

# 2020-2021 SGUSD SAFETY AND RETURN 2 LEARN PLAN

UPDATED: July 22, 2020  
Under COVID-19 Conditions

This is a fluid working document that may be  
adjusted as conditions and/or guidance changes.



# A MESSAGE FROM SUPERINTENDENT, JIM SYMONDS

Dear SGUSD Students, Families, and Staff,

This year has been significant for many reasons. Together, we have experienced the most disruptive global impact to the traditional way we have delivered education. For the last 20 years, we have focused on developing 21st century competencies that prepare students for college and career. Over the last several months, we have had the opportunity to apply and refine these educational practices in an effort to provide students with robust instruction that they will essentially take forward into their future. Without knowing it, the 2019-2020 school year started a shift in education that will forever change how students learn. The physical school buildings were brought to a close just before Spring Break and we are still adjusting to a moving target every day.

As we embark on the 2020-2021 school year, we are preparing to **Return 2 Learn**. In the SGUSD **Return 2 Learn Plan**, you will learn about the District's plan for reopening schools, safety protocols that are being put in place, and instructional shifts to make teaching and learning more robust. While many have wondered what the state of education would look like this fall, our SGUSD educators and leaders have diligently worked throughout the summer in an intensive planning process for the reopening of San Gabriel Schools. This purpose of this framework is to communicate to our stakeholders how we will put the Los Angeles County Department of Public Health **Reopening Protocols for K-12 Schools** in place and how we will deliver robust instruction given the current state of the pandemic. Because the situation is fluid, we must remain flexible and be prepared to adjust to the circumstances as they arise.

The **Return 2 Learn Plan** has been established with guidance and recommendations from the Centers for Disease Control, the State of California, the County of Los Angeles Public Health, and the Los Angeles County Office of Education, as well as our very own SGUSD Board of Education. The safety procedures within this policy are aimed to *mitigate, not eliminate risk*. No single action or set of actions will completely eliminate the risk of COVID-19 transmission, but implementation of several coordinated interventions can greatly reduce that risk.

We realize our diverse community deserves a variety of educational options and within this document we provide not only our safety precautions and a Return 2 Learn reopening plan, but also a clear outline of our instructional options of traditional and virtual online schooling. It is our hope the information provided will give families the details needed to make an informed decision about how to best return their student to school in the 2020-2021 school year.

After reviewing the SGUSD Return 2 Learn plan, we ask families to complete the **Parent Return 2 Learn Survey by August 7, 2020**. Our team looks forward to beginning the 2020-2021 school year by providing students a high-quality education within a secure and supportive environment. Our guiding principles promote, in **all** students: health and safety, academic excellence, social emotional well-being, and responsible decision making that puts the kids at the heart of the process. Ultimately, the San Gabriel Experience continues to be and will always be to prepare our students to thrive and to lead productive lives in a diverse global community.

Finally, we want to thank the members of our two **Return 2 Learn** Task Force Groups. Our Task Force groups included over 100 stakeholders from our employee associations, students, parents, teachers, administrators, and the Educational Advisory Committee. Their due diligence in providing guidance, asking thoughtful questions, and considering the challenges allowed SGUSD to create and establish the Return 2 Learn plan.

The creativity, strength and innovation that we continue to embrace through this process, and in communication with all of you, must continue. After all, learning best happens in community.

Sincerely,  
Jim Symonds  
Superintendent



*#strongertogether*  
*#sangabrielexperience*

# Acknowledgements:

## Reopening Task Force Groups

The **San Gabriel Unified School District Reopening Task Force** is a cross section of stakeholders who have worked all summer to develop guidance for reopening SGUSD schools in the 2020-2021 school year. The team includes Governing Board Members, Parents, Students, Teachers, District Employee Associations, Community Members, and District Administrators. A HUGE thank you to all of those who served in our focus groups, contributed to this document, and the important work of

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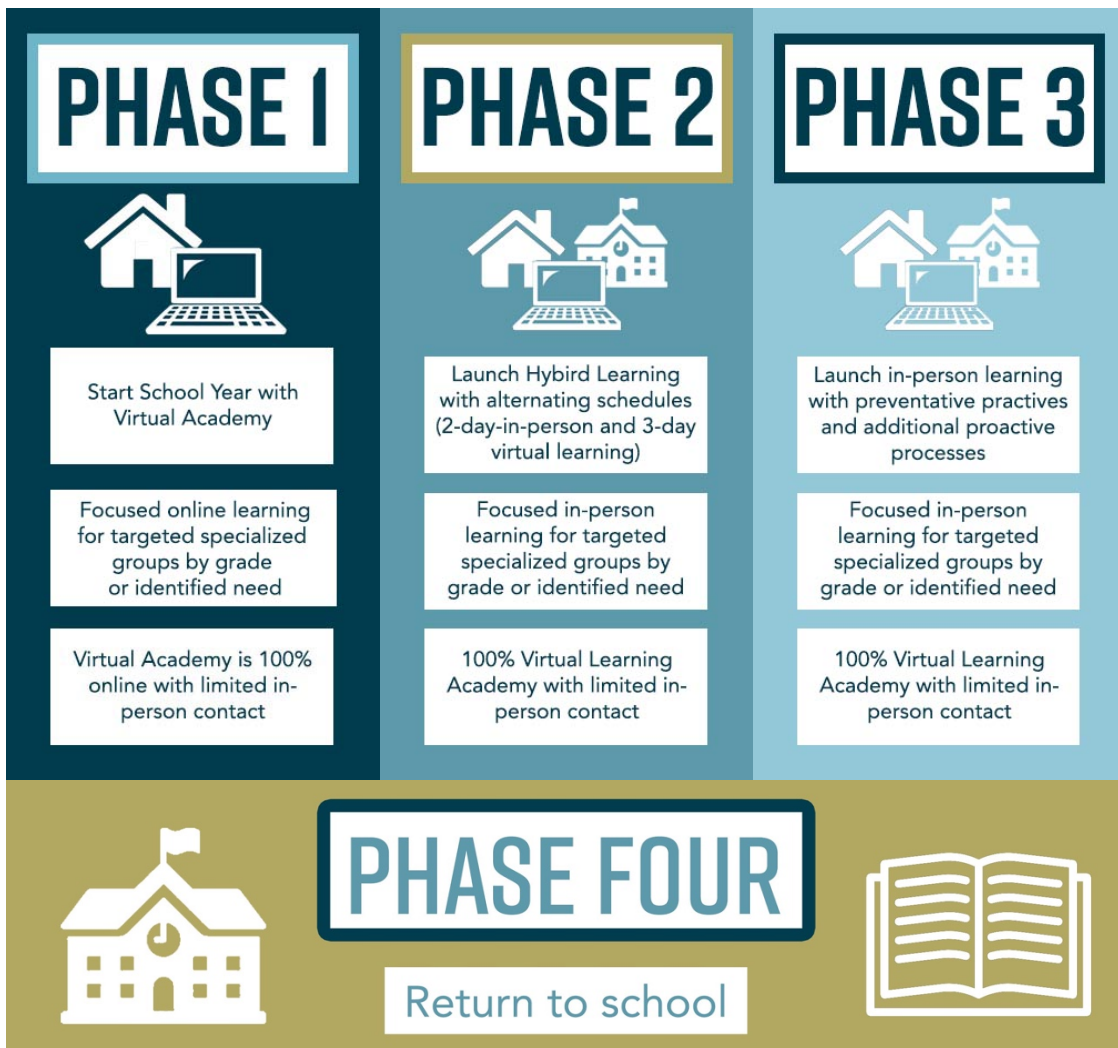


# Return-2-Learn: Phase-In Approach to Reopening Schools (see graphic below)

As we prepare to launch into the 2020-21 school year, San Gabriel USD has prepared a **Safety and Return 2 Learn Plan** for our students to safely begin school. At this time, out of an abundance of caution, SGUSD will be delaying the physical return of all students for the 2020-2021 school year due to the recent elevated health risk conditions of COVID-19 in Los Angeles County. SGUSD will begin the school year in a Virtual Academy learning environment.

When health risk conditions (as measured by the Los Angeles Department Public Health) improve, SGUSD will use a phase-in approach for in-person re-entry to school. District leadership and staff have been working closely with the San Gabriel Unified employee associations and other stakeholder groups on planning for a number of instructional scenarios for returning to school this fall.

The **Return 2 Learn Phase-in Approach** is flexible and responsive to restrictions presented by our county's current health crisis. The planning process continues to be collaborative with a mutual commitment to the health and safety of our students, staff, and their families. A lot of care and thoughtfulness has gone into creating a plan for reopening schools that ensures students have daily live instruction, intervention and wellness support, and aligns to the County of Los Angeles DPH Reopening Protocols for K-12 Schools.



# What Families Can Expect as Schools Reopen

(A Phase-in Approach)

The health and safety of our students, staff, and families is of the utmost importance. Due to new health and safety measures, when SGUSD transitions to Phase 2 of the 2020-2021 school year, on-campus school will look much different than previous years. This **SGUSD Safety and Return 2 Learn** outlines the reopening plan and aligns protocols to the current guidance from Los Angeles public health officials and State agencies. The **SGUSD Safety and Return 2 Learn Plan** will be continually updated as the COVID-19 situation evolves.

It is important to note District plans must focus sharply on social-emotional wellness and academic instruction to enhance student performance and address learning loss. At the same time, when practicable, SGUSD is committed to maintaining the extracurricular programs\*, clubs, and athletics\* which are paramount to the physical, mental, and social well-being of our students.

(\*All extracurricular programs, athletics, band, choir will follow the reopening protocols for K-12 Schools from the Los Angeles Department of Public Health)

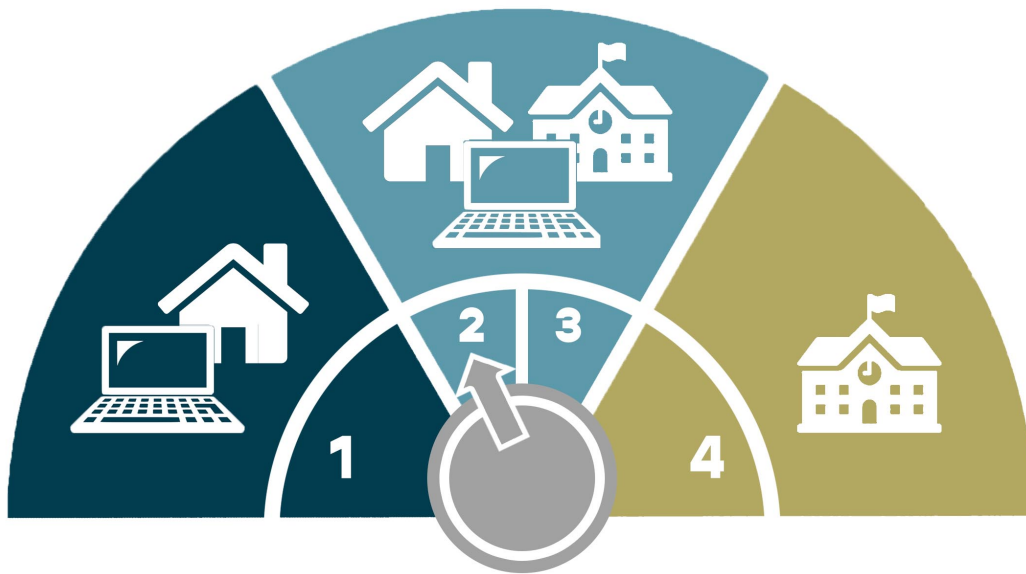
## Phase 1: 100% Virtual Online Academy

During Spring of 2020, we have had the opportunity to apply and refine educational practices in an effort to provide students with robust instruction that will look and feel different from the Distance Learning Emergency teaching we experienced last spring. At this time, students will begin the 2020-21 school year in a Virtual Academy that is more robust and engaging. In Phase 1, all students and teachers will participate in the SGUSD Virtual Academy. All school buildings will be closed for access to students. Staff will be able to be onsite for the purpose of planning and delivering online instruction.



## Phase 2: Hybrid Learning

When the State and County Public Health Departments say it is safe to transition, SGUSD will have the Phase 2 In-person Hybrid Model ready to launch. The District will continue work with parents, students, teachers, staff and the community to ensure a smooth transition from full Virtual Academy to a Hybrid Model. The goal will be to make this transition without causing a disruption to the learning schedules. Once the District transitions to Phase 2, **parents who wish their student(s) to remain in the SGUSD Virtual Academy will still have that option.**



In Phase 2, students in greatest need of additional support as well as our youngest learners (as identified through an agreed upon set of criteria) participate onsite with in-person instruction two (2) days a week. All other students participate in Virtual Academy learning. Staff will be able to be onsite for the purpose of planning and delivering instruction.



### Phase 3: Hybrid Learning

In Phase 3, all students who wish to return to campus for learning will participate onsite with in-person instruction two (2) days a week. To provide students instruction 5 days per week, in-person instruction will be coupled with Virtual Academy learning. Once the District transitions to Phase 3, **parents who wish their student(s) to remain in the SGUSD Virtual Academy will still have that option.** Staff will be able to be onsite for the purpose of planning and delivering instruction.



### Phase 4: Return to Traditional School Schedule



# When Students Return, It Will Be Different

## Screening at Home:

## Arriving at School:

<ul style="list-style-type: none"> <li>Families are recommended to take temperatures daily before going to school. Anyone with a fever of 100.4° F or higher <b>should not</b> go to a school site.</li> <li>Personal illness, quarantine, and COVID-19 illness or symptom related absences will be excused.</li> </ul>	<ul style="list-style-type: none"> <li>Screening will be conducted before students and staff enter the school</li> <li>All students and staff members will be required to appropriately wear face coverings at all times while on school property.</li> </ul>
<ul style="list-style-type: none"> <li>Students and adults are recommended to self-screen for respiratory symptoms such as cough and shortness of breath prior to coming to school each day.</li> <li>Students and adults experiencing these symptoms <b>should not</b> attend school.</li> </ul>	<ul style="list-style-type: none"> <li>All Parents and visitors will have limited access to the school campus.</li> <li>All will be required to properly wear face masks at all times</li> <li>Parents &amp; community will be encouraged to conduct business with school personnel remotely when possible</li> <li>Visitors will be limited to those who are essential for the school's operation and by appointment only</li> <li>No visitors will be permitted in classrooms</li> </ul>
<ul style="list-style-type: none"> <li>Staff members are required to self-screen and complete a daily temperature check prior to coming to work. If staff members are experiencing symptoms, they should stay home and contact Human Resources.</li> </ul>	<ul style="list-style-type: none"> <li>School sites will designate routes for entry and exit in order to limit direct contact with others.</li> </ul>
	<ul style="list-style-type: none"> <li>School sites will have signage throughout campus to remind students and staff about social distancing, hand washing, and spreading germs.</li> </ul>

As student learning is nurtured online or, when safe to do so, through Phase 2 & 3 Hybrid models, SGUSD's priority will be to build relationships – to build a sense of belonging and connectedness within our classrooms, schools, and within the District.

# HOW WILL WE RETURN 2 LEARN: SGUSD INSTRUCTIONAL OPTIONS

## 2020-2021 INSTRUCTIONAL MODELS

Quality instruction and a commitment to equity for all students continues to be a focus for the SGUSD instructional programs. We know the needs of students and families vary, which is why two instructional options are provided for the 2020-2021 school year. We hope the following information will help parents make the best choice for their students. All parents will be required to complete Instructional Program Registration for the 2020-2021 school year.

SGUSD will begin the school year in Full Virtual Academy (**Phase 1**). When safe to do so, as measured by State and county protocols and criteria, SGUSD will shift to Phase 2 & 3 and will provide families a choice of the two following instructional options:

1. **100% SGUSD Virtual Academy** Online Learning
2. **Hybrid Model:** In-person instruction & virtual learning\*

\*(This model will not be offered until SGUSD transitions to Phase 2 & 3)

<b>HYBRID MODEL*</b> [COUPLED WITH VIRTUAL ACADEMY LEARNING AS NEEDED]	<b>FULL VIRTUAL ACADEMY</b>
<ul style="list-style-type: none"> <li>• Daily live instruction</li> <li>• Some in-person and Virtual Academy</li> <li>• Standards-based curriculum</li> <li>• Utilizes online curriculum delivered by SGUSD teachers and core adoptions</li> <li>• Modeled units of study developed and delivered by SGUSD teachers</li> <li>• Learning schedule is State mandated instructional minutes</li> <li>• Coordinated at the site with District support</li> <li>• Daily attendance taken through Aeries Student Information System</li> <li>• A-G approved</li> <li>• Supports special programs such as DLI, STEAM, Music, etc.</li> </ul> <p>HYBRID LEARNING: This program is coupled with Virtual Academy learning so if at any point in the school year Public Health allows SGUSD to open or requires us to close schools due to COVID-19, we can toggle back and forth between Virtual Academy and Hybrid Model learning.</p>	<ul style="list-style-type: none"> <li>• Daily live instruction</li> <li>• 100% Virtual Academy</li> <li>• Standards-based curriculum</li> <li>• Utilizes online curriculum delivered by SGUSD teachers and core adoptions</li> <li>• Modeled units of study developed and delivered by SGUSD teachers</li> <li>• Independent assignments can be worked on with a flexible schedule</li> <li>• Coordinated at the District with site support</li> <li>• Daily attendance taken through Aeries Student Information System</li> <li>• A-G approved</li> <li>• Supports special programs such as DLI, STEAM, Music, etc.</li> </ul> <p>For sample schedules and additional information on our Virtual Academy please see Appendix A or visit our website at <a href="https://www.sgusd.k12.ca.us/">https://www.sgusd.k12.ca.us/</a></p>

# LEARNING ENVIRONMENT CONSIDERATIONS

SGUSD Virtual Academy	
PROS	CONS
<ul style="list-style-type: none"> <li>• Students can work at their own pace</li> <li>• Students can flex their independent work time</li> <li>• Minimizes risk and exposure to the virus</li> <li>• The instructional program can be tailored to student needs</li> <li>• Instructional minutes required by State</li> <li>• Consistent schedule</li> <li>• Not the same Distance Learning of the Spring</li> <li>• Grades and assessments given</li> <li>• Attendance taken daily</li> <li>• Essential Standards taught</li> </ul>	<ul style="list-style-type: none"> <li>• Limited direct interaction with other students and teachers</li> <li>• Requires independent work skills and motivation on the part of the student</li> <li>• Limited live instruction time</li> <li>• Students will need childcare and support at home</li> <li>• Younger students will need support with technology</li> <li>• Difficult to monitor social-emotional wellness</li> </ul>

Hybrid Model [COUPLED WITH VIRTUAL LEARNING AS NEEDED]	
PROS	CONS
<ul style="list-style-type: none"> <li>• Traditional structured in-person learning environment in a familiar face-to-face setting</li> <li>• Provides human connection, relationship building, and wellness check-ins</li> <li>• Allows for student collaboration and social interaction</li> <li>• Creates learning routines for students</li> <li>• Structured learning schedule</li> <li>• Allows for in-person intervention</li> <li>• Provides in-person access to classroom materials and tools for learning</li> <li>• Grades and assessments given</li> <li>• Attendance taken daily</li> <li>• Essential Standards taught</li> </ul>	<ul style="list-style-type: none"> <li>• Requires physical distancing &amp; Personal Protective Equipment (PPE)</li> <li>• Reliant on LA DPH guidance, the program may toggle between face-to-face instruction and Remote Learning</li> <li>• Will not be the way it used to be (students will need to stay at desks, lunch restrictions, students may not congregate in groups, limited playground, assemblies, field trips, etc.)</li> <li>• Students will not be able to interact closely or use common materials</li> <li>• If toggled to Virtual Academy Learning, transition time could cause loss of instruction</li> </ul>

# #SANGABRIELEXPERIENCE

SGUSD schools are dedicated to working with students and families to ensure equity and access to quality instruction. Accommodations for students with disabilities, students with diverse learning needs, students who are medically vulnerable, and English Learners will be made as needed.

Through collaboration and a commitment to the common purpose of creating safe, caring, respectful school environments, San Gabriel's students will continue to learn at high levels, find their passion, and thrive.



## Virtual Academy

# Face Coverings & Other Safety Considerations

## All Students and Staff must properly utilize face coverings at all times:

- While on school property. This includes:
  - While in the classroom
  - While waiting to enter and exit campus
  - While on school grounds (except when eating or drinking)
  - While leaving school
  - While on a bus
- Personal Protective Equipment (PPE) will be provided to staff and students.
  - Students and staff will be provided reusable cloth face masks and disposable masks. All are expected to wear them daily at all times.
  - Cloth face masks should be properly and frequently washed.
  - Personal face coverings will be allowed in compliance with dress code policy.
  - Teachers and identified staff members will receive a reusable face shield
- Gloves are not recommended for use by students or staff, with the exception of those conducting cleaning, first aid, or food service. In accordance with the California Department of Public Health's (CDPH) Guidance for Face Coverings.
  - \*For additional face covering information and exemptions please see Appendix page 12

## OTHER SAFETY CONSIDERATIONS:

- Staff members will complete mandated COVID-19 online training (Hand Washing, Coronavirus Awareness, Center for Disease Control (CDC): Guidelines for Making and Using Face Coverings, and Managing Stress and Anxiety). \*
- Campuses will follow guidelines developed by the Los Angeles DPH for cleaning, disinfection, and ventilation of school campuses.
- Common touch surfaces will be cleaned regularly (i.e. countertops, door handles, restrooms, student desks, student chairs, etc.).
- Measures to ensure physical distancing by students, staff, and visitors will be in place.
- Physical barriers will be installed in front office areas where face-to-face interaction with the public occurs.
- Staff and students will be expected to wash/sanitize\* their hands regularly.  
(\* Every building entrance, classroom, central office, stairway entrance, elevator entry, faculty breakroom, and workstations will be provided hand sanitizer to use).

- Schools will limit sharing of supplies between students to the extent possible and encourage students to take home personal items for cleaning daily.
- Signage will promote healthy hygiene practices and reminders to stay home when ill.
- Students will be encouraged to bring refillable water bottles or have an option to use a disposable cup at water fountains.
- PE class activities will be selected to permit physical distancing (i.e. staggered locker room access with supervision, creating alternative options for student storage).
- To the extent possible, meals will be eaten in classrooms or outdoors without co-mingling.
- Use of shared objects is eliminated where possible (i.e. water fountains, high touch playground equipment, classroom supplies, etc.)
- Spectator events are not permitted at this time; this includes indoor and outdoor events.
- At this time, extracurricular music activities have been moved online or reconfigured as necessary to incorporate physical distancing
  - Choral groups of any kind have been suspended until further notice from the LADPH
  - Instrumental groups are configured to permit a distance of at least 6 ft
- All teams and clubs must meet online rather than in person
- In-person school events and field trips have been halted.



# PHYSICAL DISTANCING ON CAMPUS AND IN THE CLASSROOM



Physical distancing will limit the spread of the virus. Schools will adhere to the following strategies to maintain physical distancing as much as possible:

- During regular school hours, school sites will restrict non-essential visitors, volunteers, and activities involving other groups.
- Limit group activities (i.e. assemblies, award ceremonies, athletics).
- Classroom space will be arranged to allow maximum space for students and staff.
- Student desks will be arranged to face the same direction (rather than facing each other) and spaced six feet from each other and the teacher.
- Routes will be designated for entry and exit to lunch, recess, and other transition times, as feasible.
- Staff will be asked to practice physical distancing, including but not limited to, the following:
  - When working indoors or in outdoor areas
  - Before and after the work shift
  - Coming and going from vehicles
  - Entering, working, and exiting physical buildings or other structures
  - During breaks and lunch periods
- Child Nutrition Services will serve individually plated or boxed meals. Students will eat lunch in designated lunch areas that are aligned to physical distancing requirements.
- Students will have access to no touch playground games during recess, and will be encouraged to maintain physical distancing where possible.
- Shared objects will be eliminated and high touch playground equipment may be taken out of use.



# SAFETY CONSIDERATIONS FOR STUDENTS WITH DISABILITIES

Individualized Education Plans (IEPs) and 504 Plans of students with special needs will include provisions designed to keep students safe from undue risks. These provisions may involve virtual learning, school attendance in a separate area with few students, or a hybrid approach combining in-person and virtual academy learning.

- Students with IEPs will be required to wear facial coverings, unless delineated in the IEP. In this case students will be encouraged to utilize a face shield or covering.
- Students who are deaf/hard of hearing will not be required to wear facial coverings and will be provided shields with neck guards.
- Students with IEPs will have access to Virtual Academy Learning as well as any additional supports outlined in the IEP.
- School personnel will work closely with families of students.
- IEP and 504 Meetings will continue to be held virtually and docs signed digitally.
- IEP will include a description of the means by which the IEP will be implemented under emergency conditions.
- School personnel will prioritize instruction in areas of need as reflected in IEP goals.
- Student progress will be closely monitored to track possible regression.
- An added emphasis will be on providing designated supports and services.
- Students will be prioritized for a return to school based on the Phase-in Approach criteria.

## CONSIDERATIONS FOR STAFF WORKING WITH STUDENTS WITH DISABILITIES DURING ON CAMPUS LEARNING

- Staff will be given appropriate PPE to address specific student needs.
- IEP services will be delivered with adherence to the wearing of facial coverings, physical distancing, increased hand washing, and sanitizing.
- All staff who work with students who require more hands-on services such as diapering, catheterization, feeding, etc. will utilize face coverings, gowns, and gloves as appropriate.
- Staff who work with students who require modeling of oral tasks to complete work will be issued face shields so students are able to view their instructor.



## STUDENTS WITH DISABILITIES THAT REQUIRE TRANSPORTATION



- If riding a bus, students will fill the vehicle from back to front.
- Vehicles will be cleaned and disinfected at the end of each route.
- Students and drivers will be required to wear face masks.
- If in a car, a plastic shield between front and back seat will be installed
- Students will practice physical distancing to the greatest extent possible.

## SOCIAL EMOTIONAL SUPPORTS

### ATTENDING TO THE SOCIAL EMOTIONAL WELL-BEING OF OUR STUDENTS WILL BE A TOP PRIORITY AS THEY RETURN TO SCHOOL.

District and school staff are committed to supporting students' social emotional wellness and offering resources to ensure students transition back to school smoothly. Support may include social emotional learning, building relationships, community building activities, and increased access to mental health/wellness services.

Families and schools will need to work together to check how students are feeling and assess their individual needs to provide the support our students need during these challenging times. Teachers and staff will be committed to providing wellness checks and sharing strategies with students about how to cope with the circumstances of the pandemic. Your family can access [social services for mental health and wellness](#) through our COVID-19 Parent link on our website.

#### **Student-Focused Social-Emotional Goal:**

- To involve all students in their social, emotional, and academic growth by providing opportunities to process their emotions in a safe and supportive environment.
- SGUSD will accomplish this goal by creating a structure at each school site where each student is connected to at least one adult and creating a system by which at-risk students can be identified and supported, and deliver instruction that integrates social-emotional learning.

#### **Family-Focused Social-Emotional Goal:**

- To connect with families in order to provide relevant information and resources to families that support their unique social-emotional needs.

- 
- SGUSD will accomplish this goal by providing consistent communication to families that takes into account language and unique home situations, to include families when responding to a student's lack of academic success, and by connecting families with appropriate school and community-based resources.

**Staff-Focused Social-Emotional Goal:**

- To help educators build their expertise and skills to lead social and emotional learning initiatives and to cultivate adults' own social and emotional competencies in order to then provide support to students, families, and each other.
- SGUSD will accomplish this goal by providing schoolwide and universal SEL for staff and by identifying staff who need additional SEL support in order to provide differentiated strategies and resources, and by maintaining a sense of community by adhering to traditions and systems wherever possible.

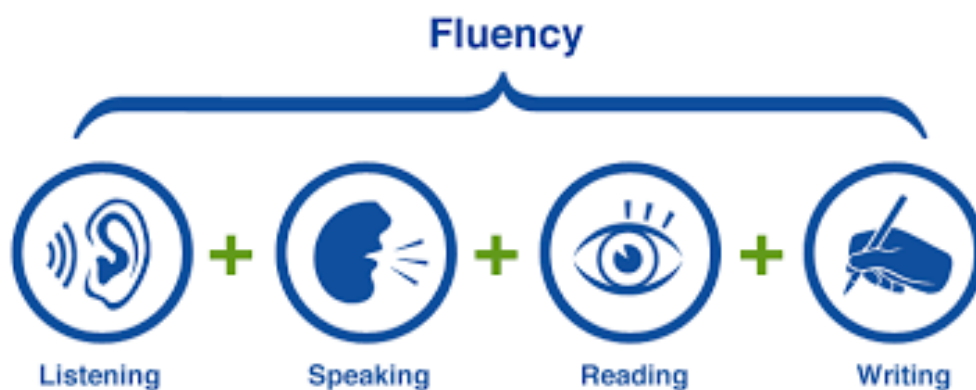


# ENGLISH LEARNER SUPPORTS

## ELs in the Virtual Academy:

- Rich academic language: vocabulary and text
- Focus on oral language is necessary. Students must be producing English to learn English.
- Thematic instruction is beneficial for English Learners because they simultaneously build vocabulary and content knowledge and have ample opportunities to practice.
- English Learners need strategies and scaffolds to help them access the content, process their thinking and learning, and complete the learning task.
- Development of native language supports English development, so resources in a student's native language. This could be a link to a video or a read aloud in student's native language in addition to the English resources.

To ensure the unique needs of English learners are addressed, Virtual Academy schedules allow for both designated and integrated English Language Development. In addition, the schedule provides time for Tier II intervention to offer English learners above and beyond support. Designated English Language Development courses will address all four language domains but will particularly focus on speaking and listening. Daily opportunities for English Learners to speak, interact with other students, build on each other's ideas and use academic vocabulary will occur at all grade levels and across content areas with the use of linguistic supports as needed. Moreover, teachers may use live zoom sessions or a recording tool such as *Flipgrid* or *SpeakPipe* to provide formative feedback to the English learner regarding speaking and pronunciation.



# PARENTS AS PARTNERS

The “Parents as Partners” Learning Series is geared to supporting families as they navigate the difficulties of online schooling. With a focus on concrete strategies and ongoing communication from the district and school sites, the “Parents as Partners” series also brings in experts to help support families and students in mental wellness and academic strategizing throughout our Virtual Academy. These webinars and workshops will help communicate and advise our families. Webinars will be recorded and posted on a designated page on our district and school websites.

## Some sessions include:

- Welcome to the SGUSD Virtual Academy, TK-K Parents and Families
- TK/K Virtual Round-ups
- Pandemic Parenting: How to Support Your Student Mentally & Academically Throughout a Virtual or Hybrid Academy Model
- Google EdTechTeam - Parent Webinar for Navigating Google Classroom, G Suite, and Zoom
- Creating a Healthy and Inviting At-Home Learning Environment
- iReady Assessments from Home
- Supporting Students Academically At-Risk
- Virtual Coffee with the Principals
- And, much more...



# SPORTS AND EXTRACURRICULAR ACTIVITIES

Athletic and Performing Arts are not currently permitted. Los Angeles County Public Health (LA DPH) cannot speculate as to when guidance will be issued as it is dependent on the county meeting certain public health metrics.

The purpose of these reopening guidelines for our athletic and performing arts departments in the SGUSD is to ensure the safest environment and best possible care is being provided for our students who choose to return and participate in these activities.

SGUSD Mandated Training: Prior to coaching, all staff members will take the COVID-19 Required Online Trainings (Hand Washing, Coronavirus Awareness, CDC: Guidelines for Making & Using Face Coverings, and Managing Stress and Anxiety).

The [California Interscholastic Federation \(CIF\) Sports Medicine Advisory Committee has developed a comprehensive document](#) to help school districts prepare for their student-athletes to return to athletic activities. Parents and students wishing to participate in sports or extracurricular activities should check their high school website or contact their school for more information.



As the school year approaches, further guidance will likely be forthcoming from the California Department of Public Health (CDPH), California Department of Education (CDE), and California Interscholastic Federation (CIF). SGUSD, with guidance from Los Angeles County Public Health (LA DPH), will determine the PHASE level and duration of each phase for a gradual full physical return of athletics. All sports are permitted to participate in conditioning activities as long as they adhere to the phased approach outlined below prior to resuming a full physical return of athletics.

# APPENDIX A

*Return 2 Learn: A safety resource for parents, employees & educational leaders*

## COVID-19: Measures to Ensure Infection Control

### Everyone Should:

- Wash your hands often with soap and water for at least 20 seconds, especially after you've been in a public space, after blowing your nose, coughing, or sneezing.
  - If soap and water are not regularly available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Stay at least 6 feet (about 2 arm's length) from other people. Keeping distance from others is especially important for people who are at higher risk of getting very sick.
- Cover your mouth and nose with a cloth face cover.

### Face Coverings:

Staff members are required to wear face coverings, whether at the workplace or performing work offsite, when:

- Interacting in-person with any member of the public.
- Working in any space visited by members of the public, regardless of whether anyone from the public is present at the time.
- Working in any space where food is prepared or packaged for sale or distribution to others.
- Working in or walking through common areas, such as hallways, stairways, elevators, in a vehicle traveling with others, and parking facilities.
- In any room or enclosed area where other people are present.

### The following individuals are exempt from wearing a face covering:

- Persons age two years or under. These very young children must not wear a face covering because of the risk of suffocation.
- Persons with a verified medical condition, mental health condition, or disability that prevents wearing a face covering. This includes persons with a medical condition for whom wearing a face covering could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance.
- Persons who are hearing impaired or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication (face shields with neck coverings will be required).



# APPENDIX B

*Return 2 Learn: A safety resource for parents, employees & educational leaders*

## Students with Symptoms and Confirmed Case Protocols

### Students that present symptoms while at school:

- Students will be led to a designated isolation area until they can be picked up by a parent or guardian.
- Parents or guardians are expected to pick up the child immediately.
- The District will coordinate with the Los Angeles County Department of Public Health (LA DPH) regarding suspected and confirmed cases.
- LA DPH will be responsible for working directly with the individual and families for notification and contact tracing.
- LA DPH will assist the District to determine a course of action should a student or staff member test positive for COVID-19 on a case-by-case basis. This may include dismissal of students and most staff for a short period of 1-3 days.
- **Note: Parents should be prepared to pick up their student(s) immediately in the instance they develop COVID-19 symptoms while at school. Please be sure to have updated emergency contacts in the Aeries Parent Portal.**

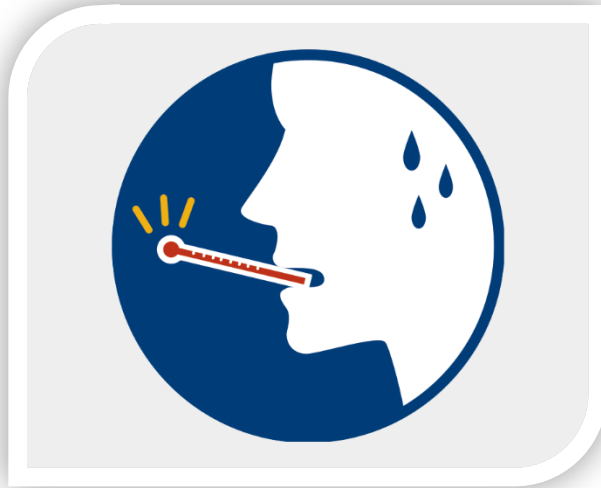
### COVID-19 Protocol & Notification:

Should a positive COVID-19 case occur at a school site, the following protocols will be followed:

- Required: If school is notified of 1 confirmed case (student or employee), District administration will request that the case follow Home Isolation Instructions for COVID-19 ([www.publichealth.lacounty.gov/acd/ncorona\\_2019/covidisolation/](http://www.publichealth.lacounty.gov/acd/ncorona_2019/covidisolation/)).
- In accordance with State and County protocols, school administrators will notify local health officials, staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA). The District will inform the case that DPH will follow-up directly with the case through the DPH Case and Contact Investigation Program to collect additional information and issue the Health Officer Order for Case Isolation.
- A District Compliance Task Force will work with the case to generate a list of students and employees with exposure to the case during the infectious period. District officials will provide DPH with the names and contact information of the case and identified contacts within 1 business day of notification of a confirmed case.
- SGUSD students, staff, and families who have been potentially exposed to a positive COVID-19 case will be notified. These notifications will be completed by District administration, in consultation with the District Nurse, by phone with follow-up written correspondence which will include:



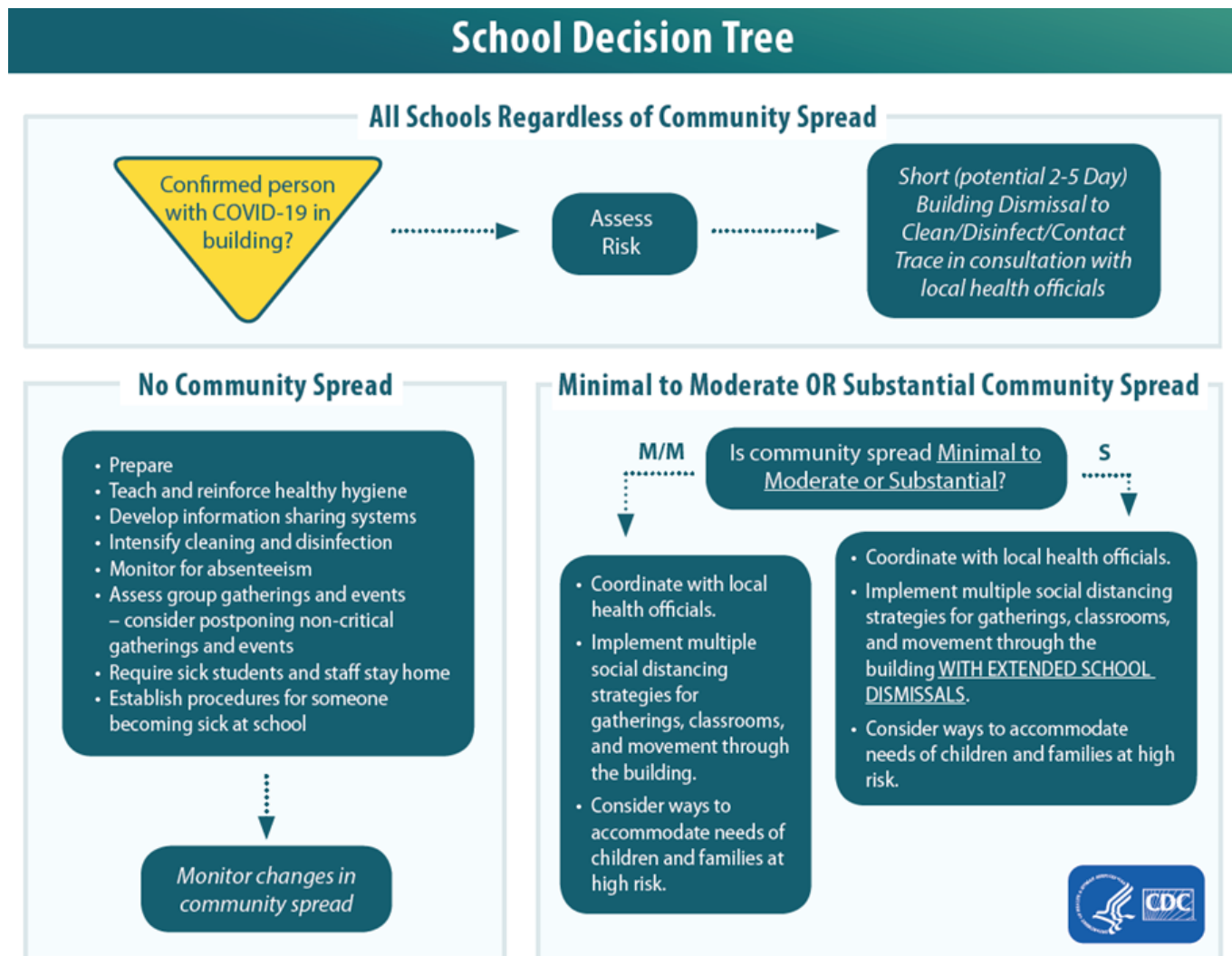
- If known, date of potential exposure
- Information on incubation period and safety protocols that help to limit exposure (hand washing, face coverings, physical distancing)
- Phone numbers to schedule an appointment at a local testing site
- **Students:**
  - District contact information for Student Services administration team
  - Return to school protocols when applicable
- **Staff:**
  - District contact information for Human Resources administration team
  - Employee leave information on H.R.6201 – Families First Coronavirus Response Act.
- In addition, positive COVID-19 cases may lead to the closure of a classroom, multiple classrooms, or even a school. This will be determined by District administration with direction from Los Angeles County Department of Public Health (LA DPH) (see Appendix I).



# APPENDIX C

*Return 2 Learn: A safety resource for parents, employees & educational leaders*

## School Decision Tree - Return to School:



## Students Returning to School After a Diagnosis of COVID-19:

- LA DPH gives guidelines for clearance of individuals infected with COVID-19, including students.
- After a positive diagnosis is made, students should expect to be in isolation for a minimum of 10 days, and potentially longer if they continue to remain symptomatic.
- Students should not return to school until they have met the Public Health guidelines for returning to school/work. School nurses or health clerks will work directly with families during the return to school process.

# APPENDIX D

*Return 2 Learn: A safety resource for parents, employees & educational leaders*

## Employee Screening

- Employees must complete a Health Screening and be symptom free prior to work.
- Employees who are symptomatic for COVID-19 must stay at home and contact Human Resources immediately.

## Employee Case Scenarios\*

*\*All the below scenarios should be reported to Human Resources and are subject to change per LA DPH*

1. **Employee has been exposed to COVID-19 and is asymptomatic:**
  - Employee must not report to work and must quarantine for a minimum of 14 days.
  - Self-monitor for symptoms (respiratory problems, temperature)
  - If any symptoms arise during the 14-day period, the guidelines for self-isolation should be followed (minimum of 10 days; must be fever-free for 24 hours with no fever reducing medication and improved symptoms) and health provider should be contacted.
  - If employee remains asymptomatic, he/she may contact health provider for testing.
  - If test results are negative, must still continue to quarantine for 14 days from the last exposure with the infected person.
2. **Employee has been exposed and has symptoms:**
  - Employees ***must not*** report to work and remain in home isolation
    - Since the employee is symptomatic, he/she would follow the self-quarantine guidelines which are a minimum 10 days, fever free for 24 hours with improved symptoms
3. **Employees with suspected or confirmed positive COVID-19 Test:**
  - Remains on home isolation until:
    - 24 hours has passed since recovery defined as resolution of fever without the employee using fever-reducing medication and improvement in respiratory symptoms and;
    - At least 10 days have passed since their last positive test
4. **Asymptomatic employee with laboratory confirmed Positive COVID-19 Test:**
  - **Remains on home isolation until:**
    - At least 10 days have passed since their first positive COVID-19 test, assuming they have not developed any symptoms since their positive test
  - If symptoms develop, follow protocol for symptomatic individuals



# APPENDIX E

*Return 2 Learn: A safety resource for parents, employees & educational leaders*

## High-Risk Employees

Employees who are in the high-risk group and are concerned about coming to work should contact Human Resources. Based on what we know now, those at high-risk for severe illness from COVID-19 are:

- People 65 years and older
- People who live in a nursing home or long-term care facility
- People of all ages with underlying medical conditions, particularly if not well controlled, including:
  - People with chronic lung disease or moderate to severe asthma
  - People who have serious heart conditions
  - People who are immunocompromised
    - Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids or other immune weakening medications
  - People with severe obesity (body mass index [BMI] of 40 or higher)
  - People with diabetes
  - People with chronic kidney disease undergoing dialysis
  - People with liver disease
  - Pregnant people might be at an increased risk for severe illness from COVID-19 compared to non-pregnant people

## The best ways to protect yourself and to help reduce the spread of COVID-19 are to:

- Limit your interactions with other people as much as possible
- Take precautions to prevent getting COVID-19 when you do interact with others
- If you start feeling sick and think you may have COVID-19, call your healthcare provider within 24 hours





# APPENDIX F

## San Gabriel Unified Virtual Academy Instructional Schedules

### Transitional Kindergarten Virtual Academy Schedule

Monday		Tuesday		Wednesday		Thursday		Friday			
Prep/planning		Prep/planning		Prep/planning		Prep/planning		Prep/planning		AM Group	
Morning Meeting	20	Morning Meeting	20	Morning Meeting	20	Morning Meeting	20	Morning Meeting	20		
Language Arts	60	Language Arts	60	Independent Work	95	Language Arts	60	Language Arts	60		
(Interactive/Independent)		(Interactive/Independent)				(Interactive/Independent)		(Interactive/Independent)			
Recess											
Math	45	Math	45					Math	45	Math	45
(Interactive/Independent)		(Interactive/Independent)						(Interactive/Independent)		(Interactive/Independent)	
Tier II Small Group Supp. Intervention/Independent Work	60	Tier II Small Group Supp. Intervention/Independent Work	60					Tier II Small Group Supp. Intervention/Independent Work	60	Science or Social Studies	60
Tier II Small Group Supp. Intervention/Independent Work	60	Tier II Small Group Supp. Intervention/Independent Work	60			Tier II Small Group Supp. Intervention/Independent Work	60	Science or Social Studies	60	PM Group	
Morning Meeting	20	Morning Meeting	20	Morning Meeting	20	Morning Meeting	20	Morning Meeting	20		
Language Arts	60	Language Arts	60	Independent Work	95	Language Arts	60	Language Arts	60		
(Interactive/Independent)		(Interactive/Independent)				(Interactive/Independent)		(Interactive/Independent)			
Recess		Recess						Recess		Recess	
Math	45	Math	45					Math	45	Math	45
(Interactive/Independent)		(Interactive/Independent)						(Interactive/Independent)		(Interactive/Independent)	

### Kindergarten Virtual Academy Schedule

Monday		Tuesday		Wednesday		Thursday		Friday	
Morning Welcome/Wellness Check-in	30	Morning Welcome/Wellness Check-in	30	Morning Welcome/Wellness Check-in	30	Morning Welcome/Wellness Check-in	30	Morning Welcome/Wellness Check-in	30
Language Arts	60	Language Arts	60	Language Arts	60	Language Arts	60	Language Arts	60
Recess		Recess		Recess		Recess		Recess	
Math	45	Math	45	Math	45	Math	45	Math	45
Lunch		Lunch		Lunch		Lunch		Lunch	
Small Group Supplemental Intervention/Independent Work	30	Small Group Supplemental Intervention/Independent Work	30	Independent Work	60	Small Group Supplemental Intervention/Independent Work	30	Small Group Supplemental Intervention/Independent Work	30
Social Studies/Science	30	Music (10) & PE(20)	30	Teacher planning and collaboration		Music (10) & PE(20)	30	Science/Social Studies	30
Check-out	10	Check-out	10			Check-out	10	Check-out	10



## 1st-3rd Grade Virtual Academy Schedule

Monday		Tuesday		Wednesday		Thursday		Friday	
Morning Welcome/Wellness Check-in	15	Morning Welcome/Wellness Check-in	15	Morning Welcome/Wellness Check-in	15	Morning Welcome/Wellness Check-in	15	Morning Welcome/Wellness Check-in	15
Language Arts	60	Language Arts	60	Language Arts	60	Language Arts	60	Language Arts	60
Recess		Recess		Recess		Recess		Recess	
Math	60	Math	60	Math	60	Math	60	Math	60
Lunch		Lunch		Lunch		Lunch		Lunch	
Small Group Supp. Intervention/Independent Work	30	Small Group Supp. Intervention/Independent Work	30	Independent Work		Small Group Supp. Intervention/Independent Work	30	Small Group Supp. Intervention/Independent Work	30
Social Studies/Science	45	PE (20 min)	20	Teacher planning and collaboration		PE (20 min)	20	Science/Social Studies	45
Check-out		Check-out				Check-out		Check-out	
Recess		Recess				Recess		Recess	
Independent Work/Projects/Music/Specials	60	Independent Work/Projects/Music/Specials	60			Independent Work/Projects/Music/Specials	60	Independent Work/Projects/Music/Specials	60

## 4th & 5th Grade Virtual Academy Schedule

Monday		Tuesday		Wednesday		Thursday		Friday	
Morning Welcome/Wellness Check-in	15	Morning Welcome/Wellness Check-in	15	Morning Welcome/Wellness Check-in	15	Morning Welcome/Wellness Check-in	15	Morning Welcome/Wellness Check-in	15
Language Arts	60	Language Arts	60	Language Arts	60	Language Arts	60	Language Arts	60
Recess		Recess		Recess		Recess		Recess	
Math	60	Math	60	Math	60	Math	60	Math	60
Lunch		Lunch		Lunch		Lunch		Lunch	
Small Group Supp. Intervention/Independent Work	30	Small Group Supp. Intervention/Independent Work	30	Independent Work	105	Small Group Supp. Intervention/Independent Work	30	Small Group Supp. Intervention/Independent Work	30
Social Studies/Science	45	PE (45 min)	45	Teacher planning and collaboration		PE (45 min)	45	Science/Social Studies	45
Check-out		Check-out				Check-out		Check-out	
Recess		Recess				Recess		Recess	
Independent Work/Projects/Music/Specials	60	Independent Work/Projects/Music/Specials	60			Independent Work/Projects/Music/Specials	60	Independent Work/Projects/Music/Specials	60



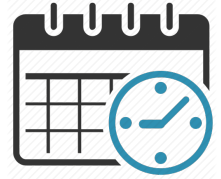


## Jefferson Middle School 6th Grade Virtual Academy Schedule

Monday		Tuesday		Wednesday		Thursday		Friday		
Period 1	60	Period 4 (Block 2)	60	Workshop/Social-Emotional Learning Time 8:30-9:30	60	Period 1	60	Period 4 (Block 2)	60	
Break/Transition				Break/Transition		Break/Transition				
Period 2	60	Period 7	60	Tier II Supplemental Intervention 9:45-10:45	60	Period 2	60	Period 7	60	
Break/Transition		Break/Transition		Break/Transition		Break/Transition		Break/Transition		
Period 3 (Block 1)	60	Period 8	60	Tier II Supplemental Intervention 10:55-11:55	60	Period 3 (Block 1)	60	Period 8	60	
Lunch		Lunch		Lunch		Lunch		Lunch		
Tier II Supplemental Intervention	60	Tier II Supplemental Intervention	60	Staff: Collaboration/PD/Planning/Meetings (1:35-3:30) Students: Independent Work (12:35-1:35)		Tier II Supplemental Intervention	60	Tier II Supplemental Intervention	60	
End of Student Day/ Teacher Break		End of Student Day/ Teacher Break					End of Student Day/ Teacher Break		End of Student Day/ Teacher Break	
Office Hours/ Independent Work for students	90	Office Hours/ Independent Work for students	90				Office Hours/ Independent Work for students	90	Office Hours/ Independent Work for students	90

## Jefferson Middle School 7th & 8th Grade Virtual Academy Schedule

Monday		Tuesday		Wednesday		Thursday		Friday		
Period 1	60	Period 6	60	Workshop/Social-Emotional Learning Time 8:30-9:30	60	Period 1	60	Period 6	60	
Break/Transition				Break/Transition		Break/Transition				
Period 2	60	Period 7	60	Tier II Supplemental Intervention 9:45-10:45	60	Period 2	60	Period 7	60	
Break/Transition		Break/Transition		Break/Transition		Break/Transition		Break/Transition		
Period 3	60	Period 8	60	Tier II Supplemental Intervention 10:55-11:55	60	Period 3	60	Period 8	60	
Lunch		Lunch		Lunch		Lunch		Lunch		
Period 4	60	Tier II Supplemental Intervention	60	Staff: Collaboration/PD/Planning/Meetings (1:35-3:30) Students: Independent Work (12:35-1:35)		Period 4	60	Tier II Supplemental Intervention	60	
End of Student Day/ Teacher Break		End of Student Day/ Teacher Break					End of Student Day/ Teacher Break		End of Student Day/ Teacher Break	
Office Hours/ Independent Work for students	90	Office Hours/ Independent Work for students	90				Office Hours/ Independent Work for students	90	Office Hours/ Independent Work for students	90



## Gabrielino High School Grades 9-12 Virtual Academy

Monday		Tuesday		Wednesday		Thursday		Friday	
Period 0		Period 0				Period 0		Period 0	
Transition		Transition				Transition		Transition	
Period 1	90	Period 2	90	Embedded Time 9:00-11:00 (120)  120  Planning, Meetings, Professional Development		Period 1	90	Period 2	90
Transition		Transition				Transition		Transition	
Period 3	90	Period 4	90			Period 3	90	Period 4	90
Lunch (45)		Lunch (45)				Lunch (45)		Lunch (45)	
Period 5	90	Period 6	90			Period 5	90	Period 6	90
Independent Work/Office Hours	55	Independent Work / Office Hours	55			Independent Work / Office Hours	55	Independent Work / Office Hours	55

## Del Mar High School Grades 9-12 Virtual Academy Schedule

Monday		Tuesday		Wednesday*		Thursday		Friday	
Teacher Planning		Teacher Planning		Teacher Planning		Teacher Planning		Teacher Planning	
Period 1	60	Period 1	60	Period 1 8:30-9:00	30	Period 1	60	Period 1	60
Break		Break		Break		Break		Break	
Period 2	60	Period 2	60	Period 2 9:10-9:40	30	Period 3	60	Period 4	60
Lunch (45)		Lunch (45)		Lunch (45)		Lunch (45)		Lunch (45)	
Period 3	60	Period 3	60	Period 3 9:50-10:20	30	Period 3	60	Period 3	60
Break		Break		Break		Break		Break	
Period 4 Electives/ History Day/ APEX/ Special Education Consultation	60	Period 4 Electives/ History Day/ APEX/ Special Education Consultation	60	Period 4 10:30-11:00	30	Period 4 Electives/ History Day/ APEX/ Special Education Consultation	60	Period 4 Electives/ History Day/ APEX/ Special Education Consultation	60
				Lunch (30)					
				Independent Work	120				
				12:30-3:30 Teacher Planning/ Collaboration/ PD/ SSTs/ Prep					
				*Note Weds. Schedule reduction in times					





## SGUSD Adult Transition School Virtual Academy Schedule

Monday		Tuesday		Wednesday		Thursday		Friday	
Office Hours, IEP Review & development		Office Hours, IEP Review & development		Office Hours, IEP Review & development		Office Hours, IEP Review & development		Office Hours, IEP Review & development	
Zoom Prep		Zoom Prep		Zoom Prep		Zoom Prep		Zoom Prep	
Zoom Class- Introduce vocabulary, discuss weekend and week's agenda	60	Zoom Class- Lesson and discussion on Job skills, rec and leisure activities	60	Zoom Class- Kitchen skills/cooking lesson Discussion on shopping/functional academics	60	Zoom Class- Life Skills lesson/discussions in breakout rooms	60	Zoom Class- Virtual outing of the students' choice, social games	60
Conference, Attendance	30	Continuation of games (Uno, etc.) Attendance	30	Conference, Attendance	30	Conference, Attendance	30	Continuation of games (Uno, etc.) Attendance	30
Lunch		Lunch		Lunch		Lunch		Lunch	
Inputting/feedback for virtual assignments (Google Classroom, etc.)	90	Inputting/feedback for virtual assignments (Google Classroom, etc.)	90	Inputting/feedback for virtual assignments (Google Classroom, etc.)	90	Inputting/feedback for virtual assignments (Google Classroom, etc.)	90	Inputting/feedback for virtual assignments (Google Classroom, etc.)	90



# APPENDIX G



*Return 2 Learn: A safety resource for parents, employees & educational leaders*

## Instructional Program Registration Information

**All parents are required to complete Instructional Program Registration for the 2020-2021 school year by AUGUST 14th.**

In order to best support the needs of our families for the 2020-2021 school year, when families login in to Aeries Parent Portal to register they will be asked about their instructional model choice for your student(s) through the Online Registration process.

### Instructional Program Choice:

When SGUSD transitions to the HYBRID Model in Phase 2 & 3 the instructional model choice I choose for my child is:

- Continue with 100% Virtual Academy
- Return to Hybrid Model

### Device Needs:

The SGUSD is committed to equal opportunity for all individuals in education and this includes access to a device and internet. All students should have access to a Chromebook device and/or a WIFI hotspot. Students who checked out a device in spring 2020 will still be able to use that device. If a student is new to the district, or for some reason did not receive a device last Spring, they will have the opportunity to check-out a device and internet hotspot for use for virtual learning. When you register your child for the 2020-2021 school year, please indicate if your child needs a device. If you need to check-out a device, your school site will contact you about where and when the devices will be available for check-out. All students who check out a device must sign the SGUSD Technology User Agreement.

### Steps to complete the registration process:

On August 3, 2020 the Aeries Parent Portal will open for registration. Registration is for returning SGUSD students and is when parents/guardians update information in their child's school records and verify that documents required by California Ed Code have been read and agreed to. To complete this process, go to <https://sis.sgusd.k12.ca.us/portal>. An email will be sent home to all SGUSD families with specific log-in information.



# APPENDIX H

*Return 2 Learn: A safety resource for parents, employees & educational leaders*

## Frequently Asked Questions:

### What educational options are available for the 2020-2021 school year?

When SGUSD shifts to Phase 2 & 3, in the 2020-2021 academic year, we will provide families a choice of instructional options including:

1. **Virtual Academy**
2. **Hybrid In-person School coupled with Remote Learning**

### How do I register my student for Virtual Academy?

All parents are required to complete Instructional Program Registration for the 2020-2021 school year.

Steps to complete the online registration process:

- Log into Aeries Parent Portal
- Select Online Registration
- Visit the [SGUSD website](#) further step-by-step instructions

### Will TK be offered in the Virtual Academy?

Yes. SGUSD is happy to announce that TK will be offered in our Virtual Academy. As you may know the digital platform used for Transitional Kindergarten is based on the California State Standards and the California Preschool Learning Foundations. Teachers will be working collaboratively to build relationships, engage the TK students, and make learning fun!

### Will AP honors classes be available on Virtual School?

Yes. Counselors will work with students for AP placements. To the extent the family is comfortable, virtual students may elect to participate in an in-person specialty courses in Phase 2 (i.e. AVID, Band, Athletics, AP courses), in addition to their virtual courses, as space allows.





## Will Dual Language Immersion be available in the Virtual Academy?

Yes. We understand that the Dual Immersion Program is a K-12 commitment and recognize the dedication our families have made to biliteracy, and multiculturalism. The District is working to ensure Dual Immersion families do have a rich Virtual Learning experience.

## What safety considerations are in place for students with disabilities?

- All students will be required to wear face coverings unless delineated in their IEP.
- Students who have an IEP will have equal access to the SGUSD Virtual Academy
- In Phase 2, Special Education families will have the option of returning to school in-person or to remain in the SGUSD Virtual Academy. The family will have the choice of the instructional model they deem most appropriate.
- Families with students who are immunocompromised will work closely with the District Nurse regarding specific needs needed upon returning to school in-person.

## What is the difference between Distance Learning and Virtual Academy?

Hybrid Learning and Virtual Academy will be different from the Distance/Emergency Learning of Spring 2019-2020. While the Virtual Academy continues to be a response to school closures, it will be delivered with daily live instruction, grades and assessments will be given, and there will be more consistency with daily instructional schedules. Kids will be in school each day. It may not be in a brick and mortar building, but they will be required to be online learning.

Our SGUSD teachers will provide content and instruction with a combination of daily live or synchronous instruction as well as robust asynchronous/ independent projects & assignments.

The role of parents is to provide support and guidance students, not teach the content. However, we do know that parents will want to help their students with assignments so we will provide parents online professional development and support parents as partners. Teachers will be available to answer questions and to point parents towards helpful resources.



## **How will students be provided their IEP services if they choose the Virtual Academy?**

All students have access to the SGUSD Virtual Academy platform. If a student opts for the Virtual Academy, please know the SPED department will work closely with the family to meet the IEP goals and services as feasible. Virtual services may look different than traditional classroom services. An IEP meeting will be held virtually to discuss how the services will take place in the Virtual Academy.

## **Will Special Education Students who receive speech, occupational therapy, and resources receive those services while attending the Virtual Academy?**

Related service providers will deliver services virtually for student requiring services per their current IEP to the greatest extent possible.

## **What will be the difference between Virtual Academy and the Hybrid Model for families of students on IEPs when Phase 2 begins?**

We realize that the choice of whether to move forward with Virtual Academy or switch to the Hybrid Model when Phase 2 begins has many considerations for families, but especially for our families of students with disabilities. We know many of you have a difficult decision to make. Following is a brief description of what families can expect from each model.

## **What can families of students on IEPs expect if we select Virtual Academy during Phase 2?**

- Most services will be available through a virtual/telehealth platform.
- There will be live/virtual instruction daily
- The current technology platforms work for most of our students, however the district realizes that some of our students with more moderate to severe needs may require supplemental paper and pencil workbooks and materials. These types of materials will be provided on an as needed basis.

## **What can families of students on IEPs expect if we select the Hybrid Model During Phase 2?**

- The Phase 2 Hybrid Model allows for students to be on campus for 2 days per week with safety protocols in place.



- Most services will be able to be delivered face to face.
- Online learning activities will be provided on the days the students are not on campus.
- While we understand that many families have developed fabulous working relationships with their case carriers, once we transition to the Hybrid model, we will be recruiting Special Education Teachers from within the district to remain serving in the Virtual Academy Program so there is no guarantee that you will have the same case carrier for the entire year.

## **What role will parents have in the SGUSD Virtual Academy?**

In the SGUSD Virtual Academy, parents are partners! We believe parents play an active and important role in their child's education. Teachers will deliver daily live instruction. As your child's learning coach, you will:

- Provide academic support, motivation, and guidance
- Ensure your child participates and on track with assignments and coursework
- Communicate with teachers
- Be a source of encouragement

## **How is the SGUSD Virtual Academy different from the Distance Learning from the Spring of 2020?**

The SGUSD is different than distance learning in the following ways:

- Distance Learning was emergency teaching to provide a continuity of learning platform. The Virtual Academy will be daily live instruction to teach grade level California State Standards.
- Distance Learning was optional, the Virtual Academy is required (similar to attending school in a school building)
- Distance Learning was based on holding students harmless with grades. The Virtual Academy will hold students accountable for their progress in mastering State standards and their daily participation during remote learning.
- The Virtual Academy will be a set schedule and require more daily live teaching and learning experiences with teachers and students.
- The Virtual Academy will have required daily attendance with the student's camera turned on.
- The Virtual Academy will be more robust instruction, consistency across grade levels and content areas.





## **Can a student move from the Virtual Academy program back to the Hybrid School program at any time?**

Because SGUSD will begin the school year with 100% Virtual Academy, parents will have the option to transition their child to the Hybrid model when it is deemed safe to do so by the State and County Department of Public Health. With that said, once the District transitions to Hybrid, it is recommended any changes to a student's program from the Virtual School to the Hybrid program and from the Hybrid program to the Virtual School be made at a trimester or semester break. By doing this, we can ensure a continuity of the instructional program for the student.

## **How do I complete my Instructional Program Registration for 2020-2021?**

During the 2020-2021 registration process, parents will receive access to an online survey. Please complete the survey and indicate when SGUSD transitions to Hybrid, which model you would like your child to be placed in.

## **Will students be assessed?**

Yes, on a regular and consistent basis. All students will be regularly assessed using District benchmarks. The initial assessment will be scheduled at the start of the school year to measure students baseline skills and determine the need for Tier II interventions.

## **Will there be State assessments?**

At this time the California State Assessments are scheduled to be administered. Districts are required to follow all of the Los Angeles County Department of Public Health (LA DPH) Reopening Protocols for K-12 schools. At this time (July 26, 2020), the LA DPH has halted any in-person instruction. This order includes bringing students back for assessments.

# APPENDIX H

*Return 2 Learn: A safety resource for parents, employees & educational leaders*

## Additional Resource Links

- [County of Los Angeles Department of Public Health Order of the Health Officer: Reopening Protocols for K-12 Schools](#)
- [Center for Disease Control \(CDC\) Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening America Up Again](#)
- [California Department of Public Health Industry Guidance: Schools and School Based Programs](#)
- [California Department of Education \(CDE\) Stronger Together: A Guidebook for the reopening of California's Public Schools](#)
- [Los Angeles County Schools 2020-21 Planning Framework](#)
- [CIF Return to Physical Activity / Training Guidelines](#)
- [American Academy of Pediatrics COVID-19 Planning Considerations: Guidance for School Re-entry](#)
- [SGUSD COVID-19 Parent Hub](#)

