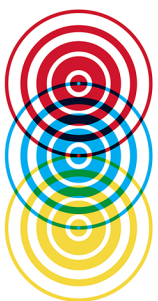


DSUSD MOVING FORWARD

School Opening & Safety Plan 2020-2021 Under COVID-19 Conditions July 2020



**DESERT
SANDS
UNIFIED
SCHOOL
DISTRICT**

Note: This is a fluid working document that may be adjusted as conditions and/or guidance changes.

DSUSD Board of Education Members

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President

Donald B. Griffith
Vice President/Clerk

Gary Tomak
Board Member

Ana M. Conover
Board Member

Wendy Jonathan
Board Member

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Laura Fisher
Assistant Superintendent, Student Support Services

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Assistant Superintendent, Educational Services

Donna Salazar, Ed.D.
Assistant Superintendent, Personnel Services

La Quinta Cove photo courtesy of Mark Davidson Photography



Table of Contents

DSUSD Board of Education and Cabinet Members	1
Table of Contents	2
Superintendent's Message	3
DSUSD Mission, Vision, and Values	4
What Families Can Expect As Schools Reopen	5
Screening at Home	6
Arriving at School	6
Face Coverings & Other Safety Considerations	7
On Campus & In the Classroom	8
Safety Considerations for Students with Disabilities	9
Considerations for Staff Working with Students with Disabilities	9
Other Safety Considerations at the School Site	
Disinfecting, Handwashing, Air Filtration	10
Child Nutrition	11
Transportation	11
Social-Emotional Wellness	12
Educational Options 2020-2021 Instructional Programs	13
Learning Environment Considerations	14
SB 98-Distance Learning Requirements	15
Distance Learning Schedule - Elementary Sample	16
Distance Learning Schedule - Secondary Sample	17
Hybrid Model Schedule - Elementary Sample	18
Hybrid Model Schedule - Secondary Sample	19
Sports & Extracurricular Activities	20
APPENDIX A:	
Resources for Parents, Employees, and Educational Leaders	22
Center for Disease Control (CDC) COVID-19 Prevention	22
Additional Resources	23
Pre-Selection Information	27
Additional Resources - Websites	28





DESERT SANDS UNIFIED SCHOOL DISTRICT

47-950 Dune Palms Road • La Quinta, California 92253 • (760) 777-4200 • FAX: (760) 771-8505

BOARD OF EDUCATION: Ana M. Conover, Donald B. Griffith, Wendy Jonathan, Linda Porras, Gary Tomak
SUPERINTENDENT: Scott L. Bailey

DSUSD Moving Forward

Following a three-week digital engagement with the community, reflective of the work of a broad-based stakeholder task force, and in recognition of Senate Bill 98 and current public health guidelines, we present the teaching and learning plan for the opening of the 2020-2021 school year. The ***DSUSD Moving Forward*** plan attempts to strike a delicate balance between student and staff health and safety, parental choice, and instructional opportunities.

On July 17, 2020, Governor Gavin Newsom ordered all school campuses to remain closed when the academic year begins in counties on the state's monitoring list due to spiking coronavirus cases, including Riverside County. Thus, the 2020-2021 school year will begin in a distance learning mode. Although traditional face-to-face instruction is the ultimate desired outcome, current public health indicators and guidelines signal the need for a modified teaching and learning plan as we contemplate a gradual return to face-to-face instruction. Under this modified plan, parents may choose from a menu of options, which include distance learning, hybrid learning (a balance of in-person instruction and distance learning), independent study, and the homeschool program. We are currently working with local partners to support child care options for working parents that may include a synchronous instructional component.

It is important to note that public health guidelines and orders change frequently. There may be moments during the upcoming school year when elements of this plan may have to be adjusted, and the effects of such changes will be negotiated with employee associations accordingly. We have built the ***DSUSD Moving Forward*** plan to reflect agility and thank you in advance for your support and flexibility.

Although there is no single action or set of actions that will completely eliminate the risk of COVID-19 transmission, the operational protocol defined in the ***DSUSD Moving Forward*** plan is aimed at mitigating risk through a series of interventions. These interventions include, among others, use of face coverings, increased inventory of personal protective equipment, routine handwashing, social distancing, improved efficiency air filtration, and enhanced cleaning processes and schedules.

We ask that you review this plan in its entirety so that you are better informed in choosing an instructional model that best meets the needs of your family. You will soon receive information regarding the selection process and timelines.

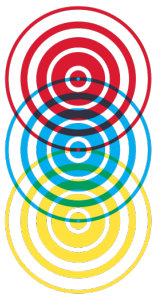
Special thanks to the forty-four parents, staff, and association partners who worked diligently to advise the development of our 2020-21 school opening plan.

Sincerely,

Scott L. Bailey
Superintendent

The Future Is Here!





The Future Is Here!

DESERT SANDS UNIFIED SCHOOL DISTRICT

OUR MISSION

To inspire and nurture every student... one opportunity at a time.

OUR VISION

We will be the district of choice to successfully prepare every student for college, career, and life.

OUR VALUES

Relationships

We believe that meaningful collaboration is vital to our success and that trust, open, and honest communication build positive relationships.

Therefore, we deliberately make personal and meaningful connections with students, parents, staff, and community members.

Respect

We believe that the unique contributions made by each member of our educational community make us stronger.

Therefore, we demonstrate consideration, thoughtfulness, attentiveness, politeness, courtesy, civility, and deference in our interactions with others.

Innovation

We believe in innovation as a mindset that propels continuous improvement.

Therefore, we demonstrate the innovator's mindset by constantly introducing new ways of doing things so that outcomes are improved.

Inclusion

We believe that inclusion embraces all forms of human differences and abilities.

Therefore, we promote access to educational opportunities and social emotional support in a safe, secure, and nurturing climate of high expectations.

Teamwork

We believe that together we are stronger.

Therefore, we model positive relationships and unity of purpose in our interactions with others.

Kindness

We believe that kindness promotes and inspires a positive school and work culture as well as a healthy community.

Therefore, we engage in various activities that define, promote, and encourage kindness, empathy, and generosity.

Equity

We believe that student and staff outcomes are not predicted by race, ethnicity, or socioeconomic status, and that everyone can attain mastery of essential skills given appropriate time and resources.

Therefore, we demonstrate high expectations for all and build self-efficacy to ensure success.

Excellence

We believe that setting high standards helps us realize our vision.

Therefore, we model continuous improvement and high expectations for all.

Service

We believe that positive customer and community service distinguishes the district and gives it a competitive edge.

Therefore, we model timely and professional interactions with our community.



WHAT FAMILIES CAN EXPECT AS SCHOOLS REOPEN

The health, safety, and social-emotional well-being of our students, staff, and families is of the utmost importance. When the 2020-2021 school year begins, our schools will look much different than before due to the new health and safety guidelines currently in place.

Although traditional face-to-face instruction is the ultimate desired outcome, Governor Newsom announced new directives for opening schools. The new [California Department of Public Health COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California 2020-2021 School Year](#) requires schools and school districts that are located in a county that has been on the state COVID-19 monitoring list to conduct distance learning only until their county has been off the monitoring list for at least 14 days. As Riverside County remains on the monitoring list as of July 2020 Desert Sands Unified School District is required to open with distance learning. After Riverside County is off the monitoring list for 14 days and pending DSUSD Board of Education approval, parents will have the opportunity to choose from a menu of options that include continued distance learning, hybrid learning (a balance of in-person instruction and distance learning), independent study, and the homeschool program.



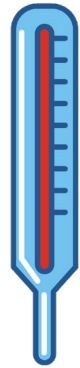
AS STUDENTS RETURN, IT WILL LOOK DIFFERENT

Screening at Home

Families are recommended to take student temperatures daily before going to school. Anyone with a fever over 100.4 or higher should not go to school. Personal illness, quarantine, and COVID-19 illness or symptom related absences will be excused.

Students and staff are recommended to self-screen for fever or respiratory symptoms (such as cough and shortness of breath) prior to coming to school each day. Students and staff experiencing those symptoms should not attend school.

Staff will be asked to self-screen by conducting a daily self-assessment for symptoms related to COVID-19 prior to coming to work. If experiencing symptoms, staff should stay home and contact their supervisor (refer to appendix on page 25).



Arriving at School

Students will be required to wear face coverings (exemptions found in appendix on page 22) and may have their temperatures taken prior to entering school.

Parents and visitors will have limited access to the school campus.

School sites will have signage throughout campus to remind students and staff about social distancing and handwashing.

The district is committed to securing additional safety equipment including, but not limited to, mobile handwashing stations, hand sanitation stations, mass temperature scanners, improved efficiency air filtration, sanitizing equipment, and front office safety barriers.



FACE COVERINGS

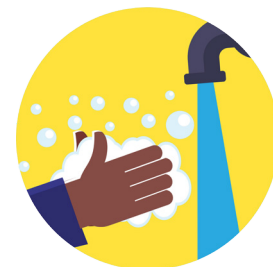
Face coverings will be used in accordance with the California Department of Public Health (CDPH) Guidance for Face Coverings.



- Students in 3rd grade and older must utilize face coverings.
- Students in 2nd grade and below are highly encouraged to use face coverings:
 - while in the classroom,
 - while waiting to enter the campus,
 - while on school grounds (except when eating/drinking),
 - while leaving school,
 - while on the bus, and
 - in compliance with dress code.
- Staff will be required to use face coverings and/or face shields under certain circumstances (refer to appendix on page 22).
- If non-compliant, student will be excluded and offered other instructional options.

OTHER SAFETY CONSIDERATIONS

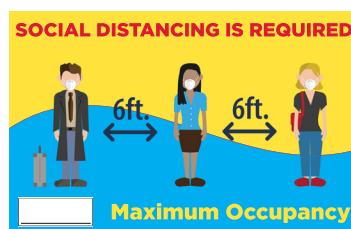
- Staff members will be asked to complete mandated COVID-19 online trainings.
- Campuses will follow guidelines developed by the CDPH for cleaning, disinfection, and ventilation of school campuses.
- Common touch surfaces will be cleaned regularly (e.g., countertops, door handles, restrooms, student desks, student chairs, etc.).
- Safety barriers will be installed in front office areas where public face-to-face interaction occurs.
- Staff and students will be expected to wash/sanitize their hands regularly.
- Classrooms will have a hand sanitizer dispenser or sink to wash/sanitize hands.
- Schools will limit sharing of supplies between students to the extent possible.
- Signage will promote healthy hygiene practices and reminders to stay home when ill.
- Students will be encouraged to bring refillable water bottles.



ON CAMPUS & IN THE CLASSROOM



- During regular school hours, school sites will restrict non-essential visitors, volunteers, and activities involving other groups. Physical barriers (sneeze guards) have been installed in front office areas.
- Classroom spaces will be arranged to allow maximum space for students and staff.
- Student desks will be arranged to face the same direction (rather than facing each other) and spaced apart.
- Routes will be designated for entry and exit to lunch, recess, and other transition times, as feasible.
- Staff will be asked to practice social distancing, including, but not limited to, the following:
 - when working indoors or in outdoor area,
 - before and after the work shift,
 - coming and going from vehicles,
 - entering, working, and exiting buildings or other structures, and
 - during breaks and lunch periods.
- Protection guidelines and signage for student and staff safety will be placed at all sites.



SAFETY CONSIDERATIONS FOR STUDENTS WITH DISABILITIES

- Students with disabilities on IEPs requiring specialized academic instruction (SAI) and related services will have access to the instructional models offered by the district through:
 - ⦿ Distance learning
 - ⦿ Hybrid—when available per CDPH guidelines
 - Possible option of students in self-contained special education programs in hybrid model attending school daily
 - ⦿ Horizon Homeschool
 - ⦿ Horizon Independent Study
- Facial covering exemptions may apply in certain circumstances.
- Students who are deaf/hard of hearing will not be required to wear facial coverings.
- School personnel will work closely with families of students who are immunocompromised regarding specific needs when returning to school.
- IEP services will be delivered with adherence to the wearing of facial coverings, social distancing, increased handwashing, and sanitizing.



CONSIDERATIONS FOR STAFF WORKING WITH STUDENTS WITH DISABILITIES

- Staff will be given the choice as to the type of face covering which is most conducive to addressing their specific students' needs.
- Staff who work with students who require modeling of oral tasks to complete work will be issued face shields so students are able to view their teacher's face.
- All staff who work with students who require more hands-on services such as diapering, catheterization, feeding, etc., will utilize both face coverings and gloves.



OTHER SAFETY CONSIDERATIONS AT THE SCHOOL SITE

Disinfecting

- Each school site will be supplied with high-capacity disinfectant sprayers for custodial use.
- Custodians will nightly disinfect high-touch areas, restrooms, and common areas.
- Employees will need to complete an annual 20-minute training as required by the Healthy Schools Act in order to use disinfectants.
 - All departments and classrooms will be provided with disinfecting materials.
 - Disinfecting products are chemicals that work by killing germs and are considered antimicrobial pesticides regulated by the California Department of Pesticide Regulation and the U.S. Environmental Protection Agency.



Handwashing

- Front offices will have freestanding hand sanitizer dispensers for hand hygiene.
- Classrooms without sinks will have wall mounted sanitizer dispensers.
- Portable handwashing stations will be made available to school sites to supplement healthy hygiene practices.



Air Filtration

- Heating, ventilation, and air conditioning (HVAC) system air filters will be replaced with higher-efficiency filtration. Filters will be hospital laboratory level or better, as defined by ASHRAE, when possible.
- When practicable, classrooms can increase air circulation of outdoor air by opening or cracking windows and doors.





TRANSPORTATION

- Students and driver will be required to wear face coverings.
- Students will fill the vehicle from back to front.
- Siblings will be expected to sit with each other.
- Vehicles will be cleaned and disinfected at the end of each bus run.
- Should a student become ill while in transit, they will be seated at front of the bus in isolation.

CHILD NUTRITION

- In distance learning mode, grab-and-go meals will be made available for parent pick-up.
- When attending school in the hybrid model, students will be served individually plated or boxed meals. Grab-and-go meals will still be made available for parent pick-up to students receiving instruction at home.
- On-campus lunch will be made available to students in designated areas outside of the classroom.



SOCIAL-EMOTIONAL WELLNESS

Addressing the academic skills gap remains an important objective; however, students will not be ready to engage in formal learning until they feel physically and psychologically safe. DSUSD will be prioritizing efforts to address social and emotional learning and mental and behavioral health needs.



- A social and emotional learning curriculum will be provided for the initial seven weeks of school to identify how COVID-19/school closure impacted all students.
- A multi-tiered system of supports will be culturally sensitive and ensure equity and access for all students.
- A multidisciplinary team will be dedicated at each school site to review the evolving social and emotional needs of all students.
- A referral and monitoring system will be in place for students who need targeted support as well as community mental health services referrals through our district partner Care Solace. Families can contact Care Solace 24/7 at (888) 515-0595 or access via the web at www.caresolace.com/site/dsusdfamilies.
- Social-emotional learning lessons for all students will focus on social and emotional skill building, mental and behavioral health, personal safety and self-regulatory capacity, that may have regressed with a lack of social interactions.

Family Engagement & Support

Parents are protective factors to promote well-being for their children. DSUSD will ensure efforts to provide resources, supports, and coping strategies to help families build resilience through the pandemic.

- Engagement and communication will be culturally sensitive.
- Social-emotional learning lessons will be available to parents.
- Psycho-education regarding mental health topics will be accessible.
- Updated social-emotional wellness resources will be available on the DSUSD Social-Emotional Wellness Website at <https://sites.google.com/desertsands.us/social-emotional-wellness/home>.

Trauma Informed Approach

DSUSD recognizes that there is a potential for higher rates of adverse childhood experiences and/or stressors during school closure. The following are interventions that will be available to students:

- Suicide Prevention, Risk Assessment & Safety Planning
- Behavior Threat Assessment & Management
- Substance Misuse and Tobacco Education
- Social Services & Community Resources Linkage
- Trauma Informed Practices
- Access to counseling services addressing trauma and recovery



EDUCATIONAL OPTIONS

The vision of DSUSD is to successfully prepare every student for college, career, and life. We strive to create the conditions for each student to be educated in culturally sustaining, positive, and predictable environments that intentionally prioritize the instruction and development of social-emotional skills and mental health in addition to our primary focus on academic content. DSUSD will start the year with distance learning for all students plus the option for independent study or homeschooling. To provide families choice and create the right conditions for students, DSUSD will also offer a hybrid model once it is permissible to do so. All parents will be required to complete instructional program selection for the 2020-2021 school year by August 10, 2020.

2020-2021 INSTRUCTIONAL PROGRAMS

For the 2020-2021 academic year, DSUSD will provide families a choice among the following:

1. Distance learning
2. Hybrid learning (depending upon health metrics set by the state and county)
3. Independent study
4. Homeschool

DISTANCE LEARNING	HYBRID LEARNING
<ul style="list-style-type: none"> Standards-based curriculum Utilizes district adopted curriculum Attendance taken daily Attendance based on work completed Online learning with opportunities for synchronous and asynchronous learning Opportunities for small group and 1:1 support when needed Students can maintain their current school affiliation Daily live interaction 	<ul style="list-style-type: none"> Standards-based curriculum Utilizes district adopted curriculum Attendance taken daily Students are placed in cohorts. <ul style="list-style-type: none"> Cohort A physically attends two days a week. Cohort B physically attends two days a week. The fifth day is used for extension, 1:1, and small group intervention (high school model might vary). Allows for social distancing Students can maintain their current school affiliation Daily live interaction

In addition to these two models, DSUSD will continue to offer independent study and homeschool options through Horizon School. A description of these models can be found on the Horizon School website: <https://sites.google.com/desertsands.us/horizonschool>.

DSUSD schools will work with students and families to ensure equity and access to quality instruction. Accommodations for students with disabilities, students with diverse learning needs, students who are medically vulnerable, and English learners (EL) will be made as needed.



LEARNING ENVIRONMENT CONSIDERATIONS

DISTANCE LEARNING	
PROS	CONS
<ul style="list-style-type: none"> • Flexibility • Low safety risk • Daily live interaction 	<ul style="list-style-type: none"> • Limited direct interaction with other students • Parent support is needed • Requires self-discipline and self-motivation on the part of the student • No in-person interaction with peers and teachers
HYBRID LEARNING	
PROS	CONS
<ul style="list-style-type: none"> • Allows for social distancing • Allows for in-person interaction with other students and staff • Daily live interaction 	<ul style="list-style-type: none"> • Requires self-discipline and self-motivation on the part of the students on days the cohort is learning from home • Parent support is needed • Limited in-person interaction with peers and teachers

What is the difference between distance learning and independent study?

Independent study is a program housed at Horizon School whereas students on distance learning retain their home school affiliation.

Can a student move from the distance learning model to the hybrid model at any time?

Any changes to a student's program will need to be made at the trimester or semester break. This will ensure a continuity of programs for all students.



Please see page 27 in the appendix for more information on pre-selection including a link to a how-to guide to complete your instructional program selection which is due by August 10, 2020.



SB 98-DISTANCE LEARNING REQUIREMENTS

Distance/hybrid instructional models must include:

1. Connectivity and devices for students
2. Standards based curriculum and instruction that matches the intellectual challenge found in in-person instruction
3. Academic and other supports for pupils performing below grade level, English learners, pupils with exceptional needs, foster youth, and those requiring mental health services
4. Services required by an IEP and any accommodations necessary to ensure that individualized education program can be executed in a distance learning environment
5. Incorporate designated and integrated English Language Development (ELD)
6. Daily live interaction between students and teachers



DESERT SANDS UNIFIED SCHOOL DISTRICT

Distance Learning Schedule - Elementary



	Monday	Tuesday	Thursday	Friday		Wednesday
8:00-8:30	Morning Meeting: Attendance Tracking Activity, Announcements, Daily Schedule, Community Circles, Class Town Hall, Mindful Moment, Social Emotional Learning (Live through Google Meet/Zoom/etc.)				8:00-8:30	Morning Meeting: Attendance Tracking Activity, Announcements, Daily Schedule, Community Circles, Class Town Hall, Mindful Moment, SEL Strategy (Live through Google Meet/Zoom/etc.)
8:30-9:00	Synchronous ELA Instruction (Integration of Science and Social Studies as well as integrated ELD)				8:30-9:30	Independent student assignments (ELA)
9:00-11:00	Small group instruction block, iReady (Reading) and independent assignments for students not in small group instruction, Designated ELD (30-45 minutes per day) , IEP support, intervention needs, differentiated instruction within these blocks of time)				9:30-11:50	Intervention Blocks (30 min each) and independent assignments for students not in small groups
11:00-11:50	PE, MUSIC, ART					
11:50-12:30	LUNCH					
12:30-1:00	Synchronous Math Instruction				11:50-12:30	Lunch
1:00 -1:30	Math online Learning using i-Ready				12:30-2:00	Independent student assignments (Math)/Virtual Office Hours
1:30-3:10	Virtual Office Hours/Independent student assignments (Math) 1:1 student check-ins and parent communication,small groups				2:00-3:10	Staff planning/ meetings and professional development

All schedules are samples. Official schedules will be released from each school site prior to the start of school.



DESERT SANDS UNIFIED SCHOOL DISTRICT

Distance Learning Schedule - Secondary



	Schedule	Wednesday	Schedule	Monday	Tuesday	Thursday	Friday
	7:55-8:15	Homeroom	8:00-8:20	Homeroom	Homeroom	Homeroom	Homeroom
Intervention Periods	8:20-8:50 8:55-9:25	Period 1 Period 2	8:20-8:25	Passing Period	Passing Period	Passing Period	Passing Period
	9:30-10:00	Period 3	8:25-9:45	Period 1	Period 2	Period 1	Period 2
	10:00- 12:00	Professional Development and Teacher Collaboration	9:45-9:50	Passing Period	Passing Period	Passing Period	Passing Period
	12:00-12:40	Lunch	9:50-11:10	Period 3	Period 4	Period 3	Period 4
	12:40-1:10	Period 4	11:10-11:50	Lunch	Lunch	Lunch	Lunch
	1:15-1:45	Period 5	11:50-1:10	Period 5	Period 6	Period 5	Period 6
	1:50-2:20	Period 6	1:10-1:15	Passing Period	Passing Period	Passing Period	Passing Period
	2:25-2:35	Period 7	1:15-2:35	Period 7	Office Hours	Period 7	Office Hours

Note: Designated ELD and Special Education tutorial support course are included in student schedules.

All schedules are samples. Official schedules will be released from each school site prior to the start of school.



DESERT SANDS UNIFIED SCHOOL DISTRICT

Hybrid Model Schedule - Elementary



	Monday	Tuesday	Thursday	Friday		Wednesday
Attending Groups:	Group A in-person Group B remote	Group A in-person Group B remote	Group B in-person Group A remote	Group B in-person Group A remote		All Remote
8:00-8:30	Morning Meeting: Attendance Tracking Activity, Announcements, Daily Schedule, Community Circles, Class Town Hall, Mindful Moment, Social Emotional Learning (Live with both A & B through Google Meet/Zoom/etc.)				8:00-8:30	Morning Meeting: Attendance Tracking Activity, Announcements, Daily Schedule, Community Circles, Class Town Hall, Mindful Moment, Social Emotional Learning (Live with both A & B through Google Meet/Zoom/etc.)
8:30-9:00	Synchronous ELA Instruction (Integration of Science and Social Studies as well as integrated ELD)		Synchronous ELA Instruction (Integration of Science and Social Studies as well as integrated ELD)		8:30-9:00	Independent student assignments ELA and online learning using i-Ready
9:00-11:00	Small group instruction block, iReady (ELA) independent assignments for students not in small group instruction (Designated ELD, IEP support, intervention needs, differentiated instruction within these blocks of time)		Small group instruction block, iReady (ELA) independent assignments for students not in small group instruction (Designated ELD, IEP support, intervention needs, differentiated instruction within these blocks of time)		9:00-11:00	Intervention Blocks (30 min each)
11:00-11:50	PE, MUSIC, ART	PE, MUSIC, ART	PE, MUSIC, ART	PE, MUSIC, ART	11:00-11:50	Independent student Math assignments and online learning using i-Ready
11:50-12:30	Lunch	Lunch	Lunch	Lunch	11:50-12:30	Lunch
12:30-1:00	Synchronous Math Instruction		Synchronous Math Instruction		12:30-2:00	Independent student assignments Virtual Office Hours, 1:1 student check-ins and parent communication
1:00-1:30	Online learning using iReady (Math)		Online learning using iReady (Math)			
1:30-2:30	Small Group Instruction and student independent assignments		Small Group Instruction and student independent assignments		2:00-3:10	Staff planning/ meetings and professional development
2:30-3:10	Student Independent Assignments		Student Independent assignments			

All schedules are samples. Official schedules will be released from each school site prior to the start of school.



DESERT SANDS UNIFIED SCHOOL DISTRICT

Hybrid Model Schedule - Secondary

SAMPLE

	Schedule	Wednesday	Schedule	Monday Hybrid A	Tuesday Hybrid A	Thursday Hybrid B	Friday Hybrid B
	7:55-8:15	Homeroom	8:00-8:20	Homeroom	Homeroom	Homeroom	Homeroom
Intervention Periods	8:20-8:50 8:55-9:25	Period 1 Period 2	8:20-8:25	Passing Period	Passing Period	Passing Period	Passing Period
	9:30-10:00	Period 3	8:25-9:45	Period 1	Period 2	Period 1	Period 2
	10:00- 12:00	Professional Development and Teacher Collaboration	9:45-9:50	Passing Period	Passing Period	Passing Period	Passing Period
	12:00-12:40	Lunch	9:50-11:10	Period 3	Period 4	Period 3	Period 4
	12:40-1:10	Period 4	11:10-11:50	Lunch	Lunch	Lunch	Lunch
	1:15-1:45	Period 5	11:50-1:10	Period 5	Period 6	Period 5	Period 6
	1:50-2:20	Period 6	1:10-1:15	Passing Period	Passing Period	Passing Period	Passing Period
	2:25-2:35	Period 7	1:15-2:35	Period 7	Office Hours	Period 7	Office Hours

Note: Designated ELD and Special Education tutorial support course are included in student schedules.

All schedules are samples. Official schedules will be released from each school site prior to the start of school.



SPORTS AND EXTRACURRICULAR ACTIVITIES

Athletics and performing arts are not currently permitted. Riverside County Public Health cannot speculate as to when guidance will be issued as it is dependent on the county meeting certain public health metrics. However, we understand that athletes, parents, and coaches are eager to be able work on physical and mental strength and learn life lessons about collaboration and unity around a common goal via athletic competition.

The CIF-SS office released their modified season of sport schedules (see page 21). For complete information please see their [website](#).

DSUSD will continue to consider all information as we prepare to open athletics/extracurricular activities on our campuses. With the increase in COVID-19 cases being rampant and fluid, the health and safety of all involved is the top priority.

Specific guidelines will be established to return to on-campus physical activity/training, but will not supersede the state and local county directives designed to ensure student health and safety.

Students are encouraged to maintain their fitness levels as best as they are able and should also complete the online athletic clearance process with their school site athletic office. This will enable immediate participation once our athletic programs are allowed to return.



SPORTS AND EXTRACURRICULAR ACTIVITIES

2020-21 CIF Sports Calendar

as of July 20, 2020

Sport	Last Day for Section Playoffs	*Last Day for Regional/State Championships
FALL		
Volleyball (Boys & Girls)	March 13, 2021	March 20, 2021
Water Polo (Boys & Girls)	March 13, 2021	March 20, 2021
Cross Country	March 20, 2021	March 27, 2021
Trad. Competitive Cheer	Determined by Section	April 17, 2021
Football	April 10, 2021	April 17, 2021
Field Hockey	Determined by Section	**
Gymnastics	Determined by Section	**
Skiing & Snowboarding	Determined by Section	**
SPRING		
Badminton	May 22, 2021	May 29, 2021
Soccer	May 29, 2021	June 5, 2021
Swimming & Diving	May 29, 2021	June 5, 2021
Tennis (Boys & Girls)	May 29, 2021	June 5, 2021
Wrestling	June 5, 2021	June 12, 2021
Basketball	June 12, 2021	June 19, 2021
Golf (Boys & Girls)	June 12, 2021	June 23, 2021
Baseball	June 19, 2021	June 26, 2021
Softball	June 19, 2021	June 26, 2021
Track & Field	June 19, 2021	June 26, 2021
^Competitive Sport Cheer	Determined by Section	**
Lacrosse	Determined by Section	**

**Regional/State Championship events have been reduced to one week for all sports*

*** Regional/State Championship events are not currently offered by the State CIF in these sports*

^CSC teams are approved to compete in season culminating tournament on June 12



APPENDIX A: Resources for parents, employees, and educational leaders

Center for Disease Control (CDC) COVID-19 Prevention

Everyone should:

- ⦿ Wash your hands often with soap and water for at least 20 seconds, especially after you've been in a public space, after blowing your nose, coughing, or sneezing.
 - If soap and water are not regularly available, use hand sanitizer that contains at least 60% alcohol.
- ⦿ Avoid touching your eyes, nose, and mouth with unwashed hands.
- ⦿ Stay at least 6 feet (about two arm's length) from other people. Keeping distance from others is especially important for people who are at higher risk from getting very sick.
- ⦿ Cover your mouth and nose with a cloth face cover.

FACE COVERINGS

Staff members are expected to wear face coverings whether at the workplace or performing work off-site when:

- ⦿ interacting in-person with any member of the public;
- ⦿ working in any space visited by members of the public regardless of whether anyone from the public is present at the time;
- ⦿ working in any space where food is prepared or packaged for sale or distribution to others; and
- ⦿ working in or walking through common areas such as hallways, stairways, elevators, in a vehicle traveling with others, and parking lots.

The following individuals are **exempt from wearing a face covering:**

- ⦿ Children age two years or under must not wear a face covering because of the risk of suffocation.
- ⦿ Preschool through 2nd grade children are encouraged to wear face coverings but it is not mandated.
- ⦿ People with **verified** medical conditions, mental health conditions, or disabilities that prevent wearing a face covering. This includes people with a medical condition for whom wearing a face covering could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance.
- ⦿ People who are hearing impaired or communicating with a person who is hearing impaired.
- ⦿ People for whom wearing a face covering would create a risk to the person related to their work, as determined by local, state, or federal regulators or workplace safety guidelines.



Additional Resources



SONIA Y. ANGELL, MD, MPH
State Public Health Officer & Director

State of California—Health and Human Services Agency
California Department of Public Health



GAVIN NEWSOM
Governor

What measures should be taken when a student, teacher or staff member has symptoms, is a contact of someone infected, or is diagnosed with COVID-19?

	Student or Staff with:	Action	Communication
1.	COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing) Symptom Screening: Per CA School Sector Specific Guidelines	<ul style="list-style-type: none"> Send home Recommend testing (If positive, see #3, if negative, see #4) School/classroom remain open 	<ul style="list-style-type: none"> No Action needed
2.	Close contact (†) with a confirmed COVID-19 case	<ul style="list-style-type: none"> Send home Quarantine for 14 days from last exposure Recommend testing (but will not shorten 14-day quarantine) School/classroom remain open 	<ul style="list-style-type: none"> Consider school community notification of a known contact
3.	Confirmed COVID-19 case infection	<ul style="list-style-type: none"> Notify the local public health department Isolate case and exclude from school for 10 days from symptom onset or test date Identify contacts (†), quarantine & exclude exposed contacts (likely entire cohort (††)) for 14 days after the last date the case was present at school while infectious Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14-day quarantine) Disinfection and cleaning of classroom and primary spaces where case spent significant time School remains open 	<ul style="list-style-type: none"> School community notification of a known case
4.	Tests negative after symptoms	<ul style="list-style-type: none"> May return to school 3 days after symptoms resolve School/classroom remain open 	<ul style="list-style-type: none"> Consider school community notification if prior awareness of testing

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

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



Additional Resources



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State Public Health Officer & Director

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Guidance on School Closure

What are the criteria for closing a school?

Individual school closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with the Local Health Officer. Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/student/staff are cases within a 14-day period, depending on the size and physical layout of the school.

The Local Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

If a school is closed for in-person learning, when may it reopen?

Schools may typically reopen after 14 days and the following have occurred:

- Cleaning and disinfection
- Public health investigation
- Consultation with the local public health department

What are the criteria for closing a school district?

A superintendent should close a school district if 25% or more of schools in a district have closed due to COVID-19 within 14 days, and in consultation with the local public health department.

If a school district is closed, when may it reopen?

Districts may typically reopen after 14 days, in consultation with the local public health department.

State Resources for Case, Contact & Outbreak Investigations

California is committed to supporting local health departments with resources and other technical assistance regarding school case, contact, and outbreak investigations.



Employee Daily Health Self-Check

On a daily basis, all employees of Desert Sands Unified School District are required to complete the daily self-check for symptoms relating to COVID-19. Please review and answer the following questions. If you answer any of the questions below with "yes," you are to remain home, contact your direct supervisor/manager, and seek medical care. The District will provide notice once the daily self-check is no longer necessary. The health check is subject to change based on the medical findings of local government authorities.

Date: _____

Last Name (Print): _____

First Name (Print): _____

Job Title: _____

School Site/Department: _____

1. Do you have a fever? A fever is defined as a temperature of 100.4 degrees Fahrenheit or higher.

_____ Yes

_____ No

2. Are you experiencing known COVID-19 symptoms, such as: chills, cough, fever, shortness of breath, respiratory illness, sore throat, or new loss of taste/smell?

_____ Yes

_____ No

3. In the last 14 days, have you been requested to self-quarantine by a physician?

_____ Yes

_____ No

4. Have you or anyone in your household tested positive for COVID-19 in the last 14 days?

_____ Yes

_____ No

Please choose the applicable statement below:

_____ I certify that I have answered No to all the questions above and I am safe to work today.

_____ I certify that I have answered Yes to one or more questions above and will not report to my worksite today.



Parent Daily Health Self-Check for Students

1. Does your child have a fever? A fever is defined as a temperature of 100.4 degrees Fahrenheit or higher.

☐ Yes ☐ No
2. Is your child experiencing known COVID-19 symptoms, such as: chills, cough, fever, shortness of breath, respiratory illness, sore throat, or new loss of taste/smell?

☐ Yes ☐ No
3. In the last 14 days, has your child been requested to self-quarantine by a physician?

☐ Yes ☐ No
4. Have you or anyone in your household tested positive for COVID-19 in the last 14 days?

☐ Yes ☐ No

If you answer yes to any of these questions, please do not send your child to school and seek medical care. The aforementioned questions are merely used to guide your daily self-assessment. This form will not be collected.

Additional Resources

PRE-SELECTION INFORMATION

In preparation to safely reopen schools, the district will be asking parents to pre-select the type of instructional model they prefer (for example: 100% distance learning, the hybrid model that is some in-person learning alternating with some distance learning, independent study, or homeschooling). Please note that DSUSD will start the school year in distance learning. However, the information provided by parents in the pre-selection process will help us to prepare classrooms and staffing for the time when it is permissible to add a hybrid model as an option. Independent study and homeschool options are also available at the start of the year but will start in a distance learning model just like the rest of the district.

Pre-selection will be grouped by elementary, middle, or high school grade spans. Parents who have children at more than one grouped span will receive one pre-selection form per child. This will allow parents to choose different instructional models depending on their children's grade span and age. Therefore, it is important to reply to each pre-selection form received.

Pre-selection forms will be emailed to each parent whose email is on file, which includes all parents with a ParentVUE account or parents who provided an email address at time of registration. The email will include a link to the pre-selection form where each instructional model is defined, and parents can then select the option they prefer for their child. **Reminder: you are choosing the environment you would like your child to be in once it is permissible to transition beyond the distance learning environment.** All students will start the school year in distance learning whether you are enrolled at a school site, Horizon Independent Study, or Horizon Homeschooling.

Please remember that once you have selected the learning environment, and once we have moved beyond distance learning to add the hybrid option, your child will need to remain in that learning environment until the grading break (trimester, semester).



Additional Resources - Websites

[Center for Disease Control \(CDC\) Activities and Initiatives Supporting the COVID-19 Response](#)

[California Department of Public Health Industry Guidance: Schools and School Based Programs](#)

[California Department of Education \(CDE\) Stronger Together: A Guidebook for the Reopening of California Public School](#)

[Riverside County Office of Education \(RCOE\) Moving Forward Together: Reopening Guide](#)

[CIF Return to Physical Activity/Training Guidelines](#)

[American Academy of Pediatrics COVID-19 Planning Considerations: Guidance for School Reentry](#)

! ■ [California Department of Public Health COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California 2020-2021 School Year](#)