

Capistrano Unified School District

Addendum #2: Reopening of School Plan 2020-2021

September 2, 2020



Objectives

- 1) State's "Blueprint for a Safer Economy"
- 2) Updates on components of the Reopening Plan
- 3) Phased-in "return to campus" plan
- 4) Student discipline for facial coverings
- 5) Middle school and high school hybrid schedules

Blueprint for a Safer Economy

On August 28, 2020, Governor Newsom presented an updated framework described as the “Blueprint for a Safer Economy.” The Blueprint replaces the previous “County Monitoring List” and presents a four tiered system with each tier designated by a different color and level of “County risk level:”

- **Purple Tier: “Widespread”**
- Red Tier: “Substantial”
- Orange Tier: “Moderate”
- Yellow Tier: “Minimal”

As of September 1, 2020, Orange County is categorized as being in the **purple tier**.

Blueprint for a Safer Economy

Criteria for Designation of Tiers

The California Department Public Health (CDHP) uses two main indicators to determine county risk levels: number of daily new cases per 100,000 and percentage of positive tests. As of September 1, 2020, **Orange County has 5.6 cases per 100,000 and 5% positivity rate.**

County Risk Levels	Daily New Cases (per 100K)	Positive Tests
Widespread (Purple)	More than 7	More than 8%
Substantial (Red)	4-7	5-8%
Moderate (Orange)	1-3.9	2-4.9%
Limited (Yellow)	Less than 1	Less than 2%

Blueprint for a Safer Economy

As of September 1, 2020, Orange County is in the purple tier and must move to the red tier to allow “in person” instruction. According to the Orange County Health Care Agency, Orange County could move to the red tier as early as September 8, 2020, and, at the earliest, could complete two weeks in the red tier on September 22, 2020. **“In person” learning could resume as early as September 22, 2020.**

- Data is reviewed weekly and tiers are updated on Tuesdays.
- To move forward, a county must meet the next tier’s criteria for two consecutive weeks.
- If a county’s metrics worsen for two consecutive weeks, it will be assigned a more restrictive tier.

Phased-in “Return to Campus” Plan

Staff recommends a phased-in opening that could begin as early as September 28, 2020, assuming Orange County moves into the red tier on September 8, 2020, and remains in the red tier for 14 days, plus an additional five days for transition as per August 5, 2020, Board approved Addendum to Plan.

The purpose of a phased reopening is to make the process as smooth as possible and to focus on bringing back students in special education, with the most significant need, for “in person” programs and services first.

Four Components of Reopening Plan

- #1: Establish, plan, and implement safety and well-being standards for students and employees
- #2: A renewed “commitment to excellence” in curriculum and instruction which provides options and flexibility to students and families, and differentiates support for all learners through strong educational programs and learning opportunities
- #3: Strong emphasis and integration of mental health and emotional support, social emotional learning, and cultural diversity
- #4: Traditional “on campus” learning model to the greatest extent possible, and access to online learning as needed, featuring academic rigor, consistency, and engaging educational experiences for all students

Component #1: Health and Safety

Health and Safety for Students, Families, and Staff

All Reopening Plan safety and health measures will align with current CDPH and OCHCA guidelines. **As a public entity, the District is required to meet a standard of care for its students, and CDPH and OCHCA guidance provides such a standard:**

1. Implementing Distancing Inside and Outside of the Classroom
2. Personal Protective Equipment (PPE), Cleaning, and Sanitization
3. Proactive Measures and Appropriate Responses for Illness and COVID-19 Cases

Component #1: Health and Safety

Staff is providing the specific guideline in the left hand column and District response in the right hand column, including status of completion, if items or supplies have been delivered, quantity of items, and specific timelines for any pending work (pp. 4-11).

Distancing

- 6 feet between teacher or staff member's desk and students
- Arrangement of desks for distancing and removal of excess furniture
- Class sizes limited to approximately 16 students
- Use of outdoor space
- Maintain separate cohorts of students as much as practicable
- Avoid congregation and large gatherings
- Limit sharing

Component #1: Health and Safety

Personal Protective Equipment (PPE)

- Facial coverings required for all students and staff
- Face shields for limited use
- Disposable and medical grade masks and disposable gloves
- Hand washing stations and hand sanitizer
- Supplies and cleaning
- Sneeze guards

Component #1: Health and Safety

Student Discipline Plan for Not Wearing Facial Coverings:

Staff worked with principals and assistant principals at each level to develop a discipline plan to respond to students who do not wear their facial coverings.

- At the elementary school level, students will receive 3 warnings and then will be reassigned to 100 percent online after the fourth violation.
- At the secondary level, students will receive 2 warnings and then will be reassigned to 100 percent online after the third violation.

Component #1: Health and Safety

Temperature and symptom screening

- Students' temperature taken by teacher or staff member prior to first session, class, or prior to boarding the bus

Parent handbook and video re hygiene, protocol, and expectations

- Distribution by September 11, 2020
- Describe and demonstrate proper facial covering use, distancing, hand washing, and symptom screening

Cleaning and disinfecting supplies and training

Process and measures for positive cases

- Infographic developed with CDPH guidelines re action and communication

Component #2: Curriculum and Instruction

Online Student Behavior Expectations

- **Elementary Schools** used either the CUSD “CLASS” online student behavior expectations graphic or developed one more specific to their site and communicated the expectations to students and families in a variety of ways including email, social media, teacher instruction, and virtual behavior assemblies led by a site administrator.
 - Many sites incorporated the CLASS expectations into their Positive Behavior Intervention Support (PBIS) expectations at the site.
- **Middle and High Schools** worked with their leadership teams to identify online student behavior expectations. Students were taught these expectations through PBIS lessons, online school expectation assemblies, and opening class sessions. These expectations have been communicated to families in multiple ways including weekly parent school emails, social media, websites, and are included in teachers’ individual classroom management plans.

Component #4: Innovative Programs

- **Transitional Kindergarten (TK) Program:** 100% online program will continue to be provided after return to “in person learning”
- **College Career Advantage:** The College and Career Advantage (CCA) program will also continue to provide courses after a return to in-person learning. Staff is working with each instructor to determine availability after return to “in person learning”
- **Middle School and High School Hybrid Schedules**

Component #4: Innovative Programs

Middle School and High School Program A (Hybrid) Schedules with Virtual Monday

- Originally, secondary schools planned to have students attend every other Monday on campus in the hybrid Program A model.
- After additional analysis, new model proposed:
 - Mondays are 100% online and all students virtually attend class with their teachers in all subjects on Mondays, increasing overall instructional time and providing 3 days of teacher led instruction per week for all students
 - Students in hybrid would continue to attend on campus per the block schedule on Tuesdays/Thursdays or Wednesdays/Fridays
 - Special education programs including STEPS and TBIC will still attend on campus five days per week in their self-contained classrooms.

Component #4: Innovative Programs

Middle School Program A (Hybrid) Schedules with Virtual Monday

Virtual Traditional Late Start Monday: Middle School every day also includes an Intervention and support time					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Traditional 1-5 Virtual	Block 0,1,3,5	Block 0,1,3,5	Block 0,2,4,5	Block 0,2,4,5
Week 2	Traditional 1-5 Virtual	Block 0,1,3,5	Block 0,1,3,5	Block 0,2,4,5	Block 0,2,4,5
Week 3	Traditional 1-5 Virtual	Block 0,1,3,5	Block 0,1,3,5	Block 0,2,4,5	Block 0,2,4,5
Week 4	Traditional 1-5 Virtual	Block 0,1,3,5	Block 0,1,3,5	Block 0,2,4,5	Block 0,2,4,5
Track A					
Track B					

Component #4: Innovative Programs

High School Program A (Hybrid) Schedules with Virtual Monday

Virtual Traditional Late Start Monday: High School Block					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Traditional 1-6 Virtual	Block 0,1,3,5	Block 0,1,3,5	Block 0,2,4,6	Block 0,2,4,6
Week 2	Traditional 1-6 Virtual	Block 0,1,3,5	Block 0,1,3,5	Block 0,2,4,6	Block 0,2,4,6
Week 3	Traditional 1-6 Virtual	Block 0,1,3,5	Block 0,1,3,5	Block 0,2,4,6	Block 0,2,4,6
Week 4	Traditional 1-6 Virtual	Block 0,1,3,5	Block 0,1,3,5	Block 0,2,4,6	Block 0,2,4,6
Track A					
Track B					

Staff Recommendation

Staff recommends ratification of the Second Addendum to the Reopening of Schools Plan, per Executive Order 1920-46:

- Phased-in “Return to Campus” plan
- Student discipline plan for facial coverings
- Middle school and high school “in person” Program A model featuring “virtual Monday”