



Stronger Together

Recovery and Reopening Santa Clara County Schools

September, 2020

Revised Edition

Introduction

The 2020 Coronavirus pandemic resulted in statewide closures of all schools and shifted the way schools provide learning options to students. The tremendous effort that Local Education Agencies (LEAs) in Santa Clara County have put forth to continue providing these learning options cannot be understated. These unprecedented times have forced us all to rethink many aspects of day-to-day school operations. In addition, we have been presented a unique opportunity to reimagine and reinvent schooling both during shelter-in-place and looking forward. It is likely much has been learned over these past weeks and we must embrace the opportunity to continue innovating based on these learnings.

As information continues to be shared about how the state of California and the County of Santa Clara plan on reopening businesses, schools, and child care facilities, many considerations need to be taken into account for LEAs to plan for reopening school. Assumptions about health and safety requirements, schedules, instructional models, daily operational activities, and community sentiment play a role in developing well-thought-out plans. In addition, the unique needs presented by students in Pre-K all the way to Adult Ed should be considered when planning.

The goal of this project is to provide Santa Clara County school districts, charter schools, and other schools with guidance to take into consideration as they plan for reopening schools. It is understood that modifications need to be in place to mitigate risks of possible transmission in response to the safety of students and staff during the ongoing COVID-19 pandemic. While there is no guarantee that COVID-19 will not present itself in schools, there is much that can be planned for to respond to this possibility.

This document has been developed by the Santa Clara County Office of Education with input from the Santa Clara County Public Health Department. We are grateful for their leadership and support. The information contained in this document is subject to change and may be modified based on future information and additional guidance.

UPDATE: On July 17, 2020, the State Health Officer ordered the closure of all in-person operations at schools in counties on the State's monitoring list (including Santa Clara County), except for elementary schools that obtain a waiver from the local health officer. [Statewide Public Health Officer Guidance](#)

On August 7, 2020 the Santa Clara County Public Health Office released updated school setting guidance for reopening schools. The most up-to-date information related to health and safety has been updated in this document and can be found specifically at [Reopening of Santa Clara County K-12 Schools for the 2020-2021 School Year](#).

In addition, the SSCPH department has a dedicated page to Coronavirus and Schools found at [Coronavirus and Education Programs - Novel Coronavirus \(COVID-19\)](#).

Background and Context

The considerations in this document build on guidance shared from other County Offices of Education, the [Return to School Roadmap](#), Governor Newsom's [Pandemic Response Roadmap](#). [Orders from the Santa Clara County Public Health Department](#) were also considered when making recommendations. Recently the [CDC released guidance](#) for schools to consider when planning for reopening.

We recognize that the reopening of schools is a high priority that must be weighed against the need to protect the health and safety of students, faculty, staff, and the broader community. The Public Health Department continues to closely monitor, and work on controlling, the spread of COVID-19 in Santa Clara County. We are also monitoring evolving guidance on school re-openings and the most up-to-date research on the role of children in COVID-19 transmission to make evidence-based decisions regarding school openings and prevention measures. However, the course of the pandemic remains difficult to predict. As it continues to evolve over the next few months, our understanding and recommendations will evolve as well. This document provides a roadmap that can be used to inform current planning efforts for different scenarios.

Based on available information, it is reasonable and prudent for the K-12 schools in Santa Clara County to create plans based on the following understandings and assumptions:

- ❑ COVID-19 will be present in our community during the 2020-21 school year and we must plan to deliver learning options that mitigate transmission potential and respond appropriately to protect students and staff.
- ❑ Schools will need to plan to reopen with a variety of options based on [physical distancing requirements](#), recommended safety procedures, and further guidance from the County of Santa Clara Public Health Department, California Department of Education, and the Governor's Office.
- ❑ Considerations for the number of allowable students on campus or in classrooms will likely be predicated on the school's ability to physically distance stabilized cohorts of students and limit mixing groups for non-essential activities.
- ❑ Reducing or eliminating large group settings should be part of this consideration. Phased increases may resemble the reverse of the pattern of allowable persons to congregate at the beginning of the emergency when the order went from 200 to 100 to 35 and then to Shelter-In-Place.
- ❑ The economic impact of COVID-19 will result in a reduction of school funding at the same time increased expenses for school operations and limitations on the services that can be provided.
- ❑ Teaching and learning will be different. This is an opportunity to rethink traditional models and equitable practices. Students returning to school will have gaps in their learning and will need support. Now, more than ever, we need to be prepared to address their needs.

Guiding Principles

This planning process will require thoughtful, intentional, and deliberate efforts on the part of school leaders to create the conditions for schools to reopen safely. At the same time, the challenge to provide for the physical, social, and academic needs of students will be critical in this new environment. As the planning process becomes detailed and nuanced, it is important to hold on to some guiding principles as teams engage in this work. It is encouraged that following guiding principles provide the foundation to your planning efforts.

1. Protect the Safety and Health of Students, Staff, and Families
2. Plans Must Work to Ensure Equity, Access, and Inclusion
3. Eliminate Opportunity Gaps, Address Learning Loss, and Accelerate Achievement
4. Promote Innovative High-Quality Teaching and Learning Across All Environments
5. Ensure Fiscal Stewardship Aligned to Students' Needs
6. Engage Stakeholders in Transparent, Collaborative, and Compassionate Decision Making

A Focus on Equity

During this time of Shelter-In-Place, the issue of equity has been magnified and the potential for lasting academic, social, and financial impacts on students and families has been brought to the forefront. On a recent webinar from the Brookings Institute, a statistic was shared that stated: it is estimated 21% of the 52 million students in the US have not engaged in any distance learning since Shelter-In-Place.

As you plan, it is imperative that you are listening to and considering the needs of ALL stakeholders. Let all voices be heard and let your decisions be made through this lens of equity. This may require tough decisions about the availability of on-campus instruction and resource allocation. We know these decisions are not easy and are not always well received by the majority. We strongly encourage district leadership to do all they can to support the neediest of students in these difficult times.

How To Use This Report

We strongly encourage LEAs to establish working groups to discuss the considerations below and weigh the costs and benefits of each decision. Ongoing and open communication with stakeholders will aid in successful decision making. Much has been learned in the past couple of months and it would be beneficial for these teams to first ask some basic planning questions. ***What has been working? What hasn't been working? How do we know?*** As teams analyze the answers to these questions they may point towards additional areas of focus.

The document is organized into three categories of considerations below: Health and Wellness, School and District Operations, and Teaching and Learning. High-level guidance in each category is provided along with specific suggestions of activities that LEAs might consider Doing Now (Planning), Doing Before School Opens (Preparing), and Doing When Schools are Open (Implementing). It is our intent to add further guidance and provide resources at future dates and times.

Companion Resources are available to this document. LEAs can also utilize an [Action Planning Template](#) that is aligned to the considerations below. In addition, a web page related to Recovery and Reopening has been posted on the Santa Clara County Office of Education [website](#).

Table of Planning Considerations

The table below will allow you to quickly navigate to the various considerations throughout the document. In addition you will find an [Appendix](#) with additional [Operational Considerations](#), [FAQs](#), and [Resources](#).

Health and Wellness	School and District Operations	Teaching and Learning
Screen all students, employees, and visitors for illness related symptoms. (Link)	Evaluate rooms and locations to support physical distancing and stabilize cohorts as much as possible. (Link)	Determine the instructional model that will be utilized based on Public Health guidance/requirements and district resources. (Link)
All students and staff should wear face coverings to slow the potential spread of transmission. (Link)	Consider a variety of Return to School scheduling options to support physical distancing. (Link)	Use existing team (MTSS, ILT) to review implementation of Distance Learning and identify successes and areas for improvement. (Link)
Evaluate and monitor locations to create healthy environments. (Link)	Evaluate 2020-21 academic calendars to maximize instruction and learning. (Link)	Design a system to identify and address learning loss from the extended shelter in place. (Link)
Implement hygiene strategies to prevent transmission of viruses and maintain sanitized environments. (Link)	Identify support structures for new students or classes of students at transitional grades. (Link)	Design a system to support unduplicated students and other high needs students including SpEd students. (Link)
Create a plan for daily routine cleaning that ensures disinfecting of high touch areas. (Link)	Prepare for potential class/school closures and reopening in the event of confirmed cases. (Link)	Provide professional development to support the chosen instructional model. (Link)
Develop a plan to support the social, emotional, and mental health of students, family, and staff. (Link)	Continue to provide school-based meals to students. (Link)	Plan for the need to resocialize and teach appropriate behavior expectations in the first few weeks of school. (Link)
Develop a plan to support students and staff in the event a staff member dies from COVID-19. (Link)	Provide staff training on newly established policies, regulations, and protocols related to COVID-19. (Link)	Ensure safe and equitable physical environments for students and families who may be negatively stereotyped or discriminated against. (Link)
	Develop plans for staff members who are at risk and are resistant to returning to work. (Link)	
	Develop plans for students who have special needs or are immunocompromised. (Link)	
	Plan for the fiscal impact of increased health screening, physical distancing, and instructional program implementation. (Link)	
	Plan, analyze, and be ready to address the financial impacts of COVID-19 on the district's budget. (Link)	
	Plan and analyze various current year and budget year cash scenarios to ensure fiscal solvency and the availability of adequate cash reserves to meet financial obligations (payroll & vendor payments). (Link)	Alternative Consideration: If a district desires, consider an alternative schooling option for students unable or unwilling to return. (Link)

Health and Wellness

The following recommendations are based on information that has been released related to Health and Safety guidance and has been reviewed by Santa Clara County Public Health. The intent behind the recommendations below is to create an environment that mitigates the opportunity for virus transmission as much as possible and takes into consideration the potential health and wellness impacts of COVID-19. While all measures should be considered, it must be noted that there is no guarantee that virus transmission will not occur. This is not an exhaustive list and will likely be further informed by additional guidance from state and county health officials.

To inform your processes and decisions the following resources may be helpful:

[Santa Clara Public Health Guidance \(Updated 8.7.2020\)](#)

- [Template Letters and Guidance for School Administrators on how to respond related to COVID-19 notifications can found here.](#)

[CDC Schools Decision Reopening Tool](#)

[CDC Guidance for Schools: Plan, Prepare, Respond](#)

Screen all students, employees, and visitors for illness related symptoms	
<i>Do Now</i>	<p>See pages 24-26 in SCC Public Health School Setting Guidance</p> <ul style="list-style-type: none"> • Begin planning for screening protocols (e.g., visual, self reported, and/or daily temperature checks). • If taking temperatures, determine the screening process. (Who will scan? Where will they scan? What resources and PPE will they need?) • Establish and communicate policy requiring students and staff to get tested as soon as possible after they develop symptoms, or if one of their household members/close contacts tests positive for COVID-19. (See page 25 in SCC Public Health School Setting Guidance) • Determine the protocol to exclude students and staff suspected of fever or respiratory illness. (See pages 28-32 in SCC Public Health School Setting Guidance) • Clarify school and district response if confirmation of COVID-19 case. • Review and update health screening policies and practices. <ul style="list-style-type: none"> ◦ Preparing for When Someone is Sick: CDC • Consider staggering arrival times to allow for health screenings, if needed.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Order non-contact thermometers or other screening materials if needed. • Identify potential areas for isolating students or staff if suspected of being ill. • Create guidance for staff. • Develop protocols and communication for conducting health screenings • Train staff on administering the health screenings. • Develop the protocol for COVID-19 confirmation response using the guidance from Public Health See page 19 in SCC Public Health School Setting Guidance. • Communicate with families about keeping kids home with any symptoms and reassure them that it will not negatively impact attendance. • Communicate staggered arrival times if using this strategy to allow for health screens.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Conduct adopted health screening procedures. • Isolate students or staff suspected of being ill. • Send home students or staff suspected of having fever or respiratory symptoms. • Consider sending home students or staff who may be showing other atypical symptoms indirectly related to COVID-19. • Initiate COVID-19 confirmation protocol.

All students and staff should wear <u>face coverings</u> to slow the potential spread of transmission	
<i>Do Now</i>	<ul style="list-style-type: none"> Determine in what circumstances and for whom the district will provide face coverings (See page 16-17 in SCC Public Health School Setting Guidance) Draft guidance around district's expectations for face coverings.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> Order face coverings if planning to provide for students. If families will be required to provide face coverings, notify them about expectations with recommendations. Share guidance and design signage about face covering expectations. Provide training for how to put on and take off a face covering. Train staff on expectations and how to monitor and ensure students wear face coverings
<i>Do When School is Open</i>	<ul style="list-style-type: none"> Ensure students and staff wear them. Have extras on hand.
Evaluate and monitor locations to create healthy environments	
<i>Do Now</i>	<p>See pages 17-19 in SCC Public Health School Setting Guidance</p> <ul style="list-style-type: none"> Determine if all sites and rooms have access to handwashing stations that are in good working order. Identify locations for students to access hand sanitizer Assess the ventilation and air flow of classrooms, office space, and other rooms. Determine if non-classroom locations may need to be closed, restricted, or unavailable (e.g., lunch benches, water fountains, locker rooms). Determine if staff will be asked to remove non-essential items from rooms and shared spaces.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> If needed, order and replace HVAC filters and fans. If possible, resolve any ventilation or air flow issues. Instruct staff on air flow practices.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> Close or restrict access to shared environments like playgrounds, benches, water fountains, locker rooms. Monitor air flow in classrooms. Install filters with greater frequency. Remove non-essential items from rooms.
Implement hygiene strategies to prevent transmission of viruses and maintain sanitized environments	
<i>Do Now</i>	<p>See page 17 in SCC Public Health School Setting Guidance</p> <ul style="list-style-type: none"> Investigate suppliers and supply chain access to cleaning supplies, disinfectant, and non-medical grade PPE like gloves, masks, face shields, or other barriers. Evaluate HVAC systems for functionality and filter maintenance.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> Order hand washing supplies, sanitizer, disinfectant, PPE. Post signage on the handwashing process and cough/sneeze etiquette. Develop a schedule for regular hand washing routines at the start of the day and throughout the day. Train staff on overemphasizing hygiene practices.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> Teach hand washing and cough and sneeze etiquette at all grade levels. Encourage and allow students to wash or disinfect hands frequently (e.g., upon entering or exiting, before and after sharing materials).
Create a plan for daily routine cleaning that ensures disinfecting of high touch areas	
<i>Do Now</i>	<p>See page 18 in SCC Public Health School Setting Guidance</p>

	<p>CDC Guidance on Cleaning and Disinfecting</p> <ul style="list-style-type: none"> • Determine the number of areas at each site that will need routine cleaning. • Determine the high touch areas and the frequency that they will need to be disinfected. • Determine shared items among students and establish practices to limit the number of touches and/or clean regularly (e.g., shared tech, playground balls, crayons, classroom materials). • Establish cleaning routine for playgrounds, school buses, and other equipment at risk for contamination if they will remain open. • Determine the frequency they will need to be disinfected.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Order supplies, create schedules for cleaning. • Hire additional staff and train all custodial staff.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Sanitize all areas frequently and regularly. • Communicate the cleaning schedule to all staff and community.
Develop a plan to support the social, emotional, and mental health of students, family, and staff	
<i>Do Now</i>	<ul style="list-style-type: none"> • To the extent practicable and legally permissible, assess staff and student mental health through questionnaires. • Determine what access you have to internal and external partners. • Identify resources available for teaching SEL lessons. (CASEL)
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Provide staff with resiliency strategies. • Schedule available resources and staff at sites. • Train staff on trauma informed practices and assessing students' mental health.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Mobilize counseling staff, community liaisons, etc., to support informal or formal evaluations of student and family emotional needs. SEL screenings. • Connect families to support.
Work with families to adhere to immunization requirements	
<i>Do Now</i>	<ul style="list-style-type: none"> • Draft language to remind families about immunization requirements for new enrollees, kindergarteners, and 7th graders.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Send "Immunizations Needed" letters to families. • Confirm accuracy of immunizations during enrollment process. • Work with families and direct them to locations for immunizations.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Update records.

School and District Operations

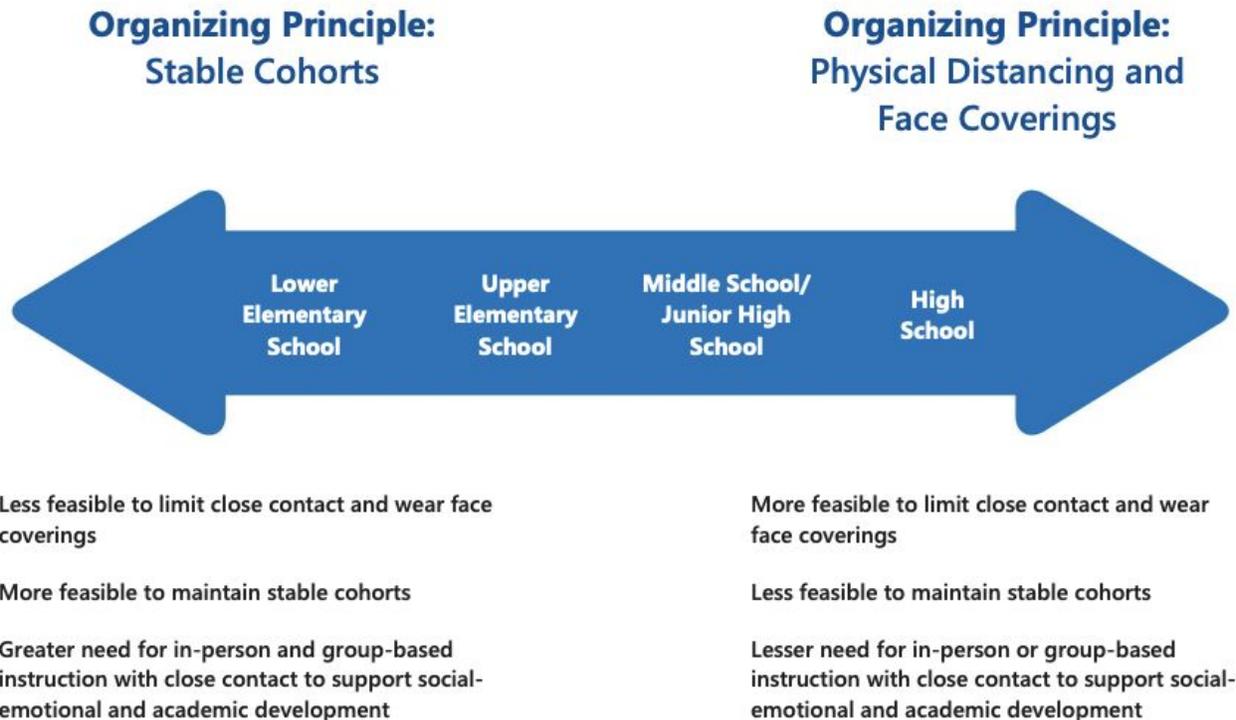
The following recommendations are related to potential areas of school operations that will likely be impacted by the ongoing COVID-19 pandemic in Santa Clara County. Recommendations are specific to planning and implementing activities to support health and safety, physical distancing, and instructional program impact.

Note: Stable Cohorts and Physical Distancing/Face Coverings

Common public health strategies to reduce the risk of disease transmission in schools and other community settings include: (1) minimizing the number of people who come into contact with each other, (2) maximizing the physical distance between people, (3) reducing the time that people spend in close proximity to others, and (4) measures to minimize dispersion of droplets and aerosols (e.g., using face coverings and covering coughs and sneezes). Because the relative contribution of each of these measures in reducing the spread of COVID-19 is not yet clear, public health experts have generally recommended that they be used collectively where possible.

These strategies may be easier or harder to implement in different age groups or settings. For example, a school may be able to ensure that younger elementary school students have fewer contacts by having students stay in one classroom, but young students may be less able to wear face coverings consistently or maintain physical distancing during age-appropriate social and educational activities. In contrast, high school students encounter more individuals in a typical school day but are likely to have greater ability to maintain physical distancing and to more consistently use face coverings. (See Figure 1.) For these reasons, the requirements, recommendations, and considerations for minimizing disease transmission on school campuses necessarily vary by age group.

Figure 1. Organizing Principles for Preventing COVID-19 Transmission by Age Group



The areas for consideration below are not to be considered an exhaustive list and will likely need to be modified based on the specific needs of an LEA.

Evaluate rooms and locations to support physical distancing and stabilize cohorts as much as possible

<i>Do Now</i>	<p>(See pages 9-13 in SCC Public Health School Setting Guidance)</p> <ul style="list-style-type: none"> ● Identify all the settings and times where greater physical distancing may be needed and draft a walkthrough protocol to record needs (classrooms, multi-use, outdoor spaces, offices, bathrooms, school transportation) ● Determine if non-classroom locations will need to be closed, restricted, or available as alternative instructional environments. ● Evaluate transportation schedules and determine limits and capacity to allow for physical distancing. (See page 14 in SCC Public Health School Setting Guidance) ● Identify which rooms on campus may be utilized for additional instruction or child care. ● Assess the campus for opportunities to increase physical distancing (e.g., distance between student desks, distance in lunch areas, floor markings, and signage). ● Evaluate the space and flow modeling for sites, classrooms, and other spaces. ● Create multiple supervised entrances and exits to limit mixing. (See page 10 in SCC Public Health School Setting Guidance) ● Consider staggering start and end times to restrict large groups. ● Restrict cohorts to specific areas during recess and lunch times to limit mixing. ● Consider drafting guidance about instructional strategies to be avoided in the classroom (e.g., restricting or limiting group work, shared projects, and other collaborative settings). ● Consider plastic window shields for offices or positions with high frequency of contact. ● Review and revise policies to limit volunteers and other visitors on campus.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> ● Prepare rooms for physical distancing standards as required or recommended. ● Install shields if needed. ● Mark areas inside and outside the classroom to designate physical distancing standards or areas for stable classes/cohorts to congregate, like the blacktop, fields, or common areas. ● Create signage and guidance ● Communicate with all staff and families regarding physical distancing requirements. ● Develop guidance and expectations for staff monitoring and enforcement. ● Train staff on their responsibilities.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> ● Ensure implementation in all settings. ● Restrict entrance and exits if needed to create movement flows on campus. ● Evaluate areas that appear to draw groups together and modify plans as needed.

Consider a variety of Return to School scheduling options to support physical distancing

<i>Do Now</i>	<p>Consider a variety of Return to School Scenarios (See Hybrid Scheduling Scenarios Presentation from June 24, 2020)</p> <ul style="list-style-type: none"> ● Engage staff members from all departments in this process to hear feedback and share rationale. (Note: With the requirement for increased cleaning, facilities feedback will play a significant role.) ● Consider altering bell schedules, staggering start times, creating multiple recess and lunch periods. Consider how will this impact families with students at other sites. ● Options at elementary sites: <ul style="list-style-type: none"> ○ The ability to provide for physical distancing will influence capacity. ○ Consider schedules that bring back those most in need with a focus on equity. ○ Consider more on-campus time for K-3 over 4-5. ○ Prioritize on-campus instruction for Language Arts, Math, and Science instruction.
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	<ul style="list-style-type: none"> ○ Prioritize on-campus small group foundational reading skill interventions, designated ELD instruction, IEP services. ● Options at middle and secondary sites, <ul style="list-style-type: none"> ○ The ability to provide for physical distancing will influence capacity. ○ Consider scheduling students into stable blocks (all students have the same classes) together to limit potential disease transmission (may have implications for elective classes). ○ Revise policies for PE dressing expectations. ○ Review and revise after-school athletics seasons.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> ● Select the schedule for each site and communicate it to families as soon as possible. ● Hold virtual parent meetings to explain and describe the process and communicate the requirements that need to be met before full reopening. ● Send home mailers with visual representations of the schedule. ● Train administrative office staff on scheduling and how to respond to parent concerns.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> ● Evaluate the effectiveness of the schedule using alternative metrics. ● Modify or expand if necessary.
Evaluate 2020-21 school and district calendars to maximize instruction and learning	
<i>Do Now</i>	<p>(See pages 20-21 in SCC Public Health School Setting Guidance)</p> <ul style="list-style-type: none"> ● Review start and end dates, holidays and scheduled breaks, and PD. ● Consider and plan for the feasibility of annual events (e.g., graduation, performing arts, parades, showcases). <ul style="list-style-type: none"> ● Secondary: Evaluate if Athletics will occur and in what capacity. How can this be done safely? ● Determine if there are ways to extend learning opportunities through the academic calendar. ● Engage stakeholders and bargaining units for feedback. ● Review assessment calendars and plan for administration in different instructional models. ● Elementary: Initial Screenings, CAASPP, ELPAC testing, Math Pathways, Monitoring. ● Secondary: Initial Screenings, CAASPP, ELPAC, Math Pathways, AP testing, SATs.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> ● Revise academic calendars as necessary to maximize instruction and learning. ● Publicize academic calendars and provide guidance to staff members. ● Work with sports boosters and athletic associations to craft messages and communicate.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> ● Allow for modification if guidance or orders change from the Public Health Department.
Identify support structures for new students or classes of students at transitional grades	
<i>Do Now</i>	<ul style="list-style-type: none"> ● Work with staff to determine a potential onboarding process if in full distance or hybrid instruction. ● Consider virtual orientation for new classes of students before school starts. ● Consider virtual or safe in-person parent teacher conferences before school starts. ● Consider academic counselors at elementary and middle to monitor student comfort. ● Consider virtual spirit rallies.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> ● Review expectations with staff. ● Prepare materials and information. ● Implement orientation/onboarding process.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> ● Survey students about their needs and perceptions.

	<ul style="list-style-type: none"> • Provide academic or social-emotional counseling as needed.
Prepare for potential class/school closures and reopening in the event of confirmed cases	
<i>Do Now</i>	<p>(See pages 28-32 in SCC Public Health School Setting Guidance)</p> <ul style="list-style-type: none"> • Engage staff and bargaining units in discussion. • Discuss and identify how you might transition back and forth from hybrid/blended instruction to full distance learning for some or all students in the event of a closure. <ul style="list-style-type: none"> ○ Consider short term closures (between 2-14 days) and longer term closures. ○ Consider the technology and materials staff and students will need. ○ Consider the communication protocol.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Draft communication templates to initiate during the year in the event of a closure • Communicate with families the possibility of opening, closing, and reopening, and the transition plan.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Have resources ready to deploy. • Initiate communication strategy.
Continue to provide school based meals to students	
<i>Do Now</i>	<p>(See page 19 in SCC Public Health School Setting Guidance)</p> <ul style="list-style-type: none"> • Determine a process for meal distribution that restricts or limits contact (e.g., lunch cards, cash, remove salad bars, grab and go, single serve option, or take home options). • Consider staggered lunch times. • Consider multiple meal locations or meal distribution plans for students who are scheduled for off campus instruction. • Determine traffic flow consistent with physical distancing standards. • If meals cannot be served in rooms, determine seating capacity and physical distancing in congregate lunch settings. • Determine the amount of staff needed to facilitate meal distribution.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Hire or reassign staff. • Prepare meal distribution areas by moving around equipment or marking off areas for physical distancing in food preparation areas. • Purchase PPE and cleaning materials. • Train staff. • Create and post signage with processes and expectations. • Mark off spacing for physical distancing if students will be eating in congregate settings.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Implement process and monitor implementation. • Continue ongoing outreach to families for free and reduced lunch.
Provide staff training on newly established policies, regulations, and protocols related to COVID-19.	
<i>Do Now</i>	<ul style="list-style-type: none"> • Identify and plan for what operational policies, regulations, and protocols staff will need to be trained on (e.g., health screening, physical distancing, schedules, attendance). • Work with bargaining units and staff to draft and review updated guidance and policies.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Consider doing a test run/demo for staff and/or families to see what a school day will look like. • Take amended policies to stakeholder and governing board. • Provide training to staff on updated guidance and policies.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Review and monitor effectiveness of staff implementation.
Develop plans for staff members who are at-risk and are resistant to returning to work.	

<i>Do Now</i>	<ul style="list-style-type: none"> • Survey staff members to determine if they believe they fall into the category of at-risk or resistant to returning to work. • Determine their willingness and fitness to return to on campus responsibilities during the school day. • Establish a plan to assign them other responsibilities or positions or require them to return (e.g., full time distance learning, virtual options, independent study staff, off hours responsibilities). • See Return to Work Playbook for considerations. • Work with bargaining units to determine accommodations.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Meet with at-risk staff and assign them responsibilities. • Train at-risk staff if needed. • Order and install physical barriers if needed.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Monitor and evaluate staff, modify if needed.
<i>Develop plans for students who have special needs or are immunocompromised</i>	
<i>Do Now</i>	<p>(See page 31 in SCC Public Health School Setting Guidance)</p> <ul style="list-style-type: none"> • Review existing student health plans and identify students who will need accommodations. • Survey families for potentially unknown concerns that may need to be accommodated. • Develop a process for engaging these families (e.g., health plan, 504).
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Meet with families and staff to discuss on-campus accommodations or alternate learning options. • Prepare environments if needed.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Provide accommodations or alternate learning options. • Review student accommodations and modify if needed.
<i>Plan for the fiscal impact of increased health screening, physical distancing requirements, and instructional program implementation</i>	
<i>Do Now</i>	<ul style="list-style-type: none"> • Evaluate the fiscal implications (staffing, supplies, digital access, PD) for each of the proposed instructional program options (Full Distance, Hybrid, Full Reopening). • Inventory lost technology or curriculum and plan for replacement. • Evaluate the fiscal implications for continued meal distribution. • Evaluate the fiscal implications for determined health screening protocols and increased cleaning requirements. • Evaluate the fiscal implications for SpEd costs and potential complaints.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Determine budget based on May Revision and potential statewide recession implications. • Communicate with governing boards, bargaining units, and stakeholders. • Allocate additional funds to sites for supplies to implement physical distancing and health screening. • Purchase identified technology and licensing required to implement distance learning for staff and students. • Ensure sites are appropriately staffed for both on-campus and/or virtual instruction.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Monitor budgets. • Evaluate processes and procedures and provide additional resources where needed.
<i>Plan, analyze, and be ready to address the financial impacts on the district's budget</i>	
<i>Do Now</i>	<ul style="list-style-type: none"> • Create a baseline budget with updated 2019-20 data to reflect the current and forecasted conditions as they are known.

	<ul style="list-style-type: none"> • Develop multiple budget scenario analyses (starting with updated 2019-20 data) to anticipate corresponding actions necessary to balance revenues and expenditures, and sustain adequate reserve levels. • Regularly communicate budget updates to the county office of education, the LEA's governing board, and the community.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Continue to monitor and update the budget based on the latest information. • Keep all stakeholders informed of budget updates.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Continue to monitor and update the budget based on the latest information. • Keep all stakeholders informed of budget updates.
Plan and analyze various current year and budget year cash scenarios to ensure fiscal solvency and the availability of adequate cash reserves to meet financial obligations (payroll & vendor payments)	
<i>Do Now</i>	<ul style="list-style-type: none"> • Maintain up-to-date and in-depth cash flow projections and develop multiple cash flow scenarios in anticipation of possible State apportionment deferrals. • Expand cash projections and monitoring to all funds. • Utilize alternative cash resources available (e.g., Interfund borrowing, issuance of Tax and Revenue Anticipation Note (TRANS)) and/or adjust expenditure plans to address short-term cash needs
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Continue to monitor and update the cash flow projections based on the latest information. • Keep all stakeholders informed of budget updates.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Continue to monitor and update the cash flow projections based on the latest information. • Keep all stakeholders informed of budget updates.

Teaching and Learning

The following recommendations are related to potential areas of teaching and learning that will likely be impacted by how an LEA develops its instructional model and the daily schedule for on-campus instruction. It is strongly encouraged that districts collaboratively develop these with input from bargaining units and the community. Recommendations are specific to planning and implementing activities in the effort to maximize student learning. Additionally, addressing the social and emotional needs of students should also be given consideration as many students may be experiencing trauma or anxiety about returning to school. The areas for consideration are not to be considered an exhaustive list and will likely need to be modified based on the specific needs of an LEA.

“The New Teacher Project” published [“Restarting School: Planning for Acceleration in the 2020-21 School Year”](#) in April. This tool may be helpful in supporting teams as they consider multiple aspects related to teaching and learning.

With the passage of [Senate Bill 98](#), LEAs will be required to submit a [Learning Continuity and Attendance Plan](#), established in EdCode 43509, that describes how the LEA will be providing instruction in response to the ongoing COVID-19 pandemic. LEAs will have to describe how resources are being utilized to provide in-person instruction, distance learning, offer professional development, measure student engagement, address learning loss, support student and staff mental health, and continue to provide meals. The recommendations below will aid an LEA in addressing and completing the requirement of the Learning Continuity and Attendance Plan.

Determine the instructional model that will be utilized based on Public Health guidance/requirements and district resources	
<i>Do Now</i>	<ul style="list-style-type: none"> • Develop academic contingency plans for potential full reopening, full distance learning, and hybrid distance learning models. • Begin to socialize these plans with stakeholder groups. • Determine a process for recovering instructional materials and technology. <ul style="list-style-type: none"> ○ Will students keep devices and hotspots at home if distance learning is continuing? How will you replace or repair devices? • In a full distance learning and hybrid model, 1:1 access to technology will be essential. • Evaluate if an alternative schooling option may need to be offered for families resistant or fearful of returning. • For each model: Identify the needs for staffing, curriculum, technology, and scheduling.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Collaboratively determine the instructional model to open school in the fall. • Secure the materials and technology needed to implement the identified instructional model. • Continue communicating with staff around plans. • Plan the staff development activities required for implementation. • Communicate the decision early and often with families, as well as their options.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Implement and assess the effectiveness of the model with defined alternative metrics.
Use existing teams (MTSS, Instructional Leadership Teams) to review implementation of distance learning and identify successes and areas for improvement	
<i>Do Now</i>	<ul style="list-style-type: none"> • Identify team members at the district and site level to develop processes to collect evidence related to Distance Learning (Elementary Survey, MS/HS Survey Sample). • Engage staff and parents in the data collection/analysis process through focus groups, interviews, surveys. • Learn from success and refine site and district level plans by conducting root cause analysis and identifying solutions to barriers.

<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Determine what components can be utilized in the chosen instructional model (full reopening, full distance learning, and hybrid distance learning). • Identify alternative metrics related to Distance Learning effectiveness. • Calendar regular meeting times to discuss alternative metrics and refine processes.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Collect alternative metric data. • Meet regularly to discuss effectiveness and recommend improvements or modifications.
<i>Design a system to identify and address learning loss from the extended Shelter-In-Place</i>	
<i>Do Now</i>	<ul style="list-style-type: none"> • Identify students who have not engaged in Distance Learning and prioritize support for them. • Determine the feasibility of LEA to offer Summer options, extended virtual options, or targeted support. • Identify universal screeners in language arts and math to identify gaps in students learning. • Determine how the data will be analyzed and shared across grade levels (e.g., meeting format, data analysis protocols, action planning templates). • Take an inventory of tiered interventions and determine if some may need to be scoped larger to support large numbers of students.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Secure licensing and/or purchase materials for universal screeners. • Design the process and calendar for administering the universal screeners. • Calendar data analysis PD, schedule meetings, develop templates and protocols for staff to use in planning.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Administer universal screeners, collect and analyze data. • Action plan to accelerate essential lost instruction. Consider if it will be whole, class, small group, or individual. • If needed, provide PD for staff.
<i>Design a system to support unduplicated students and other high needs students including SpEd students</i>	
<i>Do Now</i>	<ul style="list-style-type: none"> • Identify which high needs students have not been accessing distance learning. • Identify and remove barriers for these students, if possible (e.g., technology access, environmental conditions, health barriers). • Plan Summer bridge supports to meet Extended School Year requirements and to provide additional language instruction to ELs. • Determine how these students will be supported moving forward in implementing distance learning, blended/hybrid, or full reopening (e.g., EL instruction, IEP meetings, SpEd resource support, inclusion support). <ul style="list-style-type: none"> ○ CDE SpED COVID Page ○ CDE ELD Page
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Establish intervention and support mechanisms at each site. • Reach out to families during the summer and monitor access to summer learning options. • Collect and evaluate data on performance and mastery. • Schedule and hold IEPs/504s to discuss program supports and offerings.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Implement differentiated support system for students (e.g., EL instruction, small group, SpEd instruction, inclusion support). • Utilize MTSS and grade level teams to monitor student progress during both on-campus and virtual instruction. • Reach out to families where students are not engaging fully to identify barriers. • Modify IEPs and 504s as needed.

Provide professional development to support the chosen instructional model	
<i>Do Now</i>	<ul style="list-style-type: none"> • Research the skills and knowledge teachers need to implement online instruction and blended models. • Survey staff about successes and areas of need related to distance learning. • Analyze results and identify potential professional development areas of focus. • Plan the PD calendar and secure training or develop training modules.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Provide training to staff in person or virtually. • Evaluate the PD.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Assess fidelity of implementation. • Build on the training provided during available. • Provide targeted PD based on teacher need.
Plan for the need to resocialize and teach appropriate behavior expectations in the first few weeks of school	
<i>Do Now</i>	<ul style="list-style-type: none"> • Discuss and identify potential social deficits students may have upon returning to school. • Identify location where social skills will need to be retaught or supported • Work with teams to develop lessons, strategies, and timelines
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Develop lessons for teachers plans and support materials • Secure any needed materials. • Train staff on awareness, education, and response to resocializing students.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Teach lessons in the first few weeks of school. • Evaluate any additional needed supports.
Ensure safe and equitable social environments for students and families who may be negatively stereotyped, bullied, or discriminated against	
<i>Do Now</i>	<ul style="list-style-type: none"> • Discuss and evaluate the impact on your schools related to negative perceptions on Asian American, Latinx, African American, economically disadvantaged, undocumented families, and other groups of students and families related to COVID-19. Collect data if needed. • Determine if a response is needed (e.g., communication strategies, education, resolution). • Plan staff response strategies in the event there will be an impact.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Review and evaluate any data collected and the potential impact on enrollment and student experience. • Draft communications, lessons, or any resolutions.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Implement or distribute any communications, lessons, or resolutions.
Plan for attendance tracking and tiered reengagement strategies to ensure all students participate fully in Distance Learning (See EC43504 in SB98)	
<i>Do Now</i>	<ul style="list-style-type: none"> • Determine the process for taking daily attendance. • Determine the process for recording weekly engagement logs for students. • Develop communication to families about compulsory education. • Develop written procedures for tiered reengagement strategies for students missing more than 60% instruction in a given week.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Take attendance daily in your Student information system. • Record student engagement participation and keep weekly engagement logs for each pupil.

	<ul style="list-style-type: none"> Utilize a team-based approach to communicate and reengage students and families not participating in Distance Learning. Provide resources and supports to families struggling to participate in Distance Learning.
<i>Engage stakeholders in the planning process to develop the Learning Continuity and Attendance Plan (LCP)</i>	
<i>Do Now</i>	<ul style="list-style-type: none"> Gather survey data and other feedback to inform your planning process. Identify staff and stakeholders to provide input into the plan. Review the Learning Continuity and Attendance Plan Template and Instructions. Assign staff responsible for contributing to the Learning Continuity Plan (LCP). Identify and schedule board meetings for the hearing and adoption of the LCP prior to September 30.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> Draft and present the LCP to required stakeholder groups (Parent Advisory Committee and District English Learner Advisory Committee). Present LCP to Board prior to September 30 for adoption. Submit to the COE within five days of adoption. Review, revise, and update as needed.

Appendix:

Additional Consideration: Alternative Schooling Options

If a district desires, consider an alternative schooling option for students unable or unwilling to return	
<i>Do Now</i>	<ul style="list-style-type: none"> • Working with stakeholders, determine the need and viability of an alternative schooling option. • Assess the capacity of the district to reasonably provide this option if sufficient need and interest exists. • Assess the current distance learning program to identify what is working and could be included in an alternative schooling program. • Determine the scope of the offering for an alternative schooling option. <ul style="list-style-type: none"> ○ Options: Single or multiple classes per grade, multigrade classes, mastery-based ○ Staff qualifications for teaching in an alternative setting ○ Criteria for enrollment • Review or establish policies around assignment frequency, grading, and student expectation, etc. • Establish new policies articulating expectations and responsibilities for parental support and oversight of instruction (i.e., instructional minutes, PE, communication, deadlines, etc). • Identify an administrator to oversee the programs.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Identify and onboard staff to support the program (e.g., admin in charge, teachers, staff). • Gather curriculum, resources, and technology needed to implement the program. • Communicate with enrolled families the expectations, calendar, and any transition plans.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Implement the program and evaluate if it is providing access, support, and instruction to all students.

Alternative Program Considerations
<p>An alternative schooling option may need to be available for families anxious about returning to school. Alternative schooling may include homeschool, virtual school, or independent study options. These alternative options can mirror a full distance learning program if the LEA has the capacity and staffing available. (CDE Independent Study Page)</p> <p>If this option will be offered in all 3 phases of school operations consider the following...</p> <ul style="list-style-type: none"> • Operational Considerations: <ul style="list-style-type: none"> ○ Would this option be offered at each school or be its own school with its own CDS number? What administrator would be responsible for the program? ○ Depending on numbers at each grade level, you might staff one class at each grade or staff positions to teach multiple grades. Staffing at math and science in secondary may be a challenge. ○ Would the academic calendar resemble your traditional schools calendar? ○ Policies and parental agreements would need to be drafted and adopted. • Instructional Support: <ul style="list-style-type: none"> ○ What would be the frequency of engagement with students and families? ○ These classes may require additional or extended licensing for technology and curriculum to use at home. ○ Consider how students who are below grade level, English Learners, or identified for IDEA services will receive support. ○ Consideration should be given towards assessment and grading procedures. How will required testing that occurs later in the year be administered? Would students come in for these? • Communication and culture <ul style="list-style-type: none"> ○ How do you keep these students engaged and feel like they are part of a school? ○ What would be the communication plan around general information? ○ How would you support parents in the home as instructional partners?

Operational Considerations

This matrix is intended to allow LEAs to compare some of the operational considerations between the three different phases related to the number of students and staff on a campus at any given time. With the assumption that COVID-19 will continue to be in circulation, it is possible that LEAs may have to transition in and out of the various phases throughout the course of the year.

	Full Distance Learning (no students or staff on campus)	Hybrid Model (portion of students or staff on campus)	Full Reopening (all students and staff on campus with or without restrictions)
Classes and Scheduling	<p>Classes would be built on staffing ratios.</p> <p>Schedule could follow a traditional schedule but all classes would be conducted virtually.</p> <p>Staff would work remotely full time.</p> <p>Athletics would be cancelled until deemed safe.</p>	<p>On-campus student population will be a portion or a restricted amount of the total school population and will be required to implement social distancing criteria.</p> <p>Students may be scheduled in stable cohorts to limit cross group interactions.</p> <p>Some families may be resistant to returning and need other options.</p> <p>Staff would be required to return to on-campus instruction.</p> <p>At-Risk staff may need accommodations or alternate assignments off campus.</p> <p>Certain athletics may be allowed if deemed safe and adhere to social distancing.</p>	<p>Classes would be built on staffing ratios and fully enrolled.</p> <p>On-campus instruction would occur 5 days a week for all students and staff.</p> <p>*If restrictions remain, students may need to be scheduled in different rooms or cohorts. Staggered schedules for arrival, lunch, and other congregate settings.</p> <p>There may still be some staff reticent about returning and will need to be assured it is safe.</p> <p>Athletics may be allowed with or without social distancing restrictions.</p>
Curriculum & Instruction	<p>Staff would provide full distance learning through technology or prepared work packets.</p> <p>Classroom instruction would be synchronous or asynchronous and could still be a blended learning program.</p> <p>Board-adopted curriculum would be aligned and/or modified to be provided in a distance learning environment.</p> <p>Digital learning resources and software for curriculum options will need to be made available.</p> <p>Teachers may require additional training or time to deliver content this way.</p>	<p>Staff would provide in-person instruction during the required on-campus days and distance learning on off-campus days.</p> <p>Additional PD may be required to effectively blend curriculum so the relationship of on-campus instruction and at-home learning complements effectively.</p> <p>Curriculum would be made up of adopted curriculum materials to utilize during on-campus instruction and blended digital resources. Curriculum providers may have digital resources.</p> <p>Staff would need preparation time for creation of distance learning options.</p>	<p>Staff would provide full access to curriculum and instruction using district-adopted curriculum and resources.</p> <p>Staff could continue to utilize technology embedded instruction and build on some of their key learnings from distance learning.</p> <p>Districts should plan contingencies that they may need to transition in and out of full reopening to distance learning if an outbreak occurs.</p>
Support Services	<p>Students with IEPs, 504s, or EL designation must continue to receive legally obligated services in a virtual environment (e.g., Resource, ELD, other services).</p>	<p>Students with IEPs, 504s, or EL designation must continue to receive legally obligated services (e.g., Resource, ELD, other services). On-campus days should be utilized as much as possible to provide face to face instruction and support.</p>	<p>Students with IEPs, 504s, or EL designation must continue to receive legally-obligated services (e.g., Resource, ELD, other services).</p>

	<p>Check-ins with Foster/Homeless Youth needed to ensure access to instruction and basic health services.</p> <p>Connect with all students at-risk academically, especially unduplicated pupils, to ensure access and support to instruction</p>	<p>Foster/Homeless Youth can be monitored during on-campus days to ensure access to instruction and basic health services.</p> <p>All students at-risk academically, especially unduplicated pupils, should receive targeted support and instruction on campus, to the extent practicable.</p>	<p>All high-needs students (unduplicated and at-risk) should be monitored and provide tiered interventions.</p>
Technology	<p>At-home technology access would be necessary for all staff and students.</p> <p>District may need to provide additional laptops, tablets, and hot-spot devices to families who cannot provide their own.</p>	<p>At-home technology access would be necessary for all staff and students.</p> <p>District may need to provide additional laptops, tablets, and hot-spot devices to families who cannot provide their own.</p>	<p>At-home technology access would be supplementary to five full days of direct instruction.</p>
Health and Safety	<p>Only essential workers at school and district sites would adhere to health and safety protocols.</p> <p>Site-based cleaning and disinfecting would be restricted to areas utilized by essential workers.</p>	<p>All students and staff on-campus would adhere to health and safety protocols (e.g., masks, health screenings, social distancing, handwashing).</p> <p>Increased cleaning and disinfecting of all areas with an emphasis on high-touch areas.</p>	<p>Potential easing of Health and Safety protocols:</p> <ul style="list-style-type: none"> ● Social distancing eased or relieved altogether ● Masks no longer required ● Health screening may remain <p>Cleaning protocols may be eased but only based on guidance and transmission rates data from public health</p>
Child Care Implications	<p>LEAs would continue to support families of essential workers by directing them to child care service providers.</p>	<p>Parents would need child care options made available for times their students are not on campus.</p> <p>Staff may need child care support if they return to full time on campus but their children are in schools with modified schedules.</p>	<p>Child care options may return to pre-pandemic stages and offerings.</p>
Fiscal considerations	<p>Increased cost for software licensing and/or video collaboration solutions.</p> <p>Increased costs for printing materials or supplemental curriculum.</p> <p>May realize operational savings for school sites not being utilized.</p>	<p>Site based operational costs will increase due to the increased amount of cleaning and necessary health and safety equipment.</p> <p>Increased cost for software licensing and/or video collaboration solutions.</p> <p>May require hiring additional staff to keep ratios low and provide targeted support.</p>	<p>May have seen a significant decline in enrollment with families opting to continue with alternative at-home learning options.</p>

Resources

Health Resources

- ❑ [COVID-19 Prepared: Reopening K-12 Schools in Santa Clara County](#): sccgov.org
 - ❑ [Template Letters to Respond to COVID-19 Notifications](#)
- ❑ [CDC Guidance for Schools and Child Care Programs: Plan, Prepare, Respond](#): CDC.gov
- ❑ [CDC Considerations for Schools](#): CDC.gov
- ❑ [Reopening Guidance for Cleaning and Disinfecting Schools](#): CDC.gov
- ❑ [Santa Clara County Public Health](#): SCCGOV.ORG
- ❑ [Social and Emotional Resources, Guidance, and Webinars](#): CASEL
- ❑ [Access to Mental Health Professionals](#): CareSolace
- ❑ [Help for Students In Crisis](#): CDE
- ❑ [National Association of School Psychologists: COVID-19 Resources](#): NASP

Alternative Planning Considerations Publications

- ❑ [A Plan to Safely Reopen Schools](#): American Federation of Teachers
- ❑ [School Reopening Planning Group](#): ACSA
- ❑ [Restarting School: Planning for Acceleration in the 2020-21 School Year](#): The New Teacher Project
- ❑ [Return to Schools Roadmap](#): Opportunity Labs
- ❑ [Maryland Together](#): Maryland's Recovery Plan for Education
- ❑ [Pandemic Response Planning Template](#): San Diego COE

Operations Resources

- ❑ [School Model Options: Working Draft](#): Opportunity Culture
- ❑ [A Collection of Guidance for Workplace Compliance and Best Practices for Reopening](#): CASBO
- ❑ [School and Child and Adult Day Care Meals](#): CDE
- ❑ [Workplace Reopening Readiness Checklist](#): Alliant Risk Control Consulting
- ❑ [Management Plan Infectious Disease and Aerosol Transmissible Disease](#): Alliant Risk Consulting
- ❑ [HR Department Resources](#): Society for Human Resource Management

Teaching and Learning Resources

- ❑ [SCCOE Learning Resources Portal](#): Santa Clara County Office of Education
- ❑ [SCCOE Learning Continuity and Attendance Plan Resources](#): Santa Clara County Office of Education
- ❑ [CCEE Distance Learning Technical Assistance Resources](#): ccee-ca-org
- ❑ [Priority Instructional Content for ELA/Math](#): Achieve the Core
- ❑ ["Restarting School: Planning for Acceleration in the 2020-21 School Year"](#): The New Teacher Project
- ❑ [Lessons from the Field: Remote Learning Guidance](#): CDE
- ❑ [Special Education Guidance for COVID-19](#): CDE
- ❑ [Understanding, Measuring, and Addressing Student Learning Needs During COVID-19 Recovery](#): PACE
- ❑ [Alternative Metrics for Measuring Distance Learning Evaluation](#): San Diego COE
 - ❑ [Alternative Metrics Data Tracker](#): San Diego COE
- ❑ CalSCHLS At Home Learning Survey [Elementary](#): California Healthy Kids
- ❑ CalSCHLS At Home Learning Survey [Middle/High School](#): California Healthy Kids
- ❑ [Wide Open School](#): Common Sense Media

Waivers, Forms, and Funding

1. [National School Lunch Waivers Resources](#)
2. [Certification Form for COVID-19 Closure](#)
3. [CDE CARES Act ESSER Funds](#)