

## **SUNRISE MIDDLE SCHOOL - REVISED REOPENING PLAN**

Sunrise Middle School recognizes that reopening its campus is a balancing act between enhancing the education and mental and emotional health for our students while also protecting the physical health of our families and teaching staff. Reopening schools has proven to not be a significant factor in the increase of coronavirus cases, yet our school does not want any of its families or teachers, particularly its teachers with underlying health conditions, to be one of the statistics. Therefore, we have chosen to wait with full reopening of the school until the rate of COVID-19 in our highly infectious 95116 zip code is on the decline. We reopened to certain challenged students and to our youngest students, our fifth graders, in late September and early October, and are hoping to reopen to all students in March.

Meanwhile, Sunrise has mounted a campaign to educate its students and parents about the importance of frequent testing, social distancing and wearing of masks. We are waiting out the holiday spike in COVID cases and anticipated deaths, and are hoping that the school can reopen safely by March. We also expect that 75 to 80 percent of our parents will be interested in sending their students to school by that time. We will begin by bringing back our sixth graders, then our seventh graders, and lastly, our eighth graders.

Our early experience with having some students back on campus has shown that not all families have been safe about reporting when their students have possible symptoms or have been exposed to a family member or friend with possible symptoms. We also know that many of our families are caught in a struggle between having to work to put food on the table, or remaining safe and staying home. It is with this in mind that we have mounted an education campaign on the seriousness and long-term effects of this disease.

### **The Gold Standard Rule:**

Sunrise is instructing all employees and students who test positive for COVID-19 to stay home and isolate for 14 days from the date their symptoms began, and for at least 24 hours after resolution of fever without the use of fever-reducing medications, and improvement of any other symptoms. If they never had any COVID-19 symptoms, they must isolate for 10 days from the date their positive test was done.

### **Other rules:**

Students and their parents must report if they have been exposed to anyone with COVID when coming to school. They then need to get tested or wait the 14-day isolation period before returning to campus.

Students who have COVID-like symptoms, or have been exposed to a member in their household who has COVID-like symptoms, are similarly being asked to test for COVID or isolate for 14 days before returning to campus.

Beyond this, Sunrise recognizes four different scenarios and will have different procedures for each scenario. We will follow the rules set forth by the Santa Clara County Health Department for each of these scenarios as follows:

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

Scenario	Immediate Steps	Interpreting Results	Return to School/Work
<b>Scenario 1:</b> Individual exhibits one or more COVID-19 symptoms	<ul style="list-style-type: none"> <li>Send student/staff home.</li> <li>Recommend immediate testing.</li> <li>Notify school administration and COVID-19 Designee.</li> <li>Classroom remains <b>open</b>.</li> <li>If student/staff is <i>not tested</i>, must obtain medical note (explaining why not tested) OR follow instructions for positive case.</li> </ul>	<ul style="list-style-type: none"> <li>If test is <b>negative</b>, stay at home until 24 hours after resolution of fever and other symptoms improve.</li> <li>If test is <b>positive</b>, isolate at home for at least 10 days after the first symptoms started and at least 24 hours after resolution of fever and other symptoms improve. Send out letters.</li> </ul>	<ul style="list-style-type: none"> <li>If <b>negative</b>, return to school 24 hours after resolution of fever and improvement in other symptoms; provide evidence of negative test <u>or</u> medical note explaining why testing was not performed.</li> <li>If <b>positive</b>, can return once full isolation period is completed.</li> </ul>
<b>Scenario 2:</b> Student or staff identified as a Close Contact* to a person who has tested positive for COVID-19  A close contact is someone who was <b>within 6 feet</b> of the infected person <b>for at least 15 minutes</b> at any time beginning 2 days before the infected person had symptoms or tested positive.*	<ul style="list-style-type: none"> <li>Send home with instructions to quarantine for 14 days after last exposure.</li> <li>Recommend testing around day 7 after last exposure or, if symptomatic, test immediately. If test done earlier than day 7, repeat test towards end of quarantine.</li> <li>Notify school administration and COVID-19 Designee.</li> <li>Send out appropriate letters.</li> <li>Classroom remains <b>open</b>.</li> <li>All test results should be reported to the school.</li> </ul>	<ul style="list-style-type: none"> <li>If test is <b>negative</b>, quarantine for a full 14 days after last exposure to COVID-19 case. If continuously exposed to a case during the case's isolation (e.g. household member), quarantine ends 14 days after the case's isolation period ends.</li> <li>If test is <b>positive</b>, isolate for at least 10 days after symptom onset AND at least 24 hours after resolution of fever AND other symptoms improve. (If never symptomatic, isolate for 10 days after date of positive test.)</li> </ul>	<ul style="list-style-type: none"> <li>Return to school/work once full 14-day quarantine is completed (or if contact became positive, full isolation period is completed).</li> <li>No medical note is needed.</li> </ul>
<b>Scenario 3:</b> A student or staff member tests positive for COVID-19 in a cohort or non-cohort setting	<p style="text-align: center;"><b>COHORT – Classroom closes</b></p> <p><u>Case:</u></p> <ul style="list-style-type: none"> <li>Send home with instructions to isolate.</li> </ul> <p><u>Contact:</u></p> <ul style="list-style-type: none"> <li>Send home all members of the class cohort and any other campus close contacts. Then follow SCENARIO 2.</li> <li>Notify school administration and COVID-19 Designee</li> <li>Notify Public Health Department</li> </ul> <p style="text-align: center;"><b>NON-COHORT – Classroom remains open</b></p> <p><u>Case:</u></p> <ul style="list-style-type: none"> <li>Send home with instructions to isolate.</li> </ul> <p><u>Contact:</u></p> <ul style="list-style-type: none"> <li>Use seating chart/roster &amp; staff/student input to determine close contacts to send home. Then follow SCENARIO 2.</li> </ul>	<p><u>Case:</u></p> <ul style="list-style-type: none"> <li>For student/staff whose test is <b>positive</b>, isolate for at least 10 days after symptom onset AND at least 24 hours after resolution of fever AND other symptoms improve. (If never symptomatic, isolate for 10 days after date of positive test.)</li> </ul> <p><u>Contact:</u> FOLLOW SCENARIO 2</p>	<p><u>Case:</u></p> <ul style="list-style-type: none"> <li>Return to school/work once full isolation period is completed.</li> <li>No medical note needed.</li> </ul> <p><u>Contact:</u> FOLLOW SCENARIO 2</p>
<b>Scenario 4:</b> Routine COVID-19 screening (no symptoms, not a close contact)	<ul style="list-style-type: none"> <li>Continue at school/work until results are available.</li> </ul>	<ul style="list-style-type: none"> <li>If <b>negative</b>, no action needed.</li> <li>If <b>positive</b>, FOLLOW SCENARIO 3.</li> </ul>	<ul style="list-style-type: none"> <li>If <b>negative</b>, continue at school/work. No documentation needed.</li> <li>If <b>positive</b>, FOLLOW SCENARIO 3.</li> </ul>

\*Close contact can be 15 minutes of continuous contact OR repeated short-duration interactions with the infected person. Being considered a close contact does not depend on whether the contact or the infected person was wearing a face covering during their interaction.

The above plan is predicated by thorough questioning of students upon their arrival to school. We ask each student if: 1) They have any symptoms of illness or discomfort. 2) They have been exposed to anyone with any symptoms of illness or discomfort. 3) If they know of anyone who has symptoms of illness or discomfort. The reason for the

thorough questioning is to cover people living in a home to which the students is not related.

**Sunrise also recognizes that the school has a major part in ensuring the safety of all students.**

**We will support students and staff to wear masks by:**

- \* Requiring all persons on campus to wear face masks.
- \* Supplying face masks to all persons who wish to enter the campus but don't have a mask.
- \* Teaching our families about the importance of wearing masks.
- \* Requiring our fifth graders to wear face shields in addition to masks, since their masks may slip down.

**We will support physical distancing by:**

- \* Maintaining all individuals on campus to remain six feet from one another at all times.
- \* Spacing desks six feet apart.
- \* Allowing as many staff as possible to work out of private offices.
- \* Placing plastic barriers between teachers and their students.

**We will support cleaning and maintenance of our campus by:**

- \* Disinfecting all bathrooms and kitchen areas midday and at end of day.
- \* Disinfecting computers and student desks after each use.
- \* Disinfecting yoga mats after each use.
- \* Disinfecting eating areas after each use.
- \* Disinfecting school learning supplies after each use (unless they are a student's personal supply and kept in his/her desk.
- \* Disinfecting door knobs, computer cart handles, and light switches at the end of each day.
- \* The staff uses Spark 64 for disinfecting and wears gloves.

**We will support routine and frequent hand washing by:**

- \* Supplying hand washing stations at the door to each classroom, unless the classroom already has a dedicated washroom area.
- \* Supplying antibacterial soap and paper towels at each hand washing station.

- \* Requiring students to wash their hands upon entry to the school, before eating, after eating, after using the bathroom, and before leaving the campus.
- \* Requiring staff to wash their hands before and after eating and after going to the bathroom and at any other time that is needed.
- \* Strongly encouraging staff and students to use hand sanitizer whenever they feel it's needed.

### **We will encourage and support staff testing by:**

- \* Allowing staff time off from work to get tested.
- \* Requiring staff who are on campus regularly to get tested on a monthly basis.
- \* Providing information on where they can get tested.
- \* Encouraging testing at the Santa Clara County School Health Clinic nextdoor to our school.
- \* Requiring staff to submit their test results to the school's HR director.

### **Other safety measures:**

- Staff are not allowed to share the breakroom at the same time. They must eat in shifts, one by one, or they may eat outside, spaced a minimum of six feet apart.
- Students are primarily learning inside, but frequently take breaks outside or move outside for various learning activities.
- Small group instruction takes place outside the classroom. More learning will take outside the classroom once our shade structure is installed.
- Classrooms must have windows and doors open for ventilation at all times. The school also uses MERV 13 high efficiency filters in our HVAC system, which is maintained by the San Jose Unified School District. SJUSD assures us they are replacing the filters every 90 days.
- During inclement weather classroom doors and windows will remain open for ventilation and students will be encouraged to wear heavy jackets, beanies and blankets if they wish.
- All staff members regularly on campus are required to get tested for COVID-19 every month and to turn in their test results to the school's HR director. This testing generally takes place at the Santa Clara County Schools Health Clinic nextdoor to our school.
- The school only allows necessary visitors and volunteers to come on campus and will limit the number of students who come in contact with them.

### **Beyond Safety**

Sunrise Middle School is incorporating the ideas presented by the Centers for Disease Control (CDC), the Santa Clara County Health Department and the Santa Clara County office of Education to maintain the health and safety of our students and staff when we reopen in the Spring of 2021.

Sunrise will offer an all-day educational program that is half in the classroom with certified teachers and the other half in other classrooms with non-certified staff trained to supervise online learning and provide additional support and tutoring as needed. We are choosing this option for learning in for three reasons:

1. It will be best for our students' education.
2. Our families want it.
3. We believe we can provide it safely.

Sunrise is prepared to revert to distance learning - schoolwide or with a group of potentially exposed students - as needed. We are planning to be ultra safe with our students and staff and hoping for zero incidents of COVID-19. However, we will be keeping good track of where students and teachers are so that we can easily identify students who might have been exposed and should be quarantined for two weeks.

Our main preventive measures will be to 1) keep students in the same groups all day, 2) space students six feet apart, 3) require masks for all youth 4) require frequent hand washing and sanitizing, and 5) take temperatures upon entry into students' first classroom. The fourth measure is not required but we believe it is in the best interest of our students' safety.

Sunrise has acquired all the supplies needed to implement these safety measures and will make sure the school has enough on hand at all times.

## **Vision**

Throughout the 2020-2021 school year, Sunrise Middle School will serve our community by providing high quality instruction in an environment that promotes the health, safety, and the social-emotional needs of our students and families during this unprecedented crisis.

## **Guiding Principles**

- Maintain cohesion of instruction
- Keep staff and students safe and healthy

- Ensure access and equity for all students
- Communicate with families
- Ensure flexibility to meet changing needs

## **Instruction**

The Covid-19 school closure has created a tremendous impact on instruction and student learning. The physical learning space is one observable difference, the foreseen deficits in student achievement is another. To ensure continuity of learning and high quality instruction that aligns with the mission and vision of Sunrise, the following key considerations have been addressed:

- curriculum and instructional models
- service to our English learners and special education
- addressing learning loss
- assessment practices
- social-emotional well being
- access to technology
- collaboration for planning and professional development

## **Instructional Models**

The following options are potential instructional models that Sunrise will employ for the 2020 - 2021 school year:

- All Day on Campus: Smaller classroom sizes of fewer than twenty students where the teacher and students meet physically on the school campus in designated classrooms. Blended instruction will be delivered face-to-face combined with technology and online programs.
- Distance Learning: Instruction does not take place in the classroom but rather is delivered to students online, outside of campus, via platforms such as Google Classroom and Zoom. This will be the default mode of instruction if safety is compromised by a Covid-19 related event, or if local mandates call for school closures based on public health needs. Sunrise has distributed computers and hotspots to all students in need.

The All Day on Campus instructional model will be a full day program, where students will spend half their day, or three hours, in core classes, and the other half in a combination of online learning, intervention, PE and social justice. The instructional model will have safe social distancing, with students seated six feet apart. Instruction will utilize synchronous and asynchronous (e.g., front-loading vocabulary, flipped

instruction, etc.) teaching. Typically, students will receive direct instruction aligned to the common core state standards during their core classes, while students' independent practice will happen during the online learning and tutoring sessions. This instructional model will provide engaging, high quality review of learning and previewing what is to come. It is essential that the learning environment continue to be an interactive space where students engage in application and creativity of content. Cross-curricular themes (e.g., in our SCOPE character building, the humanities, current events, science, etc.) are one way to engage students by making content more relevant to their lives. All course offerings are organized and easy to navigate on a digital platform (Google Classroom and Schoology) that can be accessed from anywhere. Assessments are administered regularly to account for learning loss and to measure for continuing growth.

#### Service to English Learners and Special Education

Special considerations are needed to serve our special populations, such as English Learners and Students with IEPs. Considerations include providing students with access to technology at their homes, providing Screencast lessons as a scaffold, or support, to enhance lessons, providing virtual office hours, or other virtual groups to support struggling students outside of our normal school hours.

Once on campus, we will have a well defined study plan for students who are at high risk or ill or who choose not to come to school. The teachers will utilize OWL cameras and mics so that students not on campus can follow everything happening in the classroom. This is already happening in the fifth grade classroom where a few students are not attending in-person classes.

We are administering ELPAC initials to all students in need of them.

#### Addressing Learning Loss

To address student learning loss, we must be able to identify starting points for all students so that instruction can pick up from where it left off and student achievement can be accelerated. It is critical that all students have access to grade-level standards. Therefore, the master schedule allocates time during the day for re-teaching and extending core content and skills. To identify starting points, ELA and math teachers must identify or revise essential standards for each grade level, and use appropriate assessments to identify gaps in understanding. Supporting staff are active in assisting students with interventions or extensions during the day. Additional support is provided by trained staff during the After-School Program, which this coming year may also run during the school day.

Physical distancing and other safety recommendations limit the types of interactions traditionally practiced in the Sunrise classroom. Furthermore, data collected over the three months of full distance learning indicate the need to strengthen and monitor student participation and engagement. Monitoring of student participation and access to synchronous (e.g., in-class learning activities for new content, “do” activities such as skills practice, interactive activities, academic meetings, etc.) and asynchronous (e.g., homework and other activities to be completed outside of class) tasks are a common practice as part of Sunrise’s continued improvement planning.

In the event that Sunrise must again implement a completely online distance learning program at any time, attention must be paid to ensure continuity in learning and access to high quality instruction, including continued interventions and extensions. Sunrise has established clear educational goals and learning outcomes by subject matter. To decrease overwhelm for students during the potentially stressful time, course assignments and school-wide information are organized in a simple way that is easy to manage and navigate by all students. The selection of technology and instructional materials used serves as scaffolds to support access to content and to enrich the learning experience to promote active learning with opportunities to practice English language development.

#### Assessment Practices

The school-wide SuccessMaker/Imagine Math assessments, Achieve 3000 assessments, and benchmark assessments continue to be used to monitor growth through the year. The use of CA common core interim assessments will continue to serve as indicators of student understanding and skill, as well as indicators for instruction. Other formative assessments have become more creative and innovative to better capture student understanding (or gaps in understanding), and is especially critical for full distance learning.

#### Social-Emotional Well-Being

Sunrise recognizes the need for a strong foundation of social and emotional well-being in order for academic learning to occur. While counselors and mentors are available to tend to both students and staff, attention to self-care must be a common practice in the wake of Covid-19, especially in serving our most vulnerable students. We are mindful of stressors in our students’ lives that can hinder equity in their learning. We continue to collect insight into student well-being through observation, check-ins, and student surveys. Our MTSS also provides data on students needing additional assistance. Sunrise continues to emphasize the importance of connection by building student relationships and maintaining a sense of community (both in physical and virtual

spaces). We build on the resiliency of students and guide them in social and emotional learning so that they become empowered in their own self-care.

Sunrise continues to:

- Have daily meditation on Zoom or in person for all students
- Hold weekly counseling groups
- Conduct individual counseling as needed, in person or via phone
- Have weekly advisory periods focusing schoolwide on such issues as self esteem, managing stress, and acknowledging feelings

### Access to Technology

Sunrise continues to ensure that every student and staff member has access to a computer and internet connection. In terms of instructional technology, professional development is provided to support the efficient and appropriate use of technology tools and applications.

### Collaboration

Weekly time for collaboration is embedded in the master schedule to ensure sufficient communication between and across both grade-level and subject-matter teams in order to maintain the most effective instruction and to maximize student learning. Because supporting staff play an active role in assisting students during intervention, they also are involved in the collaborative planning with the core teachers-of-record. Time also is allocated for professional development.

### **Additional Health and Safety**

#### Plan for students or staff who are at higher risk of infection

Students or staff who provide medical evidence of being at higher risk of infection will be given appropriate modifications to mitigate their risk, according to their individual needs. Administration should be contacted in advance to make necessary modifications to schedules.

Such students and staff will also be asked to wear both masks and face shields for extra protection. Currently, we are not aware of any students in such a risk category who wish to return to campus. It will always be parent choice this year as to whether or not a student will learn from home.

#### Monitor student and employee and absences

School administrators will monitor absence reports daily for any unusual increases in absences and also to inquire about possible infections.

The Santa Clara County Office of Education will have access to these absence reports for monitoring purposes as directed by the Santa Clara County Health Department. School administration will contact proper health authorities and the county office of education with concerns or reporting as necessary.

### **Once the Entire Campus is Open**

#### **Encouraging social distancing through small groups and limiting the mixing of groups**

Prior to the first bell, teachers will begin opening their classrooms at least fifteen minutes early to encourage social distancing and to eliminate students socializing in the main quad. Staff will be monitoring students to require social distancing until school begins.

Classes will be organized into self-contained rooms with a limited number of students that are seated 6 feet apart. The students' school day will be organized into two different cohorts. One cohort will consist of English, Math, and Science. To reduce the risk exposure, teachers will rotate from class to class rather than students. Meanwhile, the other cohort will be involved in online learning and tutoring, physical education and social studies.

Lunch will be served in the classroom to eliminate large gatherings and the mixing of students.

A staff member or administrator will walk students during the one transition from core classes to online learning. They will be escorted by a staff member to ensure social distancing and prevent large gatherings. Additionally, their PE teacher will retrieve them from their class and escort them to their meeting area or meditation session. Meditation and PE sessions will practice social distancing. PE may look very different and may include such activities as calisthenics and running.

Students will be given a short break from academics to get up and stretch and get some important movement in. With parental permission, a staff member will walk their socially distanced class around a block or two in the neighborhood. Administrators and staff will agree upon a schedule for breaks so that not too much instructional time is lost, but that students will still benefit from some movement.

Classes organized into self-contained cohorts will be easier to track and quarantine in case of possible exposure to infected individuals. Staff will closely monitor the limited movement of students on campus with bathroom and office logs to track their

whereabouts. Staff also will track when a student needs to leave his/her cohort for some other reason.

Restrooms will be monitored, as needed, to ensure social distancing. Floor markings may be used outdoors so that students know to wait outside for their turn rather than congregating indoors.

Our students will have full access to certified counselors and youth mentors. The meetings will take place in private areas outside whenever possible, with student and adult spaced at least six feet apart.

#### Limiting of extra activities

Sunrise will temporarily limit most of its “extra” activities, such as assemblies and rallies, field trips, and sports. We are thinking that some field trips in areas of nature might still be possible if parents assist with driving their students or if students are properly spaced on a bus.

A few elective classes will still take place as after-school “clubs” - for example, gardening (with no sharing of tools), art, RAP, dance, etc. For indoor “clubs,” students will need to stay in their daytime cohorts. Or, clubs may take place online.

#### Cleaning, disinfecting, and ventilation

Staff will ask students twice daily to sanitize their personal items like computer, desk, or other personal items at the end of each work session. The sanitizing sessions will take place midday when students move from core classes to online learning and tutoring, or vice versa, and then at the end of the day.

Staff will also sanitize high touch surfaces, including tables, doorknobs, light switches, countertops, handles, desks, phones, and keyboards, twice a day.

Staff will disinfect bathroom and kitchen areas twice a day, and will wear disposable gloves. Staff will disinfect surfaces with an EPA registered household disinfectant, primarily Spark 64.

A sanitation log will be maintained to track rooms have been cleaned, the time/s they were cleaned, who cleaned, and any additional comments. The administrator responsible for health and safety will review this log daily to ensure that protocols and procedures are being followed.

#### Training all employees on safety and health protocols

All staff will be trained on safety and health protocols. Staff then will educate students about proper hygiene habits and safety practices.

#### Be ready to consult with local health authorities

The administration will consult with proper health authorities about any unusual patterns of absences or known exposures. Due to the small class groups, data on who should be isolated or quarantined should be readily available and the degree of exposures should be limited to fewer individuals.

#### **Social-Emotional Support Systems**

Sunrise is expecting that its students and parents may have a multitude of emotional issues when returning to a routine that somewhat resembles their former life. At worst, there may have been abuse in the home. At best, students may have deep concerns about family members dying and their own futures.

We have a licensed school counselor on board who will screen needs, based on reports from teachers, parents and students. She will call in for extra support from outside agencies and other counselors at the school, as needed.

We also plan to conduct group counseling for our students, most likely by grade level, to best help those most affected by the pandemic. We recognize that one of the best tools for healing is for students to know that they are not alone in their problems and that they can get support from other caring students and staff.

We understand that our students will find comfort in practices, recognitions and traditions that have long been a part of the Sunrise community. For this reason we will conduct mini assemblies (in the classroom cohorts), meditation, talk groups, awards presentations, project presentations, etc.

Staff also may need counseling support, and we will work with staff to find a mentor or counselor of their choice.

Prior to the reopening of school we will conduct a staff training day - not only to inform all staff of the new safety protocols, but also to help them learn to identify students in crisis that may have been missed during our routine checks while in distance learning.

We are counting on our teachers to be the first line of defense - to be the first ones to notify the school when students are potentially in trouble. We will also use this training

day to teach possible curriculum and ways of handling student concerns about the pandemic - and also about recent world events.

All of our staff will be trained in suicide prevention, and the school does have a suicide prevention policy.

Parents have already been notified of the opportunity to get counseling support. Ivette Melendez, our parent outreach coordinator, has been moved to full-time status to assist with these needs. These needs also include parent consultation to:

- Reduce the stigmatization for needing counseling support.
- Encourage attendance.
- Continue to share parent resources for food banks, rent assistance and other emergency needs.

Much of this information has already been disseminated via phone calls, One Call text messages, and in Ms. Melendez' weekly parent support groups.

### **Other Family & Community Engagement**

Due to the potential health risks of meeting in large groups, Sunrise will conduct parent meetings via Zoom prior to the first day of school. Parents will learn about what to expect and what safety measures their students will need to follow - for example, wearing masks at all times except when running during PE. Parents will be heavily encouraged to teach their students the safety protocols prior to school starting and reminded that this is for their health as well.

Other daily reminders and similar communication are being handled through email, snail mail and our One Call text messaging system.

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While Sunrise believes this is the best plan for reopening our school, we also realize that this plan is a work in progress and one that no doubt will need to be revised as time goes on, as we and others learn what practices are most effective.

We will continue to consult with partners in education and in the health field to learn of best practices and modify our plan as needed.

We realize that the COVID-19 crisis is unprecedented, and we cannot possibly have all the answers at this writing. Yet, we are ready to forge ahead, knowing that our students' education and, indeed, their mental health needs to be addressed.

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