PALO ALTO
UNIFIED SCHOOL DISTRICT

# Return to Campus Roadmap

GOVERNANCE

FACILITIES & TRANSPORTATION

HEALTH & SAFETY

INSTRUCTION

SCHOOL

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*PLEASE NOTE:*
*This content is updated on the*
*PAUSD website as information evolves.*

# Ambassadors of Hope

*"Commitment unlocks the doors of imagination, allows vision, and gives us the right stuff to turn our dream into reality."*

– *JAMES WOMACK*

# Executive Summary - Ambassadors of Hope

Schools across the United States are faced with enormous challenges in creating district and school-specific return to campus roadmaps. This challenge is deeply rooted in national, state, regional, community, school, and individual levels. Despite local control being a valuable aspect of public education in educational history, when we face a global pandemic with unknown territories that continue to evolve, local schools are best served by a coordinated and united effort at all levels. However, lack of orchestration in our current system, including universal screening and testing, as well as guidance provided to schools by the federal and state government, has led us to create our own viable, realistic, and safe roadmap for reopening Palo Alto Unified School District (PAUSD) campuses.

Our dedicated staff across all levels and departments have truly been Ambassadors of Hope. They devoted hours, days, and months to tackle countless problems. I sincerely appreciate everyone's dedication and agile thinking to constantly re-position for the next challenge. Our work is far from over. It has been many months since our buildings have been filled with laughter, joy, and energy from our students. The COVID-19 pandemic continues to impact all of us in unimaginable ways. Our families are coping and managing to the best of their abilities. There have been some big wins during this time, including innovation in teaching and learning that could only be imagined a few months ago. Education is no doubt changed in many ways as a result of campus closures. That being said, we know that something exceptional happens when students enter school buildings. It is time to recapture some of that unique energy.

PAUSD's comprehensive Return to Campus Roadmap leverages our ability to work together as Ambassadors of Hope to assess our progress, county-level scientific data, and other variables. The objective is not just to reopen, but to move flexibly between distance learning, hybrid, and in-person modalities. Our top priority goals in this process are to:
- Keep our students, staff, and community safe and healthy
- Develop a clear roadmap to return to campus
- Provide high-quality education throughout the year
- Provide an environment for social-emotional connection for students and staff

As we take a steady and slow approach toward our path to reopen school campuses, I would like to share my deepest gratitude with teachers and staff, who have been working incredibly hard to stay agile and adjust instruction to vastly improve the remote learning experience for our students. Their genuine care for our students and their profession shone through amid all the challenges and gave us hope. Their work became a critical asset and unforgettable history to our institution, providing strength as we gradually work toward increasing the number of students and staff returning to campus. We are the *Ambassadors of Hope*.

# Our Principles

The PAUSD Return to Campus Roadmap is built around the following guiding principles:
- Follow public health guidelines
- Maintain an inclusive, caring, and supportive school culture
- Establish systematic protocols
- Calibrate with surrounding school districts
- Provide timely communication and transparency
- Embrace uncertainty and be agile

Applying these principles, PAUSD has been operating under the three modalities: Distance, Hybrid, and In-Person Learning. PAUSD will continue to follow the state and county guidelines with these modalities in mind.
1. **Distance Learning**: The model of learning involving solely synchronous and asynchronous learning without in-person instruction.
2. **Hybrid Learning**: The model of learning involving a combination of scheduled instruction in-person and asynchronous instruction from their teacher.
3. **In-Person Learning**: The model of learning involving all, or nearly all, instruction in a face-to-face setting with a teacher.

## LEARNING MODALITIES

### DISTANCE LEARNING
The model of learning involving solely synchronous and asynchronous learning without face-to-face

### HYBRID LEARNING
The model of learning involving a combination of scheduled instruction in-person and asynchronous instruction from their teacher

### IN-PERSON LEARNING
The model of learning involving all, or nearly all, instruction in an in-person setting with a teacher

# Roadmap Overview

Roadmap Overview provides a checklist of topics to consider for students and staff to safely return to campus.

## Before Staff and Students Access Campus

- Each school site has designated a contact person(s) for PPE distribution, disinfection protocol, self-screening, monitoring of spaces, the flow of people, and safety.
- Each school site has determined spacing and usage of common areas to allow for physical distancing, including airflow management, desk spacing, etc.
- Each school site has posted signs in strategic areas of campus, reminding stakeholders to wear a face covering, frequently wash their hands, use hand sanitizer, keep distance to the greatest extent possible from others, avoid unnecessary contact, and to NOT enter school facilities if they are experiencing COVID-19 symptoms.
- Each school site has provided Keenan SafeSchools Training, and other training on prevention, at all levels, focused on COVID-19, including hygiene and preventative care, with optional training to include CDC guidelines for making and using cloth face coverings, cleaning and disinfecting the workplace, managing stress, and anxiety, and preparing one's household.
- Each school site will promote an inclusive environment so that no person shall be discriminated against for wearing a protective mask or other personal protective gear such as face shields, goggles, or clothes covering.
- Each school site will conduct simple screening techniques, such as interview questionnaires to enter campus.

## While Students and Staff are on Campus

- Each school site will follow frequent disinfecting and sanitation protocols, with special attention to common spaces and high-touch surfaces.
- Staff and students will be informed on how to wear, maintain, and dispose of protective gear.
- All staff and TK through 12 students are required to wear face coverings.
- Each school site will orient students with a new landscape of school and provide health education around minimizing the spread of germs, covering sneezes/coughs, washing hands, and physical distancing.
- Each school site will provide a safe place for isolation and counseling support, as needed.

## After School

- Each school site will be thoroughly and safely disinfected after students and staff leave campus.

## If There is a Suspected or Confirmed COVID-19 Case

- The principal will identify space or classrooms visited by students or staff with suspected or confirmed cases of COVID-19, and inform the PAUSD Safety Manager, who will follow-up according to disinfection protocols.
- Students and staff follow a clearance guideline, abiding by district policies on student health, to be readmitted on campus after exhibiting symptoms.

# Roadmap Details

The purpose of Roadmap Details is to serve as a manual to better ensure safety during the pandemic. **The majority of the criteria referenced in this section were implemented as of September 2020.** This section encompasses specifics regarding:

A. Health & Safety

B. Instruction

C. Facilities & Transportation

D. Governance

# Health & Safety

*"The point is that being able to demonstrate 'due diligence' is not about <u>having</u> a thing. It is about <u>doing</u> a thing."*

— *MAX GEYER*

# Health & Safety

The health and safety of students and staff is a top priority. This detailed plan covers essential actions required to ensure operations that will support a safe and organized transition back to classroom instruction, through systematic protocols and procedures, and emergency preparation plans. PAUSD is also committed to promoting the mental health and wellness of the PAUSD community. Staff will take essential actions to keep staff and students physically and emotionally safe and healthy. School sites will continue to provide for the social, emotional, and physical health needs of students, and cultivate positive, safe school environments that promote high levels of connection, engagement, and overall well-being.

## General

- Ensure that all staff members share responsibilities and respond in a consistent manner.
- Follow Santa Clara County Public Health Department (SCCPHD) protocols for notifying exposure of confirmed cases.
- Secure protective equipment to comply with California Department of Public Health (CDPH) guidance for students and staff, appropriate for each classification or duty; meet relevant California Division of Occupational Safety and Health Administration (Cal/OSHA) requirements; and have a plan for an ongoing supply of protective equipment.
- Secure a sufficient number of no-touch thermal scan thermometers for health offices.
- Consider the differing requirements of PPE for the differing populations of students with disabilities (i.e., for those requiring medical procedures, toileting, lifting, and mobility assistance).
- Frequently disinfect high traffic areas.
- Expeditiously disinfect space visited by suspected or confirmed cases of COVID-19.
- All staff and students wear face coverings throughout the day.
- Maintain cleaning supplies to continuously disinfect the school site per CDPH guidance.
- Ensure sufficient supplies of hand sanitizers, soap, hand-washing stations, tissues, no-touch trash cans, and paper towels.
- Follow established physical distancing protocols and sanitation protocols.

## Adjustment Prioritizing Health and Safety

- Create markers to indicate the expected distance between students; especially in high-traffic areas.
- Limit educational activities with high student contact.
- Orient students with a new landscape of school and provide health education around minimizing germ spread, covering sneezes/coughs, washing hands, and physical distancing.
- Communicate that students may not bring items that are not easily disinfected.
- Inform students not to bring personal items from home, other than snacks/lunch, school assignments, devices, or items specifically required by the school.
- Inform staff, parents, and students to refrain from bringing disinfecting supplies into the classroom.
- Wash hands often with soap and water for at least 20 seconds.
- Use hand sanitizer, at least 60 percent alcohol, if soap and water are unavailable (frequent handwashing is more effective than the use of hand sanitizers).

- Avoid touching eyes, nose, and mouth with unwashed hands.
- Increase the frequency of cleaning and disinfection protocol.
- Teach and remind students of hygiene practices necessary to ensure personal health and safety in school facilities and vehicles.
- Per CDPH and Cal/OSHA guidance, and consultation with local public health officials, provide opportunities for students and staff to meet handwashing frequency guidance and provide sufficient access to handwashing and sanitizer stations.
- Provide fragrance-free hand sanitizer (with a minimum of 60 percent alcohol) at or near all workstations and on buses. Children under age nine should use hand sanitizer under adult supervision.
- Call Poison Control for any accidental consumption: 1-800-222-1222.
- Train staff and students on proper handwashing techniques and PPE.
- Advise staff and students to use paper towels (or single-use cloth towels) to dry hands thoroughly.
- Share hand washing protocol to wash hands when: arriving and leaving home; arriving at and leaving campus; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using the restroom; after blowing the nose, coughing, and sneezing; and before and after eating and preparing foods.
- Apply CDC guidance on proper PPE use by teaching staff and students to use tissues to wipe the nose, cough and sneeze inside a tissue, and not touch the face or face covering.



*PAUSD Campus Library*

## Counseling and Social-Emotional Support

- Prioritize a focus on social-emotional learning to provide support for students as they re-enter school; identify students in need of additional support, and build a safe and inclusive classroom community.
- Provide lessons that discuss the impact of not being physically close, being able to read emotions or social cues with faces covered, and how to share thoughts and feelings so that others understand what is needed.

- Establish counseling support plans for crises related to infectious disease stress.
- Offer individual counseling, group counseling, and group education support to overcome anxiety and fear, and various other stresses.
- When a problem behavior is intensified, due to the stress of infectious diseases added to already existing psychological difficulties, provide counseling team support.
- Continue to identify students with social-emotional needs and offer counseling and therapeutic support via telehealth methods.
- Provide routine communication (in-person or virtual) to staff members to encourage self-care and promote staff cohesion and coping skills.
- Provide staff with resources from their Employee Assistance Program (EAP).
- Align District resources, policies, and programs to fully support mental wellness for students and staff.
- Frequently assess and evaluate supports that are currently in place to assist students with mental health issues, with support from school counselors, administration, and wellness center staff.
- Encourage students to use counseling services as needed.

# Personal Protective Equipment (PPE)



*PPE Provided for PAUSD Staff*
*\*Additional supplies available upon request as needed.*

**Teacher and Student Classroom PPE**

|  | Teachers | Special Ed | Students |
|---|---|---|---|
| PAUSD logoed mask | x | x | x |
| Cloth masks | x | x | x |
| Disposable masks | x | x | x |
| Face shields | x | x |  |
| Face shield w/ cloth bottom |  | x |  |
| Hand sanitizer | x | x | x |
| Alcohol wipes | x | x |  |
| Medical gowns ll |  | x |  |
| Nitrile gloves |  | x |  |

- Provide reasonable accommodations, such as a face shield with a cloth drape for those who are unable to wear face coverings for medical reasons (per Cal/OSHA, considerations for face shields should include a cloth drape attached across the bottom and tucked into the shirt).
- Per CDPH guidance, staff could use face shields, which enable students to see their faces and to avoid potential barriers to phonological instruction.
- Provide other protective equipment, as appropriate for work assignments: For employees engaging in symptom screening, provide surgical masks, face shields, and disposable gloves. For front office and food service employees, provide face coverings and disposable gloves. For custodial staff, provide equipment and PPE for cleaning and disinfecting, including:
    - For regular surface cleaning, provide gloves appropriate for all cleaning and disinfecting.
    - Classified staff engaged in deep cleaning and disinfecting should be equipped with proper PPE for COVID-19 disinfection (e.g. gloves, eye protection, and mask), in addition to PPE, as required by product instructions. All products must be kept out of children's reach and stored in a space with restricted access.
    - Per Cal/OSHA requirements, PPE must be provided and worn to effectively protect employees from the hazards of cleaning products, and training must be provided to staff on the hazards of chemicals.
    - Provide KN95 masks, disposable smocks, gloves, and face shields with cloth guards, to all teachers and other personnel working one-on-one with students who require physical supports.

## District PPE Stock



*Snapshot of PAUSD Warehouse PPE and Sanitation Stock*

| Sites | K-6 Cloth Mask (2 per student) | K-6 Disposable Mask (2 per student) | 7-12 Cloth Mask (2 per student) | 7-12 Disposable Masks (2 per student) | K-6 PAUSD logoed mask (1 per student) | Logoed Mask 7-12 (one per student) | Disposable Mask (4 per Total Adults) | Adult Cloth Mask (2 per Total Adults) | PAUSD logoed Mask (1 per staff member) | Face Shields (4 per Teacher) | Thermometers | Hand Sanitizer 16oz (one per staff member) | Alcohol wipes (1 pk per staff member) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Addison Count | 724 | 724 | - | - | 362 | | 204 | 102 | 51 | 116 | 4 | 51 | 51 |
| Barron Park Count | 466 | 466 | - | - | 233 | | 252 | 126 | 63 | 116 | 4 | 63 | 63 |
| Briones Count | 604 | 604 | - | - | 302 | | 236 | 118 | 59 | 96 | 4 | 59 | 59 |
| Duveneck Count | 794 | 794 | - | - | 397 | | 236 | 118 | 59 | 120 | 4 | 59 | 59 |
| El Carmelo Count | 662 | 662 | - | - | 331 | | 216 | 108 | 54 | 116 | 4 | 54 | 54 |
| Escondido Count | 1,018 | 1,018 | - | - | 509 | | 296 | 148 | 74 | 160 | 4 | 74 | 74 |
| Fairmeadow Count | 840 | 840 | - | - | 420 | | 276 | 138 | 69 | 128 | 4 | 69 | 69 |
| Fletcher Count | 340 | 340 | 828 | 828 | 170 | 414 | 368 | 184 | 92 | 220 | 5 | 92 | 92 |
| Greendell/Young Fives Count | 76 | 126 | - | - | | | 168 | 84 | 42 | 168 | 4 | 42 | 42 |
| Greene Count | 594 | 594 | 1,262 | 1,262 | 297 | 631 | 472 | 236 | 118 | 296 | 5 | 118 | 118 |
| Gunn Count | - | - | 4,006 | 4,006 | | 2,003 | 940 | 470 | 235 | 556 | 6 | 235 | 235 |
| Hoover Count | 790 | 790 | - | - | 395 | | 164 | 82 | 41 | 96 | 4 | 41 | 41 |
| J L Stanford Count | 668 | 668 | 1,384 | 1,384 | 334 | 692 | 552 | 276 | 138 | 316 | 5 | 138 | 138 |
| Nixon Count | 818 | 818 | - | - | 409 | | 256 | 128 | 64 | 124 | 4 | 64 | 64 |
| Ohlone Count | 1,088 | 1,088 | - | - | 504 | | 280 | 140 | 70 | 180 | 4 | 70 | 70 |
| Palo Alto Count | - | - | 4,366 | 4,366 | | 2,183 | 984 | 492 | 246 | 592 | 6 | 246 | 246 |
| Palo Verde Count | 748 | 748 | - | - | 374 | | 184 | 92 | 46 | 104 | 4 | 46 | 46 |
| Walter Hays Count | 622 | 622 | - | - | 311 | | 264 | 132 | 66 | 108 | 4 | 66 | 66 |
| Paly Adult School | - | - | - | - | | - | 20 | 10 | 5 | - | 1 | 5 | 5 |
| Greendell Adult School | - | - | - | - | - | | 16 | 8 | 4 | - | 1 | 4 | 4 |
| Music/Art | | | | | | | 120 | 60 | 30 | 104 | 2 | 30 | 30 |
| Children's Hospital | - | - | - | - | - | | 28 | 14 | 7 | 16 | 1 | 7 | 7 |
| SRC | - | - | - | - | - | - | 8 | 4 | 2 | - | - | 2 | 2 |
| **Totals** | **10,852** | **10,902** | **11,846** | **11,846** | **5,348** | **5,923** | **6,540** | **3,270** | **1,635** | **3,732** | **84** | **1,635** | **1,635** |

| District Unallocated PPE: | Quantity |
|---|---|
| Portable Hand washing Statio | 100 |
| Touchless Hand Sanitizing Dis | 125 |
| Thermometers | 140 |
| Hand Sanitizer | 1000Gal |
| Gloves | 1700/bx |

*An example of PAUSD School Site Tracking. *PAUSD has an adequate supply of disposable masks aligned with the county recommendation. Additional supply available as needed*.

| Items | Recommended, requested, or required by | Quantity Needed / requested per site | AND / OR | Quantity Needed / requested per classroom | Currently on hand in District Warehouse as of 9/14 | Unit of measure | Quantity on order | Notes |
|---|---|---|---|---|---|---|---|---|
| SURGICAL MASKS | SCCOE | | | | 720 | bx of 50 | 100 | county has provided 4 per staff member |
| SURGICAL MASKS (youth size) | SCCOE | | | | 239 | bx of 50 | 200 | county has provided 2 per student |
| N95 MASKS | SCCOE | | | | 186 | ea | 0 | |
| KN95 MASKS | | | | | 1,600 | ea | 1000 | due 9/18 |
| CLOTH MASKS STUDENTS | SCCOE | | | | 550 | ea | 0 | county has provided 2 per student |
| CLOTH MASKS  Staff | SCCOE | | | | 74 | ea | 0 | county has provided 2 per staff member |
| PAUSD cloth mask with logo | PAUSD | | | | 215 | ea | 0 | all students and staff have received 1 |
| FACE SHIELDS | C. CHOW | | | | 975 | ea | 0 | county has provided 4 per teacher |
| FACE SHIELD WITH SEALED BOTTOM | SPED | | | | 0 | ea | 360 | due 9/21 |
| GOGGLES | CDC | | | | 86 | ea | 200 | |
| THERMOMETERS | SCCOE | | | | 143 | ea | 0 | county has provided 5 to 8 per school |
| POWDER FREE GLOVES (M) | SCCOE | | | | 492 | bx of 100 | 400 | |
| POWDER FREE GLOVES (M) | SCCOE | | | | 82 | bx of 250 | 0 | |
| POWDER FREE GLOVES (L) | SCCOE | | | | 770 | bx of 100 | 600 | |
| POWDER FREE GLOVES (L) | SCCOE | | | | 200 | bx of 250 | 0 | |
| POWDER FREE GLOVES (XL) | SCCOE | | | | 203 | bx of 100 | 400 | |
| POWDER FREE GLOVES (XXL) | SCCOE | | | | 37 | bx of 100 | 0 | |
| HAND SANITIZER (8 oz.) | SCCOE | | | | 360 | ea | 0 | |
| HAND SANITIZER (16 oz.) | SCCOE | | | | 1355 | ea | 0 | |
| HAND SANITIZER (GALLON) | SCCOE | | | | 787 | gallon | 0 | |
| ALCOHOL BASED WIPES | PAUSD | | | | 1694 | pk/50 | 0 | all staff have received one pack |
| ALCOHOL BASED WIPES | PAUSD | | | | 244 | tub/100 | 0 | |
| HAND WASHING STATIONS | SCCOE | refer to MOT | | | 0 | ea | 100 | Due November |
| PEROXIDE | PAUSD | | | | 370 | gallon | 0 | |
| BETCO Fightbak RTU Disinfectant | R. ELLIS | | | | 80 | 4gal cse | | Initial distribution 4 cases/site Aug25 |
| SPRAY BOTTLES | SCCOE | | | | 244 | ea | 0 | |
| GOWNS | PAUSD | | | | 1060 | | 1000 | |
| MICRO FIBER TOWELS | SCCOE | | | | 0 | ea | | provided and laundered by contractor |
| HAZMAT CABINETS FOR SANITIZER | M. JACOBS | 1 for each school | | | 0 | | | to store hand sanitizer |
| ELECTROSTATIC SPRAYER BACKPACK | R. ELLIS | 1 per site | | additional for each secondary | 34 | | 0 | |
| ELECTROSTATIC SPRAYER HANDHELD | R. ELLIS | | | | 6 | | 15 | due this month |

*An example of PAUSD District Tracking. *PAUSD has an adequate supply of disposable masks aligned with the county recommendation. Additional supply available as needed*.

# How to Use a Mask

- Before wearing a mask, wash your hands with an alcohol-based disinfectant or with soap and water.
- Cover your mouth and nose with the mask and make sure the mask is firmly pressed against your face.
- Do not touch the mask while you are wearing it; if you do, wash your hands with an alcohol-based disinfectant or with soap and water afterward.
- Remove the mask from behind (do not touch its front side); and then wash your hands with an alcohol-based disinfectant or with soap and water.

# Campus Access
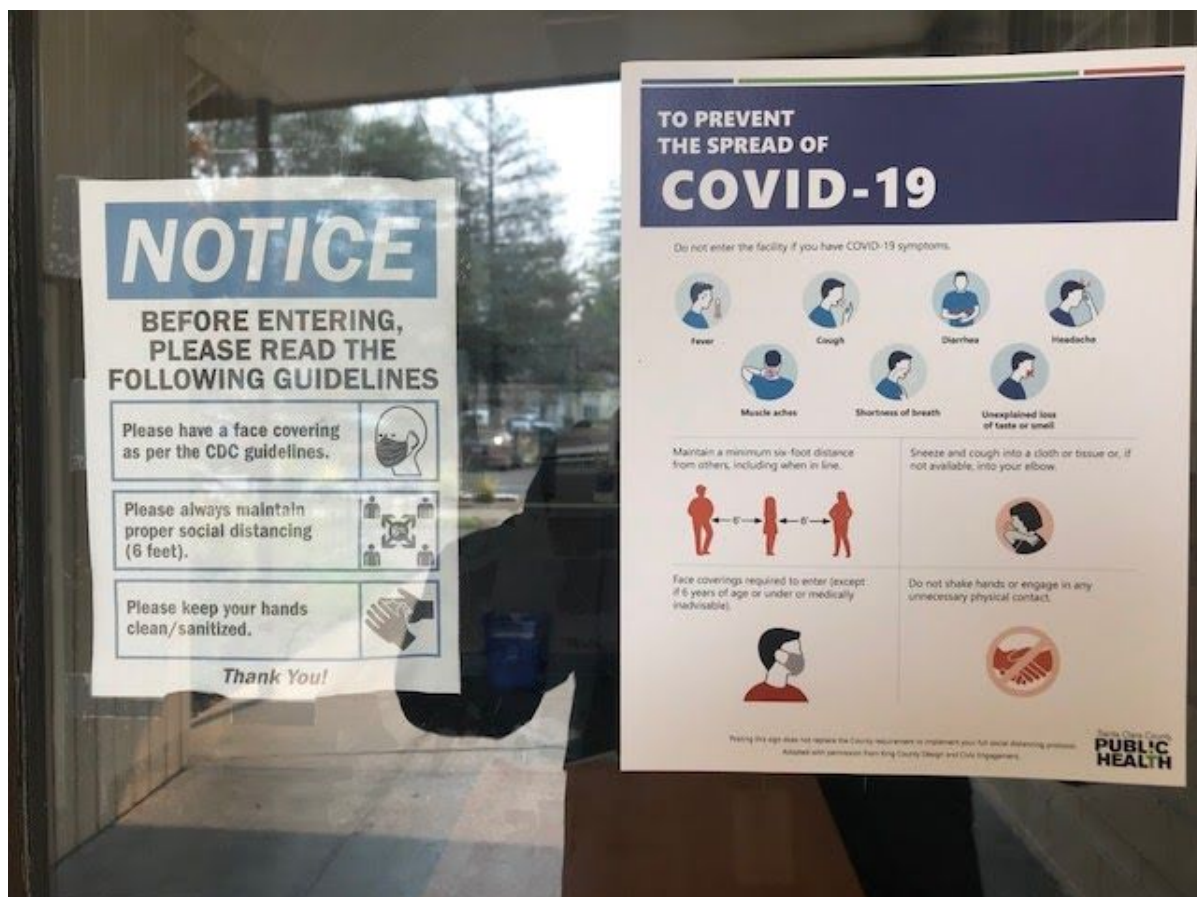


*PAUSD Campus Entrance Safety Reminder Signage*

- Develop a plan to minimize access to campus, and limit nonessential visitors, facility use permits, and volunteers.
- Monitor staff and students throughout the day for signs of illness; including determining any special or unique needs for students with disabilities.
- Provide passive screening for students by instructing parents to screen students before leaving home for school, and to keep students at home if they have symptoms consistent with COVID-19, or if they have had close contact with a person diagnosed with COVID-19.
- Engage in symptom screening before students enter campuses and buses, consistent with public

health guidance, including visual wellness checks and asking students about COVID-19 symptoms within the last 24 hours; whether anyone in their home has had COVID-19 symptom(s), or a positive test.

- All students and staff must wash or sanitize hands as they enter and exit campuses, classrooms, and buses.
- Provide supervised, sufficient points of access to avoid larger gatherings.
- Any students or staff who develop symptoms of illness while on campus should be immediately separated from others; preferably isolated in an area through which others do not enter or pass. If more than one person is in an isolation area, ensure physical distancing.
- Any students or staff exhibiting symptoms should be required to continue to wear a face covering and wait in an isolation area until they can be transported home or to a healthcare facility.
- Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
- Follow established guidelines for triaging students in the health office, recognizing not all symptoms are COVID-19 related.
- Protect and support students and staff who are at higher risk for severe illness (medical conditions that the CDC says may have increased risks, or who cannot safely distance from household contacts at higher risk, by providing options through distance learning.
- PAUSD staff visiting sites or the District office, and visitors invited by PAUSD, must check-in and -out of the front office and complete screening
- Limit access to campus for parents and other visitors.

# Symptom Screening

It is extremely important that health and safety screening takes place before students or staff enter buildings. Staff members should be accustomed to filling out a daily symptom screening. Parents/guardians reminders about daily screening before the start of each school day will be sent via short message service (SMS) and email messaging. Screening reminders will include a symptom screening link for immediate access. Site Administrators and Transportation will have access to data every morning and throughout the day.

## Snapshot of Staff Screen Examples



**Check-in Form**

Please fill out this survey each day before coming in to work. Please double check your response before you submit. If you answer YES to any one of these questions, you may not enter the facility.

* Required

Email address *

Your email

Name *

| | |
|---|---|
| **1. Within the last 14 days have you been diagnosed with COVID-19 or had a test confirming you have the virus?** | |
| Yes – STAY HOME and seek medical care. | |

| | |
|---|---|
| **2. Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact is less than 6 feet for 15 minutes or more.** | |
| Yes – STAY HOME and seek medical care and testing. | |

| | |
|---|---|
| **3. a. Have you had any one or more of these symptoms today or within the past 3 days?** | |
| • Fever or chills<br>• Cough<br>• Loss of taste or smell | • Shortness of breath or difficulty breathing |
| Yes – STAY HOME and seek medical care and testing. | |

| | |
|---|---|
| **b. Have you had any one or more of these symptoms today or within the past 3 days and that are new or not explained by another reason?** | |
| • Fatigue<br>• Muscle or body aches<br>• Headache | • Sore throat<br>• Nausea, vomiting, or diarrhea |
| Yes – STAY HOME and seek medical care and testing. | |

*Snapshot of PAUSD Pre-screening Questionnaire*

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## Safety Reminders



*An Example of Safety Reminder Signage on PAUSD Campus*

- Safety reminder signs will be posted at the entrance of each school and throughout each applicable area of campus, reminding staff and students to wear a face covering, frequently wash their hands, use hand sanitizer, keep a distance from others to the greatest extent possible, avoid unnecessary contact, and do NOT enter school facilities if they are experiencing COVID-19 symptoms.
- School employees will remind students about safety protocols, including to wash hands frequently, use hand sanitizers, and follow physical distancing throughout the day.

## Oversight of Protocols

Site administrators and supervisors will oversee and serve as a resource for employees and students related to safety protocols and equipment. Screening results are to be reviewed by administrators frequently.

## Creating and Providing Isolation Space

- Create an isolation area for triage for other student illnesses or injuries.
- Use the isolation room to manage students with fever and respiratory symptoms.

- Any student exhibiting potential symptoms will wait to be picked up in a designated isolation space.
- Designate a staff member to monitor the space (i.e., a secretary or clerk at elementary sites, and a health technician at secondary schools).
- Disinfect space after usage.

# Plan to Address Positive COVID-19 Cases or Community Surges

- Per CDPH guidance, when a student, teacher, or staff member, or a member of the household, tests positive for COVID-19 and has exposed others at the school, implement the following steps:
    - In consultation with the local public health officials, the Superintendent and the Board of Education may consider whether school closure is warranted, and determine the length of time for the closure, based on the risk level within the specific community.
    - Per standard guidance for isolation at home after close contact, the classroom or office where the COVID-19-positive individual was based will typically need to close temporarily as students or staff isolate.
    - Additional contacts at school, outside of the classroom/s, should also isolate at home.
    - Additional areas of the school visited by the COVID-19-positive individual may also need to be closed temporarily for cleaning and disinfection.
- Provide a plan for continuity of education, medical and social services, and meal program, and establish alternate mechanisms to support students in quarantine.
- Students and staff to follow district policies on student health in order to be readmitted on campus after being sick.
- Follow guidelines that correspond to specific illnesses, including COVID-19 and others; working closely with local doctors and health departments.
- Use PAUSD communication channel and use the following template provided by SCCPHD for different scenarios.
    - Template letters: When a student/child or staff member in a cohort has been in close contact with a COVID-19 case: English | Chinese | Spanish | Vietnamese | Tagalog
    - Template letters: When a student/child or staff member in a cohort tests positive for COVID-19: English | Chinese | Spanish | Vietnamese | Tagalog
    - Template letters: When a student/child or staff member in a non-cohort setting tests positive for COVID-19: English | Chinese | Spanish | Vietnamese | Tagalog

# Steps for Responding to Confirmed or Suspected COVID-19

| Scenario | Immediate Actions | Communication |
|---|---|---|
| Scenario 1: A student or staff member either exhibits COVID-19 symptoms or has a temperature of 100.00 or above. | • Student/staff sent home<br>• School administration notified<br>• Student/staff instructed to get tested<br>• Classroom remains open | No action is needed |
| Scenario 2: A family member or someone in close contact with a student or staff member (outside the school community) tests positive for COVID-19 | • Student/staff sent home<br>• School administration notified<br>   Student/staff instructed to get tested<br>• Student/staff instructed to quarantine, even if they test negative, for a full 14 days after date of last exposure to COVID-19 case<br>• Classroom remains open<br>• If student/staff tests positive during quarantine, see Scenario 3 below | *Template Letters*:<br><br>Letter to Student/Staff Member who is a Close Contact of a COVID-19 Case<br><br>AND<br><br>Letter to Cohort Members (in Cohort Settings) |
| Scenario 3: A student or staff member tests positive for COVID-19. | • Student/staff sent home if not already quarantined<br>• School administration notified<br>• Public Health Department notified<br>• Student/staff instructed to isolate for at least 10 days after symptom onset AND at least 3 days after resolution of fever AND improvement in symptoms (If never symptomatic, isolate for 10 days after date of positive test.)<br>• School-based close contacts identified and instructed to test & quarantine for 14 days<br>   o In stable elementary classroom cohorts: entire cohort.<br>   o In other settings: use seating chart, consult with teacher/staff<br>• In cohort settings, classroom closes. | *Template Letters*:<br><br>*For Cohort Settings*<br>Letter to the Student/Staff Member Who is a COVID-19 Case<br><br>AND<br><br>Letter to Cohort Members<br><br>*For Non-Cohort Settings*<br>Letter to the Student/Staff Member Who is a COVID-19 Case<br><br>AND<br><br>Letter to All Other Community Members |

# Instruction

*"Education is the passport to the future,
for tomorrow belongs to those
who prepare for it today."*

*–   MALCOLM X*

# Instruction

Our schools are at the center of our community. PAUSD children come to school to grow their intellectual, creative, social, and emotional skills. The PAUSD instructional plan takes a holistic approach by attempting to balance diverse elements including health, safety, academic programming, choice, implementation challenges, and resource allocations. As a result, safety guidelines suggest distinguishing approaches between elementary and secondary schools. Maintaining cohorts and supporting routine handwashing are key elements of most guidelines.

## ELEMENTARY SCHOOLS

The nature of elementary schools allows for reasonable cohorts within classrooms. Splitting classes into alternating A/B groups reduces the number of students in close proximity for extended periods of time and provides an opportunity for staff and students to operationalize new routines. PAUSD may ease restrictions and ask students to return fully to sites if conditions improve or if guidelines are significantly revised.

## Features of Elementary Instructional Models

- Instructional minutes will meet or exceed the established state standard.
- Attendance will be taken daily.
- All standards on the progress report will be assessed during the school year.
- Increased child care options for families are available.
- All support services will be provided to students, as needed.
- Art, PE, Music, and Library continue in all models.
- Instruction delivered synchronously and asynchronously.
- Elementary families were offered two options for returning to school in August – to start with distance learning and return to hybrid when possible, or to commit to a full distance learning program for the entire academic year.

### Hybrid Model
- In-person instruction will occur through an A/B schedule: half of the class each day for grades 1-5; and half of the class in a.m., and half in p.m., for Pre-K, TK, Y5, and K.
- At-home instruction will be a combination of asynchronous and synchronous lessons.
- Staggered breaks at recess and lunch to maintain separation of student cohorts.

### Full Distance Learning Model
- Designed for families who wish to keep their children in full distance learning for the year.
- Families encouraged and resources provided to maintain a connection to the assigned school.
- Students receive supplemental services from their assigned school as practicable; i.e., IEP services, Tier 2, EL, Counseling, etc.

## Schedule Samples

### Transitional Kindergarten and Greendell Learning Centers

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Cohort A** | | | | | |
| 8:00-9:00 | | | | | |
| 9:00-9:20 | Recess | Recess | Recess | Recess | |
| 9:20-10:30 | | | | | |
| **10:30** | **Dismissal** | **Dismissal** | **Dismissal** | **Dismissal** | |
| 10:30-11:10 | Staff lunch & cleaning | Staff lunch & cleaning | Staff lunch & cleaning | Staff lunch & cleaning | No students |
| **Cohort B** | | | | | |
| 11:10-12:10 | | | | | |
| 12:10-12:30 | Recess | Recess | Recess | Recess | |
| 12:30-1:40 | | | | | |
| **1:40** | **Dismissal** | **Dismissal** | **Dismissal** | **Dismissal** | |
| 1:40-2:45 | Prep time | Prep time | Collaboration and staff meetings | Prep time | |

## SAMPLE ELEMENTARY HYBRID LEARNING SCHEDULE

### KINDERGARTEN & YOUNG 5'S

Instruction will be in person for Kinder & Young 5's; Kinder will have 30 minutes of "at-home" M/T/Th/Fr and 45 minutes of "at-home" on Wednesdays; "At-home" instruction will vary and may include art, music, dance, etc. It will vary by teacher; Library and PE will be in-person for Kinder

| KINDERGARTEN and Young 5s | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Cohort A** | | | | | |
| 8:30-9:30 | | | | | |
| **9:30-9:50** | Recess | Recess | Recess | Recess | Recess |
| 9:50-11:00 | | | 9:50-10:45 | | |
| **11:00** | Dismissal | Dismissal | Dismissal 10:45 | Dismissal | Dismissal |
| **11-11:45** | Staff Lunch and cleaning | Staff Lunch and cleaning | Staff Lunch and cleaning 10:45-11:30 | Staff Lunch and cleaning | Staff Lunch and cleaning |
| **Cohort B** | | | | | |
| 11:45-12:45 | | | 11:30-12:30 | | |
| **12:45-1:05** | Recess | Recess | Recess 12:30-12:50 | Recess | Recess |
| 1:05-2:15 | | | 12:50-1:45 | | |
| **2:15** | Dismissal | Dismissal | Dismissal 1:45 | Dismissal | Dismissal |
| **At-Home Learning For K** | 30 m @ home | 30 m @ home | 45 m @ home | 30 m @ home | 30 m @ home |

*For more information and updated schedule, visit https://pausd.org/return-to-campus*

# SAMPLE ELEMENTARY HYBRID LEARNING SCHEDULE

## GRADES 1 - 5: COHORT A

"At-Home" instruction includes synchronous "Specials" – Library, Music, PE

In-Person day increased by 10 minutes

Daily Whole class morning Meeting

The instructional content covered in each academic block will vary by teacher.

| Monday In School | Tuesday In School | Wednesday Alternating at School & Home | Thursday At Home | Friday At Home |
|---|---|---|---|---|
| 8:15 - 1:40 | 8:15 - 1:40 | 8:15 - 1:30 | 8:15 - 2:35 | 8:15 - 2:35 |
| 8:15-8:35 Morning Mtg in class | 8:15-8:35 Morning Mtg in class | 8:15-8:35 Morning Mtg A Students (At home or In Class) Synchronous Zoom | 8:15-8:35 Morning Mtg Synchronous Zoom | 8:15-8:35 Morning Mtg Synchronous Zoom |
| Core Instruction in Math, Literacy, Writing  Recess/Lunch and Dismissal determined by each School  265 In-Person Instructional Minutes | Core Instruction in Math, Literacy, Writing  Recess/Lunch and Dismissal determined by each School  265 In-Person Instructional Minutes | A & B alternating weeks 255 In-Person Instructional Minutes  Alternating weeks with:  **Home Independent Provided Lessons:**  Art Dance Lexia Individual Projects Dreambox  255 At-Home Instructional Minutes | 8:35 - 9:35 Science: Asynchronous  9:50 - 10:35 Music - Synchronous Zoom  10:50 - 11:35 PE Asynchronous  11:50 - 12:50 Lunch  12:50 - 1:35 Library - Synchronous Zoom  1:50 - 2:35 Student Independent Learning  260 At-Home Instruction | 8:35 - 9:35 Social Studies: Asynchronous  9:50 - 10:35 PE - Synchronous Zoom  10:50 - 11:35 TC Mini Lessons: Asynchronous  11:50 - 12:50 Lunch  12:50 - 1:35 Music Asynchronous  1:50 - 2:35 Student Independent Learning  260 At-Home Instruction |

# SAMPLE ELEMENTARY HYBRID LEARNING SCHEDULE

## GRADES 1 - 5: COHORT B

"At-Home" instruction includes synchronous "Specials" – Library, Music, PE

In-Person day increased by 10 minutes

Daily Whole class morning Meeting

The instructional content covered in each academic block will vary by teacher.

| Monday At Home | Tuesday At Home | Wednesday Alternating at School & Home | Thursday In School | Friday In School |
|---|---|---|---|---|
| 8:15 - 2:35 | 8:30 - 2:35 | 8:15 - 1:30 | 8:15 - 1:40 | 8:15 - 1:40 |
| 8:15-8:35 Morning Meeting Synchronous Zoom | 8:15-8:35 Morning Meeting Synchronous Zoom | 8:15-8:35 Morning Mtg B Students (At home or In Class) Synchronous Zoom | 8:15-8:35 Morning Mtg | 8:15-8:35 Morning Mtg |
| 8:50 - 9:35 Science: Asynchronous  9:50 - 10:35 Music - Synchronous Zoom  10:50 - 11:35 PE Asynchronous  11:50 - 12:50 Lunch  12:50 - 1:35 Library - Synchronous Zoom  1:50 - 2:35 Student Independent Learning 260 Mins. | 8:50 - 9:35 Social Studies: Asynchronous  9:50 - 10:35 PE - Synchronous Zoom  10:50 - 11:35 TC Mini Lessons: Asynchronous  11:50 - 12:50 Lunch  12:50 - 1:35 Music Asynchronous  1:50 - 2:35 Student Independent Learning 260 Mins | A & B alternating weeks 255 In-Person Instructional Minutes  Alternating weeks with:  **Home Independent Provided Lessons:**  Art Dance Lexia Individualized Dreambox | Core Instruction in Math, Literacy, Writing  Recess/Lunch and Dismissal determined by each School  265 In-Person Instructional Minutes | Core Instruction in Math, Literacy, Writing  Recess/Lunch and Dismissal determined by each School  265 In-Person Instructional Minutes |

*For more information and updated schedule, visit https://pausd.org/return-to-campus*

## SECONDARY SCHOOLS

Secondary schools are not structured to support pure cohorts throughout a school day. Spacing and face covering guidelines are more prescriptive for secondary schools, as a whole. Academic and mental health support continue to be important aspects of safe schools. Routine opportunities to visit campus in small groups for targeted activities are being planned. The full return to campus will be considered at

various checkpoints. PAUSD will remain in contact with surrounding school districts, Santa Clara County Public Health Department (SCCPHD), Santa Clara County Office of Education (SCCOE), and the California Department of Education (CDE) to evaluate conditions and best practices related to a physical return to campus.

# Features of Secondary Instruction

- All schools will begin instruction through distance learning with opportunities for students to regularly visit campuses for targeted small-group interactions.
- Extra-curricular activities available in socially distanced settings.
- Grades will be assigned.
- All schools and classes will follow an established routine schedule with synchronous components.
- PAUSD+ will serve historically challenged students and provide support and consistency.
- Attendance will be taken daily.
- Physical returns to school will be evaluated routinely.
- For secondary students who choose to remain in full distance learning when schools physically reopen in January, PAUSD is exploring options such as third-party learning platforms and streaming. More information will be shared as the options are evaluated.
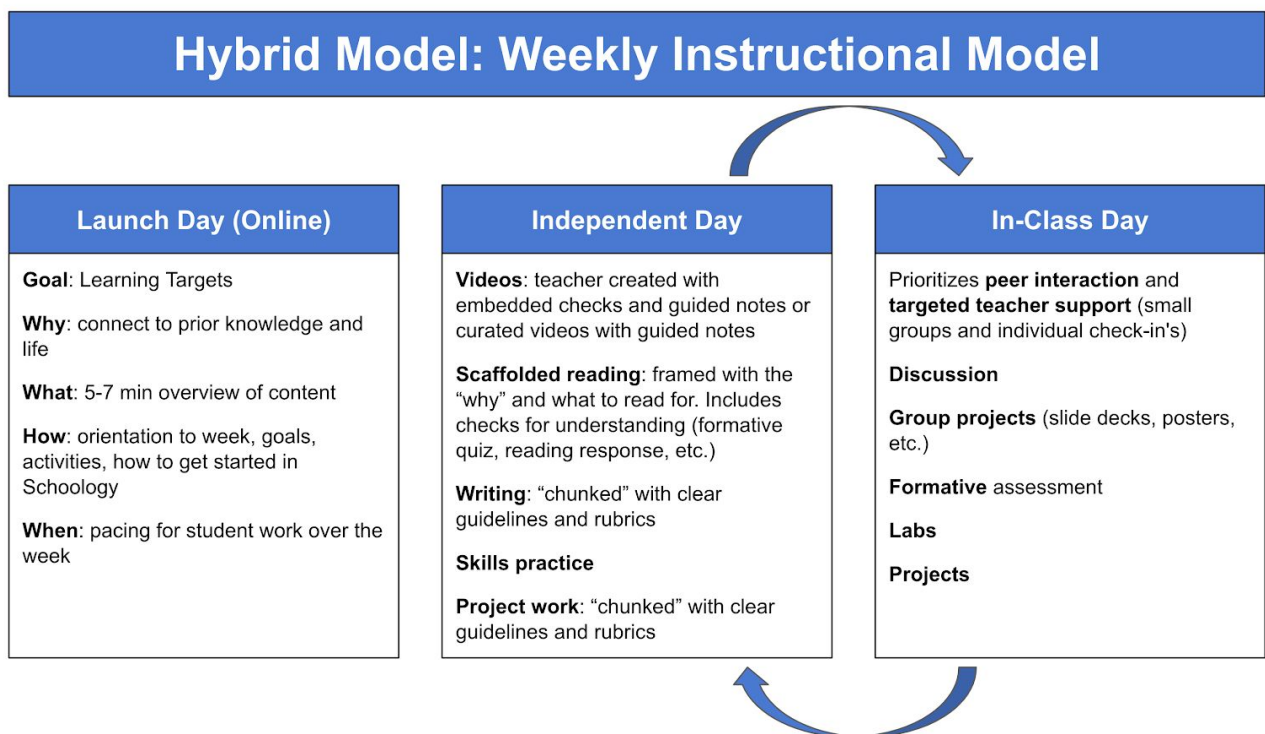
## Schedule Sample

### Distance Learning Bell Schedule - Revised

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| Common Learning Day | | | | |
| 8:30-10:00 AM Collaboration / Prep | 8:30 AM-8:55 AM Staff / Dept Meetings | 8:30 AM-9:35 AM Prep Time / Collaboration | 8:30 AM-8:55 AM Staff / Dept Meetings | 8:30 AM-9:35 AM Prep Time / Collaboration |
| 10:00-10:30 AM Period 1 | 9:00 AM-10:15 AM Period 1 | 9:40 AM-10:55 AM Period 5 | 9:00 AM-10:15 AM Period 1 | 9:40 AM-10:55 AM Period 5 |
| 10:40-11:10 AM Period 2 | 10:25 AM-11:40AM Period 2 | 11:05 AM-11:40 AM SELF/Advisory | 10:25 AM-11:40AM Period 2 | 11:05 AM-11:40 AM SELF/Advisory |
| 11:20-11:50 AM Period 3 | 11:40 AM-12:10 PM Lunch | 11:40 AM-12:10 PM Lunch | 11:40 AM-12:10 PM Lunch | 11:40 AM-12:10 PM Lunch |
| 12:00 PM-12:35 PM Period 4* | 12:20 PM-1:40 PM Period 3* | 12:20 PM-1:40 PM Period 6* | 12:20 PM-1:40 PM Period 3* | 12:20 PM-1:40 PM Period 6* |
| 12:35-1:05 PM Lunch | 1:50 PM-3:05 PM Period 4 | 1:50 PM-3:05 PM Period 7 | 1:50 PM-3:05 PM Period 4 | 1:50 PM-3:05 PM Period 7 |
| 1:15 PM-1:45 PM Period 5 | 3:10 PM-3:40 PM Office Hours / Tutorial | 3:10 PM-3:40 PM Office Hours / Tutorial | 3:10 PM-3:40 PM Office Hours / Tutorial | |
| 1:55-2:25 PM Period 6 | * Announcements during 3° | * Announcements during 6° | * Announcements during 3° | * Announcements during 6° |
| 2:35-3:05 PM Period 7 | | | | |
| 3:10 PM-3:40 PM Meetings / Training | | | | |
| * Announcements during 4° | | | | |

*For more information and updated schedule, visit https://pausd.org/return-to-campus*

## Instructional Model Sample

In the Hybrid Instructional Model depicted below, the weekly instructional model starts with leveraging Monday as a Launch Day to help students orient themselves to the week. This time can be used to connect with students, clarify learning goals, and help students create a learning plan for the week. After the Launch Day, students are divided into two groups (A and B) for the remainder of the week. On Tuesday and Wednesday, Group A moves to in-person learning on campus (In-Class Day), while Group B moves onto independent learning (Independent Day). On Thursday and Friday, Group B moves onto in-person learning on campus (In-Class Day), while Group A moves onto independent learning (Independent Day).

## Hybrid Model: Weekly Instructional Model

### Launch Day (Online)

**Goal**: Learning Targets

**Why**: connect to prior knowledge and life

**What**: 5-7 min overview of content

**How**: orientation to week, goals, activities, how to get started in Schoology

**When**: pacing for student work over the week

### Independent Day

**Videos**: teacher created with embedded checks and guided notes or curated videos with guided notes

**Scaffolded reading**: framed with the "why" and what to read for. Includes checks for understanding (formative quiz, reading response, etc.)

**Writing**: "chunked" with clear guidelines and rubrics

**Skills practice**

**Project work**: "chunked" with clear guidelines and rubrics

### In-Class Day

Prioritizes **peer interaction** and **targeted teacher support** (small groups and individual check-in's)

**Discussion**

**Group projects** (slide decks, posters, etc.)

**Formative** assessment

**Labs**

**Projects**

*Hybrid Weekly Instructional Model*

## SPECIAL EDUCATION

- Address students with disabilities who refuse or are unable to wear masks. Plan for students who are medically fragile and/or immune-compromised.
- Clearly define how staff can honor physical distancing recommendations, yet meet student medical, personal, or support needs.
- Build flexibilities to keep students connected and included in the class and school community, regardless of how much physical time they are able to attend school. Ensure the ability to quickly pivot to attending class virtually in order to retain some regular connection to teachers and peers.
- Determine any special or unique needs for students with disabilities related to the District Health and Safety Plan.
- Establish any necessary flexibilities for specific students-with disabilities populations such as preschool-age, students with extensive support needs, behavioral challenges, etc.

- Establish an accommodation plan to implement physical distancing, given lack of space and facility limitations, particularly for children who will struggle with maintaining physical distancing.
- Address potential issues from physical distancing rules that could result in unintended segregation of students on campuses away from peers without disabilities.
- Plan for maintaining access to peers without disabilities and ensure that students remain in the least restrictive environment.
- Determine instructional models for staying physically distant.
- Conduct assessments for staff and providers to practice physical distancing ensuring Free Appropriate Public Education (FAPE) under the Individuals with Disabilities Education Act.
- Work with each family and student to determine what FAPE looks like for them during COVID-19 (it may be different than the Individualized Education Program (IEP) developed pre-COVID-19).
- Use the district model(s) for all students as the basis for establishing FAPE.
- Ensure children with disabilities are included in all offerings of school education models, by using the IEP process to customize educational opportunities and provide support, when necessary.
- Use annual IEP to plan for the traditional school year. Provide emergency distance learning plan or addendums to address distance learning needs for IEPs during immediate or future school site closures.

## SUPPORT FOR STUDENTS WITH ADDITIONAL NEEDS

It will be important to individually support access and functional needs for students who may be at increased risk of becoming infected with COVID-19, or those who have unrecognized illness due to COVID-19, with a tailored plan using existing student health plans to identify any additional accommodations. Working with each student's family may help to identify any unknown concerns and can help staff to make additional preparations needed for classroom and non-classroom environments. Site-specific hazard assessments should be conducted to limit risk.

## ALL SCHOOLS
## Arrival and Departure

- Instruct drivers to remain in their vehicles to the extent possible.
- Allow only one parent or guardian (per occasion) to pick up or drop off a student.
- Require all adults and students, including parents, to wear a face covering, unless medically inadvisable.
- Provide supervision to disperse student gatherings during arrival and departure times.

## Cohort Sizes and Mixing

- Closely monitor, adjust, and follow cohort size guidelines provided by county and state level public health and education departments for both general and special education.
- Prevent interactions between cohorts, including interactions between staff assigned to different cohorts.
- Assign students who live together or carpool together to the same cohort, if possible.
- Avoid moving students from one cohort to another, unless needed for a child's overall safety and wellness.
- Keep cohorts separate from one another for special activities such as art, music, and exercise; stagger outside time and other activities so that no two cohorts are in the same place at the same time.

- Provide one-to-one specialized services to students by a support service provider that is not part of the child's cohort. Specialized service includes, but is not limited to, occupational therapy services, speech and language services, and other medical, behavioral services, or educational support services as part of a targeted intervention strategy.
- Provide services consistent with the industry guidance for limited services.

## Staffing

- Avoid changing staff assignments to the extent practicable.
- Allow substitute providers, covering for short-term staff absences, who must work only with one cohort of children per day.
- Conduct meetings among the staff from different cohorts remotely, outdoors, or in a large room, wearing cloth face coverings, while maintaining physical distancing to the greatest extent possible from other providers.
- Promote outdoor meetings and meetings in large rooms with windows open, over meetings in small rooms with windows closed.

## Ongoing Instructional Support

The PAUSD Instruction Plan strives to deliver equitable, accessible, high-quality education by laying the foundation through multiple options that incorporate online learning into the traditional learning model while respecting physical distancing guidelines. In an effort to create and support student engagement:
- Provide all students with devices and wifi access to ensure accessibility to the instruction.
- Provide teachers with training and professional development in pedagogy, as well as online and blended learning.
- Provide academic accommodations for students impacted by COVID-19.
- Provide targeted support (PAUSD+), as needed, for students from low-income backgrounds, students with disabilities, English Learners, Foster/Homeless youth, and other vulnerable student groups.
- Establish procedures to re-engage students who are absent for more than 60 percent of instruction per week.
- Physical Distancing – When creating a cohort and planning a student event on campus, plan to limit the number of people in all campus spaces to the number that can be reasonably accommodated while maintaining distance between individuals As recommended by the CDC, create smaller student/ educator cohorts to minimize the mixing of student groups throughout the day. Minimize the movement of students, educators, and staff as much as possible.
- Determine student and staff capacity of each school, which to the greatest extent possible. Follow CDC recommendations to provide virtual activities instead of field trips and intergroup events.

## Classrooms

- Determine maximum capacity for students of each classroom.
- Position teacher and staff desks at least six feet away from students.
- Face student desks in the same direction, and not facing each other, maximizing the space between each desk.
- Utilize other campus spaces for instructional activities (e.g., lecture halls, gyms, auditoriums, cafeterias, outdoors) as classrooms, as needed.
- Arrange developmentally appropriate activities for smaller group activities and rearrange furniture and play spaces to maintain separation, when possible.

- Maintain physical distancing objectives as students move between classrooms.
- Address potential issues from physical distancing rules that could result in unintended segregation of students with disabilities, away from peers without disabilities.
- Keep student belongings separate so that students do not come into contact with other students' belongings and elementary may use hooks for backpacks outside of the classrooms.
- Reduce the amount of furniture and equipment in the classroom to facilitate distancing and to reduce high touch surfaces.
- Place markings on classroom floors to facilitate physical distancing.
- Provide hand sanitizer to students and staff in office spaces and classrooms.



*PAUSD Campus Classroom*

## PPE Usage on Campus

- Adults and students must wear a face covering at all times while on campus, except while eating or drinking.
- Staff excluded from this requirement are those that require respiratory protection according to Cal/OSHA standards.
- Staff who are unable to wear a face covering for medical reasons shall not be assigned duties that require close contact with students.
- Students (transitional kindergarten through 12th grade) are required to wear face coverings including:
  - While arriving and departing from the school campus;
  - In any area inside and outside of the classroom (except when eating, drinking, or engaging in physical activity); and
  - While waiting for or riding on a school bus.
- Adapt and follow county public health guidelines for grade-level specific masking wearing requirements.
- Students excluded from face covering requirements include anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance, and students with special needs who are unable to tolerate a face covering.

# PPE Supplies on Campus

- Provide masks for staff and students in an amount sufficient to meet the site's needs.
- Provide face shields for technicians, educators, and paraprofessionals with fluid barrier fabric and hook and loop closure for secure coverage, if needed.
- Provide gloves in an amount sufficient to meet the site's needs including nitrile gloves.
- Provide smocks to wear over clothes for staff in an amount sufficient to meet the site's needs.
- Provide hand sanitizer in office spaces, applicable entry points, and in classrooms.



*An Example of PPE Provided to PAUSD Students*
*\*PAUSD has adequate supplies aligned with the county recommendation.*
*Additional supply available as needed.*



*An Example of PPE Provided to PAUSD Teachers*
*\*PAUSD has adequate supplies aligned with the county recommendation.*
*Additional supply available as needed.*

# Non-Classroom Settings

## Facility Access Adjustments
- Limit access to campus for parents and other visitors.
- Evaluate whether and to what extent external community organizations can safely utilize the site and campus resources.
- Ensure external community organizations that use the facilities also follow the school's health and safety plans and CDPH guidance.
- Review facility use agreements and communicate common facility protocols for all users of the facility.
- Update facility use agreements to address unique circumstances during the COVID-19 crisis, ensuring that organizations that are using the same facility have agreed to the same understandings about how to reopen in a healthy and safe way.
- Remove or suspend use of share tables and self-service buffets for food and condiments.
- For providing off-site meals, offer grab-and-go student meals for consumption at home, including drive-through, delivery, or curbside pick-up options.
- Stagger and limit restroom usage to specific cohort use as much as practicable.
- Place physical distancing markings outside of restrooms to facilitate physical social distancing.
- Limit congregate activities in hallways as much as possible.
- Minimize the use of lockers to avoid unnecessary mixing and congregation of students in the hallway.
- Clean and disinfect playground structures at elementary sites daily.
- Physical distancing reminder signage has been placed at various locations throughout campus including bike cages.

## Food Services
- Staff must wear face covering, gloves, single-use aprons (or cloth aprons washed daily).
- Promote fresh, healthy meals that are individually boxed, using pre-portioned and pre-wrapped produce.
- Use disposable clamshells, and wrap cold items in plastic and hot food in foil.
- Reorganize work stations for proper physical distancing during meal preparation and meal service.
- Adjust employee shifts to minimize the number of staff in the kitchen.
- Limit physical interaction during meal preparation and meal service (e.g., serve meals in classrooms, increase meal service access points, stagger cafeteria use).
- Suspend the use of shared tables and self-service buffets for food and condiments.
- Install physical barriers, such as sneeze guards and partitions, at point of sale, and other areas where maintaining a physical distance is difficult.
- With an approved National School Lunch Program waiver, offer meal delivery for students quarantined or in a home-based cohort.
- Require students to sanitize hands upon entry and exit.
- Students will throw all food and utensils in the trash after eating.
- Sharing food is not permitted.
- Deliver meals to classrooms or serve meals outdoors, when possible.
- Sanitize the pin pad/keypad between uses, or have the lunch server enter the code for students.

- Physical distancing through increased spacing, small groups, and limited mixing between groups.
- Stagger meal times to allow for cleaning between meal services and to serve students in smaller groups.
- Maximize spacing between groups or tables by increasing table spacing, removing tables, marking tables as closed, or providing a physical barrier between tables.
- Provide physical guides, such as tape on floors or sidewalks and signage on walls, to minimize close contacts while waiting in lines and/or for seating.

## Physical Conditioning
- Physical activities should be limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.
- Activities will be held in separate areas designated by class and/or staggered throughout the day.
- Whenever possible, activities will be conducted outdoors with appropriate physical distancing within groups to the greatest extent practicable.
- Use of shared equipment will be limited in favor of physical activities that require less contact with surfaces and allow for greater physical distancing.
- Cloth face coverings must be worn during indoor physical conditioning and training or physical education classes. Activities that require heavy exertion should be conducted outside in a physically distanced manner without face coverings. Activities conducted inside will be those that do not require heavy exertion and can be done with a face covering. Students should take a break from exercise if any difficulty in breathing is noted and should change their face covering if it becomes wet and sticks to the student's face and obstructs breathing.

## Athletics
Youth sports and physical education are permitted only when the following can be maintained: 1) physical distancing to the greatest extent possible between participants; and 2) a stable cohort, such as a class, that limits the risks of transmission (see CDC Guidance on Schools and Cohorting). Activities should take place outside to the maximum extent practicable.

For sports that cannot be conducted with sufficient distancing or cohorting, only physical conditioning and training is permitted and ONLY where physical distancing can be maintained. Conditioning and training should focus on individual skill-building (e.g., running drills and body weight resistance training) and should take place outside, where practicable. Indoor physical conditioning and training is allowed only in counties where gyms and fitness centers are allowed to operate indoors.

As noted above, sports that cannot be played with sufficient distancing and cohorting are not permitted. In addition, outdoor and indoor sporting events, assemblies, and other activities that require close contact or that would promote congregating are not permitted at this time. For example, tournaments, events, or competitions, regardless of whether teams are from the same school or from different schools, counties, or states are not permitted at this time. This impacts all youth sports and activities, including school-based club and recreational youth sports. Adjustments will be made as the requirements and guidelines evolve.

Sport conditioning programs are permitted for individual or team training with minimal contacts. Conditioning and training should take place outside, where practicable, and focus on individual skill-building activities such as running drills and body weight resistance training.

Conditioning and training should take place outside, where practicable, and indoor sports activities should follow local guidance for gyms and fitness centers, including requirements for physical distancing, face coverings, and occupancy.

- Indoor physical conditioning is allowed only in counties where gyms and fitness centers are allowed to operate indoors.
- Consistent with guidance for gyms and fitness facilities, cloth face coverings must be worn during indoor physical conditioning and training or physical education classes (except when showering). Activities that require heavy exertion should be conducted outside in a physically distanced manner without face coverings. Activities conducted inside should be those that do not require heavy exertion and can be done with a face covering. Players should take a break from exercise if any difficulty in breathing is noted and should change their mask or face covering if it becomes wet and sticks to the player's face and obstructs breathing. Masks that restrict airflow under heavy exertion (such as N-95 masks) are not advised for exercise.

# Facilities & Transportation

*"School is a building which has four walls with tomorrow inside."*

– *LON WATTERS*

# Facilities & Transportation

PAUSD will continue to take essential actions to ensure district-wide assets remain safe and healthy for students and staff by creating a physical environment that promotes safety through established protocols, procedures, and industry best practices regarding facilities and transportation.

## FACILITIES

### Physical Distancing on Campus

Physical distancing has two main components: keeping individuals a safe distance, as practicable, from one another, and reducing the number of people with whom an individual interacts face-to-face. Reminder signage coupled with floor markers will be placed throughout applicable areas of campus to help with the flow of foot traffic and to avoid unnecessary contact.



*An Example of Physical Distancing Markers in PAUSD Building Hallway*
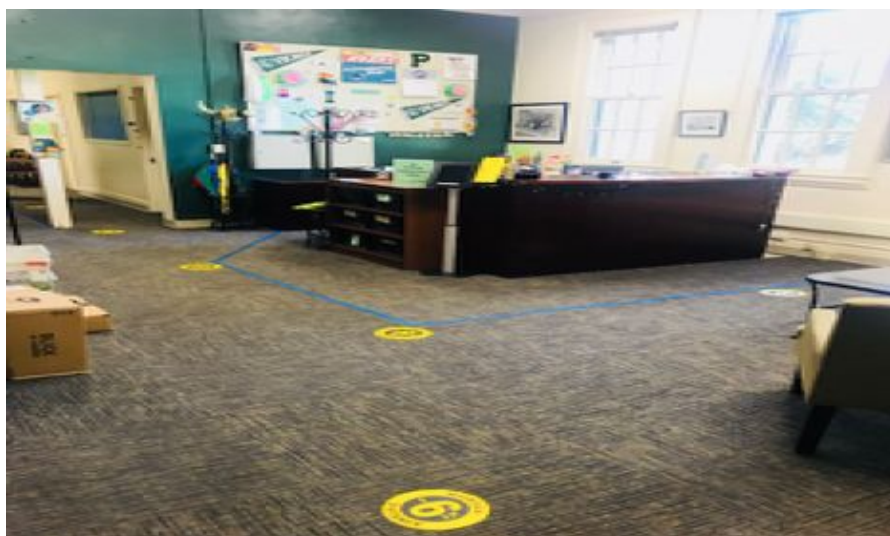


*An Example of Physical Distancing markers in Main Office on PAUSD Campus*

# Space Usage

- Continue to ensure physical distancing among staff in their work environment to reduce the spread of the virus by:
    - Avoiding staff congregation in work environments, break rooms, staff rooms, and bathrooms.
    - Avoiding grouping staff together for training or staff development by conducting the training virtually or, if in-person, ensure distancing is maintained.



*An Example of Physical Distancing Markers in Staff Break Room on PAUSD Campus*

- Evaluate all workspaces, in accordance with Cal/OSHA regulations and guidance, to ensure that employees can maintain physical distancing to the extent possible.
- Rearrange workspaces to maximize the space between employees and students, whenever possible.
- Add physical barriers that cannot be moved to separate workspaces If physical distancing between workspaces or between employees, students, and visitors is not possible.
- Place desks with the maximum distance between students, according to physical distancing guidelines.
- Adjust the capacity of multipurpose rooms or common areas according to the Santa Clara County Public Health Department (SCCPHD) guidelines for spacing between students.

# Cleaning and Disinfection Protocols

- Continue to deliver high cleanliness and disinfection standards at school sites prior to reopening, and sustain this standard during the school year.
- Remove stuffed animals and any other toys that are difficult to clean, sanitize, and disinfect in the school facilities.
- Remove soft furniture from school sites that are difficult to clean, sanitize and disinfect.
- Clean and disinfect high-touch surfaces in offices, classrooms, restrooms frequently - at least daily - items such as, door handles, switches, handrails, desks and tables, chairs, office equipment, etc.

- Use disinfecting products approved for use against COVID-19 on the Environmental Protection Agency (EPA) List N: Disinfectants for Use Against SARS-CoV-2, and follow product instructions.
- Reduce the risk of asthma-related disinfecting by aiming to select disinfectant products on the EPA List N with asthma-safer ingredients (i.e., hydrogen peroxide, citric acid, or lactic acid).
- Avoid products that mix the above ingredients with peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds, which can cause asthma.
- Use disinfectants labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times.
- When cleaning, ensure sufficient ventilation is provided before staff and children arrive, and disinfect the space when children are not present.
- Isolate areas used by any sick person and do not use the space before cleaning and disinfection.
- Cover all drinking fountains and add water bottle filling stations (where possible).



*Electrostatic Sprayer being used in PAUSD Classrooms*

## Ensuring Adequate Air Ventilation

Doors and windows are to be opened to increase air ventilation. Leaving doors open is acceptable, as long as it does not create a safety risk for students or employees. Utilizing open windows and existing heating, ventilation, and air conditioning (HVAC) systems are good options for increasing air ventilation. Maintenance and Operations preventive maintenance protocols are already in place in PAUSD and all HVAC high efficiency rated filters throughout the District are changed on a periodic basis. Indoor air ventilation is closely monitored and maintained by Maintenance & Operations staff during on-going preventive maintenance efforts.

- Make sure that shared spaces have adequate airflows, provided by an air conditioner or an opened window, weather permitting.
- Keep ceiling fans off.

## COVID-19 Campus Zoning

PAUSD is creating a temporary campus zoning program designed to maintain a safer and healthier academic environment. PAUSD+ and Post-Secondary Education are the first phase of the program and are a tribute to the hard work of so many in our community over the last several months. The aerial map below shows an example of Palo Alto High School's newly identified, Academic Zone, highlighted in green. Three entry/exit points are identified. All PAUSD+ students and staff will be asked to enter and exit through the identified entry/exit locations shown below. Bike and skateboard rack areas will be available in the Academic Zone to promote active transportation. Specific student and staff restrooms are also assigned. Hand sanitizer will be available at all entry points.



*Palo Alto High School's Academic Zone*

PAUSD seeks to balance state and local guidance with the various needs of our school communities. PAUSD will limit access within Academic Zones so that only approved students and essential staff may enter and resume educational activities. Guidelines and revisions for all school zones will be shared with each school community.

## TRANSPORTATION

Promoting active and safe transportation is part of the Health Element under Santa Clara County's (SCC) General Plan adopted in 2015, and is recommended through SCC's Public Health Order for COVID-19.

Encouraging students to use active and safe transportation as an option to get to and from school provides opportunities for students to be physically active, which supports the CDC's efforts to promote one hour of daily exercise recommended for children, leads to improved concentration and academic performance, and is vital for student physical, mental, and emotional well-being. Additional benefits include reduction of traffic congestion around schools, creating safer street conditions; better access for buses; and reduced idling and air pollution, such as $CO_2$ emissions that contribute to climate change.

Lastly, the CDC Health Equity guidance suggests that in order to reduce the spread of COVID-19 and move toward greater health for all, PAUSD must ensure that active transportation resources are available to everyone, including culturally and linguistically tailored activities, materials, and outreach.

PAUSD will continue to encourage families and students to use active transportation to and from school, on foot, and by bike, scooter, wheelchair, etc., while following physical distancing protocols. School travel policies and procedures are being developed to support physically distanced, active, and shared transportation options for all modes of transportation.

PAUSD will continue its work with the City and the Safe Routes to School program to ensure that safety patrol or crossing guards are properly trained by following protocols to encourage safe walking behaviors, such as wearing a face covering and distancing from others. Maximize the space between safety patrol volunteers, crossing guards, and students should be maintained, as practicable, at controlled intersections.

PAUSD is working with the Safe Routes to School program in collaboration with local municipalities, such as the Public Works Department or Transit Agency, to identify highly used bicycle and pedestrian routes to school, and support safe physical distancing safety mitigation at traffic lights, stop signs or busy intersections. Commute options will be incorporated that promote social relationships within stable cohorts such as cohort-based Walking School Busses and Bike Trains, Pop-Up Park, and Walk locations.

Walking and bicycling route maps will continue to evolve, provide safety information about practicing active school commutes and sharing links to transit maps and other transportation information readily available on District, school, PTA, and other parent club websites, or social media pages.

School bus drivers will follow all safety protocols as indicated for other staff, including the use of facial coverings and hand hygiene. In addition, bus drivers will need to wear gloves and will be supplied with cleaning wipes. When students line up before boarding, they should be wearing facial coverings, unless medically inadvisable, and bus drivers will ensure that students are practicing physical distancing.

All students must complete the symptom screening process at home and answer "NO" to all screening questions before leaving home to board their bus. If they answer "YES" to any of the questions, they must remain at home, and will not be allowed to board the bus. However, if the parent, guardian or student forgets to complete the symptom screening process, and the student arrives at the bus stop, the bus driver will ask the student to fill out the symptom screening form prior to boarding the bus. If the student answers "YES" to any of the questions and the parent or guardian is not available to take the student home, the student will be transported to their school (by a different district vehicle) where s/he will wait in the isolation room until a parent or guardian arrives.

PAUSD will help to maximize physical distancing between students at bus stops by placing physical distancing ground markings. Spacing must be maintained to the greatest extent possible between the bus driver and students when seated. Floor decals, colored tape, or signs to indicate to students where they should not sit or stand near the bus driver will be deployed. Maximized physical distancing between students while seated on the bus will be achieved by limiting available seats to the extent practicable. Students from the same family, and/or the same classroom, should be instructed to sit together whenever possible to minimize exposure to new contacts.

Air circulation must also be maintained as much as possible. This can be done through opening windows or using HVAC systems, if available. When leaving the bus, students must maintain physical distancing and will need to check in with the school. School buses will be thoroughly cleaned and disinfected daily and especially after transporting an individual who is exhibiting COVID-19 symptoms.

# Checklist for Bus

- Weather permitting, keep bus windows open for ventilation purposes.
- Practice physical distancing at school loading zones when lining up for the bus.
- Sit in designated seats with siblings and classroom cohorts seated together.
- Sanitize hands and wear face mask/covering before entering the bus.
- Wear face mask/covering while riding the bus.
- Disembark the bus upon arrival in an orderly fashion, maintaining physical distancing.
- If fever is detected or suspected at home before boarding the bus, parents are asked to keep students at home.
- Follow disinfecting schedules and be responsible for any/all vehicles driven.
- Disinfect all handrails, seats, etc., between each group of students, and disinfect all equipment at the end of the day.
- Provide the driver with surplus masks to provide to students without masks.
- Determine maximum capacity for students of each vehicle while meeting physical distancing objectives.
- Create a plan for seating, based on the maximum capacity determined above, and develop a plan for bus routes that accommodate the capacity limitations, and mark or block seats that must be left vacant.
- Instruct students and parents to maintain distancing at bus stops and while loading and unloading.
- Seat students from the rear of the bus forward to prevent students from walking past each other.
- Students who get off first should board last and sit in the front; i.e., afternoon runs should be boarded based on the order in which students will be dropped off.



*Electrostatic Sprayers Used on PAUSD Buses*

# Carpools and Shared Rides

PAUSD advises staff and families who are carpooling to rideshare with their assigned stable cohort, to open windows and maximize air circulation when feasible, and to wear a face covering at all times.

# Governance

*"Excellence is never an accident; it is the result of high intention, sincere effort, intelligent direction, skillful execution and the vision to see obstacles as opportunities."*

*–   ANONYMOUS*

# Governance

Navigating these unprecedented times requires us to work with outside agencies to coordinate efforts. PAUSD will continue to take essential actions that will foster a shared understanding of goals, responsibilities, and accountability. PAUSD aims to identify and address systemic structures and bias in order to create a culture where all students and families feel safe, welcomed, respected, and valued as part of the school community.

## Awareness and Training

- Conduct training on prevention at all levels, focused on COVID-19, including hygiene (e.g., handwashing), and preventative care (e.g., wearing face coverings).
- Train staff on how to wear, maintain and dispose of protective gear safely.
- Provide support for self-isolators due to confirmed cases and symptoms.
- Provide information and support for the impact of not being physically close, being able to read emotions or social cues with faces covered, and how to share thoughts and feelings for others to understand what is needed for both students and staff.
- Train staff on how to identify students struggling with trauma and refer them to mental health professionals for additional support.

## Communication

- Provide communication on prevention of infectious diseases for students, staff, and parents.
- Regularly remind staff, parents, and students of the need to stay home if any signs of illness are present.
- Communicate to staff, students, and parents about COVID-19-related protocols, including proper use of PPE, cleanliness and disinfection, transmission prevention, guidelines for families about when to keep students home from school, systems for self-reporting symptoms.
- Target communication to include vulnerable members of the school community.
- If a school has a positive COVID-19 case, contact the Safety Manager at the district to report, track, and trace infections in coordination with public health officials to begin the notification process.
- Notify staff and families immediately of any possible cases of COVID-19.
- Review legal responsibilities and privacy rights for communicating about cases of the virus.
- Provide guidance to parents, teachers, and staff, reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
- Advise sick staff members and children not to return until they have met CDC criteria to discontinue home isolation.
- Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms, and to follow CDC guidance if symptoms develop. If a person does not have symptoms follow appropriate CDC guidance for home isolation.
- Communicate regularly with all stakeholders regarding academics, health and social services, youth and community development, and community engagement.
- Communicate regularly with students and families about resources, and continue to focus on equity and access in critical areas, such as nutritious meals, appropriate technology, language

accessible learning options, academic as well as mental health supports, and community resources to ensure basic needs are addressed.
- Provide communication on potential contacts to cases following the Santa Clara County Public Health Department (SCCPHD) requirements.
- Notify parents and the school community about school meal service and options.
- Use a variety of communication methods, such as social media, newsletters, and school websites.

## Coordination with Local Authorities

- Work with the California Department of Education (CDE), Santa Clara County Office of Education (SCCOE), Santa Clara County Department of Public Health (SCCDPH), and related authorities to follow the most up-to-date recommendations regarding screening and testing, contact tracing, and isolation and quarantine measures, as well as ongoing prevention measures including frequent hand-washing and physical distancing.
- Coordinate with partnering childcare providers to ensure safety protocols for participating students and families.

## Equity and Access

- Prevent discrimination and inappropriate behaviors related to COVID-19.
- Provide awareness and emphasis on cyber citizenship, prevention of cyberbullying, and teasing, as provided in the digital citizenship curriculum.
- Implement a one-to-one device model so that all students will have access to a device. WiFi is available on our campuses and provided on an as-needed basis to students off-campus.
- All students and staff must abide by all PAUSD technology usage guidelines. This includes reproduction, distribution, or public transmission of teacher-created lessons and materials, which is strictly prohibited.
- No person shall be discriminated against for wearing a protective mask or other personal protective gear, such as face shields, goggles, or clothes covering.
- Refrain from stigma and/or discrimination associated with COVID-19.
- Continue to focus on equity and access in five critical areas:
    - Nutritious meals
    - Appropriate technology
    - Language accessible learning options
    - Mental health supports
    - Community resources to ensure basic needs are addressed

## Human Resources

- Engage employees on COVID-19 plans and provide necessary training and accommodations, and work collaboratively with representatives of labor groups.
- Ensure staffing levels are sufficient to meet unique facility cleanliness, physical distancing, student learning, and health and safety needs to address COVID-19.
- Develop and provide staff training or utilize state-provided training on disinfecting frequency, and tools and chemicals used in accordance with the Healthy Schools Act, CDPR guidance, and Cal/OSHA regulations.
- Provide training for staff who use specialized hazardous chemicals for cleaning.
- Provide confidentiality around health recording and reporting.
- Provide training on trauma-informed practices and suicide prevention.

- Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns.
- Protect and support staff who are at higher risk for severe illness (medical conditions that the CDC says may have increased risks), or who cannot safely distance from household contacts at higher risk, by providing options such as telework or negotiated change in classification or duties. If reasonable accommodations are not practicable, the LEA should work with the employee to develop a flexible leave plan that endeavors to avoid exhausting the employee's earned leave.
- Provide information to parents regarding labor laws, Disability Insurance, Paid Family Leave, and Unemployment Insurance.

# COVID-19 Monitoring, Testing, and Reporting

- Students identified with COVID-19 symptoms are to be reported to a designated school staff, separated from the school population by campus supervision and escorted to the isolation room until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 911 without delay.
- Contact thermometers should only be used when a fever is suspected and if appropriate PPE can be used (face mask, eye protection, and disposable gloves).
- The secretary or a designated school staff is to use existing procedures to contact the parent or guardian and request a school pick up. It is very important for all student emergency contact information to be current.
- If transportation is not immediately available, the school staff will hold the student in isolation for the remainder of the school day. The school staff will provide a resting place for the student.
- A designated school staff may arrange transportation to a healthcare setting, if necessary.
- A designated school staff will file necessary forms, per existing procedures for return of the possible COVID-19 infected student to a parent or guardian.
- School Administrators should report any confirmed cases of COVID-19 to the Safety Manager.
- School Administrators are to notify the SCCPH immediately of any positive COVID-19 case by emailing coronavirus@phd.sccgov.org and calling 408-855-4214.
- All staff and families in the school community must be notified of any positive COVID-19 case while maintaining confidentiality, as required by state and federal laws.
- The CDPH recommends routine testing for all staff. Testing is now widely available at testing sites and through healthcare providers. In addition, PAUSD is investigating options to provide routine testing at a designated site(s).

## Positive Test Results
- Students and staff are required to get tested as soon as possible after they develop one or more COVID-19 symptoms, or if one of their household members or non-household close contacts tests positive for COVID-19.
- Parents/guardians and staff are required to notify school administration immediately if a student or staff tests positive for COVID-19, or if one of their household members or non-household close contacts tests positive for COVID-19.

## Negative Test Results
- Symptomatic students or staff who test negative for COVID-19 are to remain home until at least 72 hours after resolution of fever (if any) and improvement in other symptoms.
- Asymptomatic non-household close contact to a COVID-19 case will remain at home for a total of 14 days from the date of last exposure, even if they test negative.

- Asymptomatic household contacts should remain at home until 14 days after the COVID-19 positive household member completes their isolation period.
- Documentation of negative test results must be provided to school administration and Human Resources if sent home due to COVID-19 symptoms or close contact.

## Emergency School Dismissal

- In the case of an infectious disease outbreak that requires emergency school dismissal, the District Office Emergency Operations Center (EOC) will be activated.
- Someone from the Safety, Security, and Disaster Preparedness Office will join site leadership.
- Parents will be notified through voice, text, and/or email messaging to pick up their child.
- Parents or guardians are to use the site assigned pick-up location to pick up their student(s) and are to stay in their vehicles.
- It is important that school staff and teachers are able to release students in a controlled environment to their parent/guardian for the purpose of a full school dismissal or a class release.
    - The Student Release area shall be staged so that parents/guardians can easily pull up without getting out of their vehicles.
    - Parents/guardians will need to identify the name and grade level of their student(s).
    - Parents/guardians will need to bring their photo ID and show it upon request.
    - Staff will radio for the student(s) to be released from their classroom(s), escorted to the pick-up spot by campus supervisor or other staff, and released to parent/guardian care.
    - Once a parent/guardian retrieves their student(s), they are to leave immediately and allow for the next vehicle to pull up.

## Media Inquiries

Please have all COVID-19 media inquiries forwarded to mijacobs@pausd.org and khendricks@pausd.org, at the District Office. All inquiries will be shared with the Superintendent of Schools.

# Frequently Asked Questions (FAQs)

### What will be done to promote physical distancing?
PAUSD will encourage physical distancing throughout the day as possible. Schedules are developed to reduce numbers of students in common areas during breaks, lunches, and to reduce large gatherings. Classrooms will utilize space by spreading desks and tables around the room, as well as using vacant classrooms and outdoor spaces, as available.

### What precautions will be taken for ensuring the disinfection of surfaces on buses?
Disinfecting of buses and implementing protocols will ensure the health and safety of students that utilize District transportation. Windows or roof ventilation will be open to maximize ventilation during transport. Students may sit with siblings or cohort classmates.

### Will students need to refrain from physical contact with their teachers and peers?
PAUSD will be following the physical distancing guidelines per the most current health order as most feasible. However, PAUSD also recognizes the need for social connection and interaction. Parents should speak and work with their children about maintaining appropriate physical distance and boundaries and the importance of wearing a mask when the physical distance is not possible.

### Will there be changes to the arrival/departure procedures?
Per County Health Department requirements, drivers are to remain in their vehicles, to the extent possible, when dropping off or picking up students. When in-person drop-off or pick-up is needed, only a single parent or caregiver should enter the facility to pick up or drop off the child. All adults entering the campus for in-person pick-up or drop-off must wear a face covering.

### Will schools review hygiene with students?
Hygiene practices will be reviewed regularly with students. PAUSD will teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff. PAUSD added hand sanitizer stations to high traffic areas on all campuses.

### What measures will be implemented on campus to ensure the safety of staff and students?
PAUSD will take essential actions to create a physical environment that promotes student and staff safety through established protocols and procedures. These will include daily disinfection of areas used by students and staff, and focus on high-touch surfaces such as door handles and restrooms during the day.

### What precautions will be taken for issuing food services on campus? What meal options will be provided for online learners?
Staggered lunch times will be developed through the site-specific logistic planning to reduce the number of students. Hand sanitizer stations will be located near food service areas to support personal hygiene. Lunch options will be limited and students will eat in classrooms or outside.

### What will lunch and recess look like?

School schedules will be adjusted to reduce the numbers of students in common areas during breaks, lunches, and reduce large gatherings. Markings to indicate spacing for any area where students may line up such as the lunch area are in place.

### Will sports and extra-curricular activities be permitted for the 2020-21 school year?

Students have the option to participate in on-campus sports and extracurricular activities as available. As high school athletics are governed by the California Interscholastic Federation, PAUSD continues to adhere to the guidelines set forth by the organization.

### Will music be provided in either on-campus or virtual options?

Music classes are currently taking place virtually. Current guidelines prohibit in-person singing or playing instruments. PAUSD continues to monitor developments and adjust accordingly.

### What happens if a student comes to school ill?

A child who is ill and exhibiting symptoms of COVID-19 will be given a mask to wear if they are not already wearing one and supervised in a separate area until parents arrive to pick them up.

### What happens if a staff member or student tests positive? Will the school be closed for 14 days? Is there a procedure in place for quarantining in the event that a person on campus tests positive or in the case that a family member of a student or staff personnel tests positive?

PAUSD will follow the SCCPHD guidelines for closures, beginning with notification to families and staff members. There is not a predetermined blanket answer. Each scenario has different circumstances that could affect ability to trace likely contacts. The SCCPHD will assist in the process.

### Will truancy limits (10 percent of missed days) remain the same in event that a student is sent home for a minimum of 14 days due to COVID-19 exposure?

An absence of this type will not count towards truancy. Students with needs for extended absences will be supported on a case-by-case basis.

### What happens to learning and teaching if an entire classroom or school needs to close?

The teachers and students would transition into an online learning model. PAUSD will have a plan and teacher training in place for this scenario.

### What if a family member that lives in the same home with a student or staff member tests positive for COVID?

Close contacts (household or non-household) of confirmed COVID-19 cases should be sent home immediately, instructed to get COVID-19 testing, and, immediately and on day 10 of the last day of exposure to the case. If they test negative, remain in quarantine for a full 14 days after (1) date of last exposure to COVID-19 positive non-household contact; or (2) date that COVID-19 positive household member completes their isolation.

**Will students sent home due to COVID-19 exposure move to the distance learning program temporarily until it is safe for them to return, or permanently?**

No. These students will not be enrolled in the distance learning program. If students are sick, their first priority should be their health and recovery. When students have recovered, they should work with their in-person teacher to develop a plan and provide additional support as needed.

**I would like my student to return to a normal school day on campus; however, I am also worried he/she may contract COVID-19. What assurances do I have as a parent that every precaution will be taken to ensure my child's safety specific to this virus?**

PAUSD continues to monitor, adjust, and follow SCCPHD guidelines and orders to ensure safety.

**Can all elementary classes be moved outdoors?**

Creating outdoor space for all elementary classes is not feasible. PAUSD cannot move all classes outdoors as a rule. Teachers will be encouraged to find times during the day when outdoor activities and learning may be appropriate, although outdoor instruction will not be mandated in any way.

**What will happen to my high school student if students return to class and we select a distance learning option?**

For students remaining in full distance learning, PAUSD is exploring options including third-party learning platforms and streaming. More information will be shared as the options are evaluated.

**Is PAUSD expanding childcare options for parents, given the need to accommodate families without a parent at home?**

Yes. PAUSD is maintaining current childcare partners and expanded options for families with an additional childcare provider at most sites.

**Will training be provided to PTA/classroom volunteers regarding safety protocols?**

Initially, volunteers on campus will not be permitted. At some point, PAUSD would like to have volunteers and will be monitoring safety regulations to welcome volunteers back to the school. The PAUSD community is working together to prevent illness and reduce the number of people on campus for physical distancing.

### *The following questions and answers were provided by an attorney representing the Santa Clara County Office of Education.*

**How will districts take and document student attendance on distance learning days?**

"Each LEA shall document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided. A pupil who does not participate in distance learning on a school day shall be documented as absent for that school day." (EC 43504(d) and (f))

"Each LEA shall ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments." (EC 43504(e))

**In order to be marked as present on a distance learning day, a pupil must engage in daily participation. What constitutes daily participation?**

"Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians." ((EC 43504(d))

**Can schools meet the 180 instructional days requirement through distance learning?**

"For the 2020-21 school year, an LEA shall satisfy the annual instructional day requirements... through in-person instruction or a combination of in-person instruction and distance learning..." (EC 43502(c))

**Annual instructional minute requirements were waived but daily instructional minutes requirements were not. What is the difference?**

Kindergarten: 180 per day (versus 200)
Grades 1 to 3: 230 per day (versus 280)
Grades 4 to 8: 240 per day (versus 300)
Grades 9 to 12: 240 per day (versus 360)

**How will instructional minutes be calculated for distance learning?**

Day in which there is only distance learning: "instructional minutes shall be based on the time value of assignments as determined and certified to by a [certificated employee]." (EC 43502(e))
Day in which there is both in-person and distance learning: in-person instructional minutes plus "assignments made under the general supervision of a [certificated employee]." (EC 43502(e))

**If a school implements distance learning, must they provide daily synchronous instruction?**

Yes. "Distance learning shall include... daily live interaction with teachers and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders. If daily live interaction is not feasible as part of regular instruction, the [district board] shall develop... an alternative plan for frequent live interaction..." (EC 43503(b)(6))

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# Appendix

Please visit our website for the most current Appendix items.
https://www.pausd.org/return-to-campus/appendix