Return Safely Together: SFUSD's In-Person Learning Plan
December 8, 2020

Our Mission

Every day we provide each and every student the quality instruction and equitable support required to thrive in the 21st century.

SFUSD

Equity Frame

COVID-19 school closures have negatively impacted all K-12 students across the United States, but not all students have been affected equally.

Students from institutionally marginalized communities (ex. low-income families, students of color, immigrant, English learners, etc) have and continue to face compounded threats to their physical, emotional, and educational wellbeing due to structural injustices.

How K-12 Schools Should Prepare for Reopening During the 2020-21 Academic Year: An Equity Checklist (Johns Hopkins, University, June 2020)

SFUSD

Roadmap to Readiness

Reopen Schools for In-Person Learning

August 17 - Fall Learning Begins

- What indicators are we looking to determine when we can return?
- What action are we taking now to be ready for in-person learning?
- Who is doing what by when?

Fall Plan 2020

Phase 1: Distance Learning initially (phased return)

Phase 2: Hybrid / Gradual Return

Phase 3 : Full Return

- All students begin in distance learning on August 17
- Plan for Distance Learning to start and then phase into a hybrid model once science and data suggest it is safe to do so
- Consider limited in-person school for small groups of priority students at a limited number of physical school locations as we move into Phase 2

Phase 2:
Return Safely Together

Gradually return students to in-person learning by adhering to health and safety guidelines and ensuring schools and classrooms are equipped with the necessary materials to keep students safe.

Return to School Safely Resolution

SFUSD Board Resolution 2011-10A1 calls for a plan to return to in-person instruction for preschool students, elementary grade students with moderate to severe disabilities, and all other students in grades TK–1, including students in general education, no later than January 25, 2021 and resolves:

That the District shall develop and present to the Board of Education a SFUSD Return Plan 2020-21, including a phased plan and timeline for grades PK-12. The plan and timeline to include a start date for elementary schools should be presented on December 8, 2020, followed by a plan and timeline for middle and high schools in January 2021.

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Return Safely Together

San Francisco
Unified School
District

Return Safely Together:
SFUSD's Hybrid
In-Person Learning Plan

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December 2020

- Identifying Student Groups
  - Priority Student Groups - Phase 2A
    - Identify our youngest learners - PK
    - Identify our Students in Mod/ Severe SDC
    - Identify early grade students - TK-2nd
- Health & Safety Measures
  - Safety Considerations
  - Materials and Supplies
  - Daily Protocols for In-Person Learning
  - Training for Staff
  - Training for Students & Families
  - Testing & Reporting
- Facilities & Operations
  - Cleaning Measures
  - Classroom and work space preparation
  - Ventilation
  - Food & Nutrition
  - Transportation

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Return Safely Together Plan

San Francisco Unified School District

Return Safely Together: SFUSD's Hybrid In-Person Learning Plan

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December 2020

- Instructional Plan
  - Instructional Learning Models
    - Distance Learning
    - Full Day
    - Hybrid
    - Sample School Schedules (reso)
  - Materials and Technology
  - Athletics, Extracurricular & Before and After School Programming
- Personnel & Labor
- Communications
- Fiscal Impact

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Phase 2A - Gradual Return Operations Decision Tree

Small Cohort/Group Return

DRAFT SFUSD Phase 2a Hybrid Operations Decision Tree_Small Cohort/Group Return

California & County Indicators/Directives

SF county on State Tier 1 (**PURPLE**)
SF County Department of Public Health
1. Modifies Shelter in Place Order
2. Issues Health Order re. in-person school operations
3. Issues Health Directive re, in person school operations
4. Issues guidance re, in-person school operations

ALL YES

ANY NO

ANY NO → Do Not Resume in person operations

SFUSD Operational Indicators - indicators are not sequential

Small Cohort/Group of Students Identified

General Safety Measures in place including staff testing plan

ALL staff have been trained. Families have been informed of health & safety protocols

COVID 19 Prevention Measures in place

School Facilities prepped for social distancing and hygiene including 3 months' PPE and cleaning supplies in place

Instructional Learning Plans in place

Labor Agreements in place

ALL YES

Phase 2a Hybrid Operations for small cohort/group of students

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School Reopening Readiness Overview for Phase 2A

School Reopening Readiness Overview for Phase 2A shares the work happening to prepare schools for a safe reopening for small groups of students. At SFUSD, these small groups are the youngest students (early elementary) and students with disabilities in moderate/severe special day classes (more on Phase 2A here).

Below are the major areas of work SFUSD is undertaking to prepare for a phased-in approach to in-person learning. This includes modifying learning plans and bell schedules, developing and deploying appropriate protocols and training for staff, providing sufficient cleaning and PPE supplies for all sites, and instituting prevention measures and changes to facilities. We will update this information bi-weekly to share the current status of each area.

School Reopening Dashboard

AREA OF WORK	STATUS
Have small cohorts/group of students been identified for reopening?	Work is in progress (>25%-75%)
Are general safety measures in place, including a staff testing plan?	Work is in progress (>25%-75%)
Have all staff been trained?	Work is in progress (>25%-75%)
Have families been informed of health and safety protocols?	Work is in progress (>25%-75%)

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SFUSD School Return to In-Person Instruction Dashboard for Phase 2A

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Stakeholder Engagement Themes

- Health and safety of our students, staff and families is a priority
- Families offered choice in between in-person and distance learning
  - Families and staff report a preference for full days for in-person learning
  - Families report a preference for full week schedules for in-person learning
- Students' and staff social emotional well-being needs attention
- Students and staff must have computer and internet access
- Families want more time and interaction with teachers
- Prioritize in-person learning for vulnerable student groups
- Families desire more communication and consistent connection with their schools

Sources include, but not limited to: Thought Exchange, summer/fall surveys, Wellness checks, work groups, input from Board and committee meetings

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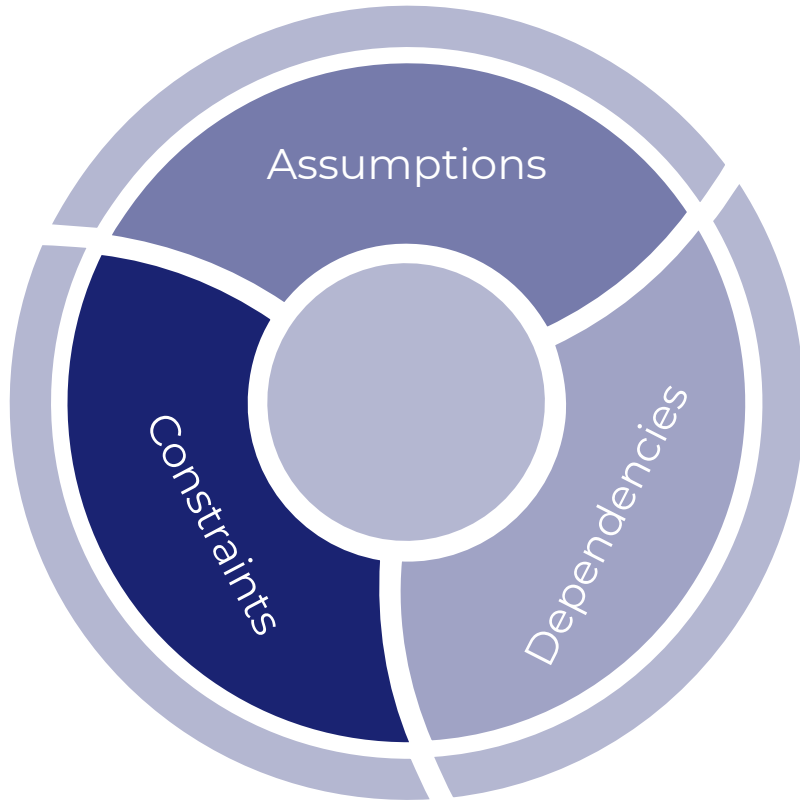
Assumptions
Home school approach
Consistency
School day
Days per week
Use of space

Constraints
Cohort size
Physical space
Custodial staff
Timing
Resources

Dependencies
Students numbers
Staff numbers
Bargaining

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Students

Space

Staff

Safety

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For priority groups in 2A

PK/Early Ed = 937 students

Elementary SDC Mod/Severe = 250 students

TK-2nd = 12,272 students

County= 105 students

Secondary SDC Mod/Severe = 437 students

*counts updated 11/27/20

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PK-13 Students with Mod/Severe Disabilities

Youngest Learners PK-2nd

PK Early Education @ Stand Alone Sites

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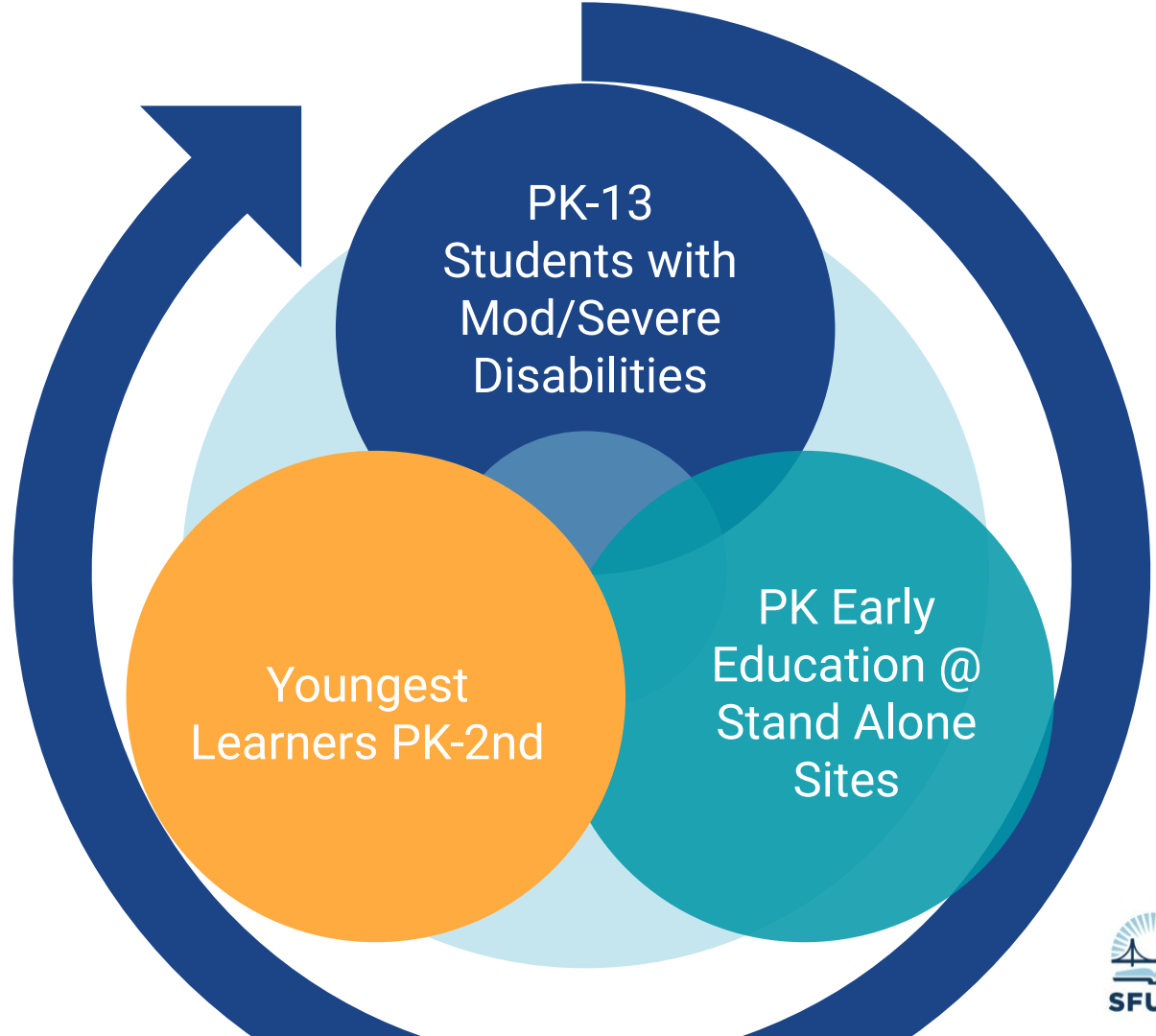
Gradual Return to In Person Learning for 2B

Homeless Youth = 2,363 students

Foster Youth = 259 students

Public Housing = 2,231 students

Limited Engagement Online = about 815 students

counts updated 12/1/20

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Students demonstrating limited online engagement

PK-13 Students with Mod/Severe Disabilities

PK Early Education @ Stand Alone Sites

Homeless & Foster Youth

Youngest Learners PK-2nd

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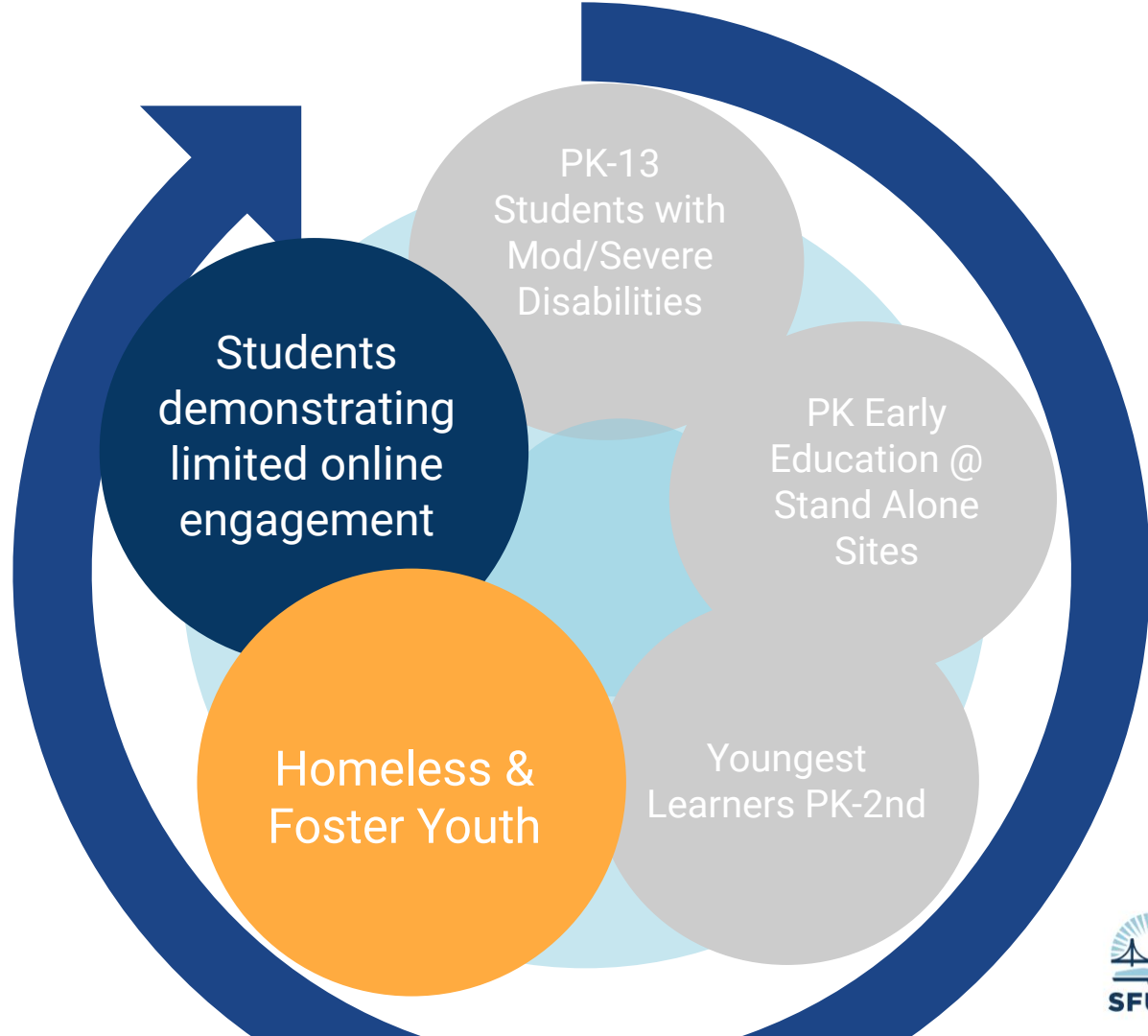
Enrollment of student groups identified for Phase 2B (as of 12/1/2020):

Homeless Youth	Foster Youth	Youth in Public Housing	Students with Limited Online Engagement (< 40% attendance)	Totals
2,363 students Elementary: n=1060 ● TK-2: n=335 ● **3-5: n= 725** Secondary: n=1303	259 students Elementary: n=107 ● TK-2: n=63 ● **3-5: n= 44** Secondary: n=152	2,231 students Elementary: n=995 ● TK-2: n= 443 ● **3-5: n= 552** Secondary: n=1236	815 students Elementary: n=204 ● TK-2: n=128 ● **3-5: n= 76** Secondary: n=611	5,668 students Elementary ● TK-2: n=969 ● 3-5: n=1397 Secondary: n=3,302

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Gradual Return to In Person Learning for Grades 3-5

3rd grade = 4188 students

4th grade = 4295 students

5th grade = 4010 students
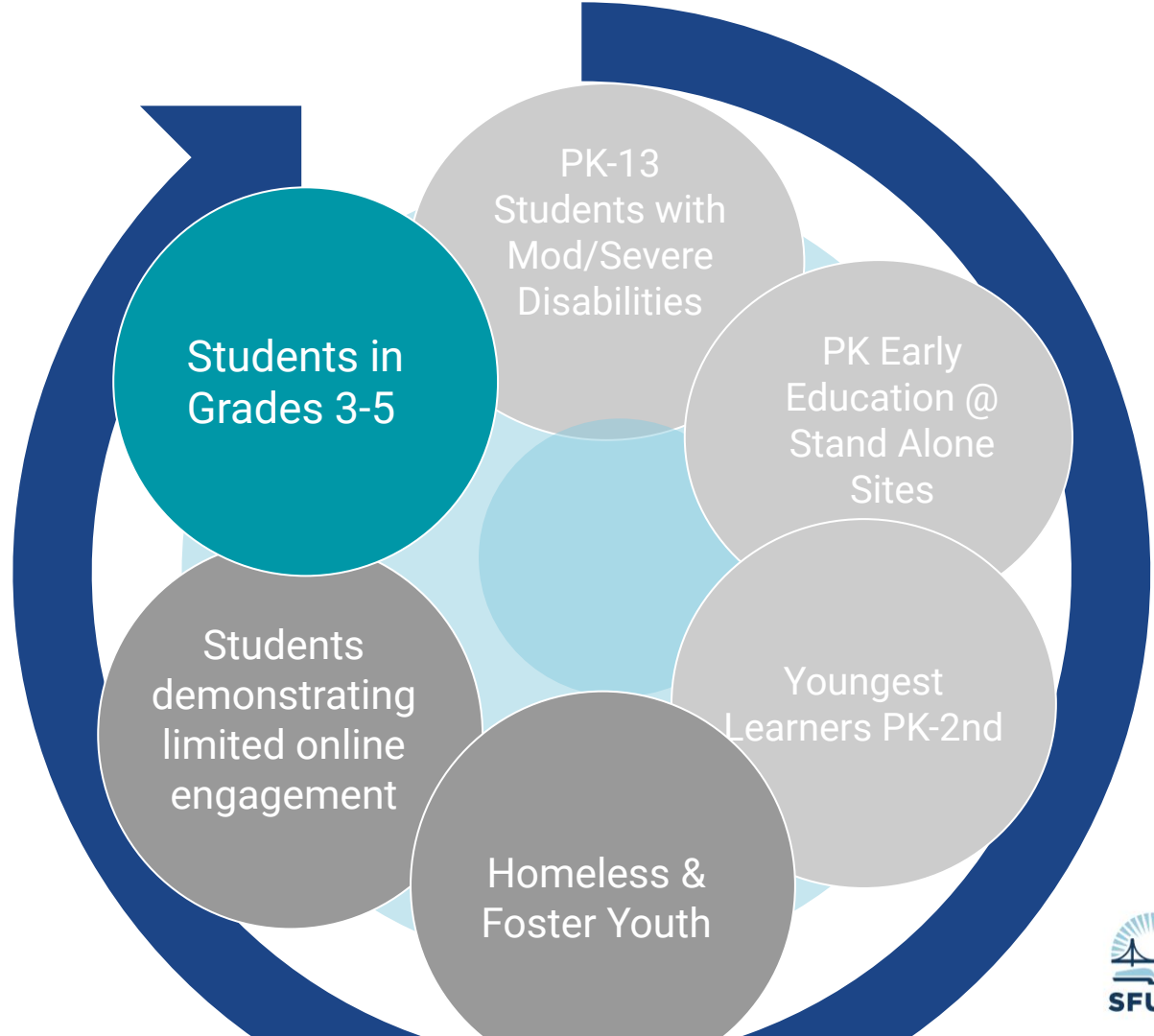
PK-13 Students with Mod/Severe Disabilities

Students in Grades 3-5

PK Early Education @ Stand Alone Sites

Students demonstrating limited online engagement

Youngest Learners PK-2nd

Homeless & Foster Youth

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Elementary Considerations

3rd - 5th Based on 2B Criteria	ALL 3rd - 5th grade students
• Offer in-person learning to all families/students in priority groups who choose to return	Implications • Decrease available space • Decrease number of days in-person • Increase staff for in-person Potential impact • Increase need for in-person teachers • Varied space available across school sites • Transportation

CONSISTENCY AT SCALE

vs.

DIFFERENTIATION BASED ON CONTEXT AND CAPACITY OF SCHOOL SITE

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PHASE 1: DISTANCE LEARNING

PHASE 2a: Gradual Return/ Hybrid

Wave 1: 12 schools
5 Early Education Schools PK stand alone
6 ES sites PK, Mod/Severe SDC
1 County Court School
Full Day

Wave 2: 27 sites
6 Early Education Schools PK
19 ES sites PK, Mod/Severe SDC
2 County Community Schools
Full Day

Wave 1 schools PK, TK, K, 1st, 2nd
Hybrid schedule

Wave 3:
ES Sites PK
MS/HS sites Mod/Severe SDC
Full Day

Wave 2 schools PK, TK, K, 1st, 2nd
Hybrid schedule

PHASE 2b: Gradual Return/Hybrid

Homeless & Foster Youth

Students with limited online activity

PHASE 3: FULL RETURN

Dates below are dependent on a number of factors, including meeting all In-Person Learning Readiness indicators as outlined on the dashboard, staffing resources, available space and number of students who choose to return.

Wave 1 (12) Begin no sooner than January 25	Wave 2 (26) Begin no sooner than February 8		Wave 3 (52) Begin no sooner than March 22		
ES Sites [6] Alvarado Dr. William L. Cobb Glen Park Lawton John Muir Sunset	**ES Sites** [18] Alamo Bryant Chavez Charles Drew Grattan Bret Harte Dolores Huerta Francis Scott Key Starr King Lafayette McCoppin Moscone Ortega Sanchez Rosa Parks Sheridan Sunnyside Yick Wo	**EES Sites** [6] Argonne EES Jefferson EES John McLaren EES Junipero Serra EES Presidio EES Theresa Mahler EES **County Sites** [2] Civic Center County Satellite	**ES Sites** [48] Alice Fong Yu Argonne Bessie Carmichael BV Horace Mann G. W. Carver Chinese Immersion Lilienthal K-2 Clarendon Cleveland Commodore Sloat Webster Feinstein E. R. Taylor Newcomer El Dorado Garfield Gordon J. Lau Guadalupe Harvey Milk	Hillcrest Jean Parker Jefferson John Yehall Chin Junipero Serra Lakeshore Leonard Flynn Longfellow Malcolm X Marshall McKinley Miraloma Mission Ed. Ctr. Monroe New Traditions Paul Revere Peabody Redding Rooftop SF Community	SF Montessori Sherman Spring Valley Stevenson Sutro Tenderloin Ulloa Visitacion Valley West Portal **EES Sites** [1] Tule Elk EES **County Sites** [3] Hilltop McAuley County Satellite MS & HS sites for SpEd Mod. Severe
EES Sites [5] Zaida T. Rodriguez EES San Miguel EES Commodore Stockton EES Leola M. Havard EES Noriega EES **County Sites** [1] Woodside					

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Timeline

November	**Family Wellness Checks & High School Wellness Survey**
November - December	**Facilities Preparation & Site Teams Initiate In-Person Learning Planning Partnership Protocol**
No sooner than January 25	**Phase 2A: Wave 1 Schools Open - 12 Sites for PK and Moderate/Severe SDC**
No sooner than February 8	**Phase 2A: Wave 2 Schools Open - 28 Sites for PK and Moderate/Severe SDC** • **Add TK-2 to Wave 1 Schools**
No sooner than March 22	**Phase 2A: Wave 3 Schools Open - 52 Sites** • **Add TK-2 to Wave 2 Schools**
	Begin opening sites for Phase 2B student groups • **Homeless & Foster Youth** • **Students residing in public housing** • **Student demonstrating limited online engagement**
	Begin to add grades 3-5 to Wave 1, 2 and 3 schools

Dates noted here are dependent on a number of factors, including meeting all In-Person Learning Readiness indicators as outlined on the dashboard, staffing resources, available space and number of students who choose to return.

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Elementary Considerations

Home School Strategy	Host School Strategy
- Site capacity varies - Student interest changes across different communities - Students attend their school of record - Students and families engage with staff with whom they are familiar - Minimal change in class rosters and assignments - Transportation routes are pre-determined and costs are clear - Reduce backtracking and adaptations to our current system (i.e. Synergy etc) - Cost neutral & economizes resources - Move with speed & economy of effort	- Changes to existing schedules and class rosters - Teachers not in their own classroom - Shift in current and practices (i.e Synergy and other data transfer) - Increased staffing and capacity - Increased backtracking as we change with circumstances - Implication for process for returning to "home school" after COVID-19 - Might slow down return timeline - New transportation routes with uncertain resource implications **<u>Might</u>** provide ability to address capacity issues at home school sites

Elementary Decisions

<u>**3rd - 5th Grade Students:**</u>
- ❏ Offer in-person learning to **ALL students in Grades all 3th - 5th** as an additional priority group, for **all SFUSD elementary schools?**

OR
- ❏ Offer in person learning to **3rd - 5th grade students who meet the criteria named in Phased 2B,** as planned?

OR
- ❏ Offer in person learning to **3rd-5th grade students based on the capacity and preferences of individual school** communities?

<u>**Timeline:**</u> Bring in 3rd - 5th graders before 2B, with 2B or after 2B?

<u>**Placement Strategy:**</u> Proceed with Home School Strategy for Elementary Schools or move to Host School Strategy?
- ➢ Move students to alternate locations based on enrollment, available space and available staffing who return to in-person learning?

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Health & Safety Measures

- **Surveillance Testing:** Prior to returning, school staff will participate in surveillance testing and every 1-2 weeks thereafter.
- **A safe school day starts *before* you get to school**. Every day, students, families, and school staff should self monitor for symptoms, and stay home if you feel sick.
- **Establish a strong foundation of preventative daily habits**. Wash hands frequently, disinfect high-touch surfaces, wear a mask.
- **Practice social distancing**. Stay 6 feet apart from adults and children
- **Maintain stable cohorts**. A stable cohort refers to a limited number of individuals — adults, youth or a mix — who move through the day's activities together.
- **Manage site circulation**. Clearly marked circulation paths as well as multiple designated entry and exit points.
- **Plan for When a Staff Member or Student Becomes Sick.** SFUSD sites will have isolation rooms for students and employees who feel sick or exhibit symptoms during the day.

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04. Quick Guide: COVID-19 Protocol for Symptoms, Testing Positive, or Close Contacts (12.06.20)

|	Scenario	Action	Communication
1	Student/Staff exhibits COVID-19 symptoms or answers yes to a symptom screening question.	• **Send home** the person with symptoms (isolate until goes home) -> home isolation. • **Close area(s)** and clean/disinfect after 24 hours. • **RELOCATE cohort** until area has been cleaned and disinfected. • **TRACK:** if the person reports testing positive, refer to #2 below for next steps	To: Student/Staff -> Symptomatic or Test Positive Memo for Staff or Student. No broad communication needed. **Documentation** • Confidential Illness Log
2	Student/Staff **tests positive** for COVID-19.	• **Complete** the Information Gathering Tool with student/staff who is COVID+. • **Send home** student/staff who is COVID+ (isolate until goes home) → home isolation. • **Send home** all close contacts → home quarantine. All members of cohort are considered close contacts. • **CLOSE affected areas** and clean and disinfect after 24 hours.	To: Student/Staff → **Symptomatic or Test Positive Memo** for Staff or Student. To: Staff/student who are identified as Close Contact→ **Close Contact Memo** to Staff or Student To: Everyone else in the building who is not a close contact -> **General Notification Memo** for Staff or Student. **Documentation** • Information Gathering Tool • POSITIVE COVID-19 Report (w/in 1 hr) • Confidential Illness Log
3	Student/Staff reports being a **close contact** of someone who has recently tested positive for COVID-19.	• **Send home** student/staff who reported being a close contact → home quarantine. • If the COVID 19 + person is in SFUSD, refer to #2 for steps • **Keep Cohort OPEN** unless following guidance in #2 for the Cohort.	To: Staff/student who reported being a Close Contact → **Close Contact Memo** to Staff or Student No broad communication needed. If the person tests positive, refer to #2 for next steps. **Documentation** • Confidential Illness Log

Student or staff must check with their Principal or Supervisor before returning to school/work.
See reverse or the 03.SFUSD COVID-19 Protocol for more details.

Routines

Training

Testing

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Surveillance Testing

- SFUSD, DCYF and the Latino Task Force are exploring a partnership to set up and proctor COVID-19 test sites for SFUSD employees

- SFUSD's testing will be for staff only (students will not be required to participate in surveillance testing)

- Working to ensure that every site with in-person learning will have on-site testing that is staffed externally, scheduled at a regular cadence (every 1-2 weeks pending staff capacity + bargaining)

- Contracted with Curative Labs for test kits, insurance billing, and data sharing

- No cost to staff - health insurance will be billed

- Staff who agree to return must agree to surveillance testing through SFUSD test sites

Facilities & Operations
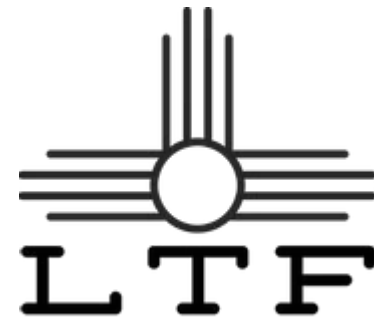
Planning
- Return to In-Person Learning Planning Protocol

Assessment
- Building Systems Assessment
- Ground Truthing Site Assessment

Preparation
- Circulation paths and signage
- Furniture and partitions
- Ventilation
- Plumbing
- Personal Protection Equipment (PPE)
- Food and nutrition
- Transportation

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Return to In Person Learning Planning Protocol

ORIENTATION Introduction & Safety Guidelines	Meeting 1 Day in the Life	Meeting 2 Physical Walkthrough & Model Classroom	Meeting 3 Scheduling Specifics. Curriculum & Resources
The Site Leader is welcomed into their site specific "Wave" and clarity around timeline is set. The site leader has opportunity to view a series of departmental videos around how safety guidelines have been implemented and review their site specific assessment results.	The Site Leader is introduced to the new processes and procedures for school to run from arrival to dismissal and identifies spaces within the school that will support the new "day in the life"	The Site Leader walks the building with their team and confirms plan for space. The team visits 2 - 3 classrooms to discuss how the model layout applies to unique circumstances and all questions around resources and moving needs are clarified.	The Site Leader reviews their circulation diagram with the expert on the team and confirms facilities needs for moving and opening. Team analyzes family survey data and assigns staff to schedules. All questions around instructional guidance are clarifes. Reopening plans are confirmed at this point.

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Status of Facilities Prep

Wave	Partnership Protocol
Wave 1	Oct 26 - Dec 14
Wave 2	Dec 9 - Jan 15
Wave 3	Jan 20 - Mar 10

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Facilities Division - Site Stand Up Process

- Allocate & distribute PPE
- Install and fill hand sanitizer dispensers
- Arrange and move furniture
- Install signage & decals
    - Required signs translated into English, Spanish, simplified Chinese
    - Some signs also have Tagalog & Vietnamese
- Check mechanical, electrical, plumbing systems and ensure working condition
- Assess classroom and office ventilation, handwashing sinks
- Determine use and configuration of outdoor/schoolyard spaces

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Site Assessments: Building Systems & Ground Truthing

- B&G conducting Building Systems Assessments for all sites, ensure the good working condition of mechanical, electrical, and plumbing

- All Ground Truthing assessments for Elementary Schools completed last week. Ground Truthing Assessments confirm the presence and functionality of operable windows, handwashing sinks, and other classroom conditions
    - Assessments conducted by Facilities Division or DPH DSW staff
    - Results in detail will be shared during Partnership Protocol, and summary results shared publicly

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SFUSD Approach to Ventilation

- All HVAC systems will be inspected and repaired to ensure good working condition (i.e., functioning as intended)
- All filters older than 6 months will be replaced
    - Most filters are MERV 8, residential grade
- Where mechanically feasible and beneficial to room occupants, MERV 13 (hospital grade) filters will be installed
- **Classrooms and Offices without functioning operable windows will not be used for In Person Learning or Administrative activities**
    - Exception: single occupant offices can be used, but no visitors/guests permitted

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COVID-19 Safety Supplies
(Personal Protective Equipment)

The following supplies will be provided to schools:

1. Surgical masks
2. Reusable masks (both adult and youth sizes)
3. Hand sanitizer in every classroom, office and public-interfaces
4. No-touch thermometers
5. Face shields (for adult employees)
6. Disinfecting wipes
7. Facial tissues

Additional supplies will be available for employees with specialized needs:

1. Surgical gowns (Nurses, custodial, food service)
2. Disposable gloves (Nurses, custodial, food service)
3. Clear face masks (SpED, SDC, EED)

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Partitions ("Shields") will be provided for…

- All educator desks

- All customer service stations

- Large (3 or more) student desks
    - Due to social distancing requirements, 2 student desks will be used for one student

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Instructional Plan

Anti-Racist Practices

Advocating against racist policies, practices, and beliefs in all aspects of how we teach, partner, manage, and lead. Implementing approaches that are humanizing and responsive.

Deeper Learning Toward the Graduate Profile

Cultivating agency, honoring identity and building proficiency toward rigorous outcomes to achieve the Graduate Profile

Wellness and Authentic Partnership

Approaching instruction, relationships with families, and school leadership through the lens of partnership.

Consistent Structures for Support

A concrete set of structures and routines aligned across SFUSD will build momentum towards our distance learning goals.

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Instructional Plan

100% Distance Learning

100% Distance Learning - students who will maintain instruction in an exclusively virtual environment. This includes both synchronous and asynchronous components.

100% In-Person

100% In Person - students in PK and in Moderate/Severe Special Day classes will return to school five days a week for an instructional model that is fully in person.

Hybrid

Hybrid Learning - students will attend school in person for some portion of the week and maintain distance learning for the other portion of the week. TK-2nd*

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Hybrid Instruction

Students

Space

Staff

Safety
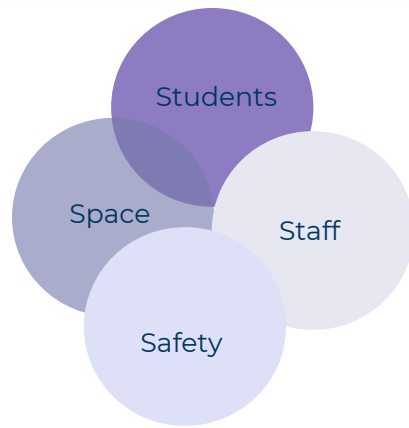
- Offer in-person learning to every single family/student who chooses to return.
- Maximize in person instruction for the students.
- Be intentional about content for in-person vs. virtual
- Facilitate deeper learning, focus on literacy, mathematics and developing social emotional literacy and mathematics.
- Build capacity and incorporate the use of technology so that students can build skills to use while at home in distance context.
- Strive to be cost neutral & economize resources.
- Proactive planning should we need to return to full distance learning.
- Move with speed & economy of effort

- Stable Cohorts will follow DPH guidance, and not exceed the maximum number of students who can safely be in attendance at one time
- At least 2 days a week (in-person learning) / 3 days remote learning.
- Days in person are consecutive (i.e. Monday/Tuesday and Thursday/Friday)
- Students attend "full day" when they are in person
- 1 day a week remote learning for everyone

Monday	Tuesday	Wednesday	Thursday	Friday
🏫	🏫	💻	🏫	🏫

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Elementary Considerations
Instructional Plans: Hybrid

ALL students in Grades all 3th - 5th grades, all SFUSD elementary schools	3rd - 5th grade students who meet the criteria named in 2B	3rd-5th grade students based on the capacity and preferences of individual school
- Increase the amount of space and staff needed - Impact to the frequency of in person learning offered to the Phase 2A students • AT LEAST 2 days a week, in person vs NO MORE THAN 2 days a week in person -Vary in-person learning days across schools	- ALL students offered in person will get AT LEAST 2 days a week (in-person learning) / 3 days remote learning.	- Schedules will be school site dependent - Some schools will have more in-person days than others - Some students in named grades will not be offered in-person learning opportunity - Allows some schools to maximize responsiveness to family preference/student interest
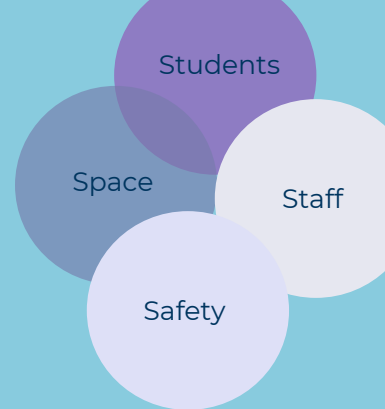
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Elementary Decisions

3rd - 5th Grade Students:

❏ Offer in-person learning to **ALL students in Grades all 3th - 5th** as an additional priority group, for **all SFUSD elementary schools?**

OR

❏ Offer in person learning to **3rd - 5th grade students who meet the criteria named in Phased 2B,** as planned?

OR

❏ Offer in person learning to **3rd-5th grade students based on the capacity and preferences of individual school** communities?

❏ **In-Person Learning Time:** Maximize in-person learning for students in priority groups identified for Phase 2A and 2B, or increase the number of students for in-person learning who will attend on fewer days?

➢ Do we maintain consistent schedules (same number of in-person days) within schools and across schools?

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Personnel & Labor

The District has been meeting with its labor partners continuously since the onset of the pandemic in an effort to reach agreement on the return to in-person learning.

To date, we do not have completed bargaining with United Educators of San Francisco or United Administrators of San Francisco.

We need to complete bargaining by:
- December 18 to meet the Board's deadline of January 25 for Wave 1 Pre-K and students with moderate-severe disabilities
- Early January for the remainder of Phase 2A (including TK - Gr. 2)
- Mid- to late January for Phase 2B

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Communications
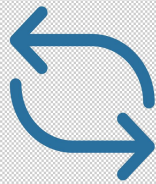
RESPOND

INFORM

ENGAGE

PROMOTE

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Guidelines

- Be responsive to the array of linguistic and cultural assets among our stakeholders.
- Protect the privacy of student, family and employee information.
- Be accessible to all stakeholders by language and ADA accessibility guidelines with translation priority given to essential information.
- Be coherent and consistent across multiple channels and messengers.
- Utilize multiple channels to share information.
- Support stakeholders to access resources, take action, and stay connected.

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Prior to in-person learning: During the planning of in-person learning, we will inform our community about the following:

- How SFUSD is preparing to bring students and employees back to in-person learning, with progress updates
- The health and safety protocols that will be in place during in-person learning
- The instructional plan
- The process for families of focal student populations to sign up for in-person learning (or indicate their choice of continuing with remote learning)
- The process for families and staff to prepare for in-person learning
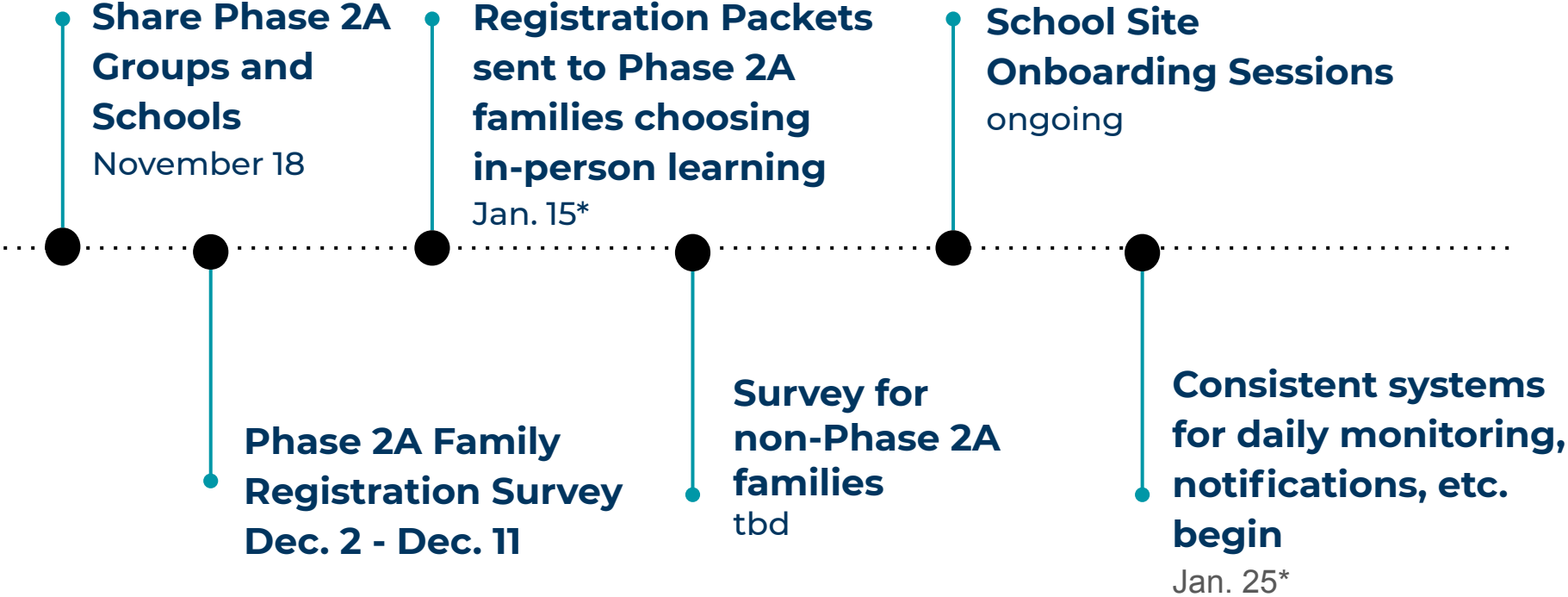
When in-person learning is offered, there will be communication systems for:

- Daily pre-screening
- School and district notifications for employees reporting symptoms, testing positive, or being a close contact with someone exposed to COVID-19
- Outbreak management protocols

Find In-Person Health and Safety info. online

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Key Milestones for Phase 2A In-Person: Family Experience

Share Phase 2A Groups and Schools
November 18

Registration Packets sent to Phase 2A families choosing in-person learning
Jan. 15*

School Site Onboarding Sessions
ongoing

Phase 2A Family Registration Survey Dec. 2 - Dec. 11

Survey for non-Phase 2A families
tbd

Consistent systems for daily monitoring, notifications, etc. begin
Jan. 25*

* Subject to change based on criteria indicated in SFUSD in-person learning decision tree.

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Fiscal Impact

In addition to Distance and In-Person related expenses to-date, reopening schools could cost between $5.0-$38.1 million.

These costs could be covered by:

- The $10.4 million COVID-19 Reserve

- Redirecting non-personnel expenditure savings

- In-kind City support

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

			1st Interim		Reopening Plan	
					Waves 1-3	With MS/HS
Distance/ In-Person Learning			**$6,712,058**		**$11,712,058**	**$44,812,058**
	Instruction and Supplies		$170,701		$170,701	$170,701
	Translation Services		$225,685		$225,685	$225,685
	PPE & Cleaning Supplies		$3,000,000		$3,000,000	$3,000,000
	Device Connectivity, $400 Allowance		$3,315,672		$3,315,672	$3,315,672
	Items Pending Reopening Plan		$0		$5,000,000	$38,100,000
		Custodians*	$0		$0	$20,000,000
		Class-size Reduction Teachers*	$0		$0	$13,100,000
		Health Screenings	$0		$2,200,000	$2,200,000
		Individual Student Reading Materials	$0		$1,000,000	$1,000,000
		Leveled Readers and Book Sets	$0		$800,000	$800,000
		Outdoor Classroom Materials	$0		$500,000	$500,000
		Other Social Distancing	$0		$500,000	$500,000

Significantly depends on scale and timing of reopening campuses

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Key Milestones for Phase 2A In-Person: Timeline*

Finish labor negotiations for staff needed Jan. 25
Dec. 18

Staff responds to assignments
Jan. 5

Registration packets rec'd. by Wave 1 families choosing in-person learning starting Jan. 25
Jan. 15

Notify staff of Jan. 25 assignments
Dec. 18-24

Finalize schedules
Jan. 8

First day of in-person learning; systems for daily monitoring, notifications, etc. begin
Jan. 25
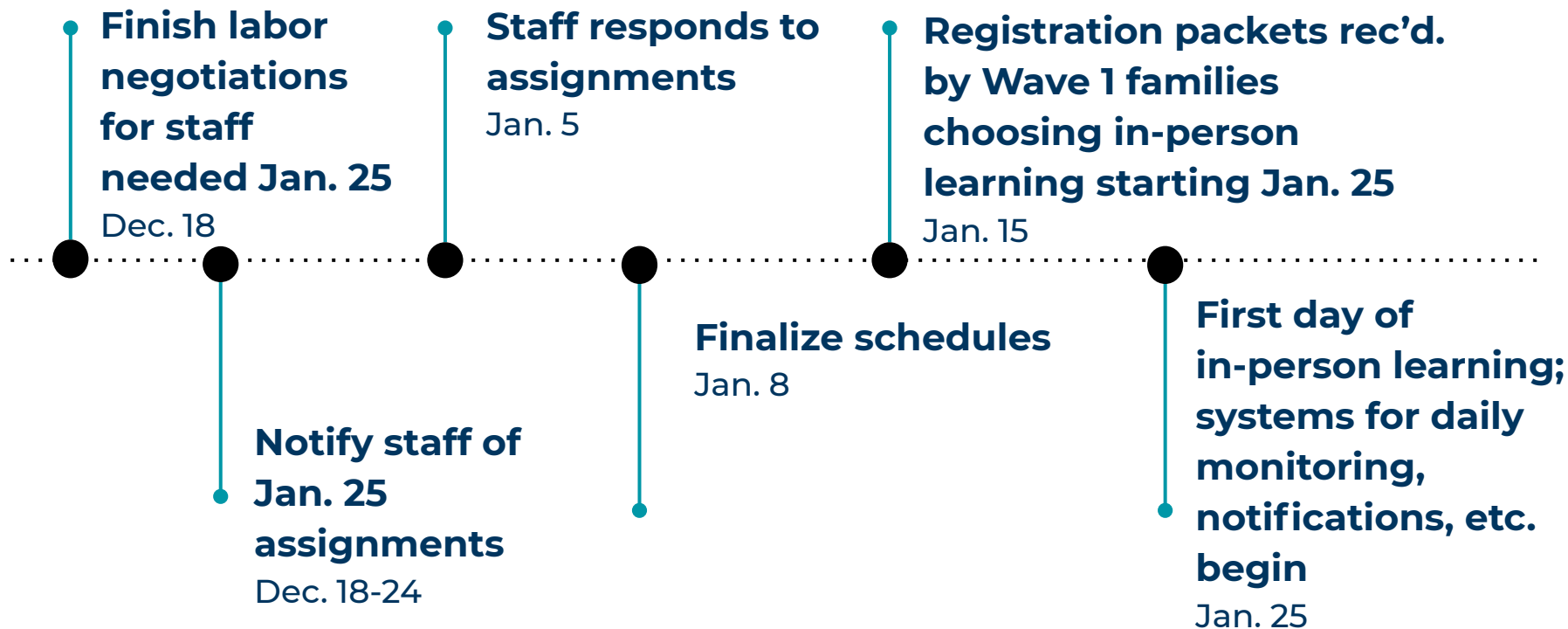
* Beginning with Wave 1 Pre-K and students with moderate - severe disabilities; subject to change based on criteria indicated in SFUSD in-person learning decision tree and negotiated agreements with labor partners.

Summary of Elementary Decisions

Students

Space

Staff

Safety

CONSISTENCY AT SCALE

vs.

DIFFERENTIATION BASED ON CONTEXT AND CAPACITY OF SCHOOL SITE

3rd - 5th Grade Students:
- ❏ Offer in person learning to **ALL students in Grades all 3th - 5th** as a priority group, for **all SFUSD elementary schools?**

OR

- ❏ Offer in person learning to **3rd - 5th grade students who meet the criteria named in Phased 2B,** as planned?

OR

- ❏ Offer in person learning to **3rd-5th grade students based on the capacity and preferences of individual school** communities?

Timeline: Bring in 3rd - 5th graders before 2B, with 2B or after 2B?

Placement Strategy: Proceed with Home School Strategy for Elementary Schools or move to Host School Strategy?
- ➤ Move students to alternate locations based on enrollment, available space and available staffing who return to in-person learning?

In-Person Learning Time: Maximize in-person learning for students in priority groups identified for Phase 2A and 2B, or increase the number of students for in-person learning who will attend on fewer days?
- ➤ Do we maintain consistent schedules (same number of in-person days) within schools and across schools?

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Stay Up-to-date on
Our Return to In-Person Plans
sfusd.edu/returnsafely
#SFUSDReturnSafely

En Español

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Appendix

Dashboard Indicators

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Phase 2A - Dashboard 9 Indicators

1. Small cohorts / groups of students identified for reopening
2. General safety measures in place, including a staff testing plan
3. All staff trained in COVID 19 health and safety protocols
4. All families informed of COVID 19 health and safety protocols
5. COVID 19 Prevention Measures in Place
6. School Facilities prepped for social distancing
7. Three month supply of PPE in place
8. Instructional Learning Plans in Place
9. Labor Agreements (MOUs and Side letters) in Place

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Identifying Student Groups
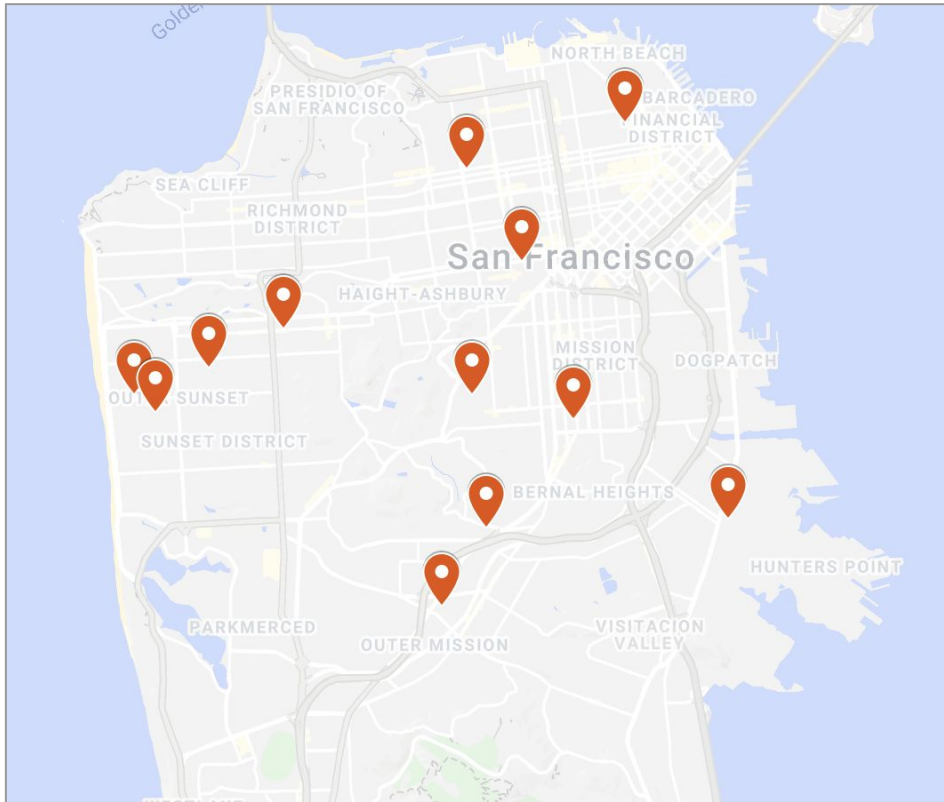
Wave 1 Schools
(12)

EARLY ED - STAND ALONE
Zaida T. Rodriguez EES
San Miguel EES
Commodore Stockton EES
Leola M. Havard EES
Noriega EES

ELEMENTARY
Alvarado ES
Cobb ES
Glen Park ES
Lawton PK-8
Muir ES
Sunset ES

COUNTY PROGRAMS
Woodside
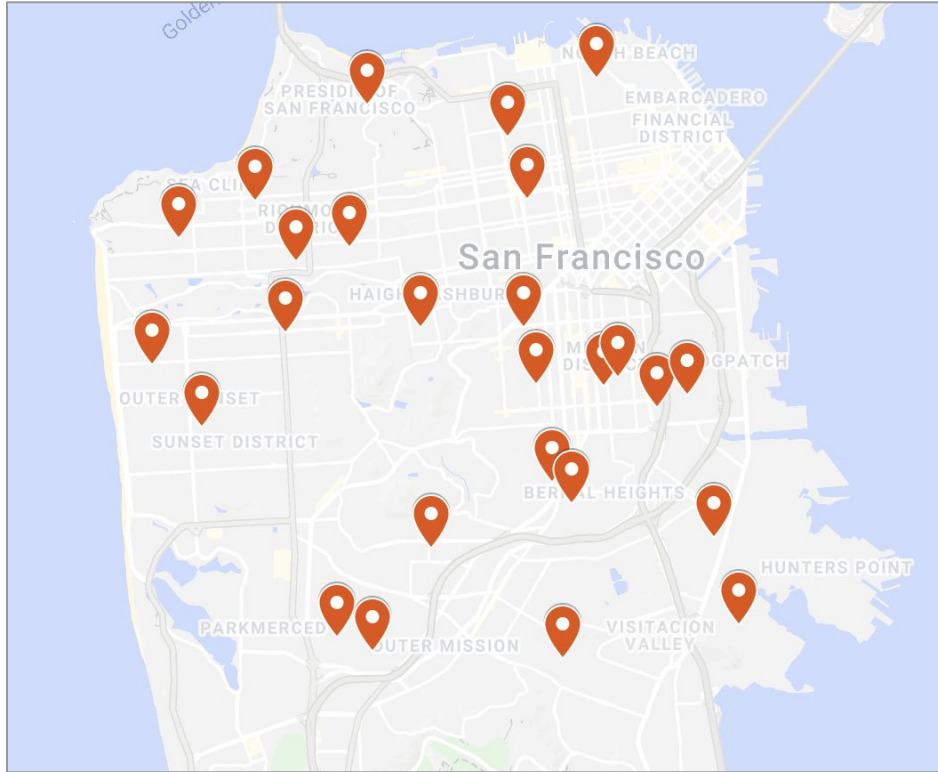
Wave 2 Schools
(26)

ELEMENTARY
Alamo ES
Bryant ES
Chavez ES
Drew ES
Grattan ES
Bret Harte ES
Huerta ES
FS Key ES
Starr King ES
Lafayette ES
McCoppin ES
Moscone ES
Ortega ES
Sanchez ES
Rosa Parks ES
Sheridan ES
Sunnyside ES
Yick Wo ES

EARLY ED - STAND ALONE
Argonne EES
Jefferson EES
J. Serra Annex EES
McLaren EES
Presidio EES
Theresa Mahler EES

COUNTY PROGRAMS
County Satellite
Civic Center
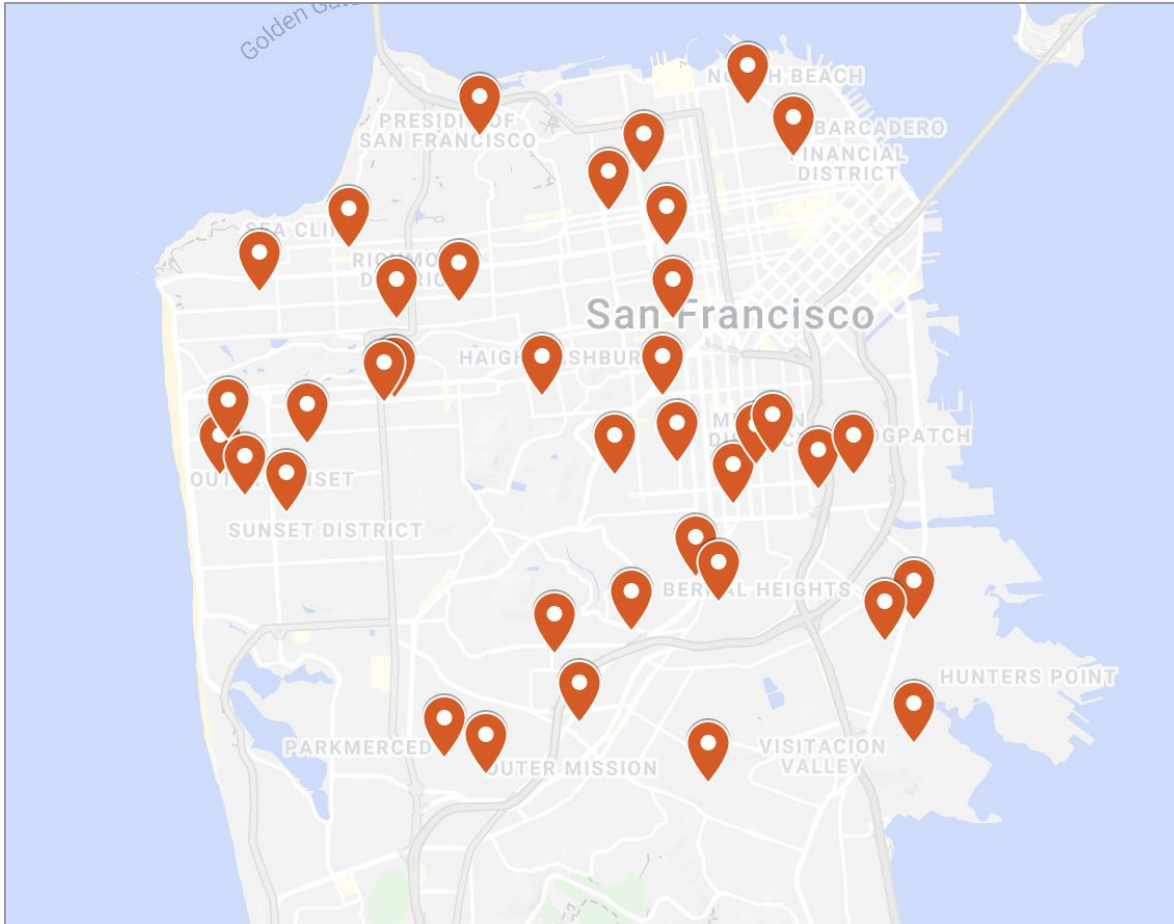
Phase 2A
Wave 1 + Wave 2

Assumptions, Constraints & Dependencies

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Assumptions	**Home school approach:** Prioritize students returning to their home school, when possible.
	Consistency: Students receive consistent instruction whether in distance learning or in-person instruction, adhering to SB 98 guidelines. Additionally, as we move into hybrid learning or in-person instruction, we aim to minimize variation of student experience where possible given the complexity of adhering to health and safety protocols.
	School day: Provide full-day schedules when students attend in-person, not planning for partial or minimum day schedules.
	Days per week: Provide in-person learning 5 days/week for PK students and students in Moderate/Severe SDC classrooms. For TK-5th grade students, the hybrid schedule will include some days in-person and some days in distance learning.
	Use of space: In-person instruction will make use of available indoor and outdoor spaces.

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Constraints	**Cohort size**: Per the SFDPH guidelines, a cohort is a stable group that has the same staff, children and youth each day, stays together for all activities (e.g., snacks, recess, etc.), and avoids contact with people outside the group. Cohort size is limited to no more than 14 children and youth and no more than two supervising adults, or no more than 16 individuals total (children, youth, and adults).
	Physical space: The number of available classrooms and work spaces varies from site to site. These spaces must have operable windows and be able to accommodate social distancing requirements.
	Custodial staff: Current staffing would allow for us to accommodate 15,000 students, roughly 3.2 million square feet, daily.
	Timing: Need a timed approach to open a set number of schools at a given time. SFDPH applications for In Person Learning require site specific detail and decision making; SFUSD Facilities and Instructional Leaders must review existing site plans, map out and document site circulation plans, as well as equip sites with necessary supplies and materials prior to SFDPH approval. Site planning and decision making requires an intense level of accelerated effort; to ensure a high quality product that will be accepted by SFDPH, sufficient time needs to be allocated between Waves.
	Resources: Ability to accommodate in-person and distance learning with existing staff.

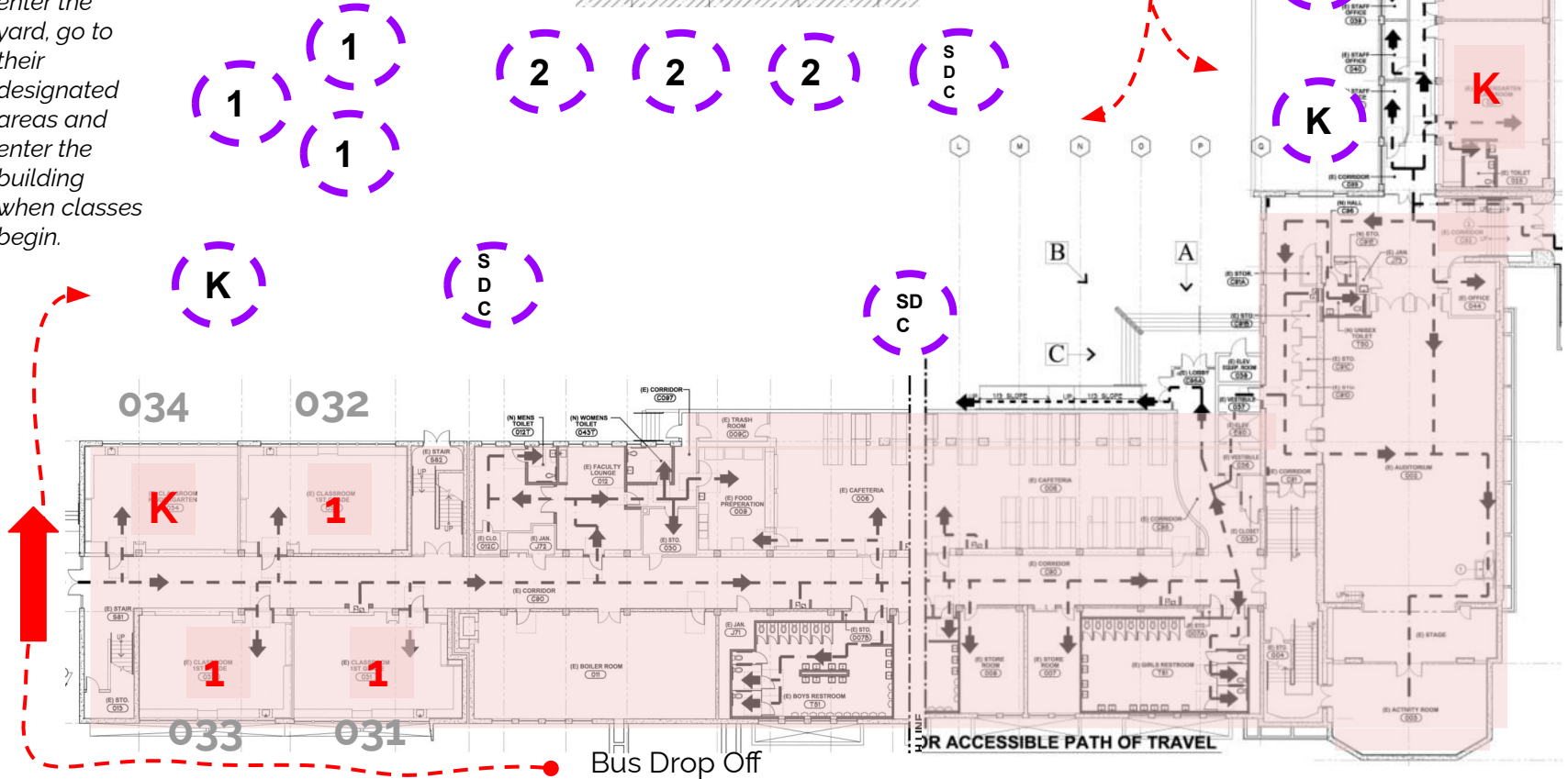| Dependencies	**Student numbers**: The number of students participating in in-person learning and the number of students who remain in distance learning.
	Staff numbers: The number of school site staff who return for in-person instruction with an aim to cover instruction for both in-person and distance learning as well as adhering to all of the new health and safety protocols that are required for in person learning, such as daily screening of students and staff absences, with existing staff.
	Bargaining: By California law, proposed changes for working conditions must be negotiated with our labor partners. Additionally, SFDPH requires an employee union letter of support as part of the application waiver process.

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Facilities & Operations

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Room Usage Example
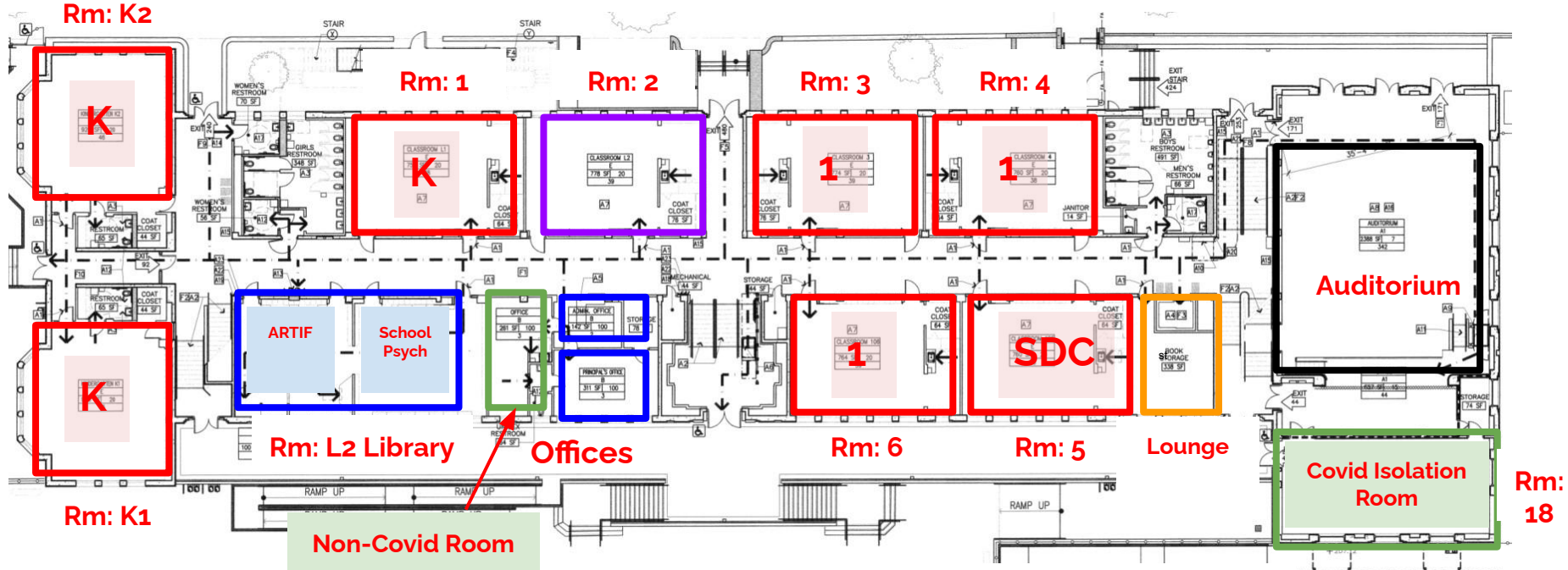
Classrooms: **8** Offices: **3** Overflow Room: **1** Shared Spaces: **1** Isolation Spaces: **2** Unused Spaces: **1**

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Circulation Example

All students enter the yard, go to their designated areas and enter the building when classes begin.

(E) PORTABLE CLASSROOMS
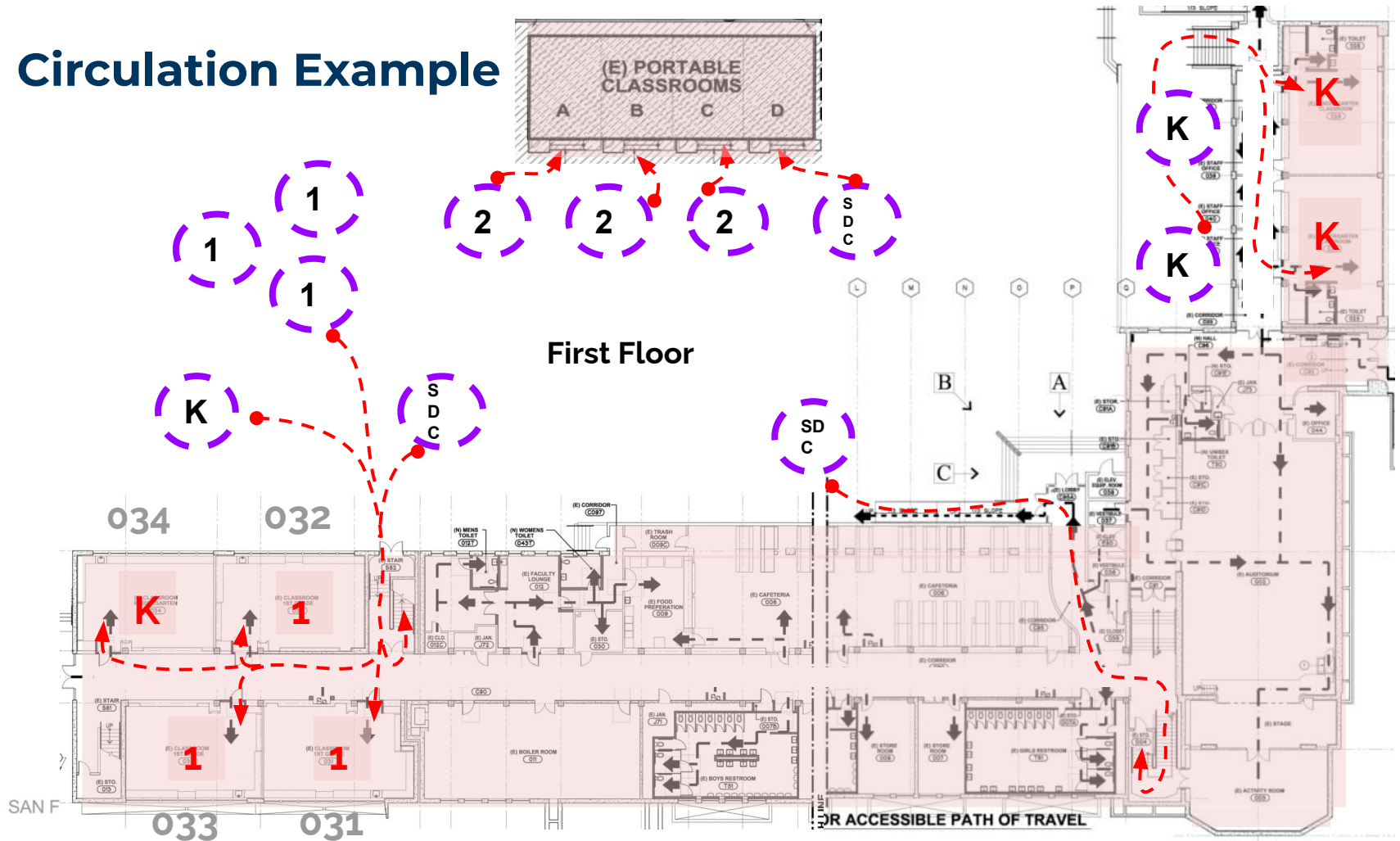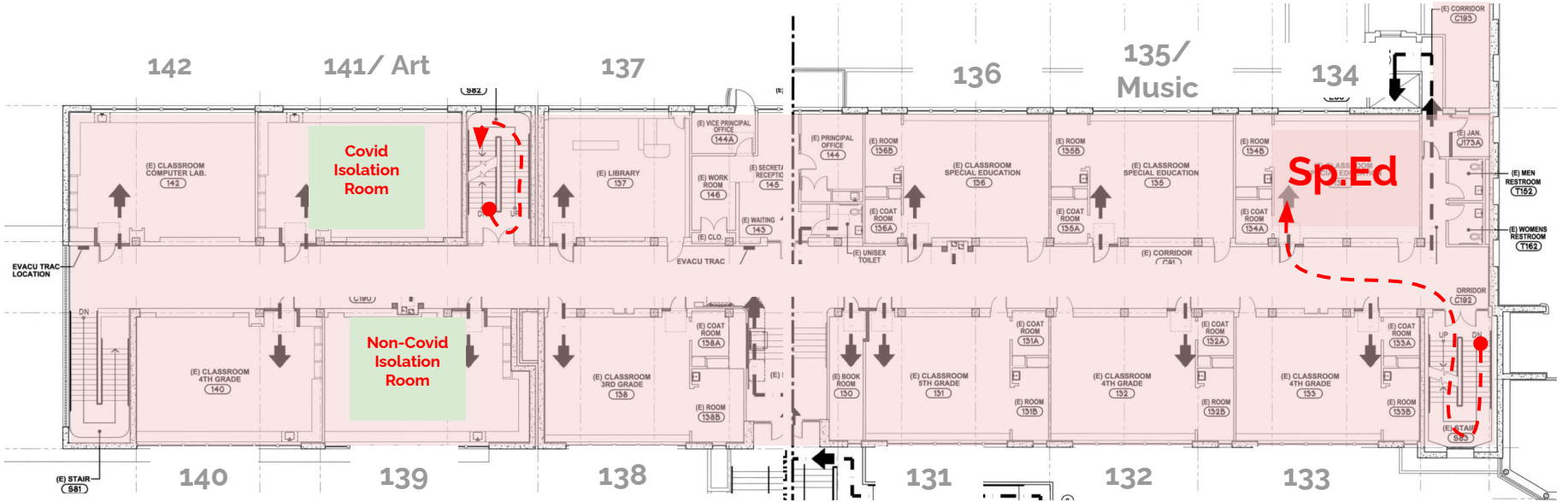A   B   C   D
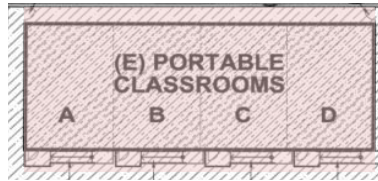
Parent Drop Off: All Grades

Bus Drop Off

Circulation Example

(E) PORTABLE CLASSROOMS

A   B   C   D

First Floor

028

027

034   032

033   031

ACCESSIBLE PATH OF TRAVEL

SAN F

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Circulation Example

| 142 | 141/ Art | 137 | 136 | 135/ Music | 134 |

Covid Isolation Room

Non-Covid Isolation Room

Sp.Ed

| 140 | 139 | 138 | 131 | 132 | 133 |

Second Floor

Outdoor Classrooms

Outdoor Classroom Shelters: Matrix of Options

	Outdoor Seating Only	Tents + Umbrellas	Shade Structures [PC]	Custom Structures
Seating Capacity [# of students]	~ 12-15+	max. 5 / 1 unit max. 8 / 2 units	~ 12-15+	~ 12-15+
Overall Cost [estimated range]	$0	$1000 - $6,000	$50,000 - $150,000	$20,000 - $150,000+
Time Required for Design + Installation	n/a	~ 2 weeks [tents] - ~ 8 weeks [umbrellas]	~ 3-4 months	~ 7-8 months
Max. Allowed Duration	no maximum	180 days	3 years [+3 year ext.]	no maximum
Agency Approval	none	none	after installation	before installation

3 Courses:

Total: ~ $2,000

4 Courses:

Total: ~ $3,000

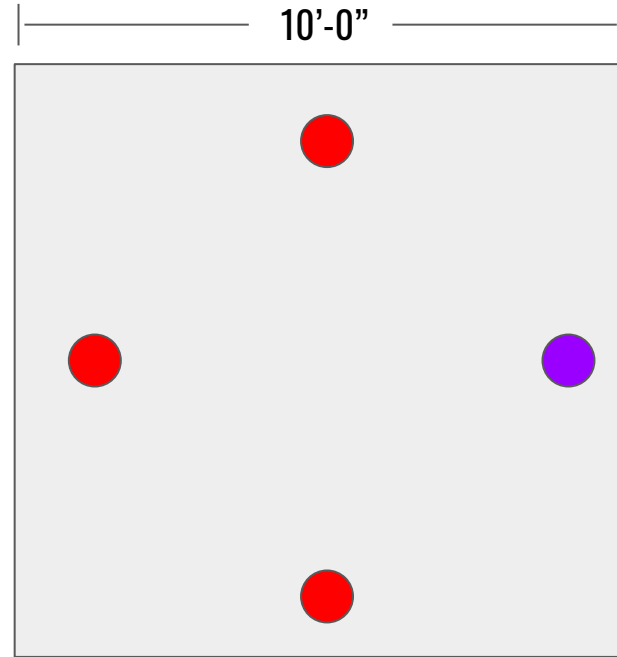## 4 Courses (plus):

or

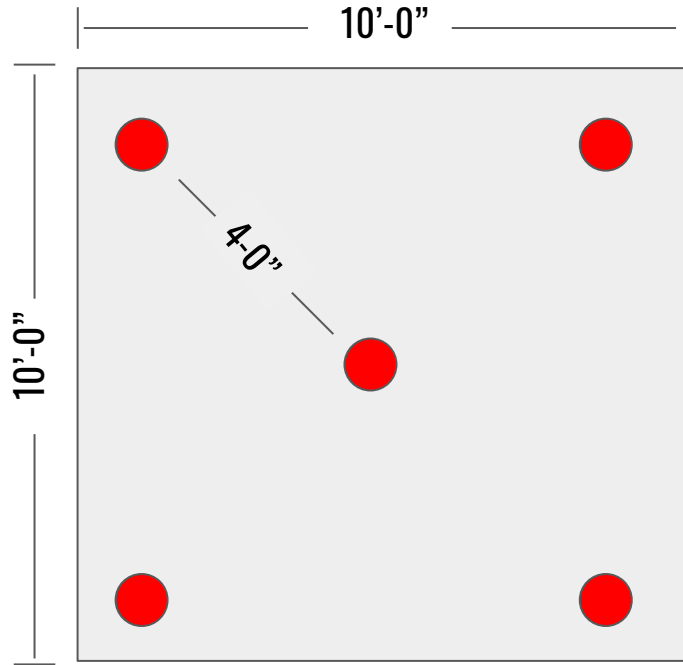**Total:** ~ $5,000

4 Courses (deluxe):

Total: ~ $30,000

*all estimates are for 14 students and 3 'toppings'

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Outdoor Classrooms: Diagrams

teacher

student

2 tent
configuration