



Lemon Grove

SCHOOL DISTRICT



Roadmap for Reopening



LEMON GROVE
ACADEMY ELEMENTARY



LEMON GROVE
ACADEMY MIDDLE



MONTEREY HEIGHTS
ELEMENTARY SCHOOL



MT. VERNON
SCHOOL



SAN ALTOS
ELEMENTARY SCHOOL



SAN MIGUEL
ELEMENTARY SCHOOL



VISTA LA MESA
ACADEMY

Last Updated on March 4, 2021

LGSD Reopening Plan 2020-2021

This reopening plan is posted on LGSD's website, along with our COVID-19 Safety Plan, at https://www.lemongrovesd.net/apps/pages/index.jsp?uREC_ID=1286288&type=d&pREC_ID=1849908

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Introduction

On July 17, 2020, the California Department of Public Health (“CDPH”) issued a directive on school reopenings for the 2020-2021 school year in light of the statewide increase in COVID-19 cases and hospitalizations. Governor Gavin Newsom addressed the topic as well at his July 17, 2020, press conference and laid out specific criteria for the reopening of schools in California. The mandate indicated that schools located in counties on the state’s COVID-19 monitoring list must not open for in-person instruction until their county has been off the monitoring list for 14 consecutive days. As a result of this mandate, all LGSD schools started the 2020-21 school year in a “Full Distance Learning” Phase.

On January 14, 2021 CDPH issued the [COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools](#), outlining various health and safety regulations and recommendations required for us to reopen in a hybrid and eventually in a “Full Return to School” phases, as we decide when and how to implement in-person instruction for the 2020-2021 school year. This document is rooted in the scientific evidence available to date and supports twin goals: ***safe and successful in-person instruction***.

LGSD is resolved to do everything we can to physically reopen our schools when it is allowable to do so because we believe doing so is in the best interest of our students. And yet, we recognize that we need to find a pathway for physically reopening schools safely with the health and well-being of our entire community in mind.

Even as we look ahead to physically returning to campus, we know we may need to close schools again with very little advance warning. With this in mind, LGSD must be prepared to toggle between different learning phases designed to fit a variety of circumstances and considerations. We appreciate the flexibility and understanding of our staff and families as we adjust to these ever-changing conditions to keep students and employees safe and emerge from this pandemic stronger than ever.

This Roadmap is guided three principles:

- Health & Safety for Students and Staff
- Academic Success
- Social Emotional Supports



Academic Success

LGSD Mission & Vision

MISSION

- The Lemon Grove Learner is diverse, unique, resilient, inquisitive, compassionate, and limitless.
- We believe that caring relationships based on integrity, honesty, and a respect for diversity are essential to learning.
- When our Lemon Grove Learners leave Lemon Grove School District they will know and be able to recognize their significance and potential, and they will use their 21st century learning experiences to thrive as tomorrow's leaders, workers and democratic citizens.

VISION

Lemon Grove Learners are tomorrow's leaders, workers, and citizens.

Learning Phases based on COVID-19 Infection Rates

All LGSD schools started the 2020-21 school year in a full distance learning phase. Now that local health conditions have improved we can move our schools into a hybrid learning phase that brings students back to school in smaller groups for two days a week. Then, once health conditions are significantly improved we plan to reopen schools fully - all students, 5 days a week. See the table below for a brief overview of the learning phases.

Learning Phase	Description
Full Distance Learning	<ul style="list-style-type: none"> • Instruction that is fully online & provided by a credentialed teacher <ul style="list-style-type: none"> ◦ Includes both synchronous & asynchronous activities • Provides for a full educational program <ul style="list-style-type: none"> ◦ Instruction in all content areas with district adopted curriculum ◦ Includes targeted support & monitoring of student progress
Hybrid	<ul style="list-style-type: none"> • A combination of in-person and distance learning <ul style="list-style-type: none"> ◦ TK-8 will utilize a split-week model: 2 days in person, 3 days distance learning

	<ul style="list-style-type: none"> ○ Preschool will utilize an AM/PM model ● Reduces the number of students on campus to 50%
Full Return to School	<ul style="list-style-type: none"> ● Five days a week for all students ● Will maintain health & safety considerations



Full Distance Learning Phase

In a full distance learning phase TK- Grade 8 students in Lemon Grove will receive 5 hours of instruction daily. These 5 hours will be a combination of synchronous (live instruction via Zoom) and asynchronous activities. The asynchronous activities may include students watching pre-recorded instructional videos and completing work assigned by the teacher. The daily schedule for all students will also include a social-emotional check in.

For elementary students about 1 hour of the total 5 hours will be synchronous instruction. Elementary school students can expect to be engaged in both whole group and small group Zoom sessions with the classroom teacher and their peers throughout the instructional day.

Middle school students will also participate in both synchronous and asynchronous instruction. Middle schools moved to a block schedule for the 2020-21 school year. For instance, students may attend three periods on Monday and three periods on Tuesday. In a block schedule each class period is extended and will include a minimum of 30 minutes of synchronous instruction with the remainder being asynchronous. Middle school teachers will also provide small group Zoom sessions for targeted support to students.

Preschool students will also have both synchronous and asynchronous instruction though their instructional day will be shorter (3 hours).

Parents will receive the weekly schedule directly from the classroom teacher prior to the start of the week. The schedule will include the week's assignments and scheduled time for synchronous instruction, with Zoom links included. Asynchronous work should be completed throughout the day. Attendance will be monitored (*see Pg. 10 of this document for additional details*).

Note that Wednesday's are minimum days across LGSD. At the end of last school year LGSD agreed to adopt a minimum day Wednesday schedule to allow for additional professional learning & collaboration time for teachers. On these Ed Learn Wednesdays all students will receive 30 minutes of synchronous instruction at the start of the day and be engaged in asynchronous work the remainder of the day.

Special Education students will continue to receive IEP services. All IEP services, for each particular service, will be provided synchronously to the greatest extent possible, and at minimum for a portion of each individual IEP service. At the next scheduled IEP for each

student, the IEP team will review the student's progress and needs, and ensure appropriate support is provided to assist with any regression that may have occurred.

English Learners will continue to receive both designated and integrated ELD services.

Technology Platforms to Support Distance Learning

Platform	Purpose
Zoom	<ul style="list-style-type: none">• Used for all live interaction and instruction with students• Used for virtual meetings with parents and families
Google Classroom	<ul style="list-style-type: none">• Weekly assignments will be posted in Google Classroom• Teachers will track assignment completion & provide feedback on work
Class Dojo	<ul style="list-style-type: none">• Used to communicate with parents and families• Teachers, school site administrators & district staff will use Class Dojo to share information with parents & families



Hybrid Learning Phase

Before moving into a hybrid phase, the district will provide a 4-week advance notice to families. All health and safety guidelines will be followed in a hybrid phase, allowing students to spend 2 days per week physically on campus, and the other 3 in distance learning

Hybrid Phase: TK - Grade 8

LGSD has adopted a split week hybrid model for TK - 8th grade. In the split week model students will attend school two days a week and engage in distance learning three days a week.

- Group A -Half of the students will physically attend school Monday and Tuesday and engage in distance learning Wednesday, Thursday and Friday.
- Group B - The other half of the students will physically attend school Thursday and Friday and engage in distance learning Monday, Tuesday and Wednesday.
- The split week model allows for only 50% of the students to be on campus on any given day. The school site will ensure that siblings are in the same group. See the table below for additional information on student groupings in a split week model.

Student Groups for Hybrid Phase (TK-8)

Group Name	Group Participants	Group Schedule
Group A	Students with last name A-M <i>*exceptions made for siblings with different last names **may have slight variance by classroom to ensure no more than 50% of students on a given day</i>	Monday - On Campus Tuesday - On Campus Wednesday - Distance Learning at Home Thursday - Distance Learning at Home Friday - Distance Learning at Home
Group B	Students with last name N-Z <i>*exceptions made for siblings with different last names **may have slight variance by classroom to ensure no more than 50% of students on a given day</i>	Monday - Distance Learning at Home Tuesday - Distance Learning at Home Wednesday - Distance Learning at Home Thursday - On Campus Friday - On Campus

Hybrid Phase: Preschool

LGSD has adopted an AM/PM model for preschool. In the hybrid phase, preschool classes will have a maximum of 14 students per session with a 1:7 adult:student ratio.



Full Return to School Phase

Once health conditions are significantly improved and it is allowable to do so, LGSD plans to reopen schools fully - all students, 5 days a week. The district will provide a 4-week advance notice to families before moving into a full return to school phase. All health and safety guidelines will be followed in a full return to school phase.



Distance Learning/ Virtual Academy Option

At the beginning of the 20-21 school year, LGSD offered a virtual academy - a fully online school for the entire year for those parents who preferred to not send their child physically to school throughout the entirety of the 2020-21 school year. The virtual academy option was open to all TK - 8 grade students in Lemon Grove. The virtual academy included special education services for students with IEPs. In addition, students from Mount Vernon who selected the virtual academy option at the beginning of the year continued to receive dual immersion instruction.

Students enrolled in the Virtual Academy at the beginning of the year were placed at one of two schools below for the 2020-21 school year. All students currently enrolled in the yearlong Virtual Academy will return to their home school in the 2021-22 school year.

Note: the schools listed below will operate the Virtual Academy in addition to their regular school programs for students.

Virtual Academy Schools for the entire 2020-21 school year:

School Name	Grades Served
Vista La Mesa Virtual Academy	TK - 8
Monterey Heights Virtual Academy	K - 6

As we prepare to transition to in-person learning in a hybrid model, parents will once again be given the option to remain in full distance learning for the remainder of the year. If parents select to remain in distance learning for the remainder of the school year every attempt will be made to accommodate this request at the home school site. Beginning in April, 2021 each school site will operate a Virtual Academy for the remainder of the school year for all students and families that select this option. A parent/guardian survey will be sent to all families, as a commitment on which model the student will participate in for the rest of the year. This will be completed before the hybrid model begins, so that all families are participating in either in-person models (such as hybrid) or Virtual Academy, according to their personal preference and needs.

Technology Needs

Every Lemon Grove Learner must have a computer device for the 2020-2021 school year. The district is able to provide a dedicated Chromebook to EVERY student.

[Request a Student Chromebook or Internet Connection](#)

In Distance Learning, Hybrid Learning, and the Virtual Academy, a majority of student learning is supported via online instruction with digital learning resources, apps, videos, assessments and Zoom. While there are some paper-based instructional materials, such as workbooks and worksheets, most work and interactions will require that students have a digital device.

Chromebook devices require that students have internet connectivity at home or where they spend their day. If a family does not currently have access to the internet, the district can help you get connected. [Cox Connect 2 Compete application](#) (English) | [Formulario de Cox Connect 2 Compete](#) (Spanish)

Help Desk Support

We recognize that sometimes technology has glitches. The good news? We have dedicated technology support for parents and students to utilize when they encounter connectivity issues.

Our Help Desk is staffed with bilingual (English/Spanish) Help Desk Technicians. The Help Desk is open from 8:00 am - 4:00 pm. You can access help in two different ways. You can submit a Service Request online and we will contact you within 24 hours. Or, you can call our Help Desk Hotline between the hours of 8:00 am - 4:00 pm. Please note, due to call volume, there may be a wait if you call-in for support.

Technology Support

via Email: Helpdesk@lemongrovesd.net

via Phone: (619) 825-5700

Email Request for Technology Support

Include the following information in your email:

- Student Name
- Student ID (if known)
- Student School
- Student's teacher name
- Describe the issue (chromebook, program, internet, login issues, etc)
- Provide a phone number where we can call you back
- Best time to contact you

Phone-in Support/Calling the Help Desk

If there is no answer, please leave a message with the following information:

- Student Name
- Student ID (if known)
- Student School
- Student's teacher name
- Describe the issue (chromebook, program, internet, login issues, etc)
- Provide a phone number where we can call you back
- Best time to contact you

Bell Schedules

All LGSD schools will keep the same bell schedule they have had in previous years. Student arrival and pick up times in a hybrid and full return to school phase will be the same as they have been previously.

During a full distance learning phase, students will report (virtually) to school at the designated time indicated by the classroom teacher's weekly schedule communicated to parents. In a full distance learning phase, students will generally be "in school" from about

9am - 2pm daily. Again, please reference the classroom teachers weekly schedule for exact times.

School Year Calendar Modifications

The [updated 2020-21 school calendar](#) is posted on the district website for reference.

In order to prepare for a full distance learning start to the year, the 2020-21 school year calendar was modified.

- Students started school (virtually) on Wednesday, August 26, 2020, instead of August 19th.
- As a result of starting school a week later, the end of the school year has also been pushed back by a week. The last day of school for students will be Wednesday, June 16, 2021.
- In addition, January 4, 2021 will now be a student instructional day.

Attendance Policy

- All students are expected to attend daily live instruction each day, with cameras on, and complete asynchronous activities assigned to them each day .
- If a child is sick or unable to attend school, parents must call in to provide a documented excuse, and the student will be marked with an "excused absence". Parental excuse process has not changed if the student is out sick.
- If a child does not attend synchronous instruction or does not show evidence of online/asynchronous learning, and the parent has not called with an excuse, then the child will be marked as "absent"
- Key exceptions:
 - Between 3-9pm that same day, students will still have an opportunity to complete online work
 - To submit after-hours work for attendance credit: submit work through Google classroom, submit a message through Class Dojo, or a parent will email the class teacher. In those messages, please describe the work completed.
 - The next business day, the teacher will review their messages & email. If the students marked absent turned in any work, the teacher will email the office to change the attendance report from the previous day from "absent" to "present".

Attendance Support

- Any students who were "absent" the day before will be called by Health Clerks in the morning to follow-up.
- After 3 consecutive days of non-engagement (or 60% of the week), where students are not attending live instruction, the teacher will contact the family to find out why the student is not attending and what support(s) the family needs.

- If unresponsive, the teacher will notify the social worker, who will then make contact with the families.
- If unresponsive, the social worker will notify the school administrator.
- The school administrator will make contact, and if unresponsive, will assign a staff person(s) to conduct a socially distant home visit (e.g. staying outside, wearing face coverings, etc.)
- Letters will be sent home to families for consecutive absences and non-engagement.
- Resources will be provided to staff to support with troubleshooting attendance issues with families (e.g. connectivity problems, not sure how to use Zoom platform, etc.)

Tier One Re-Engagement Strategies:

- How-To videos for parents on Zoom, Google Classroom, and any other technology being used during synchronous and asynchronous learning
- Class Dojo engagement & communications from teachers
- School and classroom calendar(s)
- Clear, well-communicated student schedules provided to all families in their home language, in advance of when they're expected to attend
- Easy to find zoom links for each live session
- Strong focus on caring relationships and belonging, especially through virtual learning
- Daily SEL curriculum & activities
- Phone calls and contact for absences by health clerks the next day

Tier Two Re-Engagement Strategies:

- Teacher contact, in preferred format for families
- Social worker contact, in preferred format for families
- Troubleshooting technology/logistics obstacles - assigning or recommending available resources to families for support
- Assign Social Worker to follow and support case as needed
- Document supports and communications carefully
- Provide temporary additional supports as needed, such as reminders, reinforcement or temporarily adjusted schedules, as needed

Tier Three Re-Engagement Strategies

- Principal assigns staff member to conduct home visit(s)
- Principal emails TOSA Parent & Family Engagement Specialist to support with troubleshooting access and engagement obstacles for working schedules, child care, etc.

- TOSA, social worker, principal and family will create an Individualized Attendance Plan for how distance learning engagement will work for the impacted student(s).
- School team will complete attendance tracking with the individualized plan in mind.
- TOSA, social worker and principal will inform/collaborate with health clerk and classroom teachers to be sure all team members understand the individualized circumstances for a student and family

Grading & Assessments

Student work will be assigned grades similar to what has been previously done. Students will take regular assessments similar to what has been done in previous years. Report cards and progress reports will be sent home consistent with past practice.

Extracurricular Programs

Due to current health & safety guidance all before and after school programs, such as Morning Mile, are not able to operate. We will revisit all before and after school program offerings once health conditions improve and students have returned to campus in a hybrid phase. Thank you for your understanding.

Professional Learning for Staff

The changes in the learning environment necessitate an ongoing focus on professional learning for all staff members. LGSD has planned targeted professional learning opportunities for certificated and classified staff.

Topics for certificated staff & substitutes include:

- Distance learning techniques, tools, and strategies. Including:
 - Training on the three core technology platforms: Zoom, Google Classroom and Class Dojo
 - Technology tools to support accessible and engaging learning for diverse learners: PearDeck & EdPuzzle
 - Flipped classroom model: Loom & Screencastify
- Social emotional learning, trauma informed and restorative practices to deepen our individual and collective support of students
- Special education training for all special education staff regarding distance learning supports, IEP services, and compliance expectations
- Identifying and mitigating learning loss. Including:
 - Developing plans to address unfinished learning using iReady and Benchmark Booster
 - Using Literably to digitally measure student fluency, accuracy and comprehension

Topics for classified staff include:

- Distance learning techniques, tools, and strategies. Including:
 - Training on the three core technology platforms: Zoom, Google Classroom and Class Dojo
 - Training on supporting classroom teachers, students & families in distance learning
- Social emotional learning, trauma informed and restorative practices to deepen our individual and collective support of students



Physical: Health & Safety

The following health and safety measures reflect best practices based on recommendations, requirements and other guidance from the County of San Diego Public Health Services, the California Department of Public Health, and the Center for Disease Control. Implementation of these measures are necessary for LGSD to move into the Hybrid and Full Return to School phases of learning.

Small, Stable Groups

Students will be programmed into stable groups to insure that:

- Students stay in the same stable group
- Stable group sizes determined by the maximum capacity for students in the stable groups learning space while maintaining 4-6-ft physical distancing or maximum space/barriers between students
- Each stable group should be in a separate room and not mix with other stable groups
- Teachers should remain primarily with one stable group of students, if feasible
- Contact tracing can be effectively implemented

Stable group sizes will vary, but conform to the 4-6 minimum physical distancing requirements. Some factors that determine stable group sizes include physical classroom size, layout and student need.

In grades 7-8, students are mostly in a single stable group, and contract tracing of students based on their schedules can be effectively implemented.

Entrance, Egress, and Movement

Each site has implemented procedures to support 6-ft physical distancing for staff and student as they enter, exit and move throughout the day, including:

- Altering offices, reception area, and all other common space for physical distancing.
- Several entry and exit points for all staff, students and parents.
- Parents are encouraged to remain in their vehicles and drop off older children at the designated drop off zones.
- Parents that need to escort younger children to their screening and during pickup will be required to wear a mask.

- Placing signs and/or markers to assist with physical distancing, including:
 - Ground markings where students or staff are required to assemble or wait in line
 - Ground markings to establish flow in hallways
 - At restrooms to:
 - Limit entry to students from specific classrooms nearby
 - Limit the number of students using it at one time
 - Indicate where to wait in line

Face Coverings and Other Essential Protective Gear

All staff and students will utilize face coverings as indicated by evolving recommendations from the [Center for Disease Control](#), the [California Department of Public Health](#) and/or the San Diego County Department of Health.

Face coverings must be worn by all students and staff:

- While waiting to enter the school campus
- While on school grounds (except when physically distanced eating or drinking)
- While leaving school
- While on a school bus
- When participating in sports even with heavy exertion indoors or outdoors
- We ensure that employees, students and visitors have access to clean, undamaged, disposable face coverings and train on the proper usage.
- Employees are required to wear face coverings over the nose and mouth when indoors, and when outdoors and less than six feet away from another person, including non-employees, and where required by orders from the California Department of Public Health (CDPH) or local health department.
- Signage is posted at all entrances and throughout facilities reminding employees and visitors to wear face coverings at all times; unless they meet criteria for one of the state-defined exceptions.
- When an employee or student is exempt from wearing a face covering; a face shield/face shield with a drape must be worn.

Washable Cloth Face Covering:

- Washable cloth face coverings are appropriate for all situations.
- Cloth face coverings may be fashioned from household items or made at home from common materials and should:
 - Fit snugly but comfortably against the side of the face
 - Be secured with ties or ear loops
 - Include multiple layers of fabric- At least 2 layers (including Gators)
 - Allow for breathing without restriction
 - Be able to be laundered and machine dried without damage or change to the shape

The Following types of face coverings are not permitted:

- Face Covering with Valves/Vents - Per the CDC, masks with exhalation valves or vents should NOT be worn to help prevent the person wearing the mask from spreading COVID-19 to others
- Mouth Shields - This type of face covering does not completely cover the nose and mouth

The following are exceptions to the use of face coverings:

- When an employee is alone in a room.
- While eating and drinking, provided individuals are at least six feet apart and outside air supply to the area, if indoors, has been maximized to the extent possible.
- Employees who cannot wear face coverings due to a medical or mental health condition or disability, speech and language providers, or who are hearing-impaired or communicating with a hearing-impaired person. Alternatives will be considered on a case-by-case basis.

Health Screening

All employees, students and visitors will be screened for symptoms of COVID-19 including a temperature check upon arrival.

Temperature check includes:

- Use of non-contact thermometers
- Use of oral thermometers in the case of temperatures $\geq 100^{\circ}\text{F}$ with non-contact thermometer
- Sending home any individual with oral thermometer temperature $\geq 100^{\circ}\text{F}$. May not return until criteria is met to return

Symptom screening includes the following questions:

- *Do you have a new cough, nasal congestion, or runny nose?*
- *Are you experiencing shortness of breath or difficulty breathing?*
- *Are you having new muscle pain or fatigue?*
- *Do you have a headache (that is not normal for you)?*
- *Do you have a sore throat?*
- *Do you have a temperature 100° F or higher?*
- *Are you experiencing chills?*
- *Are you experiencing a new loss of taste or smell?*
- *Are you experiencing nausea, vomiting or diarrhea?*
- *Are you experiencing poor feeding or loss of appetite?*

- *Have you been exposed to anyone who has been tested positive for COVID-19 in the last 2 weeks?*

Should we have a student/staff/visitor present symptoms of COVID-19 in our workplace, we will implement the following procedures:

- Individual is sent home or sent to an isolation room until transportation home has arrived.
- The District Nurse will begin contact tracing for close contacts and paths of travel.

Isolation areas used by any sick person will be closed off and not available for use before cleaning/disinfecting has occurred. Cleaning/Disinfecting will include the use of:

- Clorox 360 electrostatic sprayer and UVC mobility cart
- A safe and correct application of disinfectants using PPE and ventilation including air filtration with Ionization
- Keeping disinfecting product from students

Upon determination of paths of travel, the site custodian will clean and disinfect all common surfaces to prevent the surface transmission.

Healthy Hygiene

LGSD is committed to the availability of handwashing stations and hand sanitizers throughout school sites, and their safe and appropriate use will be promoted and incorporated into routines for staff and students.

- Ensure hand sanitizer will be available in all classrooms and throughout the campus.
- Educate all students and staff on using hand hygiene when entering and exiting all buildings.
- Educate all students and staff on proper hand washing techniques, including washing their hands for at least 20 seconds each time.
- Expect that all students wash or sanitize their hands after recess, after returning from the restroom, after lunch, and any other time they leave their classroom for any reason.

Each site has implemented routines for frequent hand sanitation focusing on COVID-19 prevention measures:

- After using restroom
- Before and after eating
- When entering a classroom or office
- After taking off or putting on their cloth face covering
- After prolonged exposure to high touch areas
- Before and after each task when preparing food in any class

Each site is using video and print resources as instruction for students in handwashing and other hygiene practices. Examples include:

- [Fight Germs! Wash Your Hands! | CDC](#)
- [How to Wear a Fabric Mask Safely | WHO](#)
- [Wash Your Hands! | CDC](#)
- [How to Wear a Fabric Mask Safely | WHO](#)
- [How to Handrub | WHO](#)
- [How to Handwash | WHO](#)

In order to implement effective hand sanitizing procedures, we:

- Stock cleaning supplies hand sanitizer and wipes for each stable group/classroom and make them visible and well identified
- Signage in classrooms and offices remind students and staff on proper hand sanitizing procedures

Identification and Tracing of Contacts

The District nurse is responsible in supporting contact tracing including creating and submitting lists of exposed staff and students to the local health department:

- Each COVID case (positive, symptomatic or close contact) is thoroughly investigated and documented by the District Nurse
- Individual interviews will be conducted, and each positive case will be investigated in conjunction with site/facility supervisors.
- The District Nurse
 - keeps a record of the sites where cases occur and monitors if multiple cases have occurred at one school site, per requirements.
 - notifies close contacts immediately.

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing or related medical services provided by us will be provided in a manner that ensures the confidentiality of employees/students, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (NIOSH), or as otherwise required by law.

Physical Distancing

Where possible, we ensure at least six feet of physical distancing at all times in our workplace by implementing the following procedures and protocols during:

- Arrival and Departure
- Lunch and Food Services
- Movement on Campus
- In Classrooms

Arrival and Departure

- Campus entry points are managed to allow for appropriate physical distancing.
- Physical barriers have been installed in front office areas where face-to-face interaction with the public occurs.

Lunch and Food Services

- Each site has determined a food distribution system, including eating outdoors when possible.
- Student lunch service times will be staggered to reduce the number of children eating lunch at any one time to provide for physical distancing. Students do remove masks during meal times.
- When possible, seating will be designated to maximize physical distancing and may include in-classroom lunch service (especially during inclement weather) and assigned lunch locations.

Movement on Campus

- Each school site will determine the best methods to manage campus entry and exit points and passing periods and other movements throughout the day

Markings Indoors and Outdoor

- Signs, markings, and posters encouraging physical distancing and proper sanitation will be placed in appropriate areas on each school site.

Classrooms

Classrooms on all campuses have been reconfigured to ensure that the minimum space between student desks is 6 ft., and that movement around classrooms will be structured to minimize space between students

- School classrooms will be configured to physically distance students as is feasible and practicable; this may include instruction in non-traditional venues, such as outdoors or in larger areas.
- Student work spaces will be arranged with consideration for maximum physical distancing. All classroom furniture (student desks and chairs) are set up to ensure that we can maintain physical distancing where practicable. In instances where we cannot ensure 6 ft. distance between students, we have installed plexiglass barriers to ensure that students have a physical barrier to prevent the transmission of saliva droplets.

- Teacher and other staff desks are at least six feet away from student desks and there is a plexiglass barrier between the teacher desk and the rest of the occupants of the room
- Group activities (i.e. assemblies) will not be allowed.

Staff Training and Family Education

LGSD is committed to providing both staff training and family education on the details, application and enforcement of this plan.

- All staff have been provided training in district COVID-19 procedures, the training video is available to all employees on a continuing basis should they wish to refresh their knowledge.
- Staff training records are maintained within the Keenan SafeSchools online safety training and tracking system.
- Training materials for staff are regularly updated with the current guidance and new information.
- Information for parents is available on the district's webpage, and has been sent home to families in parent letters.
- District's webpage is regularly updated with the current guidance and new information

Testing of Students and Staff

Staff

Currently, the district is periodically testing asymptomatic staff every 60 days, for symptomatic staff, required to test and then have the option of returning to work with a negative test, or waiting the full 10 days after symptoms present.

The district is planning on implementing a testing cadence in accordance with state requirements.

The district is also testing staff when there are multiple COVID-19 cases or major outbreaks based on Cal/OSHA requirements:

- All exposed employees shall be tested immediately and once per week thereafter when three or more COVID-19 cases in an exposed workplace within a 14-day period
- If there are twenty or more COVID-19 cases in an exposed workplace within a 30-day period, then all exposed employees will be tested twice per week, or more frequently if recommended by the San Diego County Department of Health.

Students

Isolation rooms have been identified at each school site for students who have symptoms and a waiting for a parent or guardian to pick them up.

Students who have symptoms of COVID-19, or have been possibly exposed will be directed to obtain a PCR test from county or private testing facilities. While a student is waiting for test results they will be instructed to remain at home in isolation until one of the following has taken place:

- If the PCR test result comes back negative (proof of negative test required), the student may return to school after 24 hours have passed without fever or fever reducing medication and symptoms have started improving, or
- If the PCR test results come back positive, or if the student does not obtain a PCR test, then they need to remain isolated and can not return to school until:
 - 24 hours have passed without fever or fever reducing medication and
 - symptoms are improving AND
 - at least 10 days from symptom onset or test date.
- If the student does not obtain a PCR test, then they may only return to school site once:
 - 24 hours have passed without fever or fever reducing medication and
 - symptoms are improving AND
 - at least 10 days from symptom onset or test date.

Students are only permitted to return to campus once they have met the above, or current Health Department conditions for return to in-person learning. It's the responsibility of the health clerk at each campus to ensure that these conditions are met.

The district is planning on implementing a testing cadence in accordance with state requirements.

Identification and Reporting of Cases

The following information represents the specific actions taken by the District Nurse, Cabinet and principals in the case of a student or staff testing positive for COVID-19.

After the District Nurse gathers all information, they will

- Notify Cabinet (immediately)
- Notify employee's supervisor (immediately)
- Notify close contacts (immediately)
- Report information to Public Health Department (within 24 hours)

Cabinet will immediately notify association presidents

Principal will:

- Notify employees at the site/facility (within 24 hours)
- Notify families from the site/facility (within 24 hours)

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing or related medical services provided by us will be provided in a manner that ensures the confidentiality of employees/students, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (NIOSH), or as otherwise required by law.

Communication Plan

LGSD's superintendent will communicate with students, staff, and parents about cases and exposures at school sites, consistent with privacy requirements such as FERPA and HIPAA.

School community, students, and parents receive notification via Infinite Campus Messenger/Class Dojo. Teachers receive this notification as well, and directly from the site administrator, however they also receive a letter from the district nurse if they are identified as a close contact.



Social Emotional Supports: SEL for Students and Family

Lemon Grove School District believes firmly in working towards equity for all students and families in our community. Through an intentional, thoughtful reopening plan for Social Emotional Learning for staff and students, we believe that these four guiding principles below will bring our school community together and move forward, even in this unprecedented time. Through these guiding principles, we hope to proactively and equitably address the needs of our students and families through all models of learning.

Guiding Principle 1: Effective SEL Curriculum and Instructional Practices

As the opening of the school year will be the most critical time to focus on the social emotional needs of our staff and students, the first 6 weeks of the school year during distance learning will include daily SEL lessons or activities during live Zoom interactions for all students. In addition, the first two weeks of school will prioritize connecting with our students and families. As a result, your child may receive 1:1 support from the teacher for connecting, as well as providing support with learning the technology, particularly during the first 3 days of school.

Lemon Grove School District has created an [LGSD SEL Implementation Guide](#), which explains how each school will implement an SEL curriculum such as [Second Step Curriculum](#). Teachers also have access to the [LGSD SEL Resource Guide](#) created this summer, which provides various SEL activities and resources for each grade level, focusing on different areas of need by area of topic, such as "Talking about COVID-19" or "Calming Strategies."

This resource will allow teachers to differentiate for their students' needs, and plan for their daily SEL activities in providing at least 60 minutes of weekly SEL lessons and activities for all students.

Guiding Principle 2: SEL and Trauma-Informed Professional Development

In order for our staff to support their own well-being and those of their students, we will be implementing a series of professional development discussing topics which will include:

- Trauma-Informed Practices
- (multiple part PD series), Implementing Second Step Curriculum, Culturally Relevant Pedagogy, and Adult SEL: Listening & Caring For Your Needs. This series will give hands-on support to staff to be able to articulate why social-emotional learning for their students and themselves is critical for the learning environment, effectively implement Second Step Curriculum and supplemental SEL activities, and lead to

create a classroom space (whether virtual or in-person) that is welcoming, supportive and inclusive.

The Adult SEL Professional Development Series will have a staff-centered series of workshops and PD's that highlight SEL competencies, self-care, self-compassion, and resources and activities that support their own social-emotional needs.

Guiding Principle 3: Family and Community Engagement

We believe that collaboration and community engagement is more essential than ever, and LGSD plans to host regularly scheduled meetings and provide frequent written communication with parents and guardians to maintain transparency, clarity and collaboration.

Communication & Engagement Systems will include:

- District-wide zoom meetings to provide parents with key updates and information
- Site-based parent meetings with the school principals
- Parent newsletters from the district and your school site, using the district website and Class Dojo
- Community resource lists available on the district website
- Collaboration with academic counselors and social workers for more individualized support to students & families

Guiding Principle 4: Data and Progress Monitoring

For any successful SEL program to be in place, a regular data collection and review must take place. LGSD will utilize data to create proactive, tiered reengagement strategies for students who are struggling to attend and engage in distance or hybrid learning phases. This data will also be used to identify what additional resources, training or interventions are needed for students and families, including mental health and behavioral services.

Data that will be used to monitor SEL will include:

- Student attendance/participation rates
- Teacher referrals for student needs
- Data from family and student screening surveys
- iBoss technology monitoring system referrals
- Informal data from classroom/zoom observations
- Survey information from students and parents

Resources

The Lemon Grove School District Website and your school website will have the most up-to-date information related to distance learning, hybrid learning, full in-person learning

and the Virtual Academy. We encourage you to check the News and Announcements section often (<https://www.lemongrovesd.net/apps/news/>).

Each school is utilizing Class Dojo, which is an app to communicate directly with parents. Please sign up prior to the start of school. This is one of the main ways teachers will communicate with you as a parent.

Join Dogo Links for:

- LGA Elem: <https://www.classdojo.com/invite/?s=51ecc5a348e91fc31b000017>
- LGA Middle: <https://www.classdojo.com/invite/?s=5f2471202804d37d536d7005>
- Monterey Heights: <https://www.classdojo.com/invite/?s=4eece546f64aa62934ed2489>
- Mount Vernon: <https://www.classdojo.com/invite/?s=5287be339640ea612b004e14>
- San Altos: <https://www.classdojo.com/invite/?s=4eece553f64aa62934ed2b99>
- San Miguel: <https://www.classdojo.com/invite/?s=521ab2f3700e913f5b002d6f>
- Vista La Mesa: <https://www.classdojo.com/invite/?s=4eece55ff64aa62934ed31c3>

Other Resources for Information

- California Department of Education, [Reopening Guidelines-- Stronger Together](#)
- California Department of Public Health, [Guidance for Reopening](#)
- Center for Disease Control, [Considerations for Schools](#)
- San Diego County Health and Human Services Agency, [Safe Reopening | Public Health Order](#)