

Santa Maria  
Joint Union  
High School  
District

# REOPENING PLAN

Spring 2021



SANTA MARIA JOINT UNION  
HIGH SCHOOL DISTRICT

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## Message to Students, Families and Staff

It is our hope that this message finds you and your family well. We all understand that the Fall of the 2020-21 school year has been the most unusual school semester any of us have ever experienced or imagined in our lifetimes.

We were all caught off guard by the sudden need to close schools amidst the early stages of the Covid-19 pandemic last spring. We had to react quickly to the closure of our schools and the sudden necessity to provide instruction and services in different ways than we ever had before. We hoped the closures would be short-lived and life would return to normal. Yet we now find ourselves, nine months later, still in a Distance Learning format, and in a national situation that is far worse than the one that initiated the closures last March. Closing out the last school-year was neither easy nor smooth. We got through it and managed to learn a number of valuable lessons from that experience that have set us up to be far more successful this year. Most of the lessons we learned have found their way into this Plan.

This Reopening Plan provides information to guide all staff, students, and families through the multiple elements of reopening school when it is safe to do so during the 2nd Semester. Although this plan is certainly not all encompassing, and some things will change as our circumstances continue to evolve, we believe it provides the foundation necessary to be successful. Throughout the planning process, the Santa Maria Joint Union High School District work has been conducted through the lens of three critical principles:

1. Safety of students and staff
2. Student learning and well-being
3. Equitable access to a quality educational program

Success during the 2020-21 school-year will require grit, determination, patience, and lots of hard work on the part of every student, staff member and stakeholder. Perhaps above all else, we must maintain our sense of community and our compassion for one another. If we do, we can emerge from this unprecedented crisis stronger and more resilient than we were before it occurred.

### **SMJUHSD CABINET MEMBERS**

Antonio Garcia, Superintendent  
John Davis, Assistant Superintendent  
Yolanda Ortiz, Assistant Superintendent  
Kevin Platt, Assistant Superintendent

### **SMJUHSD BOARD OF EDUCATION**

Jack Garvin, President  
Carol Karamitsos, Clerk  
Diana Perez, Member  
Dominick Palera, Member  
Amy Lopez, Member

## SMJUHSD Guiding Philosophy

*In times of crisis it is important to remember our values*

### **Vision**

Every student succeeds and is prepared for college, career, and life.

### **Mission**

We prepare all learners to become productive citizens and college/career ready by providing challenging learning experiences and establishing high expectations for achievement.

### **Board Goals**

- Conditions of Learning
- Student Outcomes
- Engagement

## Governor's Pandemic Plan for Learning and Safe Schools

- 1) Safe in-person school based on local health data
- 2) Strong mask requirements for anyone in the school
- 3) Physical distancing requirements & other adaptations
- 4) Regular testing and dedicated contact tracing for outbreaks at schools
- 5) Rigorous distance learning
  - Devices and connectivity so that every child can participate in distance learning.
  - Daily live interaction for every child with teachers and other students.
  - Class assignments that are challenging and equivalent to in-person instruction.
  - Targeted supports and interventions for English learners and special education students.

The full guidance from the California Department of Public Health can be found at:

<https://files.covid19.ca.gov/pdf/guidance-schools.pdf>

# FULL DISTANCE LEARNING MODEL

## California Distance Learning Standards

### Daily Live Interaction

California's Distance Learning Standards require daily "live interaction" between students and staff. Teachers are to connect daily with their students via online resources or by phone. There is no mandated set amount of 'synchronous' or live instruction.

### Student Attendance

Student attendance is an integral part of academic success. Just as with a traditional school schedule, student attendance and participation is mandatory and must be accounted for.

### Students in Need

School sites must make accommodations for students with special needs and/or circumstances.

### Student Disengagement

In order to prevent student disengagement, schools have a plan to address student non-participation.

### Connectivity

Students and staff must have a reliable internet connection to communicate and build their learning experience. School sites are to ensure connectivity. Students without internet connectivity must contact the school.

## SMJUHSD Distance Learning Timeline

Teachers will receive Professional Development training on January 11, 2021. There will be a Staff Workday on January 12, 2021.

**Students will begin Semester 2 instruction via Distance Learning on January 13th.** If appropriate, students will transition to a Hybrid model when determined safe to return as indicated by County and City Covid data.

The learning model will be evaluated continually to determine a possible return or transition to in-person classes during the Spring semester.

## Schools Open to the Public

Our District Office will be open to the public starting January 4, 2021 for services and inquiries. The school sites will reopen January 12, 2021.

Upon screening, anyone exhibiting symptoms of COVID-19 will not be permitted on site. Please refer to the CDC and CDPH for COVID-19 symptoms.

School sites will disseminate information in regard to distribution of books, meals, supplies, laptops, and service/repair of laptops.

Online instruction and resources are provided from the school sites.

Cameras are available for online meetings along with Hot Spots that will be distributed as needs are assessed. Student tablets are equipped with cameras.

The District will continue to provide learning spaces set up for one-to-one services including English Language Learner/Special Education services and Counseling. Physical distancing, group size requirements, and all safety measures are in place.

## Curriculum

### Canvas

All curricular resources will be teacher generated and applied through the Canvas program. Canvas is a “Learning Management Platform that allows schools to build a digital learning environment.” It has been an efficient and sophisticated tool that has allowed teachers and students to keep connected through the curriculum provided.



### Online Resources

SMJUHSD plans to utilize a variety of online tools to help support teachers and staff during distance learning.

The Plato/Edmentum program has online courses built by our teachers and is currently in place as a course recovery option.

The College Board provides a comprehensive list of resources for both teachers and students. You can access these at: <https://ap.collegeboard.org/>



### Allan Hancock College Concurrent Courses

Our distance learning schedule meets Allan Hancock’s guidelines for the Concurrent courses our district offers.

Courses must be taught synchronously (live remote teaching during a scheduled block of instruction). They must maintain academic rigor and adhere to the AHC Course Outline of Record.

Class periods must minimally meet for 50-minute sessions, but there is no percentage requirement on how much synchronous or asynchronous instruction is given.

An updated and current Course Syllabus must be presented to the appropriate AHC department prior to the start of the upcoming semester.

Courses requiring in person lab teaching may need to be postponed to spring semester and/or cancelled if the in person lab option is not available. CTE courses must adhere to all lab requirements in the Course Outline of Record without exception.

## Instructional Expectations

### Instructional Expectations for Students

Students are expected to log in and engage daily. They will check CANVAS for work, feedback and instructions.

Students need to turn in work on time and communicate with teachers when they need help.

Students need to utilize office hours with their teacher and seek out additional help if needed during these times.

Students are able to connect with friends and classmates online to support each other's learning.

### Instructional Expectations for Teachers

Teachers provide daily interaction with students.

Teachers use CANVAS to post work, provide feedback and update grades.

Teachers are expected to create a CANVAS home page for each course (not every period) taught.

Once trained, teachers can use the CANVAS grade passback feature. This feature enables teachers to post grades in CANVAS only, and they will automatically migrate to Aeries gradebook.

There will be a minimum of 30 minutes of live instruction per period.

The time that is not utilized for live instruction is to be dedicated to learning facilitation, group work, answer questions, provide support and assistance to students.

Collaboration time during the Monday Flex time should include time to meet in Subject-Area PLC's to share data, best practices, and curriculum.

Monday Flex day periods should be used to provide updated assignments for the week ahead on Canvas, as well as post grades and/or feedback on previously turned in assignments or interventions for struggling students.

Deadlines and due dates should be flexible and take into account the difficulty many students have in working from home under sometimes adverse conditions. Teachers should consider evaluating students only after giving them multiple opportunities to succeed.

Office hours are provided for teachers to support and connect with students. These should be 'open' to any students needing help, but teachers may feel the need to 'assign' struggling students to log-in and access support materials and extra practice as needed.

Teachers should allow flexibility for assignment completion and students shall not be penalized for technical difficulties (e.g. internet connection trouble).



## Full Distance Learning Schedule

- Forty minute 'Flex' periods on Monday
- Eighty minutes of scheduled instruction per class (Tuesday-Friday)
- Built in time for Office Hours/Intervention/Teacher Collaboration
- Office hours to be used for teacher/student interaction.

### BELL SCHEDULE (Effective 11-16-2020)

Monday Collaboration/Flex*				Tuesday/Wednesday				Thursday/Friday			
<b>ALL STUDENTS ZOOM</b>				<b>ALL STUDENTS ZOOM Periods 1-4</b>				<b>ALL STUDENTS ZOOM Periods 5-7</b>			
Period	Start	End	Instructional Minutes	Period	Start	End	Instructional Minutes	Period	Start	End	Instructional Minutes
Collab	7:30	8:30	60	Office Hours*	7:30	8:30	60	Office Hours*	7:30	8:30	60
Period 1	8:40	9:20	40	Period 1	8:40	10:00	80	Period 5	8:40	10:00	80
Period 2	9:30	10:10	40	Period 2	10:10	11:30	80	Period 6	10:10	11:30	80
Nutrition	10:10	10:20	10	Lunch	11:30	12:10	40	Lunch	11:30	12:10	40
Period 3	10:30	11:10	40	Period 3	12:20	1:40	80	Period 7	12:20	1:40	80
Period 4	11:20	12:00	40	Period 4	1:50	3:10	80	Office Hours*	1:50	3:10	80
Lunch	12:00	12:40	40	*Tutorial & Intervention *Student Services *PLC Collaboration & Teacher Planning *Professional Responsibilities *Assessment (Note: may also be conducted during or as part of instruction T-F)							
Period 5	12:50	1:30	40								
Period 6	1:40	2:20	40								
Period 7	2:30	3:10	40								

Revised 11-10-20

## Teaching & Learning

Teachers are to work onsite in classrooms where teaching tools are available.

The common and communication platforms that are used are AERIES, Canvas, and Zoom.

The SMJUHS D website will be used to curate online instructional resources.

Staff will provide social emotional learning support for students. This may include online meetings with School Psychologists and/or Counselors. On site meetings are available by contacting the staff member and must meet Public Health guidelines.

Teachers are to teach grade level standards through the use of adopted curriculum for all core subject areas supplemented by virtual resources such as Khan Academy, Edmentum, teacher videos, UC Scout, etc.

Keep consistent student schedules.

Staff is to keep ongoing parent/guardian communication.

## Understanding and Supporting Staff Needs

It is important to address any safety concerns our staff may have. Staff is advised to contact Human Resources to address any concerns and enter the Interactive Process where needed.

Professional development for multiple instructional modalities along with ongoing technical support and training will be available. Support expansion of curricular options will also be provided so teachers may have the tools to deliver effective instruction.

Our Professional Learning Communities (PLC's) are an essential piece of Professional Development. PLC's are opportunities for teachers to share instructional ideas and methods or train each other in various areas.

A Professional Development day is scheduled January 11, 2021.

## Technology Considerations

### Student Technology Assistance

In order to successfully navigate Distance Learning, technology is an integral piece to consider and prepare.

Student internet connectivity has also been factored into the Distance Learning model. Approximately 5% of our parent/guardian survey responses indicated students do not have access to an internet connection at home. The District purchased 800 hot spots and has deployed them through sites via Community Liaisons for students needing internet access.

To address technical issues or questions, a teacher hosted 'hotline' is available. This service will enable students to communicate directly with site technical staff to trouble-shoot and, whenever possible, solve problems remotely. You may call the Tech Hotline 24/7. Leave a message and your message will be addressed in the order it was placed.

PVHS - (805) 922-1305

- English - Ext. 5099
- Spanish - Ext. 5088
- Mixteco - Ext. 5077

SMHS - (805) 925-2567

- English - Ext. 3099
- Spanish - Ext. 3088
- Mixteco - Ext. 3077

RHS & DHS - (805) 937-2051

- English - Ext. 2099
- Spanish - Ext. 2088
- Mixteco - Ext. 2077

Community based Wi-Fi infrastructure options are being explored.

## Staff Technology Assistance

Teacher capabilities are to include video conferencing in each classroom with 100% of them having an active Canvas account.

The district has purchased and received the following equipment for instructional spaces:

- Document Camera
- Wide-angle Camera
- Tripod
- Microphone
- Required USB cords.

For those that opted in and pending delivery, we have also ordered:

- Tatung Interactive Display

District Network Technicians are working with Site Technology TOSA's and Site administration to get each teacher setup.

## Meal Distribution

Meals will be served on all school days to children under the age of 18. Both drive-thru and walk-up options will be available. Delivery throughout the community will also be offered.

## Transportation

Transportation will be offered on school days to access services and support.

## Special Education

As stated in the Office of Special Education and Rehabilitative Services/Office for Civil Rights (OSERS/OCR) guidance, the provision of FAPE may include, as appropriate, special education and related services provided through distance instruction that is provided virtually, online, or telephonically. Many disability-related modifications may be effectively provided online, such as extensions of time for assignments, videos with captioning or embedded sign language interpreting, accessible reading materials, or speech/language services through video conferencing.

Distance Learning / Hybrid Model: Instruction should include check-in time with the teacher; may include the use of print materials, instructional videos, and other learning experiences that rely on computer or communications technology (cdc.gov). Students with Disabilities instructional time could include increased time for synchronous instruction and explicit expectations for greater consistency. Students should receive accommodations and modifications as per IEP and maximize participation in distance learning to the greatest extent possible as measured through multiple means. The amount of special education service a student receives should be determined by IEP teams and consideration should be given to individualized student needs. Instruction should be designed to ensure the Least Restrictive Environment (LRE) as required by their IEP. Collaboration between general education and Special Education teachers will ensure all students' needs are being met.

Teachers and related service providers will follow the district work day expectations including: minimum instructional minutes, synchronous /asynchronous instruction, office hours (including: School Psychologist, Speech and Language Pathologist, Mental Health Specialist, Orthopedic Therapist, Vision and Orientation Specialist, Deaf and Hard of Hearing Specialist and Behavioral Specialist), frequent communication with students/parents, teacher and/or teacher team prep/planning, professional learning participation and ensuring that all students, including English Learners, students with disabilities, McKinney-Vento, and foster youth receive tiered supports as needed. Teachers and related service providers keep a record of student/family contact, collaboration/consultation, and/or services provided for each individual student they serve, and document student progress. IEP teams must collaborate with community agencies, including SBCEO support staff, and include them in the IEP process.

## English Learners

Our English Learner Pathway will continue to provide designated and integrated support for all English Learners. Bilingual instructional assistants will continue to provide support for newcomers in all core classes. After school, small group and one-on-one tutoring will be available for EL/Migrant students at each school site. Dates and times will be determined and based on need. Physical distancing guidelines will be followed. Virtual online tutoring options will be made available to students. Bilingual instructional assistants will have access to courses in Canvas, so that they are able to familiarize themselves with the course content to better support students.

Long-Term English Learners (LTELs) will continue to be provided with a designated English Language Development (ELD) course to provide additional support in core English. Support classes will include test prep lessons to help prepare students for the English Language Proficiency Assessments for California (ELPAC) which will be administered in the spring (February – May). Common formative assessments and the RenLearn will be used for progress monitoring to measure student growth and to provide data for teachers to address learning losses.

A virtual Math Academy will be provided for 9th and 10th grade EL/Migrant students who scored below standard on their last CAASSP test. The Math Academy will provide students with 40 hours of virtual supplemental intervention beyond the school day. Parents/guardians will be provided with two Math Literacy Nights during the spring to review math standards and how to best support their students. Pre/post data will be collected to measure student growth.

Two teachers were hired to oversee EL/Migrant students enrolled in the Cyber High Credit Recovery Program. Virtual Cyber

High labs will be open twice per week for two hours to provide case management and tutoring for students enrolled in the program. The program will run through the end of May. Teachers will meet with each student to develop an individual learning plan and to help students form goals to make-up credits needed to get back on track for graduation. Cyber High teachers will also provide students with supplemental lessons that focus on key strategies such as note taking, organization & time management and test taking strategies.

## Support for English Learner (EL) Teachers

English Learner teachers will continue to participate in distance learning webinars and virtual professional development to further refine curriculum maps, course syllabi, and strategies to assist in developing distance learning lessons. A Padlet of shared resources and a discussion board was created to enhance collaboration among English learner teachers to share ideas and researched based strategies. Online curricular resources, webinars and the English Learner Toolkit will be posted on the Canvas Sandbox for teacher use.

EL teachers will be provided with virtual training in January in preparation for the *English Language Proficiency Assessments for California (ELPAC)* which will take place in February through May. Additional test proctors will be hired and trained to assist with testing efforts. Teachers will ramp-up test prep activities in December through February to prepare students for the online test. Test prep activities will focus on the four ELPAC domains which include speaking, reading, writing, and listening activities. Teachers have been provided with an ELPAC checklist to help them reflect on which skills have been taught to date and which skills need to be re-taught. The checklist includes live links to ELPAC task types and ideas on how to



## Counseling & Mental Health Services

### Social Emotional Considerations

Flex Days, provided in the distance learning schedule, are an opportunity to engage in Social-Emotional connections and support. School Counselors, Psychologists, Guidance Technicians and Outreach staff will actively provide ongoing services.

A wide range of social emotional lessons and activities will be created. These will be available via the District and school site web pages, Canvas program, social media, email, Zoom, Office Hours in schedule, or Remind APP.

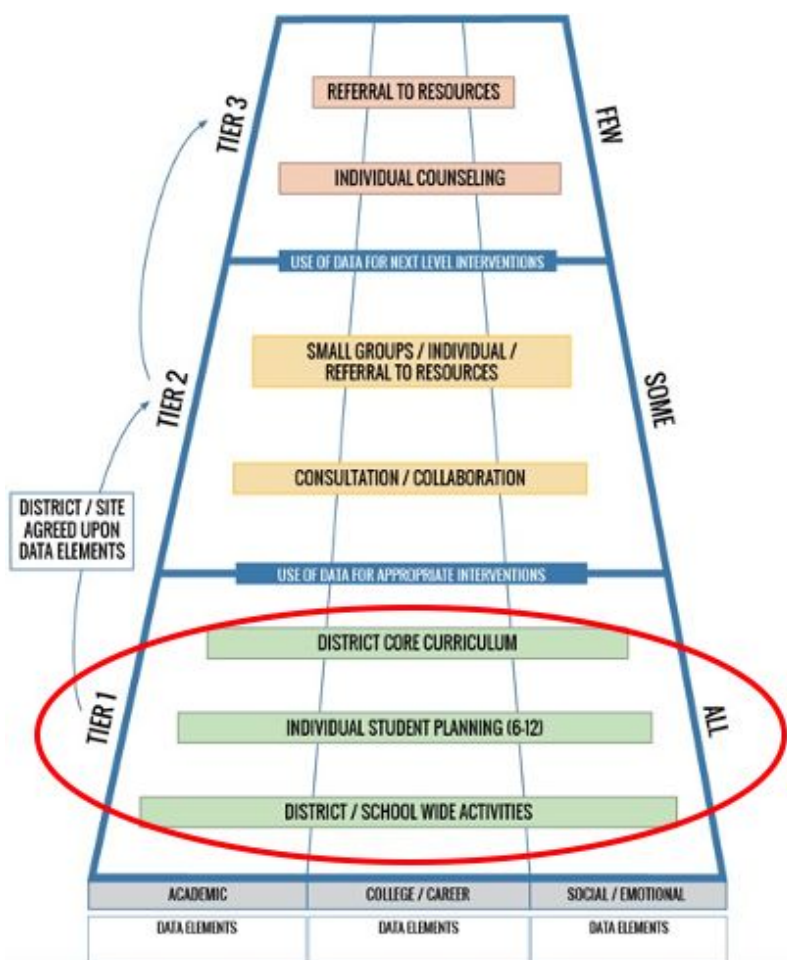
For example: “What’s up Mondays” may be utilized to pre-schedule check-in time with students.

Programs and agencies such as Fighting Back Santa Maria Valley (FBSMV), Por Vida, and Early Academic Outreach Program will provide our students with additional support. The addition of Licensed Marriage and Family Therapists, provide our students support toward academic engagement and social-emotional stability.

Our students' academic, social, and mental well-being is a central priority for the school district.

### Tier 1: Virtual/Distance Counseling Services

- Live or pre-recorded mini lessons may be available on web-site, Canvas, Google Classroom, social media, etc.
- Mini-lessons for classroom lessons
- Students may join teachers’ classroom Zoom meetings
- Virtual college/career fairs
- Virtual orientation to High school
- Well-being check-in surveys (students, families, and staff)
- Pop-up videos
- Outreach to students and families
- ‘Office hours’ for students and families

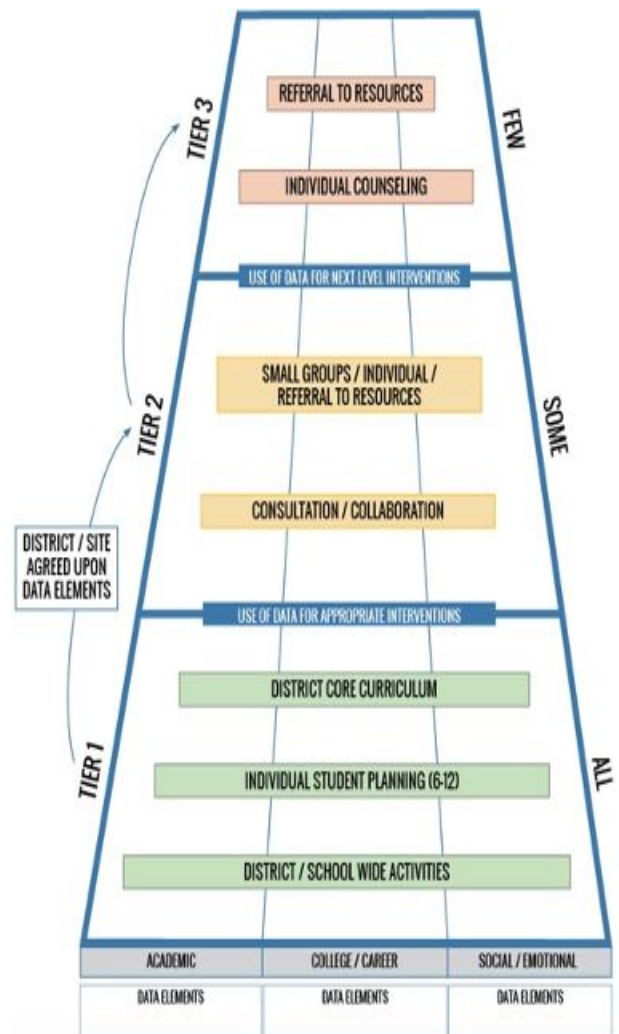


## Tier 2: Virtual/Distance Counseling Services

- Students who were struggling academically or were struggling academically prior to COVID-19.
- Students who have not attended any or few distance learning opportunities
- Students who have technology needs
- Students lacking basic needs such as food, shelter, safety, etc.
- Students who are considered “high achievers”
- Students with postsecondary plans that are disrupted

## Tier 3: Virtual/Distance Counseling Services

- Communication and collaboration with on- and off-site resources
- Provide contact information for community resources via multiple methods (i.e. website, social media, newsletters, emails)
- Provide informational resources in regards to self-harm, suicidal ideations, depression, etc.
- Create a step-by-step guide in responding to emergency situations



**Student  
Counseling  
Services**

## Athletics

### California Interscholastic Federation (CIF)

Per CIF: Due to the continued surge in COVID-19 infections, the California Department of Public Health has postponed the issuance of its updated youth sports guidance. The California Interscholastic Federation (CIF) does not expect the CDPH will issue any guidance allowing for schools to return to full practice and competition until after January 1, 2021, at the earliest. Thus, all full practice and competition start dates are officially on hold until updated guidance is issued. Refer to the link below for further information and the most current updates:



[California Interscholastic Federation \(cifstate.org\)](http://cifstate.org)



### Professional Development

Tech TOSA's will be providing a series of trainings on January 11, 2021.

These sessions will focus on building capacity to deliver high quality instruction and services in distance and hybrid modalities

### Staff Work Site Expectations

Student and Staff Safety is first and foremost.

Each day Staff reports to the work site they will follow the posted health guidelines including wearing face coverings, physical distancing, washing hands, and using hand sanitizer.

If staff is exposed to COVID-19 or becomes ill, follow the CDPH guidelines by reporting it to site administration WICC Coordinator who will work with Human Resources, cooperate with SBCPH and remain in quarantine until cleared to return.

Staff is expected to use the time provided in the daily schedule to reach out to students in need.

Staff is expected to provide needed services for students - extra help from teachers, counseling services, SPED services, etc.

The normal time frame for evaluations will be followed.

### Potential Staff Accommodations

Staff will be notified about continuing present accommodations while still in distance learning. If staff has concerns about their ability to perform the job duties of their position, they are to contact Human Resources. Their concerns will be discussed and the Interactive Process started if needed.



## TRANSITION TO IN-PERSON INSTRUCTION

When deemed appropriate and safe, SMJUHSD will evaluate the following models to introduce “in person” instruction.

### Hybrid Model:

- **50% of students on-site: Hybrid Model transition based on County and City Covid data, with Public Health guidance and approval.**

### Traditional Model:

- **100% in-person instruction: A return to a daily 7-period schedule with full in-person instruction.**

Accommodations will be made for students/parents wishing to remain in a Distance Learning environment.

### Hybrid Schedule 80 minute periods at 50% capacity

- **Forty minute ‘Flex’ periods on Monday**
- **Eighty minutes of scheduled instruction per class (Tuesday-Friday)**
- **Built in time for Office Hours/Intervention/Teacher Collaboration**
- **Office hours to be used for teacher/student interaction**
- **Period and alpha order alignment may change to provide balance**

Monday Collaboration/Flex* ALL STUDENTS ZOOM				Tuesday: (A-L) Wednesday: (M-Z)				Thursday: (A-L) Friday: (M-Z)			
Periods 1-7				Periods 1-4				Periods 5-7			
Period	Start	End	Instructional Minutes	Period	Start	End	Instructional Minutes	Period	Start	End	Instructional Minutes
Collab	7:30	8:30	60	Office Hours*	7:30	8:30	60	Office Hours*	7:30	8:30	60
Period 1	8:40	9:20	40	Period 1	8:40	10:00	80	Period 5	8:40	10:00	80
Period 2	9:30	10:10	40	Period 2	10:10	11:30	80	Period 6	10:10	11:30	80
Nutrition	10:10	10:20	10	Lunch	11:30	12:10	40	Lunch	11:30	12:10	40
Period 3	10:30	11:10	40	Period 3	12:20	1:40	80	Period 7	12:20	1:40	80
Period 4	11:20	12:00	40	Period 4	1:50	3:10	80	Office Hours*	1:50	3:10	80
Lunch	12:00	12:40	40	*Tutorial & Intervention *Student Services *PLC Collaboration & Teacher Planning *Professional Responsibilities *Assessment (Note: may also be conducted during or as part of instruction T-F)							
Period 5	12:50	1:30	40								
Period 6	1:40	2:20	40								
Period 7	2:30	3:10	40								

## Delta Continuation High School

Delta High School will remain on their existing bell schedule with modifications.

Maintaining the schedule is possible for Delta due to their small student size. In addition, approximately 50% of Delta parents are currently requesting full distance learning.

Delta will create a Monday Flex Day schedule in line with the rest of the District.

Delta will continue to offer AM/PM sessions Tuesday-Friday. This will allow them to maintain smaller numbers for in class learning and observe physical distancing protocols more effectively.



## School Health & Wellness Considerations



### Campus and Classroom

Face coverings are **MANDATORY** for students, staff, and visitors.

Students, staff and visitors must sanitize their hands as they enter campuses and individual classrooms. Touchless thermometers have been provided to all school sites. Staff and student temperatures should be taken at home before arriving on campus.

- Students and staff with 100.4 degrees Fahrenheit temperature will not be allowed on campus.
- Students and staff exhibiting COVID-19 like symptoms will be assessed.
  - Students and staff with COVID-19 like symptoms will be asked to stay home for a minimum of 24 hours post symptoms or until cleared to return by a physician.

Students will be informed how to properly cough, sneeze, wash hands and the importance of physical-distancing. Physical distancing will be implemented on campus including the gated areas around the school. Signage and floor markers will be placed around campus to direct traffic and reinforce physical distancing. Staff will also monitor physical distancing during passing and lunch periods. One-way traffic on campus will be set in place wherever feasible.

Doors and windows will be kept open (where applicable). Outdoor instruction will be allowed when weather permits.

There will be no communal supplies; paper passing and collecting will be limited.

Breakfast and lunch distribution will be coordinated and served throughout the campus at various distribution points as “grab and go.”

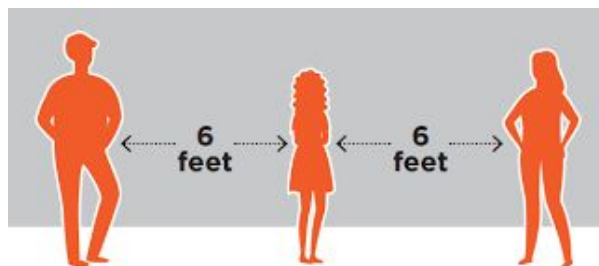
There will be no shared food for celebrations nor school-wide events or assemblies.

If possible, parent/guardian meetings should be conducted virtually. Other meetings such as School Site Council, English Learner Advisory, and Booster meetings are to be held virtually.

Parents/guardians, volunteers, and visitors must observe posted guidelines on campus. Volunteers and visitors may be limited.

Field trips and guest speakers will be held virtually.

All policies and procedures will be adhered to in accordance with the Center for Disease Control (CDC) and California Department of Public Health (CDPH) guidelines.



## Facilities

Upon return from the full distance model, classrooms will be filled at approximately 50% capacity based on the hybrid schedule.

Classrooms, common spaces and office surface areas will be disinfected daily.

Staff will be provided Personal Protective Equipment (PPE) (face mask, shields, hand sanitizer, gloves, sneeze shield/barrier) and supplies for additional cleaning throughout the day.

HVAC-Increase outside airflow in enclosed spaces to increase ventilation. Doors and windows will be opened as weather permits.

Classrooms or other spaces will be identified for temporary use in the event of a positive Covid-19 case to allow for required disinfecting.

## Transportation

Buses will be loaded at 50% capacity which will allow for one student per seat.

Face coverings will be required at all bus stops and are to remain on while on board the bus.

Students will be screened by district personnel prior to boarding the bus and will disinfect hands with hand sanitizer upon entry.

Buses will be cleaned daily after the morning and afternoon routes.



## Family Support



In order to provide the safest environment for all, parents/guardians and the school system must work together. We would appreciate your assistance by supporting your students learning schedule and encouraging their daily engagement. Students are to be kept home if ill.

Sending students to school who are or may be ill can jeopardize the safety and health of classmates, staff, and the community.

Follow all health and safety precautions at the school site.

We ask that physical distancing is also practiced outside of the school setting along with proper handwashing and facial covering usage.



## **Traditional Education Model**

Transitioning to the traditional education model will be to re-open classrooms to full-time in-person learning. In doing so, state and local public health guidelines will be followed.

Transition would be to the pre-existing periods 1-7 daily schedule. However, accommodations will be considered for parent/guardian and students wishing to remain in a distance learning environment.



### **Next Steps**

The District will submit any major revisions of the approved Reopening Plan to the County Department of Public Health. Transparency and accountability is a district priority. This plan will be shared with and made available to all stakeholders.

SMJUHSD is committed to providing our students a quality education and supporting their well being through these unprecedented times. We welcome our students and staff no matter what schedule we find ourselves offering.

It is important to note that this Reopening Plan reflects information available at the present time and may change as new information, conditions, and recommendations emerge.



### **Links to COVID-19 Resources**

[CA CDE Covid 19 Guidance](#)

[CDE Stronger Together](#)

[CA Department of Public Health Reopening Schools Document](#)

[Santa Barbara County Public Health COVID 19 Webpage](#)

[CA Department of Public Health COVID 19 Updates](#)

[SMJUHSD COVID-19 Health & Safety Information](#)



**Public Health Administration**

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**Santa Barbara Protocols for Symptoms, Potential Exposure and/or Close Contact with an Individual Testing Positive for COVID-19 in a School or Classroom Setting**

Student or Staff with:	ACTION	DISTRICT COMMUNICATION
1. Any of the COVID-19 <a href="#">symptoms</a> . ***answers yes to a health screening question, or has a temp of 100.4 or above.	<ul style="list-style-type: none"> <li>Individual sent home, isolate at home.</li> <li>If the individual is symptomatic (and does not get evaluated by a healthcare provider) then they are to isolate at home for at least 10 days from symptom onset, <b>AND</b> until symptoms improve, <b>AND</b> there is no fever without fever-reducing medication for at least 24 hours. <b>When all these criteria are met a note from a healthcare provider is not needed.</b></li> <li>Family contacts their healthcare provider immediately for medical evaluation which may include testing. Individual isolates until evaluated by health care provider. If tests positive for COVID-19, see #3; if tests negative for COVID-19, see #4; if healthcare provider diagnoses another cause of symptoms and provides, see #5.</li> <li><b>Cohort OPEN.</b></li> </ul>	<b>No communication to class.</b>
2. Close Contact (see definition below) with a confirmed COVID-19 case.	<ul style="list-style-type: none"> <li>Send home and quarantine for 14 days from last exposure.</li> <li>Recommend testing (but will not shorten 14 day quarantine).</li> <li>If any symptoms develop contact medical provider for evaluation.</li> <li><b>Cohort OPEN.</b></li> </ul>	<b>Consider school community notification of a known contact</b>

3. Confirmed COVID-19 case	<ul style="list-style-type: none"> <li>• If 3 or more cases within 2 weeks contact SBPHD Community Health Nurse/Disease Control (805-681-5280)</li> <li>• Isolate case and exclude from school until criteria for return have been met.</li> <li>• Individual isolates for at least ten days from symptom onset, AND improving symptoms, AND no fever without fever-reducing medication for at least 24 hours.</li> <li>• Identify contacts, quarantine &amp; exclude exposed contacts (likely entire cohort) for 14 days after the last date the case was present in school while infectious.</li> <li>• Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14-day quarantine).</li> <li>• Disinfection and cleaning of classroom and primary spaces where case spent significant time.</li> <li>• <b>School remains open.</b></li> </ul>	School community notification of a known case
4. Tests negative after symptoms	<ul style="list-style-type: none"> <li>• May return to school after 3 days of symptoms improvement and no fever for 24 hours without fever reducing medication.</li> <li>• <b>Cohort OPEN.</b></li> </ul>	Consider school community notification if prior awareness of testing.
5. A medical provider diagnoses another cause of symptoms	<ul style="list-style-type: none"> <li>• Medical provider provides note with return to school instructions following guidelines for the specific illness.</li> </ul>	

(\*) A contact is defined as a person who is <6 feet from a case for >15 minutes. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.

(\*\*) A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.

### (\*\*\*) Symptoms of Coronavirus

This list does not include all possible COVID-19 symptoms. CDC and CDPH will continue to update this list.

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
  
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Nausea or vomiting or diarrhea