

San Dieguito Union High School District



# A Planning Framework for the **2020-21 School Year**



## **Reopening Guiding Principle**

Our decision-making will be guided by considering the health and safety needs of our students, families, staff, and community as our highest priority.

Health and safety include many factors beyond COVID-19 and balancing the health and safety of all of the school community is complex.

# California Department of Public Health

Framework Issued July 17, 2020

- [County Monitoring List](#)

Schools and School Based Programs Guidance Issued July 17, 2020

Local Conditions - [San Diego County \(LHJ\)](#)

# Schools and School Based Program Guidance

## Changes from the Guidance Issued on June 5, 2020

- **Face Coverings for Students - References [CDPH Guidelines](#)**
  - Face covering required for all students 3rd grade through high school unless exempt.
  - A cloth face covering or face shield should be removed for meals, snacks, naptime, or outdoor recreation, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.
  - In order to comply with this guidance, schools must exclude students from campus if they are not exempt from wearing a face covering under CDPH guidelines and refuse to wear one provided by the school. Schools should develop protocols to provide a face covering to students who inadvertently fail to bring a face covering to school to prevent unnecessary exclusions.
  - School should offer alternative educational opportunities for students who are excluded from campus.

# Schools and School Based Program Guidance

## Changes from the Guidance Issued on June 5, 2020

- **Face Coverings for Staff - References [CDPH Guidelines](#)**
  - All staff must use face coverings in accordance with CDPH guidelines unless Cal/OSHA standards require respiratory protection.
  - In limited situations where a face coverings cannot be used for pedagogical or developmental reasons, (i.e. communicating or assisting young children or those with special needs) a face shield can be used instead of a cloth face covering while in the classroom as long as the wearer maintains physical distance from others, to the extent practicable. Staff must return to wearing a face covering outside of the classroom. 8
  - Workers or other persons handling or serving food must use gloves in addition to face coverings. Employers should consider where disposable glove use may be helpful to supplement frequent handwashing or use of hand sanitizer; examples are for workers who are screening others for symptoms or handling commonly touched items.

# Schools and School Based Program Guidance

## Changes from the Guidance Issued on June 5, 2020

- **Ensure Teacher and Staff Safety**

- Ensuring staff maintain physical distancing from each other is critical to reducing transmission between adults.
- Ensure that all staff use face coverings in accordance with CDPH guidelines and Cal/OSHA standards.
- Support staff who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options such as telework, where appropriate, or teaching in a virtual learning or independent study context.
- Conduct all staff meetings, professional development training and education, and other activities involving staff with physical distancing measures in place, or virtually, where physical distancing is a challenge.
- Minimize the use of and congregation of adults in staff rooms, break rooms, and other settings.
- Implement procedures for daily symptom monitoring for staff.

# Schools and School Based Program Guidance

## Changes from the Guidance Issued on June 5, 2020

- **Implementing Distancing Inside and Outside the Classroom**
  - Activities where there is increased likelihood for transmission from contaminated exhaled droplets such as band and choir practice and performances are not permitted.
  - Activities that involve singing must only take place outdoors.
- **Checking for Signs and Symptoms**
  - Implement screening and other procedures for all staff and students entering the facility.
  - Conduct visual wellness checks of all students or establish procedures for parents to monitor at home. If checking temperatures, use a no-touch thermometer.

# Schools and School Based Program Guidance

## Changes from the Guidance Issued on June 5, 2020

- **Considerations for Reopening and Partial or Total Closures**

- When a student, teacher or staff member tests positive for COVID-19 and had exposed others at the school, refer to the CDPH Framework for K-12 Schools, and implement the following steps:
  - In consultation with the local public health department, the appropriate school official may decide whether school closure versus cleaning and quarantine of exposed persons or other intervention is warranted, including the length of time necessary, based on the risk level within the specific community as determined by the local public health officer.
  - Close off the classroom or office where the patient was based and do not use these areas until after cleaning and disinfection. Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.
  - Additional areas of the school visited by the COVID-19 positive individual may also need to be closed temporarily for cleaning and disinfection.
  - Implement communication plans for exposure at school and potential school closures to include outreach to students, parents, teachers, staff and the community.



# Schools and School Based Program Guidance

## Changes from the Guidance Issued on June 5, 2020

- **Considerations for Reopening and Partial or Total Closures (Continued)**
  - When a student, teacher or staff member tests positive for COVID-19 and had exposed others at the school, refer to the CDPH Framework for K-12 Schools, and implement the following steps:
    - Include information for staff regarding labor laws, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools. See additional information on government programs supporting sick leave and worker's compensation for COVID-19, including worker's sick leave rights under the Families First Coronavirus Response Act and employee's rights to workers' compensation benefits and 18
    - presumption of the work-relatedness of COVID-19 pursuant to the Governor's Executive Order N-62-20, while that Order is in effect.
    - Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
    - Develop a plan for continuity of education. Consider in that plan how to also continue nutrition and other services provided in the regular school setting to establish alternate mechanisms for these services to continue.
    - Maintain regular communications with the local public health department.

# San Diego County Public Health Order - Updated July 21, 2020

All public, charter and private schools shall not hold classes on the school campus, and shall conduct distance learning only as required by COVID-19 an Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year issued by the California Department of Health Services on July 17, 2020 available [here](#). Colleges and Universities shall not hold classes or other school activities where students gather on the school campus, except for research-related activities in colleges and universities and where necessary to train students who will serve as essential workers.

## Reopening Focus Areas



Health and Safety



Operations



Social and Emotional Support Systems



Family and Community Engagement



Learning and Instruction



## Health and Safety

Convened Work Group Sessions - Overlap between this group and Operations. Reviewed what we have already done in anticipation and sought input/feedback in the following areas in preparation for staff/students return to campuses:

- Promote Healthy Hygiene Practices
- Train All Staff and Educate Families
  - HR required “Cleaning/Disinfecting for the Coronavirus (SARS-CoV-2)”
  - Custodians - Cleaning and Disinfecting Training already conducted
- Check for Signs and Symptoms
- Plan for When a Staff Member, Child or Visitor Becomes Sick
- Maintain Healthy Operations



## Operations

- Intensify Cleaning, Disinfection, and Ventilation
- Implementing Distancing
  - student desks facing forward / staff desks 6 ft. from student desks
- Limit Sharing
  - 1:1 Devices Districtwide
- Consideration for Partial or Total Closures

Preparing draft of Safe Reopening Plan for K-12 Schools, which will incorporate all of the elements mentioned. The draft will be shared with our workgroups next week.



# Social and Emotional Support Systems

*Creating safe/welcoming/supportive schools & classrooms...*

*Building resilience and healthy coping strategies, [SEL](#) & practices...*

*Promoting family and community communication and collaboration*

## Student Social-Emotional Supports

[Social-Emotional Student Supports During School Reentry \(overview\)](#)

[Social-Emotional Multi-Tiered Systems of Supports, Roles and Referral Process](#)

[Supportive, Inclusive Classrooms \(Tier 1\)](#)

## Professional Development

Kognito: Trauma Informed Practices and At-Risk for MS and HS Educators

Building a Virtual Classroom Community: Welcoming Ritual, Engaging Practices, and Optimist Close

Social-Emotional Supports for Students

## Survey Data to Assess Current Need

CoVitality: Week of August 10



# Family and Community Engagement

Highlighted important focus areas related to community engagement and solutions that will lead to an improvement in confidence that families, students and teachers are equipped with current and relevant information and resources.

- Launch new District and school site webpages
  - Streamline FAQ pages in a user-friendly model
  - Build new pages to supplement information for our Distance Learning Program
- Video PSA's at the District and school site level
- Examine use of social media platforms and best practices to engage community
- Continue Student Summit Program
- Focus on including input from all stakeholder groups during decision-making processes
- Provide proper health and safety updates to the community as warranted
- Work with partners in Aeries and ParentSquare to improve engagement platforms
- Explore ways to build trusting & collaborative relationships with students & families that are not equally represented in meetings, committees, or surveys due to language, access or other barriers



## Learning and Instruction

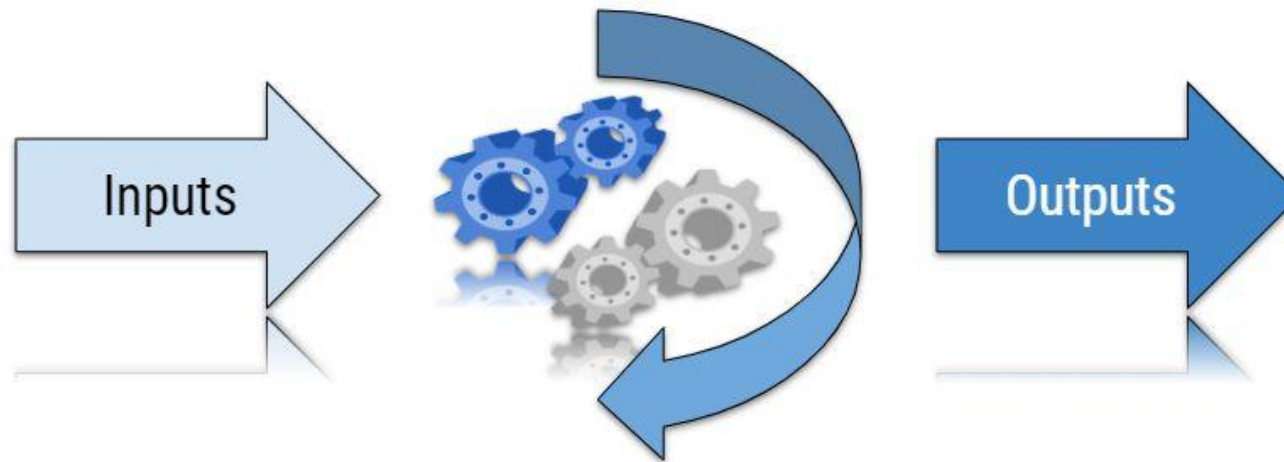


### Thank you to our Learning and Instruction Focus Area Members!

- 55+ members
- Teachers, counselors, administrators, and representatives from Special Education and English Learner Programs
- Continued collaboration with our faculty association
- Regular collection of input from teachers who expressed interest but were not directly involved on in focus area groups



## Learning and Instruction Focus Area Process



Senate Bill 98 (SB-98)/Assembly Bill 77 (AB-77)

Learning Models from San Diego County Office of Education and other districts

Feedback from teachers, staff, students, and families regarding Spring 2020 Emergency Remote Learning

Utilize SB-98/AB-77 (Ed Code 43500 - 43504 and 43509) & to review and analyze different learning models in preparation for all possible reopening scenarios

Review guiding questions for each model as related to learning and instruction

Develop questions and concerns and identified key priorities for each model

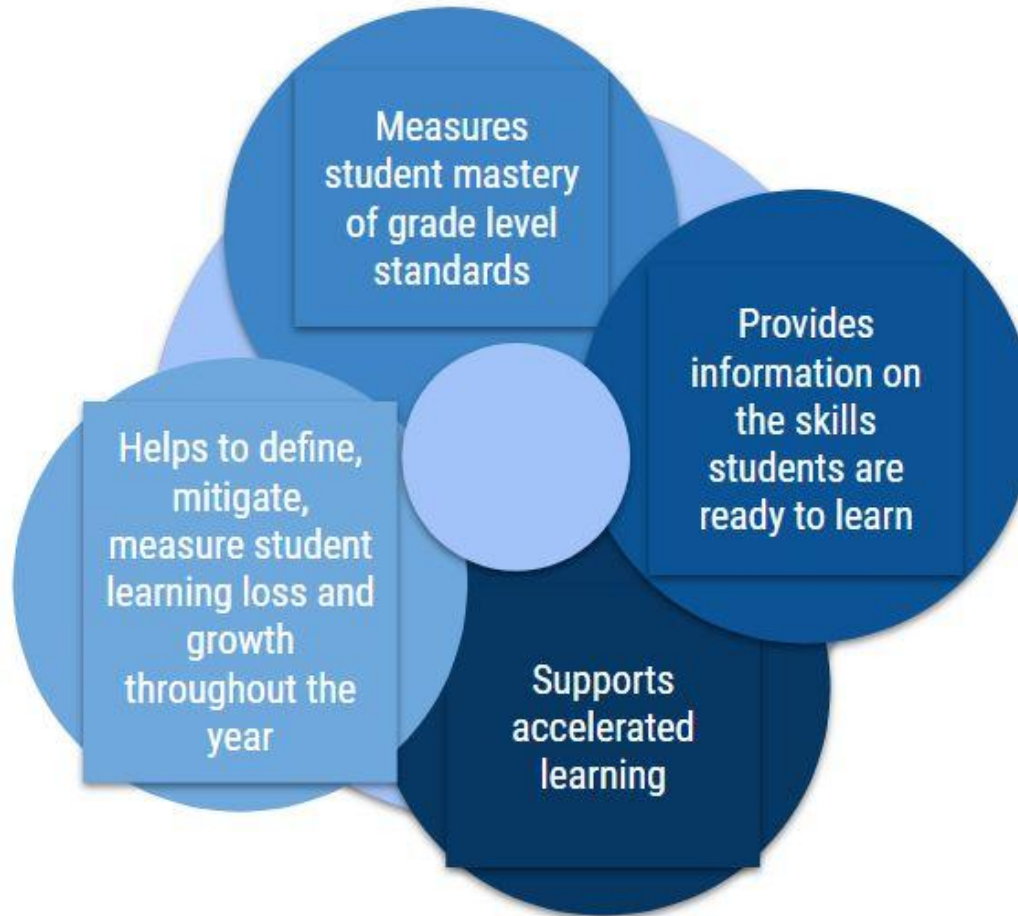
Focus Groups - discussed bell schedules, student and teacher expectations, assessment, grading, equity, supporting students with disabilities, professional learning, and communication with families

### How Will Fall 2020 Distance Learning Differ from Spring 2020?

Learning Components	Spring 2020 Emergency Remote Learning	Fall 2020 Distance Learning	Explanation of Changes
Full Academic Content	✗	✓	California Assembly Bill ( <a href="#">SB 98</a> / <a href="#">AB 77 Ed Code 43503</a> ) mandates that distance learning shall include: "Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction."
Measure Student Learning Loss	✗	✓	State mandates assessment of students to measure learning status, particularly in the areas of English language arts, English language development, and mathematics, address learning loss, and accelerate learning progress ( <a href="#">SB 98</a> / <a href="#">AB 77 Ed Code 43509</a> ).  SDUHSD will implement a teacher-recommended academic universal screener assessment program for English Language Arts and math to be administered to all students (7-12) multiple times throughout the 2020-2021 school year.
Consistent Learning Platform	✗	✓	All teachers and students use Google Classroom as the primary learning management platform to manage their coursework and streamline delivery of content and resources.  Teachers may supplement Google Classroom with additional <a href="#">district-approved tech tools</a> .
Live Instruction (Synchronous)	✗	✓	State mandates daily live (synchronous) instruction ( <a href="#">SB 98</a> / <a href="#">AB 77 Ed Code 43503</a> ) and required number of instructional minutes ( <a href="#">SB 98</a> / <a href="#">AB 77 Ed Code 43502</a> ).  Daily live instruction includes activities such as check-ins/office hours, whole class discussion, small group discussion, progress monitoring, etc.
Independent Student Work (Asynchronous)	✓	✓	<a href="#">Research</a> indicates that no more than 50% of online instruction should be synchronous to support equity, comprehension, and to reduce screen fatigue.  Daily asynchronous learning includes independent learning activities such as watching tutorial videos, reading, synthesizing information and responding to prompts/instruction, etc.
Attendance	✗	✓	State mandates daily attendance and record keeping ( <a href="#">SB 98</a> / <a href="#">AB 77 Ed Code 43504</a> ).  Continue to focus on student check-ins and access
Bell Schedule	✗	✓	Clear bell schedule supports students access to live instruction (synchronous) and independent work (asynchronous), while eliminating overlap between courses.
Letter Grading System	✗	✓	Letter grades will be earned by students for all classes and will represent quality of work and mastery of course standards  Clearly established grading policies communicated by teachers through course syllabus  Regular reports on academic progress available to parents/guardians through <a href="#">Aeries</a>



## What is a Universal Screener and How Does It Support Learning?



## Measuring Student Learning Loss Through a Universal Screener

### Universal Screener Selection

SDUHSD math and English teachers have worked through the summer to research, vet, and select an academic universal screener assessment program for English Language Arts and math to be administered to all students (7-12) multiple times throughout the 2020-2021 school year.

### Plan for Administration

**Baseline data (September):**  
First administration to assess student learning status **Progress**

**Monitoring (January):**  
Midyear administration to assess student progress

**Growth data (May):**  
End of year administration to measure student growth over the year

### Using Results to Support Students

Results from each administration used to support students in various ways including:

- Inform classroom instruction and provide targeted skill based interventions
- An additional measure to Inform course placement
- An additional measure as an entry and exit criteria for interventions
- Measure the effectiveness of mitigating learning loss plan
- Basic skills criteria for reclassification of students who are English Learners



## Distance Learning Bell Schedule Priorities



Support health, safety, and academic needs of students, teachers, and staff

Capacity to safely transition to on-campus learning

Consideration for screen time



Student support and connection opportunities

Student Co-curricular and Extracurricular activities

Support student school choice and pacing

Serve unique needs of our community



Consistent learning time and expectations

Professional development opportunities for success

Reflect research-based practices in support of distance learning while supporting our unique student population

# Distance Learning Middle School Bell Schedule DRAFT

**DRAFT Middle School Distance Learning Bell Schedule  
 Block Period Schedule  
 Wednesday Advisory/SEL Focus**

Sample Times	Monday (1/3/5)	Tuesday (2/4/6)	Wednesday* Advisory + Single Period (40 min w/ 5 min breaks)		Thursday (1/3/5)	Friday (2/4/6)
8:30 - 9:50 (80 min) Includes attendance & synchronous instruction	<b>Period 1</b>	<b>Period 2</b>	8:30 - 9:40 (70 min)	<b>Advisory Period</b>	<b>Period 1</b>	<b>Period 2</b>
9:50 - 10:10 (20 min)	<b>Break</b>	<b>Break</b>	9:40 - 9:55	Break (15 min)	<b>Break</b>	<b>Break</b>
10:15 - 11:35 (80 min) Includes attendance & synchronous instruction	<b>Period 3</b>	<b>Period 4</b>	9:55 - 10:35	Per 1	<b>Period 3</b>	<b>Period 4</b>
11:35 - 12:20 (45 min)	<b>Lunch</b>	<b>Lunch</b>	10:40 - 11:20	Per 2	<b>Lunch</b>	<b>Lunch</b>
12:25 - 1:45 (80 min) Includes attendance & synchronous instruction	<b>Period 5</b>	<b>Period 6</b>	11:25 - 12:05	Per 3	<b>Period 5</b>	<b>Period 6</b>
1:50 - 3:00 (70 mins)  <b>Student Support</b>	<ul style="list-style-type: none"> <li>• Students complete assignments</li> <li>• Targeted student support in academics &amp; social/emotional needs</li> <li>• Teachers contact parents</li> <li>• Staff Collaboration</li> </ul>		12:05 - 12:50	Lunch	<ul style="list-style-type: none"> <li>• Students complete assignments</li> <li>• Targeted student support academics &amp; social/emotional needs</li> <li>• Teachers contact parents</li> <li>• Staff Collaboration</li> </ul>	
12:50 - 1:30			Per 4			
1:35 - 2:15			Per 5			
			2:20 - 3:00	Per 6		

\*Advisory Period may include: SEL Lesson, Student Activities, School-wide announcements or activities, Student Check-in & Support by counselor  
 Single Period days run similar to current schedule at middle schools.

# Distance Learning CCA Bell Schedule DRAFT

CCA Distance Learning Bell Schedule DRAFT 2020-2021		
PERIOD	MONDAY - THURSDAY	HOMEROOM FRIDAYS
Office Hours	8:00 - 8:40	8:00 - 8:40
Period 1	8:40 - 9:40	8:40 - 9:35
Period 2	9:50 - 10:50	9:45 - 10:40
Lunch	10:50 - 11:20	HOMEROOM: 10:50 - 11:15 LUNCH: 11:15 - 11:45
Period 3	11:30 - 12:30	11:55 - 12:50
Period 4	12:40 - 1:40	1:00 - 1:55
Student Learning & Support	1:50 - 3:00 <i>Students: Independent applied learning &amp; student activity time</i>  <i>Teachers: Monday: PLC/Staff/Dept. Collaboration Tues.-Thurs.: Asynchronous feedback &amp; support, student/family communication, office hours, IEP/504 meetings, etc.</i>	2:05 - 3:00 <i>Students: Independent applied learning &amp; student activity time</i>  <i>Teachers: Asynchronous feedback &amp; support, student/family communication, office hours, IEP/504 meetings, etc.</i>
Note: Conservatory = Tuesday - Thursday 1:50 - 3:30		

# Distance Learning SDA Bell Schedule DRAFT

Monday - Thursday		Friday	
Staff Collab/PLC	7:45-8:30		
Period 1	8:40-9:40	Period 1	8:40-9:35
Period 2	9:50-10:50	Period 2	9:45-10:40
Lunch	10:50-11:25	HR	10:40-11:00
Period 3	11:35-12:35	Lunch	11:00-11:35
Period 4	12:45-1:45	Period 3	11:45-12:40
Screen Break	1:45-1:55	Period 4	12:50-1:45
Student Learning & Support	1:55-2:55	Screen Break	1:45-1:55
		Student Learning & Support	1:55-2:55
<p><b>Staff during student learning and support:</b>                      Office hours, student/parent communication and providing asynchronous feedback, IEP/504 meetings, etc.</p> <p><b>Students during student learning and support:</b>                      Independent applied learning and student activity time</p>			
<ul style="list-style-type: none"> <li>60 min classes</li> <li>1 hour Student Learning &amp; Support (asynchronous) learning time available</li> </ul>		<ul style="list-style-type: none"> <li>55 min classes</li> <li>1 hour Student Learning &amp; Support (asynchronous) learning time available</li> </ul>	



# Distance Learning TPHS Bell Schedule DRAFT

## Block Schedule

<b>Monday, Tuesday, Thursday, Friday</b>	<b>7:40-8:40 60 Minutes</b>	<b>Student Learning &amp; Support</b> - Asynchronous learning, student check-ins, tutoring, differentiation, meetings, teacher collaboration
<b>Period 1 - Daily</b>	<b>8:40-9:20 40 min.</b>	<b>Synchronous/asynchronous instruction</b>
<b>Screen Break</b>	<b>9:20-9:40</b>	<b>20 minutes</b>
<b>BLOCK 1: Period 2 or 3</b>	<b>9:40-11:00 80 min.</b>	<b>Synchronous Instruction - Up to 50 minutes</b> <b>Asynchronous Instruction - 30+ minutes</b> <i>Student independent work, support, teacher check-ins</i>
<b>Screen Break</b>	<b>11:00-11:20</b>	<b>20 minutes</b>
<b>BLOCK 2: Period 4 or 5</b>	<b>11:20-12:40 80 min.</b>	<b>Synchronous Instruction - Up to 50 minutes</b> <b>Asynchronous Instruction - 30+ minutes in</b> <i>Student independent work, support, teacher check-ins</i>
<b>Lunch</b>	<b>12:40-1:20</b>	<b>40 minutes</b>
<b>BLOCK 3: Period 6 or 7</b>	<b>1:20-2:40 80 min.</b>	<b>Synchronous Instruction - Up to 50 minutes</b> <b>Asynchronous Instruction - 30+ minutes</b> <i>Student independent work, support, teacher check-ins</i>

## Block Schedule w/ Student Connectedness

<b>Wellness Wednesdays</b>	<b>7:40-8:40 60 Minutes</b>	<b>Student Learning &amp; Support</b> - Asynchronous learning, student check-ins, tutoring, differentiation, meetings, teacher collaboration
<b>Period 1 - Daily</b>	<b>8:40-9:10 30 min.</b>	<b>Synchronous/asynchronous instruction</b>
<b>Screen Break</b>	<b>9:10-9:30</b>	<b>20 minutes</b>
<b>BLOCK 1: Period 2 or 3</b>	<b>9:30-10:40 70 min.</b>	<b>Synchronous Instruction - Up to 40 minutes</b> <b>Asynchronous Instruction - 30+ minutes</b> <i>Student independent work, support, teacher check-ins</i>
<b>Screen Break</b>	<b>10:40-11:00</b>	<b>20 minutes</b>
<b>Student Connectedness</b>	<b>11:00-11:30 30 min.</b>	<b>SEL activities, TPTV, school announcements, student check-ins, club meetings, ASB activities</b>
<b>BLOCK 2: Period 4 or 5</b>	<b>11:30-12:40 70 min.</b>	<b>Synchronous Instruction - Up to 40 minutes</b> <b>Asynchronous Instruction - 30+ minutes</b> <i>Student independent work, support, teacher check-ins</i>
<b>Lunch</b>	<b>12:40-1:20</b>	<b>40 minutes</b>
<b>BLOCK 3: Period 6 or 7</b>	<b>1:20-2:30 70 min.</b>	<b>Synchronous Instruction - Up to 40 minutes</b> <b>Asynchronous Instruction - 30+ minutes</b> <i>Student independent work, support, teacher check-ins</i>

# Distance Learning LCC Bell Schedule DRAFT

<b>Student Learning &amp; Support</b>	7:40-8:00 20 min.	Asynchronous learning, office hours, student check-ins, tutoring, differentiation, meetings
<b>PERIOD 1:</b>	8:00-9:20 80 min.	<b>Synchronous Instruction - Up to 50 minutes</b> <b>Asynchronous Instruction - 30+ minutes</b> <i>Student independent work, support, teacher check-ins</i>
<b>Break</b>	9:20-9:30 10 min.	
<b>PERIOD 3:</b>	9:30-10:50 80 min.	<b>Synchronous Instruction - Up to 50 minutes</b> <b>Asynchronous Instruction - 30+ minutes in</b> <i>Student independent work, support, teacher check-ins</i>
<b>Student Connection</b>	10:50-11:05 15 min.	<i>Social Emotional Learning, MavNation, No Place For Hate school wide activities, Admin &amp; Counselor presentations, ASB/PALS/Athletics/Student Club activities, Unplugged Screen Free time</i>
<b>Break</b>	11:05-11:15 10 min.	
<b>PERIOD 5:</b>	11:15-12:35 80 min.	<b>Synchronous Instruction - Up to 50 minutes</b> <b>Asynchronous Instruction - 30+ minutes</b> <i>Student independent work, support, teacher check-ins</i>
<b>Lunch</b>	12:35-1:20 45 min.	
<b>PERIOD 7:</b>	1:20-2:40 80 min.	<b>Synchronous Instruction - Up to 50 minutes</b> <b>Asynchronous Instruction - 30+ minutes</b> <i>Student independent work, support, teacher check-ins</i>

<b>Student Learning &amp; Support</b>	7:40-8:00 20 min.	Asynchronous learning, office hours, student check-ins, tutoring, differentiation, meetings
<b>PERIOD 2:</b>	8:00-9:20 80 min.	<b>Synchronous Instruction - Up to 50 minutes</b> <b>Asynchronous Instruction - 30+ minutes</b> <i>Student independent work, support, teacher check-ins</i>
<b>Break</b>	9:20-9:30 10 min.	
<b>PERIOD 4:</b>	9:30-10:50 80 min.	<b>Synchronous Instruction - Up to 50 minutes</b> <b>Asynchronous Instruction - 30+ minutes in</b> <i>Student independent work, support, teacher check-ins</i>
<b>Student Connection</b>	10:50-11:05 15 min.	<i>Social Emotional Learning, MavNation, No Place For Hate school wide activities, Admin &amp; Counselor presentations, ASB/PALS/Athletics/Student Club activities, Unplugged Screen Free time</i>
<b>Break</b>	11:05-11:15 10 min.	
<b>PERIOD 6:</b>	11:15-12:35 80 min.	<b>Synchronous Instruction - Up to 50 minutes</b> <b>Asynchronous Instruction - 30+ minutes</b> <i>Student independent work, support, teacher check-ins</i>
<b>Lunch</b>	12:35-1:20 45 min.	
<b>Student Learning &amp; Support</b>	1:20-2:40 80 min.	Asynchronous learning, Student Connection, teacher office hours, tutoring, differentiated instruction, Student Support meetings, teacher collaboration, staff professional development/meetings

# Distance Learning Sunset Bell Schedule DRAFT

	SUNSET HIGH SCHOOL BELL SCHEDULE 2020-21				
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PERIOD 1 8:30 AM - 9:27 AM	SYNCHRONOUS LEARNING WITH INDEPENDENT PACING				
PERIOD 2 9:30 AM - 10:27 AM	SYNCHRONOUS LEARNING WITH INDEPENDENT PACING				
BREAK 10:27 AM - 10:50 AM					
PERIOD 3 10:50 AM - 11:47 AM	SYNCHRONOUS LEARNING WITH INDEPENDENT PACING		ADVISORY	SYNCHRONOUS LEARNING WITH INDEPENDENT PACING	
PERIOD 4 11:50 AM - 12:45 PM	SYNCHRONOUS LEARNING WITH INDEPENDENT PACING				
STUDENT SUPPORT 12:50 PM - 1:45 PM	STAFF COLLABORATION	ASYNCHRONOUS LEARNING, ACADEMIC SUPPORT, & CONNECTEDNESS			

**SAVE THE DATE!**  
**SDUHSD TEACHER PROFESSIONAL LEARNING WEEK**  
**AUGUST 10-14, 2020**

Join us for a week of online Professional Learning designed to help you gear up to provide high-quality Distance Learning this fall.

**Topics include:**

- Distance Learning Pedagogy
- Educational Technology
- Social-Emotional Supports
- Supporting Students who are Learning English
- Supporting Student with Disabilities

**Some quick details to help you plan:**

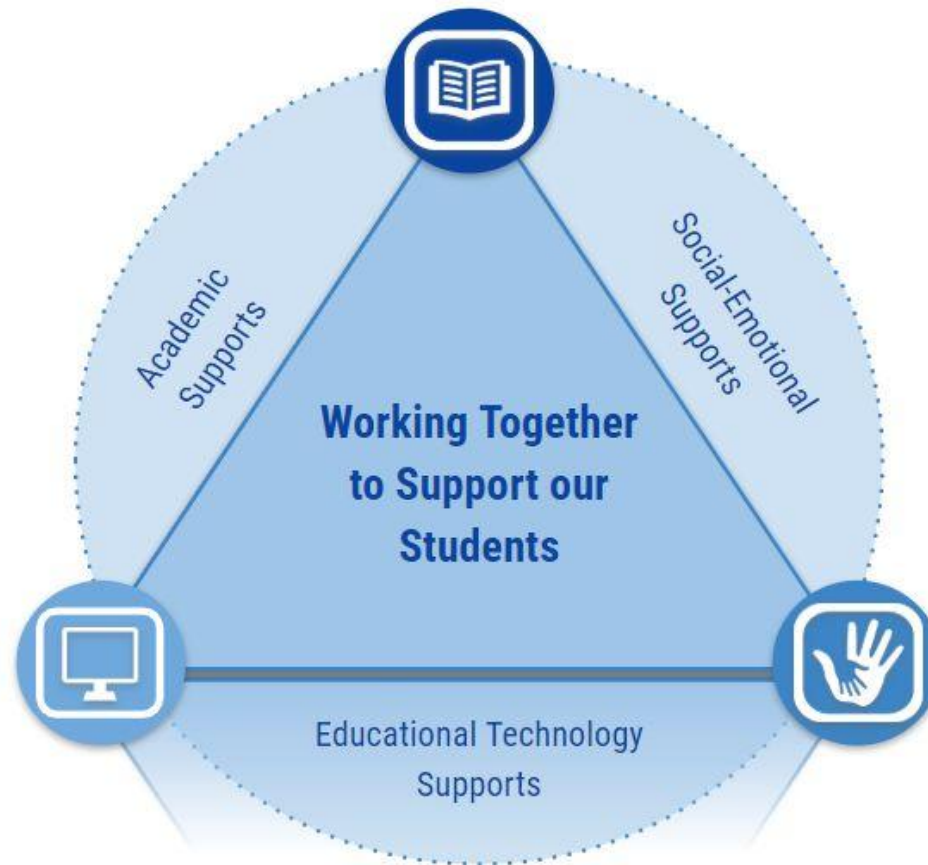
- Following a conference model, virtual sessions will be offered from 8:00 a.m.-2:00 p.m. each day throughout the week. Choose ones that meet your needs!
- Sessions will be recorded for later access.
- You'll be time carded for up to 6.25 hours. You are welcome to attend as many sessions as you'd like.

**Keep an eye on your email for more information and a detailed schedule.**





## Parent Community Outreach



Principals will be scheduling Parent and Student Orientation sessions prior to the start of school.



## Next Steps



- Continue to meet weekly with San Diego County Health and Human Services.
- Following public health orders, schools and district offices are open for our employees, however not for the public unless an essential service is being delivered that cannot be done remotely.
  - Example - special education assessments
- Consider how and when more employees will return to the work site(s) safely.
- Consider what work can continue remotely.



- The California Department of Public Health is expected to release guidelines for the return of some students to school campuses.
- The San Diego County Health and Human Services Public Health Order allows day camps to be on campus. They must follow the guidelines and only serve our students - not outside groups.





- Continue to develop plans for the return of students to campus following expected updated guidance.
  - Example - special education small groups
  - Example - English language learners in-person support
  - Example - students who are at-risk and need in-person support
  - Example - students who do not have access to a suitable learning environment at home
  - Example - all students to participate in activities as allowed

# San Dieguito Union High School District

*Committed to the Future*