



---

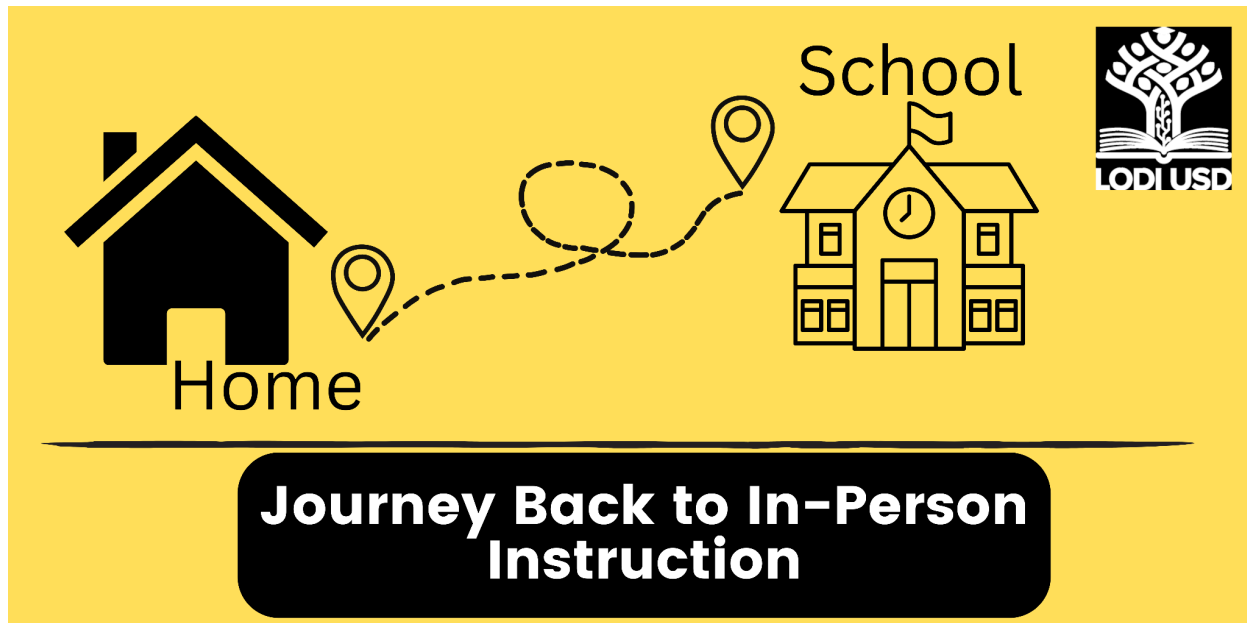
# Lodi USD Safe Return to In-School Instruction Plan





# Table of Contents

<b>Table of Contents</b>	<b>Page 1</b>
Journey Back to In-Person Instruction - Some History	Page 2
<b>PART ONE: HEALTH AND SAFETY</b>	
Instructional Considerations	Page 3
Universal and Correct Wearing of Masks [A]	Page 4
Physical Distancing [B]	Page 5
Handwashing and Respiratory Etiquette [C]	Page 6
Cleaning and Ventilation [D]	Page 7
Contract Tracing, Isolation, & Quarantine [E]	Page 9
Diagnostic and Screening Testing [F]	Page 11
Vaccinations [G]	Page 12
Accommodations [H]	Page 12
<b>PART TWO: CONTINUITY OF SERVICES</b>	
Identifying Academic Needs	Page 12
Expanded Learning	Page 13
Approaches to Identify Social & Emotional Needs	Page 14
Approaches to Address Social & Emotional Needs	Page 15
Transportation	Page 16
Staff Training and Family Education	Page 16
Communication	Page 16
Remote Learning Options	Page 17



### **Journey Back to In-Person Instruction - Some History**

On March 19, 2020, in connection with the emerging worldwide Novel Coronavirus (COVID-19) pandemic, California Governor Gavin Newsom issued an Executive Order (EO) resulting in the closure of a broad spectrum of businesses, offices, and entities within the State of California. Chief among Governor Newsom's emergency actions was the closure of all in-person classroom-based instruction in California schools.

On May 4, 2020, Governor Newsom announced that California was prepared to begin reopening the state economy effective May 8, 2020. This led to the ability of school districts, in consultation with local county health officials, to prepare to implement in-person classroom instruction for the Fall of 2020.

However, on July 17, 2020, in the face of increased health and safety risks associated with COVID-19, the Governor issued a new plan in coordination with the California Department of Public Health (CDPH), declaring a system of COVID-19 monitoring and new restrictions on in-person classroom-based instruction. The effect of these state-level directives has been to prohibit schools operating in counties on the state COVID-19 "monitoring list" from implementing in-person classrooms. As a consequence, Lodi Unified School District (District), like many other school districts throughout California, started the 2020-2021 school year fully in Distance Learning for all students.

As of June 15, 2021, the state is no longer operating under the [Blueprint for a Safer Economy](#). On July 9, 2021, CDPH released their [updated school](#)

[guidance](#) and reinforced CDC's shared priority of full in-person instruction. In accordance with CDC guidance, CDPH stated that California schools will be "safely open for full in-person instruction by prioritizing continued masking and robust testing capacity, while not recommending physical distancing due to the barriers it would present to in-person instruction."

Lodi USD continues to follow health/safety requirements from California Department of Public Health, Cal/OSHA, San Joaquin Public Health Services, CIF, and orders from the governor.

Full in-person instruction for all students will continue for the 2022-2023 school year. Students will remain on a full day program at their school site.

### **Instructional Considerations**

The District recognizes that in-person instruction may not be exactly as it was previously. Teachers may need to modify instructional strategies. Schools may be using more technology than before the pandemic. Student groupings and partner work may be adjusted in order to mitigate learning loss. Use of manipulatives and hands-on activities have resumed, with normal cleaning routines. Study trips adhering to health/safety protocols are allowed.

It will continue to be important for parents to stay connected to the educational process and inform the teacher(s) if their children are experiencing challenges. The District appreciates parent support and encourages parents to remind children of the importance of following class rules and directions from teachers to make the learning process as smooth as possible.





## Universal and Correct Wearing of Masks [A]

### Using Facemasks:

Masks, particularly [high-quality and well-fitting masks](#) (PDF), remain highly effective, inexpensive, and dynamic tools to protect oneself and mitigate transmission of COVID-19 and other respiratory pathogens.

#### 1. Required Actions:

- a. No person can be prevented from wearing a mask as a condition of participation in an activity or entry into a school, unless wearing a mask would pose a safety hazard (e.g., watersports).
- b. Schools must develop and implement local protocols to provide masks to students who inadvertently fail to bring a face covering to school and desire to use one.

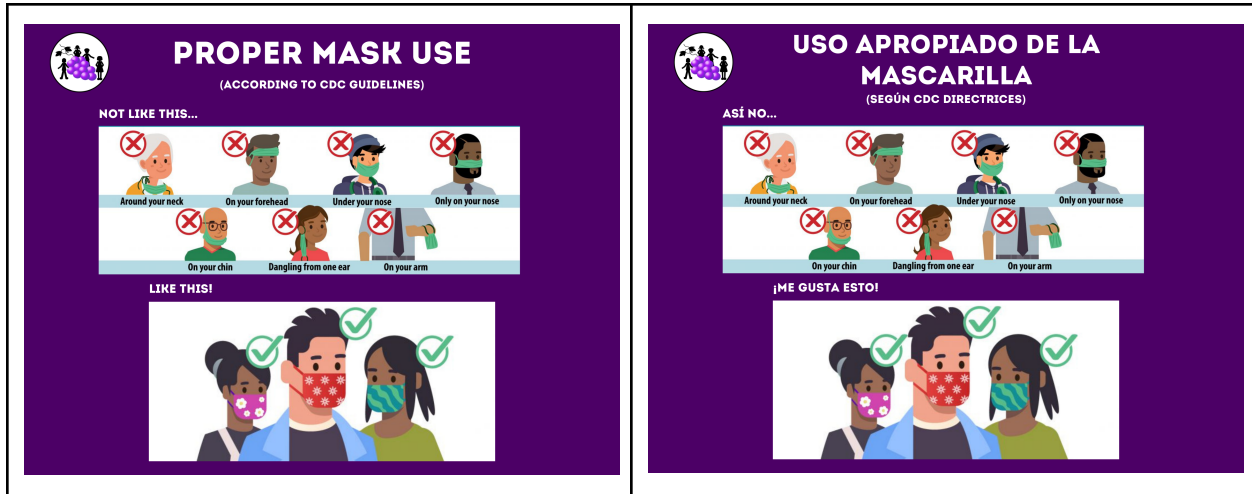
#### 2. Recommended Actions:

- a. Unless otherwise directed by local health departments or local educational agencies, students and staff should follow [CDPH masking guidance for the general public](#), as well as masking guidance for specific situations (e.g., when having symptoms, being infected, or exposed).

- If you've been exposed, wear a mask for 10 days, regardless of vaccination status or history of prior infection.

For additional information, see [CDC guidance for wearing masks](#).

Tips on how to prepare your child to wear a face covering: [English](#) and [Spanish](#).



## Physical Distancing [B]

Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements. New guidance for educators by the CDPH does not mention physical distancing. ([CDPH link to guidance that ended physical distancing](#))



**Safe instruction can occur without minimum physical distancing requirements.**

## Handwashing & Respiratory Etiquette [C]

Hand hygiene can prevent the spread of infectious diseases, including COVID-19. All students, employees and campus visitors are asked to follow these safety guidelines.

### 1. Recommended Actions:

- a. Schools should teach and reinforce proper handwashing to lower the risk of spreading viruses, including the virus that causes COVID-19.
- b. Schools should ensure adequate supplies to support hand hygiene behaviors, including soap, tissues, no-touch trash cans, and hand sanitizers with at least 60 percent alcohol for staff and children who can safely use hand sanitizer. Hand sanitizers should be stored up, away, and out of sight of younger children and should be used only with adult supervision for children ages 5 years and younger.
- c. Schools should teach and reinforce covering coughs and sneezes to help keep individuals from getting and spreading infectious diseases, including COVID-19.





For an informational video on handwashing, please see [How to Wash Your Hands](#). For more information on hand hygiene, see the [CDC guidance for hand hygiene](#).

## Cleaning and Ventilation [D]

### Cleaning

In general, routine cleaning is enough to sufficiently remove the virus that causes COVID-19 from surfaces. If disinfectants are used, use asthma-safer products.

#### **Recommended action:**

- a. Drinking fountains may be open and used by students and staff. Routine cleaning is recommended.



For more information on routine cleaning see the [CDPH guidance on Cleaning and Disinfecting Your Facility](#).

## Ventilation

### Optimizing Indoor Air Quality:

The risk of getting COVID-19 is greater in indoor settings with poor air quality. Effective ventilation and filtration can curb the spread of COVID-19 and other infectious diseases. It may also protect students and staff from exposure to wildfire smoke and other airborne allergens and pollutants.

### Recommended Actions:

a. Follow CDPH recommendations to improve indoor air quality to mitigate against COVID-19 in K–12 schools. Facility maintenance staff may also review technical considerations (PDF).

b. In circumstances where outdoor air quality is poor (such as from wildfire smoke), schools are encouraged to confer with local health officials to determine the best approach forward. Considerations include access to the following:

- air filtration strategies that do not rely on outdoor air sources (e.g., portable air cleaners);
- higher quality facemasks (e.g., N95, KN95, or KF94 respirators);
- alternative spaces with better air quality to host in-person learning
- alternative ways to commute to/from school; and
- local COVID-19 epidemiologic factors (i.e., vaccination coverage status, community case rates).

## Contract Tracing, Isolation, and Quarantine [E]

Principals/Managers will initiate the [Appendix B Case Response form](#) for all positive cases and submit the case response form to Shelie Radotic in Maintenance and Operations. Schools may send the Ripple Stone Student Exposure Report. Outbreaks are reported to public health when there are more than 3 associated cases in a 14 day period. Every case is reported to guardians at sites with positive reporting. All appropriate district stakeholders and vendors are notified. This method aligns with the routine processes utilized for other communicable diseases that commonly occur in school-age children such as influenza and norovirus.

**Table 1: For Positive Cases**

Who?	Guidance
Everyone, regardless of vaccination status.	<ul style="list-style-type: none"> <li>● <b>Stay home</b> (PDF) for at least 5 days after start of symptoms (Day 0) or after date of first positive test (Day 0) if no symptoms).</li> <li>● Isolation can end after Day 5 if symptoms are not present or are resolving and a diagnostic specimen* collected on Day 5 or later tests negative.</li> <li>● If unable to test, choosing not to test, or testing positive on Day 5 (or later), isolation can end after Day 10 if fever-free for 24 hours without the use of fever-reducing medications.</li> <li>● If fever is present, isolation should be continued until 24 hours after fever resolves.</li> <li>● If symptoms, other than fever, are not resolving, continue to isolate until symptoms are resolving or until after Day 10. If symptoms are severe, or if the infected person is at high</li> </ul>

	<p>risk of serious disease, or if they have questions concerning care, infected persons should contact their healthcare provider for available treatments.</p> <ul style="list-style-type: none"> <li>● Per CDPH masking guidance, infected persons should wear a well-fitting mask around others for a total of 10 days, especially in indoor settings (see masking section below for additional information).</li> </ul> <p>*Antigen test recommended.</p>
--	--

**Table 2: For All Contact Exposures**

If you....	Guidance
<p>Everyone, regardless of vaccination status.</p> <p>Persons infected within the prior 30 days do not need to be tested, quarantined, or excluded from work unless symptoms develop.</p>	<ul style="list-style-type: none"> <li>● Test within 3–5 days after last exposure.</li> <li>● Per CDPH masking guidance, close contacts should wear a well-fitting mask around others for a total of 10 days, especially in indoor settings and when near those at higher risk for severe COVID-19 disease (see masking section below for additional information).</li> <li>● Strongly encouraged to get vaccinated or boosted.</li> <li>● If symptoms develop, test, and stay home (see earlier section on symptomatic persons), AND</li> <li>● If test result is positive, follow</li> </ul>



	isolation recommendations above in Table 1: For Positive Cases.
--	---

### **Return to Campus/Work Site**

The District follows the CalOSHA and CDPH guidelines and protocols for any individual who has been exposed or is a positive case. The Business Services Department tracks confirmed and exposed cases. This information is publicly available on our website.

### **Diagnostic and screening testing [F]**

Testing remains a key mitigation layer to detect and curb transmission of COVID-19. Schools are encouraged to ensure access to COVID-19 testing for students and staff, particularly for vulnerable communities. Schools should review support and resources offered by the [California COVID-19 Testing Task Force](#), as well as those available through healthcare insurers, local, and federal sources.

#### **Recommended Actions:**

- a. Plan ahead to have test kits on hand before you get sick. Kits are available at no cost at most pharmacies without a prescription. Rite Aids, Safeways, and local Health Clinics all provide free access. Rapid tests are available for free at [THESE](#) sites.
- b. CDPH recommends that antigen tests be considered the primary option for detecting COVID-19 in schools, compared to PCR tests. For more information, see the [Testing Framework for K–12 Schools](#).
- c. Due to the increased travel and social interactions that often occur during school-breaks, it is recommended that students and staff get tested for COVID-19 prior to returning to school following major breaks (e.g., summer, winter, spring).

#### **Other Notes:**

- d. Test yourself and get results in less than 30 minutes.
- e. Most antigen tests can be used safely past the expiration date on the box. The FDA has approved test expiration extensions. The Food and Drug Administration maintains an up to date listing of antigen tests with expiration date information. [LINK](#)

## Vaccinations [G]

COVID-19 Vaccine Requirements for students are postponed until at least the 2023–2024 school year. Please continue your efforts to help students catch up and stay up to date with COVID-19 and other routine immunizations. See this [press release](#) from CDPH.

Please visit <https://sjready.org/events/covid19/vaccines.html> for the most up to date list of vaccination locations in San Joaquin County. Many of the locations do not require an appointment or insurance.

## Accommodations [H]

Students with disabilities who are receiving in school instruction are afforded the individualized accommodations that have been identified through the IEP team process. Students are provided both the learning accommodations and the health and safety accommodations that have been agreed upon and developed by the entire IEP team. These accommodations are identified as part of the IEP team process and are implemented with fidelity.



**Continuity  
of  
Service**



**Part 2**

Lodi USD will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social,

emotional, mental health and other needs, which may include student health and food services.

## **Identifying Academic Needs**

Teachers will continue to formally and informally assess students to identify individual student goals and needs. Additionally, administrators, instructional coaches, and teacher-leaders will administer and analyze data from multiple sources throughout the school year to ensure timely identification and response to observed academic gaps.

School leaders, instructional coaches, department leaders, and MTSS teams will work with teachers to develop personalized goals that address students' specific learning gaps. They will monitor student progress, achievement, and daily engagement through various data sources and intentionally select high impact researched strategies to address student needs. The impact of implemented interventions will be reviewed to determine the necessity of a new or modified intervention.

## **Expanded Learning**


### **What is Expanded Learning?**

“Expanded learning means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that all Expanded Learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.” - California Department of Education


Students have the opportunity to participate in various summer, intersession, and before and after school learning experiences designed to re-engage students, fill gaps, or earn credits in a positive, interest-based learning environment. High school students with academic concerns are invited to participate in summer credit recovery courses or to advance their understanding. As the school year progresses, we will continue to provide necessary interventions and support to identify and address potential learning gaps.

We will continue to plan for robust expanded learning opportunities for students in 2022, 2023, and beyond. This year we have seen learning opportunities expand to include programming during school breaks in the fall, winter, and spring. School intersession offerings allow students to begin to back fill learning gaps. Before and after school offerings also exist. All of these extensions of instructional time constitute the district's approach to “Expanded Learning”. Please find some examples of target expanded learning measures below.


# Lodi USD Extended Learning




Examples




25 Intervention Teachers    10 General Paraprofessionals




6 Learning Hubs



Jump into Math Intervention Grades 3-5



Summer UOP Pre-Collge Institute for 454 Students



Wow Museum Visits for all TK-6 Classrooms

**Additional extended learning opportunities include:**

- The after school Bridge Program
- Before and after school clubs and tutoring with staff funded for their additional time
- Fifth Grade Sacramento Zoo visits for all fifth grade classrooms
- Sixth Grade Science Camp
- Educational School field trips and assemblies
- STEM Programming
- Woodshop
- Afterschool Music

**Approaches to Identify Social & Emotional Needs**

Lodi Unified staff will monitor students' social emotional needs and engagement through their participation in school programming. We have implemented the Panorama Education Social-Emotional Survey in grades 3





through 12 throughout the district. We will continue to desegregate this data and triangulate it with our academic and disciplinary action data to better understand and meet the individual needs of our students.

## Approaches to Address Social & Emotional Needs

School MTSS/RTI teams will continue to review the mental health concerns identified by students, families, and their teachers. Panorama provides a valid and reliable way to measure and improve social-emotional learning in our district. Principals and counselors will continue to reach out through wellness calls to families to discuss student engagement, social-emotional wellness, and mental health concerns. Through these partnerships, school teams will identify needed family support. School personnel will intentionally engage with students to identify students needing extended support. We are committed to meeting the needs of the whole child and understand that student learning is best supported by maintaining positive relationships between family, school, and community within a safe, caring, and supportive learning environment. Lodi Unified teachers and staff are committed to ongoing professional learning throughout the school year and implementation of the SEL curriculum, including but not limited to Caring School Communities and PATHS. Restorative practice measures are to be implemented. Students who exhibit a pattern of misbehavior should be provided more intensive support and interventions. To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program.

**Lodi USD Social Emotional Supports** 

An expanded role

-  20 Mental Health Clinicians
-  4 School Counselors
-  3 Board Certified Behavior Analysts
-  2 Curriculums: Caring School Communities & Paths
-  One-Eight Supplemental Counseling Services
-  Organization for Social Media Education Training

## Transportation

School buses serving K-12 populations are considered a school setting and are subject to TK-12 CDPH Guidance. Hand sanitizer will be available for all staff and students. Cleaning will occur after each run, or as frequently as possible. Windows may also be open to allow for ventilation, to the extent possible.

## Staff Training and Family Education

- School administrators will ensure that all staff are knowledgeable about elements of the health/safety plan.
- Administrators will seek feedback from staff at staff meetings.
- On campus health/safety procedures and routines will be communicated to students and parents through multiple avenues (e.g. - in person meetings, virtual meetings, videos, email, and social media).
- Signage will be implemented on school campuses to remind school communities about health/safety protocols.
- The District will train all staff and provide educational materials to families as appropriate.

## Communication

- The Superintendent or designee will communicate with students, staff, and parents about possible COVID-19 exposures.
  - Once the District is informed about a positive case, all employees, vendors, and contractors who were on the site within the previous 14 days will be notified within one (1) business day.
  - Parents/guardians of students who may have been exposed will be contacted within 24 hours.
- The District communicates updates/information to students, parents, and staff through all available means of communication:
  - [Blackboard Mass Notification System](#) (phone, email, text)
  - Social media
    - [Facebook](#)
    - [Twitter](#)
    - [Instagram](#)
  - [Lodi USD mobile app push notification](#)

- o [District/school website](#).
- The District follows public health and state requirements regarding reports to the San Joaquin County Public Health Services, which can be found on our [website](#).

## Remote Learning Options

Lodi USD has three options for parents who prefer remote learning for their child.

**Independent Study:** Students K-12 can enroll in Independence School which includes asynchronous learning coupled with small group and/or individual sessions with teachers.

**Valley Robotics Academy:** K-12 students interested in a program with a robotics theme can enroll in VRA. The school works with parents and students on individual learning plans that can include a variety of instructional structures: asynchronous learning and in-person learning. VRA partners with Delta Community College to offer college courses for high school students as part of the regular program. Transportation is provided to Delta College. Parents are responsible for transportation home.

**Lodi Digital Academy (LDA):** K-12 students can participate in the District's Digital Academy for remote learning. Digital Academy is offered under the umbrella of the District's independent study program through the Valley Robotics School, grades 1-12. LDA is a 100 percent online learning program with Pearson Academy as the learning platform available for students who are motivated and can work independently.

**If you have any issues accessing the document, please contact your child's school or email [communications@lodiUSD.net](mailto:communications@lodiUSD.net).**