

Albert Einstein Academies Teaching and Learning Plan

2020-2021



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1. Introduction

Vision: All students will have access to academic rigor and social-emotional support within the IB Programs.

Introduction/Overview: The AEA Teaching and Learning Plan is designed to capture the changing needs of the AEA community and to acknowledge the reality of the paradigm shift away from a traditional classroom-based instruction in order to provide a safe environment for our students and staff. The Teaching and Learning Plan includes phases that support a gradual return to in-person learning should public health indicators allow. While AEA recognizes the importance of flexibility in our programs, we will at all times monitor and comply with State and local guidelines related to public health and safety including the Governor's directives on reopening public schools. Given the fluid nature of the current pandemic, some elements of this plan are likely to evolve over time as we adapt to changing conditions.

Mission: Through adhering to the IB Learner Profile traits, the Teaching and Learning Plan focuses first and foremost on student needs. The plan emphasizes teaching through inquiry with a global perspective and a balanced, holistic, rigorous approach that values social-emotional development and well-being in addition to academic achievement.

The IB Learner Profile Traits that have guided our in-person and distance learning interactions at AEA will apply regardless of the setting and instructional model. Therefore, as IB Learners we strive to be: *Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, Reflective.*

2. Reopening Phases

AEA will commence the 2020-21 school year using a phased approach, with specific criteria required to move from one phase to the next as well as back to the previous phase if needed:

Phase One: Distance learning only for all students as mandated by State guidelines and local health indicators. The 2020-21 school year will begin in this phase on August 24, 2020.

Phase Two: Distance learning with opportunities for in-person learning for small groups of students with special consideration such for Special Education Students, English Language Learners, Socio-Economically Disadvantaged Students and Homeless and Foster Youth. Wherever possible this in-person teaching and learning will take place outdoors and/or in the most ventilated area(s) on campus. Student cohorts will be created to limit interactions between and among students and staff. This phase will begin when a) public health authorities indicate that it is safe for small groups of individuals to be on campus with appropriate social-distancing

and hygiene measures in place (see below) and b) AEA staff have established appropriate structures, schedules and procedures to safely accommodate students.

Phase Three: Hybrid learning consisting of a combination of in-person and distance learning for all families who would like to participate. Student cohorts will be created to limit interactions between and among students and staff and better allow for social distancing. This phase will begin when the Governor announces that San Diego County has been removed from the COVID-19 Watch List and has remained off the list for 14 consecutive days.

Phase Four: In-person learning for all students. This phase will begin when the Governor and/or local health authorities indicate that schools in the area of the AEA campuses are safe to return in full capacity.

It is our goal to inform the community with five days' notice of the decision to move between phases, but health conditions are constantly changing in this pandemic. These changes in public health data necessitate quick adjustments to AEA's instructional and operational approaches. We may need to close school buildings with very short notice. AEA will do everything possible to make these transitions as smooth as possible while providing updated information through timely communication.

Supports for Staff

One goal of AEA's Teaching and Learning Plan is ensure that all staff have the resources to feel safe and comfortable throughout each reopening phase which may include the following:

1. Flexible work and sick/personal necessity leave options
2. Updated resources and procedures for distance, hybrid, and in-person teaching
3. Support accessing emergency leave, Families First Coronavirus Response Act (FFCRA), and other related benefits
4. Use of the CDC health inventory, as it pertains to employees who may need additional accommodations to facilitate their participation in the plan

3. Roles and Responsibilities for Distance and Hybrid Learning

On July 19, 2020 the Governor announced a number of requirements for schools for the 2020-21 school year. The following tables outline the responsibilities of AEA instructional staff, students, and parents in meeting these requirements.

Educator Requirements and Responsibilities

Requirement	Practices
Daily “live instruction” is required for all students	A Common Core Standards-Based and International Baccalaureate Middle and Primary Years curriculum will be provided daily through the use of a cloud-based learning platform and live video instruction (via Canvas and Zoom).
Minimum instructional time is required for all students as follows: <i>Kindergarten:</i> 3 hours per day <i>Grades 1-3:</i> 3 hours, 50 minutes per day <i>Grades 4-12:</i> 4 hours per day	This is the amount of time students need to be engaged in a combination of synchronous and asynchronous learning activities both online and offline. Teachers are expected to work their full contracted day which includes: providing daily synchronous (live) learning opportunities, team planning, creating asynchronous learning materials, providing student feedback, and maintaining communication with students, parents, and administration.
Record Student Attendance	AEA staff will maintain daily and weekly attendance and engagement records.
Service Students in Need	AEA staff will implement Universal Design for Learning Framework into teaching and learning to provide equal access for all students, as well as provide student support services and interventions. Special consideration will be given to Special Education Students, English Language Learners, Socio-Economically Disadvantaged Students, and Homeless and Foster Youth.
Prevent Disengagement	Disengagement is defined as absences from learning for three or more days. Teachers are required to report attendance and engagement concerns to designated support staff who will implement the steps for re-engagement. These steps include emails, phone calls, and home visits.

Assess and Grade Students	Students will be assessed and graded each semester based on Common Core standards and the IB criteria. Report cards will be provided twice per year.
Hold Office Hours	Teachers and staff will collaboratively plan live office hours for students, so that each student has the opportunity to attend at least one live office hour session per week for the purposes of academic intervention and social-emotional support. Parent office hours may be provided when appropriate depending on the age of students and the specific academic needs .
Monitor Well Being of Student and Self	AEA staff will provide learning opportunities for all students through daily instruction. Social-emotional support will be provided through our Counselor, Social Worker, and School Psychologists. Staff must adhere to CA Department of Health guidelines and AEA HR policies related to reporting illness and sick leave.
Provide Devices	All students will be provided laptops and high speed internet access as needed, free of charge. AEA will also provide ongoing tech support to maintain these devices.
Provide Nutrition	Meals will be provided as part of the National School Lunch Program (NSLP).

Student Roles & Responsibilities

- Attend school five days a week (Monday through Friday) whether virtually, blended or in person
- Follow the IB Learner Profile Attributes
- Actively engage in learning for the required minutes daily
- Adhere to a daily learning routine
- Identify a space at home for school work
- Complete assignments with academic honesty and a commitment to quality
- Communicate proactively with teachers and parents/guardians about what supports you may need
- Participate in both online and offline activities
- Get regular physical exercise
- Be a respectful, kind, and responsible digital citizen

Parent/Guardian Roles & Responsibilities

- Require your child to attend school five days a week (Monday through Friday) for at least the minimum required minutes as per state guidelines.
- Establish routines and expectations for distance learning and home life
- Define the physical space for your child's study
- Monitor communications from your child's teachers
- Begin and end each day with a check-in
- Take an active role in helping your child process their learning
- Establish times for quiet and reflection
- Encourage physical activity and/or exercise
- Monitor how much time your child is spending online
- Monitor your child's behavior online and ensure adherence to digital citizenship expectations
- Remain mindful of your child's stress or anxiety

We also recommend creating a schedule that best works for your family and includes, to the extent possible, consistent routines, predictable working hours, clear expectations, and the recommended hours of sleep for school aged children (6-12 years) 9-11 hours and for teens (13-18 years) 8-10 hours nightly.

Specific schedules and procedures for accessing live and asynchronous learning will be created by AEA teaching staff and shared with students and families prior to the start of the school year.

4. Health and Safety Measures for In-Person Teaching and Learning

When considering in-person instruction, AEA will adhere to guidance from the California Department of Public Health (CDPH), San Diego County Emergency Operations Center (EOC), County of San Diego Department of Health and Human Services (HHS), and San Diego County Office of Education (SDCOE). This guidance will guide our implementation of the following measures:

A. Social Distancing

When layered with hand hygiene, protective equipment, and other prevention strategies, social distancing can play a key role in reducing the spread of COVID-19. In accordance with State and local guidelines, six feet of distance will be maintained by staff, students and visitors to the

greatest extent practicable. Protocols, markings, and space utilization strategies will be implemented to make social distancing as clear and convenient as possible in an effort to maintain safe and efficient work and learning environments. The school will remind the learning community of the importance of maintaining social distancing measures regardless of the reopening phase and will discourage students or staff from gathering at any location.

Classroom and Indoor Learning Environments

AEA staff will:

1. Designate routes and protocol for entry and exit. Put in place other protocols to limit direct contact with others as much as practicable including:
 - a. Place “stand here” signs or markers at 6-foot intervals in areas where congregation is likely.
 - b. Place the first stand here marker in the doorway to allow the teacher to see if a student is ready to enter.
 - c. Upon arrival, students should line up on markers at designated arrival areas.
 - d. Teachers will meter the flow into rooms to ensure physical distancing is maintained.
2. Maximize space between seating and desks. Distance teacher and other staff desks at least six feet away from student desks (see photo below). Consider ways to establish separation of students through other means if practicable, such as, six feet between desks, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.
3. Minimize movement of students during class time and that of teachers or staff as much as practicable.
4. Minimize congregate movement through hallways as much as practicable. For example, establish additional ways to enter and exit a campus, and staggered passing times when necessary or when students cannot stay in one room.
5. Consider redesigning activities for smaller groups and rearranging furniture and activity spaces to maintain separation.
6. Staff will develop and teach instructions and routines to maintain distancing that are easy for students to understand and are developmentally appropriate.
7. Implement procedures for turning in assignments to minimize contact.
8. Limit the use of shared materials.
9. Have students take all materials home each day in individual containers for safety and cleaning.
10. When safety permits, open windows to allow for fresh air and circulation.
11. Disable all drinking fountains and supply an alternative water option.
12. Limit nonessential visitors, volunteers and activities.



Sample Classroom Layout

Outside Areas and Learning Environments

AEA staff will:

1. Increase supervision to ensure physical distancing.
2. Limit communal activities where practicable. Alternatively, stagger use, properly space occupants and disinfect in between uses.
3. Consider use of non-classroom space for instruction, including regular use of outdoor space, weather permitting. For example, consider part-day instruction outside.
4. Limit nonessential visitors, volunteers and activities.
5. Physical education (PE) and intramural/ athletics should be limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

B. Monitor and Provide Protective Equipment and Training

Protective Equipment

AEA will supply students and staff with required protective equipment including but not limited to: masks, gloves, face shields, thermometers, no-touch trash cans, hand sanitizer, and cleaning products.

All staff and students are required to wear masks at all times except when eating and drinking. When eating or drinking, social distancing is required. Training and information will be provided to staff and students on proper use, removal, and washing of cloth face coverings. This training will take place in recorded videos, live Zoom sessions, and prominently displayed signage.

Face coverings are not recommended for anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance. AEA will make reasonable accommodations such as a face shield with a cloth drape for those who are unable to wear face coverings for medical reasons. Per Cal/OSHA, considerations for face shields will include a cloth drape attached across the bottom and tucked into the shirt. Consideration will be made to address young students and students with disabilities who refuse or are not able to wear a mask.

Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms). Cloth face coverings are not surgical masks, respirators, or personal protective equipment. Face coverings are recommended to have the following qualities:

1. Fit snugly but comfortably against the side of the face.
2. Be secured with ties or earloops.
3. Include multiple layers of fabric.
4. Allow for breathing without restriction.
5. Be able to be laundered and machine dried without damage or change to the shape.

Students may bring their own as long as they meet the above health requirements and are appropriate for wearing at school or during school-related activities. For example, face coverings with images depicting prohibited themes would be against school policy.

Handwashing

1. Handwashing and general hygiene will be taught and reinforced through modeling according to the following:
 - a. Scrub with soap for at least 20 seconds or use hand sanitizer if soap and water are not accessible. Staff and students should use paper towels (or single use cloth towels) to dry hands thoroughly.
 - b. Wash hands when: arriving and leaving home; arriving at and leaving school; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating and preparing foods.
 - c. Use tissue to wipe the nose and cough and sneeze inside the tissue.
 - d. Not touch the face or face covering.
 - e. Use fragrance-free hand sanitizer with 60% ethyl alcohol for staff and students who can safely use hand sanitizer.
2. Students will be taught and reminded about proper hand washing in the following ways: recorded videos from principal; modeling and reminders from teachers; prominent age-appropriate signage in restrooms and other common areas.
3. Staff will be reminded about proper hand washing in the following ways: messages from principal and superintendent; prominent signage in staff restrooms, lounges, and

common areas.

4. Parents and families will be reminded about proper hand washing in the following ways: messages from principal and superintendent in bi-weekly newsletters, prominent signage at entrances to campuses.
5. All signage and messaging to students and families will be available in English and Spanish.

C. Screening and Health Monitoring for Students, Staff, and Visitors

All persons entering AEA facilities must be screened for symptoms each time they enter. Screening will be conducted by trained AEA staff and shall consist of:

1. A series of questions to determine if the person experienced any symptoms associated with COVID-19. In an effort to minimize touched surfaces and time savings, these questions may be presented on a highly visible poster in multiple languages, and the person being screened will be asked if any of the following apply (these questions may change based on updated guidance from health authorities):
 - a. Do you have a new cough, nasal congestion, or runny nose?
 - b. Are you experiencing shortness of breath or difficulty breathing?
 - c. Are you having new muscle pain or fatigue?
 - d. Do you have a headache (that is not normal for you)?
 - e. Do you have a sore throat?
 - f. Are you experiencing a new loss of taste or smell?
 - g. Are you experiencing nausea, vomiting, abdominal pain, or diarrhea?
 - h. Do you have a new rash?
 - i. Have you been exposed to anyone who has been tested positive for COVID-19 in the last 2 weeks?
2. Temperature check using a temporal infrared thermometer that does not come in contact with the skin or clothing. Individuals with temperatures of 100.4 F or above will not be permitted to access the campus.

Appropriately-trained AEA staff will maintain daily temperature logs for all staff and students.

Screening Equipment and Supplies

1. Employees who use a thermometer for temperature checks will be unable to maintain physical distancing. Appropriate personal protective equipment for this role includes: N-95 mask, face shield, and disposable gloves.
 - a. Care should be taken to not touch others during screening.
 - b. If the screener inadvertently touches a person they are screening, they should change gloves or use hand sanitizer on the gloves before screening the next person.

2. Each screening station will be equipped with:
 - a. Two “no-touch” thermal scan thermometers, one of which will be kept in reserve in case the other malfunctions
 - b. Extra disposable gloves for the person using the thermometer
 - c. Hand sanitizer for people being screened and screeners.
 - d. Open top trash can.
 - e. Disposable masks for students who did not bring a face covering with them.

Student Exclusion from School Due to Screening

- 1. Parent Evaluation:** Parents are encouraged to evaluate their children using the screening criteria before bringing them to school. Students should be excluded from school if they have:
 - a. A fever greater than 100.4 F
 - b. Any of the symptoms associated with COVID-19.
 - c. Been directly exposed to someone who has tested positive for COVID-19, until they have completed 14-days in self-isolation without experiencing symptoms.
 - d. For individuals who have tested positive for COVID-19 or had symptoms but were never formally tested, please refer to the [CDC’s guidance](#) on when it is safe to discontinue isolation, or locally-determined criteria made in consultation with public health officials.
- 2. Student Exclusion When a Parent/Guardian is Present:**
 - a. Notify the nurse or health office personnel.
 - b. Document the reason for the exclusion and provide information to attendance clerk.
 - c. Provide a handout with recommendations for the parent that includes:
 - i. Symptoms to watch for.
 - ii. Criteria for return to school.
- 3. Student Exclusion When a Parent is Not Present**
 - a. Student must be escorted to the health office.
 - b. Student must be wearing a face covering.
 - c. If student has difficulty breathing or is unwilling to wear a face covering, a face shield may be worn in place of the face covering.
 - d. Student will be respectfully isolated in an area away from students and employees.
 - e. Student will be monitored until they are released to their parent or guardian.
 - f. Document the reason for exclusion and provide information to the attendance clerk.
- 4. Follow-up:** A school nurse, health clerk, or other employee will follow-up with the family of the excluded student by phone to gather answers to the following:
 - a. Have symptoms persisted or resolved?

- b. Are there new symptoms?
- c. Does the parent plan to contact their physician?
- d. Does anyone else in the house have symptoms?
- e. Has the student or anyone in the house tested positive for COVID-19?

Employee Exclusion from Work due to COVID-19 like Symptoms

1. Employees presenting COVID-19 symptoms prior to work or with potential COVID-19 exposure are to not come to work.
2. Employees shall not enter the campus before their scheduled arrival times.
3. Employees should evaluate themselves using the screening criteria before coming to work. Employees should exclude themselves from work if they have:
 - a. A fever greater than 100.4 F.
 - b. Any of the symptoms associated with COVID-19.
 - c. Been directly exposed to someone who has tested positive for COVID-19, until they have completed 14-days in self-isolation without experiencing symptoms.
 - d. For individuals who have tested positive for COVID-19 or had symptoms but were never formally tested, please refer to the [CDC's guidance](#) on when it's safe to discontinue isolation, or locally-determined criteria made in consultation with public health officials.

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

These procedures are intended to limit the spread of the virus on school campuses by both checking for possible virus symptoms and exposure and by reducing the number of people on campus where possible. If COVID-19-like-symptoms develop during the day, AEA will implement the following measures:

Staff

1. Ensure that the employee/adult wears a face covering.
2. Send the employee/adult home immediately.
3. If the employee/adult was assigned to a classroom, consider moving the class to another room.
4. Disinfect the workspace/classroom used by the employee/adult.
5. School nurse, health clerk, or front office staff will conduct a follow-up phone call.

Students

1. Ensure the student is wearing a face covering and place the student in the Health office, or designate a COVID-19 patient area, with as much room around them as possible.

2. If possible, use separate areas for students with COVID-19 symptoms and for students with non-COVID symptoms.
3. Contact parents to request their student be picked up.
4. School nurse, health clerk, or front office staff will conduct a follow-up phone call.

Documentation

AEA will monitor and document all student and employee absences to help isolate illnesses. AEA will document and track all incidents of possible exposure to COVID-19 and notify local health officials, staff, and families immediately of any positive case of COVID-19 while maintaining confidentiality as required under FERPA and State law related to privacy of educational rights. Staff, student and family privacy will be respected to prevent the possibility of discrimination against those who (or whose families) were or are diagnosed with COVID-19.

Visitors

Restricted visitor access will be implemented once school campuses are reopened. Only essential visitation activities that require in-person interaction will be allowed. All other interactions should be managed via telephone, online or other remote means. Visitors are expected to adhere to staff or student face covering protocols as appropriate. Visitors who arrive without a facemask shall be provided a surgical mask prior to entering school or district facilities. Screening procedures will be implemented with all visitors until AEA is instructed otherwise by local and State health authorities.

Protecting Staff with Compromised Health or Over the Age of 65

When possible, staff who are in high-risk groups (over age 65, immunocompromised, underlying health conditions) will be moved into online or blended learning positions that would create the physical distancing needed to maintain their health.

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

D. Campus Cleaning

AEA staff will:

1. Clean and disinfect shared objects between uses—this includes but is not limited to copiers, tables, countertops, computers/tablets, etc. AEA will consider suspending or modifying use of site resources that necessitate sharing or touching items.
2. Limit use of shared equipment in favor of physical activities that require less contact with surfaces.
3. Clean and disinfect frequently-touched surfaces within school and on school buses at least daily and, as practicable, frequently throughout the day.
4. Frequently touched surfaces in the school include, but are not limited to:
 - a. Door handle
 - b. Light switches
 - c. Sink handles
 - d. Bathroom surface
 - e. Tables
 - f. Student Desks
 - g. Chairs
 - h. Copiers
 - i. Computers/tablets
 - j. Phone
 - k. Pens/pencils
 - l. Musical instruments (wind instruments should not be shared)

Cleaning Supply Selection

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

Cleaning Product Safe Storage and Use

AEA staff will:

1. Be equipped with proper protective equipment, including gloves, eye protection, respiratory protection and other appropriate protective equipment as required by the product instructions. *See Recommended Custodial Products attachment.*
2. Ensure that all cleaning products will be kept out of student reach and stored in a space with restricted access.
 - a. Read all labels and follow directions.
 - b. Review to Material Safety Data Sheet (MSDS) with staff.
3. Establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.
4. Ensure safe and correct application of disinfectant and keep products away from students.
 - a. Read all labels and follow directions.
 - b. Review to Material Safety Data Sheet (MSDS) with staff.
5. Ensure proper ventilation during cleaning and disinfecting. Introduce fresh outdoor air as much as possible, for example, by opening windows where practicable. When cleaning, air out the space before students arrive; plan to do thorough cleaning when students are not present. If using air conditioning, where applicable, use the setting that brings in fresh air. Replace and check air filters and filtration systems to ensure optimal air quality.
6. If opening windows poses a safety or health risk (e.g., allowing pollen in or exacerbating asthma symptoms) to persons using the facility, consider alternatives.
7. Take steps to ensure that all water systems and features (for example, drinking fountains and decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.
 - a. Flush building water systems into landscaped areas where possible.
 - b. Contact custodial department for assistance if needed.

5. Nutrition Services

AEA staff will:

1. Consider strategies to limit physical interaction during meal preparation and meal service (e.g. serving meals in classrooms, increasing meal service access points, staggering cafeteria use).
2. Suspend use of share tables and self-service buffets for food and condiments.
3. Install physical barriers, such as sneeze guards and partitions, at point of sale and other areas where maintaining physical distance of 6 feet is difficult.
4. With an approved National School Lunch Program (NCLP) waiver, offer meal delivery for students quarantined or in a home-based cohort.
5. If providing meal service in classrooms, plan for cleaning and trash removal.
6. Staff develop a plan that ensures physical distancing among staff in their work

environment to reduce spread of the virus that includes:

- a. Avoiding staff congregation in work environments, break rooms, staff rooms, and bathrooms.
 - b. Avoiding grouping staff together for training or staff development. Consider conducting the training virtually or, if in-person, ensure distancing is maintained.
 - c. Adjust staff schedules to accommodate new student schedules and physical distancing strategies.
7. Meals will be provided on a daily or weekly basis in alignment with State and USDA guidelines, and applicable waivers.
 8. Three food distribution plans have been developed to support multiple learning models.
 9. Free and Reduced Lunch applications are available on-line and at school sites.