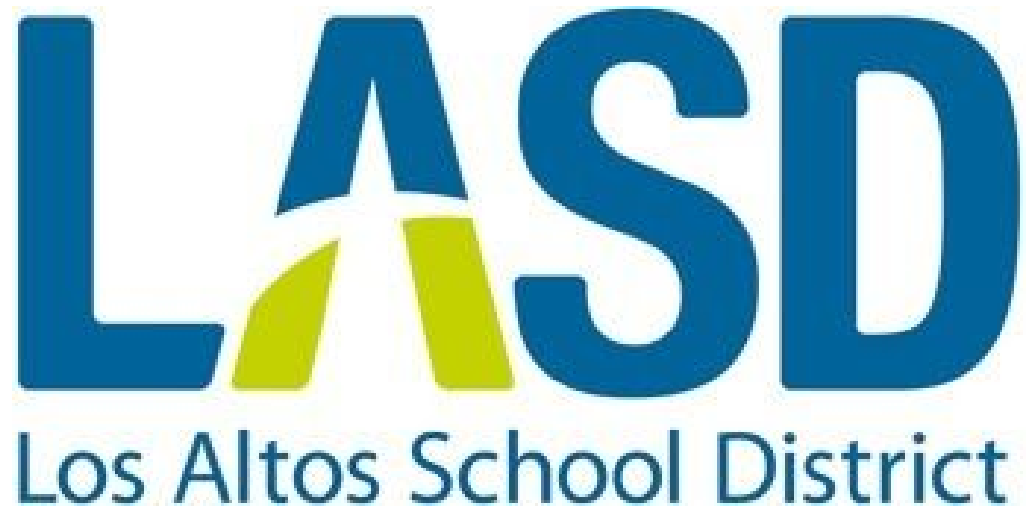


# 2020-2021 Reopening Plan DRAFT

In response to reopening guidelines and post COVID-19 Spring 2020 closure

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# Plan Overview & Critical Factors

# Plan Overview

There are many unknowns surrounding the future of schools in the 2020-2021 school year, yet we must prepare for re-opening during COVID-19. Several scenarios have been discussed by various government agencies and without any clear executive orders. Of course, the primary choice for LASD is to have 100% of students back on campus when it is safe, feasible, and permissible.

As the need to transition to distance learning took place so fast and without much preparation, we know that planning and decisions must be made for future school closure and a change in operations. The ideas presented in this document were initiated in collaboration with district office personnel, site leadership, school nurses, and teacher leaders. Additionally, surveying of students, teachers and families also informed the teaching and learning plans in this Reopening Plan.

LASD's plan allows for flexibility within a continuum of implementation based on County Health Orders:

**100% of Students Back on Campus:** All students can return to campus with a family option of a 100% virtual experience.

**Blended Approach of In-Person and Online:** A blended approach where students spend a portion of each week on campus and learn online when not in school with a family option of a 100% virtual experience.

**100% of Students Learn Online:** 0% of students returning to our campuses.

Future closures are possible or even likely so we must plan for the ability to shift quickly as the situation evolves next school year. This plan is subject to change as state and local guidelines and health orders are changing weekly, if not daily. LASD is taking a proactive approach to plan for all future scenarios with the expectation and assumption that all districts in the state will receive no additional revenue to operate this way. In fact, we have been told by state authorities to expect funding to drop substantially.

Specific site level details and plans will be completed once we have clear guidelines for reopening from the SCCPHD.

# Critical Factors

While developing this plan, the district considered many complex factors:

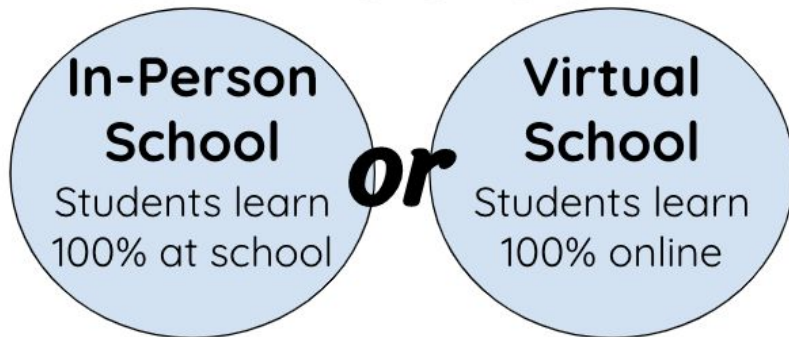
- ❑ We must prioritize the health and safety of our students
- ❑ Ensuring the health and safety of our employees as they reenter the physical workplace is a priority
- ❑ We want to support families who need to go back to work
- ❑ Primary students (TK-3) have great difficulty with independent online learning
- ❑ Primary grades lay the critical foundational learning in literacy and numeracy for future academic success
- ❑ Students with moderate to severe disabilities have great difficulty with independent online learning
- ❑ We want to be equitable, knowing that students and families require varying levels of support, both academic and socio-economic
- ❑ Social interaction is a critical part of true and deep learning
- ❑ The health and safety guidelines, including social distancing requirements, will impact the implementation of our plan
- ❑ The availability of critical supplies for cleaning, disinfecting, and personal safety equipment may impact our plan
- ❑ On campus space constraints may impact plan implementation.

The above list is not exhaustive but meant to demonstrate the complexity of planning.

# Teaching & Learning

# 100% of Students Back on Campus

## FAMILIES CHOOSE:



Our parent and staff surveys indicated that people have different needs and wants for the fall in response to Covid-19. **We want to provide choice to families of enrolling in either a 100% virtual school experience or sending their child back to campus full time.**

**In-person school** will follow all established state and local health and safety guidelines for students and staff.

**100% virtual school** is provided for students who are unable to attend in-person school due to increased health risks of self or

immediate family members or for families who do not want to send their child to school due to Covid-19 concerns.

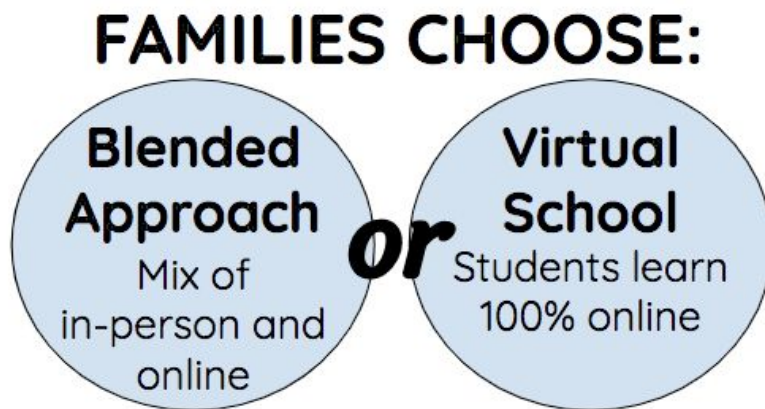
Students who are enrolled in this program:

- Are enrolled in the LASD TK-8 virtual school
- Teachers teach virtually from a campus when possible
- Engage in a comprehensive grade level curriculum similar to an in-person experience with a combination of asynchronous and synchronous experiences
- Are required to attend school online daily, as noted by daily attendance
- Are required to complete assigned work similar to an in-person experience
- Are graded using the LASD mastery grading rubric

Should a family decide to send their child back to in-person school due to a change of circumstances or a change of mind after selecting 100% virtual school, the district will initiate six week checkpoints to prepare for the transition. **Every effort will be made to return the student to their home school, however this may not always be possible due to space constraints.**

# Blended Approach

A Mix of In-Person and Online with a Family Option of a 100% Virtual Experience TK-8



If we are unable to have all students on campus, we want to provide choice to families for enrolling in either a 100% virtual school experience or a blended approach where students spend a portion of each week on campus and learn online when not in school.

See **100% virtual school** above for details.

## Blended Approach

**The blended approach** is provided for students who are able to safely return to in-person school and follow the public safety health guidelines. Students enrolled in this program:

- Attend their home school, as feasible
- Spend 2 days each week on campus and 3 days per week learning virtually
  - If this is not feasible for all students, priority begins with TK and ascends the grade levels
  - If more time on campus is feasible, priority begins with TK and ascends the grade levels
- Engage in a comprehensive curriculum
- Are required to attend school daily, either in person or online: daily attendance will be recorded and reported
- Are required to complete assigned work
- Are graded using the LASD mastery grading rubric



## Structures in Place to Support the Blended Approach TK-6

- Classes will be split into A and B rotations. Siblings will be on the same rotation and coordinated K-8. The schedule will follow a Monday/Tuesday and Thursday/Friday split on campus.
- In class focus for TK-6 will be on English Language Arts, Math, and Social Emotional Learning. Teachers will prioritize small groups, formative assessments, conferring, conversations, and relationship/community building - the areas that are more of a challenge virtually.
- The elementary daily schedule will be 8:30 - 2:00, with staggered start and end times as required, allowing teachers to Meet with their virtual students from 2:15-3:00 for a class meeting and attendance. [Sample 4th grade student schedule](#).
- All students will have access to high quality self-paced instructional learning plans for their at-home learning days. This will allow students to continue with daily learning and growth in the core content areas, including English language arts, math, social studies, science, PE, and specials
- For all students, Wednesday is an online learning day with scheduled and required live meets for PE and/or specials, including music, computer science, Art Docents, and Living Classroom. All specials are taught asynchronously throughout the week with required live synchronous times for students on Wednesdays and/or their at-home learning days.
- For regular classroom teachers, Wednesday begins with a 45 minute morning meeting with students then becomes dedicated teacher prep and planning time, collaboration time, professional learning and staff meeting time.
- At-home students will be considered “present” for attendance if they attend the required daily live class meeting.
- LASD will provide meals to students that participate in the National School Lunch Program.

## Structures in Place to Support the Blended Approach for Junior High School Students

- Grade levels will be split into A and B rotations. Siblings will be on the same rotation and coordinated with elementary siblings. The schedule will follow a Monday/Tuesday and Thursday/Friday split on campus.
- Courses will include:
  - In-person 7th grade: English, Math, Science or History Rotation, and Exploratory Elective Wheel with virtual PE
  - In-person 8th grade: English, Math, Science, and History with virtual elective/PE rotation
- PE and 8th grade electives will be taught asynchronously with live synchronous times available for students throughout the week on their at-home learning days.
- [Sample 7th grade student schedule.](#)
- All students will have access to high quality self-paced instructional learning plans for their at-home learning days. This will allow students to continue with daily learning and growth in all content areas.
- For all students, Wednesday is an at-home learning day with required live synchronous times for students.
- For junior high school teachers, Wednesday begins with a 45 minute whole class advisory meeting and then becomes dedicated teacher prep and planning time, collaboration time, professional learning and staff meeting time.
- JHS attendance will be taken daily through advisory or required class Meet.
- LASD will provide meals to students that participate in the National School Lunch Program.

## Considerations for Special Populations

Students enrolled in SDC will come back to school 5 days per week following a traditional school day schedule and remain as their own stable cohorts. SDC teachers will have an early release day on Wednesdays to provide for collaboration time from 1:00-3:00.

In addition to 2 in-person school days on campus, students with Individualized Education Plans and not enrolled in an SDC program may come to campus to receive services based on their IEP goals. This will be dependent on the types of services required as detailed in their IEPs.

Students receiving mental health services or counseling may come to campus to receive services.

Beginning English learners are another high priority group that we know require in-person support. Depending on the public health guidelines around the number of cohort groups any individual student can be a part of, beginning English learners will come to school 2 days per week like their peers and receive specialized English language development 5 days per week on site as possible.

Students needing intensive academic support will come to school 2 days per week like their peers and receive specialized academic support 5 days per week on site, as possible.

Children of essential workers, including LASD employees, will come to school 2 days per week like their peers and participate in on-site care 3 days per week, as possible and needed.

# 100% of Students Learn Online



While this is not our preferred option, we do need to be prepared for the fact that we may be required to begin the year with no students on campus or pivot to this model as the year progresses should a second wave of Covid-19 require school closure.

## **Virtual School in LASD for All Students**

- TK-6 students will be assigned a teacher from their “home” school site, and will virtually meet daily with their teacher who will provide a minimum of 2 hours of required synchronous learning, including both whole group and small group. The remainder of the day for students will be asynchronous learning using self-paced learning plans to continue with daily learning and growth in core content areas. Small group instruction will be facilitated daily and should include required daily groups for English learners, guided reading groups, small group math, intervention groups, etc. Teachers will hold daily office hours on all days during their normal workday hours to assist students and answer questions.
- Grade 7&8 students will be assigned classes by subject and grade level. Students are enrolled in 4 virtual courses every 6 weeks. English and Math are constants. Students rotate between Science and Social Studies and then PE and Elective. World language or music electives will be offered as an additional elective period.

# Social and Emotional Learning

LASD teams are working through plans to ensure that the social emotional well being and mental health needs are addressed for staff and students at the start of the school year. Using the 5 Core Competencies from

CASEL (Collaborative for Academic Social Emotional Learning) as the base, staff training and student learning will incorporate teacher resiliency skills, student resiliency skills, classroom routines and school-wide structures for social and emotional learning, and teacher training in trauma informed instructional practices. A plan for addressing more acute mental health needs is also being developed by a team of our school psychologists.



# Supervision of Students

# Supervision Support - Priority Groups

We know that, for a variety of reasons, not all families are able to support their children learning from home. LASD will provide on-site supervision of students on their non in-person days during regular school hours in priority order if permitted by the county health orders and financially feasible. The priority order includes:

- Children of essential workers, including LASD staff
- Students participating in the School Nutrition Program
- Beginning English learners
- Students needing more intensive academic support

Staffing on-site supervision support should be a priority and may require creative use of existing personnel.

In addition to on-site supervision during regular school hours, we will need to consult with our after school childcare providers to ensure that they can provide childcare services, as allowed by the county health orders, for students in all 3 plans.

# Technology Considerations



# Technology Considerations

For successful implementation of the plan, 1-to-1 access to a chromebook and reliable Internet access will allow us to deliver the best learning program for students. We do not want sharing a computer or poor Internet access to impact the ability for students to attend required online live meetings or access to online instruction.

We must work together with our parent community to determine the best way to feasibly provide 1-to-1 access for all students. This may include asking parents, if they are able, to purchase a chromebook for each child and loaning out additional site-owned devices as needed.

# Health & Safety

Plans are being developed for following the health and safety guidelines at each school and will be shared once the instructional plan is approved and the health and safety guidelines are released by the state and/or county.

# Facilities & Operations

Plans are being developed for cleaning and disinfecting guidelines at each school and will be shared once the instructional plan is approved and the health and safety guidelines are released by the state and/or county.