

2020-2021 COVID-19 School Safety & Reopening Plan

Special Education Services

Revised January 2021

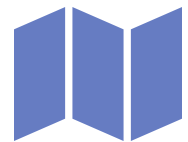
This is a fluid working document that may be adjusted as conditions and/or guidance changes.

Plan is in place through the 2020-2021 school year and will be reviewed for revisions for the 2021-2022 school year.

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Plan Overview



This COVID-19 Safety Plan covers in detail the items referenced on the COVID-19 School Guidance Checklist and includes multiple components designed to support a safe and healthy school environment during the COVID-19 pandemic.



Together with the [OCDE COVID-19 Prevention Program](#), which applies to all employees and school sites, this document outlines the policies and protocols in place to support safe and effective in-person learning at all school programs in the OCDE Special Education Division.



OCDE teams have developed a variety of family and employee resources. Please reach out to your Principal, School Nurse, or the COVID-19 Response Team with general questions or requests for:

- COVID-19 Prevention Training handouts
- School or site specific procedures
- Communication samples
- Public health guidance documents
- Mental health resources
- Employee Assistance Programs
- Distance Learning support materials
- Social Services resources specific to COVID-19

Instructional Models: In-Person & Distance Learning

The decision to re-open our school sites to students for in-person learning is rooted in science and based on guidance from State and local public health officials.

In-person instructional delivery is only one component of our instructional model for the 2020-2021 school year. To meet the needs of our students and families, we offer two instructional models, in-person and distance learning.

Some families may determine to have their child participate in in-person instruction and others may choose to continue with distance learning. We are pleased to support student growth and wellbeing in the delivery model that is most appropriate for the student and family at this time.

For our students in our Deaf and Hard of Hearing (DHH) programs at University High School and Venado Middle School, we offer a hybrid model of instruction in alignment with our host site.

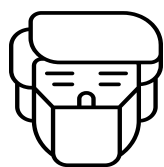


Promote Healthy Hygiene Practices

Health and Nursing staff are responsible for teaching and reinforcing the following:



[Handwashing – Clean Hands Save Lives](#)



[Face Coverings – Help Slow the Spread](#)

In accordance with the [California Department of Public Health’s \(CDPH\) Guidance](#) for Face Coverings students must utilize face coverings:

- While in the classroom
- While waiting to enter campus
- While on school grounds (except when eating or drinking)
- While leaving school
- While on the bus

Face coverings MUST be used in accordance with CDPH Guidelines unless a person is exempt as explained in the guidelines, particularly in indoor environments, on school buses, and areas where physical distancing is not sufficient to prevent disease transmission.

Cleaning, Disinfection, & Ventilation

Maintaining a clean and healthy environment

- Each site has suspended or modified the use of resources that necessitate sharing high risk items, such as drinking fountains.
- Sites have minimized the sharing of equipment, toys, electronics, utensils, and other instructional items to the extent practicable. Items will be cleaned in between use where warranted by likely contact with bodily fluids or otherwise appropriate.
- Staff clean frequently-touched surfaces within school at least daily and, as practicable with provided cleaning supplies.
- Frequently touched surface areas such as handles, light switches, bathroom surfaces, and tables are cleaned regularly and as needed.
- Where needed, sites modify the use of shared playground equipment in favor of physical activities that require less contact with shared surfaces. Staff move classroom activities outdoors as much as practicable.
- Sites have established restroom schedules where practicable to minimize crowding and intermixing of cohorts while limiting the number of individuals in the restrooms at one time. Restroom waiting areas include visual guidance and traffic control.

Follow product instructions for disinfectants for use against COVID-19



- Disinfecting will be completed when necessary but frequent disinfection can be a health risk to children and should be avoided at school sites when students are present.
- A cleaning and disinfecting schedule has been established to avoid both under and over-use of cleaning products. Thorough cleaning and disinfecting occurs when children are not present in the room.
- Site leaders will ensure proper ventilation during cleaning and disinfecting and will open doors and windows to allow fresh air in rooms during cleaning and disinfecting, as much as safety allows.

Implementation of Distance Learning Instruction



Distance Learning is provided in accordance with the mandates of SB-98 including providing daily live instruction, time valued assignments, daily attendance in adherence with the grade-level instructional minutes and tiered re-engagement strategies.

The minimum distance learning instructional day consists of 180 instructional minutes for transitional kindergarten and kindergarten, 230 instructional minutes for grades one through three, 240 instructional minutes for all other grade levels. (EC sections 43501 and 43502).

OCDE Special Education Services staff shall ensure that a weekly engagement record is completed for each student documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments (EC Section 43504(e)).

Staff shall document daily participation for each student on each instructional day, in whole or in part, for which distance learning is provided. A student who does not participate in distance learning for at least part of an instructional day shall be documented as absent for that instructional day. Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between staff, students, parents or guardians. (EC Section 43504(d)).

Each student is also provided with an individualized distance learning plan (DLP). The DLP is developed by a teacher in collaboration with service providers identified in the student's current IEP. It is also developed in alignment with goals and objectives in the student's current IEP. The DLP provides a detailed plan of instructional minutes provided by both the teacher, classroom staff and service providers. The DLP is provided to the student and parent and is updated on a regular basis. Each student is provided with an Individualized IEP Goal Activities for Distance Learning template. The template provides a list of the student's current IEP goals and objectives and a list of activities that can be completed at home to support progress in achieving these goals and objectives. Students are provided with on-line learning utilizing Zoom conferencing, Google classroom learning platform, and manipulatives and printed materials as needed.

Daily live instruction will be provided through both group and individual instructional opportunities. Students with special circumstance assistants (SCA) as determined by their IEP will be provided support during the virtual instruction. A daily schedule is provided to each student/parent to support their daily instruction.

Teachers and staff are committed to ensure that students continue to receive high quality educational experiences. Consistent communication with students and families will continue via School Messenger, letters mailed home, emails and a multitude of tools to keep students and families connected with the school. However, despite these engagement efforts, some students may demonstrate a lack of engagement and may be absent from Distance Learning opportunities. If a student is excessively absent from instruction, staff will activate the re-engagement process.

Implementation of In-Person Learning

Cohorts/Stable Groups

- Most OCDE Special Schools classes are assigned as a cohort. A cohort is a stable group of children or youth and supervising adults in a supervised environment in which supervising adults and children stay together for all activities (e.g., meals, recreation, etc.), and avoid contact with people outside of their group in the setting. Cohort size and number of supervising adults is determined by state and local guidance, including that identified in the California Department of Public Health Consolidated Schools Guidance.
- Cohorts of students and staff reduces the numbers of exposed individuals if COVID-19 is introduced into the group, decreases opportunities for exposure to or transmission of the virus; facilitates more efficient contact tracing in the event of a positive case; and allows for targeted testing and quarantine of a small group instead of potential schoolwide closures in the event of a positive case or cluster of cases.
- Students **must** remain in the same space and in groups as small and consistent as feasible. Except for specialized services, such as speech and language services, audiology, counseling, bus aide services, etc. the group make-up is kept fixed and static to the greatest extent feasible.
- Students attending the OCDE Deaf and Hard of Hearing (DHH) Total Communication Program may participate in departmentalized classes on a hybrid schedule where they participate in distance learning during an assigned part of the day or week and participate in on-campus learning during an assigned part of the day or week. While on campus, students rotate to fixed classrooms on a block schedule and participate in on-site screening according to the host district. Class sizes are reduced to allow physical distance and entry and exit processes into and out of these classrooms are staggered to avoid regular interaction and congregation between groups.



Arrival and Departure

- Minimize contact at school between students, staff, families and the community at the beginning and end of the school day.
- Arrival and drop off-times and locations are staggered as consistently as practicable to minimize students congregating and scheduling challenges for families.
- All individuals are to adhere to the designated routes for entry and exit, which were designed using as many entrances as feasible. Other protocols are in place by site to limit direct contact with others as much as practicable.
- Families and guardians are required to conduct a Daily Home Screening for their students each morning. Students arriving via parent provided transportation will be asked if a Daily Home Screening was conducted prior to entry into school.

Implementation of In-Person Instruction

The following procedures are in place to support in-person learning.

Classroom Space

- To reduce possibilities for infection, students remain in the same space and in cohorts/groups as small and consistent as practicable. The same students, teacher and classroom paraeducators are kept with each group, to the greatest extent practicable including recess and nutrition times.
- Ancillary staff will create alternate spacing and locations for treatment if not able to be part of the cohort.
- Doors and windows may be kept open to increase the flow of outside air, as safety, facilities, and security allows.
- Desks and other assigned staff spaces are arranged at least six feet away from student desk and assigned spaces. This distance may not be maintained in Special Schools classes but should be observed whenever practicable. Principals and other staff will consider additional classroom-specific ways to establish distance of students through other means if practicable. Plexiglass screens and other barriers may be implemented where feasible and supportive of the learning environment.
- Activities have been redesigned to allow for smaller groups and rearranging furniture and play spaces to maintain separation.
- Designated outdoor classroom space for each classroom includes work space and coverings to prioritize the use of outdoor space for activities where practicable.
- Each classroom has a routine cleaning schedule and protocol for high touch and shared space cleaning.
- In addition to extra face masks and cleaning supplies, classrooms have PPE supplies for use by staff such as gloves, face shields, and gowns.

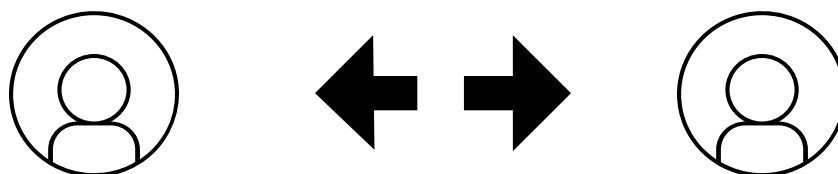


Implementation of In-Person Instruction

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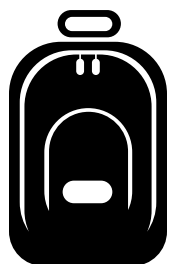
Non-Classroom Space

- Non-essential visitors, volunteers, and activities involving other groups at the same time will be limited on school sites.
- Non-classroom space for instruction, therapies, physical education and counseling have been developed in close proximity to the student's classroom including outdoor spaces.
- Minimize congregate movement in hallways or on campus as much as practicable. Movement will be limited and is designated with directional arrows and spacing reminders. Additional ways to enter and exit the campus are established including staggering passing times or when students cannot stay in one room.



- Meals are served outdoors or in classrooms in cohorts instead of cafeterias or group dining areas. Designated surfaces must be cleaned and disinfected before mealtime use. Meals will be served as individually plated or bagged style meals, avoiding sharing of foods and utensils. No cooking classes or activities are allowed. When practicable, staff should have meals outdoors or in areas where 6 feet of distancing can be adhered to.
- Recess and physical education will be in separate areas designated by cohorts with limited sharing of playground equipment. Designated areas will be cleaned thoroughly with 24 hours time span between use when practicable.
- Students are seated on buses in various seating formations designed to increase physical distancing as practicable and encourage forward facing seating. Bus seating charts are regularly reviewed.
- Gatherings, Community Based Instruction (CBI), Community CTE/vocational activities, and field trips are discontinued until further notice. Site based options are to be developed when feasible.

Sharing of Space & Materials



- Separate staff and student belongings in assigned cubbies or shelves to avoid sharing of space. Student belongings are sent home daily for parents to clean.
- Additional supplies and equipment is made available to minimize sharing of high-touch instructional materials to the extent practicable. Teachers will consult with their principals about items needed.
- Staff will avoid staff and student sharing of electronic devices, manipulatives, games, sports equipment, instructional materials, and learning aids as much as practicable.

Toileting

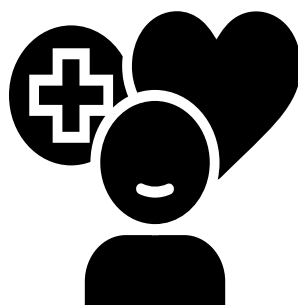
- Staff will change students' clothing and their own clothing when soiled with secretions or body fluids. Students' soiled clothing will be bagged and sent home sealed in a plastic container or bag.
- Toileting and diapering areas (including tables, pails, countertops, toileting chairs, sinks/faucets, toilets, floors, etc.) must be cleaned (physically remove dirt, debris, and sticky film by washing, wiping, and rinsing) and disinfected (kill nearly all of the germs on a hard, non-porous surface with a recommended chemical to remove bacteria) after each use.
- Disinfect when students are not in the area. Surfaces should be dry by the time students use the area.
- Toileting/diaper procedures (including extra COVID-19 steps) must be posted in the bathroom changing area.
- Staff are to properly use gloves, gowns, facial masks, and other protective equipment and wash hands before donning and after removing equipment in order to reduce contamination. Staff have been trained on proper procedures and may request additional training at any time.
- To ensure the student's safety, make the change more efficient, and reduce opportunities for contamination, assemble all necessary supplies before bringing the student to the changing area.
- Students and staff must wash hands after toileting/diaper change.
- Bathroom schedules should be established on sites where bathrooms are shared by more than one classroom/cohort.



Staff Training & Support for Families

Staff training and educational materials provided for families include but are not limited to the following topics:

- [What COVID-19 is and how it is spread](#)
- Enhanced sanitation practices
- [Physical distancing guidelines](#) and their importance
- Proper use, removal and washing of face coverings [Use Cloth Face Coverings to Help Slow Spread](#)
- Site screening practices
- [COVID-19 specific symptom identification](#) and the importance of staying home if experiencing symptoms or if they have had close contact with someone diagnosed with COVID-19
- [Preventing the spread of COVID-19 when sick](#)
- OCDE plans and procedures to follow when a student or adult becomes sick at school



Checking for Signs & Symptoms

Our practices prevent discrimination and secure dignity towards any staff, families, or students diagnosed with COVID-19. Policies do not penalize students for missing class.

Staff and students are to stay home when experiencing symptoms of COVID-19, have recently had [close contact](#) with a person with COVID-19, or have received a COVID-19 diagnosis, without fear of reprisal.

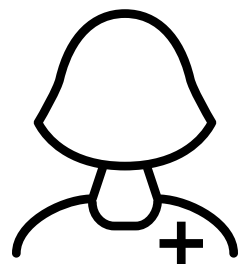
All staff and students participate in screening prior to entering the facility and are monitored while at school.

- Completion of a Daily Home Screener prior to arrival at school is required – **See Page 16**
- Visual wellness checks occur upon arrival. Individuals may be asked if they have experienced [Symptoms of Coronavirus](#) within the last 24 hours, or if someone at home has had symptoms or tested positive.

Staff will monitor themselves and students throughout the day for signs of illness. Thermometers are available at each class for temperature taking. School Nurse is to be notified of any suspected COVID-19 symptoms experienced by any individual while at school and will coordinate isolation and student return home.

School Nurse and Site Administrator are to be notified immediately of any possible exposure to COVID-19 or known positive cases. While maintaining confidentiality, as required under [FERPA and state laws](#), impacted staff and families are contacted if risk of exposure occurs. The School Nurse will serve as the liaison in a coordinating role to ensure prompt and responsible notification and follows the OCDE notification process by contacting the Manager, Safety and Preparedness Programs, in Human Resources. Investigation and tracing occurs in alignment with the CPP portion of this plan.

School Nursing staff make decisions regarding student participation in in-person learning based on health expertise as well as public health guidance including but not limited to [CDC's quarantine](#) and isolation guidance and the OCHCA Symptom Decision Tree for educators.



As needed, School Nurses collaborate with one another, school leadership, and other COVID-19 Response Team members to make the most appropriate decisions about student return to school following absence due to symptoms, exposure, or positive COVID-19 status.

Plans for When Staff, Visitor, or Child Becomes Sick

When someone becomes ill at school, the health and safety of the individual and contacts is the highest priority.

An isolation area has been established at each school site for anyone exhibiting symptoms of COVID-19. Any staff or student exhibiting symptoms shall be required to continue to wear a face covering (as able) and wait in an isolation area until they can be transported home or to a healthcare facility, as soon as practicable.

Medical attention will be sought if symptoms become severe, including persistent pain or pressure in the chest, confusion, or bluish lips or face as detailed [here by the CDC](#). 911 will be called for serious illness or injury without delay.



Positive COVID-19 Case

The School Nurse will be the primary site contact to address COVID-19 concerns with the help of additional health care staff on the site.

Staff and students are required to report positive cases to OCDE. The COVID-19 Response Team, including School Nursing staff, are trained in COVID-19 Response and will collaborate to respond according to the specifics of the case.

Any areas determined to be contaminated by exposure to the virus shall be closed off and not used before [cleaning and disinfecting](#). To reduce risk of exposure, when practicable, the area may be closed off for up to 24 hours before cleaning.

Positive Case Communication

Notification to staff and families is not provided for incidents of symptoms at the school, nor for when a member of the school community had been exposed outside of the school environment and is required to quarantine.

School Nurses, Site Administrators, and Human Resources will partner to notify staff and families of positive cases that were on site within the infectious period or within at least ten days of the positive case. See the CPP for more information about positive cases. Notifications are made while maintaining confidentiality as required by [state and federal laws](#). Communication to all staff regarding a positive case and possible exposure includes information regarding relevant employee leaves and benefits. Notifications to families and staff will include dates on site as well as informational materials and an explanation of next steps.

COVID-19 Response Team staff, which includes School Nurses for student cases, will conduct investigation and tracing and will appropriately notify impacted individuals within 24 hours of knowledge of the contact. Human Resources will record all close contacts and report the positive case and contacts to local health officials. Staff and students who have been advised to quarantine or otherwise at risk are provided additional materials and information regarding their safety and wellness.

- Staff is to NEVER reveal a student, staff, or family member's positive test results, symptoms, or other health related information to anyone that is NOT required to know.



Plans for When Staff, Visitor, or Child Becomes Sick

Positive COVID-19 Case - Absence and Return to Campus

Sick staff members and students who are **positive for COVID-19** will receive individualized consultation and are NOT to return to school until they meet [CDC criteria](#) to discontinue isolation and consult with the appropriate COVID-19 Response Team member (School Nurse for students; Human Resources for staff). Isolation discontinuation and consideration for return to school may only be considered after:

- 10 days since symptoms first appeared **AND**
- 24 hours with no fever without the use of fever reducing medication **AND**
- Other symptoms of COVID-19 are improving (*Loss of taste and smell may persist for weeks or months after recovery and need not delay the end of isolation*)



Distance learning is offered during the 2020–2021 school year. In consideration of health concerns, distance learning may be implemented based on the unique circumstances of each student who would be put at risk by an in-person instructional model.

- Students with a health condition, students with family members with a health condition, students who cohabitate or regularly interact with high-risk individuals, or are otherwise identified as “at-risk” by the parents or guardians, may require distance learning. Students may also temporarily move to distance learning as a result of a need for themselves or a member of the school community to isolate or quarantine.

Student or Staff Quarantine

Staff and students who are not ill but have to [quarantine](#) due to exposure to a confirmed case of COVID-19 may not return to campus until the identified quarantine period is exhausted. Staff and students on quarantine will also receive resources and personalized consultation specific to their exposure timeline and in alignment with public health guidelines regarding quarantine.

Maintaining Healthy Operations

Monitoring and Feedback

- The Principal and members of the COVID-19 Response Team will periodically review the campus COVID-19 controls and practices to assess any areas for improvement in school site safety.
- The Principal and School Nurse will regularly monitor the occurrences of illness, symptoms, and personal exposure brought onto campus and raise concerns about patterns to the Chief, Special Education, Director, Special Education, and/or the OCDE COVID-19 Response Team.
- Families are asked and encouraged to report health and safety concerns to the Principal or Assistant Principal.
- Staff members are asked and encouraged to report health and safety concerns to the School Principal, Assistant Principal, Safety and Preparedness Manager, or another member of the COVID-19 Response Team representing Risk Management and Human Resources. Staff may also make reports of concerns by calling the HR Tip Line. Employees are protected from retaliation for reporting safety hazards.



School Contacts

- The nursing team has been identified to all employees so they can report symptoms, exposure, or other concerns regarding students to nursing staff immediately.
- Effective communication systems are maintained by site that allow families to self-report symptoms, exposure, or diagnosis to the nursing staff. The School Nurse or designee is the primary source of information to the family regarding a student's COVID-19 related absence and resources, as well as return to in-person learning when appropriate.
- Families can expect that their cases will be treated with confidentiality.
- Families will receive timely notification of cases on site and temporary site closures, through the Principal.
- In the event that students must be temporarily assigned to distance learning because of illness or exposure, distance learning opportunities shall be implemented with care and support and the Teacher will be the primary contact for distance learning details and procedures.

Considerations for Partial or Total Closures

The COVID-19 Response Team regularly monitors state and local orders and health department notices regarding transmission in the area and/or other recommendations or closures. Case rates at each school and area are frequently monitored and possible school closures are evaluated in collaboration with OCHCA.

When a student or staff member tests positive for COVID-19 and had exposed others at the school, staff follow the OCDE CPP, the [CDPH Consolidated Schools Guidance](#) and internal procedures to implement appropriate contact tracing, support, and reporting.

All positive cases on campus prompt evaluation of whether or not to temporarily return an entire class, school, or administrative area to distance learning.

In small group cohort models, a positive case in a cohort during the infectious period, reported in a timely manner according to the identified quarantine period, will result in the entire cohort being assigned to distance learning and advised to quarantine.

Depending on when the case was last on-site and what activities occurred, some areas of a school may be closed off until additional cleaning and disinfection may occur.

OCDE, in coordination with OCHCA when appropriate, will implement communication plans regarding any full school closure to include outreach to students, parents, teachers, staff and community. In the event of a defined outbreak, all outbreak and major outbreak protocols outlined in the CPP portion of this plan go into effect.

When school closures occur, plans for continued education, continued nutrition and other supplementary services provided in the regular school setting are implemented.

Any additional interventions advised by OCHCA, CDPH, and/or Cal/OSHA will be implemented as necessary prior to re-opening the campus to in-person learning.

Daily Home Screener

Parents: Please complete this short check each morning before your child leaves for school.

SECTION 1: Symptoms

If your child has any of the following symptoms, that indicates a possible illness that may decrease the student’s ability to learn and also put them at risk for spreading illness to others. Please keep your child home from school and contact the School Nurse if your child is experiencing any of the following symptoms:

- ☒ ☐ Temperature 100.4 degrees Fahrenheit or higher when taken
- ☒ ☐ Chills, sore throat, unexplained fatigue, headache, muscle or body aches, not attributed to another confirmed medical condition
- ☒ ☐ New uncontrolled cough or difficulty breathing (for students with chronic allergic/ asthmatic cough, a change in their cough from baseline)
- ☒ ☐ Diarrhea, vomiting, or abdominal pain
- ☒ ☐ Loss of sense of taste or smell.

SECTION 2: Close Contact/Potential Exposure

If your child has had any exposure to COVID-19 as described below, please keep your child home from school today and contact the School Nurse.

- ☒ ☐ Had [close contact](#), defined as being within 6 feet for at 15 minutes or more over a 24-hour period, with a person suspected or confirmed by a medical professional to have COVID-19
- ☒ ☐ Lives with someone who has been suspected by a medical professional to have or has been confirmed to have COVID-19
- ☒ ☐ Has had other close contact with a positive COVID-19 case and advised by a medical professional to quarantine

Resources

Websites

[California Department of Public Health guidance](#)

[OC Health Officer's Orders & Recommendations](#)

[OC Health Care Agency FAQs](#)

[How to Make Cloth Face Covering](#)

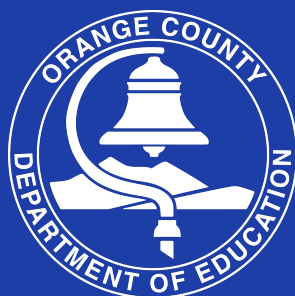
[California Department of Ed guidance](#)

[Distance learning standards for Schools](#)

[Orange County Together](#)

[OCDE Newsroom](#)





Special Education Services

www.ocde.us/SPED

2020-2021 School Reopening and Safety Plan

Safely opening schools in the COVID-19 era.

