



Return to **SCHOOL**

2020-21
REOPENING PLAN



Staci Muckelvane Holt

Thank you for all your hard work and dedication to learning "no matter what" 😊 the teachers and staff at San O are truly first class!

Love · Reply · Message · 7h



Ok muchas gracias



Lucy Larsen

Honestly all you teachers are amazing! We are so excited to have Mrs. Bowman teaching our first grader!!

Like · Reply · Message · 11h

Like · Reply · Message · 1d



Ashley Bruffy

Sano Elem awesome! Thank you!

Like · Reply · Message · 1d



Kourtney Lucy

Thank you so much MEE teachers and administrators!!!

Like · Reply · Message · 1h



Jennifer Weddel Montgomery

We have the most amazing teachers!! I am in awe of you all.

Like · Reply · Message · 13h



Jessica Ortiz

It was challenging but, our teachers rock!!!!!! We got this!

Like · Reply · Message · 12h

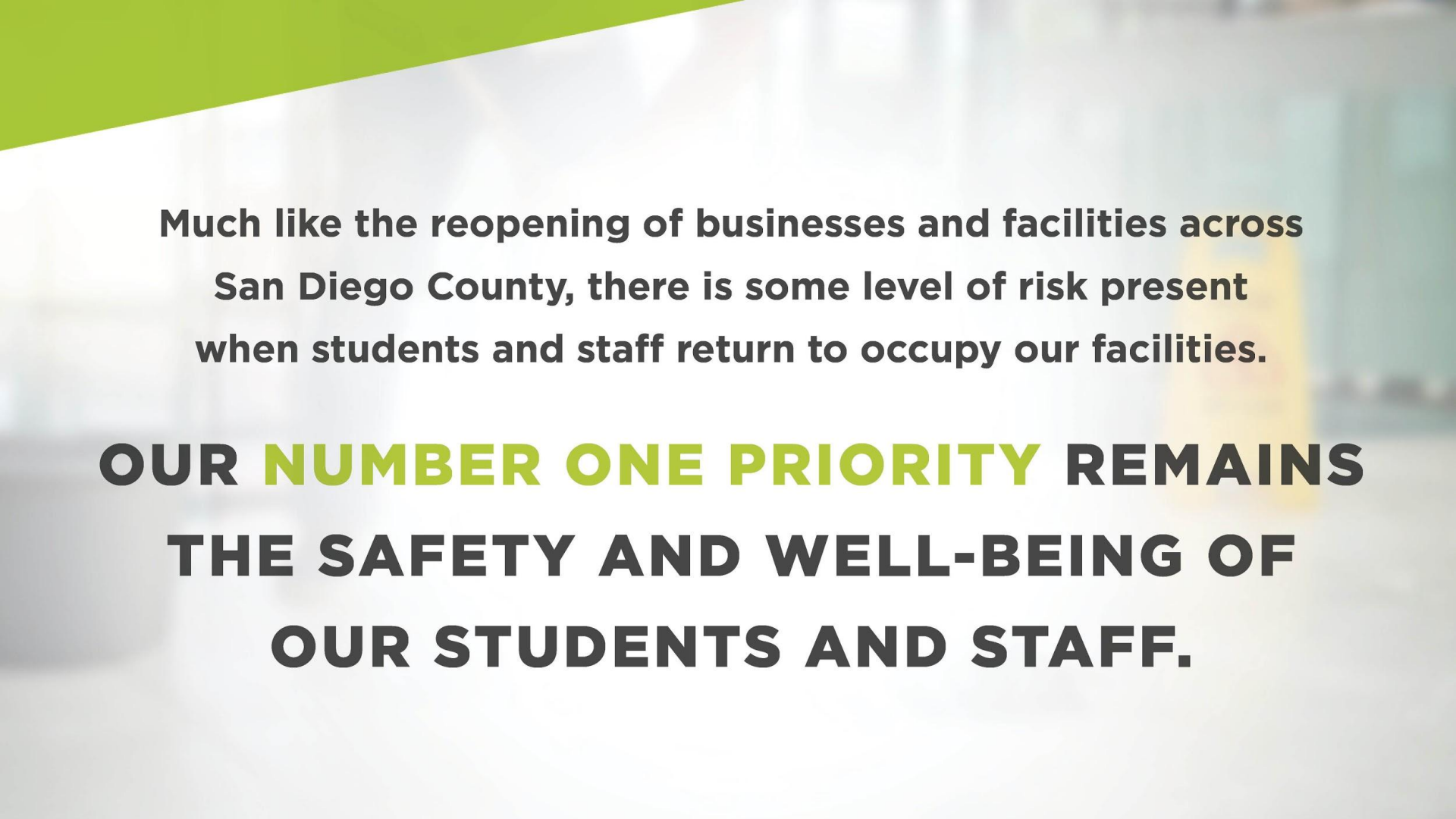


**Thank You
FUESD FAMILIES!**

A blurred, grayscale background image of Albert Einstein's face, looking slightly to the right. The image is out of focus, with his features softened. A solid green diagonal shape cuts across the bottom right corner of the image.

**“In the middle of difficulty
lies opportunity.”**

**ALBERT
EINSTEIN**



Much like the reopening of businesses and facilities across San Diego County, there is some level of risk present when students and staff return to occupy our facilities.

**OUR NUMBER ONE PRIORITY REMAINS
THE SAFETY AND WELL-BEING OF
OUR STUDENTS AND STAFF.**

REOPENING FUESD SCHOOLS

OUR VALUES AND COMMITMENTS



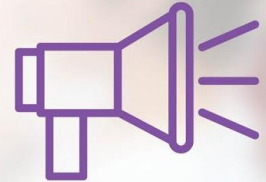
**FOLLOW
PUBLIC HEALTH
GUIDELINES**



**SUPPORT
SOCIAL AND
EMOTIONAL
HEALTH**



**CREATE
EFFECTIVE
LEARNING
SYSTEMS**



**PROVIDE
COMMUNICATION
AND ENGAGEMENT**

OUR SCHOOL REOPENING PRIORITIES



INSTRUCTION

Student engagement and options for learning models.



WELLNESS

Counseling, social and emotional learning and safety measures.



FACILITIES

Cleaning, disinfection and other safety protocols.



OPERATIONS

General guidelines, transportation, and visitors.



COMMUNICATION

Communication, outreach and coordination.



INSTRUCTION



WELCOME BACK TO IN-PERSON LEARNING OCT. 5TH

TWO CHOICES

BLENDED LEARNING

- Combination of face-to-face and distance learning
- 2 days at school / 3 days at home
- M/W or T/Th A/B schedules
- Blend of real-time learning with teacher and independent learning
- Extra support for students most in need
- Contact with classroom teachers everyday

100% ONLINE LEARNING

- Daily instruction/work for all students required
- Blend of real-time learning with teacher and independent learning
- Continued tech support to ensure student access
- Extra support for students who need it most



ON CAMPUS TWO DAYS A WEEK

MODIFIED SCHEDULE

Slightly shortened schedule to allow for staggered start and ending times, breaks and avoiding large groupings.

DROP OFF AND PICK UP PROTOCOLS

Site-specific entry and exit points to avoid potential over crowding.

CONNECTEDNESS

Opportunities for students to engage with one another and further develop social skills.

PROTECTIVE MEASURES

Physical distancing, advanced sanitation, wellness screenings and face coverings required.



AT HOME THREE DAYS A WEEK

SOCIAL EMOTIONAL SUPPORT

- Prioritize social emotional learning to provide support for all students
- Maintain a safe and inclusive virtual classroom community

STUDENT ENGAGEMENT

- Structured schedule to support access, engagement, and academic achievement
- Multiple daily check-ins with teachers

TECHNOLOGY SUPPORT

- Continue to ensure that all students have access to technology infrastructure and devices that support learning at home
 - Family support on use of technology to support student learning and engagement

BLENDED LEARNING A/B WEEKLY SCHEDULES

Blended learning schedules have been built to create a safe classroom and school environment for face-to-face learning.

Families with students attending multiple schools
will be assigned the same A or B group schedules.

**STUDENTS WILL RECEIVE THEIR SCHEDULES
THE WEEK OF SEPTEMBER 21ST.**

SYNCHRONOUS LEARNING

Real Time with the Teacher (in-person or online)

- Students learn at the same time and at a scheduled time
- Requires students and teachers to be online at the same time
 - Direct interaction between teachers and students
 - Allows for instant feedback
- Check-ins, Q&A, discussions and instruction in an online setting

ASYNCHRONOUS LEARNING

Independent Learning (On your own at home)

- More flexible schedule
- Teacher assigned tasks related to essential standards covered during in-class time
 - Teachers provide materials (videos, activities, etc.) that can be accessed at any time
- Feedback is provided to the student through Google Classroom or email



BLENDDED LEARNING TK-6 A/B WEEKLY SCHEDULE

Students will be assigned to either Group “A” or “B” with the goal being to schedule students of the same family in the same group.

	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	At School <i>In-Person Instruction</i>	At Home <i>At-Home Learning</i>	At School <i>In Person Instruction</i>	At Home <i>At-Home Learning</i>	At Home <i>At-Home Learning with the Whole Class</i>
Group B	At Home <i>At-Home Learning</i>	At School <i>In Person Instruction</i>	At Home <i>At-Home Learning</i>	At School <i>In Person Instruction</i>	At Home <i>At-Home Learning with the Whole Class</i>

TK-6 SAMPLE WEEKLY SCHEDULE

AT-SCHOOL LEARNING SCHEDULE

8:30-9:15	Jumping into Our Day Attendance, Morning Meeting, SEL Jumping into English Language Arts/English Language Development
9:15-10:15	English Language Arts Small Group Differentiated Instruction
10:15-10:35	Recess/Super Snack
10:35-11:00	Jumping into Mathematics
11:00-11:50	Mathematics Small Group Differentiated Instruction
11:50-12:05	Student Interest/Choice Coaching Making connections to student voice and choice project criteria and skills needed to support independent learning and personal effectiveness
12:05-12:50	Project learning connections to Science/Social Studies Personalized Learning Project Time Lessons/Intervention/Extension
12:50	Dismissal Grab & Go Lunch
1:50-2:10	Additional Parent/Student Support (Office Hours)
2:10-2:35 Student Logs into Google Meet (Synchronous)	ONLINE LEARNING PE/Library Lessons Intervention/Extension Personalized Learning Project Time

AT-HOME LEARNING SCHEDULE

8:30-9:15 Student Logs into Google Meet (Synchronous)	Jumping into Our Day Attendance, Morning Meeting, SEL Jumping into English Language Arts/English Language Development
9:15-10:15 Independent Work at Home	Independent Work at Home English Language Arts/English Language Development <i>Personalized Learning/Interest Based</i> Reading/Research, Writing, Skill Practice, Video/Modeled Instruction, Computer Adaptive Practice Time
10:15-10:35	Snack Time & Exercise
10:35-11:00 Student Logs into Google Meet (Synchronous)	Jumping into Mathematics
11:00-11:50 Independent Work at Home	Independent Work at Home Mathematics <i>Personalized Learning/Interest Based</i> Video/Modeled Instruction, Skill Practice, Math Journals, Problem Solving, Math Challenges, Computer Adaptive Practice Time
11:50-12:05 Student Logs into Google Meet (Synchronous)	Synchronous-Student Logs Into Google Meet with Teacher Student Interest/Choice Coaching Making connections to student voice and choice project criteria and skills needed to support independent learning and personal effectiveness
12:05-12:50 Independent Work at Home	Independent Work at Home Project learning connections to Science/Social Studies Personalized Learning Project Time
12:50	Lunch & Exercise
1:50-2:10	Additional Parent/Student Support (Office Hours)
2:10-2:35 Student Logs into Google Meet (Synchronous)	ONLINE LEARNING PE/Library Lessons Intervention/Extension Personalized Learning Project Time



BLENDED LEARNING 7-8 A/B WEEKLY SCHEDULE

Students will be assigned to either Group “A” or “B” with the goal being to schedule students of the same family in the same group.

	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	Periods 1, 3, and 5 <i>In-Person Instruction</i>	Periods 1, 3, and 5 <i>At-Home Learning</i>	Periods 2, 4, and 6 <i>In-Person Instruction</i>	Periods 2, 4, and 6 <i>At-Home Learning</i>	Periods 1-6 <i>At-Home Learning</i>
Group B	Periods 1, 3, and 5 <i>At-Home Learning</i>	Periods 1, 3, and 5 <i>In Person Instruction</i>	Periods 2, 4, and 6 <i>At-Home Learning</i>	Periods 2, 4, and 6 <i>In-Person Instruction</i>	Periods 1-6 <i>At-Home Learning</i>

7-8 SAMPLE WEEKLY SCHEDULE

AT-SCHOOL LEARNING SCHEDULE

8:00-9:30	Instructional Block Small Group Differentiated Instruction
9:30-9:50	Nutrition Break-Super Snack
9:50-11:20	Instructional Block Small Group Differentiated Instruction
11:20-11:30	Passing Period
11:30-1:00	Instructional Block Small Group Differentiated Instruction
1:00	Dismissal Grab & Go Lunch
1:40-2:00	Computer Adaptive Practice Time Independent Work Time
2:00-2:30	Additional Parent/Student Support (Office Hours)

AT-HOME LEARNING SCHEDULE

8:00-8:20	Student Logs into Google Meet (Synchronous)
8:20-9:30	Independent Work at Home Personalized Learning/Interest Based Video Instruction, Skill Practice, Computer Adaptive Practice
9:30-9:50	Nutrition Break - Exercise
9:50-10:10	Student Logs into Google Meet (Synchronous)
10:10-11:20	Independent Work at Home Personalized Learning/Interest Based Video Instruction, Skill Practice, Computer Adaptive Practice
11:20-11:30	Break
11:30-11:50	Student Logs into Google Meet (Synchronous)
11:30-1:00	Independent Work at Home Personalized Learning/Interest Based Video Instruction, Skill Practice, Computer Adaptive Practice
1:00-1:40	Lunch & Exercise
1:40-2:00	Distance Learning Check In (as needed) Whole Group/Small Group/Individual
2:00-2:30	Additional Parent/Student Support (Office Hours)



**BOYS & GIRLS CLUBS
OF AMERICA
DAYCAMPS**

**FUESD has worked with the Boys and Girls Club to create a low
to no-cost DayCamp to support parents in need of childcare.**

BGCNORTHCOUNTY.ORG | (760) 728-5871

ALTERNATE LEARNING CHOICES



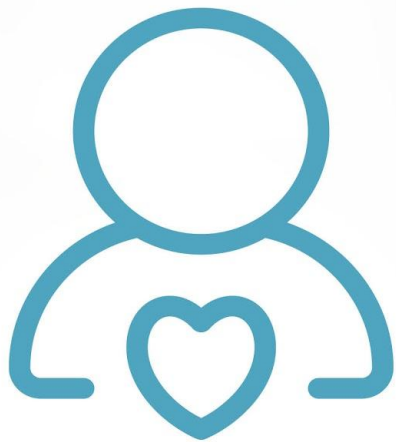
100% Online Program
TAUGHT BY FUESD TEACHERS

- Daily instruction and independent work required
 - 5 days a week online
 - Schedule created by FUESD teachers
 - Tech support for students and parents
 - Extra support for students most in need



100% Homeschooling
TAUGHT BY PARENTS

- Option for new and continuing homeschool students
 - 5 days a week at home
 - Flexible schedule based on family needs
 - Weekly check-ins with FUESD teacher
 - Must meet requirements to participate



WELLNESS



DISTRICT-WIDE PROCEDURES FOR STUDENTS AND STAFF

TRAINING AND GUIDELINES

- Best practices and training based on guidelines from California Department of Public Health (CDPH) and County Health (HHSa)
- School Reopening Plans completed and posted publicly
- Face coverings and social distancing required for all students

PPE AND ACTION PLANS

- School sites and staff provided with approved PPE and cleaning supplies
 - Updated injury and illness prevention plans to include sections pertaining to COVID-19 issues
- Working with County Health (HHSa) to respond to suspected COVID-19 cases



CHECKING FOR SYMPTOMS

**PARENTS MUST PROVIDE
DAILY HEALTH SCREENINGS
FOR THEIR CHILDREN BEFORE
SENDING THEM TO SCHOOL.**



CHECKING FOR SYMPTOMS

**FEVER WITH OR
WITHOUT CHILLS**

**COUGH, SHORTNESS
OF BREATH**

**SORE THROAT OR
NASAL CONGESTION**

**NAUSEA, VOMITING,
DIARRHEA**

**NEW LOSS OF
TASTE OR SMELL**

**HEADACHE, FATIGUE,
MUSCLE ACHES**



WHEN SYMPTOMS PRESENT

1. Apply appropriate **PPE and isolate** staff or student in designated room until sent home
2. Recommend to staff or students that they **reach out to health care provider** for instructions, and potential COVID-19 test
3. **Inform Human Resources** who will immediately assist
4. Student/Staff will **quarantine for 14 days**
5. District personnel will help to **identify potential “Close Contacts”** (individuals closer than 6 feet with or without a mask for a cumulative 15 minutes in one day).
6. District will follow SD Public Health protocols and procedures for communicating with appropriate groups/people.



**POSITIVE CASES OF COVID-19 MAY
RESULT IN **TEMPORARY CLOSURES** OF
CLASSROOMS AND/OR SCHOOLS AS
DIRECTED BY LOCAL HEALTH OFFICIALS.**



CHILD NUTRITION

MEAL SERVICE PLANS FOR BLENDED SCHEDULE

Child Nutrition Services will provide breakfast and lunch to all students (at no cost) while they are on campus as well as curbside grab & go meal services for online learning.

ON-CAMPUS MEAL SERVICE

BREAKFAST

Cold sack breakfast meals offered to all students arriving on campus.

LUNCH

Cold sack lunches delivered to classrooms prior to dismissal time.

DISTANCE LEARNING MEAL SERVICE

CURBSIDE GRAB & GO

3 days worth of frozen & refrigerated breakfast & lunch meals offered to families each week.

Fallbrook Virtual Academy families will continue to receive meals for 5 days.



FACILITIES



FACILITIES

DISINFECTION AND SANITATION

- Regularly disinfect shared classroom items such as tables and chairs
- Disinfect high-touch surfaces throughout day

PRACTICING PHYSICAL DISTANCING

- Maximize space between student desks to the greatest extent possible
- Providing plexiglass barriers for staff with frequent contact with the public

AIR FILTRATION

- Upgrading all units with anti-microbial filters
- Upgrading to MERV-13 filters with all applicable units

FOOD SERVICES

- Staggered times and locations for meal pickup to avoid large groups
 - “Grab and Go” lunch offerings
- Physical distanced and staggered snack locations and times



OPERATIONS



OPERATIONS

ESSENTIAL VISITORS

- No visitors or volunteers (including parents) on campus

BEFORE/AFTER SCHOOL CARE

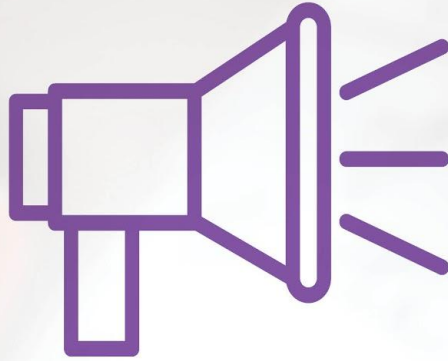
- Boys and Girls Club day-camps available for all in-town schools and base schools

DISTRICT OFFICE

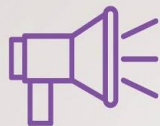
- Manage reserves for PPE, thermometers, surface and hand disinfectants, etc.
- Frequently re-evaluate for infectious disease management
- Establish district protocol for notifying exposure of confirmed cases

TRANSPORTATION

- Transportation only available for students with special needs and most rural communities
- Physical distancing and face coverings required at bus stops and on busses.



COMMUNICATION



COMMUNICATION

COORDINATION WITH AUTHORITIES

- Adhere to guidance from the California and San Diego County Departments of Health
- Conduct training on COVID-19 including hygiene and preventative care

OUTREACH

- Communicate with all stakeholders regarding evolving plans in a timely manner
- Continue to provide opportunities for parent engagement and community feedback



OUR PLAN TO REOPEN WILL BE BASED ON DATA
AND GUIDANCE FROM PUBLIC HEALTH OFFICIALS.

**IF CONDITIONS CHANGE,
SO WILL OUR REOPENING PLAN.**

A blurred background of a school hallway. In the foreground, a yellow caution cone is visible on the right side. The background shows a person walking in the distance. A green diagonal shape is in the top-left corner.

WE UNDERSTAND MANY OF YOU
WILL HAVE QUESTIONS.

**YOUR SCHOOL PRINCIPAL WILL BE COMMUNICATING
WITH ALL PARENTS IN THE COMING DAYS REGARDING
YOUR SCHOOL'S SPECIFIC INFORMATION.**



**PLEASE CONTACT YOUR CHILD'S
PRINCIPAL FOR MORE INFORMATION
OR CONTACT THE DISTRICT AT:**

[FUESD.ORG/CONTACT](https://fuesd.org/contact)



Learning Continuity and Attendance Plan

SEPT. 14, 2020

What is the Learning Continuity and Attendance Plan?

- **SB 98-response to COVID-19 school closures**
- **Replaces the annual LCAP (for this year only)**
- **The audience is the community**
- **Demonstrates stakeholder engagement & response to input**
- **Documentation of the District's plan to return to school in the midst of uncertainty**

Components of the Plan

- **Stakeholder Engagement**
- **Continuity of Learning-In Person & Distance Learning**
- **Addressing The Needs Of Unduplicated Pupils**
- **Access To Devices And Connectivity**
- **Pupil Learning Loss**
- **Social Emotional Wellbeing Of Staff And Students**
- **School Nutrition**

Highlight

The amount and variety of opportunities for stakeholder input and feedback.

5 BROAD CATEGORIES

- **Safety concerns**
- **Student achievement and mitigating learning loss**
- **Social emotional support**
- **Learning environment options for families**
- **Professional development**

The comprehensive planning that addressed the continuum of learning environments.

FUESD CONTINUUM OF LEARNING ENVIRONMENTS



100% IN-PERSON

- All students return everyday
- Lower class sizes
- Stable groupings
- Maximized space between students
- No large groups
- Minimized movement
- Designated entry/exit points
- Face coverings required

BLENDED LEARNING

- Combination of in-person and distance learning
- 2 days at school / 3 days at home
- M/W or T/Th
- A/B schedules
- Additional Teachers
- Extra support for students most in need

100% ONLINE LEARNING

- Daily live instruction
- Additional Teachers
- Continued tech support to ensure all students have access
- Extra support for students who need it most

Highlights

- The extensive safety protocols, procedures and supplies
- The variety of assessment/instructional tools and programs to address learning loss and online learning
- The expediency of the comprehensive device distribution and internet access
- The additional staff hired to support the students and staff-academically and socially
- The amount of meals served during the closure and continuing into the 2020-21 school year
- The variety of learning environment options for our students
- The number and quality of professional development opportunities

Q&A