SACRAMENTO COUNTY
2020-2021

SCHOOL YEAR PLANNING:

A GUIDE TO ADDRESS THE CHALLENGES OF COVID-19

INCLUDING A SPECIAL SECTION FOR FAMILIES/COMMUNITIES

SCOE
Sacramento County Office of Education

JUNE 2, 2020

Plans will be modified as public health guidelines are updated.

A MESSAGE FROM SUPERINTENDENTS IN SACRAMENTO COUNTY

The Sacramento County Office of Education (SCOE), local school districts, and Sacramento County Public Health are fully committed to working together to prepare for the reopening of schools and convened a countywide committee to address this need.

As COVID-19 continues to change our collective landscape, our districts will work together to leverage resources, share best practices, and advocate for regulatory flexibility, including state and federal waivers to enable us to provide the best possible programs for all our students. This document is a guide for districts to consider as they plan for the next school year.

There is no one-size-fits-all approach to reopening schools across our 13 districts. Based on available information as of June 2, 2020, school districts in Sacramento County will create contingency plans for reopening schools based on the guiding principles, current planning considerations, and assumptions set forth in this document. These plans are subject to change as public health guidelines are updated.

Our thanks to the school district staff members who helped develop these guidelines. Special thanks to our County Department of Health and especially to our Public Health Officer, Dr. Olivia Kasirye, for her outstanding support.

Regards,

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June 2, 2020

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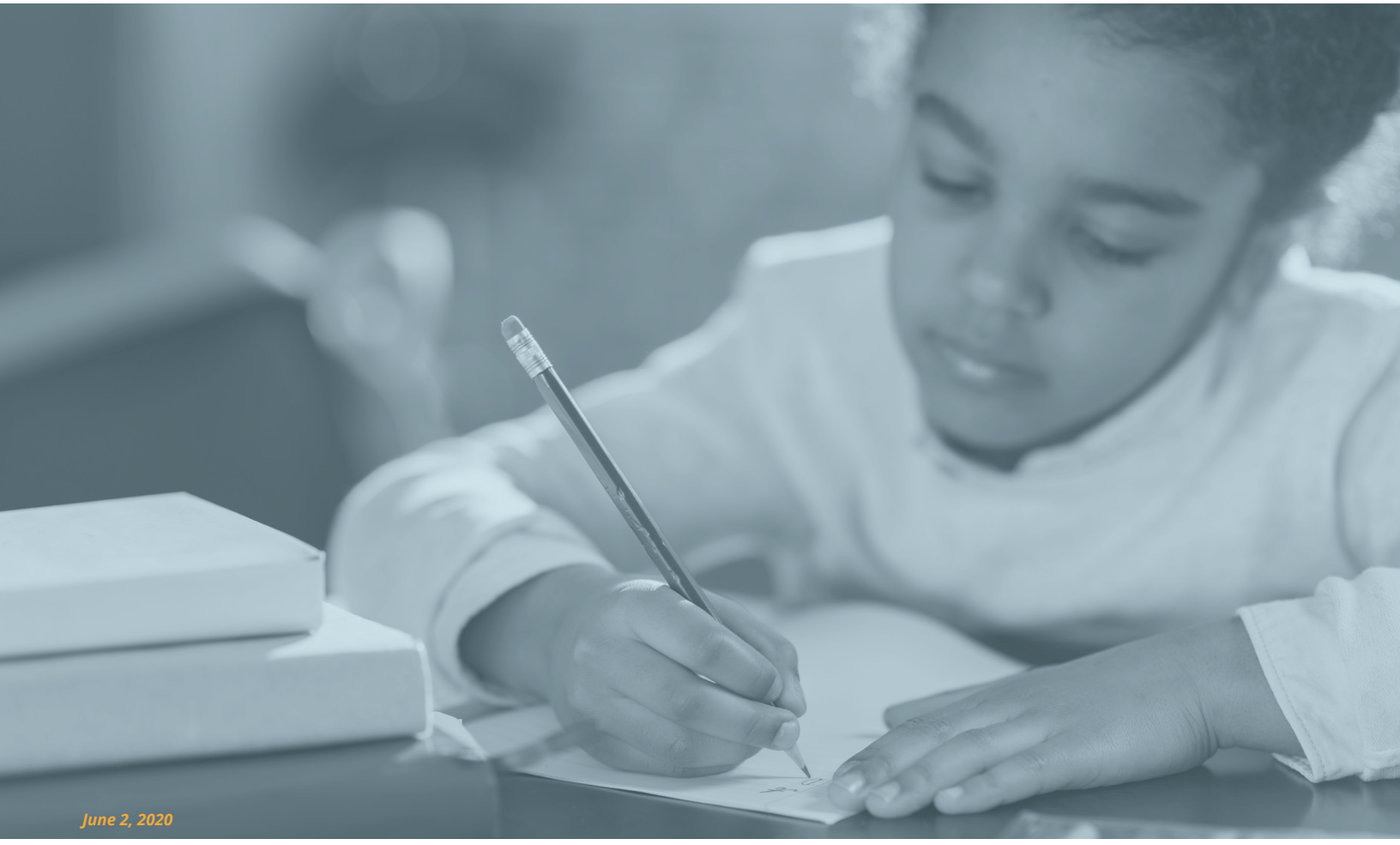

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SACRAMENTO COUNTY 2020-2021 | JUNE 2, 2020

WHAT FAMILIES CAN EXPECT WHEN SCHOOLS REOPEN

The health and safety of our students, staff, and families is of utmost importance. When the 2020-2021 school year begins in Sacramento County, on-campus school will look much different than previous years due to new health and safety measures. Each district will be developing plans to reopen schools based on guidance from public health officials and state agencies. District plans will be updated as the situation evolves.

It is important to note that district plans must focus sharply on academic instruction to enhance student performance and address learning loss. At the same time, districts will also try their best to maintain the extracurricular programs, clubs, and athletics that are so important to the physical, mental, and social well-being of our students.

On May 15, 2020, Governor Newsom shared California's May Budget Revision for 2020-2021. Schools have never faced this level of funding cuts. These significant funding cuts for schools will impact the reopening of school campuses that will be faced with increased costs to address safety measures connected to the pandemic.

WHEN SCHOOLS RESUME IN THE FALL, THEY WILL LOOK DIFFERENT.

HERE IS WHAT YOU CAN EXPECT:

Schools will reopen with a continuum of options that include on-campus and remote learning.

The following health and safety guidance has been recommended by the Sacramento County Public Health for the reopening of schools based on current information and will be updated as the situation changes.

Screening at Home

- Families are recommended to take temperatures daily before going to school. Anyone with a fever of 100.4 F or higher should not go to a school site.
- Students and adults should also screen themselves for respiratory symptoms such as cough and shortness of breath prior to coming to school each day. Students and adults experiencing those symptoms should not attend school.

Arriving at School

- Staff may be wearing face coverings.
- Students will arrive on buses with fewer students.
- Parents and visitors may have limited access to the school campus.
- It is likely that arrival and dismissal times may vary depending on grade level.

June 2, 2020 - Plans will be modified as public health guidelines are updated.

General Safety Precautions Throughout the Day

- Schools will follow disinfection guidelines developed by Sacramento County Public Health and Sacramento County Environmental Management for school campuses including classrooms, workspaces, outdoor spaces, and playgrounds.
- Physical barriers may be installed where social distancing is not possible.
- All students and staff will be encouraged to wash/clean their hands regularly.

  * Handwashing stations with soap and/or hand sanitizer should be made available in classrooms.
- Schools will limit sharing of supplies between students and disinfect between uses if sharing is unavoidable.

Other Safety Considerations

- Face coverings should be worn by staff and students (particularly older students), as feasible, and are most essential in times when physical distancing is difficult.
- Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school.
- Gloves are not recommended for use by students or staff, with the exception of those conducting duties such as cleaning, first aid, or food service.

ON CAMPUS AND IN THE CLASSROOM

Social distancing will help limit the spread of the virus. Schools will consider the following strategies to maintain smaller groups of students in shared spaces:

- Modify school schedules
- Limit visitors on campus
- Keep students in smaller groups
- Serve meals in small group settings
- Space desks further apart to ensure a minimum of 6 feet distance between students
- Serve individually plated or boxed meals
- Where possible, keep student cohorts from mixing

- Stagger lunches, recesses, and other transition times
- Do not host large gatherings such as assemblies and dances
- When feasible, identify a sick room for students who are not feeling well to minimize contact with others until they are able to go home

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BECAUSE OF THE NEED FOR SOCIAL DISTANCING, EVERY CHILD CANNOT BE ON CAMPUS AT THE SAME TIME.

Quality instruction and a commitment to equity for ALL students continue to be the linchpin to the success of educational programs. Each district will make decisions based on available resources, local needs, and state policy. In order to maintain social distancing, schools may use schedules that combine distance learning and on-campus instruction. Some examples may include smaller class sizes where students attend classes for a portion of the week and/or reduced hours per day to maintain social distancing requirements. Schedules may change throughout the year.

At this time, schools will be required by Sacramento County Public Health to modify school schedules to limit the number of students on campus. Some examples of schedules may include:

Smaller Cohorts/Student Groups:
Classes can be divided into smaller cohorts/ student groups (e.g. one group may come to school on Monday and Wednesday, the other on Tuesday and Thursday or any combination of two days per group. The fifth day could be flexible based on district/school site plans.)

Half-Day Schedule:
Offer double sessions where half the students attend class in the morning and the other half attend in the afternoon.

Block Schedule:
Secondary Schools: Implement a block schedule to reduce passing periods and possible points of contact in each classroom.

Stagger and Modify Schedule:
Stagger start and end times within a day

Modify recess schedules and lunch periods

Stagger breakfast/lunch schedules or serve breakfast/lunch in classroom options

To address childcare needs, community partnerships will be explored to offer expanded learning programs (before school, after school, and summer programs) to support families, especially families with preschool and elementary students.

Schools will work with students and families to ensure equity and access to quality instruction. Accommodations for students with disabilities, students with diverse learning needs, students who are medically vulnerable, and English learners will be made as needed.

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ATTENDING TO THE SOCIAL EMOTIONAL WELL-BEING OF OUR STUDENTS WILL BE A TOP PRIORITY AS THEY RETURN TO SCHOOL.

District and school staffs are committed to supporting students' social emotional wellness and offering resources to ensure students transition back to school smoothly. Support may include social emotional learning, building relationships, community building activities, and increased access to mental health/wellness services. Families and schools will need to work together to check how students are feeling and assess their individual needs to provide the support our students need during these challenging times.

IN ORDER TO MAINTAIN SOCIAL DISTANCING, ACTIVITIES THAT REQUIRE STUDENTS TO CONGREGATE WILL BE LIMITED AND MODIFIED AS GUIDELINES CHANGE.

Social distancing is important to ensure the health and safety of our students and will impact how some courses will be taught and which sports and extracurricular activities students will be able to participate in safely.

Courses

To minimize the number of students interacting, social distancing will need to be maintained in all classes and courses.

Some courses will need modifications on how the course will be taught if social distancing is not feasible or when there is an increased risk for spreading the virus. Some examples of this include courses like Choir and Band.

Schools will work with students and families to ensure accommodations are made and alternative options will be considered.

For middle and high schools, students and staff may be asked to wear face coverings when social distancing cannot be achieved in some classes.

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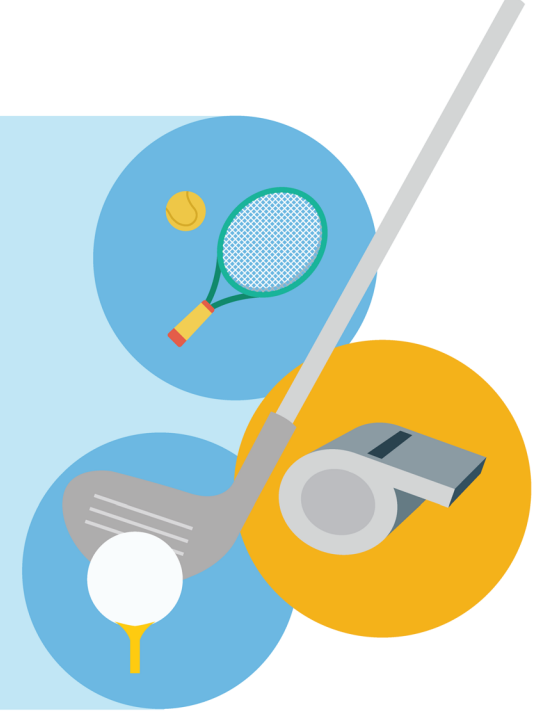


Sports and Extracurricular Activities

As of June 2, 2020, the following health and safety guidance have been recommended by the Sacramento County Public Health for the reopening of schools. (Reference Appendix B: Sacramento County Public Health Guidance, June 2, 2020)

If social distancing is feasible and modifications are made, the following are examples of sports that may be permitted:

- Swimming (one person per lane or every other lane)
- Diving
- Golf
- Tennis
- Cheerleading
- Cross Country
- Track and Field

The following sports involve close contact and are not recommended as of June 2, 2020. As the school year approaches, further guidance will likely be forthcoming from California Department of Public Health (CDPH), California Department of Education (CDE), California Interscholastic Federation (CIF) and local authorities. As an example, the State CIF has a Sports Medicine Advisory Sub-Committee comprised of physicians, trainers, and administrators that is studying strategies to work with public health to restore athletics when it is safe to do so.

- Basketball
- Water Polo
- Wrestling
- Volleyball
- Football
- Soccer
- Baseball and Softball

Field trips are <u>not</u> currently recommended. Consider virtual field trips when possible.

Assemblies, dances, and rallies are <u>not</u> recommended at this time.

The Sacramento County Office of Education, Sacramento County Public Health, and local school districts are committed to ensuring the health and safety of all students. Sacramento County Public Health will continue closely monitoring the rate of infection in Sacramento County. As public health guidelines change, the districts and schools will adapt and modify plans. We will work together with our students and families to keep our children safe as we transition to our new approach to educating students.

Family Resources

Check out www.scoe.net website for resources available.

- School Meals Pickup Information
- Enrichment Learning Resources and Videos
- Social Emotional Wellness
- Reduced Cost/Free Internet Access

June 2, 2020

PLANNING CONSIDERATIONS

Sacramento County Office of Education

June 2, 2020
Plans will be modified as public health guidelines are updated.

INTRODUCTION

The health and safety of our students, employees, families, and community is of utmost importance.

As part of that shared commitment, the Sacramento County Office of Education and local school districts are closely monitoring the on-going developments regarding COVID-19 (coronavirus disease) in partnership with Sacramento County Public Health. As we work in partnership, we are clear that there is no one-size-fits-all approach to reopening schools. Districts will need to adapt to the evolving guidance from health officials and implement plans with strategies best tailored to local needs. Strategies will need to be adaptive and flexible to be scaled up or down depending on local conditions during this process. Planning for reopening schools creates the opportunity to strengthen partnerships and our commitment to work together as a community with the shared goal of improving outcomes for all students.

As mentioned above, Sacramento County Public Health is closely monitoring the ongoing developments regarding COVID-19 and will continue to provide updates and guidance to local school districts. This document is designed to support school planning and will be updated regularly as the situation evolves.

June 2, 2020

GUIDING PRINCIPLES

1. **QUALITY INSTRUCTION –** Whether distance learning or in person, quality instruction continues to be the linchpin to the success of educational programs since coursework delivered through hybrid modalities must continue to be available (on-campus and distance learning) and should meet the same standards as coursework offered only on-campus. We will need to give educators "space and grace" as they work to improve the delivery of content through multiple modalities.
2. **COMMIT TO EQUITY –** All students must have opportunities to achieve academic success that are accessible, personalized, culturally relevant, and responsive. Schools have a responsibility to be culturally and linguistically responsive and meet the continued needs of ALL students, including students from low-income backgrounds, students with disabilities, students experiencing homelessness, foster youth, English learners, and students from diverse cultures.
3. **ADOPT WHOLE SCHOOL WELLNESS APPROACH –** Take a systems approach to promoting student academic, social, and emotional learning, physical well-being, and college, career, and civic readiness. Adopt a whole school wellness approach to ensure student and adult success in school, work, and community.
4. **PARTNER WITH STUDENTS, FAMILIES, COMMUNITY, AND LABOR GROUPS –** Engage with students, families, community partners, and labor groups to build collective impact and support public health. Maximize the resources of the entire community, including health care, expanded learning, early learning , and family and community partnerships to implement health and safety protocols and to advance alternative learning modalities.
5. **LEARN AND IMPROVE –** Adopt continuous improvement practices and use evidence to guide decision making while aiming to enhance the quality of student learning opportunities. Use data to inform improvement of instructional and school practices. Work together, leverage our collective positive effect through advocacy, and share best practices and resources. To maximize impact, SCOE and district leaders will establish an infrastructure designed to promote ongoing collaboration and sharing of best practices among districts.

June 2, 2020

PLANNING FOR THE 2020-2021 SCHOOL YEAR

One may ask, "How do I plan for the beginning of the upcoming school year without knowing the basics?" The answer is that one must build a baseline plan with multiple alternative scenarios until more definitive information is available. Alternative scenarios should be built by assigning various documented assumptions to the basic building blocks of the instructional plan.

Throughout the upcoming year, it is our commitment to provide multiple opportunities for countywide engagement and collaboration as we adopt a continuous improvement lens. The current situation necessitates that we work together, leverage our collective presence through advocacy, and share best practices and resources. To maximize impact, leaders will need to advocate for regulatory flexibility including state and federal waivers to address the unprecedented financial, operational, and educational challenges. Leaders will need to use evidence and data to guide decision making while aiming to enhance the quality of student learning opportunities.

To guide school districts in developing plans, Appendix A highlights Planning Assumptions to support this process. Current guidance from Sacramento County Public Health is included in Appendix B.

PLANNING CONSIDERATIONS

Purpose:

- Provide guidance to districts in developing plans to reopen schools based on current information and local context.
- Assist leaders with understanding and prioritizing needs by using an equity lens to ensure the needs of all students are met through a comprehensive planning process.
- Explore alternative operational and instructional models to be responsive to traditional school site limitations with regard to social distancing and facility use.

Recommended Process:

- Identify district-level and school-level needs with involvement of a diverse representation of stakeholders.
- Based on identified need, determine areas of focus and prioritize efforts.
- Identify services and assets currently available.
- Identify the service and district building capacity gaps and develop plans based on local context and needs.
- Monitor implementation at both district and school levels.
- Modify and adapt plans and services as needed.

SECTION I: HEALTH AND SAFETY CONSIDERATIONS

Follow the latest Sacramento County Public Health guidelines.

Health and Safety

What are the latest guidelines from the Sacramento County Public Health?

School site/campus procedures

Screening and Testing:

- Will students and adults entering campuses be screened for symptoms?
- Is the protocol for testing children different from adults? How available will it be?

Personal Protective Equipment (PPE)

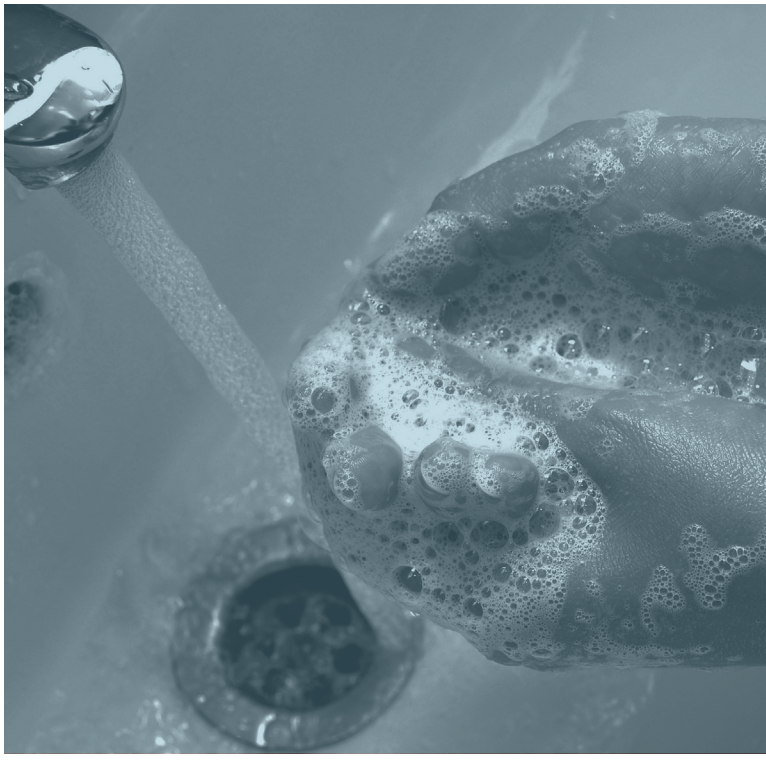
- Will students and adults wear face coverings?
- What supplies are needed (e.g., face coverings, thermometers, personal protective equipment) for each campus?
- What supplies should be included in every classroom and general area (e.g., office, cafeteria, bathroom) for use by students and employees?
- Are gloves recommended for students and adults?

Social Distancing

- What are the social distancing protocols (distance, number permitted in a group) in multiple settings: in classroom, hallways, common outdoor spaces?
- What is the recommended number of students in a class based on student age and room size?
- Do schools need to close or limit access to common outdoor spaces?
- What are the recommendations on how to configure the campus to include a space to isolate emergent cases? Possible campus configurations to designate an 'area' or safe place where students can wait to be picked up, if they are showing signs of COVID-19?
- What are the recommendations during inclement weather (e.g., rain, spare the air day, fire) for schools to maintain social distancing while limited to indoor spaces on campus?
- To help limit contact and maintain social distancing, what are the guidelines for campuses for identifying designated routes for traffic flow?
- What are the guidelines for configuring district and school offices? Considerations include identifying multiple entry points and directing the flow of staff and student movement to meet social distancing requirements.

Transportation

- What social distancing and other safety measures will need to be in place for bus drivers and students?



Reopening and Course Offerings

- What courses can be offered in person once schools reopen? What are the guidelines and recommendations for the following courses:
  - Music
  - Physical Education
  - Performing and Theater Arts
  - Science and labs
  - Choir
- Which sports and student activities can be offered in person? What are the guidelines and recommendations for the following activities: Swimming, Water Polo, Diving, Wrestling, Volleyball, Basketball, Golf, Tennis, Football, Soccer, Cross Country, Track and Field, Baseball and Softball, Cheerleading

Reporting/Health Protocols/ Communication

- What is the protocol for handling students or staff exhibiting symptoms?
- What is the recommended procedure for handling emergent cases and once a positive case is confirmed?
- What are the expected reporting procedures with Sacramento County Public Health?
- What are the procedures for referring, tracing, and isolating students and staff with symptoms or diagnosis?
- What are the communication guidelines when a positive case is confirmed?
- What are the expected reporting procedures with the Sacramento County Public Health?
- Will staff or students diagnosed with COVID-19 need a document to return to school?
- If a parent is diagnosed with COVID-19 will their student need to self-isolate 14 days prior to returning to school? How will the schools know when the student is ok to return?
- What processes are in place to monitor that Heating, Ventilation, and Air Conditioning (HVAC) systems are functioning properly, providing ample circulation, and are being maintained according to manufacturer's recommendations?

Health Education

- What are the recommended health education topics schools should provide?
- Will Sacramento County Public Health assist with the development of health education training, guidelines, and materials for students and families?

Facilities - Safety and Sanitation Considerations

- What supplies should be included in every classroom and general area (e.g., office, cafeteria, bathroom) for use by students and employees?
- How might the county office and districts coordinate the procurement of supplies across the county?
- What will be the daily cleaning schedule used at all school sites and district offices to ensure frequent cleaning and regular disinfection of surfaces?
- Where might physical barriers need to be installed at school sites and district offices to ensure student and employee safety?
- What accommodations will be needed for students and employees that are vulnerable and/or at higher risk of contracting the virus? What safety measures will need to be in place for Special

Education students, students who are medically fragile, and students who cannot wear masks?
- What are the guidelines for cleaning and sanitation- Classrooms? Office/work spaces? Outdoor equipment/playgrounds? Common outdoor spaces?
- Will extensive classroom cleaning need to be performed if a student or teacher is diagnosed with COVID-19? What are the guidelines for this?
- Is the use of hand dryers in restrooms recommended?

Leaders will need to collaborate and coordinate requests for federal and state funding to implement health and safety protocols and fund COVID-19 mitigation activities.

SECTION 2: INSTRUCTIONAL PROGRAM

Expand instructional programs and educational options.

Improve each district's capacity to provide:

- Distance learning: Schools have the responsibility to serve all students and will need to offer distance learning to ensure all students have access on a daily basis.
  - Synchronous distance learning as a flexible option for students who cannot physically participate in classroom instruction or who are scheduled in a cohort at home to meet social distancing guidelines.
  - Asynchronous distance learning as a means of providing instruction for students who cannot participate in classroom instruction at a designated time.
  - Home and hospital instruction (Education Code Section 48206.3) for students who must be hospitalized or remain at home due to a temporary but extended illness, disability, quarantine, or in self-isolation.
- Effective in-person and distance learning English learner programs and integrated and designated English Language Development (ELD) instruction in alignment with the California English Learner (EL) Roadmap.

Special Education

- Anticipate the need for Individualized Education Programs (IEP) Addendums that outline instruction and services that can be offered through:
  - On-campus instruction
  - Distance learning
  - A blended model of on-campus and distance learning
- To ensure the provision of free, appropriate public education (FAPE) in the least restrictive environment (LRE) is met and provided with parental agreement in a fluctuating environment, consider the following questions:
  - How will instruction, related services and accommodations be provided during a student's extended absence for quarantine or self-isolation? What assistive technology is necessary to support each student's learning in virtual and/or a blended learning environment?
  - Which related services lend themselves to a distance learning format and how will they be prioritized for students with IEPs? Services such as occupational therapy and physical

therapy for on-campus reporting days may in most cases be more effective in person.

- How will LEAs assess and address regression on IEP goals?
- Which IEP goals can continue to be addressed through distance learning and which goals need to be modified based on the shift in learning environment?
- Which external vendors and contractors are able to continue to provide on-line/distance services and which contracts need to be revised?
- What instructional accommodations (distance learning, on-campus with social distance measures in place, blended) are needed for students with a 504 plan and students with disabilities who are medically fragile or who have significant behavioral or physical support needs?
- What special precautions/exceptions are necessary for working with students with significant support needs or students who are medically fragile and students with moderate to severe disabilities?

Standards

- Does the district have an instructional team that will support schools as they determine which lessons are taught on-campus vs. distance learning?
- How will districts calendar / schedule essential standard and competency instruction in a blended learning environment?
- Will the district use a universal instructional calendar or support sites as they develop individual instructional calendars?
- What frameworks or planning maps are available to help teachers plan lessons that meet the demands of grade-level standards and address learning gaps?

Differentiated Instruction in Blended Learning Environments

- How will teachers differentiate instruction to respond to academic, behavioral, and social emotional needs?
- What are the critical elements of the district and school infrastructure that must be in place to implement and sustain Multi-Tiered Student Supports (MTSS)?
- How do we ensure fidelity of instruction and intervention services across the tiers?

Assessment

- What universal screeners and diagnostic assessment tools should be used to understand the individual and collective needs of our students?
- What formative and summative assessments can be administered to assess student learning and academic needs to identify interventions?

Grading

- How do we support teachers to ensure that assessment and grading are meaningful and practical (distance learning, on-campus, and blended)? How will this impact grading policies?
- What are the grading guidelines provided by the State Board of Education and how will the University of California (UC) / California State University (CSU) interpret grades during this period for secondary students?

Professional Development:

- What are the professional learning needs of the staff? Design a professional development plan to build the remote instruction / blended learning capacity of employees.

SECTION 3: SCHOOL SCHEDULES

Consider a blended approach to limit the number of students on campus.

- **Smaller Cohorts/Student Groups:**
  - Classes can be divided into smaller cohorts/ student groups (e.g. one group may come to school on Monday and Wednesday, the other on Tuesday and Thursday or any combination of two days per group. The fifth day could be flexible based on district/school site plans.)
  - On-campus days: Teachers provide each cohort/ group with direct instruction and support.
  - At home days: Teachers provide assignments for students to complete each week.
  - Take-home meals for each eligible student will be provided before they leave for days they are not in school.
- **Half-day schedule:**
  - Offer double sessions where half the students attend class in the morning and the other half attend in the afternoon. Students complete assignments at home daily in the morning or afternoon, depending on their school schedule.
- **Block schedule:**
  - Secondary Schools: Implement a block schedule to reduce passing periods and points of contact in each classroom.
- **Stagger and modify schedule:**
  - Stagger start and end times within a day
  - Modify recess schedules and lunch periods
  - Stagger breakfast/lunch schedules or breakfast/ lunch in classroom options. What are other meal delivery options that can maintain social distancing based on adopted schedule model? Consider outdoor eating, smaller groups, spaced seating.

Considerations for Modified Schedules

- How can leaders coordinate requests for state waivers if schedule alternatives are implemented (1/2 days, instructional rotation, modified schedules)?
- Early Learning: How can the community leverage and partner with early learning programs (infant to preschool) to increase daycare access for families with young children?
- Expanded Learning: How can Expanded Learning programs (before school, after school, and summer programs) be re-aligned to the modified schedules to support families, especially families with preschool and elementary students?

- Course Offerings and Instructional Delivery: Prioritize course offerings (on-campus and synchronous instruction) based on instructional need in alignment with the current guidance from Sacramento County Public Health.

Ensuring Equity and Access

Schools have a responsibility to continue to be culturally and linguistically responsive and continue to meet the needs of all students, including language support for English learners and support for students with disabilities.

Considerations:

- In what ways are inequities appearing because of the current situation regardless of which option(s) for learning is implemented? How will these inequities be addressed?
- How can districts and the county office of education coordinate efforts to request waivers and additional federal and state funding to adequately address the inequities?
- **Technology:** Consider the need for replacement technology and student mobility and have ample inventory to plan for these needs.
  - Is there a need to increase the availability of devices?
  - What are the available options to resolve issues of access and connectivity?
  - What additional protocols and policies need to be created or revised? Example: Technology use agreements
- **Curricular Materials:** Consider how Williams (instructional materials) sufficiency will be established and where students will need access to physical textbooks.
  - How can students access the curriculum if they don't have access to computers, internet, and technology support? What are the alternatives should this occur?
  - What support can be offered to families and students?
  - Are additional materials or curriculum needed to support students who have fallen behind?
  - How can districts and the county office of education collaborate to coordinate requests for federal and state funding to provide additional instructional and student materials?
- **Meals:**
  - What are the meal delivery options for eligible students?
  - What is the procedure for parents or designated adults to pick up meals for children who are absent or engaged in distance learning?
  - How will the district continue to provide specialized meals for children with special health needs and allergies?

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- What waivers and additional funding can leaders request to support meal distribution to students?

SECTION 4: OUTDOOR/ TRANSITION SCHEDULE / EXTRACURRICULAR ACTIVITIES

Develop procedures when students are on campus in common outdoor spaces and during transition times. Consider options for sports and extracurricular activities.

Outdoor:

- **Elementary Schools**
  - What are options for reducing the number of students on the playground and common outdoor spaces?
  - Do we need to close or limit access to playgrounds?
  - What are the guidelines for cleaning outdoor equipment?
- **Secondary Schools**
  - What are options for reducing the number of students in the common outdoor spaces (quads, picnic tables, benches, stadiums, etc.)?
  - Do we need to close or limit access to common outdoor spaces?
  - What are the guidelines for cleaning outdoor equipment?

Transition:

- What is the plan for social distancing upon students' arrival and departure from campus and during passing periods and transition times?
- Can the flow of foot traffic be controlled in hallways and common areas?

Extracurricular and Student Activities:

- What are the criteria for evaluating and restructuring activities (e.g., field trips, assemblies, rallies, sports, student clubs)?
- Have we analyzed all aspects of each program to determine where social distancing will be a challenge (club activities, practices, locker rooms, transportation, performances)?
- What revised policies do we need for student events and activities?
- What updates has the California Interscholastic Federation (CIF) provided regarding student participation and grades?
- Can we have a regional approach to secure and distribute updates on National Collegiate Athletic Association (NCAA) eligibility information?
- Should students be grouped in cohorts to limit number of students to small groups and maintain social distancing?

SECTION 5: SOCIAL EMOTIONAL LEARNING / MENTAL HEALTH AND WELLNESS

Develop plans to support the mental health and wellness of students, families, and employees.

- What services will be provided to support the mental health and well-being of students, families, and staff that are concerned about transmission of COVID-19 at school sites and district offices?
- What are the processes for screening, identifying, and assessing needs of students? Consider guidance on recognizing and protocols for Child Protective Services (CPS) and other mandated reporting guidelines.
- What are the procedures and expectations for school attendance?

- How are we supporting the needs of students with inconsistent participation/attendance (distance learning, on-campus, blended)?
- How will student and family engagement be monitored and supported?
- What programs and services are available to promote student connectedness and student engagement during distance learning, on-campus, or blended instruction?
- How can we keep students engaged and connected to their school and with their peers? How can we safely promote socialization?
- How can we leverage community partnerships and resources to provide additional support for our students, including student leadership, families, and employees?
- How can we ensure vulnerable populations do not become further disenfranchised? What is the communication and feedback loop to ensure connectedness by all student groups?

SECTION 6: COMMUNICATION

Re-opening schools will require careful planning, prioritization, and communication with families. Create timelines and develop communication plans to support each phase for the reopening of schools.

- How will stakeholders be engaged in the planning process?
- What will be the process to gather stakeholder input to develop district and school site plans?
- How can youth engagement activities be used to empower and engage students in problem solving and planning?

- Frequent and ongoing communication will be needed to ensure students, parents, and employees feel comfortable returning to schools and district offices. Plans for proactive communication that share information, identify concerns, and address concerns should be implemented with all stakeholders.
- What are the opportunities for joint communication with Sacramento County Public Health and district superintendents?
- How will information be provided to families and community partners using multiple methods and languages?
- What is the plan for communicating directly and immediately with parents and community regarding cases and how the district responded?
- How will we prepare students and families for their return to school?
- What is the plan for communication analysis and feedback?

June 2, 2020

APPENDIX A:

COVID-19 PLANNING ASSUMPTIONS

Sacramento County Office of Education

June 2, 2020
Plans will be modified as public health guidelines are updated.

APPENDIX A: COVID-19 PLANNING ASSUMPTIONS

1. Public Health Assumptions:

a. The virus that causes COVID-19 will remain in circulation, and people will be susceptible to the virus until an effective vaccine is developed and widely used.

b. A vaccine is not likely to be in broad use for the next 12 to 18 months.

c. During this time, improvements in understanding of the virus and in testing will allow public health officials to act with greater precision when taking steps to slow the rate of infection. Broad stay-at-home orders and long-term school closures are less likely to be needed in the future.

d. Children and staff with significant health conditions will continue to be especially vulnerable during this time.

e. Teaching and reinforcing prevention behaviors (social distancing, face coverings, handwashing and cough/sneeze etiquette) and promoting flu vaccinations will continue to be important strategies in slowing the spread of this and other infectious diseases.

f. Frequent cleaning and disinfection of high-touch surfaces will also be needed throughout this period.

2. School Operation Assumptions:

a. Conditions are not likely to improve quickly enough to allow schools to resume normal (pre-pandemic) operations for the 2020-21 school year.

b. It is unlikely that traditional graduation ceremonies and promotion assemblies will be allowed this summer. Even if permissible, convening large groups during this time frame may still be inadvisable.

c. When stay-at-home orders are lifted and schools are permitted to re-open, it is likely that operations will need to be modified until schools resume normal operations. Easing of restrictions is likely to be stepped down in phases. Should viral transmission flare up, schools will need to be prepared to respond quickly and be flexible to adjust to reclosing and reopening of campuses as needed.

d. It is unlikely it will be safe for schools to fully return to normal operations until the following have occurred:

- The California stay-at-home order has been lifted
- The County stay-at-home order has been lifted
- The directive to physically distance has been removed
- Restrictions on group gatherings have been lifted

3. Economic Impact Assumptions:

The economic impacts of the pandemic will have significant and lasting impacts on schools.

a. Funding:

- State tax revenues have fallen well below those of previous years and reductions in school funding are likely. Leaders will need to advocate for regulatory flexibility, including state and federal waivers to address unprecedented financial challenges.

b. Need for increased services:

- School nutrition programs will be needed by more students and will become a more significant portion of their access to food. Accommodations to provide continued access to meals for children who are ill or required to self-isolate may be necessary until COVID-19 is controlled.

Adapted from COVID-19 Planning Assumptions (San Diego County Office of Education, 2020)

- LEAs will need to respond to increased student and family mental health and wellness needs.
- The number of children and families experiencing homelessness and eligible for the support services and protections required under the federal McKinney-Vento Act will likely increase.
- Structural changes (staggered schedules and/or blended learning configurations), the need for enhanced cleaning, and protective equipment to implement social distancing will need to be addressed.

c. Potential COVID-19 Effect on Attendance:

- Schools have the responsibility to serve all students and will need to continue offering distance learning to ensure student access to learning.
- Students and staff with COVID-19, and those who are directly exposed, will probably need to stay off campus for two or more weeks. In larger households, children may be required to stay off-campus for an extended period if the virus affects other members of their family. These quarantine protocols underscore the need to maintain high quality, flexible, distance learning options throughout the school year.

4. Social-Emotional Assumptions:

The social-emotional impacts of the pandemic will continue to affect many students and staff.

a. Fear, loss, and isolation will result in the need for increased and continuing mental health supports.

- The impact of ongoing social distancing restrictions may overwhelm the coping skills of many.
- Coping for people with pre-existing mental health concerns will be very difficult.

b. Social distancing requirements may impede schools' ability to engage students through athletics, the performing arts, and other extracurricular programs that involve close contact or large gatherings.

5. Community Assumptions:

a. Public Response: There will continue to be a broad spectrum of opinions in the community regarding government and school responses (from schools are overreacting to under reacting) to COVID-19.

b. Local Decisions: The challenges posed by COVID-19, and the duration of this threat, will make it more difficult for school districts to make unified regional decisions. Differences in resources, negotiations, community concerns, and direction from county public health services in response to local conditions will impact decision-making.

June 2, 2020

Adapted from COVID-19 Planning Assumptions (San Diego County Office of Education, 2020)

APPENDIX B:

SACRAMENTO COUNTY PUBLIC HEALTH GUIDANCE

Sacramento County Office of Education

June 2, 2020
Plans will be modified as public health guidelines are updated.

Department of Health Services
Peter Beilenson, MD, MPH, Director

Divisions
Behavioral Health Services
Primary Health
Public Health
Departmental Administration

County of Sacramento

June 2, 2020

Dear School Official,

These are unprecedented times; with school closures, stay-at-home orders and now slowly re-opening our economy with new protocols for social distancing, families and our communities have had to endure a tremendous amount of stress. We appreciate the central role that schools play in bringing a sense of normalcy back into our children's lives and we want to be able to do it as safely as possible.

We appreciate the partnership we have had with the Sacramento County Office of Education in thinking through how to operationalize the guidelines for prevention of COVID-19 in the school environment. These guidelines may change as we learn more, and as we continue to find new strategies to prevent the spread of infection in our communities, so we thank you for your patience.

The information in Appendix B is designed to provide you with some answers to questions you may have as you prepare to re-open schools in this period of COVID-19. This information will also help parents anticipate the changes their children will face and help them make the necessary adjustments. Please do not hesitate to reach out if you have questions.

Sincerely,

Olivia Kasirye MD

Dr Olivia Kasirye,
Public Health Officer,
County of Sacramento

Division of Public Health
Olivia Kasirye, MD, MS
Public Health Officer

SACRAMENTO COUNTY PUBLIC HEALTH
Promote • Prevent • Protect

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APPENDIX B: SACRAMENTO COUNTY PUBLIC HEALTH GUIDANCE

The guidance provided are in accordance with current health orders from the California Department of Public Health (CDPH) and Sacramento County Public Health (SCPH) as of June 2, 2020.

Districts will need to seek approval from SCPH to address unique circumstances. Reponses will be modified by SCPH based on new guidance or directives from state agencies.

Health and Safety Protocols

What are the latest guidelines from Sacramento County Public Health (SCPH)?

School site/campus procedures

Screening and Testing:

- **Will students and adults entering campuses be screened for symptoms?**

  SCPH: Schools may implement screening measures for students and adults entering campus, however doing so would likely be challenging to implement, especially for larger schools. We do recommend asking families to take temperatures each morning prior to coming to school. Anyone with a fever of 100.4 or higher should not come to campus. Students and adults should also screen themselves for respiratory symptoms such as cough and shortness of breath prior to coming to school each day. Students and adults experiencing those symptoms should not attend school.

- **Is the protocol for testing children different from adults? How available will it be?**

  SCPH: The process for testing children is the same as it is in adults and making adjustments for size.

Personal Protective Equipment:

- **Will students and adults wear face coverings?**

  SCPH: Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Face coverings should be worn by staff and students (particularly older students), as feasible, and are most essential in times when physical distancing is difficult. Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently. Information should be provided to staff, students, and students' families on the proper use, removal, and washing of cloth face coverings.

- **What supplies are needed (e.g., face coverings, thermometers, personal protective equipment) for each campus?**

  SCPH: If social distancing is unattainable and face coverings are needed, it is recommended that schools provide face coverings for students and staff who are unable to provide their own. Schools should have a temporal or other external thermometer to detect fever in students or staff who become ill after arriving at school. Handwashing stations with soap and/or hand sanitizer should be made available in classrooms and other areas where staff/students are likely to be present. Gloves are not recommended for use by students or staff,

with the exception of those conducting duties such as cleaning, first aid, or food service.

- **What supplies should be included in every classroom and general area (e.g., office, cafeteria, bathroom) for use by students and employees?**

  SCPH: All sinks should have soap. Handwashing stations with soap and/or hand sanitizer should be available in classrooms and other commonly used areas. Classrooms should have a supply of face coverings for use when social distancing is not possible.

- **Are gloves recommended for students and adults?**

  SCPH: Gloves are not recommended for use by students or staff, with the exception of those conducting duties such as cleaning, first aid, or food service.

- **Governor Newsom announced recently that personal protective equipment (PPE) will be provided to all non-healthcare businesses. Will this include the education sector?**

  SCPH: We do not know at this time.

Social Distancing:

- **What are the social distancing protocols (distance, number permitted in a group) in multiple settings: in classroom, hallways, common outdoor spaces?**

  SCPH: Ideally, social distancing of at least 6 feet between people can be maintained in all areas of the school. Facility limitations may prohibit this in all spaces. Depending on grade level, physical space, and class sizes, schools could consider the following strategies, where possible and appropriate:

  - Keep students in smaller groups
  - Serve lunches in classrooms (smaller groups) instead of a cafeteria
  - Stagger lunches, recesses, and other breaks to maintain smaller groups of students in shared spaces
  - Individually plated or boxed lunches in lieu of cafeteria style
  - Space desks further apart and orient desks so students are not facing each other
  - Utilize larger classrooms for larger class sizes
  - Where possible, keep student cohorts together and limit intermixing between different students
  - Do not host larger gatherings such as assemblies, rallies, and dances
  - Space students out on buses

- **What is the recommended number of students in a class based on student age and room size?**

  SCPH: Students and staff should be able to maintain social distancing (6 feet between each person). The number of students per classroom will depend on room size and furniture configuration. Schools will likely need to assess their physical spaces and determine capacity accordingly.

- **Do schools need to close or limit access to common outdoor spaces?**

  SCPH: Common outdoor spaces may present less risk of transmission than indoor spaces, assuming students and adults maintain distancing. Schools may consider staggering recesses and/or outdoor time so that smaller groups are using shared spaces at one time. When using outdoor spaces, cohorts

should be maintained whenever possible. Contact sports and activities that encourage close contact should be avoided.

- **What are the recommendations on how to configure the campus to include a space to isolate emergent cases? Possible campus configurations to designate an 'area' or safe place where students can wait to be picked up, if they are showing signs of COVID-19?**

  SCPH: When feasible, identify a "sick room" through which others do not regularly pass where symptomatic individuals can remain until they are able to go home.

Transportation:

- **What safety measures will need to be in place for bus drivers and students?**

  SCPH: To achieve social distancing, students should be seated one student per every other row. It is preferable for drivers to wear masks but there needs to be consideration for visibility and ease of breathing.

Reopening and Course Offerings

- **What courses can be offered in person once schools reopen? What are the guidelines and recommendations for the following courses?**

  SCPH:

  - Music – No wind/horn, strings/percussion/piano unless adequate physical distancing is possible. Same with Orchestra and band
  - Physical Education – YES, with social distancing
  - Performing and Theater Arts – YES, with social distancing
  - Science and labs – YES, with social distancing
  - Choir – Virtual, if possible

- **Which sports and student activities can be offered in person? What are the guidelines and recommendations for the following activities?**

  SCPH: Based on the current situation, these are our recommendations. As the school year grows closer, the California Department of Public Health, California Department of Education, and/or California Interscholastic Federation may provide specific guidance on this issue.

  - Swimming – Possibly, with modifications (one person per lane or every other lane)
  - Water Polo – NO
  - Diving – YES, with distancing
  - Wrestling – NO
  - Volleyball – NO
  - Basketball – NO
  - Golf - YES, with distancing
  - Tennis – YES
  - Football – NO
  - Soccer – NO
  - Cross Country – tend to run in packs so probably no
  - Track and Field – hard to distance so probably no
  - Baseball and Softball – NO
  - Cheerleading – YES, with distancing

Reporting/Health Protocols/Communication

- **What is the protocol for handling students or staff exhibiting symptoms?**

  SCPH: Students or staff who are symptomatic should not come to school. If they begin exhibiting symptoms after arriving at school, separate the individual from others as much as possible and make arrangements for the individual to go home as soon as possible. When feasible, identify a "sick room" through which others do not regularly pass where symptomatic individuals can remain until they are able to go home.

- **What is the recommended procedure for handling emergent cases and once a positive case is confirmed?**

  SCPH: When a positive case is confirmed, call Public Health at 916-875-5881 and ask for a public health nurse. The nurse will ask for information on the student/staff and will ask you to start collecting information about class rosters. The nurse will work with you to identify those that will be considered contacts, and will provide guidance on what information needs to go to parents. This is a similar process that we use for communicable diseases. Public Health usually handles media in collaboration with the district/school Public Information Officer (PIO).

- **What are the expected reporting procedures with Sacramento County Public Health? What are the procedures for referring, tracing, and isolating students and staff with symptoms or diagnosis?**

  SCPH: The Sacramento County Public Health (SCPH) Communicable Disease Program has procedures in place for investigating communicable disease cases, including norovirus, tuberculosis, and COVID-19. Cases of COVID-19 among students or staff should be reported immediately to SCPH by calling (916) 875-5881. SCPH staff will conduct contact tracing using classroom rosters and information obtained from school personnel through interviews and in coordination with school officials.

- **What are the communication guidelines when a positive case is confirmed?**

  SCPH: Communication recommendations will vary depending on the specific circumstances of a case in a school community. At a minimum, the affected cohort will need to be notified. Media is handled in coordination between the school PIO and Public Health PIO.

- **Will staff or students, diagnosed with COVID-19 need a document to return to school?**

  SCPH: Guidelines for determining when a COVID-19 infected person is able to return to school or work continues to evolve as we learn more about COVID-19. Sacramento County Public Health will provide specific guidance on this as the new school year approaches. If needed, Public Health can provide a clearance letter for return to school.

- **If a parent is diagnosed with COVID-19 will their student need to self-isolate 14 days prior to returning to school? How will the schools know when the student is ok to return?**

  SCPH: If a student or staff has a household member that tests positive for COVID-19, the student will be ordered to quarantine at home for 14 days. Sacramento County Public Health will issue

Health Officer Orders with explicit instructions on quarantine and details on its expiration. If needed, Public Health will provide clearance letters at the end of isolation/quarantine.

- **What is SCPH's recommendation for Heating, Ventilation, and Air Conditioning (HVAC) systems in terms of identifying optimal working conditions to support health and safety?**

  SCPH: Districts and schools should work with their engineers to ensure that HVAC systems are functioning properly, provide ample circulation, and are maintained according to manufacturer's recommendations.

Health Education

- **What are the recommended health education topics schools should provide?**

  SCPH: Schools should consider educating students on the importance of hygiene, understanding and monitoring for symptoms of illness, social distancing, and mental health/sources of support. Public Health will update the handbook that we send to the school nurses/administrators at the beginning of the school year to include information on COVID-19.

- **Will Sacramento County Public Health assist with the development of health education training, guidelines and materials for students and families?**

  SCPH: Sacramento County Public Health distributes educational information on several health topics prior to the start of each school year. We will include information on COVID-19 this year and can provide additional information, as needed.

Facilities - Safety and Sanitation Considerations:

- **What supplies should be included in every classroom and general area (e.g., office, cafeteria, bathroom) for use by students and employees?**

  SCPH: All sinks should have soap. Handwashing stations with soap and/or hand sanitizer should be made available in classrooms. Classrooms should have a supply of face coverings for use when social distancing is not possible.

- **How might the county office and districts coordinate the procurement of supplies across the county?**

  SCPH: The County Emergency Operations Center has a logistics section, we will provide the contact information, however, schools should establish their own contracts for procurement for long term.

- **What will be the daily cleaning schedule used at all school sites and district offices to ensure frequent cleaning and regular disinfection of surfaces?**

  SCPH: We are working with Sacramento County Environmental Management Department for disinfection guidance and will share it when it becomes available.

- **Where might physical barriers need to be installed at school sites and district offices to ensure student and employee safety?**

  SCPH: Schools may want to consider installing clear plexi-glass barriers at front counters where social distancing is not possible, similar to how many retailers have done so at check-out counters. Staff

workstations should be arranged so that staff can socially distance.

- **What accommodations will be needed for students and employees that are vulnerable and/or at higher risk of contracting the virus? What safety measures will need to be in place for Special Education students, students who are medically fragile, and students who cannot wear masks?**

  SCPH: It is important to make sure that there are adequate accommodations for medically fragile students for the reasons that you outline. If not able to ensure social distancing and hand hygiene, it may be advisable to consider leaving these students in virtual classes.

- **What are the guidelines for cleaning and sanitation- Classrooms? Office/work spaces? Outdoor equipment/playgrounds? Common outdoor spaces?**

  SCPH: We are working with Sacramento County Environmental Management Department for disinfection guidance and will share it when it becomes available.

- **Will extensive classroom cleaning need to be performed if a student or teacher is diagnosed with COVID-19? What are the guidelines for this?**

  SCPH: Schools should follow the same procedures they use for cleaning after a norovirus outbreak.

- **Is the use of hand dryers in restrooms recommended?**

  SCPH: Sacramento County Public Health does not have specific concerns about hand dryers at this time. If additional guidance is given, we will update our recommendations.

Other Considerations

SCPH:

- Limit sharing of supplies between students; disinfect between uses if sharing is unavoidable
- No field trips
- Limit events to those where social distancing can be maintained
- Limit/restrict visitors to campus
- Limitations/elimination of extra-curricular activities/sports
- Be prepared for the possibility of additional closures after campuses re-open if outbreaks occur

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