2020-2021 School Year Continuity Plan
AchieveKids’ 2020-2021 School Year Continuity Plan

August 11, 2020

AchieveKids Community,

The past school year has presented unexpected disruptions with the emergence of COVID-19. Mass school closures and long-lasting remote learning absorbed more than a quarter of the school year, placing our students at risk for learning loss and social isolation.

As we enter into the 2020-2021 school year, we know there is more uncertainty ahead. Our approach to consistent in-person education will be threatened not only by COVID-19 within our communities, but also by the continued risk of local fires and instances of mass power outages. The learning lessons of last school year, paired with the successful implementation of our in-person pilot during our Extended School Year, have helped us enhance our organization and have made us more agile. Today we stand stronger, and more able to meet our students’ needs as we continue to adapt to the varied situations in the future.

The following document outlines our approach to the 2020-2021 school year. Our goal is to build an accordion system which can expand or contract based on county guidance and the relevant data within our communities. We have constructed several instruction models, all focusing on continuous instruction regardless of the circumstances we are presented. We anticipate the year ahead to be one of transition and change, and one where we will demonstrate structured flexibility and agility. We are confident that we are up to this task, and we appreciate your support in partnering with us to meet the needs of our communities’ most complex learners.

Together We Can Achieve!

Ryan C. Eisenberg, Ed.D.
Executive Director
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OVERVIEW

“It Takes a Village”

The school year ahead is likely to be one of uncertainty that presents the need for rapid and effective transitions to changing state or local conditions.

On July 17, 2020, the Governor held a press conference and released criteria for a school to meet in order to be open for in-person learning:

- Safe in-person school based on local data
- Strong mask requirements
- Design for physical distancing and other adaptations
- Regular testing of COVID-19 for staff
- Rigorous distance learning

The Governor further stated that schools could not open if their county was in “state-monitoring.” Additionally, a county must be out of state-monitoring status for 14 consecutive days in order for schools to reopen. We anticipate being empowered to make some decisions, while others may be dictated by the State of California and/or the local county (Public Health and/or Office of Education Depts.). This document outlines an accordion approach to teaching/learning that enables us to effectively scale up or scale back our on-campus instruction, based on the conditions. It is our goal to provide in-person learning to “the greatest extent possible,” while creating an environment that mitigates risk and fosters safety for our students and workforce.

Safety is a core component of this Continuity Plan. Our plan sets a structure for on-campus as well as remote instructional design and policies, and offers recommendations for how each individual can further contribute to the overall safety of our schools. For us to truly create an environment that reduces risk and keeps our focus on learning, all of us must engage in group and personal safety measures. This mindset will be our highest consideration as we build capacity in our workforce, and will guide how we engage our workforce and families/students in ensuring safe practices.
We had the benefit of running a pilot model on our campuses during our Extended School Year session. This opportunity to pilot in-person instruction was invaluable for learning how to enhance safety at each of our campuses. It also presented some of the unique challenges we encounter as a non-public school, considering the learning needs and circumstances specific to our students. Universal mask compliance and appropriate social distancing are not easy tasks for our students, and challenge some of our 1:1 instructional approaches. This plan aims to set basic standards, address some of the specific instances where these effective safety tools might be challenged, and outline how we can enhance safety prior to, during, and after those experiences.

AchieveKids has been open throughout the summer, and this Continuity Plan outlines the path that we will continue to follow during the 2020-2021 school year in order to be agile and meet our student’s learning needs. We know that even with the hoped-for emergence of a vaccine, the time needed to mass produce and vaccinate the population will likely be many months. We anticipate, at a minimum, that these circumstances will continue over the course of our first semester, if not the majority of our school year. Our hope is to create a level of predictability, and an overall efficiency so that the needs of our student and families are adequately addressed.

**Process of Developing the AchieveKids Continuity Plan**

It is our goal to develop a comprehensive plan which encompasses instructional models, safety considerations, and ways that our system can efficiently adapt to outside circumstances. To do this, we engaged a variety of stakeholders in various ways. These include:

- Review of local and state guidance (workplace, employment, school-specific) from California Department of Education (CDE), Santa Clara County Public Health, California Department of Health, Santa Clara County Office of Education, among others
- Monthly+ meetings with local Non-Public Schools (NPS) to discuss plans and means of delivering instruction
- Consultation with Santa Clara County Department of Public Health
- Monthly meetings with national NPS group, learning about other state approaches to ‘reopening’ plans or delivery of in-person/remote/hybrid models of instruction
- Attendance in various webinars on remote learning, reopening, etc.
- Parent Café groups every 3-4 weeks
- Staff focus groups, along with review and comment on the plan(s)
- District survey
- Implementation of a summer pilot
- Weekly AchieveKids leadership meeting
- Initially monthly, and now weekly site-specific leadership group meeting
- Bi-weekly or weekly labor-management meetings, and approval by AchieveKids Board of Directors
Responsibility for Workplace Safety

The California Department of Health recommends identification of safety officers for school sites, who review, adjust, and help enforce safety protocols that are put into place as outlined in this document.

AchieveKids has a Safety Committee, chaired by our Director of Human Resources, which will oversee the implementation of the safety standards set forth within this continuity document. The Safety Officers for each of our campuses are our School Directors. The School Directors are responsible for campus workplace safety, following the protocols in this document, and for ensuring that the necessary follow-up occurs as appropriate. Our Academy Leads at each campus will act as the backup leadership members in charge of safety if the School Director is not available, or as a support person in ensuring safety protocols are being followed. Our Operations Associates will act as the staff representative to ensure that on-site safety protocols are being implemented, as well as identifying where adjustments or training may be necessary. Additionally, all employees are responsible for working safely and maintaining a safe and healthy workplace. Employees will support the overall safety and health effort by attending all required safety trainings, following all safety and health regulations as stated in the company’s Injury and Illness Prevention Program, wear personal protective equipment as required, and reporting all accidents, unsafe, or unhealthy condition.
The AchieveKids **Accordion** approach enables a nimble response to environmental shifts and changes.

The **Accordion** model, using priority groupings, allows us to scale on-campus instruction within a single day based on local and state guidance.

**The “Accordion” approach**

**A scalable model for instruction**

As discussed in the overview, we anticipate a year of shifts and changes, and one where we do not always have control over the decisions being made. In order to create more opportunity for in-person learning, and to allow us to be more agile in making instructional shifts and changes, AchieveKids has developed an accordion approach. Students are assigned to priority groupings (A-D + R), which enable us to effectively scale up or scale back our campuses within a single day, or as data/information begins to shift. This design allows us to control overall group sizes on our campuses, and to maintain in-person instruction for those most impacted by remote learning environments. Families are able to opt for remote learning, and AchieveKids will accordingly allocate our workforce to ensure proper resources on our campuses, as well as for our remote learners. Our typical enrollment across all students is 60 students per campus, with some variation year over year.

**PRIORITY GROUP A**

This group has the top priority for on-campus learning. The group consists of learners 12 years and younger, regardless of disability group. The prioritization for group is based on information from the CDC and County Public Health Officials regarding lower transmission rates for younger students.

Priority Group A will be approximately 20-30 students in size (10 to 15 per campus). Due to our rolling enrollment, group sizes will vary, but this plan presents a close approximation. Class sizes are important as we navigate potential county guidelines, and look to set up and establish a safe learning environment on our campuses.

Our goal is to keep in-person learning as continuous as possible for this group of students. There may be circumstances where, if we must scale back on-campus services, we will adjust the weekly schedule for this group so that we can provide some in-person support for Priority Group B (below) as well. These instances will be determined based on local/state guidance, circumstances and information.
PRIORITY GROUP B

This group is the second to come on-campus, and near last to return to remote learning, as we expand or contract on-campus services based on guidelines from our County Public Health office. These students have moderate to severe disability classifications, low/limited language skills, and limited ability to independently access remote learning. AchieveKids will send specific homeroom assignments to families prior to the start of the school year. This group, in combination with Priority Group A, accounts for approximately 50-60 students (or 25-30 students per campus). If circumstances or guidance from our county requires a scaling back in services, this group might still have access to campus on limited days rather than entirely shifting to remote instruction.

PRIORITY GROUP C

Group C includes all additional learners within our Independence Academy.

PRIORITY GROUP D

This includes all remaining learners, and includes the students in the Scholars Academy who are in middle and high school. These students will have curricular models that are agile, such as APEX learning or virtual classroom organizational systems (Microsoft 365/Google Classrooms) to enable more sufficient transitions and continuity in instruction. Once these students return to campus, we will operate at full capacity.

GROUP R – REMOTE ONLY

We understand that during these times, some families will elect for remote-only services. Additionally, many students attending AchieveKids have medical needs and may need distance-based services. AchieveKids has surveyed families regarding their preferences, and has developed several remote-only classrooms. Remote-only students are grouped into virtual homerooms, with a teacher and classroom team to implement instruction. For these students, we will reserve some campus days for in-person support sessions which will be scheduled at the discretion of the family and classroom team.

*The AchieveKids’ campuses are vastly different in design. These differences result in variation on how we implement the above priority group model. We reserve the right to invite classroom groups back to campus based on space availability or building layouts, as appropriate.*
TENTATIVE IN-PERSON START DATES

We will resume on-campus instruction when it is safe to do so, when Santa Clara County is no longer in state-monitoring for at least 14 days. Our current plan to launch our school year is as follows:

**August 17th** – All Priority Groups will begin with remote instruction in virtual classroom assignments. Teachers will also prepare their on-campus spaces, greet their students/families virtually, and establish their virtual schedules.

**August 31st** – This is a target goal date for partial in-person instruction, pending County data. Per our accordion scaling plan, we will want 2 stable weeks of instruction for each launched priority group before deciding to expand to another group. Once the decision to add another priority group is made, we will use an additional week for logistical planning and preparation. At a minimum, we will retain three weeks between changes in on-campus student populations.

**September 28th** – If County Public Health enables the targeted August 31st on-campus instruction start-up date, we will launch an additional group of students on September 28th, consistent with our safety design for in-person learning. Families who elect remote learning on an on-going basis will continue distance learning, as outlined below.

Our goal is to safely increase our campus size and build capacity within our new classroom safety zones, routines, and procedures. The overall safety on our campuses for our students and workforce is paramount.

**PARENT SELECTION/CHOICE:** We understand that our students come to us with health conditions, risk factors, or may have high risks groups within their homes. If a family elects remote learning as the primary instructional style, we will assign their student to a remote homeroom for instruction. Once notified, we will inform the school district of this decision and request to schedule an IEP. If a family changes their mind on their requested instructional approach, AchieveKids can make that adjustment in consideration of the logistics involved. Shifting from in-person instruction to remote can quickly and efficiently be accommodated within 24-48 hours. Technology and equipment, if needed, can be allocated to the student/family within the week. When a family prefers to shift from remote to on-campus instruction, one week notice will be required in order to manage staffing, classrooms, and transportation.
ON-CAMPUS INSTRUCTION

Instruction on campus will occur from 8:50 a.m. – 1:30 p.m. on Monday – Wednesday. Thursdays will be a shorter day, from 8:50 a.m. – 12:45 p.m. Fridays will be reserved for on-campus tutorial session for remote students not engaging in 1:1 or small group work. Arrival and dismissal will be staggered each day.

Teachers and staff members providing instruction on-campus will also offer remote instruction for individual students or collective groups from 1:45 p.m. – 3:45 p.m. daily after on-campus instruction. These distance learning times will be utilized for students who remain home as a precaution, are unable to attend school on a given day, for remedial support, and for deeper instruction.

Staffing: Through the launching of Priority Group C, we have allocated a minimum of a 1:1 ratio for the on-campus teams. We are bringing back more staff than necessary, so that we can retain the 1:1 ratio if/when staff call out sick.

Homerooms: To accomplish our goals, students are assigned to a priority grouping and homeroom group. Homerooms range in overall size from 5 to 8 total students based on our existing space allocation/square footage, and will ensure proper social distancing of six feet. Homerooms have been assigned primary and secondary learning spaces indoors to enable effective distancing. Every homeroom will also have an outdoor learning space.

Clusters: Homerooms are clustered together, grouped by 2 to 4 total homerooms. Student clusters will range from 15-20 students. Each cluster is assigned a portion of campus, with access to kitchen and bathroom facilities, as well as entrances and exits, enabling each cluster to remain separate from one another.

Space Allocation: Each homeroom has been allocated indoor and outdoor spaces for instruction. Rooms have been assigned a value for capacity, related to total student and staff grouping. Some rooms have been adjoined to create a larger space for a homeroom to spread out. Furniture has been redesigned to ensure learning spaces, desks, and tables are separated by 6 feet for social distancing during periods of learning and instruction. Outdoor space will vary based on campuses.
Community Integration: AchieveKids has always valued the generalization of skills that come with strong community integration. Students receiving instruction on AchieveKids campuses will be able to participate in community-based instruction as approved by the Site Director on a daily basis. Safety protocols must be strictly adhered to. Small groups may utilize vans to drive to a hiking location, or other outdoor learning experience.

Related Services: Related service providers (behavior, mental health, speech, occupational therapy) are assigned to a cluster. They provide direct, in-person services (individual or group) within their cluster. Any students on their caseload outside of their cluster will receive tele-services, thereby ensuring all students have access to services and maximizing how many students receive direct services without violating our cluster model. Related service providers focus on a single classroom within a single day to the maximum extent possible. This reduces same day cross-interactions between homerooms, and better enables a combination of push-in and pull-out services for a given homeroom within the context of one day. Group sessions that have all students from one homeroom can occur on the assigned homeroom day.

Transportation: Transportation routes will be aligned to the classroom cluster in order to decrease the potential for additional interactions between students. Given that our students attend AchieveKids from approximately 30 different districts and communities, we will work to minimize opportunities for violations to our clusters and safety protocols to the greatest extent possible. We do anticipate logistical challenges with transportation planning and will acknowledge variations as appropriate. AchieveKids provides transportation for a portion of our students. We will limit the capacity to only 1 or 2 students per van, based on van size and seating arrangements.

Our routes will be assigned an arrival time, beginning at 8:40 a.m. and ending at 8:55 a.m. Routes will also be assigned a dismissal time, ranging from 1:25 p.m. to 1:40 p.m. These staggered times enable us to control student access and inter-mixing. Staff members have radios, and will be called to receive a van that has arrived, or to dismiss students at assigned dismissal times.
Behavioral Health: We recognize that many students come to AchieveKids due to difficulty regulating their emotions. Our Behavior Analysts work with the on-campus teams to develop and implement individualized behavior support plans for a return to campus. These plans take into account circumstances presented by student history as well as the changes in space utilization, staffing ratios, schedules, transportation arrangements, staff assignments, and classroom groupings. It is critical that we conduct a thoughtful study of whether individual student behaviors can be supported while adhering to social distancing protocols prior to their return to campus.

Additionally, it is important to note that behaviors related to COVID-19 that may place other community members at risk could result in a student returning to remote learning in order to ensure campus safety. AchieveKids reserves the right to make these decisions as it relates to the overall health and safety of all participants on our campuses during the pandemic.

Travel Disclosures: In order to protect and ensure the safety and health of our campuses, we are requesting that families, students, and staff disclose their travel out of state and/or to high risk areas. Depending the type of travel, individuals may switch to a temporary period of remote instruction upon return. If an individual or family travels by plane, the student or staff member will remain off-campus for a minimum of three days after arrival home and for a maximum of 14 days. If the student or staff member presents a negative COVID-19 test, the individual may return sooner than 14 days as long as the test was taken no sooner than the third returned day. We will evaluate on a case-by-case basis: travel to “hot-spots,” attendance at events larger than 20 people, and travel by another member of a household.

Testing: We will test our employees for COVID-19 as required by State and County guidance. Any campus with a confirmed 5% positivity rate will be closed entirely for 2 weeks. For non-confirmed cases (if/when we send a student home with symptoms), we have developed procedures for when the entire homeroom may also be sent home. This is presented in the flow chart in Appendix A.
REMOTE INSTRUCTION

All AchieveKids students receive daily group and individual instruction via distance learning platforms. The current minimum requirement mandated by the State of California for remote learning includes 4 hours of daily instruction. An emphasis is placed on direct instruction with students. This may be challenging for many of our students, as well as families who have other responsibilities at home. With these factors in consideration, the following is an outline of expectations for remote learning in the 2020-2021 school year:

Scholars Academy Students

- **At least 60 minutes of a group session(s) daily**
  - Focus: Social skills, social-emotional learning
  - Examples: Morning meeting, cooking, art, physical education, social-emotional learning
  - Large or small group instruction, led by Teacher

- **At least 60 minutes of individual or small group instruction daily, led by Teacher or PC**
  - Focus: IEP goals
  - Examples: Reading, math, writing, spelling, science, social studies, technology skills

- **Services led by Service Providers, including program staff**
  - Focus: Skills based on service needed
  - Individual or group (depending on IEP)
  - Reserve time to touch base with parent/guardian/care provider
  - DOES NOT include session/times required for classroom instruction

- **Daily assignments supported by families, teacher, staff**
  - Focus: IEP goals; daily living skills
  - Example: Homework packets, video/photo submission demonstrating skills
  - Suggestion: Office/homework hours to provide support with assignments

- **Weekly parent meetings/check-in**
  - Updates
  - Can include training, as appropriate
Independence Academy Students

- At least 30 minutes of a group session daily
  - Focus: Social skills
  - Examples: Morning meeting, cooking, art, physical education., social-emotional learning
  - Large or small group instruction, led by Teacher

- At least 60 minutes of individual sessions daily, led by Teacher or Program Counselor
  - Focus: IEP goals
  - Examples: Reading, math, writing skills, pre-vocational development (e.g., chores, interview skills, interest surveys, student-centered portfolios), community skills, daily living skills, computer/technology skills

- Additional 30 minutes of individual or group session daily, led by Teacher or Program Counselor
  - Focus: Leisure skills
  - Examples: Board-video games, art, videos, music, reading

- Services led by service providers, including program staff
  - Focus: Skills based on service needed
  - Individual or group (depending on IEP)
  - Reserve time to touch base with parent/guardian/care provider
  - DOES NOT include session/times required for classroom instruction

- Daily assignments that focuses on 2 skill areas
  - Focus: IEP goals, daily living skills
  - Example: Homework packets, video/photo submission, presentation skills
  - Supported by families, Teacher, Program Counselors
  - Suggestion: Office/homework hours to provide support with assignments

- Weekly parent meetings/check-in
  - Updates
  - Can include training for the learning circumstances. Additional parent coaching is also available through our Service Providers.
A sample remote schedule:

**In-Person Instruction/Support for Remote Students:**

For students who may not be engaging in remote learning, or who need more direct in-person learning, but fall outside of priority groups, AchieveKids can develop in-home/community instructional support. This will be specific to the student situation.

**Location:** Instruction will occur in an open space, such as in the yard of the student’s home, a park, or a community center, or on-campus. Permission to go to the student’s home must be approved by the School Director or Academy Lead.
**Safety Practices:** Any decision to provide in-home support will be made by AchieveKids in partnership with the staff member providing that support. We reserve the right to end or pause in-home support, if basic safety measures are not met or if the learning environment is presenting potential health risk factors.

**Additional Requirements:** School ID must be worn and visible during instructional sessions. A family member and/or second staff member must be present.

**Open Campus Days:** AchieveKids has also reserved 1 afternoon, and 1 full day for campus access for those in remote-only classrooms. These open campus days enable targeted 1:1 or small group (no more than three students) instruction. During times when all groups are remote, our campuses will remain available for 1:1 or small groups learning activities. Utilization of these open campus times must be scheduled, so our campus capacity can be monitored. Parents are responsible for transporting students on these days, but can seek mileage reimbursement from AchieveKids.

**Attendance and Engagement:** Students are expected to participate in at least 4 hours of direct or indirect instruction (e.g., homework). Prior notification should be given to the teacher if the student will not be able attend a session so that an alternative assignment or session may be provided for the student to make up the work. If students do not participate in sessions or complete assignments, alternative assignments or sessions will be provided (i.e., participation through a video recording of session, 1:1 session with teacher).

Arrangements must be made with the classroom teacher if students are unable to participate for at least 4 hours regularly. A plan will be made with the classroom team to increase participation and develop alternative assignments.

When students miss sessions/assignments:

- Teachers will follow up with parents/guardians, and School Director will be notified if more than 60% of sessions/assignments were missed for 1 week. The School Director will then notify the school district and contact parents/guardians.
- If students miss more than 60% of sessions/assignments for 2 consecutive weeks, an IEP meeting will be called to further collaborate with the IEP team to determine the individual needs of the students for remote learning.
Family Roles/Responsibilities:

- Encourage their students’ participation in the remote learning context. Ensure that a parent, caregiver or other adult is present during instructional time.

- Monitor all communications from AchieveKids for up-to-date information regarding school closures and instructional communication plans.

- Know the necessary usernames and passwords for the instructional resources used by AchieveKids

- Ensure adequate space, materials, and technology access for the daily online instruction. Inform AchieveKids teacher or School Director if devices or internet service is needed.

- Follow the daily and weekly schedules provided by teachers and AchieveKids staff.

Staff Responsibilities:

- Daily contact with each student.

- Communication with students via ClassDojo, SeeSaw, or Google Classroom on a regular basis

- Maintain weekly office hours for parent questions/concerns

- Provide weekly schedule of instructional activities
HYBRID DESIGNS

A hybrid learning design is when a student has both in-person and remote learning instruction. This is ideal for defined periods of time and to enable some, although limited, in-person connection to learning for all students. AchieveKids is not launching the year with a hybrid model, as our belief is the accordion design enables the control and agility needed for safe and effective instruction. That acknowledged, AchieveKids does have hybrid models of instruction designed to be utilized during established and set periods of time, if necessary. One period identified as a potentially difficult to navigate is flu season.

The months of November through January may potentially present with a significant increase of symptomology associated to the seasonality of the flu and common cold. We anticipate that it may be difficult to decipher the symptoms of the flu or cold from COVID-19, and we want to avoid mass quarantines. Instead, we are considering a planned period of hybrid-based instruction.

Our cluster design enables shifting to a hybrid design, yet hybrid services would have significant logistical challenges for daily transportation and family schedules. Consequently, we need these time periods to be carefully planned and structured. The hybrid model is still under discussion. Some designs include:

- **A/B model**: Groups assigned M/W or T/TH in-person learning, while other days are remote.

- **Single Day**: Homerooms are assigned a single day of on-campus support and instruction. This enables all homerooms to have access to campus, with no more than 2 homerooms being present on campus on any given day. This enables strong controls over inter-group mixing and distancing standards. It does, however, limit in-person time for instructional purposes.

- **Priority Groupings**: This method is based on our priority group model. Our top 2 priority groups would have greater access to the campus, attending in-person 3 days per week (M-W-F), and our priority groups C/D would attend campus 2 days per week (T-TH). This enables greater access to campus for those learners for whom it is more difficult to access remote learning, while still providing some campus access.
SAFETY – A LAYERED APPROACH

No single approach to safety will be sufficient to mitigate risks associated with controlling the spread of COVID-19. Creating a safe environment requires that we layer risk mitigation standards and design systems for the range of scenarios our campuses are likely to encounter.

Safety within Community

We all contribute to the safety of our environment. Our behavior outside of AchieveKids also influences the potential safety of the group. Although we do not look to dictate the behaviors of our students or workforce beyond our doors, we do ask that for sound judgement and open disclosure of information needed for the greater good.

Testing

AchieveKids’ staff members will be tested not less than 1 time every other month, with one-half of the staff being tested monthly. The overall goal will be to maintain testing of staff on 6 week cycles to exceed the minimum standard outlined. AchieveKids’ health care providers/employee insurance, county free sites, and the Santa Clara County Office of Education pop up sites will be utilized to meet this requirement. AchieveKids maintains testing site locations and information on our intranet, our internal database - KidNet, and on our COVID-19 training and resource page. Additionally, information is emailed to whole groups of staff, and reminders are sent to those within their testing window. Priority group A completed testing first, and all priority groups will be tested prior to returning students within their designated groups.

Face Coverings and Face Shields

AchieveKids’ staff members will be required to wear a face covering while on our campuses, and when interacting with students and/or co-workers. Face coverings and face shields will be provided for staff. Cloth face coverings are required, and the additional use of face shields is recommended, unless working with a student struggling with their mask, then it is required in addition to the cloth face covering. Cloth face coverings should be cleaned daily, and face shields should be cleaned after each use. It is recommended that staff consider using multiple face coverings during the day, or switching them out, particularly when working with students who struggle to wear face coverings for an extended period of time.
Students will be provided with a face covering. We are asking that students wear face coverings as appropriate to their tolerance. We prioritize compliance during indoor instruction.

*Staff should take extra precaution when working directly with students struggling to wear masks due to sensory-based issues. Staff will be expected to wear a face shield in combination with the required face mask/cover while delivering instruction, and demonstrate greater utilization of outdoor learning areas. Prior to instruction, staff should put on a pair of gloves, a face cover, and a face shield. They should carry hand sanitizer, extra face covers, and a pair of gloves in the waist packs provided by AchieveKids for this purpose. Once instruction is completed, the staff member should remove their face shield, clean it, remove their gloves, and wash their hands according to CDC guidelines. The staff member should also evaluate and clean any instructional tools that were handled by the instructor and student(s) during instruction.*

**Social Distancing**

According to federal and state guidance, social distancing of 6 feet is an effective measure to reduce the risk of transmission of COVID-19. Paired with face coverings, the risk is reduced even further. The Social Distancing Protocol is posted at all main entrances. AchieveKids regularly conducts trainings on the protocol and provides staff with copies upon each update.

Classroom furniture has been arranged to ensure at least 6 feet of spacing. Some rooms have taped off desk areas as a visual reminder to students on the appropriate spacing. Directional signs were installed to minimize crossing paths in narrow hallways and doorways. Students practice and learn about health benefits of social distancing, and will be prompted to maintain appropriate spacing when in the classroom or our yards. Many of our students require instruction at a proximity closer than 6 feet. Staff take extra precautions prior to delivering instruction with these students. Classrooms are designed around highly individualized instructional models and have assigned a ‘lead staff instructor’ to each student, further preventing cross student interactions.

Access to yard spaces are on a schedule. Homerooms and clusters have time allocated to utilize outdoor space for recreation. In Palo Alto, barriers have been added to partition the yard to enable multiple clusters to be outdoors at the same time with limited interaction. In San Jose, yard utilization is driven by the schedule. If multiple groups are scheduled at
overlapping times, students will occupy separate portions of the yard that are already fenced off.

Staff breaks and meals will be taken outdoors or in private offices in order to reduce transmission risk. No more than 2 staff members will be allowed in the break room at a time to utilize the refrigerator or microwave and will be required to sanitize knobs and handles as they exit the rooms.

**Hygiene Procedures**

Teaching hygiene skills and discussing proper health is a standard practice at AchieveKids. During the pandemic, students learning about the overall importance of hygiene is an essential part of our risk mitigation system. To teach hygiene, we consider *access*, *routine*, and *awareness*.

To increase access, hand washing stations have been added throughout our campuses and yards to supplement our many sinks and restrooms. Sanitizing stations are available in each classroom and at the entrances to our campuses. To build consistency, we have established routine hand washing times in addition to regular periods for students (returning from recess, prior to lunch, etc.). Awareness is an extension of our health and wellness program. This is an opportunity for instruction, and linking instruction to the measures we are putting in place.

**Clothing**

Our students present with needs beyond those of most school children and include toileting needs, behaviorally acting out, potential exposure to bodily fluids, or the need for close proximity teaching and support. All staff members are asked to keep a spare set of clothing on campus. When changing clothing, staff clothing should be placed in the “staff soiled clothing” bin, which will be marked for wash during the school day. If staff change their clothes at the conclusion of their shift, they should place the used clothing in a plastic bag to be brought home and washed.

Classrooms should work with families of AK students to also ensure students have a spare shirt/pants on campus to be utilized as appropriate given individual circumstances.

**Daily Health Screening**

All AchieveKids community members coming to campus must complete a *daily* health screening. This is required for all students, staff members, and visitors. Health screenings will be available online and in paper form, and refer to a combination
of symptom screening and temperature screening with a contactless thermometer. Staff and students’ parents or guardians can conduct symptom screening at home, prior to arrival. Alternatively, symptom screening can occur on-site via self-reporting, visual inspection, or a symptom screening questionnaire.

Signs are posted at all entrances instructing students, staff, and visitors not to enter the campus if they have any COVID-19 symptoms. COVID-19 symptoms include fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, sore throat, loss of taste or smell, nausea/vomiting, or diarrhea.

Signs are also posted around campus with symptom reminders, COVID-19 fact sheets, and prevention protocols. Staff or students who present with any COVID-19 symptoms and/or a temperature of 100.0°F or higher must be sent home immediately until testing and/or medical evaluation has been conducted.

Health screening requirements are communicated to students and staff at the beginning of the school year and periodically throughout the school year. The health screening was developed in alignment with Santa Clara County Public Health recommendations for schools, and is regularly updated based on published symptoms associated to COVID-19 by the CDC and County Public Health.

**Use Caution and Sound Judgement (When in Doubt, Stay Out)**

We understand that students and staff members may not feel well from time to time. During this pandemic, the AchieveKids team will be asked to make assessments based on their presenting symptoms. If a student or staff member is feeling ill, or is presenting with COVID-19 symptoms, we strongly advise that they remain at home for the day. If a student presents with symptoms on campus, the student will be sent home. Depending on the progression of symptoms, their entire homeroom and/or cluster may have to be out of school. Please refer to the Appendix for more information.

**Food Preparation**

Lunch and food preparation will be centralized, with a team assigned to making and delivering food. Food will be delivered directly to classrooms in a contact-free format. If a scheduled lunch is not suitable, we ask that families send a lunch for the student that day.
Campus Design

Homerooms will be allocated classroom space based on total group size. The furniture in the room is spaced apart, and some rooms connect via adjoining doors to enable greater spreading out. Each homeroom also has an assigned outdoor learning space. We encourage outdoor instruction and related services. We also encourage groups to split when working on individual lessons, leveraging the outdoor or extra classroom.

The San Jose building is separated into clusters and zones, based on the hallway design. Hallway C will act as a standalone, with kitchen, bathrooms, entrance and exits points, and office space. Hallways A and B are clusters respectively, to help limit cross interactions. The Palo Alto site has split the yard with removable fencing to designate areas for clusters, or independent zones.

In-Classroom Cleaning

AchieveKids employees and student work groups wipe down surfaces no fewer than 3 times daily and are encouraged to wipe surfaces more frequently. Included in surface area cleaning are door handles, sink faucets, and other classroom items.

Outdoor Tables, Playgrounds

AchieveKids pressure washes the outdoor areas at the end of each school day. During the day, it is recommended that areas are wiped down after use. Each outdoor area is assigned to specific clusters, and will not be utilized by others. If a student outside of the cluster uses any outdoor furniture or playground item, it should be wiped down, or even pressure washed.

Daily Janitorial Cleaning

Beyond our daily cleaning routines, AchieveKids contracts a janitorial crew that cleans the buildings, our surface areas, and our instructional spaces each evening. This has been part of our routine, and they have added extra focus on disinfecting high touch areas to sanitize our learning environment.

Electrostatic Sprayers

AchieveKids has an electrostatic spray cleaner on each campus, allowing us to midst areas for quick cleansing during or after a day. This enables us to change over spaces if needed, to sanitize the quarantine rooms (if applicable or utilized), or to clean a classroom if a student/staff/group is removed for quarantine.
• **APPENDIX A:**
  Steps to Take in Response to Confirmed or Suspected COVID-19 Cases and Close Contacts

• **APPENDIX B:**
  Steps to Take in Response to Negative Test Results

• **APPENDIX C:**
  Staff – Daily Health Screening

• **APPENDIX D:**
  Students – Daily Health Screening
# APPENDIX A

Steps to Take in Response to Confirmed or Suspected COVID-19 Cases and Close Contacts

Extracted from Santa Clara County Public Health’s Reopening of Santa Clara County K-12 Schools for the 2020-2021 School Year Guidance (Issued 6/30/20, Revised 8/7/20)

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Immediate Actions</th>
<th>Communication</th>
</tr>
</thead>
</table>
| Scenario 1: A student or staff member either exhibits COVID-19 symptoms or has a temperature of 100.00 or above. | • Student/staff sent home  
• School administration notified  
• Student/staff instructed to get tested  
• Classroom remains open | No action is needed |
| Scenario 2: A family member or someone in close contact with a student or staff member (outside the school community) tests positive for COVID-19 | • Student/staff sent home  
• School administration notified  
• Student/staff instructed to get tested  
• Student/staff instructed to quarantine, even if they test negative, for a full 14 days after date of last exposure to COVID-19 case  
• Classroom remains open  
• If student/staff tests positive during quarantine, see Scenario 3 below | Template Letters:  
Letter to Student/Staff Member who is a Close Contact of a COVID-19 Case AND  
Letter to Cohort Members (in Cohort Settings) |
| Scenario 3: A student or staff member tests positive for COVID-19. | • Student/staff sent home if not already quarantined  
• School administration notified  
• Public Health Department notified  
• Student/staff instructed to isolate for at least 10 days after symptom onset AND at least 3 days after resolution of fever AND improvement in symptoms (if never symptomatic, isolate for 10 days after date of positive test.)  
• School-based close contacts identified and instructed to test & quarantine for 14 days  
  ○ In stable elementary classroom cohorts: entire cohort.  
  ○ In other settings: use seating chart, consult with teacher/staff  
• in cohort settings, classroom closes. | Template Letters:  
For Cohort Settings  
Letter to the Student/Staff Member Who is a COVID-19 Case AND  
Letter to Cohort Members  
For Non-Cohort Settings  
Letter to the Student/Staff Member Who is a COVID-19 Case AND  
Letter to Close Contacts AND  
Letter to All Other Community Members |
### APPENDIX B

**Steps to Take in Response to Negative Test Results**

*Extracted from Santa Clara County Public Health’s Reopening of Santa Clara County K-12 Schools for the 2020-2021 School Year Guidance (Issued 6/30/20, Revised 8/7/20)*

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Immediate Actions</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student or staff member tests negative for COVID-19 after Scenario 1 (symptomatic)</td>
<td>• Student/staff may return to school 72 hours after resolution of fever and improvement in other symptoms</td>
<td>Student family/staff to bring evidence of negative COVID-19 test or medical note if testing not performed</td>
</tr>
<tr>
<td>A student or staff member tests negative after Scenario 2 (close contact)</td>
<td>• Student/staff must remain in quarantine for a full 14 days after date of last exposure to COVID-19 case&lt;br&gt;• If a close contact continues to be exposed to a case during their isolation (e.g. household member), quarantine ends 14 days after the case’s isolation period ends.</td>
<td>No action is needed</td>
</tr>
<tr>
<td>A student or staff member tests negative after routine surveillance testing (no symptoms and no close contact to a confirmed COVID-19 case)</td>
<td>• Can return to school/work immediately</td>
<td>No action is needed</td>
</tr>
</tbody>
</table>
# APPENDIX C

**Staff – Daily Health Screening**

## Daily Symptom Check (Palo Alto)

Please fill out this form each day before entering the campus. By submitting the form below, you are attesting that the foregoing information is true and correct.

Hi Julie, when you submit this form, the owner will be able to see your name and email address.

* Required

1. Today’s date *

   Please input date in format of M/d/yyyy

2. Have you experienced any of these symptoms in the last 14 days that are new and not explained by another reason?

   *Answering yes to any of the following symptoms will require you to STAY HOME and seek medical care and testing.*

<table>
<thead>
<tr>
<th>Symptom</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cough</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fever (100.3F without having taken fever reducing medication)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Muscle pain/aches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shortness of breath or difficulty breathing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sore throat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New loss of taste or smell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persistent chest pain or pressure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New confusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inability to wake or stay awake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bluish lips or face</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gastrointestinal symptoms (nausea, vomiting, diarrhea, loss of appetite)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Within the last 14 days, have you been diagnosed with COVID-19 or had a test confirming you have the virus? *
   - Yes. STAY HOME and seek medical care.
   - No

4. Have you been asked to self-isolate or quarantine by a medical professional or local public health official? *
   - Yes. STAY HOME and seek medical care.
   - No

5. Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact is less than 6 feet for 15 minutes or more. *
   - Yes. STAY HOME and seek medical care.
   - No

6. Have you traveled internationally within the last 14 days to countries with sustained community transmission?
   For updated information on affected countries visit: https://www.cdc.gov/coronavirus/2019-ncov/travelers/index.html *
   - Yes
   - No

7. If yes, which country? *
   Enter your answer

8. What date did you return? *
   Please input date in format of M/d/yyyy
APPENDIX D

Student – Daily Health Screening

Student Daily Symptom Check

<table>
<thead>
<tr>
<th>Student's Name (First and Last)</th>
<th>Today's Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Name (First and Last)</td>
<td>Your Relationship to Student</td>
</tr>
<tr>
<td></td>
<td>□ Parent □ Guardian □ Other ____________________</td>
</tr>
</tbody>
</table>

Has your student experienced any of these symptoms in the last 14 days that are new or not explained by another reason?

<table>
<thead>
<tr>
<th>Symptom</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cough</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fever</td>
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<td></td>
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<tr>
<td>Chills</td>
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<tr>
<td>New confusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inability to stay awake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bluish lips or face</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Within the last 14 days, has the student been diagnosed with COVID-19 or had a test confirming they have the virus?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Has your student recently traveled outside of the Bay Area region within the last 14 days? If yes, where? _________________________

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

If you answered "yes" to any of the questions, please do not send your student to school. It is important to contact your student’s physician and rest at home. Thank you for checking your student’s symptoms daily.