Training will include:
 - Distance Learning Platforms
 - Student Engagement Strategies
 - Health & Safety Protocols
 - Student Social Emotional Supports
- Non-classroom certificated staff will be used to cover classrooms if teachers go home sick during the day.

STUDENT SERVICES: Social Emotional Supports, Mental Health and Well-being

I. Tier 1 Universal Supports: Students

- A universal screening assessment will be administered to all secondary students to identify social-emotional needs, level of stress and trauma and mental health status.
- Counselors and teachers will monitor elementary students for signs of stress and trauma.
- Engage parents/guardians in an anonymous survey in order to build upon existing assets and determine the current mental health needs of students and families (CHKS module via CDE [CalSCHLS Learning from Home Survey](#)).
- Develop a referral system for individuals who need targeted support as well as access to school-employed and community mental health professionals.
- Conduct routine check-ins using a trauma--and resilience--informed lens.
- Engage with students and families using culturally responsive techniques.
- Training will be provided to staff to increase trauma knowledge and skills and reduce stigma associated with accessing services for mental health and well-being.
- All secondary students will receive suicide prevention curriculum and the National Suicide Prevention Lifeline telephone number will be included on staff and secondary student ID cards: 1-800-273-8255.
- Mental health and wellness resources will be provided on district and school websites and in communications with families (newsletters, emails, texts, robocalls, etc.).

II. Tier I Community and Family Engagement and Support

- Provide information and links on district and school websites to increase access to mental health and wellness resources.
- Share resources for basic needs:
 - food banks
 - Medi-Cal
 - Covered California
 - energy programs

- Section 8 housing
- prescription and patient assistance programs
- unemployment supports
- local CalFresh and food distribution

III. Tier I Universal Supports: Staff Wellness

- Promote mindfulness techniques and staff social supports.
- Provide routine communication to staff members to encourage self-care.
- Promote the use of staff support groups to enhance staff cohesion and coping.
- Provide a monthly informational insert in staff checks about mental wellness and local resources.

IV. Tier 1 Classroom Management Strategies

- In order to promote safety and consistency in the classroom, teachers will establish and implement daily routines for both in-person and online lesson delivery.
- Create a safe and supportive classroom space by using safe space posters and visuals that showcase diversity. Classroom expectations should explicitly value diversity, kindness, equity, and inclusion.
- Include stress management or mindfulness practices in classroom routines.
- Use restorative circles, if possible.
- Consider the impact of face coverings on the ability to read emotions and facial expressions, follow speech, participate in speech-related interventions, and focus on academics.
- Recognize and discuss the potential negative impact of an environment that still requires minimized social interactions, face coverings and lack of shared materials.

V. Tier 2 And 3 Early And Targeted Interventions For Students And Staff

A. Students

- Communicate what supports are available to assist students with mental health issues.
- Encourage students to use counseling services as needed and promote messaging to remove stigma.

- Provide information on how to access tele-behavioral health services for counseling services (individual and small group).

B. Staff

- Provide staff with resources from their Employee Assistance Program (EAP).
- Encourage staff to share about their experiences with COVID-19.

VI. Attendance and Enrollment

- A. Sites will develop attendance protocols for online learning to connect with students and families to promote attendance.
- B. Eliminate attendance incentives during the period of COVID-19 to deter students from attending if they are ill.
- C. Conduct home visits for students not engaged in school.
- D. Students impacted by COVID-19 will be excused from attending school and not penalized for missed attendance or missed school work.

VII. Communication and Family Engagement

- A. Communicate to families across multiple platforms in both English and Spanish (e.g., email, text messaging, push alerts, infographics, website posts, social media, news media outlets, printed mailings, etc.).
- B. Use communication methods that will accommodate persons with hearing and visual impairments.
- C. Ensure communication is bias free and destigmatizing and does not perpetuate stereotypes.
- D. Use existing school resources to amplify messaging: school campus signage, marquees, existing handouts, etc.
- E. Offer parent virtual networking and support meetings.
- F. Provide digital literacy training for parents so they can access virtual support and communication networks.
- G. Conduct home wellness checks for struggling students while maintaining social distancing as required.

SPECIAL EDUCATION

Students with disabilities are entitled to be educated with their non-disabled peers in the Least Restrictive Environment (LRE; 34 CFR §300.114). This legal mandate remains true in the context of all reopening plans that result from health-related mandates to schools in response to COVID-19. In practicality, this means that students with disabilities must be afforded the same opportunities to general education as their non-disabled peers and the general education model of instruction must be used as the basis for establishing a free and appropriate public education (FAPE) for each student with an identified disability.

During school closure, school districts have been following state and federal guidance with regard to adapting services from a brick and mortar setting into a distance learning format. This has included collaboration with families and offering multiple methods for service delivery (google meet group for individual direct instruction sessions, pre-recorded instruction sessions, written assignments posted on Google Classroom, etc.), and collaboration with general education staff to ensure that accommodations have been provided to students with disabilities in alignment with their individualized needs.

As we plan for re-opening, there are several considerations that need to be addressed. These will be considered among all districts within the North Santa Cruz County Special Education Local Planning Area (SELPA). The following are some of the considerations being addressed:

I. Personal Protective Equipment (PPE)/Essential Protective Gear (EPG)

- A. Consider the differing requirements of PPE/EPG for the differing populations of students with disabilities (i.e., for those requiring medical procedures, toileting, lifting and mobility assistance).
- B. Consider how the LEA will address students with disabilities who refuse or are not able to wear face coverings. IEP team will convene to address individual needs in this situation.

II. Planning for Students who are Medically Fragile and/or Immune Compromised

- A. Clearly define how staff can honor physical distancing recommendations, yet meet student medical, personal, or support needs.
- B. Determine how adequate space and facilities will be utilized to maintain

health and safety of students and staff, especially when tending to individual student medical or personal needs.

- C. Build in flexibilities to keep students connected and included in the class and school community regardless of how much physical time they are able to attend school. Ensure the ability to quickly pivot to attending class virtually in order to retain some regular connection to teacher and peers.
- D. Determine any special or unique needs for students with disabilities related to planned district or schoolwide procedures and protocols related to the following:
 - Daily health screening and temperature checks.
 - Restroom use as well as diapering and toileting.
 - Paths of travel.
 - Use of campuses for recess or recreational activities
 - Cleaning and disinfecting.

III. Physical Distancing

- A. Establish any necessary flexibilities for specific students-with-disabilities populations such as preschool-age, students with extensive support needs, behavioral challenges, etc.
- B. Establish flexibilities and plan for how to implement physical distancing given lack of space and facility limitations, particularly for children who will struggle with maintaining physical distancing.
- C. Address potential issues from physical distancing rules that could result in unintended segregation of students on campuses away from peers without disabilities.
- D. Plan for maintaining access to peers without disabilities and ensure that students remain in the least restrictive environment.
- E. Determine how the LEA will provide related services in instructional models while staying physically distant.
- F. Discuss how LEA staff and providers will conduct assessments while practicing physical distancing.

FOOD SERVICES

We will continue to support and provide food for all our students, ensuring that everyone has access to healthy and appealing school meals.

We are currently working with our local, regional and statewide farmers, ranchers, and producers to continue to provide the highest quality and the best nutrition possible through speed scratch and scratch cooked meals when possible, maintaining the high standard set by our wellness policy and State and Federal regulations.

To provide physical distancing unfortunately we will need to discontinue all farm to table salad bars at this time. However, we plan to provide a variety of premade popular salads such as chicken caesar, chinese chicken or garden veggie. All fruit and vegetables will be served whole or prepackaged in individual containers or served hot with an entrée.

We are working with our farmers & produce providers to prepack individual servings of fresh seasonal harvest fruits and vegetables. We will continue to be a proud member of CALIFORNIA THURSDAY and provide California grown and produced meals every Thursday.

All employees have been trained on health and safety protocols, including correct application of disinfectants, and maintaining physical social distancing. All standard operating procedures for sanitation of school kitchens, cafeterias, food warehouses, and central production kitchens have been reviewed and updated as our student's safety is the highest priority.

Our work with community partners and Second Harvest Food Bank will continue to provide additional resources with food insecurities. We will continue to serve all student's healthy meals including meals for the weekend if allowed.

I. General Sanitation and Cleanliness (current protocol)

- All staff are to report any illness before arriving at work.
- All staff are required to wash hands on arrival and often throughout shift.
- All staff is required to wear facial coverings.
- All staff is required to wear gloves while working with food or serving food.
- All Staff is required to change gloves when contact areas change.
- All Staff is required to maintain six feet social distancing when possible.
- All kitchens are cleaned and sanitized daily.

II. Protocols to begin at school start

- Students will not be permitted in any kitchens or service areas.
- All salad bars and will be closed until further notice.
- Students will be handed a prepared meal at the serving window or at the designated point of service. Meal counts will still be recorded in the POS system.
- 6ft social distancing floor stickers will show students where to stand as they wait for their turn, one way arrows will give directional instruction to ensure students do not congregate.
- Face masks must be worn by all students for service.
- High Restrictions: Students may come to campus for meal pick up while on distance learning at a designated location as we did during the spring and summer.
- Medium Restrictions: Meal service will vary depending on grade span and school location. All students are given equal opportunity for both breakfast and lunch. *(per USDA Nutritious Meal Mandate all students must have access to one nutritiously balanced meal per school day)*

III. Food Services Offered

- Breakfast, Lunch, (Supper and Snack if after school programs are in operation).
- All foods will be pre-packaged by manufacture or Central Kitchen to ensure complete safety.
- All non-packaged items such as fresh fruit and vegetables will be portioned and placed in a student tray or pre-bagged (grab and go style) by the Food Service Worker to eliminate cross contamination by other students.

IV. Alternating Day School Schedule

Meal service will vary depending on grade span and school location. All meals are subject to charges based on student eligibility.

Elementary - Orders will be taken daily by the teacher for that day's lunch and for meals packed for the distance learning day. These meals then would be delivered to the classroom at the end of the day.

Middle School - Orders will be taken daily by the teacher for that day's lunch and for meals packed for distance learning days. These meals then would be picked up by students at the end of the school day.

High School - Students will be allowed to visit the cafeteria before school starts to pick up breakfast. At the end of the day the cafeteria will be open for students to pick up lunch and a complete set of meals for the distance learning day.

- All student meals will be trayed or pre-bagged (grab and go style) and ready for pickup.
- All students must observe 6ft social distancing and wear masks.
- students will be encouraged to eat outside individually before school
- no eating in the classrooms
- Students cannot stay or congregate on campus.
- At the end of day all meals should be taken home to consume.

V. For Distance Learning Days

- To ensure students have access to meals at home, students may pick up a packed meal including both breakfast and lunch on the day they attend school for the distance learning day.
- Students cannot stay or congregate on campus.
- All meals are consumed at home.

At this time, we expect that Santa Cruz City Schools will lose waivers and will not be able to serve all students for free. Free and reduced eligibility regulations will be back in effect. Also the non congregate waiver will have to be reinstated by USDA for the half day plan to be implemented.

TRANSPORTATION

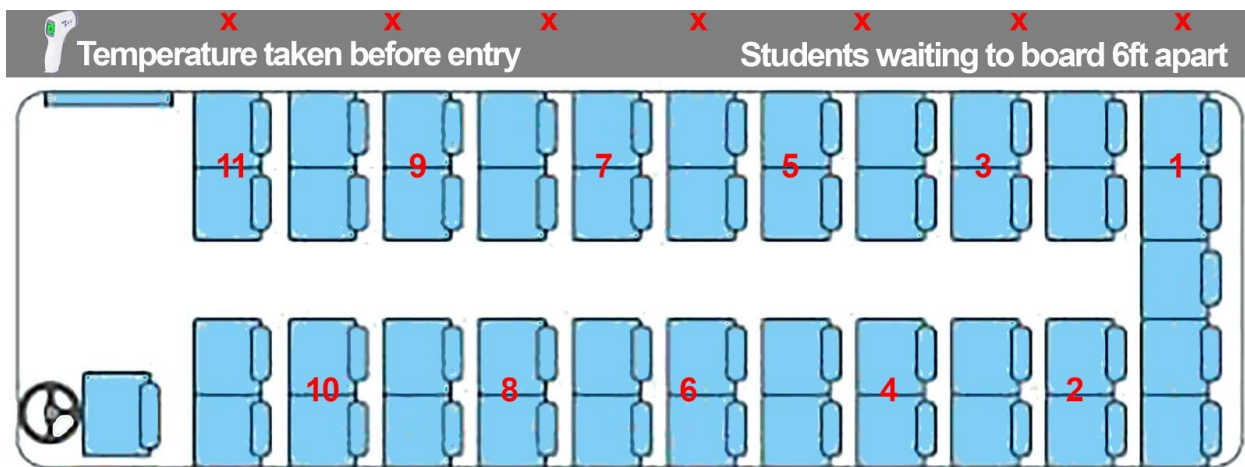
I. Safety Protocols and Transportation Planning

- Provide notification to parents and students about transportation protocols
- Provide overview and training to staff
- Acquire a touchless thermometer for each bus route
- Determine maximum capacity of students for each vehicle while meeting physical distancing requirements *of 50% capacity*.
- Create a plan for seating based on maximum capacity determined above, and develop a plan for bus routes that accommodates the capacity limitations.
- Ensure 6-foot distancing at bus stops and while loading and unloading.
- Require face coverings for students and staff at bus stops and on buses.
- Develop a passenger entry and exit plan to minimize physical contact.
- Determine if there is adequate physical distancing space at bus stops and school loading and unloading zones.
- Open bus windows and maximize space between students and the driver
- Provide drivers training on appropriate use of cleaning products and when bus should be cleaned:
 - Beginning and or end of each day.
 - Between routes disinfect seats, mats, handles, etc.
- Require temperature checks/screening prior to loading the bus under medium and high restrictions
- No field trips under medium and high restrictions
- If a student has a temperature or otherwise appears ill they will not be allowed to ride the bus.
- All drivers should receive training on proper disinfecting procedures for the school bus. These procedures should follow CDC recommendations. This training should be properly documented. The training should include the following at a minimum.

- Proper cleaning and disinfecting techniques.
- Proper use and disposal of Personal Protective Equipment (PPE).
- Safe product usage guidelines (chemical safety).
- Proper methods to empty and dispose of trash.

II. Loading and Unloading Buses

- Mark or block seats that must be left vacant. Sample seating options:
 - Option 1: Seat one student to a bench on both sides of the bus, skipping every other row.
 - Option 2: Seat one student to a bench, alternating rows on each side to create a zigzag pattern on the bus.
 - Option 3: One student per bench.



- Seat students from the rear of the bus forward to prevent students from walking past each other.
- To prevent students from walking past one another, afternoon runs should be boarded based on the order in which students will be dropped off. (Students who get off first should board last and sit in the front .)