



**San Bruno Park School District**  
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# **Plan for Return to In-Person Instruction**

**2020-2021**

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### Overview

The Coronavirus COVID-19 Pandemic necessitated a start of the 2020-2021 school year in a full distance learning model. Decisions about reopening school will vary throughout San Mateo County and California. Districts have different resources, personnel, community needs, and logistical concerns that will lead to different decisions from district to district. We do not anticipate a full in-person school model until COVID-19 data in San Mateo County have improved and we reach the Governor's most minimal level of risk (known as yellow/gold). During this time, San Bruno Park School District will prepare for the different variations of in-person learning, from small cohorts to hybrid models, to full in person learning. The purpose of this document is to outline the plan for reopening schools to student in-person learning.

At the center of all planning is San Bruno Park School District's commitment to the health and safety of its students, staff, families, and the greater community while continuing to provide an educational program that can support our diverse learners.

Any level of school re-entry will have risk of increased virus transmission to students, staff, and the community. There must be a recognition that no plan will eliminate this risk. However, our planning and preparation, as well as our fidelity to safety procedures, will substantially mitigate the risk of contracting the virus. This plan is based on the various guidelines issued by the California Department of Education (CDE Reentering Schools Guidelines), the San Mateo County Office of Education (SMCOE) the Center for Disease Control (CDC), the California Department of Public Health (CDPH), and the San Mateo County Public Health Department (SMCH).

### THE PRIORITIES

Throughout our planning for the reopening of schools we have used five priorities as the basis for all our work and decision making;

- Health & Wellness
- Instruction
- Collaboration & Leadership
- Facilities & Operations
- Community and Family Engagement

These priorities reflect the most important aspects of reopening school and will continue to remain the one constant in an environment that is ever-changing and are reflected in the decisions we make and the plans we create. Along with our commitment to the five priorities, our planning is based on the following assumptions:

- COVID-19 is and will continue to be a public health threat until the curve is flattened;
- San Mateo County Health (SMCH) will guide local school districts on re-entry based on State



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- guidelines and local conditions related to the virus;
- SMCH guidance and the Pandemic Recovery Framework will be the basis for the protective measures San Bruno Park School District takes in order to reopen our campuses to students;
  - Decisions about reopening school will vary throughout San Mateo County and California. Districts have different resources, personnel, community needs, and logistical concerns that will lead to different decisions from district to district;
  - The economic impacts of the pandemic will have significant and lasting impacts on schools;
  - Students will utilize varying methods of learning during the 2020-21 school year;
  - San Bruno Park School District is committed to maintaining an emotionally supportive environment where students and staff can heal and thrive;
  - San Bruno Park School District recognizes that the Pandemic is ongoing and that individual students, entire classes/or and the school may be required to quarantine in the event of an outbreak of COVID-19 at the school. Decisions of this nature will be directed by SMCH.

### **Cleaning and Disinfection** – *Disinfection will not happen when students are present.*

- **“Cleaning”** involves water and soap or a detergent, does not use disinfecting agents, and significantly decreases germs on surfaces and decreases infectious risks.
- **“Disinfection”** kills germs on surfaces using specific agents (see below for those approved for use). If a case has been identified, the spaces where the case spent a large proportion of their time (e.g., classroom, or administrator’s office if an administrator) should be disinfected.
- Frequent disinfection can pose a health risk to children and students due to the strong chemicals often used and so is not recommended in the school setting unless a case has been identified.

### **Clean minimal hand-contact hard surfaces:**

- Clean hard surfaces that have minimal contact with a disinfectant
- Methods for disinfecting hard floors include wet mopping and wet vacuuming.
  - Disinfectant solutions used for mopping must be replaced regularly, after every three or four rooms, at no longer than one-hour intervals.
  - Replace soiled cloths and mop heads with clean ones every time the disinfectant solution is replaced, after every three or four rooms.
  - A source of contamination in the cleaning process is the cloth or mop head. Never leave cloth or mop heads to soak in dirty cleaning solutions.
  - Cloths and mop heads must be decontaminated by immersing in 10 percent bleach solution for a contact time of 20 minutes. Then rinse mop heads and cloths with cool water and allow to dry completely before reuse.



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- Single-use, disposable cleaning cloths and mop heads can also be used as an alternative. If using disposable cleaning cloths and mops, place into a plastic bag before disposal.
- After cleaning, remove all disposable PPE and place into a plastic bag before disposal.
- Wash hands and forearms thoroughly, or scrub, for at least 20 seconds with soap and warm water after removing PPE.

### **Disinfect frequent high hand-contact surfaces:**

- For counters, doors, handrails, bathrooms, and other hard surfaces such as plastic, glass or metal, pour an EPA-registered disinfectant gently into a cleaning cloth or use disinfectant wipes and wipe down the surfaces. Allow the surfaces to dry completely.
- Place disposable wipes in plastic bags for disposal.
- After cleaning or disinfecting, remove all disposable PPE and place in a plastic bag for disposal.
- Wash hands and forearms thoroughly, or scrub, for at least 20 seconds with soap and warm water after removing PPE.

### **Cleaning soft surfaces**

- Surfaces that are soft or made of cloth, such as furniture may be cleaned using an EPA disinfectant applied using a hand or back-back type of sprayer.
- The cloth surfaces are sprayed and allowed to dwell per manufacturer's recommendations. Excess disinfectant may be removed after the specified dwell time has been achieved.

### **Trash and recycling receptors**

- PPE is required to empty trash and recycling receptors.
- Do not reach into the receptacles, but carefully dump the contents of the receptacle into the waste collection bag.
- Replace plastic liners only when soiled or otherwise needed.
- Wipe clean receptors with a disinfectant.
- Note: Remove lunch trash immediately following lunch.

## **CLEANING PROCEDURES – FUNCTIONAL AREAS**

This section discusses cleaning procedures by function. It provides information on daily, weekly, and other cleaning procedures in these areas:

1. Entrances, lobbies, and corridors.
2. Classrooms and laboratories.
3. Offices, lounges, and conference rooms.
4. Restrooms, locker rooms, showers and dressing areas.
5. Cafeterias and lunch areas.
6. Shops and other services areas.



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### Entrances, Lobbies and Corridors

Entryways and corridors should be swept as often as necessary to avoid buildup of dirt. Entryway floor mats must be cleaned periodically with an extractor running the rinse cycle 1-3 times. Fans need to be on during this process to speed drying.

#### **Daily:**

- Empty waste receptacles remove debris.
- If the floor is resilient tile, dust mop the floors. Pick up soil from the floor dustpan. With a lightly dampened mop, spot-mop floors as necessary to remove soil.
- Vacuum carpet areas and mats; remove gum and soil spots.
- Disinfect drinking fountains. (*see following procedures*)
- Clean entrance door glass and handles.

#### **Weekly:**

- Dust the tops of fire closets, extinguishers, and window casings. (Low dusting, below 5 feet.)
- Clean glass partitions, display cases, and interior door glass.
- Spot-clean, using a disinfectant, finger marks and smudges on walls, door facings, and doors.
- Dust furniture.
- Restore floor finish on non-carpeted floors.

#### **Monthly:**

- High dust vents, lights, pipes, venetian blinds, over doorways, hanging light fixtures and connecting and horizontal wall surfaces. (High dusting, above 5 feet.)
- Note: When cleaning stairways, on a routine schedule clean out the corners and the edges of each step. Remove gum, etc. with a putty knife. Damp mop or spot clean, as necessary.

### Classrooms and Laboratories

#### **Daily**

- Tables and desks must be wiped clean with a disinfectant.
- Empty waste receptacles and replace liners.
- Vacuum traffic patterns on carpet floors; remove gum and soil spots.
- Dust-mop and wet-mop tiled floors.
- Disinfect door handles and light switches.
- Clean whiteboards and trays.

#### **Weekly**

- Dust furniture surfaces and damp clean desks and tabletops. (Low dusting, below 5 feet.)
- Vacuum carpeted areas thoroughly.



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- Clean door surfaces.
- Vacuum upholstered furniture.

### Office, Lounge and Conference Rooms

#### **Daily**

- Empty waste receptacles and damp clean.
- Vacuum traffic patterns on carpeted floors and remove gum and soil spots.
- Dust-mop and wet-mop tiled floors
- Disinfect door handles and light switches.

#### **Weekly:**

- Dust furniture surfaces and damp clean desk and tabletops. (Low dusting, below 5 feet.)
- Vacuum carpeted areas thoroughly.
- Clean door surfaces.
- Vacuum upholstered furniture.

### Restrooms

#### **Daily:**

- Empty waste receptacles and change liners.
- Thoroughly clean and disinfect toilets and urinals. (*see following procedures*)
- Thoroughly clean and disinfect shower rooms and dressing rooms.
- Restock dispensers: soap, paper towels, toilet tissues and dressing rooms.
- Clean mirrors; clean basins; polish stainless steel and chrome surfaces.
- Dust mop and wet mop floors with disinfectant solution.

#### **Weekly:**

- Damp clean and polish partitions thoroughly.
- Pour at least one gallon of water down floor drains.
- Dust wall and ceiling vents.
- Clean doors and wall tile.

### Cafeterias and Lunch Areas

#### **Daily:**

- Empty waste receptacles and replace liners.
- Dust-mop and wet-mop tiled areas.
- Vacuum carpeted areas and mats; remove gum and soil spots.
- Disinfect drinking fountains.
- Thoroughly clean furniture and benches with a disinfectant.



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### **Weekly:**

- Clean glass partitions, display cases, and interior door glass.
- Spot clean walls.
- Dust furniture, fire closets and extinguishers. (Low dusting, below 5 feet)
- High dust vents, lights, pipes, venetian blinds, and connecting vertical and horizontal wall surfaces. (High dusting, above 5 feet.)

### **Custodial Areas**

#### **Daily:**

- Empty waste receptacles and replace liners, dust-mop and spot-mop floors.
- Students and Instructors to clean equipment using disinfecting cleaners
- Hand tools are cleaned after use with disinfecting cleaners

#### **Weekly**

- Mop floors with detergent solution.

### **CLEANING PROCEDURES – FIXTURES**

#### **Drinking Fountains**

##### **Daily:**

- Use a spray bottle or bucket with water and disinfectant solution to spray over all surfaces.
- Agitate with clean cloth, a small brush, or paper towel.
- Rinse.
- Use a clean cloth or paper towel to wipe dry and polish chrome and other surfaces.

#### **Sinks and Wash Basins**

##### **Daily:**

- Use a spray bottle with disinfectant solution and spray sink (inside and outside), faucets and adjacent wall areas.
- Let it sit a minute, and then scrub with a paper towel.
- Use a small amount of fine cleanser if necessary.
- Rinse as necessary and polish with a clean cloth or paper towel.
- Wipe walls adjacent to sinks to remove grime, spots, etc. as above.
- Clean pipes underneath sink daily as part of the procedure.

#### **Mirrors**

##### **Daily:**

- Spraying lightly with a glass cleaner with a disinfectant solution and wiping dry and/or polishing with a clean





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paper towel.

### Urinals and Toilet Bowls

#### *Daily:*

- Flush toilet and/or urinal.
- Use disinfectant and toilet brush and swab inside the bowl using the solution.
- Flush toilet and rinse swab or brush in clean water before proceeding to the next fixture.
- Spray germicidal/disinfectant solution on toilet seat (both sides), and all the outside surfaces of the fixtures (toilets and urinals).
- Let stand a minute or specified dwell time.
- Wipe dry with paper towels starting with the top of the seat, then underside and finally the balance of the fixture down to the floor.

**Note:** Be sure to spray plunger with disinfectant after use. Keep in a bucket when not in use.

### Benches

#### *Daily:*

- Spray with disinfectant solution and scrub or wipe dry with clean cloth.

## Entrance, Egress, And Movement

### DROP OFF AND PICK-UP GENERAL NORMS

- Each site has established staggered drop off and pick-up schedules and protocols to minimize interactions. If possible, use multiple entrances to avoid crowding at points of entry.
- Drop off and pick-up schedules and protocols are communicated to parents/guardians prior to the program start day.
- Parents and guardians may not remain on campus during school hours. Adults may be on campus 5 minutes before and after scheduled drop off and pick-up times.
- Physical distancing is enforced during drop off and pick up.
- Families who drive to school may do curbside drop off/pick up. Adults will always remain in the vehicle.
- Late drop off or early pick up is strongly discouraged. If a child must arrive late or leave early, parents/guardians are required to inform the school by telephone. Parents/guardians must remain outside of the school campus and students will be brought to them. Physical distance must always be maintained, and face coverings worn.
- Middle School
  - One-way arrows for hallways will note the direction of traffic around the school.



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Classes will have assigned times for restrooms breaks and lunch breaks to lessen interaction of students between classrooms.

- Elementary
  - Recess and Lunch Options
    - Staggered times
    - Division of play areas
    - In classroom only
  - Transitions/Wait Times
    - Staggered times
    - Non-whole group
    - Breezeways will have directional indicators until further notice
    - Signage about spacing will be posted and in certain locations with spacers as needed.
  - Food Services
    - Service in classes
    - Students receive grab and go meals upon entering campus and/or meals will be packaged by class and retrieved by students or staff if lunch is needed.
    - Staggered outdoor eating
  - Shared Communal Spaces - Cleaning in between uses will be done
    - Library
    - Cafeteria (Pending SM County Health Guidelines)
    - Bench and table areas
    - Blacktop

### Site Specific Plans for Entrances, Egresses and Movement

Allen	Submitted
Portola	Submitted
Belle Air	Submitted
Parkside	Submitted
Rollingwood	Submitted
John Muir	Submitted



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### Face Coverings And Other Essential Protective Gear

#### FACE MASKS

On April 17, enforceable as of 8 a.m. April 22, 2020, the San Mateo County Health Officer in conjunction with other Bay Area counties issued an order requiring individuals to wear a face covering when they need to leave their home to work or obtain essential goods and services. Additionally, the updated “Guidance for the Use of Face Coverings” released on November 16, 2020 by the California Department of Public Health supersedes the face coverings guidance released on June 18, 2020, which mandates that a face covering is required at all times when outside of the home with some exceptions.

Staff are expected to provide their own reusable **OR** cloth mask and wear them at all times while on campus unless eating or drinking. If an employee or student forgets their mask, a disposable mask will be available.

People in California must wear face coverings when they are outside of the home, unless one of the exemptions below applies.

- Staff are required to wear face coverings at all times
- ***Students in all grade levels K-12 are required to wear face coverings at all times, while at school, unless exempted.***
  - A cloth face covering or face shield should be removed for meals, snacks, naptime, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean, safe area, clearly marked with the student’s name and date, until it needs to be put on again.
- Participants in sports should wear face coverings when participating in the activity, even with heavy exertion as tolerated, both indoors and outdoors.
- The face covering guidance recognizes that there are some people who cannot wear a face covering for a number of different reasons.
  - People are exempted from the requirement if they are under age 2, have a medical or mental health condition or disability that would impede them from properly wearing or handling a face covering, those with a communication disability, or when it would inhibit communication with a person who is hearing impaired.
  - Those with communication disabilities or caregivers of those with communication disabilities can consider wearing a clear mask or cloth mask with a clear panel when appropriate.
- Persons exempted from wearing a face covering due to a medical condition, as confirmed by a doctor, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.



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Individuals are exempt from wearing face coverings in the following specific settings:

- Persons in a car alone or solely with members of their own household.
- Persons who are working in an office or in a room alone.
- Persons who are actively eating or drinking provided that they are able to maintain a distance of at least six feet away from persons who are not members of the same household or residence.
- Persons who are outdoors and maintaining at least 6 feet of social distancing from others not in their household. Such persons must have a face covering with them at all times and must put it on if they are within 6 feet of others who are not in their household.
- Persons who are obtaining a service involving the nose or face for which temporary removal of the face covering is necessary to perform the service.
- Workers who are required to wear respiratory protection.
- Persons who are specifically exempted from wearing face coverings by other CDPH guidance.

The following individuals are exempt from wearing face coverings at all times:

- Persons younger than two years old. These very young children must not wear a face covering because of the risk of suffocation.
- Persons with a medical condition, mental health condition, or disability that prevents wearing a face covering. This includes persons with a medical condition for whom wearing a face covering could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance. Such conditions are rare.
- Persons who are hearing impaired, or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication.
- Persons for whom wearing a face covering would create a risk to the person related to their work, as determined by local, state, or federal regulators or workplace safety guidelines.

**Note:** Persons exempted from wearing a face covering due to a medical condition who are employed in a job involving regular contact with others must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.

- A cloth face covering, or face shield should be removed for meals, snacks, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.
- To comply with this guidance, all sites will exclude students from campus if they are not exempt from wearing a face covering under CDPH guidelines and refuse to wear one.



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- Staff who work in close proximity with students whose special needs require feeding, toileting, and performing nebulizer treatments are recommended to wear a face shield for additional protection. Otherwise, there should be no substitutions or alternative equipment used for face coverings.
- For instructional purposes, teachers may work with students' side by side as necessary, as long as both student and teacher are wearing a face covering.

### PERSONAL PROTECTIVE EQUIPMENT

PPE shall be selected and used to maintain workers health and safety. Personal protective equipment must be worn before entering spaces to be decontaminated. Recommended PPE items:

- Face Coverings. Face coverings must comply with Center for Disease Control (CDC) applicable Federal, State and Local requirements. Face covering may include disposable masks, washable masks or bandanas. Face coverings must be assigned to individual staff and shall not be shared.
- Eye Protection. Eye protection is required during cleaning activities and may consist of face shields or goggles.
- Hand Protection. Disposable gloves are required and may consist of either nitrile, rubber or latex.

**Note:** All disposable masks, gowns and gloves must be disposed of after use. **Do not reuse.** PPE should be removed in a manner that minimizes the potential for exposure to mucous membranes (e.g., to the eyes, face, mouth) and placed into sealed bags (preferably red biohazard waste bags).

## Health Screenings for Students and Staff

### Facilitron App

The Facilitron App allows staff and families to self-report symptoms and receive notifications of exposures and closures, while maintaining confidentiality.

### Daily for Staff

All employees are required to complete the "Employee COVID-19 Self-Screening Questionnaire daily via Google Forms before reporting to their work location.

- Employees can open it using their phones and bookmarking the link if a computer is not available.
- If any staff member is experiencing flu-like symptoms they must notify site leaders immediately and remain home.
- Employees who develop flu-like symptoms during the school day should contact their immediate supervisor.

### Home-Based Symptom Screening

Caregivers: If your child has any of the following symptoms, they might have an illness they can spread to others.



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**Check your child for these symptoms before they go to school.**

- **Check a symptom only if it has changed from usual or baseline health.**
  - [Temperatureexternal icon](#) 100.4 degrees Fahrenheit or higher
  - Sore throat
  - Cough (for students with chronic cough due to allergies or asthma, a change in their cough from baseline)
  - Difficulty breathing (for students with asthma, a change from their baseline breathing)
  - Diarrhea or vomiting
  - New onset of severe headache, especially with a fever

**If your child HAS any of the symptoms above:**

- **Keep them home from school**
- **Consider whether your child needs to see a healthcare provider and possible COVID-19 testing.** CDC has a [Coronavirus Self Checker\\*](#) available in its website, which may help you make decisions about seeking medical care for possible COVID-19
- **Contact your child's school [INSERT YOUR SCHOOL REPORTING INSTRUCTIONS] and report that your child is sick.** The school may ask some additional questions to help determine when it is safe for your child to return to school.

**If your child does NOT have any of the symptoms above:**

- Send them to school as usual.

\*Coronavirus Self Checker: <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/coronavirus-self-checker.html>

**Daily health questionnaire for Students: (when students are on campus)**

- Student health checks are conducted daily for self-screening using the Facilitron app for parents.
  - Have you or your child tested positive for Covid-19 in the last week?
  - Do you or your child live with anyone or have you or your child had close contact with anyone with signs of communicable illness including, but not limited to: fever, cough, difficulty breathing, or any flu-like symptoms?
  - Do you or your child live with anyone or have you or your child had close contact with anyone who has been diagnosed with COVID-19 within the last 14 days
  - Do you or your child have a fever, cough and/or shortness of breath? (Fever is 100.4°F/38°C or above measured using a forehead thermometer).
  - Has your child taken any fever reducing medications in the prior 24 hours?
  - Do you or your child have any other signs of communicable illness such as a cold or flu?
  - Have you or your child experienced diarrhea or vomiting within the past 24 hours?
  - Has your child participated in any other childcare, extracurricular or camp programs?



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- Any student who is absent for health reasons must be cleared for re-entry by school staff responsible for student attendance. A doctor's note may be requested if deemed necessary by school staff.
- Any student who is removed from school for exposure to COVID-19 may not return to school until cleared (using the pandemic framework).

### Ongoing

- According to guidance provided by the California Department of Public Health on August 3rd, 2020, school staff should be tested, including teachers, paraprofessionals, cafeteria workers, janitors, bus drivers, or any other school employee that may have contact with students or other staff. All SBPSD staff will be tested for COVID-19 every 30 days and testing will take place on district property.
- The District will work with Curative Labs to ensure that staff are tested monthly.
- Testing frequency of staff may be increased based on change in county risk level.
- All students will be asked to voluntarily test for COVID 19 with parent permission. Testing centers will be created on district property to make testing accessible for all.
- Signage will be posted at the entrance to each school instructing individuals who are sick or who have had close contact with A COVID-19 positive individual to not enter the building. They will be instructed to call the campus office where someone will assist them.
- The Associate Superintendent of Business Services is the liaison responsible for responding to COVID-19 concerns from the public at-large. Principals serve in this capacity for the individual school campuses.
- On a daily basis SBPSD monitors State and local orders and health department notices for information regarding closures and adjustment of operations.

### Healthy Hygiene Practices

- Physical distancing must be maintained for all staff interactions before, during and after school.
- Staff must always wear face coverings.
- Workstations must provide a minimum of 6 feet distance when possible.
- All high-contact surfaces must be regularly disinfected.
- Staff must only use the staff designated bathrooms. Staff are asked to wipe down all hard surfaces **post-use** with the provided disinfectant spray. Custodial staff will regularly clean staff bathrooms during school hours.
- Signage and other messages reinforcing daily hygiene routines such as hand washing, are posted, disseminated, and encouraged through various methods of communication.
- Teachers and the Wellness Coordinator will explicitly teach and reinforce prevention behaviors of handwashing and cough/sneeze etiquette.
- Students should use hand sanitizer before entering the classroom and when leaving the classroom.
- Teachers will establish classroom routines for hand washing and create regular cleaning practices for desks, equipment, writing tools, and other classroom materials.



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- Hand soap, hand sanitizer, and spray disinfectant are provided for each classroom daily use (soap in classrooms that have sinks).
- Each site has adequate supplies to support healthy hygiene behaviors, including tissues, soap, no-touch hand sanitizers for staff and students who can safely use it, no-touch trash cans, and face coverings.
- Contact with high-touch surfaces will be minimized by propping open building or room doors, particularly at arrival and departure times.
- Teachers will build classroom routines for handwashing upon entering and leaving the classroom and create regular cleaning practices for desks, equipment, writing utensils, and other classroom materials.
- Additional schedules being implemented for students to wash and sanitize their hands
  - Before entering and exiting the classroom, each time students return from restrooms, office, before and after lunch, before and after recess, before and after entering an internal space that is not their classroom, after sneezing, touching their face, coughing, or other similar actions.

\*For more specifics around cleaning routines and procedures, please see the section on cleaning procedures.

### Temperature Taking:

Temperature checks are done as needed if a student is not feeling well during the day

- If an individual registers a temperature above 100.4°F/38°C the individual will be referred to the school office and asked to go home.
  - Each site **must have** an isolation room for transitioning individuals from school to home.
- Office staff will contact a parent to pick up the student.
- Staff will supervise the student until the parent or designee shows up to pick up the student.
- Staff will follow regular protocols for signing out students.
- Temperature data does not need to be recorded.

### Shared Equipment and Supplies

- Each cohort has their own set of outdoor play equipment. Cohorts may not share equipment.
- K-6: Each site provides students with individual supplies (i.e., labeled pencil box with pencils, crayons, scissors, etc.) that are stored separate from others (i.e., in a personalized cubby).
  - Teachers have reorganized their use of materials in the classroom and new materials have been purchased in order to limit the shared use of materials by students (e.g.-- individual pencils will be issued instead of a shared "pencil jar" in the classroom.) In cases where materials must be shared,
- All food services will be done with individual packaging.
- Water bottles should be brought by each student.





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- Playground Equipment: two sprayer systems have been purchased for each site to quickly disinfect hard surfaces between groups of students playing on the surface; and students will wash or sanitize their hands before and after recess.
  - Outdoor playgrounds/natural play areas only need routine maintenance.
  - Children wash or sanitize their hands before and after using these spaces.
    - When hand hygiene is emphasized, cleaning of outdoor structures play is not required between cohorts
- Outdoor singing and band practice are permitted, provided that precautions such as physical distancing and mask wearing are implemented to the maximum extent possible.
  - SBPSD is not allowing the playing of wind instruments (any instrument played by the mouth, such as a trumpet or clarinet).

### Indoor ventilation

- Sites equipped with an HVAC system, have new air filters installed.
- Doors and/or windows will be open when outside climate allows but will keep doors in locked position to quickly close and secure in the event of a security alert. Cross ventilation of outside air helps maintain a healthy environment.
- Air purifiers, Medify Air (MA-112 V2.0), will be put in each classroom. Includes HEPA H13 filters and cleans 1250 sq ft. every 15 min.

### Singing and Playing Instruments:

- Outdoor band practice is permitted, provided that precautions, such as physical distancing and mask wearing, are implemented to the maximum extent possible. Singing is not permitted.
- Playing of instruments played by the mouth (such as a trumpet or clarinet) are not allowed.
- School officials, staff, parents, and students should be aware of the increased likelihood for transmission from exhaled droplets during singing and band practice, and physical distancing beyond 6 feet is strongly recommended for any of these activities.

### Indoor/Outdoor Time:

- Students should be encouraged to dress warmly and have a jacket in case of cool weather.
- Stable Cohorts must maintain integrity when outside of the classroom (maintain physical distance from all other Cohorts).

## Physical Distancing

All school sites follow the Stable Cohort Physical Distancing model. The Stable Cohort is defined by the San Mateo County Public Health Coalition as: a cohort of specific students assigned to at least one teacher, who uses a specific



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classroom, a particular area of campus; maintains physical distancing protocols; reduces mixing as much as possible; maintains use of face coverings as required; enables contact tracing.

Teachers and other staff must remain solely with their Stable Cohort, and if a child is absent, their space may not be filled by another child new to the cohort. When students and staff are not isolated in their Stable Cohort, physical distancing of 6 feet must be followed to the maximum extent possible and face coverings must be worn.

### **General/ Classroom Setup**

- Students will be seated one per table with every other seat being used to maximize distancing/adhering to distancing safety protocols.
- Floor stickers and signs will be employed to indicate doors for entering and exiting
- School Administration site leaders will assign specific restrooms, designated areas flow of traffic to be utilized by consistent stable cohorts.
- Mealtimes will be eaten outdoors in designated areas with stable cohorts outdoors, weather permitted
- Staff will be given instructions for maximizing spacing and ways to minimize movement in both indoor and outdoor space.
- Students will receive age-appropriate training to maintain distancing when in the classroom and other indoor spaces.

### **Restroom Use**

To the extent possible, each site should minimize the number of Stable Cohorts using the restroom at the same time.

- Only one Stable Cohort should use the restroom at a time, if possible.
- Stable Cohorts must not mingle when using the restroom.
  - Sites should consider alternating schedules for cohort use or limiting the number of students entering the bathroom at one time.
  - Physical distance must be maintained between students when waiting to use the restroom.
- Insist on good restroom hygiene, including thorough hand washing.
- Post hand washing instructions in visible locations.
- Students must wear face coverings when using a restroom outside of their classroom.

### **Assemblies/Visitors/Guest Speakers/Parents**

- All assemblies/community time must be virtual.
- Nonessential visitors and volunteers are prohibited under current conditions. Visitors to campus will conduct school business by appointment only and will be required to be screened for COVID-19 prior to conducting business.
- Guest speakers and field trips must be virtual and must be related to a lesson plan.



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### Shared Equipment/Spaces

- There will be limited use of shared playground equipment in favor of physical activities that require less contact with surfaces. Specific resources have been purchased for cleaning equipment in between play.
- Play times have been established to maximize social distancing.; students have been assigned specific areas to congregate.
- Clothing will not be shared and personal belongings will not be brought to school.
- Food from home will be placed in a district provided lunch bag, and stored in each individuals' designated area in the classroom, and never shared.

### Volunteering

- Volunteering will not be allowed as per the SBPSD Health & Safety Plan in accordance with the SMCOE Covid-19 Framework

### Drop Off and Pick Up - Please see Egress and Ingress section

## STAFFING

### Staff Access to Campus if Not Reopened for In-Person Instruction.

- Teachers, school and support staff, and administrators may return to work physically without students on site while counties are not open for in-person instruction, provided that those on site follow the school's COVID-19 Safety Plan consistent with Cal/OSHA regulations.

### Staff Absences

#### Substitute Teachers

- In the event that a teacher is delayed due to assisting with student check-in, traffic, or something similar, or must leave the classroom early to assist with student pick-up, a teacher in close proximity will provide supervision and instruction to the cohort. During that time, on-site support staff will provide additional support via virtual means or outside of the classroom.
- Even with virtual/telephone support, support staff should not be left alone in the classroom to supervise students by themselves.
- If a teacher is unavailable, the School Principal must plan for cohort coverage.
  - Short term (up to 4 days) coverage should be provided by on-site staff.
  - Long term coverage (semester) may be provided by the regular substitute teacher pool, provided that:
    - Substitute teacher has not had regular contact with another program in the past 14 days; substitute teacher is available and willing to work the remainder of the program; substitute teacher has had no known contact with positive-COVID-19 patients in the past 14 days.



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### Staff Training and Family Education

In an effort to maintain the building in a welcoming, clean, and safe manner all custodians shall be trained on best practices use of, personal protective equipment (PPE), the proper use of District prescribed cleaners, the proper use of mechanical equipment, universal hazard communication classifications, and hazardous contaminants to include COVID-19. In addition, the training must Inform staff of the specific hygiene practices that must be followed. Additional safety training may be required based on federal, state or local regulations.

Prior to returning to in person learning, all staff will be trained on the following a minimum of three weeks prior to students returning.

#### District Owned

- Physical Distancing Guidelines and their importance
- Health, Cleaning and Hygiene Practices
- Instructional Model/Cohort Model
- Protocols for addressing signs and symptoms
- Specialists Services
- COVID-19 testing procedures and routines
- Facitron App
- Student Attendance and Engagement
- Staff absence procedures and communication norms

#### Site Specific

- Arrival and Dismissal
- Movement around the campus and
- Use of shared spaces to minimize cohort mixing (transitions, play areas etc.)
- Bathroom protocols
- Food Services

Prior to returning to in person learning, all families will be educated on the following a minimum of two weeks prior to returning.

- Physical Distancing Guidelines and their importance
- Health, Cleaning and Hygiene Practices
- Instructional Model/Cohort Model
- Covid testing procedures and routines
- Facilitron App
- Arrival and Dismissal
- Protocols for addressing signs and symptoms



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- Food Services

School sites will host One AM and one PM offering with live translation. All meetings will be recorded and accessible on demand. Informational packets both hard copy and in digital form will be made available.

## Identification and Tracing of Contacts

### Identification and Immediate Responses

- Before returning to campus all staff and families will be provided with written instructions on what to do if they suspect or confirm that they or someone they have been in close contact with is/are/were COVID-19 positive.
- Teachers and other staff who recognize symptoms of COVID-19 in themselves or students will notify their supervisor who will direct them to the identified isolation room.
- Staff who can leave the workplace on their own will be sent home immediately. Those who cannot, will stay in the isolation room until a friend or family member picks them up. Students will remain in isolation until a family member is able to retrieve them.
  - Students, including students with disabilities, have access to instruction when out of class, as required by federal and state law.
  - Staff members and students with symptoms of COVID-19 infection will return for in-person instruction until they have met [CDPH criteria](#) to discontinue home isolation for those with symptoms:
    - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; and
    - Other symptoms have improved; and
    - They have a negative test for SARS-CoV-2, OR a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition (e.g., allergies or asthma) OR a healthcare provider has confirmed an alternative named diagnosis (e.g., Streptococcal pharyngitis, Coxsackie virus), OR at least 10 days have passed since symptom onset.
    - Staff and students who are ill will require written clearance from a health care professional or before returning to a school campus or district workplace.
    - [SMCH - Return To School for Persons with Symptoms of Covid-19 and No Known Exposure in the Prior 14 Days](#)
    - [Home Isolation and Quarantine Instructions for People with Covid-19 and Their Household or Close Contacts \(English/Spanish\)](#)
- Policies will not penalize students and families for missing class. Students will be allowed to make up or waive assignments missed as a result of their own illness, quarantine, or that of a family member.



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- If a student, staff member, or visitor experiences a medical emergency related to COVID-19, 911 will be called immediately.
- Classrooms, workspaces, and isolation rooms occupied by sick individuals will be cleaned and disinfected before subsequent use according to SMCH guidance.
- Distance learning will continue to be an option for students who, because of illness or living situations, are unable to physically attend school.
- Students, teachers and staff from higher transmission areas will be provided with opportunities for telework, distance learning, independent study and other options as feasible.

### Contact Tracing Procedures

Public health uses the words Case, Close Contact, and Indirect Contacts to Contact to mean the following within a pandemic context, which applies to the current COVID-19 situation:

- **Case:** A Case refers to a person who tests positive
- **Close Contact:** A Close Contact refers to a person who was in direct and close contact (less than 6 feet for more than 15 minutes)
- **Indirect Contact:** Indirect Contacts are people who may have been in proximity to a Close Contact

### Testing

Used in conjunction with other mitigation strategies, testing for SARS-CoV-2 provides an additional tool to support safe and successful K-12 in-person instruction. Testing can allow for early identification of cases and exclusion from school to prevent transmission. However, it should not be used as a stand-alone approach to prevent in-school transmission.

- A negative test provides information only for the moment in time when the sample is collected.
- Individuals can become infectious shortly after having a negative test, so it is important to maintain all other mitigation strategies even if a recent negative test has been documented.
- There are several circumstances under which a student or staff member might undergo testing.
- Below, we outline these circumstances and considerations for testing implementation in K-12 schools.

### Definitions

**Symptomatic testing:** This testing is used for individuals with symptoms of COVID19, either at home or at school. In this situation, the school guidance requires that these individuals stay home and isolate in case they are infectious. The Guidance includes the possibility of return to school in the case of a negative test for SARS-CoV-2 and 24 hours after fever is resolved and symptoms are improving.

**Response testing:** This testing is used to identify positive individuals once a case has been identified in a given stable group. Response-based testing can be provided for symptomatic individuals or for asymptomatic



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individuals with known or suspected exposure to an individual infected with SARS-CoV-2.

**Asymptomatic testing:** This testing can be used for surveillance, usually at a cadence of every 2 weeks or less frequently, to understand whether schools have higher or lower rates of COVID19 rates than the community, to guide decisions about safety for schools and school administrators, and to inform LHDs about district level in-school rates. Asymptomatic testing can also be used for screening, usually at a higher cadence (weekly or twice weekly) than 39 surveillance testing, to identify asymptomatic or pre-symptomatic cases, in order to exclude cases that might otherwise contribute to in-school transmission. Screening testing is indicated for situations associated with higher risk (higher community transmission, individuals at higher risk of transmission (e.g., adults and high school students transmit more effectively than elementary aged students)).

	<b>Yellow</b> CR <1.0* TP <2%	<b>Orange</b> CR 1-3.9* TP 2-4.9%	<b>Red</b> CR 4-7* TP 5-8%	<b>Purple</b> CR >7-13.9* TP >8%	<b>Deep Purple</b> CR >14*
<b>Staff</b>	Symptomatic and response testing.	Symptomatic and response testing.	Symptomatic and response testing.  Every two weeks asymptomatic testing.	Symptomatic and response testing.  Every two weeks asymptomatic testing.	Symptomatic and response testing.  Weekly asymptomatic (PCR or twice weekly antigen testing).
<b>Students K-12</b>	Symptomatic and response testing.	Symptomatic and response testing.	Symptomatic and response testing.  Every two weeks asymptomatic testing.	Symptomatic and response testing.  Every two weeks asymptomatic testing.	Symptomatic and response testing.  Weekly asymptomatic (PCR or twice weekly antigen testing)**.

*TP = test positivity*

*\* The case rates above are adjusted case rates.*

*\*\* Weekly asymptomatic testing assumes the use of a PCR test. If antigen testing is used, testing should be at a twice weekly cadence.*



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### Testing and Contact Tracing:

- Schools are not expected nor allowed to diagnose or treat students or staff for any medical condition, including COVID-19. Local health officials will provide guidance and support to individuals within a school community who test positive for COVID-19.
  - However, schools have an important role to play in conducting surveillance testing and contact tracing.
  - While local health officials will conduct contact tracing in the larger community to help identify individuals who may have been in close contact with a confirmed case, schools will need to identify close contacts in the school setting.
- School staff will be tested, including teachers, paraprofessionals, cafeteria workers, janitors, bus drivers, or any other school employee that may have contact with students or other staff. SBPSD will ensure that staff are tested every other week unless it is after a holiday break in which testing will be done for two consecutive weeks, using services from Curative Labs as the contracted provider who will serve the district.
- SBPSD will provide staff with a set-schedule of required testing weeks based on the current year school calendar.
  - If employee chooses to go to own provider, test results are required to be submitted to HR no later than the Friday of the testing week.
  - If employees choose to be tested through the District using Curative Labs services, employees are given a schedule providing the different available times to be tested at the District Office.
- In the event the county is later placed in the widespread (purple) tier or if epidemiological data indicates concern for widespread or increasing community transmission, the District will increase testing of staff to detect potential cases.
  - The schools are not required to close under this scenario.
- In the event of onsite exposure students will be tested through the District using Curative Labs as the service provider; free of charge.
- SBPSD: COVID-19 Response Chart -Confirmed or Suspected COVID-19 Cases and Close Contacts, and COVID-19 Response Chart - Response to Negative Test Results
  - When a Student, Teacher, or Staff member Has Symptoms, is a Close Contact of Someone Infected, or is Diagnosed with COVID-19, SBPSD is using the [SMCH Recommendations Checklist for Schools Dated September 8, 2020](#)

### Communication Plan

In a pandemic response, San Mateo County Health will be the lead local agency and will activate its Department Operations Center (DOC) when necessary. County Health will work in collaboration with the County Manager's Office and Emergency Operations Center (EOC) to ensure that all reasonable measures are taken to limit the spread of an





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outbreak within the community's borders. Activities will include the following:

- Emergency command and management
- Surveillance
- Emergency medical response
- Maintenance of essential health and medical services
- Maintenance of other essential services
- Communications
- Vaccine or antiviral distribution (when available)

The Communication Structure (see Appendix) illustrates the coordinated flow of information from San Mateo County Health Department to the education community. Streamlining the communication from San Mateo County Health Department to the Office of the County Superintendent and then to the District Associate Superintendent of Business Services and in reverse, from the District Associate Superintendent of Business Services to the County Superintendent and back to the San Mateo County Health Department, ensures a clear, uninterrupted communication flow. Notice of confirmed cases within the county are made by County Health.

### **Confirmed COVID-19 case in the school community**

- **County Health initiates.** County Health will follow the Communication Structure by contacting SMCOE's Office of the Superintendent, which will then communicate with the District Associate Superintendent of Business Services.
- **School district initiates.** The Associate Superintendent of Business Services as the COVID-19 District contact will follow the Communication Structure by contacting SMCOE's Office of the Superintendent, which will work in collaboration with the San Mateo County Health Department and the District.

### **Suspected COVID-19 case in the school community**

- **County Health initiates.** The San Mateo County Health Department will follow the Communication Structure by contacting SMCOE's Office of the Superintendent, which will then communicate with the District Associate Superintendent of Business Services.
- **School district initiates.** The District Associate Superintendent of Business Services will follow the Communication Structure by contacting SMCOE's Office of the Superintendent, which will work in collaboration with the San Mateo County Health Department and the District.

### **Parent, staff, or community member report**

- If an individual notifies a school staff member, including the school nurse (where applicable), that they have or may have COVID-19, that staff member shall immediately notify the School Principal. The School Principal will implement the Communication Structure by notifying the District's COVID-19 contact (Associate Superintendent of Business Services), who will then contact SMCOE's Office of the Superintendent, who will



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work in collaboration with County Health and the District.

- School districts submit the name and contact information of the District COVID-19 Point Person to SMCOE and San Mateo County Communicable Disease Control Program (SMC CD Control) using this form. The District COVID-19 Point Person and school site principals will be trained to coordinate the documentation and tracking of possible exposures in order to notify local health officials, staff, and families in a prompt and responsible manner.
- After submitting this information, the School or District Point person will be asked to submit a map/floor plan to SMC CD Control for each school, which would be used during discussions about contact tracing.

**When a school has a confirmed Case:** San Mateo County Health Department recommends school administrators take the following steps if one student, teacher, or other staff member is confirmed positive for COVID-19

- The School COVID-19 Point Person must report all COVID-19 cases and clusters of undiagnosed respiratory illness to SMCCD Control as soon as practicable (within 24 hours)
- The School Point Person should immediately notify the District Point Person of COVID-19 cases in the school community.
- The School COVID-19 Point Person and the assigned San Mateo County Health investigator will be in daily contact Monday – Friday, unless instructed otherwise by SMC CD Control.
- The District COVID-19 Point Person collects data from all schools and must complete a daily report for all new cases (a **line list**) and submit it via secure email daily by 10:00 a.m.
- The District COVID-19 **Point Person will notify SMCOE at (650) 802-5515.**
- Work with the infected individual to confirm they are under medical care and have a plan to self-isolate according to the SMCH protocol.
- Confirm that other members of the household who are also part of the school community remain at home in self-quarantine per San Mateo County Health Department guidelines.
- Take immediate measures to sanitize and disinfect the school property impacted by the case.
- Determine whether disinfecting measures can be implemented without temporarily closing the school campus or if temporary closure is necessary.
- Continue to consult with the County Superintendent and San Mateo County Health Department officials as needed
- Communicate with the school community that a confirmed Case has been identified and outline the actions being taken to ensure a safe return to school.
- Always maintain privacy of health and medical information for all individuals per the ADA and FERPA laws.
- Once steps of the protocol are completed, resume school operations.

**When a school community has a confirmed Close Contact:** San Mateo County Health Department recommends school administrators take the following steps if one student, teacher or staff member is confirmed to have been in



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close contact with someone who is confirmed positive for COVID-19:

- Confirm that the Close Contact and other members of the household who are also part of the school community remain at home in self-quarantine per San Mateo County Health Department guidelines.
- Take immediate measures to sanitize and disinfect the school property impacted by the Close Contact.
- Determine whether cleaning measures can be implemented without temporarily closing the school campus or if temporary closure is necessary
- Continue to consult with the County Superintendent and San Mateo County Health Department officials as needed.
- Communicate with the school community that a confirmed Close Contact has been identified and outline the actions being taken to ensure a safe return to school.
- Maintain privacy of health and medical information for all individuals at all times per the ADA and FERPA laws.
- Prevent discrimination against students who (or whose families) were or are diagnosed with COVID-19.
- Once steps of the protocol are completed, resume school operations.

### **Responsibilities of San Mateo County Public Health**

- Conduct formal contact tracing
- Advise School Point Person on the school site response

### **Responsibilities of School COVID-19 Point Person**

- Report data on cases per the protocol
- Follow advice of San Mateo County Health
- Seek additional guidance as necessary from the District Point Person

### **Responsibilities of District COVID-19 Point Person**

- Ensure a COVID-19 School Point Person for each school is identified
- Receive and provide training
- Ensure strong communication channels within the district and with San Mateo County Health and SMCOE
- Submit line list to San Mateo County Health

**When a school community has individuals, who suspect they may be an Indirect Contact:** San Mateo County Health Department recommends the following steps:

- The School Principal will gather enough information from the individual to confirm their status as an Indirect Contact.
- Individuals identified as an Indirect Contact will continue practicing hygiene protocols and to closely monitor their health, staying alert to onset of fever or flu-like symptoms
- If the person is not feeling well or is experiencing cold, flu, or other symptoms, they shall stay home from



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school or work and contact their primary care provider.

- Students, teachers, and staff who present with fever and/or respiratory infection symptoms will be sent home immediately.
  - Separate them from others until they go home
  - Identify a “sick room” through which others do not regularly pass.

### **Guidance for Covid-19 Case Reporting By Schools effective January 14, 2021**

*During in-person supervision or in-person instruction*

[COVID-19 Case Reporting By Schools](#)

### **CONSIDERATIONS FOR PARTIAL OR TOTAL CLOSURES**

With guidance from CDPH executive cabinet may decide whether school closure is warranted, including the length of time necessary, based on the risk level within the specific community as determined by the Pandemic recovery Framework and San Mateo County Health.

SBPSD will follow the guidance below as per the January 14, 2021 CDPH update

- Individual school closure, in which all students and staff are not on campus, is recommended based on the number of cases and stable groups impacted, which suggest that active in-school transmission is occurring.
  - Closure will be done in consultation with the LHO.
  - The District will close if 25% or more of schools in the district have closed due to COVID-19 within a 14-day period and in consultation with the LHD.
- Length of closure: 14 days, or according to a decision made in consultation with the LHO.
- Schools will reopen after 14 days if the following have occurred:
  - Cleaning and disinfection
  - Public health investigation
  - Consultation with the LHD
- Standard guidance will be given for isolation at home for at least 14 days after close contact, for those in the classroom or office where the patient was based. These spaces will typically need to close temporarily as students or staff isolate. Distance learning may be implemented if classes are closed.
- Additional close contacts at school outside of a classroom will also be given direction to isolate at home.
- Additional areas of the school visited by the COVID-19 positive individual may also need to be closed temporarily.
- Communication plans for school closure will include outreach to students, parents, teachers, staff and the community.
- Staff will be provided information regarding labor laws, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable for public local educational agencies.

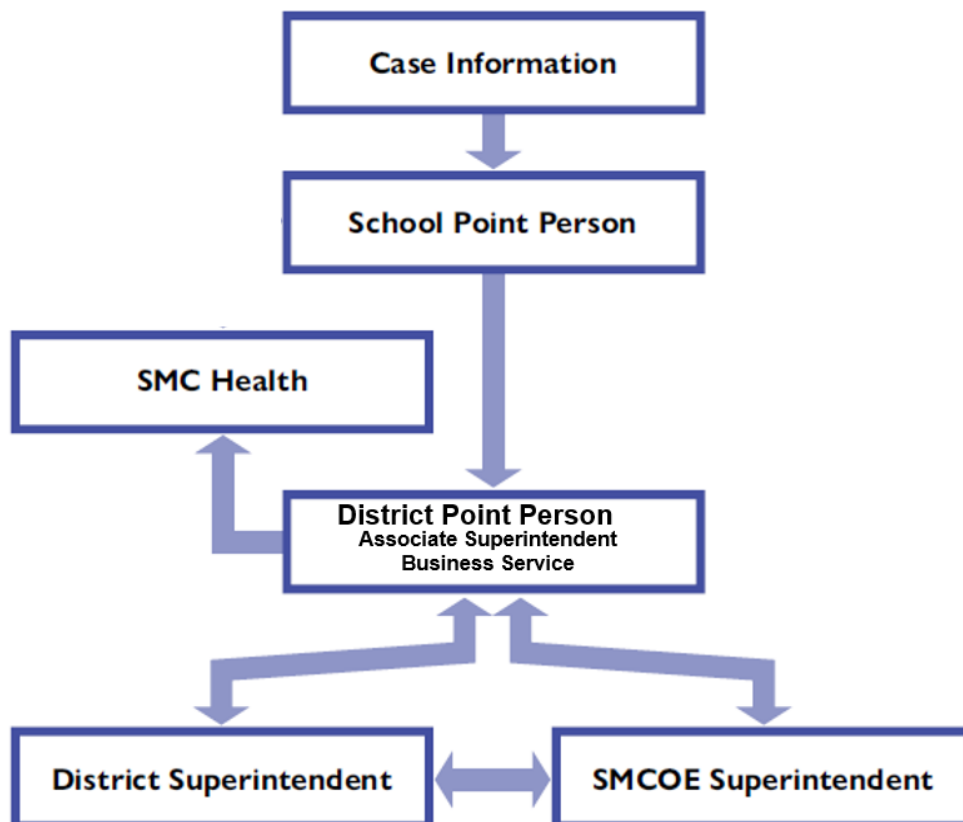


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## COMMUNICATION STRUCTURE

- Do not skip steps in the structure in either direction unless they are not relevant given district size or type of school (e.g., private, charter).
- In addition to this communication flow, the healthcare provider of the person who tests positive will notify San Mateo County Health Department directly.
- To facilitate communication along the structure, post FAQ and make available for all school and district members of the communication structure. Continue to add new questions and answers to the school or district FAQ.
- Encourage parents, teachers, and other community members to follow this structure as it provides for a faster response than reaching out to San Mateo County Health Department





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### Phased Return – Cohorts

SBPSD will provide structured, in-person supervision and services to students while in the Purple Tier and will open effective March 1, 2021 for in-person instruction if the county is in the purple tier with CR>25/100 or it moves back to the Red Tier and remains in the Red Tier for 5 days under the Guidance for Small Cohorts/Groups of Children and Youth per the, “Blueprint for a Safer Economy”. Students will be in groups aligned with the cohort requirements in the, [“Guidance Related to Cohorts – UPDATED September 4, 2020”](#), by the California Department of Public Health.

SBPSD will employ a phased-in model for in-person instruction and will include, but is not limited to:

- Shifting from a full distance learning model to hybrid.
- Gradually allowing for specified grades and/or a percentage of each grade to resume in-person learning, beginning with the youngest and most disproportionately impacted students.
- Allowing for a gradual number of students, at a specified capacity, per grade or school site.
- If a school with a phased-in model has opened for in-person instruction, and the county changes to the Purple Tier or to a CR>25, the school may continue the phased reopening.

San Bruno Park will limit the number of students on campus by returning stable cohorts in phases and limit the overall number of students on campus to approximately 50% of enrollment. Using a lens of equity, students with most acute access needs will return to campus first. SBPSD has determined the populations of students who have critical access needs will return to campus in the first phase. This phase will last for a minimum of two weeks, to allow for the analyzing of practices and protocols. Students will remain in Distance Learning until they are phased in according to the District plan.

- Phase-in model for in-person instruction
  - TK/K-2 March 1, 2021
  - 3-4 March 8, 2021
  - 5-6 March 15, 2021
- Cohort size not to exceed 16 as per [“Guidance Related to Cohorts – UPDATED September 4, 2020”](#)

#### *Cohort Size*

Cohorts must be limited to no more than 14 children and youth and no more than two supervising adults, or a configuration of no more than 16 individuals total (children and youth or adults) in the cohort.



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- Requirements for adult to child ratios continue to apply for licensed child care programs.
- Cohorts can be divided, as needed, into subgroups of children and youth from the same cohort, as long as the 14-to-2 ratio is not exceeded.
- The maximum cohort size applies to all children and youth in the cohort, even when all children are not participating at the same time. For example:
  - A cohort may not include 6 children or youth who attend full-time, 6 children on Mon/Wed/Fri, and 6 children on Tue/Thu (total of 18).
  - A cohort may not include 8 children or youth who attend for the entire day, 4 who attend mornings only, and 4 who attend afternoons only (total of 16).
  - SBPSD Cohorts consist of based on the above information:
    - 14 students
    - 2 adults

Total number of students will be determined based on parents sending their children back to school.

### Considerations for Staff:

Supervising adults should be assigned to one cohort and must work solely with that cohort, unless serving children five years of age and younger in which case an adult may be assigned to no more than 2 cohorts. Avoid changing staff assignments to the extent practicable. Substitute providers who are covering for short-term staff absences are allowed but must only work with one cohort of children per day.

Meetings among the staff from different cohorts must be conducted remotely, outdoors, or in a large room in which all providers wear cloth face coverings and maintain at least 6 feet distance from other providers. Outdoor meetings and meetings in large rooms with the windows open are preferred over meetings in small rooms with windows closed.

### COHORT OPTIONS: HYBRID LEARNING

**Phase I:** The district will bring a small cohort onto campus. Students with the “most critical access needs” will return for on-campus services first and will be expected to attend all in-person instructional sessions. Sites will divide their student populations into two equal groups (A/B) and schedule groups to attend in-person learning for two days during the week. Students in 1st through 8th grade will receive direct instruction and support in person two days a week and three days of distance learning through synchronous and asynchronous activities completed at home. Wednesdays will be dedicated to asynchronous individualized and small group support for students with the most acute access needs and professional learning for staff. Kindergarten students will also be assigned cohorts and



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attend school in-person daily in smaller socially distanced groups utilizing a half day AM/PM schedule.

- TK-K

**Phase 2:** The District will continue implementing its hybrid model. The days that students are not on campus they will participate in a combination of synchronous and asynchronous distance learning.

- 1-2

**Phase 3:** Return to full, in-person instructional model. All students and staff will be back on campus full-time with modified COVID-19 health and safety protocols in place.

**Phase 4:** All students and staff will be on campus full-time with cessation of COVID-19 health and safety protocols. In-person instruction will prioritize direct instruction in core content areas of English Language - Literacy, Mathematics, Science and History-Social Studies with integrated English Language Development with an emphasis on mitigating learning loss through targeted small group instruction. English Language Learners will receive in person daily designated English Language Development instruction. Students will also take part in essential social emotional learning experiences daily. Teachers will continue to use engaging board-adopted curriculum aligned to grade level standards for their instructional activities.

Physical Education, music and art activities will be integrated into social emotional learning activities and/or provided asynchronously. Educational resources both online and offline provided to support teachers, students, and families. Attendance will be recorded daily for in-person live instruction and/or synchronous online instruction. All teachers will utilize Seesaw (K-2) and Google Classroom (3-8) as the Learning Management System for students and families to access and connect with students' assignments, resources, assessments, and communicate with teachers.

### **Cohort Options**

Several options were explored in the development of instructional cohort models (Appendix B). These options include both full day instruction and half day instruction, combinations of in-person and online synchronous instruction with asynchronous activities, as well as in-person instruction with live-streaming options. These plans differ slightly by grade level span; TK/Kindergarten, First through Fifth grades, and Sixth through Eighth grades.





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### Cohort Models

	Days for In-Person Learning at School
<b>Cohort A</b>	<b>Mondays &amp; Thursdays (In-Person)</b>
<b>Cohort B</b>	<b>Tuesdays &amp; Fridays (In-Person)</b>
<b>Cohort C</b>	<b>Mondays, Tuesdays, Thursdays &amp; Fridays (In-Person)</b>
<b>Cohort D</b>	<b>Full-Time Distance Learning Model</b>

The team decided upon the following models:

- **Transitional Kindergarten through Kindergarten:** It is recommended that the priority for TK/Kindergarten is to maximize instruction delivered in-person to the greatest extent possible. The model selected will utilize an AM/PM structure, where students assigned to the morning cohort will be dismissed before lunch and the afternoon cohort would arrive after lunch. Cohorts will not overlap.
- **First through Fifth:** In collaboration with the San Bruno Education Association (SBEA teachers' union) a hybrid model was developed. The model recommended for first through fifth grade students assigns to one of two cohorts with alternating days for on-campus in-person instruction. Both cohorts will participate in live online synchronous instruction in the morning. One of the cohort of students will attend in-person instruction in the afternoon with an emphasis on providing targeted instructional support for English Language Development, Literacy and Mathematics. During this time, the other cohort will participate in asynchronous activities. Students with critical access needs will attend on-campus in-person instruction every afternoon.
- **Sixth through Eighth:** It is recommended that 6th through eighth grade students will be assigned to one of two cohorts with alternating days for on-campus in-person instruction. Students will receive daily live instruction for all class periods daily, with half of the day in-person (on altering days) and afternoons for the remaining instructional periods will be delivered via live synchronous instruction online. Students with critical access needs will attend all-person (at school) instructional sessions offered.

### COHORT OPTION: FULL-TIME DISTANCE LEARNING BY CHOICE

San Bruno Park realizes that many families have circumstances that preclude sending their children to any amount of in-person school or may make a health-based decision that is best for them for their children to learn from home. We are committed to giving those students and families a rigorous, high-quality education as similar as possible to the Hybrid Model. Therefore, as an alternative to the Hybrid Model, families with students in grades kindergarten through eighth can instead opt for Full-Time Distance Learning. The Full-Time Distance Learning model will be



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available for the remainder of the 2020-21 school year if a family chooses, availability is dependent on enrollment space and staffing. Opting into Full-Time Distance Learning is a commitment to remain in the program for the remainder of the school year. Students who register for Full-Time Distance Learning may have a different teacher than they began the school year with or may be assigned to a multi-grade class. Students participating in the Full-Time Distance Learning option will return to their school of residence in the 2021-2022 school year.

The Full-Time Distance Learning option will be taught by dedicated SBPSD teachers using on-line direct instruction; engaging board-adopted curriculum aligned to grade level standards; guided independent work time; strong teacher relationships and a social-emotional curriculum. The Full-Time Distance Learning option will utilize Seesaw (K-2) and Google Classroom (3-8) as the Learning Management System for students and families to access and connect with students' assignments, resources, assessments, and communicate with teachers. The Full-Time Distance Learning option will prioritize:

- Live interaction with students to build relationships, maintain connectedness, and receive coaching;
- Regular interaction opportunities with school-specific peers;
- Morning Meetings and Social Emotional Learning content and experiences;
- Connectedness including 1:1, small group, and/or whole class experiences;
- Combination of daily LIVE virtual instruction (synchronous) and independent, yet teacher-supported, self-paced practice and extension (asynchronous), informed by regular and meaningful online assessment; and
- Standards-based instruction in reading, writing, numeracy (math), science and social studies.



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### Appendix A

#### Hybrid Learning Models

##### Key

In-Person Instruction (at school)	
At-Home (Synchronous Online Instruction)	
At-Home (Asynchronous Instruction)	
At-Home (Synchronous & Asynchronous) <i>*based on student need</i>	

#### Option 1: Half Day Cohorts (Alternating Days)

		Monday	Tuesday	Wednesday	Thursday	Friday
COHORT A	A M					
	P M					
COHORT B	A M					
	P M					

\* Cohort C attends ALL in-person (at school) instruction offered

\* Cohort D will attend all online (synchronous) instruction offered and participate in asynchronous online instruction activities



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## SBEA Developed Option 1.5: Half Day Cohorts (Alternating Days)

		Monday	Tuesday	Wednesday	Thursday	Friday
COHORT A	A M					
	P M					
COHORT B	A M					
	P M					

\* Cohort C attends ALL in-person (at school) instruction offered

\* Cohort D will attend all online (synchronous) instruction offered and participate in asynchronous online instruction activities

## Option 2: Half Day Live-Streaming (Alternating Days)

		Monday	Tuesday	Wednesday	Thursday	Friday
COHORT A	A M					
	P M					
COHORT B	A M					
	P M					

\* Cohort C attends ALL in-person (at school) instruction offered

\* Cohort D will attend all online (synchronous) instruction offered and participate in asynchronous online instruction activities



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### Option 3: Full Day Live-Streaming (Alternating Days)

		Monday	Tuesday	Wednesday	Thursday	Friday
COHORT A	AM					
	PM					
COHORT B	AM					
	PM					

\* Cohort C attends ALL in-person (at school) instruction offered

\* Cohort D will attend all online (synchronous) instruction offered and participate in asynchronous online instruction activities

### Option 4: Transitional Kindergarten/Kindergarten - AM/PM Model

Mornings = Cohort A, Afternoon = Cohort B

		Monday	Tuesday	Wednesday	Thursday	Friday
COHORT A	AM					
	PM					
COHORT B	AM					
	PM					

\* Cohort C attends ALL in-person (at school) instruction offered

\* Cohort D will attend all online (synchronous) instruction offered and participate in asynchronous online instruction activities



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### Appendix B

#### **Case/Close Contact/Indirect Contact:**

**Case:** A person who tests positive for a disease.

**Close Contact:** A person who is within less than six feet from a confirmed case for more than 15 minutes over a 24-hour period regardless of face covering use.

**Indirect Contact:** People who may have been in proximity to a close contact.

**Cleaning:** The removal of dirt and impurities, including germs, from surfaces. Cleaning alone does not kill germs. By removing the germs, cleaning decreases their number and therefore reduces the risk of spreading infection.

**Community facilities:** Schools, daycare centers, and business properties that comprise most non-healthcare settings visited by the general public outside of a household.

**Disinfecting:** The use of chemicals, for example EPA-registered disinfectants, to kill germs on surfaces. Disinfecting does not necessarily clean dirty surfaces or remove germs, but killing germs remaining on a surface after cleaning further reduces the risk of spreading infection.

**Essential Protective Equipment:** Sometimes referred to as “EPE.” Equipment worn and used to minimize exposure to hazards that cause serious workplace injuries and illnesses. In response to COVID-19, essential protective equipment may include items such as face coverings, gloves, handwashing supplies including hand sanitizer, and safety glasses for some workers. Sometimes referred to as PPE.

**Face Covering:** a covering made of cloth, fabric, or other soft or permeable material, without holes, that covers only the nose and mouth and surrounding areas of the lower face.

**Fomites:** Objects or materials that are likely to carry infection, such as clothes, utensils, and furniture.

**Herd Immunity:** A situation in which a sufficient proportion of a population is immune to an infectious disease (through vaccination and/or prior illness) to make its spread from person to person unlikely. Even individuals not vaccinated (such as newborns and those with chronic illnesses) are offered some protection because the disease has little opportunity to spread within the community. Also known as community immunity.

**Isolation:** Used to separate people infected with a contagious disease from people who are not infected. People who are in isolation should stay home until it is safe for them to be around others. In the home, sick/infected individuals should separate themselves from others by staying in a specific “sick” room or area and using a separate bathroom if available.



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**Quarantine:** The practice of separating individuals who have had close contact with someone with a contagious disease such as COVID-19 from others. People who are in quarantine should stay home until it is safe for them to be around others. They should stay home, separate from others, and monitor their health.

**Stable Group:** A group with fixed membership that stays together without mixing with any other groups for any activities. Its size is dictated by the ability to implement physical distancing within the classroom or primary learning setting.