

School Reopening Phase 3/Phase 4 Questions/Conclusions

COVID-19 Reopening Task Force

October 12, 2020



Phase 3 Stable Cohort Approach -

Earliest timeline -
January 15, 2021

Task Force Goal

East Side Union High School District created a Task Force to make a **recommendation** to the Superintendent and the Board of Trustees a reopening document that supports a **phased in approach to in-person learning**. **Students will still be in distance learning while in Phase III.**

The number one priority for reopening our schools is the health and safety of our staff, students and families.

Task Force Members

- **Administration:** Chris Funk, Teresa Marquez, Martha Guerrero, Mary Pollett, Kyle Kleckner, Ginny Davis, Monica Schneider
- **Trustee:** Pattie Cortese
- **CSEA:** Patricia Alarcon, Victor Banda, Julio Pardo, Serma Marialicia, Bonnie Estrada, Omar Gutierrez, Margaret Garcia
- **ESTA:** Morgan Goldstein, Joseph Frankina III, Raymond Iniguez, Jack Hamner Adel Sagun, Shannon Holleman
- **Students:** Brianna Kimble, Elise Pham, Steven Luo, Rachel Holmes, Jenny Fimbres, Leslie Mejia
- **Parents:** Mankamal Nidhi, Theola Baleros, Reena Arya, Brenda Serrano,

Adult Education will create their own task force given they fall under different guidelines.

3 Guiding Questions

- 1. What are the essential conditions required for schools to reopen in a hybrid program?**
- 2. What type of schedule would best support the needs of students and meet all guidelines from Santa Clara County Public Health?**
- 3. How do we ensure that all sites will follow the safety and health procedures as outlined by the Santa Clara County Department of Health?**

Criteria

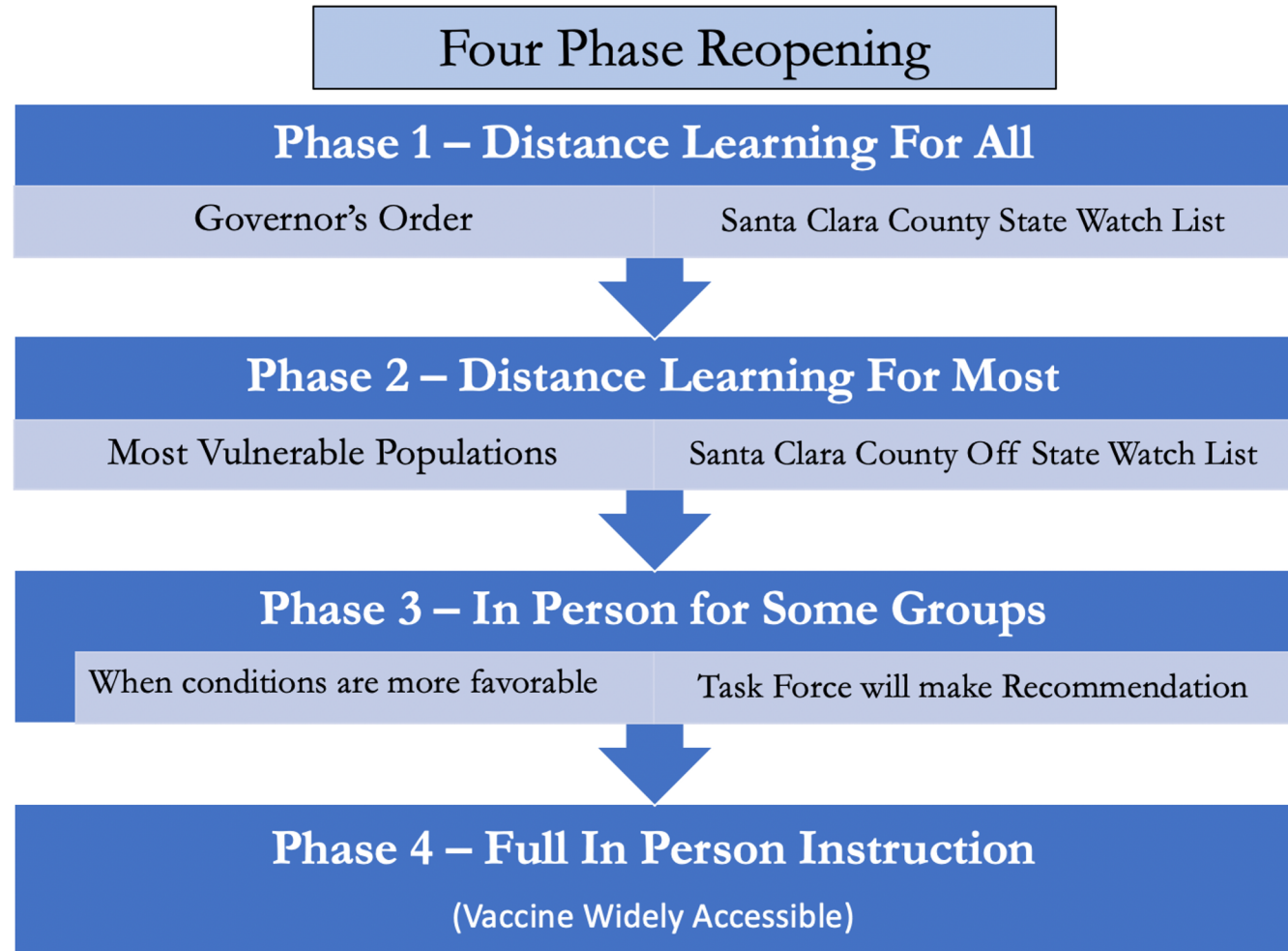
Measure	Higher Risk → Lower Risk of Community Disease Transmission***			
	Widespread Tier 1	Substantial Tier 2	Moderate Tier 3	Minimal Tier 4
Adjusted Case Rate for Tier Assignment** (Rate per 100,000 population* excluding prison cases^, 7 day average with 7 day lag)	>7	4-7	1-3.9	<1
Testing Positivity^ (Excluding prison cases^, 7 day average with 7 day lag)	>8%	5-8%	2-4.9%	<2%

Criteria for closing a school once in person instruction begins at a school site:

- If a student/staff in a single stable cohort **tests positive** - Entire cohort -**10-day quarantine**
- **5%** of School tests positive- entire school goes on **10-day quarantine**
- **25%** of the District - entire district goes on **10-day quarantine**

Four-phased Approach

ESUHSD is taking a four phased approach to opening our schools. **Phase 4** will happen when there is a **COVID-19 vaccination that is *widely accessible***. Phase III is designed to bring back as many students for **in-person instruction some time during the 2020/21 school year**.



3 Guiding Questions – Phase 3

1. What are the essential conditions required for schools to reopen in a hybrid program?
2. What type of schedule would best support the needs of students and meet all guidelines from Santa Clara County Public Health?
3. How do we ensure that all sites will follow the safety and health procedures as outlined by the Santa Clara County Department of Health?

Guiding Question #1

What are the essential conditions required for schools to reopen in a hybrid program?

- **New daily cases** in Santa Clara County is **moderate** for **three consecutive days** ([COVID-19](#)) and;
- Students will be regularly tested and;
- **Full tracking and tracing** are in place at the District level (Human Resources);
- Any student/staff participating in in-person instruction must go through a **symptom screening check** each day. ESUHSD uses Company Nurse for our staff;
- No person once tested positive for COVID-19, may return until **negative test is provided** or **10** days of quarantine is completed ([Reporting Symptoms](#)).

Guiding Question #2

What type of schedule would best support the needs of students and meet all guidelines from Santa Clara County Public Health?

- Due to the size of our comprehensive high schools, the only way to maintain social distancing and proper spacing as defined by the Santa Clara County Department of Health Reopening Schools framework, our task force believes that keeping **single stable cohorts (up to 16) inside and (up to 32) outside** is the most feasible way to approach in-person instruction/intervention/support. Each cohort includes at least one adult.
- Therefore, the District will offer in-person intervention or support to single cohort of students needing extra support on a **voluntary basis** for students and the cohort will **meet up to five days per week**. A student can participate in two single cohorts at a time (i.e., Instruction & Athletics). Students may rotate cohorts twice in a three week period. **Maximum of 1000 students at any given time on campus.**
- Staff may meet with up to three single cohorts for 90 minutes for at least one time per week.
- Staff who are 60 years or older and or who are immunocompromised or are taking care of or living with someone in their household with underlying health conditions, or family recently gave birth in the last year, may continue to work from home in distance learning.

Guiding Question #2

What type of schedule would best support the needs of students and meet all guidelines from Santa Clara County Public Health?

- **Examples of a single cohort** include groups identified in the Learning Continuity and Attendance Plan (LCP):
 - Students that have fallen behind in school who are identified as Students with Special Needs, English Language Learners, Foster Youth, McKinney-Vento, access to technology or disengaged.
 - Tutorial, Support Group, Intervention Group, Athletics, Goodwill Assets.
 - A teacher may only be a part of one cohort of students. For example, a teacher could identify 15 students based on grades and attendance to make a cohort. A student may only be part of one cohort at a time. A single cohort can be split into two cohorts to meet gathering size for indoor support.
 - If a cohort meets outdoors, the cohort can be 31 students and one adult.
 - Cohorts can meet during tutorial, advisory periods, on Wednesday during the day, after school or on Saturday.
 - Unless the student is accessing WIFI on the school campus, all students participating in in-person instruction/intervention/support, must leave campus immediately following their single cohort class/meeting ends.

Guiding Question #3

Topic Covered: Physical Distancing (General)

How do we ensure that all sites will follow the safety and health procedures as outlined by the Santa Clara County Department of Health?

A. Physical Distancing: General

Requirements

- **Communicate** with all staff and families regarding physical distancing requirements and recommendations.
- **Train** staff and students on protocols for physical distancing for both indoor and outdoor spaces.
- **Post signage** reminding students and staff about physical distancing in prominent locations throughout each school campus. ([Signage](#))
- **Allow only necessary visitors and volunteers** on the campus and limit the number of students and staff who come into contact with them.
- For **outside organizations** utilizing school facilities outside of school hours, ensure that they **follow all required** health and safety measures.
- **Ensure** staff maintain six feet or more of distance between one another while on the school campus.

Recommendations

- **Place markings** on the ground to facilitate physical distancing of six feet or more at all school entry and exit points, crosswalks near the school, in classrooms, and elsewhere on campus where students or staff are expected to cluster or form lines. This is outlined in each schools plan.

Guiding Question #3

Topic Covered: Physical Distancing (Arrivals/Departures)

A. Physical Distancing: Arrivals/Departures

Requirements

- **Minimize close contact** between students, staff, families, and the broader community at arrival and departure through the following methods:
- **Utilize as many entrances and exits** as can be supervised appropriately to decrease crowding at entry and exit points.
- **Designate routes** for entry and exit.
- **Instruct drivers to remain in their vehicles**, to the extent possible, when
 - Dropping off or picking up students. When in-person drop-off or pick-up is needed, only a single parent or caregiver should enter the facility to pick up or drop off the child.
- Require adults entering campus for in-person pick-up or drop-off to wear **face covering**.
- **Provide supervision** to disperse student gatherings during school arrival and departure.

Considerations

- **Each school site has a specific plan** designating multiple pick-up and drop-off locations to maximize physical distancing while minimizing scheduling challenges for students and families. Each plan addresses ingress/egress, directional path of travel, protocols for symptom checks, cleaning and disinfecting and supervision. Maximum of **500** students at any given time on campus.

Guiding Question #3

Topic Covered:
Physical Distancing:
(Classroom Settings)

A. Physical Distancing: Classroom Settings

Requirements

- High Schools
 - Reduce disease transmission risk by **maximizing the space between student desks (8-12 desks)**.
- All schools
 - **Distance teacher and staff desks at least 6 feet away from students** to minimize the risk of adult-to-child disease transmission minimize the risk of adult-to-child disease transmission.
 - **Assign table seating** arrangements for students to ensure that close contacts within classrooms are minimized and easily identifiable.

Recommendations

- High Schools
 - Establish **stable classroom cohorts that meet two days per week**. Maximum of **1000** students at any given time
- In all settings
 - **Class sizes** should be as small as practicable **(8-12)**
- Move as much instruction and as many activities as possible to **outdoor spaces and other non-classroom spaces** to allow for greater distancing between students and greater dispersion of viral particles.

Guiding Question #3

Topic Covered: Physical Distancing

Requirements

- **Train** staff and students to maintain at least six feet of distance from each other as much as possible during educational instruction (e.g., during whole-class instruction, presentation, or lecture).
- **Seat students at least six feet apart**, if possible, in existing facilities. If that is not possible, consider use of outdoor spaces or non-classroom space to accommodate physical distancing.
- **Increase ventilation** by increasing outdoor air circulation (e.g., by opening windows) or using high-efficiency air filters and increasing ventilation rates. **(we are using the highest rated filter for our system)**
- **Reduce the amount of furniture and equipment** in the classroom to facilitate distancing and reduce high-touch surfaces. **(Average classroom accommodates 8-10 desks)**
- Student **desks should be faced in the same direction** (and not facing each other) to minimize risk of disease transmission, if feasible.
- Ensure **adequate supplies to minimize sharing of high-touch materials** (art supplies, equipment, electronic devices, etc.) to the extent practicable, or limit use of supplies and equipment to one group of students at a time and clean and disinfect between uses.
- For schools organizing students into stable cohorts, **assign students to stable cohorts based on known associations outside of school**, to the extent feasible. For example, if certain students attend the same afterschool program, assign them to the same stable cohort at school.

Considerations

- **Place markings** on classroom floors to facilitate physical distancing.
- Facilitate stable classroom cohorts by having different teachers rotate into the classroom to teach different subjects.
- **Limit the number of teachers physically present** with each student cohort, such as by having specialty or subject-specific teachers provide instruction remotely.

Guiding Question #3

Topic Covered:
Physical
Distancing (Non-
Classroom Settings)

A. Physical Distancing: Non-Classroom Settings

Recommendations

- **Restrooms:** Stagger restroom use by groups of students to the extent practicable, and/or assign certain groups of students to use certain restrooms. Restrooms will be cleaned after each stable cohort meets ([Cleaning Protocol](#)).
- **Meals:** Serve meals in classrooms or outdoors. ESUHSD offers a grab and go pick up service.
- **Physical Education, Breaks:**
 - Consider holding activities in **separated areas** designated by class and/or staggered throughout the day.
 - Conduct activities **outdoors whenever possible**, with appropriate physical distancing within groups to the extent practicable.
 - **Cloth face coverings** must be worn during indoor physical conditioning and training or physical education classes. Activities that require heavy exertion should be conducted outside in a physically distanced manner without face coverings. Activities conducted inside should be those that do not require heavy exertion and can be done with a face covering. Students should take a break from exercise if any difficulty in breathing is noted and should change their face covering if it becomes wet and sticks to the student's face and obstructs breathing.

Guiding Question #3

Topic Covered:
Physical Distancing (Non-Classroom Settings)

A. Physical Distancing: Non-Classroom Settings (Continued)

Recommendations Continued

- **Lockers:** Minimize use of lockers to avoid unnecessary mixing and congregation of students in hallways. (**Lockers will not be available**)
- **Hallways:** Minimize congregate movement through hallways as much as practicable. For example, establish more ways to enter and exit a campus, stagger passing times when necessary or when students cannot stay in one room, and establish designated one-way walking/passage areas.
- **Staff Break Rooms:**
 - Consider closing break rooms, and prohibit staff from drinking or eating together indoors. If break rooms remain open to staff for purpose other than eating, limit the number of staff who can be in the break room at a given time (particularly rooms that are small) to allow for physical distancing.
- Encourage or require staff to **eat meals outdoors or in their own workspace.**

Requirements

- Staff Break Rooms: Do not allow staff to eat in break rooms. Social distancing to access break room is required.

Guiding Question #3

Topic Covered:
Physical Distancing (Bus Transportation)

A. Physical Distancing: Bus Transportation To and From School

Requirements

- **Require families to screen students** for COVID-19 symptoms before they board the school bus.
- Ensure at least **six feet of distance between the bus driver and students when seated**. These may include use of physical partitions or visual cues (e.g., floor decals, colored tape, or signs to indicate to students where they should not sit or stand near the bus operator).
- Ensure bus drivers and students **wear face coverings** at all times while awaiting and riding on buses.
- **Maximize physical distancing** between students on the bus by limiting available seats to the extent practicable (e.g., every other row available for seating).
- Students from the **same family may sit together** whenever possible to minimize exposure to new contacts.
- Buses should be thoroughly **cleaned and disinfected daily** and after transporting an individual who is exhibiting COVID-19 symptoms.

Recommendations

- **Increase ventilation** on buses by opening windows, to the greatest extent possible.
- Provide bus drivers with **extra face coverings for students who lose or forget to bring** their face coverings.
- Provide bus drivers with **disinfectant wipes and disposable gloves** to support disinfection of frequently touched surfaces during the day.

Guiding Question #3

Topic Covered: Hygiene Measures (Face Coverings)

B. Hygiene Measures: Face Coverings

Requirements

- **Teachers and staff**
 - All adults must wear a face covering at all times while on campus, except while eating or drinking.
 - Staff excluded from this requirement are those that require respiratory protection according to Cal/OSHA standards.
 - Staff who are unable to wear a face covering for medical reasons shall not be assigned duties that require close contact with students.
- **Students**
 - All students are required to wear face coverings:
 - while arriving and departing from school campus;
 - in any area inside/outside of the classroom (except when eating, drinking, Students may only drink water during class time; or
 - engaging in physical activity);
 - while waiting for or riding on a school bus.

Recommendations

- **Place markings** on the ground to facilitate physical distancing of six feet or more at all school entry and exit points, crosswalks near the school, in classrooms, and elsewhere on campus where students or staff are expected to cluster or form lines.
- Employees will also be offered a face shield to wear.
- **Review emergency plans** and drills to facilitate physical distancing, to the extent feasible, during such events.

Guiding Question #3

Topic Covered: Hygiene Measures (Face Coverings)

B. Hygiene Measures: Face Coverings Continued

Requirements Cont.

- **Students excluded from face covering requirements include:**
 - (1) anyone who has **trouble breathing** or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance and
 - (2) students with **special needs** who are unable to tolerate a face covering.
- **Post signage** in high visibility areas to remind students and staff of
 - (1) when and where face coverings are required and
 - (2) appropriate use of face coverings.
- **Communicate** with all staff and families regarding expectations for use of face coverings at school and how to wash face coverings.
- Educate students, on the rationale and proper use of face coverings ([Hygiene](#)).

Recommendations

- *Students who refuse to wear a face mask will stay in distance learning.*
- *Students will also be offered to wear a face shield.*
- *Students who do not follow social distancing (group gathering) will stay in distance learning.*

Guiding Question #3

Topic Covered: Hygiene Measures

- *Recommendations* August 7, 2020 Page 16
- covering, when required. The small increase in risk of disease transmission does not justify classroom exclusion, but students without face coverings should maintain physical distance to the extent feasible.
- If a student or staff experiences difficulty wearing his/her face covering, allow the individual to remove his/her face covering for a short period of time. Provide face coverings for students and staff who lose their face coverings or forget to bring them to school.
- Face shields are not recommended as a replacement for face coverings given concerns over their ability to minimize droplet spread to others. However, teachers and other staff may consider using face shields in combination with face coverings when in the classroom to further reduce the risk of transmission.
- Teachers may consider using face coverings with clear windows during phonological instruction to enable students to see the teacher's mouth and in settings where a face covering poses a barrier to communicating with a student who is hearing impaired or a student with a disability.
- Except as specifically provided in this document, students and staff should use cloth face coverings whenever face coverings are required. Medical masks, such as N95 and surgical masks, are strongly discouraged for general use due to the global shortage of medical masks needed for healthcare professionals. However, schools may use existing inventories of disposable masks, including N95 and surgical masks, for students and staff if reusable cloth face coverings are not available.

Guiding Question #3

Topic Covered:
Hygiene Measures
(Handwashing &
Other Measures)

B. Hygiene Measures: Handwashing and Other Hygiene Measures

Requirements

- **Teach and reinforce** proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes.
- **Post signage** in high visibility areas to remind students and staff of proper techniques for handwashing and covering of coughs and sneezes and other prevention measures.
- Ensure **adequate supplies** to support healthy hygiene behaviors, including **soap, tissues, no-touch trashcans, face coverings and hand sanitizers** (with at least 60 percent ethyl alcohol) for staff and students who can safely use hand sanitizer. **(ESUHSD has a six month supply)**
- **Minimize the sharing of supplies and equipment** among staff and students to the extent feasible. When items must be shared, clean and disinfect items between uses.
- **Minimize staff's and students' contact with high-touch surfaces** (e.g., propping open building or room doors, particularly at arrival and departure times).

Guiding Question #3

Topic Covered: Hygiene Measures (Cleaning & Maintenance)

C. Hygiene Measures: *Cleaning and Maintenance*

Requirements

- **At least daily**, and more frequently if feasible, clean and disinfect frequently touched hard surfaces (e.g., tables, desks, chairs, door handles, light switches, phones, copy/fax machines, bathroom surfaces (toilets, countertops, faucets), drinking fountains, and playground equipment) and shared objects (toys, games, art supplies, books) pursuant to CDC guidance. See:
- Limit use of items that are difficult to clean and sanitize.
- Establish a **cleaning and disinfecting schedule** to avoid both under-and-over use of cleaning products.
- Classrooms used by cohorts will be cleaned after each use.
- Restrooms will be cleaned after each cohort use.

Recommendations

- When choosing cleaning products, **use those approved for use against COVID-19** on the Environmental Protection Agency (EPA)-approved list “N” and follow product instructions. Choose asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) whenever possible and avoid products that mix these ingredients with peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can exacerbate asthma.
- Provide employees **training on manufacturer’s directions**, on Cal/OSHA requirements for safe use and as required by the Healthy Schools Act, as applicable ([Cleaning Protocol](#)).
- Ensure **proper ventilation during cleaning and disinfecting**. Introduce fresh outdoor air as much as possible, for example, by opening windows where practicable. When cleaning, air out the space before students arrive; plan to do thorough cleaning when students are not present. If using air conditioning, use the setting that brings in fresh air. Replace and check air filters and filtration systems to ensure optimal air quality ([Ventilation System](#)).
- Ensure that **all water systems are safe to use after a prolonged facility shutdown** to minimize the risk of Legionnaires’ disease and other waterborne diseases.
- **After an illness, limit access to areas used by the sick person** (e.g., a student’s desk or a staff member’s office) until cleaned and disinfected.