



2023-2024

Safe Return to In-Person Instruction and Continuity of Services Plan

This is a fluid working document that will be revised every six months according to the U.S. Department of Education (ED) published Interim Final Requirements (IFR) requiring Local Educational Agencies (LEAs) receiving ESSER III funds to submit an LEA Plan for the Safe Return to In-Person Instruction and Continuity of Services.

Santa Maria-Bonita School District

www.smbsd.org

708 Miller St. Santa Maria, CA 93454

Updated - SH September 2023

A Message from the **Superintendent**



The worldwide COVID-19 pandemic has generated challenges for all communities by causing health, financial, and social emotional conditions that strain the abilities of our systems of response--health care, human services, and schools. In the relatively short time period since the outbreak of this pandemic, we have all been required to adapt to a new way of living in response to those challenges. As Superintendent of the Santa Maria-Bonita School District (SMBSD) and a community member, I have been awed and humbled by the resilience of our community in its response to this unprecedented situation. In working with representatives of the region's school systems, County and City government officials, and community leaders representing business, faith-based, and community organizations, the commitment to the health, safety, and sustainability of our area has been paramount.

The information provided takes into account public health guidelines and orders established by the State of California Department of Public Health (CDPH) and Santa Barbara County Department of Public Health (SBCDPH) to which SMBSD must adhere. In addition, our plan includes recommendations set by the California Department of Education (CDE). Please note that this document is subject to change based on current orders set by the State of California and Santa Barbara County Department of Public Health.

We want to thank our families and staff for responding to this changing environment and to ensuring our students' education remains at the forefront.

Dr. Darren McDuffie
Superintendent, Santa Maria-Bonita School District

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Introduction and Intent

The Coronavirus Disease 2019 (COVID-19) has radically altered our lives and the way we interact with one another. It has exacerbated existing inequities and inadequacies across a range of social structures, including our education system nationwide. The school environment has and will continue to be impacted for the foreseeable future until all health and safety guidelines are lifted. Santa Maria-Bonita School District (SMBSD) will continue to take all reasonable measures to protect the health of our students and staff. Our approach to school reopening has been designed in ways that meet the needs of students, educators, and staff. We continue to turn to research and evidence, as well as the voices of students, educators, staff, and their families, to inform efforts to address the social, emotional, mental health, and academic impact of COVID-19.

The purpose and intent of this plan is to describe how SMBSD will maintain the health and safety of students, educators, and other school and district staff and the extent to which it has adopted policies, a description of such policies, and recommendations of the Centers for Disease Control and Prevention (CDC) COVID-19 School Operation Guidance. These recommendations from the CDC include: correct wearing of masks when appropriate, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, including improving ventilation, contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments, diagnostic and screening testing, efforts to provide vaccinations to school communities, appropriate accommodations for children with disabilities with respect to health and safety policies, and coordination with State and local health officials.

SMBSD is committed to continuing and maintaining the health and safety policies and procedures of its students, staff, and families while continuing to provide an educational program committed to our Vision of Student Success. SMBSD is also committed to balancing the health and safety of its students, staff, and families while providing a top tier educational program. Our intent is to optimize instructional time and support the social and emotional needs of our students and staff. Moreover, as we work to change some of our practices and protocols, we must work equally hard to keep some aspects of school the same. School must continue to be a place of learning, laughter, and close connections between students and staff members.

This plan is based on the various guidelines issued by the US Department of Education (ED) COVID-19 Handbook Roadmap to Reopening Safely and Meeting all Students' Needs, California Department of Education (CDE) Re-entering Schools Guidelines, the Center for Disease Control (CDC), the California Department of Public Health (CDPH), and the Santa Barbara County Public Health Department (SBCPH).

SMBSD Strategic Plan

The Mission of Santa Maria-Bonita School District, as the unifying force that cultivates and enriches our diverse community, is to ensure every student flourishes by discovering their passion and purpose, exercising self-determination, and developing the skills to reach their maximum potential through a student-centered culture distinguished by

- a whole child approach,
- an inclusive environment,
- community and family engagement,
- transformational innovation,
- and highly effective staff.

Our Beliefs

- We believe each person has inherent value and deserves respect.
- We believe all people belong, have a voice and can contribute.
- We believe every person has the power and responsibility to take action and make a positive impact.
- We believe equity is essential for all persons to thrive.
- We believe honesty and integrity build trust.
- We believe physical and emotional safety is foundational for personal fulfillment.
- We believe excellence comes from curiosity, experience, and

perseverance.

- We believe that developing empathy inspires a kind community.
- We believe service is an act of love.
- We believe that there is strength and power in cultural diversity.
- We believe that a unified community inspires hope and faith.

Objectives

Every student will...

- Discover who they are, their passion and purpose, through meaningful educational opportunities.
- Be empowered with self determination to have ownership and joy in their learning.
- Be prepared for limitless possibilities and achievements using their unique gifts and talents to develop skills to reach their maximum potential.

Planning Assumptions

The assumptions below reflect input from state and local stakeholders as well as input from staff, student, and parent surveys. In the case of the COVID-19 pandemic, the situation continues to be fluid. As a result, this plan might need to shift as new information and new guidelines become available.

The plan is based on the following assumptions:

- Santa Barbara County Department of Public Health (SBCDPH) will guide schools on reopening based on State guidelines and local conditions related to the virus;
- The economic impacts of the pandemic will have significant and lasting impacts on schools;
- SMBSD will endeavor to provide a supportive environment where both students and staff feel safe and connected. Teachers and staff aim to work with parents, students, and members of the community to maintain an emotionally supportive environment where students and staff can heal and thrive;

- SMBSD recognizes that the pandemic is ongoing and that individual students, entire classes, and/or a school may be required to quarantine in the event of an outbreak of COVID-19 at the school. Decisions of this nature will be directed by SBCDPH.

Prioritize the Health and Safety of Students, School Personnel, and Families

Maintaining Health, Safety, and Prevention In Person Safety Protocols

The health and safety of our students, staff and families is of utmost importance. A new state bill, Senate Bill (SB) 130, allows for participation in independent study if a student's health would be put at risk by a return to in-person instruction, as determined by the parent. The District has provided written notice to the parents/guardians of all enrolled students of the option to enroll their child in in-person instruction or independent study beginning the 2022-2023 school year.

To break the chain of potential transmission and to limit the risk of exposure to all our community members, we must follow the guidance stated in this document. SMBSD staff has strictly implemented prevention strategies to be able to safely open for in person instruction and to remain open. For each mitigation strategy listed, SMBSD will describe how it will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC.

Working to ensure the health and safety of school communities is a top priority. Below are resources from the US Department of Education and other Federal government agencies that support this effort.

Health and Safety Resource Links

- [American Rescue Plan \(ARP\) Information and Resources](#)
- [Elementary and Secondary School Emergency Relief Programs Governor's Emergency Education Relief Programs](#)
- [CDC Guidance for COVID-19 Prevention in K-12 Schools](#)
- [Department of Education Best Practices Clearinghouse: Safe and Healthy Environments](#)
- [Department of Education Lessons from the Field: Webinar Series](#)
- [ED COVID-19 Handbook, Volume 3: Strategies for Safe Operation and Addressing the Impact of COVID-19 on Higher Education Students, Faculty, and Staff \[PDF, 4.9MB\]](#)
- [HHS Back to School Public Education Toolkit](#)
- [HHS Guide to On-Site Vaccination Clinics for School](#)

- [How Schools Can Prioritize the Health and Safety of Students, School Personnel, and Families](#)
- [Parent/Guardian Checklist: A Resource for Parents on Returning to In-Person Learning](#)
- [Resource on Improving Ventilation in Schools, Colleges, and Universities to Prevent COVID-19](#)
- [Understanding the Federal Retail Pharmacy Program for COVID-19 Vaccination](#)

Health and safety guidance has been recommended by the [State of California](#) and [Santa Barbara County Department of Public Health](#) for schools based on current information and will be updated as the situation changes.

General Guidelines

All District facilities (schools, buildings) [will recommend](#) SMBSD employees, students, and visitors to screen themselves, at home, prior to arrival.

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

1. Required Actions:

- No person can be prevented from wearing a mask as a condition of participation in an activity or entry into a school, unless wearing a mask would pose a safety hazard (e.g., watersports).
- If parents would like their children to continue to wear a mask at school, parents should send their children to school with a mask every day and ensure that they understand their parents' wishes. Masks will be available on an as-needed basis for children who lose or break their mask.
- Please keep in mind that there may be a variety of reasons why some students and other individuals may continue to wear a mask at school. SMBSD students, staff and families are encouraged to be respectful and considerate of others at all times.

2. Recommended Actions:

Unless otherwise directed by local health departments or local educational agencies, students and staff should follow [CDPH masking guidance for the general public](#), as well as masking guidance for specific situations referenced below.

Specific Guidelines and Safety Measures

Schools should not limit access for essential direct service providers who comply with school visitor policies due to a concern about mitigating spread of COVID-19.

Appropriate signage addresses all educational partners when on any site or department.

The following guidance by the CDC illustrates how to put on and wear a mask correctly ([if a visitor chooses to wear one](#)), how wearing a mask protects yourself and others, how to take off a mask, and

reminders of other ways to protect yourself against COVID-19. This guidance is linked in [English](#) and [Spanish](#).

Masking Tips for Children

An effective mask has both good fit and filtration. Follow these tips to choose the best mask to protect children from COVID-19.

A good, well-fitting mask helps protect children from COVID-19 and is especially important at school.

An effective mask has both good fit and filtration. It should be snug to the face, cover the nose, and have no gaps around the edges. It should be made with material that filters air well enough to block viruses. Children should be encouraged to wear the best possible mask – one that fits and filters well.

However, the highest quality mask that will be comfortably worn is better than no mask at all.





Most Effective

- KF94 / KN95
- Double Mask (Cloth mask over a medical mask)
- N95 for older children



Effective

- Medical Mask (Surgical)



Least Effective

- Cloth Mask (Choose one with three or more fabric layers)

KF94, KN95 and N95 Respirator Masks

KF94 and KN95 masks are available in kids' sizes and offer good fit and good filtration. Be sure ear loops are sized for a snug fit. Carefully check reviews before purchasing online, to avoid counterfeit masks on the market.

N95s also provide excellent fit and filtration but will not fit smaller faces. N95s in size "small" may fit older children.

Medical Masks (Including Surgical and Disposable Face Masks)

Kid-sized medical masks provide good filtration, but do not provide a tight fit. The fit of a medical mask can be improved with a simple modification by tying a knot on the ear loops to create a snug fit or using a mask brace. To find a high-quality medical mask, search for "ASTM medical masks for kids."

Cloth Masks

A cloth mask is better than no mask at all and can help reduce the spread of COVID-19. However, many cloth masks fit and filter poorly. The best kid-sized fabric masks have:

- Two layers of tightly woven fabric with a third layer of non-woven fabric (such as polypropylene)
- A nose wire to reduce gaps around the nose
- Adjustable ear loops

All masks may be safely reused if the ear loops and nose clip provide a snug fit unless they become damaged or dirty.

Warning: Children younger than 2 years old should NOT wear masks due to suffocation risk.

Scan the QR code to see to see more information about this flyer.

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Consejos para el uso de mascarillas en niños

Una mascarilla efectiva cuenta con un buen ajuste y filtración. Siga estos consejos para elegir la mejor mascarilla para proteger a los niños de COVID-19.

Una buena mascarilla, que se ajuste bien, ayuda a proteger a los niños de COVID-19 y es especialmente importante en la escuela.

Una mascarilla efectiva tiene buen ajuste y filtración. Debe quedar ajustada al rostro, cubrir la nariz y no tener espacios alrededor de los bordes. Debe estar hecha con un material que filtre el aire lo suficientemente bien como para bloquear los virus. Debemos animar a los niños a usar la mejor mascarilla posible, una que se ajuste y filtre bien.

Sin embargo, la mascarilla de mejor calidad, que se use cómodamente, es mejor que no usar ninguna mascarilla.





Más efectiva

- KF94 / KN95
- Doble mascarilla (una de tela encima de una médica)
- N95 para niños más grandes



Efectiva

- Mascarilla Médica (Quirúrgica)



Menos efectiva

- Mascarilla de tela (Elija una con tres o más capas)

Mascarillas respiratorias KF94, KN95 y N95

Las mascarillas KF94 y KN95 están disponibles en tallas para niños y ofrecen un buen ajuste y una buena filtración. Asegúrese de que las orejeras tengan el tamaño adecuado para un ajuste perfecto. Verifique cuidadosamente las reseñas antes de comprar en línea, para evitar mascarillas falsificadas en el mercado.

Las N95 también brindan un excelente ajuste y filtración, pero no se adaptan a caras más pequeñas. Las N95 de tamaño "pequeño" pueden ser apropiadas para niños mayores.

Mascarillas médicas (incluyen mascarillas quirúrgicas y desechables)

Las mascarillas médicas para niños brindan una buena filtración, pero no brindan un buen ajuste. El ajuste se puede mejorar con una simple modificación: haciendo un nudo en las orejeras para crear un ajuste estrecho o usando un soporte para la mascarilla. Para encontrar una de alta calidad, busque "mascarillas médicas ASTM para niños".

Mascarillas de tela

Una mascarilla de tela es mejor que no usar ninguna y puede ayudar a reducir la propagación de COVID-19. Sin embargo, muchas mascarillas de tela se no se ajustan correctamente y filtran mal. Las mejores mascarillas de tela para niños tienen:

- Dos capas de tejido tupido con una tercera capa de tejido no denso (como el polipropileno)
- Un alambre nasal para reducir los espacios alrededor de la nariz.
- Orejeras ajustables

Todas las mascarillas se pueden reutilizar de manera segura si las orejeras y clip nasal se ajustan perfectamente, a menos que se dañen o se ensucien.

Advertencia: Los niños menores de 2 años NO deben usar mascarillas debido al riesgo de asfixia.

Escanee el código QR para obtener más información sobre este folleto.

21 de enero 2022 • 2022, Departamento de Salud Pública de California

Physical Distancing Guidelines

The District encourages practical physical distancing at its sites. At this time, there is not a specific physical distance requirement. If physical distancing guidelines are once again mandated, the District will adhere to those guidelines.

Handwashing and Available Handwashing Facilities

Hand hygiene can prevent the spread of infectious diseases, including COVID-19. All individuals are encouraged to wash/clean their hands regularly. Cleaning hands often, with soap and water, for 20 seconds or a hand sanitizer that contains at least 60% alcohol is recommended.

The District has purchased five handwashing stations for each elementary school site and eight for each junior high school site, to be used at the discretion of the site. The District encourages all employees to wash their hands frequently and has adjusted productivity expectations to allow extra time for employees to thoroughly and frequently wash their hands.

To ensure that employees have ample opportunity to properly wash their hands, the District has:

- purchased additional soap,
- provided hand sanitizer throughout worksites, and

- placed additional hand washing supplies as close to work areas and break areas as possible to allow for frequent handwashing.

In addition to the provision of hand sanitizer throughout sites and workplaces, the District has purchased pump-style or motion-detected hand sanitizer stations for all classrooms and throughout sites and Souza departments.

In addition, employees are strongly encouraged to follow the below protocols with respect to handwashing [When and How to Wash Your Hands - \(Centers for Disease Control and Prevention\)](#) :

- Engage in thorough hand-washing. Hands should be washed with soap and water for at least 20 seconds.
- If employees have limited access to hand-washing or hand sanitizing, employees—as a last resort—can use disposable gloves to limit hand contact with potentially contaminated surfaces. The District encourages employees to change gloves frequently and before touching their face, eating, or using the restroom. In addition, SMBSD provides an adequate supply of gloves and makes them readily available. Employees should wash or sanitize hands as soon as possible after removing gloves.
- If respirators and other PPE is worn to protect against other hazards at work, hands should be washed before putting on PPE and after taking it off. Reusable PPE should be cleaned and sanitized per manufacturers' instructions.

Transitioning Students To and From Home

“School” includes the in-classroom experiences among students and teachers, as well as non-classroom-based periods, such as recess and lunch. School planning also includes the many transitions to, from, and around school. This includes arrival, dismissal, and transitions between classes.

To reduce the risk to health and safety of all students and staff, safety guidelines must be followed to address the many aspects of the school day, including: preparing to go to school, transporting to school, arriving and entering school, participating in classes and activities during school, moving around the school, and returning and arriving back home.

Arriving by car, biking, or walking, entering classrooms, transitioning between classes or activities, eating meals, and going back home all require school plans for hygiene and sanitation.

The intent within these protective measures is to make every effort to minimize risk. No single procedure, policy, tool, or practice will create a safe environment for students; all of these efforts work together to create a safe system of support. The collective impact of the multiple layers of safety and protection reduces risk but cannot completely eliminate it. We know that implementation will not be perfect. Therefore, the effectiveness of the plan comes in the universal understanding of the intent of each of the guidelines and the good faith efforts to implement them.

Screening at Home

- ☐ Families/students, adults, and staff should also screen themselves for symptoms such as: respiratory symptoms, cough, trouble breathing, shortness of breath, fatigue, sore throat, Myalgia (body/muscle aches), new loss of taste and/or smell, diarrhea, nausea, vomiting, chills, and shortness of breath prior to coming to school each day.

Arriving at School

- ☐ Parents and visitors *may* have limited access to the school campus.
- ☐ Buses will be 'cleaned' once per day.
- ☐ Disinfection may be necessary in response to a confirmed case of COVID-19.

Personal Protective Equipment and Respiratory Etiquette

Additional Personal Protective Equipment

The District has evaluated the workplace and determined that aside from wearing the required face coverings (when applicable), there is no need for employees to wear additional personal protective equipment in order to prevent exposure to COVID-19 hazards; that being said, if an employee requests additional PPE, such as gloves, and face shields, it is not discouraged or denied.

The District shall reevaluate the workplace periodically and shall reassess whether additional PPE is needed in order to prevent exposure to COVID-19.

To the extent that employees are required to wear additional PPE in order to prevent exposure to COVID-19, the District will provide the additional PPE.

Use Of Respirators And/Or Eye Protection

The District shall provide and ensure use of eye protection and respiratory protection when employees are exposed to procedures that may aerosolize potentially infectious material such as saliva or respiratory tract fluids.

Written Respiratory Protection Program

Should respirators become necessary at the workplace, the District shall establish and implement a written respiratory protection program with worksite-specific procedures, including:

- procedures for selecting respirators for use in the workplace,
- medical evaluations of employees required to use respirators,
- fit testing procedures for tight-fitting respirators,
- procedures for proper use of respirators in routine and reasonably foreseeable emergency situations,

- procedures and schedules for cleaning, disinfecting, storing, inspecting, repairing, discarding, and otherwise maintaining respirators,
- procedures to ensure adequate air quality, quantity, and flow of breathing air for atmosphere-supplying respirators,
- training of employees in the respiratory hazards to which they are potentially exposed during routine and emergency situations,
- training of employees in the proper use of respirators, including putting on and removing them, any limitations on their use, and their maintenance, and
- procedures for regularly evaluating the effectiveness of the program.

The District shall designate a program administrator who is qualified by appropriate training or experience that is commensurate with the complexity of the program to administer or oversee the respiratory protection program and conduct the required evaluations of program effectiveness.

In the event that the District determines that respirators are necessary in the workplace, the District shall provide respirators, training, and medical evaluations at no cost to the employee.

The District recognizes that some employees may prefer to wear a N95 mask voluntarily. In these instances a medical evaluation is not necessary for the voluntary use of N95 masks. The District will provide employees with approved respirators for voluntary use when working indoors or in a vehicle with others, upon request. The mask shall not have an exhalation valve, as masks with these valves allow unfiltered exhaled air to escape. For those employees who utilize a N95 mask voluntarily, please review the Division of Occupational Safety and Health (DOSH) better known as Cal/OSHA's information, located [here](#).

Sharing of Personal Protective Equipment Is Prohibited

The District expressly prohibits employees from sharing personal protective equipment.

Engineering and Administrative Control Measures - Workplace Ventilation

The District has maximized the quantity of outside air provided to the extent feasible, except when the United States Environmental Protection Agency (EPA) Air Quality Index is greater than 100 for any pollutant or if opening windows or letting in outdoor air by other means would cause a hazard to employees, for instance from excessive heat or cold.

Maintenance and Operations (M&O) has replaced the air filters in all of our mechanical units; continuous replacements will occur at an interval of four times a year. The units that can accommodate the MERV-13 air filters will be switched over during the next air filter exchange. Bipolar ionization units were installed in March 2021. Those will be installed in the air chambers for all mechanical equipment.

M&O have exercised all windows to ensure they are able to be opened, allowing the use of outdoor air whenever feasible. Units are continuing to be run, allowing the air to be filtered at all times, and the ionization units will ensure the air is clean, and good to breathe. These measures also assist in preventing COVID-19 droplets from remaining in the air.

Cleaning and Maintaining Healthy Facilities, Including Improving Ventilation

SMBSD always follows standard practices and appropriate regulations specific to our school facilities for minimum standards for cleaning and disinfection.

The District cleans and/or disinfects its facilities and equipment in accordance with current CDC guidelines.

Our cleaning plan includes but is not limited to:

- routinely cleaning surfaces using approved disinfectant of frequently high touched surfaces,
- while school is in session all common high touch areas are cleaned multiple times during the course of the day,
- occupied classrooms, whenever practical during the school day, are cleaned and will be cleaned again in the evening,
- daily routine walkthroughs to inspect that all antibacterial soap dispensers have product in them and are not empty or malfunctioning, and
- replacement of heating, ventilation, and air conditioning (HVAC) filters and increase fresh air flow when possible.



Beginning in the 2023-24 school year and in alignment with SBCPH guidelines, SMBSD is returning to pre-COVID attendance requirements for students:

Students can be called in sick for up to 3 days. Following the three days, students require a note from their physician or need to be excused by the health office in order to excuse any future absences. As long as students are fever free for 24 hours (without using fever reducing medications) and have not vomited or experienced diarrhea for 24 hours, they may return to school.

Efforts to Provide Vaccinations to Educators, Other Staff, and Students, if Eligible

Achieving high levels of COVID-19 vaccination among eligible students as well as teachers, staff, and household members is one of the most critical strategies to help schools safely resume full operations. Vaccination is currently the leading public health prevention strategy to end the COVID-19 pandemic. People who are fully vaccinated against COVID-19 are at low risk of severe infection. A [growing body of evidence](#) suggests that people who are fully vaccinated against COVID-19 are less likely to be hospitalized than people who are not fully vaccinated. To assist in promoting vaccination amongst the school community schools should:

- encourage teachers, staff, and families, including extended family members, to get vaccinated,
- share information regarding vaccination from the CDPH and CDC websites,
- promote through social media and Parent Square information regarding vaccinations and local vaccine clinics throughout the school year and,

Appropriate Accommodations for Children with Disabilities or Health Care Needs with Respect to the Health and Safety Policies

SMBSD will provide accommodations, modifications, and assistance for students, teachers, and staff with disabilities and other health care needs when implementing COVID-19 safety protocols. SMBSD schools and departments will:

- work with families to better understand the individual needs of students with disabilities,
- remain accessible for students with disabilities and help provide access for direct service providers to the extent practicable,
- adjust strategies as needed,
- be aware that wearing masks (when applicable) can be difficult for young children and people with certain disabilities (for example, visual or hearing impairments) or for those with sensory or cognitive issues,
- for people who are not fully vaccinated and only able to wear masks some of the time for the reasons above, prioritize having them wear masks (when applicable) during times when it is

difficult to separate students and/or teachers and staff (e.g., while standing in line or during drop off and pick up), and

- use behavioral techniques (such as modeling and reinforcing desired behaviors and using picture schedules, timers, visual cues, and positive reinforcement) to help all students adjust to transitions or changes in routines.

Access to Healthy Meals and Other Basic Needs

Overview

SMBSD will continue to offer nutritious breakfast and lunch meals to all SMBSD students at no cost. Meals will be available in school cafeterias for in-person education.

Goals

1. SMBSD will continue to provide quality meals that meet the nutritional requirements.
2. SMBSD will continue to feed our students without encroaching on the general fund.
3. SMBSD will provide breakfast and lunch to all our attending students for each school day.

Feeding In Person Education Model

As students arrive in the morning, each student is given a breakfast meal which will be consumed in the cafeteria or assigned eating area. Lunch will be provided to each student to be consumed in the cafeteria or assigned eating area. All meals will be unitized or individually pre-packaged to avoid any cross contamination.

Steps Completed for Continuity of Services for Fall 2023

In addition to having a well-thought out plan, several other tasks were required in order to be fully ready to open school in the fall. The following list was generated to help direct our preparations:

- ☑ Have written policies and procedures for employees, which provide administration, principals, teachers, staff, students, and families the necessary information to safely go to school.
- ☑ Attending to the mission of optimizing educational opportunities for all students equitably and educating the whole child.
- ☑ Instruction is being provided at a level that will allow students to successfully articulate to the next course or grade level following an articulated scope & sequence of essential learning.
- ☑ Appropriate hygiene and safety protocols and practices (including hand washing) are in place to minimize exposure and risk to students and staff.
- ☑ Staff are prepared to respond when students and staff become ill at school.
- ☑ Student and employee mental wellness supports are maintained or increased to reflect the

current needs.

- ☑ Staff are prepared for class, grade, or school closures in the event of changing conditions that would warrant order by the County Health Officer.
- ☑ Staff are prepared for increased rates of absence among students and staff.
- ☑ Plans conceived for after school enrichment activities.
- ☑ SMBSD will provide accurate, timely, consistent, and accessible information to students, families, staff, and school board members.
- ☑ A Parent Resource Guide created and centralized phone number for bilingual timely parent support.
- ☑ Efforts are being supported logistically and financially.
- ☑ Full cooperation and collaboration among the local education agencies (LEA) and County Public Health, County Office of Education, other school districts, the cities and county, County OEM, and other allied agencies.

Other Mitigation Standards and Guidelines

ASES/ Extended Day / Saturday School

Expanded Learning Programs follow current mitigation measures as described for SMBSD classrooms.

Bathrooms

- Ensure all bathrooms have soap, paper towels, and trash containers
- Paper towels will be provided and are recommended for use over air dryers
- Post clear signage for occupancy, hygiene, and face masking

Classrooms

- Face coverings will be utilized properly at all times when inside the classroom, if applicable. Additional face coverings should be available, in case a covering becomes soiled or needs replacing
- Hand sanitizer is provided for every classroom
- Classrooms should open windows and doors if possible to maximize ventilation
- Develop activities that model and reinforce good hygiene and face masking (when applicable)
- As much spacing will be provided within the class and between desks as reasonably practicable, while allowing all students to attend at full capacity
- Classroom teachers maintain a seating chart with student ID numbers in the event these charts are needed to conduct contact tracing

Essential Visitors

- Schools should not limit access for essential direct service providers who comply with school visitor policies due to a concern about mitigating spread of COVID-19.

Home Visits

Staff will follow these recommendations to reduce the risk of exposure to COVID-19 for themselves and families, in the community, when conducting home visits.

- Staff will follow all public health mitigation measures outlined in this plan
- If possible, arrange a date and time for the visit (for example, when conducting a Parent Teacher Home Visit)
- In the interest of safety, notify your supervisor of your plan. Home visits should be conducted with another trained staff member

Shared Items/Disinfecting

- Given very low risk of transmission from surfaces and shared objects, there is no need to limit food service approaches to single use items and packaged meals
- Disinfect frequently touched surfaces. Surfaces that come in contact with food should be washed, rinsed, and sanitized before and after meals

Supervision

Ensure supervision staff spreads out over the span of all meal spaces (indoor and outdoor) to reinforce health and safety protocols.

COVID-19 Prevention Program
Established January 19, 2021
Updated August 23, 2023

Cal/OSHA Model COVID-19 Prevention Procedures (CPP)

Background Information

In California, all employers are required to establish, implement, and maintain an effective, written Injury and Illness Prevention (IIPP) program that meets the requirements of California Code of Regulations (CCR), Title 8, section 3203. COVID-19 is considered a workplace hazard and most employers must address COVID-19 prevention under their workplace IIPP. COVID-19 prevention procedures must be addressed either in the written IIPP or maintained in a separate document.

Cal/OSHA has developed a model COVID-19 CPP to assist employers that choose to address their written COVID-19 hazard control procedures in a document separate from their IIPP. Employers are not required to use this CPP. Instead, they may create their own or use another CPP template. Cal/OSHA encourages employers to engage with employees in the design, implementation, and evolution of their CPP.

Santa Maria-Bonita School District used the Cal/OSHA model CPP effectively and ensured it meets the COVID-19 standard requirements through careful review of:

- Elements that are required in the following CCR, Title 8 sections:
 - o **3205, COVID-19 Prevention**
 - o **3205.1, COVID-19 Outbreaks**
 - o **3205.2, COVID-19 Prevention in Employer-Provided Housing**
 - o **3205.3, COVID-19 Prevention in Employer-Provided Transportation**
- Guidance and resources are available at www.dir.ca.gov/dosh/coronavirus/

CCR, Title 8 sections 3205 through 3205.3 apply until two years after February 3, 2023, except for the recordkeeping subsections 3205(j)(2) through (3), which apply until three years after February 3, 2023.

COVID-19 Prevention Procedures (CPP)

Santa Maria-Bonita School District

This CPP is designed to control employees' exposures to the SARS-CoV-2 virus (severe acute respiratory syndrome coronavirus 2) that causes COVID-19 (Coronavirus Disease 2019) that may occur in the workplace. CCR, Title 8 sections 3205 through 3205.3 apply until two years after February 3, 2023, except for the recordkeeping subsections 3205(j)(2) through (3) which apply for three years after February 3, 2023.

Authority and Responsibility

Santa Maria-Bonita School District has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all managers are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the procedures in a language they understand.

All employees are responsible for using safe work practices, following all directives, policies and procedures, and assisting in maintaining a safe work environment. This CPP applies to Santa Maria-Bonita School District staff not working in facilities, service categories and/or operations covered by the Aerosol Disease Transmissible Disease standard (Title 8, section 5199).

Application

COVID-19 is a recognized hazard in the workplace that is addressed through the Santa Maria-Bonita School District CPP, which will be effectively implemented and maintained to ensure the following:

1. When determining measures to prevent COVID-19 transmission and identifying and correcting COVID-19 hazards in Santa Maria-Bonita School District workplace:
 - a. All persons in the workplace are treated as potentially infectious, regardless of symptoms, vaccination status, or negative COVID-19 test results.
 - b. COVID-19 is treated as an airborne infectious disease. Applicable State of California and Santa Barbara County Public Health Department (SBCPHD) orders and guidance will be reviewed when determining measures to prevent transmission and identifying and correcting COVID-19 hazards. COVID-19 prevention controls may include:
 - i. **Remote work, if available.**
 - ii. **Physical distancing.**
 - iii. **Reducing population density indoors.**
 - iv. **Moving indoor tasks outside.**
 - v. **Implementing separate shifts and/or break times.**
 - vi. **Restricting access to work areas.**
 - vii. **Illness protocol. Section 3(b)**
 - viii. **Face Coverings.** Employees will be provided face coverings and required to wear them when required by a CDPH regulation or order. This includes spaces within vehicles when a CDPH regulation or order requires face coverings indoors. Face coverings will be clean, undamaged, and worn over the nose and mouth. If an employee is not wearing a face covering due to exceptions listed below (1.b.viii. b. A-E) the COVID-19 hazards will be assessed, and action taken as necessary.
 - a. Employees will not be prevented from wearing a face covering, including a respirator, when not required by this section, unless it creates a safety hazard.
 - b. When face masks are required, following exceptions apply:
 - A. When an employee is alone in a room or vehicle.
 - B. While eating or drinking at the workplace, provided employees are at least six feet apart and, if indoors, the supply of outside or filtered air has been maximized to the extent feasible.

- C. While employees are wearing respirators required by the employer and used in compliance with CCR, Title 8 section 5144.
 - D. Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person.
 - E. During specific tasks which cannot feasibly be performed with a face covering. This exception is limited to the time period in which such tasks are being performed.
- ix. **Respirators.** Respirators will be provided for voluntary use to employees who request them and who are working indoors or in vehicles with more than one person. The requirements of CCR, Title 8 section 5144(c)(2) will be complied with according to the type of respirator (disposable filtering facepiece or elastomeric re-usable) provided to employees. Employees who request respirators for voluntary use will be:
 - a. Encouraged to use them.
 - b. Provided with a respirator of the correct size.
 - c. Provided with Cal-OSHA's Appendix D information:
<https://www.dir.ca.gov/title8/5144d.html>
 - d. Trained on:
 - A. How to properly wear the respirator provided.
 - B. How to perform a user seal check according to the manufacturer's instructions each time a respirator is worn.
 - C. The fact that facial hair interferes with a seal.
- x. **Ventilation.** For our indoor workplaces Santa Maria-Bonita School District will:
 - a. Review CDPH and Cal/OSHA guidance regarding ventilation, including the [CDPH Interim Guidance for Ventilation, Filtration, and Air Quality in Indoor Environments](#). Santa Maria-Bonita School District will develop, implement, and maintain effective methods to prevent transmission of COVID-19, including one or more of the following actions to improve ventilation:
 - A. Maximize the supply of outside air to the extent feasible, except when the United States Environmental Protection Agency (EPA) Air Quality Index is greater than 100 for any pollutant or if opening windows or maximizing outdoor air by other means would cause a hazard to employees, for instance from excessive heat or cold.
 - B. In buildings and structures with mechanical ventilation, filter circulated air through filters at least as protective as Minimum Efficiency Reporting Value (MERV)-13, or the highest level of filtration efficiency compatible with the existing mechanical ventilation system.
 - C. Use High Efficiency Particulate Air (HEPA) filtration units in accordance with manufacturers' recommendations in indoor areas occupied by employees for extended periods, where ventilation is inadequate to reduce the risk of COVID-19 transmission.
 - b. Determine if the workplace is subject to CCR, Title 8 section 5142 Mechanically Driven Heating, Ventilating and Air Conditioning (HVAC)

Systems to Provide Minimum Building Ventilation, or section 5143 General Requirements of Mechanical Ventilation Systems, and comply as required.

- c. In vehicles, Santa Maria-Bonita School District will maximize the supply of outside air to the extent feasible, except when doing so would cause a hazard to employees or expose them to inclement weather.

2. **Training and Instruction.** Santa Maria-Bonita School District provides COVID-19 prevention training and instruction with documentation:

- a. When the district's CPP was first established.
- b. To new employees.
- c. To employees given a new job assignment involving COVID-19 hazards and they have not been previously trained.
- d. Whenever new COVID-19 hazards are introduced.
- e. When made aware of new or previously unrecognized COVID-19 hazards.
- f. For Supervisors to familiarize themselves with the COVID-19 hazards to which employees under their immediate direction and control may be exposed.
- g. All training shall be consistent with Centers for Disease Control (CDC), Cal/OSHA, and/or state and local Public Health guidance and regulation.

3. **Investigation.** Santa Maria-Bonita School District will investigate COVID-19 illnesses at the workplace. Procedures to investigate COVID-19 illnesses at the workplace include:

- a. Determining the day and time a COVID-19 case was last present; the date of the positive COVID-19 tests or diagnosis; and the date the COVID-19 case first had one or more COVID-19 symptoms. These records will be kept confidentially stored by Santa Maria-Bonita School District and retained for two years beyond the period in which it is necessary to meet the requirements of CCR, Title 8, sections 3205, 3205.1, 3205.2, and 3205.3.
- b. Effectively identifying and responding to persons with COVID-19 symptoms at the workplace.
 - i. All Santa Maria-Bonita School District employees shall engage in a passive screening daily prior to coming to work that includes a self-assessment wellness check that they are fever-free (100.4 degrees Fahrenheit or higher) for 24 hours without the use of fever-reducing medication.
 - ii. All Santa Maria-Bonita School District employees are encouraged to stay home if ill, test and report to their Supervisor if they are positive for COVID-19.
 - iii. Santa Maria-Bonita School District requires ill employees to be fever-free (100.4 degrees Fahrenheit or higher) for 24 hours without the use of fever-reducing medication.

- iv. Santa Maria-Bonita School District encourages any symptomatic employees, not affiliated with a known chronic condition, to use a face covering around others.
 - v. Employees will be informed by Santa Maria-Bonita School District of return-to-work criteria and benefits to which they may be entitled.
4. **Response.** Effective procedures for responding to COVID-19 cases at the workplace include:
- a. **Exclusion.** Immediately excluding COVID-19 cases (including employees excluded under CCR, Title 8, section 3205.1) according to the following requirements:
 - i. COVID-19 cases will not return to work during the infectious period:
 - a. The infectious period of 5 days from the date of symptom onset or if no symptoms, positive test date,
 - b. At least 24 hours have passed since a fever of 100.4 degrees Fahrenheit or higher has resolved without the use of fever-reducing medication,
 - c. Symptoms are not present, or are mild and improving.
 - ii. **Face Coverings.** Regardless of vaccination status, previous infection, or lack of COVID-19 symptoms, a COVID-19 case must wear a face covering in the workplace until 10 days have passed since the date that COVID-19 symptoms began or, if the person did not have COVID-19 symptoms, from the date of their first positive COVID-19 test.
 - iii. Elements i and ii apply regardless of whether an employee has been previously excluded or other precautions were taken in response to an employee's close contact or membership in an exposed group.
 - b. **Notification.** Employees will be informed by Santa Maria-Bonita School District of return-to-work criteria and benefits to which they may be entitled.
 - c. **Reviewing Public Health Guidance.** Reviewing current **California Department of Public Health (CDPH)** guidance for persons who had close contacts, including any guidance regarding quarantine or other measures to reduce transmission.
 - d. **Policy Development.** The following effective policies will be developed, implemented, and maintained to prevent transmission of COVID-19 by persons who had close contacts. Santa Maria-Bonita School District has developed, implements and maintains the following effective policies for worksite exposure to COVID-19 to prevent transmission of COVID-19 by persons who had close contacts and those who may have potential exposure.
 - i. **Testing and Resources for Worksite Close Contacts.** Santa Maria-Bonita School District provides COVID-19 tests, face coverings, and respirators upon request at no cost, during paid time, to all employees who had a close contact in the workplace. These employees will be provided with the information outlined above. Exceptions are returned cases as defined in CCR, Title 8, section 3205(b)(11).
 - ii. **Notification of Worksite Close Contacts.** Employees and independent contractors

who had a close contact at the worksite, as well as any employer with an employee who had a close contact, will be notified as soon as possible, and in no case longer than the time required to ensure that the exclusion requirements are met with a staff notification letter within 24 hours from knowledge that includes information:

- a. Where and how free COVID-19 tests can be obtained,
- b. Available leaves and benefits,
- c. Disinfection and safety plan, and
- d. Public Health recommendations for close contacts

iii. **Notification of Worksite Exposure.** When Labor Code section 6409.6 or any successor law is in effect, Santa Maria-Bonita School District will:

- a. Provide notice of a worksite exposure due to the presence of COVID-19 case at the worksite during the infectious period, in a form readily understandable to employees in the exposed group via email.
- b. Supervisors will maintain documentation of the communication of worksite exposure for two years by one or more of the following methods. The notices required by subsection 3205(e) will be kept in accordance with Labor Code section 6409.6 or any successor law:

- A. Documentation of posting or distribution.
- B. Hardcopy retention of the posting or distributed notice.

iv. A worksite exposure notification will be sent to all employees, employers, and independent contractors at the worksite during the infectious period of the positive case in a manner that does not reveal the COVID-19 case's personal identifying information, via one of the following methods:

- a. Via email communication.
- b. Via alternative commonly understood written communication procedures.
- c. Santa Maria-Bonita School District will provide notice to the authorized representative in a manner that does not reveal the COVID-19 case's personal identifying information if the COVID-19 case was at the worksite during the infectious period. Santa Maria-Bonita School District will make available to the authorized representative:
 - A. Any employee who had a close contact at the worksite.
 - B. All employees on the premises at the same worksite as the COVID-19 case within the infectious period.

5. **Public Health Officer Order Compliance.** If an order to isolate, quarantine, or exclude an employee is issued by a local or state health official, the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted.
6. In the unlikely event that removal of an employee would create undue risk to a community's health, Santa Maria-Bonita School District may submit a request for a waiver to Cal/OSHA in writing to rs@dir.ca.gov to allow employees to return to work if it does not violate local or state health official orders for isolation, quarantine, or exclusion. In such cases, effective control measures will be implemented and maintained to prevent transmission in the workplace including, but not limited to:

- a. Isolation for the employee at the worksite

- b. Use of respirators
 - c. Alternative temporary worksite placements
 - d. Other mitigation prevention strategies
7. **Benefit Information Provision.** Upon excluding an employee from the workplace based on COVID-19, Santa Maria-Bonita School District will provide excluded employees information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws. This includes any benefits available under legally mandated sick leave, workers' compensation law, local governmental requirements, and Santa Maria-Bonita School District leave policies.
8. **COVID-19 Outbreak.** Santa Maria-Bonita School District will implement outbreak procedures if three or more employee COVID-19 cases within an exposed group solely epidemiologically connected to the worksite visited the worksite during their infectious period at any time during a 14-day period, unless a CDPH regulation or order defines outbreak using a different number of COVID-19 cases and/or a different time period in accordance with CCR, Title 8 section [3205.1](#)
- a. Outbreak protocol will stay in effect until there are one or fewer new COVID-19 cases detected in the exposed group for a 14-day period.
 - b. **Reporting.** Santa Maria-Bonita School District shall comply with the requirements for notification to Santa Barbara County Public Health Department in accordance with Title 17 for TK-12 schools and as applicable, to the Regional Office for childcare in accordance with Title 22.
 - c. **Notification.** Santa Maria-Bonita School District will provide written communication of outbreak mitigation requirements in alignment with notification procedures outlined in section 4(c):
 - i. Close contacts
 - ii. Exposed group
 - d. **COVID-19 Testing.** Santa Maria-Bonita School District will immediately provide COVID-19 testing available at no cost to employees within the exposed group, regardless of vaccination status, during employees' paid time, except for returned cases and employees who were not present at the workplace during the relevant 14-day period(s).
 - i. Additional testing is made available on a weekly basis to all employees in the exposed group who remain at the workplace.
 - ii. Santa Maria-Bonita School District may require employees who had close contacts within the exposed group to provide a negative COVID-19 test taken within three to five days after the close contact or will be excluded and follow Santa Maria-Bonita School District return-to-work requirements starting from the date of the last known close contact.

- e. **Face Coverings.** Employees in the exposed group, regardless of vaccination status, will wear face coverings when indoors, or when outdoors and less than six feet from another person, unless one of the exceptions in this CPP applies.
- f. **Respirators.** Employees in the exposed group will be notified of their right to request and receive a respirator for voluntary use, as stipulated in this CPP.
- g. **COVID-19 Investigation Review and Hazard Correction.** Santa Maria-Bonita School District will perform a review of potentially relevant COVID-19 policies, procedures and controls, and implement changes as needed to prevent further spread of COVID-19 on a periodic basis. The investigation, review, and changes will be documented and may include:
 - i. Investigation of new or unabated COVID-19 hazards including:
 - a. Santa Maria-Bonita School District leave policies and practices and whether employees are discouraged from remaining home when sick.
 - b. Santa Maria-Bonita School District COVID-19 testing policies.
 - c. Insufficient supply of outdoor air to indoor workplaces.
 - d. Insufficient air filtration.
 - e. Insufficient physical distancing.
 - ii. The review will be updated every 30 days that CCR, Title 8 section 3205.1 continues to apply:
 - a. In response to new information or to new or previously unrecognized COVID-19 hazards.
 - b. When otherwise necessary.
 - c. Any changes implemented to reduce the transmission of COVID-19 based on the investigation and review, which may include:
 - A. Moving indoor tasks outdoors or having them performed remotely, if possible/available
 - B. Increasing the outdoor air supply when work is done indoors.
 - C. Improving air filtration.
 - D. Increasing physical distancing to the extent feasible.
 - E. Other applicable controls.
- h. **Ventilation.** Buildings or structures with mechanical ventilation will have recirculated air filtered with Minimum Efficiency Reporting Value (MERV)-13 or higher efficiency filters, if compatible with the ventilation system. If MERV-13 or higher filters are not compatible with the ventilation system, filters with the highest compatible filtering efficiency will be used.

High Efficiency Particulate Air (HEPA) air filtration units will be used in accordance with manufacturers' recommendations in indoor areas occupied by employees for extended periods, where ventilation is inadequate to reduce the risk of COVID-19 transmission.

- i. These ventilation requirements will continue to be implemented after the outbreak has passed and CCR, Title 8 section 3205.1 is no longer applicable.
- ii. Buildings or structures with mechanical ventilation will have recirculated air filtered with Minimum Efficiency Reporting Value (MERV)-13 or higher efficiency filters, if compatible with the ventilation system. If MERV-13 or higher filters are not compatible with the ventilation system, filters with the highest compatible filtering efficiency will be used. High Efficiency Particulate Air (HEPA) air filtration units will be used in accordance with manufacturers' recommendations in indoor areas occupied by employees for extended periods, where ventilation is inadequate to reduce the risk of COVID-19 transmission.
- iii. These ventilation requirements will continue to be implemented after the outbreak has passed and CCR, Title 8 section 3205.1 is no longer applicable.

9. **Major Outbreaks.** The following will be done while CCR, Title 8 section 3205.1 applies if 20 or more employee COVID-19 cases in an exposed group visited the worksite during their infectious period within a 30-day period:

- a. **Testing.** COVID-19 testing will be required of all employees in the exposed group, regardless of vaccination status, twice a week or more frequently if recommended by Santa Barbara County Public Health Department. Employees in the exposed group will be tested or excluded and follow the CPP return-to-work requirements. The twice a week testing requirement ends when there are fewer than three new COVID-19 cases in the exposed group for a 14-day period. Santa Maria-Bonita School District will then follow the weekly testing requirement until there are one or fewer new COVID-19 cases in the exposed group for a 14-day period.
- b. **Reporting.** Santa Maria-Bonita School District will report the major outbreak to Cal/OSHA.
- c. **Respirators.** Santa Maria-Bonita School District will provide respirators for voluntary use to employees in the exposed group, encourage their use, and train employees according to CCR, Title 8 section 5144(c)(2) requirements.
- d. Any employees in the exposed group who are not wearing respirators as required will be separated from other persons by at least six feet, except where it can be demonstrated that at least six feet of separation is not feasible, and except for momentary exposure while persons are in movement. When it is not feasible to maintain a distance of six feet, individuals will be as far apart as feasible. Methods of physical distancing may include:
 - i. Telework or other remote work arrangements, if available.
 - ii. Reducing the number of persons in an area at one time, including visitors.
 - iii. Visual cues such as signs and floor markings to indicate where employees and others should be located or their direction and path of travel.
 - iv. Staggered arrival, departure, work, and break times.

- v. Adjusted work processes or procedures, such as reducing production speed, to allow greater distance between employees.
- vi. Other mitigation prevention strategies



Accessibility to devices and internet connectivity continues to be crucial to ensure that we can extend beyond the baseline goal of student participation and achieve measurable student learning outcomes. SMBSD has committed fiscally and procedurally to ensure all students will have access to the needed equipment and connectivity. All of our students (Preschool (PK)-8) have been provided a Chromebook that will remain with them in all learning models. All students are provided unique and secure accounts that ensure they have digital access to all of the core curriculum during learning and beyond the school day. Students are also provided and will continue to be provided, textbooks, traditional paper materials, and supplies to support their learning. To ensure all students have the connectivity required to participate in during the school day and during expanded learning hours, the District continues to provide internet access to all of our students. The District is completing construction of a private LTE network to provide internet access to families who cannot access the internet through local providers.

To help close the digital access divide, SMBSD has:

- Provided all preschool through eighth grade students with a Chromebook (1:1 to device ratio) that can be taken home daily or used during independent study
- Continued to set clear long term goals to ensure students continue to have access to high-speed broadband, devices, and accessible technology that they can use during the school day and during expanded learning hours
- Provided extensive professional development opportunities for certificated and classified staff that supports improvement in instructional design and to empower staff to effectively use technology for both teaching and learning
- Used technology in ways that support students who are performing at different levels

- Voice amplification for both teachers and students into all classrooms

Build School Communities and Support Students' Social, Emotional, and Mental Health

Attending to the social emotional wellbeing of our students will be a priority. As schools open for the 2022-2023 school year, SMBSD students and staff may experience fear and anxiety because of COVID-19. We are committed to supporting students' social emotional wellness and offering resources to ensure students transition back to school smoothly. Supports include: social emotional learning, building relationships, community building activities, and increased access to mental health/wellness services, both in person and virtually. Families and schools will need to work together to check how students are feeling and assess their individual needs to provide the support our students need during these challenging times. Listed below are some steps we have taken to prioritize the health and safety and support the social, emotional, and mental health of the school community this academic year; resources from the US Department of Education and other Federal departments are also included.

- Address ventilation needs, where applicable
- Assess social, emotional, and mental health needs of students and staff
- Communicate frequently with families – in their home language – and work to build their confidence that children will be safe in-person
- Encourage and provide access to vaccinations for eligible students and staff
- Ensure access to healthy meals and other basic needs
- Ensure restorative, equitable, and inclusive approaches to school discipline
- Implement COVID-19 testing in schools for students and staff to maximize access to in-person instruction safely
- Invest in effective strategies to address social, emotional, and mental health needs of students. Provide professional development for educators and staff to address these needs
- Invest in school counselors and mental health professionals in schools
- Mask-wearing when applicable in non-fully vaccinated communities and school settings, in line with CDC K-12 guidance
- Provide extracurricular opportunities to build school community and advance academic and emotional development of students
- Provide safe transportation

Health and Safety Resources Links

- [American Rescue Plan \(ARP\) Information and Resources](#)

- [ARP ESSER Use of Funds Guidance \[PDF, 877KB\]](#)
- [CDC COVID-19 Vaccine Toolkit for Institutions of Higher Education, Community Colleges, and Technical Schools](#)
- [CDC Guidance for COVID-19 Prevention in K-12 Schools](#)
- [Department of Education Best Practices Clearinghouse: Safe and Healthy Environments](#)
- [Department of Education Lessons from the Field: Webinar Series](#)
- [ED COVID-19 Handbook, Volume 3: Strategies for Safe Operation and Addressing the Impact of COVID-19 on Higher Education Students, Faculty, and Staff \[PDF, 4.9MB\]](#)
- [HHS Back to School Public Education Toolkit](#)
- [HHS Guide to On-Site Vaccination Clinics for School](#)
- [How Schools Can Prioritize the Health and Safety of Students, School Personnel, and Families](#)
- [Parent/Guardian Checklist: A Resource for Parents on Returning to In-Person Learning](#)
- [Resource on Improving Ventilation in Schools, Colleges, and Universities to Prevent COVID-19](#)
- [Understanding the Federal Retail Pharmacy Program for COVID-19 Vaccination](#)

Social, Emotional, and Mental Health Resources Links

- [ARP ESSER Use of Funds Guidance \[PDF, 877KB\]](#)
- [Department of Education Best Practices Clearinghouse: Equity Resources](#)
- [Department of Education Best Practices Clearinghouse: Providing Supports to Students, Young Children, and Families](#)
- [Department of Education Best Practices Clearinghouse: Teacher, Early Childhood Provider, Faculty, and Staff Well-being, Professional Development, and Supports](#)
- [ED COVID-19 Handbook, Volume 2: Reopening Schools and Meeting Students' Needs \[PDF, 5.3MB\]](#)
- [American Rescue Plan \(ARP\) Information and Resources](#)
- [Frequently Asked Questions: Civil Rights and School Reopening in the COVID-19 Environment \[PDF, 1.4MB\]](#)
- [Frequently Asked Questions: IDEA ARP Funds \[PDF, 238KB\]](#)
- [Frequently Asked Questions: Using American Rescue Plan Funding to Support Full-Service Community Schools & Related Strategies](#)
- [Resource Guide: Building a Bright Future for All: Success in Early Learning Programs and Elementary School for Immigrant Families \[PDF, 1.6MB\]](#)

Priorities for Ensuring Continuity of Services

Santa Maria-Bonita School District's goal is to provide in-person learning to all students, addressing their academic, social, emotional, and mental health through the various high quality programs in place within our schools. Prolonged periods of remote or virtual learning have had negative effects on the educational progress of many students. Additionally, students from low-resourced communities, English learners, and students with disabilities have disproportionately experienced learning loss due to fewer learning supports in the home.

Safe, in-person schooling can offset the negative social, emotional, and mental health impacts of prolonged virtual learning. SMBSD has developed a comprehensive preschool through eighth grade plan that includes both in person and virtual interventions and services for students.

SMBSD continues to provide continuity of instruction despite the challenges of COVID-19. We believe that if we provide effective, standards-based, high-quality instruction we will reach our goal of all students moving a minimum of a grade level each year. Regardless of the instruction model, students will have as many opportunities as possible to engage with grade-appropriate content and accelerate their learning. In order to ensure all students have a coherent academic experience, implement high-quality curricula, and to offer consistent and coherent support, SMBSD's vision of student success is evident in all four phases of instruction. We are committed to high-quality instruction which includes:

- Culture of Learning with High Expectations
- Challenging Content
- Student Ownership
- Supporting all Students
- Demonstrating Learning

Senate Bill (SB) 130 allows for participation in independent study if a student's health would be put at risk by a return to in-person instruction, as determined by the parent. The District provided written notice to the parents/guardians of all enrolled students of the option to enroll their child in in-person instruction or independent study during the 2021-2022 school year. The District has partnered with Edgenuity, a leading provider of K-12 online curriculum and blended learning solutions, to provide independent study to students whose parents believe the student's health would be at risk if he/she returned to in person learning. This independent study option is in place for the 2021-2022 school year only and must be initiated by a student/parent/educator conference prior to enrollment.

Senate Bill (SB) 130

As the public health situation continues to improve in the state and locally, the prospects for a 2023-2024 school year that is similar to our normal, traditional school experience appears likely. The state of California, through the Department of Public Health (CDPH) and legislative action, have established the requirements under which public schools will operate in the 2022-2023 school year. SMBSD has taken the steps to make parents/guardians aware of the requirements that have been established and to collect the necessary information from parents/guardians to ensure that their student(s) are provided with the most appropriate educational option.

Relative to issues related to health and safety, on June 30, CDPH released its [guidance](#) for the school year. While minimum physical distancing requirements (previously 6 feet) are no longer included in the guidelines, requirements for handwashing, ventilation and cleaning of sites are included in the CDPH school guidance. SMBSD has updated the [SMBSD COVID-19 Prevention Program](#) to maximize the health and safety guidelines at all school sites in the new year.

In reference to instruction in the new year, the recently approved state budget and corresponding TK-12 education trailer bill (SB130) calls for a return to Monday through Friday in-person instruction for students. Consequently, we planned for full in-person learning in SMBSD schools beginning the first day of school on August 12, 2021.

In addition to the call for a return to in-person instruction, SB130 allows for participation in independent study if a student's health would be put at risk by a return to in-person instruction, as determined by the parent. This independent study requirement is in place for the 2021-2022 school year and must be initiated by a student/parent/educator conference prior to enrollment. Families can continue with this option in the 2023-2024 school year, if they believe that their child's health would be placed at risk by attending in person instruction.

Parents were notified about the independent study option and were contacted directly for a conference if they indicated an interest in the independent study program. For additional information regarding SMBSD's program and to enroll or disenroll, please read [Enrolling in Independent Learning](#). SMBSD's board policies around independent study can be found here - [BP 6158](#) & [AR 6158](#).

Accelerating Learning Through Instruction Approaches and Expanded Learning

Accelerate Academic Achievement

Students engaged and excelling academically

Following uniquely challenging school years resulting from the global pandemic, we want every student engaged and excelling academically in the 2022-2023 school year. Listed below are steps SMBSD has taken to accelerate academic achievement this academic year. Below the steps are resources from the Department of Education and other Federal agencies that support this effort.

- Identify gaps in academic opportunity
- Invest in early learning opportunities like high-quality pre-kindergarten
- Invest in educators, including building a diverse teacher pipeline
- Invest in evidence-based strategies to address lost instructional time, especially for students most impacted by the pandemic
- Invest in high-quality career and technical education to create high school to college to career pathways
- Provide students with summer enrichment opportunities
- Reengage disconnected youth

Resources Linked for Accelerating Academic Achievement

- [American Rescue Plan \(ARP\) Information and Resources](#)
- [ARP ESSER Use of Funds Guidance \[PDF, 877KB\]](#)
- [Department of Education Best Practices Clearinghouse: Early Childhood](#)
- [Department of Education Best Practices Clearinghouse: PreK-12 Schools](#)
- [ED COVID-19 Handbook, Volume 2: Reopening Schools and Meeting Students' Needs \[PDF, 5.3MB\]](#)
- [Frequently Asked Questions: IDEA ARP Funds \[PDF, 238KB\]](#)

Provide Every Student Summer Enrichment Opportunities

Multiple Summer enrichment opportunities for students and these included:

- Site Summer Academies (*June*)
- Site Summer Bridge Programs (*July/August*)
- ASES- Camp Brain Gain (*June-August*)
- LTEL STEM Program (*July*)
- Migrant- In Person Summer School (*June & July*)
- Migrant- Distance Learning Summer School (*June & July*)
- Migrant- EPIC (*June & July*)
- SPED- Extended School Year (ESY) (*June/July*)

Instructional Models

Attending to learning is a priority as students return to school. All learners will have engaging and empowering learning experiences in both the traditional and independent study models that prepare them to demonstrate SMBSD’s Vision of Student Success. District and school site staff are committed to providing a high-quality instructional program through the integration of district adopted curriculum and instructional strategies that align content and course offerings to the California State Standards. All students will have accessibility to curriculum on a daily basis to ensure their academic needs are met. Standards-aligned curriculum, district benchmarks (NWEA), and state assessments are administered to identify student academic levels, address achievement gaps and support differentiated instruction based on student needs. Our instructional models will enable learning through a variety of best teaching strategies and technological opportunities to support and enrich learning.

In addition to planning for the traditional instruction and independent study model, SMBSD has planned for both the loosening and tightening of public health orders continuing in the 2023-2024 school year. If COVID-19 cases rise significantly and we are required to initiate a quarantine, every effort will be made to provide these services virtually; all special education services will be provided according to students’ IEPs, and families will be provided with access to free meals. Santa Maria-Bonita School District has carefully considered the multiple factors within the various planning levels to determine how we will provide the instructional programming.

Additional Chromebooks have been purchased in order to ensure equitable access for students within all learning models.

Santa Maria-Bonita School District Traditional In-Person Learning Model
All students are at school every day, on a regular schedule, with all activities resumed. Students and staff will be required to wear face coverings, if applicable, and adhere to all current health and safety guidelines. Components of SMBSD’s traditional in-person learning model include: ● daily, high quality, in-person, on campus learning, ● teaching of grade level standards through the use of adopted curricula for all core subject areas, ● engaging instruction that is grade level and beyond, ● clearly defined learning objectives, ● collaborative activities designed for high expectations for learning, ● providing Social Emotional Learning (SEL) supports for students, ● a robust set of health and safety measures, ● a balanced assessment system to monitor student progress using common formative assessments and NWEA assessments, ● ongoing parent communication at the classroom, site and district level, ● common platforms such as Clever and Google Classroom/Google Suite,

- common communication platforms, and
- attendance taken daily.

Santa Maria-Bonita School District Independent Study Model

Parents have the option to have their student(s) in the independent study option ([BP 6158](#)). Components of SMBSD's independent study model include:

- daily, high quality learning,
- teaching of grade level standards for all core subject areas including Designated ELD (dELD) and physical education,
- engaging instruction that is grade level and beyond,
- providing Social Emotional Learning (SEL) supports for students,
- clearly defined learning objectives,
- activities designed for high expectations for learning,
- a balanced assessment system to monitor student progress using common formative assessments and NWEA assessments,
- ongoing parent communication by independent study teacher and at the district level,
- common platforms such as Edgenuity, Clever and Google Classroom/Google Suite,
- common communication platforms, and
- attendance taken daily.

Continuity of Services for Future School Closings

Future school closings will only occur on an as needed basis in accordance with all federal, state, and county guidance and in coordination with Public Health. Based on current guidance, in most cases, a school will not be required to close; however, specific students or a specific class may need to quarantine for a period of time. In this situation, students needing to quarantine can access learning via simulcast instruction and/or the Google classroom. During the quarantine transition period, when needed, students may be provided with up to three days of learning packets. During this transition period, the classroom teacher will continue to be available for simulcast instruction and/or learning support. Students and parents will also continue to have access to Tutor.com, which provides on the spot 1:1 tutoring assistance in English and Spanish.

Should more widespread closings occur, it may be necessary for the District to move into one the phases specified in the Phases of In-Person Instructional Model developed in the 2020-2021 school year.

Reengage Disconnected Youth

Reengaging disconnected youth is being addressed by a combination of expanded learning opportunities, careful development of academic offerings, and comprehensive staff professional learning.

Expanded learning opportunities include summer offerings for July/August 2023 specific to literacy, math, and AVID, after school opportunities both in-person and online, and ongoing access to Tutor.com to support students during after school hours for both homework assistance and general tutoring specific to student need.

Professional learning for staff for the 2022-2023 school year is focused on developing Culturally Responsive Teaching Practices (CRT), with a focus on how to support students in learning acceleration with the thoughtful use of scaffolds and ongoing support in implementing the core adopted grade level curriculum. CRT has been identified as a focus as a disproportionate number of culturally diverse and minority students are dependent learners. Through CRT, teachers will focus on getting to know the students as learners and helping them to build the necessary skills to be successful. CRT begins with re-establishing rapport and trust so that teachers can rigorously support students to close their learning gaps.

A Climate & Culture TOSA has also been hired to further support staff efforts to re-engage at-risk students in learning. The Climate & Culture TOSA will work with site Climate & Culture Teams to identify and address barriers to learning, including identifying systems and structures that may hinder student engagement in school.

Evidence-Based Strategies to Address Lost Instructional Time and Continuity of Instruction

SMBSD continues to provide continuity of instruction. Regardless of our instructional model (in-person/independent study), our students will have as many opportunities as possible to engage with grade-appropriate content with a focus on accelerating learning.

For the 2022-2023 school year, priority instructional content guidance in ELA/literacy and mathematics will continue to be utilized by staff in an effort to prioritize essential learning and to provide just in time scaffolds for students who have experienced unfinished learning. This guidance was developed by the crosswalking of the district core adopted curriculum with *Achieve the Core 2020-2021 Priority Instructional Content ELA/Mathematics*. These resources along with ongoing professional learning specific to the use of the district pacing guides and curriculum resources will be provided.

Teachers understand that every school year there are students who require support in addressing unfinished learning from prior grades. While some learning needs may be more significant than previous years, it is not possible to repeat the previous year's learning while also covering the

current year's curriculum; therefore, a focus on acceleration, with the use of thoughtful teaching and just in time scaffolding will occur. Teachers will be encouraged to use formative assessments in order to diagnose students' unfinished learning and identify the specific learning needs of their students. Additionally, a significant portion of the K-2 literacy block will have a clear focus on grade level foundational skills.

High-Quality Career and Technical Education to Create High School to College to Career Pathways

The District will provide college and career readiness experiences to enhance college and career opportunities of low-income pupils, English learners, redesignated fluent English proficient pupils, foster youth, and other identified subgroups. Resources have been allocated to support college and career-ready grade-level standard-aligned opportunities and field trips, when possible, to close achievement gaps. **When safe to return to this practice**, these kinds of experiences will provide students the opportunity to explore and experience the college atmosphere, which may lead to career development opportunities at secondary levels. Career exploration activities will also lead to student interest in pursuing educational opportunities. School sites may increase the support by using site funds to pay for busing, admissions, and other costs for curriculum-aligned enrichment trips that provide low income students an equal opportunity to experience learning outside of the classroom that they may not be able to afford otherwise.

Building a Diverse Teacher Pipeline and Investing in Educators

In order to maximize leadership, structure, processes of the organization, and to execute our vision of instruction as effectively and efficiently as possible, SMBSD has instituted the practice of evaluation of programs and established leadership and teacher development programs.

This goal was developed to support ongoing teacher, administrator, and paraeducator professional learning to build and maintain a cohesive leadership team, create and communicate organizational clarity, and effectively build human systems. It was developed to ensure we hire and retain diverse staff and embed staff support systems with high-quality professional learning to continuously build instructional capacity.

Assessments

SMBSD has expanded and strengthened functions that support systems, processes, and practices to more effectively support and facilitate actions and services and to maximize impact at school sites down to the student level. Foster youth, English learners, low-income students, and all student groups are identified through disaggregated data and supported through equity and access goals (transparency, data and assessment literacy, and support for student needs).

The District provides:

1. A comprehensive assessment system for grades TK-8 in support of an aligned instructional system. Tools such as Northwest Evaluation Association Assessment Map Growth Tool (NWEA) and the Illuminate Education Programs will continue to be used.
2. Data analysis technical support in the area of data management, statistical analysis and reporting, and assist in designing data collection projects and activities.
3. An assessment support team to assist designated staff to plan, organize, and conduct assessment activities for limited or non-English speaking students, including students with special needs, perform language census testing, and record the results as assigned.
4. Administer, monitor, and score a variety of tests including criterion-referenced tests, general aptitude tests, and student proficiency levels.
5. Centralized district operations cost to support program quality, as well as compliance.

SMBSD uses various assessments to identify gaps in academic opportunity. The following are some of the common assessments used:

- District Benchmark Assessment (NWEA)
- CAASPP (State)
- Social Emotional Learning Data (Panorama)
- ELPAC
- School level data (CFAs, etc.)
- Identified for Special Programs

State Preschool Program

Investments in Early Learning Opportunities

The District continues to invest heavily in early learning opportunities, like high quality prekindergarten programs. Currently, the District offers prekindergarten at 12 of the 17 elementary sites. Two programs were added during the 2020-2021 school year and another was added for the 2021-2022 school year. It is a district goal to offer prekindergarten at each of its elementary school sites.

Prekindergarten is not offered as an independent study option. All prekindergarten programs offer only in-person learning.

Parents are asked to check their student's temperature each day prior to traveling to school. If the student has a fever or exhibits COVID-like symptoms the parent is asked to keep the student at home and to self-report when a student is kept home for fever or other COVID symptoms. Students are monitored for any signs of possible illness throughout the school day. Parents are required to

identify at least two back up adults who can pick up their student in the event of sudden illness. These individuals will be identified on the emergency card and used as the pick up contact in the event a parent has also been exposed or suspected to be exposed to COVID-19.

Signs are posted in restrooms and near sinks that convey proper handwashing techniques. Students and staff are encouraged to wash their hands frequently, including after recess, before and after each snack, and after using the restroom. Staff and students may be required to wear cloth face masks while on school grounds, in accordance with the District's COVID-19 Prevention Program, located on the District's website. The District will provide face masks for any student or staff member who does not arrive with a face mask.

Educational Partner Engagement

SMBSD is dedicated to a collaborative approach as we involve all stakeholders. We are committed to substantial stakeholder engagement and believe that it is an integral part of developing and implementing a comprehensive plan. The existing structure in place ensures that information is disseminated and that all stakeholders are part of a collaborative team. Stakeholder engagement for the *ESSER III Safe Return to In-Person Instruction Plan* followed an appropriate communication structure in addition to hosting definitive virtual meetings and activities. The Vision of Student Success current goals continued to be clearly identified and articulated throughout the process of planning for the 2023-2024 school year. Virtual meetings and surveys taken were forms of collecting information from parents, community members, pupils, local bargaining units (including certificated, classified, and other school personnel), administrators, county agencies, foster youth representatives, parents of special education students, migratory students, and parents of English Learners. Additionally, informal feedback was collected along the way through social media comments and requests, phone calls to sites, and the district office as well as in-person visits with questions, requests, and feedback and staff communications such as emails and online platforms. The process also included identified research and data collection. Three districtwide surveys were conducted for parents related to their perceptions about returning to in-person learning. We received nearly 20,000 structured survey responses and free-response comments. Surveys were offered in written form in English and Spanish, with additional language access provided to our Mixtec-speaking community over the phone. Engaging in outreach and surveying stakeholders have provided and continue to provide staff valuable input to inform the planning in all of the outlined goals of the plan. All input was recorded as appropriate.

Community Engagement

The following groups were actively involved in the *ESSER III Safe Return to In-Person Instruction Plan* development process described below:

- **Local Control and Accountability Plan (LCAP) Committee**

The SMBSD LCAP Stakeholder team is comprised of parents, students, community members, local business leaders, non-profit community partners, district staff (including both classified and certificated, site managers, District English Learner Advisory Committee (DELAC) members, three school board members, the superintendent, and other district staff). District leaders also continued to work together as a team and received continuous professional learning at both the county and state levels to ensure that presentations were current and in alignment with updates that were shared.

- **District Advisory Council (DAC) and District English Language Advisory Committees (DELAC)**

Ongoing collaborations with DELAC leaders include regular meetings throughout the school year. During these meetings, DELAC members provided feedback on services provided by the District, learned about different programs offered in the district, and met with the Superintendent and Assistant Superintendent of Instructional Services.

Further steps taken to ensure the continuation of stakeholder engagement included:

- The plan will be provided on the district website and the opportunity for public comments will be made available.
- The District will provide the translated plan to non-English speaking families via Google Translate or through other interpreter services, as requested.

Assurances

- ☑ SMBSD has made (in the case of statutorily compliant plans) or will make (in the case of new plans) its plan publicly available no later than 30 days after receiving its ARP ESSER allocation.
- ☑ SMBSD sought public comment in the development of its plan and took those public comments into account in the development of its plan.
- ☑ SMBSD will periodically review and, as appropriate, revise its plan, at least every six months.
- ☑ SMBSD will seek public comment in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to the plan.
- ☑ If SMBSD 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 LEA is revising its plan.
- ☑ SMBSD has created its plan in an understandable and uniform format.
- ☑ SMBSD's plan is, to the extent practicable, written in a language that parents can understand, or if not practicable, orally translated.
- ☑ SMBSD will, upon request by a parent who is an individual with a disability, provide the plan in an alternative format accessible to that parent.

Contact Information

The following person or persons is/are the appropriate contact person for any questions or concerns about the aforementioned plan. Please list name(s), title(s), address, county, and contact information for the person or persons responsible for developing, submitting, and amending the LEA plan.

Santa Maria-Bonita School District
708 Miller St.
Santa Maria, CA 93454
(805) - 928 - 1783

Dr. Darren McDuffie, Superintendent - dmcduffie@smbbsd.net

Maijue Lochungvu, Assistant Superintendent Educational Services Department -
mlochungvu@smbbsd.net

Dr. Sam Humphrey, Director of Plan Alignment and Implementation - shumphrey@smbbsd.net

Nondiscrimination Statement

The Santa Maria-Bonita School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, actual or potential parental, family, or marital status or association with a person or a group with one or more of these actual or perceived characteristics in its educational programs and activities or employment practices as required by Americans with Disabilities Act (ADA), Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Section 504 or the Rehabilitation Act of 1973, and the Vocational Education Act of 1976. The lack of English language skills will not be a barrier to admission and participation in the District's programs.

For any issues regarding Equity, Discrimination or Title 9 compliance, contact:

Brian Zimmerman, Director of Pupil Personnel Services
708 S Miller
Santa Maria, CA 93454
(805) 361-8141
bzimmerman@smbbsd.net
[UCP Uniform Complaint Procedure](#)

Appendix A - Santa Maria Bonita School District Return to School

Guidelines

Note: This [document](#) is available in English and Spanish.



If your student has tested **POSITIVE**

- Student must isolate for a minimum of 5 days from symptom onset (or from test date, if asymptomatic)
- On day 5, the student may test. If the test is negative AND their symptoms are improving AND they haven't had a fever in the last 24 hours (without the use of fever reducing medication) they may return to school on day 6.
- If symptoms or fever are not improving, isolation should continue until symptoms are improving and no fever for 24 hours without fever reducing medications, or until day 10 of isolation.
- If student tests positive on day 5, testing can be repeated daily and, when negative, return to school.
- Student must return to school on Day 11, regardless of test result, with improved symptoms.
- It is recommended to continue to wear a well fitting face mask for a total of 10 days.

Si su estudiante ha dado **POSITIVO** en la prueba

- El estudiante debe permanecer aislado durante un mínimo de 5 días desde la manifestación de los síntomas (o desde la fecha de la prueba, si es asintomático).
- El día 5, el alumno puede someterse a una prueba. Si el resultado es negativo y los síntomas mejoran y no ha tenido fiebre en las últimas 24 horas (sin haber tomado medicamentos antifebriles), podrá volver a la escuela el día 6.
- Si los síntomas o la fiebre no mejoran, el aislamiento debe continuar hasta que los síntomas mejoren y no haya fiebre durante 24 horas sin medicamentos antifebriles, o hasta el día 10 de aislamiento.
- Si el alumno da positivo el día 5, se puede repetir la prueba diariamente y, cuando dé negativo, podrá volver a la escuela.
- El alumno debe volver a la escuela el día 11, independientemente del resultado de la prueba, con síntomas mejorados.
- Se recomienda seguir utilizando una mascarilla bien ajustada durante un total de 10 días.

Appendix B - Age-Specific Strategies for Teaching Hygiene and Etiquette

See suggestions below for age-appropriate advice and activities to prevent and control the spread of the novel coronavirus and other viruses. Activities should be contextualized further based on the specific needs of children (language, ability, gender, etc.).

Transitional Kindergarten - First Grade

- Focus on good health behaviors, such as covering coughs and sneezes with the elbow and washing hands frequently.
- Sing a song while washing hands to practice the recommended 20 second duration.
- Create a video demonstrating symptoms (sneezing, coughing, fever) and what to do if they feel sick (i.e. their head hurts, their stomach hurts, they feel hot or extra tired) and how to comfort someone who is sick, thereby cultivating empathy and safe, caring behaviors.
- Have students sit further apart from one another. Have them practice stretching their arms out, they should have enough space to avoid touching their friends.

First Grade - Third Grade

- Make sure to listen to student's concerns and answer their questions in an age-appropriate manner; don't overwhelm them with too much information. Encourage them to express and communicate their feelings. Discuss the different reactions they may experience and explain that these are normal reactions to an abnormal situation.
- Emphasize that children can do a lot to keep themselves and others safe.
 - Introduce the concept of social distancing (standing farther away from friends, avoiding large crowds, not touching people if you don't need to, etc.).
 - Focus on good health behaviors, such as washing hands, and covering coughs and sneezes with tissues, handkerchiefs or elbows.
- Help students understand the basic concepts of disease prevention and control. Use exercises that demonstrate how germs can spread.
 - Put colored water in a spray bottle; spray over a piece of white paper. Observe how far the droplets travel.
- Demonstrate why it is important to wash hands for 20 seconds with soap and water.
 - Put a small amount of glitter in students' hands and have them wash their hands with just water; notice how much glitter remains; then have them wash for 20 seconds with soap and water.
- Have students analyze scenarios to identify high risk behaviors and suggest modifying behaviors.
 - Pose the example: A teacher comes to school with a cold. He sneezes and covers it with his hand. He shakes hands with a colleague. He wipes his hands afterward with a handkerchief, then goes to class to teach. What did the teacher do that was risky? What should the teacher have done instead?

Fourth Grade - Twelfth Grade

- Make sure to listen to student's concerns and answer their questions.
- Emphasize that students can do a lot to keep themselves and others safe.
 - Introduce the concept of social distancing.
 - Focus on good health behaviors, such as covering coughs and sneezes with the elbow and washing hands.
 - Remind students that they can model healthy behaviors for their families.
- Encourage students to prevent and address stigma.

- Discuss the different reactions they or others may experience and explain these abnormal reactions to an abnormal situation. Encourage them to express and communicate their feelings.
- Build students' agency and have them promote facts about public health.
 - Have students make their own public service announcements (PSAs) through school broadcasts and posters.
- Incorporate relevant health education into other subjects
 - Science curricula may include the study of viruses, disease transmission and the importance of vaccinations.
 - Social studies curricula may focus on the history of pandemics and the evolution of policies regarding public health and safety.
 - Media literacy lessons may empower students to be critical thinkers and makers, effective communicators, and active citizens.

Appendix C - California Department of Public Health Orders

California Department of PublicHealth

Home | Covid 19 | Guidance Documents | Find All Guidance

Find All Guidance

COVID-19 Home Protect Your Health Get Latest Guidance See the Numbers Learn More

All Guidance Documents by Topic

Find important state guidance on activities related to COVID-19 arranged by topic. These documents are updated regularly.

- > State Public Health Officer Orders
- > Employees & Workplaces Guidance
- > Health Care Guidance
- > Testing Guidance

Appendix D -Santa Barbara County Public Health Department Public Information Portal

