

## **VAUGHN NEXT CENTURY LEARNING CENTER STATE PRESCHOOL SAFE RE-ENTRY PLAN 2020-2021**

### ***PK's Re-entry Introduction:***

For the purpose of this guidance, Vaughn's Elementary Director of Instruction and the Elementary (PK-5TH grade) Administration team have created a scheduling concept that meets the unique needs and circumstances of our Vaughn Community based on-going feedback from all stakeholders. As Vaughn continues to plan re-entry models, Vaughn will need to continue to adapt to the needs of our PK-5th grade school students. We can anticipate that virtual/distance learning will continue in some capacity during the Fall 2020 semester. This may include interacting through the use of a computer, as well as delivering instruction and check-in time with their teacher(s) on site. Vaughn is looking forward to continuing instruction starting the week of August 5th. We envision a historic year together as Vaughn's mission and vision continue to serve as our foundation.

***Rationale for Phase Scheduling Concept:*** *Provide consistency in scheduling, engagement, and communication with students and families.*

### ***Our guiding principles at the fore-front of our re-entry decision-making:***

- Create a safe, healthy, and supportive learning physical and virtual space for students, faculty, and families.
- Educational equity and the belief that every student can succeed.

In collaboration, with teachers, staff, and families, we have developed a scheduling concept that addresses the concerns that have been shared by students and faculty regarding the transition back to the physical classroom.

### ***Expected Outcomes During Re-entry Phase(s):***

- *Implement safety procedures that allow teachers and students to maximize learning.*
- *Elementary administration, teachers, and support providers will build a strong foundation to re-engage students, support adults, rebuild relationships, and create a positive learning environment with high academic outcomes.*
- *Students will successfully reengage with Vaughn staff and participate in learning to ensure continuity and mitigate loss.*
- *All students must have access to grade-level essential curriculum.*
- *Maximize opportunities for re-teaching, intervention and extending learning during the school year.*
- *Ensure that teachers and student coursework is practical and optimal for our student/teacher needs.*

***Health and Safety: Public Health Orders will be followed and scheduling concepts will be adapted as needed such as:***

- Teach and reinforce healthy hygiene practices.
- Maintain physical distancing.
- Minimize student movement (i.e. from class to class).
- Minimize student contact outside of their home room or core group of students.
- Minimize student contact with too many adults.

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- Sanitizing protocols are established and followed ensuring minimal student contact with spaces, furniture, books and other materials without sanitization protocols being used.
- ALL wear protective wear such as masks (Personal Protective Equipment - PPE) with a plan to address the needs of students who may have an aversion or challenge to wearing PPE.

***Social-Emotional Support Systems:***

- Vaughn will begin its transition back from distance learning by first conducting a self assessment to determine needs and capacity to create and sustain any social and emotional support system.
- Vaughn will provide access to counseling and resources in parents and students' home language.
- Vaughn will carve out a welcome back week for staff and community partners to reconnect, process their emotions and experiences, reflect on what they have learned, and identify resources, tools, and training they will need moving forward.
- Vaughn will provide teachers with professional development on protocols for addressing students in crisis each semester.
- Vaughn will implement social emotional learning (SEL) and restorative practices (RP), evidence-based interventions, that address and tend to the social and emotional needs of both students and adults.
- Vaughn will build a strong foundation to re-engage students, support adults, rebuild relationships, and create a positive learning environment with high academic outcomes.
- Vaughn PBIS team will support the sustainability of Vaughn Elementary social and emotional support systems by analyzing any and all data collected.





***Family-Community Engagement:***

- Vaughn will continue to maintain a regular and multiple asset based communication systems via Aeries Communications, surveys, hold forums, etc, to proactively engage and involve all parents, caregivers, and guardians.
- Vaughn will continue to integrate parents in the governance committees to ensure that parent input is included in all collective decision making regarding upcoming guidelines and policies.
- Vaughn will collaborate with parents to establish their new roles, duties, and responsibilities with re-entry instructional learning.
- Vaughn will post all community social services, mental health and other resources on its website.

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**Re-entry Phases/ Instructional Models:** Vaughn’s re-entry committee has selected a combination of the models below based on our school-community needs.

<b>Distance Learning:</b>	Distance learning occurs when the learner and instructor, or source of information, are separated by time and distance and therefore cannot meet in a traditional physical classroom setting.
<b>Hybrid Learning:</b>	Learning occurs both in the advisory classroom (or other physical space) and/or via distance learning.
<b>Face to Face:</b>	The content teacher and the student meet physically in a set place for a set time for either one-on-one learning or, most commonly, in group classroom lessons with social distancing and health and safety measures in place.

 <b>STAGE 1</b> <b>SAFETY AND PREPAREDNESS:</b>  <b>Full Distance Learning</b>	 <b>STAGE 2</b> <b>TARGETED FACE-TO-FACE LEARNING:</b>  <b>Small numbers of students on campus to provide targeted support and intervention and to solidify safety protocols.</b>	 <b>STAGE 3</b> <b>BROADER FACE-TO-FACE LEARNING:</b>  <b>Slow transition to full student body on campus following social distancing expectations and safety protocols.</b>	 <b>STAGE 4</b> <b>FULL FACE-TO-FACE LEARNING:</b>  <b>100% of students back on campus following safety guidelines and protocols.</b>
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**For all phases, we will provide support and options for families who need additional resources and learning strategies.**

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**Re-entry Plan Stage 1:**

*(Until safety measures determine we ready to move into stage 2)*

**Distance Learning Model:** Students will engage in on-line learning at least two times per week via Class Dojo.

***Guidelines and Expectations for Students:***

- Students should experience regular interaction with a teacher every day. Vaughn will put systems in place to monitor and be aware of students who are not accessing learning through contact with teachers as well as students who may need additional support to access the internet and the online learning platforms.
- Students should expect 120 minutes minimum daily engagement with instructional lessons, assignments, and projects. (ECERS)
- Students are expected to participate in online lessons by participating in Class Dojo viewing posted/pre-recorded videos, lectures, and/or other online resources each week.
- Students will complete and submit work electronically via Class Dojo and/or SKIES.
- Students will maintain regular communication with their teacher via phone, Class Dojo, or email.
- Daily participation will be required and tracked. If a student is absent (meaning has not participated in any portion of the school day), the parent will need to excuse the absence with the school site main office.
- Adhere to the [Vaughn Acceptable Use Policy for Technology](#), and [Vaughn Elementary's Video Conferencing Expectations](#)

***Guidelines and Expectations for Parents (To be shared for each site through beginning of year Meet & Greets):***

- Review [Distance Learning Student and Parent Expectations](#)
- Parents are expected to encourage students to check Class Dojo.
- Parents will set a learning schedule in order to support their students participating in learning daily.
- If there are any questions, reach out to staff via email, google classroom and/or phone calls
- Parents will carefully review Vaughn's communications with family to support awareness
- Review [Vaughn Acceptable Use Policy for Technology](#) with your child
- Review [Elementary Online Etiquette and Academic Integrity Policy](#) with your child
- Review [Elementary Video Conference Etiquette for Students and Teachers](#)

***Teachers will use the following resources to help facilitate online learning via:***

- Google Classroom to house all students' assignments.
- Aeries Communication to send messages to parents.
- Aeries Attendance for daily attendance tracking and Gradebook for assignment tracking.

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- Vaughn student email for student/teacher communication.
- Zoom video conferencing, student discussion groups, and other collaborative work.
- Program-specific resources: HMH ThinkCentral, McGraw ConnectEd, Dreambox, Ticket to Read, SRC, BrainPop, English 3D, Teach Your Monster to Read etc. P
- Online Tools/Platforms: such as CLEVER, Youtube, Khan Academy, KAHOOTZ, Study.com, EdPuzzle, FlipGrid, Screencastify, etc.

**Beginning of Year Meet & Greet**

First week of school (Aug 5 - Aug 12) Meet and Greet for incoming TK-5 students:

- This time will be used to distribute curricular materials, meet families, set up communication methods, ensure expectations for Distance Learning, verify choice of placement once phase 2 is enacted, and answer any questions.
  - Introductions
  - Student IDs
  - DL Expectations and site/grade level schedules
  - Supply Packs (pencils, crayons, scissors, paper ect.)
  - Email and Password
  - Login Information
  - Nutrition Pick Up Guidelines & Barcodes & Incentive Notification
  - 20-21 School Year Calendar
  - Attendance Procedures (what to do if child is unable to participate)
  - Confirm Phase 2 choice for learning
  - Other site specific information
- Teachers will meet students and 1 parent individually. If a teacher cannot participate in person arrangements will be made for materials to be picked up at school and teachers will still hold meet & greet through Zoom so they are able to connect, and explain necessary items.
- 30 minute blocks per family.
- Only 1 parent and 1 student allowed to minimize the amount of people on campus.
- Parent and Student temperature checks and symptom reporting in addition to masks will be required before a student or parent is allowed to enter the building.

**Work Hours**

- Teachers are expected to continue working during regular work hours 7:30a.m -3:00 p.m. M-F
- Conduct all duties (teach, assess, provide interventions, communicate with students and parents, engage in collaboration with colleagues, engage in professional development, plan for instruction, and any other activity related to teachers job description) during their normal working hours (e.g. 7:30-3:00)
  - We are asking all team members to record their work hours via Paycom. You will be able to use your Paycom app to record hours worked either at home or on-site.
  - If you are unable to conduct your work assignment and need to use sick time, you will use Paycom to request this time.

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- If you have a planned day off, you will be required to plan asynchronous learning plan for your class with a time value equal to 120 minutes that you will post for students per 1 planned day off
- If you have an emergency day off (up to 2 days), teachers will be expected to post their emergency asynchronous learning plan (each grade level should have an emergency day schedule for asynchronous learning that can be posted in the event of an emergency absence that equals 240 minutes time value)
- Additional guidance will be provided as to when to request a substitute if you are absent for more than two days. There are various legal provisions in place for a medical leave related to COVID-19, medical illness, taking care of an ill dependent, and time off needed for child care. Please use the PAYCOM app to request personal days off in advance of the planned day off.

### **Communication:**

- Teachers will communicate directly to students when possible, and will also communicate with parents via Class Dojo, Aeries Communication, phone calls, and emails.
- Respond to student and parent questions in a timely manner (within 24 hours hours, not including weekends/non-work days).
- Teachers should keep track of their interactions with students, noting if there has been no contact with a student each school day through marking Aeries Attendance as absent. Some examples of interaction could include phone calls, a Zoom conference call, submitting assignments.

### **Planning:**

- Teachers will continue to collaborate weekly by subject and grade level to plan lessons. Teachers will have collaboration time at the end of each day in addition to Fridays.
- Continue to encourage students to do visual arts, music, dance, and physical activity or mindfulness during the day. This can be incorporated as part of your lesson or as an added bonus. This is a great opportunity to challenge students to be creative.
- Teachers/Grade levels will submit weekly lesson plans to the site leader determined by the leadership team (if the grade level is working together to plan and create lessons then only lesson plans for the grade will need to be submitted). [Elementary Lesson Plan Template](#)
- Verification of time value of assignments will be required on a weekly basis and lesson plans need to clearly indicate the time value of assignments.

### **Instruction:**

- Teachers will provide new instruction in both synchronous and asynchronous format daily for 120 minutes following the academic schedule outlined by their campus. For most campuses, this instruction will take place between the hours of 7:30am -1pm.
  - Daily synchronous instruction is required M-Th, however length of sessions will be determined by student developmental level.
  - Any asynchronous instruction that occurs, must be planned to meet the 120 minutes based on the time value of work completed by the student
- **Synchronous** learning is the kind of learning that happens in real time (can be face-to-face via Zoom). This means that you, your students, and your colleagues interact in a specific virtual place, through a specific online medium, at a specific time.

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- **Asynchronous** learning occurs when students learn the same material at different times and locations. Asynchronous Learning is opposite to synchronous learning where students learn at the same time by activities such as attending a lecture or laboratory or Zoom call at a predetermined time.
- Teachers will track weekly student engagement through a log verifying instructional minutes provided either synchronously or asynchronously. (specific details to come re: logging instructions)

### **Assignments & Grading:**

- Teachers or teacher teams will assign and post assignments per core class each day.
- Lessons and assignments will be aligned to essential standards determined by grade levels
- Teachers will continue to update grades on Aeries and enter assignments as determined by Grade levels (Teacher will enter grades for the assignments by the following week).
- Teacher feedback and grades will continue to be delivered.
- Teachers will use resources such as videos, lectures, and/or other online resources each week to enhance instruction.
- Report cards will be issued at the end of each grading period in order to communicate progress to parents and students on a consistent basis.
- Parents will have access to Aeries Parent Portal in order to monitor their child's progress.

*\*During distance learning, teachers will be flexible with assignments and due dates for student work.*

### ***Guidelines And Expectations For Administrators-Distance Learning***

- The administrator's role continues to be consistent with the previous roles.
- Administrators will hold regular faculty meetings via either Zoom Conferencing or in-person. During online faculty meetings, they will check-in with school staff to assess socio-emotional well being and plan for further supports. In addition, Administrators will refer staff to the Social Emotional Support resources noted below when needed. In addition, check-ins will include a needs assessment while providing updates on online and blended learning and receiving feedback regarding teacher needs.
- Administrators will monitor student attendance to ensure that all students are engaging in the learning program. Administrators will follow tiered intervention supports for attendance monitoring and support.
- Administrators will collect weekly lesson plans and review to ensure that they meet requirements of all learning programs and provide feedback to teachers if and when revisions are necessary.
- Admin will ensure lesson plans include time value of assignments.
- Administrators will collect certification of time value of assignments from teachers.

### ***Student Support:***

Should students need support, our counselors, psychologists, and school-wide social worker will be available to provide support.

- Diana Jacinto
- Lilian Luna

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- Heidi Valdez
- Arturo Chavez
- Frank Uribe
- Suzie Bornstein
- Vartan Shomelian

For students who require accommodations, our Resource Team and 504 Support team will continue to be available to help support students with distance learning.

### Resource Team

- Pandaland-Jenny Sanchez
- G3- Desiree Rivera
- Mainland- Yesenia Flores
- Schoolwide- Ivette Garcia

### Intervention/504 Team:

- Pandaland- NEW
- G3- Martha Barajas
- ML- Julia Luna

Please note that our general education teachers will continue to collaborate with our SPED/ 504 support personnel when developing curriculum and collaborating. Furthermore, administration is overseeing the planning and development of Elementary Distance Learning to ensure accommodations are being highly prioritized to meet the needs of all students.

### **Technology:**

- Vaughn students will be provided an individual Chromebook and wifi hotspot per family (if requested) in order to participate fully in distance learning.
- Vaughn employees need to continue using the FreshService ticketing system if there are any technology needs.
- If students or parents need assistance from IT regarding passwords or login information please fill out the form at this link <https://tinyurl.com/VNCLCHelp> and a member of the IT will get back to you as soon as possible. A link is also available on our [www.myvaughncharter.com website](http://www.myvaughncharter.com). We have also set up a phone hotline that parents can use to call in any issues. 877-239-7942

### **Professional Development:**

Teachers are expected to fully participate in professional development during Phase 1.

Vaughn will provide options for professional development in Virtual Teaching best practices during the summer that are optional but provide teachers a stipend for their participation. Additionally, Vaughn will provide significant professional development to all staff for the year during our Summer Retreat dates from July 31-Aug 4, 2020.



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Our teachers will be receiving on-going support throughout the year during our Friday meetings via zoom, and webinars, and in-person following social distancing safety protocols. In addition, we will set aside department and collaboration meetings for Fridays as well.

**Attendance:**

**Definitions**

**Distance Learning Engaged (DLE)/Code 2:** New Aeries attendance code to track if a student is engaged during distance learning. This code indicates that a student is “present”.

**Distance Learning Not Engaged (DLN)/Code 3:** New Aeries attendance code to track if a student is not engaged during distance learning. This code indicates that a student is “absent”.

**On Campus (ON):** New Aeries attendance code to track when a student is present on campus at which time we move beyond Phase 1.

**Aeries Attendance (8/5-8/12)**

1. Mark a student present with the code: **DLE (Distance Learning Engaged)**, on the first day that you are able to communicate with either student or parent through email, phone call, Zoom meeting, online messaging, work submission, meet & greet sign-up etc. If you communicated with them and received response in the form of response email, phone conversation, meet & greet appointment, etc. prior to the first day you may mark the student DLE for the entire week.
2. Mark a student absent with the code **DLN (Distance Learning Not Engaged)** if you have not communicated with either student or parent in any way after you have made attempts to contact using multiple methods of communication such as email and phone call.
3. If you are unable to make contact with either student or parent by Friday 8/7 please notify your site leadership through email with the student’s name, student ID number and what efforts you have taken to reach the student/parent.

**Scenarios:**

	8/5/2020	8/6/2020	8/7/2020	8/10/2020	8/11/2020	8/12/2020
Student A	DLE	DLE	DLE	DLE	DLE	DLE
Student B	DNE	DNE	DLE	DLE	DLE	DLE
Student C	DNE	DNE	DNE	DNE	DNE	DNE

**Student A:** Parent responded to teacher’s email and has an appointment for meet & greet on Friday Aug 7. Student has entered a Zoom session that the teacher shared through email.

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**Student B:** Teacher has sent emails and attempted to reach parent and student with no response until 8/7. Parent responded on 8/7 and has set up an appointment for meet & greet on 8/12.

**Student C:** Teacher has sent emails and attempted to reach parent and student using multiple methods with no response. Teacher has notified site leadership that they haven't been able to contact the student or parent.

**Aeries Attendance (8/13-Beginning of Phase 2)**

- Attendance will be taken through Aeries daily.
- Preliminary attendance will be logged in Aeries by 9 a.m. each day.
- If a student has not participated by 9 a.m. they will be marked absent preliminarily DLN.
- If a student participates (see participation definition below) after the initial attendance window closes ((a.m. but prior to 4 p.m. then change student status in Aeries to present (DLE)).
- If there is any reason a student cannot participate between 8 a.m.-3 p.m. parents will need to notify the office of the absence and make arrangements for make-up work to be completed.
- A student who does not participate in distance learning at all on a school day will be marked absent (DLN).
- Daily participation that constitutes attendance includes participation in online activities or lessons, participation on Zoom call, completion of regular assignments, completion of assessments and contacts between school and students or parents/guardians.
- Administration will monitor attendance on a weekly basis.
- Attendance clerks will contact parents whose students are absent in order to determine the reason for the absence.
- If a student has been absent (DLN) for 2 or more days the teacher will notify administration who will then in collaboration with support staff attempt to contact the family in order to discuss why the student was absent and how to best support the family in participating.
- Students who have missed 3 (DLN) or more school days within a week will be moved to Tier 2 support including the creation of an action plan to address barriers and to partner with parents/ guardians in supporting consistent attendance.

**Tier 1 (ALL) Students missing >5% = satisfactory, Students missing 5%-9% = at risk :** Create positive connections with students and families , Track and Monitor attendance data daily, Notify parents of absences through Aeries automated call system and or personal calls by Vaughn staff, Verify current contact information through Aeries data verification and during beginning of school Meet & Greets, Improved attendance recognized, Common barriers to participation recognized and addressed by school, Flag absences of 3 days for Tier 2 supports.

**Tier 2 (Early Intervention) Students missing 3 or more school days in a week (60%): Verification of current contact information** Personalized outreach to family by administration and/or support providers, Action plan created to address barriers and plan for support in collaboration with family. Potential support may be in-person instruction for portions of the day.

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**Tier 3 (Specialized Supports) Students missing 20% or more = severe chronic absence:** Coordinated school and potential interagency response, Board review of case, Legal intervention (last resort).

**Re-entry Plan Stage 2/3:  
(Until safety measures determine we ready to move into stage 4)**

With our faculty/staff and students' health and safety at the fore-front of our re-entry decision, we have decided to phase in a hybrid model. We will start with elementary students who select to return to campus attending 1x a week to begin and transitioning into 2x per week once safety protocols have been established and revised for maximum efficiency. In addition, Vaughn Elementary will be offering students who are struggling and/or who need mental health supports an option to return to campus for face to face instruction following a staggered daily schedule model.

**Option 1: Hybrid Learning Model:** Hybrid learning occurs both in the classroom face-to-face and via distance learning. Students may select for Option #2 which is 100% virtual study, if they do not feel safe participating in classroom instruction, or if they have health concerns.

25% Cohort Weekly Schedule (only on campus 1-2 day 1x a week)					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>A Group</b>	Face-to-Face Learning at School	Virtual Study	Virtual Study	Virtual Study	Intervention- makeup, parent conferences / IEP meetings / SSTs / 504s via Zoom / teacher collaboration/ grade level meetings / articulation / PD
<b>B Group</b>	Virtual Study	Face-to-Face Learning at School	Virtual Study	Virtual Study	
<b>C Group</b>	Virtual Study	Virtual Study	Face-to-Face Learning at School	Virtual Study	
<b>D Group</b>	Virtual Study	Virtual Study	Virtual Study	Face-to-Face Learning at School	

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<b>Blended Learning Cohort Bell Schedule (bell schedule subject to change) (Allows for 25%, 50% Capacity Per Day on Campus)</b>							
<b>Time Schedule 1</b>	<b>Face-to-Face Learning Day  Cohort A1, B1, C1, D1</b>	<b>Time</b>	<b>Virtual Learning Day Schedule (every day except face-to-face learning day) Cohort A1, B1, C1, D1</b>	<b>Time Schedule 2</b>	<b>Face-to-Face Learning Day  Cohort A2, B2, C2, D2</b>	<b>Time</b>	<b>Virtual Learning Day Schedule (every day except face-to-face learning day) Cohort A2, B2, C2, D2</b>
7:15-7:30	Teachers Arrive			7:30-7:45	Teachers Arrive		
7:30-8:00	Student Arrival Safety Protocols Breakfast in the Classroom			7:45-8:20	Student Arrival Safety Protocols Breakfast in the Classroom		
8:00-8:20 20 min	Morning Meeting Socioemotional Check-in	8:00-9:00 60	ELA & Math Assignments / Service Provision for Speech, IEPs, OT	8:20-8:40 20 min	Morning Meeting Socioemotional Check-in	8:20-9:20 60 min	ELA & Math Assignments / Service Provision for Speech, IEPs, OT
8:20-9:35 75 min	ELA	9:00-9:30 30 min	SEL (Async)	8:40-9:50 70 min	ELA	9:20-9:50 30 min	SEL (Async)
9:35-10:20 45 min	DELD/ALD (Sync)	9:35-10:20 45 min	DELD/ALD (Sync)	9:50-10:35 45 min	DELD/ALD (Sync)	9:50-10:35 45 min	DELD/ALD (Sync)
10:20-10:45	OUTDOOR PLAY (Staggered)	10:20-10:45	OUTDOOR PLAY	10:40-11:00	OUTDOOR PLAY (Staggered)	10:40-11:00	OUTDOOR PLAY
10:45-11:50 65 min	MATH	10:35-11:50 65 min	HSS/ Science (Async)	11:00-11:50 50 min	MATH	11:00-11:50	HSS /Science (Async)
11:50-12:50 60 min	NAP TIME	11:50-12:30 40 min	School Wide Intervention / Acceleration (Sync)	11:50-12:50 60 min	NAP TIME	11:50-12:30 40 min	School Wide Intervention / Acceleration (Sync)

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Dismissal for Face-to-Face Learners 12:30 pm	Stu pick up lunch on their way home			Dismissal for Face-to-Face Learners 12:50 pm	Stu pick up lunch on their way home		
12:30-1:30	Lunch	12:30-1:30	Lunch	12:50-1:50	Lunch	12:30-1:30	Lunch
1:30-2:20	Students Engage in Enrichment virtually, Teachers check in with Ss who are learning virtually	1:30-2:15	Teacher Check-Ins  ELA & Math Assignments & Review	1:50-3:20	Students Engage in Enrichment virtually, Teachers check in with Ss who are learning virtually	1:50-3:20	Teacher Check-Ins  ELA & Math Assignments & Review

**Weekly Staggered Schedule (Students attend 1-2 days a week)**

Within this hybrid model, the classes would be split across four days in either fourths (25%) or halves (50%), In the 25% model students will attend in person 1 day with 3 days at home virtual learning. In the 50% model students will attend in person 2 days with 2 days at home virtual learning. Fridays would be a flexible day to allow teachers to work on curriculum, plan, engage in PD, work with students who need reteaching and/ or learning extensions. In addition, these flexible days would enable custodial staff to deep clean and teachers to meet together in department/content teams to analyze student data. Friday would also allow time for teachers to hold parent conferences (via video conference) and/or IEP meetings, SSTs, and 504s.

On remote learning days students may access online content through a flipped learning instructional model or some other blended learning structure.

**Model considerations include:**

1. Half day schedule - students go home after lunch. Students can obtain a box lunch prior to going home.
2. Flexible attendance policy for students who are ill.
3. Staggered start and dismissal times to accommodate for food distribution/ temperature checks.
4. Daily cleaning and sanitizing thoroughly after students/staff leave.
5. Students will be assigned their own supplies and a Vaughn chromebook to use during the 20-21 School Year.
6. Some families may opt for a 100% virtual learning schedule, based on preference or health.

**Option 2: 100% Distance Learning Model:** Students who are part of Vaughn’s Virtual Learning Program will engage in on-line learning, and will have opportunities to come on-site following social-distancing guidelines.

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<b>Minutes</b>	<b>State Preschool DL Instructional Minutes</b>
15	<b>T.A 1:</b> Calendar (Seven days months of the year, poem of the month), Number rock, shape
15	<b>T.A 2:</b> Story time, Alphabet, weather,
30	<b>Teacher video 1:</b> Language art lesson and activity (Doing activity & uploading activity on portfolio)
30	<b>Teacher video 2:</b> Math lesson and activity (Doing activity & uploading activity on portfolio)
15	<b>Teacher video 3:</b> uploads: Music and movement (Nursery Rhyme {Mon & Wed) / P.E (Go Noodle{Tue & Wed)
15	<b>Teacher video 4:</b> Second Step/ CSEFEL

**PER ECERS  
Total Minutes 120**

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Re-entry Plan Stage 4:**

100% of students back on site full-time with face-to-face instruction delivered by the content teachers.