

Safe Return to In-Person Instruction and Continuity of Services Plan

2021-2022



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Updated with
COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22
School Year

July 12, 2021

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Introduction

The foundational principle of this guidance is that all students must have access to safe and full in-person instruction and to as much instructional time as possible. In California, the surest path to safe and full in-person instruction at the outset of the school year, as well as minimizing missed school days in an ongoing basis, is a strong emphasis on the following: vaccination for all eligible individuals to get COVID-19 rates down throughout the community; universal masking in schools, which enables no minimum physical distancing, allowing all students access to full in-person learning, and more targeted quarantine practices, keeping students in school; and access to a robust COVID-19 testing program as an available additional safety layer. Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are fully implemented. This is consistent with [CDC K-12 School Guidance](#).

At SDCCS the health and safety of our community is paramount, and we will make data-informed decisions based on the research, advice and regulatory protocols from state and county health officials and national best practices. It is important to understand that these plans can and may need to be changed in light of new information and depending on the level of viral transmission. As a school we are staying flexible and nimble and willing to refine approaches as needed. We have been advised to follow the County Department of Public Health recommendations closely to avoid litigation or in some cases being shut down. At SDCCS running a program that is safe for both staff and students is a priority.

SDCCS will have to examine and adjust every aspect of the day from classroom spaces to class schedules to address new public health guidance. For instance, our plans will reflect physical distancing protocols, and staggered class schedules. We have considered all plans and have learned valuable lessons from other countries and districts who have gone before us. We will deliver a rigorous and innovative academic experience for all students regardless of the mode of delivery.

SDCCS has aligned its vision and guiding principles to the current day challenges, the safety and administrative teams will assess community needs, apply state and county guidelines and create a plan for the 2021-22 school year.

Please note that as conditions and information change the school reserves the right to amend or alter this document guided by science and data.

Instructional Models

To ensure continuity of learning within a high-quality instructional program for all students, SDCCS will consider which instructional models work best to meet its needs and Department of Public Health directives when planning for the 2021-22 school year.

SDCCS plans to offer and provide full in-person instruction to all students safely, consistent with the current scientific evidence about COVID-19. We will continue to monitor case rates and weekly with the San Diego Department of Public Health

Educational Equity Starts with Empathy and Stakeholder Engagement

Educational equity is a core value throughout the SDCCS community. There can never be true equity until there is meaningful engagement with representatives from all stakeholder groups. This is particularly important during disruptive and significant change, when future planning is taking place, and when vulnerable or underserved learning populations are affected.

Meaningful engagement begins with empathy. Empathy requires understanding, informed by deep listening to the concerns, fears, hopes and dreams of each educational community stakeholder group. Whether that group is students, teachers, staff, parents, businesses, or any other community partners, all people want and need to be heard.

The COVID-19 crisis presents an opportunity for SDCCS leaders to demonstrate the empathy needed to build their engagement and equity muscles throughout the planning process for the historic 2020-21 school year. Effective engagement allows the voice of all stakeholders to be heard. That stakeholder voice can then help to inform critical planning decisions that have not been mandated by the county or the state.

SDCCS values the feedback from our stakeholders. We engaged with our families through emails, surveys, zoom meetings, Board meetings and PSA meetings. We have created many plans in this past year and one of the most important aspects is to follow the science and engage deeply with those at the county who are most informed on best practices.

Health and Safety

PPE

Who needs a mask?

- a. At this time masks are optional outdoors for all in K-12 school settings, SDCCS will be reviewing case rates in order to decide if masks are required outdoors. All decisions will be made to ensure that our most vulnerable population, our unvaccinated, are kept as safe as possible while on school grounds. The Delta Variant has had widespread impact and is extraordinarily contagious, masking would be another layer of protection against it if it is widespread in the community.
- b. All SDCCS currently masking is optional indoors.
- c. Persons exempted from wearing a face covering due to a medical condition, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.
- d. SDCCS will provide face coverings to students who inadvertently fail to bring a face covering to school to prevent unnecessary exclusions.
- e. Consistent with guidance from the 2020-21 school year, SDCCS has developed and implemented local protocols to enforce the mask requirements. Additionally, schools should offer alternative educational opportunities for students who are excluded from campus because they will not wear a face covering. Note: Public schools should be aware of the requirements in AB 130 to offer independent study programs for the 2021-22 school year.
- f. In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (e.g., communicating or assisting young children or those with special needs) a face shield with a drape (per CDPH guidelines) can be used instead of a face covering while in the

classroom as long as the wearer maintains physical distance from others. Staff must return to wearing a face covering outside of the classroom.

Who shouldn't wear a mask?

- Children under 2 years old
- Anyone with respiratory issues where it would impede their breathing
- Anyone unable to remove the mask without help

Students who are not compliant with mask wearing will be removed from the classroom for their safety and the safety of others. A plan will be put in place to understand the cause for mask removal, consideration of a 504 plan, alternative setting and

Our priority is ensuring all students, staff and community members remain healthy and safe by following best practices in the areas of:

- Guidance, directives and recommendations from Public Health
- Health & safety information, social distancing and infection control practices (handwashing, face coverings)
- Classroom and site cleaning practices
- School practices, personal protective equipment, management and isolation of students and staff showing sign of illness
-

An important step to supporting safety in SDCCS is allowing at-risk students and staff to stay home where applicable and ensuring that all suspected or confirmed cases of COVID-19 are immediately quarantined. It is thus important for us to provide ongoing support for students and staff who are sick and out of school for health reasons.

Class Spaces and Physical Distancing

1. Physical distancing
 - a. Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are implemented. This is consistent with [CDC K-12 School Guidance](#).

Physical distancing has two main components, as identified by the U.S. Centers for Disease Control and Prevention and the World Health Organization: keeping individuals at a safe

distance where possible from one another (3 to 6 feet) and reducing the number of people with whom an individual interacts face-to-face.

SDCCS will take various approaches to accomplish physical distancing at school, including keeping students in a stable homeroom class, seating students farther apart with assigned seats, and using staggered school schedules so that fewer students attend school at the same time or are congregated in common areas at one time.

Consideration around space

- Gather data on current facilities to determine scheduling
 - Usable learning spaces in classrooms given physical distance guidelines - not sq footage
 - Alternate facilities that can be used for learning: outside, auditorium, study hall, and lunch areas
- Student start times should vary by students' grade level or specific needs to reduce gathering of larger numbers at one time.
- A feasible yet safe physical distancing expectation of 3-6 feet is recommended at all times.
- Staffing considerations need to be made and they need to consider what staff might be available to teach or monitor small groups.

Physical Distancing Outside of Class

SDCCS will need to consider how to keep students and staff at a safe distance from one another outside of class, particularly during arrival and dismissal, mealtimes, recess, and class changes. We will stagger start and end times and to have designated routes to class with multiple entrances to avoid having students and families congregate. Volunteers opportunities will be limited and must be scheduled in advance.

Safety standards will be followed for handling food, utensils, and cleaning tables. Shared food and buffet-style meals are not allowed.

Blacktop/Playground Area:

- Hold activities in a large, well-ventilated area or outdoors
- Completely sanitize all equipment at the end of each use

- Personal items and equipment should not be shared
- Participants must remain with the same group and not mix with, or rotate to, other groups
- Multiple groups can practice in one large area/field as long as separate groups are able to physically distance from one another and do not mix or interact in any way
- Stagger cohorts of participants to ensure physical distancing and avoid mixing participants in high traffic
- Use visuals (i.e. marks on the ground) and give frequent reminders for practicing physical distancing
- Kids will wash or sanitize hands before and after using the playground.

Temperature Check Process

Entering Campus

i. Passive Screening

Instruct parents to screen students before leaving for school (check temperature to ensure temperatures below 100 degrees Fahrenheit, observe for symptoms outlined by public health officials) and to keep students at home if they have any symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.

Upon Employee Arrival

- If the employee or student's temperature reads over 100.0 F, they will be asked to return home.
- If they have a fever, flu-like symptoms, shortness of breath, etc the employee or student will be asked to seek medical attention and be tested for COVID - 19.
- Employees will be instructed to stay home until they are free of a fever for at least 24 hours without the use of fever-reducing or other medicine and/or any respiratory symptoms (cough and shortness of breath) have improved for at least 24 hours and have a negative COVID - 19 PCR test. The employee should contact the employer prior to returning to the workplace.
- If an employee is diagnosed with COVID-19, the employee needs to contact their manager or human resources immediately.

WHEN AN EMPLOYEE IS OR IS SUSPECTED OF BEING INFECTED WITH COVID-19

Employee Considerations:

- Contact their Principal and Human Resources (subject to local privacy laws and local guidance from health authorities).
- Should not return to work until they receive medical clearance from their healthcare provider.

https://www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/phs/Epidemiology/covid19/ResourcesMaterials/COVID19_Contact%20Tracing%20Poster%208.5x11.pdf

SDCCS Considerations:

- Create a timeline of the employee's schedule for the past 7-14 days.
- Assess whether to issue a communication to at-risk employees or impacted community.
- Staff and students who have been in close contact with a person who is suspected of having COVID-19 are to be instructed to work from home for the recommended quarantine period, currently 14 days, or as directed by local health authorities.
- During the quarantine period, the employee and student can work remotely, if able and want to, and remain in contact via online media, telephone and email.
- Where there is a need to notify the community, care should be given to protect the identity of the infected individual, unless it is impossible to do so under the circumstances.
- Facility will be cleaned and disinfected immediately.

Additional Considerations:

- SDCCS will work with local and state health departments to ensure appropriate local protocols and guidelines, such as updated/additional guidance for cleaning and disinfection, including identification of new potential cases of COVID-19.
- SDCCS will develop policies for worker protection and provide training to all cleaning staff on-site prior to providing cleaning tasks.

If An Employee Is Sick

Take all of the following actions if an employer becomes aware that an employee is diagnosed with COVID-19:

- i. Promptly notify the County Department of Public Health that there is an employee diagnosed with COVID-19, together with the name, date of birth, and contact information of the employee.
- ii. Cooperate with the County Department of Public Health's COVID-19 response team to identify and provide contact information for any persons exposed by the employee at the workplace.
- iii. When three or more cases are identified at the workplace within a span of 14 days, provide notice of the exposure to any employees, customers, or any other persons who may have been

exposed to COVID-19 at the workplace. A strong recommendation is made that employers also provide such notice when at least one employee is diagnosed with COVID-19 in the workplace.

Community Members Who Are At Higher Risk

People of any age with certain underlying medical conditions are at increased risk for severe illness from COVID-19.

<https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/groups-at-higher-risk.html>

People of any age with the following conditions are at increased risk of severe illness from COVID-19:

- [Chronic kidney disease](#)
- [COPD \(chronic obstructive pulmonary disease\)](#)
- [Immunocompromised state \(weakened immune system\) from solid organ transplant](#)
- [Obesity \(body mass index \[BMI\] of 30 or higher\)](#)
- [Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies](#)
- [Sickle cell disease](#)
- [Type 2 diabetes mellitus](#)

Children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.

COVID-19 is a new disease. Currently there is limited data and information about the impact of underlying medical conditions and whether they increase the risk for severe illness from COVID-19. Based on what we know at this time, people with the following conditions might be at an increased risk for severe illness from COVID-19:

- [Asthma \(moderate-to-severe\)](#)
- [Cerebrovascular disease \(affects blood vessels and blood supply to the brain\)](#)
- [Cystic fibrosis](#)
- [Hypertension or high blood pressure](#)
- [Immunocompromised state \(weakened immune system\) from blood or bone marrow transplant, immune deficiencies, HIV, use of corticosteroids, or use of other immune weakening medicines](#)
- [Neurologic conditions, such as dementia](#)
- [Liver disease](#)
- [Pregnancy](#)
- [Pulmonary fibrosis \(having damaged or scarred lung tissues\)](#)
- [Smoking](#)

- [Thalassemia \(a type of blood disorder\)](#)
- [Type 1 diabetes mellitus](#)

COVID-19 Symptom Decision Tree

April 6, 2022

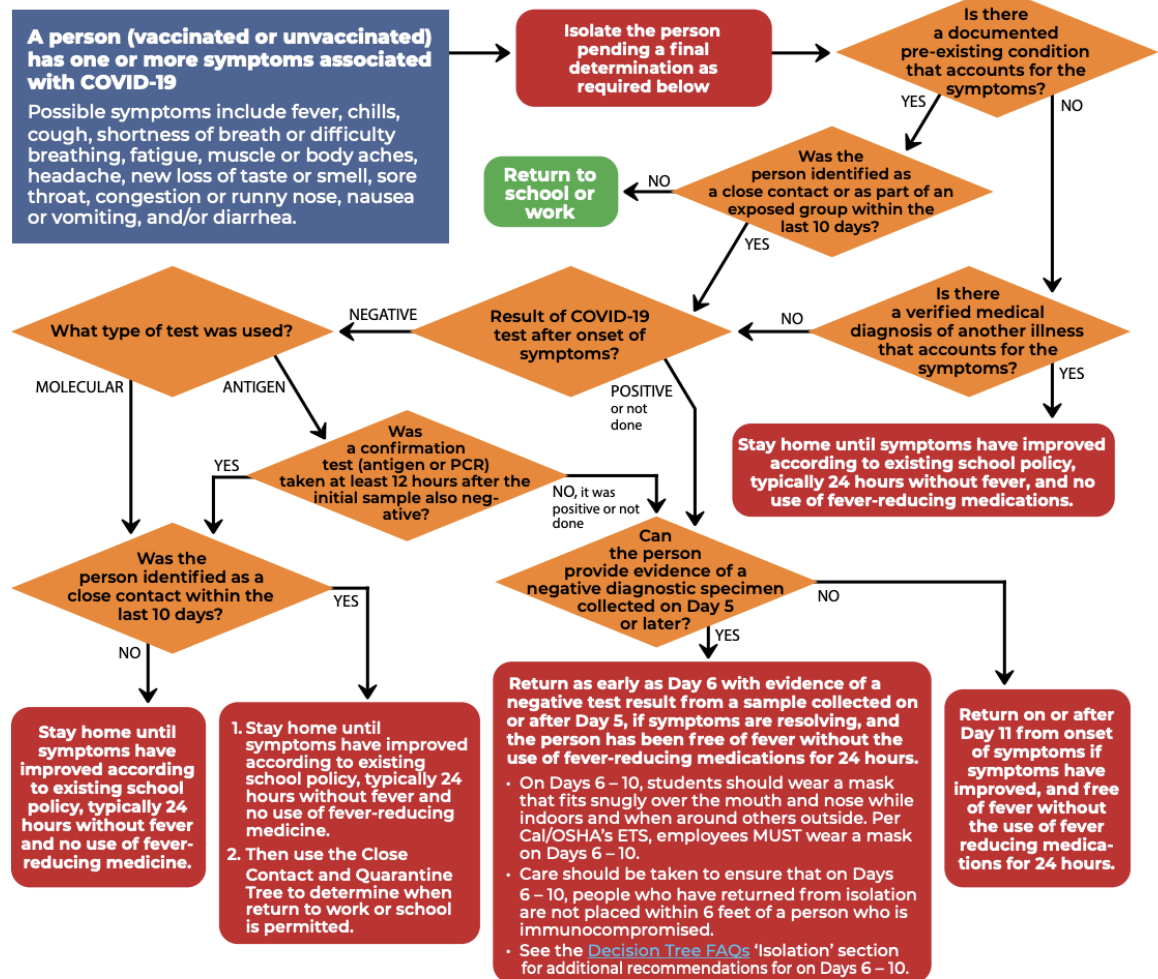
COVID-19 Decision Trees for K-12 Schools

Today's updates: The Close Contact and Quarantine Tree for Students (page 2) has been replaced. Exposed students who do not have symptoms may remain in school with testing on Day 3, 4, or 5, unless they develop symptoms or test positive. Page 3, which addressed quarantine requirements for students, has been deleted.

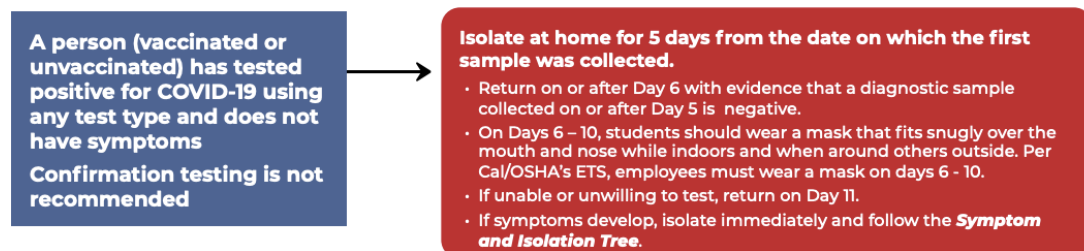
If the person...

- Has **symptoms**, use the **Symptom and Isolation Tree**
- Has **tested positive** and **does not have symptoms**, use the **Asymptomatic Positive Tree**
- Is identified as a **close contact** and **does not have symptoms**, use the **Close Contact and Quarantine Trees**

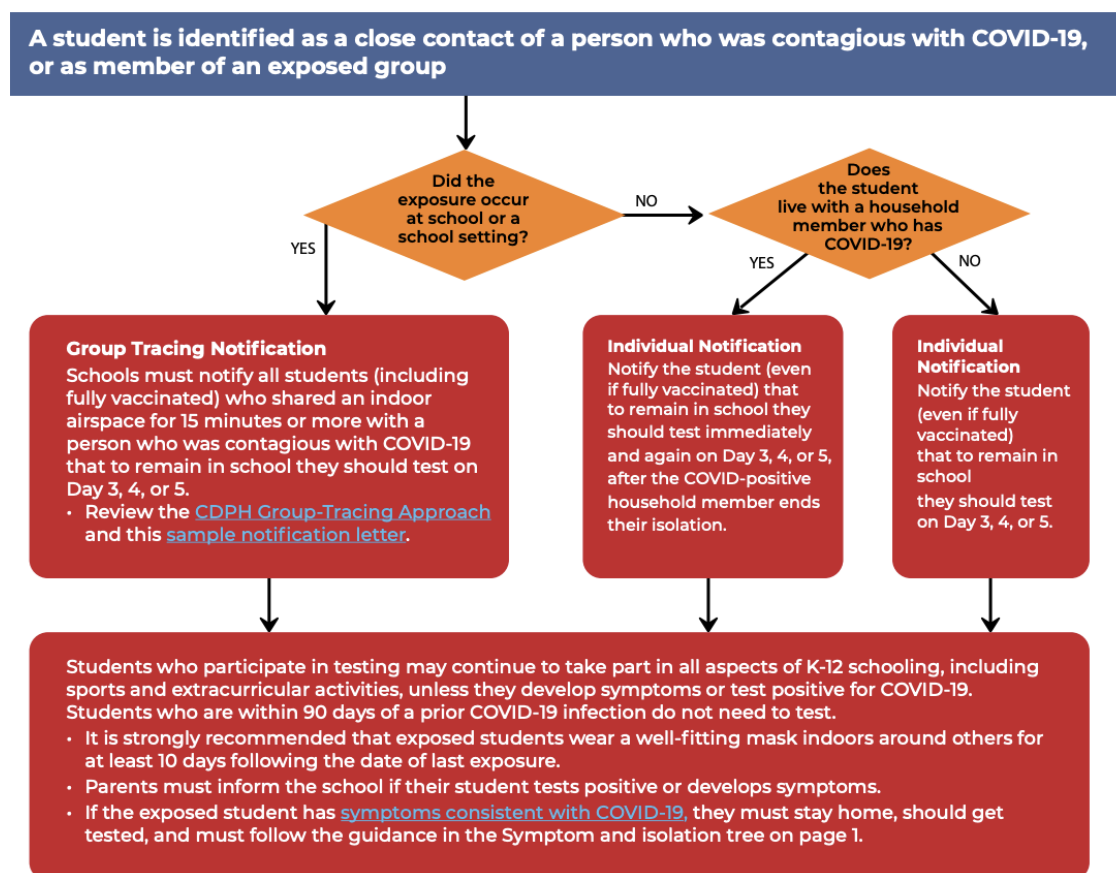
Symptom and Isolation Tree for Students and K-12 Workers



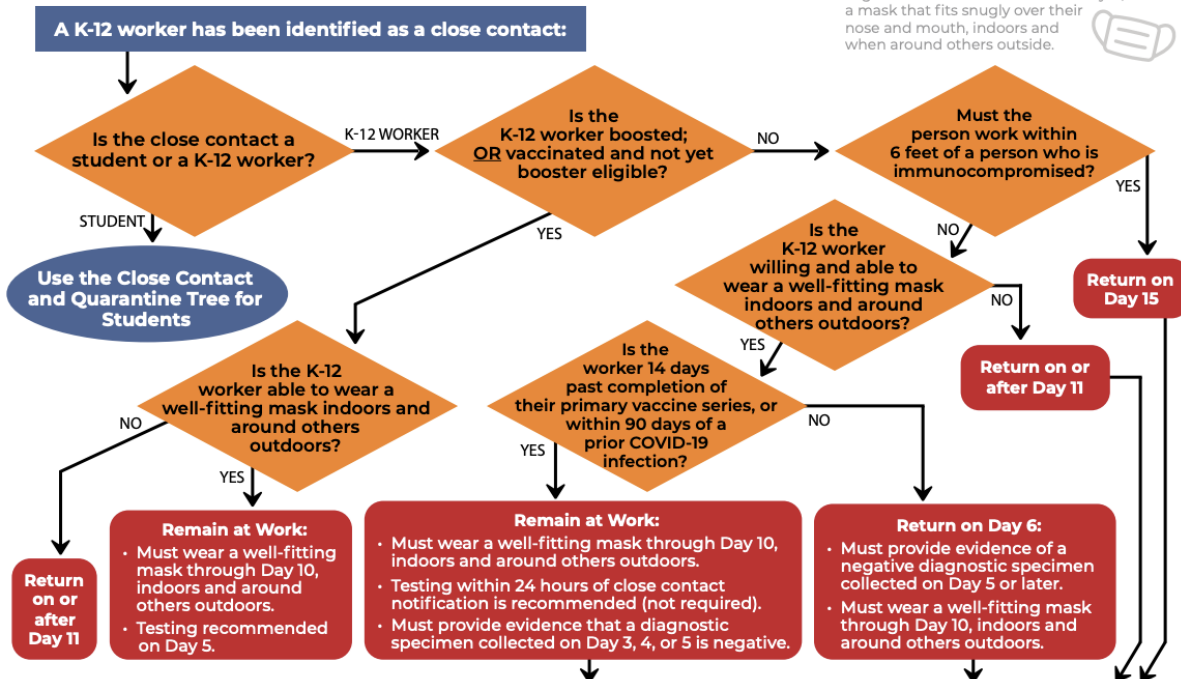
Asymptomatic Positive Tree for Students and K-12 Workers



Close Contact and Exposure Tree for Students



Close Contact and Quarantine Tree for K-12 Workers



Household Exposures: If the person lives with a COVID-positive household member, they must quarantine until their last contact with the positive household member(s) while they are contagious (in most cases this will be until the day the last COVID-positive household member is no longer required to isolate away from others). Day 1 is counted from this date. Then use the appropriate option for return from quarantine. If symptoms develop, use the [Symptom and Isolation Tree](#). See the [Decision Tree FAQs](#) answers No. 6 and 7 for additional information and for instructions on how to isolate a positive individual in a room away from others in the home.

Test Types By Situation

Situation	Appropriate Test Types
Person with symptoms (For initial testing in response to symptoms.)	<ul style="list-style-type: none"> Antigen testing is acceptable in response to an onset of symptoms, but if the person with symptoms receives a negative result from an antigen test, they must remain in isolation pending the outcome of a confirmatory test (antigen, PCR or other NAAT). The first antigen test must be administered after symptom onset. If negative, the confirmatory test must be administered 12 hours or later after the initial antigen test. If the confirmatory test is also negative the person may return to school or work immediately. For people who are within 90 days of a prior infection and symptomatic antigen negative, please see FAQ No. 23 for instructions. PCR or other NAAT
Return from isolation before Day 11	<ul style="list-style-type: none"> Antigen testing is recommended for people whose symptoms are resolving to determine if they can return to school or work on Day 6 - 10. Antigen tests are less likely to detect virus beyond a person's contagious period. PCR or other NAAT are acceptable.
Return from quarantine before Day 11	<ul style="list-style-type: none"> Antigen PCR or other NAAT
Modified quarantine	<ul style="list-style-type: none"> Antigen is recommended because it returns a result quickly. PCR or other NAAT is acceptable.
Required screenings	<ul style="list-style-type: none"> Antigen is preferred because it returns a quick result. PCR or other NAAT

At-Home Testing

STUDENTS: Schools may accept the results of at-home testing for the same uses for which antigen tests are approved. Schools are encouraged to use a means described in the [Over-The-Counter Tests Guidance](#) to verify the results on tests administered at home. See the "What are best practices for verification of self-test results?" section for specific recommendations.

EMPLOYEES: Per Cal/OSHA, an employer may only accept the results of an at-home test when the administration is observed by the employer or a telehealth proctor.

-Exposure-Notification-Letter-ENG-SPAN.pdf?ver=2022-03-12-081955-373

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ing day, and that the person

Testing and Staying Home When Sick

- a. Follow the strategy for Staying Home when Sick and Getting Tested from the [CDC](#).
- b. Getting tested for COVID-19 when symptoms are [consistent with COVID-19](#) will help with rapid contact tracing and prevent possible spread at schools.
- c. Advise staff members and students with symptoms of COVID-19 infection not to return for in-person instruction until they have met CDPH criteria to return to school for those with symptoms:
 - i. At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; and
 - ii. Other symptoms have improved; and
 - iii. They have a negative test for SARS-CoV-2, OR a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition (e.g., allergies or asthma) OR a healthcare provider has confirmed an alternative named diagnosis (e.g., Streptococcal pharyngitis, Coxsackie virus), OR at least 10 days have passed since symptom onset.

Case Reporting, Contact Tracing and Investigation

- a. Per AB 86 (2021) and California Code Title 17, section 2500, schools are required to report COVID-19 cases to the local public health department.
- b. SDCCS has a COVID-19 liaison to assist the local health department with contact tracing and investigation.

Quarantine Recommendations

1. All quarantine recommendations will follow the guidance of the Covid-19 Decision Tree for K-12 schools.
<https://covid-19.sdcoe.net/portals/covid-19/Documents/Health%20Practices/COVID-19-Decision-Tree.pdf>

Vaccination Verification

Existing laws and regulations require certain vaccinations for children attending school. K-12 administrators regularly maintain documentation of people's immunization records. Since recommended prevention strategies vary by COVID-19 vaccination status, K-12 administrators who maintain documentation of students' and workers' COVID-19 vaccination status can use this information, consistent with applicable laws and regulations, including those related to privacy, to inform masking and physical distancing practices, testing, contact tracing efforts, and quarantine and isolation practices.

SDCCS plans to request voluntary submission of documentation of COVID-19 vaccination status using the same standard protocols that are used to collect and secure other immunization or health status information. The protocol to collect, secure, use, and further disclose this information will comply with relevant statutory and regulatory requirements, including Family Educational Rights and Privacy Act (FERPA) statutory and regulatory requirements. Policies or practices related to providing or receiving proof of COVID-19 vaccination should comply with all relevant state, tribal, local, or territorial laws and regulations.

Ventilation

Ventilation recommendations:

- a. For indoor spaces, ventilation should be optimized, which can be done by following [CDPH Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections: Considerations for Reopened Schools](#).

SDCCS uses a MERV 13 filtration system in all classrooms and office spaces.

Hygiene and Cleaning

Research suggests that social distancing techniques, along with careful hygiene, cleaning, and use of quarantine, can reduce the spread of disease in schools. U.S. Centers for Disease Control and Prevention's recommendations for frequent hand washing and cleaning of commonly touched surfaces to mitigate the virus will be applied to our daily routines. SDCCS will follow recommendations from OSHA on the use of disinfectants and allowable chemical use in schools. Handwashing, masks and cleaning will all assist in keeping staff and students safe.

Handwashing

Frequent handwashing is recommended sometimes as often as every 2 hours. Teachers at SDCCS will both teach to and schedule these times into their day, safety will be a priority. Teaching of healthy habits, and guidance requires school employees to receive training on hygiene standards which will be provided before school.

<https://www.youtube.com/watch?v=X0OxrsgAP2w&app=desktop>

Cleaning

SDCCS will wipe down high-touch areas, such as doorknobs and desks often while students are present. Our new HVAC and filtration system will exceed the recommended filtration system with a pleated filter with minimum efficiency reporting value (MERV) 13 for the air handler units.

Cleaning and Disinfecting Protocols

- Perform thorough cleaning on high traffic areas such as break rooms and lunch areas, and areas of ingress and egress including stairways, stairwells, escalators, handrails, and elevator controls. Frequently disinfect commonly used surfaces including doorknobs, toilets, and handwashing facilities.
- Provide time for workers to implement cleaning practices during their work day. Cleaning assignments should be assigned during working hours as part of the employee's job duties.
- Adjust or modify hours to provide adequate time for regular thorough cleaning and disinfection of office spaces.
- Avoid sharing phones, other work supplies, or office equipment wherever possible.
- Where such items must be shared, disinfect between shifts or uses, whichever is more frequent, including the following: shared office equipment such as copiers, fax machines, printers, telephones, 6 keyboards, staplers, surfaces in reception areas, shared workstations, etc., with a cleaner appropriate for the surface.
- Never share PPE.

- Ensure that sanitary facilities stay operational and stocked at all times and provide additional soap, paper towels, and hand sanitizer when needed.
- When choosing cleaning chemicals, employers should use products approved for use against COVID-19 on the Environmental Protection Agency (EPA)-approved list and follow product instructions. Use disinfectants labeled to be effective against emerging viral pathogens, diluted household bleach solutions (5 tablespoons per gallon of water), or alcohol solutions with at least 70% alcohol that are appropriate for the surface.
- The air filters have been upgraded to MERV 13 in the new building.

Limit Sharing

- Each child's school materials will be kept separated and in individually labelled storage containers, cubbies, or areas.
- Adequate supplies will be provided to minimize sharing of high-touch materials (art supplies, equipment, etc.) to the extent practicable or limited use of supplies and equipment to one group of children at a time and clean and disinfect between uses.
- Sharing of electronic devices, clothing, toys, books and other games or learning aids will be avoided as much as practicable.
- Bring water bottles from home.
- No sharing of food.

The Occupational Safety and Health Administration (OSHA) developed this COVID-19 planning guidance based on traditional infection prevention and industrial hygiene practices. It focuses on the need for employers to implement engineering, administrative, and work practice controls and personal protective equipment (PPE), as well as considerations for doing so. This guidance is intended for planning purposes. Employers and workers should use this planning guidance to help identify risk levels in workplace settings and to determine any appropriate control measures to implement. Additional guidance may be needed as COVID-19 outbreak conditions change, including as new information about the virus, its transmission, and impacts become available.

Engineering Controls Engineering controls involve isolating employees from work-related hazards. In workplaces where they are appropriate, these types of controls reduce exposure to hazards without relying on worker behavior and can be the most cost-effective solution to implement.

Engineering controls for SARS-CoV-2 include:

- Installing high-efficiency air filters.
- Increasing ventilation rates in the work environment.
- Installing physical barriers, such as clear plastic sneeze guards through high traffic areas.

FACILITIES CLEANING

The safety of our employees and students is our first priority. Upon reopening, our schools have been completely cleaned and disinfected and we will continue to adhere to all necessary safety precautions. In addition to the deep clean of the office and school before employees and students return, the cleaning steps outlined below are to be taken to disinfect workplace surfaces, chairs, tables, etc. to protect employees and reduce the risk of spread of infection. We will require employees to maintain this safety standard by continuously cleaning and disinfecting based on the frequency stated below.

The goal is to establish a sanitary baseline before the site opens. The site should be 100% disinfected prior to anyone returning to work.

- ☐ All HVAC filters have been upgraded to a MERV 13 filtration system and service and maintenance twice a year. Any windows and doors that are available will remain open where possible.
- ☐ We will suspend or modify the use of site resources that necessitate sharing or touching items.
- ☐ Staff will be asked to clean and disinfect frequently-touched surfaces within the school and at least daily and, as practicable, frequently throughout the day by trained custodial staff.
- ☐ Teachers and students will be asked to prepare their workspace at the end of each day to facilitate cleaning by custodial staff.

Daily Routine	
Students	Staff
Clear desk or table	Clear own desk(s) or table(s)
Put all personal belongings in designated space	Remove all personal items
Wipe down own desk and chair	Wipe down own desk/table and chair

GENERAL DISINFECTION SCHEDULE

Category	Area	Frequency
Workspaces	Classrooms/Offices	At the end of each use/day <i>* Special attention placed on Wednesday and Friday ahead of student rotation.</i>
Appliances	Refrigerators, Microwaves, Coffee Machines	Daily
Electronic Equipment	Copier machines, Shared computer monitors, TV's, Telephones, keyboards	At the end of each use/day and/or between use
General Used Objects	Handles, light switches, sinks, restrooms	At least 4 times a day
Common Areas	Cafeteria, Conference rooms, Gyms, Common Areas	At the end of each use/day; between groups
Tables and Desks	Classroom	At the end of each use/day; between groups

FREQUENTLY TOUCHED SURFACES

Frequently touched surfaces in the school include, but are not limited to:

- ☐ Door handles
- ☐ Light switches
- ☐ Sink handles
- ☐ Bathroom surfaces
- ☐ Table tops
- ☐ Student Desktops
- ☐ Chairs
- ☐ Elevator buttons
- ☐ Copy Machines
- ☐ Handrails
- ☐ Water fountains

- ❑ Time-clock

CLEANING STATIONS

Cleaning stations will be strategically placed in areas of high touch and high traffic areas.

PLAY SPACES

Limit the use of shared playground equipment in favor of physical activities that require less contact with surfaces.

- ❑ Clean up and sanitize after every communal activity or use
- ❑ Create activity zones that students rotate to each day

CLEANING PRODUCTS

When choosing cleaning products, we will use those approved for use against COVID-19 on the [Environmental Protection Agency \(EPA\)-approved list](#) “N” and follow product instructions.

- ❑ Custodial staff with the responsibility of cleaning and disinfecting the school site are equipped with proper protective equipment, including gloves, eye protection, respiratory protection and other appropriate protective equipment as required by the product 8 instructions.
- ❑ All products must be kept out of children’s reach and stored in a space with restricted access.
- ❑ Ensure safe and correct application of disinfectant and keep products away from students.
- ❑ 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 children arrive; plan to do thorough cleaning when children are not present.

RESTROOM USAGE DURING THE WORKDAY

We have established a maximum capacity for our student restrooms that allows for social distancing. We have posted the maximum capacity sign on the door and

taught the proper procedures to the students. We have provided supplies for employees to clean up after themselves in staff-only restrooms. Stalls will be closed as necessary to accommodate the necessary room capacity. Markings on the floor will designate appropriately distanced spaces for individuals waiting.

Assessments and Equitable Learning Recovery

Create formative assessments and metrics aligned to essential learning to measure impact of interventions and to determine curriculum & instructional approaches

What is Equitable Learning Recovery?

- As we strive to address the learning gaps caused by school closures, it's important to acknowledge that COVID-19 has exacerbated the existing disparities in our education systems.
- To ensure that our most vulnerable students are not disproportionately affected we must create learning recovery plans that are:
 - Centered on understanding and meeting the needs of students and families traditionally underserved by public education informed by data and diverse stakeholder perspectives
 - Focused on describing and solving for unfinished teaching and learning
 - Structured to support teachers' capacity to deliver instruction in a more equitable way
 - Built on an asset-based mindset and curiosity of how your system can "know more and do better"

Academic learning and progress

By using thoughtful assessments, schools can accelerate learning by focusing resources where they are needed most. Below are considerations for how to rethink assessments when learning is offsite.

- *Start with what you have and build from there:* Teacher knowledge, pre-closure test scores, surveys, past distance learning work, formative assessments, and online curriculum data are all important for understanding what students know and need to learn.
- Remember, *helpful assessments don't have to be in the form of tests.* Writing samples, projects, collaborative work, or even brief verbal check-ins can give timely information about student comprehension and progress toward their learning goals.

- Consider one-on-one conferences to assess reading comprehension, progress, and gaps.
- Be mindful not to continuously add new assignments for a distance learner who is far behind, as without support they will most likely give up.

SDCCS Considerations

- Inventory current tools available for assessing learning pre- and post-COVID-19 (diagnostics, common, interim, and unit assessments, student work, conferences, summative assessment, advisories, parent feedback)
- Select or create initial assessments for the following students:
 - Returning and new students
 - Incoming students to inform planning for intervention
 - Written, verbal (recorded), feedback, student self-reflection
 - Virtual assessments provided online and/or completed one-on-one or small group
 - In-person assessment
- Create common assessments, aligned to essential standards (from spring 2020) across content areas to determine learning gaps and to identify students needing additional supports

Additional Considerations

Teacher calibration for monitoring student progress:

- Collaboration by grade level/department or course-alikes
- Grades (report cards/progress reports)
- Course work and student work on assignments
- Review assessment data and/or student work to identify strengths and needs (content concepts/ skills that need to be addressed)
- Ongoing monitoring of student progress
- Determine which data points will be monitored
- Establish a monitoring system to be used to assess student progress
- Establish data protocols for disaggregation of data
- Establish timelines for assessing students and monitoring their progress

Social Emotional Support Systems

At SDCCS emotional safety is the foundation for all learning and success. The pandemic has caused widespread trauma (personal, vicarious, collective, and historical), heightening the need

for trauma-informed Social-Emotional Learning (SEL) to care for ourselves, our students, and their families. Because our communities have experienced trauma to various degrees, we must first address Maslow before focusing on Bloom. Students need to feel connected to school and caring adults—especially when they are remote.

<https://www.exploringthecore.com/post/maslow-before-bloom>

First and foremost, teachers are not trained counselors, psychiatrists, or social workers and should not be expected to perform the same duties associated with those roles. Infusing Social-Emotional Learning into teaching and distance learning is intended to create safe spaces for learning and help address the global trauma we are experiencing, but not substitute for crisis counseling by a professional. Local Education Agencies (LEAs) and schools should develop and share clear processes and resources with teachers for when a student or family needs follow-up support, including points of contact for referral.



During these difficult times, it will be critical for SDCCS to develop trauma-informed crisis response systems that are particularly sensitive to the emotional needs of families, students, and staff. SDCCS staff will think about creative ways to leverage all adult-to-child interaction. For example: think in new, expansive ways about who, among all adults that typically work in schools, could be assigned to groups of students for regular check-ins and follow-ups

- Connection comes first.

- Creating space for informal conversation and fostering connection among peers are critical for addressing social-emotional needs for all students.
- *Provide families with information on services available at school and beyond.* Work with all staff to identify families who need extra support. Reach families who require urgent attention weekly (or more often, as needed).
- *Offer an employee support plan to address staff SEL needs.* Support staff members experiencing secondary trauma or compassion fatigue.

Trauma-Informed Teaching Strategies

1. Expect Unexpected Responses
2. Employ Thoughtful Interactions
3. Be Specific About Relationship Building
4. Promote Predictability and Consistency
5. Teach Strategies to "Change the Channel"
6. Give Supportive Feedback to Reduce Negative Thinking
7. Recognizing areas of strength in students
8. Limit Exclusionary Practices

Considerations:

- What is most important **right now** for my students?
- What do I want students to walk away with at the end of the lesson, activity, or practice?
- Must this be teacher-led or can students engage in this independently?
- What lessons are the most pertinent in the middle of a pandemic?

Resources Include:

Categories:

[General Resources and Guidance](#)

[Mindfulness and Self-Care](#)

[Parent Support](#)

[Curricular Embedded Activities \(check-ins, SEL lessons\)](#)

Planning For Instruction and Accelerated Learning

Our Extended Learning Opportunities plan is extensive and diverse. We have created the plan with the idea of targeting our unduplicated students while also making sure to offer opportunities to all of our student groups as distance learning impacts every student.

Extended School Year

Students are assessed for our Extended School Year (ESY) by their Case Managers and Director of Special Education. Determining ESY eligibility should be a data-informed decision-making process that helps the IEP team determine whether services are necessary for a student to progress over time and to benefit from the IEP.

Two themes emerge in the determination of eligibility:

1. ESY services are necessary when a child will experience significant regression in the absence of an educational program and the time it will take to relearn the skills is excessive, referred to as the regression/recoupment model.
2. ESY services are necessary when the progress the student made during the school year will be significantly jeopardized during school breaks; when a student is at a critical point in skills acquisition (e.g., demonstrating emerging skills).

Chillin' and Skillin'

Our Chillin' and Skillin' camp will be an invite only camp for our unduplicated students. Their eligibility will be determined predominantly by teacher recommendation with the use of our NWEA Maps spring assessments. We can identify students that are not making expected progress along with the skills that need to be addressed.

Dance, Art, and Science Camps

The Dance and Art camps will be open to anyone who would like to participate. We will ask for our 8th grade Mentors to participate and support these programs.

Instructional Assistant Training

We will train any of our IA's that will be hired. Our plan is to provide this training in August to all of our IA's. We will film the training and continue to offer the professional development to IA's as we onboard them throughout the school year.

Teacher Narrative on Targeted Interventions

All teachers will participate in training regarding narrative report cards that include data and targeted interventions to support the students in their summer learning.

Zero Hour and After School Tutoring

This will be available for any student to sign up for and for some will be a very intentional invitation. Teachers will have an important role of recommending students and sending work or targeted activities for students. We will also use the data from our Spring CAASPP and Spring MAPS assessments to identify students who would benefit from the extra time to narrow the learning gap.

Winter and Spring Camps

These camps will be open to all students that want to attend.

We will be adding additional staff to our OG program to assist in facilitating additional reading groups every afternoon.

Our new math curriculum will be taught school wide as well as with our distance learning students. The schedule that reduces the numbers of students present in the class should support small group instruction and fantastic opportunities for individual attention.

Curriculum matters. The research record on the difference that a knowledge-rich curriculum can make for student learning is extensive and growing . As SDCCS prepares for the challenge of restarting face-to-face as well as hybrid models, a coherent pathway for learning recovery and acceleration needs to include greater reliance on high-quality materials and instruction, and completing the circle with curriculum based assessments.

How do we accelerate student learning in the next two years?

As you work to accelerate student learning, keep in mind:

Accelerated learning and cultural, social, and emotional responsiveness are not mutually exclusive.

Learning doesn't happen at the expense of responsive teaching, or vice-versa. The truth is that a core part of strong instruction is responding to the cultural, social and emotional needs of students. If instructional practices leave students feeling displaced, invisible, or unsafe, accelerated learning can't happen. Likewise, trauma-informed instruction and cultural, social, and emotional responsiveness do not require forfeiting strong, grade-level-aligned instruction.

Accelerated learning and strong instruction are interdependent.

You can't accelerate learning with poor instructional practices in place, and you can't have strong instruction if you cannot effectively support unfinished learning. Therefore, it is important to develop your leaders and teachers on the concepts and best practices of accelerated learning *and* strong instruction.

Accelerated learning and strong instruction should not cause further trauma.

Educators have the potential to cause trauma. We can cause additional trauma to students by denying them access to a high-quality education, and we can cause trauma by putting systems and structures in place that prevent students from accessing high-quality instruction. We must consistently evaluate and understand the consequences that our instructional decisions have for the children we serve and the adults that support them.

Accelerated Learning Considerations

- Identify essential learning needed
- Name the knowledge and skills students must master by the end of the year
- Map out the curriculum scope and sequence to include spiralling of skills
- Anticipate possible learning barriers and build in options and scaffolds using Universal Design Learning (UDL) principles to increase learning access for all students
- Determine content/concepts that will be taught in person at school and content/concepts that will be developed via virtually at home
- Determine metrics to monitor student learning
- Develop a schedule based on equitable access for vulnerable student groups determined by student & family need/data versus equal access for all
- Develop a flexible calendar based targeted student acceleration determined by student need/data vs traditional calendar

Determine what curriculum resources are available and what is needed to reopen and support instruction for all, some, few:

- Curriculum support for:
 - Gap-filling curriculum
 - Distance learning
- Instructional supplies (considering students cannot share materials) identify what materials need to be distributed

- Learning environment- materials that support learning while allowing students to maintain physical distance (i.e. individual white boards for each student, etc)
- Reflect and refine the scope and sequence, curriculum maps, and/or pacing guides on an ongoing basis to determine where acceleration can occur with students
- Identify the curriculum, resources, and/or supplies needed at school and home
- Ensure access and equity of curriculum

Student Equity Considerations

We must work toward climbing out of this crisis with a focus on racial equity so that the state and the hardest hit communities – especially Californians of color and low-income Californians – can recover. The educational systems in our state must be rebuilt so that they facilitate access and opportunity much more evenly than ever before.

PROMOTE INSTRUCTIONAL EQUITY

1. Ensure equitable access to learning materials. SDCCS should prepare to provide instructional materials to students if schools are closed in order to keep students engaged and learning. We should not rely on remote or distance learning unless we have previously provided all students with access to required materials, including technology.

2. Work closely with teachers and counselors to provide support. SDCCS will engage teachers in preparing instructional materials to continue students' learning. This can include providing grade- and instruction-appropriate periodicals, texts, links to instructional videos, and take-home activities. We will also work with school counselors to anticipate and meet the socioemotional needs of students.

3. Address the specific learning needs of students with disabilities, English learners, and students in temporary housing. SDCCS should ensure that the learning materials made available meet the specific needs of students with disabilities, English learners,

and students in temporary housing. To support English learners, schools should also ensure that information about resources and support is available to families in multiple languages.

PROTECT STUDENT WELL-BEING

4. Provide breakfast and lunch to students who rely on school meals. SDCCS will work with our food service providers to make meals available for students who are low-income for the duration of any school closure. We will work to support families at our food pantry and throughout the upcoming school year.

5. Coordinate with trusted community partners. SDCCS will work with community-based organizations, faith communities, after-school providers, and other trusted partners to ensure clear and consistent communication to students and families about accurate coronavirus information and the resources and supports available.

6. Connect families to other services they may need. While schools cannot be expected to do everything, they are a vital and trusted hub for students and their families in a time of uncertainty. SDCCS will work with their local government partners so that they are able to point families to health, housing, legal, and other resources.

Equity
<p>Student equity and access must be considered while planning for instruction:</p> <ul style="list-style-type: none"> • English Learners- Determine when and how English Language Development (ELD) will be provided (integrated and designated) • Students with Disabilities (SWD)- Determine how services be provided • Determine support for the most vulnerable student populations <p>Determine equitable student learning:</p> <ul style="list-style-type: none"> • Understand students current level of performance • Collaborate with teachers and specialists to determine equitable grading practices and procedures for students • Determine and develop grading considerations for Foster Youth/ Homeless, English Language Learners, students from Socio-economically disadvantaged homes, and significant populations. • Communicate grading practices and policy with families and students <p>Determine how interventions and support will continue in an on-site, distance and/or blended learning model:</p>

- Students who need intervention during the Fall semester
- Students who need intervention due to loss of learning during COVID-19
- Develop a plan for appropriate supports and interventions for students
 - Student Study Teams (SST) to include: onsite, distance, and blended learning support
 - Ongoing monitoring of student progress
 - Social-emotional supports
 - Counseling supports

Determine appropriate structures and supports to address the needs of vulnerable populations. To address the needs, districts/schools should implement a tiered-system of support. We have created a position for the next two years that will create an SDCCS MTSS program.

- Build systems for leaders to connect with and support the work of staff providing instruction and support to students at tier 2 and 3 to include:
 - Data collection and sharing to measure impact on learning
 - Tracking discussion of student progress
 - Tracking of intervention decisions
 - Social-emotional supports for academic success
- Ensure processes are in place for teachers to have student information prior to the start of school
- Establish a process and rhythm of academic check-ins with most vulnerable students
- Provide appropriate social-emotional supports to students
- Ensure academic supports are appropriate to meet students individual needs

Special Education considerations must be made to ensure Free and Appropriate Public Education (FAPE):

- Utilization of support staff in blending learning model
- Engage the Educational Specialist teacher with the development of the blended learning model.
- Determine needs of Mild/Mod and Mod/Severe student needs that include the 100% virtual model, Blended Learning, and Independent Study. Considerations include determining essential Learning Standards, IEPs that reflect a blended learning model.

Family and Community Engagement

At SDCCS we recognize that Social Emotional Learning applies to adults as well. This is an opportunity for us to grow in this area just as it is for our students. In order to be our best selves we must develop our own mindfulness practices as we work to meet the students' needs. Since such practices may be new/uncomfortable for students, we will begin where the students are. Over time teachers can scaffold their practices to become more complex.

Now more than ever, it's crucial for SDCCS to work with families as authentic partners, so that students can stay on track for their academic and life goals even while schools are closed.

We will provide opportunities for students and parents to engage in restorative practices in the home. This can be done through building community or as an extension to curriculum focused circle questions.

Effective school reopening will require diligent efforts to communicate with parents, educators, and community members. Careful reopening plans will be for naught if parents and staff are not confident about the measures in place. Communication from SDCCS Administration will minimize chaos and confusion with clear and consistent communication.

Communication is going to be key in our success at keeping everyone safe and informed.

**Communication
SDCCS will:**

- Provide accurate and ongoing messaging to stakeholders about measures being taken to help keep students and staff safe
- Provide timely updates
- Communicate importance for individuals to stay home when sick, and message that students will be provided with opportunities to complete missed assignments due to illness
- Publicize guidelines and tailor specific messages for teachers/staff on how to decrease the risk of exposure while at work/school, including the use of face coverings, frequent handwashing, use of hand sanitizer, and social distancing
- Educate families on their role and responsibilities:
 - Students stay home when sick;
 - Keep emergency contact information up to date;
 - Have a plan for when a child needs to be picked up from school;
 - Quarantine/isolation recommendations;
 - Home care guidelines
- Surveys to stakeholders including:
 - Certificated Staff Survey
 - Classified Staff Survey
 - Students Survey
 - Families Survey
- Start conversations with Classified and Certificated staff about a flexible and modified calendar as well as alternative schedules
- Share ongoing COVID-19 Health Guideline updates and implications for school response via school website and emails
- Establish consistent communication processes with staff and community regarding public health information
- Inform governing board of alternative schedule, calendar and possible policy changes
- Clearly communicate schedule and calendar with staff, and then families, noting:
 - Guiding Principles, including equity considerations
 - Deciding factors
 - Assumptions
 - Benefits
 - Challenges

- Build in logistics for student schedule disbursement and new orientation formats
- Inform governing board of site needs and considerations

The CoOp School Parent Volunteer COVID-19 Protocols

SDCCS has developed policies and procedures that follow the Center for Disease Control and state and local recommendations and guidelines to help protect students, teachers, administrators, and staff from COVID-19.

To ensure social distancing we will be limiting the number of volunteers on campus at any given time and all volunteers on campus must comply with the school volunteer regulations.

Volunteer Agreements

- All volunteers must schedule a time to be on campus with teachers or administrators. There will be no drop in volunteer opportunities.
- At this time all volunteers should have proof of vaccination or a negative COVID test within 48 hours of their volunteer opportunity.
- Volunteers must check in at the front office to have temperature taken and to answer health screening questions. Volunteers must be in good health and have low risk factors to volunteer.
- Volunteers must wear a mask that completely covers the nose and mouth at all times while on campus.
- Volunteers must wash hands frequently and maintain social distancing from staff and students.
- Volunteers on campus must use all school approved cleaning products when sanitizing the classroom or school environment.

- We have created specific guidelines for driving field trips including:
 - All persons in the car will be wearing masks
 - Windows should be down to allow for airflow
 - All drivers need to be cleared through the office in advance

English Learners

English language learners have been disproportionately impacted during the pandemic by losing English language exposure and supports that assist both language development and the ability to learn subject matter content. Furthermore, what works for English learners is great for all learners. That means that our schedules and handbooks, resources and curriculum tools must also align with best practices for ELs. SDCCS will work to understand culture and elevate home languages as students spend time learning from home.

The Educational Programs and Services for English Learners (EL Roadmap Policy) sets the direction for educating English learners in California. The EL Roadmap Policy provides SDCCS with four guiding principles to support and embrace the English learners they serve:

f

- **Principle One:** Assets-Oriented and Needs-Responsive Schools *f*
- **Principle Two:** Intellectual Quality of Instruction and Meaningful Access *f*
- **Principle Three:** System Conditions That Support Effectiveness *f*
- **Principle Four:** Alignment and Articulation Within and Across Systems

These principles will continue to guide SDCCS in implementing instructional programs for English learners during distance learning and the transition to reopening schools. This includes ensuring that we support English learners' social–emotional well-being and embrace English learners as the assets they are while also providing them with the support they need to succeed.

EL Considerations:SDCCS will:

Academic Support:

- *Prioritize language learning in schedule and curriculum decisions.*
 - Language proficiency in reading, writing, listening, and speaking must be considered as schedules are designed for on-campus and off-campus learning.
 - Present new instruction in multiple modes (video, synchronous instruction, audio, or slides), with graphic organizers, to aid comprehension.
 - When curating content, use videos with closed captions

or subtitles when possible.

- Be sure to consider how and when integrated ELD and designated ELD supports will be provided.
- Carry out continuous assessments and adapt curriculum as students' language proficiency levels change.
- Check whether the curriculum you are using now has an online or tech-enabled component. If not, consider purchasing a vetted, research-based curriculum that offers distance learning opportunities.
- Ensure students have access to grade-level appropriate materials in addition to learning level materials
- Distribute tutorials and guides describing how to access translation extensions or apps such as Google Translate, Microsoft Translator, and Microsoft's Immersive Reader.
- Provide instructional materials that demonstrate an understanding of students' cultures.

Special Education

SDCCS is dedicated to serving all students. Students with special needs should be taken into special consideration whether it be meeting their learning needs or planning a program for them if they are immunocompromised.

The United States Department of Education's Supplemental Fact Sheet released on March 21 states:

To be clear: ensuring compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act should not prevent any school from offering educational programs through distance instruction.

For students with individualized education programs (IEPs), SDCCS will ensure that students have access to the educational opportunities and will provide the special education and related services identified in the IEP, to the greatest extent possible.

There is flexibility for individual or small group activities that will greatly support student learning. Assessing the needs of students with IEPs and creating a program that meets those needs

while working closely with families will be the key to success no matter what learning program is chosen for the student.

SPED Considerations

- Students with Disabilities
 - Determine the IEP benchmarks, reporting, and assessment to measure student learning progress (i.e. Student work samples, etc)
 - Determine how to communicate student progress to the IEP team
 - Identify students who are medically fragile and develop a plan to support their needs.
 - Schools engaged in an inclusion model - what will that look like to ensure student needs are met?

School Closure

It's an outcome no one wants, but could become a "harsh reality", a second wave of shutdowns. Our goal at SDCCS is to stay open and teach in person however if there is a second shut down our staff will be prepared to move to distance learning immediately. We have reflected on our previously offered program and worked to make it more streamlined and manageable for both parents and their children.

Considerations if School Needs to Shut Down Due to COVID

- [Plan for transitioning to 100% distance learning during possible COVID-19 resurgence](#)
 - Use key learnings from distance learning in Spring 2020 to inform quick transition for increased student participation and work completion
 - Schedule designated days of the week and times of the day for student supports to avoid content overlap
- Try to use what you've already been using. Teachers and students will have the most success with materials they're familiar with. If you can leverage your existing resources at home—especially if you're confident in their quality—you should.
- Keep it clear and simple. Don't overwhelm your staff and families with too many resources. Plan for about 4.5 hours of instruction per day, depending on age, and give

families specific advice about when and how to use the materials you recommend. When it comes to delivering virtual instruction, don't underestimate the power of the simplest solutions—for example, teacher-to-student phone calls.

- Be honest about the capacity and needs of your staff. Just like students and families, school-based and central office staff are dealing with a lot right now. Any successful plan needs to account for that reality while also focusing on student learning.
- Do the best you can right now, while planning to meet the needs of every student. As you build your plan, it's critical to consider the needs of all students, including English Language Learners and students with IEPs. You'll also need to consider issues like training, dissemination of materials, and access to technology, to ensure that your plan can work for all families. But don't be afraid to roll out what you can do well right now while you continue to refine your plan (an approach the U.S. Department of Education encourages, too).

Informing Documents

The following documents provided model language, guidance, and inspiration for this document

- CDC Considerations for Schools
https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html#anchor_1589932065842
- San Diego County Office of Education
<https://covid-19.sdcoe.net/>

____ Sarah Saluta ____
Print Name

____ 08/10/2021 ____
Date Signature

Signature