Sweetwater Union High School District

Reopening Schools Plan 2020-2021

Distance Learning & In-person Learning
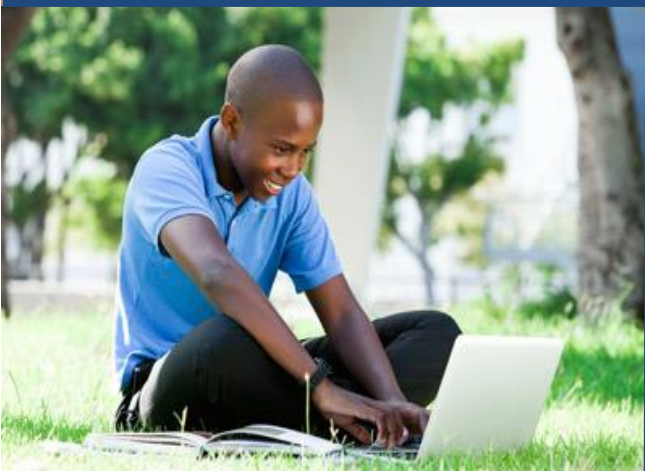
Table of Contents

Introduction to SUHSD Reopening Schools Plan

On June 9, State Superintendent, Tony Thurmond, announced a phased reopening for California public schools. This plan outlined guidance on the continuity of instruction for the 2020-21 school year. This document provides a specific overview of all the components of Sweetwater Union High School District (SUHSD) plans and preparations for reopening schools in August 2020.

The Sweetwater Union High School District Reopening of Schools Plan provides a general overview of the instructional and operational components of reopening schools in August 2020, and details specific considerations for all these aspects.

Reopening Schools Work Groups

The superintendent created work groups on May 5, 2020, to develop and implement a reopening of schools plan for the 2020 – 2021 school year. The work groups were developed on the district's four Local Control Accountability Plan goals: 1. Teaching and Learning; 2. Health and Safety; 3. Parent, Family, and Community Engagement; and, 4. Coherent Systems. On June 18, 2020, a Town Hall meeting was held to present an overview of the reopening plan.

Work Group membership included diverse stakeholders throughout the district and local community and educational agencies. The following perspectives ensure a range of community, staff, and student needs are considered as plans as established:

Work Group 1: Teaching and Learning included district leadership team, principal representatives, assistant principal representatives, Sweetwater Education Association members, Sweetwater Counseling and Guidance Association members, Paraprofessionals, OTBS, NAGE, Parent representatives from DPAC and DELAC, parents, students, community representatives, and Institutes of Higher Education partners.

Five subcommittees were organized in the Teaching and Learning Work Group to address the following areas:

- Instructional Platform
- Virtual School – Launch Academy
- Schedule Development
- Supports for Diverse Learners
- Curriculum and Instruction and Prof. Dev.

Work Group 2: Health and Safety
Work Group 3: Parent and Community Engagement
Work Group 4: Coherence across our Systems

The Work Groups were created to address five key action areas: Facilities and School Operations, Instruction, Health, and Safety.

Communications Overview:

A critical component of our reopening plan is that information be communicated to all stakeholders in an effective and efficient manner. All information about reopening will be posted on the Sweetwater Union High School District website – www.sweetwaterschools.org – as well as on each school website. Communications will also include a continued series of emails to staff and families from both the district, as well as each school site and district department, with any and all relevant information regarding our plan. Social media is also a critical component of our ongoing communications and messages will continue to be shared across several platforms including, Facebook, Twitter, Instagram, and YouTube. Finally, this will include working with local media partners to present information to the general public whenever possible.

In addition, the Sweetwater District will work with a variety of stakeholders to ensure that the message is being disseminated throughout the community. This will take shape through a series of community conversations and online forums. Schedules for these events will be made available in the coming weeks. As adjustments are made to the plan, the district will share information through the described avenues.

Guiding Principles for Reopening

SUHSD has identified four principles to guide all planning for school reopening.

1. We will plan for a reinvented sense of normal operations on the first day of classes.

2. We will, in everything that we do, work to ensure the health, safety, and well-being of students, staff, and the community.

3. We will incorporate Local Control Accountability Plan (LCAP) goals into our overall plan.

4. We will think through unintended consequences that may alter our plans, create planning scenarios and communicate clearly at each step communication (with translations) to all families and staff.

SUHSD will reopen schools on August 3, 2020, with a Distance Learning instructional program. This will be utilized through October 12, 2020. Approximately four weeks prior to October 12th, the district leadership team and Board of Trustees will determine if local health conditions permit a transition to in-person instruction. Our school year calendar was already modified in early June. We opted for starting in early August to ensure students completed the first semester prior to the Winter Break. This provides more time for learning before any spring assessments occur.

Instruction Goal

SUHSD instructional goal is to ensure excellence in teaching and learning so each student is prepared to succeed in college and career. This occurs by offering rigorous, relevant, and engaging curriculum and instruction for each student.

The Distance Learning model for the 2020-2021 school year provides students with three 90-minute instructional periods per day for most school sites (Alta Vista Academy, Chula Vista High School, Options Secondary School, Palomar High School, and Southwest High School will have different schedules). This includes 30-45 minutes synchronous instruction and 45-60 minutes of asynchronous instruction per course Monday – Thursday and 20 minutes synchronous instruction/check-in on Fridays. The Distance Learning block will be a Blended Model of Synchronous and Asynchronous instruction where the expectation is that teachers engage with students daily in a Synchronous (face-to-face) model every block period during a pre-set time scheduled by the teacher within the 90-minute class period. During this asynchronous time, it is expected that students use this time to work independently or in small groups with the support of teachers.

Proposed Daily Student Schedule

Daily Student Schedule 2020-2021						
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	
	Office Hours TBD by Teachers and communicated to the principal and students. Fridays will be devoted to helping our struggling students. Teachers will assist students who have demonstrated a need for additional supports and interventions. Teacher PLC time will be scheduled on Fridays from 1:30 pm to 3:00 pm.					
	Block A	**Block B**	**Block A**	**Block B**		**Full Menu**
8:20 AM - 8:50 AM	Advisory	Advisory	Advisory	Advisory		No Advisory
9:00 AM - 10:30 AM	Period 1	Period 2	Period 1	Period 2	**9:00 -9:30 AM**	Period 1
					9:40-10:10 AM	Period 2
10:40 AM - 12:10 PM	Period 3	Period 4	Period 3	Period 4	**10:20 -10:50 AM**	Period 3
					11:00 -11:30 AM	Period 4
12:20 PM - 12:50 PM	Lunch	Lunch	Lunch	Lunch	**11:40 -12:10 PM**	Lunch
1:00 PM - 2:30 PM	Period 5	Period 6	Period 5	Period 6	**12:15 -12:45 PM**	Period 5
					12:50 -1:20 PM	Period 6
					1:30-3:00	PLC Time

*Individual sites may vary slightly. CVH and SOH have an 8_period schedule. Advisory may not be offered at all school sites.

SUHSD Instructional Plan

Teacher and Students Roles during Distance Learning:

Teacher's Role	Student's Role
Check in with students daily - Daily block: 1hr and 30 minutes - Teachers will be conducting **synchronous learning sessions daily** - Recommended time for the **asynchronous model is 30-45 minutes Monday- Thursday and 20 minutes on Fridays.** **Students work independently on their own and at their own time.** **Teacher is available to support students during this time** **Platform: Google** - Develop a calendar of appointments with students during **office hours**. - Teachers share their office hours with students and Administration. - Be flexible with due dates.	**Be available for daily video interaction with your teacher during designated class period.** - Be available for daily class period at the designated date and time. - Hours include class time and independent work - During asynchronous time you work independently during the class time. You can ask questions and/or do work group assignments. - Reach out to your teacher during asynchronous for additional support as needed. - Complete all assignments. - Ask clarifying questions. - Participate in small group instruction - Share any roadblocks to participation with a teacher, counselor, or school administrator. - Additional support is available through teacher's office hours

Professional Development for Distance Teaching:

Teacher professional development is crucial to ensure that all faculty members have the skills, resources, and tools to provide a rigorous and well-rounded instructional program for our students. The District has partnered with the University of California, San Diego (UCSD) School of Extended Studies to develop a dynamic and engaging professional learning plan for our teachers and students. This professional development focuses on the following:

- Mission Possible: Effective Teaching and Learning Online (Introduction and Overview)
- Assessment
- Technology Tools
- Hybrid Learning Environments

The Curriculum and Instruction Teachers on Special Assignment in collaboration with content specialists across the district have also developed professional development focused on content specific resources and tools, Social Emotional Learning resources, and Onboarding Students.

4

SUHSD Instructional Plan

	Cohort A BVH, BVM, CDS, CVA, ELH, ELM, EHA, MVH, MVA, OLH, OHR, OS, PH, RDR, SYH, SYA **English 7X and English 8X Middle School Teachers**	Cohort B CPH, CPM, CVH, CVM, HTH, HTM, GJH, MOH, MOM, MOA, NCM, NCA, SOH, SOM, SUH,
2020-2021 Professional Development - Wednesday, July 29, Thursday, July 30, and Friday July 31, 2020		
Wednesday, July 29th	UCSD Teacher Online Essentials Training **Synchronous** 9:00 am-11:30 am **Asynchronous** 12:30 pm - 2:00 pm **Optional:** 2:00 pm - 3:00 pm Achieve 3000 Cengage AVID Strategies/SEL Google Platform Canvas Jupiter	Site PD: 8:00 am - 10:00 AM Content Specific PD provided by Teaching and Learning: 10:30 am - 11:30 am
Thursday, July 30th	Teacher Prep - Full day	UCSD Teacher Online Essentials Training **Synchronous** 9:00 am-11:30 am **Asynchronous** 12:30 pm - 2:00 pm Teaching Reading; Dr. Doug Fisher - English 7X, English 8X 12:30 pm - 3:00 pm **Optional:** 2:00 pm - 3:00 pm Achieve 3000 Cengage AVID Strategies/SEL Google Platform Canvas Jupiter
Friday, July 31st	Site PD: 8:00 am - 10:00 AM Content Specific PD provided by Teaching and Learning: 10:30 am - 11:30 am	Teacher Prep - Full Day

5

Curriculum and Instruction (CI) Curricular Resources and Tools Website

The CI Team developed a Distant Learning website for all content area teachers, counselor resources, and parent resources. The website was developed by teachers for teachers. Consideration was given to creating a website that is user friendly for all stakeholders. These resources provide tools for instruction and platform. It also provides parents with extended learning lessons to view at home, Social Emotional Learning SEL resources, and community resources for trauma informed care.

Counselors

Counselors have developed a plan for the 2020-2021 school year that establish their goals for supporting students through distance learning, a hybrid model, or a face to face model. Counselors continue to provide support for all students and also focus on those who may need additional support and resources. This plan included check-in with students with the greatest level of need as well as students who were not connected with teachers. Resources include Wellness Wednesdays, college and financial aid, trauma informed practices, and technology supports. Counselors recognize that sites may have to incorporate additional measures based on their student's site specific needs. They have created a resource folder with lessons and resources broken down by the academic, college/career, and social/emotional domains for those teams that want to incorporate more and will also place that information on the counselor corner website (coming soon).

Frequent communication with counseling teams, students/parents, staff, and administrators is even more important when providing distance learning and school counseling. Counselors cannot stress enough the importance of communicating with stakeholders. At the same time, simplicity is key when engaging in a virtual/distance model.

Content Area Resources Teachers

The Curriculum and Instruction Team developed resources for teachers based on a blended model of asynchronous and synchronous instruction. This model was developed with the understanding that it can be adapted when there is a need to pivot from an online, a hybrid or a classroom setting. Each of the content areas are organized into the content standards, instructional guides, and content resources. They are organized into google drives and google shell classrooms are available for teachers to copy and use as their own. The resources also contain student onboarding sample lessons. Sample content website can be accessed by staff on this link: https://sites.google.com/sweetwaterschools.net/suhsd-world-languages/french
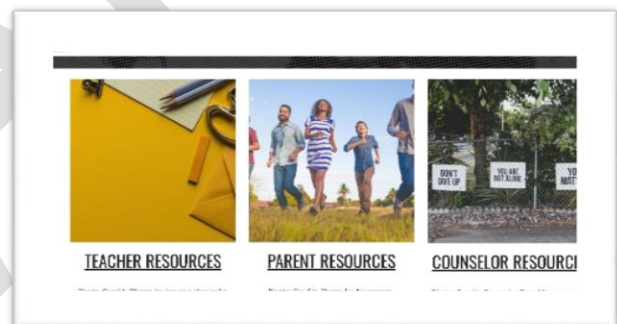
The website also provides resources to address the needs of students including Long-Term English Learners (EL), Short-Term English Learners, Students with Disabilities, Homeless/Foster Youth, Students in Alternative Program, Socioeconomically Disadvantaged Students, and Incoming 7th and 9th graders. These resources include AVID strategies, EL Strategies, Universal Design strategies, and scaffolds to use during instruction. Additionally, the resources include strategies to implement small group instruction and models for interventions to meet the needs of these students.

The Socio-emotional Learning (SEL) website is available for district staff to view here: https://sites.google.com/sweetwaterschools.net/sel/home

The website contains 10 full (45 min.) social emotional learning lessons designed for synchronous distance learning. The lessons on this website are intended to assist teachers and students in community building, making connections, and social emotional learning for the start of the school year. The lessons may also be chunked into a total of 60 minutes (5-10 min.) synchronous lessons for teachers to use throughout the school day in the first weeks of distance learning.

SUHSD Instructional and Support Services

The website may be utilized as is or it may be customized based on student needs and class goals. Teachers have the option to assign SEL mini-lessons be period or by content. If teachers wish to copy the website so they may edit it, this access will be provided by the Executive Director of Curriculum and Instruction.

Parents and Students
The website has a parent and student page that is translated into Spanish. These resources include enrichment activities, academic support online - Khan Academy and PBS Learning. It also includes videos and high interest articles geared to support learning at home. Parents and students can also ask our district librarians for reading recommendations, and provide guidance to conduct research on assignments.

Grading Policy
During the initial closure of schools in the spring of 2020, the district received clear guidance from the CDE that students were to be "held harmless" during the last semester. However, with the commencement of distance learning this school year, students will be held accountable for their course work and earned grades will be issued. Teachers will ensure that students are engaged and will provide support and interventions for students who are struggling academically. Before a "D or F" grade can be issued, the teacher must demonstrate that parental contact has been made and interventions have been implemented. Written notification to parents must be provided before grade is issued.

Mental Health Services
Social Emotional Learning is embedded in each of our curricular areas, but we acknowledge that students may need additional mental health supports during this time. Our partnerships with South Bay Community Services, San Ysidro Health Centers, Operation Samahan, the MacAllister Center, and other community agencies continue throughout this school year. Our site counselors and school nurses are key resources and are available to provide referrals to these services as appropriate. While we are in distance learning, counselors and nurses may be reached through their school emails.

School based mental health services are available for eligible students through our Sweetwater Outpatient Clinic, Wellness Together Initiative, and Youth in Transition program. In addition, General questions can also be directed to the Mental Health Resource Center, 619-628-3694.

Health Services
Baccalaureate Nurses are available at each school site to strengthen and facilitate the educational process by improving and protecting the status of students. Implementing the nursing process for the promotion of health, prevention of illness, disability, and early detection and correction of health problems. School Nurses are available to answer any concerns, questions or fear of the unknown during this pandemic.

School Counselor Services
School counselors are available at each school site to support students with academic, social-emotionally, and college and career counseling. It is crucial that students have access to their school counselors during this unprecedented time. In order to facilitate this, school sites will develop site specific communication plans to ensure that students have access to their counselors for virtual conferences, individual counseling, and small group sessions.

Academic Supports and Learning Intervention Services
School sites will provide supports for students who may need additional tutoring, small group instruction, and extended day options.

Supports for Diverse Learners

Diverse Learners include the following students: English Learners, students with disabilities, Homeless and Foster Youth, students in Alternative Programs, students qualified for Free/Reduced Lunch programs, and other students needing additional assistance. During this pandemic, the safety of our students, staff, and community is our top priority. Our most vulnerable students may need one or more of the following services: social, psychological, mental health, medical, and educational services. The connection to school and learning is critical for our students' success. Many of our most vulnerable students may need access to campus resources, additional supports to access the curriculum, additional learning supports, and mental health supports. School sites may be available to provide distance learning supports on site for students who may not have a home environment conducive to participate in online learning or are not able to access learning due to a disability or displacement. With our most vulnerable students, many are providing care for younger siblings, working to support their families, and face other obstacles. Students' access to our physical school sites will follow all safety protocols to ensure student and staff safety. Materials developed to connect our students and parents to school take into consideration their cultural and language needs.

Key areas of consideration for the Plan to Support Diverse Learners include:
- Connect students to school, community resources, mental health supports, and other resources that become available.
- Provide options for child care of siblings through partner agencies.
- Ensure access to multiple modes of communication with students to ensure they know what is available to them.
- Onboard parents so they have the resources to support their children and school efforts.

Resources to Support Diverse Learners

Wellness support, social emotional learning (SEL) resources and suicide prevention training will be provided. All of our curriculum will embed the three signature practices for SEL (welcoming ritual, engagement strategies, and optimistic closure) and the five SEL competencies (self-awareness, self-management, social awareness, relationship, and responsible decision-making). Professional development for students, staff, and parents on COVID-19 impact, wellness, and suicide prevention will be offered. The California Healthy Kids Survey Learning from Home Module will be implemented to gage students' experiences, attitudes, and behavior related to learning, health, and well-being while the school buildings have been closed in response to the novel coronavirus (COVID-19).

- **SEL Universal Progress Assessment Website:** https://www.covitalityucsb.info

- **COVID Specific Resources:** https://www.covitalityucsb.info/resources/mental-wellness.html

English Learners (ELs)

English language development instruction with designated and integrated English Language Development courses and supports will be provided to all of our English Learners.

English Learners and students with disabilities may need more chunking, scaffolding and support during peer interactions during the distance learning model to access the assigned curriculum; teachers should provide students with academic sentence frames when facilitating video conferencing, so students may more readily participate. Teachers should link additional resources for these students to research either independently or with support via video conferencing (e.g., during Office Hours). The following websites include helpful scaffolds to meet these students' needs: **Resources for English Learners Website** & **Special Education Website.**

SUHSD Instructional and Support Services

Homeless and Foster Youth

The district has a team of dedicated staff members to provide additional supports and resources for students in homeless situations or foster care. This team consists of program manager, a counselor on special assignment, mental health therapists, and site liaisons. The district continues to support our students in foster care during the COVID-19 pandemic by contacting students and caregivers to check on their welfare and to provide community resources as needed. In addition, we supported foster youth by connecting them with electronic devices through our IT department. We continued to collaborate with our county liaisons to gather data and support communication for caregivers, site staff, and social workers. For example, we supported social workers with student updates, district transfers, and addressing specific student needs. In addition, we continued to collaborate and consult with site staff to support foster youth as it pertained to graduation and summer school enrollment. We also provided professional development for counselors on supporting students experiencing homelessness and students in foster care through the pandemic.

Students with Disabilities

Providing a Free and Appropriate Public Education includes special education services as well as procedural requirements. Timelines for assessments and IEP's have not been waived at this time. Service providers will continue to provide and log their services and some IEP meetings will move forward utilizing a virtual/audio format. For assessments and IEP meetings that are not able to be held within the appropriate timeline, timeline extensions will be considered. In making this decision, the District relied on guidance provided by the United States Department of Education, Office for Civil Rights, which states, "If an evaluation of a student with a disability requires a face-to-face assessment or observation, the evaluation would need to be delayed until school reopens." (OCR Fact Sheet: Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students, 3/16/20.) Once school reopens, the District will contact student legal guardian to discuss the assessments moving forward and to provide an assessment plan. Distance Learning will not be considered a change in a student's placement as the district nor the parent initiated the change – the pandemic did. Current IEP's will remain in place and IEP services will continue to the extent appropriate through distance learning and in alignment with Priority #1 – safety, health and welfare of students, staff, and community.

Focus on the safety, health and welfare of students and staff members in our community

Teachers, related service providers and school psychologists will continue to check-in calls with families and students to talk about how each student and family are managing in the midst of this pandemic. Resources available through our district as well as those available in our community are discussed to support each family's unique needs. We are navigating this situation together and want to do so with the utmost empathy, care and compassion. District staff will continue to check-in and connect with families throughout our time in distance learning to support them in any way we can.

Provide a Free and Appropriate Public Education

The focus of priority #2 is to deliver services to as many students as we reasonably in the best way possible. We will determine appropriate services in light of the current circumstances – a pandemic that has resulted in a current stay at home order. We will make a good faith effort to provide appropriate services by engaging families in a discussion about what services may or may not be appropriate at this time. These conversations will include a discussion about the level of student support needed from parents and the level of consultation needed between service providers and parents.

Individuals with Disabilities Education Act (IDEA)

The IDEA federal mandate did not take into account a potential scenario such as the pandemic. All schools and service providers will make a good faith effort to comply with IDEA timelines, IEP meetings, etc., and all procedures related to these and other compliance requirements will continue to be followed to the best of our ability. When thinking about special education compliance during this pandemic, there is one key question we need to ask ourselves: What is the purpose of the procedure and how can we achieve that purpose in light of the current circumstances and each student's unique individualized needs?

Technology Support

Technology and Connectivity

Each student will receive either an iPad or laptop computer for their use at home. Students who prefer to use their own devices may do so. Families who do not have access to connectivity may apply for the Cox Cable connectivity program or may request District hotspots. Additional hotspots are also available at each school site in the parking lots. Wi-Fi is made available in the parking lots for student use while in distance learning.

Technology Support

While in students are distance learning, it is crucial to provide immediate and reliable technology and technology supports. We are committed to provide the following:

- All students will be provided a computer device.
- AB-77 requires students to have necessary technology at home for distance learning.
- CDE stipulates ensuring equity for California students to close "digital divide".
- Ensure compliance and security, as they relate to student protection and delivery of services.
- Incorporate required safety guidelines as directed by the State (of California) and CDE.

Ensure that each student and teacher have devices.
- Established process (es) for technology device distribution to students and staff.
- Developed required cleaning and device sanitation procedures that incorporate COVID19 compliance.
- Implemented approval procedures for student hotspots (for @ home internet connectivity).
- Purchased additional computers (4,335 student computers and 675 Teacher computers).

Ensure safe distribution, maintenance, exchanges, and collection of devices.
- Developed procedures for device maintenance, updates, and exchanges.
- During COVID-19 period, established required procedures for device pickup, by appointment only.
- Developed procedures for student technical support, via email and phone.
- Established necessary cleaning and sanitation processes in handling student/staff technology.

Student device distribution plan of July 29, 30, and 31, 2020
- Implemented Connectivity Application and Approval Process through Equity Services.
- Developed School Site recommended procedures for computer maintenance and exchanges.
- Developed Notification/Survey to parents regarding needed technology.
- Established Help Desk Support process and materials for parents/students.
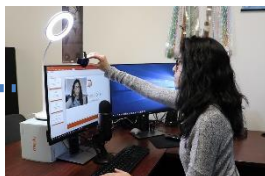
State, California Department of Education, the Centers for Disease Control and Guidance on San Diego Reopening of Schools

Adherence to State and Local Guidance
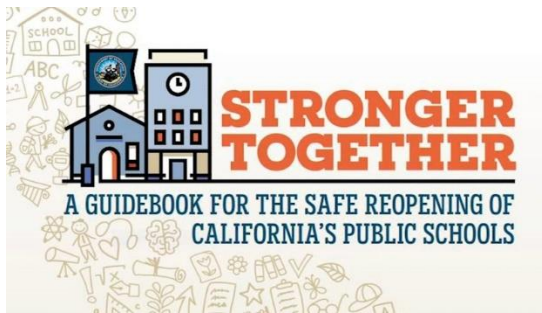
On June 8, 2020, State Superintendent, Tony Thurmond, released the California Department of Education Guidance for reopening schools *Stronger Together: A Guidebook for the Safe Reopening of California's Public School.* The state guidance and Senate Bill 98 reinforce that California schools are expected to deliver continuity of instruction this school year. Although in-person instruction is optimal, SUHSD will provide in-person instruction when all key considerations and local context indicators deem it safe to do so. The health and safety of our students and staff is our primary concern.

All final decisions about when and how to reopen schools—as well as decisions about any future closures—will continue to be informed by the most recent local health data in partnership with the San Diego County Emergency Operations Center (EOC), Department of Health and Human Services (HHS), and San Diego County Office of Education (SDCOE).

Center for Disease Control and Prevention (CDC) Guidance

Guiding Principles to Keep in Mind:

The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of COVID-19 spread increases in school settings as follows:

- **Lowest Risk**: Students and teachers engage in virtual-only classes, activities, and events.

- **More Risk**: Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).

- **Highest Risk**: Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

Considerations and Metrics

Consideration and Metrics for Offering an In-Person Instructional Program

Considerations and metrics that will be evaluated for offering an in-person instructional program include the following San Diego County Health Department and California Public Health Department Guidelines in addition to the following:

Considerations:
- Social mixing factor because of secondary school schedules
- Case rates in USA compared to other countries that have reopened have experienced a lower level of infection
- Teens may be infected and can transmit COVID-19
- Weekly District updates will be provided on local health context

Metrics:
- 14 day rolling average of San Diego County positive test rate below 5%
- 14 day rolling average of new Coronavirus cases in Sweetwater zip codes decreasing over 14 days

Key Timelines for Transition

September 21, 2020: Determination if the district continues in distance learning after Fall Break. Subject to change based on local health indicators.

November 30, 2020: Determination if the district continues in distance learning to second semester or potentially bringing up to 10% of students based on academic and social indicators. Subject to change based on local health indicators.

March 1, 2021: Determination if the district continues in distance learning for the rest of second semester. Subject to change based on local health indicators.

Considerations for Reopening In-Person Instruction

Current Information: Positivity Rates in South Bay

As of 7/13/2020

Region	Zip Code	Positive tests	Population	pos test:pop	Weekly +
San Ysidro	92173	642	27741	1:43	17%
South San Diego	92154	1253	81645	1:65	25%
National City	91950	832	58606	1:70	24%
Chula Vista South	91911	1030	84626	1:82	20%
Chula Vista North	91910	805	82682	1:103	25%
Imperial Beach	91932	255	28163	1:110	25%
Otay Ranch	91913	370	49519	1:134	33%
Chula Vista SE	91915	208	29796	1:143	39%
Chula Vista	91914	116	17072	1:147	30%
Bonita	91902	108	17375	1:161	48%

Stages for transition to in-person instruction

Stage I   All instruction will be offered in a distance-learning model based on local health indicators.

Stage II   Based on local health indicators, up to 10% of students could return to in-person instruction. Students would be selected based on the greatest need.

Stage III   Based on local health indicators, up to 20% of students could return to in-person instruction.
Students would attend one day a week in person and 4 days with distance learning. This would meet the limit of 9 students per class based on social distancing guidelines.

Stage IV   Based on local health indicators, up to 50% of students would return on a given day. Students would attend in person instruction twice a week, the other three days would be offered in a distance learning model.

Stage V   Based on local health indicators, it is safe for all (100%) students to return to school on a daily basis.
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13

Considerations for Reopening In-Person Instruction

Sample Schedule for In-Person Instruction with Social Distancing Schedules

Schedules for in-person instruction have been created to mitigate the health and safety of students and staff. As it becomes prudent to bring students and staff back to campus based on the local health indicators, this may occur in stages. We have developed different models to ensure the social distancing and health requirements are met.

Up to 10 Percent In-Person Model.

Who will receive in-person support first?

Students will be selected based on those with the greatest need. While there are student groups that traditionally struggle (on average), some of those same students thrive, therefore we will use the structures described in the next section to identify students with the greatest needs to recommend them for the first level of in-person support.

How will we decide which students are served first?

Recommendations will be generated from Student Study Teams, School Counselors, and School Psychologists at each school to identify the students who have the greatest need for "in-person" support. We will determine if students need primarily social, psychological, mental health, physical health, or educational support.

Type of support	Activities	Team (Bold is responsible)
Social, Psychological, Mental	Assessment of need Small group and one on one counseling Access to resources within school and community	**School Counselor** Student Study Team School Psychologist
Physical health	Assessment of problem Referral to outside support as needed Follow up with student and family	**School Nurse** Community Health Partners
Academic support	Assessment of need Determination of area of focus Small group instruction Progress Monitoring	**Student Study Team/IEP Team** CORE academic teachers

What will that support look like?

When safety guidelines and our local context allows, it is recommended that each school select a small number of students to receive in-person support so as to perfect the social distancing, personal protective equipment usage, and clearing protocols with a small number of students and classes, then scaling up as we are able.

What staff will support students in this limited in-person environment?

Initially, certificated and classified staff will be selected based on the students who need support, their classroom teachers of record, and support staff who would be assigned to these students in a fully in-person model. Sites will need to develop concrete plans for staffing these support classes using methods such as, but not limited to, buddy teachers (online and in-person teams), volunteers for in-person, simultaneous in-person with live broadcast to distance learning students, etc.

Considerations for Reopening In-Person Instruction

20 Percent in-Person Model

One fifth of a school's students attend in-person once a week.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Group 1 -In School	Group 2 - In School	Group 3 - In School	Group 4 - In School	Group 5- In School
All other groups Asynchronous	All other groups Asynchronous	All other groups Asynchronous	All other groups Asynchronous	All other groups Asynchronous

Note: Middle Schools and High Schools attend 6 periods daily except Chula Vista High School, Options Secondary School, Palomar High School, and Southwest High School.

50 Percent in-Person Model

Half of a school's students attend in-person twice a week. Follow an A/B schedule.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Group 1 -In School Periods 1,3,5, 7	Group 2 - In School Periods 1,3,5, 7	Group 1 - In School Periods 0,2, 4, 6, 8	Group 2 - In School Periods 0,2, 4, 6, 8	Groups 1 and 2 Asynchronous
Group 2 Asynchronous	Group 1 Asynchronous	Group 2 Asynchronous	Group 1 Asynchronous	

100 Percent in-Person Model

In-person instruction is highly dependent on the local context of health and safety indicators and the district will follow all state and local health and safety guidelines. This model requires that all social distancing guidelines and health restrictions are suspended.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
All students in school Follow established bell schedule	All students in school Follow established bell schedule	All students in school Follow established bell Schedule	All students in school Follow established bell Schedule	All students in school Follow established bell Schedule

In-Person Instructional Options

Once in-person instructional options are feasible in light of the aforementioned considerations, the following options will be available to students:

	Full-Time Online Instruction- Launch Academy	**In-Person Blended Instruction in SUSHD School Building with Social Distancing and Safety Guidelines**
Schedule	**All Grade Levels:** This is a self-paced independent study program. Students will complete approximately one credit every three weeks. The curriculum will be APEX online courses combined with teacher support, including weekly synchronous class sessions, small group support, and one-on-one tutoring. When on-campus activities are allowed, a small number of on-campus activities will be supported such as science labs, some assessments, and small group interactions.	**All Grade Levels:** At least one full day of instruction in person at school each week. Specialized instruction will be provided, as appropriate, such as English Language Development, and special education services required by the Individual Education Plan (IEP) for students with disabilities. Students will be engaged in independent (asynchronous) learning on the days they are not in the school building. More in-person instruction is possible based on the number of students who choose full-time online instruction or if community health conditions and guidance change.
Learning Management System and Grading Platform	District required schools to choose one instructional learning management system per school site. District-wide Google Classroom will be used as the learning management system (LMS); however, five schools are currently utilizing CANVAS as the LMS. These schools will be able to continue their use of CANVAS as the LMS and grading platform until the contract expires on June 30, 2021. Jupiter Grades may be used as the grading platform.	District required schools to choose one instructional learning management system per school site. District-wide Google Classroom will be used as the learning management system (LMS); however, five schools are currently utilizing CANVAS as the LMS. These schools will be able to continue their use of CANVAS as the LMS and grading platform until the contract expires on June 30, 2021. Jupiter Grades may be used as the grading platform.

16

In-Person Instructional Options

Courses	1. All courses required for the California and District graduation requirements will be offered. 2. There is no guarantee that all programs or elective courses will be available. 3. General classroom instruction at all levels will feature whole group, small group, and individual support. 4. NCAA Athletic eligibility is not guaranteed. .	1. All courses required for the California and District graduation requirements will be offered. 2. There is no guarantee that all programs or elective courses will be available. 3. General classroom instruction at all levels will feature whole group, small group, and individual support.
Nutrition Services	1. Meals will be served at all 23 school sites. 2. Meals provided on daily or weekly bases in alignment with state and USDA guidelines and requirements. 3. Students will be served bulk meals using eligibility designations of Free, Reduced and Paid.	1. Three developed food distribution plans in alignment to learning environment(s). 2. Free and Reduced Lunch applications available on-line and at school sites.
Transportation	Provide home to school services to support Teaching and Learning Bus loading per social distance guidelines	Transportation will be available.
Health and Safety Protocols	Not applicable	Staff will guide students on health and safety protocols, following Centers for Disease Control (CDC) guidelines, State of California guidelines, and the San Diego County Office of Health guidelines. All staff and students must wear face coverings in accordance with CDC guidelines and California guidelines. Schools will provide masks to students unable to provide their own. Six feet of social distancing will be maintained whenever possible.

The Launch Academy

Full-Time Online Instruction: Launch Academy

Who can attend?
Launch Academy is an online independent study pilot program designed for the student and family who want a flexible program that maximizes choice. It will be open to any student who desires primarily an online/independent learning curriculum. Families will be asked to make a one year commitment to the program.

How does it work?

Students engage in an individualized learning program via online instruction with staff that are trained to deliver online learning. Families will have access to teachers and a counselor, one of which serves as a primary person of contact.

Teacher Role
- Serve as primary point of contact
- Support students in navigating independent study curriculum through APEX (initially)
- Deliver instruction in content area via individual, small group, and large group settings

Counselor Role
- Support the development of the Individual Learning Plans
- Utilize Thrively to inform and support career aspirations through assessments, activities and course suggestions
- Support academic, college/career, and social development

Student Expectations
- Student will join live classes
- Student will log in daily
- Students will submit work by due dates

Parent Role
- Parents will provide a safe and distraction free environment for studying
- Parents will support students with structures and routines to meet their self-paced goals
- Parents will connect with other Launch Academy parents as desired for support

What is the Curriculum?

APEX and Sweetwater developed online courses can be completed with flexibility and students can accelerate with additional online courses such as Advanced Placement.

What will be the enrollment status of Launch Academy students?

Students will be enrolled with Launch Academy full time.

When will this begin?

Kicking off August 3, 2020, Launch Academy will be offered fully online.

Health and Safety Guidelines

Health and Safety Guidelines
The district will adhere to guidance from the California Department of Public Health (CDPH), San Diego County Emergency Operations Center (EOC), County of San Diego Department of Health and Human Services (HHS), and San Diego County Office of Education (SDCOE).

Protective Equipment:
1. <u>Training and information</u> should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
2. Face coverings are not recommended for anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance. Make reasonable accommodations such as a face shield with a cloth drape for those who are unable to wear face coverings for medical reasons. Per Cal/OSHA, considerations for face shields should include a cloth drape attached across the bottom and tucked into the shirt.
3. Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms). Cloth face coverings are not surgical masks, respirators, or personal protective equipment. Face coverings are recommended to have the following qualities:
    a. Fit snugly but comfortably against the side of the face.
    b. Be secured with ties or earloops.
    c. Include multiple layers of fabric.
    d. Allow for breathing without restriction.
    e. Be able to be laundered and machine dried without damage or change to the shape.

Staff Protective Equipment:
All staff shall wear face coverings while on district or school property. Per the California Department of Public Health (CPHD) guidance, teachers could use face shields, which enable students to see their faces and to avoid potential barriers to phonological instruction. The District will provide masks if the employee does not have a clean face covering. The District will also provide other protective equipment, as appropriate for work assignments. This includes:

1. For employees engaging in symptom screening, provide surgical masks, face shields, and disposable gloves (See screening section for details).
2. For front office and food service employees, provide face coverings and disposable gloves.
3. For custodial staff, provide equipment and PPE for cleaning and disinfecting, including:
    a. For regular surface cleaning, provide gloves appropriate for all cleaning and disinfecting.
    b. Classified staff engaged in deep cleaning and disinfecting should be equipped with proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and mask or respirator) in addition to PPE as required by product instructions. All products must be kept out of children's reach and stored in a space with restricted access.
    c. Cal/OSHA requires that PPE be provided and worn to effectively protect employees from the hazards of the cleaning products used and training be provided to staff on the hazards of chemicals.

19

Health and Safety Guidelines

Visitor Protective Equipment:

Visitors are expected to adhere to staff or student face covering protocol as appropriate. Visitors who arrive without a mask shall be provided a surgical mask prior to entering school or district facilities. See the section on screening for details about visitor arrival protocol.

Student Protective Equipment:

Students shall use cloth face coverings. They will be provided by the school. Students may bring their own as long as they meet the above health requirements and are appropriate for wearing at school or during school-related activities. For example, face coverings with images depicting prohibited themes would be against district policy. Consideration will be made to address students with disabilities who refuse or are not able to wear a mask.

SDCOE Guidance on Policymaking Around Masks or Face Coverings for Students in Physical Classroom (6-26-20 (subject to change)

1. SDCOE Guidance on COVID-19 Protective Equipment and Supplies

Screening for Students, Staff and Visitors:

1. All persons entering district/school facilities are required to submit to symptom screening
   a. Identify an administrator or designee as the site official responsible for supervising screening operations.
   b. Secure entrances to the campus to prevent entry before screening begins.
   c. If multiple screening stations are used to expedite student screening, consider organizing by student alpha or similar.
2. Screening shall consist of:
   a. A series of questions to determine if the person experienced any symptoms associated with COVID-19 (update questions based on guidance from local public health). In an effort to minimize touched surfaces and time savings, these questions may be presented on a highly visible poster in multiple languages, and the person being screened may be asked if any apply (*update on guidance from local public health*).
      i. Do you have a new cough, nasal congestion, or runny nose?
      ii. Are you experiencing shortness of breath or difficulty breathing?
      iii. Are you having new muscle pain or fatigue?
      iv. Do you have a headache (that is not normal for you)?
      v. Do you have a sore throat?
      vi. Are you experiencing a new loss of taste or smell?
      vii. Are you experiencing nausea, vomiting, abdominal pain, or diarrhea?
      viii. Do you have a new rash?
      ix. *Have you been exposed to anyone who has been tested positive for COVID-19 in the last 2 weeks?*
   b. Temperature check for fever over 100 F (*update on guidance from local public health*).

Health and Safety Guidelines

3. Require all persons entering school or district facilities:
    a. Wear a face covering (refer to district protocol for Protective Equipment for details on face coverings and face shields).
    b. Apply hand sanitizer.

4. Maintain physical distancing in the screening process.
    a. Provide ample training, signage and supervision to ensure all protocols are followed.
    b. If necessary, schedule arrival times to limit the number of people waiting for screening.
    c. Post "stand here" signs or markers at 6-foot intervals.
    d. Position the waiting area to allow people who are not waiting to maintain physical health distancing when walking past those who are waiting.
    e. If necessary, use multiple entry/screening points to allow more people to enter campus while maintaining physical distancing.
5. Minimize opportunities for mixing
    a. Create systems that minimize the need for individuals to enter more rooms than are necessary
        i. To avoid having all employees visit the office, develop systems to deliver mail, supplies, and copy orders to classrooms.
        ii. For students, use create a "soft-start" arrival period in classrooms to avoid pooling students in common use areas like playgrounds and cafeterias.

6. Managed Release of Students: The site should develop strategies to manage the release of students by time and location to mitigate the potential for students to gather and/or complicate the ability to maintain social distancing as students move off campus. The site should develop a supervision strategy to help guide this process.
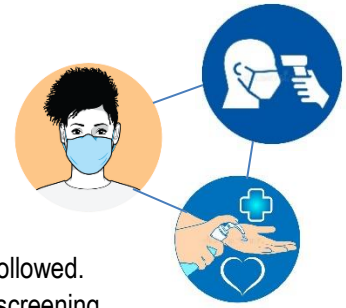
Screening Equipment and Supplies
1. Employees who use a thermometer for temperature checks will be unable to maintain physical distancing. Appropriate personal protective equipment for this role includes: N-95 mask, face shield, and disposable gloves.
    a. Care should be taken to not touch others during screening.
    b. If the screener inadvertently touches a person they are screening, they should change gloves or use hand sanitizer on the gloves before screening the next person.
2. Each screening station should also be equipped with:
    a. Two "no-touch" thermal scan thermometers, one of which will be kept in reserve in case the other malfunctions
    b. Extra disposable gloves for the person using the thermometer
    c. Hand sanitizer for people being screened and screeners.
    d. Open top trash can.
    e. Disposable masks for students who did not bring a face covering with them.

Screening Procedures for Most Employees
1. Define the process that will be used to screen employees scheduled to arrive before school hours.
    a. Identify the position(s) that will be responsible for conducting screening.
    b. Identify the times and location(s) that will be used for employee screening.
    c. Estimate the amount of time that will be needed for screening.
2. Define the process that will be used to screen employees scheduled to arrive during school hours.
    a. Identify the position(s) that will be responsible for conducting screening.
    b. Identify the times and location(s) that will be used for screening.
    c. Estimate the amount of time that will be needed for screening.

3. Define the process that will be used to screen custodial crew members who work in the evening.
    a. Identify the position(s) that will be responsible for conducting screening.
    b. Identify the times and location(s) that will be used for screening.
    c. Estimate the amount of time that will be needed for screening.

Other Special Non-student Screening Categories:
1. **Law Enforcement:** when law enforcement wish to come onto campus for non-emergent and non-urgent matters, request they follow the visitor screening protocol.
2. **Before-School Program Staff:** Create the procedures that allow members of this team to screen each other.
3. **After-School Program Staff:** Create the procedures that will be used to screen contracted after-school programs staff.
4. **Walk-On Coaches and Performing Arts Staff:** Create the procedures that will be used to screen walk-on coaches and performing arts program staff.

Screening Procedures for Students
- Require that students submit to symptom screening as described below.
- Prohibit students from arriving at the campus before their scheduled arrival times.
- Secure the campus to prevent student entry prior to screening.
- Students who must arrive early should be required to enroll in the before-school program.

1. Determine what staff positions will be assigned to screen students.
    a. Each screening location will require at least three employees to screen and supervise waiting students.
        i. **Screener:** ask questions from the poster, or have the student being screened read list.
        ii. **Temperature checker**:
        iii. **Line supervisor:**
        iv. **Escort:** (optional) consider having a staff member escort small groups of students to class or to monitor students walking to classrooms.
    b. Determine how you will cover the absences of screeners.
2. Use multiple entry/screening points to reduce the amount of time needed to screen students prior to entry.
    a. **One minute per student:** Use the planning assumption that it may require one minute to screen each student. This considers delays caused by positive temperature and/or questionnaire screenings. Plan accordingly to accommodate the number of arrivals.
    b. **Training:** Train and drill with adult role players in advance to practice screening procedures, to include positive responses to temp and/or questionnaire screening.
    c. **Radios:** Consider how radios will be used to communicate with the main office and other screening stations under various operating conditions. Consider use of a dedicated channel. Consider confidentiality requirements.
3. Eliminate common use areas
    a. Do not allow students to congregate in waiting areas like the playground or cafeteria while waiting for class to begin.
    b. Create "soft start" periods in the first class of the day to allow students to arrive over time.

Student Exclusion from School

Student Exclusion from School Due to Screening

1. Encourage parents to evaluate their children using the screening criteria before bringing them to school. Students should be excluded from school if they have:
   a. A fever greater than 100 F (or use another threshold-based guidance from local public health).
   b. Any of the symptoms associated with COVID-19.
   c. Been directly exposed to someone who has tested positive for COVID-19, until they have completed 14-days in self-isolation without experiencing symptoms.
   d. For individuals who have tested positive for COVID-19 or had symptoms but were never formally tested, please refer to the CDC's guidance on when it's safe to discontinue isolation, or locally-determined criteria made in consultation with public health officials.
   e. Consider including a procedure to reassess a decision to exclude a student from school.

2. **When a Parent/Guardian is Present**
   a. Notify the nurse.
   b. Document the reason for the exclusion.
   c. Provide documentation to the attendance clerk.
   d. Provide a handout with recommendations for the parent.
      i. Symptoms to watch for.
      ii. Criteria for return to school.

3. **When a Parent is Not Present** Determine the process that will be used to collect children with symptoms from screening locations to bring them to the health office or another area for students with COVID-19 symptoms
   a. Students must be escorted to the nurse's office. Do not send them on their own.
      i. Ensure the student is wearing a face covering.
      ii. If the student has difficulty breathing or is unwilling to wear a face covering, provide a face shield to be worn in place of the face covering.
   b. Isolate the student in an area away from students and employees.
      i. Maintain physical distancing between all students.
      ii. Do not assume all with COVID-19 symptoms have COVID-19. Some or all may not.
      iii. Monitor the student until they are released to their parent.
   c. If possible, arrange to have the parent pick the student up in the school parking lot or other outdoor location.
      i. An adult must escort the student to when this option is used.
   d. Provide a handout with recommendations for the parent.
      i. Symptoms to watch for.
      ii. Criteria for return to school.

4. **Follow-up:** Consider having a school nurse, health clerk, or other employee follow-up by phone.
   a. Provide a call script with questions to ask and recommendations for the parent
   b. Record data from the call for follow-up
      i. Have symptoms persisted or resolved?
      ii. Are there new symptoms?
      iii. Does the parent plan to contact their physician?
      iv. Does anyone else in the house have symptoms?
   c. Request that the parent let the school know if the student or anyone in the house tests positive for COVID-19.

5. For details on bus student screening, refer to the Transportation section of SUHSD screening document.

Employee Exclusion from School

If COVID-19-Like-Symptoms Develop During the Day Refer to SUHSD protocol: Addressing Symptoms and/or Potential Exposure to COVID-19 for additional details and updates from San Diego County Emergency Operations Center (EOC), Department of Health and Human Services (HHS), and San Diego County Office of Education (SDCOE), as definitions and responses are subject to change.

Employee Exclusion from Work due to COVID-19 like Symptoms

- Employees presenting COVID-19 symptoms prior to work or with potential COVD-19 exposure are to not come to work.
- Require that employees arriving at work submit to symptom screening as described below.
- Employees shall not enter the campus before their scheduled arrival times.

1. Encourage employees to evaluate themselves using the screening criteria before coming to work. Employees should exclude themselves from work if they have:
   a. A fever greater than 100 F (or use another threshold-based guidance from local public health).
   b. Any of the symptoms associated with COVID-19
   c. Been directly exposed to someone who has tested positive for COVID-19, until they have completed 14-days in self-isolation without experiencing symptoms
   d. For individuals who have tested positive for COVID-19 or had symptoms but were never formally tested, please refer to the CDC's guidance on when it's safe to discontinue isolation, or locally-determined criteria made in consultation with public health officials.
2. Exclude employees from work during screening if any of the items listed in the previous item are determined to be true during screening.
3. Consider including a procedure to re-assess a decision to exclude an employee from work.

1. Adhere to California Department of Health Guidance "Creating Procedures for Transitions Settings and Situations"
2. Refer to CDE Stronger Together Guidebook (p. 7). SDCOE Reopening Guidance: Template.
3. SUHSD Protocol: Addressing Symptoms and/or Potential Exposure to COVID-19.

Addressing Symptoms and/or Potential Exposure to COVID-19 throughout the Day

These procedures are intended to limit the spread of the virus on school campuses by both checking for possible virus symptoms and exposure and by reducing the number of people on campus where possible. If COVID-19-Like-Symptoms Develop During the Day:

Employees and Adult visitors

1. Ensure that the employee/adult wears a face covering.
2. Send the employee/adult home immediately.
3. If the employee/adult was assigned to a classroom, consider moving the class to another room.
4. Disinfect the workspace/classroom used by the employee/adult.

Students

1. Ensure the student is wearing a face covering and place the student in the Health office, or designate a COVID-19 patient area, with as much room around them as possible.
2. If possible, use separate areas for students with COVID-19 symptoms and for students with non-COVID symptoms.
3. Contact parents to request their student be picked up.

24

Follow-up (for both employee/adult and students)

Consider having a school nurse, health clerk, or other employee follow-up by phone.

1. Provide a call script with questions to ask and recommendations for the employee/adult/parent.

2. Record data from the call for follow-up.
   a. Have symptoms persisted or resolved? Are there new symptoms?
   b. Does the employee/parent plan to contact their physician?
   c. Does anyone else in the house have symptoms?

3. Request that the employee/adult/parent let the school know if the student or anyone in the house tests positive for COVID-19.

> 1. Adhere to California Department of Health Guidance
> 2. Refer to CDE Stronger Together Guidebook
>   SDCOE Reopening Guidance: Preventing Procedures, (Section 1).

Visitors

Restricted visitor access will be implemented once school campuses are reopened. Only essential visitation activities that require in-person interaction will be allowed. All other interactions should be managed via telephone, online or other remote means. Visitors are expected to adhere to staff or student face covering protocols as appropriate. Visitors who arrive without a facemask shall be provided a surgical mask prior to entering school or district facilities.

1. Screen all visitors for symptoms prior to admitting them to campus. Refer to the district screening protocol for details.
2. Limit parent visits on school campus to drop off necessary medical items or documentation that should be received only in the front office.
3. If possible, provide other secure means for receiving documents as an alternative to in-person visits.

Protecting Students and Staff with Compromised Health or Over the Age of 65

When possible, teachers who are in high-risk groups (over age 65, immunocompromised, underlying health conditions) could be moved into online or blended learning positions that would create the physical distancing needed to maintain their health. In addition, classified classroom support staff in similar at-risk groups could be assigned to these classrooms. Human Resource administrators should partner with their labor partners to determine who would benefit from such measures, practicality, and timelines for implementation and duration.

If these options are not possible, the district may consider installing physical barriers in high-traffic areas that cannot accommodate physical distancing. These options may include Plexiglas barriers, face shields, movable pony walls, bookcases, etc., that will allow for as much distance between people as possible

Hygiene Practices

Routine hygiene practices are a foundational measure to protect against COVID-19 and other illnesses.
1. Hygiene practices are to ensure personal health and safety in school facilities and vehicles.
2. Handwashing. In accordance with CDPH and Cal/OSHA guidance and in consultation with local public health officials:
   a. All employees, students and visitors shall wash or sanitize hands prior to entering school premises. Hand sanitization and/or washing stations shall be conveniently located.
   b. Provide opportunities for students and staff to meet handwashing frequency guidance.

    c.   Ensure sufficient access to handwashing and sanitizer stations. Portable handwashing stations may be added throughout a site and near classrooms to minimize movement and congregations in bathrooms if necessary.

    d.   Ensuring fragrance-free hand sanitizer (with a minimum of 60 percent alcohol) is available and supervised at or near all workstations and on buses. Call Poison Control if consumed: 1-800-222-1222. Note: Frequent handwashing is more effective than the use of hand sanitizers.

Cleaning and Sanitization Practices

1. Cleaning and disinfection measures will ensure the physical spaces, equipment, and materials students and staff come into contact with remain safe.

2. Daily sanitizing will be implemented for high touch areas (doorknobs, handles, fixtures, etc.) with a medical grade sanitizing solution.

3. Restrooms will be monitored and cleaned more frequently throughout the day. Outside cleaning services will be contracted, as needed.

4. Train staff and students on proper handwashing techniques and PPE/EPG use, including the following:
    a. Scrub with soap for at least 20 seconds or use hand sanitizer if soap and water are not accessible. Staff and students should use paper towels (or single use cloth towels) to dry hands thoroughly.
    b. Wash hands when: arriving and leaving home; arriving at and leaving school; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating and preparing foods.
5. Teach staff and students to:
    a. Use tissue to wipe the nose and cough and sneeze inside the tissue.
    b. Not touch the face or face covering.

Basic Cleaning

1. Clean and disinfect *shared objects* between *uses*—for ex., copiers, tables, countertops, computers/tablets, etc. Consider suspending or modifying use of site resources that necessitate sharing or touching items.

2. Limit use of shared equipment in favor of physical activities that require less contact with surfaces.

3. Trained custodial staff should clean and disinfect frequently-touched surfaces within school and on school buses at least daily and, as practicable, frequently throughout the day.

4. Frequently touched surfaces in the school include, but are not limited to:
    a. Door handle
    b. Light switches
    c. Sink handles
    d. Bathroom surface
    e. Tables
    f. Student Desks
    g. Chairs
    h. Copiers
    i. Computers/tablets
    j. Phone
    k. Pens/pencils
    l. Musical instruments (wind instruments should not be shared)

Planning and Sanitation Practices

Cleaning Supply Selection

1. When choosing cleaning products, use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)-approved list "N" and follow product instructions.
2. To reduce the risk of asthma related to disinfecting, programs should aim to select disinfectant products on list "N" with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid). *See Recommended Custodial Products attachment.*
   a. Avoid products that mix these ingredients with peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
   b. Use disinfectants labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times. Provide employees training on manufacturer's directions, on Cal/OSHA requirements for safe use and as required by the Healthy Schools Act, as applicable.
3. For products information reference SUHSD COVID Reference Folder – SANITIZATION

Cleaning Product Safe Storage and Use

Custodial staff with the responsibility of cleaning and disinfecting the school site must be equipped with proper protective equipment, including gloves, eye protection, respiratory protection and other appropriate protective equipment as required by the product instructions. *See Recommended Custodial Products attachment, attend trainings, and/or contact Environmental Safety Services Department for questions or additional information.*

1. All cleaning products must be kept out of student reach and stored in a space with restricted access.
   a. Read all labels and follow directions.
   b. Review to Material Safety Data Sheet (MSDS) with staff

2. Establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products. *See Custodial Services/Restroom Cleaning Log Attachment.*

3. Ensure safe and correct application of disinfectant and keep products away from students.
   a. Read all labels and follow directions.
   b. Review to Material Safety Data Sheet (MSDS) with staff

5. Ensure proper ventilation during cleaning and disinfecting. Introduce fresh outdoor air as much as possible, for example, by opening windows where practicable. When cleaning, air out the space before students arrive; plan to do thorough cleaning when students are not present. If using air conditioning, where applicable, use the setting that brings in fresh air. Replace and check air filters and filtration systems to ensure optimal air quality.

6. If opening windows poses a safety or health risk (e.g., allowing pollen in or exacerbating asthma symptoms) to persons using the facility, consider alternatives.

7. Take steps to ensure that all water systems and features (for example, drinking fountains and decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.
   a. Flush building water systems into landscaped areas where possible.
   b. Contact Maintenance Department for assistance if needed.

27

Social Distance Guidelines

Non-Classroom Cleaning

Buses should be thoroughly cleaned and disinfected daily and after transporting any individual who is exhibiting symptoms of COVID-19. Drivers should be provided disinfectant wipes and disposable gloves to support disinfection of frequently touched surfaces during the day.

1. Adhere to California Department of Health Guidance
2. Reference, CDC Cleaning and Disinfecting Your Facility
3. SUHSD Sanitization Resources:
   a. Cleaning and Maintenance Log
   b. Custodial Service Cleaning Log
   c. Custodian Duties with COVID Process
   d. Deep Cleaning Checklist
   e. Recommended Custodial Products
   f. Vendor Supply Recommendation List

Social Distancing

When layered with hand hygiene, protective equipment, and other prevention strategies, social distancing can play a key role in reducing the spread of COVID-19. In accordance with state and local guidelines, social distancing will be maintained by staff, students and visitors to the greatest extent practicable. Protocols and space utilization strategies will be implemented to make social distancing as convenient as possible in an effort to maintain safe and efficient work and learning environments.
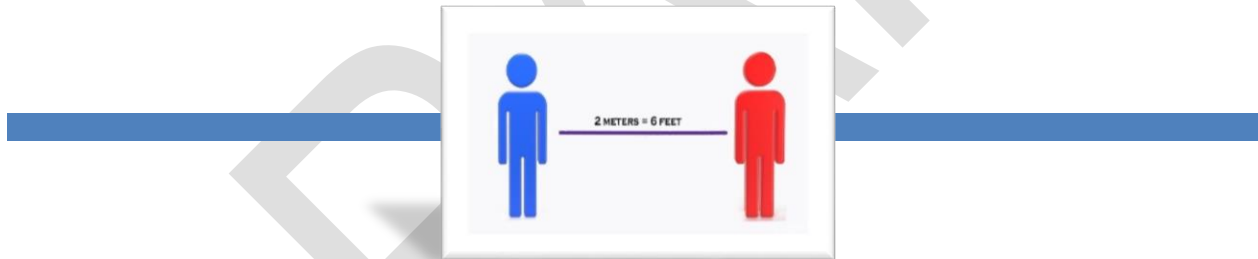
Classroom and Indoor Learning Environments

1. Designate routes and protocol for entry and exit. Put in place other protocols to limit direct contact with others as much as practicable.
   a. Place "stand here" signs or markers at 6-foot intervals outside each classroom.
   b. Place the first stand here marker in the doorway to allow the teacher to see if a student is ready to enter.
   c. As students arrive, they should line up on the markers. Do not wait for the bell to ring.
   d. Teachers should begin admitting students as soon as they arrive, metering the flow into the room to ensure physical distancing is maintained.
2. Maximize space between seating and desks. Distance teacher and other staff desks at least six feet away from student desks. Consider ways to establish separation of students through other means if practicable, such as, six feet between desks, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.
3. Ensure desks are a minimum of 6 feet apart and arrange desks in a way that minimizes face-to-face contact.
4. Minimize movement of students during class time and that of teachers or staff as much as practicable.

Social Distance Guidelines

5. Consider redesigning activities for smaller groups and rearranging furniture and activity spaces to maintain separation.
6. Staff should develop instructions for maximizing spacing and ways to minimize movement in both indoor and outdoor spaces that are easy for students to understand and are developmentally appropriate.
7. Implement procedures for turning in assignments to minimize contact.
8. Limit nonessential visitors, volunteers and activities involving other groups at the same time.

Sample Classroom Layouts

In-person instruction will commence in SUHSD once the local health indicators demonstrate that it is safe for students and staff to be on campus. The CDC, California Department of Public Health, County of San Diego Health and Human Services, and SDCOE guidelines indicate that classrooms settings accommodate 6-feet between student desks to the maximum extent practicable (see following image).
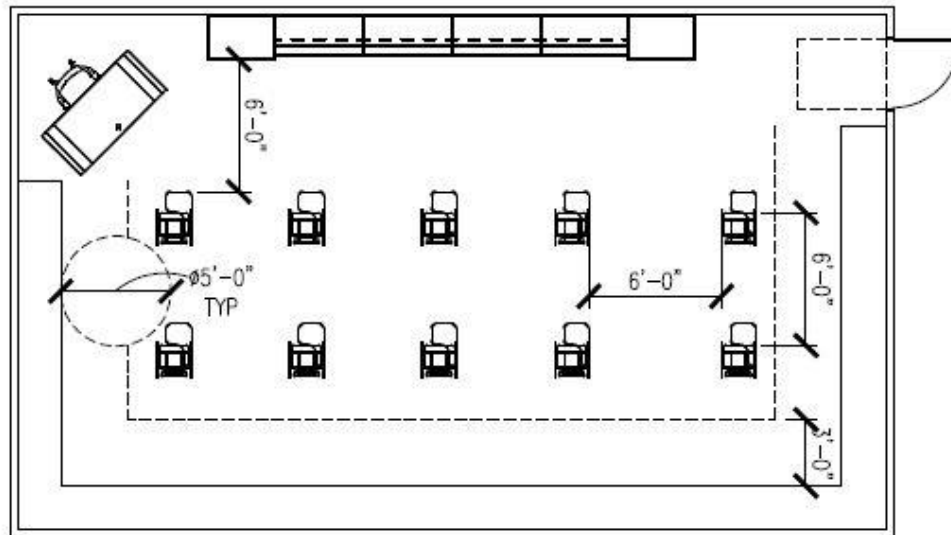
SCALE: 1/4" = 1'-0"

24X40 - 960 SF

ALL CAMPUSES
RELOCATABLE BLDG STUDY
SWEETWATER UNION HIGH SCHOOL DISTRICT

studiowc

Social Distance Guidelines

Outside Areas and Learning Environments

1. Increase supervision to ensure physical distancing.
2. Limit communal activities where practicable. Alternatively, stagger use, properly space occupants and disinfect in between uses.
3. Consider use of non-classroom space for instruction, including regular use of outdoor space, weather permitting. For example, consider part-day instruction outside.
4. Minimize congregate movement through hallways as much as practicable. For example, establish more ways to enter and exit a campus, and staggered passing times when necessary or when students cannot stay in one room.
5. Limit nonessential visitors, volunteers and activities involving other groups at the same time.
6. Physical education (PE) and intramural/interscholastic athletics should be limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

Nutrition Services

1. Consider strategies to limit physical interaction during meal preparation and meal service (e .g. serving meals in classrooms, increasing meal service access points, staggering cafeteria use).
2. Suspend use of share tables and self-service buffets for food and condiments.
3. Install physical barriers, such as sneeze guards and partitions, at point of sale and other areas where maintaining physical distance of 6 feet is difficult.
4. With an approved National School Lunch Program waiver, offer meal delivery for students quarantined or in a home-based cohort.
5. If providing meal service in classrooms, plan for cleaning and trash removal.
6. Staff Develop a plan that ensures physical distancing among staff in their work environment to reduce spread of the virus that includes:
   a. Avoiding staff congregation in work environments, break rooms, staff rooms, and bathrooms.
   b. Avoiding grouping staff together for training or staff development. Consider conducting the training virtually or, if in-person, ensure distancing is maintained.
7. Adjust staff schedules (through negotiations) to accommodate new student schedules and physical distancing strategies.
8. In accordance with Cal/OSHA regulations and guidance, evaluate all workspaces to ensure that employees can maintain physical distancing to the extent possible.
   a. Where possible, rearrange workspaces to incorporate a minimum of 6 feet between employees and students.
   b. If physical distancing between workspaces or between employees and students and visitors is not possible, add physical barriers that cannot be moved to separate workspaces
9. Meals will be served at all 23 school sites.
10. Meals will be provided on daily or weekly basis in alignment with State and USDA guidelines, and applicable waivers.
11. Students will be served individual and/or bulk meals using eligibility designations of Free.
12. Three food distribution plans have been developed to support multiple learning models.
13. Free and Reduced Lunch applications are available on-line and at school sites.

30

Social Distance Guidelines

Offices Limit adult and student visits to school offices for needs which cannot be accommodated through other means. When possible use telephone or virtual meetings. When in-person conversations are necessary, use outdoor spaces whenever possible.

1. Attendance Office
   a. Students who arrive late to school should be directed to report directly to their classrooms.
   b. Create systems to follow-up on un-cleared absences without calling the student to the school office.
   c. Consider having office staff visit students' classrooms when necessary.
   d. Other Offices Visits.
2. Develop systems to deliver routine items to students in class.
3. When brief contacts are needed, consider visiting students' classrooms.

Other Office and Waiting Areas

1. Layout office and waiting area seating to maintain physical distancing.
2. Post the modified capacity of each office and waiting area near the door to the office.
3. Develop systems to avoid using waiting areas when possible.
4. Place markings for standing outside when internal capacity is exceeded.
5. If necessary, add plexiglass barriers to maintain physical distancing
6. Adhere to California Department of Health Guidance (p. 8-9).
7. Refer to CDE Stronger Together Guidebook (p. 7).
8. SDCOE Reopening Guidance: Template Implementing Distancing, Section 15

Protective Measures for Students with Severe Disabilities

Classroom Setting

1. Model
   a. Refer to distance learning model options within SDCOE guidance documents.
   b. Use a "cohort model" in which each class remains in the classroom and does not interact with other classes.

2. Students
   a. Stable cohort of no more than 10 students.
   b. Students should remain with one group.
   c. Train students in handwashing and face coverings/shields.
   d. Create social stories about physical distancing and face coverings/shields.
   e. Allow discussion about COVID-19 and student questions.
   f. Check in with students regarding mental health status.

Social Distance Guidelines

Staff
Administration, teachers, paraprofessionals, and related service providers.

1. Teachers and paraprofessionals should remain with the same cohort throughout the   school day.
    2. Staff should eat lunch with their cohort team or alone.
    3. To the extent possible, adults should not move between cohorts.
    4. Exceptions must be made for related service providers, but health checks must be performed prior to entry into classrooms.
    5. Personal protective equipment (PPE) appropriate to the task should be worn.
        a. Face covering or face shield at all times.
        b. Gloves when contact with body fluid is possible.
        c. Face covering and face shield when it is not possible to remain 6 feet from the student you are working with.
    6. Related service providers should not mix students from different cohorts for small therapy groups.
        a. Consistent sanitation practices/routines should be established. Equipment used.
        b. Students must be sanitized immediately before use by a student and or after use by a student.

Transportation

1. Families
    a. Communicate with families regarding expectations for transportation.
    b. Encourage parents to screen students for symptoms using criteria established by the local county public health officer early each morning.
    c. Notify the transportation department and school if the student will not be coming to school.
    d. To help reduce the demand for buses, consider offering mileage reimbursement for parents who are willing to transport their students.
2. Safe and secure transport of students
3. Provide home to school services to support Teaching and Learning
4. Bus loading per social distance guidelines
5. Developed health and safety screening processes
    a. Review SDCOE's guidance on symptom screening at bus stops for additional recommendations.
    b. When possible, schedule students who ride the same bus in the same classroom cohort.

6. School pick up and drop off
    a. Establish staging areas to pick up students from each cohort.
    b. Staff from each classroom cohort should meet children who are dropped off and accompany children to their bus or car during departure.

7. Provide a separate screening area for students with severe disabilities.
    a. Students arriving on buses will have been screened.
    b. Students arriving in cars will need to be screened.
    c. See SDCOE's guidance on screening for specific recommendations about this process.
    d. Screening can be conducted by classroom staff who meet the child at a designated drop off area.
    e. Parents should remain until screening is complete.
    f. Maintain physical distancing during arrival and departure.
    g. Keep cohort students and staff separate throughout the day.

Equipment and Physical Plant
Mats/Bean Bags, AAC Devices, Adaptive equipment, medical equipment, table/door, light switches, restrooms, and high-touch surfaces

1. Provide 1:1 devices/equipment, if feasible.
2. Students may share equipment only if it is sanitized between each use.
3. Document person responsible for sanitizing equipment and document with a sanitation log.
4. Schedule frequent disinfection of high-touch surfaces.
5. Develop a protocol for individuals to clean restroom surfaces after use.
6. COVID-19-Related Illness.

*Protective Measures for Students with Severe Disabilities

Ongoing Monitoring Practices
The district will monitor all official state and local guidance and COVID-19 surveillance information to maintain an accurate and up-to-date risk assessment. District officials will attend County of San Diego Emergency Operations Center briefings. District officials will also track data specific to zip codes both within and surrounding the local SUHSD communities.

Preparing for Future School Closures
Health conditions are constantly changing in this new era of the pandemic. These changes in public health data necessitate quick adjustments to SUHSD's instructional and operational approaches. We may need to close school buildings, much like we did in the spring, with very short notice. The district will do everything possible to make these transitions as smooth as possible while providing updated information through timely communication. Our model would transition from in-person to the distance learning model similar to the one implemented for the beginning of this school year. Based on the information provided by health authorities, it is prudent to expect potential closures throughout this school year.

Additional Considerations for Reopening
As the district prepares for reopening schools, we recognize additional considerations must be addressed to ensure students, families, and staff are well supported in the upcoming transitions.

Supports for Staff
One goal of the SUHSD Reopening Schools Plan is to ensure that all staff have the resources to feel safe and comfortable returning to the workplace. We are working collaboratively with our labor partners to negotiate these elements that may include the following:

- Flexible Work and Leave Options
- Provide updated resources and procedures;
- Support accessing emergency leave, Families First Coronavirus Response Act (FFCRA), and other related benefits; and
- Use of the CDC health inventory, as it pertains to employees who may need an accommodation;

Personal Protective Equipment

- Ensure staff have the necessary personal protective resources, as appropriate for their risk exposure, such as masks, gloves, gowns, face shields, etc.
- Provide staff with support and resources to address any personal health and wellness needs.

Professional Development

- Provide staff with the information, guidance, and professional learning necessary to support virtual instructional practices, health, and safety.

Childcare

SUHSD is a secondary district which serves middle and high school students. In partnership with SDCOE and following their guidance, we are not required to provide supervision of students during school closures. Being that we have four feeder districts, we are collaborating with them to provide childcare.

Supports for Families

Another goal of the SUHSD Reopening Schools Plan is to ensure that all families have the tools, resources, and supports to feel safe and comfortable as their children return to school. Elements of this family support model include the following.

- Flexible Schooling Options
- Provide families the opportunity to choose full-time online instruction or in-person instruction with social distancing in SUHSD school buildings. Food Services
- Continue to provide meal services to students unable to attend school in person
- Training and Support
- Provide resources and training to help caregivers understand their roles in supporting students' academic success
- Technology Support
- Provide an online help desk to support students and families with technology issues.

Professional Development Plan

Professional development for teachers will be offered on July 29, 30, and 31, 2020.

Instructional Assistants - if in-person instruction in determined to be safe, IAs and IHCAs would support monitoring of students and maintain contact with students

Athletics and Activities

Athletics is very important to our student-athletes, parents and school communities. Consistently, we strive to live up to our Metropolitan Conference slogan, "Champions since 1933." At this time, amidst the severe COVID-19 global pandemic and with rising rates of COVID-19 in the communities in South County, all of our athletic facilities will remain closed, including our fields, gymnasiums, weight rooms and locker rooms. These facilities will not be available for use for any meeting, training, practice, or competition. Further, coaches are not authorized by our District to hold training or practices with student-athletes at outside venues, such as community parks or collegiate facilities, or otherwise start workouts in preparation for the upcoming sports seasons. Similarly, our Middle School Sports Program will not begin at this time.

The California Interscholastic Federation (CIF) has issued a preliminary schedule delaying the start of high school sports to mid-December 2020. As such, the Sweetwater Union High School District will continue to monitor information and guidance from federal, state and local agencies regarding opening our facilities; however, at this time, all of our District facilities will remain closed to all athletic activities.

Student activities, including athletics, are central elements to our middle school and high school programs. However, during this pandemic, all measures for health and safety are at the forefront. Student activities will not recommence until the County Public Health Department provides clear guidance that is safe to do so. When athletics and other activities do return, all state and county health protocols will be followed and enforced.

34

RESURCES

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- California Association of School Business Officers, Considerations and Best Practices for Reopening Schools.
- California Department of Education, Reopening Guidelines-- Stronger Together.
- California Department of Public Health, Guidance for Reopening.
- California Department of Public Health, COVID-19 INDUSTRY GUIDANCE: Schools and School Based Programs.
- California School Boards Association, Reopening Guide.
- Center for Disease Control, Considerations for Schools.
- Center for Disease Control, "Opening Up America", Schools (May 2020).
- San Diego County Office of Education, Safe Reopening Plan for K-12 Schools.
- San Diego County Health and Human Services Agency, Safe Reopening | Public Health Order.

"Putting Students First"

Sweetwater Union High School District "programs and activities shall be free from discrimination, harassment, intimidation and bullying against an individual or a group based on age; gender, gender identity or expression, or genetic information; sex, actual or potential parental, family, or marital status that treats students differently on the basis of sex; race, color, religion, ancestry, national origin, ethnic group identification, physical or mental disability, sexual orientation, immigration status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics."
SUHSD Board Policy 0410

Appendix A: CDC Guide Disinfecting Building-Facility, Pages 36-38

Cleaning And Disinfecting Your Facility

Everyday Steps, Steps When Someone is Sick, and Considerations for Employers

How to clean and disinfect

Wear disposable gloves to clean and disinfect.

Clean

- **Clean surfaces using soap and water.** Practice routine cleaning of frequently touched surfaces.

High touch surfaces include:

Tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, etc.

Disinfect

- Clean the area or item with soap and water or another detergent if it is dirty. Then, use a household disinfectant.

- **Recommend use of EPA-registered household disinfectant.** **Follow the instructions on the label** to ensure safe and effective use of the product.

Many products recommend:

- Keeping surface wet for a period of time (see product label)

- Precautions such as wearing gloves and making sure you have good ventilation during use of the product.

- **Diluted household bleach solutions may also be used** if appropriate for the surface. Check to ensure the product is not past its expiration date. Unexpired household bleach will be effective against coronaviruses when properly diluted.

Follow manufacturer's instructions for application and proper ventilation. Never mix household bleach with ammonia or any other cleanser.

Leave solution on the surface for **at least 1 minute**

To make a bleach solution, mix:

- 5 tablespoons (1/3rd cup) bleach per gallon of water

OR

- 4 teaspoons bleach per quart of water

- **Alcohol solutions with at least 70% alcohol.**

Soft surfaces

For soft surfaces such as **carpeted floor, rugs, and drapes**

- **Clean the surface using soap and water** or with cleaners appropriate for use on these surfaces.

cdc.gov/coronavirus

CS316248A 04/01/2020

- **Launder items** (if possible) according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely.

OR

- **Disinfect with an EPA-registered household disinfectant.** These disinfectants meet EPA's criteria for use against COVID-19.

Electronics

- For electronics, such as **tablets, touch screens, keyboards, remote controls, and ATM machines**

- Consider putting a **wipeable** cover on electronics.

- **Follow manufacturer's instruction** for cleaning and dinfecting.

  - If no guidance, **use alcohol-based wipes or sprays containing at least 70% alcohol**. Dry surface thoroughly.

Laundry

For clothing, towels, linens and other items

- **Wear disposable gloves.**

- **Wash hands with soap and water** as soon as you remove the gloves.

- **Do not shake** dirty laundry.

- Launder items according to the manufacturer's instructions. Use the **warmest appropriate water setting** and dry items completely.

- Dirty laundry from a sick person **can be washed with other people's items**.

- Clean and **disinfect clothes hampers** according to guidance above for surfaces.

Cleaning and disinfecting your building or facility if someone is sick

- **Close off areas** used by the sick person.

- **Open outside doors and windows** to increase air circulation in the area. **Wait 24 hours** before you clean or disinfect. If 24 hours is not feasible, wait as long as possible.

- Clean and disinfect **all areas used by the sick person**, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, and ATM machines.

- If **more than 7 days** since the sick person visited or used the facility, additional cleaning and disinfection is not necessary.

  - Continue routing cleaning and disinfection.

When cleaning

- **Wear disposable gloves and gowns for all tasks in the cleaning process, including handling trash.**

  - Additional personal protective equipment (PPE) might be required based on the cleaning/disinfectant products being used and whether there is a risk of splash.

  - Gloves and gowns should be removed carefully to avoid contamination of the wearer and the surrounding area.

- **Wash your hands often** with soap and water for 20 seconds.

  - Always wash immediately after removing gloves and after contact with a sick person.

- Hand sanitizer: If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains at least 60% alcohol may be used. However, if hands are visibly dirty, always wash hands with soap and water.

- **Additional key times to wash hands** include:

  - After blowing one's nose, coughing, or sneezing.
  - After using the restroom.
  - Before eating or preparing food.
  - After contact with animals or pets.
  - Before and after providing routine care for another person who needs assistance (e.g., a child).

Additional Considerations for Employers

- **Educate workers** performing cleaning, laundry, and trash pick-up to recognize the symptoms of COVID-19.

- Provide instructions **on what to do if they develop symptoms within 14 days** after their last possible exposure to the virus.

- Develop **policies for worker protection and provide training** to all cleaning staff on site prior to providing cleaning tasks.

  - Training should include when to use PPE, what PPE is necessary, how to properly don (put on), use, and doff (take off) PPE, and how to properly dispose of PPE.

- Ensure workers are **trained on the hazards of the cleaning chemicals** used in the workplace in accordance with OSHA's Hazard Communication standard (29 CFR 1910.1200).

- **Comply** with OSHA's standards on Bloodborne Pathogens (29 CFR 1910.1030), including proper disposal of regulated waste, and PPE (29 CFR 1910.132).

For facilities that house people overnight:

- Follow CDC's guidance for colleges and universities. Work with state and local health officials to determine the best way to isolate people who are sick and if temporary housing is needed.

- For guidance on cleaning and disinfecting a sick person's bedroom/bathroom, review CDC's guidance on disinfecting your home if someone is sick.

Appendix B: High and Middle Schools Computer Support Procedures, Pages 39-41

HIGH SCHOOL TECHNOLOGY DROP-OFF/PICK-UP INSTRUCTIONS

The purpose of this template is to instruct staff, students and parents on device drop-off and pick-up procedures for on-site technology assistance with one-to-one devices. The following outline will provide some basic ideas on how to implement a strategy that can be standardized among all middle school site technicians.

Scheduling Device Drop-off:
1. Students/parents requiring device assistance will need to schedule a drop-off with site technology AP or designated certificated staff and adhere to the recommended schedule below (scheduling can be documented with student name, ID number, and asset tag on a Google sheet/alternative method electronically to minimize contact).
    a. Devices being dropped-off must be limited to specific issues requiring physical attention such as:
        1. Login issues
        2. Hardware issues (will require time depending on spare devices available)
        3. Software install per teacher request and IT Director approval
        4. Cable/charger issues
        5. Physical damage hindering functionality
        6. Operating system problems
        7. New device inventory (library staff participation for charges/misc.)

Staff Protections Including Site-Staff and IT Technician
1. Devices to be dropped off at the school site designated parking lot with all passengers remaining in their vehicle.
2. Devices to be submitted with paperwork including student name, ID, and asset tag for tracking.
3. Devices will be turned in using a plastic bag, zip lock bag or cloth bag to minimize exposure.
4. Site staff handling devices will remain outside in designated areas with a table and box to receive devices. Designated staff will be required to wear facial covering and gloves when receiving devices.
5. Collected devices will be transferred to designated areas for decontamination with available sanitizing solutions recommended by the CDC.
6. Devices will then be transferred to site technicians for handling and resolution of technology issues at designated areas (main office/site tech office/library).
7. Site technicians will resolve device issues without interaction with students/parents.

Designated Drop-off Schedule:
1. Devices will be dropped off at their respective school sites during the following times: EVERY WEEK ON MONDAYS
   12:00-1:00 P.M./1:00-2:00 P.M.
   (schedule TBD pending conflicts with food distributions/miscellaneous scheduling)

Device Exchange
1. Insure all important data on device has been backed up prior to returning the device as it will not be available after return.
2. Student will receive a replacement device upon return
3. Items stored on Google Drive or One Drive will not be lost due to device exchange
4. Anything stored on the device such as photos, videos or documents on the hard drive will not be available upon return.

Communication:
1. Site administration and/or technology AP will communicate the aforementioned instructions/procedures to students and parents via preferred methods (Jupiter/Canvas/IC Messenger).
2. Post schedule on school website for easy access.

This process will be followed after schools reopen Please review this document before visiting a school site

MIDDLE SCHOOL TECHNOLOGY DROP-OFF/PICK-UP INSTRUCTIONS

The purpose of this template is to instruct staff, students and parents on device drop-off and pick-up procedures for on-site technology assistance with one-to-one devices. The following outline will provide some basic ideas on how to implement a strategy that can be standardized among all middle school site technicians.

Scheduling Device Drop-off:
1. Students/parents requiring device assistance will need to schedule a drop-off with site technology AP or designated certificated staff and adhere to the recommended schedule below (scheduling can be documented with student name, ID number, and asset tag on a Google sheet/alternative method electronically to minimize contact).
   a. Devices being dropped-off must be limited to specific issues requiring physical attention such as:
2. "iPad disabled connect to iTunes"
3. Hardware issues (will require time depending on spare devices available)
4. iPads unable to be unlocked over Air Watch
5. Cable/charger issues
6. New device inventory (library staff participation for charges/misc.)

Staff Protections Including Site-Staff and IT Technician
1. Devices to be dropped off at the school site designated parking lot with all passengers remaining in their vehicle.
2. Devices to be submitted with paperwork including student name, ID, and asset tag for tracking.
3. Devices will be turned in using a plastic bag, zip lock bag or cloth bag to minimize exposure.
4. Site staff handling devices will remain outside in designated areas with a table and box to receive devices. Designated staff will be required to wear facial covering and gloves when receiving devices.
5. Collected devices will be transferred to designated areas for decontamination with available sanitizing

solutions recommended by the CDC.

6. Devices will then be transferred to site technicians for handling and resolution of technology issues at designated areas (main office/site tech office/library).
7. Site technicians will resolve device issues without interaction with students/parents.

Designated Drop-off Schedule:
1. Devices will be dropped off at their respective school sites during the following times: EVERY WEEK ON MONDAYS
    12:00-1:00 P.M./1:00-2:00 P.M.
    (schedule TBD pending conflicts with food distributions/miscellaneous scheduling)

Device Exchange
1. Insure all important data on device has been backed up prior to returning the device as it will not be available after return.
2. Student will receive a replacement device upon return
3. Items stored on Google Drive or One Drive will not be lost due to device exchange
4. Anything stored on the device such as photos, videos or documents on the hard drive will not be available upon return.

Communication:
1. Site administration and/or technology AP will communicate the aforementioned instructions/procedures to students and parents via preferred methods (Jupiter/Canvas/IC Messenger).
2. Post schedule on school website for easy access

Appendix C: Parent-Student Device Distribution, Pages 42-48

http://www.sweetwaterschools.org

Dear Sweetwater Union High School District Parent/Guardian,

This is a seven (7) page document. Please read all sections carefully.
District devices will be issued to your student on **July 29-31**.
INTERNET CONNECTIVITY
For more information on "Internet Connectivity Resources", please go to the District's website here:
http://www.sweetwaterschools.org/students-parents/
PICK-UP PROCESS AT LOCATION

Requirements to receive a device:

1. For everyone's safety, the Return Process will be **Drive-Thru only**.
2. By picking up a student device during the distribution dates (July 29-31), you are accepting the 2020-21 Mobile Device Agreement. **The Mobile Device Agreement can be reviewed HERE.**
3. **Bring the student ID card** and write your child's name and ID number in large print on a sheet of paper that can be easily read by staff members from a distance of at least 6 feet. Place this document on the dash of your car or be prepared to show the document to staff. If you do not have the student ID card, please print out the "Student ID# Barcode" document in the link provided in the body of the e-mail that you received.
4. Please read the simple instructions on how to configure the student device at home, located here:
   ➢ **Student Device Configuration Instructions**
5. For safety considerations, we recommend that **only one person** pick up the device.
6. The device distribution will take place at selected locations (see maps attached) and it will be **drive thru only**.
7. When you arrive at the location, **please ensure you adhere to all social distancing guidelines by wearing a mask that covers your nose and mouth.** Staff will be adhering to the guidelines on social distancing and following protocols to protect everyone. **Please remain in your vehicle at all times** and follow directions for the designated car drive path. A staff member will come to your vehicle to verify your information.
8. If you have a mask or a "do-it-yourself" face covering (scarf, bandana), please wear it to the pick-up site. The County of San Diego requires a mask when you are outside of your home.
9. **Please see the date and time that corresponds to your student's school and last name on pages below. Make sure to be at the assigned location within the range of time provided to avoid any delay or traffic congestion.**
10. **All devices have been sanitized.**

Note:
If you do not have transportation for the **Drive-Thru only** to pick up your student's laptop, please send an email to studenttechsupport@sweetwatershools.org providing the following information:

➢ School where your student is attending
➢ Student first and last name
➢ Student ID#

You will be notified with an appointment date, time and location to pick up your student device.

Distribution Location
OTAY RANCH HIGH SCHOOL

WEDNESDAY, JULY 29
(7th Grade Students ONLY)
Distribution)
- ➢ BONITA VISTA MIDDLE
- ➢ EASTLAKE MIDDLE
- ➢ EAST HILLS ACADEMY
- ➢ RANCHO DEL REY MIDDLE

WEDNESDAY, JULY 29	
TIME	LAST NAME
8:00-9:00	A-D
9:00-10:00	E-L
10:00-11:00	M-P
11:00-12:00	Q-U
12:00-1:00	**NO DISTRIBUTION**
1:00-2:00	V-Z

THURSDAY, JULY 30
(9TH Grade Students ONLY)
- ➢ BONITA VISTA HIGH
- ➢ OTAY RANCH HIGH

THURSDAY, JULY 30	
TIME	LAST NAME
8:00-9:00	A-D
9:00-10:00	E-L
10:00-11:00	M-P
11:00-12:00	Q-U
12:00-1:00	**NO DISTRIBUTION**
1:00-2:00	V-Z

FRIDAY, JULY 31
(9TH Grade Students ONLY)

- ➢ EASTLAKE HIGH
- ➢ OLYMPIAN HIGH

FRIDAY, JULY 31	
TIME	LAST NAME
8:00-9:00	A-D
9:00-10:00	E-L
10:00-11:00	M-P
11:00-12:00	Q-U
12:00-1:00	**NO DISTRIBUTION**
1:00-2:00	V-Z

OTAY RANCH HIGH SCHOOL
1250 Olympic Parkway
Chula Vista, CA 91913

Distribution Location
Chula Vista Middle School

WEDNESDAY, JULY 29
(7th Grade Students ONLY)
- CASTLE PARK MIDDLE
- CHULA VISTA MIDDLE
- GRANGER JUNION HIGH
- HILLTOP MIDDLE
- NATIONAL CITY MIDDLE

WEDNESDAY, JULY 29	
TIME	LAST NAME
8:00-9:00	A-D
9:00-10:00	E-L
10:00-11:00	M-P
11:00-12:00	Q-U
12:00-1:00	NO DISTRIBUTION
1:00-2:00	V-Z

THURSDAY, JULY 30
(9TH Grade Students ONLY)

- CASTLE PARK HIGH
- CHULA VISTA HIGH
- GRANGER JUNIOR HIGH

THURSDAY, JULY 30	
TIME	LAST NAME
8:00-9:00	A-D
9:00-10:00	E-L
10:00-11:00	M-P
11:00-12:00	Q-U
12:00-1:00	NO DISTRIBUTION
1:00-2:00	V-Z

FRIDAY, JULY 31
(9TH Grade Students ONLY)

- HILLTOP HIGH
- OPTION SECONDARY
- SPECIAL ED.
- SWEETWATER HIGH

FRIDAY, JULY 31	
TIME	LAST NAME
8:00-9:00	A-D
9:00-10:00	E-L
10:00-11:00	M-P
11:00-12:00	Q-U
12:00-1:00	NO DISTRIBUTION
1:00-2:00	V-Z

CHULA VISTA MIDDLE SCHOOL MAP
415 Fifth Avenue
Chula Vista, CA 91910

Distribution Location
SOUTHWEST HIGH SCHOOL

WEDNESDAY, JULY 29
(7th Grade Students ONLY)
- MAR VISTA ACADEMY
- MONTGOMERY MIDDLE
- SOUTHWEST MIDDLE

WEDNESDAY, JULY 29	
TIME	LAST NAME
8:00-9:00	A-D
9:00-10:00	E-L
10:00-11:00	M-P
11:00-12:00	Q-U
12:00-1:00	NO DISTRIBUTION
1:00-2:00	V-Z

THURSDAY, JULY 30
(9TH Grade Students ONLY)
- INDEPENDENT STUDY
- MAR VISTA HIGH
- SOUTHWEST HIGH

THURSDAY, JULY 30	
TIME	LAST NAME
8:00-9:00	A-D
9:00-10:00	E-L
10:00-11:00	M-P
11:00-12:00	Q-U
12:00-1:00	NO DISTRIBUTION
1:00-2:00	V-Z

FRIDAY, JULY 31
(9TH Grade Students ONLY)
- MONTGOMERY HIGH
- SAN YSIDRO HIGH

FRIDAY, JULY 31	
TIME	LAST NAME
8:00-9:00	A-D
9:00-10:00	E-L
10:00-11:00	M-P
11:00-12:00	Q-U
12:00-1:00	NO DISTRIBUTION
1:00-2:00	V-Z

SOUTHWEST HIGH SCHOOL
1685 Hollister Street
San Diego, CA 92154

Appendix D: Staff Allocation Distribution Plan, Pages 49-66

2019-20 END OF SCHOOL DEVICE COLLECTION PLAN

Return Location
OTAY RANCH HIGH SCHOOL

Staff Arriving Time: 7:00 a.m.

WEDNESDAY, JULY 29
(iPad Distribution)
➢ BONITA VISTA MIDDLE
➢ EASTLAKE MIDDLE
➢ EAST HILLS ACADEMY
➢ RANCHO DEL REY MIDDLE

WEDNESDAY, JULY 29	
TIME	LAST NAME
8:00-9:00	A-D
9:00-10:00	E-L
10:00-11:00	M-P
11:00-12:00	Q-U
12:00-1:00	NO DISTRIBUTION
1:00-2:00	V-Z

THURSDAY, JULY 30
(Laptop Distribution)
➢ BONITA VISTA HIGH
➢ OTAY RANCH HIGH

THURSDAY, JULY 30	
TIME	LAST NAME
8:00-9:00	A-D
9:00-10:00	E-L
10:00-11:00	M-P
11:00-12:00	Q-U
12:00-1:00	NO DISTRIBUTION
1:00-2:00	V-Z

FRIDAY, JULY 31
(Laptop Distribution)
➢ EASTLAKE HIGH
➢ OLYMPIAN HIGH

L

FRIDAY, JULY 31	
TIME	LAST NAME
8:00-9:00	A-D
9:00-10:00	E-L
10:00-11:00	M-P
11:00-12:00	Q-U
12:00-1:00	NO DISTRIBUTION
1:00-2:00	V-Z

<div align="center">

ORH-STATION DUTIES

Staff Arriving Time: 7:00 a.m.

(Keep 6ft. distance from each other at all times)

</div>

Station #1 (Traffic Control). Confirm parent/student is there to pick up a device.

Station #2 (Screening).

- Have the MDT options Assign Device (Individual), Device History and Student/Staff Activity ready.
- Make sure that a piece of paper with the student's information is on the dash of the car. If parent does not have this information, please provide it.
- Enter the student information in the Assign Device (Individual) and confirm/do the following:
  - Parent/student has the school ID card.
  - Student information matches with the information on the dash of the car.
  - Verify that the Mobile Device Agreement is accepted.

> **Assign Device (individual)**
> It includes also check-out to site, staff, and students
> ✅ 2019-2020 MOBILE DEVICE AGREEMENT ACCEPTED, HOWEVER STUDENT OPTED-OUT ON 01/28/2020
> Staff/Student STUDENT ▾
> Student # 1560980

> **Assign Device (individual)**
> It includes also check-out to site, staff, and students
> ✅ 2019-2020 MOBILE DEVICE AGREEMENT ACCEPTED
> Staff/Student STUDENT ▾
> Student # 1574137

  - If parent did not accept the Mobile Device Agreement, you will see one of the messages: MOBILE DEVICE AGREEMENT HAS NOT BEEN ACCEPTED, **OPTED FOR USE OF PERSONAL DEVICE (please confirm this information)**, or OLR APPLICATION INCOMPLETE OR STUDENT NOT ENROLLED YET. See below.

> **Assign Device (individual)**
> It includes also check-out to site, staff, and students
> ✋ 2019-2020 MOBILE DEVICE AGREEMENT HAS NOT BEEN ACCEPTED
> Staff/Student STUDENT ▾
> Student # 1581206

  - If the agreement has not been accepted, please provide one to the parent, so they can fill it out while they are in line at station #4.
  - **Blue Tape.** Place a piece of blue tape on the windshield only to the cars that **DID NOT** meet all requirements to receive a device. For example, the cars of parents that did not accept the agreement before the deployment. Check-Out stations will know that they need to ask/receive a signed agreement. Direct all cars to the Check-Out Station (station #4)

o Please send parents/students with questions **not** related to device distribution or with other issues to station #3 and <u>keep screening cars</u>.

Station #3 (Traffic and Assistance Area). As needed, the supervisor will assist parents/students with questions/concerns. Cars will be directed to station #4 or to the exit.

Station #4 (Check-out Area). IT and AJ staff will be checking-out the devices by performing the following steps:

- Wednesday, July 29 iPads will be distributed, but 100 laptops must be available.
- July 30 and 31, laptops will be distributed, but 200 iPads per day must be available.
- Cars were screened at station #2. <mark>Cars **with blue tape** on the windshield **DID NOT meet all the requirements to receive a device**</mark>. Cars with a blue tape, most likely need to turn in the agreement (have pens or pencils ready).
- Remove blue tape from the windshield (if any).
- Use the "Assign Device-individual" option to scan the ID card (student information will be displayed, make sure it matches the student's information in the ID card or paper with the student information).
- When agreement is turned-in at the moment of the check-out, please check the box (see below) to check out the iPad and add a note if necessary.

- After Device is checked-out, direct the parent/student to the exit.
- Arey Jones Technicians will be supplying all tables (check-out stations) with devices (asset tag visible and easy to scan), chargers and assisting with traffic (if necessary).

.

OTAY RANCH SCHOOL
Suggested Staff Rotation

Administrator-Mr. David Delacalzada

Staff Arriving Time: 7:00 a.m.

STATION #1. Traffic Control

Roland Medina
Kevin A.

STATION #2. Screening

Francisco B.
Bremer
Denisse
Roland B.

STATION #3. Traffic and Assistance Area

Roland Medina (as needed)
Ezequiel E.

STATION #4. Check-In Area

James P.
David A.
Steve D.
David E.
Charles F.
Juan I.
James D.
Arey Jones Tech.
Arey Jones Tech.
Arey Jones Tech.
Arey Jones Tech.

LUNCH 11:00-12:00

Arey Jones Tech.
Arey Jones Tech.
Bremer
Charles F.
David A.
Francisco B.
James P.
Kevin A.

LUNCH 12:00-1:00

Arey Jones Tech
Arey Jones Tech.
David E.
Denisse
Ezequiel E.
James D.
Juan I.
Roland B.
Roland Medina
Steve D.

OTAY RANCH HIGH SCHOOL

SUPPLIES

Supplies will be delivered a day before

<mark>One of the canopies in station #4 should be used to cover the devices from the sun.</mark>

STATIONS	CANOPIES	RADIOS	TABLES	CHAIRS	PYLONS	BLUE TAPE	TRAFFIC VEST	SCANNERS	IT LAPTOPS	HOTSPOT	MOBILE DEVICE AGREEMENT	BOX TO PLACE AGREEMENTS	EXTENSION CORD	POWER STRIP	TAPE GUN	SHIPPING TAPE	GLOVES (BOX)	MASK (BOX)	SPRAY BOTTLE OF ALCOHOL	CLOROX WIPIES	REAM OF WHITE PAPER	PEN	PENCIL (BOX)	NOTEPAD	SHARPIE	COPY OF THE PLAN	COOLER	WATER (CASE)	ICE
STATION #1. Traffic	1	1	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
STATION #2. Screening	2	1	3	4	15	4	0	4	6	1	300	1	1	2	0	0	1	1	1	1	1	8	1	2	6	1	0	0	0
STATION #3. Traffic/Assistance	1	1	0	0	15	0	1	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
STATION #4. Check Out	7	1	7	11	0	0	0	7	14	0	0	1	1	3	1	2	1	1	1	1	0	8	1	2	6	1	1	3	1
	11	4	10	17	30	4	3	11	20	1	300	2	4	5	1	2	2	2	2	2	1	16	2	4	12	3	1	3	1

Others we need to confirm:

➢ Keys (to specified rooms)
➢ Gates Open
➢ Barriers Removed
➢ Bathrooms- (gym-soap and paper)
➢ Water
➢ Storage room
➢ Tables and chairs
➢ Pylons
➢ 1 Cooler and ice

OTAY RANCH HIGH SCHOOL

Return Location
Chula Vista Middle School

Staff Arriving Time: 7:00 a.m.

WEDNESDAY, JULY 29
(iPad Distribution)
- CASTLE PARK MIDDLE
- CHULA VISTA MIDDLE
- GRANGER JUNION HIGH
- HILLTOP MIDDLE
- NATIONAL CITY MIDDLE

WEDNESDAY, JULY 29	
TIME	LAST NAME
8:00-9:00	A-D
9:00-10:00	E-L
10:00-11:00	M-P
11:00-12:00	Q-U
12:00-1:00	NO DISTRIBUTION
1:00-2:00	V-Z

THURSDAY, JULY 30
(Laptop Distribution)
- CASTLE PARK HIGH
- CHULA VISTA HIGH
- GRANGER JUNIOR HIGH

THURSDAY, JULY 30	
TIME	LAST NAME
8:00-9:00	A-D
9:00-10:00	E-L
10:00-11:00	M-P
11:00-12:00	Q-U
12:00-1:00	NO DISTRIBUTION
1:00-2:00	V-Z

FRIDAY, JULY 31
(Laptop Distribution)
- HILLTOP HIGH
- OPTION SECONDARY
- SPECIAL ED.
- SWEETWATER HIGH

FRIDAY, JULY 31	
TIME	LAST NAME
8:00-9:00	A-D
9:00-10:00	E-L
10:00-11:00	M-P
11:00-12:00	Q-U
12:00-1:00	NO DISTRIBUTION
1:00-2:00	V-Z

CHULA VISTA MIDDLE-STATIONS DUTIES
Staff Arriving Time: 7:00 a.m.

(Keep 6ft. distance from each other at all times)

Station #1 (Traffic Control). Confirm parent/student is there to pick up a device.

Station #2 (Traffic Control/Assistance Area).

- Have the MDT options Assign Device (Individual), Device History and Student/Staff Activity ready.
- Make sure that a piece of paper with the student's information is on the dash of the car. If parent does not have this information, please provide it.
- Enter the student information in the Assign Device (Individual) and confirm/do the following:
  - Parent/student has the school ID card.
  - Student information matches with the information on the dash of the car.
  - Verify that the Mobile Device Agreement is accepted.

Assign Device (individual)
It includes also check-out to site, staff, and students
✅ 2019-2020 MOBILE DEVICE AGREEMENT ACCEPTED, HOWEVER STUDENT OPTED-OUT ON 01/28/2020
Staff/Student STUDENT ▼
Student # 1560980

Assign Device (individual)
It includes also check-out to site, staff, and students
✅ 2019-2020 MOBILE DEVICE AGREEMENT ACCEPTED
Staff/Student STUDENT ▼
Student # 1574137

- If parent did not accept the Mobile Device Agreement, you will see one of the messages: MOBILE DEVICE AGREEMENT HAS NOT BEEN ACCEPTED, **OPTED FOR USE OF PERSONAL DEVICE (please confirm this information)**, or OLR APPLICATION INCOMPLETE OR STUDENT NOT ENROLLED YET. See below.

Assign Device (individual)
It includes also check-out to site, staff, and students
✋ 2019-2020 MOBILE DEVICE AGREEMENT HAS NOT BEEN ACCEPTED
Staff/Student STUDENT ▼
Student # 1581206

- If the agreement has not been accepted, please provide one to the parent, so they can fill it out while they are in line at station #4.

- **Blue Tape.** Place a piece of blue tape on the windshield only to the cars that **DID NOT** meet all requirements to receive a device. For example, the cars of parents that did not accept the agreement before the deployment. Check-out stations will know that they need to ask/receive a signed agreement. Direct all cars to the Check-Out Station (station #4).
- Please send parents/students with questions **not** related to device distribution or with other issues to station #3 and keep screening cars.

Station #3 (Traffic Control). Staff will direct cars to station #4 and direct cars to the exit when necessary.

Station #4 (Check-out Area). IT and AJ staff will be checking-out the devices by performing the following steps:

- Wednesday, July 29 iPads will be distributed, but 100 laptops must be available.
- July 30 and 31, laptops will be distributed, but 200 iPads per day must be available.
- Cars were screened at station #2. Cars **with blue tape** on the windshield **DID NOT meet all the requirements to receive a device**. Cars with a blue tape, most likely need to turn in the agreement (have pens or pencils ready).
- Remove blue tape from the windshield (if any).
- Use the "Assign Device-individual" option to scan the ID card (student information will be displayed, make sure it matches the student's information in the ID card or paper with the student information).
- When agreement is turned-in at the moment of the check-out, please check the box (see below) to check out the iPad and add a note if necessary.

- After Device is checked-out, direct the parent/student to the exit.
- Arey Jones Technicians will be supplying all tables with devices (asset tag visible and easy to scan), chargers and assisting with traffic (if necessary).

Station #5 (Traffic Control). Staff will direct cars to the exit.

CHULA VISTA MIDDLE SCHOOL
Suggested Staff Rotation

<mark>Wednesday, July 29, Thursday, July 30 and Friday, July 319</mark>
Administrator-Mr. David Delacalzada

Staff Arriving Time: 7:00 a.m.

STATION #1. Traffic control

Darren S.
Arey Jones (Lunch at 11)

STATION #2. Screening

Becky M.
Jonathan
Brad E.

STATION #3. Traffic

Arey Jones (Lunch at 12)

STATION #4. Check-in Area

Chirs D.
Chris G.
Eddie G.
Eric C.
Arey Jones (lunch at 11)
Arey Jones (Lunch at 12)
Arey Jones (Lunch at 12)

STATION #5. Traffic Control

Arey Jones (Lunch at 11)
Steve P.
Arey Jones (Lunch at 12)

LUNCH 11:00-12:00

Arey Jones
Arey Jones
Arey Jones
Chirs D.
Chris G.
Jonathan

LUNCH 12:00-1:00

Arey Jones
Arey Jones
Arey Jones
Arey Jones
Becky M.
Brad E.
Darren S.
Eddie G.
Eric C.
Steve P.

CHULA VISTA MIDDLE SUPPLIES

<mark>One of the canopies in station #4 should be used to cover the devices from the sun.</mark>

STATIONS	CANOPIES	RADIOS	TABLES	CHAIRS	PYLONS	BLUE TAPE	TRAFFIC VEST	SCANNERS	IT LAPTOPS	HOTSPOT	MOBILE DEVICE AGREEMENT	BOX TO PLACE AGREEMENTS	EXTENSION CORD	POWER STRIP	TAPE GUN	SHIPPING TAPE	GLOVES (BOX)	MASK (BOX)	SPRAY BOTTLE OF ALCOHOL	CLOROX WIPIES	REAM OF WHITE PAPER	PEN	PENCIL (BOX)	NOTEPAD	SHARPIE	COPY OF THE PLAN	COOLER	WATER (CASE)	ICE
STATION #1. Traffic	1	1	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
STATION #2. Screening/Assistance	2	1	2	3	10	4	0	3	6	0	0	1	1	2	0	0	1	1	1	0	1	8	1	2	6	1	0	0	0
STATION #3. Traffic	0	1	0	0	10	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
STATION #4. Check-Out	5	1	7	6	15	0	0	4	8	0	300	1	2	3	1	2	1	1	1	1	0	8	1	2	6	1	1	3	1
STATION #5. Traffic	1	1	0	3	10	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
	9	5	9	14	45	4	6	7	14	0	300	2	3	5	1	2	2	2	2	1	1	16	2	4	12	5	1	3	1

Others we need to confirm:

➢ Gates Open
➢ Bathrooms
➢ Water
➢ Storage room
➢ Tables and chairs
➢ Pylons
➢ Staff Parking lot

CHULA VISTA MIDDLE SCHOOL MAP

RETURN LOCATION
SOUTHWEST HIGH SCHOOL

Staff Arriving Time: 7:00 a.m.

WEDNESDAY, JULY 29
(IPad Distribution)
➢ MAR VISTA ACADEMY
➢ MONTGOMERY MIDDLE
➢ SOUTHWEST MIDDLE

WEDNESDAY, JULY 29	
TIME	LAST NAME
8:00-9:00	A-D
9:00-10:00	E-L
10:00-11:00	M-P
11:00-12:00	Q-U
12:00-1:00	NO DISTRIBUTION
1:00-2:00	V-Z

THURSDAY, JULY 30
(Laptop Distribution)
➢ INDEPENDENT STUDY
➢ MAR VISTA HIGH
➢ SOUTHWEST HIGH

THURSDAY, JULY 30	
TIME	LAST NAME
8:00-9:00	A-D
9:00-10:00	E-L
10:00-11:00	M-P
11:00-12:00	Q-U
12:00-1:00	NO DISTRIBUTION
1:00-2:00	V-Z

FRIDAY, JULY 31
(Laptop Distribution)
➢ MONTGOMERY HIGH
➢ SAN YSIDRO HIGH

FRIDAY, JULY 31	
TIME	LAST NAME
8:00-9:00	A-D
9:00-10:00	E-L
10:00-11:00	M-P
11:00-12:00	Q-U
12:00-1:00	NO DISTRIBUTION
1:00-2:00	V-Z

SOUTHWEST HIGH SCHOOL

STATION DUTIES
Staff Arriving Time: 7:00 a.m.
(Keep 6ft. distance from each other at all times)

Station #1 (Traffic Control). Confirm parent/student is there to pick up a device. If necessary, staff parking lot can be used.

Station #2 (Traffic Control). Staff will not allow incoming traffic from North to South to make a left turn.

Station #3 (Screening/Assistance Area).

- Have the MDT options Assign Device (Individual), Device History and Student/Staff Activity ready.
- Make sure that a piece of paper with the student's information is on the dash of the car. If parent does not have this information, please provide it.
- Enter the student information in the Assign Device (Individual) and confirm/do the following:
    o Parent/student has the school ID card.
    o Student information matches with the information on the dash of the car.
    o Verify that the Mobile Device Agreement is accepted.

Assign Device (individual)
It includes also check-out to site, staff, and students
✅ 2019-2020 MOBILE DEVICE AGREEMENT ACCEPTED, HOWEVER STUDENT OPTED-OUT ON 01/28/2020
Staff/Student STUDENT ▼
Student # 1560980

Assign Device (individual)
It includes also check-out to site, staff, and students
✅ 2019-2020 MOBILE DEVICE AGREEMENT ACCEPTED
Staff/Student STUDENT ▼
Student # 1574137

    o If parent did not accept the Mobile Device Agreement, you will see one of the messages: MOBILE DEVICE AGREEMENT HAS NOT BEEN ACCEPTED, **OPTED FOR USE OF PERSONAL DEVICE (please confirm this information)**, or OLR APPLICATION INCOMPLETE OR STUDENT NOT ENROLLED YET. See below.

Assign Device (individual)
It includes also check-out to site, staff, and students
✋ 2019-2020 MOBILE DEVICE AGREEMENT HAS NOT BEEN ACCEPTED
Staff/Student STUDENT ▼
Student # 1581206

- o If the agreement has not been accepted, please provide one to the parent, so they can fill it out while they are in line at station #4.

- o **Blue Tape.** Place a piece of blue tape on the windshield only to the cars that **DID NOT** meet all requirements to receive a device. For example, the cars of parents that did not accept the agreement before the deployment. Check-out stations will know that they need to ask/receive a signed agreement. Direct all cars to the Check-Out Station (station #4).

- o Please send parents/students with questions **not** related to device distribution or with other issues to station #3 and keep screening cars.

Station #4 (Check-out Area). IT and AJ staff will be checking-out the devices by performing the following steps:

- Wednesday, July 29 iPads will be distributed, but 100 laptops must be available.
- July 30 and 31, laptops will be distributed, but 200 iPads per day must be available.
- Cars were screened at station #2. Cars **with blue tape** on the windshield **DID NOT meet all the requirements to receive a device**. Cars with a blue tape, most likely need to turn in the agreement (have pens or pencils ready).
- Remove blue tape from the windshield (if any).
- Use the "Assign Device-individual" option to scan the ID card (student information will be displayed, make sure it matches the student's information in the ID card or paper with the student information).
- When agreement is turned-in at the moment of the check-out, please check the box (see below) to check out the iPad and add a note if necessary.

- After Device is checked-out, direct the parent/student to the exit.

- Arey Jones Technicians will be suppling all tables with devices (asset tag visible and easy to scan), chargers and assisting with traffic (if necessary).

Station #5 (Traffic Control). Only right turn to exit.

SOUTHWEST HIGH SCHOOL
Suggested Staff Rotation

Administrator-Mr. David Delacalzada

STATION #1. Traffic Control

Allan R.
Todd B.

STATION #2. Traffic Control

Brandon
Bettina G.
Arey Jones (Lunch at 12)

STATION #3. Screening

Nathan H.
Rolando E.
Emigdio

STATION #4. Check-Out

Zachary D
Ignacio Z.
Jose S.
Ezequiel E.
Arey Jones (Lunch at 11)
Arey Jones (Lunch at 12)

STATION #5. Traffic Control

Jerry J.
Martha P.
Arey Jones (Lunch at 12)

LUNCH 11:00-12:00

Arey Jones (Lunch at 11)
Bettina G.
Ignacio Z.
Martha P.
Nathan H.
Todd B.
Zachary D

LUNCH 12:00-1:00

Allan R.
Arey Jones (Lunch at 12)
Arey Jones (Lunch at 12)
Arey Jones (Lunch at 12)
Emigdio
Ezequiel E.
Jerry J.
Jose S.
Martha P.
Rolando E.

SOUTHWEST HIGH SCHOOL
SUPPLIES

Supplies will be delivered a day before

<mark>One of the canopies in station #4 should be used to cover the devices from the sun.</mark>

STATIONS	CANOPIES	RADIOS	TABLES	CHAIRS	PYLONS	BLUE TAPE	TRAFFIC VEST	SCANNERS	IT LAPTOPS	HOTSPOT	MOBILE DEVICE AGREEMENT	BOX TO PLACE AGREEMENTS	EXTENSION CORD	POWER STRIP	TAPE GUN	SHIPPING TAPE	GLOVES (BOX)	MASK (BOX)	SPRAY BOTTLE OF ALCOHOL	CLOROX WIPIES	REAM OF WHITE PAPER	PEN	PENCIL (BOX)	NOTEPAD	SHARPIE	COPY OF THE PLAN	COOLER	WATER (CASE)	ICE
STATION #1. Traffic	1	1	0	2	10	0	2	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0
STATION #2. Traffic	1	1	0	3	15	0	3	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0
STATION #3. Screening/Assistance	2	1	2	3	10	3	0	3	6	2	300	1	2	3	0	1	1	1	1	1	1	5	1	1	3	1	0	0	0
STATION #4. Check-Out	4	1	0	6	10	0	0	4	8	0	0	1	2	3	1	0	1	1	1	1	0	0	1	1	3	1	1	3	1
STATION #5. Traffic	1	1	0	3	10	0	3	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0
	9	5	2	17	55	3	8	7	14	2	300	2	4	6	1	1	2	2	5	2	1	5	2	2	6	5	1	3	1

Others we need to confirm:

➢ Gates Open
➢ Bathrooms
➢ Water
➢ Storage room
➢ Tables and chairs
➢ Pylons
➢ Staff Parking lot

SOUTHWEST HIGH SCHOOL

STATION #1 TRAFFIC

STATION #4 CHECKOUT

STATION #3 SCREENING/ASSISTANCE

#5 TRAFFIC-RIGHT TURN ONLY

#2 TRAFFIC

NO LEFT TURN

HOLLISTER ST.