

2020-2021 School Reopening and Safety Plan

Special Education Services

September 24, 2020

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

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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 alone is not sufficient to prevent disease transmission.

Intensify Cleaning, Disinfection, & Ventilation

Maintaining a healthy environment

- Each site will suspend or modify use of site resources that necessitate sharing or touching items (ex: suspending usage of drinking fountains and encouraging reusable water bottles).
- Each site will minimize sharing of equipment, toys, games, art supplies, electronics, utensils, instructional items to the extent practicable. Clean and disinfect between uses where allowed.
- Staff will clean and disinfect frequently-touched surfaces within school and on school buses at least daily and, as practicable with provided cleaning supplies.
- Frequently throughout the day frequently-touched surfaces areas will be cleaned by trained custodial staff.
- Frequently touched surfaces include:
 - Door handles, light switches, sink handles, bathroom surfaces, tables, desks, pens/pencils, and chairs
- Each site will limit use of shared playground equipment in favor of physical activities that require less contact with surfaces or modify usage to allow thorough cleaning and 24 hours of nonuse between cohorts.
- Sites will open doors and windows to allow fresh air in rooms during cleaning and disinfecting, as much as possible and as safety allows.
- Sites will move classroom activities outdoors as much as practicable.
- Sites will establish and post restroom schedules to minimize crowding and intermixing of cohorts while limiting the number of individuals in the restrooms at one time. Restroom waiting areas will be created with visual guidance and traffic control.

Follow product instructions for disinfectants for use against COVID-19

- A cleaning and disinfecting schedule will be established in order to avoid both under and over-use of cleaning products.
- Sites will ensure proper ventilation during cleaning and disinfecting. Introduce fresh outdoor air as much as possible, by opening windows where practicable. When cleaning, air out the space before children arrive; plan to do thorough cleaning when children are not present.



Instructional Models: In-Person & Distance Learning

Decision to re-open our school sites to students is based on guidance from State and local health care agencies.

Instructional delivery is one component of our returning students to in-person instruction on school sites.

Some families may decide to not send their child back to in-person instruction and others may choose to continue with distance learning.

To meet the needs of our students and families, we will offer two instructional models, in-person and distance learning.

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



Implementation of Distance Learning Instruction

Distance Learning will be 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.



For distance learning, the minimum 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 also 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.

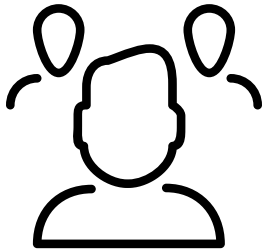
Teachers and staff are committed to ensure that students continue to receive high quality educational experiences. Consistent communication with students and families will continue via School Messenger, letters mailed home, emails and a multitude of tools to keep students and families connected with 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 Instruction

The following procedures will be put in place to support in-person learning.

Cohorting

- 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 will be determined by state and local guidance.
- Students **must** remain in the same space and in groups as small and consistent as feasible. Keep the same students and teacher or staff with each group, to the greatest extent feasible.



- Utilizing cohorts minimizes the number of people exposed if a COVID-19 case is identified in a child or youth attendee, provider, other instructional support provider, or staff member of a particular 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 will be determined by state and local guidance.

Arrival and Departure

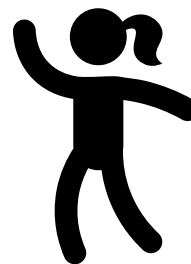
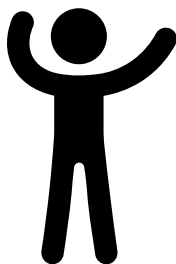
- Minimize contact at school between students, staff, families and the community at the beginning and end of the school day.
- Stagger arrival and drop off-times and locations as consistently as practicable to minimize students congregating and scheduling challenges for families.
- Designate routes for entry and exit, using as many entrances as feasible. Put in place other protocols to limit direct contact with others as much as practicable.
- Families will be required to conduct a Daily Home Screening for their student 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 will be put in place to support in-person learning.

Classroom Space

- To reduce possibilities for infection, students will remain in the same space and in cohorts/groups as small and consistent as practicable. Keep the same students, teacher and paraeducators with each group, to the greatest extent practicable including recess and nutrition times.
- Open doors and windows, as much as possible, and as safety allows.
- 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.
 - Move desks and classroom furniture, partitions, markings on the floor.
 - Position desks in a manner that minimize face to face contact.
 - Plexiglass screens and barriers to both staff and students as needed.
- Activities will be redesigned to allow for smaller groups and rearranging furniture and play spaces to maintain separation.
- Designated outdoor classroom space will be created which will include 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.

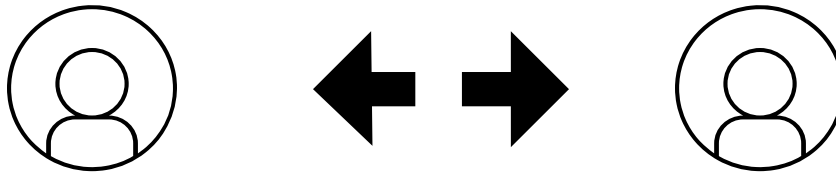


Implementation of In-Person Instruction

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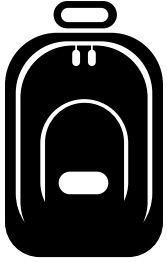
Non-Classroom Space

- 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 will be 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 will be designated with directional arrows and spacing reminders. Additional ways to enter and exit the campus will be established including staggering passing times or when students cannot stay in one room.



- Meals will be served outdoors or in classrooms 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 at this time. Staff should have meals outdoors when practicable 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.
- Seat students on buses in various seating formations to increase physical distancing as practicable and encourage forward facing seating.
- Gatherings, Community Based Instruction (CBI), Community CTE/vocational activities, and field trips will be discontinued until further notice. Site based options will be developed.

Sharing of Space & Materials



- Separate staff and student belongings in assigned cubbies or shelves. No sharing of space with personal belongings. Student belongings to be sent home daily for parents to clean.
- 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 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 and disinfected after each use.

Note: Cleaning and disinfecting are two separate tasks:

- Clean: To physically remove dirt, debris, and sticky film by washing, wiping, and rinsing.
- Disinfect: To kill nearly all of the germs on a hard, non-porous surface with a recommended chemical to remove bacteria.

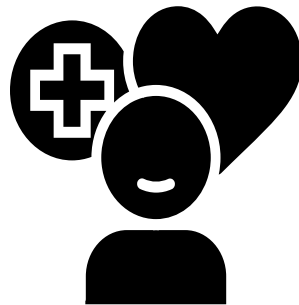


- Disinfect when students are not in the area. Surfaces should be dry by the time students use the area.
- Toileting/diaper procedures (including extra COVID-19 steps) must be posted in the bathroom changing area.
- Train all staff on proper removal of gloves, gowns, facial masks, and other protective equipment and on handwashing before donning and after removing equipment in order to reduce contamination.
- 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.
- To reduce contamination, students and staff will 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:

- 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](#)
- Screening Practices
- How COVID-19 is spread
- COVID-19 specific symptom identification [Symptoms of Coronavirus](#)
- Preventing the spread of COVID-19 when sick, including the importance of staff not coming to work if they have symptoms or if they or someone they live with has been diagnosed with COVID-19.
- OCDE plans and procedures to follow when a student or adult becomes sick at school.



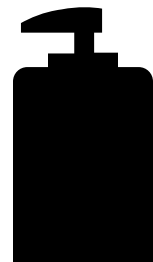
Checking for Signs & Symptoms

Prevent discrimination and secure dignity towards any staff, families, or students diagnosed with COVID-19.

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

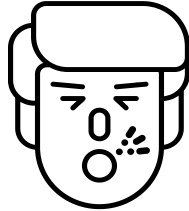
Implement screening and other procedures for all staff and students entering the facility.

- Completion of a Daily Home Screener prior to arrival at school - **See Page 15**
- Visual wellness checks throughout the day
- Notify School Nurse of any suspected COVID-19 symptoms experienced by any staff or student.
- Ask all individuals if they are experiencing [Symptoms of Coronavirus](#) within the last 24 hours, or if someone at home has had symptoms or tested positive.
- Notify School Nurse and Site Administrator immediately of any possible exposure to COVID-19 or known positive cases. Appropriate staff and families to be contacted if risk of exposure occurs while maintaining confidentiality, as required under [FERPA and state laws](#). The School Nurse will serve as the staff liaison in a coordinating role to ensure prompt and responsible notification. Follow the OCDE notification process by contacting the Manager, Safety and Preparedness Programs, in Human Resources.
- Make available and encourage use of hand-washing stations or hand sanitizer upon entry and throughout the day.
- 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.

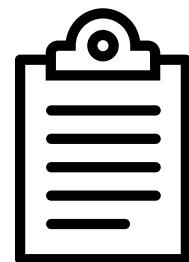


Plans for When Staff, Visitor, or Child Becomes Sick

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



- Call 911 for serious illness or injury 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 as detailed [here by the CDC](#).
- OCDE Human Resources staff will document and track possible exposures and notify local health officials. Notify School Nurse, Site Administrator, and Human Resources who will notify local health officials, staff and all families of any positive cases while maintaining confidentiality as required by [state and federal laws](#).
 - Staff is to NEVER reveal a student, staff, or family members' positive test results or symptoms to anyone that is NOT required to know.
- Close off areas used by any sick person and DO NOT USE before [cleaning and disinfecting](#). To reduce risk of exposure, wait 24 hours before cleaning and disinfecting if not possible wait the maximum amount of time practicable.
- Ensure [safe and correct application](#) of disinfectant using personal protective equipment and ventilation recommended for cleaning.
 - Post cleaning steps in classrooms and offices



Plans for When Staff, Visitor, or Child Becomes Sick

Sick staff members and students are NOT TO return to school until they meet [CDC criteria](#) to discontinue isolation.

- 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*)



Schools should offer distance learning based on the unique circumstances of each student who would be put at risk by an in-person instructional model.

- For example, students with a health condition, students with family members with a health condition, students who cohabit or regularly interact with high-risk individuals, or are otherwise identified as “at-risk” by the parents or guardians, are students whose circumstances merit offering distance learning.

Maintaining Healthy Operations

Identifying small groups and Keeping them Together (Cohorting)

- Most classrooms will be functioning as a cohort.
- Ancillary staff should create alternate spacing for treatment if not able to be part of the cohort.
- All staff may use smocks or gowns, gloves and face coverings whether cohorting or not.

Monitoring, Contacts, and Communication

- Monitor the types of illnesses and symptoms among staff and students to help isolate them appropriately.
- The School Nurse will be the primary contact to address COVID-19 concerns with the help of additional health care staff on the site. The nursing team will be identified to all employees along with how to quickly contact them. They will be trained to coordinate the documentation and tracking of possible exposure in order to notify Human Resources staff, local health officials, staff and families, in a prompt and responsible manner.

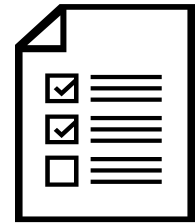


- Maintain communication systems that allow staff and families to self-report symptoms and receive prompt notification of exposure and closures, while maintaining confidentiality.
- Support students with distance learning opportunities when on site learning is not practicable.

Considerations for Partial or Total Closures

- Monitor state and local orders and health department notices daily regarding transmission in the area and/or other closures.
- When a student or staff member tests positive for COVID-19 and had exposed others at the school, refer to the [CDPH Framework for K-12 Schools](#), and implement the following steps:

- In consultation with the local public health department, the appropriate school official may decide whether cohort closure or school closure versus cleaning and quarantine of exposed persons or other intervention is warranted, including length of time necessary, based on the risk level as determined by the local public health officer.



- Close off the classroom or office where the staff or student was based and do not use these areas until after cleaning and disinfection. Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.
- Additional areas of the school visited by the COVID-19 positive individual may also need to be closed temporarily for cleaning and disinfection.
- OCDE in coordination with the county health office will implement communication plans for school closure to include outreach to students, parents, teachers, staff and community. SES will contact Human Resources staff to assist in the process and contact tracing.
- Provide staff with information regarding labor laws, Disability Insurance, Paid Family Leave, and Unemployment Insurance.
- 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 continued education, continued nutrition and other services provided in the regular school setting.
- Maintain ongoing regular communications with the local public health care agencies.

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 check your child for these symptoms:

- Temperature 100.4 degrees Fahrenheit or higher when taken
- Sore throat
- New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/ asthmatic cough, a change in their cough from baseline)
- Diarrhea, vomiting, or abdominal pain
- New onset of severe headache, especially with a fever

SECTION 2: Close Contact/Potential Exposure

- Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19
- Traveled to or lived in an area where the local, Tribal, territorial, or state health department is reporting large numbers of COVID-19 cases as described in the [Community Mitigation Framework](#)
- Live in areas of high community transmission (as described in the [Community Mitigation Framework](#)) while the school remains open

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](#)

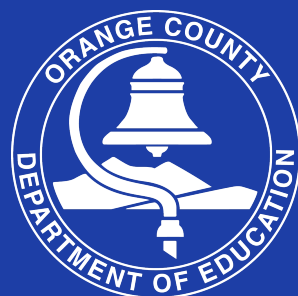
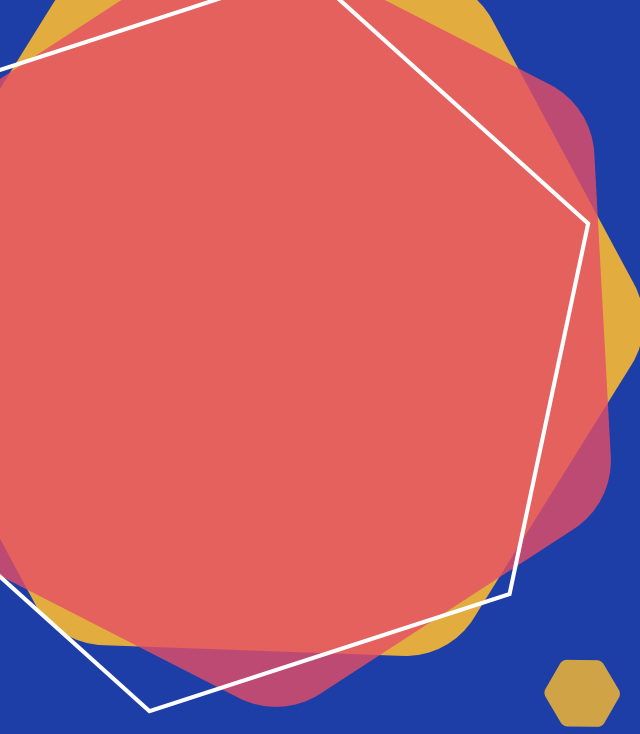
[California Department of Ed guidance](#)

[Distance learning standards for Schools](#)

[Orange County Together](#)

[OCDE Newsroom](#)





Special Education Services

www.ocde.us/SPED

2020-2021 School Reopening and Safety Plan

Safety opening schools in the COVID-19 era.

