

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT

To: Board of Trustees

From: Kirsten Vital, Superintendent
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Date: July 15, 2020

Board Item: Reopening Schools Plan for 2020-2021 School Year

OVERVIEW OF OBJECTIVES

Staff presents an updated plan for Trustee approval for safely and successfully returning to school in fall of 2020. The District is committed to returning to the traditional school format prior to COVID-19 as soon as it is safe to do so. However, it is recognized that county and state guidelines regarding health and safety measures may not allow this to occur at the start of the 2020-2021 school year. Given the continued uncertainty of the COVID-19 pandemic, and in response to guidance from the local and state levels, Trustees are recommended to approve a comprehensive plan and framework to reopen school that embraces the values of the community.

The Board Report addresses the following objectives: 1) history and background information regarding the COVID-19 pandemic and the State's response; 2) description of the District teams that have been assembled; 3) the outreach efforts to families, staff, and the community for feedback to inform the reopening school plan; 4) key components and options of the reopening plan in response to key community values; and 5) timelines for implementation.

Components of the Reopening Schools Plan

Staff presents the critical components of the Reopening Schools Plan:

- Proactive and responsive health and safety measures for students, families, and staff
- 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
- Strong emphasis and integration of mental health and emotional support, social emotional learning, and cultural diversity
- 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, **with an emphasis on providing on-campus learning for our youngest and most vulnerable students in elementary school and special education.**

HISTORY

Coronavirus, or COVID-19, is a respiratory illness that was first identified in Wuhan, Hubei Province, China in 2019 caused by a novel (new) coronavirus. The first confirmed case of COVID-19 in the United States was announced on January 21, 2020. On March 4, 2020, Governor Newsom declared a “state of emergency” to help prepare for the spread of the virus.

School Closure and Distance Learning

On March 13, 2020, Trustees approved the closing of District schools and a transition to distance learning in response to the COVID-19 pandemic. On March 24, 2020, teachers officially began “distance learning” as an emergency, temporary measure to continue schooling during closure with the original intent of returning to campus by May 4, 2020. In response to the continued community transmission of COVID-19 and new guidance from the Governor, at the April 15, 2020, Board Meeting, Trustees approved the extension of distance learning until June 4, 2020.

While there have been many individual success stories of teachers effectively supporting their students during distance learning, it has been clear from feedback received that the distance learning experience for students and families has been inconsistent across the District. While a Memorandum of Understanding with CUEA provided clear expectations for certificated staff regarding delivery of instruction and services during distance learning, inconsistencies remained for a variety of reasons, including: teachers developing their own online curriculum by modifying the traditional curriculum for distance learning; administrators supervised and monitored teaching and learning across multiple online platforms and classroom configurations; and the lack of one system for messaging, reporting progress, scheduling, and sharing assignments for students and parents.

These factors, in addition to feedback from 24,911 responses to a District parent survey, have been carefully considered in developing a new plan that addresses these concerns and embraces community values by emphasizing rigor, consistency, flexibility, student engagement, and increased mental health and emotional support.

BACKGROUND INFORMATION

State Guidance: Stay at Home Order

Physical distancing efforts have slowed the rate of COVID-19 infections, and many experts are in agreement that a vaccine is required to effectively control the spread of the virus. Reopening prematurely by relaxing stay-at-home restrictions and resuming large public gatherings may result in the increase of positive cases and exposure. A premature return to full activity therefore may result in a second surge of infections and additional state and county “stay at home” orders. On June 5, 2020, California Department of Public Health (CDPH) released guidance to school districts, and on June 8, 2020, California Department of Education (CDE) announced its guidance in accordance to the parameters established by CDPH. As defined in these two documents, districts may now consider reopening but precautions must be followed for the safety of students, families, and staff.

Stages for Reopening

On April 28, 2020 Governor Newsom shared the California “Resilience Roadmap” which included four stages relaxing the “stay at home” order and allowing schools and workplaces to reopen. The

four stages are as follows, with school programs and childcare to “open with modifications” during the latter part of Stage 2:

- **Stage 1: Safety and Preparedness** - making essential workforce environments as safe as possible
- **Stage 2: Lower Risk Workplaces** - creating opportunities for lower risk sectors to adapt and reopen, including modified school programs and childcare
- **Stage 3: Higher Risk Workplaces** - creating opportunities for higher risk sectors to adapt and reopen, including movie theaters, religious services, and personal and hospitality services
- **Stage 4: End of Stay Home Order** - return to expanded workforce in highest risk workplace, including concerts, conventions, and sports arenas

It will be safe for schools to return to traditional operations, as they were previously implemented prior to COVID-19 closure, in Stage 4. Stage 4 would include:

- The California “stay-at-home” order has been lifted
- The number of confirmed COVID-19 cases in the county has remained constant or declined for 28 consecutive days
- The directive to physically distance has been removed
- Limits on group gatherings have been lifted

California’s **six indicators for modifying the stay-at-home order**, and thereby achieving Stage 4 status, are as follows:

- The ability to monitor and protect our communities through testing, contact tracing, isolating, and supporting those who are positive or exposed;
- The ability to prevent infection in people who are at risk for more severe COVID-19;
- The ability of the hospital and health systems to handle surges;
- The ability to develop therapeutics to meet the demand;
- The ability for businesses, schools, and child care facilities to support physical distancing; and
- The ability to determine when to reinstitute certain measures, such as the stay-at-home orders, if necessary.

Stage 2 of the Resilience Roadmap

On June 18, 2020, it was announced on the State’s COVID-19 website that the State was in “early Stage 2.” The website states: “We are now in early Stage 2, where retail, related logistics and

manufacturing, office workplaces, limited personal services, outdoor museums, child care, and essential businesses can open with modifications.”

On July 1, 2020, in response to an increase in cases in Orange County and other counties across the state, indoor operations were closed for restaurants, wineries, movie theaters, zoos, museums, and cardrooms, with bars closing all operations. Schools and school operations were not included in the Governor’s order. Staff is closely monitoring the California Department of Public Health for any new guidance related to school reopening as well as changes in Resilience Roadmap stages.

Reopening Teams Leading Development and Implementation of the Plan

Working with the superintendent, Dr. Greg Merwin, Chief Academic Officer, Education and Support Services and Mr. Josh Hill, Assistant Superintendent, Secondary Schools, formed two teams of District leaders and employees to provide input and guidance for the Reopening Schools plan: the “Lead” Team and the “Logistics” Team. The Lead Team includes District and site leaders, including representatives of all District departments, elementary and secondary schools, Capistrano Unified Education Association (CUEA), and California School Employees Association (CSEA). The second team, known as the Logistics Team, is a comprehensive group of technical experts who work closely with the Lead Team to address the key areas of the plan. The Logistics Team is made up of stakeholders and representatives of all departments, schools, CUEA, and CSEA. The teams have met a total of 23 times since May 20, 2020, and invested a significant number of hours in meetings and planning sessions. (Addendum #1)

CURRENT CONSIDERATIONS

The plan to reopen schools is driven by a set of core District values and has 4 foundational components: 1) health and safety for students, families, and staff; 2) curriculum and instruction; 3) mental health, emotional support, and cultural diversity; and 4) flexible and innovative program models.

Core Values

The District proudly serves the cities of San Clemente, Dana Point, San Juan Capistrano, Laguna Niguel, Aliso Viejo, Mission Viejo and Rancho Santa Margarita, and the communities of Las Flores, Coto de Caza, Dove Canyon, Ladera Ranch, Esencia and Sendero/Rancho Mission Viejo, and Wagon Wheel. Each city and community has its own unique and diverse values and traditions which are celebrated and recognized. Within this diversity, a set of core beliefs and values across all communities is evident and universally valued. These values serve as the foundation of the District’s Reopening Schools plan.

Student Values

The Reopening School core values are shared from a student’s perspective and organized into two major themes: **safety and connectedness and learning**. One of the key priorities of the plan is to provide a 100% on campus program option for elementary students, and this priority is driven by the following core value:

- Students in the earliest grades and students with disabilities are more successful when receiving direct instruction and services in an on campus setting.

Please see Addendum #2 for the complete list of core values.

District Teacher Survey Results

The core values of teachers and staff are also important and foundational in the key components of the Reopening Schools plan. While many of their values are similar to the student values of safety and connectedness and learning, teachers and staff also prioritize safe work conditions and being prepared to meet the diverse needs of their students.

On June 4, 2020 all certificated staff were encouraged to complete a Reopening of Schools Survey. Over 1,275 teachers provided feedback regarding strengths and challenges of the past school closure and distance learning experience, as well as insight into core values for the Reopening Plan.

Certificated employees' responses were aligned with the core values in the following areas:

- Teachers will need to be fully trained and prepared to deliver the curriculum on Opening Day
 - 64.8% would appreciate summer professional learning opportunities
 - 94.1% of elementary teachers agree that August 13 Professional Learning Day should be used for training specific to reopening schools
 - 97.9% of secondary teachers agree that the November 2 Professional Learning Day should be moved to August 13 to receive training specific to reopening schools
- Ongoing communication with families and schools is critical to success
 - 90% feel that clear expectations to students and families for completing work from home is critical

Additionally, certificated staff were surveyed on conditions related to health, safety, and return to work conditions. Key findings were as follows:

- **Masks:** approximately 50% believe both students and staff should follow state and local guidelines, while an additional 8% feel it should be required regardless of state and local guidelines
- **Hand Washing:** 95% agree or strongly agree hand sanitizer or hand washing stations should be readily available
- **Temperature Checks:** over 60% believe both staff and students should be subject to at least daily temperature checks
- **Return to Work:** approximately 23% have reservations or are very uncomfortable about returning to work even if health and safety guidelines are followed. Of this group, almost 72% cite being part of a high risk group or caring for someone that is high risk as the concern. 8.2% believe we will be unable to maintain a safe environment, 12.1% have child care concerns, and 8.2 % anxiety

District Parent Survey Results

As previously shared in the June 17, 2020 Board Report, the District distributed a survey in May 2020 to all parents seeking feedback, input and interests on both Distance Learning and Reopening. The District received 24,911 responses to the survey of which 52% were from elementary parents, 23% from middle school parents, and 25% high school parents. The survey had five questions regarding parents' experiences with distance learning and five questions on their interests for reopening next year; in addition, the survey had one comment field to provide a written response regarding opening schools. The results from the survey reinforced the core values of the plan. Please see Addendum #3 for more information regarding the May 2020 Parent Survey.

#1: Health and Safety for Students, Families, and Staff

The first key component of the Reopening Schools Plan is addressing the health and safety of students, teachers and staff at school with measures defined by the California Department of Public Health and Orange County Health Care Agency guidelines. **The priority of the District is to reopen schools in a traditional format as soon as conditions and guidelines allow.** In order to prepare for a traditional opening, or an opening that requires both on campus and online learning, the District plan includes a curriculum-based academic year, appropriate educational and emotional support for all students, and a safe and healthy learning environment on campus and online.

School Modifications Required Until Stage 4

As described in recent CDPH guidance, schools are permitted to re-open as part of Stage 2. Prior to a complete lifting of the “stay at home” order in Stage 4, school operations will need to be modified. Conditions may not improve quickly enough to achieve Stage 4 and allow schools to resume normal (pre-pandemic) operations prior to the start of the 2020-2021 school year. **However, if conditions improved prior to the start of the school year, August 18, 2020, the District’s plan would prioritize a return to normal operations. Conversely, if conditions worsened and the state returned to Stage 1, the Reopening Schools Plan would allow all schools to effectively transition to 100% online learning.**

Given the uncertainty of COVID-19 and the fluidity of continued modifications and restrictions, the plan includes **safety and health measures** with the flexibility to adjust and revise those measures as defined by the California Department of Public Health and in consultation with the Orange County Health Care Agency (OCHCA). These measures will observe the most recent guidance from state and county health officials, and measures will be adjusted when the county criteria indicate a Stage 4 recovery.

As defined in the CDPH “COVID-19 Industry Guidance: Schools and School-based Programs” that was released on June 5, 2020, **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.** The CDPH guidance document is located on the Reopening School website. (Addendum #4)

Orange County Department of Education School Reopening Checklist

On June 29, 2020, the Orange County Department of Education (OCDE) provided all districts in Orange County with the “Orange County Together: School Reopening Checklist.” Also described

as an “attestation,” the OCDE and the Orange County Health Care Agency (OCHCA) developed a school checklist that is “supplemental to the COVID-19 California Department of Public Health (CDPH) Industry Guidance for Schools and School Based Programs.” The checklist is divided into 5 areas: 1. Develop a Written Worksite Specific Plan; 2. Provide Relevant Training for Employees and Students; 3. Plan Individual Control Measures and Screening; 4. Implement Thorough Cleaning and Disinfecting Protocols; and 5. Promote Physical Distancing Guidelines.

The OCDE checklist is completed by the principal of each school, who then must sign and attest that they “have taken the steps necessary to reopen school in a safe and responsible manner and completed the following measures in accordance with the industry-specific guidelines from the California Department of Public Health and the requirements of the Orange County Health Care Agency.” Both the site principal and the Superintendent or designee sign the document and post it in a public place on campus.

The Reopening School checklist aligns with the CDPH guidelines. The Reopening Team reviewed the checklist “attestation” and determined that it would serve as the main checklist for principals as they plan for health and safety guidelines for their site. (Addendum #5)

Safety and Health Practices as Defined by California Department of Public Health

The safety and health practices that will be followed in the District’s Reopening Schools Plan are described in detail in the CDPH document. Those practices and procedures include:

Encouraging Physical Distancing, Limiting Gatherings, and Minimizing Contact

- Physical Distancing on Campus
- Limited Gatherings and Groupings
- Encouraged Use of Outdoor Space
- Minimized Movement and Limited Contact

Proactive Measures and Appropriate Responses for Illness and COVID-19 Cases

- Education Campaign to Encourage Students and Families to Stay Home When Ill and to Practice Appropriate Hygiene and “Etiquette”
- Screening for Fever and Symptoms
- Health Room for COVID-19 Symptoms
- Plan for Potential of School Closure(s)
- Communication Plan
- Options for Staff Members who are At-Risk of Health Complications

Personal Protective Equipment (PPE), Cleaning, and Sanitization

- Facial Coverings and Face Shields (which will be determined by the most current guidance by the CDPH and OCHCA)
- Disposable Masks and Gloves
- Hand-washing Stations and Scheduled Hand-washing Breaks
- Daily Cleaning and Sanitizing

If School Opened Today - A Typical Day for a Student in CUSD

To help families visualize how school will be for their children in the fall, staff provides a “snapshot” of a typical day for a student in CUSD.

- **Before Leaving Home:** The family takes the temperature of their child and asks if they feel ill. If the child is not feeling well or has a fever of 100.4 degrees or higher, then the child stays home from school. If the student is riding the bus, the parents wait with their child at the bus stop. Prior to boarding the bus, the student’s temperature is taken by the bus driver using a no-touch thermometer. If the student has a fever of 100.4 degrees or higher, then the student is not allowed to ride the bus or attend school and must be taken home by their parents.
- **When Arriving at School:** Students are wearing their facial coverings as they enter their school campus in an orderly fashion. They enter from multiple entrances to provide appropriate distancing and they go to their assigned spot in their class line which is clearly marked with “distancing dots” on the ground to ensure that students are spaced apart and are facing forward. At some schools they may walk directly to their classroom and then form a line with appropriate spacing outside of the room. Signage with reminders to students to distance, wash their hands, and wear their facial coverings are clearly visible on the campus. Additional portable hand washing stations are available at the entrance of campus.
- **Before Entering the Classroom or Extended Learning Space (Elementary Only):** Students remain seated or standing in their line. Their teacher, who is wearing her facial covering, greets the class and comes to each student to individually provide them with hand sanitizer and take their temperature with a no-touch infrared thermometer. The teacher then leads the class in an orderly line to their class. Students who start the day in Extended Learning follow the same procedure.
- **During Classroom Instruction:** There will be approximately 6 feet of distancing between the teacher’s desk and teaching space and the students, and students will be seated in rows. Students sit in assigned seats and they are all facing forward to enhance distancing. Due to the fact that only 16 students are in the classroom at one time, 32 desks and chairs are in the room but only half of them are used by students. The teacher strategically spaces students by leaving empty desks between each student. Elementary teachers, special education teachers, and related service providers (speech teachers, occupational therapists, and adaptive physical education teachers) wear shields so that students can see their facial expressions and watch their instructor’s lips when learning new sounds, language, and phonemes. The teachers use a “sneeze guard” plexiglass divider when working with students in small groups or 1 on 1 for reading assessments. Students have their own Chromebook and their own school supplies to minimize sharing. Except for bathroom breaks and quick outdoor “brain breaks,” students remain in the same classroom and do not travel to other rooms.
- **During Extended Learning:** Students are led by a paraeducator or another teacher or certificated staff to the extended learning space. The extended learning space may be a library, multi-purpose room, STEM lab, or outdoor space underneath a shade structure. Transitions to other rooms or spaces are limited. Students participate in activities that

reinforce the lessons provided previously by their teacher, and they also participate in enrichment activities that may include structured recess, PE, art, music, and social skills groups. Students and staff are wearing facial coverings except when they are outdoors and physical distancing is possible.

- **During Transition to Lunch or Leaving Campus:** As students transition to lunch, the custodian arrives and, with the teacher's assistance, wipes down the common hard surface areas, including door handles, light switches, sink handles, tables, and bathroom surfaces (if located in the classroom) with FDA approved sanitizing solutions. Chromebooks, student desks, and student chairs are not cleaned because they are assigned only to one student, and the students who will arrive after lunch will use different assigned seating, devices, and learning tools. Students wash their hands and eat their lunch in the lunch area with proper distancing, in the classroom, or in another outdoor area. After eating they are able to play outside but they are asked to provide distancing between one another. With distancing, students are able to remove their facial coverings when playing outside. For students who choose to only attend for classroom instruction, they leave before lunch time and are signed out by their parents. As students leave, they wear their face masks.
- **At Dismissal Time:** Students are provided more hand sanitizer or reminded to wash their hands as they leave using multiple campus exits to avoid gatherings. Their parents are asked to wear a facial covering as they wait for their child and to distance themselves from other adults.

Process for Positive Cases of COVID-19 and Potential School Closure

The California Department of Public Health and Orange County Health Care Agency provide guidance for schools for when a staff member, child, or visitor is ill. CDPH also includes guidance for districts to determine when to consider school closure due to COVID-19.

- **Protocol for Response to Possible Exposure, Symptoms, or Confirmed Cases:** In collaboration with Orange County Health Care Agency (OCHCA), staff has developed the following protocol to respond when an employee or student has reported possible exposure, symptoms, or confirmed positive results for COVID-19 as of July 10, 2020. This protocol may be revised per any new direction or additional guidance from the OCHCA:
 1. **Using a reporting form, which has been developed to solicit information requested by the Orange County Health Care Agency (OCHCA), information is asked of** the student's family or employee by the principal, employee supervisor, human resources services or health services.
 2. **Information from the form regarding the positive case or possible exposure is shared** confidentially with Human Resource Services and Health Services. This confidential information is not shared with any other employees or families.
 3. **District Health Services staff contacts OCHCA** and shares the information from the reporting form and any additional information provided by the student's family or employee.

4. **OCHCA provides guidance in determining the person's COVID-19 status and recommendation** per the Centers for Disease Control and Prevention (CDC):
 - a. **Person positive for COVID-19:** Isolation for at least 14 days (based on individual symptoms and physician or direct OCHCA investigation recommendations)
 - b. **Close Contact with a Person who Tested Positive for COVID-19:** Quarantine for 14 days from the date of initial possible exposure. The 14 days are inclusive of any COVID-19 test results which indicate negative for the coronavirus
 - c. **Low Risk:** Student may return back to school; employee may return back to work
 - i. Letter sent by Human Resource Services to any individuals impacted, including students and staff, sharing that there was limited to no exposure at a particular location, and any other follow-up information
5. **Individuals are contacted directly and/or receive written communication** aligned with the guidance from OCHCA as indicated in #4.
- **Considerations for Partial or Total School Closure:** According to CDPH, “when a student, teacher or staff member tests positive for COVID-19 and has exposed others at the school,” the District will consult with the Orange County Health Care Agency. After consultation, the Superintendent or designee may decide “whether school closure 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.” Additional considerations, including home isolation for those individuals who were in “close contact,” are listed on page 14 of the CDPH guidance document.

Transportation, Extracurricular Activities, Events, and Sports

- **Transportation:** In accordance with CDPH guidelines, Transportation will adopt a seating plan of one student per bench, alternating seating locations for each row, creating a zig-zag pattern, Seats that are to be left vacant will be marked. This plan reduces capacity to approximately 28 on a big bus, 8 on a smaller bus used to transport students with special needs.

For the AM pickup, parents will be asked to remain at the bus stop with their child. The bus driver will take the temperature of each student before they board the bus. Any student who has a fever of 100.4 degrees or higher will not be allowed to enter the bus and will need to be taken home by the parent. The seating arrangement on the bus requires all students and staff to wear a face covering. A touchless hand sanitizer dispenser is also being placed at the entrance of the bus, which students will be required to use as they enter the bus. Bus drivers will be required to use face coverings and disposable gloves. Bus loading will happen from rear to front, minimizing student pass-by. Unloading will happen

from front to rear, one seat at a time. On the first few days of school, Transportation support staff will report to bus stops with large numbers of students to train students regarding distancing, face coverings and loading/unloading the bus. Buses will be disinfected after AM and PM runs.

All students with special needs, whose IEP requires service, will be transported. However, capacity and staff limitations will reduce available routes for general education students. Assuming all 92 bus driver positions are filled, along with 15 substitute drivers, the department should be able to provide service to all elementary students as served in 2019-20. Priority will be given to Title I sites and Every Student Succeeds Act (ESSA) routes. Transportation will work with secondary sites, possibly dropping off and picking up students at adjusted times, to accommodate as many middle and high school students as possible. Priority will be given to those schools with high volume of passengers and when walking routes are limited or unavailable. The Bus Pass office is set to reopen on July 16, 2020, to begin accepting applications. Renewal applications submitted during the Spring (March-May), will be placed and assigned a bus pass first. Applications received during the application window beginning July 16, 2020, will be placed on a first come, first serve, basis. Once seating capacity is reached on a route, remaining applicants will be notified and placed on a waiting list. Refunds will be issued for any applications not issued a pass. Applications for after school program transportation will also be accepted. Passes will be issued based on staff and equipment availability. As soon as the Bus Pass has processed these applications, parents will be notified if a bus pass will or will not be issued. In these cases parents may also request to be placed on a waiting list. If a seat becomes available the Bus Pass Office will contact them immediately.

As athletics will be significantly reduced and field trips into the community will be limited due to safety concerns and CDPH guidance, extracurricular and athletic transportation will not be available.

Activities, Camps, Sports, and Field Trips: All extracurricular and co-curricular activities will comply with restrictions and state and county guidelines that are in place at the time. If the State has not achieved Stage 4 and restrictions do not allow for large gatherings, events may be cancelled or postponed. If restrictions allow for certain events such as sports contests without audiences, those events will be scheduled.

Following the National Federation of State High School Associations guidelines as well as county and state health and safety guidelines, the school summer conditioning “Phase 1” camps were prepared to start on July 6th with appropriate measures to ensure student health and safety. However, all Orange County school districts were notified on July 6, 2020, by Orange County Department of Education and were advised to cease all athletics until further guidance was provided by the California Department of Public Health. Once additional guidance is provided, high school administration, in connection with athletic

directors, coaches, health professionals, and District staff, will share further details and plans for Pilot Conditioning “Phase 1.”

Sports will be considered on an individual basis and activities that comply with physical distancing, such as golf and cross country, tennis or track, may be reinstated sooner than other sports that require physical contact, such as football and basketball. Staff will continue to work collaboratively with California Interscholastic Federation (CIF) with scheduling and health and safety accommodations. CIF has indicated that additional information regarding 2020-2021 sports schedules will be provided on July 20, 2020.

Health and Safety Guidelines During Summer School Intervention Pilot and Math Placement Testing

Health and Safety Guidelines have been implemented during several summer programs, including summer school intervention and math placement testing. Summer school intervention is being held at Carl Hankey K-8 School, San Juan Elementary School, and Capistrano Valley High School (CVHS). Math Placement Testing is taking place at the District Office. The following CDPH health and safety procedures have been in place for staff and students:

- Face coverings are worn by all students, parents, and staff
- Students with medical conditions or hearing loss are exempt from face coverings
- Face coverings were provided to students, as needed
- Physical distancing was maintained both indoors and outdoors with stickers on the ground and tape to mark foot traffic direction.
- Class sizes for the intervention programs were limited to 10 in elementary and 14 at high school.
- Non-contact thermometers were used to take students’ temperatures prior to entering buildings.
- Students were asked each day regarding symptoms and if someone at home is feeling ill.
- Hand sanitizer was provided to students and staff
- After each session, desks, chairs, and Chromebooks are cleaned before use by a new group of students.

Staff has observed the summer school program to learn from teachers, staff, and administrators regarding the implementation of health and safety procedures and solicited feedback regarding additional safety measures that would be beneficial for reopening. During the pilot program, staff has learned that sneeze guards are beneficial in all elementary classrooms for additional protection for teachers and students during one on one reading inventory assessments (DIBELS) and small group instruction.

Securing Equipment and Supplies for Health and Safety Guidelines

In order to secure personal protective equipment and other supplies prior to the start of the school year, staff has placed orders as per the CDPH health and safety guidelines. However, after the original order was placed, staff has learned about additional supply needs in response to the summer school intervention pilot programs. One example of the feedback received was regarding the need for sneeze guards for teachers in all classrooms. Staff originally ordered sneeze guards for front offices and for itinerant staff who work with students where physical distancing is

difficult. However, after observing classrooms in the summer school intervention program, staff learned that all elementary teachers would benefit from a sneeze guard when teaching students in a small group setting and for one on one assessments. An additional 500 sneeze guards have been ordered for elementary classrooms. See Addendum #6 for the items and quantities already ordered by the District as well as equipment and supplies provided through the Orange County Department of Education.

#2: Curriculum and Instruction

The second key component of the Reopening Schools Plan is curriculum and instruction. In response to the core values, the centerpiece of the plan is a robust, consistent, and engaging curriculum that aligns with the District's core values and can be successfully delivered both in a traditional school setting and online. In addition to the curriculum, component #2 prioritizes proactive assessment and academic intervention for students.

As schools reopen in August, if the State has not achieved Stage 4 and distancing and gathering restrictions still apply, the District may be required to implement a learning model where students will engage in a combination of on campus learning and online learning or in a 100% online approach. Even if Stage 4 is achieved prior to the start of the school year, some students will still require an online curriculum due to health and safety concerns. Therefore, it is critical that the District provides a consistent, flexible, and engaging curriculum and learning experience for students that includes daily, integrated social emotional learning and mental health support.

Online Curriculum

The Reopening Teams reviewed multiple options and models and solicited teacher and administrator feedback through two surveys when considering an online curriculum that effectively meets expectations. With the core values of rigor, engagement, consistency, and flexibility as guidance, the teams considered different approaches to an online curriculum for both elementary (K-5) and secondary (6-12) that will provide a quality educational experience for all students, including those who require additional support to be successful. Consensus was successfully reached by the Reopening Team, and Trustees approved staff recommendations at the June 24, 2020, Board meeting. The following is the plan for online curriculum for the 2020-2021 school year:

- **Canvas Learning Management System (K-12):** Canvas is a cloud-based learning management system (LMS) that will be used in grades K-12. It equips educators and engages students in an efficient and effective way. The Canvas platform offers user-friendly functionality for online learning including standards-based grade books, customizable student assessments, course content authoring, mobile communication and more. Canvas allows educators to customize courses and monitor engagement with classes or individual students. Canvas also offers native mobile apps for iOS (Apple) and Android devices, allowing educators, students, and parents to view key information, share and receive updates, or submit results from anywhere at any time. Canvas will provide a solid management system for grades K-5 and will replace the current School Loop management system in grades 6-12.

- **Preschool and Transitional Kindergarten: The current curriculum for preschool and transitional kindergarten is the “Big Day” curriculum, and it is available online.** Teachers would prepare for the possible contingencies of needing to move to online instruction should a school (or schools) need to close. A 100% online curriculum will not be offered as a separate option but only in case of closure.
- **Elementary (K-5): Courses are being created inside of Canvas for each grade level kindergarten through fifth in English Language Arts, Math, Science, Physical Education, Music, Social Emotional Learning, and Social Studies using current adopted curriculum.** Online courses are also being developed for both the Mandarin and Spanish Immersion programs. The elementary online courses are created from a student’s perspective. This allows students to log in to their grade level course and follow the directions provided to go through the lessons independently. Within the lessons, the formatting is consistent, so that navigation will be comfortable and predictable for teachers, students and parents. The lessons will also include scaffolding and differentiation for students with special needs and our second language learners. A team of elementary teachers and curriculum specialists have completed the online modules for the first trimester and will have the second trimester completed by August 18, 2020. The final trimester will be completed by December 18, 2020.
- **Secondary (6-12): Secondary teachers will be utilizing a combination of District developed online curriculum and online curriculum developed by Apex Learning and UC Scout. Courses will be developed by District teachers for those classes that are not available in Apex Learning and UC Scout.** These include several elective courses including Advancement via Individual Determination (AVID), English Language Development, as well as language immersion courses. The courses will be designed so that students can engage in the learning independently without the support of a teacher. This will enable teachers to focus on more interactive activities when students are in attendance with them at school. A team of secondary teachers and curriculum specialists are developing the online modules and will have the first semester of courses built by August 1, 2020. The second semester will be completed by October 1, 2020.

Chromebooks for Every Student in Grades K-12 for Access to Online Curriculum

In order to ensure that every student has access to online curriculum and learning resources, staff recommends that the Board approves the purchase of additional Chromebooks so that every student in grades K-12 has access to their own device. Funds from the Federal CARES Act, which are one-time monies that must be spent prior to December 31, 2020, would be used to purchase the additional Chromebooks. In order for students to use Chromebooks during extended learning in outdoor classroom spaces, network coverage would be expanded to cover outdoor learning spaces where necessary. Outdoor wireless at all elementary sites would cost \$215,000 and would be funded by the Federal CARES Act.

Staff strongly recommends the increase of Chromebook devices for students in grades K-12. By providing Chromebooks to every student, teaching and learning could easily shift from on campus to online in case of an increased surge of COVID-19. Additionally, elementary students could more easily access Canvas and reinforce classroom lessons during extended learning and students would not be required to share Chromebooks with others, thereby decreasing the amount of

cleaning during the school day. Using the Federal CARES Act monies, increasing Chromebook access for all students significantly enhances equitable outcomes for all students through online instruction and increased access to internet resources.

The cost of additional Chromebooks for 2020-2021 will be funded using the Federal CARES Act monies and Trustees would need to commit to a multi-year plan to support the devices. The following chart details the initial cost of purchase and then the ongoing costs associated with a replacement plan:

20/21	21/22	22/23	23/24	24/25
\$5,952,773.08	\$2,551,188.46	\$2,551,188.46	\$2,551,188.46	\$4,251,980.77

Online and On-campus Instructional Delivery: Blended Instructional Practices

The Reopening Lead Team reviewed different instructional models that would maximize the instructional time in both the elementary and secondary levels. It was recognized that different instructional strategies would be employed for different reasons, depending upon content and developmental levels of students. Therefore, blended instructional practices will be used by teachers in the Reopening Plan. Blended instructional practices include different instructional approaches, all of which emphasize the District's "Great First Instruction" components of lesson preparation, strategies, interaction, and review and assessment. Teachers will utilize a variety of instructional approaches which may include: a flipped classroom model, where a student first learns the concept independently and then is provided opportunities for deeper understanding with the teacher; direct instruction, which is structured, sequenced, and led by the teacher; and small group intervention, where the teacher assesses the students for skill deficit and then develops differentiated lessons to address those skills. Teachers will communicate with their students the variety of instructional models and strategies that he or she plans to use.

Fundamentals, Core Content Areas, Student Assessments, and Intervention

In addition to an online curriculum that addresses the District's core values, and instructional practices to enhance student learning, the Reopening Schools Plan emphasizes the need for: **a renewed focus on the fundamentals of literacy and numeracy in the primary and elementary grades; core content areas in the secondary grades; and assessing students to determine areas of need, and proactive academic intervention.** Therefore, the plan includes:

- **Focus on Fundamentals of Literacy, Numeracy, and Core Content Areas:** To ensure that all students have a strong foundation in math and reading, a renewed focus on fundamentals will focus on instruction that prioritizes literacy and numeracy in kindergarten through fifth grade. Master scheduling in middle and high schools will emphasize the core content areas of math, language arts, science, and social science while continuing to offer engaging electives that provide career pathways with a focus on opportunities and services for juniors and seniors. **With class sizes reduced by half, there is a significant opportunity for teachers to differentiate and "personalize" support for students who need additional intervention.**

- **Prioritized Services for Juniors and Seniors:** As part of the Reopening Schools Plan, Staff is continuing work to fully develop prioritized services for juniors and seniors to prepare them for postsecondary options. One strategy for supporting juniors and seniors is by temporarily adjusting graduation requirements with proposed temporary Board policy. In addition, policy language will permit students to take courses at community colleges allowing for students to have more flexibility in meeting requirements. Futureology counselors and high school advisement teams will pay particular attention to scheduling, transcripts and opportunities for our juniors and seniors to ensure they are on track for college and/or career. Staff will meet and collaborate with high school principals to identify additional ways to prioritize services for juniors and seniors and will report to Trustees at the August 19, 2020, Board meeting.
- **Student Assessments to Identify Potential Deficits and Provide Interventions:** Staff will work closely with site programs to ensure that teachers develop assessment strategies to ascertain the content area and skill proficiency of students when they return to school in the fall. Diagnostic assessments will be given to students to identify current strengths, weaknesses, knowledge, and skills prior to instruction. Results will provide an important snapshot of information to help individualize instruction. To the greatest extent possible, District benchmark testing including i-Ready, DIBELS, English Language Arts Common Interim Assessments, History Social Science Document Based Question assessments will be completed earlier in the school year to provide additional data to help staff understand each student's specific learning needs as early as possible to provide needed support.
- **Academic Interventions:** Due to closures and the loss of instructional time students experienced, plans for the upcoming school year will emphasize the priority standards (standards that are essential for students to master) that teachers in their Professional Learning Communities (PLC) have identified, and to focus their assessment and intervention efforts on those areas. Sites will continue to develop systematic approaches to support students with targeted intervention and extension activities based on assessment data. Staff have scheduled release days to provide time for teachers to develop these systems. Teachers will continue to be required to support students' individual needs within their own classroom setting and sites will use traditional supports that are provided at sites, including tutoring and established tutorial time that is part of the instructional day. Additionally, if restrictions permit, students who need additional support will be provided increased time on campus for in person support. At elementary schools, in both online and on campus learning, teachers will still be required to provide small group intervention for students not meeting standards and students who need instruction in English Language Development.
- **Support Special Education Assessments:** Additional support will be provided to school psychologists, speech and language pathologists, and education specialists so that they are able to provide assessments to students whose assessments were paused during closure. Individualized Education Plan meetings will be scheduled early in the school year with families to review assessment data and ensure that goals and services are appropriate to accommodate changing student learning needs.
- **Make-up Services and Intervention for Students with IEPs:** IEP teams will meet to review new assessment data and determine if their student experienced regression, or loss

of learning and lack of progress on goals, during distance learning. Staff is developing make-up service and intervention options to be provided face to face, both during and after the school day, to the greatest extent possible as per physical distancing and gathering restrictions. With many special education services being delivered one on one or in small groups, distancing and gathering restrictions are not as limiting as they are for general education classrooms; however, some students with more significant disabilities may not be able to attend “on campus” learning due to health concerns.

- **Initial and Ongoing Training for Teachers and Staff in Online Curriculum and Blended Instructional Delivery:** A new curriculum requires approximately 4-6 hours of training for teachers through online modules. In addition to initial training to learn about the new curriculum, further training would also be provided by District staff to show how the online curriculum can be supplemented with current curriculum, how the new curriculum can be augmented with face to face instruction, and continued reinforcement of best practices for online and in class blended instructional practices. To support teachers’ competency with online teaching strategies, staff developed a series of 4 professional learning modules based on the National Standards for Quality Online Learning. The modules are Organizing Content, Instructor-Learner Interaction, Learner-Learner Interaction, Assessing Learning. All modules will be available to teachers during summer Professional Learning Academy and in the fall. Finally, training for the new Canvas Learning Management System will be provided for staff and families prior to the start of the school year.
- **Secondary Registration Procedures:** Staff have currently planned for registration to take place in late July and early August. Students would be provided with appointment times where they would arrive and work through registration either in person or in vehicles depending on restrictions that are in place at the time.
- **Calendar Revisions In Case of Increase in COVID-19 Cases:** Staff proposes that calendar revisions, such as extending winter recess by two weeks, be analyzed and considered. An extension of the calendar at winter recess, where an additional two weeks was added to the current recess, could be beneficial in case of a surge in COVID-19 cases. Staff will complete additional analysis and provide recommendations at a fall 2020 Board meeting.

#3 Mental Health and Emotional Support, Social Emotional Learning, and Cultural Diversity

The third key component of the Reopening Schools Plan is the strong emphasis and integration of mental health and emotional support, and the prioritization of cultural diversity, for students, staff, and families.

Governor Newsom declared a statewide “stay at home order” on March 19, 2020, and the self-isolation of families since that date has impacted the mental health and social emotional needs of students, their families, and staff. Prolonged physical distancing, the economic crisis, uncertainty surrounding the COVID-19 pandemic, and other national events involving protests against racial discrimination and acts of violence, will leave many students and staff with mental health issues and feelings of anxiety and depression, and it is critical that their needs are met. These impacts

will be widespread and will require additional expertise in mental health, with increased trauma and sensitivity training for all staff, students and parents.

The plan provides training prior to the beginning of the school year for site administrators, District managers, and teachers to develop new social emotional learning techniques and cultural awareness that can be integrated throughout the school day and in every subject. This plan will complement the lessons and support that are already being implemented by school counselors.

Mental Health and Social Emotional Learning Plan

The mental health and social emotional learning plan is an important component of the Reopening Plan and is guided by the work of the District's Social Emotional Learning Guiding Coalition. Formed in the fall of 2019, the Guiding Coalition is a committee of certificated staff, classified staff, and District and site level management. The findings of the spring 2020 parent survey, and the recommendations of the coalition, have provided strong guidance to the Reopening School Plan:

- **Mental Health Support for Students and Staff:** All staff will be trained on how to identify students struggling with trauma and refer them to mental health professionals for additional support. All District administrators will be trained in the summer in social emotional learning and emotional support strategies that will be used to support both their staff and students. The training will include an overview of the social emotional competencies that align with the curriculum and work of the school counselors, and an initial focus on self-awareness techniques.
- **Training for Staff and Parents regarding Social Emotional Support and Learning Strategies:** To build capacity with social emotional learning, staff will be providing on-going professional learning district-wide for management, certificated and classified staff throughout the school year starting with the summer professional learning academy. The professional learning will focus on trauma-informed practices, self-awareness, mindfulness, signature social emotional learning practices to build relationships and implicit bias. These core competencies are aligned with the major student competencies that will be taught via self-paced lessons for students district-wide. The core competencies include emotion regulation, empathy, skills for learning, social justice, and bully prevention. Since parents and guardians play such an important role in the lives of students, it is essential that they acquire the SEL competencies to support their children. Various parent workshops will be offered for parents on self-awareness, self management, anxiety and social justice.
 - **Elementary school topics include:**
 - Emotion Regulation (Second Step)
 - Skills for Learning (Second Step)
 - Empathy (Second Step)
 - Multiculturalism/Social Justice (Counselor Created)
 - Bully Prevention Lesson (Second Step)
 - **Middle School topics include:**

- Schedule and Time Management (Counselor Created)
- Anxiety (Second Step)
- Building Community & Combating Hate (Counselor Created)
- Motivation (Second Step)
- Anti-Bullying (Second Step)
- **High School topics include:**
 - Diversity and Multicultural Awareness
 - Mental Health: Burnout, Red Flags, When to Ask for Help
 - Mental Health: Anxiety and How to Cope
 - Stress Management
 - College and Career Exploration (9, 10)
 - Building a College List & FAFSA (11, 12)
- **Parent Workshop topics include:**
 - Self Awareness and Self Management
 - Social Justice
 - Anxiety/ How to Address School Refusal

District's Cultural Proficiency Task Force and Cultural Diversity

The Reopening Schools Plan also prioritizes an increased awareness of the value and importance of inclusion and cultural diversity of the District.

Cultural Proficiency Task Force and Meeting with Students: In the fall of 2019, the Cultural Proficiency Task Force was formed to develop a three-year plan. The 44 member Cultural Proficiency Task Force's mission is to facilitate systemic change that increases learning outcomes for all students and ensure an inclusive environment where students, staff and the community value diversity. On July 8, 2020, the Superintendent, Executive Cabinet, and members from the Cultural Proficiency Task Force met with four students representing the group CUSD Against Racism to listen to the key findings from their survey which gathered 830 responses from students and parents. The goal of the meeting was to discuss their ideas for next steps to support inclusivity and equity in the District. The students shared that they feel it's important to hear the student and parent stories to change campus cultures so racism isn't normalized. They requested that the District focus on curriculum (representing Black, Indigineous, and People of Color), add an Ethnic Studies or similar course as a graduation requirement, provide anti-bullying training for teachers and other staff, utilize restorative justice practices, and include student representation on the Cultural Proficiency Task Force.

The Cultural Proficiency Task Force and staff agreed to identify key priorities and establish measurable goals and to solicit on-going input from stakeholders on the development and implementation of the action plan. Staff also agreed to the following proposals:

- Begin work on curriculum and explore an APEX online Ethnic Studies course pilot
- Continue restorative practices training
- Update the District's Discipline Handbook and discipline policies
- Provide training included with the annual Policy Acceptance procedures

- Improve Complaint website accessibility
- Engage the Student Representative to the Board to support student representatives on the Cultural Proficiency Task Force.

Staff is scheduling a follow-up meeting with the students to enhance staff accountability for the implementation of this work. The Cultural Proficiency Task Force will collaborate with stakeholders on the development of the action plan and will bring it for Board approval in the fall. Finally, at the request of Trustees, a new Cultural Proficiency Task Force webpage has been launched on the District website.

#4: Flexible and Innovative Program Models

The fourth and final component of the Reopening Schools Plan is flexible and innovative program models so that a “world class” education that embraces core values is provided through different delivery models, from a traditional on campus format to 100% online. The Reopening Schools Plan includes options for flexibility and innovation so that the District can provide families with different options for their child, from 100% online, to a combination of online and on campus learning, to a full-time option for elementary students. **Program format flexibility, one of the District core values, is important because it would allow the District to adjust to a traditional learning model as soon as Stage 4 is achieved and the County guidelines are adjusted.**

Adhering to the District’s core values and state and county guidance as parameters, different program models are presented for approval. **It should be noted that the first option is to return to traditional, pre-Covid-19 learning on campus, and this option will be implemented as soon as state and county guidance indicate that it is safe to consider a full return to campus.**

Staff have studied multiple models and, based upon important feedback from the Reopening Teams, parents, and the District survey results, the following program options are recommended. This section of the Board Report will describe each program option, provide models, and consider the costs and impacts to staffing.

Program Options for Grades K-5 and 6-12

Grades K-5 Programs

For grades K-5, there are **three** programs available:

- **Program A:** 100% on-campus learning
- **Program B:** 50% on-campus learning and 50% home supplementary activities
- **Program C:** 100% online with teacher support provided

In a traditional modern elementary classroom setting, teachers provide academic instruction (math, literacy, science, and social studies) for approximately half the school day. The remainder of the day includes activities such as seatwork, art, music, recess, and lunch. While important, the supervision of these activities does not necessarily require a credentialed teacher. Therefore, in order to meet the Stage 2 requirements for distancing and smaller class sizes, the option provides smaller classes of elementary students where they spend one half of their day with a credentialed teacher and the other half of the day either with another teacher or staff member who works closely with the teacher to provide additional learning opportunities (**Program A**) or at home with a parent or another adult (**Program B**). Families who want to limit campus time but want their teacher to

provide direct instruction on campus could select a “half day” option (**Program B**) where their child works independently at home and does not attend the “extended learning” portion of the day on campus. **Program C**, the 100% online option, will allow elementary families to use the same established and proven curriculum that will be used in 2020-21 CUSD classrooms. Though this curriculum is designed for home use, it is not a homeschool curriculum. While an adult must make sure that students are completing the lessons, parents will not be required to teach. Trained teachers will provide support to students who are using the curriculum at home. **Table #1 demonstrates Programs A, B, and C for grades K-5.** Please note that all times are approximate and may vary. (Addendum #7)

The following is additional information regarding the elementary program options:

- **Family Preference Not Guaranteed for AM or PM in Program B:** Families who select Program B will be able to share their preference for either an AM or PM teaching session with their school principal; however, the family choice of AM or PM cannot be guaranteed, and the final decision for an AM or PM session will be determined by the site administrator.
- **Preschool:** Preschool students would attend school in groups of eight with a maximum capacity of 16 in a classroom. Some sites may begin the year with 8 students per session depending on enrollment and staffing considerations. Both fee and state programs will be operational. Instruction will be provided in a 3 hour session as 2, 3, and 5 day a week programs, AM or PM, depending on fee or state offerings. Student cohorts would be separate and would not include overlapping of the sessions in order to maintain small groups of students and maintain distancing. Staff is developing Pre-K online modules in Canvas that may be offered as an option for some families in addition to a 100% online curriculum in case of closure. The preschool program uses a curriculum model that addresses state standards for learning with the use of “Big Day” as a curriculum resource.
- **Transitional Kindergarten:** Transitional Kindergarten students will attend school five days per week in an AM/PM model led by a classroom teacher with a maximum group size of 16. The AM and PM sessions would be separate and would not include overlapping of the sessions in order to maintain small groups of students and appropriate distancing. Students will receive 3 hours of instruction daily, with 2.5 hours per day in the classroom and a half an hour of online extended learning. The state requirement for daily instructional time in Transitional Kindergarten is 3 hours. For the online instructional component, teachers are developing Transitional Kindergarten grade level modules in Canvas for the daily 30 minutes online and for 100% online learning in case of closure. The Transitional Kindergarten program uses a curriculum model that addresses state standards for learning with the use of “Big Day” as a curriculum resource.
- **Extended Learning:** In the survey that was sent to District families on May 22, 2020, 47% of the families who identified as having children in elementary schools during the 2020-2021 school year shared that they would have a need for childcare. Having students in school daily provides students the maximum educational benefit possible in addition to enabling families to know that their students are being safely supervised during the time that they are in school. Many families rely on childcare due to work schedules, and this will continue to be provided to families by District partners such as the YMCA. In addition, elementary schools will provide supervised independent study, described as “extended

learning,” for families who are unable to access childcare. This will take place at the student’s school of residence. Extended Learning staff would include classified staff, such as paraeducators, and certificated staff, such as teachers, assistant principals, or school counselors. The staff member would work under the direction of the teacher and would provide structured learning time that reinforces the teacher’s direct instruction. During instructional time, the classroom teacher would provide first instruction, lessons, and assessment; whereas the extended learning staff member would reinforce the classroom lessons, provide structured independent study, skill reinforcement, and assistance with homework. Extended learning may also include other enrichment activities such as structured P.E., music, and art, similar to a middle school “wheel” of elective choices.

- **Alternative Plans for Extended Learning and Inclement Weather:** Staff recognizes that alternative plans are needed for days with inclement weather, including excessive heat and rain, on campuses where extended learning is facilitated primarily using outdoor spaces. At the school sites with higher enrollment where indoor space for extended learning is limited, principals will develop alternative plans to prepare temporary indoor options on days with inclement weather. Staff is also analyzing additional options regarding inclement weather contingency plans for extended learning when indoor space is limited.

Grades 6-12 Programs

For grades 6-12, there are two programs available:

- **Program A:** 50% on-campus learning and 50% online independent study
- **Program B:** 100% online with teacher support provided

The 100% on-campus learning model is not available for middle and high schools due to lack of sufficient classroom space to house smaller groups of students as required in Stage 2. **In Program A**, students will be on campus 2 1/2 days per week with the remainder of their academic time spent in online study or home supplementary activities. **In Program B**, a 100% online learning program will allow families to use the same established and proven curriculum that will be used in 2020-21 CUSD classrooms. Though the curricula used in the two program choices for Middle/High School are designed for home use, they are not homeschool curricula. While an adult at home must make sure that students (particularly younger students) are completing the lessons, parents will not be required to teach. Trained teachers will teach students using the online curriculum. **Grades 6-12 attend their home school campus 50% of the week and work independently in an online setting for the other 50%.** They attend classes at their school of residence on Monday/Wednesday or Tuesday/Thursday and every other Friday. A full day program is not available for grades 6-12 due to the fact that distancing requires that class sizes are limited to approximately 16 students, and sufficient classroom space and staff are not available for all students to be on campus every day.

Table 2 demonstrates Program A for grades 6-12 where students attend 2 ½ days per week on campus with the remainder of their time online. The 50 percent model is divided into six periods and follows the traditional block schedule at the high school. Please note that all times are approximate and may vary. (Addendum #8)

Program Elements for All Programs Grades K-12

- **Increased Child Care Options for Middle School Students:** While the elementary programs provide a 100% on campus learning option, a full day program is not available for middle school. Staff continues to explore different opportunities for increased child care options at middle schools.
- **Opportunities to Change Programs During the School Year:** Staff recognizes that the ability to change programs during the school year is a value to families. Given the uncertainty caused by the COVID-19 pandemic, families may choose the 100% online program at the beginning of the year due to health concerns, and then desire to return to on campus learning when conditions change. Conversely, families may initially select the on campus learning program but then experience an illness during the course of the year where there is a need for the 100% online program to avoid potential exposure to COVID-19.

Program changes should only occur at certain benchmarks during the year in order to maintain proper staffing of teachers and extended learning and to provide continuity of learning to the student. The Reopening Team has provided feedback regarding timing of program changes. Based upon this feedback, staff is proposing the following:

- Last date for registration for fall 2020: July 31, 2020
- Program change opportunities for elementary: trimester breaks (November 2, 2020; February 22, 2020)
- Program change opportunities for secondary: quarterly, progress reporting periods, or semester break

Staff recognizes that families should have maximum flexibility to move from on campus to 100% online learning, particularly when the request is a result of a family health emergency. Furthermore, as a result of the Reopening Team feedback, staff is further considering more frequent opportunities for families to discontinue the extended learning portion of their elementary program. Staff will continue to define the program change process and will share a final decision with Trustees and families prior to the July 31, 2020, deadline for fall enrollment. Staff will also advertise this information on the Reopening Page website and in the Frequently Asked Questions document.

- **Special Education Programs:** All special education programs and related services would be available both on campus and online in Option #3:
 - All special education families will have the same choices for instruction as their general education peers
 - Secondary students in specialized programs will have the additional option of being on campus full time, in order to meet the requirements of their IEP
 - All students in specialized programs attending 100% on campus will follow a similar schedule as their general education peers
 - All elementary students: 2.5 hours direct instruction, 2.5 hours of extended learning
 - Secondary students in specialized programs will have the additional option to remain on campus full time for what would be their virtual independent learning support time as well as the days they would be off track. The

students who remain on campus will be those who's IEP services and minutes reflect a need to be on campus full time.

- If a parent is requesting less time on campus than their child's IEP reflects, an IEP meeting will need to be held to discuss the change in services.
- **Specialized Academic Instruction**
 - Students who attend 100% online will receive specialized academic instruction virtually in accordance with their IEPs, may be on site or virtual.
 - Students who attend 50% on campus and 50% online will receive specialized academic instruction in accordance with their IEPs; services could be in person or virtually depending on goals, service environment, and other factors which will be discussed in an IEP meeting.
 - Students who attend 100% on campus will receive specialized academic instruction on campus in accordance with their IEPs, goals, and service environment.
- **Related Services**
 - Related services include speech, occupational therapy, and adaptive P.E.
 - Services will be provided both on campus and online in preschool, grades TK-12, and Adult Transition Program.

Assumptions

The Reopening School program options were built on a series of assumptions. These assumptions were based on survey data, feedback from stakeholder groups, and official guidance and recommendations from the California Department of Public Health. Survey data indicated that between 13 percent and 17 percent of District families would elect to have their children participate in a 100 percent online option. It also revealed that 43 percent of families would need childcare if school did not resume in a manner that ensured students were on campus for a full day option each day. Community input and feedback helped shape the District assumptions about the importance of opening school in a manner that ensures student safety, and that helps students return to their school of residence and with school staff with whom they are familiar. Input further led to assumptions about maintaining strong academic programming in high schools and the need to find ways to increase social-emotional support for all students. Staff have confirmed that adequate facility space is currently available, or can be temporarily added through outdoor shade structures, to ensure schools provide appropriate learning environments based upon the projections from the survey results.

5 Elementary Schools with Highest Enrollment

Further analysis is being completed at five schools with greater enrollment regarding campus space if the parent registration for extended learning exceeds the 43% from the initial survey. Oso Grande Elementary, Vista del Mar Elementary, Las Palmas Elementary, Chaparral Elementary, and Ladera Ranch Elementary are the elementary schools with the highest student enrollment. After registration is confirmed, if demand for extended learning exceeds 70% at these schools, students may need to attend nearby elementary school campuses to support all Program A 100% On-Campus learning requests. Every effort will be made to accommodate families on their school

campus of residence. Staff will work with site administrators at these five sites to maximize learning spaces prior to considering alternative campuses.

Staffing Reassignments and Financial Cost

In order to realize the core value of returning elementary students to school with 100% On-Campus Learning (Program A), reassignment of both certificated and classified staff is required to meet the need for Extended Learning options in elementary schools. As previously referenced, teachers, paraeducators, and other staff would be **temporarily** reassigned to provide activities and support for students who participate in the full day option on elementary school campuses. This could involve fitness, art, music, mindfulness, and small group counseling activities to help the youngest and most vulnerable students have access to increased support. Based upon the assumption that approximately 50% of elementary families would select Program A, approximately 300 staff members would be required to support this program. Additional costs for temporary classroom modifications and temporary outdoor shade structures would also be necessary to ensure adequate learning space, particularly on campuses with higher enrollment. This information is included in the financial implications section of the Board report.

Teachers to Be Temporarily Reassigned to Extended Learning

Table 3 provides more specific information regarding the number of teachers that would be temporarily reassigned to support extended learning. In addition, current paraeducators would be reassigned, and any additional paraeducators needed would be hired using the Federal CARES Act funding:

Table 3

Teacher	# Temporarily Reassigned**
PE teachers (MS and HS)	30
Elective teachers (HS)	10
CCP	4.6
Health teachers (HS)	4.6
Music teachers (ES)	27
Total # of Teachers	76.2

ES = elementary school; MS = middle school; HS = high school

**** All staffing numbers are estimates and may adjust as staffing is finalized.**

Paraeducators to be Hired or Reassigned to Extended Learning

After teacher reassignments, as described in Table 3, counselors, assistant principals, and paraeducators would be assigned to staff the remaining extended learning classes. Table 4

estimates the number of positions to supervise extended learning for elementary students at 300, and this is built on the assumption that approximately 50% of families would choose Program A (100% on campus learning). If early registration demonstrates that more than 300 positions are necessary, then the number of paraeducators needed to fully staff extended learning in elementary school, and the associated cost, would increase. Please note that **funds from the Federal CARES Act, which are one-time monies that must be spent prior to December 31, 2020, would be used to pay for additional staff.**

Table 4: Staffing of Extended Learning

Teachers and Staff Needed for Extended Learning**	# of Positions
Supervised Extended Learning	300
Reassigned Teachers	-76.2
Elementary Counselors	-11
Elementary APs	-10
Reassign Paraeducators	-75
District Certificated staff	-4
District Management staff	-3
Total Paraeducators Needed	120.8
Estimated Cost of Paraeducators	\$4,174,000

**** All staffing numbers are estimates and may adjust as staffing is finalized.**

Early Registration Data and Program Selections

Staff extended the deadline for families to complete early registration to Friday, July 10, 2020. The data will be reviewed to determine the number of families requesting program types at the elementary and secondary levels. A summary of the early registration information will be provided to Trustees in the Reopening Schools PowerPoint presentation which will be made available to the public on Tuesday, July 14, 2020.

Temporary Adjustment to Graduation Requirements for Reassigning of Teachers

Staff is proposing temporary changes to three Board policies to support increased flexibility for students and for the District. The temporary policies would be in place for up to two years, to support increased flexibility for high school students. The temporary changes will reduce requirements to graduate and provide the District resources to provide support to our elementary students.

The temporary policy adjustments include:

- Students would have more opportunities to take classes through educational institutions such as community colleges.
- Grade 9 and grade 10 students take a minimum of 5 classes in District schools and grade 11 and grade 12 students take a minimum of 4 classes in District schools.
- Reducing the required number of classes needed to graduate from high school to 200 for the classes of 2021 and 2022. This would reduce the number of elective credits students would need to take in order to graduate from high school. Specifically, 15 elective credits and 5 credits of health would no longer be required for students in order to graduate from high school.
- Allow students to take more than 1 class at a community college and allow students to take these classes regardless of the class being offered on their high school campuses.
- Eliminate the restriction of weighted grades for college courses. The classes of 2022-2023 and 2023-2024 would be grandfathered under the 200 credit requirements as outlined in the proposed temporary policy.
- Allow approved college courses to be awarded weighted grades alongside AP, IB, and Honors level courses.

With this flexibility, elective, health, and physical education teachers are available to provide programming and support to the elementary students to augment their learning and instruction during extended learning. These teachers would be temporarily reassigned to support the class sizes of 16 students in elementary. Extended Learning staff would provide students with activities to: reinforce skills learned from the teacher; assist with homework; provide structured play; and facilitate “elective wheel” options such as art, music, and PE.

Return to Normal Schedule

All schools are prepared to return to a normal schedule if and when the health and safety guidelines can be met. At the elementary level, students would resume full day classes with their current teacher. At middle school, students would receive new schedules to reflect the addition of physical education. Middle school students would maintain the same courses, but could potentially have some changes in teachers. At high school, students would receive new schedules to reflect physical education and potentially other courses being added back into their schedules. High school students would maintain the same courses, but would likely experience some changes in teachers. With the use of Apex learning, Scout, and District-created classes, pacing for all courses will be aligned to allow for smooth transitions to a different teacher.

TIMELINE AND NEXT STEPS

The Reopening Schools Plan includes important benchmarks and timelines between July 15, 2020, and August 18, 2020, the first day of the 2020-2021 school year. If approved by Trustees, staff will begin planning for appropriate staffing, scheduling, and arrangement of resources and materials. Staff will begin work with both associations to collaboratively develop agreements regarding working conditions and other issues. The community and staff will continue to receive weekly updates from Communications via email, social media, and on the Reopening School

website for updates regarding any changes to County health and safety guidelines, and potential impacts to reopening, leading up to August 18, 2020.

Communication

Ongoing, timely, and informative messaging is a core value and critical to the success of the Reopening Schools Plan. In order to provide the District's community and staff with effective communication, the following will continue as described in the timeline:

- **Reopening Website:** The Reopening Schools website was launched on June 22, 2020. It includes Frequently Asked Questions, an executive summary of the Reopening Schools programs, and links to the California Department of Public Health guidelines, the Orange County Health Care Agency, and other resources. It also provides all archived community messaging regarding reopening.
- **Reopening Weekly Message:** Communications will continue to provide weekly messaging, including an update after the July 15, 2020, Board meeting, regarding next steps. Staff will also provide weekly updates to all District employees.
- **“Early Registration” and Confirmation for Fall 2020 K-12 Educational Program:** Every District family was asked to apply for “early registration” to indicate their program choice by either completing a Google form or inputting directly into Aeries. Early registration was due July 10, 2020. District staff will contact families who did not respond to the early registration request between July 20, 2020-July 31, 2020 to confirm their registration for their program of choice. If a family is not reached, by default their child will be enrolled in Program A (100% on campus) for elementary and Program A (50% on campus) for secondary. Families will not be able to change their program choice after July 31, 2020.

Table 5 provides information regarding timelines and deliverables for an effective reopening of school:

Table 5: Timeline, Important Dates, and Actions

Timeline and Important Dates	Actions
July 13, 2020 - July 17, 2020	<ul style="list-style-type: none">* Forms reviewed by staff*Staffing in response to intent forms continues* Review of County health requirements* District messaging re Reopening and July 31, 2020 deadline for final registration to families* District message re Reopening to staff

	<ul style="list-style-type: none"> * Distribution of Personal Protective Equipment and supplies to District Office and ancillary offices
July 15, 2020	<ul style="list-style-type: none"> * Board meeting * Board action regarding Reopening Plan
July 20, 2020 - July 24, 2020	<ul style="list-style-type: none"> * District leadership training regarding Reopening Plan and mental health, emotional support, and cultural diversity * Ordering of technology and devices * Principals return and continue planning and staffing based upon registration data and current guidelines * Review of County health requirement * District messaging re Reopening update to families and staff * Phone conferences begin to confirm registration * Distribution of Personal Protective Equipment and supplies to High Schools
July 27, 2020 - July 31, 2020	<ul style="list-style-type: none"> * Site planning completed for Reopening * District messaging re Reopening update to families and staff * Phone conferences completed with families to confirm intent for registration * Distribution of Personal Protective Equipment and supplies to Elementary and Middle Schools
August 3, 2020 - August 7, 2020	<ul style="list-style-type: none"> * Review of County health requirements * Site messaging re Reopening update to

	<p>families and staff</p> <p>* Professional development begins for staff for Canvas, online curriculum, and health and safety</p>
August 10, 2020-August 14, 2020 and August 17, 2020	<p>* Site messaging re Reopening update to families and staff</p> <p>* Information provided to families regarding “healthy habits,” school procedures and schedules, and updated health and safety protocol</p> <p>* Workshops provided for families on Canvas Learning Management System and health and safety requirements</p> <p>* Professional development continues for staff for Canvas, online curriculum, and health and safety</p>
August 18, 2020	<p>* First Day of 2020-2021 School Year</p> <p>* Information provided to students regarding “healthy habits,” school procedures and schedules, and updated health and safety protocol</p>
August 19, 2020	<p>* Board Meeting</p> <p>* Update regarding Reopening of School</p>

FINANCIAL IMPLICATIONS

The following purchases and expenses will be **funded using the Federal CARES Act monies**:

- Chromebooks for every student in grades K-12 to ensure access to the online curriculum and learning resources; includes a commitment to funding for four year replacement plan: see following chart for initial and ongoing cost:

20/21	21/22	22/23	23/24	24/25
\$5,952,773.08	\$2,551,188.46	\$2,551,188.46	\$2,551,188.46	\$4,251,980.77

This project is funded from the CARES Act to cover the 20/21 and 21/22 fiscal years. For the 22/23 and subsequent years (A) the project is funded using one time or ongoing textbook monies (or maybe some other funding); and (B) the project is funded using general fund monies which will increase the deficit in those years and will require further reductions.

- Outdoor wireless at all elementary sites: \$215,000.
- 843 temporary outdoor shade structures for extended learning: \$142,409.
- Personal protective equipment, infrared thermometers, hand washing sinks, cleaning supplies, HVAC filters, tape. (will be claimed from FEMA with expected 75% reimbursement) \$1,342,000.
- Hire 120.8 Paraeducators for Extended Learning: \$4,174,000. If demand for extended learning exceeds the estimate of 50%, then more paraeducators will need to be hired and the expense will increase by an additional \$34,550 per paraeducator. CARES act monies will expire in December so anyone paid after that will need to be paid from other funds. This can be offset by the careful use of CARES funds to pay for other District costs.
- Additional assignment hours for teachers to build online curriculum and social emotional learning training for managers and teachers: \$401,355.

STAFF RECOMMENDATION

Staff recommends approval of the Reopening Schools Plan for the 2020-2021 school year. Staff asks for approval of the plan as a framework while additional details are defined and determined by the Reopening Teams, and collaborative agreements are finalized with the Capistrano Unified Education Association and Classified School Employees Association.

Lead Team

The Lead Team includes the following District and site leaders, including representatives of all District departments, elementary and secondary schools, Capistrano Unified Education Association (CUEA), and California School Employees Association (CSEA). The Lead Team provides guidance and recommendations for the development of the main components of the plan.

- Ann Tademy, Research Evaluation Analyst
- Bradley Shearer, Assistant Superintendent
- Clark Hampton, Deputy Superintendent
- Don Mahoney, Assistant Superintendent
- Greg Young, CUEA
- Heidi Harvey, Executive Director
- Jennifer Smalley, Assistant Superintendent
- Jill O'Connell-Bogle, Principal, Elementary
- Jolene Dougherty, Principal, Cal Virtual and Cal Prep
- Dr. John Morgan, Chief Technology Officer
- Joshua Hill, Assistant Superintendent
- Joy Schnapper, CUEA President
- Kirsten Vital, Superintendent
- Lynn Smith, Teacher, High School
- Dr. Meg Ervais, Principal and CUMA President
- Michelle Benham, Principal, Middle School
- Natalie Engelson, Sr. Staff Secretary
- Peggy Baerst, Executive Director
- Rich Montgomery, Assistant Superintendent
- Robert Miller, Assistant Superintendent
- Ronda Walen, CSEA President
- Stephanie Avera, Director of Educational Technology
- Dr. Susan Holliday, Associate Superintendent, Education Services
- Tammie Graham, Teacher, Middle School
- Tim Brooks, Associate Superintendent, Human Resource Services
- Tim Hornig, Principal, High School
- Trina Rivas, Teacher, Elementary School
- Dr. Wendy Pospichal, Executive Director

Logistics Team

The second team, known as the Logistics Team, is a comprehensive group of technical experts who work closely with the Lead Team to address the key areas of the plan. The Logistics Team is made up of stakeholders and representatives of all departments, schools, CUEA, and CSEA.

Members of the Logistics Team include:

- Andrea Karolys, District Nurse
- Andrea Meissner, Principal
- Barbara Skelly, Teacher, Elementary
- Bill Kaiser, Teacher, High School

- Carlos Chicas, Director of Transportation
- Carly Hancock, Primary Music Teacher
- Clint Collins, Principal, Transition Programs
- Danielle Clark, Director of Related Services
- Danielle Davis, Assistant Principal, Elementary
- Dave Stewart, Executive Director, Human Resource Services and Professional Learning
- Deb Wiederecht, Occupational Therapist
- Debbi Keeler, Director II, Early Childhood Programs
- Debbie Qualtiere, Manager, Food Service Operations
- Denise Scarola, Manager, Insurance
- Diane Stagner, Supervisor, Food Service Operations
- Dorcas Scinico, Preschool Teacher
- Greg Nestor, Manager, Warehouse/Graphic Arts
- Heidi Crowley, Coordinator II, Charter Schools
- Jacquelyn Crummett, Lead Food Service Professional
- Janelle Stever, Program Specialist
- Jeana Dagley, Principal, Elementary
- Jie Gao, Teacher, Elementary
- John Forney, Chief Facilities Officer
- John Misustin, Principal and CUMA Representative, High School
- Johnnie Booker, Paraeducator IV
- Jon Ohnstad, Teacher
- Julie Uy, Office Manager
- Karen Scott, Director, Information Services
- Kathleen Kellman, Nurse
- Kathy Purcell, Executive Director
- Kory Wentzel, Block Music Teacher
- Kristen Hilleman, Director of Food and Nutrition Services
- Kristin Orloff, Assistant Principal
- Lauren Pattullo, Coordinator II, Special Education Services
- Lisa Stilwagner, Manager, Food Service Operations
- Luci Coppola, Assistant Principal, High School
- Lynh Rust, Executive Director, Contracts and Purchasing
- Manisha Kulkarni-Fish, Teacher
- Marnie Feeley, Psychologist
- Matt Atilano, Teacher, Middle School
- Matt Reid, HS Activities Director
- Megan Fallman, Teacher
- Melissa Anderson, Teacher
- Michelle Moore, Principal
- Michelle Proctor, Teacher
- Mike Beekman, Executive Director, Safety and Student Services
- Mike Moore, Teacher, High School
- Molly Thoman, Transportation Route Planner
- Nancy Cho, Program Specialist
- Natalie Baptiste, Coordinator II

- Nenoska Frink, Program Specialist
- Nicholas Dewald, Teacher
- Osvaldo Florentino, Custodian
- Pati Romo, Executive Director
- Philippa Townsend, Assistant Superintendent, Fiscal Services
- Rebecca Bailey, Assistant Principal, Elementary
- Rebecca Pianta, Coordinator, Counseling and Support Services
- Ryan Ortiz, Assistant Principal, Middle School
- Sandy Clark, Paraeducator IV
- Shannon Illingworth, Nutrition Specialist
- Sonia LeTourneau, Buyer Planner
- Stacy Yogi, Executive Director
- Susan Carlisle, Manager, HRS
- Ted Norman, Director, M&O
- Vernitra Clark, LVN

Student Values

The Reopening School core values are shared from a student's perspective and organized into two major themes: **safety and connectedness and learning.**

Safety and Connectedness

- All students want to feel safe.
- All students want to feel connected to their school.
- All students want to feel a sense of “returning to normal.”
- All students benefit from mental health and social emotional support and an awareness and understanding of cultural diversity.
- All students benefit from social interaction with their peers and teachers.
- All students benefit from ongoing, timely communication with their teachers and schools.

Learning

- All students deserve a rigorous and engaging education that meets their unique learning needs in both an “on campus” and online format.
- All students benefit from on campus learning, but some students are more successful than other students working independently in an online educational setting.
- All students value extra-curricular activities and opportunities beyond core classes, including sports, clubs, fine arts, and school events.
- Students in the earliest grades and students with disabilities are more successful when receiving direct instruction and services in an on campus setting.
- Some students need differentiated, individualized services and support to be successful.
- Students value specialized programs that provide them with career opportunities and pathways.
- Students benefit from choice and flexible options for educational programs and schools to meet their unique needs.
- Students benefit from teachers and staff who are fully trained and prepared to meet their needs.
- Students who are unable to attend school on campus need a flexible curriculum so that they may continue to learn online and then successfully return to campus when able to do so.



Distance Learning Survey Results

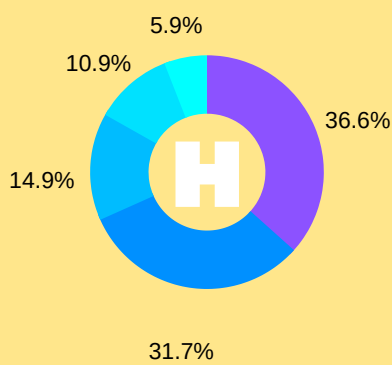
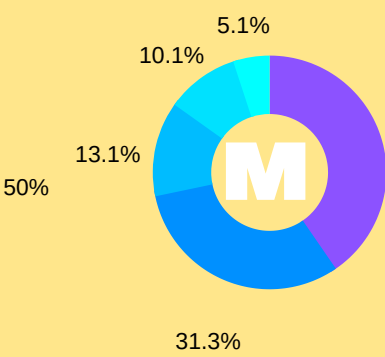
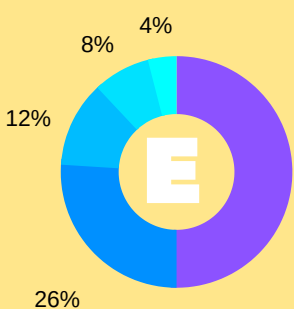
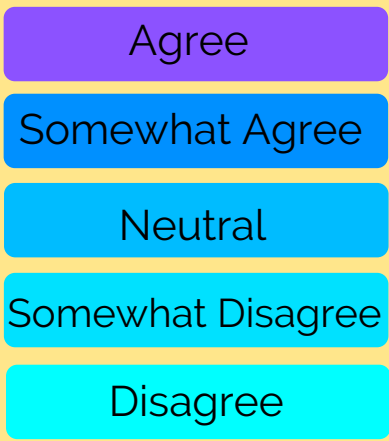
On Friday, May 22, 2020 staff sent out a survey to CUSD families to get feedback on their experiences with Distance Learning over the last two months, as well as their input regarding the reopening of school in the Fall. The results are as follows.

- 24,911 responses were provided for the survey
- 52% indicated having a child at the Elementary level; 23% at the Middle School level; 25% at the High School level

DISTANCE LEARNING

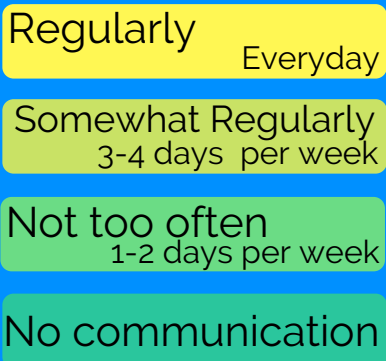
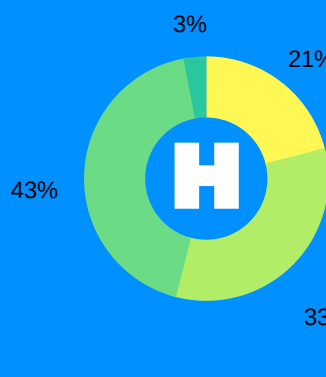
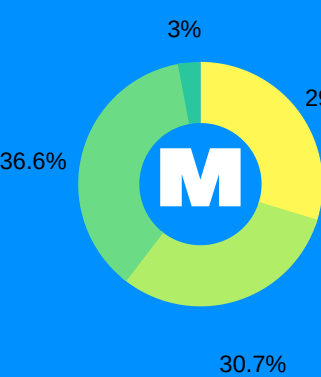
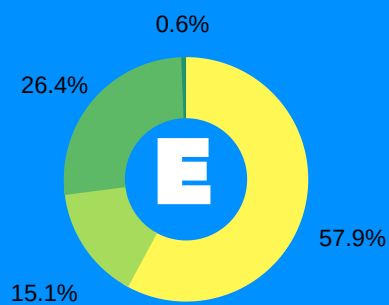
EFFECTIVENESS

The school did an effective job of implementing distance learning.



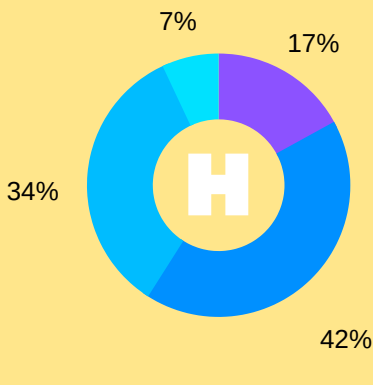
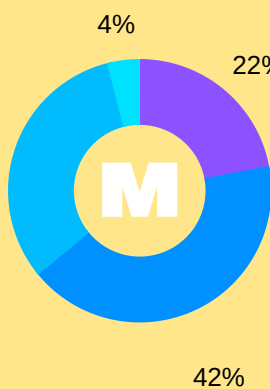
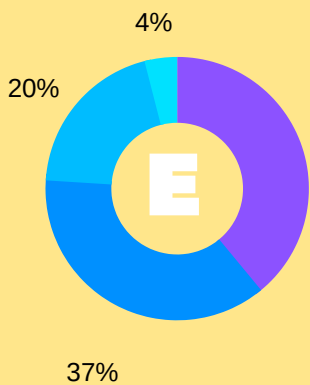
INTERACTION

Generally speaking, interaction with the teacher occurred ...



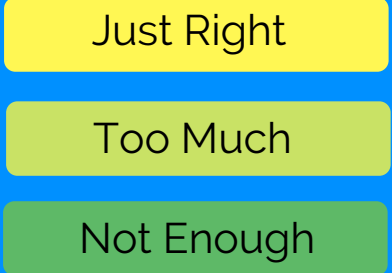
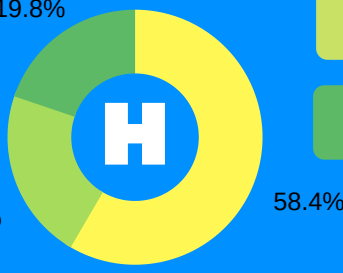
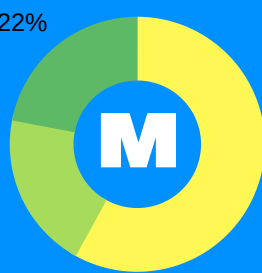
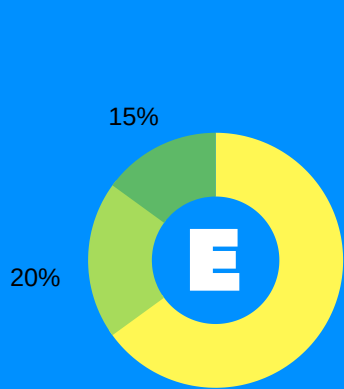
EXPECTATIONS

The school did an effective job of implementing distance learning.



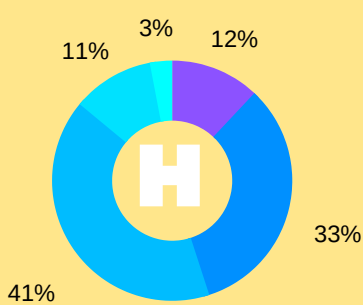
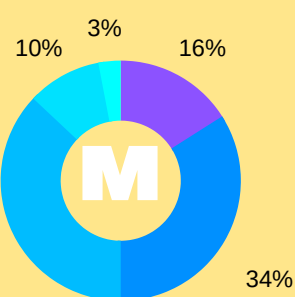
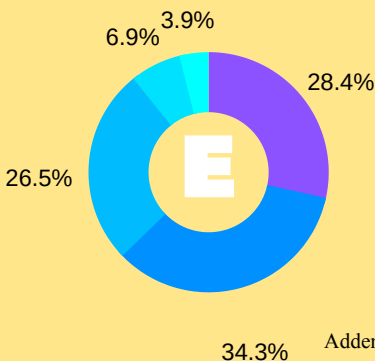
AMOUNT OF WORK

The amount of work assigned by the teacher was ...



SUPPORT PROVIDED BY TEACHER

The instructional support provided by the teacher(s) was ...



REOPENING OF SCHOOL

ON CAMPUS VS. VIRTUAL

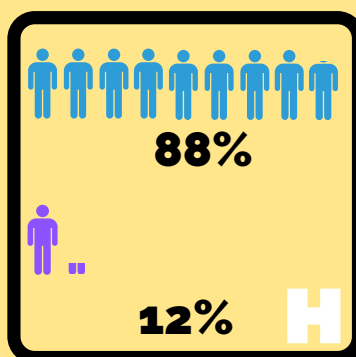
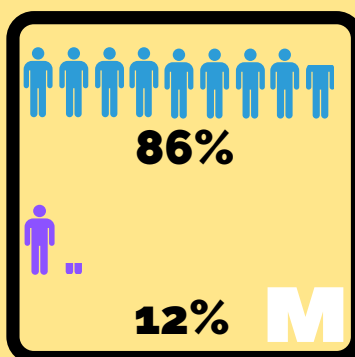
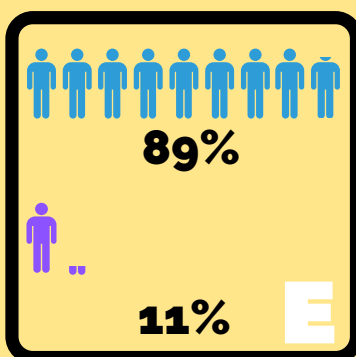
When schools open in the fall, assuming health restrictions are lifted and schools are in normal operations, which option would be your preference?



Likely to prefer my child would attend school on campus full-time



Likely to prefer my child would enroll in one of CUSD's Home/Independent Online study programs



HYBRID VS. VIRTUAL

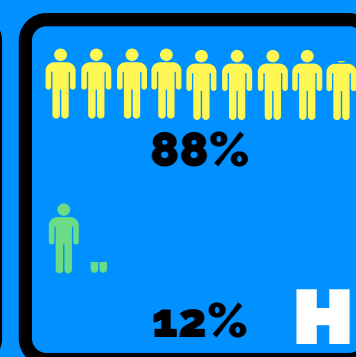
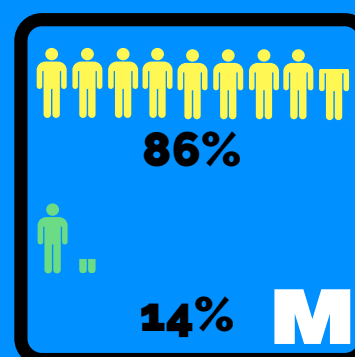
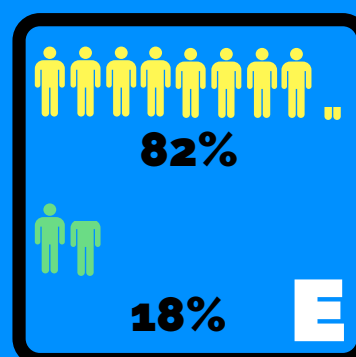
If this fall schools were unable to have students back in the traditional format but rather provided a hybrid model where students are on campus 2-3 days a week and learning online the remaining days, what would be your preference?



I would participate in the hybrid model where my student would come on campus 2 or 3 days a week.



I would not participate in the hybrid model and would prefer to have my student in a 100% online or home school model.



CHILDCARE

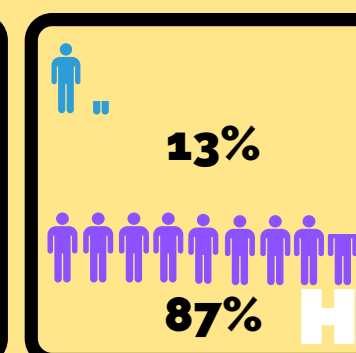
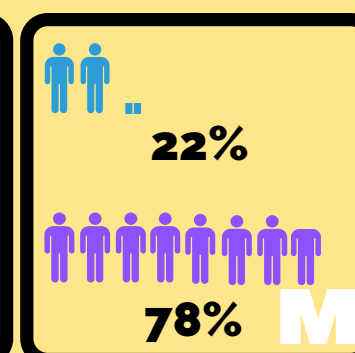
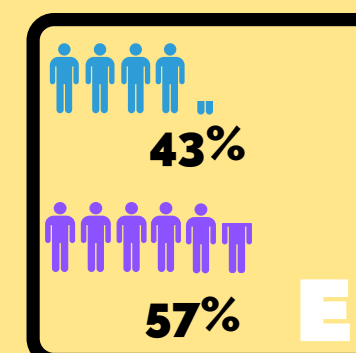
If this fall schools were unable to bring back students in a traditional format, but were required to provide a hybrid model in which students were only on campus 2-3 days per week, would you have a need for child care on the days your student was not attending school on campus (even if childcare was provided at another school)?



YES



NO



SOCIAL DISTANCING MEASURES

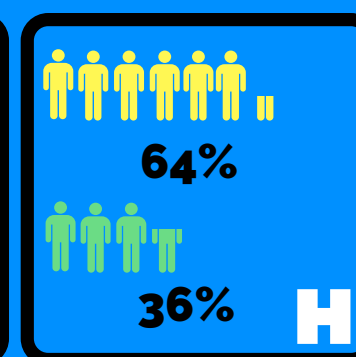
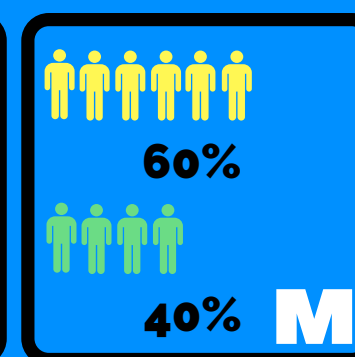
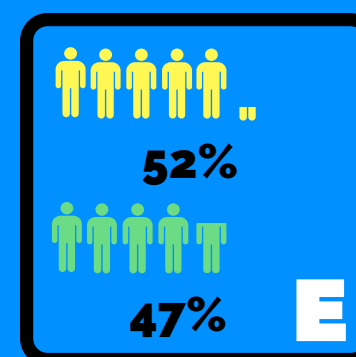
Would you have your child attend school where social distancing measures were in place and students would not have access to recess, outdoor lunch, or other large gatherings including assemblies, attendance at sports or musical events, etc?



YES



NO



SOCIAL DISTANCING MEASURES

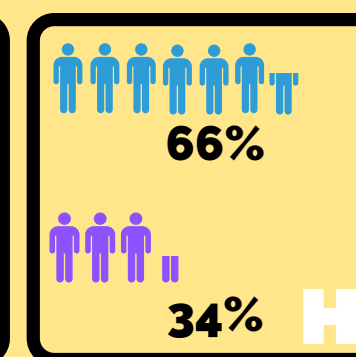
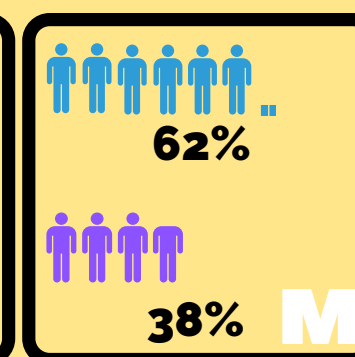
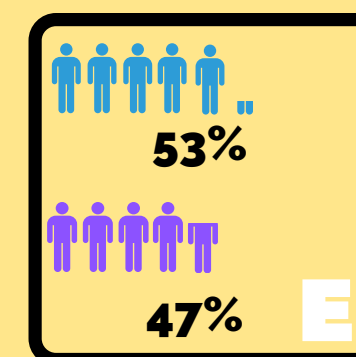
Would you have your child attend school where social distancing measures were in place that required students to wear face masks or adhere to other restrictions such as maintaining a six foot distance from others and increased requirements to wash hands and maintain clean work spaces?



YES



NO



COVID-19 INDUSTRY GUIDANCE: Schools and School- Based Programs

Release date: **June 5, 2020**

Recommended effective date
no sooner than: **June 12, 2020**

All guidance should be implemented only with county health officer approval following their review of local epidemiological data including cases per 100,000 population, rate of test positivity, and local preparedness to support a health care surge, vulnerable populations, contact tracing, and testing.

OVERVIEW

Communities across the state are spending the next weeks and months preparing for the forthcoming school year. To assist with that planning process, the following guidelines and considerations are intended to help school and community leaders plan and prepare to resume in-person instruction.

This guidance is interim. These guidelines and considerations are based on the best available public health data at this time, international best practices currently employed, and the practical realities of managing school operations; as new data and practices emerge, the guidance will be updated. Additionally, the guidelines and considerations do not reflect the full scope of issues that school communities will need to address, which range from day-to-day site-based logistics to the social and emotional well-being of students and staff; further guidance is forthcoming, including on school-based sports and extracurricular activities.

Implementation of this guidance will depend on local public health conditions, including those listed [here](#). Communities meeting those criteria, such as lower incidence of COVID-19 and adequate preparedness, may implement the guidance described below as part of a phased reopening. All decisions about following this guidance should be made in collaboration with local health officials and other authorities.

Implementation of this guidance should be tailored for each setting, including adequate consideration of instructional programs operating at each school site and the needs of students and families. School leaders should engage relevant stakeholders—including families, staff and labor partners in the school community—to formulate and implement plans that consider the following:

- **Student, Family and Staff Population:** Who are the student, family and staff populations that will be impacted by or can serve as partners in implementing any of the following measures?
- **Ability to Implement or Adhere to Measures:** Do staff, students and families have the tools, information, resources and ability to successfully adhere to or implement the new measures?
- **Negative or Unintended Consequences:** Are there any negative or unintended consequences to staff, students or families of implementing the measures and how can those consequences be mitigated?

The guidance is not intended to revoke or repeal any employee rights, either statutory, regulatory or collectively bargained, and is not exhaustive, as it does not include county health orders, nor is it a substitute for any existing safety and health-related regulatory requirements such as those of Cal/OSHA. Stay current on changes to public health guidance and state/local orders, as the COVID-19 situation continues. Cal/OSHA has more safety and health guidance on its [Cal/OSHA Guidance on Requirements to](#)

[Protect Workers from Coronavirus webpage](#), and will be developing supplemental guidance to assist education employers in complying with Cal/OSHA's COVID-19-related standards.



1. General Measures

- Establish and continue communication with local and State authorities to determine current disease levels and control measures in your community. For example:
 - Review and refer to, if applicable, the relevant county variance documentation. Documentation can be found [here](#).
 - Consult with your county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions. A directory can be found [here](#).
 - Collaborate with other local educational agencies in your region, including the county office of education.
 - Regularly review updated guidance from state agencies, including the [California Department of Public Health](#) and [California Department of Education](#).
- Evaluate whether and to what extent external community organizations can safely utilize the site and campus resources. Ensure external community organizations that use the facilities also follow this guidance.
- Develop a plan for the possibility of repeated closures of classes, groups or entire facilities when persons associated with the facility or in the community become ill with COVID-19. See Section 10 below.
- Develop a plan to further support students with access and functional needs who may be at increased risk of becoming infected or having unrecognized illness due to COVID-19. For example, review existing student health plans to identify students who may need additional accommodations, develop a process for engaging families for potentially unknown concerns that may need to be accommodated or identify additional preparations for classroom and non-classroom environments as needed. Groups that might be at increased risk of becoming infected or having unrecognized illness include the following:
 - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
 - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
 - Individuals who may not be able to communicate symptoms of illness.

- Be aware of Cal/OSHA requirements to conduct site-specific hazard assessments and develop and implement an effective plan to protect employees.



2. Promote Healthy Hygiene Practices

- Teach and reinforce [washing hands](#), avoiding [contact with one's eyes, nose, and mouth](#), and [covering coughs and sneezes](#) among students and staff.
 - Teach students and remind staff to use tissue to wipe their nose and to cough/sneeze inside a tissue or their elbow.
 - Students and staff should wash their hands before and after eating; after coughing or sneezing; after being outside; and before and after using the restroom.
 - Students and staff should 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.
 - Staff should model and practice handwashing. For example, for lower grade levels, use bathroom time as an opportunity to reinforce healthy habits and monitor proper handwashing.
 - Students and staff should use fragrance-free hand sanitizer when handwashing is not practicable. Sanitizer must be rubbed into hands until completely dry. Note: frequent handwashing is more effective than the use of hand sanitizers.
 - 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.
- Consider portable handwashing stations throughout a site and near classrooms to minimize movement and congregations in bathrooms to the extent practicable.
- Develop routines enabling students and staff to regularly wash their hands at staggered intervals.
- Teach and reinforce use of [cloth face coverings](#), masks, or face shields. Face coverings are most essential when physical distancing is not practicable.

- All staff should use cloth face coverings unless Cal/OSHA standards require respiratory protection. Teachers can use face shields, if available, which enable younger students to see their teachers' faces and to avoid potential barriers to phonological instruction.
- Food service workers and staff in routine contact with the public (e.g., front office) should use gloves and facial coverings.
- Students should be encouraged to use cloth face coverings. Cloth face coverings are most essential in settings where physical distancing cannot easily be maintained, such as school buses or other settings where space may be insufficient.
- Students and staff should be frequently reminded not to touch the face covering and to [wash their hands](#) frequently.
- Information should be provided to all staff and families in the school community on [proper use, removal and washing of cloth face coverings](#).
- Ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trashcans, face coverings and hand sanitizers with at least 60 percent ethyl alcohol for staff and children who can safely use hand sanitizer.
 - Employers should provide and ensure staff use face coverings and all required protective equipment.
 - The California Governor's Office of Emergency Services (CalOES) and the Department of Public Health (CDPH) are and will be working to support procurement and distribution of personal protective equipment. Additional information can be found [here](#).



3. Intensify Cleaning, Disinfection, and Ventilation

- Consider suspending or modifying use of site resources that necessitate sharing or touching items. For example, consider suspending use of drinking fountains and instead encourage the use of reusable water bottles.
- Staff should [clean and disinfect](#) frequently-touched surfaces within school and on school buses at least daily and, as practicable, frequently throughout the day by trained custodial staff.

- Buses should be thoroughly cleaned and disinfected daily and after transporting any individual who is exhibiting symptoms of COVID-19. Drivers should be provided disinfectant wipes and disposable gloves to support disinfection of frequently touched surfaces during the day.
- Frequently touched surfaces in the school include, but are not limited to:
 - Door handles
 - Light switches
 - Sink handles
 - Bathroom surfaces
 - Tables
 - Student Desks
 - Chairs
- Limit use of shared playground equipment in favor of physical activities that require less contact with surfaces.
- Limit sharing of objects and equipment, such as toys, games and art supplies to the extent practicable. But where allowed, clean and disinfect between uses.
- 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.
 - To reduce the risk of asthma related to disinfecting, programs should aim to 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 must 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.
- Ensure safe and correct application of disinfectant and keep products away from students.
- Ensure proper ventilation during cleaning and disinfecting. Introduce fresh outdoor air as much as possible, for example, by opening windows where practicable. When cleaning, air out the space before children arrive; plan to do thorough cleaning when children are not present. If using air conditioning, use the setting that brings in fresh air. Replace and check air filters and filtration systems to ensure optimal air quality.
 - If opening windows poses a safety or health risk (e.g., allowing pollens in or exacerbating asthma symptoms) to persons using the facility, consider alternatives. For example, maximize central air filtration for HVAC systems (targeted filter rating of at least MERV 13).
- [Take steps](#) to ensure that all water systems and features (for example, drinking fountains and decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of [Legionnaires' disease](#) and other diseases associated with water.



4. Implementing Distancing Inside and Outside the Classroom

ARRIVAL AND DEPARTURE

- Open windows and maximize space between students and between students and the driver on school buses where practicable.
- Minimize contact at school between students, staff, families and the community at the beginning and end of the school day.
- Stagger arrival and drop off-times and locations as consistently as practicable as to minimize scheduling challenges for families.
- Designate routes for entry and exit, using as many entrances as feasible. Put in place other protocols to limit direct contact with others as much as practicable.
- Consider using privacy boards or clear screens.

CLASSROOM SPACE

- Students should remain in the same space and in groups as small and consistent as practicable. Keep the same students and teacher or staff with each group, to the greatest extent practicable.
- 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.
- Maximize space between seating and desks. 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, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.
- Consider redesigning activities for smaller groups and rearranging furniture and play spaces to maintain separation.
- Staff should 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.
- Implement procedures for turning in assignments to minimize contact.

NON-CLASSROOM SPACES

- Limit nonessential visitors, volunteers and activities involving other groups at the same time.
- Limit communal activities where practicable. Alternatively, stagger use, properly space occupants and disinfect in between uses.
- Consider use of non-classroom space for instruction, including regular use of outdoor space, weather permitting. For example, consider part-day instruction outside.
- 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.
- 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.
- Consider holding recess activities in separated areas designated by class.



5. Limit Sharing

- Keep each child's belongings separated and in individually labeled storage containers, cubbies or areas. Ensure belongings are taken home each day to be cleaned.
- Ensure adequate supplies to minimize sharing of high-touch materials (art supplies, equipment, etc.) to the extent practicable or limit 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.



6. Train All Staff and Educate Families

- Train all staff and provide educational materials to families in the following safety actions:
 - Enhanced sanitation practices
 - Physical distancing guidelines and their importance
 - Use of face coverings
 - Screening practices
 - COVID-19 specific [symptom](#) identification
- Consider conducting the training and education virtually, or, if in-person, ensure distancing is maintained.
- Information should be provided to all staff and families on [proper use, removal and washing of cloth face coverings](#).



7. Check for Signs and Symptoms

- Prevent discrimination against students who (or whose families) were or are diagnosed with COVID-19.
- Actively encourage staff and students who are sick or who have recently had [close contact](#) with a person with COVID-19 to stay home. Develop policies that encourage sick staff and students to stay at home without

fear of reprisal, and ensure staff, students and students' families are aware of these policies.

- Implement screening and other procedures for all staff and students entering the facility.
 - Conduct visual wellness checks of all students and take students' temperature with a no-touch thermometer.
 - 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.
 - Make available and encourage use of hand-washing stations or hand sanitizer.
 - Document/track 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. Additional guidance can be found [here](#). As noted in Section 9 below, the staff liaison can serve a coordinating role to ensure prompt and responsible notification.
 - 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.
- 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](#).
- Policies should not penalize students and families for missing class.



8. Plan for When a Staff Member, Child or Visitor Becomes Sick

- Work with school administrators, nurses and other healthcare providers to identify 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.

- Establish procedures to arrange for safe transport home or to a healthcare facility, as appropriate, when an individual is exhibiting COVID-19 symptoms:
 - Fever
 - Cough
 - Shortness of breath or difficulty breathing
 - Chills
 - Repeated shaking with chills
 - Muscle pain
 - Headache
 - Sore throat
 - New loss of taste or smell
- For serious injury or illness, call 9-1-1 without delay. Seek medical attention if COVID-19 symptoms become severe, including persistent pain or pressure in the chest, confusion, or bluish lips or face. Updates and further details are available on [CDC's webpage](#).
- 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. Additional guidance can be found [here](#).
- 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.
- Advise sick staff members and students not to return until they have met CDC criteria to discontinue [home isolation](#), including 3 days with no fever, symptoms have improved and 10 days since symptoms first appeared.
- 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.



9. Maintain Healthy Operations

- Monitor staff absenteeism and have a roster of trained back-up staff where available.
- Monitor the types of illnesses and symptoms among your students and staff to help isolate them promptly.
- Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Employees should know who they are and how to contact them. The liaison should be trained to coordinate the documentation and tracking of possible exposure, 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. Additional guidance can be found [here](#).
- Consult with local health departments if routine testing is being considered by a local educational agency. The role of providing routine systematic testing of staff or students for COVID-19 (e.g., PCR swab testing for acute infection, or presence of antibodies in serum after infection) is currently unclear.
- 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.



10. Considerations for Partial or Total Closures

- Check State and local orders and health department notices daily about transmission in the area or closures and adjust operations accordingly.
- When a student, teacher or staff member tests positive for COVID-19 and had exposed others at the school, implement the following steps:
 - In consultation with the local public health department, the appropriate school official may decide whether school closure 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.

- Given standard guidance for isolation at home for at least 14 days after close contact, the classroom or office where the patient was based will typically need to close temporarily as students or staff isolate.
- Additional close contacts at school outside of a classroom should also isolate at home.
- Additional areas of the school visited by the COVID-19 positive individual may also need to be closed temporarily for cleaning and disinfection.
- Implement communication plans for school closure to include outreach to students, parents, teachers, staff and the community.
- Include information for staff regarding labor laws, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable for public local educational agencies.
- 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.

ORANGE COUNTY TOGETHER

SCHOOL REOPENING CHECKLIST

In accordance with the [OC Health Officer's Orders](#) effective June 20, 2020, all businesses, industries and entities that reopen in Orange County shall post an industry-specific checklist and attestation at a visible location at the public entrance of each property. The OC Health Care Agency and the Orange County Department of Education recommend county schools follow this checklist that is supplemental to the [COVID-19 California Department of Public Health \(CDPH\) Industry Guidance: Schools and School-Based Programs](#). The checklist is a summary. Districts and schools should familiarize themselves with the complete CDPH guidance before using this checklist.

1. Develop a Written Worksite Specific Plan

- ☐ Identify the person(s) responsible for implementing the plan.
- ☐ Perform a risk assessment and identify the measures that will be taken to prevent spread of the virus. (May be completed by the school or district)
- ☐ Develop a plan that is consistent with recommendations by the [California Department of Public Health \(CDPH\)](#) for when a staff member, child or visitor becomes sick or tests positive for COVID-19. The plan should include the following:
 - ☐ Identify a process to investigate COVID-19 cases, alert the local health department, and identify and isolate close contact with students or staff until they are tested.
 - ☐ Considerations for a partial or total closure in response to a student, teacher or staff members testing positive for COVID-19.
 - ☐ A plan for communicating positive cases to staff and parents, and for the return of students or employees who have recovered from the illness.
- ☐ Develop a plan for maintaining healthy operations that is consistent with recommendations by the CDPH.
- ☐ Train and communicate the plans with employees and employee representatives.
- ☐ Develop a process to check for compliance and to document and correct deficiencies.
- ☐ Develop a plan for distance learning should school(s) need to temporarily close due to COVID-19.

Please post this checklist on campus in a visible location.

Addendum #5

EXHIBIT #28

2. Provide Relevant Training for Employees and Students

- ☐ Train all staff and students and provide educational materials to families in the following safety actions:
 - ☐ Enhanced sanitation practices
 - ☐ Physical distancing guidelines of six feet and their importance
 - ☐ Use of face coverings including proper use, removal, and washing of cloth face coverings according to CDPH guidelines.
 - ☐ Use a tissue to wipe their nose and to cough/sneeze inside a tissue or elbow. Throw tissues away and wash hands immediately.
 - ☐ Screening practices using CDC guidelines.
 - ☐ Information related to COVID-19 including the following:
 - ☐ Specific symptom identification
 - ☐ Emphasis on not coming to work or school when exhibiting signs or symptoms of COVID-19
 - ☐ Practices for preventing spread
 - ☐ When to seek medical attentions
 - ☐ Vulnerable populations
- ☐ Provide information to staff regarding:
 - ☐ Leave and workers' compensation benefits.
 - ☐ For janitorial workers and plumbers, communicate the hazards associated with working on sewage or plumbing, and performing janitorial services, since COVID-19 has been found in feces of infected persons.

3. Plan Individual Control Measures and Screening

- ☐ Identify a process for symptom screenings and/or temperature checks for all staff and students.
 - ☐ Students and staff who have a temperature 100.4 or higher will be sent home and remain home until fever free without using fever reducing medications for 72 hours.
- ☐ Require staff or students who are sick or exhibiting symptoms of COVID-19 to stay home.
- ☐ Food service workers and staff in routine contact with the public (e.g., front office) should use gloves and facial coverings.
 - ☐ Gloves should be disposed of immediately after use and not be worn for extended periods of time unless being changed frequently.
- ☐ Face coverings should be worn by students, staff and visitors when six feet of distancing is not feasible and other exemptions do not apply. In some circumstances, Cal/OSHA standards may require respiratory protection for staff.
- ☐ Develop routines enabling students and staff to regularly wash their hands at staggered intervals.
- ☐ Post signage to remind students, staff, family members and any authorized visitors to wear face coverings and practice physical distancing according to CDPH guidelines and Executive Orders.

Please post this checklist on campus in a visible location.

4. Implement Thorough Cleaning and Disinfecting Protocols

- ☐ Perform thorough cleaning in high traffic areas.
- ☐ Clean and disinfect frequently touched surfaces within school and on school buses at least daily and, if practicable, frequently throughout the day by trained custodial staff.
- ☐ Buses should be thoroughly cleaned and disinfected daily and after transporting any individual who is exhibiting symptoms of COVID-19.
- ☐ Limit use of shared playground equipment and objects and encourage physical activity that requires less contact with surfaces.
- ☐ Regularly clean and sanitize shared equipment when transferred between students and/or staff.
- ☐ Provide time for workers to implement cleaning practices during their shift.
- ☐ Ensure that sanitary facilities stay operational and stocked at all times.
- ☐ Ensure adequate supplies to support healthy hygiene behaviors.
- ☐ Post signs in schools, workplace and common areas emphasizing basic infection-prevention measures, including posting hand-washing signs in restrooms.
- ☐ Use products approved for use against COVID-19 on the Environmental Protection Agency-approved list, and follow product instructions and Cal/OSHA requirements including proper ventilation during cleaning and disinfecting. Keep products away from students.
- ☐ Discontinue any shared food or beverages by students and/or staff.
- ☐ Check air filters and filtration systems to ensure optimal air quality.

5. Promote Physical Distancing Guidelines

- ☐ Implement measures to promote six feet of physical distancing in accordance with [the Orange County Health Officer's strong recommendation effective June 20, 2020](#).
- ☐ For classroom space, consider the following:
 - ☐ Limit the number of students/staff in enclosed areas.
 - ☐ Students remaining in the same space and group as small and consistent as practicable, and minimize movement of students and teachers/staff as much as practicable.
 - ☐ Consider ways to establish separation of students through other means if practicable such as:
 - ☐ Six feet between desks
 - ☐ Partitions between desks; use clear plastic, study carrels or other barriers where six feet of physical distancing cannot be maintained
 - ☐ Markings on classroom floors to promote distancing
 - ☐ Arranging desks in a way that minimizes face-to-face contact
 - ☐ Space teacher and other staff desks at least six feet apart from student desks.
 - ☐ Use non-classroom space for instruction.
- ☐ In non-classroom spaces, consider the following:
 - ☐ Establish directional hallways and passageways for foot traffic, if possible, to reduce instances where individuals pass one another face-to-face.
 - ☐ Clearly mark areas where students, staff and visitors must queue to maintain physical distancing, or use alternative entry requirements.
 - ☐ Limiting nonessential visitors, volunteers, and activities. Use an appointment system, stagger appointments and reduce walk-ins.

Please post this checklist on campus in a visible location.

- ☐ Reconfigure waiting areas, lobbies, workstations and employee break rooms, if possible, to allow for at least six feet of distance.
- ☐ Limiting communal activities where practicable
- ☐ Minimizing congregate movement as much as possible.
- ☐ Serving meals in classrooms or outdoor areas where practicable.
- ☐ Adjust staff meetings to ensure physical distancing, and use phone or webinars if possible.
- ☐ For arrival and departure, consider the following:
 - ☐ Minimize contact at school between students, staff, families and the community as much as practicable.
 - ☐ Designate drop-off and pick-up locations that discourage large gatherings. Consider alternate scheduling.
 - ☐ Clearly designate entrances and separate exits if possible.

Please post this checklist on campus in a visible location.

ORANGE COUNTY TOGETHER

SCHOOL REOPENING ATTESTATION



On behalf of the _____ School District, I attest that I have taken the steps necessary to reopen school in a safe and responsible manner and completed the following measures in accordance with the industry-specific guidelines from the California Department of Public Health and the requirements of the Orange County Health Care Agency:

1. Develop a Written Worksite Specific Plan
2. Provide Relevant Training for Employees and Students
3. Plan Individual Control Measures and Screening
4. Implement Thorough Cleaning and Disinfecting Protocols
5. Promote Physical Distancing Guidelines

Site Administrator

Date

Superintendent or Designee

Date

School

District

Please post this attestation on campus in a visible location.

Addendum #5

EXHIBIT #28

Securing Equipment and Supplies for Health and Safety Guidelines

In order to secure personal protective equipment and other supplies prior to the start of the school year, staff has placed orders as per the CDPH health and safety guidelines. See Addendum #6 for the items and quantities already ordered. CUSD indicates items ordered by the District, and OCDE indicates stock provided by the County. The column that describes “total” combines both the District and County.

Stock	CUSD	OCDE	Total
Hand Sanitizer 1 gallon	675	-	675
Hand Sanitizer 16.9 oz (case/24)	-	352	352
Cloth Masks Child	35,500	-	35,500
Cloth Masks Secondary/Adult	82,500	-	82,500
Face Shields Adult	75	38	113
Face Shields Child	50	-	50
Face Shields w/drape	100	-	100
Disp. masks 6-12/adult (box of 50)	50	1,298	1,348
Disp. masks K-5 (box of 50)	150	1,080	1,230
KN95 Masks	500	140	640
Blue gowns for Nurses	300	-	300
Plastic barriers	1,286	-	1,286
Thermometers	3,144	362	3,506
Gloves (box of 100)	600	-	600
Distance Dots	7,500	-	7,500
Orange tape	15,000	-	15,000
Portable Sinks	250	-	250
Ez-ups	843	-	843
Orange safety cones	1,500	-	1,500
Batteries AA	200		200
Batteries AAA	2,000		2,000

Table 1: Grades K-5 Programs A, B, and C

	Cohort 1 Full Day M-F	Cohort 2 Full Day M-F	Cohort 3 ½ Day AM M-F	Cohort 4 ½ Day PM M-F	Cohort 5 100% Online Only
Staggered Arrival	7:45-8:00 am	7:45-8:00 am	8:00-8:15 am	N/A	N/A
Teacher/ Supervisor	Supervisor #1 8:00-10:30 Extended Learning	Teacher #1 8:00-10:30 Classroom Instruction	Teacher #2 8:15-10:45 Classroom Instruction	Independent Study (Online)	Teacher #3 8:00-10:30 Online Instruction
Staggered Dismissal/ Transition	10:30-10:45	10:30-10:45	10:45-11:00	N/A	N/A
Lunch/ Clean desks	10:45-11:30	10:45-11:30	N/A	N/A	N/A
Staggered Arrival	11:30-11:45	11:30-11:45	N/A	11:45-12:00	N/A
Teacher/ Supervisor	Teacher #1 11:45-2:15 Classroom Instruction	Supervisor #1 11:45-2:15 Extended Learning	Independent Study (Online)	Teacher #2 12:00-2:30 Classroom Instruction	Teacher #3 12:30-1:00 Office Hours 1:00-2:30 Independent Study
Staggered Dismissal	2:15-2:30	2:15-2:30	N/A	2:30-2:45	N/A

**** Please note that times are approximate and may vary.**

Table 2: Grades 6-12 Program A

Student View	A Track	B Track	A Track	B Track	A Track	B Track
	Monday	Tuesday	Wednesday	Thursday	Friday - Wk 1	Friday - Wk 2
Period 1,2	Elective	Elective	HSS	HSS	Elective	Elective
					HSS	HSS
Period 3,4	Science	Science	ELA	ELA	Science	Science
					ELA	ELA
Period 5,6	Math	Math	Independent Learning Support	Independent Learning Support	Math	Math
					Learning Support	Learning Support