As of August 13, 2020
South Bay Union School District
Recovery/Reopening Plan
2020-2021

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Message from Superintendent Katie McNamara

Dear South Bay Community,

The COVID-19 crisis and resulting school closure has illustrated how important public schools are to our community, not only for learning, but for nutrition, safety, and social-emotional wellbeing. As we prepare for the start of the 2020-21 academic year, we know that our schools will look different and that students, families, and staff will all need to adjust to the "new normal" of wearing face coverings, social distancing, and increased cleanliness. The health and safety of our students and staff remains our highest priority.

The South Bay Recovery/Reopening Plan includes the best guidance and recommendations from public agencies including the California Department of Education, the California and San Diego County Health & Human Services Agencies, and the San Diego County Office of Education. These recommendations include guidance on healthy hygiene practices; cleaning/disinfection; social distancing; training/education for staff and families; limitations on sharing of materials/food; and maintaining healthy operations. This plan was developed in partnership with our stakeholders and it represents our best thinking on implementing school and public health recommendations, guidance from the newly released *Guidebook for the Safe Reopening of California's Public Schools*, and input from our families, staff, students, union partners, and community.

Thank you to all the recovery team members for their tireless dedication, valuable expertise, and incredible commitment to providing outstanding teaching and learning despite the challenges we are currently facing.

We appreciate your patience, understanding, and partnership during this difficult time in our community. I am confident that we are ready to move forward as a District and have a wonderful and safe 2020-21 school year.

Sincerely,

Katie McNamara, Ed.D.
District Superintendent

South Bay
Reopening Values

As we look toward reopening schools, the values below serve as a lens and "north star" in all decisions. These values were developed with stakeholders in recovery teams and advisory groups.

Equity and Empathy
Approach the future with a lens of equity and an empathetic mindset.

Student and Staff Safety
Follow public health guidelines and adapt as needed

Culture of Connectedness and Support
Attend to wellness and social emotional needs of staff, students and families.

Visionary, Fluid, and Flexible
Create an innovative continuum of educational models to ensure high levels of learning and responsive pedagogy.

Authentic Feedback and Communication Systems
Provide opportunities for open dialogue and feedback with staff, families, and students. Communicate using clear, understandable and timely means.

Consistency
Implement systems to ensure consistency across district and sites.

Monitoring Public Health Guidelines and Developments

District staff monitor on a weekly basis, COVID-19 guidance from the California Department of Public Health (CDPH), California Department of Education (CDE), San Diego County Health and Human Services Agencies, Public Health Services (PHS) and San Diego County Office of Education (SDCOE). The information received from these agencies is incorporated into this plan in an ongoing manner. In addition, updates are provided to site principals, directors, and other staff on a weekly basis. *(COVID-19 Reopening Plan)*

The following public health documents have been used to develop this plan and to update plan as guidelines/requirements change:

[California Public Health Industry Guidance for Schools, updated July 20, 2020](#)
[COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year](#)
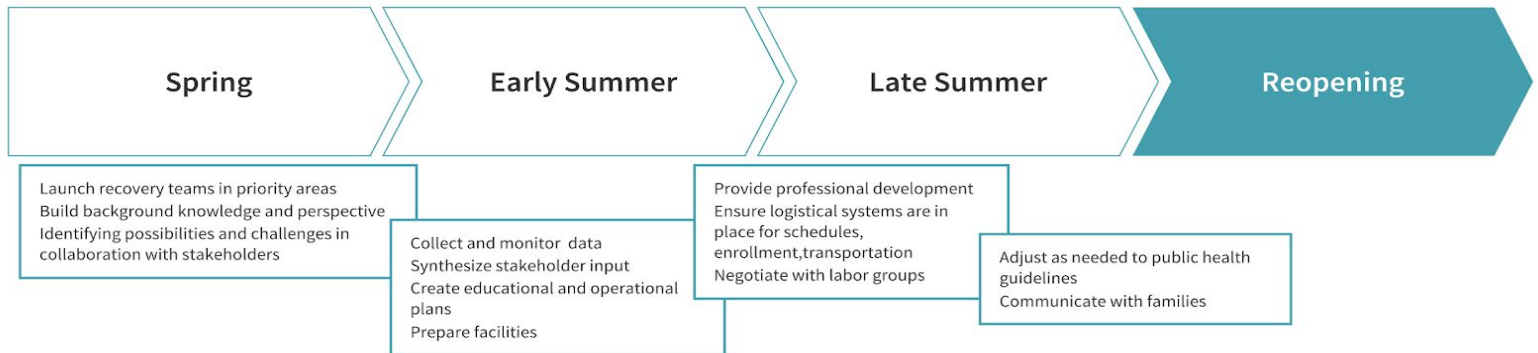[California Guidance of the Requirements for Face Coverings](#)
[Cal/OSHA COVID-19 General Checklist for Schools and School Based Programs](#)
[California Department of Education: Stronger Together Guidance Document](#)
[SDCOE COVID-19 Reopening Plan](#)

Recovery Process

Throughout school closure and summer break, District staff have been planning for reopening and recovery. The timeline below outlines major events and accomplishments during the past months and indicates needs in the coming weeks.

Spring	Early Summer	Late Summer	Reopening

Launch recovery teams in priority areas
Build background knowledge and perspective
Identifying possibilities and challenges in collaboration with stakeholders

Collect and monitor data
Synthesize stakeholder input
Create educational and operational plans
Prepare facilities

Provide professional development
Ensure logistical systems are in place for schedules, enrollment, transportation
Negotiate with labor groups

Adjust as needed to public health guidelines
Communicate with families

Recovery Team Process:

Stage One: (April 20-May 15)
Building Knowledge and Perspective:
- The Executive Team researched and discussed recovery considerations.
- Executive Team members attended training meetings at state, county and local levels.
- Superintendent chaired the ACSA Recovery Taskforce at the state level.
- Deputy Superintendent participated in the Reopening Leadership Team at the San Diego County Office of Education.
- Directors attended county and state level webinars on reopening and public health.
- Developed overall strategic plan with considerations, needs, and actions.
- Began to collect the names of teacher and staff leaders to engage as advisory members.
- Identified recovery team topics.
- Shared preliminary Strategic Recovery Plan with site and District leaders to build background knowledge and start conversation.
- Created a sign-up system for leaders to choose recovery team members.
- All teams met for initial large and small group conversations about recovery, to identify objectives, and pose guiding questions.
- Recovery teams met the week of May 11-15 to review strategic recovery considerations and identify needs before operationalizing individual team plans.

Stage Two: (May 18-June 30)
Identifying Possibilities and Challenges in Collaboration with Stakeholders:
- District Leadership Team met the week of May 18 to identify connections and overlaps among Recovery Teams and answer the following questions:
  - What do we value and consider essential for recovery and for the future?

- What have we learned from school closures that should inform our thinking moving forward?
- When we consider the coming year, what do we envision as possibilities for transformation and improvement?
- How might we work collaboratively among ourselves and with bargaining units to overcome the associated challenges with recovery?
- Created structures for stakeholder engagement and input:
  - Teacher leaders on Recovery Teams as advisory members.
  - Bargaining Unit advisory team.
  - Surveyed all staff .
  - Implemented California Healthy Kids Survey data from students and parents.
  - Surveyed parents to solicit input on enrollment preferences.
  - Superintendent met with Student and Family Advisory Groups.
- Used District-level meetings as a check-in and update of progress from all teams.
- Consistently monitored public health and California Department of Education guidance and adapted plans as needed.

Stage Three: (June-July)
Monitoring Current Data and Creating Operational Plans:
- Create and update Recovery Dashboard with key indicators needed for reopening.
- Continue to meet as teams, both leadership and with advisory members.
- Begin creating options and possibilities to share with teams.
- Assess where additional capacity and support may be needed.
- Share draft plans with other Recovery Teams teams and the entire group to ensure consistency and minimize fragmentation.
- Present Recovery/Reopening Plan to the Board of Trustees and share with bargaining units.
- Create specific operational plans and project maps for each priority area.

Stage Four: (July-August)
Begin Implementation of Recovery Plans and Negotiations l
- Implement specific operational plans at district and site level
- Host virtual management meetings to ensure alignment and collaboration across priority areas
- Launch Human Resources Recovery Team
- Finalize training materials
- Work collaboratively with bargaining units
- Continue procurement of personal protective equipment, signage, supplies, etc.
- Ongoing communication with families and staff

Stage Five: Initial Reopening (gradual staff return, students August 31st)
Stage Six: Monitor and Adjust as Needed (ongoing)

Recovery Teams met over the course of several weeks to review current guidelines, create planning considerations, and solicit input from stakeholders. Highlights from this process include:

- Over 75 certificated, classified, and management employees participated.
- 45 individual recovery team meetings were held, 17 of which included certificated and classified staff.
- Leaders from each team met regularly with the Executive Team to synthesize notes and input and information from each team to ensure consistency and alignment.

Over 1,200 families provided input through a District-wide survey. Each team created guiding principles based on feedback from stakeholders to ensure all actions were in alignment with both input and public health guidance documents. The information was used to inform this Plan.

Priority Areas and Recovery Teams

Academics and Infrastructure

Operations and Facilities

STUDENTS

Health and Well Being

Human Resources

Governance and Communication
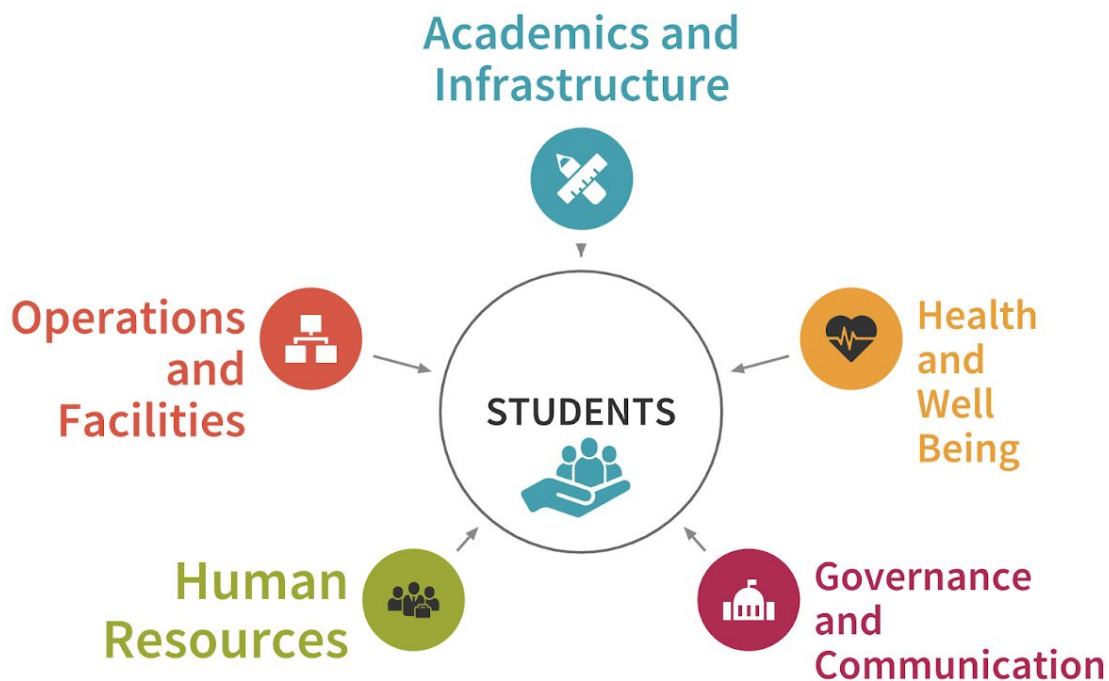
The priority areas above formed the structure for Recovery Teams and planning considerations. Teams were launched in these areas, with the exception of Human Resources, which will launch in early July.

Academics and Infrastructure

Guiding Principles:

Equity: All students have access to high quality teaching and learning, regardless of reopening model.

Connectedness: Students, teachers, and families are connected to one another and high quality instruction is provided in authentic and empathetic means.

Engagement: Students, teachers and families have opportunities for learning, collaboration, and feedback.

Creativity: Flexible learning models provide for voice, choice, and agency.

Personalization: Students and families have choices in learning.

During school closure, there were many unexpected positive outcomes. Recovery Teams were asked, "What have we learned or gotten better at during closure that we are unwilling to lose, regardless of how we open?" The following themes emerged:

- Increased use of technology.
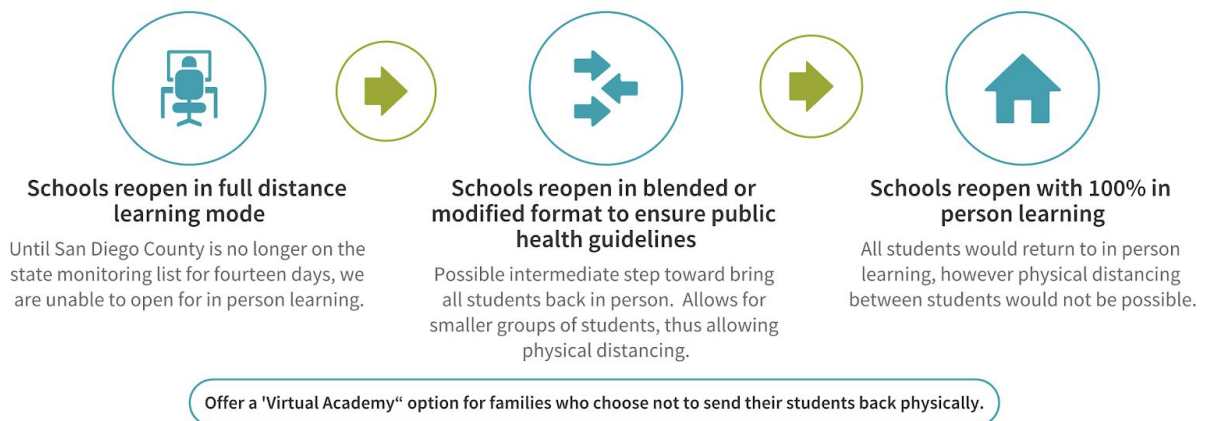- Increased professional learning through virtual means.
- Family involvement in learning.
- Student voice and choice.
- Personalization.
- Consistency across teams and schools.
- Focus on wellbeing.
- STRONG SENSE OF CONNECTEDNESS.

Areas of Focus:

- Blended learning pedagogy and delivery.
- Interventions and learning loss.
- Enrichment.
- Student groups.
- Infrastructure for technology use.

Reopening of Schools:

All SBUSD schools will reopen on August 31st in 100% Distance Learning. Given the significant concerns related to local COVID-19 zip code data, the Governing Board voted unanimously at their July 23, 2020 board meeting to remain in Distance Learning until January 4, 2021. At that time, pending local health circumstances, students would return to school in a blended/hybrid model to accommodate physical distancing in classrooms and schools.

Schools reopen in full distance learning mode

Until San Diego County is no longer on the state monitoring list for fourteen days, we are unable to open for in person learning.

Schools reopen in blended or modified format to ensure public health guidelines

Possible intermediate step toward bring all students back in person. Allows for smaller groups of students, thus allowing physical distancing.

Schools reopen with 100% in person learning

All students would return to in person learning, however physical distancing between students would not be possible.

Offer a 'Virtual Academy" option for families who choose not to send their students back physically.

Distance learning regulations as per Senate Bill 98 apply for students in full distance learning mode and in a blended model when they are not reporting to class in-person. In both scenarios, the following legislation within Senate Bill 98, Sections 43500-43504 applies:

"Distance learning" means instruction in which the pupil and instructor are in different locations and pupils are under the general supervision of a certificated employee of the local educational agency. As per Senate Bill 98, Sections 43500-43504, Distance Learning shall include the following:

- Confirmation or provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.
- Content aligned to grade-level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
- Academic and other supports designed to address the needs of pupils who are not performing at grade-level, or need support in other areas, such as English learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness, and students requiring mental health supports.
- Special Education, related services, and any other services required by a pupil's Individualized Education Program (IEP) with accommodations necessary to ensure that the IEP program can be executed in a distance learning environment.
- Designated and integrated instruction in English language development including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for Dual Language learning.

- Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders.

When Schools Reopen in Full Distance Learning Mode:

Aligned with legislation and South Bay Guiding Principles, students will receive rigorous, standards-based, and personalized instruction through web conferencing tools and other digital means. As per Senate Bill 98, students' distance learning will include content aligned to grade-level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. Students will participate in daily, live interaction with teachers and peers. Priority will also be placed on building community, social-emotional learning, and students feeling connected to each other and their teacher(s). Each day, students will join a class meeting through web conferencing to check-in and set goals.

Distance learning in the 2020-2021 school year will be significantly different than during school closure. Families and students can expect:

Technology Access and Support:
- Each student will have access to a district issued device. TK-2 students will be issued iPads for use at home. Students in grades 3-8 will continue using a district issued Chromebook.
- Students will be provided with a single sign-on, thus eliminating multiple logins and passwords
- Families will receive assistance in obtaining connectivity, if needed. This may be through the issuance of a district hotspot, or through partnerships with local cable companies.
- All teachers will use either Google Classroom or Seesaw as a virtual learning platform.
- Virtual family learning sessions will be offered to better understand and support distance learning.

Instruction and Interaction:
- A **minimum** number of instructional minutes per day will be provided to students. Students in kindergarten will participate for at least 180 minutes per day. Students in grades 1-3 will participate for at least 230 minutes per day. Students in grades 4-8 will participate for at least 240 minutes per day. This instruction can be a combination of live instruction, prerecorded instruction, and the time value of independent work assigned by the teacher. SBUSD strives to provide as much live instruction per day as is feasible, while also recognizing the value of prerecorded lessons and some independent work.
- Students will have both synchronous (live) and asynchronous (prerecorded) lessons with teacher(s). Priority will be placed on live instruction, with pre-recorded lessons being made available as appropriate. Synchronous academic lessons should be recorded so that students who are absent, ill, or have inconsistent connectivity are still able to access learning as this is an equity issue.
- Students will participate in daily lessons in the core subject areas of reading, writing, math, and English language development (for English Learners) at the K-6 level. Middle school students will participate in all core subject areas as determined by site master schedule.
- Regular instruction in social emotional learning will occur through daily class meetings and/or social emotional learning lessons.

- All students will participate in at least one small group, in each content area of reading, writing and math per week at the TK-6 level.
- Students will participate in weekly science, social studies and physical education lessons at the K-6 level. Middle school students will participate in these subjects in accordance with the master schedule determined by the site.
- Students will participate in visual and performing arts lessons and STEM lessons on a regular basis with a VAPA/STEM teacher.
- English learners will participate in a daily designated English language development synchronous lesson based on their proficiency level. English learners will also work on digital platforms for language development. Throughout all lessons, integrated English language supports will be offered.
- Supports and services for special education students will continue as per student's IEP.
- Students will have some independent learning time using District-supported digital content tools (Dreambox Math, ST Math, Learning A-Z, Imagine Learning, etc.) or students will work on projects and assignments.
- Support for students who are struggling or are below grade level will be provided in the form of tier two interventions, additional small group instruction, one-to-one instruction, and family conferencing.
- Students will receive feedback from teachers on a regular and consistent basis. Feedback from instructors shall be provided on all assignments/work students produce. Feedback should be kind, specific, and helpful
- Teachers will provide regular communication to families.
- Teachers will hold regular office hours.
- Student progress will be monitored and students will receive report cards.
- Student attendance and participation will be taken on a daily basis. As per Senate Bill 98, students are required to participate in distance learning everyday. Students who do not participate will be deemed absent. Teachers will document daily participation. In addition, teachers will complete a weekly engagement record for each student documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

Synchronous Learning (live interaction)

Students will receive synchronous learning (live interaction) on a daily basis. Minimum number of live minutes per day varies per grade level.
- Direct instruction to students through video conferencing
- Whole or small-group instruction
- 1:1 Conferring and instruction
- Teacher guided peer-to-peer learning and interaction
- Class Meetings/Restorative Circles

Examples of high leverage synchronous learning include the following suggestions generated from SBUSD teachers serving on teh Educational Delivery Recovery Team include the following:
- Social emotional learning lessons and class meetings
- Classroom community building events
- Phonics lessons in TK-2
- Shared reading and shared writing lessons
- Selected mini-lessons

- Small groups (guided reading, strategy groups, etc.)
- English language development lessons
- Unit of Study Introductions in reading, writing and mathematics
- Number Talks
- Selected math lessons
- Student feedback
- Intervention groups (Leveled Literacy Intervention, etc.)
- Special education services, as appropriate
- Hands-on science demonstration lessons
- VAPA/STEM lessons

Asynchronous Learning

Students will also participate in asynchronous learning activities to support learning.
- Pre-recorded lessons
- Self guided instructional lessons/activities/modules
- Discussion forums, online collaboration/chats that do not happen live

Examples of high leverage asynchronous learning include the following suggestions generated from SBUSD teachers serving on the Educational Delivery Recovery Team include the following:
1. Prerecorded mini lessons (either TCRWP Virtual units, or teacher recorded)
2. Student feedback through Google Classroom or Seesaw
3. Read Alouds
4. Selected math lessons for front loading
5. Science lessons
6. History Social Science lessons
7. Discussion forums
8. Collaborative projects
9. Physical Education modules and video lessons

Independent Work

Students will be assigned independent work that supports masermasteryrty of grade level standards and provides opportunities to practice the content and instruction of synchronous and asynchronous learning.
- Independent work on district supported digital content platforms (i.e. ST Math, Dreambox, Imagine Learning, etc.)
- Independent reading and writing
- Independent Practice
- Completion of projects
- Choice or Menu Boards

Examples of high leverage independent work include the following suggestions generated from SBUSD teachers serving on the Educational Delivery Recovery Team include the following:
1. Student responses through SeeSaw, Google Classroom, Flip Grid, etc.
2. Independent writing with paper and pencil in addition to digital writing to ensure fine motor development
3. Independent reading with response activities, discussions, and reading logs

4. Word Problems to support skill and concept development
5. PE Choice Board and Activity Log
6. Assigned content and adaptive content on ST Math, Dreambox, Learning A-Z, Imagine Learning

Curriculum:

All students will have access to district adopted core instructional materials either in print or digital form. Instruction will be based on these materials and will follow district scope and sequence documents for units of study. The following district curriculum will be used in distance learning as the primary curriculum for core content subject areas:

Core:
- TCRWP Units of Study in Reading, Writing and Phonics
- Systematic English Language Development (SELD) for designated ELD
- SBUSD Math Units of Study
- FOSS Science (TK-6)
- Lab Aids Science (6-8)
- Impact! History Social Science (McGraw HIll)

Supplemental:
- Fountas and Pinnell Guided Reading Lessons
- Digital Content Platforms such as ST Math, Dreambox, RAZ Kids, Imagine Learning, etc.

The following materials will be used for tier two interventions:
- Leveled Literacy Intervention (LLI)
- Lexia Core 5
- Bridges Mathematics
- Do the Math

Additional tier three interventions and curricular materials are used by the special education department.

Digital Content and Learning Platforms:

District supported digital content will continue to be available to students, including:
- BrainPop. Teachers use BrainPop to provide small snippets of information about a topic to support comprehension and content. We have access to BrainPop Jr., BrainPop ELL, and BrainPop Español.
- DreamBox Math. DreamBox builds conceptual knowledge in math in an adaptive software platform, thus meeting individual student needs.
- Google Suite. Google's tools for productivity includes Drive, Docs, Sheets, Slides, and others.
- Google Classroom. A learning management platform teachers use to organize assignments for students. It fully integrates with all of the Google Suite tools and is a secure environment for students.
- Imagine Learning. All English language learners have access to Imagine Learning, providing targeted lessons in language development.

- Learning A-Z. In order to progress in reading, students need to read a high volume of books at their independent reading level. Learning A-Z provides online books, which can be assigned to students using their reading level.
- SeeSaw. A learning management platform for students to show what they know about what they are learning. Teachers can use it to communicate with students and families, and students can use it to show evidence of their learning.
- ST Math. The Mind Research software supports a student's productive struggle in conceptually understanding math.
- Thrively. Thrively is used to target the strengths and interests of students. Students can learn about professions, hobbies, work in content around digital citizenship and social- emotional learning, and explore the possibilities.
- Illuminate. Illuminate provides a platform for data management for teachers, as well as assessment options for students.
- District adopted curriculum online resources in English History/Social Science and Science

Students will access content and interact with their teachers and classmates through Google Classroom and/or Seesaw.

Measuring and Mitigating Student Learning Loss:

Due to extended school closures and reopening in distance learning, it is critical to assess students in order to measure learning status, particularly in the areas of English language arts, English language development, and mathematics. (Learning Continuity and Attendance Plan) We are dedicated to addressing potential learning loss experienced by students due to Covid-19. In order to best address students' needs, assessments of student skills in English language arts, English language development, mathematics as well as social emotional health, will be conducted at the start of the school year and periodically across the school year. Assessment results will be shared with students and families with an emphasis on a strengths based approach. Areas of growth will also be identified. Instructional staff will use results of these assessments to design instruction that improves students' skills and to guide instruction.

Upon reopening, SBUSD will conduct formative benchmark assessments in the areas of English Language Arts and mathematics. English Language development assessments will also be conducted. A social emotional universal screener will be used to determine mental health needs that may be contributing to learning loss. Assessments and data analysis will utilize the district's existing data and assessment platform, Illuminate. In addition, district benchmark assessments to measure independent reading level will continue for students as distance learning allows for the administration in a virtual environment. Fountas and Pinnell Online Resources may be used for this purpose during distance learning. An online benchmark assessment system is currently being identified

Attendance, Engagement and Outreach:

Regardless of the reopening scenario, compulsory education and attendance regulations apply. Attendance will be taken on a daily basis, both for in-person and for at home or distance learning, pursuant to Senate Bill 98. This legislation requires all students participate in school either in-person or virtually, depending on the reopening model. Students who do not attend school in-person or participate in distance learning on assigned days will be counted as absent.

Documentation of daily participation is required, as well as a weekly engagement record documenting synchronous and asynchronous instruction for each day or partial day of distance learning, verifying daily participation and tracking assignments. Evidence includes participation in online activities, completion of regular assignments, completion of assessments, and contact between staff and students/families. (Senate Bill 98, Section 43504)

If students must miss school due to COVID-19 symptoms or exposure, schools will provide for continuity of education. Students will participate with teachers and classmates in a 100% virtual manner instead of reporting to school physically. *(COVID-19 Reopening Plan)*

SB 98 requires the development of tiered, written intervention procedures to re-engage students missing more than 60% of weekly distance learning instruction

Tier 1 - Prevention
Goal - To improve overall attendance and prevent chronic absenteeism, school staff will -
- verify current contact information for each pupil enrolled
- notify parents or guardians of daily absences, in the language spoken at home
- monitor school attendance data regularly to measure individual and student group progress
- create positive messaging regarding the importance of daily attendance that educates and engages all stakeholders
- recognize good and improved attendance of schools,
- classes, and individual students
- establish an engaging learning environment

Tier 2 – Early Intervention
Goal – To intervene and support students missing 10 percent or more of days enrolled, school staff will -
- notify parents of the negative impacts and consequences of poor school attendance
- provide personalized early outreach, such as a virtual video call or home visit when possible
- meet with the student and family to identify barriers to regular school attendance and develop a plan for these barriers
- refer to District Educational Social worker for outreach and potential needs assessment and possibly connect to local health and social services

Tier 3 – Intensive Intervention
Goal – To intervene and support students missing 20 percent or more of days enrolled, District staff will -
- assign District Social Worker to student and family
- increase outreach, such as virtual video calls or home visits when possible
- refer to the SBUSD School Attendance Review Board (SARB) which consists of multiple District representatives and local agencies that can identify family needs and create a comprehensive plan to provide assistance
- refer to the San Diego County Office of Education SARB for further intervention

Meeting the Needs of Special Education Students:

Special Education students will continue to receive services as identified in their IEP and per FAPE, regardless of reopening model and/or family choice. Specific considerations will be given to best accommodate the needs of Special Education students while adhering to public health guidelines. Examples of such include the following:

- Staff and students utilize gloves, face coverings, etc.
- Adults and students are expected to wear facial coverings while on school campuses.
- For students unable to use facial coverings/masks staff will utilize face shields and other appropriate safety equipment.
- Consider using physical barriers or partitions to support physical distancing.
- Provide visual cues and signage for physical distancing within classrooms that is appropriate and understandable for staff and students.
- Create accessible instructional tools/videos for procedures such as physical distancing, wearing of face coverings, hygiene, handwashing, etc.
- Provide special accommodations for students who have underlying health issues prohibiting them for attending school in-person.

Instruction and support will be provided in accordance with students' IEPs, which may include the following:

Beginning August 31, 2020, when schools reopen in full distance learning and in subsequent blended learning models, the following requirements, as per Senate Bill 98 apply:
- Special Education, related services, and any other services required by a pupil's Individualized Education Program (IEP) with accommodations necessary to ensure that the IEP program can be executed in a distance learning environment.
- Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders.
- Academic and other supports designed to address the needs of pupils who are not performing at grade-level, or need support in other areas, such as English learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness, and students requiring mental health supports.

Development of the Whole Child:

Providing a well-rounded and holistic educational program for students remains a top priority. Visual and Performing Arts as well as STEM instruction will continue in all reopening models with needed and agreed upon modifications. Under public health guidelines, there will be no in person band or choir classes. Instrumental music classes will need to be held virtually, until public health guidelines allow for them to resume in person.

Access to Devices and Connectivity:

When schools reopen, all students will have access to a 1:1 district issued device. Since 2015, students in grades 3-8 have had access to a Chromebook for classroom use. In 2018, students in grades 4-8 began taking their devices to/from school to continue their learning at home. In April 2020, the Board approved the purchase of iPads to complete the 1:1 solution for students in grades TK-2. All District issued devices include web filtering, a case for protection, and a safe digital environment for students.

In addition, since 2018, we have provided Hot Spots for families in need through a nomination process. To date, over 275 Hot Spots have been procured and offered to families.

Technology Support for families is provided at the Education Center (601 Elm Avenue in Imperial Beach). Additional information about technology support may be requested at FamilyTechSupport@sbusd.org. Instructional videos, help documents, and resources are also available on the District website. Virtual technology support and training will be provided for families, as feasible.

Professional Development:

Teachers will be provided with collaboration, planning time, staff meetings, professional learning, and preparation time on Wednesdays, as per collective bargaining agreement.

The following themes for professional development have been established to support teachers, staff, and students during distance learning, and if students return in a blended learning model.
- Rigorous and High Quality Online Teaching and Learning
- Technical Support for Learning and Collaboration Platforms
- Maximizing Digital Content to Support Student Learning and to Support Learning Loss
- Using District Adopted Curricular Materials in Distance Learning and Blended Learning
- Supporting Social Emotional Learning and Mental Health
- Implementing IEPS and Special Education Services in Distance Learning and Blended Learning
- Measuring and Monitoring Student Progress
- Supporting English Learners in Distance Learning

VIP Village Preschool:

VIP Village Preschool will reopen under the California Public Health Department most current industry guidance for Early Learning Centers. Modifications to the current program will be made in accordance with these requirements. Beginning August 31st, until it is deemed safe to reopen, VIP Village will be offering 100% distance learning. This distance learning program will be aimed at ensuring the continuation of developmentally appropriate practice, quality indicators, and family involvement. Teachers will use consistent platforms for delivering instruction, monitor attendance and engagement, and regularly communicate with families. All current requirements under California State Preschool and Headstart will remain in place.

South Bay Virtual Academy:

As we begin planning to reopen our schools to students, we realize there are families who would prefer a flexible, online option instead of returning physically to campus. South Bay is excited to launch a new school of choice for families who desire a more personalized and flexible learning experience for their children through virtual learning.

The South Bay Virtual Academy will provide TK-6 grade families with a 100% online educational experience taught by fully credentialed teachers, using innovative and creative methods to engage students. Instruction for Virtual Academy students will be equally rigorous and intellectually challenging as those students receiving instruction in-person. Students will work from home with a combination of "live" and pre-recorded lessons as well as independent work using District-supported programs. A focus on connectedness will continue through check-in and community building events hosted in online platforms. Students will interact with teachers using a consistent learning management system such as Google classroom and/or Seesaw, unless otherwise determined given teacher and student needs. If possible, using current public health orders, there may be optional in-person check-in sessions for small groups to promote social-emotional wellbeing. Teachers and school staff will work with families on a regular basis to ensure engagement and participation. Ongoing communication and feedback will be provided to communicate student progress.

We will launch the VIrtual Academy on August 31, 2020 regardless of reopening model. In doing so, we will provide a stable and consistent option for families who choose to remain 100% virtual for the school year. This option will prevent families from having to transition from virtual to in person learning, as conditions change. Families will need to commit for the 2020-2021 school year. However, we understand that from time to time, family circumstances change. Transfers to a school offering on campus learning will be considered on a case by case basis, however no guarantee can be made.

When schools reopen in Blended/ Hybrid Models:
(Planned for January 2020)

Given public health guidance, it is recommended to provide as much physical distancing as possible between students as possible. As a means of increasing distancing, class size will be reduced by having some students report in person and others work virtually on rotating days. As per public health guidelines, students will be in stable cohorts with one teacher, or limited teachers. Student schedules will be as follows:

AACBB: Student cohorts report to school two days in a row. Group A reports on Monday and Tuesday while Group B reports on Thursday and Friday. Wednesdays remain a day for daily check in, academic intervention, and for teacher collaboration, team planning, personal preparation, staff meetings, professional learning, etc.(as per collective bargaining agreement) Students would be grouped in cohorts by family unit to meet the needs of families. This model reduces the cleaning and sanitation needed between cohorts.

Recognizing the critical importance of supporting connectedness and social-emotional wellbeing, students will need the opportunity to connect with their teacher and classmates everyday, regardless if they are learning at school or working from home. Class meetings will be held each day. Students will participate everyday, regardless of being at home or at school. Students at home will use web conferencing tools to participate with those who are at school. This will build community and allow for more social interaction with classmates. Additional support and learning experiences in this area may be provided both in-person, virtually, and through digital content. This support includes, but is not limited to mental health support, social- emotional learning, and interventions or enrichment.

Academic instruction for students attending in-person will focus on critical content and small group instruction to maximize learning time and provide differentiated opportunities for students. Specific content and pedagogy most compatible with in-person learning will be used. For example, teachers may spend time teaching small groups in reading, conferring with readers and writers, leading a number talk in mathematics, etc. When students are in class, teachers will use data to target interventions and enrichment to best meet the needs of the students. Designated English language development will take place in person, and at home through digital content and further instruction, as feasible.

Academic learning for students at home will be both synchronous and asynchronous. For example, students learning at home may either study a previously recorded lesson or participate in web conferencing with the class that is in person, or meet with their teacher using web conferencing tools. In addition, they may use District-supported digital content tools, or work on an independent project in a content area such as science or social studies. English learners will work on digital platforms for language development and may also meet with an English Language Development teacher virtually to build their language skills, as feasible.

In this model, as well as all others, a commitment to developing the whole child remains a priority. Visual and Performing Arts and STEM instruction will continue virtually, with considerations made for public health guidelines of minimizing adult contact. VAPA/STEM instruction will be reconsidered as health conditions and guidance change.

Special Education Students:

When schools reopen in a blended model, or with 100% in person learning, the following apply:
Mild Moderate *Self Contained* and Moderate/Severe *Self-contained Classes*:

- Students may attend classes in-person five days per week in a blended model
- Students will attend five days a week if 100% of students return to campus.
- Time with typical peers in General Education will take place virtually until public health guidelines allow mixing of student groups.

Mild/Moderate students who are in General Education classes:
- Education Specialists will push into the classroom and provide Specialized Academic Instruction (SAI) minutes in small groups as indicated in the IEP. Additionally, Instructional Aides will also go into classrooms to work with small groups, as well as support teachers as they deliver lessons, as allowed by current public health guidelines.
- In the event that Educational Specialists and Instructional Aides are not able to push into classrooms due to public health guidelines, SAI minutes will be provided virtually.
- One day per week will also be used for additional small groups for SAI minutes, as indicated in the IEP, via distance learning if there are no students on campus on one specific day of the week.
- Education Specialists will assess Mild/Moderate students using the Measurement of Academic Progress (MAP) upon school resuming in order to establish new learning baselines.
- Education Specialists and Instructional Assistants will have access to the following academic interventions: Core 5 by Lexia, Leveled Literacy Intervention, DreamBox Math, Linadmood Bell (Seeing Stars, On Cloud Nine and V&V), and Flocabulary.

Related services (Adaptive Physical Education, Counseling, Occupational Therapy and Speech Language):
- All related service providers will push into self-contained Special Education classrooms in order to provide service minutes, as public health guidelines allow.
- For those students who are in General Education classes for all or the majority of their school day, related service providers will provide services, as indicated in the IEP, within General Education classrooms, virtually or other agreed upon times/locations.

Teachers will be provided with collaboration, planning time, staff meetings, professional learning, and preparation time on Wednesdays, as per collective bargaining agreement.

The following themes for professional development have been established to support teachers, staff, and students during distance learning, and if students return in a blended learning model.
- Rigorous and High Quality Online Teaching and Learning
- Technical Support for Learning and Collaboration Platforms
- Maximizing Digital Content to Support Student Learning and to Support Learning Loss
- Using District Adopted Curricular Materials in Distance Learning and Blended Learning
- Supporting Social Emotional Learning and Mental Health
- Implementing IEPS and Special Education Services in Distance Learning and Blended Learning
- Measuring and Monitoring Student Progress
- Supporting English Learners in Distance Learning

When schools reopen for 100% in person learning, with current public health restrictions:
(Date TBD, pending public health)
Given all possible opening scenarios, it is possible that given new recommendations for physical distancing within classrooms, that more children could attend school at one time. All other elements of

health and safety protocols would be in place such as physical distancing between teachers and students, mask requirements, stable cohorts with limited interaction with other adults, handwashing and hygiene protocols, etc. In this scenario, we will capitalize on what has been learned during school closure to improve the educational experience for all students and families. During this time, staff have identified the following positive outcomes:

- Teachers, students, and families built stronger relationships.
- Teachers and students enhanced their skills and were more engaged around the intentional and creative use of technology.
- Students were able to receive even more personalized instruction and use more voice and choice in their learning.
- Teachers and students engaged in specific feedback to promote deeper understanding.

When School Reopens without Restrictions:

When schools are able to open with no restrictions, we will capitalize on what has been learned during the COVID-19 pandemic to improve the educational experience for all students and families. To date, staff have identified the following positive outcomes:

- Teachers, students, and families built stronger relationships.
- Teachers and students enhanced their skills and were more engaged around the intentional and creative use of technology.
- Students were able to receive even more personalized instruction and use more voice and choice in their learning.
- Teachers and students engaged in specific feedback to promote deeper understanding.

These positive outcomes will remain a priority if we are able to open without restrictions and when we are able to resume school 100% in-person.

Regardless of the reopening model, it will be critical to remain flexible given current health orders both as a District and at individual schools. It is possible that schools, or a singular school, will be forced to close and move into full distance learning if ordered by public health due to COVID-19 transmission.

Health and Wellbeing

Guiding Principles:

Safety: Practices must ensure both emotional and physical safety as we return to campus.

Connectedness: Students, staff, families, and the community are connected in meaningful ways through communication and collaboration.

Flexibility/Adaptability: It is critical to remain flexible in order to be prepared for uncertainties and ever-changing circumstances. In addition, we recognize some families and staff may have unique needs and may need to be supported during times of crisis. Learning outcomes may need to be different for different students.

Consistency and Standardization: We must ensure consistency in support, educational opportunities, and health and safety procedures.

Areas of Focus:
- Physical health and safety.
- Social-emotional wellbeing.
- Providing for basic needs.

As per requirement from public health, all sites will complete and post a [COVID-19 Reopening Plan.](#)

Physical Health and Safety:

Physical Distancing as per Public Health Guidelines:

Maintain social distancing as described in public health guidelines, including the following:
- During daily visual wellness screening of students
- While students are entering campus and waiting for their first class to begin
- During meal periods
- During recess
- During passing periods
- Restrooms
- While students are exiting the campus
- Before- and after-school programs

Maintain stable student cohorts with no mixing of student groups. (see School Operations for details)

Stagger arrival and departure times to discourage congregate settings. (see School Operations for details)

Restrict nonessential visitors and volunteers from the campus *(COVID 19 Reopening Plan)*

Ensure physical spaces allow for distancing including, but not limited to the following;

- Space students apart as much as possible.
- Installation of physical barriers/partitions when necessary, especially in high traffic areas.
- Visual cues and signage for physical distancing will be posted in common areas.
- Limit the use of school facilities by external community organizations and/or ensure permitted use of school facilities complies with the guidance described in the CDPH.

Health and Hygiene Procedures:

Ensure that staff and students wash their hands or use hand sanitizer frequently throughout the day. *(COVID-19 Reopening Plan))*
- Provide regular and frequent access to handwashing facilities, including to the extent practicable, handwashing stations near classrooms
- Prevent congregations in bathrooms through scheduled times per cohort
- Develop routines enabling students and staff to regularly wash their hands at staggered intervals
- Develop routines enabling students and staff to use hand sanitizer when necessary
- Ensure hand sanitizers are available throughout campus, as feasible.

Teach and reinforce washing hands, avoiding contact with one'seyes, nose, and mouth, and covering coughs and sneezes among students and staff. *(COVID-19 Reopening Plan)*
Teach students to:
- Use tissue to wipe their nose and to cough/sneeze inside a tissue or their elbow
- Wash their hands before and after eating; after coughing or sneezing; after being outside; and before and after using the restroom.
- Wash their hands for 20 seconds with soap, rubbing thoroughly after application, and use paper towels (or single- use cloth towels) to dry hands thoroughly.
- Use fragrance-free hand sanitizer when handwashing is not practicable. i. Ethyl alcohol-based hand sanitizers are preferred and should be used when there is the potential of unsupervised use by children. Isopropyl hand sanitizers are more toxic and can be absorbed through the skin.
- Children under age 9 should use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.

Provide teaching/training for students and staff though instructional videos, posters and training. in the following:
- Hand Washing/Hygiene
- Use of cloth face coverings, masks, or face shields.
- Physical Distancing

All drinking fountains will disabled. Refillable water bottle stations/hydration stations or water bottles will be provided throughout campus *(COVID-19 Reopening Plan)*

Support students with access and functional needs who may be at increased risk of becoming infected or having unrecognized illness due to COVID-19, including: *(COVID-19 Reopening Plan)*

- Review existing student health plans to identify students who may need additional

accommodations
- ○ A process for engaging families for potentially unknown concerns that may need to be accommodated
- ○ Identification of additional preparations for classroom and non-classroom environments needed for groups that might be at increased risk of becoming infected or having unrecognized illness. These include individuals who:
  - ■ Have limited mobility or require prolonged and close contact with others, such as direct support providers and family members
  - ■ Have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing
  - ■ May not be able to communicate symptoms of illness

Personal Protective Equipment:

Employees will be provided and will utilize Personal Protective Equipment as described in public health guidelines/orders: *(COVID-19 Reopening Plan)*

Face coverings must be used in accordance with [California Guidance of the Requirements for Face Coverings](#) unless a person is exempt as explained in the guidelines, particularly in indoor environments, on school buses, and areas where physical distancing alone is not sufficient to prevent disease transmission.

Adults:
All staff must use face coverings in accordance with CDPH guidelines unless Cal/OSHA standards require respiratory protection.
- ● Staff must wear face covering at all times when on campus, unless alone in a designated work space with the door closed. *(COVID-19 Reopening Plan)*
- ● Clear face shields may be used in place of a face cover when it is necessary for a person's face to be visible during interactions, or a face covering is not appropriate for underlying medical reasons.
- ● For employees engaging in symptom screening, provide appropriate masks, face shields, and disposable gloves.

  In limited situations where a face coverings cannot be used for pedagogical or developmental reasons, (i.e. communicating or assisting young children or those with special needs) a face shield can be used instead of a cloth face covering while in the classroom as long as the wearer maintains physical distance from others, to the extent practicable. Staff must return to wearing a face covering outside of the classroom.

  Workers or other persons handling or serving food must use gloves in addition to face coverings. Disposable gloves may also be helpful to supplement frequent handwashing or use of hand sanitizer; examples are for workers who are screening others for symptoms or handling commonly touched items.

S

tudents:
(COVID-19 Reopening Plan)

Age	Face Covering Requirement
Under 2 years old	No
2 years old – 2nd grade	Strongly encouraged**
3rd grade – High School	Yes, unless exempt

**Face coverings are strongly encouraged for young children between two years old and second grade, if they can be worn properly. A face shield is an acceptable alternative for children in this cohort who cannot wear them properly.

- Students in grades 3-8 MUST wear facial coverings while on school campuses and in offices. Students in grades 3-8 who refuse to wear face coverings will be referred to distance learning. IN CDPH guidance, students below 2nd grade are strongly encouraged to wear facial coverings while on school campuses. SBUSD will expect all students to wear face coverings, unless there is an extenuating circumstance.
- Clear face shields may be used in place of a face cover when it is necessary for a person's face to be visible during interactions, or a face covering is not appropriate for underlying medical reasons.

Health and Temperature Screening:

Each school site and district location will conduct daily symptom screening of all students, staff, and visitors prior to admitting them to the facility. In addition, daily temperature screening is required for all adults. *(COVID-19 Reopening Plan)*
- Actively encourage staff and students who are sick or who have recently had close contact with a person with COVID-19 to stay home without fear of reprisal, and ensure staff, students and students' families are aware of these policies.
- Take adult temperature with a no-touch thermometer.
- While taking temperatures of students is not required by CPHD, SBUSD will temperature screen students as is feasible.
- Ask all individuals about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test
  - Do you or your child live with anyone or have you or your child had close contact with anyone with a prolonged cough, fever, or flu-like symptoms? Or with anyone who has been diagnosed with COVID-19 within the last 14 days?
  - Do you or your child have a fever, cough, and/or shortness of breath?
  - Do you or your child have any other signs of communicable illness such as a cold or flu?

○ Have you or your child experienced diarrhea or vomiting (within the past 24 hours)?
- Schools may develop procedures that allow a parent to submit answers on symptoms and exposures electronically before the student arrives at a bus stop or school screening area. When this option is used the school's plan must describe this process and how the screener will have access to the parent's answers.
- Temperature checks must be conducted by school staff immediately before an adult is admitted to the school campus
- Use county temperature and screening criteria maintained and updated by SDCOE in consultation with Public Health
- Send home students and staff with fever, symptoms, or exposure to COVID-19 using the county criteria
- Conduct visual wellness checks throughout the day to monitor staff and students throughout for signs of illness
- If a student is exhibiting symptoms of COVID-19, staff should communicate with the parent/caregiver and refer to the student's health history form and/or emergency card to identify if the student has a history of allergies, and if the symptoms are new/not typical
- Make available and encourage use of hand-washing stations or hand sanitizer immediately following screening

Responding to COVID-19 in the Workplace
Link: California Dept of Public Health

LIVE WELL SAN DIEGO

IF A STAFF/VOLUNTEER/VISITOR HAS:

1 A measured temperature of > 100°F on site

OR

2 Any of the following symptoms:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Muscle or body aches
- New loss of taste or smell
- Congestion or runny nose
- Headache
- Sore throat
- Nausea or vomiting
- Diarrhea
- Fatigue

3 TAKE THE FOLLOWING ACTIONS:

a) Ensure the symptomatic person is in appropriate personal protective equipment (PPE) and remove them from public spaces
b) Isolate person until they can be transported home
c) Refer symptomatic person to their Primary Care Provider. If they do not have one, they can call 2-1-1

Monitoring Health, Symptom Tracking and Contact Tracing:
Monitor staff and students throughout the day for signs of illness; send home students and staff with a fever of 100.4 degrees or higher, cough, or other COVID-19 symptoms.
○ Any students or staff exhibiting symptoms should immediately wait in a designated isolation area until they can be transported home or to a healthcare facility, as soon as possible.
○ Establish designated isolation rooms to minimize contact of students and staff not

feeling well.
  - ○ Serve meals in classrooms or outdoors instead of in cafeterias, if meals are served at school.
  - ○ Serve individually plated or bagged meals. Avoid sharing of foods and utensils and buffet or family-style meals.
  - ○ Follow CDC and public health guidelines for disinfection and sanitization.

If staff or students become ill, schools and departments will:
  - Use an isolation room or area to separate anyone who exhibits symptoms of COVID-19
  - Any students or staff exhibiting symptoms should immediately be required to wear a face covering and be required to wait in an isolation area until they can be transported home or to a healthcare facility, as soon as practicable.
  - Advise sick staff members and students not to return until they have met public health criteria to discontinue home isolation, including 3 days with no fever, symptoms have improved and 10 days since symptoms first appeared.
  - Establish procedures to arrange for safe transport home or to a healthcare facility, as appropriate, when an individual is exhibiting COVID-19 symptoms
  - Contact 9-1-1 without delay for serious illness including persistent pain or pressure in the chest, confusion, or bluish lips or face.
  - Close off areas used by any sick person and do not use before cleaning and disinfection. (To reduce risk of exposure, wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as practicable. Ensure a safe and correct application of disinfectants using personal protective equipment and ventilation recommended for cleaning. Keep disinfectant products away from students.)
  - Ensure that students, including students with disabilities, have access to instruction when out of class, as required by federal and state law.
  - Provide students, teachers, and staff from higher transmission areas opportunities for telework, virtual learning, independent study and other options as feasible to reduce travel to schools in lower transmission areas and vice versa, if advised by public health to do so.
  - The school will provide for continuity of education when a student is absent due to COVID-19 like symptoms or exposure to someone who has tested positive for COVID-19 through distance learning. Students will continue with classmates and teachers through 100% virtual means during self-isolation and/or absence. *(COVID-19 Reopening Plan)*
  - Schools will continue nutrition services when a student is absent due to COVID-19 like symptoms or exposure to someone who has tested positive for COVID-19 *(COVID-19 Reopening Plan)*

When a student, teacher or staff member tests positive for COVID-19 and had exposed others at the school, refer to the CDPH Framework for K-12 Schools, and implement the following steps:
In consultation with the local public health department, the appropriate school official may decide whether school closure versus cleaning and quarantine of exposed persons or other intervention is warranted, including the length of time necessary, based on the risk level within

the specific community as determined by the local public health officer. The following guidance from California Department of Public Health will be followed:

	Student or Staff with:	Action	Communication
1.	COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing) Symptom Screening: Per CA School Sector Specific Guidelines	• Send home • Recommend testing (If positive, see #3, if negative, see #4) • School/classroom remain open	• No Action needed
2.	Close contact (†) with a confirmed COVID-19 case	• Send home • Quarantine for 14 days from last exposure • Recommend testing (but will not shorten 14-day quarantine) • School/classroom remain open	• Consider school community notification of a known contact
3.	Confirmed COVID-19 case infection	• Notify the local public health department • Isolate case and exclude from school for 10 days from symptom onset or test date • Identify contacts (†), quarantine & exclude exposed contacts (likely entire cohort (††)) for 14 days after the last date the case was present at school while infectious • Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14-day quarantine) • Disinfection and cleaning of classroom and primary spaces where case spent significant time • School remains open	• School community notification of a known case
4.	Tests negative after symptoms	• May return to school 3 days after symptoms resolve • School/classroom remain open	• Consider school community notification if prior awareness of testing

IF A STAFF/VOLUNTEER/VISITOR TESTS POSITIVE AT YOUR SITE:

❑ Immediately close general area where infected employee worked until cleaning is complete.
❑ Wait 24 hours then conduct deep cleaning of general area with EPA approved cleaners.
❑ Contact the County of San Diego Epidemiology Unit for guidance on infection control, case investigation, contact tracing, and return to work recommendations.
   ❑ Inform employees of their possible exposure to COVID-19 in the workplace following Cal/OSHA guidelines that maintain confidentiality as required by the American Disabilities Act (ADA). The Epidemiology Unit can assist you in this.
      • Department of Fair Employment and Housing - Employment Information (see pg 3) "Employers may notify affected employees in a way that does not reveal the personal health related information of an employee. For example, the employer could send an email stating: "[Employer] has learned that an employee at [location] has tested positive for the COVID-19 virus. The employee received positive results of this tests on [date]…"

A PERSON WHO TESTED + FOR COVID-19 MAY RETURN TO WORK

✓ At least 24 hours since the last fever without the use of fever-reducing medications

   AND

✓ Improvement in symptoms
   AND

✓ At least 10 days since onset of symptoms (or since the first positive PCR test if the person is asymptomatic)

   AND

✓ At least 14 days after any known exposure to someone who has COVID-19

*Isolate for 20 days for patients with severe to critical illness or who are severely immunocompromised. To discontinue isolation, wait 20 days after symptoms developed, and one day after fever resolution and improvement of symptoms.

Please stay updated on the latest information at:
https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Workplace-Outbreak-Employer-Guidance.aspx

3

Flowchart if an employee tests positive for COVID-19[1,2]

Instruct employee to remain home at least 10 days* as recommended by their healthcare provider (HCP).

Close general area for 24 hours where infected employee worked until cleaning is completed. Conduct deep cleaning of the area where infected employee worked and may have been (breakrooms, restrooms, travel areas) with EPA-approved cleaning agents. Ensure cleaning personnel are equipped with appropriate personal protective equipment (PPE).

Record and report work-related COVID-19 illnesses or fatality as per other occupational health reporting requirements.

Contact the County of San Diego Epidemiology Unit for guidance on infection control, case investigation, contact tracing, and return to work recommendations.

Inform employees, as recommended by the Epidemiology Unit, of their possible exposure while maintaining confidentiality as required by the Americans with Disabilities Act (ADA).

When the confirmed case is reported to the Public Health Department, case investigators will identify person(s) the infected employee had close contact with during the time they were considered infectious.

The CDC recommends employers take the following steps to prevent the spread of COVID-19:
- ✓ Actively encourage sick employees to stay home.
- ✓ Accommodate employees through social distancing or telework (if possible).
- ✓ Emphasize respiratory etiquette and hand hygiene by all employees.
- ✓ Perform routine environmental cleaning.
- ✓ Check government websites (CDC, State Department) for any travel advisories.
- ✓ Plan for infection disease outbreaks in the workplace.

If an individual at your organization develops symptoms of COVID-19, please advise them to contact their healthcare provider and to let their provider know that they may have been exposed to someone with COVID-19. If there are any severe symptoms, advise them to seek medical attention immediately.
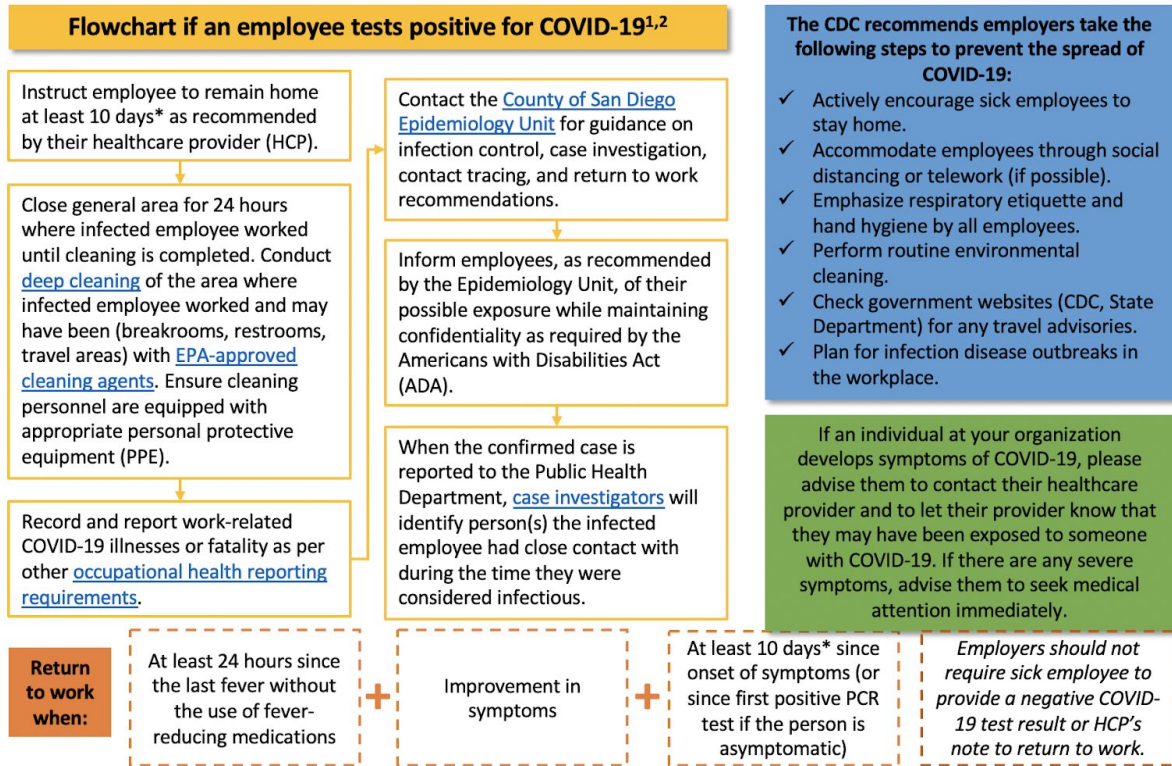
Return to work when: At least 24 hours since the last fever without the use of fever-reducing medications **+** Improvement in symptoms **+** At least 10 days* since onset of symptoms (or since first positive PCR test if the person is asymptomatic) *Employers should not require sick employee to provide a negative COVID-19 test result or HCP's note to return to work.*

*Isolate for 20 days for patients with severe to critical illness or who are severely immunocompromised.

[1] See COVID-19 Employer Playbook for a Safe Reopening for more information.
[2] See COVID-19 Industry Guidance: Schools and School-Based Programs for more information for schools.

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In addition the following actions will be considered:

- Close off the classroom or office where the patient was based and do not use these areas until after cleaning and disinfection. Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.
- Additional areas of the school visited by the COVID-19 positive individual may also need to be closed temporarily for cleaning and disinfection.
- Include information for staff regarding labor laws, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools. See additional information on government programs supporting sick leave and worker's compensation for COVID-19, including worker's sick leave rights under the Families First Coronavirus Response Act and employee's rights to workers' compensation benefits and presumption of the work-relatedness of COVID-19 pursuant to the Governor's Executive Order N-62-20, while that Order is in effect.
- Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.

- Develop a plan for continuity of education. Consider in that plan how to also continue nutrition and other services provided in the regular school setting to establish alternate mechanisms for these services to continue.
- Maintain regular communications with the local public health department.

Each school and department will use consistent documentation/tracking incidents of possible exposure and notify local health officials, staff, and families immediately of any positive case of COVID-19 while maintaining confidentiality, as required under FERPA and state law related to privacy of educational records. Schools will prevent discrimination against students who (or whose families) were or are diagnosed with COVID-19.

Potential School/District Closures or Partial Closures:
Schools and school districts may reopen for in-person instruction at any time if they are located in a local health jurisdiction (LHJ) that has not been on the county monitoring list within the prior 14 days. At this time, all schools in SBUSD will be closed for in person learning until January 4, 2020, as per local Governing Board action.

Individual school closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with the Local Health Officer. Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/student/staff are cases within a 14-day period, depending on the size and physical layout of the school. The Local Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data. Schools may typically reopen after 14 days and the following have occurred:
- Cleaning and disinfection
- Public health investigation
- Consultation with the local public health department

A superintendent should close a school district if 25% or more of schools in a district have closed due to COVID-19 within 14 days, and in consultation with the local public health department. If a school district is closed, when may it reopen? Districts may typically reopen after 14 days, in consultation with the local public health department.

Maintaining Healthy Organization:
In order to maintain a healthy environment and organization for students and staff, schools and departments will implement the following:
(COVID-19 Reopening Plan)
- Monitor staff absenteeism and have a roster of trained back-up staff
- Monitor the types of illnesses and symptoms among your students and staff to help isolate them promptly.
- Designate a staff liaison (School nurse at school sites) and District liaison to be responsible for responding to COVID-19 concerns. Employees should know who they are and how to contact them. The liaison(s) will be trained to coordinate documentation and tracking of possible exposures, in order to notify local health officials, staff and families in a prompt and responsible

manner.

- Maintain communication systems that allow staff and families to self- report symptoms and receive prompt notifications of exposures and closures, while maintaining confidentiality, as required by FERPA and state law related to privacy of educational records
- Notify local health officials, staff, and all families immediately of any positive case of COVID-19 while maintaining confidentiality as required by state and federal laws.
- Support staff and students who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options such as telework, virtual learning or independent study.
- Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere through communication, social media, flyers, and district website. *(COVID-19 Reopening Plan)*

COVID-19 Testing of Staff:
SBUSD will work with public health officials, health care providers, and community organizations to test staff based on testing availability, as per CDPH guidance.

Social Emotional Health and Support:

We recognize the tremendous toll the COVID-19 crisis has had on students, staff and families. As we reopen schools, it will be critical to support the wellbeing of all. The following supports will be in place:
- Site Level:
  - Daily social-emotional lessons through site specific curricular resources (Second Steps, Caring School Community, Leader in me, Sanford Harmony, etc.).
  - School Psychologist support for students and families in addition to DIS and ERMHS counseling.
- District Level:
  - Deploy the District Crisis Team consisting of appropriately trained staff including, but not limited to, a Social Worker, School Psychologist, Nurse, etc.
  - Implement a Universal Screening Process for students in the area of social- emotional health. *(Senate Bill 98)*
  - Access District Behavior Support Team for outreach to individual students and families, support-site teams and families, and share resources via *Set-To-Go*.

As per legislation, Senate Bill 98, 43503 (a) (1), South Bay will provide academic and other supports designed to address the needs of pupils who are not performing at grade-level, or need support in other areas, such as English learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.

Providing for Basic Needs:

We recognize that many students and their families need specific support based on individual circumstances. Additional support is in place for homeless students, foster youth, and those experiencing difficulty. This includes a District Social Worker, the Reach Out to Families Center, and

community resources. School meals will continue to be provided to families.

Pursuant to legislation Senate Bill 98, Sections 49550 and 47613.5, South Bay will provide nutritionally adequate meals for pupils who are eligible for free and reduced-price meals, whether engaged in in-person instruction or distance learning

Operations and Facilities

Guiding Principles:

Standardization and Consistency: Ensure standardization of procedures across sites and departments.

Service: Maintain high quality of service regardless of reopening model.

Communication: Maintain strong communication among all stakeholders.

Wellbeing: Support employee/student wellbeing.

Consistent Structures and Systems for Safety: Use CDC and public health requirements/recommendations in creating and adapting all plans, policies, and procedures.

Public Health Requirements:

The following actions and structures are based on guidance from the Centers for Disease Control, California Public Health, and the California Department of Education's *Safer Together* guidance document. These actions and strategies will be modified as guidance and public health orders change.

Facilities:

Comply with Cal-OSHA requirements: *(COVID-19 Reopening Plan)*
- Conduct site-specific hazard assessments
- Develop and implement an effective plan to protect employees

Entry
- Each District location will have limited points of entry to ensure adequate screening, yet adequate prevent congregate settings.
- Only enrolled students and current staff will be permitted to enter the facility; visitors will not be allowed to enter. Vendors will be permitted on an as needed basis with a preference to complete work remotely as appropriate.
- Staff temperature checks and symptom screening is a requirement; no one with a fever, symptoms, or recent exposure to COVID-19 will be permitted. Visual wellness checks will be conducted for all students entering a facility.
- All staff, students in specific grade levels, and adults must wear facial coverings on school campuses and in offices, as per public health guidelines.

Signage
- Signage will clearly indicate access points and procedures.
- Posters for hand-washing and safety protocols will be clearly posted at each location.
- Physical distancing reminders will be posted at key locations.

Cleaning and Disinfection

All District locations will be equipped with cleaning and disinfection supplies, including appropriate Personal Protective Equipment.

- Ensure adequate supplies on hand to support healthy hygiene behaviors, including soap, tissues, no-touch trash cans, face coverings and hand sanitizers with 60 percent ethyl alcohol for staff and children who can safely use hand sanitizer. *(COVID-19 Reopening Plan)*
  - When choosing cleaning products, use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)-approved list "N" and follow product instructions.*(COVID-19 Reopening Plan)*
    - To reduce the risk of asthma related to disinfecting, select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid).
    - Avoid products that mix these ingredients with peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
    - Use disinfectants labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times.
    - Provide employees training on manufacturer's directions, on Cal/OSHA requirements for safe use and as required by the Healthy Schools Act, as applicable.
    - Custodial staff with the responsibility of cleaning and disinfecting the school site will be equipped with proper protective equipment, including gloves, eye protection, respiratory protection and other appropriate protective equipment as required by the product instructions.
    - All products must be kept out of children's reach and stored in a space with restricted access
    - Establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.
- Surfaces will be kept clean and free of materials/supplies/equipment that prevent quick disinfection; staff will store items at the end of each day.
- Frequently-touched surfaces within the school will be cleaned and disinfected at least daily, and as practicable frequently throughout the day by trained staff. *(COVID-19 Reopening Plan)*
- Frequently touched surfaces include:
  - Door handles
  - Light Switches
  - Sink handles
  - Bathroom surfaces
  - Tables
  - Student Desks
  - Chairs
- Custodial staff will receive training, instructions, and equipment specific to efficient and effective cleaning.
- Additional hand washing stations will be added to each site; soap and paper towels will be consistently stocked at all hand washing stations.
  - The practice of sharing objects will be minimized; objects that are shared must be cleaned between each use. Frequently shared objects include but are not limited to toys, games, art supplies, learning aids, books, electronic equipment, and playground equipment. *(COVID-19 Reopening Plan)*

- ○ Keep each child's belongings separated and in individually labeled storage containers, cubbies, or areas. Belongings are taken home each day to be cleaned
  - ○ Ensure adequate supplies are available to minimize sharing of high-touch materials (art supplies, equipment, etc.) to the extent practicable.
- All drinking fountains will disabled. (Refillable water bottle stations may be used.) and hydration stations or water bottles will be provided throughout campus *(COVID-19 Reopening Plan)*
- Maintenance will ensure that ventilation and water systems are maintained and safe for use; when possible windows should be kept open for fresh air.

Physical Space for Distancing:
- Maximize space between seating and desks in classrooms and office spaces
- Distance teacher and other staff desks at least six feet away from student desks.
- Establish separation of students through other means if practicable, such as, six feet between desks, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.
- Installation of plexiglass or other barriers as necessary when six foot distancing is not possible

(COVID-19 Reopening Plan)

District Operations:

Transportation
- Bussing will be coordinated to support the educational delivery and operations model.
- Students will be transported at different times throughout the day to support staggered start times when necessary.
- Transportation is only available to students who live within the District's boundaries.
- Six Foot distancing between students and adults must occur at bus stops and on school buses. *(Safe Reopening Plan for Schools, Section 15a-b, Section 18)*
- Bus Drivers will be instructed to practice all safety procedures identified for all staff, such as regular hand washing, face coverings, and physical distancing.
- Bus Drivers will disinfect all student transport vehicles according to guidance outlined in the CDC document How to Clean and Disinfect.
- Frequently-touched surfaces on school buses will be cleaned and disinfected at least daily, and as practicable frequently throughout the day by trained staff *(Safe Reopening Plan for Schools, Section 13a)*
- Buses will be thoroughly cleaned after transporting any individual who is exhibiting symptoms of COVID-19. *(Safe Reopening Plan for Schools, Section 13b)*
- Bus drivers are provided disinfectant wipes and disposable gloves to support disinfection of frequently touched surfaces during the day *(Safe Reopening Plan for Schools, Section 13c)*
- Maximum capacity on student transport vehicles will be determined by the maximum number of persons that can maintain required physical distance; riders should be seated at the rear of the bus first to avoid students walking past each other.
- Students will be expected to wear face coverings while at bus stops and riding bus/transport vehicles (unless unable to).

- Students with fever or symptoms will not be allowed on any District vehicle; if a student is identified with fever or symptoms, the Bus Driver will notify the Dispatcher who will notify the appropriate school.

Nutrition

Pursuant to legislation, Senate Bill 98, the District shall provide nutritionally adequate meals for pupils who are eligible for free and reduced-price meals, whether engaged in in-person instruction or distance learning.

- During Distance Learning, students will continue to be provided meals through bulk meal distribution. This includes weekly distribution of meals, including breakfast and lunch.
- Upon reopening, due to physical distancing protocols, school cafeterias will not seat students for typical meal service; cafeterias will be closed.
- Bulk meal distribution will continue for students who choose to receive instruction through a virtual-only model.
- Students who return to school sites will receive pre-packaged foods in a grab-and-go style distribution; students will not have choices of different food options.
- All food service items (utensils, bags, packaging) shall be disposable unless not feasible; reusable items will not be shared until after properly cleaned (wearing gloves and washing with soap and water).
- Students may bring food from home if properly packaged and labeled; food may not be shared.
- Staff will be instructed to practice all safety procedures identified for all employees, such as regular hand washing, face coverings, and physical distancing.
- Schools will continue nutrition services when a student is absent due to COVID-19 like symptoms or exposure to someone who has tested positive for COVID-19

Expanded Learning and Child Care

South Bay will continue to partner with the Boys & Girls Club of Imperial Beach to operate the Expanded Learning Program at all schools. While schools are in full distance learning, all Expanded Learning options will be delivered in a virtual manner as well. Upon returning to in person learning, program needs may vary as schools reopen. The District and the Boys & Girls Club recognize that due to COVID-19, hours may vary depending on school reopening plans. Program hours will be revisited once additional information is available. It is understood that in the case of a blended model, some students may be enrolled in an in-person program, while others may participate virtually. Expanded learning will be flexible to meet the ever-changing needs of students and families during the COVID-19 Pandemic and reopening. All staffing, budget priorities, program hours, and delivery models are subject to revision based upon reopening procedures, safety guidelines, and directives issued by state and local health and government officials.

School Operations and Logistics:

Due to public health guidelines/orders, we recognize things will look quite different on school campuses when students and staff begin returning. School logistics will need to be modified in order to ensure the health and safety of all individuals.

Given the need to minimize large groups of people gathering at the beginning or end of the school day, arrival and dismissal times and procedures may need to be modified or staggered. Stagger arrival and departure times and locations as consistently as practicable as to minimize scheduling challenges for families

Student arrival time may be up to half an hour before class start time, with bus riders arriving first at early start schools, and last at late start schools, to ensure adequate time for increased transportation routes. Teachers or staff will be in classrooms to welcome students as they arrive.

No students will be gathered on playgrounds, in cafeterias, etc. Instead, students will report directly to classrooms at arrival times after completing temperature scanning and health checks. Students will arrive at school in family units. Below is one possible example of a staggered arrival schedule. A similar schedule will be developed for dismissal.

Early Start Schools:
7:30am arrival - class start time at 8:00 (Bus riders).
8:00am arrival - class start time at 8:30 (A-L families).
8:30am arrival - class start time at 9:00 (K-Z families).

Late Start Schools:
7:30am arrival - class start time at 8:00 (A-L families).
8:00am arrival - class start time at 8:30 (K-Z families).
8:30am arrival - class start time at 9:00 (Bus riders).

Distancing:
(COVID-19 Reopening Plan)
In classrooms:
Maximize space between seating and desks to the greatest extent possible. (In a blended model, this is accomplished by minimizing the number of students present on any given day to accommodate distancing.) Distance teacher and other staff desks at least six feet away from student desks. Consider ways to establish separation of students through other means if practicable, such as, six feet between desks, where practicable, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.

Outside of classrooms, maintain 6 foot distancing in the following circumstances:
- During daily symptom screening of students
- While students are entering campus and waiting for their first class to begin
- During meal periods
- During recess
- During passing periods
- Restrooms
- While students are exiting the campus
- Before- and after-school programs

Arrival and Dismissal Procedures:
- Designate routes for entry and exit, using entrances to minimize congregate settings, yet be adequately staffed for screenings *(COVID-19 Reopening Plan)*
- Put in place other protocols to limit direct contact with others as much as practicable

- During all drop off and pick up times, adults and students in grades 3-8 must wear face coverings.
- Labeled one-way flow of entry/exit with signage and markers (throughout campus and outside for exit points).
- Barriers to direct traffic in school parking lots and drop off areas will be installed.
- All staff will complete temperature scanning and students will complete symptom and wellness check prior to entering campus or riding school bus.
- Schools request that family be present during health screening either at school site or at bus stop.
- Students arriving late to school will be health screened and proceed directly to class.
- Possible isolation rooms with supervision include the auditorium, library, or vacant classrooms. All schools will need two isolation areas due to the need to wait 24 hours before being cleaned and disinfected.
- At dismissal, all students, with the exception of extended learning students, must leave campus immediately.
- If students are not picked up on time they will wait in a designated area. Students must be wearing face coverings and spaced apart as much as possible.

Stable Cohorts of Students to Limit Student Mixing:
To reduce possibilities for infection, students must remain in the same space and in cohorts as small and consistent as practicable, including for recess and lunch. Keep the same students and teacher or staff with each group, to the greatest extent practicable. *(COVID-19 Reopening Plan)*

Minimize movement of students and teachers or staff as much as practicable. Keep teachers with one group of students for the whole day. In secondary schools or in situations where students have individualized schedules, plan for ways to reduce mixing among cohorts and to minimize contact.

Consider redesigning activities for smaller groups and rearranging furniture and play spaces to maintain separation. *(COVID-19 Reopening Plan)*

Limit nonessential visitors, volunteers and activities involving other groups at the same time *(COVID-19 Reopening Plan)*

Campus Considerations for Movement:
Minimize movement of students and teachers or staff as much as practicable. For example, consider ways to keep teachers with one group of students for the whole day. *(COVID-19 Reopening Plan)*

Develop instructions for maximizing spacing and ways to minimize movement in both indoor and outdoor spaces that are easy for students to understand and are developmentally appropriate. *(COVID-19 Reopening Plan)*

Minimize congregate movement through hallways as much as practicable. For example, establish more ways to enter and exit a campus, and staggered passing times when necessary or when students cannot stay in one room. *(COVID-19 Reopening Plan)*

- Stable, student cohorts will remain grouped together throughout the day with one teacher, per CDC guidance.
- All hallways and common areas will be labeled for one-way flow of traffic and entry/exit.
- Considerations for part-day instruction outside may be made with spaced out and designated areas on the playground/blacktop area, shade, etc.
- Restrooms will be assigned for specific cohorts of students to minimize the mixing of student groups.
- VAPA/STEM teachers, IMRTs, and Education Specialists will push in to each cohort to deliver instruction and services, as student groups must remain stable and rooms must be disinfected each time a group changes. This instruction may also be provided virtually.
- School Libraries will not be open for multiple groups of students given cleaning and disinfecting needs between groups.
- Furniture will be placed so as to ensure physical distancing.

Common Spaces:
Limit the use of common use areas such as cafeterias, dining areas, libraries, and locker rooms where practicable. Alternatively, stagger use, properly space occupants and disinfect in between uses.
- Library - Closed or possible area for isolation or students waiting to be picked up after school
- Auditorium - Closed or possible area for isolation or as additional classroom space.
- Cafeteria - Closed for food service. Could be used for isolation or additional classroom/extended learning space.
- Office - Cleaned and disinfected regularly, remove reception area furniture, visitors wait outside of the office (physical distancing on marked spots) until it is their turn to enter into the office.
- Staff workrooms - Scheduled blocks for each grade-level with time allotted to clean and disinfect after a scheduled block. Physical distancing when in the workroom if more than one person is present. Provide a wipe for staff to clean the copier and any other equipment after use.
- Staff Lounge - Scheduled blocks for each grade-level with time to disinfect after a block. Physical distancing in lounge if more than one person is present or option for eating/breaks in individual classrooms without students present.
- Adult restrooms - Cleaned and disinfected regularly throughout the day after each block schedule. Assign specific restrooms to be used by adults.
- Staff meetings/Professional Development/PLC's - Conduct virtually, or when possible, using physical distancing.

School Activities
Following public health guidelines, assemblies, performances, and large gatherings will not be permitted on campus.

Events such as Back to School Night, Coffee with the Principal, Open House, ELAC, School Site Council, etc. will be conducted virtually.

Study Trips will be conducted virtually. There will be no study trips/field trips until public health guidelines change.

Activities where there is increased likelihood for transmission from contaminated exhaled droplets such as band and choir practice and performances are not permitted.

Activities that involve singing must only take place outdoors.

Recess:

- Consider holding recess activities in separated areas designated by class. Playgrounds organized in designated areas for use of each student cohort.
- Structured stations - each cohort stays together at each station.
- Each cohort rotates through the stations throughout the week.
- Supervision for indoor recess to allow restroom breaks for teachers similar to a rainy day schedule.
- Close contact team sports such as basketball and soccer are not permitted.
- Equipment such as soccer balls may be used to create drill exercises that will still require physical distancing at a station with hand washing before activity.
- Physical education standards will be to create stations for recess.
- If equipment is being used for stations, it will need to be cleaned and disinfected after each cohort use.
- If structuring organized activities without equipment (e.g., relay races) there is no need to disinfect equipment.
- Supervision will be required for the structured stations in order to ensure physical distancing within the cohort of students.

Lunch Recess:
Serve meals in classrooms or outdoors instead of cafeterias or group dining rooms where practicable. Serve individually plated or bagged meals. Avoid sharing of foods and utensils and buffet or family-style meals. *(COVID-19 Reopening Plan)*

- If students attend school for six hours per day, lunch may be served in the classroom or outdoors. Supervision will be needed to allow for an uninterrupted 45 minute break for teachers, per the Collective Bargaining Agreement.
- Playgrounds will be organized in quadrants for student cohort use.
- Each quadrant will have structured stations and student cohorts must stay together.
- Supervision in classrooms and on the playground will be required for each cohort of students. Consider increasing Noon-time Supervisor hours or numbers of supervisors to allow timely completion of lunch breaks.

- If students attend school for 4.5 hours, there is no need for lunch recess. Lunch will be sent home with students, incluidng breakfast and lunch for the following day(s) during distance learning.

Sharing of Materials:
The practice of sharing objects will be minimized; objects that are shared must be cleaned between each use. Frequently shared objects include but are not limited to toys, games, art supplies, learning aids, books, electronic equipment, and playground equipment. *(COVID-19 Reopening Plan)*

- ○ Keep each child's belongings separated and in individually labeled storage containers, cubbies, or areas. Belongings are taken home each day to be cleaned
- ○ Ensure adequate supplies are available to minimize sharing of high-touch materials (art supplies, equipment, etc.) to the extent practicable or limit the use of supplies and equipment to one group of children at a time and clean and disinfect between uses.
- ○ Avoid sharing electronic devices, clothing, toys, books and other games or learning aids as much as practicable. Where sharing occurs, clean and disinfect between uses.

Visitors and Volunteers:
Following public health guidelines, visitors and volunteers will not be permitted on campus to minimize the possibility of transmission of the COVID-19 virus.

Governance and Communication

Guiding Principles:

Equity: All governance and policy work will be accomplished with a lens for equity.

Consistency: District systems, structures, and procedures shall provide consistency across sites and departments in order to protect the health and safety of students and staff.

Collaboration: Continue to collaborate with all stakeholder groups in order to gain perspective and seek input.

Flexibility: Remain flexible and fluid under ever-changing conditions.

Areas of Focus:
- Policies and procedures.
- Stakeholder collaboration and input.
- Communication.

Policies and Procedures:

Board policies and regulations have been created based on California School Boards Association and San Diego County Office of Education sample policies in the areas of COVID-19 Mitigation and Telecommuting. In addition, the Student Acceptable Use Policy has been updated to reflect needs for distance and blended learning.

Collaboration and Input:

Stakeholder engagement and feedback has informed this plan and will continue as we navigate through our "new normal." The following structures are in place:

- District Recovery Teams including District and site leadership, certificated staff, and classified staff. Over 70 employees have participated in recovery team meetings.
- Family Survey: Over 1,200 families completed a survey designed to gauge their comfort level in returning to in-person learning, their best hopes for the 2020-2021 school year, and access to Internet connectivity.
- Staff Surveys: Surveys were distributed to all certificated, classified, and management staff related to their comfort level in returning to in-person learning, instructional models, extenuating circumstances, and their best hopes for the 2020-2021 school year. Over 350 employees responded to the survey.
- Superintendent's Student Advisory Group: A group of students met virtually with the Superintendent to provide feedback on their experiences during school closure and their hopes for the 2020-2021 school year.
- Superintendent's Family Advisory Group: Two groups of family members met virtually with the Superintendent to provide feedback on their experiences during school closure and their hopes for the 2020-2021 school year.

- Town Hall: A virtual meeting will be scheduled in July to share the Recovery/Reopening Plan with families.

Communication:

Multiple forms of communication have been used to ensure stakeholders have access to information and methods for providing feedback, including the Let's Talk messaging application, Connect-Ed phone calls, email, and social media.

Human Resources

Guiding Principles:

Collaboration: Collaboratively plan and work with bargaining units to negotiate the impact and effects of the Recover/Reopening Plan.

Support for Employees: Consider the collective and individual needs of employees during recovery to ensure equity for employees and employee groups.

Consistency: Employ consistent practices and protocols based on public health guidelines, Collective Bargaining Agreements, and Board governance documents.

Focus Areas:

- Staffing.
- Employee support.
- Training.
- Evaluation.
- Negotiations.

Staffing:

When staffing schools and departments for 2020-2021, considerations for employees unable to return to work (e.g., employees with high risk factors) will need to be taken into account, while following public health guidelines. Some employees may need accomodations and revised work plans due to health needs. Human Resources will work with individual employees.

Considerations and contingency plans will also need to be made for employees who test positive for COVID-19, including having substitute employees available and trained during an absence.

Support for Employees:

The social-emotional toll of the COVID-19 pandemic is important to consider. Employees may need additional support and resources. Human resources will work to determine both collective and individual needs. Wellbeing resources will be made available for all staff.

Training:

Job specific training will be provided to all staff related to procedures and protocols for health and safety in the following areas: *(Safe Reopening Plan for Schools, Section 20a-f)*
- Enhanced sanitation practices
- Physical distancing guidelines and their importance
- Use of face coverings
- Screening practices

- COVID-19 specific symptom identification
- Proper use, removal and washing of cloth face coverings

To the greatest extent possible, training and education provided virtually. If an in-person option is necessary, physical distancing (6-feet) must be maintained. *(Safe Reopening Plan for Schools, Section 21)*

Evaluation:

Employee evaluations will need to resume once schools and departments are reopened, pending negotiations.

Negotiations:

District staff fully recognize the need for, and obligation to, bargain the impacts and effects of this Plan. Negotiations will serve as critical collaboration opportunities as we seek to bring students and staff back to work.

Appendix
<mark>(in development)</mark>

Resources Informing this Plan:
Centers for Disease Control Guidance for Reopening Schools
California Public Health Guidance Document
California Department of Education: Stronger Together Guidance Document
San Diego County Public Health Orders and Guidance
San Diego County Office of Education Reopening Guidance and Considerations
ACSA Reopening Report, May 2020
Senate Bill 98

Training Manuals and Procedures
To be added

Health and Safety Posters

Board Policies
To be added after Board Approval

Distirct and SIte Schedules