



## Denair Unified School District COVID-19 Reopening Plan November 5, 2020

### **Introduction:**

Denair Unified School District serves over 1300 students in grades TK-12, with a state preschool program and an adult transition program for adults with disabilities through age 22. We are located in a rural community and employ 189 certificated and classified staff members. Three of our schools (Denair Elementary Charter Academy, Denair Middle School, and Denair High School) are traditional seat-based programs, while one school (Denair Charter Academy) is an independent study/home school charter program.

All schools in the district began the 2020-21 school year on August 12th in a 100% distance learning model, with no in-person instruction allowed in counties on the state COVID-19 watch list (later known as the Purple Tier). On October 13, 2020, Stanislaus County moved into the Red Tier and on October 27, 2020 schools in the county were allowed to reopen.

We prepared extensively for distance learning, established reasonable instructional schedules, and put comprehensive home-school communication processes in place. While distance learning is working for many of our students, we also know that students benefit greatly from the socialization and structure that schools provide. In addition, many of the parents in our community work and a distance-learning only format creates a considerable hardship as families navigate work, home, and schooling.

At the direction of the Governing Board at the October 8, 2020 meeting, our administrative team began planning for school reopening by expanding the learning pods we were already operating under the CDPH small group guidance while in the Purple Tier. This school reopening plan incorporates distance learning and in-person learning in a two-phase cohort model to keep the health and safety of our staff, students, and community as a top priority.

### **Considerations:**

1. We surveyed our parents and found that 55% of DUSD families would like their children to attend in-person learning at least part of the week. 45% of families prefer to stay on the distance learning only program.
2. We will begin reopening our schools for in-person instruction by expanding the “learning pod” model we began while the county was in the Purple Tier. Students in all grades levels who meet certain criteria that put them at higher risk for learning loss are invited to join a small cohort that provides support, instruction and/or intervention.
  - Learning-pod cohorts may be focused on providing support, instruction, and/or motivation.
  - While we were in the Purple Tier, no more than 25% of the school’s population was allowed to participate in learning pods.
  - As we reopen schools in the Red Tier, there are no limits on the number of students participating in learning-pod cohorts as long as the required safety precautions can be followed.
  - If our schools reopen while in the Red Tier, they will not be required to close if the county moves back to the Purple Tier.



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3. The second phase of reopening is a more across-the-board hybrid model in which students at all grade levels attend in-person instruction two days per week and three days on Distance Learning.
  - Students will be assigned to cohorts depending on class size and classroom physical limitations.
  - Cohorts may be organized by grade (elementary) or by period (secondary).
  - All students will participate in distance learning on Wednesdays.
  - Custodial crews will clean and sanitize the school site between cohort attendance days. In collaboration with CSEA, we can utilize additional classified personnel to assist with cleaning and disinfecting.
4. The third phase of reopening will be traditional on-campus learning with all students able to attend school five days per week. At this time, we have been told that CDPH safety precautions remain the same in the state's four-tiered color-coded system. We will reevaluate the feasibility of this phase after Winter Break.
5. In all phases there will be an option for families who would like to remain at home to continue the 100% distance learning program (or an independent study program in phase three).
6. Negotiations with both employee associations have not concluded and portions of this plan that are not mandated by health department guidance may be subject to revision.

### **Consultation:**

We have worked collaboratively with our employees on an ongoing basis since March 2020. Dates below represent the conversations since July 1, 2020:

- California School Employees Association (CSEA): 7/9, 7/20, 8/20, 9/16, 10/21
- Denair Unified Teachers Association (DUTA): 7/10, 7/22, 7/24, 7/27, 7/28, 8/20, 9/29, 10/15, 11/4
- Employee Information/Input Sessions: 7/17, 8/20, 9/23
- Employee Surveys: July, September
- All-Staff Meetings: 10/22, 10/26, 10/29, 11/2

We have communicated with and received input from our community on an ongoing basis since March 2020. Dates below represent the interactions since July 1, 2020:

- Parent and Community Information/Input Sessions: 7/21, 9/23
- Parent and Community Surveys: August, September, October
- Student Survey (grades 4-12): September



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### **School Reopening Plan Components:**

The following safety precautions are consistent with guidance from the California Department of Public Health (CDPH) and the Stanislaus County Public Health Office (CPHO):

### **Cleaning and Disinfection:**

*How shared surfaces will be regularly cleaned and disinfected and how the use of shared items will be minimized.*

The district has made the following efforts to ensure a safe and clean environment:

- Purchased disinfectant spray systems to be used in classrooms daily, when students are not present, in addition to other high traffic areas
- Installed physical barriers, including plexiglass sneeze guards, in all school and district offices
- Installed physical barriers, including plexiglass sneeze guards, in classrooms and offices where students and teachers may interact within the 6 ft physical distancing guideline
- Replaced all air filters throughout district
- Purchased reusable and disposable masks for students and staff
- Purchased face shields with drapes for employees
- Purchased face shields for students who need assessments that cannot be conducted if the student is wearing a mask and for TK-grade 2 students who might struggle with wearing a face covering
- Purchased disinfectant wipes and/or spray bottles and paper towels for each classroom
- Purchased touchless thermometers for use throughout the district
- Designated a sick room at each site to isolate staff or students that may be symptomatic

Custodial crews will clean and sanitize all schools daily, with extra attention given to frequently-touched surfaces and spaces in which cohorts are working. As practicable, these surfaces/spaces will also be cleaned and disinfected frequently throughout the day by trained custodial staff.

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

Staff will be provided disinfectant wipes and disposable gloves to support disinfection of frequently touched surfaces during the day. Frequently touched surfaces in the school include, but are not limited to:

- Door handles
- Light switches
- Sink handles
- Bathroom surfaces
- Tables
- Student Desks
- Chairs

Sharing of objects and equipment will be limited, such as toys, games, art supplies and playground equipment to the extent practicable. When shared use is allowed, items will be cleaned and disinfected between uses.



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The following considerations are made when teachers are planning classroom routines and physical design for in-school instruction:

- Classroom routines ensure minimizing of shared/mixed items.
  - Chromebooks checked out to specific student for the year
    - Students maintain their own Chromebook at their desk when returning to school occurs
  - No shared buckets of crayons, sharp pencils, etc.
  - Separate personal items from co-mingling with other students' items (i.e. backpacks on hooks outside classroom)
  - Utilize digital work whenever possible to reduce papers transitioning through multiple people
- Classroom Routines address transitions in and out of classroom:
  - Hand wash / sanitize upon entry and departure every time
  - Wiping down desk and seat upon leaving each day

### **Cohorting:**

*How students will be kept in small, stable groups with fixed membership that stay together for all activities (instruction, lunch, recess) and minimize/avoid contact with other groups or individuals who are not part of the cohort.*

- In phase one of our Hybrid model, students will be placed into small cohorts and attend in-person instruction based on need, with the students at the greatest risk of learning loss as the highest priority. Schedules will be staggered throughout the week to ensure that safety precautions can be followed.
- In phase two of Hybrid, students will be assigned to Cohort A or Cohort B. Cohort A will attend Monday and Tuesdays and Cohort B will attend Thursday and Fridays. On Wednesdays, all students will be on Distance Learning.
- In addition to daily cleaning, custodial crews will clean and sanitize school sites between cohorts.
- In grades TK-5 students, a limited number of classes will be released at one time for recess. There will be adequate supervision on the playground to keep the cohorts separated.
- In grades 6-12, a one-way route of travel will be instituted for passing periods, with adequate supervision to ensure safety precautions are followed.
- Student participation in more than one cohorted group (e.g. athletic conditioning pod and learning cohort) will be extremely limited and closely monitored.
- Staff members may interact with more than one cohort, provided all safety precautions are observed.
- School meals will be served in a "grab and go" style, with staggered pickup and/or delivery to classrooms. Students will eat outside if weather permits and in designated indoor locations (classrooms, gym, cafeteria) in inclement weather. With multiple locations, we will be able to seat our students a minimum of 6 feet apart. Students will be physically distanced in line while entering and exiting the eating areas.
- Bus transportation will not be provided until physical distancing guidelines allow busses to run at greater than 60% capacity.



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### **Entrance, Egress, and Movement Within the School:**

*How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.*

- We will implement designated travel routes for specific grade levels (or wings).
- Playground/play space will be designated for each cohort group.
- Bathroom use will be monitored.
- There will be no pullout programs for the remainder of the year.
- The school library will remain on a family appointment basis for the 2020-21 school year.
- Volunteers and visitors will not be allowed on campus until phase two of Hybrid.
- Entrance and Egress points will be coordinated by school staff to facilitate health screening and temperature checks for students, Parents will be notified of the specific drop-off and pick-up procedures for their child's learning pod or cohort.

### **Face Coverings and Other Essential Protective Gear:**

*How CDPH's face covering requirements will be satisfied and enforced.*

- All staff are required to wear a cloth or disposable face covering unless they are instructing students in a way where their mouth needs to be visible (speech, special education, ELD, language lessons, beginning reading instruction, working with young children), in which case, they can wear a face shield with a drape on the bottom edge. Once such instruction is over staff must return to a cloth or disposable face covering.
- Students in TK-2nd grade will be strongly recommended to wear a face covering.
- Students in 3rd grade and up must wear a face covering.
- Children younger than two years old, anyone who has trouble breathing, anyone who is unconscious or incapacitated, and anyone who is otherwise unable to remove the face covering without assistance are exempt from wearing a face covering. Medical documentation is required.
- A cloth/disposable face covering should be removed for meals, snacks, naptime, or when it needs to be replaced. When a face covering is temporarily removed, it should be placed in a clean bag (marked with the student's name) until it needs to be put on again.
- The school will exclude students from campus if they are not exempt from wearing a face covering under CDPH guidelines and refuse to wear one provided by the school. These students will be placed in the 100% Distance Learning program.
- If a student forgets to bring a face covering, the school will provide a face covering to the student to prevent unnecessary exclusions.
- Our staff are supplied with face coverings, wipes, hand sanitizer, and plexi-glass barriers for close 1:1 instruction or assessment, or required close contact.

### **Health Screenings for Students and Staff:**

*How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately.*

- Prior to or upon arrival to work, staff are required to complete a self-certification of their health which includes a temperature check, and questions about COVID-19 symptoms and exposure to anyone with COVID-19.



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- Any staff member who cannot pass the screening questions is referred to the District Office. After assessing the situation using CDPH guidance, the District may send the staff member home. The District will advise the employee on any leaves they have available for this time and would check on the employee throughout their quarantined time at home.
- Students will receive temperature checks when they arrive at school. If their temperature is 100.4 degrees or higher, they will not be allowed to enter campus. If a child develops symptoms or fever during the school day, they will be isolated in a designated area before being sent home. It will be recommended to get a COVID test and/or see their doctor.
- Each site has a designated sick room for students to rest while they are waiting to be picked up. The sick room has a cot, N-95 mask for the health care provider, gloves, and is staffed by the site health clerk or school nurse.
- The health clerk, school nurse, and principal's secretaries at each site will be fit tested for the N95 mask.
- If a child or staff member is symptomatic with COVID symptoms they will be sent home and advised to see a medical provider for testing. If the medical provider tests the individual and the test result is negative the person can return to the school 3 days after the resolution of symptoms. If the medical provider writes a note and provides a reasonable alternative diagnosis the individual can return to school immediately based on the medical provider's guidance.

### **Healthy Hygiene Practices:**

*The availability of handwashing stations and hand sanitizer, and how their use will be promoted and incorporated into routines.*

- Provide foundational lessons on hygiene and the impact of COVID-19 during the first two weeks of school and reinforce the routines regularly.
- We have purchased portable handwashing stations and installed them in strategic locations for classrooms without sinks.
- Hand washing times will be scheduled throughout the day: when students arrive at school, after recess, before and after lunch, and before students go home.
- Hand sanitizer is available in all buildings. Students will wash their hands or use hand sanitizer as they enter and exit the classroom or other buildings.
- All classrooms have peroxide wipes to clean surfaces quickly and easily.
- Staff will continually monitor and educate students on the importance of physical distancing.
- Teachers will frequently review hand washing and sanitizing procedures. Teachers will also reteach PBIS school and classroom expectations.

### **Identification and Tracing of Contacts:**

*Actions that staff will take when there is a confirmed case. Confirm that the school has designated staff persons to support contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19.*

- Confirmed staff cases are referred to Human Resources (HR) and a spreadsheet is kept of all cases in the district.
- Confirmed student cases are referred to the Superintendent's Office and a spreadsheet is kept of all cases in the district.
- The site principal will be responsible for keeping track of cohorts and any mixing of groups.





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- If there is a confirmed case, we will work with Stanislaus County Public Health using StanTrack, a syndromic and COVID surveillance system, for case reporting and tracking.
- For all confirmed cases, we will contact the County Department of Public Health.
- DECA contact person: Kelly Beard, Principal, 209-632-8887
- DMS contact person: Amanda Silva, Principa, 209-632-2510
- DHS contact person: Kara Backman, Principal 209-632-8153
- DCA contact person: Jamie Pecot, Principal 209-634-0917
- Human Resources: Margaret Bernard, Personnel Account Technician (209-632-7514)
- Superintendent's Office: Daisy Swearingen, Executive Assistant (209-632-7514)

### **Physical Distancing:**

*How space and routines will be arranged to allow for physical distancing of students and staff.*

The district has made the following efforts in maximizing available classroom space for social distancing:

- Principal, Director of Maintenance, and/or site custodian worked with staff to ensure furniture needs, storage for excess furniture and desks spaced 6 feet apart.
- Storage created for non-essential and/or non-compliant issues such as group tables and extra desks. These items were removed from classrooms.
- Teachers are instructed to remove any personal belongings that infringe on available classroom space.
- Classroom libraries will be covered up so that students do not use this common area.
- Students will store their belongings in their own backpack.

### **Staff Training and Family Education:**

*How will staff be trained, and families will be educated, on the application and enforcement of the plan.*

We have/will train all staff and provide educational materials to families in the following safety actions:

- Enhanced sanitation practices
- Physical distancing guidelines and their importance
- Proper use, removal, and washing of face coverings
- Screening practices
- How COVID-19 is spread
- COVID-19 specific symptom identification
- Preventing the spread of COVID-19 if you are sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID-19.
- For staff, COVID-19 specific symptom identification and when to seek medical attention
- The employer's plan and procedures to follow when children or adults become sick at school
- The employer's plan and procedures to protect staff from COVID-19 illness

Training will take place in a virtual format through staff meetings and collaboration time. Parents will receive information through our social media and PowerSchool Messenger information system.

### **Testing of Students and Staff:**



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*How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Describe how staff will be tested periodically to detect asymptomatic infections.*

- We will test 25% of our staff every two weeks. This enables us to test all of our staff every two months.
- DUSD will utilize the county-operated testing sites to the greatest extent possible. As rapid, reliable, affordable COVID-19 tests become available, the district will purchase tests to ensure that staff are tested within the CDPH guidelines.
- Staff or students who are exposed to COVID-19 are referred to the District Office Payroll and Benefits Department (for staff) and Superintendent's Office (for students). A spreadsheet has been created that keeps track of their last time on campus, details of the exposure, if they were tested, results of the test, and return date.
- Prior to or upon arrival to work, staff will self-certify their answers to five questions daily:
  - I am not experiencing any symptoms such as current or recent fever (100.4 or higher), new or worsening cough, new or worsening shortness of breath or respiratory illness, sudden lack of taste or smell, sudden onset of unexplained gastrointestinal illness.
  - I have not been in close contact with anyone who has been diagnosed with COVID-19.
  - I have not been in close contact with anyone who is experiencing symptoms of COVID-19, but is yet to be confirmed.
  - I am not living with, or, in close contact with anyone such as a family member who is experiencing symptoms or has been confirmed as positive for COVID-19.
  - I have not traveled outside of the continental United States within the past 14 days.

### **Triggers for Switching to Distance Learning:**

*The criteria the Superintendent will use to determine when to physically close the school and prohibit in-person instruction.*

Classrooms, schools or districts may be closed depending on the rate of infection in a school or district. All of this would be done with the assistance of, and in consultation with, the County Public Health Department.

- If there is an exposure in a classroom – the class will be quarantined for 14 days and move back to distance learning during this time.
- If 5% of the total school population is positive, or if there are multiple cases in multiple cohorts, the entire school could be closed for in person learning for 14 days depending on the size and physical layout of the school.
- The Superintendent should close the district if 25% or more of the schools in the district are closed due to COVID-19 within 14 days. They would all typically reopen after 14 days.

### **Communication Plan:**

*How the Superintendent will communicate with students, staff, and parents about cases and exposures at school, consistent with privacy such as FERPA and HIPPA. Please specifically refer to 34 CFR 99.3.*

Testing all employees in a workplace should be the first strategy considered for identification of additional cases. Testing may be done at a single point in time or at repeated intervals.





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Denair Unified School District (DUSD) is responsible for ensuring all employees are offered and provided testing. District will also provide information to employees who may prefer to contact their personal medical provider or visit a [CA Coronavirus Testing Task Force site](#) for testing.

We will consult with County Public Health on topics including, but not limited to, tracing all close contacts of confirmed cases and instructing those individuals to quarantine or temporarily closing the workplace and quarantining all employees.

- Conduct contact tracing and quarantining of close contacts of confirmed cases in the workplace.
  - DUSD will provide information to the CPHD on the confirmed COVID-19 case of employees in the workplace, including job titles, work areas, close contacts in the workplace, dates of symptom onset, and departments worked while infectious.
  - Establish if DUSD, CPHD, or both will conduct interviews of the cases to determine their close contacts.
  - If a child or staff member is a close contact to a positive person, they must quarantine at home for 14 days. It is recommended that they are tested for COVID on, or around, day 5-7 and again at day 14. Testing will not decrease the quarantine time nor delay return to school while waiting on results. If the individual develops symptoms of COVID, they are advised to test.
  - If a staff person or child is COVID positive, they must follow current isolation guidelines and stay in isolation for 10 days and be fever free for 24 hours without the use of fever reducing medication and have a reduction in symptoms. A doctor's note is not required to return to school if they meet these criteria.
  - "Close contact" is defined as 15 cumulative minutes of exposure at a distance of 6 ft or less of an individual with COVID-19 infection during their infectious period, which includes, at a minimum, the 48 hours before the individual developed symptoms.
  - Interview employees with laboratory-confirmed COVID-19 by phone to determine when their symptoms began, the departments they worked during their infectious period, and to identify other employees with whom they had close contact during their infectious period.
  - Use employment records to verify areas worked during the infectious period and other employees who may have worked closely with them during that time period.
  - While at home, close contacts should self-monitor daily for COVID-19 symptoms (e.g., fever, chills, shaking chills, cough, difficulty breathing, sore throat, congestion or runny nose, fatigue, body or muscle aches, loss of taste or smell, nausea or vomiting, diarrhea, loss of appetite).
- Employers must maintain confidentiality of employees with suspected or confirmed COVID-19 infection when communicating with other employees.
  - DUSD Human Resources (HR) Department should notify all employees who were potentially exposed to the individuals with COVID-19. HR should provide any healthcare consultations needed to advise workers regarding their exposure, which may be especially important for those with high-risk medical conditions (e.g., immune compromise or pregnancy).
  - Close contacts of cases should be given instructions on home quarantine 14 days from exposure and symptom monitoring, and COVID-19 testing.
  - Provide any employees who are sent home before or during a shift with information about what to expect after they are sent home (e.g., instructions about testing, sick leave



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- rights under federal, state, and local laws and district policies, return-to-work requirements, etc.).
- o In some outbreaks, but not all, employees who were never symptomatic and did not have close contact with any of the laboratory confirmed cases may continue to work, as long as the employer has implemented all control measures as recommended by public health authorities, Cal/OSHA, or other regulatory bodies. The CPHD will make this determination based on strategies being used to control the outbreak and identify new cases.



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### Denair Elementary Charter Academy Elementary TK - 5th Grade

#### **Considerations:**

- We surveyed our parents and found that 50% of our families would like their children to attend in-person learning at least part of the week.
- We want to balance hybrid and distance learning in order to cause as few disruptions to learning (changing teachers and schedules, etc.) as possible.
- We want to ensure that we can sustain two high quality programs (distance learning and hybrid) in order to minimize learning loss.
- To minimize the need for returning to 100% distance learning due to quarantining (“yo-yo effect”), we will take into account the incubation period of COVID-19 and timing of Halloween, Thanksgiving and Christmas gatherings.
- The school will be cleaned/sanitized between learning pods/cohorts. In collaboration with CSEA, we can utilize additional classified personnel to assist with cleaning and disinfecting.
- In all phases of reopening, there will be an option for families who do not want to participate in the hybrid model to continue the 100% Distance Learning program.

#### **Recommendations:**

Hybrid Phase 1: Cohorts by need at all grade levels

We will begin in-person instruction at all grade levels by providing instruction, intervention, and support for small groups of students. Students who meet certain criteria that put them at higher risk for learning loss are invited to join a small cohort that complies with all mandated safety precautions.

#### **Current**

Criteria for invitation (varies by cohort): lack of engagement in synchronous instruction, unstable internet connectivity, excessive absences, lack of submission of asynchronous assignments, reading intervention, social emotional support, math intervention, students with disabilities, language learners (English Language Learners and Dual Language Immersion)

# students invited: 119 (21.3%)

# students accepted: 74 (13.2%) (22 declined, 23 no response)

Acceptance Rate: 62.2%

% of DECA students participating in instructional cohorts: 6.8%

% of DECA students participating in support cohorts: 6.4%

#### **By Thanksgiving Break, we anticipate:**

% of DECA students participating in instructional cohorts: 14.8%

% of DECA students participating in support cohorts: 10.2%



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### **By Winter Break, we anticipate:**

% of DECA students participating in instructional cohorts: 28%

% of DECA students participating in support cohorts: 12.1%

(at least 80% of students who registered for hybrid will be participating in on-campus learning)

Hybrid Phase 2: Cohorted groups by class assignment and grade level, as COVID conditions allow

- The second phase of reopening is a Hybrid model in which all participating students attend in-person instruction two days per week and have three days of Distance Learning.
  - DECA has 560 students. Using the October survey results, we anticipate 282 students will stay on Distance Learning, which means cohort sizes would be:

TK – 5 students with one teacher = 5 per cohort

K – 51 students with five teachers = 7-13 per cohort

1<sup>st</sup> – 44 students with five teachers = 4-13 per cohort

2<sup>nd</sup> – 41 students with five teachers = 5-14 per cohort

3<sup>rd</sup> – 52 students with five teachers = 4-15 per cohort

4<sup>th</sup> – 39 students with four teachers = 7-12 per cohort

5<sup>th</sup> – 46 students with four teachers = 7-14 per cohort



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### Denair Middle School 6th - 8th Grade

#### **Considerations:**

- We surveyed our parents and found that 37% of our families would like their children to attend in-person learning at least part of the week. Families who did not respond to the survey after repeated attempts to contact them will remain in the distance learning only program.
- We want to balance hybrid and distance learning in order to cause as few disruptions to learning (changing teachers and schedules, etc.) as possible.
- We want to ensure that we can sustain two high quality programs (distance learning and hybrid) in order to minimize learning loss.
- Cohorting students by need at the secondary level is proving to be effective, sustainable over longer periods of time and successful.
- To minimize the need for returning to 100% distance learning due to quarantining (“yo-yo effect”), we will take into account the incubation period of COVID-19 and timing of Halloween, Thanksgiving and Christmas gatherings.
- We want to ensure families continue to feel safe with the decisions they make for their students.
- We want to provide necessary support for students and families in need.
- In all phases of reopening, there will be an option for families who do not want to participate in the hybrid model to continue the 100% Distance Learning program.

#### **Recommendations:**

Hybrid Phase 1: Cohorts by need at all grade levels

We will begin in-person instruction at all grade levels by providing instruction, intervention, and support for small groups of students. Students who meet certain criteria that put them at higher risk for learning loss are invited to join a small cohort that complies with all mandated safety precautions.

#### **Current:**

Criteria for invitation: English language learners, students with disabilities, students without adequate internet access at home, students with excessive absences, students with more than one “F”, students with lack of motivation

# students invited: 76

# students accepted: 50

Acceptance Rate: 66%

% of DMS students participating in instructional cohorts: 9%

% of DMS students participating in support cohorts: 14%

#### **By Thanksgiving Break, we anticipate:**

% of DMS students participating in instructional cohorts: 33%

% of DMS students participating in support cohorts: 18%



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**By Winter Break, we anticipate:**

% of DMS students participating in instructional cohorts: 37%

% of DMS students participating in support cohorts: 18%

(100% of students who registered for hybrid will be participating in on-campus learning)

Hybrid Phase 2: Until mandated safety precautions are relaxed, it will be very difficult to move into an across-the-board hybrid model without significantly reducing the quality and quantity of teacher contact with both the in-person cohorts and the students who remain on distance learning.





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## Denair High School 9th - 12th Grade Adult Transition Program

### **Considerations:**

- We surveyed our parents and found that 51% of our families would like their children to attend in-person learning at least part of the week.
- Upon gathering multiple CPHO-approved schedules from neighboring districts, balancing hybrid and distance learning has proven to be almost impossible in a high school of this size.
- We want to ensure that we can sustain two high quality programs in order to minimize learning loss.
- Cohorting students by need at the secondary level is proving to be effective, sustainable over longer periods of time and successful.
- To minimize the need for returning to 100% distance learning due to quarantining (“yo-yo effect”), we will take into account the incubation period of COVID-19 and timing of Halloween, Thanksgiving and Christmas gatherings.
- Custodial crews will deep clean the school site between learning pods/cohorts. In collaboration with CSEA, we can utilize additional classified personnel to assist with cleaning and disinfecting.
- In all phases of reopening, there will be an option for families who do not want to participate in the hybrid model to continue the 100% Distance Learning program.

### **Recommendations:**

Hybrid Phase 1: Cohorts by need at all grade levels

We will begin in-person instruction at all grade levels by providing instruction, intervention, and support for small groups of students. Students who meet certain criteria that put them at higher risk for learning loss are invited to join a small cohort that complies with all mandated safety precautions.

#### **Current**

Criteria for invitation: English Language Learners, Special Education (highest needs to lowest needs), advanced courses, seniors in danger of not graduating, home internet issues, lack of motivation, hands on/project based learning courses, athletic conditioning

# students invited: 103  
# students accepted: 74  
Acceptance Rate: 72%

# students invited to athletic conditioning pods: 75  
# students accepted to athletic conditioning pods: 64  
Acceptance Rate: 85%

% of DHS students participating in instructional cohorts: 19%  
% of DHS students participating in support cohorts: 6.5%  
% of DHS students participating in athletic conditioning pods: 22%



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**By Thanksgiving Break, we anticipate:**

% of DHS students participating in instructional cohorts: 35%

% of DHS students participating in support cohorts: 15%

**By Winter Break, we anticipate:**

% of DHS students participating in instructional cohorts: 50%

% of DHS students participating in support cohorts: 25%

(100% of students who registered for hybrid will be participating in on-campus learning)

Hybrid Phase 2: Until mandated safety precautions are relaxed, it will be very difficult to move into an across-the-board hybrid model without significantly reducing the quality and quantity of teacher contact with both the in-person cohorts and the students who remain on distance learning.



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## Denair Charter Academy K - 12th Grade

### **Considerations:**

- DCA is an independent study/homeschool charter school. As such, we follow the state guidelines for non-seat based programs. Students normally attend school one hour per week, but during school closures students have attended their weekly appointments virtually.
- In order to meet mandated safety precautions, we will limit the number of people in any room at one time. The teacher to student ratio will be 1:1.
- No outside participants (ie siblings, parents, friends) will be allowed in the classroom while the student meets with the teacher. Although both student and teacher will wear a face covering, there will also be a plexiglass barrier in between the teacher and student if physical distancing cannot be maintained.
- We gathered data of the students who are at risk of failing a class(es) for the semester, and need on-site instruction to be successful. 34% of students met this criteria and would benefit from live instruction from their teacher.
- Young ladies who participate in our ROX group can also meet on site with the mental health counselor in a support pod.

### **Recommendations:**

Phase 1: On-site instruction allowed

Students who meet certain criteria that put them at higher risk for learning loss or in need of emotional support are invited to meet with their teacher on site during their 1-hour weekly appointment.

#### **Current**

Criteria for invitation: failing one or more class(es)

# students invited: 50

# students accepted: 26

Acceptance Rate: 52%

% of DCA students participating in on-site instruction: 18%

% of DCA students participating in support pods: 2.4%

#### **By Thanksgiving Break, we anticipate:**

% of DCA students participating in on-site instruction: 25%

% of DCA students participating in support pods: 2.4%

#### **By Winter Break, we anticipate:**

% of DCA students participating in on-site instruction: 34%

% of DCA students participating in support pods: 2.4%

(100% of students who meet the criteria above will participate in on-campus learning)

Phase 2: Increase on-site instruction, as COVID conditions allow

- The second phase of reopening invites all students, not just those at risk of failing, to attend in-person instruction/on-site appointments.