



Return to Campus Model

January 21, 2021

Guiding Principles

Equity



Access



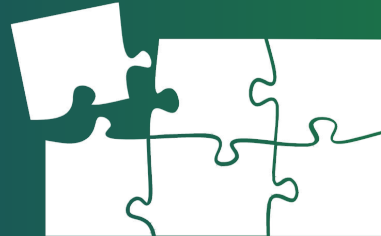
Innovation



Continuity



Compatibility



Efficacy

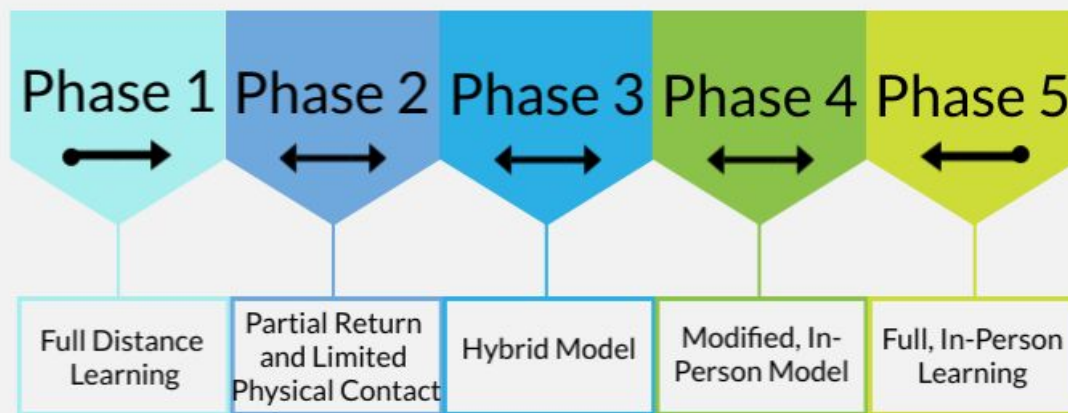


Health Indicators

State Tiered Monitoring System - January 19



Phased Return to Campus Plan





Staff & Family Survey Data



Reopening Criteria and
Stakeholder Engagement



Reopening Models and
Stakeholder Engagement



Model Selection



Reopening Actions

Roadmap to Phase 3

Variables



Infection Rates



County/State/National
Policies



Regional School District
Developments



Staffing and Employee
Agreements

Reopening Criteria and Stakeholder Engagement



Reopening Criteria

- Health and Safety
- Quality of Instruction
- Social Emotional Health and Well-being
- Access (Nutrition, Technology, Child Care)

Stakeholder Engagement

- Advisories
- Student Input
- Community Feedback
- Association Partners

Hybrid Model Evaluation Rubric

Categories:

- Health and Safety
- Efficacy of Instruction
- Social Emotional Learning
- Equity and Access
- Structural Compatibility and Continuity

Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
SEL (Social Emotional Learning)	<ul style="list-style-type: none"> Schedule limits meaningful student/teacher interactions 	<ul style="list-style-type: none"> Students have daily student/teacher interactions 	<ul style="list-style-type: none"> Time is scheduled to build relationships and student/teacher interactions
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Efficacy of Instruction	<ul style="list-style-type: none"> Model limits daily live instruction 	<ul style="list-style-type: none"> Model provides adequate time for daily live instruction 	<ul style="list-style-type: none"> Model provides ample time for daily live instruction and structured check-ins
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Health and Safety	<ul style="list-style-type: none"> Cohorts are large or cannot be maintained throughout the day or week 	<ul style="list-style-type: none"> Student cohort sizes are at appropriate levels 	<ul style="list-style-type: none"> Maintains cohort sizes at appropriate levels
	<ul style="list-style-type: none"> Cohort transitions are frequent and increase contacts between students and/or staff 	<ul style="list-style-type: none"> Cohort transitions are limited 	<ul style="list-style-type: none"> Cohorts maintain consistent people throughout day
	<ul style="list-style-type: none"> Social distancing cannot be maintained effectively 	<ul style="list-style-type: none"> Social distancing can be maintained safely 	<ul style="list-style-type: none"> The model enables social distancing and effective use of safety protocols
	<ul style="list-style-type: none"> Schedule does not leave time for daily cleaning and disinfection 	<ul style="list-style-type: none"> Limited time allotted for daily cleaning and disinfection 	<ul style="list-style-type: none"> Ample time for daily cleaning and disinfection
	<ul style="list-style-type: none"> Model does not provide for staggered recess/lunch 	<ul style="list-style-type: none"> Model provides limited opportunity for staggered recess/lunch 	<ul style="list-style-type: none"> The model enables staggered recess/lunch
Rubric Score	1-2	3-4	5-6
Comments: The assessment tool assumes necessary health and safety protocols are in place.			

Reopening Models and Stakeholder Engagement



Staff Action Team

Refine Promising Models

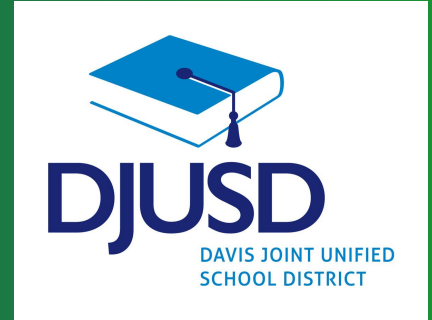
Review/Feedback per Reopening Criteria

- Advisories
- Community
- Students
- Association Partners

Model Review and Evaluation



- Large Cabinet, January 4, 2021
- Site Administrators, January 5, 2021
- DJUSD Staff Action Team, January 6, 2021
- All Advisory, January 13, 2021
- Labor Partner Meetings (ongoing)



Recommended Model- Secondary

Secondary Hybrid Model, Quarter 3

Grades 7-12 Schedule, Quarter 3						
Time	Monday	Tuesday	Wednesday		Thursday	Friday
	Group A: In-person Group B: At-home	Group A: In-person Group B: At-home	Distance Learning (Synchronous Instruction)		Group B: In-person Group A: At-home	Group B: In-person Group A: At-home
8:45 - 9:45	Period 2	Period 2	8:45 - 9:30	Period 2	Period 2	Period 2
9:45 - 9:55	Break		9:30 - 9:40	Break	Break	
9:55 - 10:55	Period 4	Period 4	9:40 - 10:25	Period 4	Period 4	Period 4
10:55 - 11:05	Break		10:25 - 10:45	Advisory	Break	
11:05 - 12:05	Period 6	Period 6			Period 6	Period 6
12:05 - 12:50	Grab and Go Lunch		10:45 - 10:55	Break	Grab and Go Lunch	
12:50 - 1:50	Intervention Block		10:55 - 11:40	Period 6	Intervention Block	
1:50 - 2:50	Small Group Instruction, Student work time, Period 2	Small Group Instruction, Student work time, Period 4	11:40 - 12:25	Lunch	Small Group Instruction, Student work time, Period 6	Individual Work Time
2:50 - 3:15	Individual Work Time	Individual Work Time	12:25 - 1:00	SpEd/EL and Gen Ed Collab	Individual Work Time	Individual Work Time
			1:30 - 3:15	Teacher collaboration, Staff Meeting		

Secondary Hybrid Model, Quarter 4

Grades 7-12 Schedule, Quarter 4						
Time	Monday	Tuesday	Wednesday		Thursday	Friday
	Group A: In-person Group B: At-home	Group A: In-person Group B: At-home	Distance Learning (Synchronous Instruction)		Group B: In-person Group A: At-home	Group B: In-person Group A: At-home
8:45 - 9:45	Period 1	Period 1	8:45 - 9:30	Period 1	Period 1	Period 1
9:45 - 9:55	Break		9:30 - 9:40	Break	Break	
9:55 - 10:55	Period 3	Period 3	9:40 - 10:25	Period 3	Period 3	Period 3
10:55 - 11:05	Break		10:25 - 10:45	Advisory	Break	
11:05 - 12:05	Period 5	Period 5			Period 5	Period 5
12:05 - 12:50	Lunch		10:45 - 10:55	Break	Lunch	
12:50 - 1:50	Period 7	Period 7	10:55 - 11:40	Period 5	Period 7	Period 7
1:50 - 2:50	Intervention Block		11:40 - 11:50	Break	Intervention Block	
2:50 - 3:15	Small Group Instruction, Student work time, Period 1	Small Group Instruction, Student work time, Period 3	11:50 - 12:35	Period 7	Small Group Instruction, Student work time, Period 5	Small Group Instruction, Student work time, Period 7
			12:35 - 1:20	Lunch		
			1:20 - 3:15	Teacher Collaboration/ Staff meeting		

Secondary Model Features and Definitions continued

In-person instruction

- Students participate in-person instruction two (2) days per week, following quarter block schedule in Hybrid Group A or Hybrid Group B
- Students released home for lunch and participate in the afternoon periods virtually

At-home instruction

- Students follow their schedule by “Simulcast” instruction from their classroom teacher

Distance Learning (Synchronous Instruction)

- On Wednesdays, all classes meet virtually and teachers will determine the balance of synchronous and asynchronous instruction

Secondary Model Features and Definitions continued



Intervention Block

- Time that will be used to meet with students who require extra support: English Learner (EL) , Special Education, teacher identified
- Time may be in-person and/or virtual
- Students in Phase 2 small cohorts may remain on campus daily (Monday through Friday)
 - Off days, afternoons, and Wednesdays will be facilitated by cohort leads

Small Group Instruction and Student Work Time

- No new content is presented during small group instructional time
- All students report to small group instruction periods and can be released by their teacher.

Secondary Model Features and Definitions continued



Teacher collaboration, preparation and staff meetings

- Teachers hold synchronous classes on Wednesdays from 8:45 a.m. to 12:00 p.m.
- Afternoon is designated for teacher collaboration, preparation time and staff meetings
 - During this time, students engage in asynchronous work at home.

Secondary Model Features and Definitions continued



Grab and Go Lunch

- All other students will grab a lunch (and breakfast) and leave campus during Quarter 3
- Students with 7th period classes will eat lunches on campus during Q4
- Students from Phase 2 small cohorts may remain on campus on off days for lunch

Technology

- Canvas
- Bring Your Own Device (BYOD) - 1:1
- Headsets and Document Cameras
- Bandwidth

Secondary Model Features and Definitions continued



Health and Safety

- Social Distance of six (6) feet between students and staff
- Face covering worn on campus by staff and students at all times unless medically exempt
- Frequent handwashing and use of hand sanitizer
- Daily regular cleaning and disinfection of rooms and high touch areas
- Daily self-screen for health at home prior to coming on campus
- Stay home when sick and email covid19reporting@djUSD.net
- Contact Tracing and quarantine program
- Weekly staff and student saliva testing on DJUSD campuses
- Continue to follow current CDPH guidance

Secondary Model Features and Definitions continued



Group Assignments

- Students will be assigned to an A or B group
- Effort will be made to prioritize assignments for siblings to avoid competing schedules.

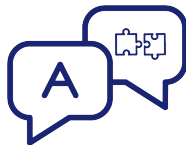
Distance Learning-Only Option

- Instruction for students who opt out of in-person instruction will be provided by “Simulcast”
- Students will follow established schedule and receive support through the small group instruction block

Transition from Distance Only to In-Person

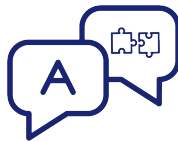
- Families will be offered flexibility following an articulated process to allow for a shift into in-person learning if space is available

English Learner Supports



- **Targeted English Language Development (ELD) Supports**
 - English Language Development Courses (Designated ELD)
 - Access to core content (Integrated ELD)
- **Intervention Block**
 - Time that will be used to support students who require extra support: English Learner (EL), teacher identified
- **Remote Administration of Assessments**
 - Computer-based Summative English Language Proficiency Assessments for California (ELPAC)

Special Education



Special Education services during in-person instruction

- Push-in and pull-out models services
- Support classes as scheduled

Special Education services during asynchronous time

- Intervention block - in-person or virtual
- Small group instruction and student work time

Collaboration

- Special Education and General Education teachers
- Incorporate principles of Universal Design for Learning (UDL)

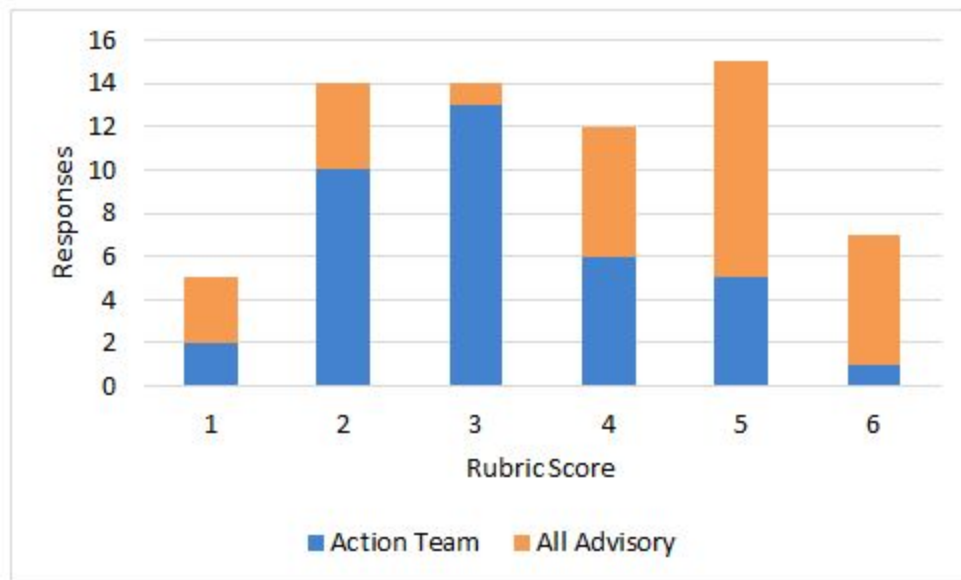
IEP Meetings

- Held during synchronous and asynchronous teaching blocks
- Held after-hours, as needed

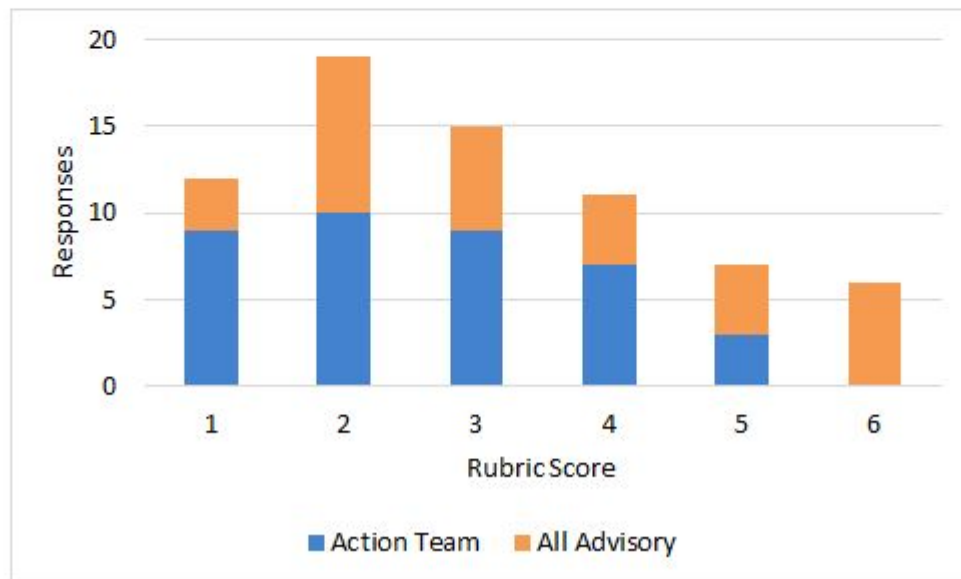
Secondary Hybrid Model Evaluation

- DJUSD Staff Action Team (120 members)
- Superintendent's All Advisories (70 members)
 - ▷ Parents, Certificated, Classified, SpEd, Climate, DELAC, DTAC, Students, Native American Families, AIM, Parcel Tax Oversight, PTA
- Rubric Survey (Elementary and Secondary)
 - ▷ 23 Indicators evaluated
 - ▷ Five categories (Health/Safety, Efficacy of Instruction, SEL, Equity/Access, Structural Compatibility)

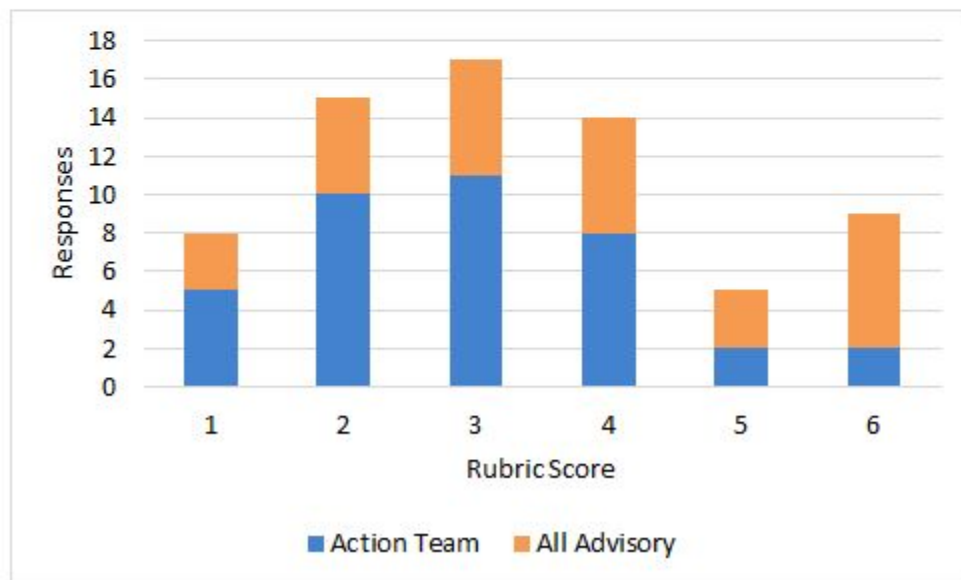
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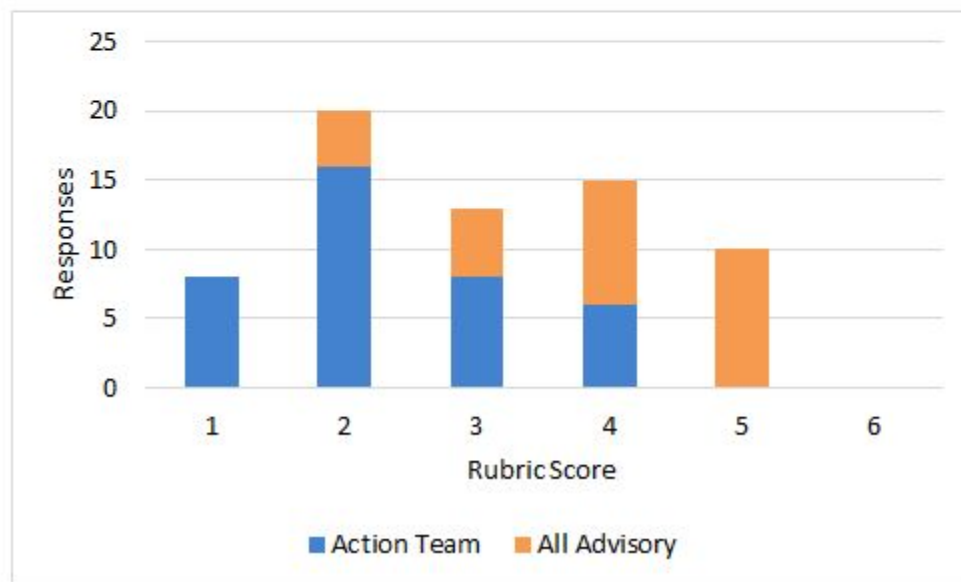
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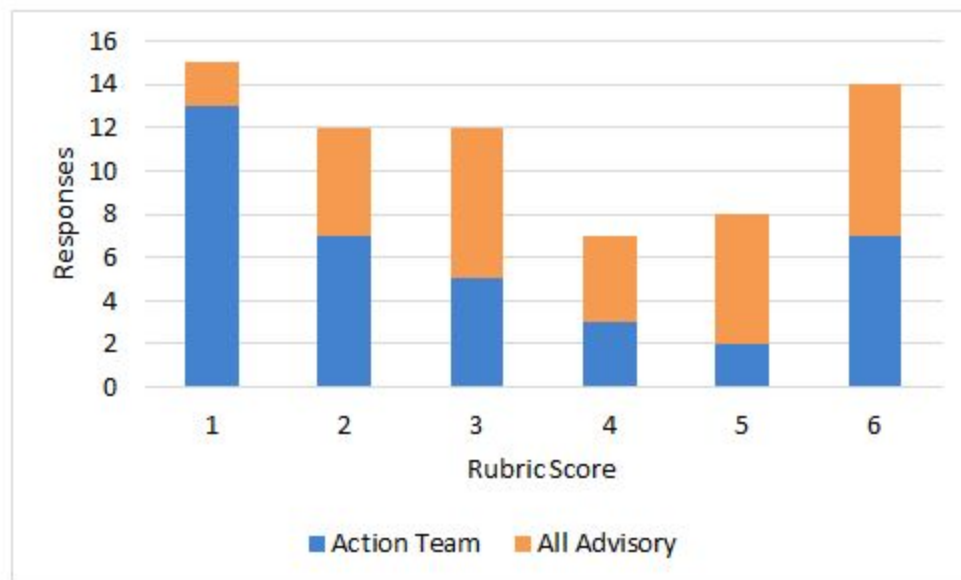
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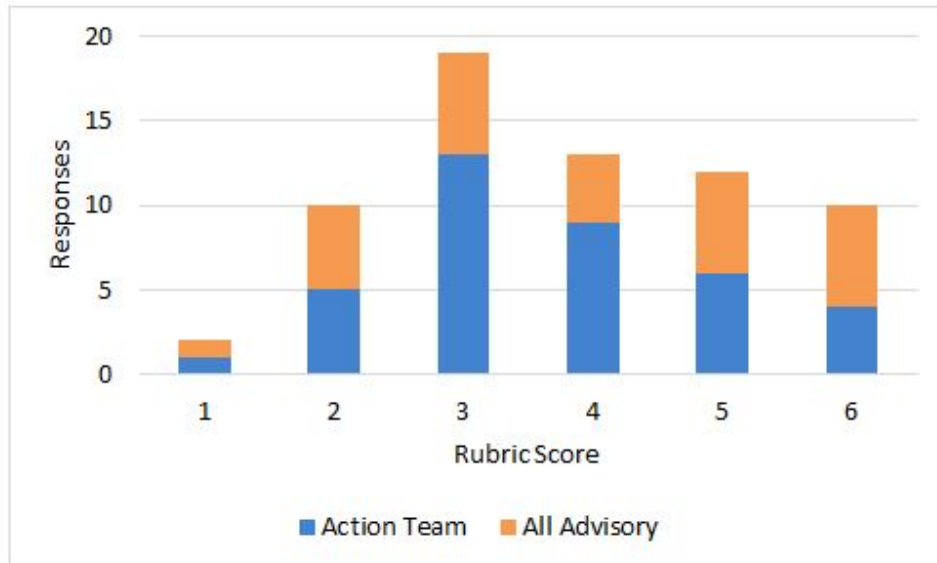
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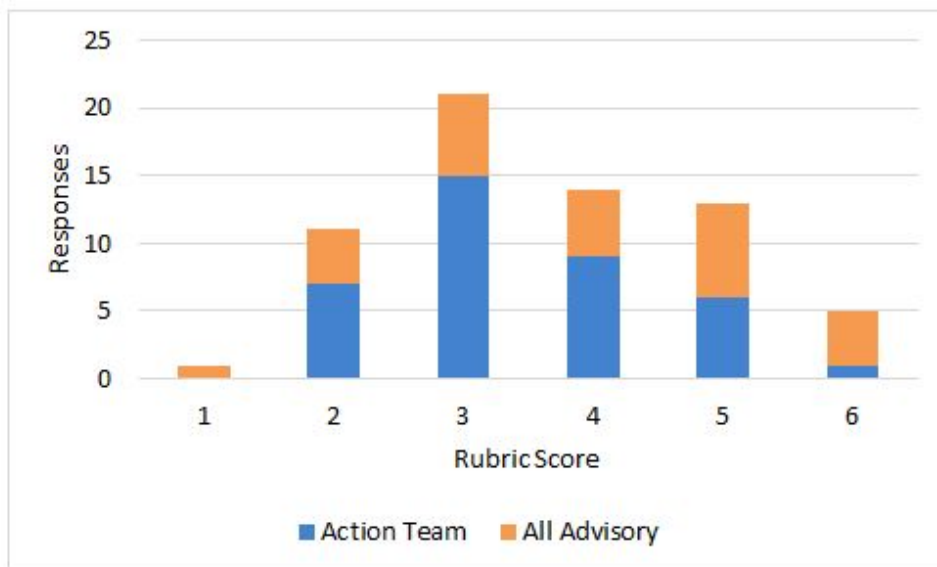
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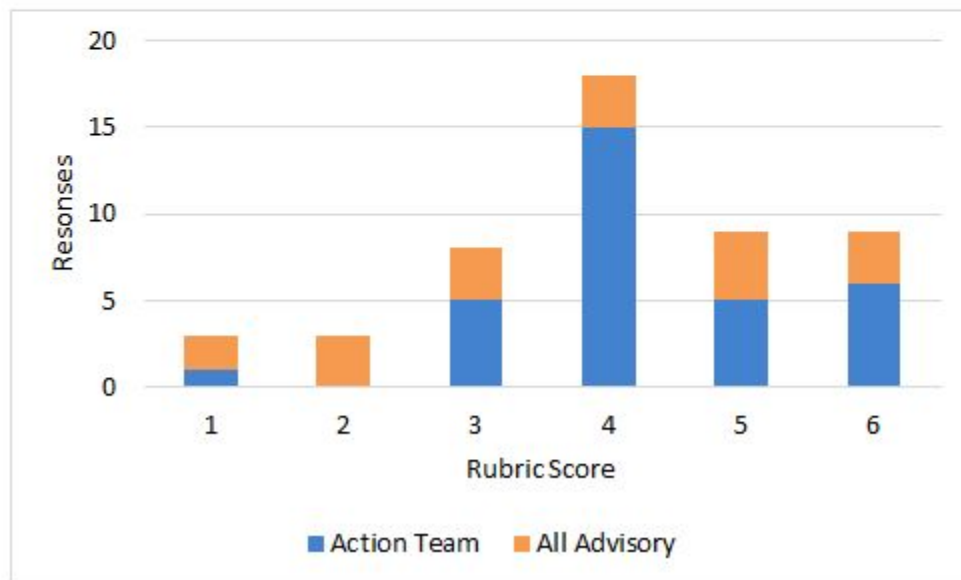
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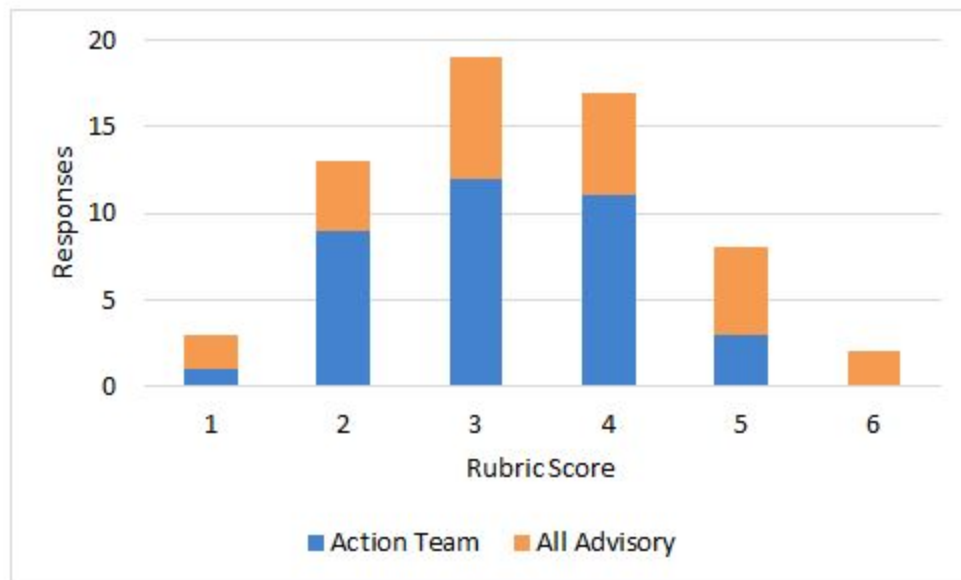
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Efficacy of Instruction	<ul style="list-style-type: none"> Model relies heavily on asynchronous instruction and student independence 	<ul style="list-style-type: none"> Teachers have time to assign a balance of independent work, collaborative tasks, and direct instruction 	<ul style="list-style-type: none"> Teachers can support and observe students working independently/collaboratively
Rubric Score	1-2	3-4	5-6



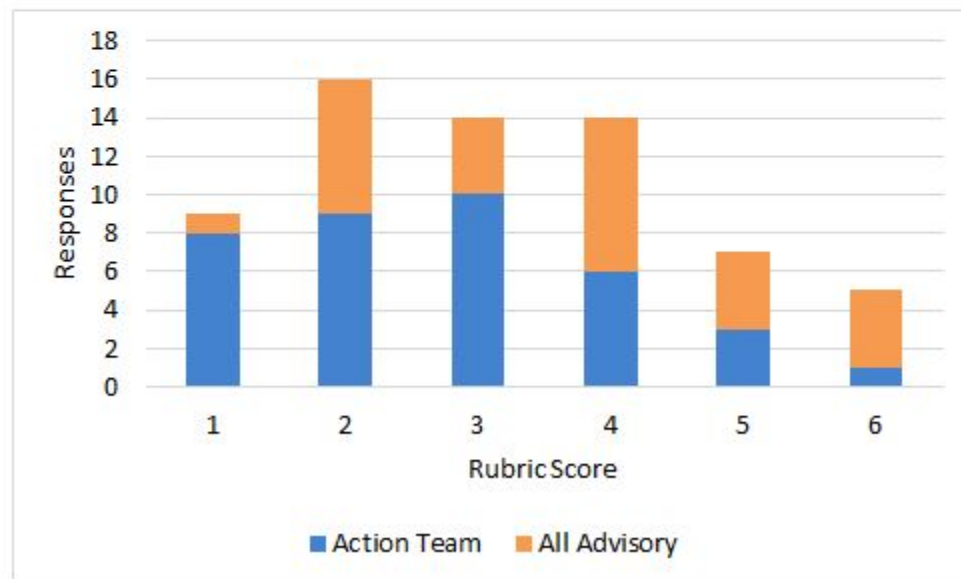
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Efficacy of Instruction	<ul style="list-style-type: none"> Instructional minutes do not meet SB98/Distance Learning expectations 	<ul style="list-style-type: none"> Instructional minutes meet SB98/Distance Learning expectations 	<ul style="list-style-type: none"> Live or in-person minutes exceed SB98/Distance Learning expectations
Rubric Score	1-2	3-4	5-6



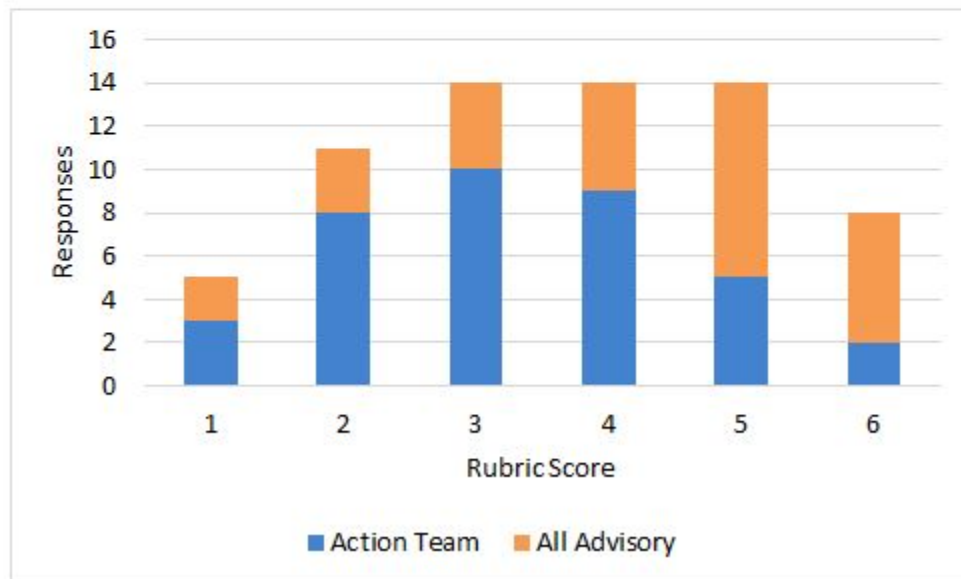
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Efficacy of Instruction	<ul style="list-style-type: none"> Model does not support comprehensive grade and content level instruction or innovation 	<ul style="list-style-type: none"> Model allows for adequate grade and content level instruction and innovation 	<ul style="list-style-type: none"> Model allows for rigorous content area instruction and innovative practices
Rubric Score	1-2	3-4	5-6



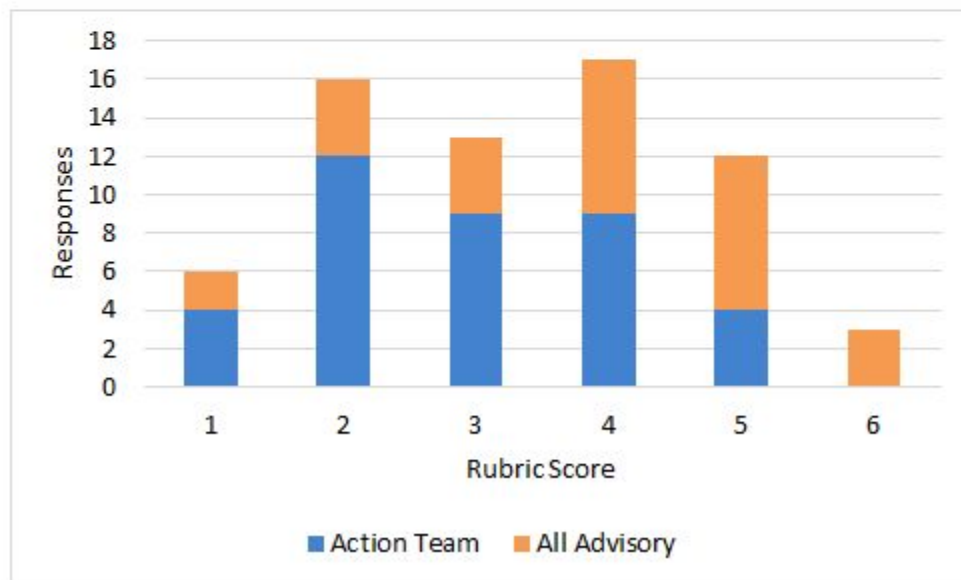
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Efficacy of Instruction	<ul style="list-style-type: none"> Model does not allow for "hands-on" teaching and learning 	<ul style="list-style-type: none"> Model allows for limited "hands-on" teaching and learning 	<ul style="list-style-type: none"> Model allows for meaningful "hands-on" teaching and learning
Rubric Score	1-2	3-4	5-6



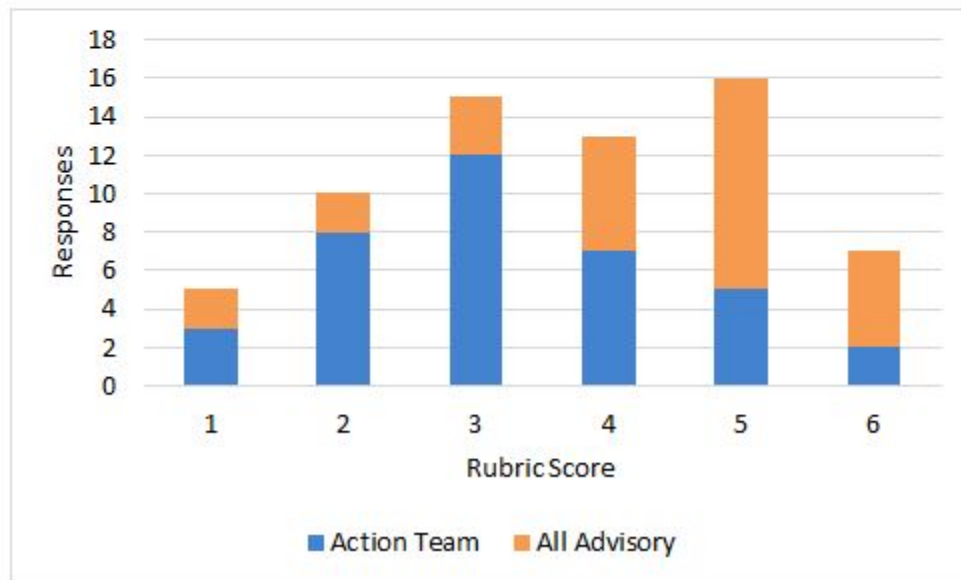
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
SEL (Social Emotional Learning)	<ul style="list-style-type: none"> Schedule limits meaningful student/teacher interactions 	<ul style="list-style-type: none"> Students have daily student/teacher interactions 	<ul style="list-style-type: none"> Time is scheduled to build relationships and student/teacher interactions
Rubric Score	1-2	3-4	5-6



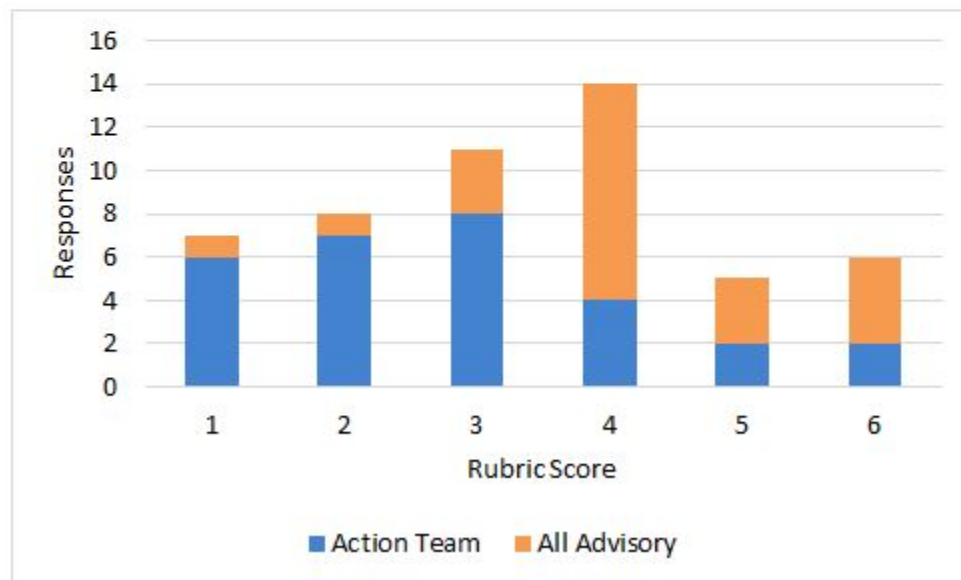
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
SEL (Social Emotional Learning)	<ul style="list-style-type: none"> Time for peer-to-peer interaction is limited 	<ul style="list-style-type: none"> Students have daily peer-to-peer interactions that are social in nature 	<ul style="list-style-type: none"> Peer-to-peer interactions are social, innovative, and integrated into the schedule
Rubric Score	1-2	3-4	5-6



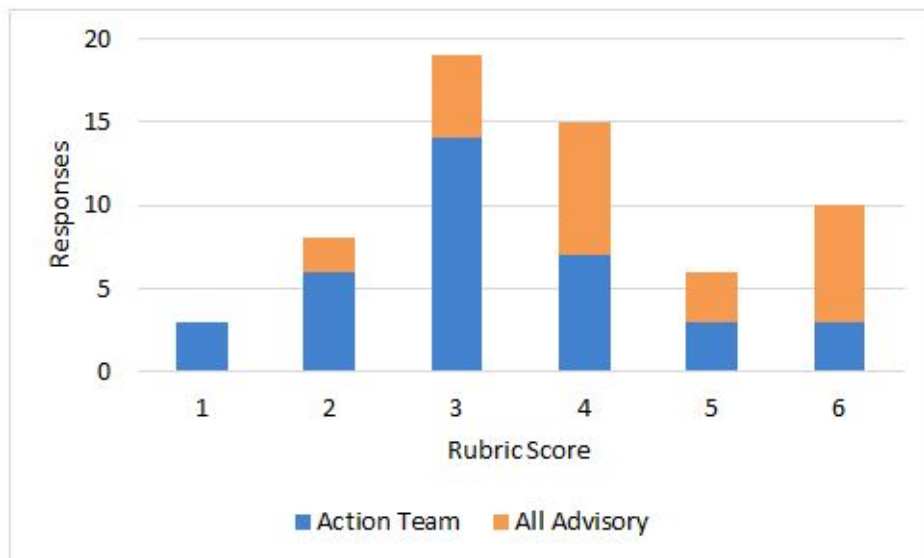
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
SEL (Social Emotional Learning)	<ul style="list-style-type: none"> Model structure has limited opportunities for student social emotional support 	<ul style="list-style-type: none"> Students in crisis can easily find an adult 	<ul style="list-style-type: none"> Schedule allows for proactive identification of students for counselor outreach
Rubric Score	1-2	3-4	5-6



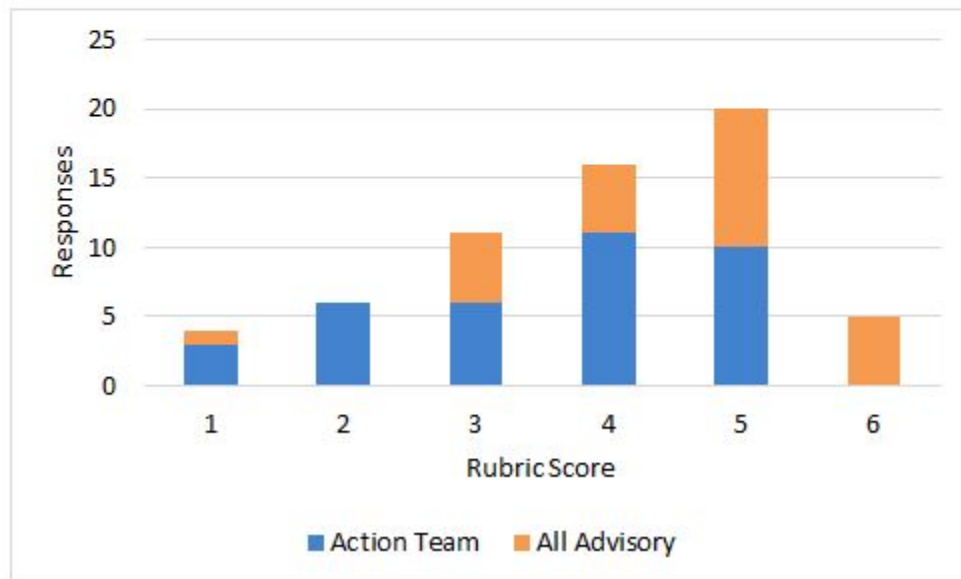
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
SEL (Social Emotional Learning)	<ul style="list-style-type: none"> No physical exercise or time outside is designated 	<ul style="list-style-type: none"> Physical exercise and being outdoors is possible 	<ul style="list-style-type: none"> Physical exercise and outdoor learning or play is scheduled
Rubric Score	1-2	3-4	5-6



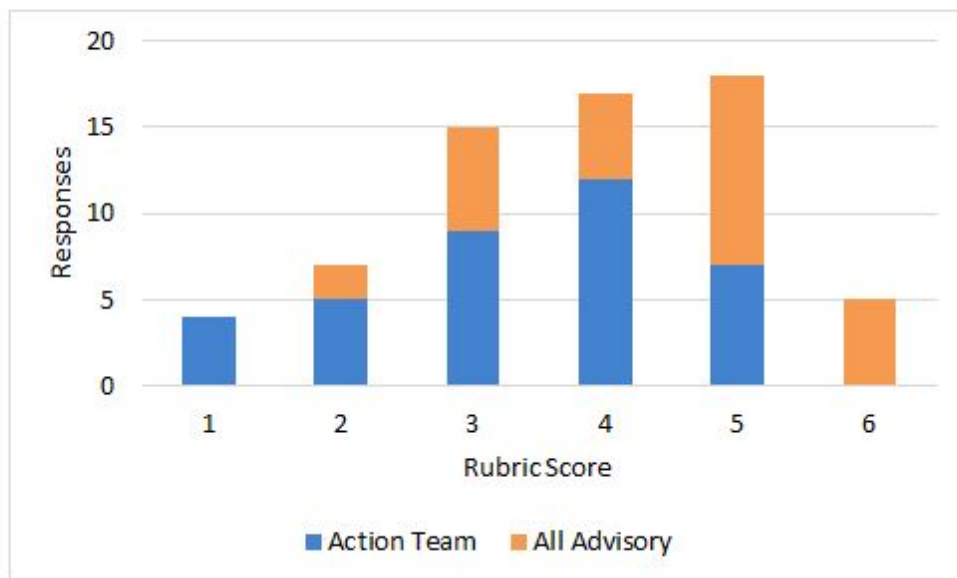
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
SEL (Social Emotional Learning)	<ul style="list-style-type: none"> Model does not intentionally include structures or time for SEL supports or instruction 	<ul style="list-style-type: none"> Model allows for SEL instruction, including the CASEL signature practices 	<ul style="list-style-type: none"> Model intentionally includes time to address relationship building, isolation, anxiety, and behavioral expectations for an in-person return
Rubric Score	1-2	3-4	5-6



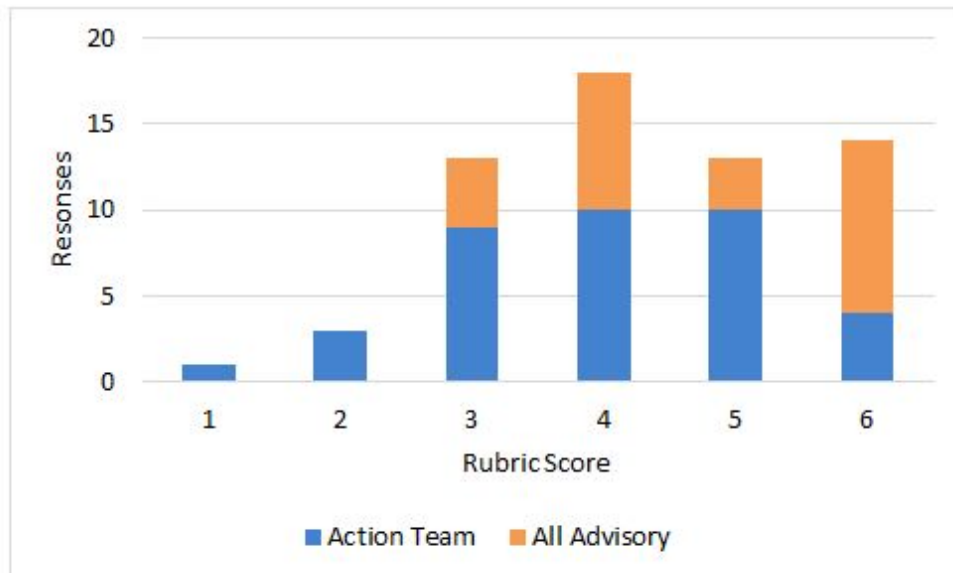
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Equity and Access	<ul style="list-style-type: none"> Inconsistent/incompatible schedules for families with multiple students 	<ul style="list-style-type: none"> Families with multiple students can partially align schedules 	<ul style="list-style-type: none"> Families with multiple students can be on the same schedule
Rubric Score	1-2	3-4	5-6



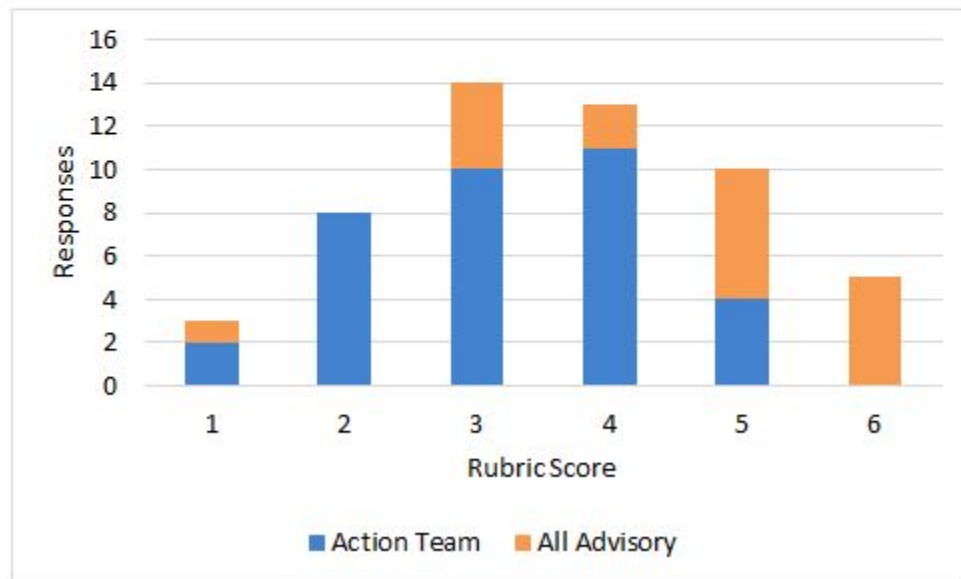
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Equity and Access	<ul style="list-style-type: none"> In-person and asynchronous instruction do not support continuity of learning 	<ul style="list-style-type: none"> Model allows for similar delivery of instructional standards for both in-person and asynchronous learning 	<ul style="list-style-type: none"> Model incorporates small group instruction to facilitate intervention, acceleration, and differentiation
Rubric Score	1-2	3-4	5-6



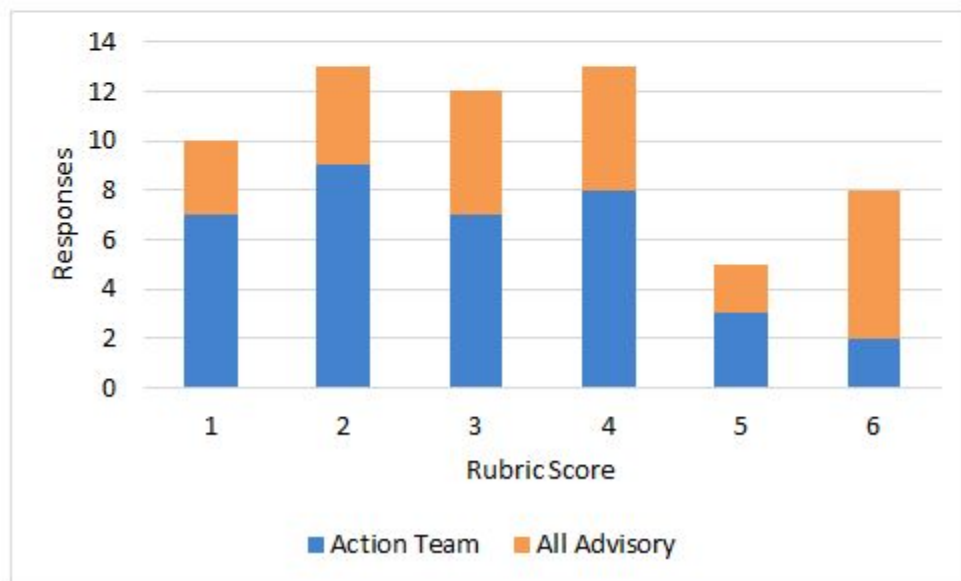
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Equity and Access	<ul style="list-style-type: none"> Few or no interventions and instructional supports are scheduled 	<ul style="list-style-type: none"> Structures provide additional time for students with exceptional needs (SpEd, English Learner, etc.) 	<ul style="list-style-type: none"> Structure of support classes are provided in person (SpEd classes, designated English Learner classes, etc.)
Rubric Score	1-2	3-4	5-6



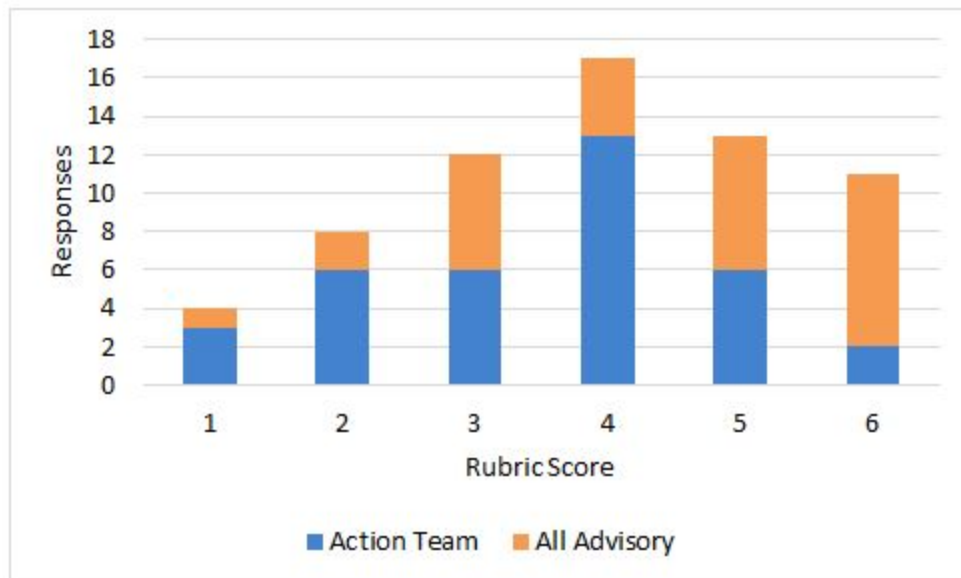
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Equity and Access	<ul style="list-style-type: none"> Little time is designated for teacher and specialist collaboration for UDL 	<ul style="list-style-type: none"> Structure provides limited time for teacher and specialist collaboration for UDL 	<ul style="list-style-type: none"> Structure provides consistent time for teacher and specialist collaboration for UDL
Rubric Score	1-2	3-4	5-6



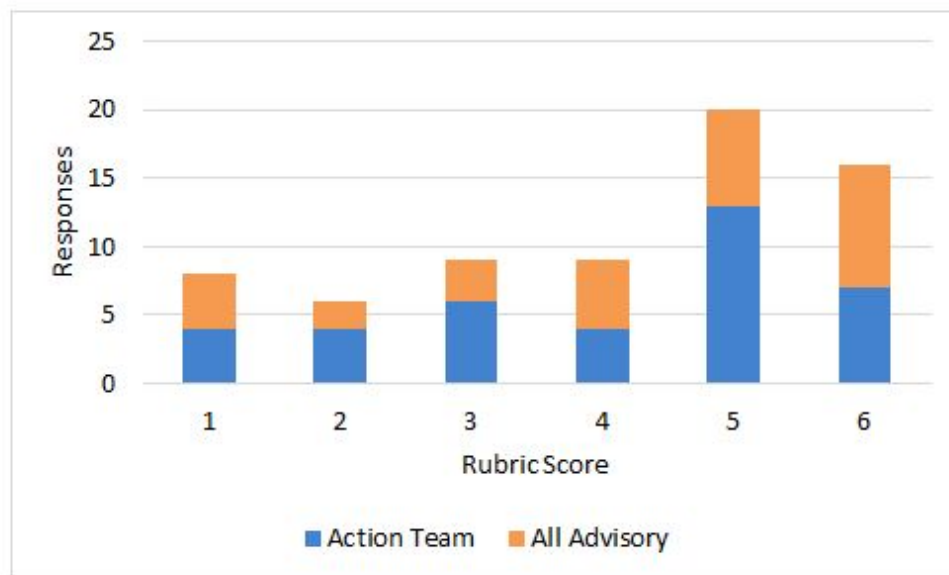
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Structural Compatibility and Continuity	<ul style="list-style-type: none"> Model substantially increases teacher planning, supervision and instructional duties during the work day and week 	<ul style="list-style-type: none"> Teachers and staff have the time to generally manage their work day and week 	<ul style="list-style-type: none"> Model allows teachers and staff to more effectively plan, assess, and teach within the work day and week
Rubric Score	1-2	3-4	5-6



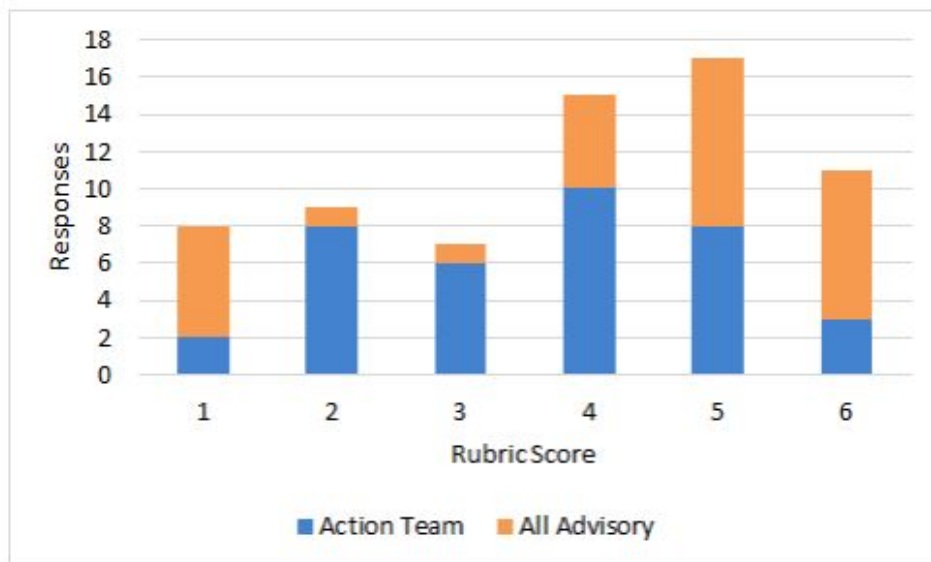
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Structural Compatibility and Continuity	<ul style="list-style-type: none"> Model substantially disrupts student and family ability to manage their school day and school week 	<ul style="list-style-type: none"> Students and families can generally manage their school day and school week 	<ul style="list-style-type: none"> Model enables a positive family and student experience with their school day and school week
Rubric Score	1-2	3-4	5-6



Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Structural Compatibility and Continuity	<ul style="list-style-type: none"> Any emergency transitions between Distance Learning and in-person learning would be highly disruptive 	<ul style="list-style-type: none"> Model can transition between in-person and Distance Learning, if necessary, but with some disruption 	<ul style="list-style-type: none"> Model can smoothly transition between in-person and Distance Learning, if necessary
Rubric Score	1-2	3-4	5-6



Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Structural Compatibility and Continuity	<ul style="list-style-type: none"> Model is disruptive to student learning in transition to hybrid in-person learning 	<ul style="list-style-type: none"> Model structure limits disruption to student learning in transition to hybrid in-person learning 	<ul style="list-style-type: none"> Model structure seamlessly transitions to hybrid in-person learning and does not disrupt student learning
Rubric Score	1-2	3-4	5-6



Implications/Challenges

- Cleaning and disinfection of rooms will primarily occur after students have left campus
- Extra-curricular clubs and co-curriculars will be available after school and must maintain adherence to current health and safety protocols.
- On average students will receive 14.3 hr/wk of live/synchronous instruction in the hybrid model vs. at least 8.3 hr/wk in DL
- Teaching staff will need clear expectations for and support in best practices of simulcast instruction
- Teachers with specialized credentials not teaching in-person, may require a substitute
- All students who stay for afternoon, in-person support may remain on campus for lunch depending on the number of students
- Prioritize student assignments for siblings attending secondary schools to avoid competing schedules

Three Phase Plan for Supporting Teachers Implementing Hybrid Learning

Phase 1: Launch

- Orientation - All staff
- Edcamp -Topics determined by staff/model needs
- Hands-On Learning Workshops

Phase 2: Foundational

- Canvas Collaboration Spaces
- Small Support/Collaboration Groups

Phase 3: Flexible

- Ongoing Support & Development

Hands-On Learning Workshops

Secondary: Concurrent/Simulcast Teaching

- Best Practices
- Mock lessons with peers & technology practice for concurrent instruction
- Reflect

Elementary: Making Hybrid Work for Students and Teachers

- Planning & prioritizing the first two weeks
- Best teaching practices - stations, flipped classroom, choice boards, small group discussion, PBL
- Mock lessons with peers
- Reflect



Reopening Actions

Reopening Actions

- Staff and student assignments
- Site and classroom preparation
- Finalize negotiations
- Communication to community
- Health and safety training
- Instruction and technology supports
- Logistics
- Potential revision(s)

Variables



Infection Rates



County/State/National Policies



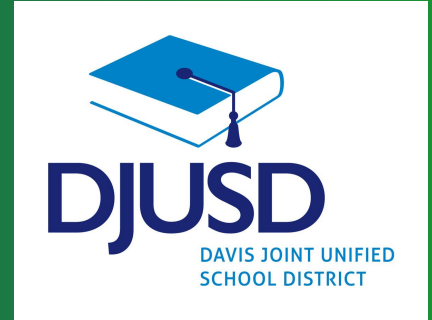
Regional School District Developments



Staffing and Employee Agreements

Questions and Discussion - Secondary Model





Recommended Model - Elementary

Elementary AM/PM Hybrid Model

Grades TK-6 Hybrid Schedule						
Time	Monday	Tuesday	Wednesday	Time	Thursday	Friday
8:30 - 11:00	Group A: In-person Instruction, intervention time, and classroom work time	Group A: In-person Instruction, intervention time, and classroom work time	8:30- 9:00: Morning meeting (Zoom)	8:30 - 11:00	Group A: In-person Instruction, intervention time, and classroom work time	Group A: In-person Instruction, intervention time, and classroom work time
	Group B: Asynchronous	Group B: Asynchronous	9:00- 3:00: Groups A&B: Asynchronous		Group B: Asynchronous	Group B: Asynchronous
11:00- 12:30	"Grab-and-Go" Lunch; Cleaning	"Grab-and-Go" Lunch; Cleaning	Teacher Collaboration and Staff meeting, Preparation time (240 min per week)	11:00- 12:30	"Grab-and-Go" Lunch; Cleaning	"Grab-and-Go" Lunch; Cleaning
12:30 - 3:00	Group B: In-person Instruction, intervention time, and classroom work time	Group B: In-person Instruction, intervention time, and classroom work time		12:30 - 3:00	Group B: In-person Instruction, intervention time, and classroom work time	Group B: In-person Instruction, intervention time, and classroom work time
	Group A: Asynchronous	Group A: Asynchronous			Group A: Asynchronous	Group A: Asynchronous

Elementary Model Features and Definitions



Distance Learning Academy

- School sites will balance classes to accommodate students who choose In-person and Distance Learning
- New teacher assignment
- Staff may need to be reassigned to manage the DL Academy or absorb students learning in person to balance classes
- Combination grade classes may need to be formed
- Transitions into hybrid model for students opting for DL Academy will be accommodated as possible

Elementary Model Features and Definitions continued

In-person Instruction

Students participate in-person instruction four (4) days a week, each day following an AM or PM group schedule

Asynchronous

- Assigned by teacher during at-home time
- Extension activities, practice, and digital curriculum

Special Education, EL Services and Academic Supports

- Flexible scheduling during in-person learning time, asynchronous time and/or Wednesdays

Special Subjects

- Library, Music, Intermediate Science scheduled during at-home hours, delivered virtually

Elementary Model Features and Definitions continued

Wednesday: Asynchronous learning/Teacher Prep and Collaboration

- Synchronous whole class meeting
- Student asynchronous work at home
- Designated teacher preparation time, collaboration and staff meetings

Group Assignments

- Students assigned to A or B group
- Prioritize Elementary siblings
- Staff will maintain balanced groups
- Consideration of students with secondary siblings

Elementary Model Features and Definitions continued



Grab and Go Lunch/Room Disinfection

- Lunch and breakfast provided at end of in-person learning
- Room cleaning/disinfection coordinated schedule in 15 minute blocks

Recess/Teacher Break Schedule

- Staggered snack and recess schedule
- Teacher breaks built into schedule

Social Emotional Wellness

- Focus on building community
- Social Emotional Learning embedded in daily classroom instruction and the Wednesday, whole-class Zoom meeting

DJUSD Children's Center Preschool Hybrid Model

- Small groups; mirror Elementary and Secondary plans
- Extended time for classroom cleaning/disinfection
- Wednesday morning meeting, Distance Learning
- Wednesday Teacher/Staff collaboration and planning
- Use of outdoor space for learning, play and eating

Children's Center Preschool Hybrid Model: California State Preschool Program (CSPP)

DJUSD Children's Center: State Preschool (CSPP): Red and Blue Cubbies*

Time	Monday	Tuesday	Wednesday	Time	Thursday	Friday
8:15 - 11:15	Cohort A: In-person Red and Blue Cubby AM students	Cohort A: In-person Red and Blue Cubby AM students	8:30- 9:15: Morning meeting (Zoom)	8:15- 9:30	Cohort A: Distance learning Red and Blue Cubby AM students	Cohort A: Distance learning Red and Blue Cubby AM students
11:15- 11:45	Clean and Disinfect classrooms/prep	Clean and Disinfect classrooms/prep	9:15- 3:00: Cohorts A&B: Asynchronous Teacher Collaboration and Staff meeting, Preparation time (240 min per week)	9:30- 10:00	Clean and Disinfect classrooms/prep	Clean and Disinfect classrooms/prep
11:45- 12:45	Teacher lunch and break	Teacher lunch and break		10:00- 11:00	Teacher lunch and break	Teacher lunch and break
12:45- 1:30	Cohort B: Distance Learning Red and Blue Cubby PM students	Cohort B: Distance learning Red and Blue Cubby PM students		11:30- 2:30	Cohort B: In-person Red and Blue Cubby PM students	Cohort B: In-person Red and Blue Cubby PM students
1:45- 3:30	Clean and Disinfect classrooms/prep	Clean and Disinfect classrooms/prep		2:30 - 3:30	Clean and Disinfect classrooms/prep	Clean and Disinfect classrooms/prep

Children's Center Preschool Hybrid Model: Fee Based Program

Fee Based Full Day Preschool Program: Orange and Yellow Cubbies

Time	Monday	Tuesday	Wednesday	Time	Thursday	Friday
7:30-11:00	Welcome students In-person Circle/small group Free play Outside play	Welcome students In-person Circle/small group Free play Outside play	8:30- 9:15: Morning meeting (Zoom) 9:15- 3:00: Asynchronous student Distance Learning	7:30-11:00	Welcome students In-person Circle/small group Free play Outside play	Welcome students In-person Circle/small group Free play Outside play
11:00-12:00	Sac lunch outside, bathroom break and prepare for rest time	Sac lunch outside, bathroom break and prepare for rest time	Teacher Collaboration and Staff meeting, Preparation time (240 min per week)	11:00-11:30	Sac lunch outside, bathroom break and prepare for rest time	Sac lunch outside, bathroom break and prepare for rest time
12:00-2:30	Rest time/ teachers breaks	Rest time/ teachers breaks		12:00 - 2:30	Rest time/ teachers breaks	Rest time/ teachers breaks
3:00	Pre packaged snack and break/recess	Pre packaged snack and break/recess		3:00	Pre packaged snack and break/recess	Pre packaged snack and break/recess
3:30	Dismissal and pick-up time	Dismissal and pick-up time		3:30	Dismissal and pick-up time	Dismissal and pick-up time
3:30-4:00	Clean and Disinfect classrooms/prep	Clean and Disinfect classrooms/prep		3:30-4:00	Clean and Disinfect classrooms/prep	Clean and Disinfect classrooms/prep

Elementary Model Features and Definitions continued

Technology

- Canvas
- Grades 3-6: Bring Your Own Device (BYOD) - 1:1
- Grades TK-2: 1:1
- Headsets and Document Cameras
- Bandwidth

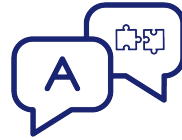
Elementary Model Features and Definitions continued



Health and Safety

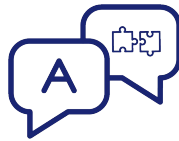
- Social Distance of six (6) feet between students and staff
- Face covering worn on campus by staff and students at all times unless medically exempt
- Frequent handwashing and use of hand sanitizer
- Daily regular cleaning and disinfection of rooms and high touch areas
- Daily self-screen for health at home prior to coming on campus
- Stay home when sick and email covid19reporting@djUSD.net
- Contact Tracing and quarantine program
- Weekly staff and student saliva testing on DJUSD campuses
- Continue to follow current CDPH guidance

English Learner Supports



- **Targeted English Language Development (ELD) Supports**
 - English Language Development lessons provided by classroom teacher and/or English Learner Specialists
- **Interventions**
 - Intervention time will be assigned to students who require extra support: English Learner (EL), teacher identified
- **Remote Administration of Assessments**
 - Computer-based Summative English Language Proficiency Assessments for California (ELPAC)

Special Education



Special Education services during in-person instruction

- Push-in and pull-out models services
- Support classes as scheduled

Special Education services during asynchronous time

- Intervention block - in-person or virtual
- Small group instruction and student work time

Collaboration

- Special Education and General Education teachers
- Incorporate principles of Universal Design for Learning (UDL)

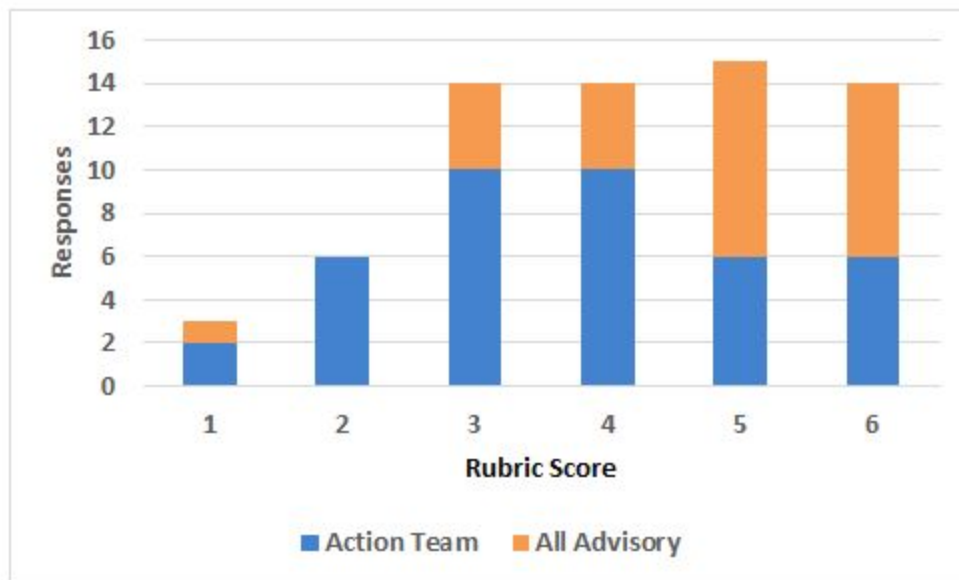
IEP Meetings

- Held during synchronous and asynchronous teaching blocks
- Held after-hours, as needed

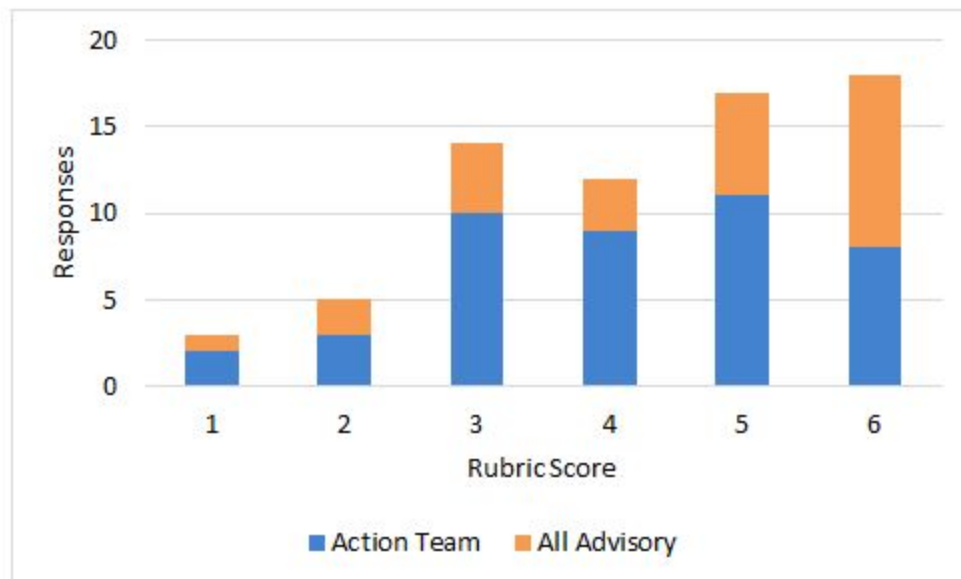
Elementary Hybrid Model Evaluation

- DJUSD Staff Action Team (120 members)
- Superintendent's All Advisories (70 members)
 - Parents, Certificated, Classified, SpEd, Climate, DELAC, DTAC, Students, Native American Families, AIM, Parcel Tax Oversight, PTA
- Rubric Survey (Elementary and Secondary)
 - 23 Indicators evaluated
 - Five categories (Health/Safety, Efficacy of Instruction, SEL, Equity/Access, Structural Compatibility)

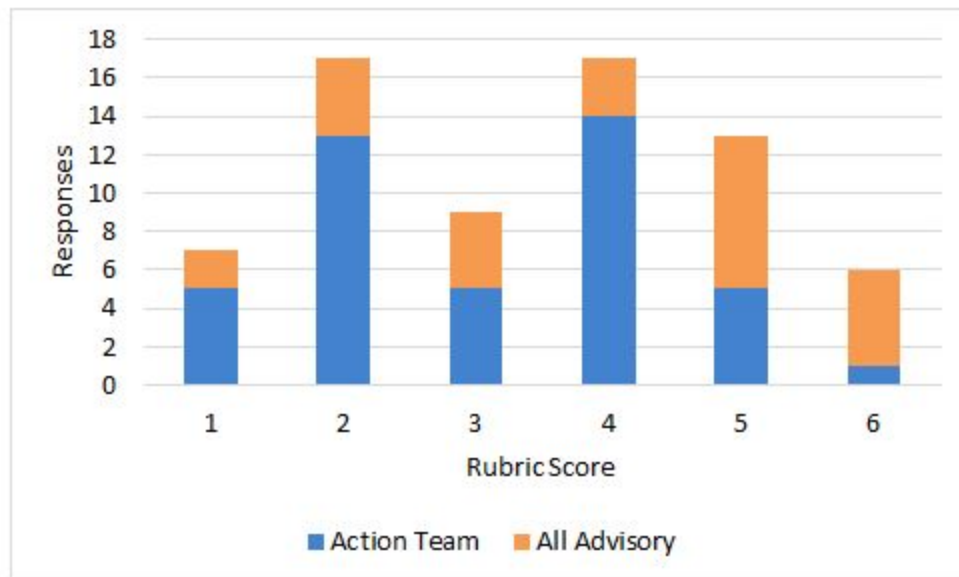
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Health and Safety	<ul style="list-style-type: none"> Cohorts are large or cannot be maintained throughout the day or week 	<ul style="list-style-type: none"> Student cohort sizes are at appropriate levels 	<ul style="list-style-type: none"> Maintains cohort sizes at appropriate levels
Rubric Score	1-2	3-4	5-6



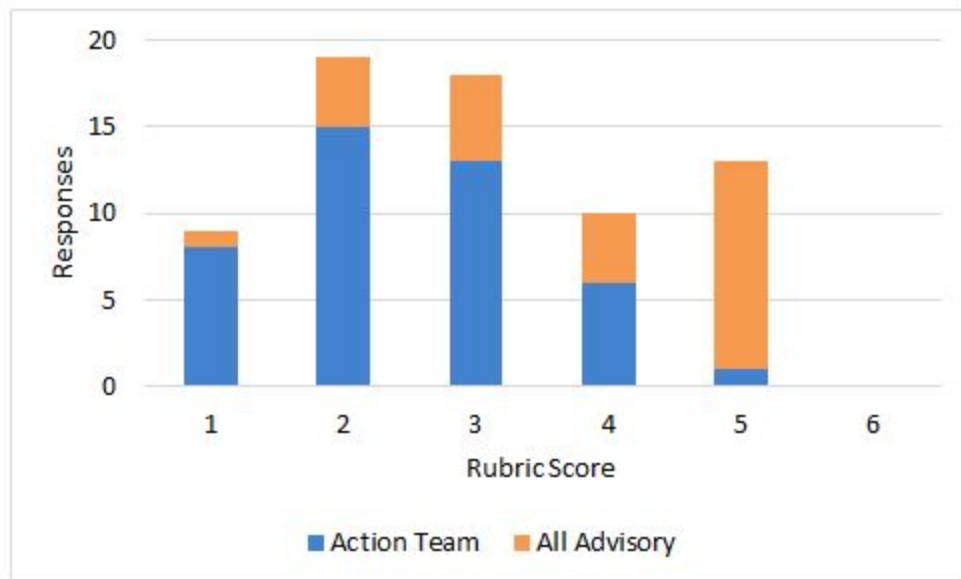
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Health and Safety	<ul style="list-style-type: none"> Cohort transitions are frequent and increase contacts between students and/or staff 	<ul style="list-style-type: none"> Cohort transitions are limited 	<ul style="list-style-type: none"> Cohorts maintain consistent people throughout day
Rubric Score	1-2	3-4	5-6



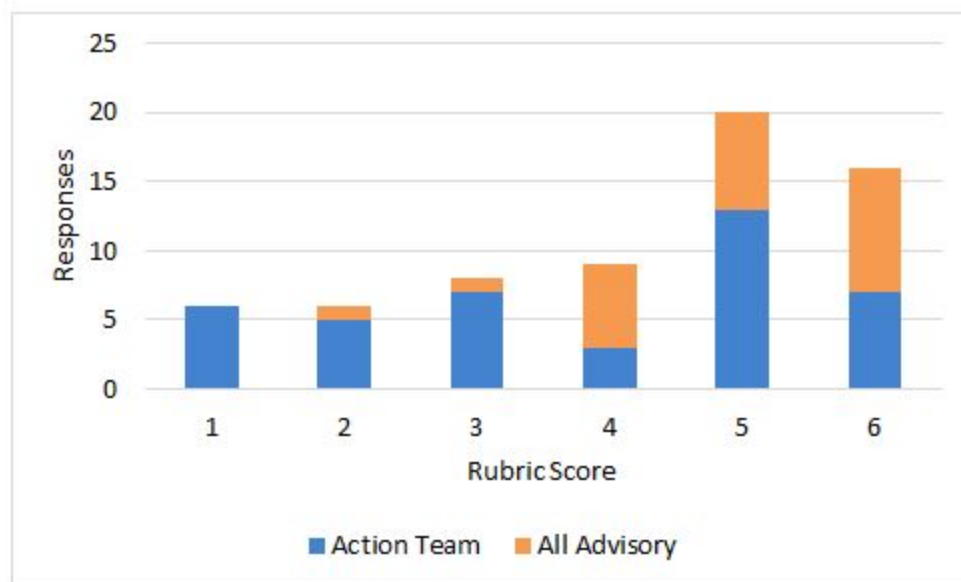
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Health and Safety	<ul style="list-style-type: none"> Social distancing cannot be maintained effectively 	<ul style="list-style-type: none"> Social distancing can be maintained safely 	<ul style="list-style-type: none"> The model enables social distancing and effective use of safety protocols
Rubric Score	1-2	3-4	5-6



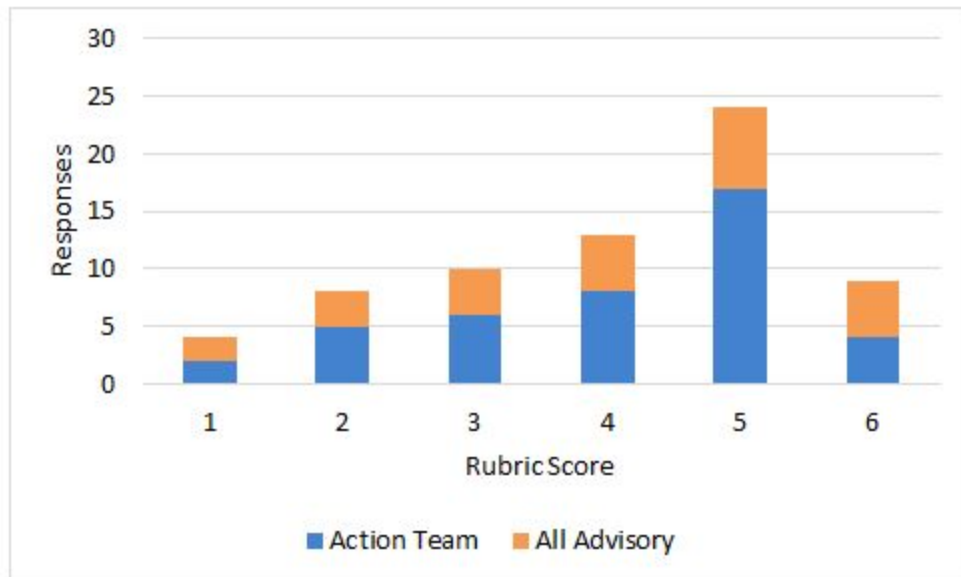
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Health and Safety	<ul style="list-style-type: none"> Schedule does not leave time for daily cleaning and disinfection 	<ul style="list-style-type: none"> Limited time allotted for daily cleaning and disinfection 	<ul style="list-style-type: none"> Ample time for daily cleaning and disinfection
Rubric Score	1-2	3-4	5-6



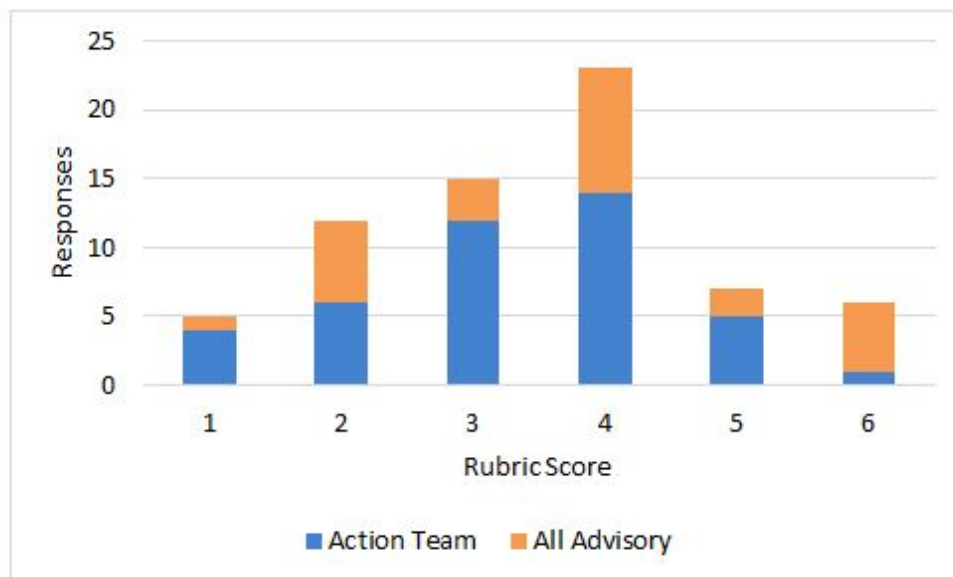
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Health and Safety	<ul style="list-style-type: none"> Model does not provide for staggered recess/lunch 	<ul style="list-style-type: none"> Model provides limited opportunity for staggered recess/lunch 	<ul style="list-style-type: none"> The model enables staggered recess/lunch
Rubric Score	1-2	3-4	5-6



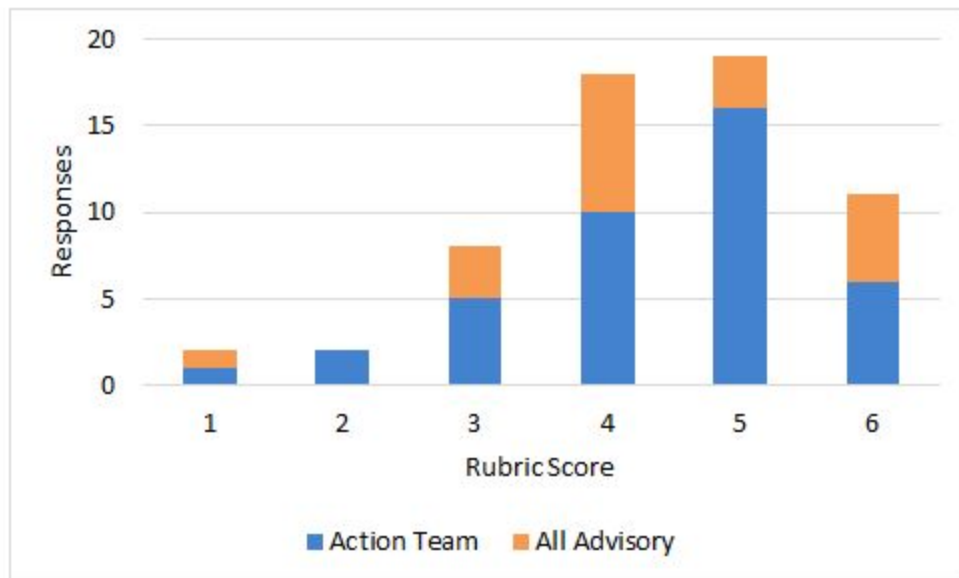
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Efficacy of Instruction	<ul style="list-style-type: none"> Model limits daily live instruction 	<ul style="list-style-type: none"> Model provides adequate time for daily live instruction 	<ul style="list-style-type: none"> Model provides ample time for daily live instruction and structured check-ins
Rubric Score	1-2	3-4	5-6



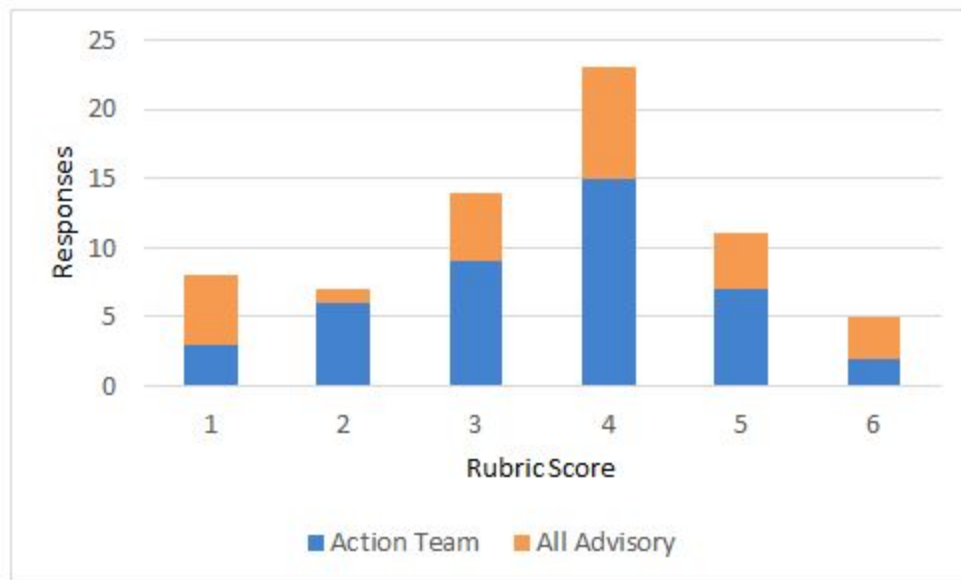
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Efficacy of Instruction	<ul style="list-style-type: none"> Model relies heavily on asynchronous instruction and student independence 	<ul style="list-style-type: none"> Teachers have time to assign a balance of independent work, collaborative tasks, and direct instruction 	<ul style="list-style-type: none"> Teachers can support and observe students working independently/collaboratively
Rubric Score	1-2	3-4	5-6



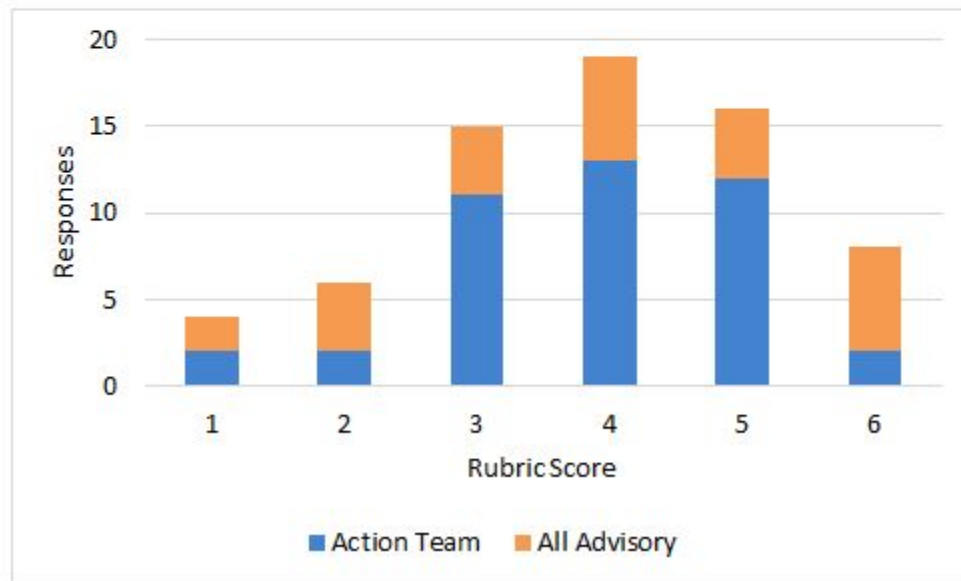
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Efficacy of Instruction	<ul style="list-style-type: none"> Instructional minutes do not meet SB98/Distance Learning expectations 	<ul style="list-style-type: none"> Instructional minutes meet SB98/Distance Learning expectations 	<ul style="list-style-type: none"> Live or in-person minutes exceed SB98/Distance Learning expectations
Rubric Score	1-2	3-4	5-6



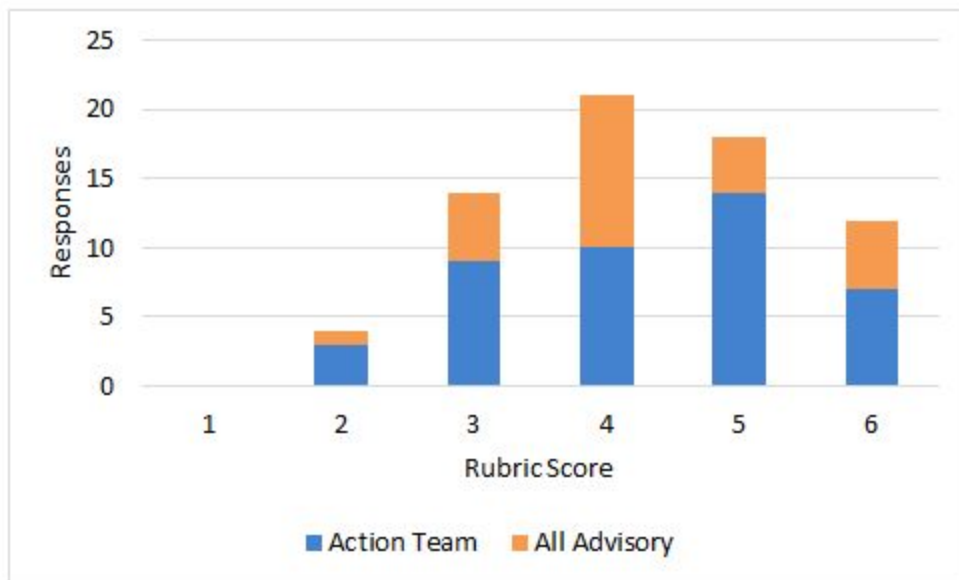
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Efficacy of Instruction	<ul style="list-style-type: none"> Model does not support comprehensive grade and content level instruction or innovation 	<ul style="list-style-type: none"> Model allows for adequate grade and content level instruction and innovation 	<ul style="list-style-type: none"> Model allows for rigorous content area instruction and innovative practices
Rubric Score	1-2	3-4	5-6



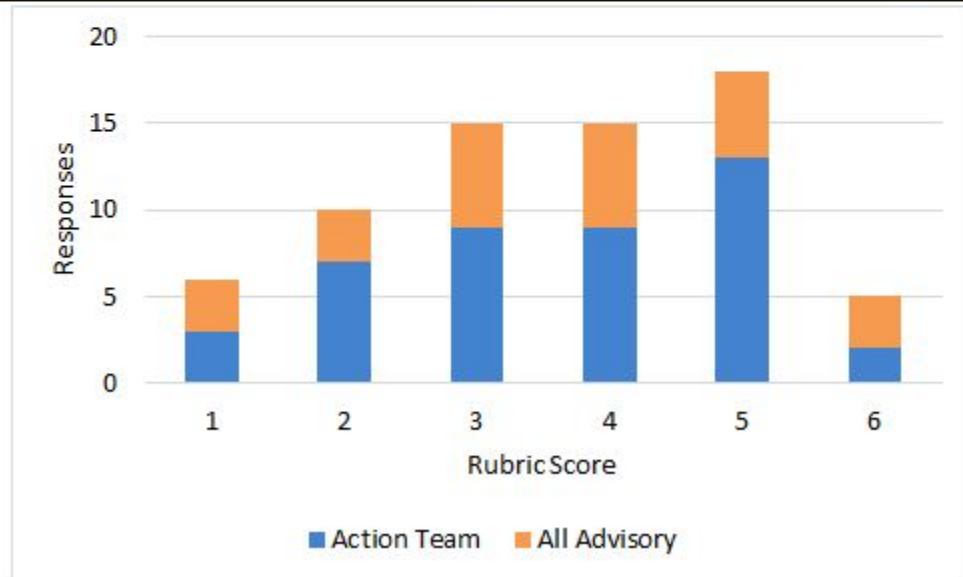
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Efficacy of Instruction	<ul style="list-style-type: none"> Model does not allow for "hands-on" teaching and learning 	<ul style="list-style-type: none"> Model allows for limited "hands-on" teaching and learning 	<ul style="list-style-type: none"> Model allows for meaningful "hands-on" teaching and learning
Rubric Score	1-2	3-4	5-6



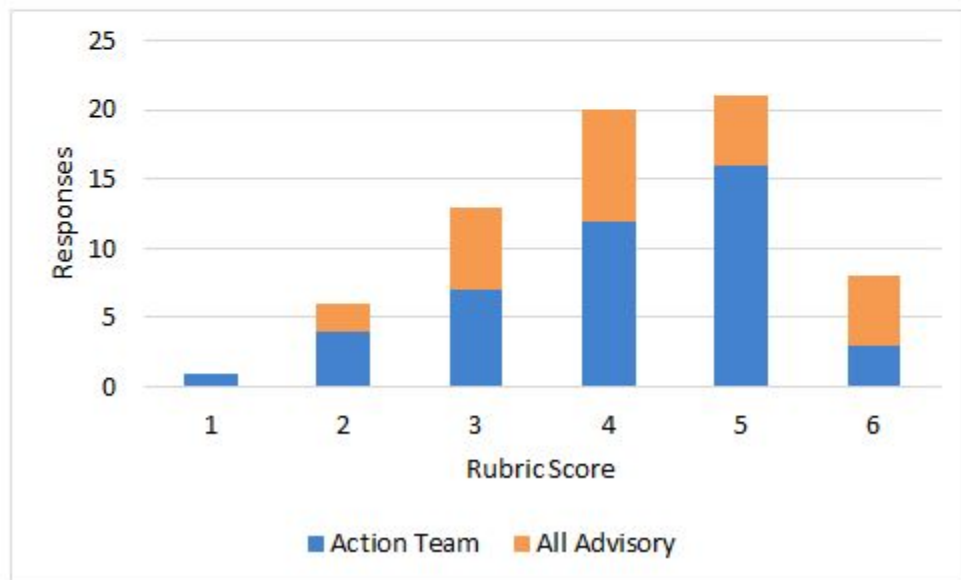
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
SEL (Social Emotional Learning)	<ul style="list-style-type: none"> Schedule limits meaningful student/teacher interactions 	<ul style="list-style-type: none"> Students have daily student/teacher interactions 	<ul style="list-style-type: none"> Time is scheduled to build relationships and student/teacher interactions
Rubric Score	1-2	3-4	5-6



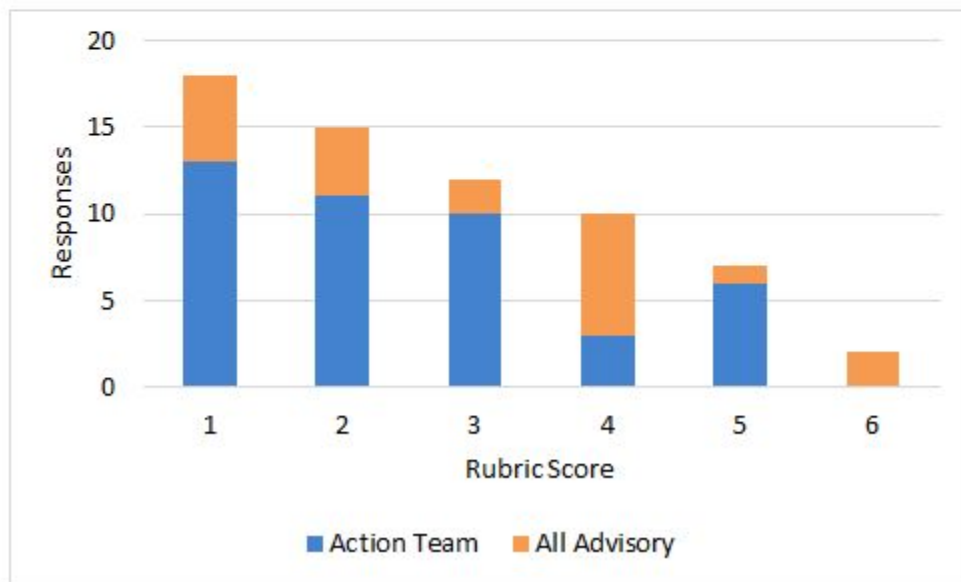
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
SEL (Social Emotional Learning)	<ul style="list-style-type: none"> Time for peer-to-peer interaction is limited 	<ul style="list-style-type: none"> Students have daily peer-to-peer interactions that are social in nature 	<ul style="list-style-type: none"> Peer-to-peer interactions are social, innovative, and integrated into the schedule
Rubric Score	1-2	3-4	5-6



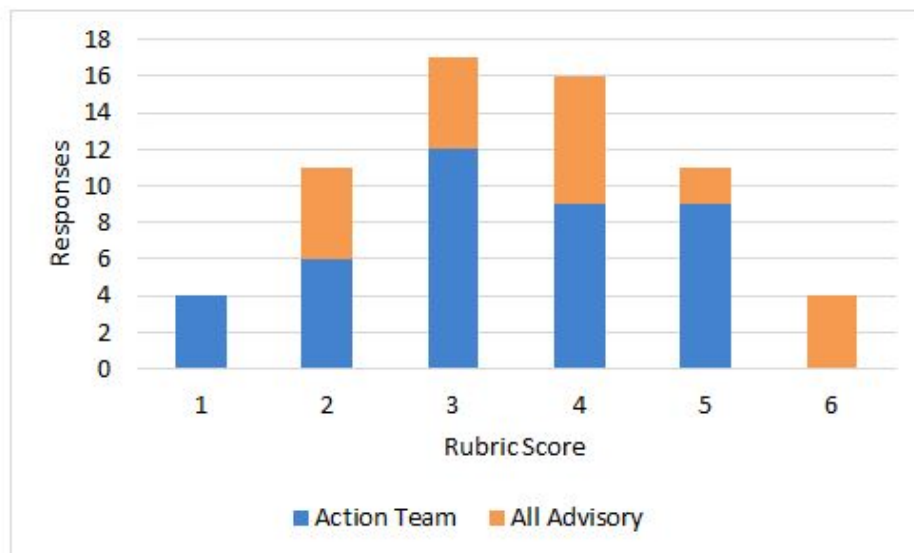
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
SEL (Social Emotional Learning)	<ul style="list-style-type: none"> Model structure has limited opportunities for student social emotional support 	<ul style="list-style-type: none"> Students in crisis can easily find an adult 	<ul style="list-style-type: none"> Schedule allows for proactive identification of students for counselor outreach
Rubric Score	1-2	3-4	5-6



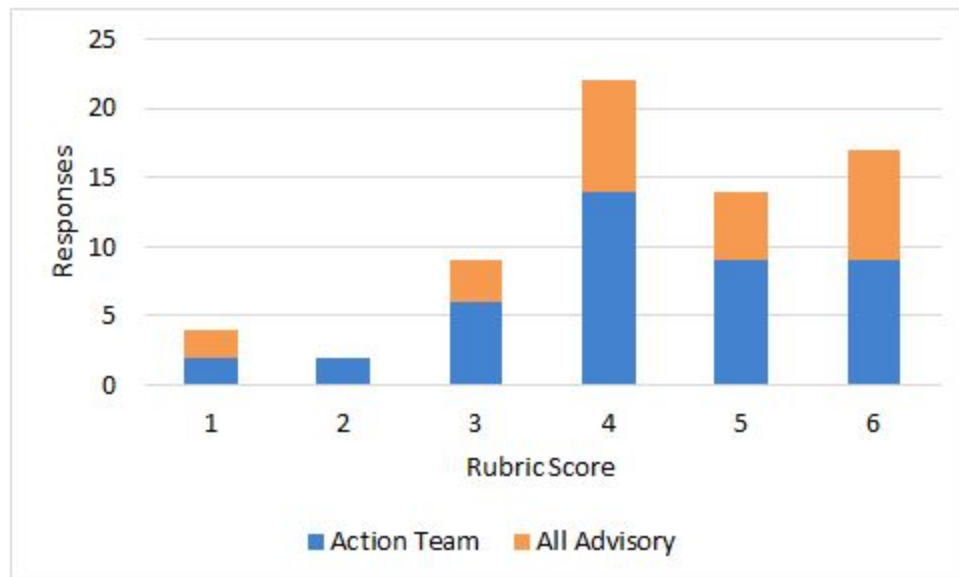
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
SEL (Social Emotional Learning)	<ul style="list-style-type: none"> No physical exercise or time outside is designated 	<ul style="list-style-type: none"> Physical exercise and being outdoors is possible 	<ul style="list-style-type: none"> Physical exercise and outdoor learning or play is scheduled
Rubric Score	1-2	3-4	5-6



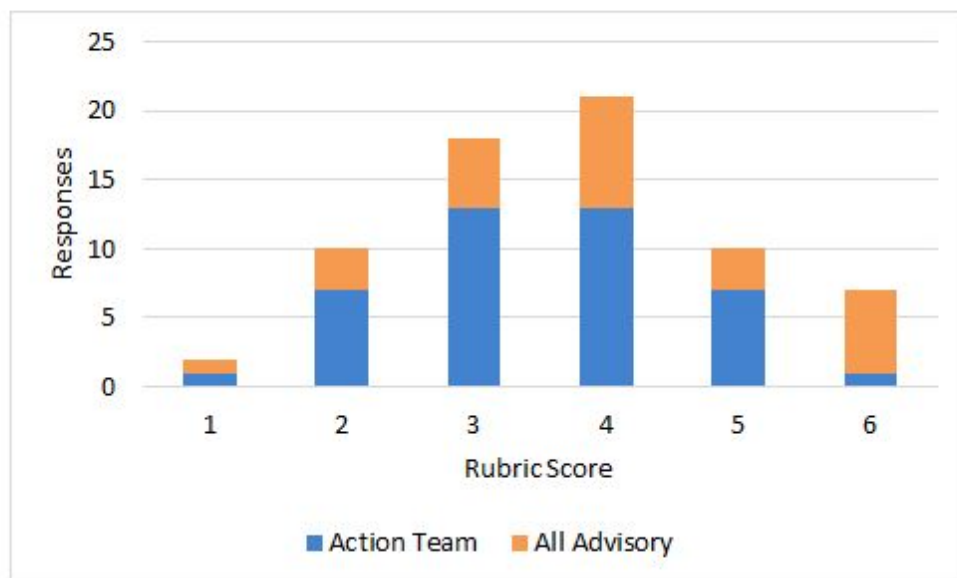
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
SEL (Social Emotional Learning)	<ul style="list-style-type: none"> Model does not intentionally include structures or time for SEL supports or instruction 	<ul style="list-style-type: none"> Model allows for SEL instruction, including the CASEL signature practices 	<ul style="list-style-type: none"> Model intentionally includes time to address relationship building, isolation, anxiety, and behavioral expectations for an in-person return
Rubric Score	1-2	3-4	5-6



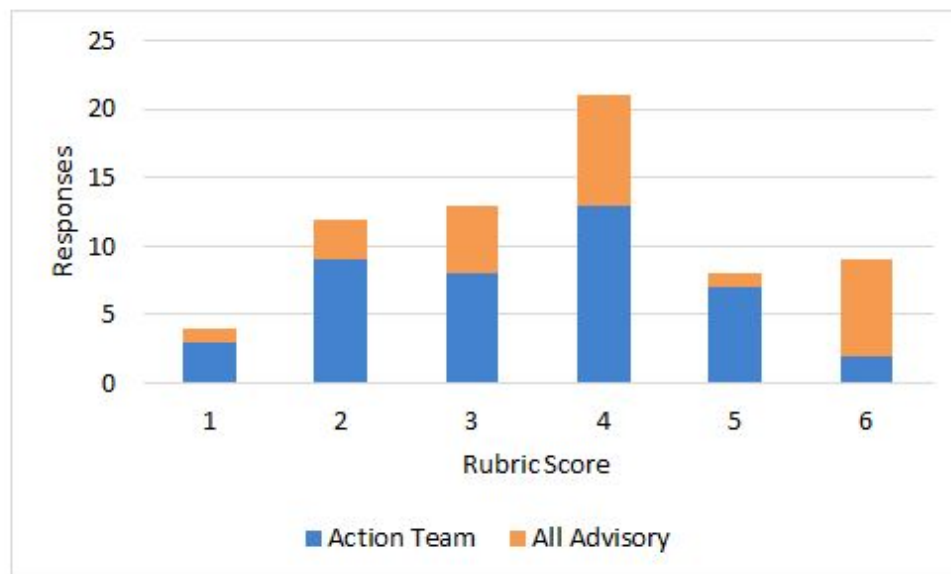
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Equity and Access	<ul style="list-style-type: none"> Inconsistent/incompatible schedules for families with multiple students 	<ul style="list-style-type: none"> Families with multiple students can partially align schedules 	<ul style="list-style-type: none"> Families with multiple students can be on the same schedule
Rubric Score	1-2	3-4	5-6



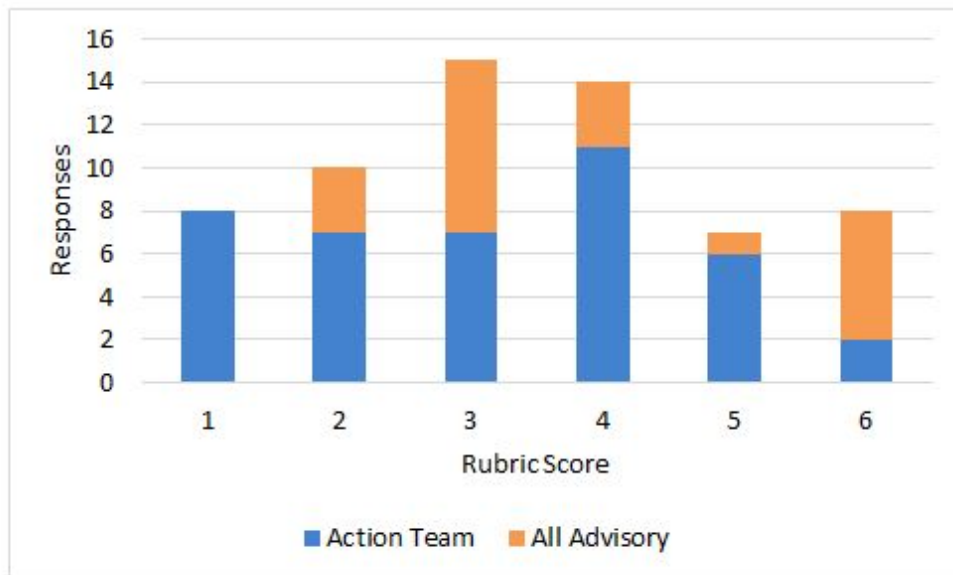
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Equity and Access	<ul style="list-style-type: none"> In-person and asynchronous instruction do not support continuity of learning 	<ul style="list-style-type: none"> Model allows for similar delivery of instructional standards for both in-person and asynchronous learning 	<ul style="list-style-type: none"> Model incorporates small group instruction to facilitate intervention, acceleration, and differentiation
Rubric Score	1-2	3-4	5-6



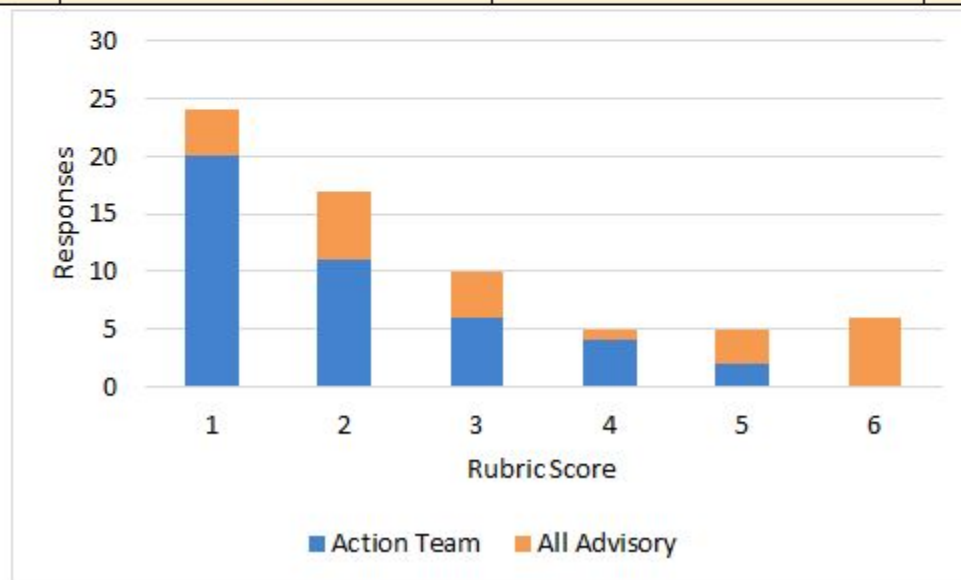
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Equity and Access	<ul style="list-style-type: none"> Few or no interventions and instructional supports are scheduled 	<ul style="list-style-type: none"> Structures provide additional time for students with exceptional needs (SpEd, English Learner, etc.) 	<ul style="list-style-type: none"> Structure of support classes are provided in person (SpEd classes, designated English Learner classes, etc.)
Rubric Score	1-2	3-4	5-6



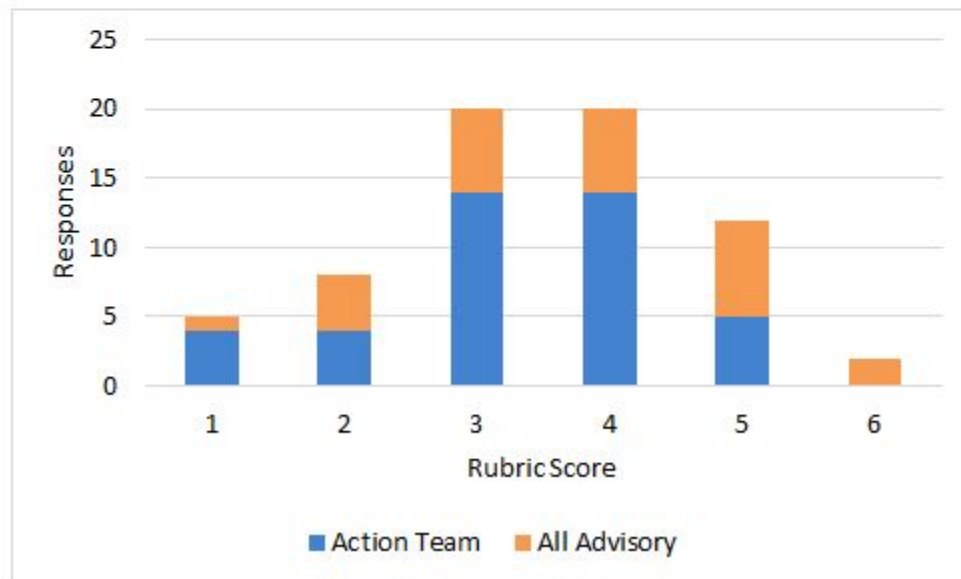
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Equity and Access	<ul style="list-style-type: none"> Little time is designated for teacher and specialist collaboration for UDL 	<ul style="list-style-type: none"> Structure provides limited time for teacher and specialist collaboration for UDL 	<ul style="list-style-type: none"> Structure provides consistent time for teacher and specialist collaboration for UDL
Rubric Score	1-2	3-4	5-6



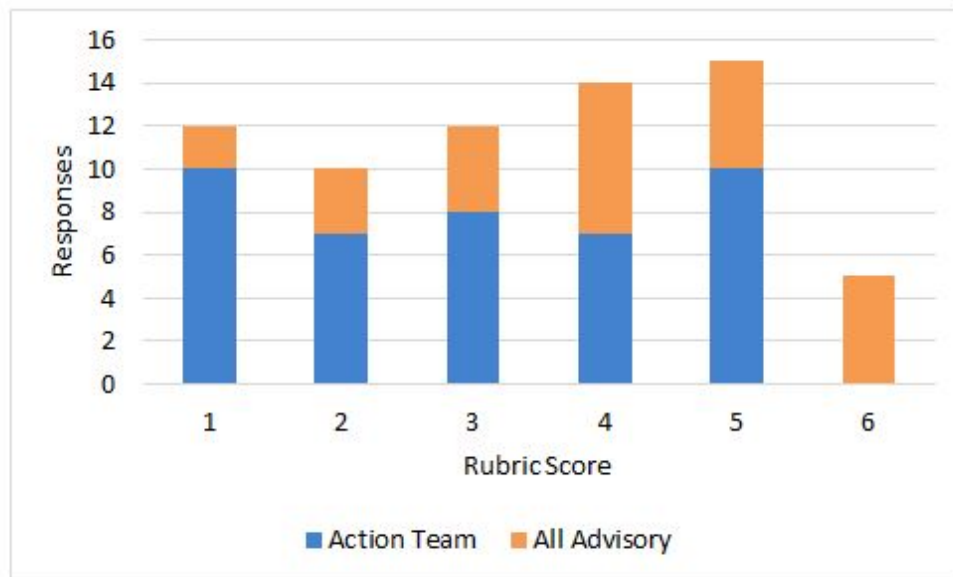
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Structural Compatibility and Continuity	<ul style="list-style-type: none"> Model substantially increases teacher planning, supervision and instructional duties during the work day and week 	<ul style="list-style-type: none"> Teachers and staff have the time to generally manage their work day and week 	<ul style="list-style-type: none"> Model allows teachers and staff to more effectively plan, assess, and teach within the work day and week
Rubric Score	1-2	3-4	5-6



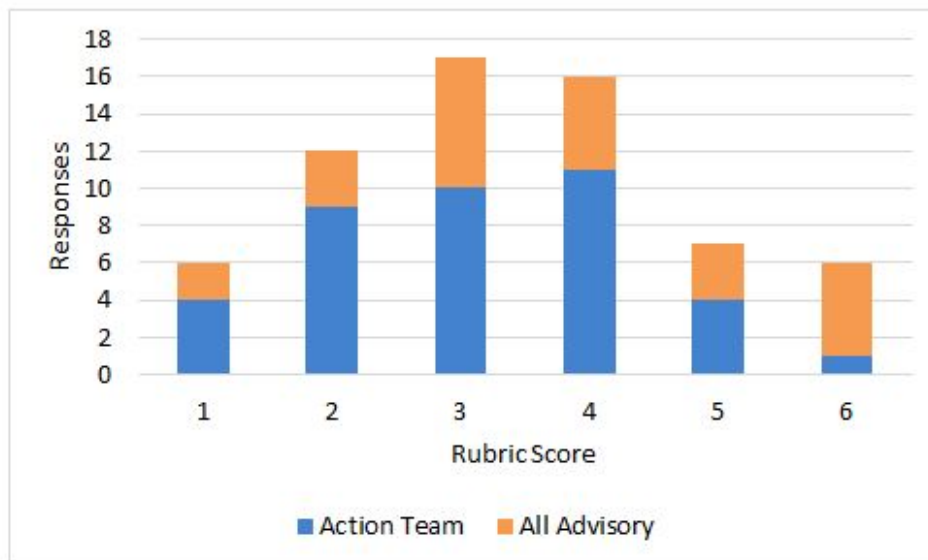
Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Structural Compatibility and Continuity	<ul style="list-style-type: none"> Model substantially disrupts student and family ability to manage their school day and school week 	<ul style="list-style-type: none"> Students and families can generally manage their school day and school week 	<ul style="list-style-type: none"> Model enables a positive family and student experience with their school day and school week
Rubric Score	1-2	3-4	5-6



Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Structural Compatibility and Continuity	<ul style="list-style-type: none"> Any emergency transitions between Distance Learning and in-person learning would be highly disruptive 	<ul style="list-style-type: none"> Model can transition between in-person and Distance Learning, if necessary, but with some disruption 	<ul style="list-style-type: none"> Model can smoothly transition between in-person and Distance Learning, if necessary
Rubric Score	1-2	3-4	5-6



Criteria	Weak	Moderate	Strong In addition to meeting the Moderate criteria:
Structural Compatibility and Continuity	<ul style="list-style-type: none"> Model is disruptive to student learning in transition to hybrid in-person learning 	<ul style="list-style-type: none"> Model structure limits disruption to student learning in transition to hybrid in-person learning 	<ul style="list-style-type: none"> Model structure seamlessly transitions to hybrid in-person learning and does not disrupt student learning
Rubric Score	1-2	3-4	5-6



Implications/Challenges

- Those who choose Distance Learning-only will be reassigned to a new teacher and the Distance Learning Academy
- Staff may need to be reassigned, with possible grade combination classes depending on student numbers
- Families who choose in-person learning may still be assigned a new teacher
- Half-day, in-person attendance, may see increase need for childcare, which will increase inter-mingling among students who share childcare providers
- Mid-day dropoff and pickup schedule may challenge some family schedules.
- Teachers and students need to vacate classrooms at lunch for approximately 15 minutes to allow for cleaning/disinfection
- In-person instructional minutes of 150/day four days/week. Distance Learning “live/synchronous” minutes minimum range from 45-60 (varies by grade level) minutes/day five days/week

Three Phase Plan for Supporting Teachers Implementing Hybrid Learning

Phase 1: Launch

- Orientation - All staff
- Edcamp -Topics determined by staff/model needs
- Hands-On Learning Workshops

Phase 2: Foundational

- Canvas Collaboration Spaces
- Small Support/Collaboration Groups

Phase 3: Flexible

- Ongoing Support and Development

Hands-On Learning Workshops

Secondary: Concurrent/Simulcast Teaching

- Best Practices
- Mock lessons with peers and technology practice for concurrent instruction
- Reflect

Elementary: Making Hybrid Work for Students and Teachers

- Planning and prioritizing the first two weeks
- Best teaching practices - stations, flipped classroom, choice boards, small group discussion, PBL
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Questions and Discussion - Elementary Model

