DRAFT POUSD School Scenario(s) Plan Fall 2020-2021

PINER-OLIVET UNION SCHOOL DISTRICT

DRAFT

*Structure is adapted from Natomas Charter School

Guidance Sources

The Center for Disease Control (CDC) issued a document providing guidelines for school re-opening. These, and forthcoming CDC Guidelines, in conjunction with state and county guidelines, will govern the pace and timing of POUSD's movement through the stages of phases. **CDE and CDPH guidelines should come out on Monday, June 8th.**

CDC School Re-opening Guidance Tool

CDC Guidance Document Criteria for different phases page 7; School Specific Guidance page 45

Guidance Sources

Due to the unknown nature of the implications of COVID-19, we anticipate that movement through different educational scenarios will NOT be linear. We might move into a hybrid, online/in-person, scenario, only to move back to distance learning if COVID cases surge in our county or appear on our campuses.

Guidance Sources

We await specific directives from Sonoma County Public Health, but possible guidelines include:

- If a classroom has a documented case of COVID-19, that classroom will move to Scenario 4, distance learning, for a minimum of 14 calendar days.
- If a school experiences 2 or more documented cases of COVID-19, the entire school will move into Scenario 4, distance learning, for a minimum of 14 calendar days.

We anticipate that Scenario 4 will be long-term and ongoing for families who need or choose that option.

Goals for Fall Reopening 2020-2021

1. Keep staff and students safe and healthy by minimizing contact and maintaining sanitary facilities.
2. Continue providing excellent educational opportunities with clearly successful educational outcomes to our students so they continue to learn and grow during these challenging times.
3. Support staff in providing the highest quality educational experiences for students while maintaining their own health and work-life balance.

Timeline for input on POUSD Plan

Week of May 11th: -Present to Board overall timeline
 -Admin designs drafts for various scenarios for Fall School
 -Initial presentation of structure to POEA

Week of May 18th: -Present Draft Plan to ILT and get feedback
 -Present Draft Plan to SSC and/or PTO and get feedback
 -Meet with POCA president and present Draft Plan
 -Present Draft Plan to the Board

Week of May 25th: -Present Draft Plan at staff meeting and get feedback
 -Create Committee for Fall School Reopening
 -End of Year Survey for Families and Staff

Week of June 1st: -Present Updated Plan and Results at Board Meeting
 -Share Updated Plan

June-July: -Work on implementing plan with input from stakeholders

4 Possible Scenarios:

Scenario 1 - All Students on Campus

Scenario 2 - Hybrid Learning (Physical Distancing Required)

Scenario 3 - Distance Learning (Stay-at-Home Orders/SIP)

Scenario 4 - Virtual Academy or Independent Study (Short Term or On-going)

Different schools and/or classrooms at certain times could be in a different structure

Scenario 1: All Students on Campus

Criteria	School Structure	Special Education	Lunch	In-person Schooling
Sonoma County Public Health Department (SCPH) deems it appropriate for students to attend school without physical distancing required.	Students attend school as normally structured. Focus on limiting community transmission through respiratory hygiene and use of masks. Restricted spaces are closed. Physical distancing implemented where possible.	All special education services are provided in-person or virtually per the current IEP.	Lunch occurs as normal in cafeteria spaces.	In-person program is available to all families as regularly scheduled. No parents/volunteers on campus.

Scenario 2: Hybrid Learning (Physical Distancing Required)

Criteria	School Structure	Special Education	Lunch	In-person Schooling
SCPH allows for student attendance but physical distancing is required; class sizes are reduced by 50-75%.	Students attend in-person instruction in shifts with 50-75% class size reductions. Off-shift students attend virtually through videoconference. Students and staff required to wear age-appropriate PPE.	Special education services are provided in a hybrid format based on student attendance day.	Lunches occur in shifts, or students eat in classrooms. Students maintain social distancing. And / Or Cafeteria offers bag lunches and kids eat at home.	In-person program is available to essential community workers. In-person program enrollment is capped. In-person program staff supporting distance learning during the school day.

Scenario 3: Distance Learning (Stay-at-Home Orders)

Criteria	School Structure	Special Education	Lunch	In-person Schooling
SCPH issues community-wide stay-at-home orders and campuses close OR SCPH directs POUSD district, specific school or specific class(es) to close for 14 days due to confirmed case(s) in student/staff population	All students attend instruction virtually. Teachers shift to 100% distance learning and all instruction commences via videoconference or other online programs.	Special education services are all provided virtually.	Grab-and-go lunches are provided for pick up in front of the school.	In-person program is closed.

Scenario 4: Virtual Academy or Independent Study (Short or Long-Term)

Criteria	School Structure	Special Education	Lunch	In-person Schooling
Individual students are required by SCPH to quarantine and isolate for an extended period of time. OR Individual families elect to participate in long-term Virtual Academy Program.	Students attend instruction virtually with their classmates via videoconference and distance learning tools.	Special education services for students in this program are all provided virtually.	School lunch is not provided.	In-person program is unavailable to these students.

Four Areas for Design

Instructional Plan for Flexible Learning

Addressing Learning Gaps

Prioritizing Connectedness and Well-Being

Ensuring Health and Safety

Instructional Plan for Flexible Learning

Flexibility

Create one plan that will allow for learning that is "location flexible" depending on the current public health order or family needs.

Leveraging Technology

An instructional model that makes use of technology to keep students connected to the classroom and engaged in learning.

Equity and Support

Developing protocols that allow us to differentiate and support each student, individualizing instruction and taking an equity-based approach.

Addressing Learning Gaps

Assessing Understanding

Establish protocols for identifying gaps in learning that need to be addressed.

Summer Learning

Identify summer activities and resources, especially in Math and English Language Arts, to support learning throughout the summer.

School Year Intervention

Establishing process and structures to identify and address learning gaps.

Prioritizing Connectedness and Well-being

Reconnecting Students

Creating a process for connecting students to campus and each other for the duration of the school year.

Reconnecting Families

Identifying processes for connecting families to campus in virtual and face-to-face methods.

Mental Health Supports

Establishing a process to identify and provide mental health supports.

Ensuring Health and Safety

Hygiene Education

Educate school community on hygiene based on public health guidelines and adhere to mandates daily.

Processes for Health Screening and Sick Students and Staff

Screen students and staff for symptoms on a daily basis. Create processes and procedures for supporting students and staff who become ill.

Regular Sanitation

Update our protocols for daily cleaning and sanitation of campus and classroom surfaces based on public health guidelines.

Questions and Feedback??