



Newport-Mesa
Unified School District

SAFE RETURN TO IN-PERSON INSTRUCTION AND CONTINUITY OF SERVICES PLAN

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SAFE RETURN TO IN-PERSON INSTRUCTION AND CONTINUITY OF SERVICES PLAN

SUMMARY

The American Rescue Plan Act (ARP) signed into law on March 11, 2021, provided nearly \$122 billion for the Elementary and Secondary School Relief Fund (ESSER). ARP ESSER funds are also known as ESSER III funds. The U.S. Department of Education requires districts receiving ESSER III funds to submit a Safe Return to In-Person Instruction and Continuity of Services Plan. This plan must describe how the district will ensure safety during in-person instruction, as well as how the district will ensure continuity of services should the district or one or more of its schools be required to close temporarily in the future for COVID-19-related public health reasons. The district must review the plan every six months and revise it, as appropriate, incorporating new or revised public health guidance and other changed factors.

Newport-Mesa Unified School District's Plan

Newport-Mesa Unified School District (NMUSD) has updated its plan to ensure safe in-person instruction and continuity of services to meet new ARP requirements. This plan is posted on the [district website](#), as well as being described in this document. NMUSD's goals are to ensure that all students have access to safe and full in-person instruction and to as much instructional time as possible. NMUSD will continue to make every effort to maintain a safe and healthy environment for students and staff while adhering to all state and local health and safety requirements. This plan ensures a safe, successful, and full in-person opening for the 2021-22 school year by prioritizing universal masking, classroom ventilation, healthful hand hygiene, contact tracing, and response testing.

Assurances

The district made its updated plan publicly available on September 8, 2021. NMUSD provides the following assurances about its plan:

- NMUSD sought public comment in the development of its plan and took those public comments into account in the development of its plan.
- NMUSD will periodically review and, as appropriate, revise its plan, at least every six months.
- NMUSD will seek public comment in determining whether to revise its plan and, if it determines revisions are necessary, additionally seek public comment on the plan revisions.
- If NMUSD revises its plan, it will ensure its revised plan addresses each of the aspects of safety currently recommended by the Centers for Disease Control (CDC), or if the CDC has revised its guidance, the updated safety recommendations at the time the district is revising its plan.
- NMUSD has created its plan in an understandable and uniform format.

- The district's plan is, to the extent practicable, written in a language that parents can understand and has been translated into Spanish.
- NMUSD will, upon request by a parent who is an individual with a disability, provide the plan in an alternative format accessible to that parent.

HEALTH AND SAFETY MAINTENANCE

The district continues to maintain health and safety policies and procedures, based on guidance from the Center for Disease Control (CDC), the California Department of Public Health, Orange County Health Care Agency (OCHCA), and other agencies, such as the California Occupational Safety and Health Administration (OSHA). The district continues to monitor and review new information as it is released in order to adjust the safety plan as necessary. The following sections describe health and safety policies and procedures for students, employees, and visitors. More information about health and safety policies and procedures is available on the [district's website](#).

Face Masks

Masks are one of the most effective and simplest safety measures to prevent in-school transmission of COVID-19 infections. The district supplies disposable masks for each school site. Staff and students must adhere to the following requirements:

- **Staff must wear masks when sharing indoor space with students, regardless of vaccination status.**
 - Masks are not required for vaccinated adults in the workplace when students are not present and the adult has completed the attestation and approval process.
 - Masks are not required when outdoors, but are optional.
 - Use of N95 masks is optional, in lieu of disposable or cloth face masks. Supervisor approval is not necessary.
 - If a mask cannot be used for pedagogical or developmental reasons, such as communicating with or assisting young children or those with special needs, staff members can use a face shield with a drape (per CDPH guidelines) instead of a mask while in the classroom, as long as the wearer maintains physical distance from others.
 - Staff members must return to wearing a mask when the pedagogical or developmental reason is no longer applicable, as well as when inside areas other than the classroom.
 - Staff members may optionally wear a face shield with fitted or loose drapery throughout the school day in lieu of a face mask when working with students who do not wear masks, or in situations where there is an increased risk of body fluid or aerosolized secretions.
- **All students are required to wear face masks on the school bus and throughout the school day while indoors on the school campus.**
 - Visual reminders of mask requirements are placed at the exterior entrances to classrooms or hallways.
 - Masks are not required outdoors, but are optional.
 - Disposable face masks are available to students as needed.
 - School sites will work with students who are not exempt from masking requirements to help them meet the requirement. If needed, school sites will consult with parents for assistance. If a student is not

exempt and continues to refuse to wear a mask, students will be offered an alternative educational opportunity, including the Cloud Campus.

The CDPH face covering guidance recognizes that some people cannot wear a mask. **The following students are exempt from the face covering requirement:**

- Those with a verified medical or mental health condition or disability that would hinder them from properly wearing a face covering. Persons exempted from wearing a face covering due to a medical condition must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.
- Those who are hearing impaired.
- Those who need to communicate with a person who is hearing impaired, or where the ability to see the mouth is essential for communication.

For more information, see the following on the NMUSD website:

- [Student Face Mask Memo](#) (Revised 8/2021)
- [Guidance for the Use of Face Coverings](#) (Risk Bulletin)
- [Proper Washing of Reusable Face Coverings](#) (Risk Bulletin)
- [List of Personal Protective Equipment Available at Each Site](#)
- [Application for Student Face Mask Exemption](#) (Revised 8/2021)
- [Application for Student Face Mask Exemption \(Spanish\)](#)
- [Disposable Masks and Gowns](#)
- [Classroom Mask Signs](#)
- [COVID-19 Protocols For The 2021-22 School Year](#)
- [Local protocols to enforce the mask requirements](#) (8/20/2021)

Personal Protective Equipment

NMUSD makes supplies of disposable masks and other Personal Protective Equipment (PPE) available at each school site. In addition to face coverings, examples of PPE include the following:

- Hand sanitizer for personal and classroom use.
- Alcohol wipes for cleaning shared items.
- Cleaning spray for cleaning desks and other work surfaces.
- Disposable gowns for staff to use when working closely with students who do not wear masks, in situations where it is difficult to maintain social distance with students for a long period of time, and when there is a concern about bodily fluids. Use of gowns is optional.
- Disposable gloves for all staff to use. Gloves are required for food service and certain other duties.

Physical Distancing

Per CDPH, there is no minimum physical distancing requirement. “Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies, such as masking, are implemented.”

School sites arrange for eating outdoors as much as feasible. In addition, sites maximize physical distance as much as possible when students and staff are eating indoors.

Handwashing and Other Hygiene Measures

Promoting and making time for handwashing is a CDPH-recommended safety procedure.

- Staff members teach and reinforce proper handwashing technique, avoiding contact with one’s eyes, nose, and mouth, and covering coughs and sneezes.
- Staff members provide students with time in the classroom for handwashing; at sites without classroom sinks, students may use hand sanitizer.
- Hand sanitizer and hand sanitizer stations are available on all school sites.
- School sites ensure adequate supplies to support healthful hygiene behaviors, including soap, tissues, masks, and hand sanitizers with at least 60 percent ethyl alcohol for staff and children who can safely use hand sanitizer.
- Students wash hands and use hand sanitizer throughout the day, including arrival on campus; after using the restroom; after going outside and returning to the classroom; after physical education (PE); before and after eating; and after coughing or sneezing.
- Hand hygiene is also promoted before and after sharing resources/items.
- Signage is posted in high visibility areas to remind students and staff of proper techniques for handwashing, covering of coughs and sneezes, and other prevention measures.
- Plexiglas barriers are installed in the front offices.

For more information, see the following on the NMUSD website:

- [Hand Washing Signs](#)
- [Stop Germs! Wash your Hands Risk Bulletin](#)
- [Coughing and Sneezing Etiquette Risk Bulletin](#)

Cleaning and Disinfection

Per CDPH COVID-19 guidance, cleaning once a day is usually sufficient to remove potential viruses that may be on surfaces. Each school site has cleaning and disinfection protocols and will continue to implement them as they did before the pandemic.

If the school has had a person sick with COVID-19 within the last 24 hours, the space occupied will be cleaned AND disinfected.

Ventilation

NMUSD maximizes, to the extent feasible, the quantity or quality of outside air for buildings with mechanical or natural ventilation systems by doing the following:

- Running ventilation systems two hours before and after occupancy and continuously during occupied periods to increase air exchanges.
- Actively monitoring CO₂ levels to verify adequate fresh air for occupancy.
- Making necessary adjustments to maintain adequate fresh air through dilution ventilation.
- Increasing the minimum filter standard from MERV 8 to MERV 11, the highest possible filtration rating that is safe for the majority of HVAC systems at school sites without reducing airflow, ventilation, or decreasing equipment reliability.
- Providing High-Efficiency Particulate Air (HEPA) purifiers in each classroom and other areas within NMUSD facilities as an additional layer of protection.

For more information, see the following on the NMUSD website:

- [High-Efficiency Particulate Air \(HEPA\) purifiers](#) (Risk Bulletin)

Food Service

Each school site arranges for eating outdoors as much as feasible, with staff maximizing physical distance as much as possible. When students and staff eat indoors, staff members maximize physical distance as much as possible. Each school site cleans frequently touched surfaces. Surfaces that come in contact with food are washed, rinsed, and sanitized before and after meals.

Given the very low risk of transmission from surfaces and shared objects, the district does not limit food service approaches to single-use items and packaged meals.

Visitors

The district met its goal of fully opening schools for in-person instruction to begin the fall 2021 semester. The current goal is to keep schools open. NMUSD schools continue to limit on-campus visitors to prevent the spread of COVID-19. Families are encouraged to make every effort to conduct business via phone, except for critical business. The only essential visitors allowed on campus are direct service providers that include, but are not limited to, childcare, counseling, individual student-related services, and other similar types of providers. NMUSD is currently reviewing its guidelines for other types of visitors/volunteers.

In accordance with the CDPH's recommendation, NMUSD has developed a visitor policy:

- The school site will limit nonessential visitors, volunteers, and activities involving external groups or organizations with people who are not fully vaccinated, particularly in areas where there is moderate-to-high COVID-19 community transmission.
- The school site will not limit access for direct service providers, but will ensure compliance with school visitor policies.
- Anyone, including visitors, who has symptoms of an infectious illness, such as flu or COVID-19, should stay home and seek testing and care.
- All visitors are required to wear masks while indoors on campus, unless exempt.

Staying Home When Sick

All staff and parents are required to conduct a wellness self-screening at home prior to coming to work/school and are asked to stay home if sick. Staff and students should refer to either the employee or student symptom decision tree to determine when they can return to work/school.

- **Employees** utilize the COVID Intake email (intake@nmusd.us) or phone 714-424-3695 to report if they are COVID-19 positive, believe they are a close contact, or have COVID-19 symptoms. Employees should stay home if ill.
- **Students** experiencing any symptoms are asked to stay home and immediately contact the school office. Other cold/flu/allergy symptoms should still be reported and students should stay home if ill.

Signs are posted at all entrances instructing students, staff, and visitors not to enter campus if they have any COVID-19 symptoms.

Teachers conduct a daily visual wellness check when students enter the classroom for the start of the school day. Teachers will observe students for signs of coughing, shortness of breath, and/or loss of taste or smell.

For more information, see the following on the NMUSD website:

- [Student Symptom Decision Tree \(8/31/21\)](#)
- [Employee COVID-19 Wellness Screening \(8/23/21\)](#)
- [Sign-Do Not Enter If You Have A Cough or Fever](#)
- [Sign- Symptoms of COVID-19](#)

Observation (Isolation) Room

Each school site has identified an observation room for students. Supervision will be provided by the health assistant with backup staff identified.

The Observation (Isolation) Room process is the following:

- Teachers call the health office and an adult comes to the classroom immediately to walk the student exhibiting or reporting symptoms to the observation room. (If the health office does not pick up, teachers call the main number.)
- Office staff contacts parents/emergency contacts to pick up the student. Parents are asked to provide several emergency-contact numbers so that students may be dismissed home as soon as possible.
- Staff monitoring the observation room periodically wipes down hard surfaces in between individuals occupying the space.
- Custodial staff clean the observation room at the end of the day, if used.

Vaccination Verification

Per CDPH guidance, NMUSD will seek documentation of the vaccination status of all staff. Verification of vaccination status is an important tool to use in determining the need for testing, contact tracing, quarantine, and isolation.

NMUSD partners with a federally qualified health center to provide COVID vaccinations at various secondary school sites. Starting in April 2021, two clinics were provided at the BESST Center. In August and September 2021, vaccinations were provided at Estancia High School. Following this pilot, additional vaccination opportunities will be scheduled at the majority of secondary schools in fall and winter 2021. Mobile vaccination clinics have been made available to staff, families, and the larger NMUSD community, with outreach occurring via email, website, and flyer postings.

NMUSD uses a private and confidential process to verify vaccination records. Staff may voluntarily provide information that they are fully vaccinated. Employees who are fully vaccinated may, for the purposes of the revised safety protocols related to face coverings, verify their full vaccination status by completing the vaccine verification and attestation form and upload documentation, such as a copy of their vaccine card or other similar official document, confirming vaccination status.

For more information, see the following on the NMUSD website:

- [Vaccine Verification Process](#) (7/12/2021)

COVID-19 Testing

Testing is available for employees and students.

- **Employees.** NMUSD offers COVID-19 testing at no cost to all employees, during paid time, in the following categories, as specified by Cal/OSHA and CDPH:
 - Symptomatic employees who are not fully vaccinated.
 - Close contacts through workplace exposures, as identified through contact tracing.

- Following multiple COVID-19 infections and COVID-19 outbreaks in an exposed group, with the following exceptions:
 - Employees who were not present during the relevant 14-day period.
 - Employees who were fully vaccinated before the multiple infections or outbreak and who do not have symptoms.
 - For confirmed employee COVID-19 cases, whether asymptomatic or symptomatic, no testing is required for 90 days after a positive test or illness.
- **Students.** NMUSD refers families to resources for COVID-19 testing if students are required to test. Additionally, NMUSD is able to distribute COVID-19 test kits to any student or family who needs them.

Case Reporting and Contact Tracing

Any NMUSD employee in a district workplace or any student who exhibits symptoms while on campus will be required to go home. Students may be identified by staff as exhibiting symptoms or self-report.

- **Employees** will wait in the observation (isolation) room if they need to be transported home.
- **Students** will wait in the observation room until they can be transported home by a parent or guardian.

District employees must follow a COVID-19 protocol to report positive cases, close contacts, or symptoms. The district developed this protocol to promote a healthy and safe school community and to provide support and guidance for NMUSD employees. Employees need to understand the critical nature of informing the district should they test positive for COVID-19 or have a close contact with a COVID-19-positive case. All employee information gathered in the process is confidential.

The employee COVID-19 reporting protocol involves the following steps:

1. Employee contacts COVID-19 Intake by telephone at 714-424-3695 or by email at intake@nmusd.us under the following circumstances. **Note the importance of staying out of the workplace and making this notification from home.**
 - The employee is COVID-19 positive.
 - The employee has had close contact with a COVID-19-positive person and is not vaccinated.
 - The employee reports name, telephone number, position, site, last day at work, and a brief description of their situation.
2. The Intake Team contacts the employee if additional information is needed and communicates the gathered information to the Health Services COVID-19 Liaison.
3. The Health Services COVID-19 Liaison conducts contact tracing, consults/collaborates with the Orange County Health Care Agency (OCHCA), and reports positive cases and close contacts to OCHCA.
4. After the completion of contact, notifications include the following:

- The Health Services COVID-19 Liaison contacts all those who have been in close contact with the individual diagnosed with COVID and sends a follow-up written notification with information regarding quarantine and testing.
- All employees at the work site receive an email notice that there has been a case.
- Positive cases are noted on the district's [COVID-19 Dashboard](#) and reported to the Orange County Health Care Agency.

The district protocol for contact tracing for students who test positive for COVID-19 is the following:

- The site nurse conducts contact tracing.
- After the completion of contact tracing, notifications include the following:
 - The school nurse contacts all students who have been in close contact with the individual diagnosed with COVID-19.
 - Notices are sent to students who are identified as having a low risk of exposure.
 - The Human Resources COVID-19 Liaison contacts employees identified as close contacts. Employees receive follow-up written notifications with information regarding quarantine and testing.
 - All employees at the work site receive an email notice that there has been a case.
 - Positive cases are noted on the district's [COVID-19 Dashboard](#) and reported to the Orange County Health Care Agency.

For more information, see the following on the NMUSD website:

- [Student Close Contact](#) (9/7/21)
- [Employee COVID-19 Wellness Screening](#) (8/23/21)

Quarantine and Isolation

The following sections provide details of quarantine and isolation guidelines and procedures.

Close Contact Quarantine Guidelines for Students Who Are Fully Vaccinated

In the event of an exposure to COVID-19, quarantine is not necessary if the exposed student is asymptomatic and fully vaccinated. Fully vaccinated means two weeks have passed since the last vaccine dose.

However, if symptoms consistent with COVID-19 develop within 14 days of the exposure, the student must immediately do the following:

- Isolate.
- Get tested.
- The student or parents must notify the school office.

Close Contact Quarantine Guidelines for Students Who Are Not Vaccinated But Wore Masks

If both the exposed student and COVID-19 infected individual were wearing a face covering, the asymptomatic, unvaccinated student who had close contact will be required to quarantine. “Close contact” means being within 6 feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period, regardless of masking.

The unvaccinated student with close contact must follow the instructions for either a full or modified quarantine, defined as follows. To participate in a modified quarantine, a student must meet specific requirements.

- **Full Quarantine** is the traditional quarantine model implemented during the 2020-21 school year.
 - The student will quarantine at home for 10 days. The 10-day quarantine begins the day after the student’s last exposure to the COVID-positive individual.
 - NO TESTING is required to return to school.
 - The student or parent/family must monitor for symptoms and the student must wear a mask at all times through day 14 of exposure.
 - If the student develops symptoms during the 14 days, the student needs to immediately isolate, and the parent/family needs to notify the school nurse.
- **Modified Quarantine** is available only for students who meet specific conditions. A student may still come to school after a possible exposure by meeting the following conditions:
 - Both students were wearing a mask.
 - The student was exposed in a school setting (indoors, outdoors, or on a school bus).
 - The exposed student remains asymptomatic.
 - The exposed student undergoes twice weekly testing. The tests must be at least 3 days apart with an FDA-authorized diagnostic test.
 - The exposed student refrains from extracurricular activities, including sports and activities within a community setting.
 - However, if symptoms consistent with COVID-19 develop within 14 days of the exposure, the person must immediately isolate, get tested, and notify the school office.

Close Contact Quarantine Guidelines for Students Who Are Not Vaccinated and Did Not Wear Masks

If either or both people were **not** wearing a face mask during a student's exposure to COVID-19, the asymptomatic, unvaccinated student who had close contact will be required to quarantine. “Close contact” means being within 6 feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period, regardless of masking.

The unvaccinated student with close contact must follow the instructions for either a full or partial/shortened quarantine, defined as follows. To participate in a partial/shortened quarantine, a student must meet specific requirements.

- **Full Quarantine** is the traditional quarantine model implemented during the 2020-21 school year.
 - The student will quarantine at home for 10 days. The 10-day quarantine begins the day after the student's last exposure to the COVID-positive individual.
 - NO TESTING is required to return to school.
 - The student or parent must monitor for symptoms, and the student must wear a mask at all times through day 14 of exposure.
 - If the student develops symptoms during the 14 days, the student needs to isolate and the parent/family needs to notify the school nurse immediately.
- **Partial/Shortened Quarantine** is available only for students who meet specific conditions. A student may still come to school after a possible exposure by meeting the following conditions:
 - Remain at home for at least 7 days. After day 7, a diagnostic specimen collected after day 5 from the date of the last known exposure can be tested with an FDA-authorized diagnostic test. Test results must be negative.
 - Continue daily self-monitoring for symptoms through day 14 from the last known exposure.
 - Follow all recommended non-pharmaceutical interventions, such as wearing a mask indoors and outdoors, physical distancing, and hand washing, through day 14 from the last known exposure.
 - If the student develops symptoms during the 14-day period, the student or parent needs to notify the school nurse and isolate.

Isolation Guidelines for Fully Vaccinated and Unvaccinated Students and Employees

If an exposed student or employee displays symptoms consistent with COVID-19, the person must immediately isolate, get tested, and notify the appropriate district or school personnel. See **Staying Home When Sick**, page 10, and COVID-19 Testing, page 11.

If the exposed person tests positive for COVID-19, regardless of vaccination status, the person must isolate until 10 days have passed since the date of specimen collection for their first positive COVID-19 test. Students are not allowed to return to the school site or to participate in extracurricular activities.

Students and employees may return to school/work when they meet all of the following CDPH criteria:

- At least 24 hours have passed since the resolution of fever, without the use of fever-reducing medications.
- Other symptoms have improved.
- The person has a negative COVID-19 test.
 - **OR** has documentation from a healthcare provider that the symptoms are typical of their underlying chronic condition, such as allergies or asthma.
 - **OR** has confirmation from a healthcare provider of an alternative named diagnosis, such as streptococcal pharyngitis or coxsackievirus.
 - **OR** at least 10 days have passed since symptom onset.

Training

NMUSD employees will receive training and instruction on any updated CDPH guidance. Training materials include Keenan SafeSchools COVID-19 safety modules, NMUSD COV-19 safety plan training, memos on various topics, and risk bulletins.

A copy of this plan will be shared with families, and school staffs will review each school's safety protocols and expectations for families. Both staffs and families will have the opportunity to ask questions and get a clear understanding of the plan.

For more information, see the following on the NMUSD website:

- [District Website-COVID-19 Resources for 2021-22](#)
- [California Department of Public Health Website](#)
- [State of California COVID-19 Website](#)
- [The Safe Schools For All Hub](#)
- [COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year](#)
- [K-12 Schools Guidance 2021-2022 Questions & Answers](#)

Coordination with Health Officials

NMUSD provides accommodations and coordinates efforts with outside state and local health officials, as appropriate. Current public health conditions, applicable state and local rules and restrictions, and other contemporaneous information that inform the district decision-making process are as follows:

- The Orange County Health Care Agency (OCHCA) describes [current public health conditions](https://occovid19.ochealthinfo.com/) at <https://occovid19.ochealthinfo.com/>.
 - NMUSD used the [Health Order](#) from August 20, 2021 to inform the development of this plan (<https://occovid19.ochealthinfo.com/article/oc-health-officers-orders-recommendations>).
 - Local superintendents consult weekly with Dr. Chau from the Orange County Health Care Agency.
- The Safe Schools Hub, developed and hosted by the California Department of Public Health, provides updated COVID-19 public health guidance for California K-12 schools, including detailed information about [safety measures](https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/K-12-Guidance-2021-22-School-Year.aspx) (<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/K-12-Guidance-2021-22-School-Year.aspx>).
- Guidance from the Centers for Disease Control is considered as additional information in the district decision-making process.

CONTINUITY OF SERVICES

This section describes how NMUSD will ensure continuity of services in case public health conditions require isolation, quarantine, and/or future school campus closures. The actions described below pertain to all students, with additional details included to address how the district will meet the needs of students with disabilities and English learners.

- **Isolation** separates those infected with a contagious disease from people who are not infected.
- **Quarantine** restricts the movement of persons who were exposed to a contagious disease in case they become infected.

Academic

Table 1 describes how academic services will be continued during isolation, quarantine, and future campus closures.

Table 1. Continuity of Academic Services

Isolation	Quarantine	Future School Campus Closures
<ul style="list-style-type: none"> • Students in isolation are, by definition, recuperating at home. They will be offered either a short-term independent study contract at the student’s home school, or a long-term independent study contract through the Cloud Campus. <ul style="list-style-type: none"> • The time span for the short-term contract is 3 to 10 days. Student work will be graded when students complete the assigned lessons/work, and the days missed will not count as absences. • The time span for the long-term independent study 	<ul style="list-style-type: none"> • Students in full quarantine (stay at home) will be provided independent study contracts at the student’s home school. • Students on modified quarantine will attend school in person if they are asymptomatic. (See definitions in Close Contact Quarantine Guidelines for Students Who Are Not Vaccinated But Wore Masks, page 14.) • Students on shortened quarantine will attend school in person if they are asymptomatic. (See definitions in Close Contact Quarantine Guidelines for Students Who Are Not Vaccinated But Wore Masks, page 14.) 	<p>Future school closures will be determined by the superintendents, in consultation with the Orange County Public Health Care Agency. In the event schools are closed, NMUSD plans for the following:</p> <ul style="list-style-type: none"> • NMUSD provides individual Chromebooks for all TK-12 students. • All students pivot to remote instruction via Zoom. Primary grades leverage Google Classroom, SeeSaw, and Schoology to obtain and submit digital assignments. • English learners receive all of the above, with the continued expectation of the provision of

Table 1. Continuity of Academic Services

Isolation	Quarantine	Future School Campus Closures
<p>contract is 11 days or more.</p> <ul style="list-style-type: none"> In addition to the core content included in the independent study contract, English learners will receive lessons/assignments at their level of proficiency as part of their Designated English Language Development program. Students with disabilities will be offered an Independent study contract through their home school that includes assignments to address IEP services. 	<ul style="list-style-type: none"> English learners in full quarantine (stay at home) will receive additional lessons/assignments at their level of proficiency as part of their Designated English Language Development program. Students with disabilities in full quarantine (stay at home) will be offered an independent study contract through their home school that includes assignments to address IEP services. 	<p>Designated English Language Development.</p> <ul style="list-style-type: none"> Students with disabilities continue to receive services described in the Remote/Distance Learning Plan (DLP) embedded in their IEPs. In-person or individual support is prioritized first for this group of students, and will be developed through the IEP teams, as appropriate.

Student and Staff Social, Emotional, and Mental Health

Table 2 describes how social, emotional, and mental health services will be continued for students and employees during isolation, quarantine, and future campus closures.

Table 2. Continuity of Student and Staff Social, Emotional, and Mental Health Services

Isolation	Quarantine	Future School Campus Closures
<p>Students</p> <ul style="list-style-type: none"> Students in isolation may be checked on remotely by their classroom teacher. As an outcome of that conversation, the teacher may complete a request for support to a member of the District Mental Health and Wellness Staff (school site counselor, school community facilitator, behavior specialist, 	<p>Students</p> <ul style="list-style-type: none"> Students in full quarantine (stay at home) may be checked on remotely by their classroom teacher. As an outcome of that conversation, the teacher may complete a request for support to a member of the District Mental Health and Wellness Staff (i.e. school site counselor, school community facilitator, behavior 	<p>In the event of future school campus closures, classroom teachers will follow the existing referral process for social emotional, behavioral, and mental health supports; only through virtual means.</p> <p>Supports will be developed in response to the student and family needs and may include:</p>

Table 2. Continuity of Student and Staff Social, Emotional, and Mental Health Services

Isolation	Quarantine	Future School Campus Closures
<p>school psychologist, social worker).</p> <ul style="list-style-type: none"> • Based on student and family need District Mental Health and Wellness Staff (i.e. school site counselor, school community facilitator, behavior specialist, school psychologist, social worker) may: <ul style="list-style-type: none"> ○ Link to community resources and agencies ○ Complete a referral to Care Solace* for linkage to service providers ○ Provide behavioral and social emotional consultation • <p>Employees</p> <ul style="list-style-type: none"> • Staff in isolation will be checked on remotely by their site administrator and provided with resources through the • NMUSD Employee Assistance Program (EAP) and Care Solace* for any needed support. • 	<p>specialist, school psychologist, social worker).</p> <ul style="list-style-type: none"> • Based on student and family need District Mental Health and Wellness Staff (i.e. school site counselor, school community facilitator, behavior specialist, school psychologist, social worker) may: <ul style="list-style-type: none"> ○ Link to community resources and agencies ○ Complete a referral to Care Solace* for linkage to service providers ○ Provide behavioral and social emotional consultation • Students in modified (at school) quarantine will meet with their classroom teacher. Based on the outcome of that conversation the teacher may complete a request for support to a member of the District Mental Health and Wellness Staff (i.e. school site counselor, school community facilitator, behavior specialist, school psychologist, social worker) <p>Employees</p> <ul style="list-style-type: none"> • Site administrators will direct staff to the Employee Assistance Program and/or Care Solace for support. 	<ul style="list-style-type: none"> • Link to community resources and agencies • Complete a referral to Care Solace* for linkage to service providers • Provide behavioral and social emotional consultation • Short term virtual individual counseling services provided by district staff and interns. <p><i>*As stated on the NMUSD website, "Care Solace is an online resource with a live 24/7 concierge meant to assist individuals in finding local mental health related programs and counseling services. Care Solace is a tool for school staff and families to connect with community-based mental healthcare resources and providers. Their proprietary care navigation system taps into a vast database of mental healthcare resources to find carefully vetted local therapists and programs in minutes."</i></p>

Table 2. Continuity of Student and Staff Social, Emotional, and Mental Health Services

Isolation	Quarantine	Future School Campus Closures
	<ul style="list-style-type: none"> t. 	

Student Health

Table 3 describes how student health services will be continued during isolation, quarantine, and future campus closures.

Table 3. Continuity of Student Health Services

Isolation	Quarantine	Future School Campus Closures
<ul style="list-style-type: none"> Students will be cared for by their primary care physicians. A nurse or health assistant will guide students and families in following all district isolation guidelines and determining next steps to protect everyone’s health. Upon return to school, a nurse or health assistant will monitor student health for concerns. 	<ul style="list-style-type: none"> Students in full quarantine (stay at home) will be cared for by their primary care physicians. Upon return to school, a nurse or health assistant will verify that students have met all district guidelines to leave quarantine. The nurse or health assistant will monitor student health for concerns. 	<ul style="list-style-type: none"> Students will be referred to their primary care physicians or medical home.

Food Services

Table 4 describes how student food services will be continued during isolation, quarantine, and future campus closures.

Table 4. Continuity of Food Services

Isolation	Quarantine	Future School Campus Closures
<ul style="list-style-type: none"> Food service is available for students in isolation. Family members or otherwise healthy 	<ul style="list-style-type: none"> A family member or otherwise healthy representative for the student(s) in full quarantine may pick up food at district-identified 	<ul style="list-style-type: none"> Students or family members may pick up pre-packaged food at district-identified locations.

Table 4. Continuity of Food Services

Isolation	Quarantine	Future School Campus Closures
<p>representatives may pick up pre-packaged food at their school site. Alternatively, they may pick up food at district-identified locations. Currently, those sites are Estancia High School and Newport Harbor High School.</p>	<p>locations.</p> <ul style="list-style-type: none"> • Students on modified quarantine will be provided food at school. 	

COMMUNITY ENGAGEMENT

NMUSD sought public input in the development of its Safe Return to In-Person Instruction and Continuity of Services Plan. This community engagement originally began to gather feedback for the Local Control and Accountability Plan (LCAP), the Extended Learning Opportunity Grant Plan, and the Learning Continuity Plan, including changes necessary as the district progressed through periods of distance learning, combined classroom and distance learning, and in-person classroom instruction. These changes encompassed the implementation of public health and safety guidelines and regulations.

Opportunities for Community Input

Due to the pandemic, most methods to solicit feedback needed to be via digital means, as follows:

- **Initial efforts:** The district gathered and disseminated information about necessary changes due to the pandemic as follows:
 - **Stakeholder teams:** On May 28, 2020 the district assembled teams of staff, parents, employee bargaining units, city representatives, and community partners to develop a plan to begin the 2020-21 school year. Site and district administrators met on May 3, 2021 to provide their input on both the Learning Continuity Plan Annual Update and the upcoming LCAP.
 - **Thoughtexchange surveys:** The district revised its distance and hybrid learning plans based on feedback received through a Thoughtexchange survey completed on June 9, 2020. This is a software platform to share thoughts, questions, and comments, independently and confidentially, in response to open-ended questions.
 - Comments added in Spanish were translated into English, and English comments were translated into Spanish. About 90 percent of district families who speak a language other than English speak Spanish.
 - The June 9, 2020 survey gathered 4,277 thoughts and 131,158 ratings from 493 community members, 2,423 parents and guardians, 883 staff members, and 900 students.
 - The district distributed results to an expanded district administration cabinet, all principals, the teachers' and classified employees' bargaining units, and the Student and Health Services department. Principals shared results with their staffs and teachers.
 - Thoughtexchange forums were also conducted at the April and May 2021 meetings of advisory committees to provide an equitable share of voices and encourage reflection on other stakeholders' input.
 - A Thoughtexchange was completed on September 30, 2021 to solicit final input on the Safe Return Plan. 2,103 participants contributed 2,243 thoughts and 55,831 ratings.

- **District YouTube channel presentation:** Nearly 2,000 parents, teachers, students, and community members attended the live presentation on August 5, 2020, with more than an additional 400 people viewing the recorded video presentation after August 5.
- **Annual LCAP survey:** A total of 1,538 parents, students, staff, and community members participated in this survey, conducted by Hanover Research at the beginning of the spring 2021 semester. Participants had options to take the survey online, in person, or a combination of online and in person.
- **Staff and public forums:** Site staffs participated in a Zoom forum on March 24, 2021. Parents and community members participated in morning or afternoon Zoom forums on March 25, 2021. Parents could participate in either English or Spanish.
- **Presentations:** These included virtual and in-person presentations, as health conditions permitted, to the district's stakeholders, with opportunities to ask questions and provide written feedback about 2020-21 successes and challenges, and with suggestions for the 2021-24 LCAP. Virtual presentations were conducted via Thoughtexchange surveys and Zoom.
 - Parents received numerous invitations via emails and phone calls inviting them to participate in presentations.
 - Presentations for parents were in both Spanish and English.

Community groups consulted include the following:

- **Parents:** Superintendent's Parent Advisory Committee, District English Language Advisory Committee (DELAC), site English Language Advisory Committee (ELACs), Community Advisory Committee, School Site Councils, and parent-teacher organizations. These groups include parents of English learners, low-income students, students of color, foster youth, homeless students, and students with disabilities.
- **District Employees:** Newport-Mesa Federation of Teachers (NMFT), Classified School Employees Association (CSEA), Superintendent's Certificated Advisory Committee, Superintendent's Classified Advisory Committee, Special Education Local Plan Area (SELPA), site staffs, and elementary and secondary site, district, and classified administrators.
- **Students:** Superintendent's Student Advisory Committee, and site Associated Student Bodies.

Community Influences

Table 5 describes the influences consulted community members had on the development of the Safe Return to In-Person Instruction and Continuity of Services Plan. While many influences did not directly address topics required in this plan, NMUSD considered the influences in implementing this plan.

Table 5. Community Influences on the Safe Return to In-Person Instruction and Continuity of Services Plan

Topic	Influences
Academics	<ul style="list-style-type: none"> • Retain Cloud Campus virtual school for those students who thrive in a distance learning environment. • Students performing below grade level need increased supports. Reading and math need to be emphasized. Increased supports include the following: <ul style="list-style-type: none"> • Maintain small class sizes. • Increase staffing to address learning loss and provide more interventions. • Expand counseling and tutoring services. • Focus teaching and learning on the grade-level curriculum. For elementary students, include history/social science and science in the core curriculum. • Advanced students need differentiation to address their needs. • Focus summer programs on enrichment and electives, not just academics. • Offer after-school academic and enrichment programs for all students. • Continue to develop, implement, and refine district, site, and department internal assessment systems, including district benchmark systems, to provide critical data points for teaching and learning. Clearly define for teachers what assessments of student learning to use and how to collect valid data. Create a framework and intentional time for teachers to use data and refine practices. • Teachers need professional development on systematic collaboration and new tools and strategies to engage students in learning, including training on cultural relevance and mental health. Professional development needs to be coordinated across the district, equitable, and tailored to each site’s unique needs. Classified staffs need training to support academic programs. • Increase the number of Teachers on Special Assignment (TOSAs) to provide expertise and support. • Develop a process to include student voices in planning and feedback on implementations.
Student and Staff Social, Emotional, and Mental Health	<ul style="list-style-type: none"> • Increase staffing of psychologists, social workers, counselors, and behavioral specialists to support students and families in need of mental and physical health services. • Increase specific actions that address the multiple needs of homeless students, low-income students, foster youth, and English learners. • Provide professional development for school staffs to address both their own wellness needs and those of their students, including strategies and methods for implementing social-emotional learning programs.

Table 5. Community Influences on the Safe Return to In-Person Instruction and Continuity of Services Plan

Topic	Influences
	<ul style="list-style-type: none"> • Provide targeted drug and alcohol prevention support • Maintain inclusive cultures, especially for students with special needs. • Provide enhanced and expanded programs to address the following: <ul style="list-style-type: none"> • The increase in substance abuse, bullying, and sexting caused by the loss of consistent structure during the pandemic • The stigma attached to participating in certain mental health programs • Continue to provide teacher and staff training: <ul style="list-style-type: none"> • Continue to use the Social-Emotional Assistance, Intervention, and Learning Team (SAIL) to provide resources to teachers about social-emotional learning. • Continue to have behavioral specialists provide classroom observations and direct support on classroom strategies.
Student Health	<ul style="list-style-type: none"> • Retain school nurses and health assistants to assist with student needs. • Retain health and safety processes and equipment, such as handwashing and sanitizers.
Food Services	<ul style="list-style-type: none"> • If school campuses need to close, use the plan employed during previous school closures, including outside service, more than one location for pickup, and prepackaged lunches and breakfasts.