

REOPENING PLAN DRAFT 2.0

# METROPOLITAN EDUCATION DISTRICT

JANUARY 2021



## REOPENING PLAN 2.0

Plan to Safely Reopen Metropolitan Education District for Every Student and Staff



**Silicon Valley**  
Career Technical Education



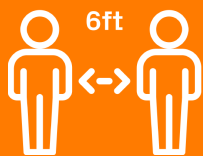
**Silicon Valley**  
Adult Education  
Changing Students' Lives • Creating Brighter Futures

760 Hillsdale Avenue, San Jose, CA 95136 | (408) 723-6400 | [MetroED.net](http://MetroED.net)



# TABLE OF CONTENTS

<b>Introduction And Message From Superintendent Alyssa Lynch</b>	<b>3</b>
<b>Health &amp; Safety Protocols</b>	<b>4</b>
General	
Communication	
Staff Training for All Members Will Include	
Supplies and Protective Equipment for Employees	
Set Up on Campus	
Daily Pre-Screening for Symptoms at Home	
Ask These Questions	
Physical Distancing	
Bus Transportation	
Arrival and Departure	
Classroom Settings	
Staff Break Rooms, Offices and Workspaces	
Restrooms	
Lockers	
Hallways	
Hygiene Measures	
<b>COVID-19 Testing &amp; Reporting</b>	<b>10</b>
Monitor: Health Screenings	
COVID-19 Testing and Reporting	
Response to Suspected or Confirmed Cases and Close Contacts	
<b>Facility Cleaning &amp; Sanitization Protocols</b>	<b>13</b>
Cleaning and Maintenance	
<b>Emergency Preparedness</b>	<b>14</b>
Student Release Procedures	
<b>Instructional Programs</b>	<b>15</b>
State Legislation for Local School Districts	
Hybrid Learning	
Distance Learning (All Online/All Virtual)	
Plans for Students with Special Needs	
District Wide Canvas Module	
Plan Option Available for Students Unable to Return to Campus	
Instructional Technology	
Scheduling Model Options for Silicon Valley Adult Education for Full Distance Learning	
Scheduling Model Options For Silicon Valley CTE	
Plan For Communication With Students And Parents	
Plan For Career Technical Student Organizations: (CTSO's)	
<b>Mental Health &amp; Wellness</b>	<b>20</b>
Counseling And Social Emotional Support	
Help Students Destress During School Closures	
Mental Health Support And Resources	
<b>Resources &amp; Frequently Asked Questions</b>	<b>21</b>
<b>MetroED Task Force Members</b>	<b>22</b>



# INTRODUCTION AND MESSAGE FROM SUPERINTENDENT ALYSSA LYNCH

Procedures outlined within this document are intended to provide the Metropolitan Education District (MetroED) which operates Silicon Valley Career Technical Education (SVCTE) and Silicon Valley Adult Education (SVAE) programs with guidance in preparing to reopen school sites. Because experts are continuing to learn more about COVID-19 and the conditions surrounding the crisis are continually evolving, this guidance will likely change. Procedures outlined are based on recommendations from Santa Clara County Public Health Department, Centers for Disease Control and Prevention, Santa Clara County Office of Education, Cal/OSHA and the Blueprint for a Safer Economy. This plan, protocols and policies will allow MetroED to reopen in any and all of the models listed:

**Full Distance Learning**  
(no students)

**Blended Model**  
(portion of students or staff on campus)

**Full Reopening**  
(all students and staff on campus with or without restrictions)



Dear Staff, Students and Community,

All schools in Santa Clara County have been faced with numerous challenges during the COVID-19 pandemic. At the same time, the challenges have brought innovation and opportunity to the educational system.

We opened the 2020-2021 school year in Full-Distance learning by providing robust online teaching and learning through the CANVAS Learning Management System. Our dedicated staff devoted hours, days and months to solve countless problems and to prepare for reopening in a Hybrid-Blended Model.

We plan to offer opportunities for students to opt in to the Hybrid-Blended in-person instruction in January 2021. Reopening will be dependent upon the county public health orders. Despite uncertain times, we are making sure that we do everything in our power to provide students tools they need to engage in our programs. We know achieving this through Hybrid-Blended learning will be challenging, but we are committed to providing an educational program that fits the needs of our diverse students. The objective is not just to reopen, but to move flexibly between distance learning, hybrid, and in-person modalities. Our top priority in the process is to:

- Keep our students, staff and community safe and healthy
- Provide high-quality education throughout the year
- Provide an environment for social-emotional connection for students and staff.

We appreciate your continued partnership as we work to reopen in a capacity that offers a consistent routine that provides support for parents, teachers, and administrators.

Sincerely,

Alyssa Lynch, Superintendent



# HEALTH & SAFETY PROTOCOLS

The health and safety of our students, staff and families is of the utmost importance. When students return for in-person instruction, schools will look much different due to new safety measures. This plan to reopen schools is based on current guidance from public health officials and state agencies and will be updated as the situation evolves. It is extremely important that health and safety screening takes place before students or staff enter buildings.

## General

- Secure protective equipment to comply with California Department of Public Health (CDPH) guidance for students and staff, appropriate for each classification or duty; meet relevant California Division of Occupational Safety and Health Administration (Cal/OSHA) requirements; and have a plan for an ongoing supply of protective equipment.
- Ensure all staff members share responsibilities and respond in a consistent manner.
- Students or staff with any identified COVID-19 symptoms and/or a temperature of 100 degrees or higher, will be sent home immediately until testing and/or medical evaluation has been conducted before returning to school or work.
- Employees have access to COVID-19 testing at regular and ongoing intervals.
- All staff, students and visitors are to wear face coverings while on campus (except when eating, drinking or virtually teaching alone in a classroom).
- All approved visitors, including parents, must complete health screening App prior to coming onto campus.
- Follow established physical distancing protocols and sanitation protocols.
- Campus entrance signs have been posted instructing students, staff and visitors not to enter if they have any COVID-19 symptoms.
- Campus posted signs remind stakeholders to wear a face covering, frequently wash their hands, use hand sanitizer, keep 6' distance and to NOT enter school facilities if they are experiencing COVID-19 symptoms.
- Prevent discrimination and inappropriate behaviors related to COVID-19.
- Provide necessary staff training and accommodations.
- Conduct all staff meetings, professional development training and education, other activities involving staff via video or phone conference. If in-person attendance is necessary, conduct such activities outdoors, if feasible, and with appropriate physical distancing.
- Work collaboratively with representatives of labor groups.
- Monitor staff and student illnesses and symptoms to help isolate them properly.
- A COVID-19 Liaison is responsible for responding to COVID-19 concerns and will regularly communicate the importance of following all outlined safety measures. In the event of a COVID-19 concern, the Liaison will work with District and School Administration to provide direction on next steps, document cases, conduct contact tracing as needed, and communicate with Santa Clara County Public Health.
- MetroED strongly recommends all students and staff be immunized against influenza to help protect the school community, reduce demands on health care facilities, and decrease illness that cannot be readily distinguished from COVID-19 and would therefore trigger extensive measures from the school and public health authorities.



## Communication

- Follow Santa Clara County Public Health Department (SCCPHD) protocols for notifying exposure of confirmed cases.
- Communicate regularly on the prevention of infectious diseases for students, staff, and parents and the need to stay home if ill.
- Communicate with all staff, students, and families regarding physical distancing requirements, hand hygiene and proper face covering while on campus.
- Inform those who have had close contact with a person diagnosed with COVID-19 to stay home, self-monitor for symptoms, and to get tested.
- Provide guidance to parents and staff on quarantining and isolation and not to return until they have met SCCPHD criteria to discontinue home isolation.

## Staff Training for all Members will Include

- COVID-19 staff responsibilities around social distancing protocols and policies set by the district including but not limited to: 6' distancing, hand hygiene, and wearing a mask.
- Communicate that staff may not bring unapproved disinfectants from homes.
- Limiting shared equipment.
- Confidentiality around health recording and reporting.
- Proper cleanliness to allow for disinfecting.
- Health screenings process; staying home when sick and getting tested when a close contact or displaying one or more COVID-19 symptoms.
- Policies to limit volunteers and other visitors on campus to only those necessary and approved by administration.
- Appropriate poster signage in classrooms and throughout the campus.
- Training on COVID-19 prevention, at all levels, including hygiene and preventative care, CDC guidelines for cleaning and disinfecting the workplace, managing stress, and anxiety, and preparing one's household.

## Supplies and Protective Equipment for Employees

- Cloth face covering
- Face shields (where appropriate)
- Hand sanitizer
- Hand washing stations
- Disposable gloves
- Gowns for selected staff
- Disinfectant wipes
- Sneeze guards

## Set up on Campus

- Drive-up screening point for all approved visitors
- Hand sanitizer and/or handwashing stations at entry points and common areas
- Maximum occupancy signs based on social distancing requirements where needed
- Care & Isolation rooms
- Best practices posters



## Daily Pre-screening for Symptoms at Home

Everyone **MUST** monitor temperatures and symptoms daily before going to school and work. It is extremely important that health and safety screening takes place daily, at home, before students or staff board the school bus and enter buildings.

Symptoms include:

- Fever of 100 degrees
- Cough
- Shortness of breath or difficulty breathing
- New loss of taste or smell
- Chills, fatigue, muscle or body aches
- Sore throat
- Congestion or running nose
- Nausea
- Vomiting or diarrhea



## Ask These Questions

A person who answers “Yes” to any one of these questions must not be allowed to enter campus.

1. Within the last 10 days have you been diagnosed with COVID-19 or had a test confirming you have the virus?

✓ Yes – STAY HOME and seek medical care.

2. Within the past 14 days, have you had close contact with someone who has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact is less than 6 feet for 15 minutes or more.

✓ Yes – STAY HOME and seek medical care and testing.

3. Have you had any one or more of these symptoms today or within the past 3 days?

☐ Fever or chills

☐ Loss of taste or smell

☐ Cough

☐ Shortness of breath or difficulty breathing

✓ Yes – STAY HOME and seek medical care and testing.

4. Have you had any one or more of these symptoms today or within the past 3 days and that are new or not explained by another reason?

☐ Fatigue

☐ Sore throat

☐ Muscle or body aches

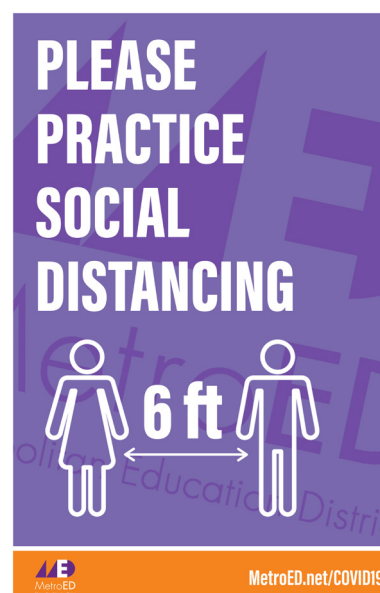
☐ Nausea, vomiting, or diarrhea

☐ Headache

✓ Yes – STAY HOME and seek medical care and testing.

## Physical Distancing

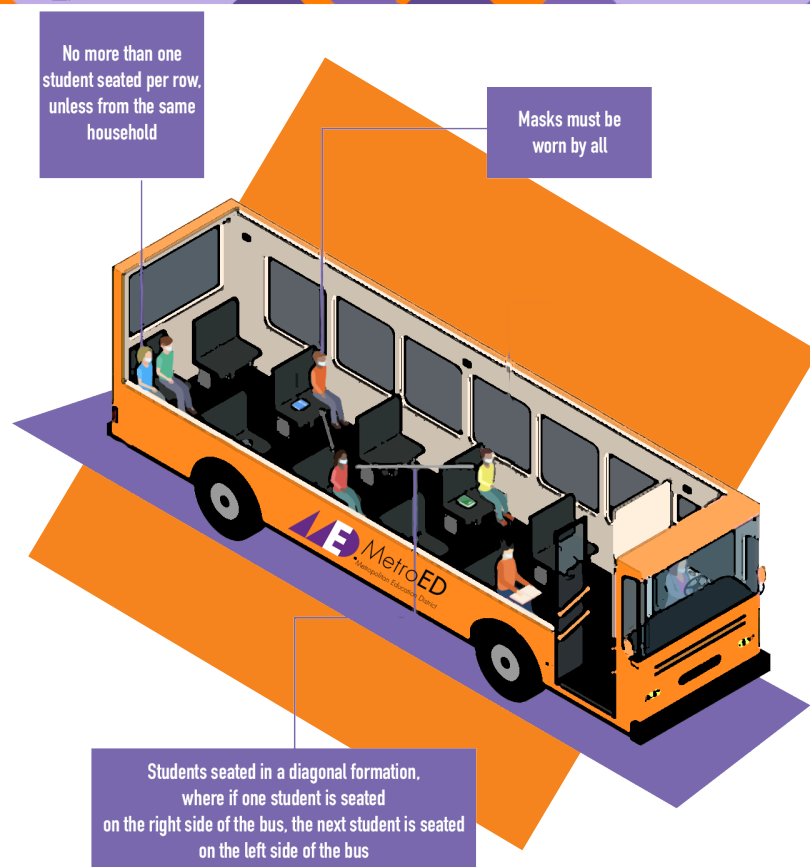
- Train staff and students on protocols for physical distancing for both indoor and outdoor spaces.
- Post signage reminding students and staff about physical distancing in prominent locations throughout each school campus and along a well-traveled walk or bike routes to school.
- Allow only necessary visitors and volunteers on the campus and limit the number of students and staff who come into contact with them.
- Ensure staff maintains six feet or more of distance from one another and any visitors and on the school campus.
- Place markings on the ground to facilitate physical distancing of six feet or more at all school entry and exit points, bike racks/cages/crosswalks near the school, in classrooms, and elsewhere on campus where students or staff are expected to cluster or form lines.
- Review emergency plans and drills to facilitate physical distancing, to the extent feasible, during such events.





## Bus Transportation

- Require families to screen students for COVID-19 symptoms before they board the school bus/van.
- Run multiple routes to minimize the number of students on the bus at any one time.
- Create additional bus stops to minimize the number of students waiting together.
- Ground markings will be placed at bus stops indicating social distancing.
- Social distancing on the bus, and sanitization after each drop-off.
- Bus drivers and students must wear masks and be six feet away from students seated.
- Maximize physical distancing between students on the bus/van by limiting available seats to the extent practicable (e.g., every other row available for seating).
- Students from the same family and or the same classroom should be instructed to sit together whenever possible to minimize exposure to new contacts.
- For individuals walking or biking to the school campus, at least six feet of physical distancing should be maintained.



## Arrival and Departure

- Utilize as many entrances and exits to campus as can be supervised appropriately to decrease crowding at entry and exit points.
- Designate routes for entry and exit.
- Instruct drivers to remain in their vehicles to the extent possible, when dropping off or picking up students.
- When in-person drop-off or pick-up is needed, only a single parent or caregiver should enter the facility to pick up or drop off the child.
- Provide supervision to disperse student gatherings during school arrival and departure.

## Classroom Settings

- Distance teacher and staff desks at least six feet away from students' desks to minimize the risk of adult-to-child disease transmission.
- Assign stable seating arrangements for students to ensure that close contacts within classrooms are minimized and easily identifiable.
- Increase ventilation by increasing outdoor air circulation (e.g., by opening any operable windows and/or doors) or using high-efficiency air filters and increasing ventilation rates.
- Reduce the amount of furniture and equipment in the classroom to facilitate distancing and reduce high-touch surfaces.
- Limit use of supplies and equipment to one group of students at a time and clean and disinfect between uses.
- Keep students' belongings separate from one another so students don't come in contact with other students' belongings.
- Teachers and district administration will collaborate with respect to social distance measuring and marking, instructional space setup and seating and work space configurations.



## Staff Break Rooms, Offices and Workspaces

Do not allow staff to eat or gather in any indoor spaces, such as break rooms and offices. Generally, no more than 1 staff member may be allowed per 250 square feet of indoor space, as described in the Health Officer's July Risk Reduction Order applicable to all facilities in the County. One (1) person in a breakroom at a time.

- Any other employee entering the room must wait outside breakroom 6 feet away.
- Wash your hands with soap and water for at least 20 seconds before touching items in the breakroom.
- Do not eat lunch in the breakroom so others can get in and out of the room.
- Employees are encouraged to take breaks outside and eat lunch outside when weather permits.
- Space staff's workstations at least six feet apart.
- Place markings on the ground to remind students/staff to maintain physical distancing.
- Increase ventilation by increasing outdoor air circulation (i.e. opening roll-up doors and windows) or using high-efficiency air filters and increasing ventilation rates.

## Restrooms

- Stagger restroom use by groups of students to the extent practicable, and /or assign certain groups of students to use certain restrooms.
- Limit restroom usage to specific cohort use as much as practicable.
- Place physical distancing markings outside of restrooms to facilitate physical social distancing.

## Lockers

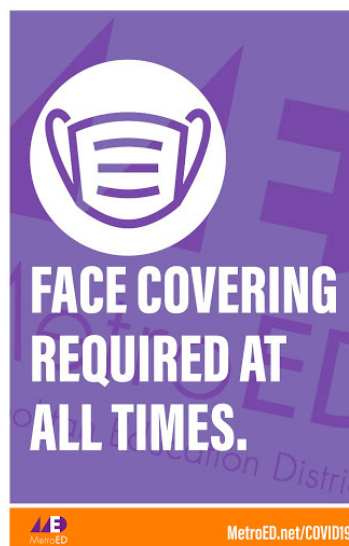
Minimize the use of lockers to avoid unnecessary mixing and congregation of students in hallways.

## Hallways

Minimize congregate movement through hallways as much as practicable. For example, establish more ways to enter and exit a campus, stagger passing times when necessary or when students cannot stay in one room, and establish designated one-way walking/passage areas.

## Hygiene Measures

- Teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff.
- Teach students and remind staff to use tissue to wipe their nose and to cough/sneeze inside a tissue or their elbow.
- Students and staff must wash their hands or use hand sanitizer with at least 60% alcohol before entering the building after arrival and after eating, coughing or sneezing, being outside, before and after using the restroom, touching sharp objects, and throwing away trash.
- Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application, and use paper towels (or single-use cloth towels) to dry hands thoroughly.





# COVID-19 TESTING & REPORTING

Schools may reopen for in-person instruction based on equivalent criteria to the July 17 [School Re-opening Framework](#). Schools are eligible for reopening at least some in-person instruction following California School Sector Specific Guidelines once the county is out of Tier 1 for at least 14 days. The threshold for closing a school or the district, because of the number of confirmed COVID cases, would be a decision made in conjunction with public health officials and per their guidelines.

## Monitor: Health Screenings

- Work with the Santa Clara County Department of Public Health (SCCDPH), and related authorities to follow the most up-to-date recommendations regarding screening and testing, contact tracing, and isolation and quarantine measures.
- Any students or staff who develop symptoms of illness while on campus should be immediately separated from others in a Cares/Isolation room(s). If more than one person is in the area, ensure physical distancing.
- Any students or staff exhibiting symptoms should be required to continue to wear a face covering and wait in an isolation area until they can be transported home or to a healthcare facility.
- Immediately notify the cohort families and staff of any positive tests. All staff and families in the appropriate school settings will be notified of any positive COVID-19 case while maintaining confidentiality as required by state and federal laws.
- Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
- Follow established guidelines for triaging students, recognizing not all symptoms are COVID-19 related.
- Designated school staff is to use existing procedures to contact the parent or guardian and request a school pick up.
- If transportation is not immediately available, the school staff will hold the student in isolation for the remainder of the school day.
- Designated school staff may arrange transportation to a healthcare setting, if necessary.

County risk level	New cases	Positive tests
<b>WIDESPREAD</b> Most schools are closed to in-person instruction, unless they meet certain conditions	<b>More than 7</b> daily new cases (per 100k)	<b>More than 8%</b> positive tests
<b>SUBSTANTIAL</b> Schools can reopen for in-person instruction after they have remained in the red tier for 14 days	<b>4 - 7</b> daily new cases (per 100k)	<b>5 - 8%</b> positive tests
<b>MODERATE</b> Schools can reopen for in-person instruction based on state and county guidance	<b>1 - 3.9</b> daily new cases (per 100k)	<b>2 - 4.9%</b> positive tests
<b>MINIMAL</b> Schools can reopen for in-person instruction based on state and county guidance	<b>Less than 1</b> daily new cases (per 100k)	<b>Less than 2%</b> positive tests

Source: California Department of Public Health (COVID-19 CA.GOV)

**FOUR COLOR CLASSIFICATION**

## COVID-19 Testing and Reporting

- The CDPH and SCCPHD recommend routine testing for all staff. Testing is now widely available at testing sites and through healthcare providers. MetroED is working on options to provide routine testing onsite.
- MetroED staff routine, surveillance COVID-19 testing frequency at least every other week.
- Require students and staff to get tested after they develop one or more COVID-19 symptoms or if one of their household members or non-household close contacts tested positive for COVID-19.
- Require that parents/guardians and staff notify school administration immediately if the student or staff tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19.
- Upon receiving notification that staff or a student has tested positive for COVID-19 or been in close contact with a COVID-19 case, contact the [COVID-19 Liaison and take actions as required by the SCCPHD](#).
- Students/staff who test positive and have completed isolation requirements as outlined, do not require a medical note or a negative test prior to returning to school/work.
- Symptomatic, non-close contacts are required to have a negative test or medical note to return 24 hours after resolution of fever and improvement of other symptoms. Individuals who refuse testing and/or evaluation should be treated as a COVID-19 case and can return based on the usual isolation criteria of 10 days after symptom onset and 24 hours after resolution of fever and improvement of other symptoms.
- Close contacts, both students and staff, to a COVID-19 case who test negative can return to in-person school/work only after completion of 10 days of quarantine from last exposure and authorization from school administration in collaboration with the COVID-19 Liaison.
- Close contacts who develop symptoms on or before Day 10, but who test negative, must remain in quarantine for at least 10 days AND until 24 hours after fever resolution and improvement in other symptoms, whichever is longer.
- Close contacts who develop symptoms between Days 11 – 14, but who test negative, must remain in quarantine until 24 hours after fever resolution and improvement in other symptoms.
- Documentation of negative test results must be provided to the school administration.
- In lieu of a negative test result, allow symptomatic individuals who are not close contacts to return to work/school with a medical note by a physician that provides an alternative explanation for symptoms and reason for not ordering COVID-19 testing.
- If a symptomatic individual who is not a close contact is not tested (and no alternative explanation is provided by a physician) then he/she should follow isolation requirements for confirmed COVID-19 cases, before returning to school/work.
- Provide parents with information regarding nearby testing sites, which is available through [www.sccfreetest.org](http://www.sccfreetest.org).





## Response to Suspected or Confirmed Cases and Close Contacts

If There is a Suspected or Confirmed COVID-19 Case

- Follow the [resources provided by the SCCPHD](#) to determine next steps.
- Follow all required instructions in Table 1 provided by SCCPHD.
- Follow the Santa Clara County Public Health Department contact tracing protocols.
- Identify space or classrooms visited by students or staff with suspected or confirmed cases of COVID-19, and inform the Facilities Manager, who will follow-up according to disinfection protocols.
- Provide parents and staff of close contacts with information regarding what to do while quarantining/isolating and direct, as needed, to get tested.
- Students and staff follow a clearance guideline, abiding by district policies set by SCCPHD on student health, to be readmitted on campus after exhibiting symptoms.

**Table 1**

Steps to Take in Response to Confirmed or Suspected COVID-19 Cases and Close Contacts			
Scenario	Immediate Steps	Interpreting Results	Return to School/Work
<b>Scenario 1:</b> Individual exhibits one or more COVID-19 symptoms.	<ol style="list-style-type: none"> <li>1. Send student/staff home.</li> <li>2. Recommend immediate testing.</li> <li>3. Notify school administration and COVID-19 Designee.</li> <li>4. Classroom remains open.</li> <li>5. If student/staff is not tested, must obtain medical note (explaining why not tested) OR follow instructions for positive case.</li> </ol>	<ul style="list-style-type: none"> <li>• If test is negative, stay at home until 24 hours after resolution of fever and other symptoms improve.</li> <li>• If test is positive, isolate at home for at least 10 days after the first symptoms started and at least 24 hours after resolution of fever and other symptoms improve. Send out letters.</li> </ul>	<ul style="list-style-type: none"> <li>• If negative, return to school 24 hours after resolution of fever and improvement in other symptoms; provide evidence of negative test or medical note explaining why testing was not performed.</li> <li>• If positive, can return once full isolation period is completed.</li> </ul>
<b>Scenario 2:</b> Student or staff identified as a "Close Contact" to a person who has tested positive for COVID-19.  A close contact is someone who was within 6 feet of the infected person for at least 15 minutes at any time beginning 2 days before the infected person had symptoms or tested positive.*	<ol style="list-style-type: none"> <li>1. Send home with instructions to quarantine for 10 days after last exposure.</li> <li>2. Recommend testing around day 6 after last exposure or, if symptomatic, test immediately. If test done earlier than day 6, repeat test towards end of quarantine.</li> <li>3. Notify school administration and COVID-19 Designee.</li> <li>4. Send out appropriate letters.</li> <li>5. Classroom remains open.</li> <li>6. All test result results should be reported to the school.</li> </ol>	<ul style="list-style-type: none"> <li>• If test is negative, quarantine for a full 14 days after last exposure to COVID-19 case. If continuously exposed to a case during the case's isolation (e.g. household member), quarantine ends 14 days after the case's isolation period ends.</li> <li>• If test is positive, isolate for at least 10 after symptom onset AND at least 24 hours after resolution of fever AND other symptoms improve. (if never symptomatic, isolate for 10 days after date of positive test.)</li> </ul>	<ul style="list-style-type: none"> <li>• Return to school/work once full 10-day quarantine is completed (or if contact became positive, full isolation period is completed).</li> <li>• No medical note is needed.</li> <li>• NOTE: Contacts must <u>self-monitor for symptoms for a full 14 days</u> from last exposure to case.</li> <li>• If symptoms develop during the 14-day monitoring period, see Test Result Decision Tree for guidance.</li> </ul>
<b>Scenario 3:</b> A student or staff member tests positive COVID-19 in a cohort or non-cohort setting	<p><b>COHORT – Classroom closes</b></p> <p><u>Case:</u></p> <ol style="list-style-type: none"> <li>1. Send home with instructions to isolate.</li> </ol> <p><u>Contact:</u></p> <ol style="list-style-type: none"> <li>1. Send home all members of the class cohort and any other campus close contacts. Then follow SCENARIO 2.</li> <li>2. Notify school administration and COVID-19 Designee</li> <li>3. Notify Public Health Department</li> </ol> <p><b>NON-COHORT – Classroom remains Open</b></p> <p><u>Case:</u></p> <ol style="list-style-type: none"> <li>1. Send home with instructions to isolate.</li> </ol> <p><u>Contact:</u></p> <ol style="list-style-type: none"> <li>1. Use seating chart/roster &amp; staff/student input to determine close contacts to send home. Then follow SCENARIO 2</li> </ol>	<p><u>Case:</u></p> <ul style="list-style-type: none"> <li>• For student/staff whose test is positive, isolate for at least 10 days after symptom onset AND at least 24 hours after resolution of fever AND other symptoms improve.</li> </ul> <p>(If never symptomatic, isolate for 10 days after date of positive test.)</p> <p><u>Contact:</u> FOLLOW SCENARIO 2</p>	<p><u>Case:</u></p> <ul style="list-style-type: none"> <li>• Return to school/work once full isolation period is completed.</li> <li>• No medical note needed.</li> </ul> <p><u>Contact:</u> FOLLOW SCENARIO 2</p>
<b>Scenario 4:</b> Routine COVID-19 screening (no symptoms, not a close contact)	<ol style="list-style-type: none"> <li>1. Continue at school/work until results are available.</li> </ol>	<ul style="list-style-type: none"> <li>• If negative, no action needed.</li> <li>• If positive, FOLLOW SCENARIO 3.</li> </ul>	<ul style="list-style-type: none"> <li>• If negative, continue at school/work. No documentation needed.</li> <li>• If positive, FOLLOW SCENARIO 3.</li> </ul>



# FACILITY CLEANING & SANITIZATION PROTOCOLS

## Cleaning and Maintenance

Enhanced cleaning and disinfection is critical to reducing the spread of COVID-19. These protocols have been developed to provide consistent practices for enhanced cleaning and disinfection in accordance with Santa Clara County Public Health Department, California Department of Public Health, [CDC recommendations](#), and [OSHA guidance](#).

- Maintain cleaning supplies to continuously disinfect the school sites per CDPH guidance.
- Ensure sufficient supplies of hand sanitizers, soap, hand-washing stations, tissues, no-touch trash cans, and paper towels.
- Each school site will be thoroughly disinfected after students and staff leave campus and/or between cohorts.
- Frequently disinfect high traffic areas.
- Limit the use of items that are difficult to clean and sanitize.
- Develop and provide staff training on disinfecting frequency, and tools and chemicals used in accordance with the Healthy Schools Act, CDPH guidance, and Cal/OSHA regulations.
- Establish a cleaning and disinfecting schedule to avoid both under-and-over uses of cleaning products.
- Restrooms will be cleaned after each cohort use.
- The District has chosen to use Oxivir Tb (Accelerated Hydrogen Peroxide approved for use against COVID-19 on the [Environmental Protection Agency \(EPA\)-approved list "N"](#) and follows product instructions. MetroED uses asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) whenever possible and avoids products that mix these ingredients with peroxyacetic (peracetic) acid, sodium hypochlorite (bleach), or quaternary ammonium compounds, which can exacerbate asthma.
- Provide employees training on manufacturer's directions, on Cal/OSHA requirements for safe use and as required by the [Healthy Schools Act](#), as applicable (Cleaning Protocol).
- Ensure proper ventilation during cleaning and disinfecting. Introduce fresh outdoor air as much as possible, for example, by opening windows where practicable. When cleaning, air out the space before students arrive; plan to do a thorough cleaning when students are not present. If using air conditioning, use the setting that brings in fresh air.
- Replace and check air filters and filtration systems to ensure optimal air quality. Ideally with a targeted filter rating of at least MERV 13. (Ventilation System).
- Maintenance & Operations will be implementing a cleaning schedule and HVAC energy management plan based on-site use.
- Ensure that all water systems are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other waterborne diseases.
- After an illness, limit access to areas used by the sick person (e.g., a student's desk or a staff member's office) until cleaned and disinfected.
- Provide training and proper PPE for staff who use specialized hazardous chemicals for cleaning.
- Increase circulation of outdoor air as much as possible by opening any operable windows and doors, unless doing so would pose a health or safety risk to individuals using the facility (e.g., allowing in pollen or smoke or exacerbating asthma symptoms) or using high-efficiency air filters and increasing ventilation rates.
- If opening windows poses a safety or health risk, maximize central air filtration for HVAC systems.

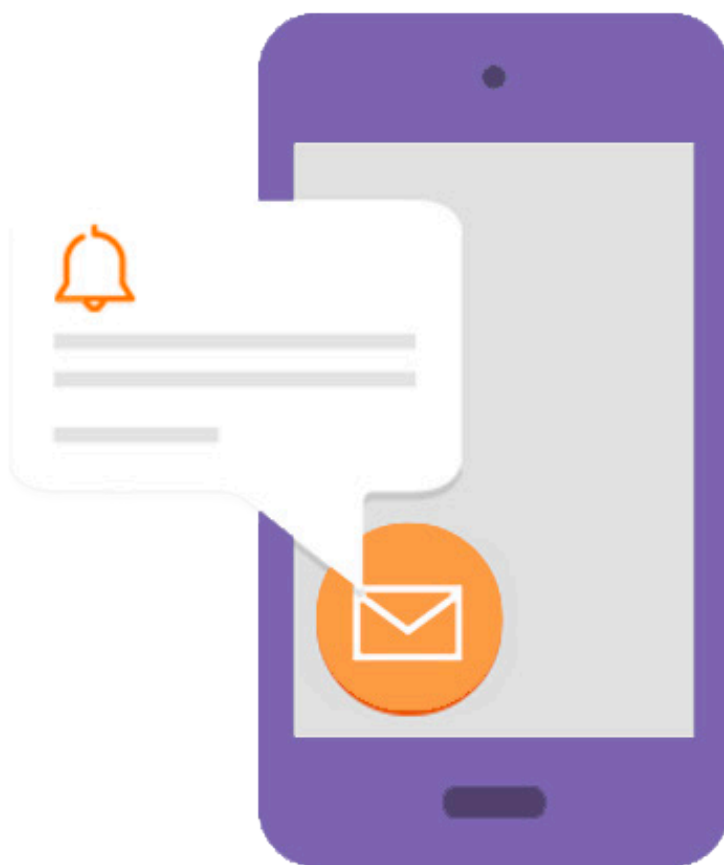




# EMERGENCY PREPAREDNESS

## Student Release Procedures

- In the case of an infectious disease outbreak that requires emergency school dismissal, parents will be notified through voice, text, and/or email messaging to pick up their child.
- It is important that the school is able to release students in a controlled environment to their parent/guardian for the purpose of a full school dismissal or a class release.
  - » Parents/guardians will need to identify the name of their student(s).
  - » Staff will radio for the student(s) to be released from their classroom(s)



**Phone  
Call**



**Text  
Message**



**Email  
Message**





# INSTRUCTIONAL PROGRAMS

## State Legislation for Local School Districts

SB 98 provides that distance learning may be offered under either of the following circumstances:

- On an LEA or schoolwide level as a result of an order or guidance from a state public health officer or a local public health officer; or
- For students who are medically fragile or would be put at risk by in-person instruction, or who are self-quarantining because of exposure to COVID -19
- SB 98 (Education Code 43504) contains a statement that LEAs “shall offer in-person instruction to the greatest extent possible.”

Education Code Section 43503 expressly states that distance learning is allowed in either of the following circumstances:

- On a local educational agency or school-wide level as a result of an order or guidance from a state public health officer or a local public health officer.
- For pupils who are medically fragile or would be put at risk by in-person instruction, or who are self-quarantining due to exposure to COVID-19.

Quality instruction and a commitment to equity for all students continues to be a focus for SVCTE & SVAE educational programs. We know that the needs of our students and families vary, which is why we have provided a variety of instructional program models for the 2020-21 school year.

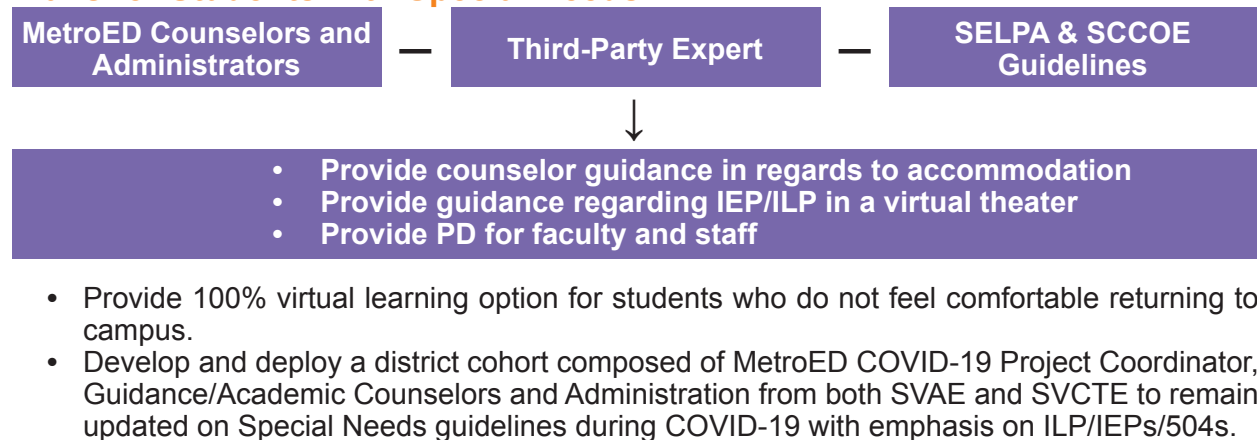
## Hybrid Learning

In a hybrid learning environment, students come to campus for part of their school day or week and learn from home for the other part of their school day or week. The Canvas learning management system will be used by teachers to provide additional content delivery or skill-practice opportunities.

## Distance Learning (All Online/All Virtual)

In the event that state, county and local health guidelines restrict students from returning to campus for either the All In-Person or Hybrid Learning models, students will participate in 100 percent distance learning. Students may also opt into this model for the entire school year. Students will use the Canvas learning management system, following the schedule for their grade level and taught by their regularly assigned teacher(s). MetroED has prioritized providing students with “live” or synchronous instruction, where teachers will be teaching in real-time via a video-conferencing application.

## Plans for Students with Special Needs



## District Wide Canvas Module

- Customized module, "COVID-19 & The Classroom"
- Multiple videos (with captions) and infographics
  - » How to properly wear and care for a face covering
  - » How to social distance on campus and in the classroom
  - » How to wash your hands properly to stop the spread of COVID-19
  - » How to fulfill basic needs such as eating and restroom use on campus
- Videos will be linked to EdPuzzle to ensure students watched the videos
- Completion of the module becomes an entry ticket to enter the classroom face-to-face.

## Plan Option Available for Students Unable to Return to Campus

- An option for 100% virtual learning is available for students who are unable to return to campus.
- Refer to the Instructional Model chart found in this section of the reopening plan for specific guidance regarding LMS, curriculum and instruction, certificates, and internships.

## Instructional Technology

	<b>Full Distance Learning</b> (no students)	<b>Blended Model</b> (portion of students or staff on campus)	<b>Full Reopening</b> (all students and staff on campus with or without restrictions)
<b>Registration</b>	* On-line (SVAE & SVCTE)	On-line (SVAE & SVCTE)	On-line (SVAE & SVCTE)
<b>Technology</b>	<p><b>Devices</b> such as desktops, laptops, tablets (not e-readers), and smartphones can be used to access CANVAS (SVAE &amp; SVCTE).</p> <p><b>Loaned Devices</b> are available for students at SVAE, as well as SVCTE for high school students who are unable to access a device through their comprehensive school site. District device agreements will be signed prior to issuing the device.</p> <p><b>Technology use</b> for learning 100%</p>	<p><b>Devices</b> such as desktops, laptops, tablets (not e-readers), and smartphones can be used to access CANVAS (SVAE &amp; SVCTE).</p> <p><b>Loaned Devices</b> are available for students at SVAE, as well as SVCTE for high school students who are unable to access a device through their comprehensive school site. District device agreements will be signed prior to issuing the device.</p> <p><b>Technology use</b> for learning 80%</p>	<p><b>Devices</b> such as desktops, laptops, tablets (not e-readers), and smartphones can be used to access CANVAS (SVAE &amp; SVCTE).</p> <p><b>Loaned Devices</b> are available for students at SVAE, as well as SVCTE for high school students who are unable to access a device through their comprehensive school site. District device agreements will be signed prior to issuing the device.</p> <p><b>Technology use</b> for learning 20%</p>
<b>Learning Management System (LMS)</b>	CANVAS (SVAE & SVCTE)	CANVAS (SVAE & SVCTE)	CANVAS (SVAE & SVCTE)
<b>Curriculum &amp; Instruction</b>	Curriculum and instruction will be done virtually 100% and all content will be available on the LMS.	Curriculum and instruction will be done virtually = 80% and all content will be available on LMS. The remaining = 20% will be face to face instruction	Curriculum and instruction will be done virtually = 20% and all content will be available on LMS. The remaining = 80% will be face to face instruction

## Scheduling Model Options for Silicon Valley Adult Education for Full Distance Learning

SVAE FULL DISTANCE LEARNING MODEL						
	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM Program	8:30 - 9:30AM	Check in & Attendance Lesson Directions/ Guidance	Check in & Attendance Lesson Directions/ Guidance	Full Asynchronous DL for ALL students  Teachers Prep/Planning/ Collaboration  Professional Development 8:30 -11:30	Check in & Attendance Lesson Directions/ Guidance	Check in & Attendance Lesson Directions/ Guidance
	9:30 - 11:30AM	Synchronous Lesson	Synchronous Lesson		Synchronous Lesson	Synchronous Lesson
PM Program	6:00 - 7:00PM	Check in & Attendance Lesson Directions/ Guidance	Check in & Attendance Lesson Directions/ Guidance		Check in & Attendance Lesson Directions/ Guidance	Asynchronous Lessons
	7:00 - 9:00PM	Synchronous Lesson	Synchronous Lesson		Synchronous Lesson	

Morning (AM) SVAE Blended Learning Schedule					
AM PROGRAM	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Day Cohort 1 8:30- 11:30 am	In-Person Classroom Instruction	In-Person Classroom Instruction	Professional Development Teacher Prep Office Hours	Asynchronous Lesson Delivery	Asynchronous Lesson Delivery
Day Cohort 2 8:30- 11:30 am	Asynchronous Lesson Delivery	Asynchronous Lesson Delivery		In-Person Classroom Instruction	In-Person Classroom Instruction

Evening (PM) SVAE Blended Learning Schedule				
PM PROGRAM	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
6:00-7:00PM	Teacher Prep	Teacher Prep	Asynchronous Lesson Delivery	Asynchronous Lesson Delivery
7:00-9:00PM Purple PM Cohort	In-Person Classroom Instruction	In-Person Classroom Instruction		
6:00-7:00PM	Asynchronous Lesson Delivery	Asynchronous Lesson Delivery	Teacher Prep	Teacher Prep
7:00-9:00PM Orange PM Cohort			In-Person Classroom Instruction	In-Person Classroom Instruction



## Scheduling Model Options for Silicon Valley CTE

Based on orders from the State, we opened in Full Distance Learning, and we plan to transition to the Hybrid Model and In-person based on the Santa Clara County Public Health Department orders. The schedules below were created for reopening in January 2021 for small cohorts.

SVCTE FULL DISTANCE LEARNING PLAN					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 - 8:30AM	Check in & Attendance Lesson Directions/ Guidance	Check in & Attendance Lesson Directions/ Guidance	Check in & Attendance Lesson Directions/ Guidance	Check in & Attendance Lesson Directions/ Guidance	Full Asynchronous DL for ALL students  Teachers Prep/Planning/ Collaboration  Professional Development 12:30 -3:30PM
8:30 - 10:30AM	Synchronous Lesson Delivery	Synchronous Lesson Delivery	Synchronous Lesson Delivery	Synchronous Lesson Delivery	
12:30 - 1:30PM	Check in & Attendance Lesson Directions/ Guidance	Check in & Attendance Lesson Directions/ Guidance	Check in & Attendance Lesson Directions/ Guidance	Check in & Attendance Lesson Directions/ Guidance	
1:30 - 3:30PM	Synchronous Lesson Delivery	Synchronous Lesson Delivery	Synchronous Lesson Delivery	Synchronous Lesson Delivery	

SVCTE Blended Learning Schedule					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30- 9:30AM	30 Minute Synchronous Lesson Delivery for Students not receiving In Person Instruction				Teacher Preparation/ Professional Development
	SCUSD, ESUHSD YELLOW	CUHSD, LGS, Charter, MUSD	ESUHSD WHITE	SJUSD	
12:30- 3:30PM	30 Minute Synchronous Lesson Delivery for Students not receiving In Person Instruction				Teacher Preparation/ Professional Development
	SCUSD, ESUHSD YELLOW	CUHSD, LGS, Charter, MUSD	ESUHSD WHITE	SJUSD	

### Plan for Communication with Students and Parents

- SVCTE will use the Infinite Campus student information system to update parents and students via email, text, and voice messages.
- In addition, COVID-19 information will be posted on MetroED, SVCTE, and SVAE websites.
- SVAE will use the Infinite Campus student information system to update students via email, text and voice messages.

### Plan for Career Technical Student Organizations: (CTSO's)

Career and Technical Student Organizations Leadership development through participation in a Career Technical Student Organization (CTSO) provides skills that are necessary to be successful in any career. In an effort to provide creative alternatives to participation.

Considerations include:

- Holding monthly meetings in a way that enhances the distancing requirements.
- Developing engaging activities that can be completed virtually.
- Working with community groups to plan for safely participating in service projects.
- Currently, there will be no district-related travel allowed.





# MENTAL HEALTH & WELLNESS

## Counseling and Social Emotional Support

- Prioritize a focus on social-emotional learning to provide support for students as they re-enter school; identify students in need of additional support, and build a safe and inclusive classroom community.
- Establish counseling support plans for crises related to infectious disease stress.
- When a problem behavior is intensified, due to the stress of infectious diseases added to already existing psychological difficulties, provide counseling team support.
- Provide routine communication (in-person or virtual) to staff members to encourage self-care and promote staff cohesion and coping skills.
- Provide staff with resources from their Employee Assistance Program (EAP).
- Align District resources, policies, and programs to fully support mental wellness for students and staff.
- Encourage students to use counseling services as needed.

## Help Students Destress During School Closures

- National Association of School Psychologists (NASP): [Talking to Children About COVID-19 \(Coronavirus\) - A Parent Resource](#)
- Child Mind Institute: [Talking to Kids About the Corona Virus](#)
- Center for Disease Control (CDC): [Talking with children about Coronavirus Disease 2019: Messages for parents, school staff, and others working with children.](#)
- Common Sense Media: [Help Your Family De-Stress During Coronavirus Uncertainty](#)

## Mental Health Support and Resources

- HelpGuide for Mental Health and Wellness: [www.helpguide.org](http://www.helpguide.org)
- National Institute of Mental Health: [www.nimh.nih.gov](http://www.nimh.nih.gov)
- Anxiety and Depression Association of America: [www.adaa.org](http://www.adaa.org)
- National Eating Disorders Association: [www.nationaleatingdisorders.org](http://www.nationaleatingdisorders.org)
- National Alliance on Mental Illness, Santa Clara County: [www.namisantacleara.org](http://www.namisantacleara.org)
- Santa Clara County Department of Behavioral and Alcohol/Drug Services: [www.sccgov.org/sites/bhd](http://www.sccgov.org/sites/bhd)



# RESOURCES & FREQUENTLY ASKED QUESTIONS



- [California Department of Public Health COVID-19 Industry Guidance: Schools and SchoolBased Programs](#)
- [California Department of Public Health Reopening and In Person Learning Framework](#)
- [California Department of Education - Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools](#)
- [Stronger Together - Recovery and Reopening Santa Clara County Schools](#)
- [CDC Clean and Disinfect Schools](#)
- [CDC Coronavirus](#)
- [Santa County Public Health Mandatory Directive for Schools](#)
- [Santa County Public Health K-12 Reopening of Schools](#)
- [Santa Clara County Public Health Coronavirus and Education Programs](#)
- [Santa Clara County Public Health Department Frequently Asked Questions for TK-12 and Programs check 11-25-20](#)
- [Santa Clara County Public Health Department Frequently Asked Questions for TK-12 and Programs check 11-25-20](#)





# METROED TASK FORCE MEMBERS

We would like to thank the following TaskForce members for attending several meetings, asking questions, reviewing documents and for providing feedback on this plan.

<b>Alexis Agustin</b> <i>Executive Admin</i>	<b>Meagan Azevedo</b> <i>Director HR</i>	<b>Cassidey Cannizzaro</b> <i>Metals Instructor</i>
<b>Ricky Carrillo</b> <i>Manager M &amp; O</i>	<b>Jenna Cestone-Green</b> <i>Academic Coordinator</i>	<b>Mike Cortese</b> <i>Mechanics Instructor</i>
<b>Luz Daugherty</b> <i>Site Registrar</i>	<b>Marleen Dinis</b> <i>Academic Coordinator</i>	<b>Gina Fleming</b> <i>Dental Instructor</i>
<b>Drew Foerder</b> <i>Assistant Principal</i>	<b>Sheena Fuentes</b> <i>Accountant</i>	<b>Lora Hunter</b> <i>Coordinator of Counselors</i>
<b>Lisa Ketchum</b> <i>Special Projects Coordinator</i>	<b>Chuck King</b> <i>Technology Manager</i>	<b>Nick Laskowski</b> <i>Assistant Principal</i>
<b>Ron Lebs</b> <i>Chief Business Officer</i>	<b>Alyssa Lynch</b> <i>Superintendent</i>	<b>Norma Martinez</b> <i>Program Coordinator</i>
<b>Shannon McIntosh</b> <i>Work Based Learning Specialist</i>	<b>Alecia Myers-Kelley</b> <i>Director, Student Programs</i>	<b>Jennifer Rockett</b> <i>Sports Medicine Instructor</i>
<b>Amanda Rosas</b> <i>Webmaster Marketing Specialist</i>	<b>Rosalie Ruiz</b> <i>Accountability Specialist</i>	<b>Kim Timoteo</b> <i>Support Specialist</i>
	<b>Danielle Welch</b> <i>Sr. Executive Assistant</i>	