

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 [CDPH](#) and 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](#).

Effective March 11, 2022 masking is strongly recommended but not required by students, staff or visitors at our school sites. Masking mandates may be re-established after consultation with local Public Health based on: pandemic patterns, prevention measures, assessment capacity and treatment factors.

No person can be prevented from wearing a mask as a condition of participation in an activity or entry into a school, unless wearing a mask would pose a safety hazard

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

CDPH recommends focusing on the other mitigation strategies provided in guidance instead of implementing physical distancing requirements for routine classroom instruction.

Handwashing and respiratory etiquette.

SCSOS implemented routines for frequent hand sanitation focusing on COVID-19 prevention. These routines will continue as they are generally considered good hygiene and proactive in the prevention and spread of most contagious diseases.

Measures include encouraging students and staff to sanitize after using the toilet, after handling garbage, 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 provides 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.

❑ Diagnostic and screening testing.

SCSOS follows the most recent [CDPH guidance](#) on screening, testing and contact tracing.

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.

CDC's list of symptoms of COVID-19 includes fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea. Severe symptoms of COVID-19 include but are not limited to trouble breathing, persistent pain or pressure in the chest, new confusion, inability to wake or stay awake, pale, gray, or blue-colored skin, lips, or nail beds, depending on skin tone. Symptom lists are available at the [CDC symptoms and testing page](#).

When there is a COVID-positive in a K-12 setting, SCSOS will test students and staff following guidance in the [CDPH Managing confirmed or suspected COVID-19 at K-12 Schools](#) (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)

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

SCSOS Risk Management/COVID Safety Coordinator has the primary responsibility for verifying, conducting contact tracing and monitoring isolation and quarantine guidelines for adults/staff.

The SCSOS Nursing staff has the primary responsibility for verifying positivity, conducting the contact tracing and monitoring the isolation and or quarantine guidelines for students in K-12 settings. 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. When there is a COVID-19 positive case in a K-12 classroom the CDPH [Decision Tree PDF](#) along with the [Local Health Department Decision Tree](#) will be used to determine what action should be taken for both students and staff within the classroom.

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

❑ **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, CalOSHA, 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 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 receive in-person instruction unless they request independent study due to health concerns. Students, teachers, and staff participating in in-person instruction with a 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).

☐ 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 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)

Students whose health conditions require longer isolation may be served through Home Instruction pursuant to Title 5 California Code of Regulations section 3051.4..

☐ 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 isolation, quarantine or 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 isolation, quarantine or a school or classroom closure for 15 cumulative days or more in the 21/22 school year 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.

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** and Related Services will be provided via distance learning format as appropriate as per each student's Individualized Education Program. 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.

- 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.

December 10, 2021: Plan was reviewed and a draft revision was created by the SCSOS Educational Leadership Team consisting of general education and special education principals

and SCSOS leadership and the SCSOS Safety Committee. The draft was then posted and forwarded for input from stakeholders, including bargaining units and the public.

January 13, 2022: Revised Plan was presented for further input and refinement based on changing COVID landscape and related guidance.

February 24, 2022: Updated Special Education Safety Plan was incorporated as Appendix B

March 15, 2022: Plan updated with [CDPH updated guidance](#)

April 6, 2022: Plan updated with updated [CDPH guidance](#)

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

Educational Partner Engagement sessions for ESSER III Expenditure Plan included discussion about plans for safe in-person instruction and continuity of instruction. Family Intervention Team (FIT) on 8/3/21, FIT/Family Soup on 9/7/21 and Alpha-Sigma on 11/2/21.

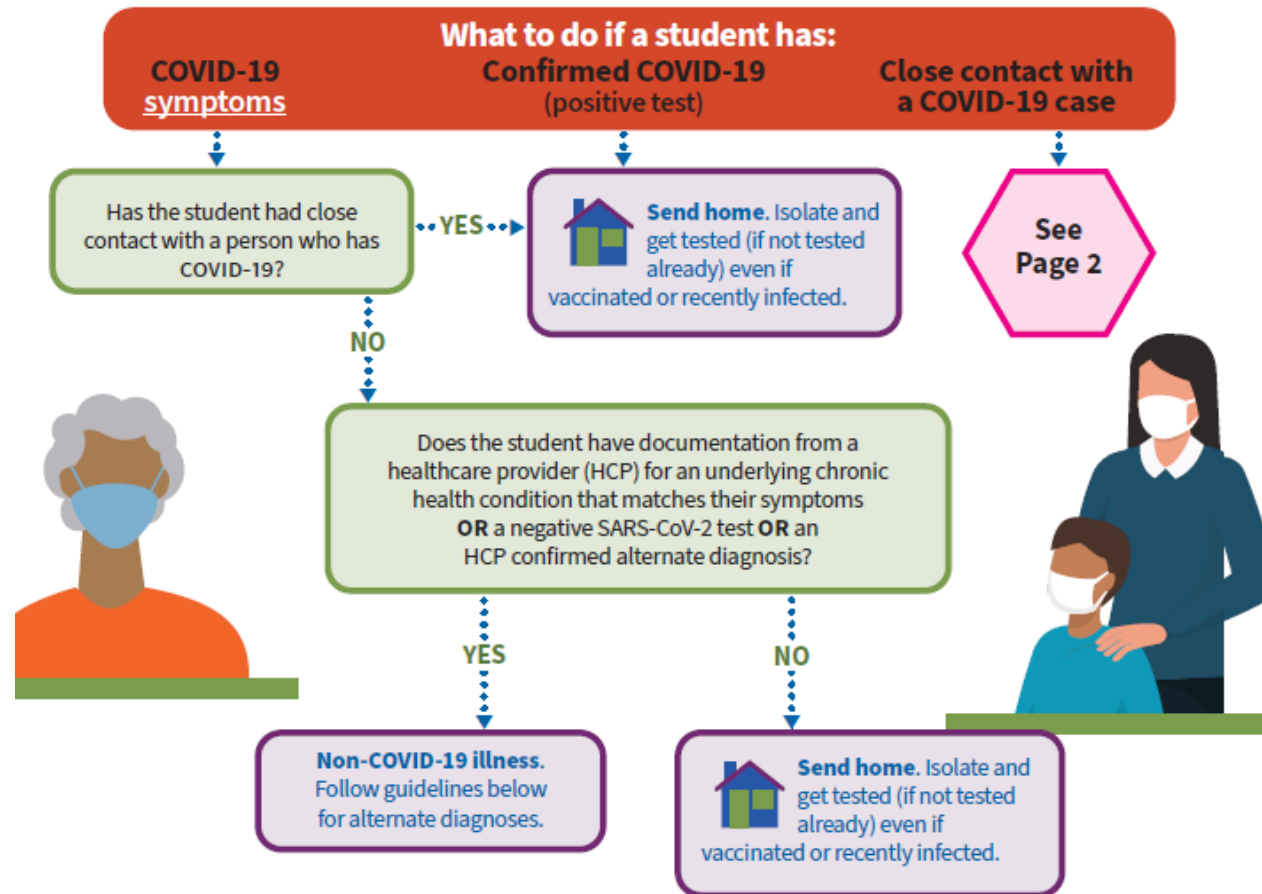
- Encouraged improvements in ventilation and filtration prior to winter months
- Supported and encouraged the use of resources to focus on SEL and Mental Health needs.

SCSOS Leadership Team and Safety Committee Input/Revisions 12/10/21, 1/13/22, 2/24/22

Appendix A:

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

Managing confirmed or suspected COVID-19 at K-12 schools



Positive or no test: Stay home for at least 5 days after symptoms start (or after positive test if no symptoms). Isolation can end after day 5 **IF** fever-free with no (or resolving) symptoms **AND** a test (antigen preferred) on day 5 or later is negative. If no test or a positive test on day 5 or later, or symptoms not resolving, isolate through day 10, continuing until fever-free.

Negative test or alternate diagnosis (with no previous positive test): May return to in-person instruction if fever-free (no fever for previous 24 hours, without using fever-reducing medication) **AND** other symptoms improving.

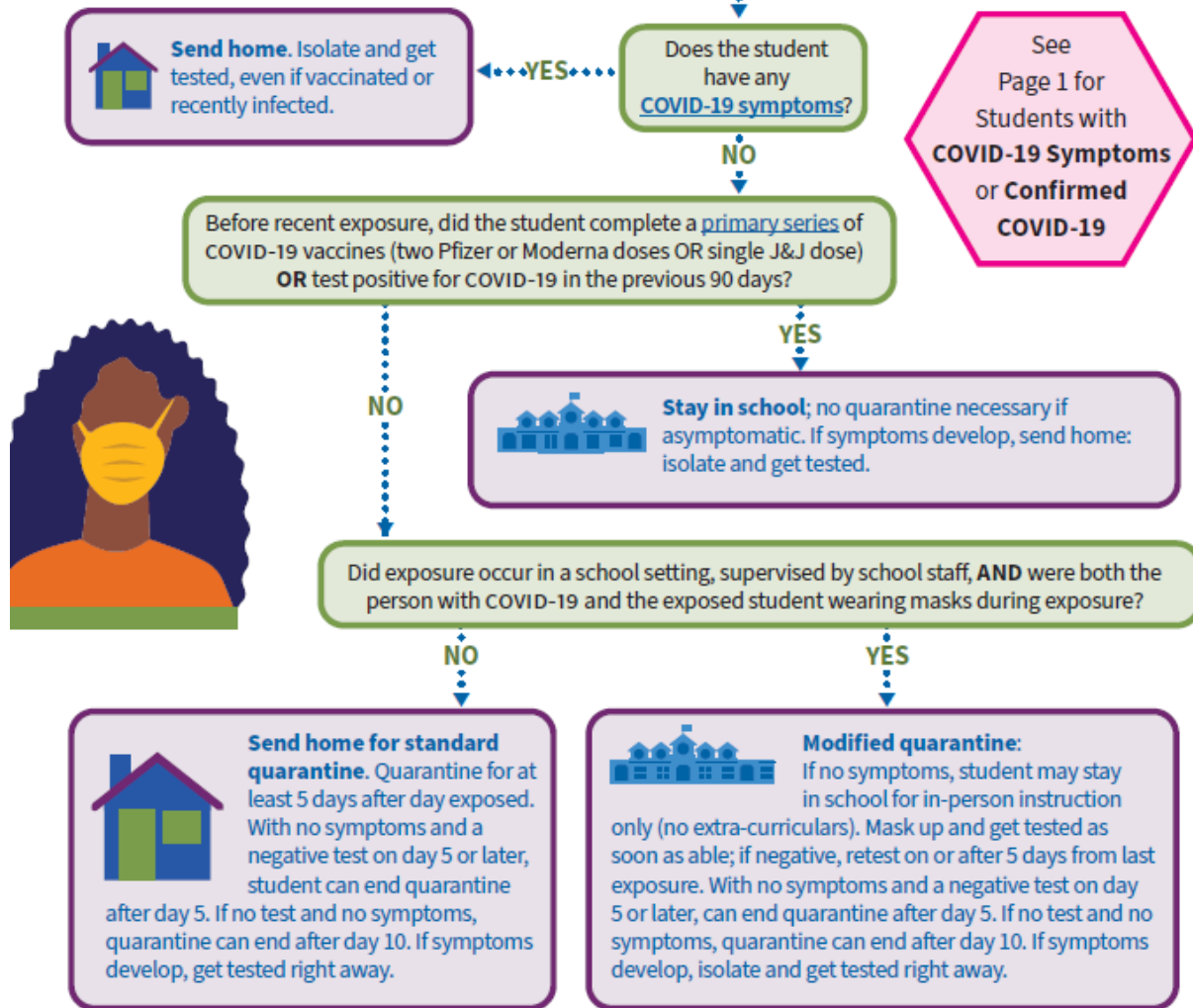
*For more detailed information and guidelines, see [CDPH Schools Guidance](#) and [CDPH Isolation & Quarantine Guidance](#).

Staff and employers are subject to Cal/OSHA [COVID-19 ETS](#) or [Aerosol Transmissible Diseases](#) standard and should review those requirements.



Managing COVID-19 exposure at K-12 schools

What to do if a student is a **close contact** of someone with COVID-19 if using Individual Tracing*



Positive test: Stay home for at least 5 days after symptoms start (or after the day student tested positive if no symptoms). See page 1 for more on isolating after a positive test.

*This page addresses students identified as close contacts, following an Individual Tracing approach to managing COVID-19 exposures. When schools follow a Group-Tracing approach, all exposed students may receive an exposure notification (EN) and should get tested within 3-5 days after exposure, earlier if symptoms develop. Asymptomatic students may remain in school if participating in testing. Students who develop COVID-19 symptoms or test positive after receiving an EN should isolate at home and notify school of test results. See CDPH's [Group-Tracing Approach](#) and [K-12 Schools Q&A](#) for more information on student exposures.

Appendix B

2022 Sutter County Superintendent of Schools Special Education Department -- Safety Plan

Currently there are 32 classrooms under the direction of Sutter County Staff. Each of these classrooms are placed on district campuses. It is the intent and practice that these classrooms follow the Safety Plans of the site where they are located. Owing to the unique needs of our Special education students, it is imperative that Sutter County Staff know the safety Plans and receive training in these plans. It is expected that County Special education students will participate in all emergency drills. County staff are responsible to identify the needs of their students and to assist their schools to meet these needs.

Students with Disabilities

For the purposes of this section, students with special needs are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary. For individuals with special needs, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival. To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care, and other emergency response and recovery programs will, through professional development, collaboration meetings, and outreach programs including parents will:

- have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- know the special needs demographics of the students attending classes on site;
- involve students with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- consider emergency accommodations for those with temporary disabilities;
- identify existing resources within the school and local community that meet the special needs of these students;
- develop new community partners and resources, as needed;
- inform parents about the efforts to keep their child safe at school;
- identify medical needs and make an appropriate plan;
- determine transportation needs, special vans and buses for students;
- identify any necessary tools such as personal response plans, evacuation equipment or visual aids;
- Include local responders and establish a relationship with individual students with disabilities and their teachers.

Revised: 02-24-2022

Revised: 2-24-2021
Approved: 2-26-2021