



Newport-Mesa
Unified School District

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

VERSION 3 – JANUARY 2023

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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.

This version is the revised plan as of December 2022/January 2023.

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. 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.

As of the time of publication of the third version of the plan, universal masking is no longer required. This continues to be true at the time of the third publication of the plan in December 2022/January 2023. The plan continues to evolve with changing health conditions.

The original version of this plan ensured 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. NMUSD schools have remained open since 2021-22 and will continue to do so by prioritizing classroom ventilation, healthful hand hygiene, contact tracing, and response testing.

Assurances

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 (CDPH), 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

As of April 6, 2022, the CDPH updated its guidance regarding masking for educational environments – school place and general workplace settings. These updates made the following changes:

- Removed quarantine recommendations for asymptomatic exposed persons (for the general public).
- Added recommendations for work exclusion or restriction in certain specified high-risk settings.
- Included updated definitions for close contact and infectious period.

As of January 2023, the district continues to employ the practices above as well as emphasizing the following:

- Employees notified of close contact status must wear a mask for 10 days.

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.

Handwashing and Other Hygiene Measures

Promoting and making time for handwashing is a CDPH-recommended safety procedure. These recommendations continue to be promoted in schools.

- 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.

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. As of April 6, 2022, if it is determined there is an outbreak and the room needs to be disinfected, it will be.

Ventilation

NMUSD maximizes, to the extent feasible, the quantity or quality of outside air for buildings with mechanical or natural ventilation systems. As of the second publication of the Safe Return Plan, NMUSD continues with 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.

Food Service

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.

Volunteers

Since January 31, 2021, the district allows approved volunteers on school campuses.

All volunteers are required to apply through the Raptor system. Volunteers apply through the district website. Negative COVID-19 tests are no longer required.

Visitors

The district met its goal of fully opening schools for in-person instruction to begin the fall 2021 semester. As of the second and third publications of this plan, visitors are allowed on campus. All visitors are expected to follow current safety protocols while on campus.

Staying Home When Sick

All staff and parents are encouraged to conduct a wellness self-screening at home prior to coming to work/school and are asked to stay home if sick.

- **Employees** utilize the COVID Intake form 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.

Observation (Isolation) Room

Prior to March 1, 2022, each school site identified an observation room for students. After March 1, isolation rooms became optional by site.

Vaccination Verification

As of the third publication of this plan in December 2022/January 2023, the district no longer seeks documentation verifying vaccination status.

COVID-19 Testing

As of the third publication of the Safe Return Plan, the following is in place:

- **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:
 - Employees who had a close contact at work, with an exception for symptom-free employees who recently recovered from COVID-19.
 - During an outbreak, to all employees within an exposed group except for employees who were not at work during the relevant period and symptom-free employees who recently recovered from COVID-19.
 - When following CDPH's Isolation and Quarantine Guidance to keep employees working or return them sooner, if tested.
 - Students. NMUSD refers families to resources for COVID-19 testing if students are required to test. NMUSD distributes COVID-19 test kits to any student or family, as available.

Testing is available for employees and students under the following processes:

- **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.
 - Employees who had close contact at work, with an exception for symptom-free employees who recently recovered from COVID-19.
 - During an outbreak, to all employees within an exposed group except for employees who were not at work during the relevant period and symptom-free employees who recently recovered from COVID-19.
 - When following CDPH's Isolation and Quarantine Guidance to keep employees working or return them sooner, if tested.
 - 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

As of the third publication of the Safe Return Plan in December 2022/January 2023, the employee COVID-19 reporting protocol involves the following steps:

1. Employee contacts the COVID Intake team by completing the COVID Intake Form 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 symptomatic
- The employee reports name, telephone number, position, site, last day at work, and a brief description of their situation.

The Intake Team contacts the employee if additional information is needed, and conducts contact tracing.

2. After the completion of contact tracing, notifications include the following:

- The Intake team 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. Districts are no longer required to report individual cases to the Orange County Health Care Agency. Districts are only required to report an outbreak (either with staff or students) to the Orange County Health Care Agency and a major outbreak (staff only) to OSHA.

Quarantine and Isolation

Current guidelines are as follows:

- Vaccination status is not a factor in determining quarantine or isolation.
- As long as students are asymptomatic, they can quarantine at school. Whether exposure was at home or at school, if the student is in good health quarantine at school is permissible.
- Staff are required to wear masks for ten days if they are identified as a close contact.
- Students are not notified if they are a close contact to another student or staff member.

Training

NMUSD employees received training on COVID-19 safety modules through Keenan SafeSchools that continue to be accessible for staff. Notices on any updated CDPH guidance will be provided as it occurs.

Coordination with Health Officials

NMUSD coordinates efforts with state and local health officials, as appropriate.

The Medical Director from the Orange County Health Care Agency provides updates to school districts and Superintendents on an as-needed basis.

The Orange County Health Care Agency and California Department of Public Health continue to be the main resource providers of COVID-19 information for school districts.

- The Orange County Health Care Agency (OCHCA) describes current public health conditions at <https://occovid19.ochealthinfo.com/>.

- 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

At this time, all NMUSD schools continue to remain open. The purpose of this section is to describe 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. • 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 contract is 11 days or more. • 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 	<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. • Students on shortened quarantine will attend school in person if they are asymptomatic. • 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>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 Designated English Language Development. • Students with disabilities continue to receive services described in the Remote/Distance Learning Plan (DLP) embedded in their IEPs. In-person or

Table 1. Continuity of Academic Services

Isolation	Quarantine	Future School Campus Closures
<p>Designated English Language Development program.</p> <ul style="list-style-type: none"> Students with disabilities will be offered an Independent study contract through their home school that includes assignments to address Individual Education Plan (IEP) services. 		<p>individual support is prioritized first for this group of students, and will be developed through the IEP teams, as appropriate.</p>

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’s mental health and wellness staff (school site counselor, school community facilitator, behavior specialist, school psychologist, social worker). Based on student and family need, the district’s mental health and wellness staff (i.e., school site counselor, school community facilitator, behavior specialist, school psychologist, social worker) may do any or all of the following: <ul style="list-style-type: none"> Link to community resources and agencies. Complete a referral to Care Solace* for 	<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’s mental health and wellness staff (i.e., school site counselor, school community facilitator, behavior specialist, school psychologist, social worker). Based on student and family need, the district’s mental health and wellness staff (i.e., school site counselor, school community facilitator, behavior specialist, school psychologist, social worker) may do any or all of the following: <ul style="list-style-type: none"> Link to community resources and agencies. 	<p>Students, Families, and Employees</p> <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 through virtual means only.</p> <p>Supports will be developed in response to the student and family needs and may include any or all of the following:</p> <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.

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

Isolation	Quarantine	Future School Campus Closures
<p>linkage to service providers.</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Complete a referral to Care Solace* for linkage to service providers. Provide behavioral and social emotional consultation. <ul style="list-style-type: none"> 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’s 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. 	<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>

Student Health

Table 3 describes how student health services will be continued during isolation, quarantine, and future campus closures, beginning in April 2022.

Table 3. Continuity of Students Health Services as of April 2022

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 	<ul style="list-style-type: none"> Students who are asymptomatic may quarantine at school. Students who are sick will stay home. While in full quarantine (stay at home) they will be cared for by their primary care physicians. 	<ul style="list-style-type: none"> Students will be referred to their primary care physicians or medical home.

Table 3. Continuity of Students Health Services as of April 2022

Isolation	Quarantine	Future School Campus Closures
<p>steps to protect everyone’s health.</p> <ul style="list-style-type: none"> • Upon return to school, a nurse or health assistant will monitor student health for concerns. 	<ul style="list-style-type: none"> • 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. 	

Food Services

Table 5 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 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. 	<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 locations. • Students on modified quarantine will be provided food at school. 	<ul style="list-style-type: none"> • Students or family members may pick up pre-packaged food at district-identified locations.

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 Expanded 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. Public input was sought on the updated spring 2022 and winter 2022/2023 version of the plan through posting to the website, email outreach, and collection of responses via emails to LCAPFeedback@nmusd.us.

Opportunities for Community Input: First Publication of the Safe Return to In-Person Plan

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 educational partners' 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 6 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. • 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

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"> • 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.