

Cardiff School District



COVID-19 Recovery Planning

OUR GOALS

- Return students and staff members to school safely and confidently to an environment that is conducive to learning and work
- Plan for a full return to school when public health guidelines, with specific safety precautions fully in place, allow for full classrooms of students to return.
- Prepare contingency plans if public health guidelines regarding physical distancing, capacity and safety limit us from serving full classes of students concurrently.
- Continue to provide updates to our school community as plans progress

TIMELINE

- MARCH School closes on 3/13, distance learning begins on 3/16
- APRIL Report cards/conferences and spring break take place
- Distance learning continues to be refined, student supports are added
- MAY COVID-19 Recovery planning begins
- JUNE Establish outline of scenarios for fall
- Plan for all contingencies
- Begin process of detailing and implementing plans
- AUGUST School starts on 8/25 with one of the planned scenarios based on current local public health guidelines

WHAT HAS INFORMED OUR PLANNING?

AGENCY MANDATES AND GUIDELINES:

- Governor's Executive Orders, phases of reopening
- Public Health and Human Services Health Orders
- Center for Disease Control recommended guidelines
- California Department of Education guidelines
- San Diego County Office of Education guidance
- Collaboration with county and local school districts

ADDITIONAL FACTORS:

- Educational requirements
- Facilities/space availability
- Budgetary considerations
- Parent and teacher input

COLLABORATION AND INPUT GATHERING

Daily leadership meetings and planning with District Office team, Principals, SPED, District Technology Coordinator District Nurse, Facilities, and Extended Day, using guidelines from the above sources have informed various meetings with:

- Teachers

- Classified staff

- SEA leadership

- Focus group comprised of leadership, certificated staff, classified staff, and parents

Additional input was gathered from:

- Parent survey

- Teacher survey

PARENT SURVEY RESULTS

PARENT SURVEY HIGHLIGHTS

- 97% survey response rate
- 93% of families prefer a return to school to the maximum extent feasible
- 7% of families prefer a full distance learning preference
- 30% of families indicated they will have child care needs in the fall
- Overall very positive feedback
- Distance learning feedback to inform COVID-19 Written Report
- Regarding a return to school, a wide range of comments from those urging caution to those hoping for a normal return
- Other Input- social-emotional supports will be important, distance learning details and opt in guidelines, request for resources for summer enrichment, band program considerations, class posting questions, keeping siblings on same schedule, custodial care needs

TEACHER SURVEY RESULTS

REFLECTIONS ON DISTANCE LEARNING

- Success utilizing Learning Management Systems, ZOOM, Google Meets, making instructional videos, providing choice boards, having book studies, providing workbooks and/or packets , providing small group and 1:1 instruction
- Challenging to create new lessons and restructure existing lessons to fit distance learning format
- Specialty teachers provided content that allowed for breaks in screen time and hands on discovery
- Special Education, Learning Center/Lab, ELD teachers and instructional aides provided necessary intervention and support

PLANNING FOR 2020-21

- If a hybrid model is needed, teachers prefer one that maximizes face to face time with students
- Teachers expressed concerns around their ability to teach quality lessons in class with half their students while simultaneously managing the other half of the class while also engaging some students in full days of distance learning .

KEY AREAS OF FOCUS

Illness Prevention/Physical Distancing

Learning/Instructional Models

Custodial Care/Extended Day

Program Supports

ILLNESS PREVENTION/PHYSICAL DISTANCING

HEALTH SUPPLIES/PROTOCOLS FOR INTAKE/MONITORING ILLNESS/HANDWASHING

- Guidelines and protocols that we bring forward will be fluid and changing as new science is obtained
- Looking to the county, state, CDC and WHO for guidance as we develop our health and cleaning protocols
- SDCOE has not yet released their road map to recovery and we will be readjusting plans once this is available
- Implementing self-check screening guidelines for staff

4 STRATEGIES

- Hygiene and sanitation
- Handwashing
- Face coverings (state and local agencies will give guidance on this)
- Physical distancing (state and local agencies will give guidance on this)

ILLNESS PREVENTION/PHYSICAL DISTANCING

PROCURE SUPPLIES AND DEVELOP PLANS FOR THE FOLLOWING

- Cleaning /Sanitation
 - Social distance and sanitation protocols
 - Procurement of supplies
 - Closed sites except for essential work
 - Regular disinfection/deep cleaning
- Physical distancing/in class/on campus/ingress and egress
- Follow protocols, classrooms and campus logistics planned ahead

LEARNING/INSTRUCTIONAL MODELS

FULL-TIME RETURN

- We will begin this model as soon as we can meet public health guidelines to do so.
- In this scenario, public health guidelines, with specific safety precautions fully adhered to, allow for full classrooms of students to return.

TEMPORARY HYBRID MODEL

- In this scenario, public health guidelines and safety precautions may require capacity/spacing limitations. Limited classroom and outdoor space availability due to construction means that students would need to attend school according to a staggered schedule with classes at reduced capacity.
- If conditions warranted this temporary model, classes would be served in two groups, attending M/T/Th/F in half-day morning or afternoon sessions. This schedule would allow teachers opportunities for differentiated, small group support and regular contact with students throughout the school week, limiting the challenges of full, consecutive days of independent learning from home without regular face-to-face instruction.
- Extended Day would expand its services to maximize its ability to offer custodial care for working families; students who need custodial care could attend extended day as available for lunch/homework club/additional activities for the other half of their school day, and on Wednesdays if needed.
- Students would be assigned independent work to complete outside of their in-class sessions.
- Siblings would be kept on the same half day schedule.
- Cleaning/disinfecting of classrooms would be done midday and evenings.
- Wednesdays will be an independent work day for students, while teachers would be dedicated to teacher planning, collaboration, staff meetings and professional development.

LEARNING/INSTRUCTIONAL MODELS

FULL DISTANCE LEARNING PROGRAM OPTION

- Fully online learning model will be available for families that desire it
- Learning will include independent study, small group video conferencing, and computer adaptive software
- Parent support and student participation key for program success
- Program is being developed and details will be forthcoming

REFINING DISTRICT BEST PRACTICES FOR DISTANCE LEARNING

- Will use input from teachers and parents to further inform this work
- May be needed if stay at home orders return

CUSTODIAL CARE/EXTENDED DAY

IF A TEMPORARY HYBRID SCHEDULE IS REQUIRED, EXTENDED DAY WILL MAXIMIZE THEIR PROGRAM TO SUPPORT LEARNING/CUSTODIAL CARE FOR WORKING FAMILIES

- Utilize extended day program as a morning schedule and an afternoon schedule in addition to before/after school care to maximize opportunities for custodial care/homework club/additional activities for students of working parents outside of their half day schedule
- Additional info may be gathered from parents regarding custodial care needs in this scenario

FACILITIES NEEDS CONSIDERATIONS (INDOOR/OUTDOOR) AND PROGRAM IDEAS

- Stable groupings of students with designated staff members assigned to each group
- Adherence to all required health and sanitation protocols
- Creating physically distanced, friendly activities and events
- Major focus is providing care for working families while providing a fun and safe space for students
- Adjusting protocols and procedures as guidelines evolve
- Potential summer program would create a blueprint for the next school year

PROGRAM SUPPORTS

SPECIAL EDUCATION

- ESY distance learning
- General education plans will guide special education service delivery plans
- All special education teachers, related service providers and aides have and will continue to be utilized
- Consistent considerations around general education impact while ensuring a Free and Appropriate Public Education within a Least Restrictive Environment will be addressed on an individual basis

SOCIAL-EMOTIONAL LEARNING(SEL)/ RESOURCES FOR HOME AND SCHOOL

- Online padlets for students, families and staff with support and fun
- SEL program available for all staff to access for Kinder through 6th grade
- Care Solace available for students, families and staff
- If physical distancing is required then continued social connections available

LEARNING LAB/LEARNING CENTER/ELD/INSTRUCTIONAL AIDES/STUDENT ACADEMIC SUPPORT

- Will continue to layer in support for identified students and those in need of targeted intervention

SPECIALTY TEACHERS

- Support classroom instruction

INSTRUCTIONAL SUPPORT

- Articulation, planning, ongoing collaboration and professional development for teachers

NEXT STEPS

JUNE-JULY

- Contingency planning for all scenarios
- Begin process of detailing plans and putting them in place
- Provide updates as new information becomes available

AUGUST

- Our District will ultimately start school on August 25th, according to one of our various contingencies that are flexible as local health conditions and health orders change. Custodial care needs and individual family circumstances will be solicited if needed. We recognize that this is critical information for families, and we will will provide updated information as soon as practicable.