



2021-22 Safe School Opening Plan

[\(Read in Spanish / Lea en español\)](#)

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Safe Opening Plan Highlights

- An updated decision tree about quarantine after exposure was added to the Screening for Symptoms section of this document.
- Starting Monday, March 14, 2022, schools in Campbell Union School District will follow the California Department of Public Health's [COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year](#) that was updated March 9, 2022.
- Face coverings are strongly recommended for all staff and students regardless of vaccination status.
- Masks are recommended in outdoor settings, unless otherwise restricted by public health mandates.
- Parents/Guardians must screen students for symptoms of COVID-19 before leaving home.
- Arrival: Parents may accompany their student to class in the morning and depart within 10 minutes.
- Dismissal: Parents should wait outside the school gate to meet their student at the end of the day.
- On-campus COVID-19 screening testing will be provided at schools by [Predicine](#) as an added mitigation against coronavirus transmission.
- An update from the CDPH regarding household close contact goes into effect on April 6, 2022 has been added. The updated *Recommendations for Students exposed to COVID-19* allows students to attend school if asymptomatic under certain conditions. (Refer to the section in this document called *COVID-19 Testing and Exposure Procedures*.)
- Families may come onto campus for various school events, such as plays, celebrations, graduations, and will not be required to show proof of vaccination to attend.*

* Updated May 16, 2022

Message from the Superintendent

Top priority: health and well-being of students, staff, and families while educating students to their highest potential.

As we have learned throughout the many months of the COVID-19 pandemic, flexibility in response to new information continues to be essential. Since Campbell Union School District's School Reopening Plan was published in July 2020, we have been monitoring COVID-19 pandemic information, adapting to mandatory safety requirements from the state and county public health departments, and communicating developments to our staff and community. These experts know much more about this virus than was known in March of 2020. We will continue to adapt to the information provided.

This *2021-22 School Reopening Plan* reflects updated guidance from the California Department of Public Health's [COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year](#) and allows us to be safe and responsive to local conditions. We will apprise families and staff of any upcoming changes to allow time for planning and will house information and resources on our [COVID-19 web page](#). Childcare settings and providers remain subject to [separate guidance](#).

Our top priority continues to be the health and well-being of our students, staff, and families as we continue our work of educating students to their highest potential.

*Dr. Shelly Viramontez, Superintendent,
Campbell Union School District*

2020-21 School Reopening Plan At a Glance

An overview of our 4-phase plan.

CONTENTS	Health & Safety Operations
Reopening Plan at a Glance	Screening
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• Special Education	Transportation
	Student Nutrition
	Mental Health
	Staff Safety
	COVID-19 Testing & Exposure
	Childcare
	Planning Process and Goals
	Communication
	Special Thanks

On July 15, 2020, the Campbell Union School District Governing Board adopted the [District Reopening Planning Committee's recommendation](#) to begin the 2020-21 school year with distance learning for all students and phase in in-person learning as local conditions permit.

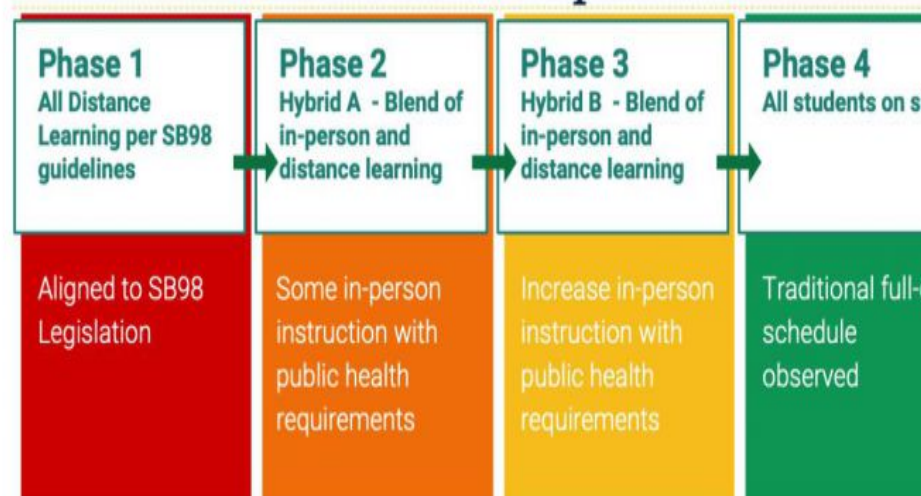
The recommendation includes an option for year-round distance learning for families who prefer that for their children.

This 2020-21 *School Reopening Plan* document provides details for implementing the recommendation, and includes the legal requirements, instructional programs, sample schedules, safety precautions, academic and social-emotional supports, and communication norms established for the year.

A Phased-in Return to Campus

Public health guidelines, current state of the virus and input from the Reopening Committee will determine progression between phases.

Phase-in Return to Campus



Public health guidelines, current state of the virus and input from the Reopening Committee will determine progression between phases.

Summary of Updates - January 2021

In mid-January 2021, the California Department of Public Health (CDPH) issued an update to the [Blueprint for a Safer Economy's](#) Reopening Framework, consolidating and clarifying the measures each county must meet for schools to reopen for in-person instruction.

Our *School Reopening Plan* already addressed the majority of these requirements, and we made appropriate operational adjustments as various state and county departments issued new directives.

This January 2021 update reflects the latest guidelines released from CA Dept of Public Health (CDPH) on January 14, 2021, and from the Santa Clara County Public Health Department.

- We updated our Health & Safety section to more closely reflect the CDPH changes.
- We completed and posted the two mandated components of the new COVID-19 Safety Plan:
 - the CAL/OSHA Prevention Program Plan
 - COVID-19 School Guidance Checklist.
- We made general updates to provide clarification and where proposed actions were completed.

WAITING FOR SCHOOLS TO REOPEN

Campbell Union School District has followed and adapted to official mandates on reopening its schools since Spring 2020 when the pandemic caused all students to learn remotely.

JULY 15, 2020

CUSD Governing Board approves district's 4-phase School Reopening Plan

AUG. 3, 2020

State updates *COVID-19 Industry Guidance: Schools & School-Based Programs* • Elementary Education Waiver process announced

AUG. 28, 2020

Governor releases *Blueprint for Safer Economy*, with guidance for schools

SEPT. 28, 2020

County releases *COVID-19 Prepared: Reopening Santa Clara County K-12 Schools for the 2020-2021 School Year*

NOV. 16, 2020

Santa Clara County in Purple (Widespread) Tier. CUSD planned Jan. 4 reopening delayed

NOV. 30, 2020

County issues updated Mandatory Directives

DEC. 6, 2020

Regional stay at home order

DEC. 30, 2020

Governor proposes new Safe Schools for All Plan, which must be approved by legislature

JAN. 14, 2021

CA Dept. of Public Health releases new guidance for reopening schools

JAN. 15, 2021

CUSD announces reopening will not happen until county is in Red (Substantial) Tier



California Dept. of Public Health's School Reopening Actions by Tier

As stated in the January 2021 update, Campbell Union School District will move to Phase Two of our Reopening Plan when Santa Clara County is in the Red Tier.

Table 1. School reopening actions for in-person instruction, by Tier

Yellow CR <1.0* TP<2%	Orange CR 1-3.9* TP 2-4.9%	Red CR 4-7* TP 5-8%	Purple CR >7-13.9* TP >8%
- CSP posted publicly for K-12th grades 5 days prior to in-person instruction.	- CSP posted publicly for K-12th grades 5 days prior to in-person instruction.	- CSP posted publicly for K-12th grades 5 days prior to in-person instruction. Must be in Red 5 days prior to reopening.	Already reopened: CSP posted publicly by 02/01/21. Not previously open: • CSP posted publicly for K-6, and submitted concurrently to LHD and State Safe Schools for All • 7 business days for • 7th-12th grade reopening not permitted if CR>7*. • K-6th grade reopening not permitted if CR>25*, though CSP can be posted and submitted for review. Note: Targeted in-person instruction may be offered pursuant to the Cohorting Guidance.

The CDPH update states that once a county is in the Red Tier for at least 5 consecutive days, schools can reopen for in-person instruction. (Revised from prior 14-day requirement.) In the Red, Orange, and

Yellow Tiers, schools may reopen for all grades.

Once Santa Clara County is in the Red Tier for 5 consecutive days, Campbell Union School District will initiate Phase Two of our Reopening Plan, gradually bringing students back to campus according to the schedules provided in each school's reopening plan.

Our employee agreements and promise to families is to provide at least two weeks advance notice before students start in-person instruction. If the fifth day falls mid-week, Phase Two will begin on the Monday following that two-week period.*

Families will be notified in advance by phone and email of the date that their student may return to school.

(* Revised for clarification Feb. 25, 2021)

Phases for Reopening

Phase 1: All Grades Distance Learning

Under our 2020-21 Reopening Plan, all students started the year in distance learning. Our Distance Learning program differs from what we provided in spring: more engaging, academically rigorous, and in line with new legislative requirements.

The improvements include daily live interaction with teachers and peers for instruction, and content that aligns with standards and of similar quality as what students receive from in-person instruction.

Key features of the program include:

- Use of Zoom, SeeSaw and Google classroom as our main Instructional delivery methods.
- Parent education is provided to support learning at home.
- A weekly schedule of daily live teaching is provided for students/families from their child's teacher.
- Student work is assessed and teacher feedback provided.
- Students are required to attend both large and small group virtual instruction.
- Students are assigned to small group instruction for additional support as needed.
- Staff is available during office hours for questions/concerns.
- Schedules are provided to allow some choice asynchronous learning.
- Devices are provided as needed.

Learning Mitigation Support:

Qualifying students may be invited to receive additional support on site during the school day as part of the legislative requirements for the Learning Loss Mitigation Funds, Special Education Learning Labs, or other targeted supports and services to students in high-needs subgroups as stated in the Blueprint for a Safer Economy and in the Safe Schools for All Plan.

Phases 2, 3 and 4: All Schools

In Phases 2 through 4, schools will gradually bring students back to campus, in limited groupings, for in-person instruction starting with the youngest grades and expanding to the upper grades. In these phases, instruction will be provided on a blended, or “hybrid”, schedule, with part of the day/week in remote learning and part on campus for live, in-person learning with the teacher.

Student schedules are determined by each school and its teachers. Each school provided its site-specific reopening plan to families in December 2020. They are available on each school's website, on the District's [COVID19 Resources](#) page, or by contacting your child’s school office.

Please note that plans do not show dates between phases due to the unpredictable nature of COVID-19 coronavirus, and because we cannot know the exact dates conditions will allow for transition to the next phase. Communication will go out at the beginning of each month that will provide dates, if available, for when transitions between phases will occur.

Where schedules and plans refer to “cohorts” of students, we mean a stable group of students who are meeting for in-person instruction, targeted support, and/or intervention services, under the direction of the district. In March 2021, the California Department of Public Health removed the limitation pertaining to the number of individuals in a cohort.

Phase 3: Middle School Schedule - Hybrid B

Hybrid B: Cohorts A and B on Campus 4 Days a Week

M, T, Th, F all grades coming to school with a full cohort on a staggered schedule.

Bell Schedule:

Could be a block or more typical bell schedule for the on-campus learning. We will need to work out how to support students who are at home. Teachers would rotate to each classroom for instruction.

SAMPLE MIDDLE SCHOOL SCHEDULE - HYBRID B

Staggered Start Times	
Student group	Start time

Grade 6	8:00 AM
Grade 7	8:30 AM
Grade 8	9:00 AM

Phase 4: Middle School Schedule

All students come back to school with a traditional full-day schedule. Times TBD.

Phase 1: All Grades Distance Learning

Under our 2020-21 Reopening Plan, all students will start the year in distance learning. Our Distance Learning program will differ from what we provided in spring: more engaging, academically rigorous, and in line with new legislative requirements.

The improvements include daily live interaction with teachers and peers for instruction, and content that aligns with standards and of similar quality as what students receive from in-person instruction.

Key features of the program include:

- Use of Zoom, SeeSaw and Google classroom as our main Instructional delivery methods.
- Parent education will be provided to support learning at home.
- A weekly schedule of daily live teaching will be provided for students/families from their child's teacher.
- Student work will be assessed and teacher feedback provided.
- Students will be required to attend both large and small group virtual instruction.
- Students will be assigned to small group instruction for additional support as needed.
- Staff will be available during office hours for questions/concerns.
- Schedules will provide choice for synchronous learning.
- Devices will be provided as needed.

Learning Mitigation Support:

Qualifying students may be invited to receive additional support on site during the school day as part of the legislative requirements for the Learning Loss Mitigation Funds, Special Education Learning Labs, or other targeted supports and services to students in high-needs subgroups as stated in the Blueprint for

a Safer Economy and in the Safe Schools for All Plan.

Phase 1: Distance Learning Schedule - Elementary

sample schedule for phase 1

Exact schedule will be determined by the school and teachers.

SAMPLE ELEMENTARY SCHEDULE

Times listed below are for synchronous (in-person) teacher-led instruction.

Other asynchronous learning will be pushed out in addition to the times listed below.

Time	Day	Content
8:30-9:00	M,T,TH,F	Social Emotional Learning (M,F) Literacy (T/TH)
9:15-9:45	M,T,F	Literacy (M,F) Science (T)
11:00-11:30	M,T,TH,F	Math
11:00-11:30	W	Small group instruction: Question/Answer Connection Time with teacher
12:45-1:15	M,T,TH,F	ELD for English Learners RSP and Special Education Services Enrichment Classes

Phase 1: Middle School Schedule

All Distance Learning

In addition to the Distance Learning model described on page 12, middle schools are proposing the following additions:

Orientation and Home Room:

Open the school year with a small-group orientation with Home Room Teachers.

- 22-25 students; 30-minute home room period.
- Meet daily with teacher.
- Common point of contact for students.
- Support ongoing Social-Emotional Learning (SEL) work, check-ins, ensure tech access, establish COVID 19 school routines, and monitor progress to ensure students are experiencing maximum success during distance learning.

Weekly Schedule:

- Block schedule for daily contact with teachers in distance learning.
- M, T, Th, F would include direct teacher instruction (synchronous) learning and remote (asynchronous) learning.
- Wednesday would be distance learning for students, maintaining home room time. Additional small group support can be provided on this day.

NOTE: Some aspects of the sample schedules are subject to employee negotiations and may be modified.

Phase 1 Middle School Schedule

Note: Schedules do not show dates between phases. New [California Department of Public Health guidance](#) call for using specific metrics to determine if school districts can start in-person instruction.

Communication will go out at the beginning of each month that will provide dates for when transitions between phases will occur.

SAMPLE MIDDLE SCHOOL STUDENT SCHEDULE

	Mon. A	Tue. A	Thur. B	Fri. B	Wed. All Cohorts Distance Learning	
Home Room: 8:30-9:00a					Home Room: 8:30-9:00a	
5-min Break					5-min Break	
Block 1: 9:05-10:25a	Period 1	Period 4	Period 1	Period 4	Block 1: 9:05-9:45a	Period 1
10-min Break					Block 2: 9:45-10:25a	Period 2

	Mon. A	Tue. A	Thur. B	Fri. B	Wed. All Cohorts Distance Learning	
Block 2: 10:35-11:55a	Period 2	Period 5	Period 2	Period 5	10-min Break	
30-min Lunch					Block 3: 10:35-11:15a	Period 3
Block 3: 12:25-1:45p	Period 3	Period 6	Period 3	Period 6	Block 4: 11:15-11:55a	Period 4
					Block 5: 12:25-1:05p	Period 5
					Block 6: 1:05-1:45p	Period 6

Phase 2: Elementary Schedule: Hybrid

sample schedule

Insert image

- In-person learning up to 4 hours; 2 days for each cohort.
- Cohorts A & B roughly half of the full class enrollment. Siblings in the same cohort.
- Staggered start/end times for grades, varied entrance/exit points to limit congestion.
- Provisions for siblings to arrive together, as much as practicable.
- Staggered start dates for in-person learning.
- Younger students come back first to practice protocols.
- Assigned seating within the classroom.
- Staggered recess times to avoid mixing of cohorts

Wednesdays

- Up to 1 hour live instruction in the morning
- 1 hour small group instruction for special populations
- Distance learning for students for the remainder
- Time for teacher collaboration, staff development, staff meeting, and preparation time.

Students on full-year Distance Learning will have daily live instruction, schedule determined by school and teacher.

SAMPLE SCHEDULE - ELEMENTARY PHASE 2 HYBRID

Grade	Start	M	T	W	TH	F
TK, K,1	Stagger start dates	A	A	<i>Sample only.</i> <i>Exact times TBD by site and grade levels</i> 8:00-9:00:	B	B
2-3		A	A	Virtual Class Meeting 9:00-10:00: Small Group instruction 10:00-12:00	B	B
4-6		A	A	Collaboration and/or staff meeting. Lunch 12:30-End of Day, Teacher Prep	B	B

Note: Schedules do not show dates between phases. New [California Department of Public Health guidance](#) calls for using specific metrics to determine if school districts can start in-person instruction. Communication will go out at the beginning of each month that will provide dates for when transitions between phases will occur.

Phase 3: Elementary Schedule: Full Classes



- Bring together both cohorts of students (full class sizes) for in-person instruction, half day
- 5 mornings a week.
- Distance learning in the afternoon for students.

Phase 4: Elementary Schedule

All students come back to school with a traditional full day schedule.

Note: Schedules do not show dates between phases. New [California Department of Public Health guidance](#) calls for using specific metrics to determine if school districts can start in-person instruction.

Communication will go out at the beginning of each month that will provide dates for when transitions between phases will occur.

Phase 2: Middle School Schedule (Hybrid A)

Cohorts A and B on Campus 2 Days

Using an A/B schedule and a staggered start where cohorts could come to school 2 days a week.

Distance Learning schedule set by school and teachers, in accordance with requirements on [page 12](#).

Caveat:

At the middle school level, the staggered schedule will involve reimagining master schedules, particularly for teachers who teach multiple grade levels. Teachers will be assigned to specific grades compared to the traditional model of exploratory and PE teachers being assigned to multiple grades.

Bell Schedule:

Would be the DL Block Schedule for the on-campus learning. Teachers will rotate to each classroom for instruction.

SAMPLE MIDDLE SCHOOL SCHEDULE - HYBRID A

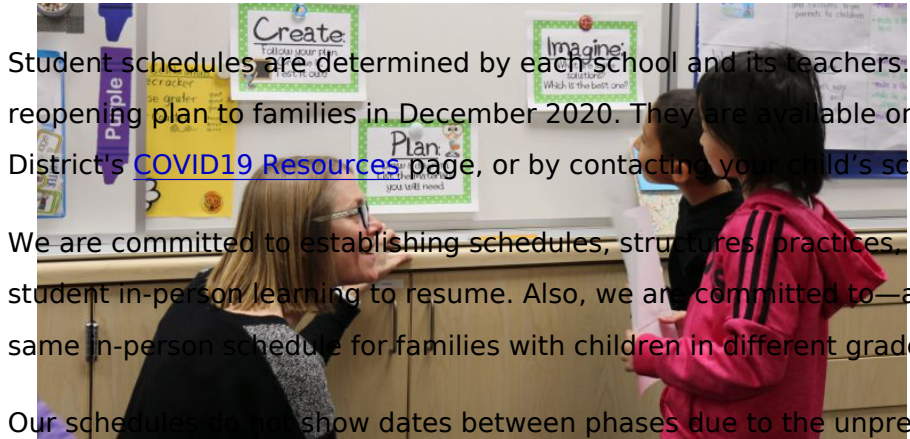
Staggered Start Times		
Student group	Cohort A M/T	Cohort B Th/F
Grade 6	8:00 AM	8:00 AM
Grade 7	8:30 AM	8:30 AM
Grade 8	9:00 AM	9:00 AM

School Schedules

Sample schedules provided to schools

The District worked with individual schools to design their schedules. Elementary and middle school leadership teams used the sample schedules as a starting point on which to build site-specific

schedules, modifying them as appropriate to incorporate input from school site teams.



Student schedules are determined by each school and its teachers. Each school provided its site-specific reopening plan to families in December 2020. They are available on each school's website, on the District's [COVID19 Resources](#) page, or by contacting your child's school office.

We are committed to establishing schedules, structures, practices, and clear expectations for successful student in-person learning to resume. Also, we are committed to—as much as possible—providing the same in-person schedule for families with children in different grades and schools.

Our schedules do not show dates between phases due to the unpredictable nature of the novel coronavirus, and because we cannot know the exact dates conditions will allow for transition to the next phase.

Health and Safety Operations

Public health guidance indicates that besides vaccination, face coverings are a powerful tool for reducing the transmission of the coronavirus. The layering of mitigation strategies that we use (face coverings, ventilation, hand hygiene, quarantining, etc.) decreases the risk of in-school transmission, and the combination of layers has been shown to be most effective in decreasing transmissions.

Our online COVID-19 dashboard tracks all positive cases of the virus in our schools and work sites for students and staff. Anyone who is determined to be a close contact to someone with a positive case is notified directly, and appropriate quarantining measures are enacted as prescribed by the Public Health Department.

We will implement the guidance and legal requirements from state, federal and local public health officials, and our plan will be updated as new updates are provided by California Department of Public Health (CDPH).

See also [K-12 Schools Guidance 2021-2022 Questions & Answers](#)

Safety Updates and Revisions

Following is a list of the updates to the July 24, 2020 School Reopening Plan as instructed by [Santa Clara County Public Health Department](#). Updates occur monthly, as needed.

AUGUST 2020

[Face Coverings](#)

1. Clarified the plan that K-2 will be encouraged to wear face covering at all times and that it is recommended to provide structured breaks for K-2 students who may need a break from wearing their face covering.
2. Revised to indicate that face shields are not recommended as a replacement for face coverings. However, staff can consider using face shields in combination with face coverings. It also states staff can consider using a face covering with a clear window over the mouth when providing phonological instruction or communicating with a student with a disability or a student who is hearing impaired.
3. Added a bullet statement about teachers and staff who are exempt from face coverings. They are those that require respiratory protection according to Cal/OSHA standards and staff who are unable to wear a face covering for medical reasons shall not be assigned duties that require close contact with students.

Physical Distancing

1. Added bullet statement to align with [State and County released updated guidance](#) of August 3 regarding youth sports and physical education.
2. Added to Staff Safety: [County's updated school reopening document \(revised September 21, 2020, page 17\)](#) states that staff should maintain 6 feet of distance from any volunteers.
3. Clarified maintaining physical distance and stable cohorts while students are [eating in the cafeteria](#) and/or outdoors. (i.e., will there be assigned seating, 6 feet between students)
4. Updated staff face covering provision to align with County recommendation (see revision #2 under Face Coverings.)
5. Revised bullet about [use of staff rooms/meals](#) to minimize congregation of adults in staff rooms, break rooms, and other settings.

SEPTEMBER 2020

1. Updated to reflect August 28 release of California's Blueprint for a Safer Economy under [School Schedules for Phases](#) as it replaces the previous State Monitoring List.
2. Clarified Physical Distancing: When students are in the classroom, we will arrange the classroom furniture to leave as much space between students as required by the Public Health order, ideally 6 feet or more, to the extent practicable, especially in middle school classrooms.

September 21, 2020 Updates from [COVID-19 Prepared: Reopening Santa Clara County K-12 Schools for the 2020-2021 School Year](#)

Page in PHD Guidance	Description of Updates	Location on District's plan
9	Physical Distancing: Clarification that staff should also maintain 6 feet of distance from any volunteers or visitors on campus.	Staff Safety Measures
10	Arrival and Departure: Addition of requirement to mark spaces 6 feet apart for adults waiting to drop off or pick up students on foot, by bicycle, or other means of active transportation	Physical Distancing
10	Arrival and Departure: Addition of recommendations and consideration to limit risk of transmission during arrival and departure of students traveling to school by foot, bicycle, or other means of active transportation	Physical Distancing
11	Classroom Settings: Clarification that elementary schools should maximize space between student desks, ideally 6 feet or more, to the extent practicable.	Physical Distancing
11	Classroom Settings: Revision of footnote to add requirement that staff providing special education and related services and rotating into general education classrooms for a portion of the day must maintain at least 6 feet of distance from everyone else in the cohort; that substitute teachers must maintain at least 6 feet of distance from everyone else in the cohort; and that schools should minimize the number of close contacts for students with disabilities and staff working with such students, whether they are rotating into a general education classroom or joining another cohort for special education services.	Staff Safety Measures
11	Classroom Settings: Addition of requirement for middle schools that student desks be spaced at least six feet apart.	Physical Distancing
13	Non-Classroom Settings: Change in requirement prohibiting staff from eating in break rooms. Expanded requirement prohibits staff from eating or gathering in any indoor spaces, such as break rooms and offices.	Staff Safety Measures

14	Transportation to and from School: Revision to apply requirements for bus transportation to van transportation.	Transportation
14	Transportation to and from School: Addition of recommendation to carpool only with members of one's stable cohort, to wear a face covering while carpooling, and to open windows during carpooling.	Transportation
24	Recommended Health Screening: Corrected timing portion of first question and reworded second question for clarity.	Refer to County Guidance, page 26

27	COVID-19 Testing and Reporting: Added clarification that students/staff who test positive and have completed isolation requirements do not require a medical note or a negative test prior to returning to school/work.	Screening for Symptoms	
27	COVID-19 Testing and Reporting: Update to requirement that symptomatic individuals who are not close contacts and who test negative for COVID-19 remain home until at least 72 hours after fever resolution and improvement in other symptoms. Revision allows such individuals to return to work/school after <i>24 hours</i> of being fever-free (without use of fever-reducing medication) and improvement in other symptoms.	Screening for Symptoms and County Guidance for Schools	
27	COVID-19 Testing and Reporting: Addition of recommendation that, if a symptomatic individual is not a close contact is not tested (and no alternative explanation is provided by a physician for the symptoms), then he/she should follow isolation requirements for confirmed COVID-19 cases before returning to school/work.	Screening for Symptoms and County Guidance for Schools	

29	Response to Suspected or Confirmed Cases and Close Contacts: Update to information on how to report confirmed COVID-19 cases and close contacts. Reporting should now be through online portal, rather than email and phone.	Screening for Symptoms and County Guidance for Schools	
29	Response to Suspected or Confirmed Cases and Close Contacts: Addition of appendix outlining isolation and quarantine recommendations while awaiting and after receiving COVID-19 test results	Screening for Symptoms and County Guidance for Schools	
29	Response to Suspected or Confirmed Cases and Close Contacts: Update to isolation period for symptomatic COVID-19 cases. Symptomatic individuals who test positive for COVID-19 can return at least 10 days since symptoms first appeared AND at least 24 hours with no fever AND improvement in other symptoms.	Screening for Symptoms and County Guidance for Schools	
29	Response to Suspected or Confirmed Cases and Close Contacts: Addition of requirement for schools to urge parents/guardians of students with COVID-19 to notify any individuals or organizations with which their child has close contacts outside the school setting.	Screening for Symptoms and County Guidance for Schools	

Screening for Symptoms

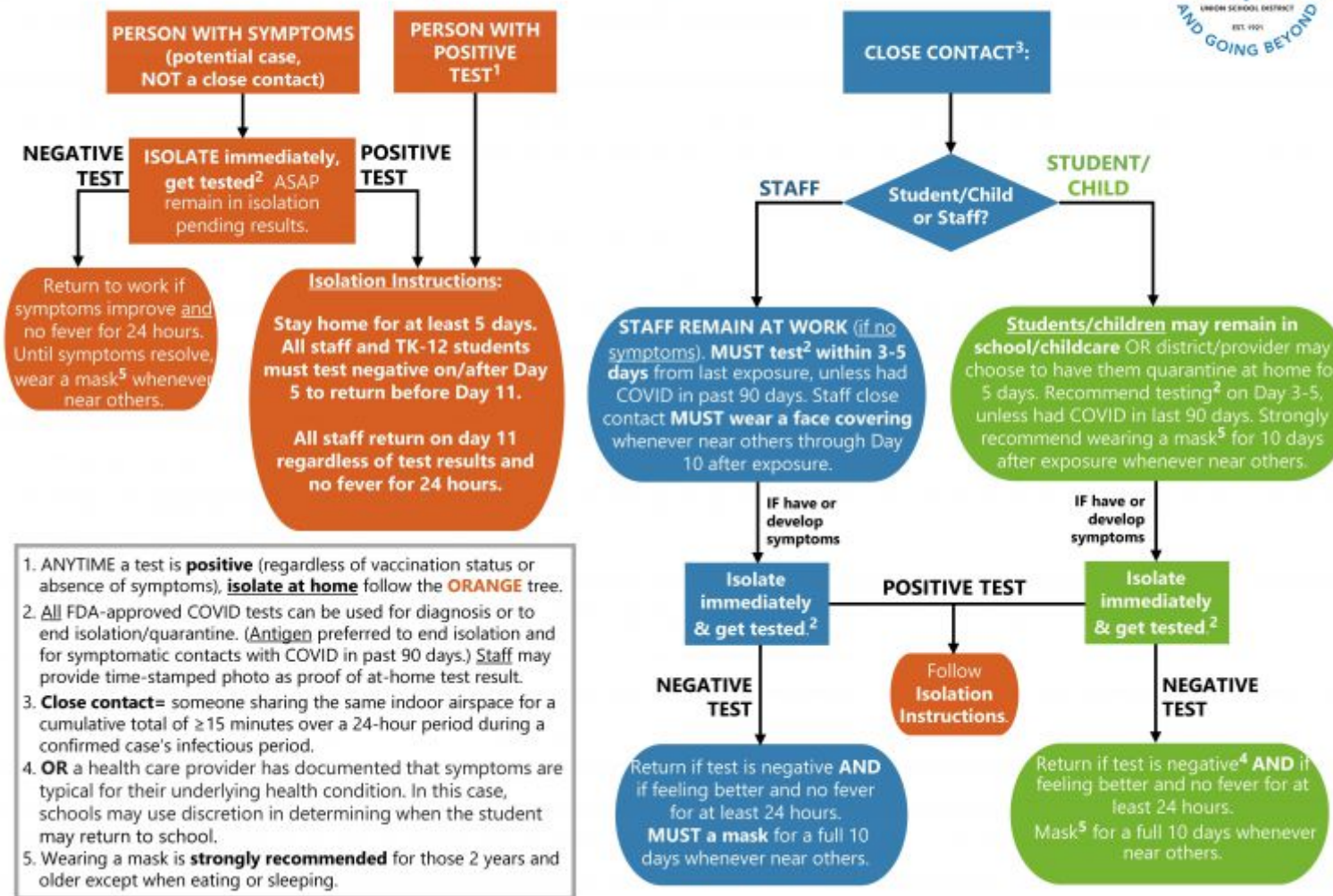
Daily screening for symptoms is one of the essential measures everyone must use to reduce the risk of spreading the coronavirus.

- Parents/Guardians need to conduct the daily health screening prior to their child being brought to school or to the bus stop. Schools can provide printed and video guides, and offer training as needed.
- To prevent the spread of infection:
 - **Individuals showing symptoms:** isolate at home and test immediately *OR* Isolate at home for at least 5 days, if feeling better can return on Day 6. **Test not required but strongly recommended.**
 - **Individuals who are positive:** isolate at least 5 days and test on Day 5, may return on Day 6 *OR* if feeling better can return to school on Day 6. **Test not required but strongly recommended.**
 - **Individuals who are vaccinated and test negative:** may return to school/work before the 5-day period. Unvaccinated individuals must wait the full 5-day period.
 - The CDC offers guidance online called [Staying Home when Sick and Getting Tested](#).
- All staff have been trained on signs and symptoms of COVID-19, actions to take with each of four scenarios, and what to do if anyone develops symptoms during the school day.
- Students who exhibit symptoms of COVID-19 will be safely isolated until they are picked up. Employees exhibiting symptoms will be sent home, regardless of vaccination status.
- Alternate assignments are available to children who need to stay home because they are sick or in isolation due to COVID-19 infection.
- Our school nurses have reviewed all student health plans to prepare health support for returning students.
- Our collaboration with the County Public Health Department regarding tracking and tracing will determine testing and returning to school, including those who have had an exposure to COVID-19. All individuals who are positive for COVID-19 will be provided information about appropriate next steps.
- We will maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures, exclusions, and closures, while maintaining confidentiality, as required by FERPA 31 and state law regarding privacy of educational records.

The following infographic is offered to assist with decisions about quarantining if exposed to COVI-19.

COVID-19 DECISION TREE – (5.10.22)

Isolation or Quarantine for Staff & Children



Hand Hygiene

Hand hygiene is an effective strategy to prevent the spread of most respiratory viruses. Our staff will be teaching proper hand hygiene (soap and water or hand sanitizer) and scheduling routine, frequent hand-washing activities throughout the school day.

- Teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff.
- Promote hand washing throughout the day, especially before and after eating, after using the toilet, and after handling garbage, or removing gloves.
- Ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trash cans, face coverings, and hand sanitizers with at least 60 percent ethyl alcohol for staff and children who can safely use hand sanitizer.

Face Coverings

The current State guidelines strongly recommend use of face coverings for all staff and students, regardless of vaccination status, for indoor environments, on school buses to prevent disease transmission. [See Public Health Department Guidance for K-12 Schools for details about face covering requirements for children and adults.](#)

Updates as of February 28, 2022:

- Effective March 1, 2022, the requirement that unvaccinated individuals mask in indoor public settings will move to a strong recommendation that all persons, regardless of vaccine status, continue indoor masking.
- Universal masking shall remain required in specified high-risk settings.
- After March 11, 2022, the universal masking requirement for K-12 and Childcare settings will terminate. CDPH strongly recommends that individuals in these settings continue to mask in indoor settings when the universal masking requirement lifts.
- All students who use face coverings will use those provided from home. (Schools will maintain a supply of non-medical masks in case a student or staff member does not have one and needs one for the day.)
- Regarding masking while participating in high-exertion activities, [the March 11 guidance](#) states: "Indoor mask use remains an effective layer in protecting against COVID-19 infection and transmission, including during sports, music, and related activities, especially activities with increased exertion and/or voice projection, or prolonged close face-face contact. Accordingly, when actively practicing, conditioning, performing, or competing indoors, masks are strongly recommended by participants even during heavy exertion, as practicable. Individuals using instruments indoors that cannot be played with a mask (e.g., wind instruments) are strongly recommended to use bell coverings and maintain a minimum of 3 feet of physical distancing between participants. If masks are not worn (or bell covers are not used) due to heavy exertion, it is strongly recommended that individuals undergo screening testing at least once weekly, unless they had COVID-19 in the past 90 days. An FDA-authorized antigen test, PCR test, or pooled PCR test is acceptable for evaluation of an individual's COVID-19 status."

Ventilation

To ensure healthy indoor air quality we have optimized our ventilation systems in accordance with the CDPH Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections

Physical Distancing

According to the [California Public Health Department guidance](#), "recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are implemented. This is consistent with [CDC K-12 School Guidance](#)."

[CDPH guidance](#) recommends focusing on the other mitigation strategies provided in this guidance instead of implementing minimum physical distancing requirements for routine classroom instruction.

Schools will limit the people on campus to only those necessary to support the school's educational program. We understand the benefit of parents walking students to their classroom, especially our youngest learners at the beginning of the school year. We ask that parents wear facial coverings, remain outside of the classroom and limit their time on campus to ten minutes.

Outdoor and other activities

Activities should take place outside to the maximum extent practicable.

[The March 11 guidance](#) states: "...when actively practicing, conditioning, performing, or competing indoors, masks are strongly recommended by participants even during heavy exertion, as practicable....If masks are not worn (or bell covers are not used [on musical instruments]) due to heavy exertion, it is strongly recommended that individuals undergo screening testing at least once weekly, unless they had COVID-19 in the past 90 days. An FDA-authorized antigen test, PCR test, or pooled PCR test is acceptable for evaluation of an individual's COVID-19 status."

Cohorts

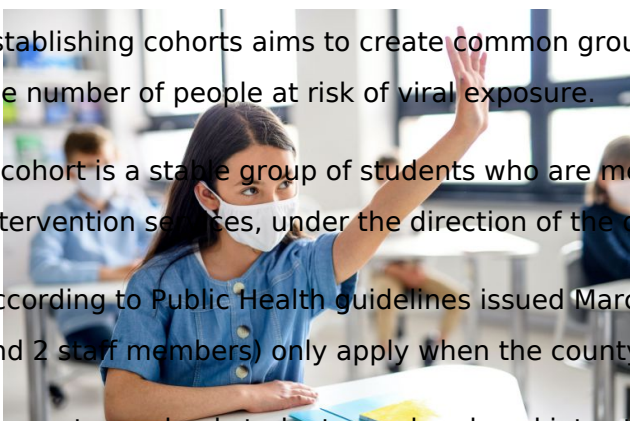
Establishing cohorts aims to create common groups, limit the mixing of students and staff, and reduce the number of people at risk of viral exposure.

A cohort is a stable group of students who are meeting for in-person instruction, targeted support and/or intervention services, under the direction of the district.

According to Public Health guidelines issued March 22, 2021, limits to group sizes (up to 14 students and 2 staff members) only apply when the county is in the Purple Tier.

Elementary school students can be placed into stable groups that stay together all day with their core teacher (and any aide or student teacher who is present). If there are counselors or teachers of electives, they will ideally be assigned to only one group or conduct their classes/counseling virtually.

To create and maintain stable cohorts, we will:



- Initially size a cohort to be about half of the class, except for those classes that have small numbers below 15. Each class will have an A/B cohort.
- Assign elementary students to one classroom as a stable cohort which will enable each group of students to work consistently together with little or no mingling with other cohorts on campus.

Because middle school curricula differ from elementary school curricula, teachers are not usually assigned to one stable group of students, creating an opportunity for mixing across stable groups or students. CUSD middle schools will create stable groups by modifying middle school students' schedules to reduce the total number of class or cohort changes per day. Campuses will focus on physical distancing throughout the in-person instructional day.

Cleaning and Disinfecting

"Cleaning" involves water and soap or a detergent, does not use disinfecting agents, and significantly decreases germs on surfaces and decreases infectious risks.

"Disinfection" kills germs on surfaces using specific agents (see below for those approved for use). If a facility has had a sick person with COVID-19 within the last 24 hours, our custodial staff will clean and disinfect the spaces occupied by that person.

Frequent disinfection can pose a health risk to children and students due to the strong chemicals often used and so is not recommended in the school setting unless a case has been identified.

The District uses greener products for cleaning and disinfecting, and only appropriately trained staff are permitted to use disinfectants in the school setting. Staff will keep disinfecting products away from students.

In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting (using disinfectants on the U.S. Environmental Protection Agency COVID-19 list) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.

For more information on cleaning a facility regularly, when to clean more frequently or disinfect, cleaning a facility when someone is sick, safe storage of cleaning and disinfecting products, and considerations for protecting workers who clean facilities, see the CDC's guide for [Cleaning and Disinfecting Your Facility](#).

Transportation

Please note the following guidelines for bus/van transportation by bus, van or other vehicles owned by CUSD:

- Parents will need to screen their own children for symptoms of illness before the child boards the bus or van. Drivers will have authority to refuse boarding to any student demonstrating symptoms.

- Face coverings are strongly recommended for students, parents, and employees while on the bus or van, when carpooling, and while waiting at bus stops. Face coverings are not required.
- Students need to be escorted to the bus or van by an adult.
- As much as possible, students from the same cohort or family will be seated together.
- Improved ventilation (e.g. keeping windows open, weather permitting) and enhanced disinfecting protocols will be followed.

Student Nutrition

To reduce the spread of the coronavirus, we are making the following adjustments:

- Menus will continue to follow the National School Lunch and Breakfast Program guidelines.
- Workers or other persons handling or serving food will use gloves in addition to face coverings.
- All meals are free for all students in the 2021-2022 school year.
- We will provide as much outdoor eating as is feasible.
- Custodians will clean frequently touched surfaces, and those that come in contact with food, before and after meals.
- Fresh, healthy meals will be pre-assembled by the Child Nutrition Staff. We will give students their pre-assembled meal at a point of service. We will continue this practice until it is deemed safe to serve otherwise.
- Use of self-service salad bars will be suspended to decrease transmission risk.
- Meals will be available for all students regardless of income level, also known as Universal Free Meals.

Mental Health

A proactive approach is important to decrease the mental health impact for students related to the sudden school closure, sheltering-in-place, and resuming or reopening schools caused by responding to the pandemic.

To address sources of distress and create a welcoming learning community, we will:

- Incorporate lessons specific to supporting and developing social and emotional wellbeing.
- Seek to provide early identification and intervention of learning gaps that may have occurred during school closures.
- Provide onsite and/or telehealth individual counseling services or family coaching.

- Provide staff professional development on topics such as suicide prevention, social-emotional learning, and trauma informed practices.
- Adapt mental health support services provided by partner agencies for groups or individual students, as needed.
- Provide families with opportunities to engage and participate in trainings that will support their own social emotional well being and their student's
- Encourage and share with students how to seek support with a staff member when needed.
- Share local mental health resources with students and families to access during non-school hours.

Visitors on Campus

In alignment with the April 6, 2022, update to the CDPH K-12 Guidance:

- Symptomatic individuals should not come to school.
- Parents/Guardians may walk their student to class.
- Masks are strongly recommended, and not required.
- All in-classroom volunteers and individuals who provide essential services/support to the school's educational program must be vaccinated, per Governing Board policy.
- Families may come onto campus for various school events, such as plays, celebrations, graduations, and will not be required to show proof of vaccination to attend.

COVID-19 Testing and Exposure Procedures

Campbell Union School District has a no-cost testing program available to support the modified quarantine that is managed and provided by Predicine Inc.. *Parents/guardians must **submit an informed consent form** to Predicine in order for students under 18 years old to be tested.*

We have strongly encouraged all employees to get vaccinated and require all unvaccinated employees to provide a negative COVID-19 test each week.

A school with confirmed cases and even a small cluster of COVID-19 cases can remain open for in-person education as long as contact tracing identifies all school contacts for exclusion and testing in a timely manner, any small cluster is investigated and controlled rapidly, and the local health department (LHD) confirms that the school can remain open.

Case reporting, contact tracing and investigation

1. Per AB 86 (2021) and California Code Title 17, section 2500, schools are required to report COVID-19 cases to the local public health department.

2. Schools or LEAs should have a COVID-19 liaison to assist the local health department with contact tracing and investigation.
3. Starting 4/6/2022, [updated K-12 guidance from the CDPH](#) will go into effect. The specific area updated addresses the household close contact and allows students to attend school if asymptomatic. The update states:

Recommendations for Students exposed to COVID-19:

Schools may consider permitting asymptomatic exposed students, regardless of their COVID-19 vaccination status or location of exposure, to continue to take part in all aspects of K-12 schooling, including sports and extracurricular activities, unless they develop symptoms or test positive for COVID-19. It is strongly recommended that exposed students wear a well-fitting mask indoors around others for at least 10 days following the date of last exposure, if not already doing so.

a. Exposed students, regardless of COVID-19 vaccination status, should get tested for COVID-19 with at least one diagnostic test (e.g., an FDA-authorized antigen diagnostic test, PCR diagnostic test, or pooled PCR test) obtained within 3-5 days after last exposure, unless they had COVID-19 within the last 90 days.

i. Exposed students who had COVID-19 within the last 90 days do not need to be tested after exposure but should monitor for symptoms. If symptoms develop, they should isolate and get tested with an antigen test.

ii. If the exposed student has [symptoms consistent with COVID-19](#), they should stay home, get tested and follow the guidance in Section #4 above.

iii. If the exposed student tests positive for COVID-19, follow the guidance for isolation in Section #10 below.

b. Follow the [Group Tracing Guidance](#) for notification recommendations for exposures that occur in a school setting.

Exposure Notices and Group Tracing

When a positive case occurs, a Group Notification will be sent out to all members who shared the same indoor airspace with someone with COVID-19 for at least 15 min within 24 hours. Students can remain at school. It is strongly recommended that all close contacts wear a mask for 10 days from the last day of exposure and to test on their regular testing day or go to a community testing site, however it is not required.

Tracking and tracing is only for indoor situations.

- The COVID Tracking and Tracing team will send a letter of exposure to all known staff and groups of students who shared the same indoor airspace with a confirmed positive case. Reminder: All staff positive cases will need to report other possible close contacts who are not in their classroom to the Tracker/Tracer Team for follow up.
- All positive student cases who were on campus during their infectious period, will be documented for appropriate follow up by the COVID tracking and tracing team.

We will send notifications through our normal channels: phone, email and/or online—as appropriate to the situation. We will follow County Public Health Department notification guidelines, which include protections for student and family privacy.

We will follow all protocols for disinfecting, notification, and possible quarantine, as determined by the Public Health Department.

Investigating a COVID-19 Cluster or Outbreak

CUSD works closely with the Public Health Department when either a school or local health department (LDH) is aware that an outbreak may be underway, the LHD will investigate, in collaboration with the school, to determine whether these cases had a common exposure at school (e.g., a common class or staff member, bus ride, or other common exposures outside of school).

CDPH defines a school outbreak as 3 or more confirmed or probable cases of staff or students occurring within a 14-day period who are epidemiologically linked in the school, are from different households and are not contacts of each other in any other investigation cases (e.g., transmission likely occurred in the school setting). The objectives of a school outbreak investigation are to identify and isolate all cases and to identify, quarantine, and test contacts to prevent further transmission of COVID-19 at the school.

School Closure Determinations

What are the criteria for closing a school to in-person learning?

Individual school closure, in which all students and staff are not on campus, is recommended based on the number of cases and stable groups impacted, which suggest that active in-school transmission is occurring. Closure will be done in consultation with the local health official (LHO).

Length of closure: 14 days, or according to a decision made in consultation with the local health official (LHO).

The State *Safe Schools for All* Technical Assistance teams (TA teams), composed of experts across multiple state agencies, will be available to assist schools with disease investigation for those with outbreaks that cannot find resources to investigate the outbreaks. The TA teams will also be available to help schools that close in order to identify and address any remediable safety issues.

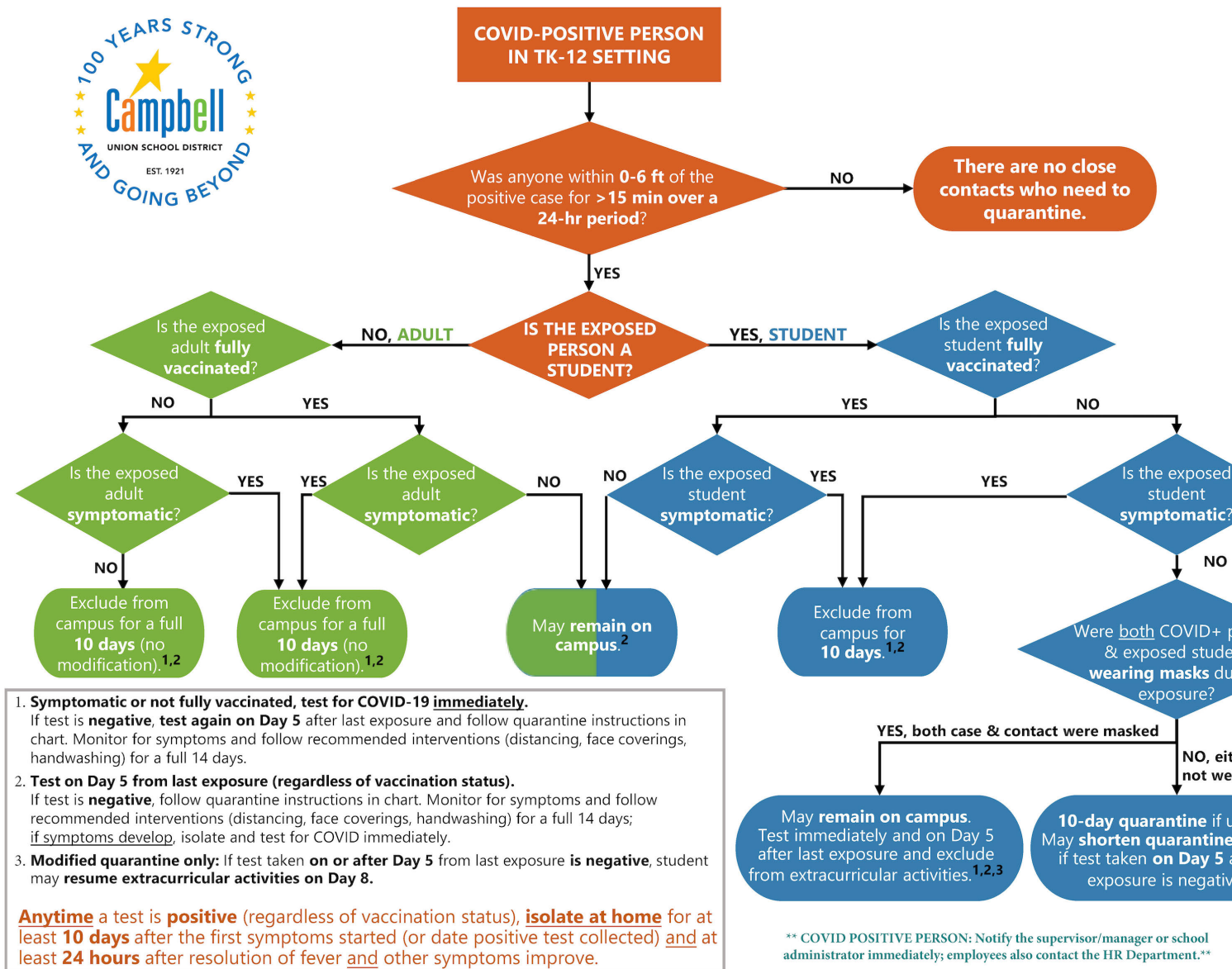
If a school is closed, when may it reopen?

Schools may typically reopen after 14 days and if the following have occurred:

- Cleaning and disinfection
- Public health investigation
- Consultation with the LHD

2021-2022 Quarantine Decision Tree for TK-12 Schools

2021-2022 Quarantine Decision Tree for TK-12 School Settings



Vaccines for TK-8 Schools

[Fully vaccinated students](#) may remain in school and avoid interruptions to in-person education, even if they are exposed to someone with COVID-19, so long as they remain without symptoms. The CDC does not recommend fully vaccinated students participate in screening testing at school.

CDPH strongly recommends that all persons eligible to receive COVID-19 vaccines receive them at the first opportunity. Currently, people age 5 and older are eligible.

In addition to vaccines required for school entry, CDPH strongly recommends that all students and staff be immunized each autumn against influenza unless contraindicated by personal medical conditions, to help:

- Protect the school community.
- Reduce demands on health care facilities.
- Decrease illnesses that cannot be readily distinguished from COVID-19 and would therefore trigger extensive measures from the school and public health authorities.

To locate a free COVID-19 vaccine clinic in Santa Clara County, visit sccfreevax.org or phone 2-1-1.

Ensuring High Quality Teaching & Learning

Learning Continuity & Attendance Plan

As part of California's accountability requirements, we must submitted a Board-approved [Learning Continuity and Attendance Plan](#) addressing the following:

- How we will provide substantially similar instruction in Distance Learning.
- How we will ensure students have devices & connectivity.
- Live contacts and how we will ensure participation.
- Provision of Designated and Integrated ELD.
- Monitor and support for the Social-Emotional well being of students and staff.
- Re-engagement strategies for those who are not participating in DL.
- Providing meals for students who receive free/reduced.
- Improved services for Foster Youth, English Learners & Low SES.

Our plan went to the Board for review and approval on September 24, 2020.

Special Education

Our Special Education Committee worked to revise procedures and develop options for providing services, assessments and accommodations for our students.

The subcommittee work includes:



- Examining Goals and Services of IEPs in order to ensure the unique needs of individual students are addressed by the case manager, teachers and support staff.
- Process for contacting and engaging families and students in determining recommendations for services in each of the phases, including holding IEP meetings to adjust program placement and services as necessary.
- Designing schedules to meet the needs of our students.
- Ensuring distance learning requirements will be met for students with IEPs, including General Education, support and other appropriate services to address students' goals.
- Exploring platforms and strategies for effective collaboration between special and general education providers for meaningful inclusion.
- Providing a process for in-person assessments at all Phases.
- Providing professional development, systems and structures to support collaborative instructional and communication practices.

School-Year Independent Study Option Program

Under late-arriving legislation—AB130—we will offer an independent study option for the 2021-2022 school year to students whose health would be put at risk by in-person instruction, as determined by the parent or guardian. Please refer to our [Independent Study web page](#) for more details.

Students with an Individual Education Plan (IEP) shall not participate in independent study unless the student's IEP specifically provides for such participation (Education Code 51745).

For information about this option, please visit our [Independent Study web page](#).

Full Year Distance Learning Schedule - Elementary

Exact schedule will be determined by the school and teachers.

SAMPLE STUDENT SCHEDULE - FULL-YEAR DISTANCE LEARNING

Times listed below are for synchronous teacher led instruction.

Other asynchronous learning will be pushed out in addition to the times listed below.

Time	Day	Content
8:30-9:00	M, F	Social Emotional Learning, Profile of a Graduate Competency Development

9:10-10:15	M-F	Literacy Development: Both large and small group rotations will occur.
10:15-10:30	M-F	Movement Break
10:30-11:30	M-F	Math Development: Both large and small group rotations will occur.
11:30-12:00 12:00-12:30	M-F	Small group instruction sessions. Children may not be called daily.
12:30-1:15	M-F	Lunch and Movement
1:15-2:15	M/T	Project Based Integrated Learning Time
1:15-2:15	TH	Student demonstrations of learning
	F	Facilitated Student Collaboration Time

Full Year Distance Learning Schedule - Middle

- Exact schedule will be determined by the teacher(s).
- Office hours will be embedded into the schedule.
- Wednesdays will be a minimum day to allow for teacher professional development and collaboration.

SAMPLE SCHEDULE: Middle School ALL Distance Learning

8:30 - 9:00	Daily Connection/SEL
9:05-9:45	Period 1
9:45-10:25	Period 2
	BREAK
10:35-11:15	Period 3

1:15-11:55	Period 4
	LUNCH
12:25-1:05	Period 5
1:05-1:45	Period 6

Special Thanks to District Reopening Planning Committee

• Megan DeLaye, Teacher - 1st, Lynhaven • Mary Hill, Teacher - 2nd, Forest Hill • Shanti Lipari, Teacher - 3rd, Blackford • Kate Gaither, Teacher - 4th, Marshall Lane • Michelle Beddo, Teacher - 6th, RHMS • Lisa Wiseman, Teacher - EL, Capri • Jeni Marty, Teacher - RSP, Sherman Oaks • Lisa Hulme Taylor, District Nurse • Megan Read, Teacher, CSI • Erin Rupp, Classified – Office, MMS • Cedric Germany, Custodian, Blackford, CSEA President • Catherine Hodge, Teacher, Village, Spec Ed, CETA President	• Justin Fraser, Parent • Berta Yee, Parent • Jenni Avery, Parent • Martha de Ojeda, Expanded Learning • Ann Moe, District Nurse • Sarita Sundaram, Teacher, 4th, Rosemary • Peter Flores, Behavior Specialist • Josh Pizzica, Teacher, 8th, Monroe • Marco Chavez, Principal, Sherman Oaks • Ruth Stephens-Radle, Principal, Monroe • Kami Thordarson, Principal, CSI • Shelly Viramontez, D.O. Admin/Governance • Whitney Holton, D.O. Admin/Teaching & Learning	• Lena Bundtzen, D.O. Admin/Operations • Trevor Walker, D.O. Admin/Technology • Chrissie Stevenson, D.O. Admin/Transportation • Dave Radke, D.O. Admin/Facilities • Nelly Yang, D.O. Admin • Marla Sanchez, D.O. staff/Communications • Peg Tushak, D.O. staff/Governance
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Child Care for Staff and Families

The district recognizes that families may need child care even as students participate in distance learning. In accordance with all [Public Health Department requirements](#), we have been able to provide childcare and small-group targeted instruction at many of our school sites



[Registration is open to all CUSD-enrolled families](#) through our Expanded Learning Department.

The number of sites offering this program will be determined by enrollment.

Communication: Engaging Families and Staff

Stakeholder Input on Reopening Plans

During the spring and summer of 2020, as part of its planning for reopening, Campbell Union School District (CUSD) conducted surveys of its employees, students and families, presented information at public Board meetings, and published updates in its weekly digital newsletters. On July 29, 2020, CUSD held a virtual community meeting where more than 900 employees and members of the public were provided an overview of the School Reopening Plan and given the opportunity to provide comments.

Since the pandemic began, we have had multiple formal and informal communications with employees and their respective labor groups in order to garner input, reach agreements, and keep them apprised of new developments. We will continue to do so going forward.

CUSD Governing Board meetings, which occur approximately every three weeks, include a report from the Superintendent on the status of implementation and new developments. Members of the public provide comments at these meetings and through surveys, email, parent meetings, and telephone calls.

Throughout the year, school administrators provide clear, age-appropriate information about COVID-19 to students, staff and parents/caregivers, as well as regular updates to their school communities using our weekly digital newsletters, mass notification system (SchoolMessenger) videos on youtube, and social media outlets, as appropriate

Welcoming Students to the 2020-21 School Year

The 2020-21 school year started August 24th with all students in distance learning, Phase 1 of our Reopening Plan. In the weeks prior, the school and district sent information to families about new student orientation, teacher assignment and more. There were virtual orientation opportunities for students to meet their new teachers and each other in small groups. Students who were new to our schools were provided a schedule to check out equipment needed for distance learning and to meet school staff.

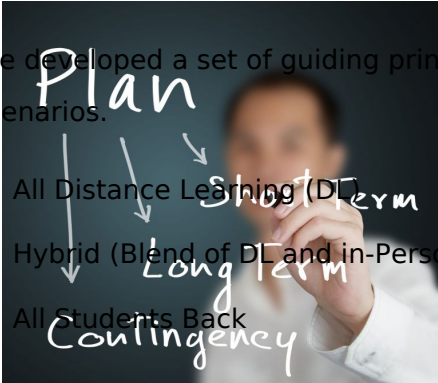
Planning Process

The steps taken to develop a safe and flexible reopening plan

Overview of the Planning Process

With safety and students foremost in mind, we aligned our planning goals to meet our mission of educating students to their highest potential.

We developed a set of guiding principles and created District workgroups to plan for three distinct scenarios.

- 
1. All Distance Learning (DL)
 2. Hybrid (Blend of DL and in-Person)
 3. All Students Back

These workgroups researched state and local mandates as information became available and concentrated efforts on facilities preparation, operations, technology needs, instructional plans and governance requirements.

Through a Design Thinking Challenge, teams of school teachers and staff submitted ideas for scheduling a Hybrid model for instruction. These provided the basis for several later versions and the final samples found in this plan.

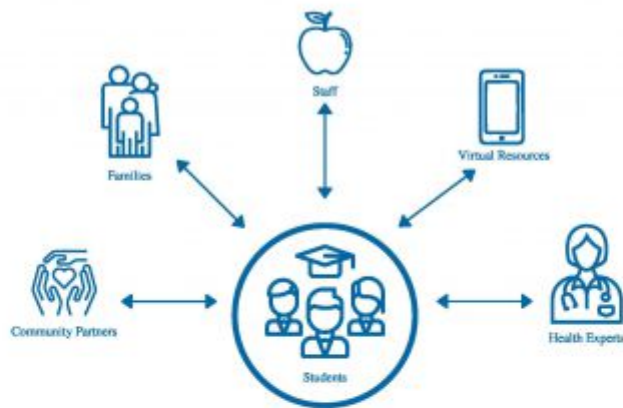
From late-April and mid-June 2020, we conducted multiple surveys of staff, students and families to identify needs, for feedback on which scenario they desired, and what improvements to consider. The following themes emerged and are addressed in the reopening plan:

- Adherence to health and safety requirements
- Quality of distance learning
- More live interaction for students with teachers/peers

With this knowledge, we formed a District Fall Reopening Committee comprising many stakeholder groups: parents, teachers, administrators and labor union representatives.

We Aligned Our Goals to the Mission

Diagram of aligning reopening goals to district mission



ALIGNING OUR GOALS

To educate our students to their highest potential

Bring back as many students as quickly as we safely can

Our commitment to Every Child a Reader by 3rd grade

Consider ways to bring youngest learners back for in-person instruction

Our commitment to equity

Most vulnerable need extra consideration for support

Safeguard the health and safety of students and staff

Comply with state and county health department directives and guidelines.

We Developed Guiding Principles

- The health and safety of our students is our top priority.
- We will engage and collaborate with our partners during all phases of re-entry planning, and implementation.
- We will support teachers across all grade levels and courses to concentrate their instruction so every student masters essential standards.
- We will assess student learning to ensure that students are progressing and engaged, and we will keep both the students and their parents/families informed of student progress.
- We will support the physical and mental well-being of students, integrating social-emotional learning into our academic core.
- We will support the social and emotional needs of our staff members, and we will provide them with time and support they will need for professional learning, reflection, and collaboration.
- We will sustain effective services for our students with special and exceptional needs.
- We will work to ensure students are meaningfully participating and take immediate action to support students struggling to stay connected.
- We will actively support parents/families as they engage in their students' education and learning.
- We will actively support effective governance systems that maximize engagement, public safety, and instructional innovation.



- We will rise to meet this moment and we will come back stronger together.

Planned a Safe Return to School

Our District workgroups researched and addressed [Public Health Department requirements](#).

- **Facilities** - Safety protocols and social distancing
- **Technology** - Providing devices and support needed for distance learning
- **Operations** - Processes for staff, various programs, e.g. attendance, sports, etc.
- **Teaching and Learning** - Professional development (PD) needs, assessments, Multi-Tiered Systems of Support, Social Emotional Learning, plans for hybrid instruction, how to enhance engagement in various instructional models
- **Governance** - Communication, protocols, implement safety protocols

We also collaborated with education and public health groups to stay informed of changing conditions and regulations and to identify resources for meeting them.

- [Public Health Department](#) (PHD)
- Santa Clara County Superintendents Association
- [Association of California School Administrators \(ACSA\)](#)
- [California School Boards Association \(CSBA\)](#)
 - Seeking flexibility and waivers
 - Additional funding to implement safety requirements
- CUSD labor leaders
- Community partners and counseling services

Added the New Distance Learning Requirements

New legislation set requirements for distance learning

[Public health orders](#), Executive Orders from the Governor, Education Code, and [SB98 legislation](#) attached to the State Budget adoption include the following requirements for distance learning:

- As much in-person instruction as practicable
- Confirm/Provide access to connectivity and devices to all students
- Content of same quality as in-person instruction; aligned to standards
- Academic supports for specific pupil groups

- Special Ed. services
- Designated and integrated ELD
- Daily live interaction with teachers and peers for purposes of instruction
- Progress monitoring
- Daily Instructional Minutes
 - TK/K: 180 Minutes/day
 - 1-3: 230 Minutes/day
 - 4-8 240 Minutes /day
- Meals for all eligible for Free/Reduced Price Meals
- Weekly engagement record documenting synchronous/asynchronous instruction
- Evidence of participation in online activities
- Track completion of assignments
- Daily contact with student or parents



Incorporated New Public Health Guidance

Age-related continuum for determining priority of stable cohorts vs physical distance/face coverings



Learn More about the School Opening Plan

Our [COVID-19 web page](#) includes the original and the updated version, Board presentations, resources, and answers to frequently asked questions. The information is organized chronologically with the most current being first.

[Subscribe](#) to the district's and your school's weekly e-newsletter for updates.

Check your email for monthly messages about dates when transitions between phases may occur.

Email the district: contact@campbellusd.org

Campbell Union School District

Governing Board

Pablo A. Beltran, Danielle M.S. Cohen, Chris Miller, Richard H. Nguyen, Michael L. Snyder

Dr. Shelly Viramontez, Superintendent

Published 08/4/2021

Updated to align with State, County and District requirements issued in July 2021