

SAFELY REOPENING OUR SCHOOLS IN THE 2020-2021 SCHOOL YEAR
















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Los Altos School District Staff, Students and Families,

Thank you for your partnership in navigating the unprecedented public health pandemic and resulting school closures with us last year. Repeated change was the only constant among many uncertainties and unknowns. Our teams navigated Public Health Orders, cleaning protocols, distance learning methods, mass food distribution for youth in our community and safe graduation celebrations. We are anxious to get back to school in the fall, but there are many details to ensure we take a measured approach to reopening our campuses to protect the health and safety of our students and staff.

Our primary task is to create a plan that balances health and safety for students and staff with the best possible student-centered learning experience in the midst of a global pandemic. We know this will not only be a huge challenge for teachers, staff and administrators, but also for our families who will be providing more educational support for their children. For that reason, we have collected feedback from our families via surveys, Town Halls, emails and Board meetings. We have incorporated as much of this feedback as possible in our planning to ensure we comply with state and local regulations, while allowing as much flexibility as possible to assist our families in this challenging time.

Over the last several weeks, our team of teachers, administrators and staff have been diligently exploring the guidelines from the California Department of Education (CDE), California Department of Public Health (CDPH) and Santa Clara County Department of Public Health (SCCPHD). I have been working closely with the County Superintendents, our local and state legislators, as well as public health representatives from across the State. It is through this work that we are able to present to you our plan for beginning school on August 19, 2020.

The success of our reopening plan is dependent on everyone's support and effective implementation of the instructional, operational and health and safety guidelines. Above all, the health and well-being of our students, families and staff is our top priority. By respecting the precautions set forth herein to ensure the safety of ourselves and others, I am confident collectively we will make this plan a success.

Sincerely,

Jeffrey Baier
Superintendent
Los Altos School District

CHILDREN'S HEALTH AND REOPENING OUR SCHOOLS

Multiple reports from around the world indicate that COVID-19 disease prevalence among children is lower than adults, and that children who contract COVID-19 are more likely than adults to be asymptomatic or to have very mild symptoms. While serious disease requiring hospitalization is known in children, including multi-system inflammatory syndrome in children (MIS-C), this is relatively rare.

The public health measures (e.g. school closures, sheltering-in-place orders, self-isolation) implemented to mitigate COVID-19 and “flatten the curve” have had an adverse impact on children’s behavior and mental health. It is for this reason that the Santa Clara County Public Health Department provided guidelines to safely reopen schools, stating:

“Education, just like healthcare and food provision, is an essential service in our community, and as such, the reopening of school campuses for in-person instruction with strict safety protocols should be prioritized. School closures magnify socioeconomic, racial, and other inequities among students. The students most impacted by school closures are those without access to technologies that facilitate distance learning, those whose parents comprise a disproportionate share of our community’s essential workforce and may be less available to provide instructional support, and those with special needs. Disruption of normal childhood social interactions also have a profound adverse impact on students’ social and emotional well-being.”

MINIMIZING INDIVIDUAL AND PUBLIC HEALTH RISKS

Returning to school has generally been associated with increases in cases of community-associated seasonal respiratory viral infections. As a result, it is anticipated that there could be an increase in cases of COVID-19 upon the reopening of schools and as such, the appropriate measures will be proactively put in place to mitigate the effects of such an increase. This includes the need for readily available testing and contact tracing support within Santa Clara County, which is critical to avoid outbreaks. Consistency is essential for children and it will be important to ensure that once children return to school, the schools stay open as much as possible. Furthermore, children rely on structure and schedule for stability. SCCPHD released its guidance for reopening K-12 schools during the COVID-19 pandemic on June 30, 2020, and CDPH released additional guidance on July 17, 2020. LASD will follow these guidelines as we reopen our schools. LASD’s reopening plan is based on the latest guidance and regulations, and is organized into the categories below:

- | | |
|---|---|
| SCCPHD: Organizing principle for elementary and junior high schools | Cleaning and Disinfecting |
| Screening | Ventilation |
| Face Coverings | Student Lunches |
| Physical Distancing | Instructional Model: Continuum of Instruction |
| Hand Hygiene | Option for 100% Virtual School |
| COVID-19 Testing and Reporting | Mental Health and Social-Emotional Learning |
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ORGANIZING PRINCIPLE FOR ELEMENTARY AND JUNIOR HIGH SCHOOLS

The graphic below from SCCPHD illustrates the organizing principle for elementary and junior high schools that forms the foundation for LASD's operations during the COVID-19 outbreak. Should state and/or local requirements change, LASD is prepared to implement any necessary modifications to its operations to ensure the health and safety of all students and staff. The key principles are as follows:

Elementary Schools: Ensure students and staff remain in stable classroom cohorts by keeping the same students and teacher or staff together for the entire school day. Students should not mix with other stable classroom cohorts. Difficulties maintaining physical distance among younger students will be mitigated by the existence of stable cohorts.

Junior High Schools: Reduce disease transmission risk by maximizing the space (at least 6 feet) between student desks. Ensure students remain in stable classroom cohorts by keeping the same students together for the entire school day. Students should not mix with other stable classroom cohorts.

All schools (Elementary and Junior High): Distance teacher and staff desks at least 6 feet away from students to minimize adult to student disease transmission. Assign stable seating arrangements for students to ensure that close contacts within classrooms are minimized and easily identifiable.

In response to the [state's public health order](#) on July 17th, LASD will begin in an online learning model. Although we will begin the school year with all instruction online, we are continuing to prepare to bring students and staff back to our neighborhood schools as soon as we are able. When we are able, LASD plans to physically begin the school year in a Blended Learning model, with a portion of TK-8th grade students learning on-campus two days per week, with learning occurring online for the remainder of the week. As feasible, the district will increase the number of on-campus days for its TK-6th grade students, with the ultimate goal to bring 100% of elementary students back to campuses 5 days per week as long as it is safe and healthy for all students and staff.

Preventing COVID-19 Transmission by Age Group

Organizing Principle: Stable Cohorts

Organizing Principle: Physical Distancing and Face Coverings

Lower
Elementary School

Upper
Elementary School

Middle School/
Junior High School

High School

- Less feasible to limit contact and wear face coverings
- More feasible to maintain stable cohorts
- Greater need for in-person and group-based instruction with close contact to support social-emotional and academic development

- More feasible to limit close contact and wear face coverings
- Less feasible to maintain stable cohorts
- Lesser need for in-person and group-based instruction with close contact to support social-emotional and academic development



SCREENING

Health screening is often done to prevent symptomatic individuals from entering a school or workplace. In order to prevent the spread of infection, students, teachers and other employees, including substitute teachers, will be required to self screen. All staff are strongly recommended to obtain a COVID-19 test on a monthly basis. LASD is coordinating with local public health officials to facilitate monthly testing. Employees who have signs/symptoms of COVID-19 are required to stay home until they are cleared to return per Santa Clara County's Public Health Guidelines. Decisions about testing and returning to school, including those who have had an exposure to COVID-19, will be guided by LASD's District Nurses in accordance with Public Health requirements and recommendations.

Staff and families are required to conduct the below symptom and temperature screening at home daily and prior to arrival via email or text using the oktoreopen app.

Staff will be provided with information on signs and symptoms of COVID-19 so that appropriate action can be taken if anyone develops symptoms during the day. Staff or students identified with any COVID-19 symptoms will be isolated and sent home immediately for medical follow up and testing.

Virtual learning will be available for students who may need to isolate or quarantine as well as students who are medically fragile or who have a household member who is medically fragile and for families who prefer to keep their children home during the pandemic.

Daily Health Screening for LASD Students and Staff

Parents and staff will be asked to report the answers to these question daily. A person who answers "Yes" to any one of these questions will not be allowed to enter the school facility and must notify the school office or supervisor immediately.

1 Within the last 10 days have you been diagnosed with COVID-19 or had a test confirming you have the virus?

Yes - STAY AT HOME and seek medical care and testing.

2 Do you live in the same household with, or have had close contact with someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? (Close contact is less than 6 feet for 15 minutes or more.)

Yes - STAY AT HOME and seek medical care and testing.

3 Have you had any one or more of these symptoms today or within the past 72 hours? Are these symptoms new or not explained by another reason?

- | | | |
|---|------------------------------|------------|
| • Fever | • Chills | • Headache |
| • Cough | • Sore throat | • Vomiting |
| • Shortness of breath/
trouble breathing | • Muscle/body aches | • Diarrhea |
| | • Loss of taste or smell | • Nausea |
| | • Running nose or congestion | |

Yes - STAY AT HOME and seek medical care and testing.



FACE COVERINGS

Per Santa Clara County and California Department of Health guidelines, the use of face coverings is required in many instances for all staff and most students. Except as specifically provided in this document, students and staff should use cloth face coverings whenever face coverings are required. Schools may use existing inventories of disposable masks, including N95 and surgical masks, for students and staff if reusable cloth face coverings are not available. As long as this is the guideline, all staff and students will be expected to comply with face coverings in the following ways:

Teachers and staff

- All adults must wear a face covering at all times while on campus, except while eating or drinking. Staff excluded from this requirement are those that require respiratory protection according to [Cal/OSHA standards](#). Those excluded must wear a face shield with cloth drape or be able to conduct work remotely.
- All staff working directly with students and staff must use a face covering. Teachers may consider using face shields in addition to face coverings.
- Teachers may consider using face coverings with clear windows or a face shield with a cloth drape during phonological instruction to enable students to see the teacher's mouth and in settings where a face covering poses a barrier to communicating with a student who is hearing impaired or a student with a disability.

Students

- All students (TK-8) are required to wear face coverings while arriving and departing from the school campus, while waiting for or riding on a school bus, and in any area outside of the classroom, (except when eating, drinking or engaging in physical activity).
- All students in grades TK-8 will be required to wear face coverings when in the classroom even when they are in a stable cohort. It is recommended that staff schedule breaks for children in 2nd grade and below to remove face coverings when needed outdoors and at a 6-foot distance from others.
- Junior High students will be required to wear a face covering when in the classroom even when they are in a stable cohort.
- Students excluded from face covering requirements include: 1) anyone who has trouble breathing or is unconscious, incapacitated or, otherwise unable to remove the covering without assistance, and 2) students with special needs who are unable to tolerate a face covering. Accommodations for students will be addressed for these students on a case-by-case basis to protect health and safety.
- Signage will be posted in high visibility areas to remind staff and students of face covering use. Staff and students will be taught the reason for and proper use of face coverings.
- Staff and students will learn about appropriate procedures for putting on, taking off, and washing the cloth face coverings.
- All staff and students are to use face coverings from home. Each school will maintain a supply of masks in the event that a student or staff member needs a replacement during the day. Please refer to the following CDC website for recommended face coverings: <https://www.cdc.gov/coronavirus/2019-ncov/prevent->

[getting-sick/about-face-coverings.html](#)

- If a student or staff member experiences difficulty wearing their face covering, they will be allowed to remove the face covering for a short period of time.
 - Face shields are not recommended as a replacement for face coverings, however, staff may use face shields with a cloth drape in certain situations.
 - Students who do not or are unable to comply with face covering guidelines and are not exempt per the above can opt-in to a 100% Virtual School program, but cannot attend school in person if not in compliance.
 - Staff who do not or are unable to comply with face covering guidelines and are not exempt per the above will need to be able to conduct work remotely or take a leave of absence.
-



PHYSICAL DISTANCING

The objective of physical distancing is to reduce the likelihood of contact that may lead to transmission and has been a widely used strategy during the pandemic. Staff and students will be trained on protocols for physical distancing for both indoor and outdoor spaces and signage will be posted in prominent locations throughout each school campus and along well-traveled walk or bike routes to school. LASD will communicate with all staff and families regarding physical distancing requirements and recommendations.

Campus visitors

- If you feel sick, have tested positive for COVID-19 in the last 10 days or been in close contact with someone who has tested positive in the last 10 days, do not come to campus.
- Only necessary visitors and volunteers will be permitted on campus and contact with students and staff will be limited.
- All necessary campus visitors and volunteers must wear a face covering, report directly to the school office and are required to complete a symptom screener.
- Any outside organizations utilizing school facilities outside of school hours will be required to follow all health and safety measures as outlined by the county.
- LASD will ensure staff maintain six feet or more of distance from one another and any visitors and volunteers on the school campus.

Arrival and dismissal

Minimize close contact between students, staff, families, and the broader community at arrival and departure through the following methods:

- Students will independently enter and exit the campus each day. When in-person pick up or drop off is necessary, only a single adult may accompany the student. Students and adults must wear a face covering.
- Routes will be designated for entry and exit, using as many entrances and exits as can be supervised appropriately to decrease crowding at entry and exit points. Schools should designate routes for entry and exit of individuals arriving or departing by walking, biking, scootering, skateboarding, wheelchair, or vehicle.
- Arrival and departure times may be staggered and multiple pick up and drop off locations will be utilized as much as possible based on site configurations to maximize physical distancing.
- It is recommended to carpool only with members of one's stable cohort, to wear a face covering while carpooling, and to open windows during carpooling.
- Drivers must remain in their vehicles, to the extent possible, when dropping off or picking up students.
- Provide supervision to disperse student gatherings during school arrival and departure. Mark spaces six feet apart for adults waiting outside to drop off or pickup students on foot, by bicycle, or other means of active transportation.

Classrooms

Elementary classrooms: Stable classroom cohorts will be prioritized and classrooms should maximize space between student desks, ideally 6 feet or more, to the extent practicable. Ensure students and staff remain

in stable classroom cohorts by keeping the same students and teacher or staff together for the entire school day.¹ Students should not mix with other stable classroom cohorts. For schools organizing students into stable cohorts, assign students to stable cohorts based on known associations outside of school, to the extent feasible. For example, if certain students attend the same afterschool program, assign them to the same stable cohort at school.

Junior high classrooms: Reduce risk of disease transmission by maximizing the space (at least 6 feet) between student desks.

All classrooms

- Class sizes will be as small as practicable. When students are in the classroom, to the extent possible, efforts will be made to arrange the classroom furniture to leave as much space as possible between students. Elementary classrooms should maximize space between student desks, ideally 6 feet or more, to the extent practicable.
- Teacher and staff desks will be distanced at least six feet away from students.
- Stable seating arrangements will be assigned for students to ensure that close contacts within classrooms are minimized and easily identifiable.
- To promote distancing, the district will use outdoor and other non-classroom spaces to the extent possible; face students in the same direction, if feasible; and to assign students to cohorts based on known associations outside of school, to the extent feasible.
- When weather permits, classes may be conducted outside to promote both physical distancing and fresh air ventilation.

Large gatherings/assemblies

- Large gatherings/assemblies will not be held in the foreseeable future.
- Aerosol generating activities including but not limited to, singing, drama, band, sports, and other practices/performances that pose a higher level of risk of disease transmission, will not be permitted until further notice.

Lunch breaks

- To minimize risk of group transmission and maintain physical distancing, break and lunch times will be staggered or modified at each school site.
- When weather permits, lunch and snack breaks will be outdoors.
- Hand hygiene will be performed prior to and after snack and lunch breaks.

1. However, 1) students with disabilities and staff providing special education and related services can rotate into general education classrooms for a portion of the day as long as such staff maintain at least 6 feet of distance from everyone in the cohort, other than the student receiving the services, 2) students with disabilities may spend a portion of the day in a separate classroom cohort for the provision of special education services, 3) specialty teachers may rotate into classrooms for specialized instruction (e.g., art or music) as long as they maintain at least 6 feet of distance from everyone in the cohort, and 4) substitute teachers can provide coverage for teachers who are absent as long as the substitute teachers maintain at least 6 feet of distance from everyone in the cohort. Schools should minimize the number of close contacts for students with disabilities and staff working with such students, whether they are rotating into a general education classroom or joining another cohort for special education services. If possible, schools should limit the number of stable cohorts that substitute teachers interact with by assigning certain substitutes to specific schools.

Outdoor and other activities

- To minimize risk of group transmission and maintain physical distancing, outdoor activities such as recess and lunch play will be staggered or modified at each school site.
- Students will perform hand hygiene prior to and after outdoor play/playground use. Play structures are to be used by one cohort at a time with adult supervision to ensure stable cohorts and hand hygiene protocols are followed.
- To the extent possible, equipment or other objects will not be shared between cohorts, and if sharing is required, the objects will be cleaned between cohort use and students will perform hand hygiene prior to and after shared activity.
- PE will be offered virtually in the blended and 100% Virtual School learning models. When students are on campus, facial coverings are recommended during PE and at recess; playground supervisors will be recommended to carry first aid kits that include hand sanitizer, face coverings, and gloves. If students will experience heavy exertion, they must be in their stable cohort outdoors, and in this scenario do not need to wear facial coverings.
- Strict restroom usage protocols will be in place, including monitoring restroom use by staff members. Only a certain number of students will be allowed to enter restrooms at any one time, so as to help maintain physical distancing standards. The spacing of facilities within restrooms has been rearranged to maximize distancing. Student access to restrooms will be limited by cohorts.
- All staff will maintain at least 6 feet apart while on campus.
- All sites will place markings around campus where students and/or staff are expected to cluster or form lines.
- All sites will review emergency plans and drills to facilitate physical distancing, to the extent feasible, during events when students and/or staff are expected to cluster or form lines.
- The district will prohibit staff from eating in break rooms. No more than 2 people will be present in a break room at any time.
- The district will consider whether extracurricular activities can be conducted outdoors or virtually (e.g., remote broadcasting of musical and theatrical practice and performances) or while maintaining stable classroom cohorts.
- School athletics may only occur in compliance with CDPH's August 3, 2020 memorandum on youth sports questions and answers.
- In-person choir, band, and vocal cheerleading activities may be conducted if they do not include aerosol-generating activities such as singing, playing of wind and brass instruments, cheering, or chanting. In-person class time can be used for nonaerosol generating activities, such as rhythm study, music theory, music history, composition, and analysis.

School offices

- Space staff at least six feet apart.
- Consider reorganizing work spaces to prevent risk of transmission (e.g., orienting staff away from each other in shared workspaces).

- Place markings on the ground to remind students/staff to maintain physical distancing.
- Increase ventilation by increasing outdoor air circulation (e.g., by opening windows) or using high-efficiency air filters and increasing ventilation rates.

Additional safety measures for teachers and other staff

The Los Altos School District will adopt the below additional safety measures for teachers and other staff per SCCPHD to protect staff and students, as well as reduce transmission risks for teachers and other staff.

- The district will limit visitors to campus, maximize social distancing between staff and students, will not allow staff to eat or gather together in any indoor spaces, such as break rooms and offices.
- All students and staff will be screened for symptoms daily.
- The district will conduct all staff meetings, professional development training and education, and other activities involving staff via video or phone conference. If in-person attendance is necessary, we will conduct such activities outdoors, if feasible, and with appropriate physical distancing.
- Staff providing special education and related services and rotating into general education classrooms for a portion of the day must maintain at least 6 feet of distance from everyone else in the cohort; schools should minimize the number of close contacts for students with disabilities and staff working with such students, whether they are rotating into a general education classroom joining another cohort for special education services.
- Substitute teachers must maintain at least 6 feet of distance from everyone else in the cohort.
- Staff shall maintain six feet or more of distance between one another while on the school campus.
- The district will adopt procedures to ensure staff can maintain six feet or more of distance from any necessary visitors and volunteers.
- The district will provide adequate training and personal protective equipment to protect custodial staff who will be cleaning and disinfecting areas used by any sick person. To reduce risk of exposure, staff will wait 24 hours before cleaning and disinfecting. If it is not possible to wait 24 hours, staff will wait as long as practicable.
- The district will require students and staff to get tested as soon as possible after they develop one or more COVID-19 symptoms or if one of their household members or non-household close contacts tested positive for COVID-19.

Non-classroom settings

- Staff break rooms/meals:
 - The district will prohibit staff from eating in break rooms. No more than 2 people will be present in break room at a given time to allow for physical distancing.
 - The district will encourage or require staff to eat meals outdoors or in large, well ventilated spaces.
- Equipment for front office staff:
 - The district will install physical barriers, such as a glass window or clear plastic barrier, in the school's front office to separate staff from visitors and volunteers.
 - Teachers and other staff with close contact with students may consider wearing face shields in addition to wearing face coverings.

- Personal protective equipment (PPE) for special education instructors and aides and healthcare personnel:
 - A surgical mask and face shield is recommended when providing services to students which requires repeated close contact interactions (e.g., assistance with activities of daily living) or conducting health assessments (including vision and hearing screening)
 - Gloves should be worn as recommended for procedures which require universal precautions (e.g., toileting assistance, catheterization, and insulin administration)
 - PPE for potential aerosol generating procedures (e.g., suctioning of tracheostomy sites and nebulizer treatments) should follow CDC guidance.

Considerations

- The district will consider holding regular all-staff meetings or send regular communications regarding implementation of the school's COVID-19 prevention plan and strategies.
- The district will consider arranging classroom furniture and equipment to maximize physical distance between teachers and students when a teacher is providing whole group instruction to the class and close contact is not necessary to deliver instruction.
- The district will consider developing policies that encourage staff and students to stay home when they are sick.
- The district will consider minimizing the number of teachers physically present with each cohort, for example by having specialty or subject-specific teachers provide remote instruction.²

2. Increase circulation of outdoor air as much as possible by opening windows and doors, unless doing so would pose a health or safety risk to individuals using the facility (e.g., allowing in pollen or smoke or exacerbating asthma symptoms). If opening windows poses a safety or health risk, maximize central air filtration for HVAC systems (ideally with a targeted filter rating of at least MERV 13).



HAND HYGIENE

Hand hygiene is one of the most effective strategies to prevent the spread of most respiratory viruses including the coronavirus. The following handwashing and hygiene measures will be in place including signage in high visibility areas to remind staff and students of proper techniques.

- Staff will teach and reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes.
- Schools will develop routines to ensure students wash their hands/use hand sanitizer upon arrival, before/after recess & lunch, after bathroom use and after coughing/sneezing.
- Adequate supplies to support healthy hygiene behaviors, including soap, tissues, no touch trash-cans, and hand sanitizer (with at least 60% ethyl alcohol) and portable hand washing stations will be available.
- The sharing of supplies and equipment will be minimized among staff and students to the extent feasible. Items that must be shared will be cleaned and disinfected between uses.
- Staff and student contact with high touch surfaces will be minimized (e.g. propping open building/room doors particularly at arrival and departure times).



COVID-19 TESTING AND REPORTING

Staff and students are required to get tested after one of the following: 1) As soon as possible if one or more covid symptoms, 2) 6 days after the last exposure to a positive case (in household or non household close contact). LASD teachers and staff will be asked to participate in regular COVID-19 testing.

- [El Camino Healthcare District](#) and [Santa Clara County Department of Public Health](#) offers COVID-19 testing for district employees.
- Teachers and staff will be strongly encouraged to receive a monthly asymptomatic COVID-19 test.

Indications for testing

- Students and staff are required to get tested after they develop one or more COVID-19 symptoms or if one of their household members or non-household close contacts tested positive for COVID-19.³

Positive test results

- Parents/guardians and staff are required to notify school administration immediately if the student or staff tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19.

3. A close contact is someone who has been within six feet of the case for a prolonged period of time (at least 15 minutes) regardless of face covering use.

- Upon receiving notification that staff or a student has tested positive for COVID-19 or been in close contact with a COVID-19 case, the district will take actions as required for confirmed cases and close contacts.
- Students/staff who test positive and have completed isolation requirements for confirmed cases and close contacts, do not require a medical note or a negative test prior to returning to school/work.

Negative test results

- Symptomatic individuals who are not close contacts and who test negative for COVID-19 can return to in-person school/work after at least 24 hours from fever resolution (if any) and improvement in other symptoms.
- Close contacts to a COVID-19 case who test negative can return to in-person school/work only after completion of 10 days of quarantine from last exposure.
- Documentation of negative test results must be provided to school administration.

Recommendations

- In lieu of a negative test result, symptomatic individuals who are not close contacts will be allowed to return to work/school with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.
- If a symptomatic individual who is not a close contact is not tested (and no alternative explanation is provided by a physician) then he/she should follow isolation requirements for confirmed COVID-19 cases, before returning to school/work. Monthly routine testing of all staff is strongly encouraged. Testing is now widely available at testing sites on LASD campuses and through healthcare providers throughout the community.

Considerations

- Parents and staff will be provided with information regarding nearby testing sites, which is available through www.sccfreetest.org.

RESPONSE TO SUSPECTED OR CONFIRMED CASES AND CLOSE CONTACTS

Suspected COVID-19 Case(s) Response:

- The district will work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who exhibits COVID-19 symptoms.
- Any students or staff exhibiting symptoms will be immediately required to wear a face covering and wait in an isolation area until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 9-1-1 without delay.

Confirmed COVID-19 Case(s) Response:

- School administrators will notify the County of Santa Clara Public Health Department within four hours of learning of any positive COVID-19 case via the Education Reporting Portal at www.sccgov.org/schools.

- The district will notify all staff and families in the school community of any positive COVID-19 case while maintaining confidentiality as required by state and federal laws. (Information concerning confidentiality can be found [here](#).)
- The district will close off areas used by any sick person and will not use before cleaning and disinfecting. To reduce risk of exposure, the district will wait 24 hours before cleaning and disinfecting. If it is not possible to wait 24 hours, staff will wait as long as practicable. The district will ensure a safe and correct application of disinfectants using personal protective equipment and ventilation as recommended by SCCPHD.
- For settings in which stable classroom cohorts have been maintained: All students and staff within the same classroom cohort as the confirmed COVID-19 case will be sent home immediately and instructed to quarantine at home for 10 days from the last exposure and be tested in accordance with Public Health Department recommendations (see Appendix A).
- For settings in which stable classroom cohorts have NOT been maintained: The district will utilize class seating rosters and consultation with teachers/staff to identify close contacts to the confirmed COVID-19 case in all classrooms and on-campus activities. A close contact is someone who has been within six feet of the case for a prolonged period of time (at least 15 minutes) regardless of face covering use. Close contacts will be sent home immediately and instructed to quarantine at home for 14 days from the last exposure and be tested in accordance with Public Health Department recommendations (see Appendix A).
- Parents/guardians will be urged to notify any individuals or organizations with which their child has close contacts outside the school setting.
- No actions will be taken for persons who have not had close contact with a confirmed COVID-19 case, and instead have had close contact with persons who were in direct contact with the case.

Close Contact(s) to a Confirmed COVID-19 Case Response

- Close contacts will be sent home immediately and instructed to quarantine at home for 14 days from the last exposure and be tested in accordance with Public Health Department recommendations (see Appendix A).

RETURN TO CAMPUS AFTER TESTING

Positive test results

- Symptomatic individuals who test positive for COVID-19 can return at least 10 days since symptoms first appeared AND at least 24 hours with no fever AND improvement in other symptoms.
- Asymptomatic individuals who test positive for COVID-19 can return 10 days after their positive test result was collected

Negative test results

- Symptomatic individuals, who are not close-contacts and who test negative for COVID-19 can return 24 hours after resolution of fever (if any) and improvement in symptoms.
- Documentation of a negative test result should be provided to school administrators.
- In lieu of a negative test result, allow students and staff to return to work with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.

- Individuals who are close contacts to confirmed COVID-19 cases, who test negative at least 7 days after exposure, and remain asymptomatic, can return 10 days after the date of last exposure to the case. If a close contact continues to be exposed to a case during their isolation (e.g. household member), quarantine ends 14 days after the case's isolation period ends.



CLEANING AND DISINFECTING

Strict cleaning and disinfecting protocols will be in place throughout the school campuses. In classrooms, teachers and age-appropriate students will have access to non-toxic materials to maintain the cleanliness of their environment. Teachers will be responsible for frequent cleaning of high touch surfaces throughout the school day. Additionally teachers will be provided paper towels and spray bottles of a soap and water solution. All teachers will be trained in the proper use of cleaners and disinfectants. No disinfectants will be used while students are present in classrooms.

Custodians will be cleaning classrooms daily, including disinfecting all surfaces through the use of a disinfectant mister. Custodians will be cleaning and disinfecting other high use areas throughout the campuses—such as outdoor lunch tables and restrooms—at least twice daily.



VENTILATION

We will encourage all staff members to open windows and doors, as much as is practical, to ensure air flow from outdoors. Additionally, our well-maintained Heating, Ventilation and Air Conditioner (HVAC) systems are key to ensuring healthy indoor air quality in school learning environments. Research continues to add to the evolving knowledge that environmental conditions and airflow influence the transmissibility of the coronavirus.⁴

- HVAC systems will be set to operate at a minimum of one hour before occupancy to “flush” rooms.
- Air filters will be installed and replaced frequently.
- The use of outdoor space or environments with windows or other cross-ventilation options is encouraged.



STUDENT LUNCHES

Students require proper nutrition in order to be able to concentrate and be successful in school. Lunches will be available for every student, similar to in the past. Menus will continue to follow the National School Lunch Program guidelines, sourced with available products through approved and vetted vendors.

- Students may continue to bring lunches from home.

4. Sites should increase circulation of outdoor air as much as possible by opening windows and doors, unless doing so would pose a health or safety risk to individuals using the facility (e.g., allowing in pollen or smoke or exacerbating asthma symptoms). If opening windows poses a safety or health risk, maximize central air filtration for HVAC systems (ideally with a targeted filter rating of at least MERV 13).

- All purchased lunches will be pre-bagged and distributed by staff from our lunch vendors. Physical distancing protocols will be adhered to. No volunteers will be permitted on campus. Students may not share lunch items with others.
- Lunches will be eaten outdoors, whenever possible. In order to allow for adequate physical distancing, lunch times will be staggered. Lunch tables will be disinfected prior to and between usage during the day.
- The district may continue offering offsite breakfast/dinner meal service for eligible families, including drive-through and curbside pick-up options.



INSTRUCTIONAL MODEL: CONTINUUM OF INSTRUCTION

[LASD's Instructional Plan](#) envisions a flexible “Continuum of Instruction” for the duration of the pandemic, to ensure our schools can adhere to any changes in any state or local public health requirements, protect the health and safety of students and staff, and maintain continuity in education for all students. Please reference the detailed LASD

Instructional Plan for instructional information regarding grade-level and special student populations. Between a 100% in-person model, with all students learning on campus 5 days per week and a 100% Virtual School model with all students learning online 5 days per week, is the Blended Learning model. In the Blended Model, students would attend school in person for a portion of the week, with the remainder of the week's learning taking place online. Students would be split into two groups so that all classrooms would

operate at a less than 100% capacity for appropriate social distancing. The LASD Blended model can adjust to accommodate a mix of in-person and online learning for any number of days per week. This flexibility allows the district to scale up or down the number of students on campus on any week day as public health requirements and circumstances allow.

Special Education

Students currently eligible for special education services will continue to receive their service(s) congruent with their general education plan. This may mean some adjustments to the current Individualized Education Program (IEP), to ensure students continue to receive services during COVID-19 changes in general education programs. IEP team meetings and assessments will resume in August. LASD will prioritize in-person or on-campus learning for students who receive their educational services in a specialized and

LASD Continuum of Instruction

100% In-Person

**All Students on
Campus Daily**

Blended

**Blended Instruction with
a Portion of Students on
Campus Daily**

100% Virtual

**100%
Virtual
School**

Families may also choose 100% Virtual School

self-contained program in a small, stable cohort environment as soon as practicable and per SCCPHD guidelines. Students who receive their educational services primarily in a mainstream environment or in pull out sessions, may receive their services outside of their general education cohort time. Some services will continue to be delivered virtually, provided the student has demonstrated educational benefit from this option. Each student's individual schedule will be communicated to the families by their student's case manager within the first few weeks of school resuming.



OPTION FOR 100% VIRTUAL SCHOOL

Students and families may decide not to return to in-person instruction this school year and will have the option to enroll in a distance-only learning program, or Virtual School. Families are able to change their enrollment to the in-person model every six weeks. While every effort will be made, LASD cannot guarantee a student will be placed back in their home school after returning from the Virtual School program.

In the virtual-online learning model, LASD teachers will be assigned students and will deliver instruction using a combination of digital curriculum and district teacher-developed curriculum for an aligned standards based curriculum, which also includes PE and other special subjects for elementary students and elective classes for junior high students. Families with students on IEPs will meet with their IEP team to develop a plan for services and supports for the 2020-21 school year.

Families were emailed a re-enrollment survey to “opt out” of returning to campus and enroll in 100% Virtual School in July. Families who did not complete the re-enrollment survey should contact their school principal for more information.

LASD will make every effort to accommodate all 100% Virtual students at their neighborhood school if they decide to return to campus during the school year. However, due to safety requirements and space constraints we cannot 100% guarantee such a placement. These students will be guaranteed a spot in their assigned neighborhood school for the 2021-22 school year.



MENTAL HEALTH AND SOCIAL-EMOTIONAL LEARNING

A proactive approach is important to minimize the mental health impact for students related to the continued global pandemic: sudden school closure, sheltering-in-place, and resuming or reopening in a modified manner. The District office and each school office is committed to making every effort, wherever foreseeable and feasible, to address sources of distress and extend flexibility within existing administrative processes.

LASD also understands that students may return to school at diverse academic and mental health levels. It is important that our schools create opportunities upon reopening for early identification of learning needs and academic or mental health support needed to ensure that students neither become overwhelmed nor bored in the school setting, as these are frequent antecedents to school avoidance and other mental health concerns.

COVID-19 is likely to persist and circulate like other respiratory viruses throughout the fall and into the spring. In general, COVID-19 causes mild disease in the majority of children and young adults. Therefore, the best overall strategy for students, taking into account the adverse health and well-being and educational losses related to sheltering-in-place, is to gradually ease restrictions and safely return to school.



LASD takes the mental and emotional well-being of our students and staff very seriously. Team members have been working on both proactive and reactive plans to support our students and staff. One way to support emotional well-being is to provide the necessary resources. This is the same for both staff and students and begins with an understanding of CASEL's five social-emotional competencies including 1) self-awareness, 2) self-management, 3) social awareness, 4) relationships, and 5) responsible decision-making. When that understanding transforms into explicit practice for both the individual (student or teacher) and the classroom ecosystem as a whole, resiliency and social-emotional well-being is supported.

Professional Development (PD) for all staff will be provided at the beginning of the 2020-21 school year. This PD will not only include valuable information on what social-emotional well-being is and why it is important, but will also provide exercises and activities for teachers to experience first on their own, and secondly, as learning tools for their students. Studies show that the more teachers focus on their own self-care and well-being, the better equipped they are to support their students' social-emotional health.

The reactive student support plans include identifying social-emotional, crisis intervention and mental health needs and providing just in time, as well as ongoing counseling support and evidence based resources to support student mental health. Such comprehensive plans may also include mental health professionals working with staff on classroom based, as well as beyond classroom, support strategies. Professional Learning in this context will be focused on support strategies, tiered referral process, crisis prevention and intervention as well as collaboration.



COMMUNICATION

A communication strategy with clear, age-appropriate information about COVID-19 will be available to staff, students, and parents/caregivers upon school reopening. Schools will incorporate regular updates to their school communities throughout the school year.

LASD and each school will share updates related to COVID-19, when available, with staff, students, and parents/caregivers and the community at large.

LASD created a 2020-21 [School Reopening Webpage](#), which includes the information contained in this document, documents from public health officials, and frequently asked questions and answers from our community. It will be updated regularly with relevant and new information.

SUMMARY

This document provides guidance about LASD's plan for reopening schools and measures to mitigate risks related to the spread of COVID-19. As stated throughout the document, the risks of infection and transmission in children, which appear to be minimal, need to be balanced with the harm of school closure, which has impacted educational progress and the physical and mental well-being of students. It is the LASD's intention to articulate the rationale for the recommendations contained in this document in order to help reduce the fear and anxiety in parents, students, and school staff.

Further, it is important to consider the inequalities in the social and economic burden of COVID-19. These burdens may further disadvantage students where educational inequity and barriers to virtual learning may be more pronounced. In addition, we appreciate that the living conditions for children vary across socioeconomic groups and therefore recommend that further work be done to develop guidance and identify supports needed for situations where children reside within the same home as individuals with underlying conditions that put them at increased risk of more severe disease.

Finally, it is important to note that these recommendations reflect the evidence available at the present time and may evolve as new evidence emerges and as information is gathered from other jurisdictions that have opened schools already.

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Sources consulted

California Department of Education, Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools (issued June 8)
California Department of Public Health Guidance for Schools (issued June 5)
California County Superintendents Educational Services Association School Reopening Guide (issued June 2)
Santa Clara County: Stronger Together (issued June 3)
Santa Clara County: COVID-19 Prepared (issued June 1)

SCCPHD Procedures for Suspected or Confirmed COVID-19 Cases and Close Contacts

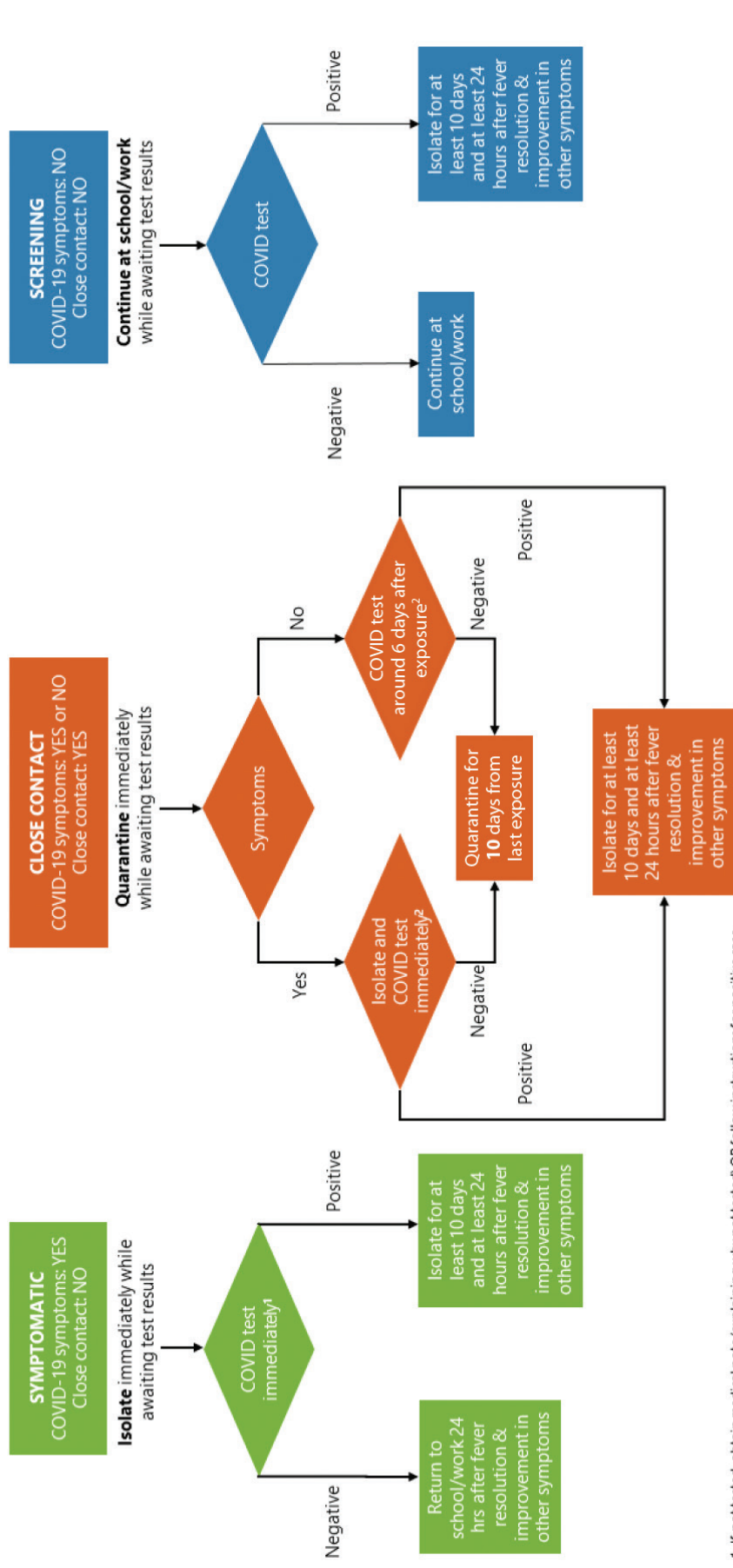
Scenario	Immediate Actions	Communication
Scenario 1 A student or staff member either exhibits COVID-19 symptoms or has a temperature of 99.6 or above.	<ul style="list-style-type: none"> • Student/staff sent home • School administration notified • Student/staff instructed to get tested • Classroom remains open 	No action is needed
Scenario 2 A family member or someone in close contact with a student or staff member (outside the school community) tests positive for COVID-19	<ul style="list-style-type: none"> • Student/staff sent home • School administration notified. Student/staff instructed to get tested around day 6 after exposure to case • Student/staff instructed to quarantine, even if they test negative, for a full 10 days after date of last exposure to COVID-19 case • Classroom remains open • If student/staff tests positive during quarantine, see Scenario 3 below 	Template Letters: <ul style="list-style-type: none"> • Letter to Student/Staff Member who is a Close Contact of a COVID-19 Case AND <ul style="list-style-type: none"> • Letter to Cohort Members (in Cohort Settings)
Scenario 3 A student or staff member tests positive for COVID-19	<ul style="list-style-type: none"> • Student/staff sent home if not already quarantined • School administration notified • Public Health Department notified • Student/staff instructed to isolate for at least 10 days after symptom onset AND at least 24 hours after resolution of fever AND improvement in symptoms (If never symptomatic, isolate for 10 days after date of positive test.) • School-based close contacts identified and instructed to test & quarantine for 10 days <ul style="list-style-type: none"> - In stable classroom cohorts: entire cohort. - In other settings: use seating chart, consult with teacher/staff • In cohort settings, classroom closes 	Template Letters: <ul style="list-style-type: none"> • For Cohort Settings: <ul style="list-style-type: none"> - Letter to the Student/Staff Member Who is a COVID-19 Case AND <ul style="list-style-type: none"> - Letter to Cohort Members <hr/> <ul style="list-style-type: none"> • For Non-Cohort Settings: <ul style="list-style-type: none"> - Letter to the Student/Staff Member Who is a COVID-19 Case AND <ul style="list-style-type: none"> - Letter to Close Contacts AND <ul style="list-style-type: none"> - Letter to All Other CommunityMembers

*Letters provided by the Santa Clara County Department of Public Health

SCCPHD Procedures Following a Negative COVID-19 Test

Scenario	Immediate Actions	Communication
A student or staff member tests negative for COVID-19 after Scenario 1 (symptomatic)	Student/staff may return to school 24 hours after resolution of fever and improvement in other symptoms	Student family/staff to bring evidence of negative COVID-19 test or medical note if testing not performed
A student or staff member tests negative after Scenario 2 (close contact)	<ul style="list-style-type: none"> • Student/staff must remain in quarantine for a full 10 days after date of last exposure to COVID-19 case • If a close contact continues to be exposed to a case during their isolation (e.g. household member), quarantine ends 14 days after the case's isolation period ends. 	No action is needed
A student or staff member tests negative after routine screening	Can return to school/work immediately	No action is needed

Appendix A: Isolation and Quarantine Guidelines While Awaiting and After Receiving COVID-19 Test Results



1. If not tested, obtain medical note (explaining why not tested) OR follow instructions for positive case.

2. If test done earlier than 7 days after last exposure to case, repeat testing towards the end of the quarantine period. If not tested, quarantine for 14 days.