SIATech®

SCHOOL REOPENING PLAN

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CORE VALUES GUIDING REOPENING PLAN

The health and safety of our students, staff, their families and the community are of utmost importance. As such, in developing this reopening plan, we have adhered to the guidelines provided by:

- The California Department of Public Health
- The California Department of Education
- County Offices of Education in SIATech's authorizing districts

To help maximize our students' success during these challenging times, we plan to focus on:

- Academic instruction
- Programs that address the mental, social emotional and physical well-being of our students and staff
- Establishing and following systematic protocols for health and safety
- Maintaining an environment of communication, inclusivity, care and support

HEALTH & SAFETY

Health Screening at Home

Prior to arriving at the school site, students and staff are asked to self-screen for symptoms that could possibly indicated having been infected with COVID-19. Staff and students will be provided with the following checklist and asked not to come to school if any of the listed items apply to them.

1. Within the last 14 days have you been diagnosed with COVID-19 or had a test confirming that you have the virus?

2. In the last 14 days, have you cared for or had close contact with a person who has tested positive for COVID-19?

3. Have you had any one or more of these symptoms today or within the past three days?

   - Fever (100.4°F or higher) or chills
   - Cough
   - Loss of taste or smell
   - Shortness of breath or difficulty breathing

4. Have you had any one or more of these symptoms today or within the past three days and that are not new or explained by another reason.

   - Fatigue
   - Muscle or body aches
   - Headache
   - Sore throat
   - Nausea, vomiting or diarrhea

If you answer "Yes" to any question above, contact your healthcare provider and DO NOT come to school. For your safety and the safety of others, if you are on the school site with these symptoms you may be instructed to go home.

Arriving at School

- Arrival/departure times will be managed to allow for appropriate physical distancing.
- Physical barriers will be installed in areas where face-to-face interaction with the public occurs and physical distance of 6 feet or more cannot be maintained.
- School sites will have signage throughout the facility to encourage physical distancing and proper sanitation.
- Temperatures will be taken and health screening questions will be asked at school entry points.

Health Screening for Students and Staff

The following questions must be asked of everyone arriving at school. **A person who answers "Yes" to any one of these questions must not be allowed to enter the school facility.** Individuals should be directed to seek testing and medical care.

1. Within the last 14 days have you been diagnosed with COVID-19 or had a test confirming that you have the virus?

2. In the last 14 days, have you cared for or had close contact with a person who has tested positive for COVID-19?

3. Have you had any one or more of these symptoms today or within the past three days?

   - Fever (100.4°F or higher) or chills
   - Cough
   - Loss of taste or smell
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4. Have you had any one or more of these symptoms today or within the past three days and that are not new or explained by another reason.

   - Fatigue
   - Muscle or body aches
   - Headache
   - Sore throat
   - Nausea, vomiting or diarrhea

Contact Tracing Protocols

- Students and staff with a temperature of 100 degrees Fahrenheit or higher will not be allowed to stay in school and will be sent home.

- Students and staff will be asked to notify a health care provider if COVID-19 is suspected.

- Students and staff should notify the school administration of any positive COVID-19 test results.

- School will notify health officials, staff and families of students, of any positive cases, as appropriate.

- Sick staff and students will be advised to isolate according to CDC guidelines, including 3 days with no fever and 10 days since symptoms first appeared.
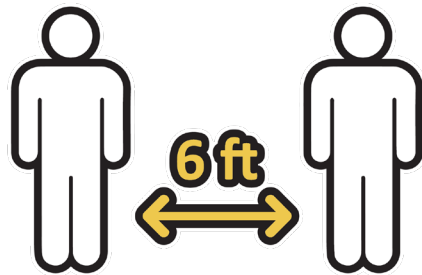
PERSONAL PROTECTIVE, SAFETY EQUIPMENT, & PROTOCOLS

- Hand sanitizer, masks, and (if requested) gloves, will be provided by Central office to sites either directly or indirectly (i.e. through outside vendors).
- Principals, or their designee, will be responsible for requesting items
- School sites will have signage throughout the facility to encourage social distancing and proper sanitation techniques.
- Touchless thermometers will be provided to all non-JC sites.
- Face shields, to be worn in addition to masks, will be provided to designees responsible for taking temperatures.

DISINFECTION & CLEANING

- Disinfectant wipes and sprays will be provided to sites by Central Office, either directly or indirectly (i.e. through outside vendors).
- Principals, or their designee, will be responsible for requesting items.
- Before reopening, the school will review the current State Health guidelines and ensure that all expected disinfecting, cleaning and custodial processes will be in place at the sites.

FOOD & NUTRITION

The school provides students with information regarding local food distribution centers and community resources on the SIATech COVID-19 response web-page and upon individual request. Teachers check in with students regularly to see if they need assistance with accessing food and other resources.

Students who are co-enrolled in the Job Corps program receive a stipend to offset food costs.

COVID-19 PROTOCOLS & COMMUNICATION

What measures should be taken when a student, teacher, or staff member has symptoms, is in contact with someone infected, or is diagnosed with COVID-19? The following steps have been provided by the California Department of Public Health:

COVID-19 EXPOSURE ACTION & COMMUNICATION STEPS*

	Student or Staff with:	Action	Communication
1.	COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing) Symptom Screening: Per CA School Sector Specific Guidelines	• Send home • Recommend testing (If positive, see #3, if negative, see #4) • School/classroom remain open	• No Action needed
2.	Close contact (†) with a confirmed COVID-19 case	• Send home • Quarantine for 14 days from last exposure • Recommend testing (but will not shorten 14-day quarantine) • School/classroom remain open	• Consider school community notification of a known contact
3.	Confirmed COVID-19 case infection	• Notify the local public health department • Isolate case and exclude from school for 10 days from symptom onset or test date • Identify contacts (†), quarantine & exclude exposed contacts (likely entire cohort (††)) for 14 days after the last date the case was present at school while infectious • Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14-day quarantine) • Disinfection and cleaning of classroom and primary spaces where case spent significant time • School remains open	• School community notification of a known case
4.	Tests negative after symptoms	• May return to school 3 days after symptoms resolve • School/classroom remain open	• Consider school community notification if prior awareness of testing

(†) A contact is defined as a person who is <6 feet from a case for >15 minutes. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.

(††) A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.

*NOTE: Please ensure to provide your school site with the most up-to-date contact information.
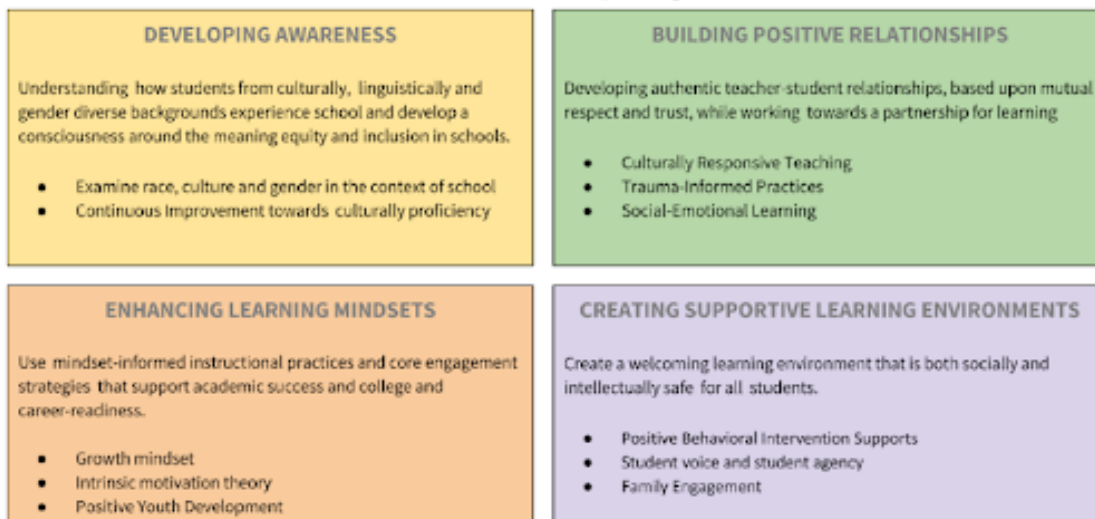
SOCIAL EMOTIONAL HEALTH

The importance of the social and emotional well-being of students and staff is critical in providing safe, supportive, equitable learning environments. Social emotional learning (SEL) is the foundation for providing a system of support for students and staff in this time of trauma and stress. SEL allows for a sense of belonging and acceptance, which results in relationships, supports, and services--an essential for teaching and learning. The closure of schools and the shift to distance learning in collaboration with the stress and trauma of the pandemic has not only significantly disrupted the ability for students to learn but also has impacted physical and mental health, quality of life, and daily routines. Like students, staff have also experienced disruption, and as a result, often face the same challenges.

Research has shown that SEL leads to increased academic performance, improved behavior, improved economic mobility, and improved life outcomes. Research also indicates that vulnerable populations have been disproportionately affected by the pandemic and its effects: job loss, eviction, illness, and stress on family. These populations comprise a large proportion of essential workers and are struggling financially. It is vital that educators implement SEL that is culturally responsive and help dismantle barriers to success. The goal is to build resilience through social and emotional learning.

To support students and staff in social emotional health, professional development will be provided on an ongoing basis to all central office, staff, and students. This will begin at the organizational level with an equity and inclusion framework (Edmonds-Woodway High School). This framework includes four components: Developing Awareness, Building Positive Relationships, Enhancing Learning Mindsets, and Creating Supportive Learning Environments.

EW's Framework for Equity and Inclusion

DEVELOPING AWARENESS

Understanding how students from culturally, linguistically and gender diverse backgrounds experience school and develop a consciousness around the meaning equity and inclusion in schools.

- Examine race, culture and gender in the context of school
- Continuous Improvement towards culturally proficiency

BUILDING POSITIVE RELATIONSHIPS

Developing authentic teacher-student relationships, based upon mutual respect and trust, while working towards a partnership for learning

- Culturally Responsive Teaching
- Trauma-Informed Practices
- Social-Emotional Learning

ENHANCING LEARNING MINDSETS

Use mindset-informed instructional practices and core engagement strategies that support academic success and college and career-readiness.

- Growth mindset
- Intrinsic motivation theory
- Positive Youth Development

CREATING SUPPORTIVE LEARNING ENVIRONMENTS

Create a welcoming learning environment that is both socially and intellectually safe for all students.

- Positive Behavioral Intervention Supports
- Student voice and student agency
- Family Engagement

Building Positive Relationships specifically focuses on social emotional health. The superintendent will kick off the new school year with this new framework; it will be presented in several sessions throughout the annual Learning Summit in August 2020 to all SIATech staff. Additionally, two sessions on Trauma Informed Systems will be presented at the Learning Summit--one on the alignment with MTSS and one on support services. At the principal level, the School Leader Collaborative's School Leader Paradigm will be introduced at the Learning Summit. This system will align with the framework for equity and inclusion and allow the principals to focus on specific areas of growth for their school site. Several principals serve on the Equity and Inclusion Steering Committee as well along with three staff members who have been providing professional learning on diversity. These frameworks will be the foundation for site PD plans and goals for staff and students. In addition, teachers will be provided with professional learning opportunities in SEL from an introduction to the competencies to SEL instructional practices to applying SEL in the distance learning model. Professional learning in SEL for staff and leadership is also available.

In addition to the SEL training, SIATech will continue to contract with Dr. Amy Lansing of UCSD to provide Phase 2 of the Trauma Informed Systems professional learning. This phase will include an SEL Inventory evaluation and additional MTSS training. Dr. Lansing will continue the Trauma in the Time of COVID 19 sessions with staff and leadership. This year's sessions will include students and a train the trainer model with the help of lead staff.

Students will be supported in this area as a result of daily interactions with teachers and their SEL opening/closing activities and differentiated lessons. An Advisory and Individualized Learning Plan (ILP) system will also be implemented at sites. This will allow the following: teacher-student relationships to be strengthened in the distance learning model, goal setting and progress toward high school graduation, and teacher identification of specific student and parent/family needs. In addition, SEL curriculum will be incorporated into students' choice of courses. Opportunities to participate in the Movement Be program will be offered several times in the 2020 -2021 school year. A Mindfulness course and activities are also available for not only students but also staff. Based on these, appropriate academic, social, or other services can be provided.

SIATech provides a comprehensive list of outside resources for our students and parents on its COVID page. These include general resources, mental health/stress management, job and family services, and technology. Each school also provides community partnerships and resources for its students as needed. The San Diego County Office of Education also provides social emotional learning strategies and resources, which include general resources and guidance, mindfulness and self-care, parent support, and curricular embedded activities/lessons. Specific resources are also provided on request as needed.

LEARNING MODELS

Learning Models Offered at Classroom-Based Sites

Due to the partnership between SIATech and the Job Corps at SIATech's Job Corps locations, SIATech and each Job Corps center will collaborate on developing a re-opening plan which is suitable for that site, and meets the expectations of the Department of Labor and also the California Department of Education, for public schools.

In general, a percentage of students will have a split schedule of academics and technical trade for the day, while other students will be scheduled full time in academics. In addition, each center is required to identify a specified number of hours for instruction and counseling that are attributed to daily attendance also called "Present for Duty". Job Corps Centers will utilize Google Classroom to monitor student engagement and progress, and teachers are required to record attendance based on engagement and progress. SIATech teachers will utilize Schoology, Schoology reports and other platforms (ie. text, calls, Google Meet) to record attendance in compliance with the requirements for public schools, during the 2020-21 school year.

Additionally a distance learning plan will be in place for appropriate students at each center which meets the requirements of the Department of Labor as well as the California Department of Education. For example, Long Beach Job Corps Center and other Centers' expectation is that the average student will engage in distance learning activities for approximately 30 hours per week, which utilizes Google Classroom and check-ins. The learning activities and check-ins are recorded on a daily and weekly basis, depending on the site.

Student engagement and progress in the distance learning activities is validated and achieved by, but not limited to, satisfactory completion of assignments within a specified time frame, participation in virtual classrooms, meetings or groups and student contact via email, text, or Schoology with teachers and other staff members. In addition, SIATech teachers will notify center counselors, if students need additional support in the area of engagement.

Learning Models Offered at Independent Study Sites

At SIATech's Independent Study sites, the school will continue to measure student attendance in accordance with the Independent Study regulations. Daily student engagement is tracked by Individual Student Logs. Once the student has been assigned coursework, the teacher will print a learning log for the learning period. Each day the student, teacher or parent, initial the log to verify that the student accessed the curriculum that day. This form is collected and stored in the student's file each learning period. The teacher maintains an Assignment Log for each learning period.

"Time Value" is the number of hours that a student does work throughout the week. The teacher assigns enough work per week to ensure that a student completes a minimum of twenty hours of work. At the end of the attendance reporting period, the supervising teacher evaluates the student work to determine the total number of hours worked and the appropriate attendance for that learning period.

When school sites are allowed to re-open, the Independent Study sites will schedule students who need to attend in-person in small groups to adhere to the safety guidelines outlined in the beginning of this report.

Learning Models Offered at Community-Based Sites

Our community-based site in South Sacramento will address student learning needs and the provisions outlined in SB98 using the following modalities:

Distance Learning

- Students will attend daily, two direct lesson sessions a week utilizing Google Meet. These sessions will include direct lesson/opening activity encouraging interaction with the credentialed staff and the student's peers. The remainder of the time will be used for independent work with teacher support.

- Students will attend Daily Learning Meeting with credentialed staff on the days that they are not attending a Direct Lesson Session. These meetings are intended to be learning check-ins and progress monitoring. Students will be expected to keep a learning journal of their activities outside of regular school hours to bring to these meetings to target support.

  - Targeted support may include incorporation of ELL or SpEd supports per the student's identified needs. This will follow the "push-in" model used in classroom-based instruction.

- ILP Advisory Meetings between Case Managers and students will occur monthly for progress monitoring and identifying Social Emotional Supports.
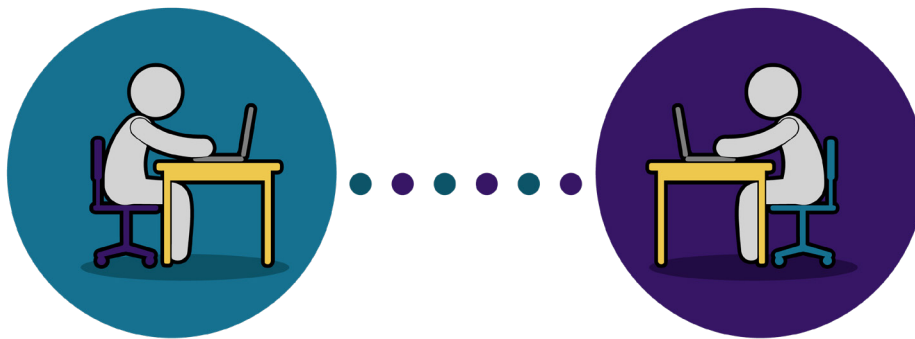
Learning Models Offered at Community-Based Sites cont.

In-Person Instruction—Utilized after school is allowed to reopen

- The Community school is situated in an 8000 sq.ft. space with minimal interior walls allowing for ample room to provide 6ft of space between student work stations.

- Desks/Tables will be re-arranged to meet the 6ft space guidelines.

- All Students/Staff will follow proper PPE Guidelines, including wearing masks at all times indoors.

- Hand-washing and hand sanitizing stations will be located throughout the space.

- Signs will be posted on each desk instructing students to clean and sanitize their workstation when they are done with their session.

  - Staff will clean empty desks with appropriate sanitizing cleaners throughout the day, and at closing.

- Student schedules will be staggered to reduce the number of students in the space at one time. The morning and afternoon blocks will follow the same model used in the Distance Learning instruction.

- When weather allows, the site will have the option of using a barricaded section of the rear parking lot for outdoor instruction.

  - Students will have access to laptops at the site to spread out into non-traditional classroom spaces as needed.

- Students who are immune-compromised, ill or identified as at-risk by parent/guardian will be permitted to continue in Distance Learning as needed.

ACCESS TO DEVICES & CONNECTIVITY

SIATech follows these guidelines to ensure that all students have access to technology devices and connectivity.

Defining Needs

Principals are asked to define the hardware count based on student needs. This is done by determining the availability of connectivity and hardware that the student may have access to upon enrollment.

Once a need is defined, site staff enter a request into a Google Form that informs IT staff of the need. ITstaff orders, takes delivery, preps that device and then defines delivery.

Important Note: Due to the overwhelming nationwide demand for hardware devices for remote learning, deep delays in delivery from vendors is being seen. What took 2-3 weeks to get before is now taking 6-8 months and even longer.

Providing Technology and Support

When a student demonstrates a need for equipment, it is provided by SIATech's IT department either by delivery to the site where it can be picked up or by shipping directly to the student's home (if required). The teacher assists in getting the student trained in system access and use.

Equity of Access

Student hardware is provided to all that need it. Depending on the need and curriculum load, different devices may be provided. Internet access via hotspot is provided to those that need connectivity.

Delivery of Devices

If there is an inability for a student to pick up devices, central office IT staff will ship them directly to the students at a verified address. When a student no longer needs the device, site staff will provide prepaid shipping boxes for their return shipping.

STAY CONNECTED WITH SIATECH

SIATech students and their families stay connected with SIATech via a few different communications channels. Students connect with their teachers and principals through Schoology, the SIATech learning management system. There they can receive teacher and school messages as well as dialogue with other students. SIATech communicates with students and their families through text blasts, emails, and robocalls. In those communications, SIATech disseminates updates, surveys, and other links to important information for students and their families.

In regards to the reopening, SIATech sent a survey requesting student and parent feedback on returning to school. For those who don't have access to the Internet, there was an option for students and parents to request the survey by postal mail. SIATech has a large population of students with the home language of Spanish (approximately 40%), so most resources, updates, reports, and surveys are accessible in both English and Spanish languages.

In another effort to connect with students and families in preparation for distance learning, communications and outreach have focused on learning about students' Internet access and computer access, called "remote readiness" at SIATech. School sites receive weekly audits of the remote readiness reports which are extrapolated from data entered into SIATech's student information system, PowerSchool.

The website and social media are additional channels used to stay connected with students and their families. The reopening plan and other COVID-19 information are posted from the home page of the website, and there is a "parents" section with additional resources

Students and their families stay connect to SIATech via:

Text Blasts	Emails	Robocalls	Updates & Surveys