2021-2022
Safe Return to In-Person Instruction and Continuity of Services Plan

This is a fluid working document that will be revised every six months according to the U.S. Department of Education (ED) published Interim Final Requirements (IFR) requiring Local Educational Agencies (LEAs) receiving ESSER III funds to submit an LEA Plan for the Safe Return to In-Person Instruction and Continuity of Services.

Santa Maria-Bonita School District
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The worldwide COVID-19 pandemic has generated challenges for all communities by causing health, financial, and social emotional conditions that strain the abilities of our systems of response—health care, human services, and schools. In the relatively short time period since the outbreak of this pandemic, we have all been required to adapt to a new way of living in response to those challenges. As Superintendent of the Santa Maria-Bonita School District (SMBSD) and a community member, I have been awed and humbled by the resilience of our community in its response to this unprecedented situation. In working with representatives of the region’s school systems, County and City government officials, and community leaders representing business, faith-based, and community organizations, the commitment to the health, safety, and sustainability of our area has been paramount.

Specific to SMBSD, over the past 18 months we have been preparing for the full reopening of our schools for 2021-2022. The intent of this document is to provide our families, students, and staff insight into what the 2021-2022 school year looks like based on current health and safety guidelines. The information provided takes into account public health guidelines and orders established by the State of California Department of Public Health (CDPH) and Santa Barbara County Department of Public Health (SBCDPH) to which SMBSD must adhere. In addition, our plan includes recommendations set by the California Department of Education (CDE). Please note that this document is subject to change based on current orders set by the State of California and Santa Barbara County Department of Public Health.

We want to thank our families and staff for responding to this changing environment and to ensuring our students’ education remains at the forefront. We are looking forward to welcoming ALL of our SMBSD students back onto our campuses and into classrooms, where the best learning environment exists.

Luke Ontiveros
Superintendent, Santa Maria-Bonita School District
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The Coronavirus Disease 2019 (COVID-19) has radically altered our lives and the way we interact with one another. It has exacerbated existing inequities and inadequacies across a range of social structures, including our education system nationwide. The school environment has and will continue to be impacted for the foreseeable future until all health and safety guidelines are lifted. Santa Maria-Bonita School District (SMBSD) will continue to take all reasonable measures to protect the health of our students and staff. Our approach to school reopening has been designed in ways that meet the needs of students, educators, and staff. We continue to turn to research and evidence, as well as the voices of students, educators, staff, and their families, to inform efforts to address the social, emotional, mental health, and academic impact of COVID-19.

The purpose and intent of this plan is to describe how SMBSD will maintain the health and safety of students, educators, and other school and district staff and the extent to which it has adopted policies, a description of such policies, and recommendations of the Centers for Disease Control and Prevention (CDC) COVID-19 School Operation Guidance. These recommendations from the CDC include: universal and correct wearing of masks, modifying facilities to allow for physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, including improving ventilation, contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments, diagnostic and screening testing, efforts to provide vaccinations to school communities, appropriate accommodations for children with disabilities with respect to health and safety policies, and coordination with State and local health officials.

SMBSD is committed to continuing and maintaining the health and safety policies and procedures of its students, staff, and families while continuing to provide an educational program committed to our Vision of Student Success. SMBSD is also committed to balancing the health and safety of its students, staff, and families while providing a top tier educational program. Our intent is to optimize instructional time and support the social and emotional needs of our students and staff. Moreover, as we work to change some of our practices and protocols, we must work equally hard to keep some aspects of school the same. School must continue to be a place of learning, laughter, and close connections between students and staff members.

This plan is based on the various guidelines issued by the US Department of Education (ED) COVID-19 Handbook Roadmap to Reopening Safely and Meeting all Students’ Needs, California Department of Education (CDE) Re-entering Schools Guidelines, the Center for Disease Control (CDC), the California Department of Public Health (CDPH), and the Santa Barbara County Public Health Department (SBCPH).
In SMBSD, all learners will have engaging and empowering learning experiences that prepare them to demonstrate the Vision of Student Success.

**SMBSD Vision for Student Success**

Santa Maria-Bonita is committed to preparing successful citizens who are college and career ready. To achieve this level of readiness, every student will learn at grade level and beyond through effective Tier 1 practices.

We have a deliberate, intentional culture of learning with high expectations where every day, every educator, every staff member, and every student seeks to learn and strives for growth.

We support and challenge each other to stay focused on what matters most: ensuring that in every classroom our students are tackling relevant, challenging content, taking ownership for their learning and improving every day.

**OUR COMMITMENT, OUR BOLD STAND, OUR EXPECTATION**

All students will move a minimum of a grade level each year through effective Tier 1 practices

Preparing children to be successful college and career ready citizens

**Goals**

- All classrooms will show evidence of our Shared Vision of Instruction
- Students will perform at proficient or beyond in all academic areas
- Preschool for all elementary schools
- Implement a College and Career Readiness (CCR) Plan
- Implement a systematic Culture & Climate design
- Implement a comprehensive Parent Engagement Pathway
The assumptions below reflect input from state and local stakeholders as well as input from staff, student, and parent surveys. In the case of the COVID-19 pandemic, the situation continues to be fluid. As a result, this plan might need to shift as new information and new guidelines become available.

The plan is based on the following assumptions:

- **COVID-19** is and will continue to be a public health threat until a vaccine is developed, produced, and disseminated widely;
- Santa Barbara County Department of Public Health (SBCDPH) will guide schools on reopening based on State guidelines and local conditions related to the virus;
- The economic impacts of the pandemic will have significant and lasting impacts on schools;
- Students will enter the 2021-2022 school year with varying degrees of unfinished learning;
- SMBSD will endeavor to provide a supportive environment where both students and staff feel safe and connected. Teachers and staff aim to work with parents, students, and members of the community to maintain an emotionally supportive environment where students and staff can heal and thrive;
- SMBSD recognizes that the pandemic is ongoing and that individual students, entire classes, and/or a school may be required to quarantine in the event of an outbreak of COVID-19 at the school. Decisions of this nature will be directed by SBCDPH.

**Prioritize the Health and Safety of Students, School Personnel, and Families**

**Maintaining Health, Safety, and Prevention**

**In Person Safety Protocols**

The health and safety of our students, staff and families is of utmost importance. For 2021-2022, when on-campus, it will look somewhat different than previous years due to current health and safety measures. For example there will be limited visitors on school campuses and students and staff will be required to wear masks while in doors or when not actively eating or drinking. A new state bill, Senate Bill (SB) 130, allows for participation in independent study if a student’s health would be put at risk by a return to in-person instruction, as determined by the parent. The District has provided written notice to the parents/guardians of all enrolled students of the option to enroll their child in in-person instruction or independent study during the 2021-2022 school year. This independent study requirement is in place for the 2021-2022 school year only, and must be initiated by a student/parent/educator conference prior to enrollment.
To break the chain of potential transmission and to limit the risk of exposure to all our community members, we must follow the guidance stated in this document. SMBSD staff has strictly implemented prevention strategies to be able to safely open for in person instruction and to remain open. For each mitigation strategy listed, SMBSD will describe how it will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC.

As we resume in-person learning, working to ensure the health and safety of school communities is a top priority. Below are resources from the US Department of Education and other Federal government agencies that support this effort.

Health and Safety Resource Links

- American Rescue Plan (ARP) Information and Resources
- ARP ESSER Use of Funds Guidance [PDF, 877KB]
- CDC COVID-19 Vaccine Toolkit for Institutions of Higher Education, Community Colleges, and Technical Schools
- CDC Guidance for COVID-19 Prevention in K-12 Schools
- Department of Education Best Practices Clearinghouse: Safe and Healthy Environments
- Department of Education Lessons from the Field: Webinar Series
- HHS Back to School Public Education Toolkit
- HHS Guide to On-Site Vaccination Clinics for School
- How Schools Can Prioritize the Health and Safety of Students, School Personnel, and Families
- Parent/Guardian Checklist: A Resource for Parents on Returning to In-Person Learning
- Resource on Improving Ventilation in Schools, Colleges, and Universities to Prevent COVID-19
- Understanding the Federal Retail Pharmacy Program for COVID-19 Vaccination

Health and safety guidance has been recommended by the State of California and Santa Barbara County Department of Public Health for schools based on current information and will be updated as the situation changes.
General Guidelines

All District facilities (schools, buildings) will require SMBSD employees, students, and visitors to screen themselves, at home, prior to arrival.

- Face coverings will be required by all SMBSD employees, students, and visitors, when inside any district school site and/or building, at all times unless one or more of the following exceptions (or other exceptions noted in the COVID Prevention Plan (CPP) applies:
  - while in an outdoor setting
  - while actively eating/drinking
- Volunteers and visitors are to be limited, while still allowing for parent communication, conferences, etc.
- There are NO stated physical distancing requirements at this time.

The CDC released the following guidance on steps to take to help prevent the spread of COVID-19. The linked guidance is provided in English and Spanish.
Specific Guidelines and Safety Measures

Universal and Correct Wearing of Face Coverings

Face coverings must be worn in accordance with the District’s COVID-19 Prevention Program. For more information and exemptions please visit: California Department of Public Health.

Staff and Students

In order to comply with the federal, state and county directives to slow the spread of COVID-19 and to better protect our workforce and student population from exposure to COVID-19, the District is requiring that all staff and students wear an appropriate face covering at all times, unless an exception applies.

The face covering must be worn over the individual’s nose and mouth and must be clean and undamaged.

If employees or students arrive on site without a face covering, a disposable one is provided to them.

Please be advised that face shields are not a replacement for face coverings, although they may be worn together for additional protection. Face shields with a drape on the bottom may be utilized as a replacement for face coverings in an educational setting where the student needs to see the adult’s face or if the staff member or student has a medical exemption to wearing a face covering alone.

The following are exceptions to the District’s face covering requirement:

● while in an outdoor setting,
● when an individual is alone in a room,
● while actively eating or drinking,
● employees wearing respiratory protection,
● staff or students who cannot wear face coverings due to a medical or mental health condition or disability or who are hearing-impaired or communicating with a hearing-impaired person, or
● when an employee is performing specific tasks which cannot feasibly be performed with a face covering.

○ NOTE: This exception is limited to the time period in which such tasks are actually being performed, and the unmasked employee must be at least six feet away from all other persons unless the unmasked employee is either fully vaccinated or tested at least weekly for COVID-19 during paid time and at no cost to the
employee. If these situations arise, please contact Sean Chenoweth, Risk Manager, for further guidance.

Please note, staff or students may choose to wear face coverings when an exception applies provided that wearing the face coverings will not create a safety hazard.

Staff or students exempted from wearing face coverings due to a medical condition, mental health condition, or disability must wear an effective non-restrictive alternative, such as a face shield with a drape on the bottom, if their condition or disability permits it.

**Face Covering Required For All Visitors**

**Visitor Access To Workplace Is Limited**

Non-employee visitors must adhere to the following expectations:

- Volunteers and visitors to any workplace/jobsite will be limited, as needed.
- Hand sanitizer is available at all entry points.

To the extent that visitors are permitted entry to the worksite, all visitors will be required to wear an appropriate face covering while at the workplace in all indoor settings, unless an exception applies. The District has installed signs at each entrance to the workplace. Visitors who do not have an appropriate face covering will be provided a disposable face covering by the District.

Visitors who cannot wear face coverings due to a medical or mental health condition, disability, or who are hearing-impaired or communicating with a hearing-impaired person must wear an effective non-restrictive alternative, such as a face shield with a drape on the bottom, if their condition or disability permits it.

Visitors who refuse to wear an appropriate face covering will be denied entry to the workplace.

Appropriate signage addresses all stakeholders when on any site or department.

The following guidance by the CDC illustrates how to put on and wear a mask correctly, how wearing a mask protects yourself and others, how to take off a mask, and reminders of other ways to protect yourself against COVID-19. This guidance is linked in English and Spanish.
Physical Distancing Guidelines
The District encourages practical physical distancing at its sites. At this time, there is not a specific physical distance requirement. If physical distancing guidelines are once again mandated, the District will adhere to those guidelines.

Handwashing and Available Handwashing Facilities
All individuals are encouraged to wash/clean their hands regularly. Cleaning hands often, with soap and water, for 20 seconds or a hand sanitizer that contains at least 60% alcohol is recommended.

The District has purchased five handwashing stations for each elementary school site and eight for each junior high school site, so that hand-washing facilities are readily accessible to all employees at all times. The District encourages all employees to wash their hands frequently and has adjusted productivity expectations to allow extra time for employees to thoroughly and frequently wash their hands.

To ensure that employees have ample opportunity to properly wash their hands, the District has:

- purchased additional soap,
- provided hand sanitizer throughout worksites, and
- placed additional hand washing supplies as close to work areas and break areas as possible to allow for frequent handwashing.
In addition to the provision of hand sanitizer throughout sites and workplaces, the District has purchased pump-style or motion-detected hand sanitizer stations for all classrooms and throughout sites and Souza departments.

In addition, employees are strongly encouraged to follow the below protocols with respect to handwashing:

- Engage in thorough hand-washing. Hands should be washed with soap and water for at least 20 seconds.
- If employees have limited access to hand-washing or hand sanitizing, employees—as a last resort—can use disposable gloves to limit hand contact with potentially contaminated surfaces. The District encourages employees to change gloves frequently and before touching their face, eating, or using the restroom. In addition, SMBSD provides an adequate supply of gloves and makes them readily available. Employees should wash or sanitize hands as soon as possible after removing gloves.
- If respirators and other PPE is worn to protect against other hazards at work, hands should be washed before putting on PPE and after taking it off. Reusable PPE should be cleaned and sanitized per manufacturers’ instructions.

**Transitioning Students To and From Home**

Plans for school full re-entry encompass many factors that make up a student’s day. “School” includes the in-classroom experiences among students and teachers, as well as non-classroom-based periods, such as recess and lunch. School planning also includes the many transitions to, from, and around school. This includes arrival, dismissal, and transitions between classes.

To reduce the risk to health and safety of all students and staff, safety guidelines must be followed to address the many aspects of the school day, including: preparing to go to school, transporting to school, arriving and entering school, participating in classes and activities during school, moving around the school, and returning and arriving back home.

Before leaving home, specific actions must be taken by students and their families. Safety at school actually starts at home! If any member of the family (or any SMBSD staff member) has any COVID-19 symptoms, we urge them to not come to school. Santa Barbara County Department of Public Health lists the following as possible symptoms of COVID-19: cough, trouble breathing or shortness of breath, fatigue, sore throat, Myalgia (body/muscle aches), new loss of taste and/or smell, diarrhea, nausea, vomiting, fever of 100.4 F or above, chills, and/or headache.

Arriving by car, biking, or walking, entering classrooms, transitioning between classes or activities, eating meals, and going back home all require school plans for hygiene and sanitation and face coverings.

The intent within these protective measures is to make every effort to minimize risk. No single procedure, policy, tool, or practice will create a safe environment for students; all of these efforts
work together to create a safe system of support. The collective impact of the multiple layers of safety and protection reduces risk but cannot completely eliminate it. We know that implementation will not be perfect. Therefore, the effectiveness of the plan comes in the universal understanding of the intent of each of the guidelines and the good faith efforts to implement them.

**Screening at Home**

- Families/students, adults, and staff are recommended to take temperatures daily before going to school. Anyone with a fever of 100.4 or higher should not go to a school site.
- Families/students, adults, and staff should also screen themselves for symptoms such as: respiratory symptoms, cough, trouble breathing, shortness of breath, fatigue, sore throat, Myalgia (body/muscle aches), new loss of taste and/or smell, diarrhea, nausea, vomiting, chills, and shortness of breath prior to coming to school each day. Families/students, adults and staff experiencing those symptoms should not attend school.

**Arriving at School**

- Parents and visitors may have limited access to the school campus.
- Buses will be ‘cleaned’ once per day.
- Disinfection may be necessary in response to a confirmed case of COVID-19.

**Personal Protective Equipment and Respiratory Etiquette**

**Additional Personal Protective Equipment**

The District has evaluated the workplace and determined that aside from wearing the required face coverings, there is no need for employees to wear additional personal protective equipment in order to prevent exposure to COVID-19 hazards; that being said, if an employee requests additional PPE, such as gloves, and face shields, it is not discouraged or denied.

The District shall reevaluate the workplace periodically and shall reassess whether additional PPE is needed in order to prevent exposure to COVID-19.

To the extent that employees are required to wear additional PPE in order to prevent exposure to COVID-19, the District will provide the additional PPE.

**Use Of Respirators And/Or Eye Protection**

The District shall provide and ensure use of eye protection and respiratory protection when employees are exposed to procedures that may aerosolize potentially infectious material such as saliva or respiratory tract fluids.
Written Respiratory Protection Program

Should respirators become necessary at the workplace, the District shall establish and implement a written respiratory protection program with worksite-specific procedures, including:

- procedures for selecting respirators for use in the workplace,
- medical evaluations of employees required to use respirators,
- fit testing procedures for tight-fitting respirators,
- procedures for proper use of respirators in routine and reasonably foreseeable emergency situations,
- procedures and schedules for cleaning, disinfecting, storing, inspecting, repairing, discarding, and otherwise maintaining respirators,
- procedures to ensure adequate air quality, quantity, and flow of breathing air for atmosphere-supplying respirators,
- training of employees in the respiratory hazards to which they are potentially exposed during routine and emergency situations,
- training of employees in the proper use of respirators, including putting on and removing them, any limitations on their use, and their maintenance, and
- procedures for regularly evaluating the effectiveness of the program.

The District shall designate a program administrator who is qualified by appropriate training or experience that is commensurate with the complexity of the program to administer or oversee the respiratory protection program and conduct the required evaluations of program effectiveness.

In the event that the District determines that respirators are necessary in the workplace, the District shall provide respirators, training, and medical evaluations at no cost to the employee.

The District recognizes that some employees may prefer to wear a N95 mask voluntarily. In these instances a medical evaluation is not necessary for the voluntary use of N95 masks. The District will provide unvaccinated employees with approved respirators for voluntary use when working indoors or in a vehicle with others, upon request. The mask shall not have an exhalation valve, as masks with these valves allow unfiltered exhaled air to escape. For those employees who utilize a N95 mask voluntarily, please review the Division of Occupational Safety and Health (DOSH) better known as Cal/OSHA’s information, located here.

Sharing of Personal Protective Equipment Is Prohibited

The District expressly prohibits employees from sharing personal protective equipment.

Engineering and Administrative Control Measures - Workplace Ventilation

The District has maximized the quantity of outside air provided to the extent feasible, except when the United States Environmental Protection Agency (EPA) Air Quality Index is greater than 100 for any pollutant or if opening windows or letting in outdoor air by other means would cause a hazard to employees, for instance from excessive heat or cold.

Maintenance and Operations (M&O) has replaced the air filters in all of our mechanical units; continuous replacements will occur at an interval of four times a year. The units that can accommodate the MERV-13 air filters will be switched over during the next air filter exchange.
Bipolar ionization units are scheduled to be installed by March 2021. Those will be installed in the air chambers for all mechanical equipment.

M&O have exercised all windows to ensure they are able to be opened, allowing the use of outdoor air whenever feasible. Units are continuing to be run, allowing the air to be filtered at all times, and the ionization units will ensure the air is clean, and good to breathe. These measures also assist in preventing COVID-19 droplets from remaining in the air.

**Cleaning and Maintaining Healthy Facilities, Including Improving Ventilation**

SMBSD always follows standard practices and appropriate regulations specific to our school facilities for minimum standards for cleaning and disinfection.

The District cleans and/or disinfects its facilities and equipment in accordance with current [CDC guidelines](https://www.cdc.gov).

Our cleaning plan includes but is not limited to:
- routinely cleaning surfaces using approved disinfectant of frequently high touched surfaces,
- while school is in session all common high touch areas are cleaned multiple times during the course of the day,
- occupied classrooms, whenever practical during the school day, are cleaned and will be cleaned again in the evening,
- daily routine walkthroughs to inspect that all antibacterial soap dispensers have product in them and are not empty or malfunctioning, and
- replacement of heating, ventilation, and air conditioning (HVAC) filters and increase fresh air flow when possible.

**Cleaning and Disinfecting Sick Employee’s Work Area**

After being informed that an employee has tested positive for COVID-19, the District shall close the affected work area to employees until such time as the work area(s) can be cleaned and disinfected. Said cleaning and disinfecting shall not be initiated until at least several hours have passed since said employee occupied the work area(s). This shall include all areas at the workplace accessed by the sick employee and all materials, tools, equipment, and commonly touched surfaces used by the sick employee during the high-risk exposure period. If the employee’s work space has already been thoroughly cleaned and disinfected through routine cleaning and disinfecting, the work space will not require further action. The following CDC guidance will also be adhered to:

**If less than 24 hours have passed** since the person diagnosed with COVID-19 has been in the space, clean and disinfect the space.

**If more than 24 hours have passed** since the person diagnosed with COVID-19 has been in the space, cleaning is enough.
If more than 3 days have passed since the person diagnosed with COVID-19 has been in the space, no additional cleaning (beyond regular cleaning practices) is needed.

Contact Tracing in Combination with Isolation and Quarantine, in Collaboration with the State, Local, Territorial, or Tribal Health Departments

Expecting and planning for the occurrence of one or more cases of COVID-19 helps the District respond immediately to mitigate the impact, minimize spread of COVID-19 within the school/work site, and allow the school/work site to remain open.

To help prevent the spread of COVID-19 in the community, the COVID Response Team will be conducting COVID-19 contact tracing within the district. Appendix A: 2021-2022 SMBSD COVID-19 School Guidelines provide directions for when a person within the district becomes ill with COVID-19 or is exposed to COVID-19 and was developed based on guidance from the Centers for Disease Control and Prevention (CDC), California Department of Public Health (CDPH), Santa Barbara County Public Health Department (SBCPH), and SMBSD guidelines.
SMBSD Guidelines for COVID-19 Close Contact

The following graphic is being used with parents to explain the process if their student is being excluded from school, for a period of time, due to coming in close contact with someone that has tested positive for COVID-19.

The images below (English and Spanish), provide guidance from the CDEC on steps to take when you have been diagnosed with COVID-19.
Diagnostic and Screening for Symptoms and Stay Home When Sick

Staff and students must self-screen for symptoms at home daily. If a person is sick or exhibits any symptoms of COVID-19, they may not come to school and will follow Appendix B: Santa Maria-Bonita Return to School Guidelines.

Symptoms of illness include fever (100.4 or higher) 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 per CDC guidelines.

Stay home until the following criteria to return to school are met:

**Option 1. See your doctor who can confirm a different diagnosis, not COVID-19.**

- Bring a note from the doctor stating the symptoms have another cause, not COVID-19.

**Option 2. Be tested for the COVID-19 virus.**

- If your child has a NEGATIVE test result, the child may return to school if they have had no fever for 24 hours without fever reducing medication, AND their symptoms have started improving.
- If your child’s COVID-19 test is POSITIVE, they will need to isolate for at least 10 days from symptom onset date, AND until symptoms improve, AND there is no fever without fever-reducing medication for at least 24 hours.

**Option 3. Choose not to be tested or see a doctor:**

- Contact the principal to discuss how best to meet your student’s educational needs while he/she is being quarantined.
- After the 10 days, your child may return to in-person learning if their symptoms have started improving, AND they have not had a fever for 24 hours without the use of fever reducing medications.
- **Important:** Call the health office for clearance prior to sending your child back to school.

**Chronic conditions:** Children with documented non-infectious chronic conditions can return to school when symptoms have improved. A doctor may diagnose an illness other than COVID-19 and provide a note for return to school earlier than 10 days. Children with unmanaged COVID-19 like symptoms (such as congestion, coughing, runny nose) may be sent home until symptoms have improved. If there are questions about individual cases, contact your school nurse or health services.

**Efforts to Provide Vaccinations to Educators, Other Staff, and Students, if Eligible**

Achieving high levels of COVID-19 vaccination among eligible students as well as teachers, staff, and household members is one of the most critical strategies to help schools safely resume full
operations. Vaccination is currently the leading public health prevention strategy to end the COVID-19 pandemic. People who are fully vaccinated against COVID-19 are at low risk of symptomatic or severe infection. A growing body of evidence suggests that people who are fully vaccinated against COVID-19 are less likely to be hospitalized and transmit COVID-19 to others than people who are not fully vaccinated. SMBSD will continue to partner with the Santa Barbara County Health Department to offer vaccine clinics for staff, students, and community. To assist in promoting vaccination amongst the school community schools should:

- encourage teachers, staff, and families, including extended family members, to get vaccinated,
- share information regarding vaccination from the CDPH and CDC websites,
- promote through social media and Parent Square information regarding vaccinations and local vaccine clinics throughout the school year and,
- a fall health clinic will be provided for staff, students, and families to receive vaccinations, health screenings, and information on general well being.

**Appropriate Accommodations for Children with Disabilities or Health Care Needs with Respect to the Health and Safety Policies**

SMBSD will provide accommodations, modifications, and assistance for students, teachers, and staff with disabilities and other health care needs when implementing COVID-19 safety protocols. SMBSD schools and departments will:

- work with families to better understand the individual needs of students with disabilities,
- remain accessible for students with disabilities and help provide access for direct service providers to the extent practicable,
- adjust strategies as needed,
- be aware that physical distancing and wearing masks can be difficult for young children and people with certain disabilities (for example, visual or hearing impairments) or for those with sensory or cognitive issues,
- for people who are not fully vaccinated and only able to wear masks some of the time for the reasons above, prioritize having them wear masks during times when it is difficult to separate students and/or teachers and staff (e.g., while standing in line or during drop off and pick up), and
- use behavioral techniques (such as modeling and reinforcing desired behaviors and using picture schedules, timers, visual cues, and positive reinforcement) to help all students adjust to transitions or changes in routines.
Access to Healthy Meals and Other Basic Needs

Overview

SMBSD will continue to offer nutritious breakfast and lunch meals to all SMBSD students at no cost. Meals will be available in school cafeterias for in-person education. Identified independent study students may coordinate "take-home" meals with the Food Service Department or assigned school site main office. Supper meals will be served at school sites during after school programs.

Goals

1. SMBSD will continue to provide quality meals that meet the nutritional requirements.
2. SMBSD will continue to feed our students without encroaching on the general fund.
3. SMBSD will provide breakfast and lunch to all our students for each school day via cafeteria curbside.

Feeding In Person Education Model

As the students arrive in the morning (time TBD), each student is given a breakfast meal which will be consumed in the cafeteria or assigned eating area. Lunch will be provided to each student to be consumed in the cafeteria or assigned eating area. All meals will be unitized or individually pre-packaged to avoid any cross contamination. Salad bars or condiment stations will not be available until further notice.

Feeding Independent Study Model

Only identified students enrolled in independent study will be eligible to coordinate a scheduled pick-up of meals. Meals would be provided on a weekly basis every Monday; a box consisting of 5 breakfasts and 5 lunches will be distributed per student. A meal card system would be used to identify families. The ID card will show the student’s name, the enrolled site, and the chosen location for pickup. Cards can only be picked up at curbside locations unless arranged in advance by a school office.

Families can choose any of the following curbside locations to pick up meals or arrange a delivery to the school's main office. Once a family picks a site, they can only receive meals at this location. Students do not need to be present, but the provided ID card will be required even if a guardian is picking up meals. Please see the options below:
Curbside Locations

Every Monday:

- Souza South parking lot - 9:00 AM - 10:00 AM and 4:00 PM - 5:00 PM
- El Camino Junior High - 7:30 AM - 8:30 AM

*If a holiday falls on a Monday, meals will be served the following working day on the same schedule.

School Site

Families may also choose to pick up meals at their enrolled site; however, delivery needs to be arranged for Tuesdays or Wednesdays only. This must be arranged in advance with food services and the school site office staff.

Supper Feeding Plan

Supper meals will be provided at all sites during the after school education program. All meals will be unitized and only pre-packaged meals will be served to avoid any cross contamination.

Steps Completed for Reopening Schools for Fall 2021

In addition to having a well-thought out plan, several other tasks were required in order to be fully ready to open school in the fall. The following list was generated to help direct our preparations:

☑ Have written policies and procedures for employees, which provide administration, principals, teachers, staff, students, and families the necessary information to safely go to school.
☑ Attending to the mission of optimizing educational opportunities for all students equitably and educating the whole child.
☑ Instruction is being provided at a level that will allow students to successfully articulate to the next course or grade level following an articulated scope & sequence of essential learning.
☑ Appropriate hygiene and safety protocols and practices (including hand washing) are in place to minimize exposure and risk to students and staff.
☑ Staff are prepared to respond when students and staff become ill at school.
☑ Student and employee mental wellness supports are maintained or increased to reflect the current needs.
☑ Staff are prepared for class, grade, or school closures in the event of changing conditions that would warrant order by the County Health Officer.
☑ Staff are prepared for increased rates of absence among students and staff.
☑ Plans conceived for after school enrichment activities.
☑ SMBSD will provide accurate, timely, consistent, and accessible information to students,
families, staff, and school board members.

☑ A Parent Resource Guide created and centralized phone number for bilingual timely parent support.
☑ Efforts are being supported logistically and financially.
☑ Full cooperation and collaboration among the local education agencies (LEA) and County Public Health, County Office of Education, other school districts, the cities and county, County OEM, and other allied agencies.

Other Mitigation Standards and Guidelines

**ASES/ Extended Day / Saturday School**

Expanded Learning Programs follow current mitigation measures as described for SMBSD classrooms.

**Band/Music**

New guidance for extra-curricular activities is still pending. In the meantime, current mitigation measures must be followed. Activities where there is increased likelihood for aerosols, such as band practice, choir practice, and performances are permitted outdoors only. Physical distance is adhered to (6 feet) and the use of face coverings are implemented to the maximum extent possible, including specialized face masks for wind instruments players and bell barriers on wind and brass instruments. Use all available PPE and mitigation measures designed for specific instruments (i.e. bell masks, etc).

**Bathrooms**

- Ensure all bathrooms have soap, paper towels, and trash containers
- Paper towels will be provided and are recommended for use over air dryers
- Post clear signage for occupancy, hygiene, and face masking
- Avoid taking large groups to the bathrooms at once (e.g., avoid having all classes use the bathroom right after lunch or recess)

**Classrooms**

- Face coverings will be utilized properly at all times when inside the classroom. Additional face coverings should be available, in case a covering becomes soiled or needs replacing
- Hand sanitizer is provided for every classroom
- Classrooms should open windows and doors if possible to maximize ventilation
- Develop activities that model and reinforce good hygiene and face masking
- As much spacing will be provided within the class and between desks as reasonably practicable, while allowing all students to attend at full capacity
- Classroom teachers maintain a seating chart with student ID numbers in the event these
charts are needed to conduct contact tracing

- In an effort to create as many layers of mitigation as possible, please consider stable groupings of students to the extent possible
- Activities that involve singing should take place with face masks
- Consider holding class outdoors. School staff may take their class outside to complete an assignment in the fresh air; classes can rotate classes through an existing school garden space to use hands-on learning resources or spread out across their playing field. Trees or other existing structures may be used to provide shade on warm days. Face coverings may be removed when outdoors.

**Common Areas/Break Times**

- Minimize the use and prevent the congregation of adults in staff rooms, break rooms, and other settings – ensure room limits and masking requirements are visibly posted and enforced
- Provide various spaces for individuals to take their breaks away from others, such as protected outdoor spaces or alternate rooms
- Individuals must eat and drink in designated spaces and maintain physical distance as much as practicably possible from other persons. The space must be well ventilated – eating outdoors is best if weather permits. Individuals may not eat or drink while walking around or working.
- Provide hand sanitizer and/or soap and disinfectant easily accessible at all times and near any shared objects such as equipment used by many people and doors.

**Entrances & Exits (Pick-Up & Drop-Off)**

- SMBSD will take measures to minimize crowding at drop-off and pick-up times
- Student pick-up and drop-off should occur outside the school gates/entrance
- Add visual cues or barriers to direct traffic flow
- If possible, divide student entry points rather than funneling all students through the same entry space. These approaches can limit the amount of close contact between students in high-traffic situations and time
- Provide access to hand washing or hand sanitizer and face coverings at all entrances

**Essential Visitors**

- At this time, schools are not allowing volunteers and should limit nonessential visitors, volunteers, and activities involving external groups or organizations
- Essential visitors include but are not limited to government agency staff conducting health and safety assessments, a parent/guardian attending an essential meeting, such as an Individual Education Plan (IEP) meeting or participating in an essential service for their student related to their educational plan. Essential visitors may also include contracted services staff performing their work at a district facility. Staff will not bring other individuals
with them to the work site who are not employees, do not have valid business at the worksite, or do not have prior permission to be present.

**Hallways**

- Evaluate traffic flow and post arrows, signs and floor decals to guide flow in one direction. Provide delineator cones, stanchions, or guide-ropes that create lanes in larger hallways.
- Post signage that encourages safe greetings and the use of face coverings.

In an effort to create as many layers of mitigation as possible, please consider stable groupings of students to the extent possible.

**Home Visits**

Staff will follow these recommendations to reduce the risk of exposure to COVID-19 for themselves and families, in the community, when conducting home visits.

- Staff will follow all public health mitigation measures outlined in this plan.
- If possible, arrange a date and time for the visit (for example, when conducting a Parent Teacher Home Visit).
- In the interest of safety, notify your supervisor of your plan. Home visits should be conducted with another trained staff member.
- Staff should drive to the location in separate cars, unless they are members of the same household.
- When arriving at the home, put on your face covering.
- Do not enter the home. Stay outside for the safety of all involved in the visit, wear a face covering, and maintain reasonable physical distancing.
- Upon returning to the car, remove the face covering by the ear loops and use hand sanitizer on your hands.

**Large Gatherings – i.e., Meetings, Field Trips and Assemblies**

Non-essential events, assemblies, dances, rallies, field trips, and other activities that require close contact or that would promote congregating are not permitted at this time.

**Mealtimes/Cafeterias**

During mealtime, schools must take every measure to maximize physical distancing to limit close contact while face masks are removed. Any close contact exposure to COVID-19 during unmasked activities, such as eating, do not qualify for modified quarantine.
**Indoor Cafeteria Seating**
- Physical distancing will be maximized between students to the extent practicable
- When eating breakfast, where student attendance is not scheduled, maximize physical distance if possible to limit close contact between student
- Use additional spaces outside of the cafeteria for mealtime, if needed
- If indoor meal times are paired with recess or outdoor time, consider having half the group eat while the other half has recess to assist with physical distancing
- Eating should be completed quickly and then face masks placed back on
- Masks should be worn after students have finished eating or when talking with classmates
- Hand hygiene must be practiced before and after eating

**Outdoor Eating Spaces**
- When possible, meals should be eaten outdoors while practicing distancing
- Maximize physical distance if possible to limit close contact between students
- Allow students to eat under shady areas, grassy spaces, or other non traditional spaces to allow for maximum physical distancing
- Ensure garbage cans are placed accordingly to accommodate new eating spaces
- Use carpet squares or mats to extend outdoor seating options
- Add additional outdoor tables when possible

**Meetings**
- In order to limit the spread of COVID-19 among individuals and cohorts, staff are encouraged to conduct staff meetings, professional development training, and other activities in the virtual space when practicable
- If all other public health measures are employed, a meeting may take place physically if participants are not able to access the virtual space

**PE Classes/Athletics**
Revised guidance is pending for intramural/interscholastic athletics. Ensure personal hygiene precautions, including physical distancing when practically possible and use of face masks.
- Participants will wash their hands/ or use hand sanitizer prior to and immediately following activities where equipment and/or balls are handled by multiple individuals
- Activities that require heavy exertion should be conducted outside in a physically distanced manner
  - Face masks must be worn during indoor physical conditioning and training or physical education classes
○ Face coverings may be removed for outdoor conditioning or activity that does not require close contact. If the sport requires close contact (i.e. football), then face coverings should be worn.
  ■ Players should take a break from exercise if any difficulty in breathing is noted and should change their mask if it becomes wet and sticks to the player’s face and obstructs breathing. Masks that restrict airflow under heavy exertion (such as N-95 masks) are not advised for exercise
  ● Youth sports programs and schools will provide information to parents or guardians regarding these guidelines, along with the safety measures that will be in place in these settings with which parents or guardians must comply

Recess/Yards and Playspaces
All playgrounds and play equipment may be utilized following the simple guidelines below:

  ● Wash hands or use hand sanitizer before and after recess
  ● Face coverings may be removed during outdoor play – when eating, students should practice physical distancing
  ● Shared equipment may be utilized during recess, provided students wash their hands before and after use
  ● Outdoor playgrounds/natural play areas only need routine maintenance. Students must wash or sanitize their hands before and after using these spaces

School Bus/Transportation
All personal hygiene guidance must be followed on the school bus.

  ● Educate parents and students on the steps they must take to keep others safe during loading and unloading
  ● If a student appears visibly sick, parents will be asked to take the student home and follow the information provided on the COVID-19 Return to School Protocol Guidelines
  ● All riders must wear a face covering while riding the bus, unless exempted
    ○ Bus Drivers will provide disposable face masks if a student forgets to bring their own
  ● Buses will be thoroughly disinfected daily
  ● Windows on the bus will be opened to the most reasonable extent possible to allow for increased ventilation

Shared Items/Disinfecting

  ● Given very low risk of transmission from surfaces and shared objects, there is no need to limit food service approaches to single use items and packaged meals
  ● Disinfect frequently touched surfaces. Surfaces that come in contact with food should be washed, rinsed, and sanitized before and after meals
Supervision

Ensure supervision staff spreads out over the span of all meal spaces (indoor and outdoor) to reinforce health and safety protocols.

Volunteers

At this time, SMBSD is not allowing volunteers on school campuses. Visitors may go to the school offices or district office if they have questions or need assistance.

I. POLICY

Santa Maria-Bonita School District (“the District”) is fully committed to the health and safety of our employees and making sure the workplace is free of any recognizable hazards. As an employer, we are committed to mitigating the spread of the novel coronavirus or “COVID-19,” a respiratory disease caused by the SARS-CoV-2 virus at the worksite. In order to be safe and maintain operations, we have developed this COVID-19 Exposure Prevention, Preparedness, and Response Program (“Program”) to be implemented throughout the District and at all of our worksites. We have also identified a team of employees to monitor this pandemic and provide updates as necessary.

It is the intent of this District to comply with all laws. To do this, we must constantly be aware of conditions in all work areas that can produce exposure to COVID-19. No employee is required to work at a job the employee knows is not safe or unhealthy. Our cooperation in detecting hazards and, in turn, controlling them, is a condition of your employment. Inform your supervisor immediately of any situation beyond your ability or authority to correct.

This Program is based on currently available information from Cal/OSHA and the Centers for Disease Control available at the time of its development and is subject to change based on further information provided by these agencies, and other State and local public health officials. The District may also amend this Program based on identified operational needs while adhering to all laws.

II. DESIGNATION OF RESPONSIBILITY

This Program will be administered by Bijou S. Beltran, Assistant Superintendent, Human Resources, who has the overall authority and responsibility for implementation.

III. MANAGEMENT AND SUPERVISORS

All managers and supervisors must be familiar with this Program and are responsible for communicating with their employees about COVID-19 exposure and protections in a language that the employees understand. Managers and supervisors must always set a good example by
following this Program at all times. This involves wearing an appropriate face covering while at work (if applicable), and practicing good personal hygiene and jobsite safety practices to prevent the spread of the virus. Managers and supervisors must ensure the Program is being enforced and observed by all employees.

IV. EMPLOYEE RESPONSIBILITY AND EXPECTATIONS

All employees are responsible for using safe work practices, following all directives, policies and procedures, and assisting in maintaining a safe work environment. Employees are also responsible for whole-hearted, genuine compliance with all aspects of this Program while performing their duties to minimize the spread of the virus at our workplace. We are asking our workers to help with our prevention efforts while at work. Specific questions about this Program or COVID-19 should be directed to Sean Chenoweth, Risk Manager.

In addition to those set forth in this Program, employees must adhere to the following expectations:

- Stay at home when sick or exhibiting symptoms of COVID-19 and avoid close contact with others. In this case, contact your school site’s designated Nurse to discuss your situation. If you are a Souza Center or M&O employee, please contact Sean Chenoweth.
- Do not come to work if any member of your household has a confirmed case of COVID-19.
- Do not come to work if you have had Close Contact with someone with a confirmed case of COVID-19. Close Contact is defined as being within 6 feet for more than 15 minutes (cumulative over a 24 hour period), and within their transmissible period (begins 48 hours prior to the start of symptoms for symptomatic individuals, and 48 hours prior to the test date for asymptomatic individuals).
- Wear appropriate face coverings in the workplace, unless an exception to this requirement applies.
- Avoid touching the mouth, nose, and eyes.
- Wash hands with soap and water for at least 20 seconds. Use hand sanitizer with at least 60% alcohol if soap and water are not available.
- Wash/sanitize hands multiple times daily, including before and after work; during breaks; before and after eating; after coughing, sneezing, or blowing nose; and before and after going to the restroom.
- Cover mouth and nose with a tissue when coughing or sneezing and immediately discard it after use and wash hands. If no tissues are available, cover the mouth with shoulder or elbow and then wash hands.
- Avoid sharing personal items with coworkers (e.g., food, dishes, lunch boxes, gloves, etc.).
- Maximize physical distancing as much as possible.
- If you have to work in close proximity with a colleague, please continue to adhere to all of the above requirements, including the use of face coverings (if applicable) and be mindful of all other safety measures.
- Reducing the number of persons in an area at one time, including visitors;
- Follow all CDC, State, and local health department guidelines on use, removal, cleaning, and disinfection of face coverings.

Appropriate signage is prominently displayed outlining employee expectations at all sites and departments.

V. SYSTEM FOR COMMUNICATING INFORMATION RELATED TO COVID-19 TO EMPLOYEES
A. Employee Reporting Requirements

All employees are required to notify their school site’s designated Nurse (or Sean Chenoweth if a Souza Center or M&O employee) immediately if any of the following occur:

- If they are experiencing any COVID-19 symptoms. This link will take you to the updated symptoms.
- If they have been exposed to, or potentially exposed to COVID-19 outside of work.
- Any and all unsafe conditions or violations of the District’s COVID-19 Safety Protocols in order to minimize the potential illness to others.
- Any and all possible COVID-19 hazards in the workplace.

The District will not discharge, threaten to discharge, demote, suspend, reduce other employee benefits, or in any manner discriminate or take adverse action against any employee who makes a report pursuant to this requirement.

B. Access to COVID-19 Testing

1. Employee Experiencing Recognized COVID-19 Symptoms

Employees who are ill and/or exhibiting symptoms of illness associated with the COVID-19 virus are instructed not to report to work. Instead, they are strongly encouraged to call their health care provider and arrange to be tested for COVID-19. Employees should ask their health care provider for recommendations of locations and/or clinics where COVID-19 testing is available. In addition, please contact your school site’s designated Nurse for further guidance. Souza Center and M&O employees are asked to contact Sean Chenoweth via email.

Upon receiving the test results, employees should immediately notify their school site’s designated Nurse (or Sean Chenoweth, if a Souza Center or M&O employee) and advise them of the test result.

2. COVID-19 Testing In The Event Of COVID-19 Outbreak Or Multiple COVID-19 Infections

In the event that the local health department identifies a workplace as the location of a COVID-19 outbreak or when there are three or more COVID-19 cases in a workplace within a 14-day period, the District shall immediately provide, if recommended by the local health department, COVID-19 testing to all employees who were physically present at the exposed workplace during the period of an outbreak identified by the local health department or the relevant 14-day period. The COVID-19 testing shall be provided at no cost to employees during employees’ working hours.

COVID-19 testing shall consist of the following (or as otherwise recommended by the local health department):

- All employees in the exposed workplace shall be tested and then tested again one week later.
- After the first two COVID-19 tests, the District shall provide continuous COVID-19 testing of employees who remain at the workplace at least once per week, or more frequently if recommended by the local health department until such time that the COVID-19 testing is no longer required.
- Continuous COVID-19 testing of employees will end once there are no new COVID-19 cases detected at the workplace for a 14-day period.
Employees who had COVID-19 exposure shall be excluded from the workplace and may not return to work on-site until the criteria set forth in Section XIV(B) [Exclusion Of COVID-19 Cases From The Workplace And Return To Work Criteria] (below) are met.

3. COVID-19 Testing In The Event Of Major COVID-19 Outbreak

In the event that there is a major COVID-19 outbreak at the workplace (i.e. when there are twenty (20) or more COVID-19 cases in a workplace within a 30-day period), the District shall provide COVID-19 testing, if recommended by the local health department, to all employees who were physically present at the exposed workplace during the period of an outbreak identified by the local health department or the relevant 30-day period. The COVID-19 testing shall be provided at no cost to employees during employees’ working hours.

COVID-19 testing shall consist of the following (or as otherwise recommended by the local health department):

- All employees in the exposed workplace shall be tested twice a week, or more frequently if recommended by the local health department until such time that the COVID-19 testing is no longer required.

Employees who had COVID-19 exposure shall be excluded from the workplace and may not work on-site until the criteria set forth in Section XIV(B) [Exclusion Of COVID-19 Cases From The Workplace And Return To Work Criteria] (below) are met.

4. Investigation Of Workplace COVID-19 Illness

Immediately following notice of multiple COVID-19 infections, a COVID-19 outbreak, and/or a major COVID-19 outbreak, the District shall investigate and determine possible workplace related factors that contributed to the COVID-19 outbreak following the procedures set forth in Section VII (A) [Investigating And Responding To COVID-19 Cases In The Workplace] (below).

5. COVID-19 Investigation, Review And Hazard Correction

Immediately following notice of multiple COVID-19 infections and/or a COVID-19 outbreak, the District shall:

- Review potentially relevant COVID-19 policies, procedures, and controls and implement changes as needed to prevent further spread of COVID-19.
- Investigate whether any new or unabated COVID-19 hazards exist in the workplace including, but not limited to:
  - The District’s leave policies and practices and whether employees are discouraged from remaining home when sick;
  - The District’s COVID-19 testing policies;
  - Insufficient outdoor air;
  - Insufficient air filtration; and
  - Lack of physical distancing.
- Conduct workplace-specific evaluations.

This review shall be updated every thirty days that the outbreak continues, in response to new information or to new or previously unrecognized COVID-19 hazards, or when otherwise necessary.
Based on the findings of this investigation and review, the District shall implement changes to reduce the transmission of COVID-19. Among the changes the District will consider are:

- Moving indoor tasks outdoors or having them performed remotely, increasing outdoor air supply when work is done indoors;
- Improving air filtration;
- Increasing physical distancing as much as possible;
- Respiratory protection; and
- Other applicable controls.

6. COVID-19 Investigation, Review And Hazard Correction.

Immediately following notice of a major COVID-19 outbreak, the District shall take the following actions:

- In buildings or structures with mechanical ventilation, the District shall filter recirculated air with Minimum Efficiency Reporting Value (MERV) 13 or higher efficiency filters if compatible with the ventilation system. If MERV-13 or higher filters are not compatible with the ventilation system, the District shall use filters with the highest compatible filtering efficiency. The District shall also evaluate whether portable or mounted High Efficiency Particulate Air (HEPA) filtration units, or other air cleaning systems would reduce the risk of transmission and shall implement their use to the degree feasible.
- Determine the need for a respiratory protection program or changes to an existing respiratory protection program to address COVID-19 hazards.
- Evaluate whether to halt some or all operations at the workplace until COVID-19 hazards have been corrected.
- Implement any other control measures deemed necessary by the Division through the Issuance of Order to Take Special Action.
- Conduct workplace-specific evaluations.

7. Notifications To The Local Health Department

The District shall contact the local health department immediately but no later than 48 hours after the District knows, or with diligent inquiry would have known, of three or more COVID-19 cases for guidance on preventing the further spread of COVID-19 within the affected workplace. To contact the local health department, the District shall use the appropriate format articulated by the Santa Barbara County Public Health Department.

The District shall provide the local health department with the following information:

- the total number of COVID-19 cases, and
- for each COVID-19 case, the name, contact information, occupation, workplace location, business address, the hospitalization and/or fatality status, and North American Industry Classification System code of the workplace of the COVID-19 case, and any other information requested by the local health department.

The employer shall continue to give notice to the local health department of any subsequent COVID-19 cases at the workplace. To contact the local health department regarding subsequent COVID-19 cases, the District shall follow the guidance provided by the Santa Barbara County Public Health Department.
Starting January 1, 2021, the District shall provide all information to the local health department required by Labor Code section 6409.6.

C. Employees Who Test Positive For COVID-19

Employees who initially test positive for COVID-19 must stay home and not come to work on-site until the criteria set forth in Section XIV(A)(1) & (2) [Exclusion Of COVID-19 Cases From The Workplace And Return To Work Criteria] (below) are met. Employees may be required to provide a release from their healthcare provider before they can return to work on-site.

D. COVID-19 Policies and Procedures

If you have any questions regarding these procedures, please contact Sean Chenoweth.

VI. PROCESS FOR IDENTIFYING AND EVALUATING COVID-19 HAZARDS

A. Workplace Risk Assessment

The District has performed a detailed risk assessment of each workplace in order to identify and evaluate potential COVID-19 exposure hazards present in each workplace.

The District will allow for employee and authorized employee representatives to participate in the identification and evaluation of COVID-19 hazards. The District has involved its employees in the risk assessment process by engaging in on-going conversation with labor representatives, and ongoing communication with all staff, asking employees to inform Bijou Beltran, Assistant Superintendent for Human Resources of any issues, with a “See Something, Say Something” campaign. Ongoing partnership in communicating any identified concerns is expected by labor representatives, and all employees.

The District’s risk assessment included the following elements:

- Conducting workplace-specific evaluations
- Identifying all interactions, areas, activities, processes, equipment, and materials in each workplace that could potentially expose employees to COVID-19 hazards; including:
  - Identifying all places and times when employees may congregate or come in contact with one another in the each workplace during the workday, such as during meetings or trainings and/or in and around entrances, employee work stations, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas
  - Evaluating employees’ potential workplace exposure to any individuals who may enter the workplace
  - Evaluating how individuals enter, leave, and travel through the workplace and/or between fixed work stations
- For all indoor locations, evaluating how to maximize the quantity of outdoor air and whether it is possible to increase filtration efficiency to the highest level compatible with the existing ventilation system
- Reviewing all applicable orders and guidance from the CDC, the State of California and the local health department related to COVID-19 hazards and prevention, including information of general application and information specific to the District’s industry, location, and operations.
Evaluating the COVID-19 prevention controls that the District has already implemented in each workplace and determining whether there is a need for different and/or additional controls. This evaluation includes but is not limited to the following controls already implemented by the District:

- Protocols for correcting COVID-19 hazards
- Physical/social distancing protocols
- Face covering protocols
- Any other engineering controls, administrative controls, and/or PPE implemented by the District to eliminate COVID-19 hazards.

The District will continue to conduct the above-described COVID-19 risk assessment on a regular basis and will conduct periodic inspections of each workplace to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with the District’s COVID-19 procedures. The District will update this Program as necessary based on any new findings and/or determinations reached in the ongoing risk assessments.

B. Employee Health Screening Process

The District has developed and implemented the following process to screen employees for COVID-19 symptoms and to prevent an employee who is exhibiting COVID-19 symptoms from entering the workplace:

- Ask that our employees self-screen at home, prior to coming to work, by taking their own temperature, and to refer to the list of potential symptoms prior to coming to work.
- Passive temperature monitoring will be available at each site as needed. Thermal scanners will not be actively monitored.

Said district process is further delineated below:

1. Employee At-Home Self Evaluation

To keep you and all our employees safe, the District is following local and State health department self evaluation recommendations. The district requires of all employees to self-screen by taking a short self-assessment for COVID-19 symptoms and risk factors before reporting to work each day by asking themselves the following questions:

- Have I had any signs or symptoms of a fever in the past 24 hours such as chills, sweats, felt “feverish” or had a temperature that is elevated for me/100.4 F or greater?
- If you are feeling “feverish”, please take your temperature.
- Do I have any of the following symptoms?
  - Cough
  - Trouble breathing or shortness of breath
  - Fatigue
  - Sore Throat
  - Myalgia (Body/Muscle Aches)
  - New loss of taste and/or smell
  - Diarrhea
  - Nausea
  - Vomiting
  - Fever of 100.4 F or above
  - Chills
Headache
Congestion or runny nose

If your response is yes to any of the above questions, please do not report to work and immediately contact your school site’s designated Nurse (or Sean Chenoweth, if a Souza Center or M&O employee), as well as enter your absence in Frontline/Absence Management. The District will inform the direct supervisor that the employee is out for personal reasons.

C. If An Employee Becomes Sick At Work

1. Sick Employee

If an employee starts feeling sick and/or experiencing symptoms of illness associated with the COVID-19 virus during the work day, the employee is required to:

☐ Immediately let their supervisor know that they have to go home, and then report the symptoms to their school site’s designated Nurse (or Sean Chenoweth, if a Souza Center or M&O employee). NOTE: If the employee is experiencing severe symptoms and requires urgent medical attention, they are to call 911, or direct their immediate supervisor to do so.

☐ Avoid close contact with other employees while at and when leaving the workplace.

2. Sick Coworker

If you believe that one of your coworkers may be exhibiting symptoms of illness associated with the COVID-19 virus, please contact your school site’s designated Nurse (or Sean Chenoweth, if a Souza Center or M&O employee). They will:

☐ Contact the employee and ask the employee if the employee is feeling well.

☐ If the employee indicates that they are feeling sick, the school site’s designated nurse, Sean or Human Resources will instruct the employee to go home.

D. Supervisor and HR Duties

If a supervisor is informed that an employee is experiencing symptoms of illness associated with the COVID-19, the supervisor is required to:

☐ Instruct the employee to leave work immediately and to avoid close contact with other employees when leaving the workplace.

☐ Immediately report the employee’s illness and departure to the school site’s designated Nurse (or Sean Chenoweth, if a Souza Center or M&O employee).

If Human Resources is informed that an employee is experiencing symptoms of illness associated with the COVID-19, Human Resources is required to:

☐ Instruct the employee to leave work immediately and to avoid close contact with other employees when leaving the workplace.

☐ Instruct the employee to contact the school site’s designated Nurse (or Sean Chenoweth, if a Souza Center or M&O employee), for further guidance.
The school site’s designated Nurse (or Sean Chenoweth, if a Souza Center or M&O employee) will contact the employee’s supervisor and advise the supervisor that the employee was sent home because of personal reasons, with an estimated return date.

VII. INVESTIGATING AND RESPONDING TO COVID-19 CASES IN THE WORKPLACE

A. Procedure for Investigating COVID-19 Cases, Multiple COVID-19 Infections, COVID-19 Outbreaks, and/or Major COVID-19 Outbreaks In the Workplace

Upon learning that there has been a COVID-19 Incident at a District workplace, the District will take all of the following actions in order to determine if other employees may have been exposed to COVID-19 in the workplace by the sick individual(s).

☐ Determine the day and time the sick individual(s) was last present at any District workplace and, to the extent possible:
  - the date of the sick individual’s positive COVID-19 test(s) and/or diagnosis, and
  - the date the sick individual first had one or more COVID-19 symptoms, if any were experienced.

☐ Determine which employees at the workplace may have had a COVID-19 exposure. This determination will be made by evaluating (1) the activities of the sick individual(s) while at the workplace and (2) all locations at the workplace which may have been visited by the sick individual(s) during the high-risk exposure period.

☐ Give notice of the potential COVID-19 exposure, within one business day, in a way that does not reveal any personal identifying information of the sick individual(s), to the following individuals:
  - All employees who may have had COVID-19 exposure and their authorized representatives, if any; and
  - Any independent contractors and other employers present at the workplace during the high-risk exposure period.

☐ Offer COVID-19 testing at no cost to employees during their working hours to all employees who had potential COVID-19 exposure in the workplace.

☐ Provide all employees who had potential COVID-19 exposure in the workplace with the information on any COVID-19-related benefits to which the employee may be entitled under applicable federal, State, or local laws (e.g. any benefits available under workers’ compensation law, statutory paid sick leave benefits, State and/or local COVID-19 supplemental paid sick leave benefits, the District’s leave policies, and leave guaranteed by contract).

☐ Investigate whether any workplace conditions could have contributed to the risk of COVID-19 exposure and determine what could be done to reduce exposure to COVID-19 hazards in the future.

B. Confidentiality of Employee Medical Information

1. A COVID-19 Incident is defined to include all COVID-19 Cases, Multiple COVID-19 Infections, COVID-19 Outbreaks, and/or Major COVID-19 Outbreaks in a workplace.
The District will keep all personal identifying information relating to individuals with confirmed COVID-19 cases and/or individuals who are experiencing COVID-19 symptoms confidential.

In addition, all COVID-19 testing or related medical services provided by the District will be administered in a manner that ensures the confidentiality of identity of employees receiving these services.

Please be advised that the District is required by law to provide unredacted information on COVID-19 cases to the local health department, CDPH, the Division, the National Institute for Occupational Safety and Health (NIOSH) immediately upon request.

**Correction of Identified COVID-19 Hazards**

In performing its workplace-COVID-19 risk assessment, the District identified the following COVID-19 hazards and has implemented the below-listed measures in order to correct the COVID-19 hazard:

Through ongoing, proactive risk assessment, the District continuously monitors and addresses potential COVID-19 hazards, and has, as a result, proactively implemented corrective measures to help mitigate potential hazards.

The District will regularly evaluate the corrective measures it has taken to correct hazards in order to determine whether measures are effective. In the event that the District determines that a corrective measure was not effective, the District will identify and implement additional corrective measures to correct the COVID-19 hazard.

In addition, the District will continue to perform COVID-19 risk assessments on a regular basis in order to identify any other COVID-19 hazards that might arise at each workplace. In the event that the District identifies other COVID-19 hazards, this section of the Program will be modified to identify those hazards and the measures the District has taken to correct the hazard.

Unsafe or unhealthy work conditions, practices or procedures will be corrected in a timely manner based on the severity of the hazards.

**VIII. EMPLOYEE TRAINING, INFORMATION AND INSTRUCTION**

As applicable, management and supervisors ensure employees, prior to beginning of work assignment and regularly thereafter, participate in COVID-19 training in a language that is readily understandable by all employees that covers the following topics using interactive methods that are easy to understand including verbal, visual, audiovisual and picture-centered handouts and/or other resources:

- ☐ The COVID-19 policies and procedures the District has adopted to protect employees from COVID-19 hazards.
- ☐ Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, State, or local laws (e.g. any benefits available under workers’ compensation law, statutory paid sick leave benefits, State and/or local COVID-19 supplemental paid sick leave benefits, the District’s leave policies, and leave guaranteed by contract).
- ☐ Information regarding COVID-19, including the fact that COVID-19 is an infectious disease that can be spread through the air when an infectious person talks or vocalizes, sneezes,
Coughs, or exhales; that COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth, although that is less common; and that an infectious person may have no symptoms.

☐ The importance of wearing face coverings, when applicable.

☐ The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing must be combined with other controls, including face coverings and hand hygiene, to be effective.

☐ The employer's policies for providing respirators, and the right of employees who are not fully vaccinated to request a respirator for voluntary use as stated in this section, without fear of retaliation and at no cost to employees. Whenever respirators are provided for voluntary use under this section or sections 3205.1 through 3205.4:

1. How to properly wear the respirator provided;
2. How to perform a seal check according to the manufacturer's instructions each time a respirator is worn, and the fact that facial hair interferes with a seal.

☐ The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing workplace, and that hand sanitizer does not work if the hands are soiled.

☐ Proper use of face coverings and the fact that face coverings are not respiratory protective equipment.

☐ Information regarding COVID-19 symptoms, and the importance of not coming to work and obtaining a COVID-19 test if the employee has COVID-19 symptoms.

☐ Information on the employer's COVID-19 policies; how to access COVID-19 testing and vaccination; and the fact that vaccination is effective at preventing COVID-19, protecting against both transmission and serious illness or death.

☐ The conditions under which face coverings must be worn at the workplace and that face coverings are additionally recommended outdoors for people who are not fully vaccinated if six feet of distance between people cannot be maintained. Employees can request face coverings from the employer at no cost to the employee and can wear them at work, regardless of vaccination status, without fear of retaliation.

IX. PHYSICAL DISTANCING GUIDELINES

The District encourages practical physical distancing at its sites. At this time, there isn't a specific physical distance required. If physical distancing guidelines are once again mandated, the district will adhere to those guidelines.

X. FACE COVERINGS

XI. ENGINEERING AND ADMINISTRATIVE CONTROL MEASURES & PERSONAL PROTECTIVE EQUIPMENT IMPLEMENTED AT THE WORKPLACE

XII. REPORTING, RECORDKEEPING, AND ACCESS

The District shall report information about COVID-19 cases at the workplace to the local health department whenever required by law, and shall provide any related information requested by the local health department.
The employer shall report immediately to Cal/OSHA any COVID-19-related serious illnesses or death of an employee occurring at the workplace.

The District shall maintain records of the steps taken to implement the written COVID-19 Prevention Program. The District’s written COVID-19 Prevention Program has been distributed to all employees and shall be made available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.

The District shall keep a record of and track all COVID-19 cases with the employee’s name, contact information, occupation, location where the employee worked, the date of the last day at the workplace, and the date of a positive COVID-19 test. Medical information shall be kept confidential. The information shall be made available to employees, authorized employee representatives, or as otherwise required by law, with any and all personal identifying information removed.

XIII. EXCLUSION OF COVID-19 CASES FROM THE WORKPLACE AND RETURN TO WORK CRITERIA

A. Sick Employees And Employees Who Test Positive For COVID-19

The District stresses the importance of employees staying home if they are sick with a particular symptom and/or have tested positive for COVID-19, or if anyone they live with has tested positive for COVID-19. Employees who develop COVID-19 symptoms are required to remain at home and may not return to work on-site until the following return to work requirements are met.

Please note: A negative COVID-19 test shall not be required for an employee to return to work.

As the quarantine and isolation periods for these scenarios are frequently revised, the district will adhere to all current County recommendations. The site-designated Nurse (or Sean Chenoweth, if the individual is a Souza or M&O employee) will provide the applicable guidance.

B. Employees Who Were Exposed At The Workplace To An Employee Who Has Tested Positive For COVID-19

Employees who were exposed, and meeting close contact criteria, at the workplace to a person who has tested positive for COVID-19 during the transmissible period, will be contacted by Sean Chenoweth for further guidance and to ensure the current County protocols are followed with regard to an appropriate quarantine period.

C. Employees Excluded From Work Due To COVID-19, But Otherwise Able To Work

On a case by case basis, to the extent that their job duties can be performed remotely, employees who are excluded from work under Section XIV(B) [Employees Who Were Exposed At The Workplace To An Employee Who Has Tested Positive For COVID-19] (above), but are otherwise able and available to work, may be required to perform their work duties from home, on a remote basis, until they are able to return to work in accordance with the above return to work criteria.

For employees who are otherwise able and available to work, but their job duties cannot be performed remotely, the District will continue and maintain the excluded employee’s earnings, seniority and benefits in accordance with the District’s leaves policy while the employee is off work unless one or both of the following occur:
• The employee is unable to work for reasons other than protecting persons at the workplace from COVID-19 transmission, and/or
• The District can demonstrate or the employee describes and agrees, that the exposure was not work-related.

Your supervisor and/or Human Resources will advise you if your job duties can be performed remotely and, if applicable, will provide you with relevant information concerning your remote work.

D. Order To Isolate Or Quarantine Issued By A Local Or State Health Official

If an employee is ordered to isolate or quarantine by a local or State health official, the employee shall not return to work until the period of isolation or quarantine is completed or the order is lifted. If no period was specified, then the period shall be discussed with Sean Chenoweth, Risk Manager, who will ensure the current County protocols are adhered to.

E. Information Regarding COVID-19-Related Benefits

At the time an employee is excluded from the workplace for reasons related to COVID-19, the District will provide the affected employee with information regarding any COVID-19-related benefits to which the employee may be entitled under applicable federal, State, or local laws (e.g. any benefits available under workers’ compensation law, statutory paid sick leave benefits, State and/or local COVID-19 supplemental paid sick leave benefits, the District’s leave policies, and leave guaranteed by contract).

XIV. PROGRAM COMPLIANCE

The District:

• Conducts daily workplace inspections to ensure COVID-19 procedures are followed.
• Takes corrective action to address any deficiencies discovered.
• Documents corrective actions.
• Ensures CDC, State and local health departments, and other applicable authorities’ guidelines are incorporated into this Program and followed.
Accessibility to devices and internet connectivity continues to be crucial to ensure that we can extend beyond the baseline goal of student participation and achieve measurable student learning outcomes. SMBSD has committed fiscally and procedurally to ensure all students will have access to the needed equipment and connectivity. All of our students (Preschool (PK)-8) have been provided a Chromebook that will remain with them in all learning models. All students are provided unique and secure accounts that ensure they have digital access to all of the core curriculum during learning and beyond the school day. Students are also provided and will continue to be provided, textbooks, traditional paper materials, and supplies to support their learning. To ensure all students have the connectivity required to participate in during the school day and during expanded learning hours, the District continues to provide internet access to all of our students. The District is completing construction of a private LTE network to provide internet access to families who cannot access the internet through local providers.

To help close the digital access divide, SMBSD has:

- Provided all preschool through eighth grade students with a Chromebook (1:1 to device ratio) that can be taken home daily or used during independent study
- Continued to set clear long term goals to ensure students continue to have access to high-speed broadband, devices, and accessible technology that they can use during the school day and during expanded learning hours
- Provided extensive professional development opportunities for certificated and classified staff that supports improvement in instructional design and to empower staff to effectively use technology for both teaching and learning
- Used technology in ways that support students who are performing at different levels
Attending to the social emotional wellbeing of our students will be a priority. As schools open for the 2021-2022 school year, SMBSID students and staff may experience fear and anxiety because of COVID-19. We are committed to supporting students’ social emotional wellness and offering resources to ensure students transition back to school smoothly. Supports include: social emotional learning, building relationships, community building activities, and increased access to mental health/wellness services, both in person and virtually. Families and schools will need to work together to check how students are feeling and assess their individual needs to provide the support our students need during these challenging times. Listed below are some steps we have taken to prioritize the health and safety and support the social, emotional, and mental health of the school community this academic year; resources from the US Department of Education and other Federal departments are also included.

- Address ventilation needs, where applicable
- Assess social, emotional, and mental health needs of students and staff
- Communicate frequently with families – in their home language – and work to build their confidence that children will be safe in-person
- Encourage and provide access to vaccinations for eligible students and staff
- Ensure access to healthy meals and other basic needs
- Ensure restorative, equitable, and inclusive approaches to school discipline
- Implement COVID-19 testing in schools for students and staff to maximize access to in-person instruction safely
- Invest in effective strategies to address social, emotional, and mental health needs of students. Provide professional development for educators and staff to address these needs
- Invest in school counselors and mental health professionals in schools
- Mask-wearing and distancing where possible in non-fully vaccinated communities and school settings, in line with CDC K-12 guidance
- Provide extracurricular opportunities to build school community and advance academic and emotional development of students
- Provide safe transportation

Health and Safety Resources Links

- American Rescue Plan (ARP) Information and Resources
- ARP ESSER Use of Funds Guidance [PDF, 877KB]
- CDC COVID-19 Vaccine Toolkit for Institutions of Higher Education, Community Colleges, and Technical Schools
- CDC Guidance for COVID-19 Prevention in K-12 Schools
- Department of Education Best Practices Clearinghouse: Safe and Healthy Environments
● Department of Education Lessons from the Field: Webinar Series
● HHS Back to School Public Education Toolkit
● HHS Guide to On-Site Vaccination Clinics for School
● How Schools Can Prioritize the Health and Safety of Students, School Personnel, and Families
● Parent/Guardian Checklist: A Resource for Parents on Returning to In-Person Learning
● Resource on Improving Ventilation in Schools, Colleges, and Universities to Prevent COVID-19
● Understanding the Federal Retail Pharmacy Program for COVID-19 Vaccination

Social, Emotional, and Mental Health Resources Links

● ARP ESSER Use of Funds Guidance [PDF, 877KB]
● Department of Education Best Practices Clearinghouse: Equity Resources
● Department of Education Best Practices Clearinghouse: Providing Supports to Students, Young Children, and Families
● Department of Education Best Practices Clearinghouse: Teacher, Early Childhood Provider, Faculty, and Staff Well-being, Professional Development, and Supports
● ED COVID-19 Handbook, Volume 2: Reopening Schools and Meeting Students’ Needs [PDF, 5.3MB]
● American Rescue Plan (ARP) Information and Resources
● Frequently Asked Questions: Civil Rights and School Reopening in the COVID-19 Environment [PDF, 1.4MB]
● Frequently Asked Questions: IDEA ARP Funds [PDF, 238KB]
● Frequently Asked Questions: Using American Rescue Plan Funding to Support Full-Service Community Schools & Related Strategies
● Resource Guide: Building a Bright Future for All: Success in Early Learning Programs and Elementary School for Immigrant Families [PDF, 1.6MB]
Santa Maria-Bonita School District’s goal is to provide in-person learning to all students, addressing their academic, social, emotional, and mental health through the various high quality programs in place within our schools. Prolonged periods of remote or virtual learning have had negative effects on the educational progress of many students. Additionally, students from low-resourced communities, English learners, and students with disabilities have disproportionately experienced learning loss due to fewer learning supports in the home.

Safe, in-person schooling can offset the negative social, emotional, and mental health impacts of prolonged virtual learning. SMBSD has developed a comprehensive preschool through eighth grade plan that includes both in person and virtual interventions and services for students.

SMBSD continues to provide continuity of instruction despite the challenges of COVID-19. We believe that if we provide effective, standards-based, high-quality instruction we will reach our goal of all students moving a minimum of a grade level each year. Regardless of the instruction model, students will have as many opportunities as possible to engage with grade-appropriate content and accelerate their learning. In order to ensure all students have a coherent academic experience, implement high-quality curricula, and to offer consistent and coherent support, SMBSD’s vision of student success is evident in all four phases of instruction. We are committed to high-quality instruction which includes:

- Culture of Learning with High Expectations
- Challenging Content
- Student Ownership
- Supporting all Students
- Demonstrating Learning

Senate Bill (SB) 130 allows for participation in independent study if a student’s health would be put at risk by a return to in-person instruction, as determined by the parent. The District provided written notice to the parents/guardians of all enrolled students of the option to enroll their child in in-person instruction or independent study during the 2021-2022 school year. The District has partnered with Edgenuity, a leading provider of K–12 online curriculum and blended learning solutions, to provide independent study to students whose parents believe the student’s health would be at risk if he/she returned to in person learning. This independent study option is in place for the 2021-2022 school year only and must be initiated by a student/parent/educator conference prior to enrollment.
As the public health situation continues to improve in the state and locally, the prospects for a 2021-2022 school year that is similar to our normal, traditional school experience appears more likely. The state of California, through the Department of Public Health (CDPH) and legislative action, have established the requirements under which public schools will operate in the 2021-2022 school year. SMBSD has taken the steps to make parents/guardians aware of the requirements that have been established and to collect the necessary information from parents/guardians to ensure that their student(s) are provided with the most appropriate educational option.

Relative to issues related to health and safety, on July 12, CDPH released its guidance for the 2021-2022 school year. Notably, all K-12 students are required to wear masks indoors, as are all adults (unless there is a medical exemption). While minimum physical distancing requirements (previously 6 feet) are no longer included in the guidelines, requirements for handwashing, ventilation and cleaning of sites are included in the CDPH school guidance. SMBSD has updated the SMBSD COVID-19 Safety Plan to maximize the health and safety guidelines at all school sites in the new year.

In reference to instruction in the new year, the recently approved state budget and corresponding TK-12 education trailer bill (SB130) calls for a return to Monday through Friday in-person instruction for students. Consequently, we planned for full in-person learning in SMBSD schools beginning the first day of school on August 12, 2021.

In addition to the call for a return to in-person instruction, SB130 allows for participation in independent study if a student’s health would be put at risk by a return to in-person instruction, as determined by the parent. This independent study requirement is in place for the 2021-2022 school year only and must be initiated by a student/parent/educator conference prior to enrollment.

Parents were notified about the independent study option and were contacted directly for a conference if they indicated an interest in the independent study program. For additional information regarding SMBSD’s program and to enroll or disenroll, please read Enrolling in Independent Learning. SMBSD’s board policies around independent study can be found here - BP 6158 & AR 6158.
Accelerate Academic Achievement

Students engaged and excelling academically
Following a tough year, we want every student engaged and excelling academically in the 2021-2022 school year. Listed below are some steps SMBSD has taken to accelerate academic achievement this academic year. Below the steps are resources from the Department of Education and other Federal agencies that support this effort.

- Identify gaps in academic opportunity
- Invest in early learning opportunities like high-quality pre-kindergarten
- Invest in educators, including building a diverse teacher pipeline
- Invest in evidence-based strategies to address lost instructional time, especially for students most impacted by the pandemic
- Invest in high-quality career and technical education to create high school to college to career pathways
- Provide students with summer enrichment opportunities
- Reengage disconnected youth

Resources Linked for Accelerating Academic Achievement

- American Rescue Plan (ARP) Information and Resources
- ARP ESSER Use of Funds Guidance [PDF, 877KB]
- Department of Education Best Practices Clearinghouse: Early Childhood
- Department of Education Best Practices Clearinghouse: PreK-12 Schools
- ED COVID-19 Handbook, Volume 2: Reopening Schools and Meeting Students’ Needs [PDF, 5.3MB]
- Frequently Asked Questions: IDEA ARP Funds [PDF, 238KB]
Provide Every Student Summer Enrichment Opportunities

Multiple Summer enrichment opportunities were provided for students between June-August 2021 and these included:

- Site Summer Academies (June)
- Site Summer Bridge Programs (July/August)
- ASES- Camp Brain Gain (June-August)
- LTEL STEM Program (July)
- Migrant- In Person Summer School (June & July)
- Migrant- Distance Learning Summer School (June & July)
- Migrant- EPIC (June & July)
- SPED- Extended School Year (ESY) (June/July)

All offerings and their descriptors are captured in the Summer Learning 2021 Catalog.

Instructional Models

Attending to learning is a priority as students return to school. All learners will have engaging and empowering learning experiences in both the traditional and independent study models that prepare them to demonstrate SMBSD’s Vision of Student Success. District and school site staff are committed to providing a high-quality instructional program through the integration of district adopted curriculum and instructional strategies that align content and course offerings to the California State Standards. All students will have accessibility to curriculum on a daily basis to ensure their academic needs are met. Standards-aligned curriculum, district benchmarks (NWEA), and state assessments are administered to identify student academic levels, address achievement gaps and support differentiated instruction based on student needs. Our instructional models will enable learning through a variety of best teaching strategies and technological opportunities to support and enrich learning.

In addition to planning for the traditional instruction and independent study model, SMBSD has planned for both the loosening and tightening of public health orders within the 2021-2022 school year. If COVID-19 cases rise significantly and we are required to initiate a quarantine, every effort will be made to provide these services virtually; all special education services will be provided according to students’ IEPs, and families will be provided with access to free meals. Santa Maria-Bonita School District has carefully considered the multiple factors within the various planning levels to determine how we will provide the instructional programming.

Additional Chromebooks have been purchased in order to ensure equitable access for students within all learning models.
### Santa Maria-Bonita School District
#### Traditional In-Person Learning Model

All students are at school every day, on a regular schedule, with all activities resumed. Students and staff will be required to wear face coverings and adhere to all current health and safety guidelines. Components of SMBSD’s traditional in-person learning model include:

- daily, high quality, in-person, on campus learning,
- teaching of grade level standards through the use of adopted curricula for all core subject areas,
- engaging instruction that is grade level and beyond,
- clearly defined learning objectives,
- collaborative activities designed for high expectations for learning,
- providing Social Emotional Learning (SEL) supports for students,
- a robust set of health and safety measures,
- a balanced assessment system to monitor student progress using common formative assessments and NWEA assessments,
- ongoing parent communication at the classroom, site and district level,
- common platforms such as Clever and Google Classroom/Google Suite,
- common communication platforms, and
- attendance taken daily.

### Santa Maria-Bonita School District
#### Independent Study Model

Parents have the option to have their student(s) in the independent study option (BP 6158). Components of SMBSD’s independent study model include:

- daily, high quality learning,
- teaching of grade level standards for all core subject areas including Designated ELD (dELD) and physical education,
- engaging instruction that is grade level and beyond,
- providing Social Emotional Learning (SEL) supports for students,
- clearly defined learning objectives,
- activities designed for high expectations for learning,
- a balanced assessment system to monitor student progress using common formative assessments and NWEA assessments,
- ongoing parent communication by independent study teacher and at the district level,
- common platforms such as Edgenuity, Clever and Google Classroom/Google Suite,
- common communication platforms, and
- attendance taken daily.
Continuity of Services for Future School Closings

Future school closings will only occur on an as needed basis in accordance with all federal, state, and county guidance and in coordination with Public Health. Based on current guidance, in most cases, a school will not be required to close; however, specific students or a specific class may need to quarantine for a period of time. In this situation, students needing to quarantine can access learning via simulcast instruction and/or the Google classroom. During the quarantine transition period, when needed, students may be provided with up to three days of learning packets. During this transition period, the classroom teacher will continue to be available for simulcast instruction and/or learning support. Students and parents will also continue to have access to Tutor.com, which provides on the spot 1:1 tutoring assistance in English and Spanish.

Should more widespread closings occur, it may be necessary for the District to move into one the phases specified in the Phases of In-Person Instructional Model developed in the 2020-2021 school year.

Reengage Disconnected Youth

Reengaging disconnected youth is being addressed by a combination of expanded learning opportunities, careful development of academic offerings, and comprehensive staff professional learning.

Expanded learning opportunities include summer offerings for July/August 2021 specific to literacy, math, and AVID, after school opportunities both in-person and online, and ongoing access to Tutor.com to support students during after school hours for both homework assistance and general tutoring specific to student need.

Professional learning for staff for the 2021-2022 school year is focused on developing Culturally Responsive Teaching Practices (CRT), with a focus on how to support students in learning acceleration with the thoughtful use of scaffolds and ongoing support in implementing the core adopted grade level curriculum. CRT has been identified as a focus as a disproportionate number of culturally diverse and minority students are dependent learners. Through CRT, teachers will focus on getting to know the students as learners and helping them to build the necessary skills to be successful. CRT begins with re-establishing rapport and trust so that teachers can rigorously support students to close their learning gaps.

A Climate & Culture TOSA has also been hired to further support staff efforts to re-engage at-risk students in learning. The Climate & Culture TOSA will work with site Climate & Culture Teams to identify and address barriers to learning, including identifying systems and structures that may hinder student engagement in school.
Evidence-Based Strategies to Address Lost Instructional Time and Continuity of Instruction

SMBSD continues to provide continuity of instruction. Regardless of our instructional model (in-person/independent study), our students will have as many opportunities as possible to engage with grade-appropriate content with a focus on accelerating learning.

For the 2021-2022 school year, priority instructional content guidance in ELA/literacy and mathematics will continue to be utilized by staff in an effort to prioritize essential learning and to provide just in time scaffolds for students who have experienced unfinished learning. This guidance was developed by the crosswalking of the district core adopted curriculum with Achieve the Core 2020-2021 Priority Instructional Content ELA/Mathematics. These resources along with ongoing professional learning specific to the use of the district pacing guides and curriculum resources will be provided.

Teachers understand that every school year there are students who require support in addressing unfinished learning from prior grades. While some learning needs may be more significant than previous years, it is not possible to repeat the previous year’s learning while also covering the current year’s curriculum; therefore, a focus on acceleration, with the use of thoughtful teaching and just in time scaffolding will occur. Teachers will be encouraged to use formative assessments in order to diagnose students’ unfinished learning and identify the specific learning needs of their students. Additionally, a significant portion of the K-2 literacy block will have a clear focus on grade level foundational skills.

High-Quality Career and Technical Education to Create High School to College to Career Pathways

The District will provide college and career readiness experiences to enhance college and career opportunities of low-income pupils, English learners, redesignated fluent English proficient pupils, foster youth, and other identified subgroups. Resources have been allocated to support college and career-ready grade-level standard-aligned opportunities and field trips, when possible, to close achievement gaps. When safe to return to this practice, these kinds of experiences will provide students the opportunity to explore and experience the college atmosphere, which may lead to career development opportunities at secondary levels. Career exploration activities will also lead to student interest in pursuing educational opportunities. School sites may increase the support by using site funds to pay for busing, admissions, and other costs for curriculum-aligned enrichment trips that provide low income students an equal opportunity to experience learning outside of the classroom that they may not be able to afford otherwise.

Building a Diverse Teacher Pipeline and Investing in Educators
In order to maximize leadership, structure, processes of the organization, and to execute our vision of instruction as effectively and efficiently as possible, SMBSD has instituted the practice of evaluation of programs and established leadership and teacher development programs.

This goal was developed to support ongoing teacher, administrator, and paraeducator professional learning to build and maintain a cohesive leadership team, create and communicate organizational clarity, and effectively build human systems. It was developed to ensure we hire and retain diverse staff and embed staff support systems with high-quality professional learning to continuously build instructional capacity.

Assessments

SMBSD has expanded and strengthened functions that support systems, processes, and practices to more effectively support and facilitate actions and services and to maximize impact at school sites down to the student level. Foster youth, English learners, low-income students, and all student groups are identified through disaggregated data and supported through equity and access goals (transparency, data and assessment literacy, and support for student needs).

The District provides:

1. A comprehensive assessment system for grades TK-8 in support of an aligned instructional system. Tools such as Northwest Evaluation Association Assessment Map Growth Tool (NWEA) and the Illuminate Education Programs will continue to be used.
2. Data analysis technical support in the area of data management, statistical analysis and reporting, and assist in designing data collection projects and activities.
3. An assessment support team to assist designated staff to plan, organize, and conduct assessment activities for limited or non-English speaking students, including students with special needs, perform language census testing, and record the results as assigned.
4. Administer, monitor, and score a variety of tests including criterion-referenced tests, general aptitude tests, and student proficiency levels.
5. Centralized district operations cost to support program quality, as well as compliance.

SMBSD uses various assessments to identify gaps in academic opportunity. The following are some of the common assessments used:

- District Benchmark Assessment (NWEA)
- CAASPP (State)
- Social Emotional Learning Data (Panorama)
- ELPAC
- School level data (CFAs, etc.)
- Identified for Special Programs

District Benchmark Results (to be updated accordingly)

- Spring 2021 - NWEA MAP Growth Data Executive Summary
Investments in Early Learning Opportunities

The District continues to invest heavily in early learning opportunities, like high quality prekindergarten programs. Currently, the District offers prekindergarten at 12 of the 17 elementary sites. Two programs were added during the 2020-2021 school year and another was added for the 2021-2022 school year. It is a district goal to offer prekindergarten at each of its elementary school sites.

Prekindergarten is not offered as an independent study option. All prekindergarten programs offer only in-person learning.

Parents are asked to check their student’s temperature each day prior to traveling to school. If the student has a fever or exhibits COVID-like symptoms the parent is asked to keep the student at home and to self-report when a student is kept home for fever or other COVID symptoms. Students are monitored for any signs of possible illness throughout the school day. Parents are required to identify at least two back up adults who can pick up their student in the event of sudden illness. These individuals will be identified on the emergency card and used as the pick up contact in the event a parent has also been exposed or suspected to be exposed to COVID-19.

Signs are posted in restrooms and near sinks that convey proper handwashing techniques. Students and staff are encouraged to wash their hands frequently, including after recess, before and after each snack, and after using the restroom. Staff and students are also required to wear cloth face masks while on school grounds, in accordance with the District’s COVID-19 Prevention Program, located on the District’s website. The District will provide face masks for any student or staff member who does not arrive with a face mask.

Stakeholder Engagement

SMBSD is dedicated to a collaborative approach as we involve all stakeholders. We are committed to substantial stakeholder engagement and believe that it is an integral part of developing and implementing a comprehensive plan. The existing structure in place ensures that information is disseminated and that all stakeholders are part of a collaborative team. Stakeholder engagement for the ESSER III Safe Return to In-Person Instruction Plan followed an appropriate communication structure in addition to hosting definitive virtual meetings and activities. The Vision of Student...
Success current goals continued to be clearly identified and articulated throughout the process of planning for the 2021-2022 school year. Virtual meetings and surveys taken were forms of collecting information from parents, community members, pupils, local bargaining units (including certificated, classified, and other school personnel), administrators, county agencies, foster youth representatives, parents of special education students, migratory students, and parents of English Learners. Additionally, informal feedback was collected along the way through social media comments and requests, phone calls to sites, and the district office as well as in-person visits with questions, requests, and feedback and staff communications such as emails and online platforms. The process also included identified research and data collection. Three districtwide surveys were conducted for parents related to their perceptions about returning to in-person learning. We received nearly 20,000 structured survey responses and free-response comments. Surveys were offered in written form in English and Spanish, with additional language access provided to our Mixtec-speaking community over the phone. Engaging in outreach and surveying stakeholders have provided and continue to provide staff valuable input to inform the planning in all of the outlined goals of the plan. All input was recorded as appropriate.

Community Engagement

The following groups were actively involved in the ESSER III Safe Return to In-Person Instruction Plan development process described below:

- **Local Control and Accountability Plan (LCAP) Stakeholder Team**
  The SMBSD LCAP Stakeholder team is comprised of parents, students, community members, local business leaders, non-profit community partners, district staff (including both classified and certificated, site managers, District English Learner Advisory Committee (DELAC) members, three school board members, the superintendent, and other district staff). The LCAP Stakeholder Team Virtual Meetings (including Presentations/Discussions/Input Sessions) occurred in April and May. Superintendent Luke Ontiveros, Director of Plan Alignment and Implementation, Rebecca Herrick and members of the Instructional Services Department led and participated in the collaboration that took place at each meeting. District leaders also continued to work together as a team and received continuous professional learning at both the county and state levels to ensure that presentations were current and in alignment with updates that were shared.

- **District Advisory Council (DAC) and District English Language Advisory Committees (DELAC)**
  Ongoing collaborations with DELAC leaders include regular informal telephone conversations to ascertain stakeholder concerns, interests, and needs. Two DELAC leader study sessions, an in-person meeting on March 3, 2020, prior to the COVID shelter-in-place order, and a virtual meeting on July 24, 2020, prior to the first virtual DELAC meeting in the 2020-2021 school year, informed the agenda, availability, and connectivity needs among DELAC members. Virtual DELAC meetings occurred on July 29, 2020, and August 19, 2020. In addition to contributions to the agenda, informal feedback was provided by the DELAC Chair and Vice-Chair to increase stakeholder participation at the September 2, 2020 meeting.
Additional virtual meetings were held on February 3, March 17, April 28, May 19, and June 2 of 2021. During these meetings, DELAC members provided feedback on services provided by the District, learned about different programs offered in the district, and met with the Superintendent and Assistant Superintendent of Instructional Services.

Further steps taken to ensure the continuation of stakeholder engagement include:

- The plan will be provided on the district website and the opportunity for public comments will be made available.
- The District will provide the translated plan to non-English speaking families via Google Translate or through other interpreter services, as requested.

Assurances

☑ SMBSD has made (in the case of statutorily compliant plans) or will make (in the case of new plans) its plan publicly available no later than 30 days after receiving its ARP ESSER allocation.
☑ SMBSD sought public comment in the development of its plan and took those public comments into account in the development of its plan.
☑ SMBSD will periodically review and, as appropriate, revise its plan, at least every six months.
☑ SMBSD will seek public comment in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to the plan.
☑ If SMBSD revises its plan, it will ensure its revised plan addresses each of the aspects of safety currently recommended by the Centers for Disease Control (CDC), or if the CDC has revised its guidance, the updated safety recommendations at the time the LEA is revising its plan.
☑ SMBSD has created its plan in an understandable and uniform format.
☑ SMBSD’s plan is, to the extent practicable, written in a language that parents can understand, or if not practicable, orally translated.
☑ SMBSD will, upon request by a parent who is an individual with a disability, provide the plan in an alternative format accessible to that parent.
The following person or persons is/are the appropriate contact person for any questions or concerns about the aforementioned plan. Please list name(s), title(s), address, county, and contact information for the person or persons responsible for developing, submitting, and amending the LEA plan.

Santa Maria-Bonita School District
708 Miller St.
Santa Maria, CA 93454
(805) - 928 - 1783

Luke Ontiveros, Superintendent - lontiveros@smbsd.net
Melissa Dutra, Assistant Superintendent Instructional Services Department - mdutra@smbsd.net
Rebecca Herrick, Director of Plan Alignment and Implementation - rherrick@smbsd.net

The Santa Maria-Bonita School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, actual or potential parental, family, or marital status or association with a person or a group with one or more of these actual or perceived characteristics in its educational programs and activities or employment practices as required by Americans with Disabilities Act (ADA), Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Section 504 or the Rehabilitation Act of 1973, and the Vocational Education Act of 1976. The lack of English language skills will not be a barrier to admission and participation in the District’s programs.

For any issues regarding Equity, Discrimination or Title 9 compliance, contact:
Brian Zimmerman, Director of Pupil Personnel Services
708 S Miller
Santa Maria, CA 93454
(805) 361-8141
bzimmerman@smbsd.net
UCP Uniform Complaint Procedure
Appendix A - 2021-2022 SMBSD COVID-19 School Guidelines

Current COVID-19 symptoms:
● 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
● Diarrhea

MASK wearing is required indoors, regardless of vaccination status, unless an exemption applies. Masks are not required outdoors.

School Management of staff and students with any COVID-19 symptoms.
1. **Staff member or student has one or more COVID-19 symptoms**
   ○ They must self-isolate per SBCPHD guidelines.
2. **When a student is called out sick, and parent indicates one or more symptoms**
   ○ Office Attendance staff informs parents/guardians of SBCPHD guidelines for return to in-person instruction, COVID-19 Return to School Protocol Guidelines (Parent Information). This information can be given to parents.
   ○ Office Attendance completes the COVID-19 Symptom Tracker.
   ○ Share the COVID-19 Symptom Tracker document with Carolyn Kleinsmith after adding a student. This will alert her to new potential cases.
   ○ Carolyn Kleinsmith will notify the student’s teacher and office staff that the student is excluded from in-person attendance. Sample Email.
3. **If a student is symptomatic at school, contact the health office for further instructions.**
   ○ The Health Assistant may consult the Nurse for guidance on exclusion.
   ○ The Health Assistant will add the student to the COVID-19 Symptom Tracker.
   ○ Share the COVID-19 Symptom Tracker with Carolyn Kleinsmith.
   ○ Carolyn Kleinsmith will notify the student’s teacher and office staff that the student is excluded.
4. **For employees experiencing symptom(s)**
   ○ Do not go to your school site.
   ○ Contact the Site Nurse for SBCPHD guidelines for return to work.
   ○ The Site Nurse will notify the principal, HR, and other approved staff of the employee’s need to self-quarantine.

For all exposures to a confirmed positive COVID-19 case occurring outside of the school site, contact Carolyn Kleinsmith or Sean Chenoweth, x8253 or schenoweth@smbsd.net.

For all **positive** COVID-19 cases, contact Sean Chenoweth, x8253 or schenoweth@smbsd.net
Appendix B - Santa Maria Bonita School District Return to School Guidelines

Santa Maria-Bonita School District

STUDENT RETURN DATE: ______________________

After having symptoms that are consistent with COVID-19, there are three different options to return to school.

Option 1: See your doctor who can confirm a different diagnosis, not COVID-19.
- Bring a note from the doctor stating the symptoms have another cause, not COVID-19.

Option 2: Be tested for the COVID-19 virus:
- If your child has a NEGATIVE test result, the child may return to school if they have had no fever for 24 hours without fever reducing medication, AND their symptoms have started improving.
- If your child’s COVID-19 test result is POSITIVE, they will need to isolate for at least 10 days from symptom onset date, AND until symptoms improve, AND there is no fever without fever-reducing medication for at least 24 hours.

Option 3: Choose not to be tested or see a doctor:
- Contact the principal to discuss how best to meet your student’s educational needs while he/she is being quarantined.
- After the 10 days, your child may return to in-person learning if their symptoms have started improving, AND they have not had a fever for 24 hours without the use of fever reducing medications.
- Important: Call the health office for clearance prior to sending your child back to school.

Please call the school health office before returning to in-person learning.
Health Office Phone #: (562) ______________________

We appreciate your cooperation with this process.

Return to School Protocol Guidelines (Rev. 08/20/2021)

Note: This document is available in English and Spanish. The Spanish version is on page 2 of the linked document above.
Appendix C - Age-Specific Strategies for Teaching Hygiene and Etiquette

See suggestions below for age-appropriate advice and activities to prevent and control the spread of the novel coronavirus and other viruses. Activities should be contextualized further based on the specific needs of children (language, ability, gender, etc.).

**Transitional Kindergarten - First Grade**

- Focus on good health behaviors, such as covering coughs and sneezes with the elbow and washing hands frequently.
- Sing a song while washing hands to practice the recommended 20 second duration.
- Create a video demonstrating symptoms (sneezing, coughing, fever) and what to do if they feel sick (i.e. their head hurts, their stomach hurts, they feel hot or extra tired) and how to comfort someone who is sick, thereby cultivating empathy and safe, caring behaviors.
- Have students sit further apart from one another. Have them practice stretching their arms out, they should have enough space to avoid touching their friends.

**First Grade - Third Grade**

- Make sure to listen to student’s concerns and answer their questions in an age-appropriate manner; don’t overwhelm them with too much information. Encourage them to express and communicate their feelings. Discuss the different reactions they may experience and explain that these are normal reactions to an abnormal situation.
- Emphasize that children can do a lot to keep themselves and others safe.
  - Introduce the concept of social distancing (standing farther away from friends, avoiding large crowds, not touching people if you don’t need to, etc.).
  - Focus on good health behaviors, such as washing hands, and covering coughs and sneezes with tissues, handkerchiefs or elbows.
- Help students understand the basic concepts of disease prevention and control. Use exercises that demonstrate how germs can spread.
  - Put colored water in a spray bottle; spray over a piece of white paper. Observe how far the droplets travel.
- Demonstrate why it is important to wash hands for 20 seconds with soap and water.
  - Put a small amount of glitter in students’ hands and have them wash their hands with just water; notice how much glitter remains; then have them wash for 20 seconds with soap and water.
- Have students analyze scenarios to identify high risk behaviors and suggest modifying behaviors.
  - Pose the example: A teacher comes to school with a cold. He sneezes and covers it with his hand. He shakes hands with a colleague. He wipes his hands afterward with a handkerchief, then goes to class to teach. What did the teacher do that was risky? What should the teacher have done instead?

**Fourth Grade - Twelfth Grade**

- Make sure to listen to student's concerns and answer their questions.
- Emphasize that students can do a lot to keep themselves and others safe.
  - Introduce the concept of social distancing.
○ Focus on good health behaviors, such as covering coughs and sneezes with the elbow and washing hands.
○ Remind students that they can model healthy behaviors for their families.

● Encourage students to prevent and address stigma.
○ Discuss the different reactions they or others may experience and explain these abnormal reactions to an abnormal situation. Encourage them to express and communicate their feelings.

● Build students’ agency and have them promote facts about public health.
○ Have students make their own public service announcements (PSAs) through school broadcasts and posters.

● Incorporate relevant health education into other subjects
○ Science curricula may include the study of viruses, disease transmission and the importance of vaccinations.
○ Social studies curricula may focus on the history of pandemics and the evolution of policies regarding public health and safety.
○ Media literacy lessons may empower students to be critical thinkers and makers, effective communicators, and active citizens.
Appendix D - California Department of Public Health Orders

All Guidance Documents by Topic
Find important state guidance on activities related to COVID-19 arranged by topic. These documents are updated regularly.

- State Public Health Officer Orders
- Employees & Workplaces Guidance
- Health Care Guidance
- Testing Guidance