

San Francisco Unified School District

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



December 2020



Foreword

The San Francisco Board of Education unanimously approved the [SFUSD Return to School Safely Resolution 2011-10A1](#) on November 17, 2020 that formalizes our district’s plans for gradually returning to in-person learning while recognizing a need to safely open school buildings on a rolling basis to attend to changing health and safety factors. The resolution, “SFUSD Return to School Safely,” was co-authored by Vice President Gabriela López and Commissioners Jenny Lam and Stevon Cook.

WHEREAS:

That the Board declares the District’s highest priorities during the pandemic to be: distance learning, gradual reopening to in-person learning, and preserving the District’s fiscal stability.

--SFUSD Return to School Safely Resolution 2011-10A1

Per the resolution, this *Phase 2 Plan to Reopen for In-Person Learning* outlines a phased approach to gradually return students and employees to in-person learning and ensure that students and families who wish to continue with remote learning may do so. It also identifies key points for the Board of Education to consider in order to operationalize the direction outlined in the resolution.

SFUSD remains committed to our mission. We know that schools are places for interaction and connection and there are critical components that must be in place for in-person learning to happen safely. We have outlined indicators that must be in place for Phase 2 to begin.

[SFUSD’s In-Person Learning Readiness Overview for Phase 2A](#) and corresponding [dashboard](#) share the work happening to prepare schools for a safe reopening of in-person learning for small groups of students. These small groups are the youngest students (early elementary students in grades PK–2) and students with disabilities in Moderate/Severe Special Day Classes (SDC). The [In-Person Learning Readiness Overview for Phase 2B](#) shares the work happening to prepare schools for a safe return to in-person learning for additional prioritized populations of students, which include homeless and foster youth and those who show the lowest overall online engagement. Resolution 2011-10A1 asks us to also include students in grades 3–5 in planning to return students to in-person instruction.

A phased approach to in-person learning is necessary because we know we will not be able to safely invite all students to return to school buildings at the same time given the need to adhere to social distancing and other safety guidelines. A return to our school campuses involves modifying learning plans and bell schedules, developing and deploying appropriate protocols and training for employees, providing sufficient cleaning and Personal Protective Equipment (PPE) supplies for all sites, and instituting prevention measures and changes to facilities. This will be new for all of us and we want to approach this work in a systematic and thoughtful way, providing opportunities for us to learn and make adjustments and improvements along the way.

We are all anxious to see our students back in our classrooms and we appreciate all that our educators and families are doing to attend to the learning and social-emotional needs of our students during distance learning.



Contents

Guiding Resources	4
Guiding Principles	8
Stakeholder Engagement	10
Return to In-Person Instruction: Gradual Return / Hybrid	14
• Identifying Student Groups	15
• Timeline	20
• Health & Safety Measures	21
• Facilities & Operations	26
• Instructional Plan	32
• Personnel & Labor	40
• Communications	41
• Fiscal Impact	44
Additional Resources	46

This document was produced in December 2020. SFUSD partners with local, regional, state and federal agencies to make decisions about school openings, distance learning and safety protocols. Some information in this document may be subject to change due to the evolving pandemic situation. Updated information is posted on our website at sfusd.edu.

Guiding Resources

SFUSD Board Resolution 2011-10A1

The San Francisco Board of Education unanimously approved the [SFUSD Return to School Safely Resolution 2011-10A1](#) on November 17, 2020 that formalizes our district's plans for gradually returning to in-person learning while recognizing a need to safely open school buildings on a rolling basis to attend to changing health and safety factors.

State & Local Guidelines

The guidance from State and Local agencies collectively outlines key factors to take into consideration for planning for Phase 2-Reopening for In-Person Instruction. The Centers for Disease Control, the California Department of Public Health, and the San Francisco Department of Public Health guidance focus on the health and safety practices that need to be put in place to prevent transmission of COVID 19. The California Department of Education guidance focuses on the teaching and learning practices necessary to provide high quality distance learning for all students, as well as considerations for in-person instruction. Senate Bill 98 outlines legislative mandates that SFUSD has incorporated in our planning process.

[Centers for Disease Control and Prevention](#) (CDC)

The CDC offers updated considerations for mitigation strategies that K-12 school administrators can use to help protect students, teachers, and employees and slow the spread of COVID-19. These updated considerations for schools are intended to aid school administrators as they determine how to protect the health, safety, and wellbeing of students, teachers, employees, their families and communities, and involve:

1. Promoting behaviors that reduce COVID-19's spread
2. Maintaining healthy environments
3. Maintaining healthy operations
4. Preparing for when someone gets sick

[CA Department of Public Health](#) (CDPH)

The CDPH guidelines, updated in August 2020, focus on health and safety measures that should be included in any school reopening plan including health and safety practices, social distancing measures, training for employees and families, planning for when employees or students become sick, and considerations for partial or full school closures. Additionally, the guidelines released in August do not allow competitive sports. In response to the news, the California Interscholastic Federation [announced](#) on December 1, 2020, "all full practice and competition start dates are officially on hold until updated guidance is issued" and the canceling of championship events for Season 1 sports (which do not have a start date yet).

[SF Department of Public Health Guidance](#) (SFDPH)

The SFDPH schools directive No. 2020-33b, updated in October 2020, provides [guidance](#) on health and safety practices needed to safely resume in-person instruction at TK–12 schools after the San Francisco Health Officer allows school campuses to reopen.

[CA Department of Education](#) (CDE)

The CDE guidelines expand on the CDC and CDPH guidelines to discuss specific considerations for teaching and learning, including: scheduling models, planning and assessment, extracurricular activities, technology, attendance, meals, transportation, expanded learning, and services provided by community partners. The guidance incorporates an intentional focus on health and wellness, such as community building, social-emotional classroom practices, and partnerships with communities, families, and focal student populations including students with special needs and English language learners.

[Senate Bill 98 \(SB 98\)](#)

SB 98 outlines requirements regarding distance learning and in-person instruction, among other topics, for the 2020–21 school year. The legislation is clear that a Local Educational Agency (LEA) “shall offer in-person instruction to the greatest extent possible.” For SFUSD, health and safety for our students, families, and employees is the key driver to our calculation of the “greatest extent possible.”

Additionally, SB 98 establishes that the Local Control and Accountability Plan (LCAP) and an annual update to the LCAP are not required for the 2020–21 school year. It outlines California EC Section 43509 and the Learning Continuity and Attendance Plan (Learning Continuity Plan) requirements for the 2020–21 school year. The San Francisco Board of Education approved the [SFUSD/COE Learning Continuity and Attendance Plan](#) on September 22, 2020.

Updated language to SB 98 allows for Early Learning & Care agencies within an LEA to continue to receive reimbursement for services if the LEA closes by local or state public health order due to COVID-19 but provides distance learning services during closure.

[Assembly Bill 685 \(AB 685\)](#)

AB 685, which takes effect on January 1, 2021, requires California employers to notify employees, employees of subcontractors at the worksite, and union representatives, if applicable, whenever the employer receives a “notice of potential exposure” to a “qualifying individual” at the worksite. An employer may also be required to notify the local public health agency.

[Blueprint for a Safer Economy](#)

Governor Gavin Newsom released the “Blueprint for a Safer Economy” on August 28, 2020 that lays out how the state monitors counties to determine when schools can open for in-person instruction.

The Blueprint presents a four-tiered, color-coded system that tracks counties by the number of COVID-19 cases recorded each day and the percentage of positive cases out of the total number of tests administered, both averaged over seven days. It went into effect August 31, 2020, and replaced the previous county monitoring list. This fall, the CDPH released a new health equity metric that went into effect October 6, 2020 and impacts a county’s ability to move between tiers.

No public or private schools in counties rated in the most restrictive purple tier can reopen for in-person instruction unless they receive an elementary waiver for students in grades K–6 permitted under Governor Newsom’s July 17, 2020 executive order” San Francisco was placed into the purple tier on November 29, 2020.

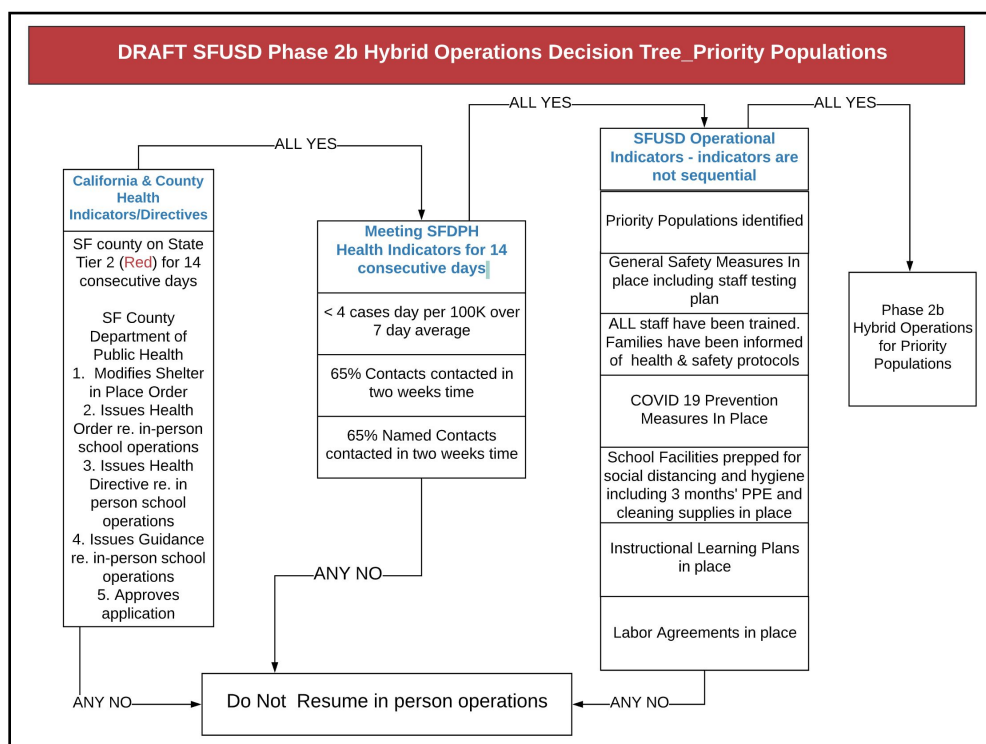
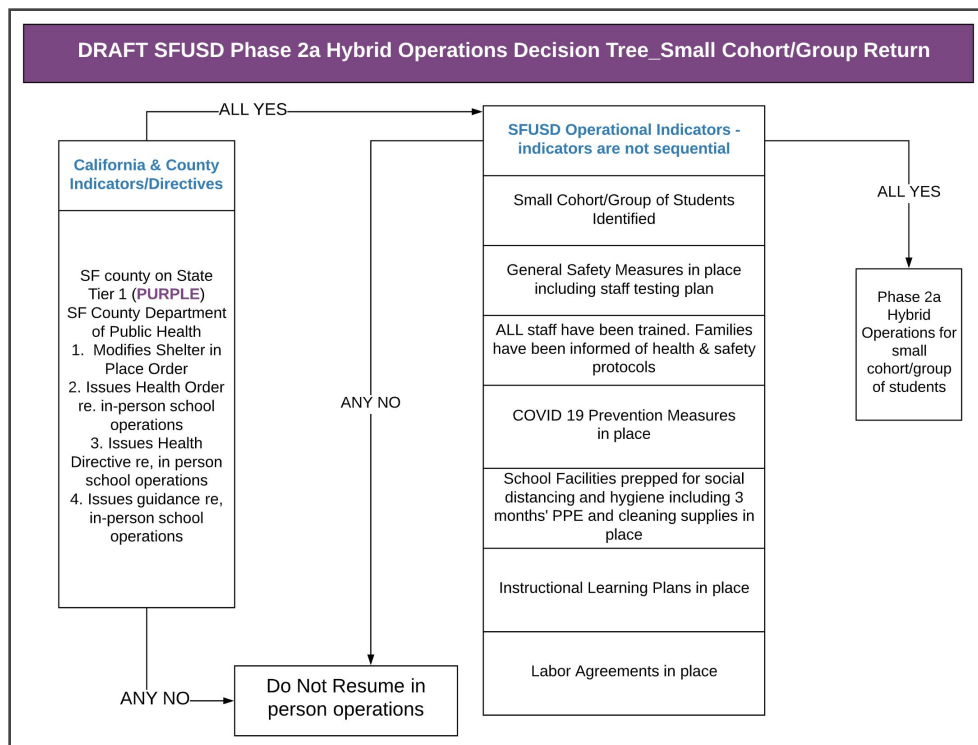
An application to SFDPH is not required if SFUSD is offering in-person specialized and targeted support services only to vulnerable children and youth listed in the SFDPH [September 11, 2020 Health Directive](#).

An application is required if SFUSD is offering in-person learning to all student populations in grades TK–12 per the SFDPH [October 6th, 2020 Health Directive](#). SFUSD will need to submit an application to SFDPH for Phase 2A and subsequent phases given that we plan to offer in-person learning to all students in elementary grades, beginning with grades PK–2.

As part of the application, schools and districts must consult with employee unions, parents, and the community before applying for the waiver, which must be approved by the county public health department in consultation with the CDPH.

SFUSD In-Person Readiness Dashboard

The SFUSD In-Person Learning Readiness dashboards for Phases 2A and 2B outline the key indicators for school buildings to safely reopen and monitor progress on our planning efforts for a safe return to in-person learning. The dashboard can be found on the [SFUSD website](#).



Guiding Principles



Anti-Racist Education for EACH & EVERY

Providing the necessary opportunities to all by ensuring that each student has the right resources to reach their individual potential in relevant, accessible and thought provoking instruction.



Flexibility & Fluidity

Designing opportunities for learning that can transfer seamlessly between brick and mortar and digital environments while prioritizing flexible instruction that presents content in authentic and meaningful ways.



Partnership

Consistent framework for collaboration across sites and grade spans, with a focus on deep partnership with families, community organizations, and educators, mutually committed to accomplishing shared goals and actively problem solving.



Humanizing

Supporting family, student, and employee wellness through healing practices that create partnership and build community to create a safe and supportive school culture and climate.



Health & Safety

The health and safety of our students, families, employees and teachers is paramount.



Responsive

Listening and responding to feedback, input and data. Timely and responsive communication to various stakeholder groups.



Consistency & Continuity

Aligning key elements of the work to ensure the student and family experiences are consistent across the city.

Four Approaches to Planning

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.

The SFUSD 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.

Stakeholder Engagement

Input from all our stakeholders is a valued and essential component of our planning process. Opening the 2020–21 school year required ongoing coordination and collaboration across all schools, departments, and stakeholders. It was critical to provide multiple ways to hear from our students, staff, families, and community partners to understand their experiences and identify what worked during our shift to distance learning, what needed to be improved, and what areas needed to be considered as we think about when and how to reopen schools.

SFUSD gathered input from stakeholders in a variety of ways:

- Work Groups
- Town Halls for staff, students, families and community partners
- Surveys

This input provided important information that we have used to support our efforts to improve distance learning and authentic engagement with our families and to guide the planning for Phase 2 - the gradual return to in-person learning.

Fall Updates

There have been three key engagement components as the work has continued this Fall.

Work Groups

The three work groups – Logistics, Teaching & Learning, and Personnel – reconvened for monthly meetings in October with representatives from stakeholder groups, including SFUSD staff, labor, family, and student and community organizations. Given the many intersections of content, the three work groups are convening in “super sessions” to review progress on In-Person Readiness Indicators and provide input on components of the planning process.

Family Wellness Check-ins

Through Family Wellness Check-ins—conducted in the spring, in August-September, and in progress during November/December—we gather information about what our families need to support learning at home. In this way, we have ongoing feedback about distance learning that is similar to what we learned from our summer family survey. The Family Check-ins during August-September reached over three-fourths of all students and summary data includes:

- 77% of families were doing “pretty good” or “great”—but about 1 in 4 were not. More than half of requested follow-ups were for students who are Hispanic/Latinx, and/or are eligible for free or reduced-price meals, and/or live in the Southeast.

- 73% of families said they had what they needed to “*support learning*” up from 70.4% in the spring. Among the learning supports needed, the top three continue to be spotty wifi/internet access, a working device, and technology support.
- 88% of families said they had what they needed in general up from 81.4% in the spring. Among “crisis” follow-ups, most were related to financial assistance, and mental or physical well-being.
- 88% of families said they had what they needed in general up from 81.4% in the spring. Among “crisis” follow-ups, most were related to financial assistance, and mental or physical well-being.
Families identified as needing support are referred to the school’s Coordinated Care Team for follow up.

Staff, Student and Family Surveys

In October 2020, to meet state accountability requirements and to improve district support for staff, SFUSD surveyed employees about their social-emotional well-being and mental health with a response rate of 54% (4,845 out of 8,899). The survey was developed through a collaborative process, incorporating input from the Personnel Working Group and from external research expertise at UC Berkeley.

Initial Summary Findings from Staff Wellness Survey Fall 2020:

- While the majority of respondents report confidence in their social-emotional competencies (91%) and collective efficacy (85%), most respondents also report feeling fatigued by work (79%), and experiencing secondary traumatic stress (78%). The most common sources of stress are mental well-being (74%) and health and safety (68%), whether their own or that of others. One teacher noted, “Zoom fatigue is negatively impacting the health of students and teachers.”
- Responses about collective efficacy vary widely across schools, ranging from 64% to 100%. Similarly, the percent of respondents reporting compassion fatigue/stress ranges from 42% to 94%. Variability indicates bright spots from which we can learn and share.
- There was a split related to connectedness (feeling a sense of community and feeling appreciated), with half of respondents reporting favorably. When asked about support needed, one respondent wrote, “More opportunity to engage in staff wellness (during work hours).”

Continued analyses will examine how these responses vary by staff role, location, and other characteristics, along with open-ended feedback about successes and supports. These analyses will inform district strategies for tailoring supports for staff during the pandemic.

We are in the process of surveying our high school students about their social-emotional learning and distance learning experiences to inform school supports. Survey administration is November 16--December 11, 2020 and results of this survey will be used to assess our programs and initiatives.

To inform our planning and understand who will likely return for in-person learning, we are sending an in-person learning registration questionnaire to all families of students identified for Phase 2A (approximately 14,000 students). The questionnaire asks a few simple questions related to their preferences, most significantly their preference to return to in-person learning or stay in remote learning. The responses will be used to determine school site plans. If a family responds Yes, they will receive a placement letter with the return date, school schedule, forms to return, and additional health and safety information at least 10 days prior to the intended start date. If a family responds No, the student will continue with distance learning and SFUSD will not hold a placement for them for the first phase of in-person learning. If the family chooses to continue distance learning and decides at a later date to return to in-person learning, SFUSD will offer an in-person placement when one becomes available. Planning is underway for an additional family survey for those not currently included in the Phase 2A groups.

Brief Process Video Updates with Prompt to Solicit Feedback and Questions from Community

To provide greater transparency in the District's planning process for returning to in-person learning, Superintendent Matthews launched a [weekly video series](#) in collaboration with departments that are leading various areas of work to reopen school buildings. Each video is 2-3 minutes long and shares updates on topics such as Facilities, Family Communications, Staff Training & Safety Protocols, Staff Testing, Instruction, and Labor Agreements. Each video also contains a survey, administered by ThoughtExchange, where viewers are invited to share their thoughts and questions about the particular topic that corresponds with each video. To date, the three videos that have been published have yielded over 1,500 unique views on the SFUSD YouTube channel. We have recorded 869 participants and 956 thoughts or questions, with 30,429 ratings. To our best extent, questions are being added to the [Frequently Asked Questions](#) section on the SFUSD website.

Return to In-Person Instruction

After reviewing the best available evidence-based sources of guidance from health officials, and gathering input from employees, students, and families, the Superintendent recommended that our fall semester begin with distance learning.

As we transition to Phase 2 of our planning, we begin with limited in-person schooling for small groups of priority students at a limited number of physical locations as soon as health guidance and data suggest it is safe to do so. This would begin with students in PK and those enrolled in our Moderate/Severe Special Day Class (SDC) programs, and gradually grow to include additional elementary school students starting with students in grades TK–2 while county health indicators are in Tier 1 (purple), then our homeless and foster youth and those students who have shown the lowest overall online engagement when health indicators move to Tier 2 (red).

The primary focus of this plan is on Phase 2—a gradual return to in-person instruction—while also attending to distance learning, and is intended to operationalize Board Resolution 2011-10A1. As we plan for this gradual return to in-person instruction, we are focusing our efforts in key areas:

- Identifying Student Groups
- Health & Safety Measures
- Facilities & Operations
- Instructional Plan
- Personnel & Labor
- Communications
- Fiscal Impact

These areas are aligned with the SFUSD Operational Indicators outlined in the In-Person Learning Readiness dashboard and identified on the following pages. While not sequential, these components will all need to be in place before students and staff can return to campuses in-person. Additionally, there are key points for the Board of Education to consider in order to operationalize the direction outlined in the resolution.

Phases for School Year 20-21

Phase 1
Beginning
August 17

Distance Learning for All
Schools open for remote learning online and with print-based options

Phase 2

Gradual Return / Hybrid Model
Gradual phased in approach to returning students to physical space, considering limited in-person schooling for small groups of priority students at a limited number of physical school locations

Phase 3

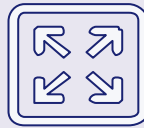
Full Return
Full return to physical space once public health guidance and data suggest it is safe to do so



Identifying Student Groups



Health & Safety Protocols



Facilities & Operations



Instructional Plan



Personnel & Labor



Communications



Fiscal Impact



Identifying Student Groups

Dashboard Indicator 1: Small Cohort / Group of Students Identified (Tier 1/Purple), Priority Student Groups (Tier 2/Red)

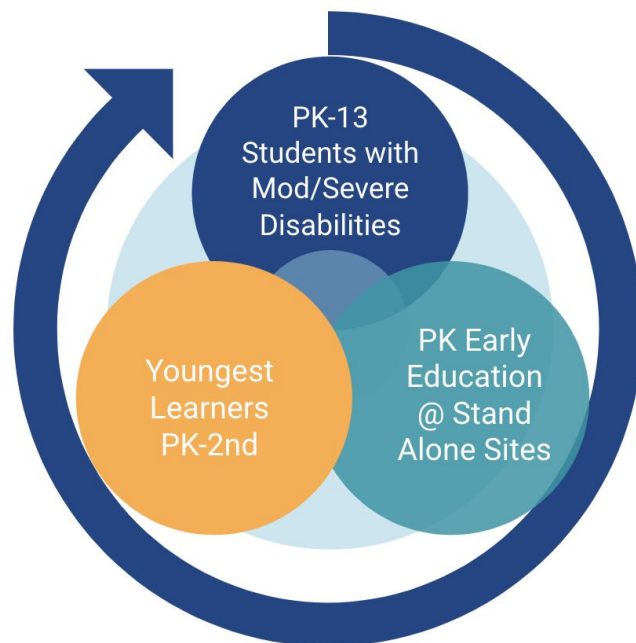
In the Spring and over the summer months, we engaged a diverse set of stakeholders through working groups, town halls, and surveys to get input on which student groups to prioritize for in-person learning. Reviewing data with an equity lens, these stakeholders contributed to the identification of priority groups for Phase 2A (small groups of students) and Phase 2B (priority populations). The identification of these groups was shared in the SFUSD Fall Plan 2020.

For Phase 2A, small groups are the youngest students (grades PK–2) and students with disabilities in Moderate/Severe SDCs. These groups are also consistent with research on distance learning which says priority for in-person schooling should be given to the students who are likely to struggle most with distance learning, including younger students and students with Individualized Education Programs (IEPs).

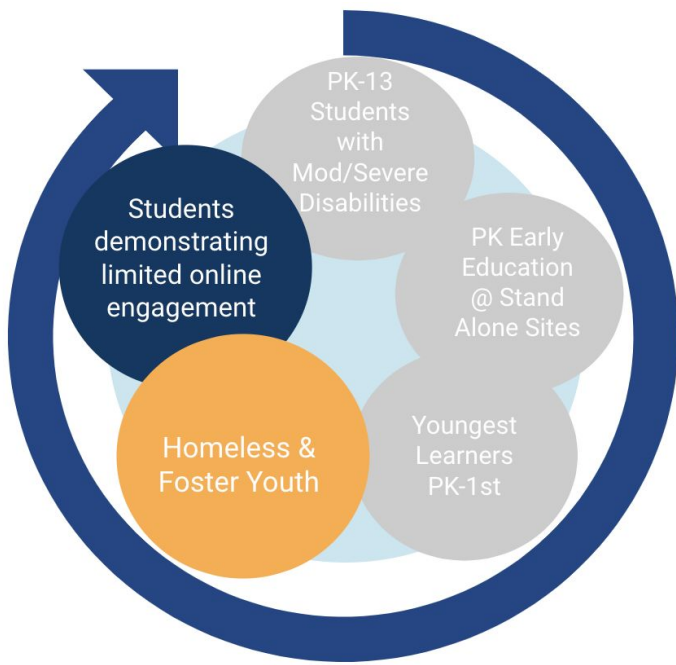
Our own data has shown that these are also the student groups that had significant difficulty engaging and participating digitally and/or developmentally have learning needs that are more challenging to address via distance learning alone.

One group that has since been added are students enrolled in our county programs. These students, like other priority groups identified here, have also demonstrated significant difficulty engaging in remote learning and/or have learning needs that require in-person instruction.

For Phase 2B, priority populations include homeless and foster youth and those who have shown the lowest overall online engagement. Despite a robust effort to ensure that students and families have access to devices and internet/hotspots, we know that a number of students continue to struggle to engage in learning



Priority groups for Phase 2A



Priority groups for Phase 2B

remotely. Just as research informs decisions for priority groups for Phase 2A, the groups named for Phase 2B are also supported by research. We have been able to identify students with ‘limited online engagement’ based on attendance data. There are students with less than 40% attendance (n=1,025 for first eight weeks of instruction during the 2020–21 school year). Compared to other identified student populations, foster and homeless youth had the lowest attendance rates and the lowest percentage of families who reported to staff that they were doing “pretty good” or “well” during the first round of Family Wellness Check-ins for the 2020–21 school year.

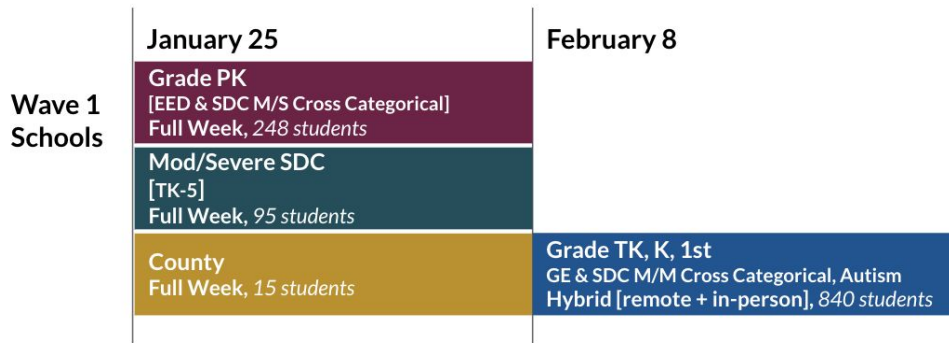
Provided all health and safety factors are met and all indicators from the SFUSD In-Person Learning Readiness Dashboard are complete, SFUSD Phase 2A Plan will commence in-person learning for the identified small groups of students no later than January 25, 2021. Schools will open on a rolling basis, in waves, in order to monitor the implementation of the health and safety protocols and to learn from sites how we can improve the process as we grow to scale. Additionally, this gradual rollout will enable us to more accurately assess in-person

capacity with the numbers of families electing to return and the capacity to staff in-person classrooms.

Note: Dates above 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 earlier than January 25	Wave 2 (26) Begin no earlier 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 EES Sites [5] Zaida T. Rodriguez EES San Miguel EES Commodore Stockton EES Leola M. Havard EES Noriega EES County Sites [1] Woodside	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

At elementary schools, the initial opening will include students in PK and those enrolled in Moderate/Severe SDC classrooms. Students in grades TK–2 will be added approximately 2–3 weeks after the initial opening. Example below for Wave 1 schools:



Phase 2A Enrollment

In the first week of July SFUSD sent a family survey in 7 languages (results are available on our district website [here](#)). At the time of that survey, 51% of the 14,853 families who responded indicated they would consider in-person learning for their child; 38% indicated a preference for online only. We know that context has changed and circumstances may be different for families since this survey was administered a few months ago. We are preparing to survey families again starting first with our Phase 2A priority student groups to understand their preference between transitioning to in-person and continuing with distance learning.

Enrollment of the student groups identified for Phase 2A (as of 11/27/20):

PK/Early Ed	PK–5 SDC Moderate/Severe	TK–2	County Program	Secondary SDC Moderate/Severe
937 students	250 students	12,272 students	105 students	437 students

Phase 2B Enrollment

While the primary focus of our initial opening will be on our youngest learners and those students identified for Moderate/Severe SDC classrooms, Phase 2B calls for the return of homeless and foster youth and other students with limited online engagement. While some of these students are elementary-aged children and will be included in Phase 2A, many are secondary students.

Enrollment of the 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)
2,363 students	259 students	2,231 students	815 students
Elementary: n=1060 <ul style="list-style-type: none"> TK-2: n=335 3-5: n= 725 	Elementary: n=107 <ul style="list-style-type: none"> TK-2: n=63 3-5: n= 44 	Elementary: n=995 <ul style="list-style-type: none"> TK-2: n= 443 3-5: n= 552 	Elementary: n=204 <ul style="list-style-type: none"> TK-2: n=128 3-5: n= 76
Secondary: n=1303	Secondary: n=152	Secondary: n=1236	Secondary: n=611

Next Steps & Considerations

Identifying Student Groups

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.

Board discussion resulted in reinstating 2nd graders as a priority group for Phase 2A. Further, the Resolution identifies a new element with the addition of students in grades 3-5. As we consider options and capacity to provide in-person learning options for all elementary students, in addition to understanding how many families would opt for in-person learning and how we would staff in-person classrooms for instruction, the common themes from stakeholder feedback of connection, consistency and equity are at the forefront of our planning efforts for distance learning and our gradual return to school.

We know that schools are a place of belonging for many students and families. Relationships matter, and connection through authentic partnership is an important factor in student learning. A “home school” approach, where students are able to return to schools at which they are currently enrolled, means students return to a place of familiarity and to teachers and staff who they know and who know them.

Structures and routines build predictability. We know that families desire consistent schedules for their students to help establish routines and help families plan. Clear and consistent experiences for students returning to in-person classrooms both within and across schools can be defined in different ways, and understanding how this factor should be considered will help refine next steps.

School closures have negatively impacted all PK-12 students, but not all students have been affected equally. Equity in the context of planning for opening school sites for in-person learning means that we identify the most vulnerable student groups and plan for a gradual return to school, prioritizing the student groups identified for Phase 2A and 2B to return to in-person learning first, and maximizing the number of days we serve those students during a given week.

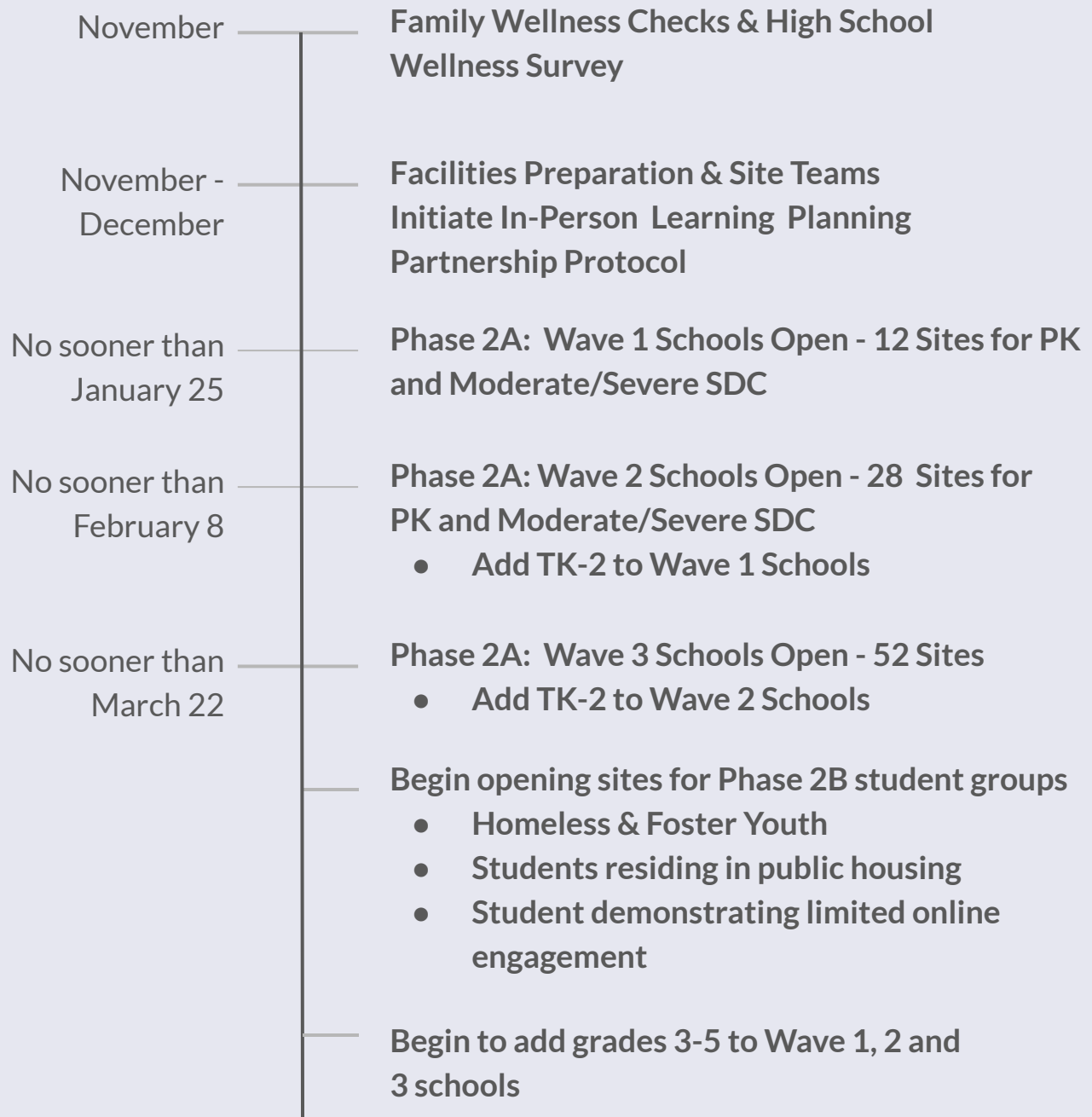
Planning thus far has been based on a potential response rate—that 100% of students will return (which we know is not likely but is nevertheless possible), and 66% of staff returning to school sites for in-person instruction. As we survey families and activate staff for a return, modifications to this will be necessary.

We look to Board feedback on assumptions, constraints and dependencies, and key questions to guide our next steps.

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.
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, 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.

Timeline

*Subject to review of assumptions, constraints, dependencies and key questions; and dependent on health and safety factors as well as meeting all In-Person Learning Readiness indicators as outlined on the dashboard.



Note: Dates above 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.



Health & Safety Protocols

Dashboard Indicators

2: COVID-19 General Safety Measures in Place and Staff Testing Plan in Place

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

The health and safety of our students, employees, and families is of the utmost importance. When conditions allow for students and employees to return to our buildings in person, everyone will be expected to know and adhere to common safety protocols. The safety considerations are outlined below.

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. Regularly check in with family members, housemates, and friends to maintain awareness of possible exposure and stay home if you are aware of possible exposure.

Establish a strong foundation of preventative daily habits. Wash hands frequently, avoid touching your eyes, nose, and mouth, and ensure daily disinfection of high-touch surfaces. Wear a mask!

Practice social distancing. In the classroom, on the bus, during lunch, and in the schoolyard, it's important to practice social distancing as much as possible. Adults, in particular, should 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. This helps to reduce the total number of contacts a cohort member encounters during the day and allows for easier contact tracing should a case of COVID-19 occur.

Manage site circulation. Every physical setting has “pinch points” – places where people tend to “clump” while trying to enter or exit a space or participate in an activity. To avoid these when in-person learning resumes, SFUSD buildings will have clearly marked circulation paths as well as multiple designated entry and exit points. If SFUSD transportation is provided, protocols will provide guidance for the orderly boarding and exiting of vehicles.

Plan for When a Staff Member, Child, or Visitor Becomes Sick. SFUSD sites will have isolation rooms for students, employees, and visitors who feel sick or exhibit symptoms during the day.

Safety Protocols

SFUSD Community Pledge

We have learned a lot about reducing the spread of COVID-19 since the spring. We know that staying home when you are ill, wearing a face covering at all times, maintaining social distancing, and washing or disinfecting your hands often is the best way to reduce the spread of COVID-19. It takes a united and collective effort to stop the spread – we all have to do our part and follow the health and safety protocols when we are together at school or in the central offices AND when we are at home. The SFDPH guidelines require that schools adopt a community pledge that outlines the actions that staff, students and families will engage in for safe COVID-19 practices OUTSIDE of school. The idea is that safe COVID-19 practices elsewhere (such as wearing face coverings) will help to reduce the risk of bringing COVID-19 into the school. The SFUSD Community Pledge will be shared with staff and families returning to school and calls on our collective responsibility to keep one another safe.

Risk Acknowledgement Form

SFDPH guidelines require that all families review and sign a [Risk Acknowledgement Form](#) prior to returning to in-person learning. The SFDPH form has been translated into Arabic, Chinese, Samoan, Spanish, Tagalog, and Vietnamese and will be incorporated into the return-to-school registration packet. Each family that registers to return to in-person learning is required to sign and return the SFUSD Risk Acknowledgement form.

Daily Routines

New routines will be established for students, employees and school visitors that will contribute to a safe learning environment and ensure we are each doing our part to keep ourselves and others safe.

At HOME:

Employees will complete daily health questionnaires as [required by SFDPH](#) to affirm they are not experiencing COVID-19 symptoms, have not tested positive for COVID-19, and are not a close contact with anyone exposed to COVID-19. Employees experiencing COVID-19-like symptoms, who have tested positive, or who have been informed they are a close contact will be directed to stay home. Families will complete daily screening of their child(ren) to affirm they are not experiencing COVID-19 symptoms, have not tested positive for COVID-19, and are not a close contact. Students experiencing COVID-19-like symptoms, who have tested positive, or who have been informed they are a close contact are expected to stay home.



Community Pledge

Protect yourself & others

Limit exposure

Avoid high risk activity

Observe routine medical practices

Conduct daily health screening

Stay home if ill

Be kind

*Full text of Community Pledge will be posted on the district website

At SCHOOL:

- Students will be screened each morning for COVID-19-like symptoms prior to entry.
- Students and employees will be provided a face covering if they do not have one.
- Students experiencing COVID-19-like symptoms will be isolated in designated areas and a family member will be contacted to pick up the child immediately.
- Students 3rd–12th grade will be required to wear a face covering indoors at all times. Students with documented medical or behavioral contraindications to face coverings are exempt.
- High-touch surfaces will be cleaned and disinfected daily.
- Non-essential visitors to school sites will be minimized as feasible. All visitors must wear a face covering at all times.

In the CLASSROOM:

- Students and employees will stay in stable cohorts throughout the day.
- Supplies will be in place to limit the sharing of objects.
- School meals will be offered and meals will be eaten in classrooms or outdoors, where possible.
- Recess will be offered outdoors and cohorts will not be allowed to mix.

Training for Employees & Families

Keeping people healthy means making sure that students, employees, and families know, understand, and use the safety protocols each day.

Training for Employees

- Employees will be required to complete health and safety training prior to returning to school. The training covers prevention measures to reduce the spread of COVID-19, such as staying home when ill, washing hands frequently, social distancing, and wearing face coverings.

Training for Families

- As part of the return-to-school registration packet, families will be provided with detailed information on health and safety protocols including the expectation of daily health screenings at home, students staying home when ill, and actions to take at school that reduce the spread of the virus. These actions include wearing a face covering, frequent hand washing or disinfecting, and social distancing. Prior to returning to in-person learning, each school will host Health and Safety Protocol Information Sessions regarding the application and enforcement of the plan.

The SFDPH and CDPH guidelines are regularly updated and, as that happens, new information regarding prevention and general safety measures is shared. SFUSD staff regularly review the guidelines and update the training protocol and information to families as needed.

Testing & Reporting

SFDPH guidelines call for SFUSD to collaborate with SFDPH to develop a shared strategy for surveillance testing of school staff such as testing all staff over two months, where 25% of staff are tested every two weeks, or 50% every month to rotate testing of all staff over time. In addition all employees will be tested at least two weeks prior to returning to work.



04. Quick Guide: COVID-19 Protocol for Symptoms, Testing Positive, or Close Contacts (11.20..20)

1	<p>Scenario</p> <p>Student/Staff exhibits COVID-19 symptoms or answers yes to a symptom screening question.</p>	<p>Action</p> <ul style="list-style-type: none"> • 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. 	<p>Communication</p> <p>To: Student/Staff -> Symptomatic or Test Positive Memo for Staff or Student.</p> <p>No broad communication needed.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Confidential Illness Log
2	<p>Scenario</p> <p>Student/Staff tests positive for COVID-19.</p>	<p>Action</p> <ul style="list-style-type: none"> • 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. • CLOSE affected areas and reopen only after cleaned and disinfected. 	<p>Communication</p> <p>To: Student/Staff -> Symptomatic or Test Positive Memo for Staff or Student.</p> <p>To: Everyone else in the building who is not a close contact -> General Notification Memo for Staff or Student.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Information Gathering Tool • POSITIVE COVID-19 Report (w/in 1 hr) • Confidential Illness Log
3	<p>Scenario</p> <p>Student/Staff is a close contact of someone who has recently tested positive for COVID-19.</p>	<p>Action</p> <ul style="list-style-type: none"> • Send home all close contacts -> home quarantine. • Keep Cohort OPEN unless person who tested + is in the cohort. 	<p>Communication</p> <p>To: Close Contacts -> Close Contact Memo to Staff or Student</p> <p>No broad communication needed if the person who is positive is not in the school/office.</p> <p>Documentation</p> <ul style="list-style-type: none"> • 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.



Surveillance Testing & Reporting

SFUSD has partnered with both Curative Labs and the City to conduct surveillance testing at each of the schools sites that are open. All staff receiving in-person assignment letters will be required to schedule a surveillance test at one of the SFUSD sites at least two weeks prior to the return date. The results from the surveillance test will be reported to the Human Resources Department and the school site administrator. Any staff that have a COVID-19 positive test will be required to isolate for a minimum of 14 days or until they meet the SFDPH requirements for return to school.

Outbreak Management Testing in Collaboration with SFDPH

SFUSD has created protocols based on SFDPH guidelines for the identification and tracing of contacts. The protocols summarize actions to be taken for multiple scenarios. Students and staff who have symptoms of COVID-19 or who have been exposed to COVID-19 will be offered resources for rapid testing. SFDPH has committed to contacting families and staff to refer them to their primary care provider or to SFDPH test sites for rapid testing.

Contact Communication

A key part of safety measures is timely communication to inform staff, students, and families when a student or staff member tests positive for COVID-19. A communication protocol has been developed which involves informing staff and families if they are considered a close contact per SFDPH guidelines. If a staff or a student was in the building, but is not considered a close contact, they will receive a general notification memo. Labor partners will also be informed following the guidance per AB 685.

Closing Classrooms, Schools, or the District

SFDPH has committed to working closely with SFUSD to implement the outbreak management plan to determine when to physically close campuses and prohibit in-person learning. While every situation is unique, SFUSD will generally follow the CDPH guidelines outlined in their [July 17 Reopening Schools Framework](#).

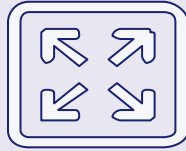
California Department of Public Health Guidance on School Closure

What are the criteria for closing a school?	Individual school closure is recommended based on the number of cases, the percentage of the teacher/students/staff who test positive for COVID-19, and following consultation with the Local Health Officer. Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/students/staff are cases within a 14-day period, depending on the size and physical layout of school.
If a school is closed for in-person learning, when may it reopen?	Schools may typically reopen after 14 days and the following have occurred: <ul style="list-style-type: none">• Cleaning and disinfection• Public health investigation• Consultation with the local health department
What are the criteria for closing a school district?	A superintendent should close a school district if 25% or more of schools in a district have closed due to COVID-19 within 14 days, and in consultation with the local health department.
If a school district is closed, when may it reopen?	Districts typically reopen after 14 days in consultation with the local health department.

School Site Coordinated Care Team (CCT)

The school site CCT is led by the site leader and facilitated by the SFUSD assigned staff at the school. The CCT will work closely with the central office COVID-19 liaison to coordinate support from SFDPH ensuring a “warm handoff” either for contact tracing or for referring families to the resources provided by SFDPH such as a place to quarantine, food, and cleaning supplies.





Facilities & Operations

Dashboard Indicators

6: School facilities prepped for social distancing

7: Three month supply of PPE in place

SFUSD's Vision 2025 challenges us to "re-imagine the school day, keeping learning standards constant while we explore new ways to use space and time." In the COVID-19 era, this Big Shift serves as both a challenge and a guide for SFUSD's operations teams as we rethink the school day to ensure that SFUSD students, families, and employees are able to be as fully engaged in teaching and learning as possible, as safely as possible.

We must accomplish all this in an environment of limited resources. As we shared in the SFUSD Fall Plan 2020, an effective response to COVID-19 depends on the adoption of practices that impact SFUSD's and partner agencies' capacity to serve our students within given constraints and our ability to enact creative solutions.

Preparing Sites for In-Person Learning

Campus Assessments

The Facilities Division will ensure two types of assessments occur at each site:

- The Building Systems Assessment will be conducted by Buildings & Grounds, who will determine if heating, ventilation, electrical, plumbing and other building systems are functioning as intended.
- The Ground Truthing Site Assessment will be conducted by SFUSD staff, assigned city Disaster Service Worker (DSW) employees, or volunteers. The Ground Truthing Site Assessments will:
 - Reconcile the physical classroom or office number with the building floor plan
 - Count the total number of classroom/office windows, noting those that are operable vs. inoperable, and of operable windows, if they function
 - Confirm the presence and functionality of handwashing sinks
 - Describe the number and type of student desks present in classrooms
 - Confirm working condition of restrooms.

Supporting Site Leaders with Planning

Each site leader will participate in a comprehensive onboarding process to familiarize them with current safety protocols, instructional expectations for in-person learning, and engage them in detailed site planning. Site leaders, with support from Policy & Operations teams, will plan the schedule of the in-person learning day, mapping out the movement of students, employees, and families from arrival through instruction, lunch, recess, and departure at the end of the day.

Campus Preparations

With data from Site Assessments and the In-Person Learning Onboarding Protocol, the Facilities Division will organize a series of site preparation (“stand up”) activities including:

- Designation of entry, exits and circulation paths throughout the school site
- Posting of appropriate COVID-19 safety signage throughout the building reminding students and employees to
 - social distance
 - wear face coverings
 - wash/disinfect hands frequently
- Repairing windows where necessary to ensure improved ventilation
- Arranging classroom furniture to allow for 6-foot social distancing, where possible
- Delivery and installation of partitions and desktop shields where necessary
- Confirmation that all hand sanitizer dispensers are working and filled
- Replacing ventilation filters older than six months
- Flushing the building’s plumbing.

Ventilation

Ventilation of classroom or office spaces can be accomplished via mechanical or “natural” (passive) means. “Natural” or passive ventilation refers to air circulation that occurs due to the unforced movement of fresh air into and out of a space via windows, doors, or being outdoors. Mechanical ventilation utilizes a wide range of approaches and systems to force air into and/or out of a defined space.

The majority of SFUSD classrooms and offices are designed to utilize passive ventilation methods to ensure adequate air circulation. Mechanical ventilation is in place as the sole means of ventilation at only a few administrative and instructional sites in the District.

The SFUSD Facilities Division recommends that any classroom without any functioning operable windows be removed from the inventory of classrooms available for in-person learning. As described above, the Facilities Division will inventory and report on the presence of functioning operable windows at each school site to inform planning for in-person learning.

Food & Nutrition

The COVID-19 pandemic requires that we create a different way to serve meals for in-person learning. Per SFDPH guidelines, students cannot eat meals in cafeterias. We also must take steps to ensure the safety of our dining staff. For these reasons, Student Nutrition Services (SNS) has developed new serving protocols for breakfast, lunch and supper using mobile carts, pictured right. Additionally, SNS will take advantage of the waivers granted by the U.S. Department of Agriculture to serve all school meals for free to all students and eliminate the use of computerized point of sale accounting. This will simplify and increase efficiency of meal service.

SNS recommends that mealtimes occur in the classroom to maintain stable student cohorts during the school day and make most efficient use of SNS staffing resources. SNS continues to work with school sites to plan for meal distribution routines and approaches that are viable given existing staffing levels and health guidelines.

Current Safety Precautions and Measures

- [Daily COVID Check-In](#)
 - Used for all SNS staff and volunteers and checked daily for compliance
- Safety Protocols
 - [Required Practices](#)
 - [Face Masks](#) (English, Spanish and Chinese)
 - [Face Shields](#) (English, Spanish and Chinese)
- [Site Supervisor Checklist](#) - updated weekly with key updates for Dining Staff including safety and training information.

Recommended Meal Safety Guidelines

Eating Meals	<p>Students will eat meals in their classroom whenever possible.</p> <ul style="list-style-type: none"> ○ Breakfast will be picked up by students as they enter the school building or at another designated location and consumed in the classroom. ○ SNS staff will deliver lunch directly to each classroom at a designated time using the mobile serving carts. ○ Teachers/staff will support students to approach the meal cart one at a time and receive their meals from SNS staff. ○ Students will touch only their own meals. <p>Outdoor eating is possible depending on space, food service equipment access, weather and outdoor shelter, air quality, etc.</p> <ul style="list-style-type: none"> ○ An eating area will be designated for each cohort, or will be sanitized between groups. ○ Mealtimes will be staggered to maximize use of outdoor space and prevent mixing of cohorts. ○ Students will maintain social distance while waiting in line for meals.
Serving Meals	<p>All meals and utensils will be pre-packaged, and fruit and milk will be optional.</p> <p>Cold or ready-to-heat suppers may be picked up daily as students leave to go home; utensils will not be provided.</p> <p>Weekend meals and/or meals for distance learning will be provided at the Grab-and-Go sites.</p>
Water	<p>Water fountains will be disabled, and students will be asked to bring water bottles to school and refill at water stations.</p>
Health & Hygiene	<p>Students and adult supervisors will be physically distanced when eating in the classroom or outdoors since face coverings cannot be worn.</p> <p>When removed, face coverings will be placed on a clean paper towel to limit surface contamination.</p> <p>Students will be instructed to wash/sanitize hands before and after eating and will be provided with sanitizing wipes for desks when eating in classrooms.</p> <p>SNS staff will wear PPE, clean and sanitize meal carts and thermal bags between meal periods, and change gloves between each class served.</p>

Waste	<p>Students may not share food items. Leftover whole fruit or packaged items that do not need to be refrigerated may be taken home. Other items will be discarded at the end of the meal period.</p> <p>SNS, Custodial, and Sustainability teams are working together to design waste sorting systems for classroom and outdoor dining and will provide teachers and students with training videos on this topic.</p>
--------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SNS will continue to provide and support the following services:

- **Grab & Go Meals Distribution** - The number of sites and locations will be determined based on Phase 2 enrollment. We will also need to determine if Grab-&-Go school sites in Wave 2 will stay open when Group 2 students return to in person learning.
- **Door to Door Delivery Program** - This program is set to expand in the new calendar year and will be impacted by which Group 1 students attend in person for both Wave 1 and Wave 2.
- **SF Marin Food Bank Distribution Programs** - As with Grab-&-Go Distribution locations, we will need to determine if sites in Wave 2 will stay open when students begin in-person learning.

Transportation

Transportation will follow all requirements, guidance and recommendations from the CDC, the CDPH, the CDE and the SFDPH relating to COVID-19 to the maximum extent possible. In the case of conflicting requirements, guidance, and recommendations, the stricter requirements, guidance, and recommendations will be followed.

- **Bus drop off zones will continue in their standard location** because white zones are required for student safety.
- **School start times and end times will be the [same as the times used during the 2019-20 school year](#)** because adjustments at this time could increase the cost of transportation services. **There will be no late starts or early outs.**

Before Riding the School Bus

- Caregivers will be asked to screen students before leaving for school, and symptomatic students may not ride the school bus.
- All students and adults will be asked to wash or sanitize their hands before riding the bus.

Face Coverings

- Drivers will be required to wear face coverings that cover the nose and mouth at all times when communicating with families and assisting in the loading or unloading of students. Drivers will not be required to wear a face covering while driving if they wear glasses and it interferes with their vision.
- All passengers will be required to wear a mask or face covering while on the bus unless they are specifically exempted from wearing face coverings, e.g., people with a medical condition, mental health condition, or disability that prevents them from wearing a face covering.

Social Distancing Guidelines While Riding the Bus

- Students will be asked to maintain at least 6-foot distance from each other while waiting for the bus.
- Drivers will load the bus from the back to the front, and unload front to back making sure that students do not have to walk past each other as they get on and off the bus.
- Students will be asked to sit next to the window, with only one rider per row, unless they are family members living in the same household.
- No more than eight riders will be allowed on a Type 1 school bus, and there will be a maximum of six riders on a Type 1 lift school bus.

Ventilation

- Windows will be open to promote air circulation, as weather and safety permits, and students will be advised to dress accordingly.

Bus Cleaning

- Buses will be stocked with disinfectant wipes, disposable gloves, and extra face coverings.
- Bus drivers will perform a general walkthrough, disinfecting high touch areas, after each run.
- Buses will be cleaned once at the end of the day when passengers are not present with Signet Neutral Disinfectant DS1.

COVID-19 Safety Supplies (PPE, Personal Protective Equipment)

SFUSD has invested in significant structural and operational improvements to the District warehouse to meet the demand for storage and distribution of supplies in response to the COVID-19 pandemic. PPE deliveries to school sites are scheduled monthly, based on employee assignment and student enrollment.

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 (Special Education, Early Education)

As of this report, SFUSD Facilities Division has met or exceeded the 3-month reserve requirement for all COVID-19 Safety Supplies.

Cleaning Measures

During the “Shelter-in-Place” order, SFUSD custodial employees have been performing cleaning tasks throughout the District including cleaning windows and difficult-to-reach spots, and floor refinishing.

While COVID-19 transmission is believed to occur primarily by person-to-person contact, maintaining a clean facility is important to reducing the risk of spread. Cleaning entails the physical removal of debris, including germs, by soap and water. Disinfecting uses chemicals, approved by the U.S. Environmental Protection Agency (EPA) for use against COVID-19, to kill germs on surfaces. Disinfecting wipes are being provided to all school employees to promote cleaning and disinfecting of personal workspaces. While SFDPH currently requires daily cleaning and disinfecting at in-person learning sites as part of COVID-19 prevention measures, these practices importantly also reduce the risk of transmission of other communicable diseases—like the common cold, and flu—via contaminated surfaces.

Custodians will clean and disinfect high-touch surfaces several times a day. “High-touch surfaces” are those surfaces that multiple people come in contact with frequently throughout the day and can include door knobs, light switches, and railings. SFUSD has invested in electrostatic sprayers, a new technology that improves efficiency, effectiveness, and reduces the use of chemicals. In some cases, custodial staffing may be increased to meet the new cleaning demands.

Hand hygiene is an important part of reducing the spread of germs via contaminated surfaces. SFUSD has replaced over 3,000 soap dispensers and installed 6,000 new hand sanitizer dispensers in restrooms, classrooms and offices. Additional hand sanitizer will also be available to employees.

In the event of a positive COVID-19 test result, custodial employees will close all areas used by the sick person, increase air circulation, and wait 24 hours or as long as possible, before cleaning. Following CDC cleaning guidelines, custodians will wipe clean all vertical and horizontal surfaces, fixtures, and equipment. The entire area will be vacuumed and/or swept and mopped. The area will then be disinfected using the electrostatic sprayer.



Instructional Plan

Dashboard Indicator 8: Instructional Learning Plans in Place

Instructional Learning Models

As we move into Phase 2, we will attend to instructional learning models in a variety of settings—in-person, hybrid, and in distance learning—in order to respond to the varied needs of students and families. While complex and challenging, this work offers a unique opportunity to rethink teaching and learning models with a renewed focus on deeper learning and the graduate profile. Our students benefit most from regular “live” interaction with their teachers and support staff and as we transition into Phase 2 and the gradual return to in-person learning, we want to prioritize as much “live” interaction as possible, recognizing that it will occur in different formats.

As we plan for teaching and learning, we continue to be anchored by some key concepts:

1. **Deeper Learning** - Deeper Learning is the spiraling of experiences that enable students to honor identity and community, build proficiency and create with purpose in order to achieve the graduate profile. Whether we are in distance learning or returning to in-person, learning should be student-centered, strengths-based, and engage each and every student as active learners of critical content. Deeper Learning shifts the focus of instruction from teacher to student, requiring students to be active, empowered participants in their own learning. Students engage in demanding tasks, work collaboratively on issues they are passionate about, and develop their own drive to extend their knowledge and skills in new ways.
2. **Anti-Racist Practice** - We must view all learning through the lens of antiracism to avoid reproducing the same racialized patterns in opportunity, achievement, and school experience of the last several centuries. Anti-racism is the active, conscious, and non-neutral process of identifying and eliminating racism by changing systems, organizational structures, policies, practices, and attitudes, so that power is redistributed and shared equitably. The heart of an anti-racist system is personal, professional, and system-wide accountability. That is the pedagogy we apply as personalized instructional decisions are made for EACH and EVERY student.
3. **Wellness and Authentic Partnership** - Learning should be varied, relevant, and engage students authentically through regular whole group learning, small differentiated group learning, and collaboration between peers. School sites will continue to engage families as partners throughout the year to support families as students’ “first educators” and gather feedback about what is working and how we can improve support for each and every student and family.

The pandemic has reinforced the need to be flexible and adaptable to the evolving conditions we are living in. While it has been challenging for our families, students, educators, and staff to navigate through the uncertainties of the pandemic, this time is also an inflection point marking positive changes and growth. It can serve as a catalyst to accelerate the big shifts that are called out in our north star, Vision 2025.

As we begin to transition back to teaching and learning in a “brick and mortar” setting, we want to retain aspects of our distance learning experience that facilitate preparing each and every student to thrive in the 21st century. Through our collective efforts to tackle the digital divide that has existed for far too long for our students, we now have the foundation to accelerate the 10 big shifts of Vision 2025 with greater intentionality and speed.

SFUSD has worked to create learning plans that are flexible enough to respond to the changing and complex context that we are all in, as well as address the varied needs and preferences of our students and families. SFUSD will provide the following three options for students to engage in learning during Phase 2. Families of students in named priority groups will have the option to choose 100% in-person, 100% distance learning, or a hybrid option. SFUSD will continue to provide an option for students to remain exclusively in distance learning should families choose this option. Students not named in the priority groups will continue to engage via distance learning until their group is identified. For all students, regardless of format, attendance and grading processes will remain the same as currently practiced.





100% Distance Learning

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

SFUSD Definition of Distance Learning

Students engage in learning and make academic progress when they are not physically present in schools. This is accomplished using a variety of resources and differentiated modes of interaction with teachers (and peers, when possible). How teachers engage students in distance learning is informed by the student’s access to technology, reliable wifi, language proficiency, and specific learning needs.

Educators can engage with students through “live” interactions and learning may occur outside of direct interaction with the teacher. This is the difference between synchronous and asynchronous learning.

	Digital Distance Approach The use of both a device and connectivity to engage with learning on a digital platform (Google Classroom, Zoom or Seesaw).
	Non-Digital (Print Based) Approach (Non Digital) The use of textbooks, work packets, wellness checks and print resources to engage with learning. The teacher may communicate with students on the phone or at designated check points.
	(LIVE) Synchronous Instruction/Learning* A learning event in which students are engaging in learning with an educator at the same time, usually on the computer or telephone. <i>*Teachers will provide no less than hundred and twenty (120) minutes of synchronous instruction, daily, to students in TK-12.</i>
	(INDEPENDENT) Asynchronous Instruction Learning occurring when the teacher and the students interact in different places and during different times. This may be through a pre recorded video, web based lessons, or a series of self paced assignments.

100% In-Person Learning

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

In-person instruction refers to instruction that will take place at school sites as they open gradually for small cohorts of students. Students at stand-alone early education sites and students in Moderate/Severe SDC classrooms will participate in a full-day, 5-day week schedule. For the first phase of in-person learning, our

students in Moderate/Severe SDC and PK students at stand-alone early education sites will receive 100% instruction in person. More detail about their experience can be found in the specific section below.

Hybrid Learning

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.

For Phase 2A, the hybrid model will be offered to students in PK–2nd grade at co-located elementary schools. Other elementary grade students, homeless and foster youth, and students with limited online engagement will participate in a hybrid learning schedule when the district sets a timeline as health and safety factors allow.

Hybrid learning is a model where students experience a portion of instruction in a brick and mortar (physical classroom) environment and a portion of instruction in an online or distance learning environment.

In-person time instructional priorities	Distance learning time instructional priorities
<ul style="list-style-type: none"> ● Social Emotional Learning and Re-engagement ● Academic Intervention ● Model Technology Tools ● Hands On Learning ● Student Collaboration 	<ul style="list-style-type: none"> ● Social Emotional Learning and Re-engagement ● Whole Group Instruction ● Independent Practice

Hybrid Schedule Scenarios

Family interest in returning to in-person learning, instructional priorities listed above and Board direction from keys questions above will drive the development of sample schedules for the Hybrid Model. Scenario planning covers a number of topics:

- Site readiness assessments with a focus on ventilation and sanitation
- Responses to the family commitment survey around choice to participate in in-person learning
- Staffing configuration with a unique focus on language pathways

SFUSD is committed to developing these recommendations in a constructivist manner and have planned a series of authentic engagements with various stakeholders (labor partners, classroom teachers, Teachers on Special Assignment, coaches, Instructional Reform Facilitators, site leaders, and central office staff) to provide input into the development. Guidance is in development currently and will be formalized by January 2021. Alongside instructional guidance, we will plan for a series of professional capacity building opportunities for staff and leverage coaching, office hours, and webinars to prepare educators for this work.

Earliest Learners: Students in PK

Opening PK for in-person instruction within a Local Education Agency (LEA) must be a thoughtful process given the complex nature of a school district's systems and structures. When students return to school for in-person learning, we anticipate that instruction will occur 5 days a week for PK classrooms in Early Education Schools and PK-5 co-located schools. By providing daily instruction, we are adhering to the provision of "care" that is intended by CDE for low income working or otherwise vulnerable families, as well as build upon the foundational social and cognitive skills necessary for kindergarten readiness.

Guidelines for Placing Students & State Assurances

As shared above, opening sites for in-person learning for small cohorts means that we will have a limited number of seats based on SFDPH guidelines for class size. Should the demand for in-person seats exceed the space available, criteria for placing students will be based on [CDE Title 5 priority ranking](#) which calls for prioritizing **subsidized eligible families first**. For PK families who do not qualify for priority placement for in-person learning seats, or for qualified families who do not choose the in-person learning option, Distance Learning will continue to be provided.

In order for any PK classroom to open, Community Care Licensing must complete a [SFUSD Child Care COVID-19 Waiver Attestation Form](#) which outlines that prior to opening each classroom, the provider can attest that their facility has developed, prepared, and is ready to implement California Department of Social Services (CDSS) COVID-19 child care standards, policies and procedures, and is able to comply with waiver terms and conditions.

Instructional Focus for PK Students

In alignment with the SFUSD instructional learning models, the Early Education Department incorporates the following priorities and best practices in supporting our PK students.

- Deeper Learning
The instruction that is provided for our students in PK is designed with the SFUSD Graduate Profile in mind. With a focus on Kindergarten readiness, the students learn to honor their identity and community. For example, the Pre K History/Social Science Curriculum provides a foundation for our children as young learners in their development as students in SFUSD. This curriculum, which serves as the current scope and sequence for the SFUSD television show, *SF Loves Learning*, also contains essential questions and enduring understandings that support human development within a complex society.
- Anti-racist practices
All staff that works with and supports PK children and families are committed to developing anti-racist teaching practices. The use of developing racial autobiographies has been a tool to lead teams into deeper and difficult conversations about race and how race presents in our classrooms and school sites. For children, the use of culturally appropriate literature and resources will be used to support these conversations in a developmentally appropriate manner.
- Wellness and Authentic Partnerships
Communication with PK families is key to developing a partnership based on trust. The social and emotional wellness of our children and families is of great importance as we persevere through a very challenging time. Kimochis is a tool used to help our children speak about their feelings and emotions with adults. Health and wellness resources, as well as information on COVID-19 is available for our teachers to use with their children and families.

- Consistent structures for support
Supporting our teaching staff to meet the needs of our students is a critical function of the Early Education Department. To ensure a quality program, every teacher receives on-going support from instructional coaches, behaviorists, and family support specialists. Instructional resources are developed and provided by this specialized support team that is skilled at developing relational trust with adults who work in the social-emotional and academic development of our youngest learners.

Students with Individualized Education Programs (IEPs)

IEPs provide students with disabilities specialized academic instruction (SAI) and related services, ensuring that they receive a meaningful educational benefit. Staff must be intentional in serving students with IEPs in order to ensure that their needs are met, as they return for in-person instruction. Collaboration between special education teachers, general education teachers, related service providers, and families will be integral to the students' successful of progression toward goals as well as their overall well-being while transitioning back to in-person instruction.

In the fall of 2020, in accordance with SB-98, which amended Education Code § 56345, case managers created Emergency Learning Plans (ELPs). The ELPs described the special education and related services during distance learning—when students could not attend brick and mortar schools for in-person instruction for more than ten school days.

In 2021, for families who opt for in-person instruction, staff will draft a Prior Written Notice (PWN) outlining that the service delivery model is adjusted for the student to access a combination of in-person and virtual services based on the families' requests. For in-person instruction, SAI minutes should be aligned to the minutes in each child's operative IEP prior to the transition to distance learning. SFUSD anticipates that students will be served as follows, depending on their individuals needs, the services outlined in the IEP/ELPs, and aligned with SFDPH safety protocols (which will likely be updated from time-to-time):

Learning Model	In-Person		Hybrid
Program	Moderate/Severe Special Day Class (SDC)	Mild/Moderate SDC	Pk, TK, K, & 1 students receiving Resource Specialist Program (RSP) and Related Services supports
In-person	5 days in-person in SDC cohort	5 days in-person in SDC cohort	2-3 days in-person with general education cohorts
SAI	SDC teacher provides in-person SAI minutes	SDC teacher provides in-person SAI minutes	SAI minutes provided virtually from RSP teacher in order to maintain stable cohorts
Related Services	Related services minutes provided virtually by providers (i.e., speech language pathologist, occupational therapists, physical therapists) in order to maintain stable cohorts		
Mainstreaming*	Mainstreaming will be virtual as general education students are continuing in distance learning		Mainstreaming will be in-person with stable cohort

*As the general education population returns for in-person instruction and in accordance with SFDPH guidance, mainstreaming will need to be adjusted.

Case managers will continue to schedule annual IEPs. Special Education Supervisors and Content Specialists will offer a collaborative structure and framework to support teachers and families in the development, execution, and the accessing of continued distance learning, hybrid learning, or full time in-person learning depending on the option families chose.

Instructional Materials & Other Supplies

Special Education Services will continue to partner with C&I and DoT to ensure that our students with IEPs have access to digital resources that support their individual needs and are aligned with IEP accommodations. Printed learning materials for reading, writing and math will continue to be available for students with Moderate/Severe needs who remain in distance learning to supplement synchronous virtual lessons.

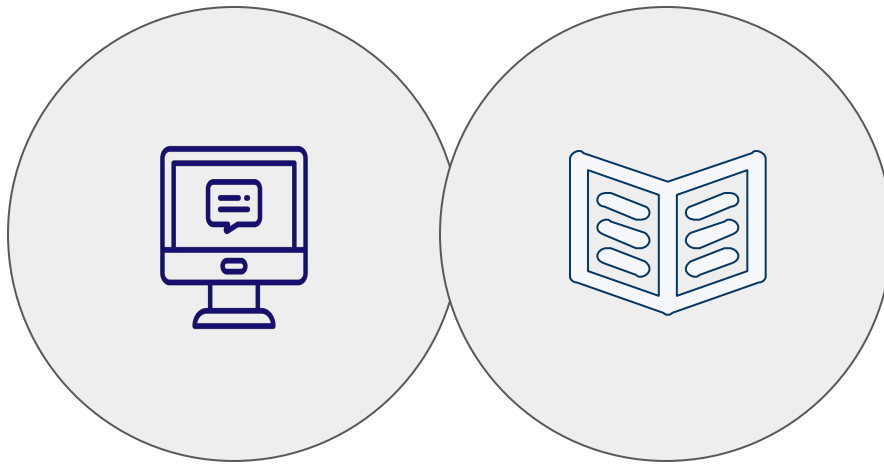
In recognizing the safety precautions necessary to meet the needs of students in a Moderate/Severe SDC, additional Personal Protective Equipment (PPE) may be needed for staff. Special Education Services has communicated this requirement to the Warehouse and will deploy these additional supplies as requested. The well-being of students and service providers is paramount, and site teams in consultation with Special Education Services, LEAD, and Facilities will collaborate to address safety, including ensuring appropriate social distancing in the classrooms and maximizing the use of overage space to accommodate students and paraeducator in implementing IEP goals.

Special Education Assessments

The Individual with Disabilities in Education Act (IDEA) timelines for completing evaluations remain. Accordingly, in the fall of 2020, Special Education Services set the expectation that evaluations be completed within the 60-day timeline, to the extent possible through virtual means. In the spring of 2020, in alignment with our highest priority of keeping students and staff safe, SFUSD plans to conduct Psychoeducational and Related Services assessments in-person in an Assessment Hub Model (centrally located sites) ensuring appropriate PPE and strict on-site safety protocols for staff and students. In coordination with the in-person testing, staff will also conduct records reviews and assess students virtually when appropriate. Through consultation with UESF and the District's COVID Policy Team, special education assessment protocols have been designed to ensure that SFUSD meets our commitment to families while adhering to the SFDPH guideline. Lastly, if an issue develops with meeting the 60-day timeline, evaluators will collaborate with families/guardians to assess whether an extension of the timeline is appropriate.

Early Grade Learners PK-2

Instruction in TK-2 will continue to focus on our four district priorities of deeper learning toward the graduate profile, anti-racist practices, building authentic partnerships and structures to support each and every learner. As we return to in-person learning, there will be an increased focus on re-teaching school based routines in this new context and a focus during live instruction on student collaboration, community building, outdoor educational opportunities, and leveraging key technology use that will enrich their instruction on days they are learning through the distance learning model. During instruction, we will prioritize foundational literacy skills, guided reading, and math literacy work with manipulatives as well as hands-on science experiments that have proved to be challenging to do during distance learning. Educators are provided with resources and lesson planning support on how best to leverage what continues to be taught in distance learning during the in-person instructional periods and vice versa.



Materials and Technology

While at home, students will continue to work remotely using their personal devices or the devices provided by SFUSD. **While in person at school, students with an SFUSD device should plan to bring their device to and from school. Technology will be used by students at school for in-person learning and at home for distance learning.**

Technology Access at School and Home during Hybrid Learning

- **While in person, students with an SFUSD device should plan to bring their fully-charged device to and from school.**
 - SFUSD cannot guarantee that schools will have an on-site inventory for each attending student to have another device provided while at school.
- For PK–2 grades, students should bring their Clever badge to school each day.
- Students and families will be expected to follow guidelines and protocols outlined in the district’s [Acceptable Use Policy](#) and the [SFUSD Technology Loan Agreement](#) and follow protocols for how students physically transport devices back and forth between school and home.
- Students using a personal device at home should NOT bring that device to school. The school will provide a loaner device from the school’s existing inventory for use while at school.
- If a student needs a device for distance learning at home, families can notify their school in-person or through the [SFUSD online technology request process](#) so that the school can assign a device out of the district-provided inventory following fall distribution procedures.

Non-Digital Materials at School and Home during Hybrid Learning

Elementary students have been provided with physical math workbooks, *Let’s Learn* supplemental Language Arts workbooks, trade and leveled books as well as supplies to do their work while at home during hybrid learning. Language Arts materials have been provided in Spanish for identified language learners and for students who speak Spanish at home. The print materials may travel between home and school during hybrid learning. In addition, SFUSD is partnering with the San Francisco Public Library so students can have ongoing access to high quality trade books on an ongoing basis. Books from the public library will be available to students who participate in hybrid learning.

Athletics, Extracurricular Activities & Before & After School Programming

Due to guidelines regarding social distancing and stable cohorts, available space on school sites is limited. As a result, space will be prioritized for the instructional day and, consequently, athletics, in-person extracurricular activities, and before and after school programs will not be offered at this time. Each school returning to in-person learning will engage with their community based partners to determine what distance learning support can continue to be offered.

- Community based partners receiving ExCEL grants who are currently providing distance learning support may provide in-person support for recess and lunch as the grant and resources allow. The agencies at school sites that are not part of Phase 2A or 2B will continue to provide virtual support for distance learning.
- Out of School Time (OST) programs will continue to provide services virtually.

The SFDPH and CDPH guidance does not currently allow competitive sports. When SFDPH and CDPH guidance allows for competitive sports to resume, SFUSD will assess whether we have the physical space and staffing resources available to resume athletics.

As we reopen schools and learn more about how students and staff can move throughout the school safely, we will begin to phase in extracurricular activities and before and after school programs offered by SFUSD and our community partners, as space and staffing resources allow.



Personnel & Labor

Dashboard Indicator 9: Labor Agreements (MOUs and Side letters) in Place

District employees, other than management and confidential employees, have the right to be represented by their exclusive representatives (labor unions). SFUSD has 19 bargaining units representing over 96% of the District's employees.

When the District intends to make any change to matters within the scope of representation, California law requires the District give reasonable written notice of its intent to the exclusive representative for the purpose of providing the representative a reasonable amount of time to negotiate with the District regarding the proposed changes.

As the District develops plans for all students to return to in-person learning, we are meeting with our labor partners to discuss how these plans affect personnel policies, practices, or working conditions for our employees. We have been at the bargaining table for the past several months to discuss each phase of the return to in-person learning as it is developed.

We must complete these negotiations before returning students to the classroom and the Board is committed to negotiating in good faith with our employee organizations.



Communications

The shifting landscape in which we find ourselves requires a carefully coordinated yet nimble communications strategy. All SFUSD departments and school sites are crucial for effective communication with key stakeholders.

Communications, for the purposes of this section, is defined as all written, spoken and electronic interactions with District stakeholders. SFUSD aims for our communications to:

- 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.

We believe collaboration among school employees, families, and the greater community in support of student achievement is based on authentic relationships, mutual respect, and shared responsibilities. This begins with consistent, two-way communication.

This section of the plan is primarily about how we will provide information to key stakeholders (see Stakeholder Engagement section for more about how SFUSD continues to gather input from staff, students and families).

<p>Prior to in-person learning: During the planning of in-person learning, we will inform our community about the following:</p> <ul style="list-style-type: none">• 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	<p>When in-person learning is offered, there will be communication systems for:</p> <ul style="list-style-type: none">• 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
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Primary Districtwide Communication Channels

- **Weekly Digests:** Weekly digests are sent to three primary district audiences: all district leaders, all employees, and all families.
- **SchoolMessenger Email, Phone and Text/SMS:** When there is new, important information or updates, SFUSD will send a text message alerting the impacted community members. For example, for any decision related to the school calendar and/or the availability of far-reaching resources for students and families (such as meals), the district will notify families by text as well as other means.
- **Website:** News, announcements, and resources that pertain to large numbers of employees and families are posted on SFUSD.edu by the manager creating the information.
- **Student and Family Resource Link:** Families and students may contact the Resource Link via phone, email, and online form to request support. This single point of contact is supported by employees from across SFUSD's central offices so families only need to reach out to one place to get help with technology, interpretation, enrollment, support referrals, and other issues.
- **Social Media:** SFUSD posts information and responds to questions whenever possible on Facebook (both Spanish and English), Instagram, Twitter, and WeChat.
- **News Media:** When there is news to share—a districtwide announcement, a new policy, a topic of major public interest, etc.—SFUSD will send a press release and arrange media availability. SFUSD will air Public Service Announcements on KALW radio and elsewhere.
- **Superintendent's Weekly/Biweekly Trilingual Columns**
The superintendent publishes a weekly column in the SF Examiner (in English) and Sing Tao Daily (in Chinese), and biweekly in El Tecolote (in Spanish) to inform the broader community about topics of interest. The columns are published both online and in print newspapers.

School Channels

Each school community is unique and must assess the best ways to ensure their staff and families are informed, connected, and engaged. School employees rely on site leaders to keep them up-to-date and families rely on their child's teachers and site leaders as their primary way of getting information about what is happening.

Site leaders receive support and share feedback through LEAD assistant superintendents and directors and may access services from the Translation and Interpretation Units, Family Partnerships, Human Resources, Department of Technology, Communications, and other departments as needed to ensure their staff, students, and families are receiving essential information.

Technology Tools

The following are the most frequently used technologies available for use to communicate with stakeholders. Using SFUSD's approved communication tools ensures the accessibility, safety, and privacy of our students as we communicate with families and students.

- **Synergy** - Administrators can quickly and easily communicate with families and students by [Sending Mass Email or Posting Announcements](#).
- **ParentVUE** - ParentVUE is the best way for families to [update their contact information](#) to ensure they receive district and school notifications. Families may visit www.sfusd.edu/parentvue for more resources. Questions? Visit [How to Activate Your ParentVUE Account](#). As a reminder, school administration and clerical employees can also [update family contact information in Synergy](#).
- **SchoolMessenger**: Teachers can send and receive messages with students and their families through the SchoolMessenger app. [Learn how teachers can get started with SchoolMessenger](#). Administrators can quickly communicate and send broadcasts to families via email, text, and phone calls using the [SchoolMessenger Broadcast Step-by-Step Guides](#).
- **Drupal**: The supported content management system for SFUSD web pages, including all school site web pages, is Drupal. The website sfusd.edu is continuously updated by hundreds of content managers and centrally supported with training. Designed for ADA and language accessibility, it has embedded Google translations as well as custom translations for essential content.

Community/Family Serving Organizations

SFUSD is fortunate to have multiple community-based organizations (CBOs) and parent/family advisory groups that support communication and engagement with the families they serve and represent. SFUSD shares the weekly digests for families with links and updates related to in-person learning plans with community partners and staff meet regularly with various CBOs through formal and informal meeting structures to ensure two-way communication. To the best extent possible, SFUSD aims to gather and incorporate input from a variety of stakeholders in order to provide meaningful and accessible information for students and families.



Fiscal Impact

As plans take shape for in-person learning, our understanding of additional costs to safely welcome students and staff back to physical campuses is becoming clearer. This fiscal analysis will continue to evolve as plans regarding the specific timing, pace, and scale of reopening campuses are confirmed.

The following table represents cost commitments that have been made to date (totaling \$6.7 million, as shown in the “1st Interim” column) for distance learning and PPE, as well as a conservative estimate of additional costs that might be needed to reopen all SFUSD campuses. A more detailed list of costs is included in Table A on page 45. The costs of reopening campuses could range between \$5 million to \$38 million. In particular, the two largest costs - for additional custodians (up to \$20 million) and teachers (up to \$13.1 million) - could be significantly lower if fewer campuses are ultimately reactivated and if specific staffing models implemented for hybrid learning require few additional positions or substitutes.

Total costs for Distance / In-Person Learning (detailed version on page 45)

	1st Interim	Reopening Plan		Waves 1-3	With MS/HS
Distance/ In-Person Learning	\$6,712,058	\$44,812,058		\$11,712,058	\$44,812,058

For example, our current custodial staff can meet appropriate cleaning and disinfection standards to reopen all our Pre-K and elementary school campuses but opening all middle school and high school campuses would require additional custodial support, either through additional employees or in-kind assistance from the City and County. As plans for middle schools and high schools become clearer, we will have more precise estimates of these costs.

Private donors are providing critical financial support to help address many of our COVID-19-related needs such as student technology and internet connections, emergency meals, and other supports. The City has also provided \$15 million in financial support to help address SFUSD’s deficit in the current fiscal year and might provide additional support for some of the items outlined here. Remaining funding gaps could be addressed, at least in part, by repurposing non-personnel expenditure savings that have occurred as a result of campus closures.

Table A: Cost commitments and estimates for Distance / In-Person Learning

*Significantly depends on scale and timing of reopening campuses

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

Additional Resources



Return Safely Together

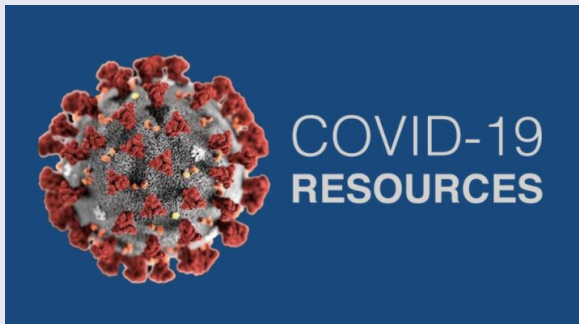
- [Guidance for a Healthy & Safe Return to School](#)
- [City of San Francisco COVID-19 Resources](#)
- [CDC COVID-19 Resources](#)



Resource Link Line

- Go to familylink.sfusd.edu
- Email to familylink@sfusd.edu
- Call 415-340-1716

*phone hours are Monday-Friday 9:00 a.m. - 1:00 p.m. and closed on holidays



SFUSD COVID-19 Safety Protocol for Families

- [English](#) | [Español](#) | [中文](#) | [عربي](#) | [Gagana Sāmoa](#) | [Tagalog](#) | [Tiếng Việt](#)



Stay Connected

- [Family Digest](#)
- [Staff Digest](#)



SAN FRANCISCO UNIFIED SCHOOL DISTRICT