

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

**LEA Name:** Sutter County Superintendent of Schools

**The LEA will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations, including:**

**☐ Universal and correct wearing of masks.**

All staff and students will utilize face coverings as indicated by recommendations from the [California Department of Public Health Guidance for the Use of Face Coverings](#).

Correct use of [well-fitting](#) face [masks](#) with proper filtration by all students, teachers, and staff will be required while indoors, by all people in school facilities, with certain exceptions for certain people, or for certain settings or activities, such as while eating or drinking. Masks will be required in all classroom and non-classroom settings, including hallways, school offices, restrooms, gyms, auditoriums, while on a school bus or in a school operated vehicle, etc.. Mask requirements will be enforced through communication between school staff and parents/guardians. Alternative educational opportunities will be made available for families who refuse to comply with masking protocols.

In general, it is optional for children and youth to wear a mask outdoors, even if they cannot maintain physical distancing. However, per [CDC recommendations](#), in areas of [substantial to high transmission](#), people who are not fully vaccinated are encouraged to wear a mask in crowded outdoor settings or during activities that involve sustained close contact (including high-risk contact sports) with other people who are not fully vaccinated.

Per CDPH (August 2, 2021), In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (e.g., communicating or assisting young children or those with special needs) a face shield with a drape (per [CDPH guidelines](#)) can be used instead of a face covering while in the classroom as long as the wearer maintains physical distance from others. Staff must return to wearing a face covering outside of the classroom. In keeping with guidance, non-restrictive alternatives to a face covering will be identified and implemented by agreement between the school health official and the parent/guardian. The

schools have a supply of disposable face coverings for anyone who is unable to provide their own. Responses for failing to wear a cloth face covering include, providing disposable face covering or exclusion from campus. N95 masks are available when requested by an unvaccinated employee working indoors or in a vehicle.

Staff will be trained and students will be taught and frequently reminded of the proper use of face coverings, including proper use, removal and washing of face coverings and the importance of not touching their face and washing their hands frequently.

- [How to Wear a Fabric Mask Safely | WHO](#)
- [Your Guide to Masks](#)
- [Masks Protect You & Me](#)
- [How to Wear Masks](#)
- [How to Store and Wash Masks](#)
- [Improve How Your Mask Protects You](#)
- [Types of Masks](#)

**❑ Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding).**

CDPH does not require stable groups (cohorts) in middle and high school, but in order to minimize the number of contacts and help students feel safe, as much as practicable, students will work with the same group of students each day of attendance (sometimes referred to as a “stable cohort” in the literature on health and safety). This grouping of students will be purposeful in that all students will share a credentialed teacher and not rotate unnecessarily between groups or classes.

Physical distancing - 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](#).

Screens are installed as practicable at all public contact points such as; office entry, reception desks, business counters, and individual meeting/assessment rooms.

**❑ Handwashing and respiratory etiquette.**

SCSOS has implemented routines for frequent hand sanitation focusing on COVID-19 prevention measures including after using restroom, before and after eating, when entering a classroom or

office, after taking off or putting on their cloth face cover, after prolonged exposure to high touch area and before and after each task when preparing food in any class.

SCSOS has provided adequate supplies including soap, a way to dry hands, tissues, face masks (as feasible), and no-touch/foot-pedal trash cans. If soap and water are not readily available, schools can provide alcohol-based hand sanitizer that contains at least 60% alcohol (for staff and older children who can safely use hand sanitizer).

SCSOS is using video and print resources as instructional curriculum for students in handwashing and other hygiene practices. Due to the needs of some Special Education students, staff utilize social stories to teach hygiene, mask etiquette, etc.. Examples of resources include:

- [Fight Germs! Wash Your Hands! – CDC](#)
- [Wash Your Hands! | CDC](#)
- [How to Handrub | WHO](#)
- [How to Handwash | WHO](#)
- [Washing hands](#)
- [Avoiding contact with one's eyes, nose, and mouth](#)
- [Covering coughs and sneezes](#)

#### **❑ Cleaning and maintaining healthy facilities, including improving ventilation.**

SCSOS operates programs at sites hosted by local school districts. Those districts provide cleaning and maintaining of facilities. SCSOS's Director of Facilities works with host districts providing cleaning and maintenance of facilities guidance.

At sites cleaned and maintained by SCSOS, SCSOS has implemented the following cleaning and disinfection measures for frequently touched surfaces:

- Custodial staff has the appropriate tools, equipment, supplies, and training to provide enhanced disinfecting of the facility.
- Steam shall be the primary solution for disinfection and sterilization due to the hazards and regulations concerning chemical use.
- When a chemical disinfectant must be used, we will follow the Department of Pesticide Regulations and Occupational Safety & Health Administration protocols.
- The school has identified and stocked cleaning products using the following guidelines:
  - Cleaning products should, when feasible, be from the Environmental Protection Agency (EPA)-approved list "N" approved for use against COVID-19

- Following product instructions for use
- Reducing the risk of asthma related to disinfecting, selecting disinfectant products, when feasible, on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid).
- Avoiding, when feasible, products that mix these ingredients with peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
- Using, when feasible, disinfectants labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times.
- Providing employees training on manufacturer's directions, on Cal/OSHA requirements for safe use and as required by the Healthy Schools Act, as applicable.
- Established a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.
- Custodial staff has the proper protective equipment including gloves, eye protection, respiratory protection and other appropriate protective equipment as required by the product instructions
- At Feather River Academy all products are kept out of children's reach and stored in a space with restricted access
- Areas used by any staff or student with a temperature or symptoms will be closed off areas and not used before cleaning and disinfection.
  - To reduce risk of exposure, custodial staff will wait 24 hours before cleaning and disinfecting.
  - If it is not possible to wait 24 hours, staff will wait as long as feasible before cleaning and disinfecting

SCSOS maximizes, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by:

- Utilizing HVAC fresh air economizers, 7% fresh air
- Preventatively maintaining our HVAC system every three months, including coil cleaning and filter replacement.
- Ensuring HVAC units have the maximum filtration efficiency for the unit, as applicable, from MERV 9-13.

SCSOS has developed a survey to provide opportunities for employees to identify possible COVID-19 hazards and report those for evaluation and mitigation when necessary.

❑ **Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments.**

The SCSOS Nursing staff has the primary responsibility for verifying positivity and conducting the contact tracing. Nursing staff may be supported by program administrators and other staff.

Schools will maintain a communication system that allows staff and families to self-report symptoms and receive prompt notifications of exposures and closures, while maintaining confidentiality. An SCSOS trained COVID-19 Liaison will notify the local health department of any newly reported cases in a student or staff member.

Recommendations for staying home when sick and getting tested:

- a. Follow the strategy for *Staying Home when Sick and Getting Tested* from the [CDC](#).
- b. Getting tested for COVID-19 when symptoms are [consistent with COVID-19](#) will help with rapid contact tracing and prevent possible spread at schools.
- c. Advise staff members and students with symptoms of COVID-19 infection not to return for in-person instruction until they have met CDPH criteria to return to school, which include:
  - i. At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; and
  - ii. Other symptoms have improved; and
  - iii. They have a negative test for SARS-CoV-2, OR a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition (e.g., allergies or asthma) OR a healthcare provider has confirmed an alternative named diagnosis (e.g., Streptococcal pharyngitis, Coxsackie virus), OR at least 10 days have passed since symptom onset.

When there is a COVID-19 positive case in a K-12 classroom the chart in Appendix A will be used to determine what action should be taken for both students and staff within the classroom.

Fully vaccinated individuals need not quarantine if asymptomatic. [CDPH Fully Vaccinated People Guidance](#)

Quarantine recommendations for unvaccinated students for exposures when both parties were wearing a mask, as required in K-12 indoor settings. These are adapted from the [CDC K-12 guidance](#) and [CDC definition of a close contact](#).

SCSOS has designated a COVID-19 Liaison, to act as the communication point for all COVID-19 concerns. This individual's responsibilities include:

- Managing and supporting contact tracing
- Notifying exposed persons
- Creating and maintaining a database of exposed students and staff
- Communicating with, and submitting lists of exposed students and staff to the local health department

As appropriate, students and staff will be encouraged to quarantine or isolate according to CDPH guidance. Specific guidance on quarantine and isolation can be found at the following CDPH website: [Guidance on Isolation and Quarantine for COVID-19 Contact Tracing](#)

Contact tracing, isolation, and quarantine will be done in collaboration with state, local, territorial, and tribal health departments in accordance with State Health Orders requiring the most restrictive guidance to be followed.

#### **❑ Diagnostic and screening testing.**

Symptom and exposure screening will occur for students and staff at home each day before leaving for school.

1. Parents will be provided with the list of COVID-19 symptoms and instructed to keep their child at home if the child is feeling ill or has symptoms of COVID-19, even if symptoms are very mild, and to get their ill child tested for SARS-CoV2.
2. Staff members submit a daily wellness check via google forms. Staff members will be provided with the list of COVID-19 symptoms and be instructed to call in sick and stay home if having symptoms of COVID-19 and to get tested for SARS-CoV2.
  - Staff members who have symptoms of Coronavirus 2019 or who are direct contacts of someone with COVID-19 will be rapidly tested, as feasible, even if the individual is asymptomatic.

As of August 25, 2021 CDPH lists symptoms as:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue (tiredness)
- Muscle or body aches

- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

When there is a COVID-positive in a K-12 setting, SCSOS will test students and staff following guidance in the Yuba-Sutter Public Health Flowchart for COVID-positive in a K-12 setting (see appendix A).

When there are COVID-positive cases identified in any other SCSOS location, SCSOS will test in accordance with CalOSHA guidelines.

Should the state's mandate for testing differ from the testing procedures above, SCSOS will comply with state mandates where possible. SCSOS will adhere to state mandated asymptomatic testing cadences, as feasible. Current recommendation (not mandated)

#### **❑ Efforts to provide vaccinations to school communities.**

SCSOS has provided our school communities with information on how to receive free vaccinations. We disseminated information on vaccine clinics in our area and hosted a vaccination clinic on site in conjunction with the Sutter County Health Department. We will continue providing our school community with information on how they can receive vaccinations, such as communicating information from <https://myturn.ca.gov/>.

#### **❑ Appropriate accommodations for children with disabilities with respect to health and safety policies.**

SCSOS provides regionalized and centralized services for members of the Sutter County Special Education Local Plan Area (SELPA). As a SELPA provider, we collaborate with local education agencies to ensure that we are providing appropriate accommodations for children with disabilities with respect to health and safety policies. As practical, SCSOS follows the health and safety policies implemented by the LEAs we serve as well as health and safety policies developed internally for classrooms for students with disabilities. Individualized accommodations have been put into place for our students with disabilities to ensure access to their Education Plan, and at the same time following health safety guidelines. Due to the severe needs of our students, there has to be flexibility in some of the areas of safety and hygiene due to their medical, sensory and cognitive needs.

**☐ Coordination with state and local health officials.**

The Sutter County Superintendent of Schools and senior management members met weekly with the Sutter County Health Officer for approximately one year to ensure SCSOS schools and programs acted in coordination with state and local health officials. Recently, the Sutter County Health Officer reduced the meeting frequency to bi-weekly and then ended regular meetings in June of 2021. However, the Sutter County Superintendent of Schools and key leaders from his office continue to have access to the Sutter County Health Officer and her office as needed to ensure continued coordination. SCSOS staff also monitor state communications and state level associations to assist with coordination.

**☐ Describe how the LEA will maintain, or continue to maintain, health and safety policies and procedures. Include a description of any adopted policies and procedures regarding the CDC's safety recommendations (or available LEA website links to such policies). Include descriptions of appropriate accommodations adopted and coordination efforts conducted with outside State and local health officials. Please include or describe current public health conditions, applicable State and local rules and restrictions, and other contemporaneous information that informs your decision-making process.**

Health and safety policies and procedures were developed with local input based on guidance from CDC, CDPH, CDE, Cal/OSHA, and the local health officer. Where possible, model templates and rubrics were utilized to ensure best practices.

Plans, Policies, and Procedures developed were:

- COVID-19 [Operations Written Report](#)
- [COVID Safety Plan \(CSP\)](#): which included the Cal/OSHA Prevention Plan (CPP) and the SCSOS COVID-19 School Guidance Checklist
- Feather River Academy Plan for Classroom-based Instructional Activities 2020-2021
- Feather River Academy Plan for Classroom-based Instructional Activities 2020-2021
- Distance Learning Guide for Itinerant and DIS Providers
- SCSOS Response Guide to a Confirmed or Suspected Case of COVID-19
- [Learning Continuity and Attendance Plan](#)



Accommodations provided were:

- Working Remotely
- Distance Learning
- Independent Study
- Cohort support
- Counseling/Mental Health Support
- Food Services during school closures
- Opportunities for childcare

The SCSOS educational leadership team will review and update this plan regularly and the safety committee provides input to be considered in revision when maintaining policies and procedures.

To see the most current public health conditions, use the following link:

[Current health conditions posted by our Local Health Department](#)

- ☐ **The LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and foodservices.**

**Describe how the LEA will ensure continuity of services in case isolation, quarantine, or future school closures are required, including how the LEA will meet the needs of students with disabilities and English learners.**

SCSOS developed a [Learning Continuity Plan](#) to ensure continuity of services. Furthermore, SCSOS will follow the most current guidance from CDC, CDPH, CDE, and our local health officer to ensure continuity of services.

Current guidance dictates that students, teachers, and staff with positive test results will [isolate](#), and [close contacts](#) will [quarantine](#). SCSOS staff will report positive cases to the health department as soon as they are informed. School officials will notify families of close contacts as soon as possible after they are notified that someone in the school has tested positive (within the same school day as practicable).

If one or more COVID-19 cases at the school site:

- Students and staff of any affected cohort will switch to distance learning for 14 days
- School leadership will communicate directly with affected students and staff through email or telephone

- Possible shut down of the entire school if multiple cohorts are affected, with school leadership communicating with school community through social media, prior to any closings, and with any updates prior to re-opening.

If there are COVID-19 cases at multiple school sites in the county office of education, then continuation of measures from above, plus:

- Leadership may possibly close multiple school sites, or entire district as determined by community health needs
- Leadership will communicate with the FRA community through social media, prior to any closings, and with any updates prior to re-openings

During school closure, isolation or quarantine:

**Social emotional** and crisis counseling will be provided in-person or virtually as the conditions and guidance dictates. 1 - 1 counseling will continue either virtually or in an in-person setting with sneeze guards and appropriate PPE. Established group therapy will continue in the least restrictive environment allowable. Student well-being will be monitored by school staff and through the use of Kelvin Pulse Surveys where appropriate. SEL resources for [parents](#) and [students](#) are available on the SCSOS website.

Each **English Learner** will be assigned an instructional aide to provide additional support for all course work through weekly in-person or virtual meetings.

SCSOS **Special Education** DIS services will be provided via distance learning format as appropriate. Our program provides home based learning activities through a variety of avenues. We individualized our approach to our students and families during isolation, quarantine or school closures. Our Special Education team provides home learning through technology, packets of work, weekly Zoom meetings with students, phone calls and other creative avenues dependent on student need. We ensure that students have access to engage in distance learning by providing family tools such as Chromebooks, visual icons, manipulatives and paper/pencil. Our staff are in constant communication with families on a weekly basis and conduct IEP meetings virtually to provide families ongoing support through this process.

#### ❏ **Continuity of services for Isolation**

Provision of instruction for students with IEPs who are in isolation will be provided in accordance with the guidance in Appendix B and students' Individualized Education Plans.

Provision of instruction for general education students in isolation for 10 days or less will be provided through short term independent study to ensure academic progress is maintained and for academic credit. Short term independent study will meet state requirements and may include a combination of synchronous and asynchronous engagement as practicable based on the health and stamina of the student. (Typically, once weekly synchronous instruction and completion of assigned work asynchronously)

Students whose health conditions require longer isolation may be served through home-hospital instruction.

#### **☐ Continuity of Services for quarantine**

Continuity of service for students in quarantine will be provided using the same protocols as for students in isolation.

#### **☐ Continuity of services for school or classroom closure**

Provision of instruction for students with IEPs during school closure will be provided in accordance with the guidance in Appendix B and students' Individualized Education Plans. This scenario has already been addressed in SCSOS students' IEPs.

Provision of instruction for general education students during a school or classroom closure for 14 days or less will be provided through short term independent study to ensure academic progress is maintained and for academic credit. Short term independent study will meet state requirements and may include a combination of synchronous and asynchronous engagement as practicable based on the health and stamina of the student. (Typically, once weekly synchronous instruction and completion of assigned work asynchronously)

Provision of instruction for general education students during a school or classroom closure for 15 days or more will be provided through an independent study model including synchronous remote learning and asynchronous work production following criteria established in AB 130, which includes:

K-3 Daily Synchronous Instruction

4-8 Weekly Synchronous Instruction and Daily Live Interaction

9-12 Weekly Synchronous Instruction

Independent study will apply to any pupil impacted by any of the conditions listed in subdivision (a) of Section 46329 within 10 days of a school closure.

Independent study master agreements will be established within a reasonable amount of time.

SCSOS will reopen for in-person instruction as soon as possible once allowable under the direction of CDPH and/or the county health officer.

- ☐ **The LEA sought public comments in the development of its plan and took those comments into account in the development of its plan.**

**Describe the LEA's policy or practice that provided the public with an opportunity to provide comments and feedback and the collection process. Describe how any feedback was incorporated into the development of the plan.**

The SCSOS COVID-19 Safety Plan (CSP) that was developed prior to March 11, 2021 was updated and re-formatted using this template and based on new information, new requirements, and new opportunities for stakeholders, including the public, to provide comments and feedback during meetings held on:

-----

June 16 - 21: Solicit input from SCSOS Cabinet members

June 21-25: Solicit input from school staff at Feather River Academy, Pathways Charter Academy and Special Education

June 24: SCSOS Public Comment Meeting by Zoom. Plan and Zoom link shared through email, webpage and social media on June 21

July 14, 2021- Public comment at Board Meeting

July 23, 2021: Safe Return to In-Person Instruction and Continuity of Services Plan posted to SCSOS Website

-----

August 25, 2021: Plan was reviewed and a draft revision was made by the SCSOS Educational Leadership Team consisting of general education and special education principals and SCSOS leadership. The draft was then forwarded for input from stakeholders, including bargaining units and the public.

\_\_\_\_\_ : Date of consult with bargaining units

\_\_\_\_\_ : Date of input from Cabinet

\_\_\_\_\_ : Date of input from school/program staff (All programs/schools)

\_\_\_\_\_ : Public comment at Board Meeting

☐ **Feedback incorporated into the plan:**

An SCSOS employee said he thought we could remind people about how they can utilize the <https://myturn.ca.gov/> website to get injections. As a result of this recommendation, SCSOS included communicating reminders about the myturn.ca.gov website in this plan.

FMOF will update the section on *Cleaning and Maintaining Healthy Facilities, Including Improving Ventilation* based on June 2021 guidance.

CDPH/OSHA Webinar 6/23

- Updated: Universal and correct wearing of masks section are not required of students or staff while in an outdoor setting
- Updated: Fully vaccinated individuals need not quarantine
- Symptom and exposure screening will occur for students and staff will occur at home each day before leaving for school.
- Modified the 3' requirement by removing the "when cohorting"
- Links to mask and hand washing/hygiene training material

Board Meeting 7/14/21

CDPH Guidance 7/12/21

AB 130 Alignment for J-13A 8/3/21

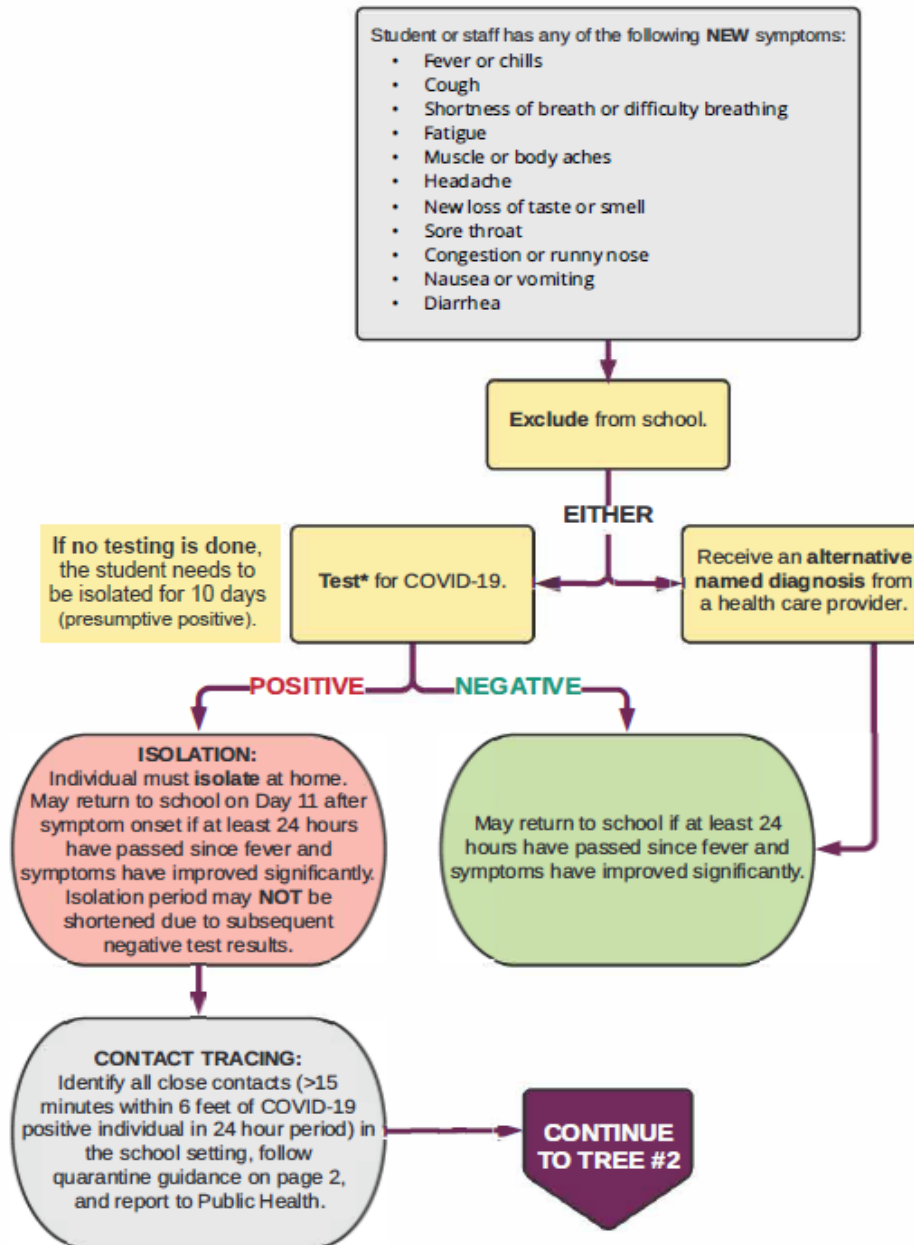
SCSOS Leadership Team Input/Revisions 8/25/21

LHD and CDPH Decision Tree Updates 9/13/21

Appendix A:  
Yuba-Sutter Public Health Flowchart for COVID-positive in a K-12 setting

# COVID-19 Symptom & Quarantine Decision Forest for K-12 Schools

## TREE #1: STUDENT OR STAFF WITH SYMPTOMS

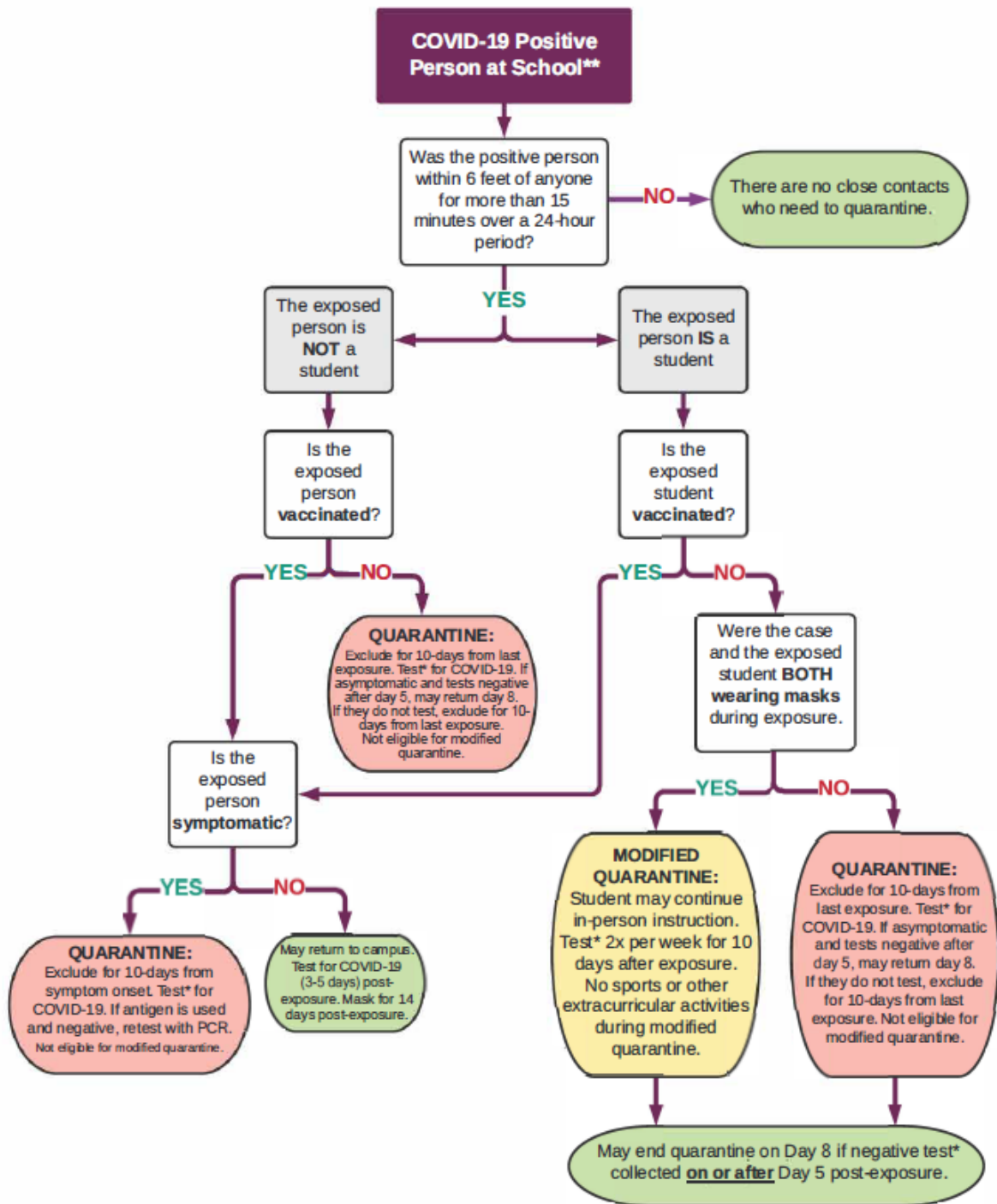


\* PCR or rapid antigen testing are acceptable testing methods. If antigen is negative, continue isolation and repeat with PCR testing.

\*\* School setting in which students are supervised by school staff, including indoor or outdoor school settings and school buses.

Updated: September 10, 2021

## TREE #2: COVID-19 POSITIVE PERSON AT SCHOOL\*\*



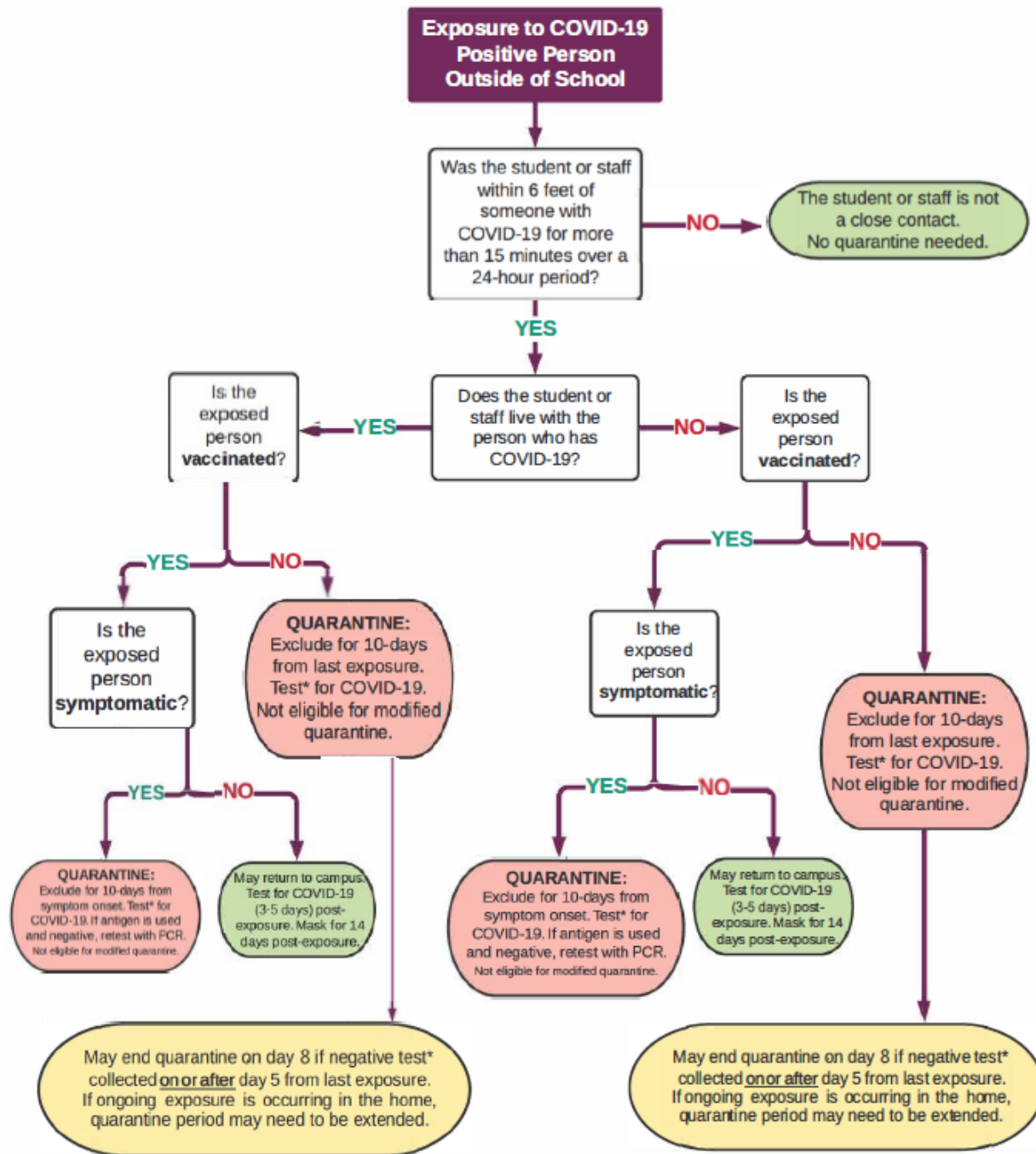
\* PCR or rapid antigen testing are acceptable testing methods. If antigen is negative, continue isolation and repeat with PCR testing.

\*\* School setting in which students are supervised by school staff, including indoor or outdoor school settings and school buses.

Updated: September 10, 2021



### TREE #3: COVID-19 POSITIVE EXPOSURE OUTSIDE OF SCHOOL



\* PCR or rapid antigen testing are acceptable testing methods. If antigen is negative, continue isolation and repeat with PCR testing.

\*\* School setting in which students are supervised by school staff, including indoor or outdoor school settings and school buses.

## Appendix B:

### **Guidance for Provision of Special Education Services**

#### **When Students with IEPs are not Accessing In-Person Instruction**

Please note: This is only guidance. Each student with an IEP is entitled to an individual education plan. Decisions should be made in light of the student's individual needs and circumstances. Please contact your special education administrator or the SELPA to discuss specific cases.

##### **Students placed on quarantine due to COVID or exposure to COVID:**

Mark the student's absences excused and provide classwork (just like for any student that is sick) and SPED services / related services to the extent possible. Keep documentation to mitigate liability if/when you get a due process or compliance complaint. If appropriate, provide make-up services when the student returns to in-person instruction.

Independent Study Program is generally NOT our offer of FAPE for SWDs. At its core, ISP (which is really learning independently and getting help at home from parents and checking in with a teacher on a schedule) is the opposite of Specially Designed Instruction. If ISP is really FAPE, then we should have already been providing it because there is only ONE FAPE for a student (in the eyes of the courts) and we have to get it right. ***Remember if you change the offer of FAPE to ISP, that offer will remain after the quarantine is over unless there is agreement from the parent to revisit in-person instruction as a more appropriate option.***

##### **Students who are required to isolate or quarantine due to COVID for more than 10 school days-**

Mark the student's absences excused and continue to provide classwork. Hold an IEP to consider options. For some students, if the team anticipates the absence will be extended, virtual Home/Hospital may be a viable option.

##### **Students whose parent/guardian withholds them from school due to concerns of COVID-**

Remind the parent of compulsory education requirements. Schedule an IEP to consider options to address the parent's concerns and keep the child safe, but do not change the IEP to something that is not FAPE. If the parent continues to refuse to send the child to school, then work through the student services SARB process as appropriate. Parents might decide to file a private school affidavit, transfer to a private

or to a non-seat based charter school. If the parent chooses one of these options, the student would be dropped and transferred from the current program, but might be entitled to an individual service plan.

### **Requests by parents to place a student on Independent Study**

Independent Study Program is generally NOT our offer of FAPE for SWDs. At its core, ISP (which is really learning independently and getting help at home from parents and checking in with a teacher on a schedule) is the opposite of Specially Designed Instruction. If ISP is really FAPE, then we should have already been providing it because there is only ONE FAPE for a student (in the eyes of the courts) and we have to get it right.

If you receive a request for ISP you should schedule an IEP. While some legal analysts are advising to hold the IEP immediately, it is important to hold a legally defensible IEP meeting.

Most special education attorneys are advocating that we have 30 days to convene an IEP when requested by a parent. State law regarding ISP does not change IDEA law and it cannot compel us to hastily convene an IEP for a presumed perfunctory purpose of changing a student's placement to ISP.

Best practice is to hold the IEP as soon as possible but no later than 30 days from the request.

***Remember if you change the offer of FAPE to ISP, that offer will remain after the quarantine is over unless there is agreement from the parent to revisit in-person instruction as a more appropriate option.***

### **What about students in County Programs?**

All of the above applies to students served in county programs. The one caveat is that the DOR must be involved in the process if ISP is considered and in cases in which the parent is refusing to bring the child to school. For short term quarantines and when students are considered for temporary Home/Hospital, SCSOS should continue to provide services in line with our general practices for other temporary illnesses or absences. For school refusals or transferring to other LEAs or private school affidavits, the district should be notified to determine any SARB or school engagement actions are necessary. The critical message here is that SCSOS must keep the DOR informed as the DOR is ultimately responsible for FAPE and compulsory education laws.