Newhall School District

HEALTH AND SAFETY REOPENING PLANS

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A Message from the Superintendent

Jeff Pelzel

The COVID-19 pandemic has created significant obstacles for our community in the area of health and wellness, finances, and other emotional strains. In a matter of just weeks, we were suddenly faced with a new normal. As the Superintendent, and a Santa Clarita community member, I was once again reminded that I am blessed to live and work in a community of resilient and caring people who always put our children first.

Over the past several months, we have been planning and preparing for what the reopening of our schools will look like once we are able to engage in face-to-face experiences and how we can create a safe learning environment for students and staff. The information provided takes into account orders set by the State of California Department of Public Health and Los Angeles County Public Health that Newhall School District must follow. The intent of this document is to provide our families, students, and staff insight into what the 2020-2021 school year will look like once we are able to transition to in-person teaching based on the information we have today.

Information seemingly changes from week to week, even day to day, but please know we continue to stay current on the latest guidance. I understand that each family's situation is different and providing a learning environment that empowers every child every day is our end goal.

Jeff Pelzel, Superintendent of Schools

Executive Summary

This document describes the steps needed to reopen schools in the Newhall School District under the two Board approved scenarios, based on the current realities of the COVID-19 pandemic in Los Angeles County. Each plan outlines specific activities and protocols that will take place in the event that the plan is activated.

> ➢ **Plan A:** Blended Learning AM/PM model combined in-person and distance learning with social distancing, smaller class sizes alternating with digital learning on Monday, Tuesday, Wednesday, and Thursday. Friday's will be full digital learning days.
> ➢ **Plan B: Digital Learning Academy.** This enhanced digital learning plan will meet all requirements in Senate Bill 98. This 100% online learning plan will align to NSD best practices and provide students with access to all District programs and resources.

In the Appendix, protocols for each of the District's scopes of operation are delineated for the two scenarios. It is likely that additional protocol sheets may need to be added in order to clarify operations across the District.

This approach allows the district to flexibly respond to public health necessities while implementing the highest level of engagement possible for students at any given time.

These plans were created by the School Start Task Force so that input could be gathered from a range of stakeholders. Surveys were sent to students, parents and staff in order to gather valuable information.

Our plans may continue to change and adjust based on the most recent information from the Centers for Disease Control and Prevention (CDC), the State of California, the California Department of Education, and the County Public Health Office. As you are aware, the District has been directed to start this year in a 100% distance learning model for all students. Our new program resources support a more engaging environment for our students that includes daily live teaching, regular classroom check-ins with students to support the social emotional needs of our students, and on-going communication with our families.

Introduction

The Reopening Plan for the Newhall School District incorporates information gathered from the United States Centers for Disease Control and Prevention (CDC). This organization provided information for schools to consider when designing reopening plans for the Fall of 2020 due to the COVID-19 global pandemic. The information can be found here on the CDC website: https://www.cdc.gov/coronavirus/2019-ncov/community/schools- childcare/schools.html

It is important to note that this information is listed as a consideration and not a mandate. The article specifically notes that "Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs of each community." Therefore, the information was considered, and decisions were made based on this information.
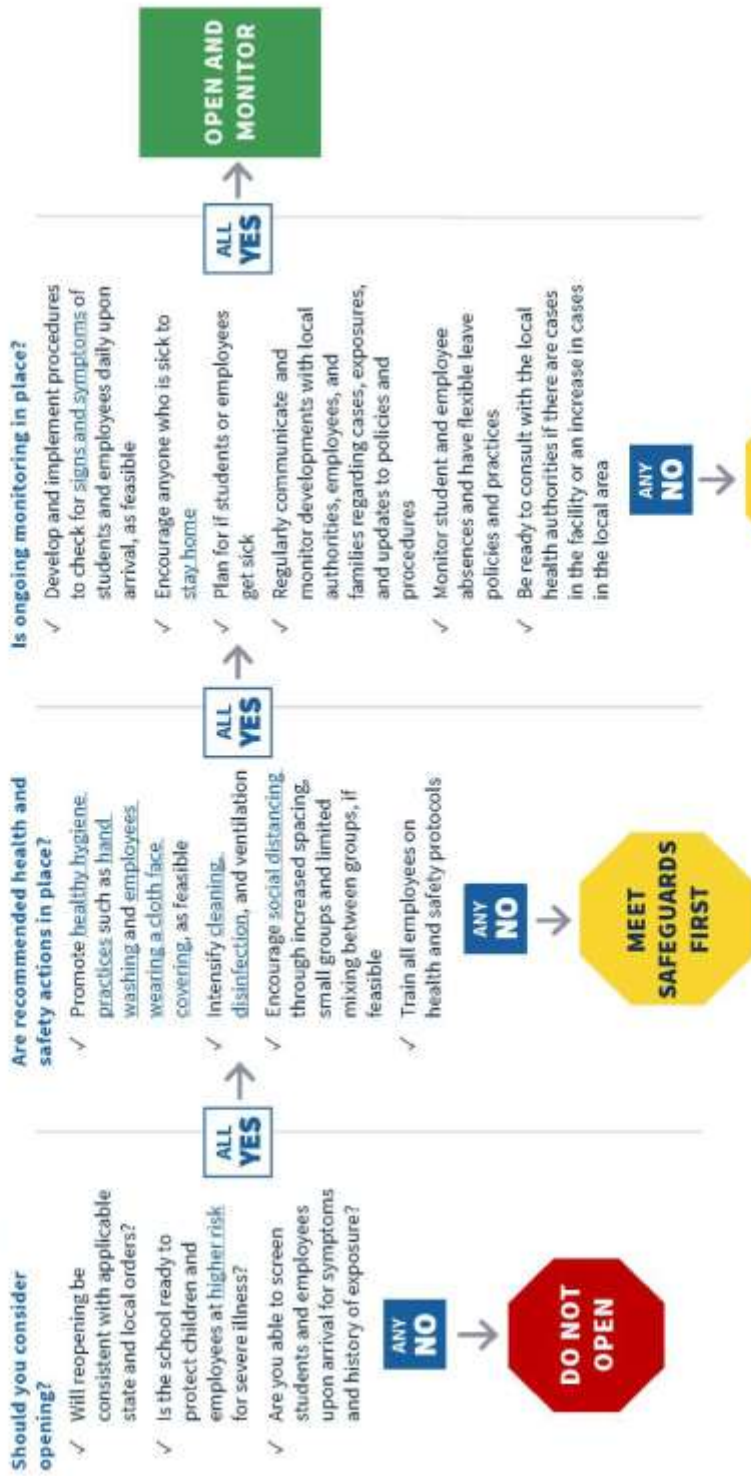
The plan takes into consideration information from the State of California as the State develops a statewide school reopening plan. The California Department of Education continues to put out updated information and guidance for schools to consider when reopening. NSD will continue to monitor this guidance as it becomes available: https://www.cde.ca.gov/ls/he/hn/coronavirus.asp. In addition, information from schools across the world that are dealing with this same dilemma is being considered. Finally, a schematic from the CDC for considering whether to reopen schools is included on the following page.

The Newhall School District Governing Board will ultimately approve all transition plans that align with the LA County Public Health orders and ensures the safety of our students and staff. As new information continues to be made available, adjustments will be made to the reopening plan.

SCHOOLS DURING THE COVID-19 PANDEMIC

The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

Should you consider opening?

- Will reopening be consistent with applicable state and local orders?
- Is the school ready to protect children and employees at higher risk for severe illness?
- Are you able to screen students and employees upon arrival for symptoms and history of exposure?

ANY NO → DO NOT OPEN

ALL YES ↑

Are recommended health and safety actions in place?

- Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering, as feasible
- Intensify cleaning, disinfection, and ventilation
- Encourage social distancing through increased spacing, small groups and limited mixing between groups, if feasible
- Train all employees on health and safety protocols

ANY NO → MEET SAFEGUARDS FIRST

ALL YES ↑

Is ongoing monitoring in place?

- Develop and implement procedures to check for signs and symptoms of students and employees daily upon arrival, as feasible
- Encourage anyone who is sick to stay home
- Plan for if students or employees get sick
- Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- Monitor student and employee absences and have flexible leave policies and practices
- Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ANY NO → MEET SAFEGUARDS FIRST

ALL YES ↑ OPEN AND MONITOR

NSD Instructional Models

For the 2020-2021 school year, the NSD Governing Board approved the two plans described below:

➢ **Plan A:** Blended Learning AM/PM model combined in-person and distance learning with social distancing, smaller class sizes alternating with digital learning on Monday, Tuesday, Wednesday, and Thursday. Fridays will be full digital learning days.

➢ **Plan B: Digital Learning Academy.** This enhanced digital learning plan will meet all requirements in Senate Bill 98. This 100% on-line learning plan will align to NSD best practices and provide students with access to all District programs and resources.

==*Please note that all students are currently required to participate in 100% distance learning due to State and County Public Health Guidelines.==

NSD School Start Task Force

A special thanks goes to our amazing community partners within the school district, and the employees of the Newhall School District that have worked tirelessly to create these two plans that have the goal of meeting the needs of our community, families, staff, and especially our students.

Plan A

AM/PM Blended Learning Model

Plan A Focus and Broad Considerations

At its core, Plan A is focused on equitable learning through a program provided via a combination of digital learning and socially distant, in-person instruction.

Within this focus, seven broad areas are addressed: 1. Safety and Wellness, 2. Instruction, 3. Special Education, 4. Facilities, 5. Site Operations, 6. Technology, and 7. Scheduling. The broad considerations are each addressed below. Some of the key facets listed under each may apply to multiple broad considerations but are only listed one time.

Safety and Wellness: Plan A has highly specific safety and wellness protocols. General considerations are outlined below and specific protocols can be found in the Plan Options document. Scheduling is an incredibly important component of Plan A, and described in its own section below.

District-wide Plan A requires:

- Self-wellness checks for staff and students before and during school time
- Students showing signs of fever, sneezing, or coughing will be sent to the health office
- Strict guidelines about what items can travel to and from school
- Students should bring their own water bottles to school
- Additional precautions for transportation will be in place to consider health and safety
- Static student grouping as much as possible to minimize student interaction
- Expanded sub pool so that employees are encouraged to stay home when sick
- Attention to social-emotional wellness through implementing:
  - social emotional learning (SEL) supports at all elementary schools
  - screeners to determine mental health needs at all sites
  - distance counseling support provided through tele and virtual options
- Additional hand-washing stations
- Hand sanitizer available across each site
- Enhanced cleaning schedules, including increased disinfection and sanitation by custodial staff
- Personal protective equipment (PPE) (ex: masks or face shields) use will be **<u>required</u>** for staff and students per County guidelines,
- Plexiglass installed for required small group work that requires less than 6 feet between student and therapist
- KN95 masks available for nurses and secretaries
- Ordering additional non-latex gloves and masks, items distributed Summer 2020
- Additional thermometers ordered and delivered to each school site
- Protocol in place for proper wearing and disposal of gloves and masks
- Extra precautions for office staff and nursing stations
- Strict enforcement of illness policy including sending home anyone with a temperature of 100 or over, or per County guidelines
- Students that are coughing, sneezing, or have a fever, will have a phone call home
- Ensure each school site has a "sick room" with isolation and ventilation (ex: window, fan, air circulation, ideally a sink and restroom) and a separate room for first-aid station
- Daily/weekly absence reports will be sent to the Superintendent's Office as requested with notes of fever and cough
- Request parents to limit time on campus and to wear personally provided masks when unable to socially distance
- Increased signage throughout schools for social distancing, handwashing, and directional traffic

Instruction

District-wide Plan A requires:

- Utilizing the Google Apps for Education (GAFE), which is the same as Plan B. This is important should NSD have to fully transition to digital learning
- Attention to specific student groups in regards to static student grouping and instructional considerations, ex: identify our low-performing and at-risk student groups and a plan so that distance/blended learning does not further the achievement gap
- Address learning gaps from the 2019-2020 emergency distance learning
- Authentic assessment in both the in-person and digital learning components
- Focus on cross-student collaboration in both the socially-distant in-person and digital learning components
- Consistent grading policies across in-person and digital learning
- Customization of instruction to fit the online vs. in-person environment
- Planning time for teachers each day
- Gather input and feedback from staff, students, and parents
- Detailed library plan and protocols that ensures students can safely access library books
- Creative use of specialists to support distancing requirements, ex: science techs

Special Education

District-wide Plan A entails:

- Students in Special Day Class (SDC) being on school site for full-day instruction Monday, Tuesday, Wednesday, and Thursday
- Students requiring Specialized Academic Instruction from a Resource Specialist Program (RSP) teacher and/or other Student Support Service providers (SLP, OT, APE, PT) being on school site to receive face-to-face services
- Students participating in digital learning on Friday
- Assessment to determine regression since closure
- Support provided by paraeducators
- Plexiglass installed for required small group work that requires less than 6 feet between student and therapist
- Enhanced PPE for preschool and Special Day Classes (SDC)
- Telehealth services provided by school psychologists, counselors, social worker to ensure the social emotional well-being of students
- The Special Education Hotline will continue to be available to support families after they have reached out to their child's service provider and/or site administration and continue to have questions.
    - (661) 279-0187

Facilities

District-wide Plan A requires:

- Regular schedule for cleaning
- Suspend facility use permits to maintain sanitized campus
- Daily disinfection of all shared spaces, ex: classrooms, bathrooms, MPR
- Student desks set up with 6 ft. social distance
- When only tables are available, seat students 6 ft. apart
- Site by site assessment of cleaning needs
- Disinfecting areas between AM and PM school sessions
- Plexiglass installed at each office where the public interacts the most - installed Summer 2020

Site Operations

District-wide Plan A requires:

- Clearly defining where students can go on each school site
- Specific policies and signage about hallway use, ex: marking for one-way hallway use
- Visual communication such as signs about stopping the spread/distancing guidelines, handwashing, proper mask use, etc.; adding ground markers in high traffic areas such as the front office, restrooms, pick up zones, to indicate distance
- Cafeteria adjustments such as pre-bagged meals going home for an entire week
- Less frequent library check-out to allow items at least 4-days with no use by students
- Social distancing on bus transportation for required in-person learning
- Volunteers will not be used at school sites during the school day aside from drop-off and pick-up
- Minimize close group gatherings and encourage social distancing per County guidelines
- Entering through one door and exiting to an outside door when possible
- Keep classroom doors open during arrival and dismissal to minimize door handle usage
- Minimize wait time outside of the classroom in group gatherings, or mark social-distance spacing for lining up
- Keep exterior bathroom doors open when possible
- Place bathroom trash cans by the exit door when possible, and add signage, to encourage the use of a paper towel to open doors
- Minimize the number of students in bathroom areas at the same time

Technology

District-wide Plan A requires:

- Additional protocols will be put in place to minimize device sharing and maximize technology access at home
- Each student is assigned their own device (as needed) so that there is no device sharing
- Access to Wi-Fi for every student that needs it
- Identification of key platforms for all teachers to use & ensure subscriptions
- Increased teacher support/PD to use the technology for digital and blended learning (this should align to what would be provided in Plan B)
- Increased family support on how to use the technology

Scheduling

One of the most important aspects of Plan A is scheduling because this is one of the ways schools can provide for social distancing requirements. Therefore, scheduling is described below in its own section. The NSD student school calendar for 2020-2021 runs from Aug. 13, 2020 through June 11, 2021. The District calendar can be found at **www.newhallschooldistrict.com** .

District-wide Plan A requires:
- 1/2-day schedule, meaning half of the kids come in the morning (first 2.5 hours of the regular school day) and half in the afternoon (last 2.5 hours of the regular school day)
- prioritize siblings to have the same time slot
- ensuring students who receive student support services have access to those services
- <mark>TK/K students may have an alternate dismissal to relieve congestion</mark>

	Monday	Tuesday	Wednesday	Thursday	Friday
Detailed Elementary Sample Schedule Plan A for an 8:00 am start time					
AM Student Group	**8:00-10:30** 8:00- 8:10 Open/SEL 8:10-9:10 Math 9:10-10:30 ELA/ELD or Enrichment	**8:00-10:30** 8:00-9:00 Math 9:00-10:20 ELA/ELD or Enrichment 10:20-10:30 SEL	**8:00-10:30** 8:00- 8:10 Open/SEL 8:10-9:10 Math 9:10-10:30 ELA/ELD or Enrichment	**8:00-10:30** 8:00-9:00 Math 9:00-10:20 ELA/ELD or Enrichment 10:20-10:30 SEL	**Digital Learning @ Home**
AM Group w/ extended learning childcare	10:30-3:00 Brain break Lunch Digital Learning Time (Science, SS, Art, Music, PE)	10:30-3:00 Brain break Lunch Digital Learning Time	10:30-3:00 Brain break Lunch Digital Learning Time	10:30-3:00 Brain break Lunch Digital Learning Time	**Digital Learning @ Home**
Room Cleaning & Teacher Lunch/Prep	10:30-12:30	10:30-12:30	10:30-12:30	10:30-12:30	Deep Cleaning Check-in Teacher PLC/Instructional Planning
PM Group w/ extended learning childcare	8:00-12:30 Digital Learning Time (Science, SS, Art, Music, PE) Brain break Lunch	8:00-12:30 Digital Learning Time Brain break Lunch	8:00-12:30 Digital Learning Time Brain break Lunch	8:00-12:30 Digital Learning Time Brain break Lunch	**Digital Learning @ Home**
PM Student Group	**12:30-3:00** 12:30- 12:40 Open/SEL 12:40-1:40 Math 1:40-3:00 ELA/ELD or Enrichment	**12:30-3:00** 12:30-1:30 Math 1:30-2:50 ELA/ELD or Enrichment 2:50-3:00 SEL	**12:30-3:00** 12:30- 12:40 Open/SEL 12:40-1:40 Math 1:40-3:00 ELA/ELD or Enrichment	**12:30-3:00** 12:30-1:30 Math 1:30-2:50 ELA/ELD or Enrichment 2:50-3:00 SEL	**Digital Learning @ Home**

Specialist Classes

Music: 1 x weekly

Art: Send supplies home so students can complete art with online lessons

Intervention Supports (WIN)

Occurs during the extended instructional day for students.

Special Education

RSP and Related Services: During instructional day. Pull out or push in determined by each student's IEP. Amendments may have to be created to support reduced minutes on campus. Digital Learning provided as necessary.

SDC: During instructional day, increased PPE

EL Supports

Designated ELD: Face-to-face teaching and on-line support

Integrated ELD: Built into face-to-face and on-line support

Plan B

Digital Learning Academy Model

Plan B Focus and Broad Considerations

At its core, Plan B is designed for students and families who prefer a full online learning environment. Components of Plan B will be used for the Digital Learning portions of Plans A.

Within this focus, five broad areas are addressed: 1. Safety and Wellness, 2. Instruction, 3. Special Education, 4. Facilities, and 5. Technology. The broad considerations are each addressed below. Some of the key facets listed under each may apply to multiple broad considerations but are only listed one time.

Safety and Wellness
- Well-designed, clear communication with students, families, and community members about Plan B guidelines, ex: infographics, videos on front page of all websites
- Social-emotional wellness checks for staff and students that include emotional well-being
- Strict guidelines will be followed if any items are picked up at school ex: books, lesson materials, etc.
- Staff training on all components of Plan B
- Personal protective equipment (PPE) (ex: non latex gloves and mask) use will be **<u>required</u>** for students and staff per County guidelines when on school grounds.
- Masks, including KN95, or shields are available for nurses, health techs, and secretaries
- Monitor screen time of students and staff

Instruction
- Utilizing a common distance platform across grade levels- Google Apps for Education-GAFE
- Utilizing district supported software and programs that work well with digital learning
- Attention to specific student groups in regards to instructional considerations, ex: identify our low-performing and at-risk student groups and a plan so that distance learning does not further the achievement gap
- Scheduling small group instruction for the first few weeks to help the teachers build community and go over expectations. Mostly likely Zoom, or hangout
- Address learning gaps from the 2019-2020 emergency distance learning
- Authentic assessment
- Focus on student collaboration
- Training for classroom aides on providing support during distance learning
- Consistent grading policies
- Customization of instruction to fit the online environment
- Planning time for teachers
- Gather continuous input and feedback from staff, parents, and students
- Creative use of specialists to support distance learning, ex: library techs
- Special considerations for ELD and special education instruction

Special Education
- Agreements in place for distance learning
- Develop assessments to determine progress on goals in new DL format
- Tele-assessment skills developed for all providers
- IEP services outlined in the student's IEP provided through a digital platform and/or learning materials provided to the parent
- Support provided by para-educators for distance learning components
- Additional PD for Ed Specialist and other Service providers to enhance tele therapy and distance learning
- Telehealth services provided by school psychologists, counselors, social worker to ensure the social emotional well-being of students
- The Special Education Hotline will continue to be available to support families after they have reached out to their child's service provider and/or site administration and continue to have questions. (661) 279-0187

Facilities
- Strict guidelines will be followed in the event students and parents come to facilities to pick up materials
- Regular schedule for cleaning
- Visual communication such as signs about stopping the spread/distancing guidelines, handwashing, proper mask use, etc.; adding ground markers in high traffic areas such as the front office, restrooms, pick up zones, to indicate distance
- Plexiglass installed at each office where the public may interact with essential workers
- Site by site assessment of cleaning and modification needs
- Shared space adjustments following County guidelines
- Suspend facility use permits to maintain sanitized campus

Technology
- Hot spots will be checked out to any student or staff member needing it for distance learning
- Chromebooks will be checked out to any student needing one
- Increased family support for how to use the technology
- Increased teacher support/PD to use the technology for distance learning
- Support district-purchased software and programs that work well with distance learning

Appendix

Full Protocols
Behavior
Classroom
Food Service
Health
School Office
Student
Technology
Testing at School
Transportation

Behavior Protocol

District protocols and procedures regarding student discipline for 2020-21 school year:

At Newhall School District, we have developed a three-tiered PBIS (Positive Behavior Interventions and Supports) to support student well-being and learning in our school environment as follows:

What is Tier I Support?

The PBIS Triangle—The green area represents Tier 1 that supports all students.
Tier 1 systems, data, and practices impact everyone across all settings. They establish the foundation for delivering regular, proactive support and preventing unwanted behaviors. Tier 1 emphasizes prosocial skills and expectations by teaching and acknowledging appropriate student behavior. Teams, data, consistent policies, professional development, and evaluation are essential components for these practices to work effectively.

The core principles guiding Tier 1 PBIS include the understanding that we can and should:

- Effectively teach appropriate behavior to all children
- Intervene early before unwanted behaviors escalate
- Use research-based, scientifically validated interventions whenever possible
- Monitor student progress
- Use data to make decisions
- Ensure behavior support is equitable
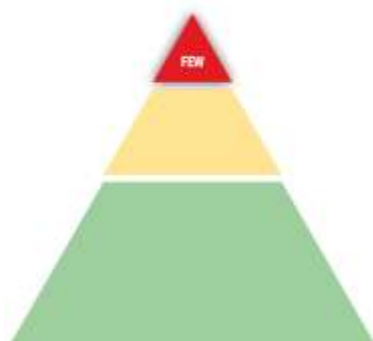
What is Tier 2 Support?
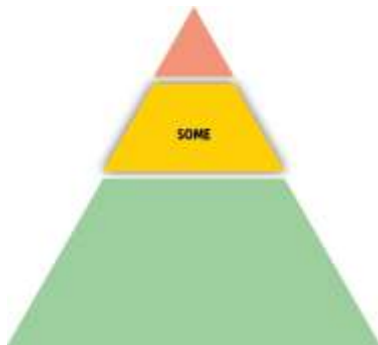
The PBIS Triangle—The yellow area represents Tier 2 that supports some students. Tier 1 supports are still used with students engaged in Tier 2 supports.

Tier 2 practices and systems provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behavior before they start. Essentially, the support at this level is more focused than Tier 1 and less intensive than Tier 3.

Tier 2 supports often involve group interventions with ten or more students participating. Specific Tier 2 interventions include practices such as social skills groups, self-management, and academic supports. Targeted interventions like these, implemented by typical school personnel, are likely to demonstrate positive effects for up to 67% of referred students.[1]Tier 2 interventions are:

- Continuously available
- Accessible within 72 hours of referral
- Very low effort by teachers
- Aligned with school-wide expectations
- Implemented by all staff/faculty in a school
- Flexible and based on assessment
- Function-based
- Allocated adequate resources
- Student chooses to participate
- Continuously monitored

What is Tier 3 Support?

The PBIS Triangle—The red area represents Tier 3 that supports a few students. Tiers 1 and 2 supports are still used with students engaged in Tier 3 supports.

PBIS' framework doesn't just work with school-wide and targeted supports. It's also an effective way to address sometimes dangerous, often highly disruptive behaviors creating barriers to learning and excluding students from social settings.

At most schools, there are 1-5% of students for whom Tier 1 and Tier 2 supports have not connected. At Tier 3, these students receive more intensive, individualized support to improve their behavioral and academic outcomes. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students with no diagnostic label at all.

Overview:

It's important to keep three factors in mind in dealing with discipline regardless of the scenario in the fall:

1. A "major" discipline incident must be tied to a specific education code in 48900 a-r, .2, .3, .4 or 48915
2. There must be an established "nexus" to school in order to investigate and implement disciplinary measures.
3. Any investigation into a "major" incident must include interviews and signed witness statements of the alleged victim, witnesses (if any), and the accused. The accused and their parent/s must be informed of any disciplinary consequences delivered.

Plan A– AM/PM Blended Learning Model

- If a student is accused of a "major" offense and sent/brought to the office, interviewing parties should abide by reasonable social distance guidelines
- If students are interviewed closer than 6 feet, or within a closed room, staff should wear a mask or face covering
- If multiple students are being interviewed at the same time, social distancing between the students should be implemented
- If a witness, victim, or offender is off campus when an investigation is initiated consideration to student and staff safety should be given as it relates to the immediacy of contacting these parties and requiring them to return to campus. If interviews can be conducted on the phone this is preferable
- Particular student offenses regarding refusal to follow social distancing or health/safety precautions will most likely be aligned to a violation of 48900 (k). Any consequences for these offenses should align to the laws applicable to that offense
- For student offenses relating to more aggressive forms of behavior such as coughing, spitting, or threatening other students with COVID 19 infections these will most likely align to a violation of 48900 (a1) or 48900
- (r) and/or 48900.4. Consequences can align with normal individual considerations for each incident and student
- For student offenses which involve a victim, give consideration to whether or not the victim is a member of a protected class and if/how the incident may have components of discrimination or harassment. If so, the responding administrator may be responsible for offering the victim and their family the option to file a UCP
  - complaint, and may require more intensive documentation of the incident
- Any consequences assigned to an offender keep in mind that they always have a right to provide their own statement or testimony regarding the allegations prior to being informed of the consequence. As always, parents should also be notified of consequences

Plan B- *Digital Learning Academy Model*

- If an allegation is made by another student or staff regarding an offense, a nexus or relation to school or a school related activity must be established before proceeding with an investigation
- All interviews of students and staff must be conducted over the phone or on Zoom. Student confidentiality will be protected. All parties must authorize any recording

Classroom Protocol

Plan A– *AM/PM Blended Learning Model*
- Masks are **<u>required</u>** for all students and staff
- Students shall be reminded of proper hygiene practices including handwashing for 20 seconds and covering coughs
- Wellness self-checks shall be reinforced so that students with fever and sneezing are staying home
- Students shall be encouraged to wash hands and/or use hand sanitizer before and after each class
- Arrange student desks and tables with 6 feet of spacing with all students facing the same direction with only half of the class present at one time
- Minimize passing of papers
- When students are waiting in lines, teach proper spacing between students
- Teach students proper school-appropriate online behaviors

Plan B- *Digital Learning Academy Model*
- All classrooms will be virtual
- Teach students proper school-appropriate online behaviors

Food Service Protocol

The following is a draft document meant to be used for planning for reopening the NSD school food service programs in Fall 2020. All CDC guidelines should be followed. This will update when new information from USDA/CDE is released. This protocol is in place for the safety of all.

- All meal pickups should be contactless drive-through transactions: orders placed online or over the phone, designated pick up time/site for weekly kits, placed in trunk (no contact)
- Do not reach into vehicles, to promote social distancing
- Masks and gloves worn by staff when social distancing is not possible
- Masks encouraged for meal pick up (families)
- Post signs to inform customers of food pickup protocols
- Avoid handing meals directly to people, as this does not support social distancing
- Use tents to protect from rain & sun
- Encourage the use of hats and sunscreen (wash hands before and after application!)

Health Protocol

COVID-19 Supplies for the Schools
- Boxed Items: electronic thermometer, probe covers, pump hand sanitizer, gloves
- Additional items to add or have available: tissues, paper towels, clipboard, trash cans
- Sanitizing and disinfecting supplies: COVID-19 spreads through respiratory droplets
- If student should have to wait a long time for family pick up, consider age of student and possibly: granola bars & water, disposable cups, disposable coloring books, disposable crayons, videos/soothing music
- Radio for contact with other staff if phones not working or no phone in room
- Additional masks
- Face shields with drape cloth
- Butcher paper for students to sit/lie down on (optional)

Health Office Considerations
- Students entering to visit the health room must put on a mask and use hand sanitizer before entering the office
- Health Tech will wear a mask and wash hands or use hand sanitizer before helping the student
- Dispense medications by appointment
- Sites need to designate a "sick room" for students who display symptoms of fever, cough… to wait until they can be picked up by a parent

Sick Room Overview
For sick students and staff to wait for relatives to pick them up
- Sick room to be used for ill students
- Sick room should be in close proximity to a bathroom and water
- Sick room should be well ventilated
- Sick room should have space for ill persons to sit and/or lie down
- Sick room should have access to communication: phone, walkie talkie as well as school site and District phone lists

Caring for Students Who May Be Infectious
Sick Room Guidelines/Activities
- **Decide** who will staff the sick room and have a back-up person: wear KN95 mask, gloves; frequently wash hands; change gloves and wash hands in between students
- **Assess** students for flu symptoms: temperature of 100.0°, cough, shortness of breath, GI symptoms
- **Mask** student with cough, fever
- Have students **wash hands**
- **Document** in Aeries—Daily Medical Log; Nurse team may use Medical Notes for confidential information
- *Provide Comfort Care and Communicable Disease Precautions*
- Teach/remind students to cover cough, use of tissues & proper disposal, and hand washing
- Students sit about 6 feet apart--droplet precautions—if possible
- Supervise quiet entertainment, give verbal comfort, food, fluids if needed
- **Contact parent/guardian**: use Aeries for parent/guardian information
- **Check out** student to parents
- **Report sent to Superintendent and District Nurse**

Resources:
CDC: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html
CSNO COVID-19 Response Plan

School Office Protocol

Consistent Signage at all school sites to explain protocols:
All visitors entering the office...
- Are **required** to wear a face mask
- Use hand sanitizer before entering
- Follow social distancing - maintain 6 ft between persons
- If you are not feeling well, please do not enter the office
- Proper handwashing techniques
- Proper use of gloves

Employee Training
Protocol for office staff to follow each day:
- Check own temperature upon arrival
- Use of hand sanitizer/handwashing on a regular basis
- Use face masks for interactions if social distancing is not possible and during high traffic times (before/after school, recess, breaks…)
- Wipe down workspace at the start and end of the day
- Use gloves as recommended by health staff
- Maintain clean and used pen containers, clean used pens regularly
- All office staff need to be trained to use disinfectant products

Screening
- Update procedures for caring for ill students - nurses
- Staff Thermometer available in the office for daily staff use

Cleaning and Disinfecting
- Each desk has access to disinfectant spray and cloth to clean workspaces each time a new person makes contact
- Hand Sanitizer by every entrance, use required to enter
- Increased custodial support for regular cleaning of common areas
- Office restrooms on regular disinfecting schedule; limit the use of student restrooms in office space

Physical Distancing/Environment
- Limit access to the office
- Set up office access for outside access as much as possible, create line up areas with spacing.
- Designate entrances for visitors, students, staff
- Designate traffic flow: one-way traffic
- Increase signage for traffic flow
- Workspaces 6 ft. apart to the extent possible
- Install Plexiglass at location where the public interacts with the secretary. Keep work spaces well ventilated with open windows
- Visitors/Students wait outside for office access
- Create Google Form to schedule appointments rather than having drop-in student visits
- Encourage parents to call for an appointment rather than having drop-in visits. If a meeting is needed, try to utilize Google Meet or Zoom meetings whenever possible
- All visitors are **required** to wear masks
- Office staff cannot wear masks all day, but will wear masks when public facing

Physical Space Descriptions/Considerations
- Secretary Desks (Site, Reception, Admin, Counseling…)
- Teacher Work Spaces

Office Visitor procedures for:

Students
- Designate entrance for students. Check in from outside (window). Wait outside with 6 ft. spacing
- Students use hand sanitizer and wear a mask before entering (if students are wearing masks in classroom, or if they are coming into the health office)
- Limit reasons entry is allowed
- Conduct as much business outside of the office as possible
- Consider using office runners for deliveries to students

Staff
- Designate entrance for staff
- Staff uses hand sanitizer before entering and wears mask, if masks are worn in classrooms.
- Use one-way traffic when possible
- Wipe down office equipment after use

Outside Visitors
- Designate entrance for outside visitors.
- Check in from outside
- Wait outside with 6 ft spacing
- Visitors use hand sanitizer and wear a mask before entering office. Limit reasons entry is allowed
- Conduct as much business outside of the office as possible. Parent drop off materials for students in an outside location. Office Depot/UPS/Fed-X drop off in an outside location

Student Protocol

Plan A – *AM/PM Blended Learning Model*
- Masks are **<u>required</u>** at all times
- Wash your hands for 20 seconds, especially after going to the bathroom; before eating; and after sneezing, coughing, or blowing your nose
- Use hand sanitizer if soap and water is not an option
- Avoid touching your face
- Practice respiratory etiquette: sneeze into a tissue, or your inside elbow; cover your cough;
- Maintain appropriate physical distance
- Keep your school supplies and materials organized and for you only
- Keep your food, drink, personal items for you only.
- Keep your hands to yourself in class and around the school
- Students who receive confirmation of a positive COVID-19 diagnosis from their doctor or the Public Health Department, will be asked to notify the school and self-quarantine for 14 days according to PHD instructions

Plan B - *Digital Learning Academy Model*
- Go to your "Google Classroom" every day to see the lessons, assignments and meetings for you to do each day
- Turn in your work on time, as assigned
- Connect with your teacher if you need help or have questions
- If you are sick at home, please ask your parent/guardian to notify your school the day you are sick

Technology Protocol

Plan A – *AM/PM Blended Learning Model*
- All students will receive a personal device, if needed
- Students will be asked to charge devices at home each night
- Devices will not be exchanged between students
- Damaged or nonfunctioning devices will be exchanged in the main office
- Tech Support staff will be on site while maintaining 6 feet of distancing.
- High touch areas on IT equipment will be wiped with disinfectant before handling using district guidelines for safely handling disinfectants
- Tech Support staff will utilize hand sanitizer prior and post handling of IT equipment

Plan B - *Digital Learning Academy Model*
- All students who need a computer device or hotspot will check one out from the school
- Tech Support staff will continue to provide remote Help Desk services to students, parents and staff at the school site
- All students will reach out to their sites for replacement device or hotspot devices.
- High touch areas on IT equipment will be wiped with disinfectant before handling using district guidelines for safely handling disinfectants
- IT staff will utilize hand sanitizer prior and post handling of IT equipment

## Testing at School Protocol:

Plan A or B
- Designate entrance for outside visitors. Check in from outside with assessment team member and health screening protocol is performed for both parent and student.
- Wait outside with 6 ft spacing
- Visitors (Parents and Students) use hand sanitizer and wear a mask before entering office.

English Learners: Initial ELPAC

The English Language Proficiency Assessment of California (ELPAC) is a mandated state test to determine the English language proficiency of students whose primary language is other than English. The initial ELPAC is an one-on-one assessment given to potential English learners within the first 30 days of entry to a US school.

The safety protocols described below are based on guidance from the California Department of Education and local health officials.

- Student appointments are staggered to ensure that social distancing is possible
- The assessment team member (greeter position) meets the student and parent and escort them to testing area after check-in (office)
- Testing setup is in the MPR with no more than 4-5 students testing at a time
- Assessor wears face shield with drape and gloves
- Both assessor and student will use hand sanitizer before and after assessment
- Student keeps mask on except for speaking portion, if necessary, for clarity
- A plexiglass partition is in place on the desk between the assessor and the student during testing
- Parents are seated 6 feet apart outside of the MPR to wait for their child
- Upon completion of the testing, student and parent are escorted out of the school
- After each student is assessed, the testing area and all testing materials will be sanitized before the next student assessment begins
- A public restroom will be made available for parents and students with signage indicating that only one family may enter at a time.
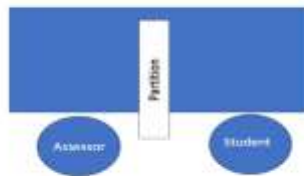
Special Education: Students with IEPs

In-person assessments will be administered by SSS credentialed teachers and SSS service providers. Assessments are required to determine eligibility/continued eligibility for special education services and mandated by State Education Code and Federal Law. These mandated assessments are an important part of the data that justifies the goals, benchmark, and services in students' Initial, Triennial, or Re-evaluation Individual
Education Programs (IEP). The following safety protocols are required for all in-person assessments and will be updated as needed based on the most current health and safety regulations:

- Parent and student will check in at the front office;
- Parents are required to remain in their car in the parking lot or on campus in a specified waiting area for the duration of the assessment;
- Masks are required to be worn by parent(s) upon entrance of the building;
- Masks are required to be worn by students upon entrance of the building and throughout the duration of the assessment, unless the assessment requires that the mask be removed for assessment purposes;
- COVID-19 symptom screening checklist is required to be completed upon arrival to campus;
- Social Distancing between the assessor and student for the duration of the assessment;
- Protective gear will be worn by assessor, including face shield with drape or face mask and disposable gloves;
- Optional protective gear (gown) will be worn by assessor, if necessary;
- Assessor and student are required to sanitize hands prior to and following the assessment;
- Limited number of individuals in testing area, which includes teacher and/or
- service provider and student;
- Testing area, including testing protocols and/or testing manipulatives, will be sanitized by staff prior to each assessment (after each student);
- Assessment times will be staggered during the day to allow for sanitation of testing area, including testing protocols and/or testing manipulatives, between students;
- Limited number of assessments scheduled per day to allow for sanitation between students;
- School Psychologists will create a Google document for an assessment (team) schedule. This document will be shared with Site Administrators. The template will include: Day/time, student name, parent contact information, assessor, preferred location for assessment, etc.;
- SSS teachers and service providers will schedule their assessment in collaboration with the assessment team;
- For Speech Only students, the SLP, will create and manage assessment schedules;
- Plexiglass barriers will be placed between the student and the assessor on the desk or table, as needed and as appropriate;
- A variety of testing environments will be utilized to ensure proper ventilation, including a large classroom, open library, outside on the picnic tables, etc.;
- If the student is unable to wear a mask due to health concerns or disabilities, school administration will work individually with the family for possible accommodations to ensure the safety of both the student and assessor.

Should a parent/guardian not feel comfortable with in-person assessment for their child, SSS and site administration will work individually with each family.

Transportation Protocol

Plan A
- Students must wear a mask at all times on the bus
- Hand sanitizer provided as students enter and exit bus. Installing them on bus with CHP permission
- Drivers will disinfect buses after each use
- When possible, students sit with siblings
- Space students every other seat and have only one student to a seat
- Bus line – 6 feet social distance
- Students and drivers wear masks on the bus
- Ridership will be limited with social distancing requirements, priority will be given to SDC students

Plan B
- Transportation not provided as students are enrolled in Digital Learning Academy and working from home

School Safety Signage and Resources

Special thanks to San Luis Coastal Unified School District for creating this template.