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

January 19, 2021

AchieveKids Community,

As we have closed our first semester and enter into our second semester, AchieveKids has an updated continuity plan. A new calendar year has brought with it new information along with some light at the end of the tunnel, including the emergence of a vaccine. It is our hope to continue offering a range of programming, and to further increase our ability to meet students and families directly as we progress into the spring and summer of 2021.

During the first semester we successfully implemented an accordion design program, offering both remote and in-person services while creating some predictability within an uncertain environment. AchieveKids scaled up hybrid/in-person schooling for 40% of the organization, and scaled back to 30% based on shifting local conditions and comfort levels of families. In addition to our remote and hybrid/in-person program, AchieveKids has also conducted several home visits and community-based instruction, working hard to keep our students engaged in their learning and growing towards their goals.

As we look towards spring and summer, we anticipate conditions will begin to improve, enabling more aggressive approaches for returning students back to our campuses. We will continue in our accordion design and will adjust our continuity plan to reflect current state and County guidance, our updated testing system, and our approach to vaccine compliance.

Together We Can Achieve!

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Executive Director
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OVERVIEW

“It Takes a Village”

The past school year has proven to be one of uncertainty, with highs and lows. Since we returned in August 2020, we have implemented remote-only learning, in-person/hybrid learning, and community-based/home instruction, all in accordance with local circumstances and shifting state and county guidance. Over this time we have learned much, reinforced the safety of our campuses, and look towards our second semester with confidence. Although we anticipate January and February 2021 to be difficult months to navigate, with high transmission rates and the height of flu season, we are reassured by the emergence of vaccines and by spring not being too far away.

The State of California and the County of Santa Clara continue to promote the benefit of offering in-person learning. Data suggests that schools with strong safety precautions have shown little spread in the school setting. Additionally, research is showing devastating trends of poor outcomes for students currently in remote settings, including loss of learning, amplified mental health needs, and compounded stress within homes. AchieveKids remains committed to providing a safe learning environment for our students, and to using the tools at our disposal to meet the needs of our community during these difficult times.

Over the course of this year, guidance related to when and how schools can open has changed from time to time. The State of California has stated that “in-person learning” should occur to the maximum extent possible, and has refined these criteria over the course of the year. This has included subsequent guidance related to students with disabilities, calling on schools to work with students with disabilities in person within small, protected cohorts. Beyond this “cohort” guidance, California has a color-coded tier system which signals when schools can open, and has more recently set a standard for schools to prepare for opening when case count per 100,000 drops below 28. State guidance also stipulates that if a school is already operating an in-person program, as AchieveKids currently is, it can remain open.

We are proud of the work that our innovative teams have accomplished. Starting with our pivot to remote instruction in the spring of 2020, to our in-person summer pilot program, and through our in-person/hybrid program operating from September 2020 to the present, our teams have worked hard to keep our students engaged in learning.
As we look forward to spring, it is time to begin the process of developing a more comprehensive opening plan. It takes all of us to keep our environment safe. Through continuing our systems of safety, paired with the upcoming vaccine distribution, we are focused on helping more students re-engage with on-campus services. The following document is an update to our original Continuity plan. It has been adjusted to reflect updated State and County guidance, and incorporates new target dates and strategies for our overall approach to a successful school year.

Thank you for being part of our community, and for helping us navigate such a challenging year.

**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

**Updates**

- This document has been adjusted as new guidance has become available to ensure continued alignment
- AchieveKids maintains monthly meetings with our collective bargaining unit, discussing this plan
- The AchieveKids Program Committee has reviewed proposed adjustments to the plan
- AchieveKids continues monthly meetings with parents through the “Parent Café”
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 oversees 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, AchieveKids maintains campus-specific “Safety Leadership Committees” that meet regularly to review safety protocols and progress in program. This committee is made up of a combination of administrative and school staff.

All employees are responsible for 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 and COVID-19 Prevention Program, wearing personal protective equipment as required, and reporting all accidents, unsafe, or unhealthy condition.

Overview of Adjustments and Considerations:

On January 14, 2021, the State of California released the “Safe Schools for All” document, and launched a website to assist schools in establishing safe learning environments. During the course of this pandemic, AchieveKids obtained a waiver for in-person learning from Santa Clara County Public Health Department for both school campuses, and has designed an in-person program to be reflective of the “cohort” guidance, creating homerooms of no more than 16 total people. Our current approach is in line with new standards and demonstrates safe practices in action. We have started regular testing, and increased testing at the start of 2021 to be 2x a month, as recommended by County 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 10-20 students in size (5 to 10 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 25-40 students (or 12-20 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.
INSTRUCTIONAL MODELS
Tentative In-Person Start Dates


The overall safety on our campuses for our students and workforce is paramount.

INSTRUCTIONAL MODELS
Parent Selection/Choice

The State has asked that all students have language added to their IEPs related to COVID-19, shifts in instructional approaches, and in navigating potential closures. We will prioritize the IEP process for those electing remote learning, and will work in partnership with our districts to get this completed.

TENTATIVE IN-PERSON START DATES Second Semester

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:

January 19th – Return of students engaging in hybrid/in-person program at close of first semester. This is approximately 17 students in SJ, and 21 students in PA.

February 8th – This is a target goal date for expanding current in-person program. We are anticipating ‘slow growth’ during the months of February and March, as we monitor local conditions, and to provide some consistency in approach. We have embedded options for in-person support within our remote program to help mitigate this potential slower growth.

April 5th – Start of Spring Break

April 12th – Our anticipation (and goal) is to be able to move quickly, and have in-person availability for all students desiring direct services at this time.

Our goal is to safely increase our campus size and build capacity within our new classroom safety zones, routines, and procedures. Our target goals are based on an ideal roll-out of the vaccine, and timing a larger push of in-person services after the winter season (or flu season) come to a close.

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:** It is our goal to keep our in-person staffing as close to 1:1 as possible. There may be some variation based on our need to cluster (or cohort) certain homerooms and as we scale the program. This high staffing ratio enables safety in calling out sick (as a preventative measure), particularly while we are in the winter and flu/seasonal illness period.

**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, this person will be quarantined from campus for a maximum of 14 days. Any travel beyond 150 miles from the county’s borders must also be disclosed and can result in quarantine from campus for at least 10 days after arrival, based on county guidance and regulations.

Testing: AchieveKids utilizes a contracted testing company to test employees on each individual campus. Tests occur every other week, with some exceptions based on school calendar and break schedule. AchieveKids reserves the right to increase testing frequency, or to ask employees to seek a free test through insurance or county sites, based on individual circumstances and for the overall safety of our campuses. 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 for 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, large or small groups led by Teacher**
  - Focus: Social skills, social-emotional learning
  - Examples: Morning meeting, cooking, art, physical education, social-emotional learning

- **At least 60 minutes of individual or small group instruction daily, led by Teacher or Program Counselor**
  - 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, large or small group instruction led by Teacher
  - Focus: Social skills
  - Examples: Morning meeting, cooking, art, physical education, social-emotional learning

- 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 one afternoon, and one 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.
OTHER INSTRUCTIONAL OPTIONS

Given the potential for shifting county or state guidance, we may need to adjust our accordion design, or current model of instruction. Alternative short terms methods of enabling some in-person support, based on potential shifts in guidance, are listed below.

A hybrid learning design is when a student has both in-person and remote learning instructions. This is ideal for defined periods of time and to enable some, although limited, in-person connection to learning for all students. Our cluster design enables shifting to a hybrid design; however, hybrid services present significant logistical challenges for daily transportation and family schedules. Consequently, we would carefully plan and structure these time periods. 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.

**Disclaimer:**

We started the semester on our accordion approach, with students in our hybrid/in-person program attending 4 days weekly in person, and one day weekly remotely. We do not intend to shift to one of the above approaches at this point, but reserve options if conditions change. These approaches make us more agile, pending future guidance that may impact our program.
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 working in-person with students will be tested 2x a month at one of our campuses. Staff have the option of seeking testing on their own, but must submit those results and adhere to the schedule of testing. AchieveKids’ staff may be asked to have additional testing, based on individual circumstances, leveraging county sites or health insurance providers. Any AchieveKids employee working remotely (either administratively or in our remote education program) shall get a monthly COVID test, leveraging free county testing sites, and sending those results to our Human Resources department. Due to the nature of remote workers needing materials from our campuses, and/or providing community based support, having regular testing increases the safety of everyone.

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, face masks, 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. For staff who come into routine contact with others, we recommend the use of disposable 3-ply surgical masks. Cloth face coverings should be cleaned daily, face shields should be cleaned after each use, and 3-ply surgical masks should be properly disposed of after 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/mask, and a face shield. They should carry hand sanitizer, extra face covers/masks, 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. Signs are posted 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, they must 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 is centralized, with a team assigned to making and delivering food. Food is delivered directly to classrooms in a contact-free format. If a scheduled lunch is not suitable, we ask that families send a lunch.
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, and encourage groups to split when working on individual lessons. Each campus is organized into clusters and zones.

Air Purifiers/Ventilation

AchieveKids has worked to improve overall ventilation within classrooms. This includes a more frequent schedule in changing air filters in the HVAC system, as well as adding one to two standing air purifiers per occupied room, based on square footage of the room. Available windows in classrooms will be kept open to further enhance air circulation and overall ventilation.

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. It is also recommended that areas are wiped down after use. Each outdoor area is assigned to 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 for quick cleansing during or after a day. This enables us to change over spaces if needed, to sanitize the quarantine rooms (if 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:**
  Test Result Decision Tree

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

• **APPENDIX E:**
  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 COVID-19 Designee Toolkit (Distributed 12/17/20)*

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

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Immediate Steps</th>
<th>Interpreting Results</th>
<th>Return to School/Work</th>
</tr>
</thead>
</table>
| **Scenario 1:** Individual exhibits one or more COVID-19 symptoms | - Send student/staff home.  
- Recommend immediate testing.  
- Notify school administration and COVID-19 Designee.  
- Classroom remains open.  
- If student/staff is not tested, must obtain medical note explaining why not tested OR follow instructions for positive case. | - If test is negative, stay at home until 24 hours after resolution of fever and other symptoms improve.  
- If test is positive, isolate at home for at least 10 days after the first symptoms started and at least 24 hours after resolution of fever and other symptoms improve. Send out letters. | - If negative, return to school 24 hours after resolution of fever and improvement in other symptoms. Provide evidence of negative test or medical note explaining why testing was not performed.  
- If positive, can return once full isolation period is completed. |
| **Scenario 2:** Student or staff identified as a Close Contact<sup>*</sup> to a person who has tested positive for COVID-19 | - Send home with instructions to quarantine for 10 days after last exposure.  
- Recommend testing around day 6 after last exposure or, if asymptomatic, test immediately. If test done earlier than day 6, repeat test towards end of quarantine.  
- Notify school administration and COVID-19 Designee.  
- Send out appropriate letters.  
- Classroom remains open.  
- All test results should be reported to the school. | - If test is negative, quarantine for 10 days and monitor symptoms for 14 days after last exposure to COVID-19 case. If continuously exposed to a case during the case’s isolation (e.g. household member), quarantine ends 10 days after the case’s isolation period ends.  
- If test is positive, isolate for at least 10 days after symptom onset AND at least 24 hours after resolution of fever AND other symptoms improve. (If never symptomatic, isolate for 10 days after date of positive test.) | - Return to school/work once full 10-day quarantine is completed (or if contact became positive, full isolation period is completed).  
- No medical note is needed.  
- NOTE: Contacts must self-monitor for symptoms for a full 14 days from last exposure to case.  
- If symptoms develop during the 14-day monitoring period, see Test Result Decision Tree for guidance. |
| **Scenario 3:** A student or staff member tests positive for COVID-19 in a cohort or non-cohort setting | **COMMIT – Classroom closes**  
- Case:  
  - Send home with instructions to isolate.  
  - Contact:  
    - Send home all members of the class cohort and any other campus close contacts. Then follow SCENARIO 2.  
    - Notify school administration and COVID-19 Designee.  
    - Notify Public Health Department.  
  - Classroom remains open.  
- **CONTACT – Classroom remains open**  
  - Case:  
    - For student/staff whose test is positive, isolate for at least 10 days after symptom onset AND at least 24 hours after resolution of fever AND other symptoms improve. (If never symptomatic, isolate for 10 days after date of positive test.)  
  - Contact: FOLLOW SCENARIO 2. | Case:  
- Return to school/work once full isolation period is completed.  
- No medical note needed. | Case:  
- Return to school/work once full isolation period is completed.  
- No medical note needed.  
- Contact: FOLLOW SCENARIO 2. |
| **Scenario 4:** Routine COVID-19 screening (no symptoms, not a close contact) | - Continue at school/work until results are available. | - If negative, no action needed.  
- If positive, FOLLOW SCENARIO 3. | - If negative, continue at school/work.  
- No documentation needed.  
- If positive, FOLLOW SCENARIO 3. |

<sup>*</sup>CLOSE contact can be 15 minutes of continuous contact OR repeated short-duration interactions with the infected person. Being considered a close contact does not depend on whether the contact or the infected person were wearing a face covering during their interaction.

Last updated: 1/28/2021
## 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 12/14/20)

<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 24 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>
</tbody>
</table>
| A student or staff member tests negative after Scenario 2 (close contact) | • Student/staff must remain in quarantine for 10 days after date of last exposure to COVID-19 case  
• If a close contact continues to be exposed to a case during their isolation (e.g. household member), quarantine ends 10 days after the case’s isolation period ends. | No action is needed |
| A student or staff member tests negative after routine screening | • Can return to school/work immediately | No action is needed |
APPENDIX C

Test Result Decision Tree

Extracted from Santa Clara County Public Health’s COVID-19 Designee Toolkit (Distributed 12/17/20)

TEST RESULT DECISION TREE
Isolation and Quarantine Recommendations While Awaiting and After Receiving COVID-19 Test Results

SYMPTOMATIC
COVID-19 symptoms: YES
Close contact: NO
Isolate immediately while awaiting test results

COVID-19 symptoms: YES
Close contact: YES
Quarantine immediately while awaiting test results

CLOSE-CONTACT
COVID-19 symptoms: YES or NO
Close contact: YES
Symptoms not new (develop symptoms later—see below)

SCREENING
COVID-19 symptoms: NO
Close contact: NO
Continue at school/work while awaiting test results

COVID test

Isolate if positive

Isolate at least 10 days after last exposure and at least 24 hours after fever resolution and improvement in other symptoms

Return to school/work 24 hrs after fever resolution & improvement in other symptoms

Isolate for at least 10 days and at least 24 hours after fever resolution & improvement in other symptoms

Isolate and COVID test immediately

COVID test on Day 6 or later from last exposure

Negative

Positive

Quarantine for at least 10 days from last exposure and at least 24 hours after fever resolution & improvement in other symptoms

Quarantine for 10 days from last exposure but must continue monitoring for symptoms for a full 14 days

Isolate for at least 10 days from last exposure and at least 24 hours after fever resolution & improvement in other symptoms

1. If not tested, obtain medical note (explaining why not tested) or follow instructions for positive case.
2. If test done earlier than 6 days after last exposure to case, repeat testing towards the end of the quarantine period. If not tested, quarantine for 10 days.
3. If person is a household contact and is continuously exposed, quarantine starts once the case’s isolation period ends and continues as directed above.

12.17.2020
APPENDIX D

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 (100.3°F 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 by air, car, train, or any other means, directly or indirectly to/from a point of origin greater than 150 miles from the County’s borders? *

- Yes
- No
- I'm not sure

7. If yes, where?

Any travel beyond 150 miles from the county’s borders must be disclosed and can result in at least 10 days of quarantine, based on county guidance and regulations at the time. Please reach out to HR asap. *

Enter your answer

8. What date did you return? *

Please input date in format of M/dd/yyyy
# APPENDIX E

## Student – Daily Health Screening

### Student Daily Symptom Check

<table>
<thead>
<tr>
<th>Your Name (First and Last)</th>
<th>Your Relationship to Student</th>
</tr>
</thead>
<tbody>
<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>
<td></td>
<td></td>
</tr>
<tr>
<td>Chills</td>
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<td>Persistent chest pain or pressure</td>
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</tr>
<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.