

School Reopening Update

Lakeside Union School District


Board of Trustees Meeting

October 8, 2020

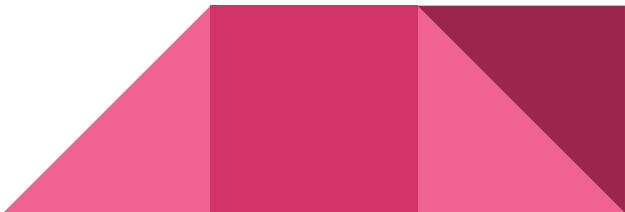
Andy Johnsen, Ed.D., Superintendent



Topics

- **Reopening timeline of events**
 - **LUSD Distance Learning/Home Flex/In-person enrollment**
 - **Phase 2 reassignment of students/staff** *(Cesar Morales, Executive Director, HR)*
 - **Cleaning/disinfecting protocols** *(Todd Owens, Director, Maintenance, Operations, Transportation)*
 - **LUSD Staff/Students in self-isolation or quarantine** *(Dr. Natalie Winspear, Executive Director, Pupil Services)*
 - **Protocol for positive cases** *(Dr. Natalie Winspear, Executive Director, Pupil Services)*
 - **COVID testing for staff** *(Cesar Morales, Executive Director, HR)*
 - **Staff & Parent ThoughtExchange survey results**
 - **Phase 3 options for the Board of Trustees to consider**
- 

Reopening Timeline

- **June 29:** SB 98 requires LEAs to offer in-person instruction to the greatest extent possible
 - **July 17:** Gov. Newsom orders schools in counties on the watchlist to operate via distance learning
 - **Aug. 18:** San Diego County comes off the watch list
 - **Aug. 28:** Governor announces new tier system
 - **Sept. 1:** Schools in San Diego County allowed to reopen
 - **Sept. 14:** LUSD begins in-person instruction for Special Day Class students
 - **Sept. 21:** LUSD begins in-person instruction for general education students (Phase 2 of reopening plan)
- 

LUSD Phase 2 Enrollment



In-Person

2 days/week

Elementary:
2540 students
Middle School:
1129 students
(approx. 78%)



Distance Learning

5 days/week

Elementary:
541 students
Middle School:
373 students
(approx. 19%)



Home Flex

Elementary:
85 students
Middle School:
13 students
(approx. 2%)

Phase 2 Reassignment of Students & Staff

(Cesar Morales, Executive Director, HR)

K-5 Distance Learning Strand (DLS) Evolution

K-5 DLS 1.0
September 21

K-5 DLS 2.0
October 5

Moving Forward

- **473 Students**
 - **20 Teachers**
 - 17 Gen Ed
 - 2 SDC
 - 1 SLP
- **541 Students**
 - **26 Teachers**
 - 23 Gen Ed
 - 2 SDC
 - 1 SLP
- Minimizing Student, Teacher, & Classroom Disruptions
 - Transfers into or out of the Distance Learning Strand are dependent on availability.
- The DLS program experienced an increase of 68 students when comparing enrollment on September 21 to enrollment on October 5.
 - September 22: SD County Possible Change from Tier 2 to Tier 1



Cleaning/Disinfecting Protocols

(Todd Owens, Director, Maintenance, Operations & Transportation)

COVID Custodial Duties



Covid Custodial Duties

Each school will implement strict procedures for cleaning, disinfecting and sanitizing regularly to prevent the spread of germs, including the coronavirus. Although custodians are primarily responsible for achieving this goal, it is also the responsibility of all school staff members to be mindful of their behavior and to clean and disinfect when and where they can. The safety of all staff members and students depends upon the individual actions of each staff member. One or two individuals cannot carry the load. It is up to everyone to participate in the process in order to achieve the highest level of cleanliness possible. To that end, the cleaning and sanitizing process will occur in layers:

Custodial Expectations

- Your site custodian will develop an hourly routine in which will be followed throughout the day for disinfecting frequently touched areas.
- Cleaning and disinfecting student and staff restrooms every 60 minutes. A log will be posted and maintained in each student and staff restroom to indicate when cleaning/disinfecting efforts occurred.
- Monitoring the supplies of soap, hand sanitizer, disposable facemasks, face shields, and Dawn soap and water and disinfecting sprays throughout the day and stocking when appropriate.
- Providing Campus Aides with the cleaning and disinfecting supplies for disinfecting of lunch tables between meal periods and playground equipment.
- Day custodial staff will focus on disinfecting frequently touched points (Door handles, Light switches, faucets, dispensers, bottle filling stations, handwashing stations, etc.) throughout the campus on a regular routine (approximately 1-hour cycle) in addition to completing their regular duties.
- Night custodial staff will focus on cleaning and disinfecting interior classroom frequently touched points (desks, sinks, faucets and other objects inside the classroom) in addition to completing their regular duties.
- The District will attempt to hire additional staff to help day and night custodial staff with the additional work demands.

Frequently Touched Surfaces

- Light switches - hourly
- Toilets - hourly
- Sinks - hourly
- Railings - hourly
- Faucets - hourly
- Handwashing stations - hourly
- Door handles - hourly
- Bottle filling stations - hourly
- Phones - nightly
- Tables and chairs - nightly
- Any other objects with a high frequency of use

Cleaning and Disinfecting

Cleaning and disinfecting are important factors in stopping the spread of germs and viruses. Any user cleaning with Dawn soap and water and/or disinfecting with Wexie HP730 disinfectant must read the label for what they are using and follow the directions and use of PPE. In addition, users of disinfectants/wipes are required to be certified through the Department of Pesticide Regulations if using a disinfectant in a school setting.

Classroom Recommendation

- Reduce the amount of clutter in the classroom
- Remove items on frequently touched areas (desks and counters, etc.) for nightly cleaning
- Have room ready to be cleaned and disinfected nightly
- Keep any cleaning and disinfecting supplies out of reach of students
- Spray bottles of Dawn soap & water will be provided, 730 disinfectant will be made available at the teacher's request

WAXIE 730 HP

Disinfectant

WAXIE Solution Station® 730 HP Disinfectant Cleaner



Item: 170059 3 L 4/cs
Secondary Label: 170059 LBL each

APPLICATION



FEATURES & BENEFITS

- One-step, Hydrogen Peroxide based disinfectant/virucide cleaner and deodorizer
- **Kills SARS-Related Coronavirus 2 (SARS-CoV-2), the virus responsible for COVID-19, in one minute.**
- No rinsing required — leaves no residue or film
- No Non-Phenyl Ethoxylates (NPE's)
- No Quaternary Ammonium Chlorides (Quats) — eliminates quat binding, and safer for occupants
- No fragrances or dyes — eliminates potential allergic outbreaks
- No Bleach or Peracetic Acid
- Meets all state VOC compliant regulations

PRODUCT REGISTRATIONS & CERTIFICATIONS

- EPA Registration No. 45745-11-14994

PRODUCT SPEC SHEET

DESCRIPTION

A one-step, Hydrogen Peroxide based product for disinfection, cleaning and deodorizing. Cleans quickly by removing dirt, grime, mold and mildew stains, body oils and other common soils found in hospitals, nursing homes, office buildings, schools and colleges, and many other locations. For use on any hard, nonporous washable surface where disinfection is required. Contains Hydrogen Peroxide. Kills SARS-Related Coronavirus 2 (SARS-CoV-2), the virus responsible for COVID-19, in one minute.

SPECIFICATIONS

	AS SOLD	USE DILUTION
Appearance	Clear, colorless liquid	Clear, colorless liquid
Odor	Odorless	Odorless
pH	< 1	> 2
VOC	82.89 g/L (8.29%)	1.28 g/L
Melting Point/Freezing Point	< 0°C (32°F)	Approx. 0°C (32°F)
Initial Boiling Point/Boiling Range	> 100°C (212°F)	Approx. 100°C (212°F)
Flash Point	N/A	N/A
Flammability	N/A	N/A
Relative Density (Density)	8.67	8.54
Solubility	Not determined	Not determined

ACTIVE INGREDIENT:

Hydrogen Peroxide 4.25%

OTHER INGREDIENTS 95.75%

TOTAL: 100.00%

SHELF LIFE: All WAXIE brand chemical products have a guaranteed shelf life of up to one year after the date product was manufactured, when stored in ambient conditions. The actual manufacturing date is included in a date code on every product container.

DIRECTIONS FOR USE

For use with WAXIE Solution Station® dispensers.

Refer to the product label for complete usage directions.

DILUTION RATIO: 1:64 (2 oz/gal) of water in bottle fill mode. Each bottle makes 52 gallons. Each case makes 208 gallons.

SAFETY INFORMATION

PERSONAL PROTECTIVE EQUIPMENT:

Concentrate: C - Safety Glasses, Gloves & Protective Apron

Ready-to-Use: B - Safety Glasses & Gloves

Page 1 of 2



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Corporate Headquarters | 9353 Waxie Way | San Diego, CA 92123
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HSA Training

HSA Training

Basic IPM for the classroom and office environment

Annual Training

<https://online2.cce.csus.edu/dpr/login/index.php>

Step #1

Go to the DPR
website

Start here and
create your account.

California Department of
Pesticide Regulation

Username / email
Password
☐ Remember username
Login

Forgot your username or password?
Cookies must be enabled in your browser.

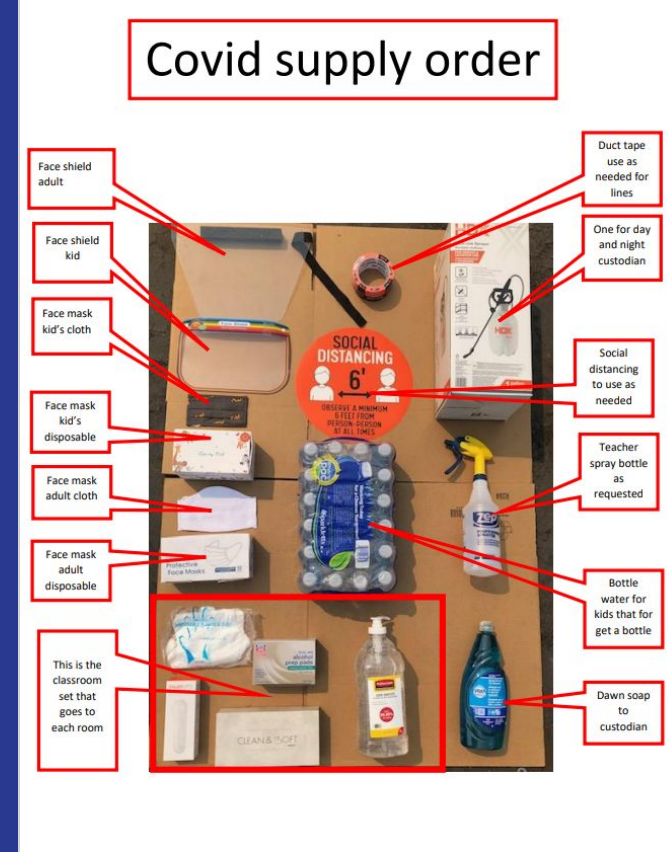
Is this your first time here?

Before you can access the full course, you will need to create a new account for yourself on this web site. Here are the steps:

1. We use the Web Account form with your details. You must have your own unique email.
2. We email you and immediately need to your email address.
3. Read your email, and click on the web link it contains.
4. Your account will be confirmed and you will be logged in.
5. Once logged in, click on Available Courses to enroll in a course.
6. You can view access to the full course. From there on you will only need to enter your personal username and password to log in and access any course you have enrolled in.

Create new account

COVID supply order



Daily Restroom Cleaning

DAILY RESTROOM CLEANING

/ / - / /

WEEK 1		1 st	2 nd	3 rd	4 th	5 th	6 th	7 th
	Monday							
	Tuesday							
	Wednesday							
	Thursday							
	Friday							

WEEK 2		1 st	2 nd	3 rd	4 th	5 th	6 th	7 th
	Monday							
	Tuesday							
	Wednesday							
	Thursday							
	Friday							

WEEK 3		1 st	2 nd	3 rd	4 th	5 th	6 th	7 th
	Monday							
	Tuesday							
	Wednesday							
	Thursday							
	Friday							

WEEK 4		1 st	2 nd	3 rd	4 th	5 th	6 th	7 th
	Monday							
	Tuesday							
	Wednesday							
	Thursday							
	Friday							

WEEK 5		1 st	2 nd	3 rd	4 th	5 th	6 th	7 th
	Monday							
	Tuesday							
	Wednesday							
	Thursday							
	Friday							

COVID Custodial Support

COVID Custodial Support

Site	AM/PM	Work Hours	Hours per day
LMS	AM	9:00am-1:30pm	4.3 hours
	PM	6:30pm-11:00pm	4.3 hours
TDS	AM	8:00am-12:30pm	4.3 hours
	PM	6:30pm-11:00pm	4.3 hours
LV	AM	9:00am-1:30pm	4.3 hours
	PM	6:30pm-11:00pm	4.3 hours
LF	AM	9:00am-1:30pm	4.3 hours
	PM	6:30pm-11:00pm	4.3 hours
LP	AM	8:00am-12:30pm	4.3 hours
	PM	6:30pm-11:00pm	4.3 hours
LC	AM	8:00am-12:30pm	4.3 hours
	PM	6:30pm-11:00pm	4.3 hours
RV	AM	8:00am-12:30pm	4.3 hours
	PM	6:30pm-11:00pm	4.3 hours
EH	AM	8:00am-12:30pm	4.3 hours
	Jacob	12:30pm-9:00pm	Change hours
WG	Ronnie	7:00am-3:30pm	Normal hours
	PM	6:30pm-11:00pm	4.3 hours
LEAPP	AM	8:00am-12:30pm	4.3 hours
	Crissy	12:30pm-9:00pm	Change hours

*Phase 2 - Monday, Tuesday, Thursday, Friday

*Phase 3 - Monday, Tuesday, Wednesday, Thursday, Friday

*Custodial substitutes will be critical, we have very few subs

HVAC Protocols

HVAC protocols

All learning spaces and workspaces are equipped with individual HVAC systems or "package units". An HVAC system consists of the unit itself and ductwork above the ceiling generally known as "plenum space". Plenum space is a part of a building that can facilitate air circulation for heating and air conditioning systems, by providing pathways for either heated/conditioned or return airflows, usually at greater than atmospheric pressure. In general, the effectiveness and efficiency of HVAC systems to filter out contaminants during the circulation process is based upon two factors:

- Air mixture – the amount of outside air brought in compared with the amount of inside, recirculated air it is mixed with, generally expressed as a percentage
- Filtration – the ability of the system to filter out and remove particles and contaminants from the air before it is circulated back into the room

The District's HVAC systems are equipped with "economizers" that vary the amount of outside air brought in depending on the outside temperature and conditions. The filtration effectiveness of HVAC systems is measured by an industry standard known as Minimum Efficiency Reporting Value or MERV, expressed as a number from 1 to 20. Generally, the higher the MERV number, the denser the filter is and, therefore, the more particles and contaminants the filter captures before circulating back into the room. It is also generally true that the higher the MERV number, the less airflow the system creates, which decreases circulation cycles, causes the system to work harder, and increases the likelihood for system breakdowns. This reduces the efficiency of the system and its useful life. Consequently, decisions on the type of filter to use relative to COVID-19 transmission are not simple as multiple factors must be considered.

Currently our district uses MERV 8 filters that are changed 4X a year (January, April, July and October) and the condensate coils are cleaned 1X a year.

For the 2020-21 school year we will still be using the MERV 8 filters however we plan to change the filters 6X this year (July, September, November, January, March, May) and clean the condensate coils 2X a year.

Also the district plans to set the HVAC to run the circulating fan in the on position during the instructional day. This is to increase air flow even when the unit is not in the heating/cooling mode.

Science behind soap

9/21/2020

The coronavirus is no match for plain, old soap — here's the science behind it - MarketWatch

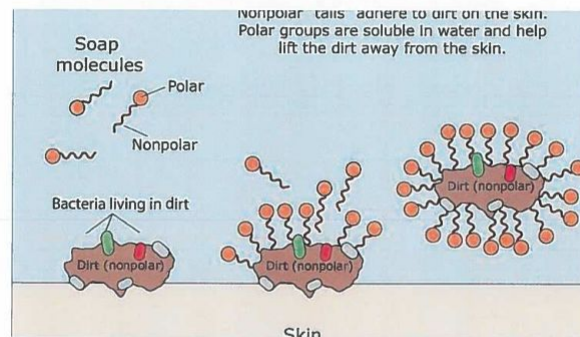
Outside the Box

The coronavirus is no match for plain, old soap — here's the science behind it

Published: April 8, 2020 at 4:20 p.m. ET

By Palli Thordarson

Soap works better than alcohol and disinfectants at destroying the structure of viruses



This is how soap removes dirt, and bacteria, from the skin. PALLI THORDARSON

Why does soap work so well on the new coronavirus and, indeed, most viruses? Because it is a self-assembled nanoparticle in which the weakest link is the lipid (fatty) bilayer.

That sounds scientific. Let me explain.

Soap dissolves the fat membrane, and the virus falls apart like a house of cards and "dies," or rather, it becomes inactive as viruses aren't really alive. Viruses can be active outside the body for hours, even days.

Disinfectants, or liquids, wipes, gels and creams containing alcohol (and soap) have a similar effect but

<https://www.marketwatch.com/story/ideally-viruses-are-no-match-for-plain-old-soap-heres-the-science-behind-it-2020-03-08>

1/6

COVID Playground and hand washing stations

Covid Playgrounds and hand washing stations



Custodial Staffing Flowchart

CUSTODIAL STAFFING FLOW CHART

Day Custodian

Start your work day off by preparing for student arrival, i.e. unlocking gates, cleaning restrooms, etc. to prepare for one of the following situations.

COVID Temporary Sub
Reports to Work

COVID Temporary Sub
Doesn't Report to Work

Proceed with your normal daily custodial duties with an emphasis on COVID cleaning/disinfecting, especially high touch areas

Immediately contact the Maintenance office so we attempt to send additional support

If any concerns arise throughout the day related to COVID cleaning/disinfecting, call the Maintenance office

Until extra support can be redeployed, start the daily COVID cleaning/disinfecting 1-hour cycle routine

Once students have left the campus, you can resume your normal day custodial duties.

Night Custodian

Start your work day off so that if you need to redeploy your work day you are ready. Consider trashing out the site and cleaning of restrooms and office space so that by 6:30pm you could refocus your efforts to disinfecting of all classroom.

COVID Temporary Sub
Reports to Work

COVID Temporary Sub
Doesn't Report to Work


Proceed with your normal daily custodial duties with an emphasis on COVID cleaning/disinfecting, especially high touch areas

COVID Temporary Sub shift starts at 6:30pm, if they have not shown up by 6:45pm

If any concerns arise throughout your shift related to COVID cleaning/disinfecting, call the Maintenance office

Redeploy yourself to clean/disinfect all classrooms to ensure that the COVID cleaning/disinfecting is completed nightly

Once you have completed the cleaning/disinfecting of your rooms, you can resume your normal night custodial duties.



LUSD Students/Staff in Self-Isolation/Quarantine; Protocol for Positive Cases

(Dr. Natalie Winspear, Executive Director, Pupil Services)

COVID-19 Symptom Decision Tree

(Version: 9/22/2020)



At school, student or staff member develops any one of the following signs or symptoms:

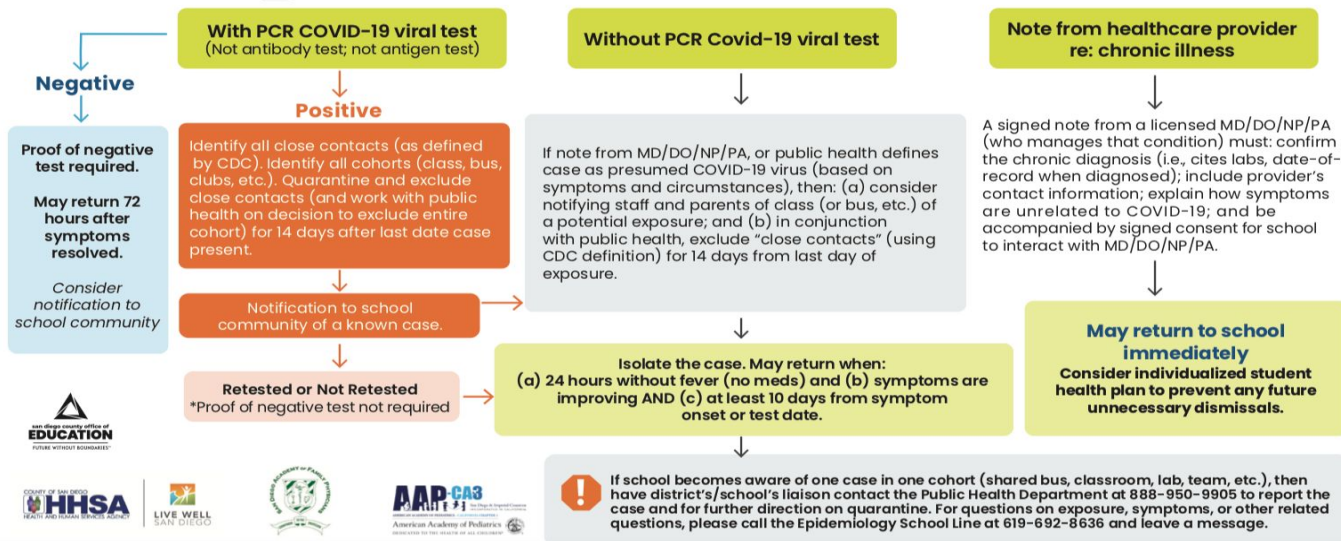
- ☐ Fever with or without chills/rigors (fever defined as $T > 100.0$ that does not resolve within 30 min. without medication)
- ☐ Cough* ☐ Shortness of breath ☐ Nasal congestion/rhinorrhea (runny nose)* ☐ Sore throat
- ☐ Nausea, vomiting, or diarrhea* ☐ Fatigue* ☐ New loss of taste/smell ☐ Headache*
- ☐ Muscle or body aches* ☐ Poor feeding or poor appetite*

* Disregard this symptom if school personnel already aware of a chronic, pre-existing condition that causes the symptom. The nature of the presenting symptom (e.g., duration, intensity) must be consistent with the underlying chronic condition.

ACTION: Apply appropriate PPE; isolate student/staff member until sent home; recommend they reach health care provider for instructions. Note: Other infections can cause same symptoms (e.g., flu, strep, etc.) *but these do not rule out COVID-19 as co-occurring*



STUDENT / STAFF TO STAY HOME UNTIL...




When does a staff member or student get sent home/or stay home?



How often are we excluding staff and students?

Data as of 10/7/2020	Symptoms	Close Contact	Positive Test
Students	119	8	1*
Staff	10	3	0

*There have been 2 positive student cases since reopening
however 1 was a DL Student





COVID Testing for Staff

(Cesar Morales, Executive Director, HR)

Employee Testing: Known Information

Recommended Testing Frequency

- 100% of Employees Every 2 Months
- Average of 83 LUSD Employees / Week

45 Testing Sites in SD County

- 1 Site in Lakeside (3 Opportunities in October)
- 4 Designated for School Personnel/Volunteers
- 40 Additional Sites Throughout SD County

Testing Costs

- The test is done at no charge to school employees & school volunteers.

ThoughtExchange Survey

What is a Thought Exchange?

It's an online platform that allows groups to come together to have conversations about important topics or questions that exist for an organization or a community.



Format of this exchange

One Yes/No question regarding extension of Phase 2.

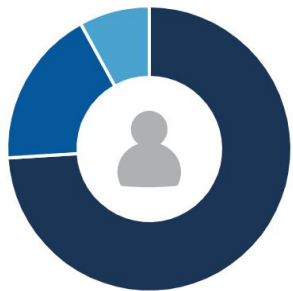
One open-ended question regarding extension of Phase 2, for dialogue and “exchange of ideas.”

The same 2 questions were asked of staff and parents, in two separate exchanges running simultaneously for 6 days.

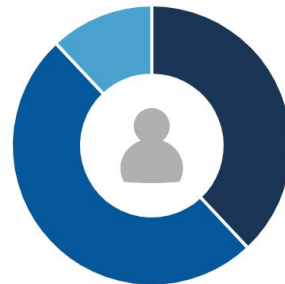
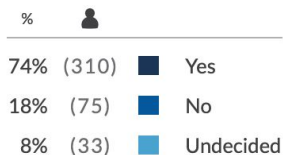


Survey Question #1 (Yes/No)

Do you think it best to extend Phase 2 (hybrid instruction) beyond the planned ending date of October 16th?



LUSD Staff Responses



LUSD Parent/Guardian Responses



Survey Question #2 (open-ended)



What are your thoughts about transitioning on October 19th to Phase 3, full in-person instruction for all students who desire to attend school 5 days a week?

Staff:



445

Participants



651

Thoughts



26,887

Ratings

**Parents/
Guardians:**



1,546

Participants



1,819

Thoughts

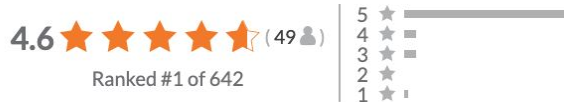


96,015

Ratings

Representative “top ranked” staff comments

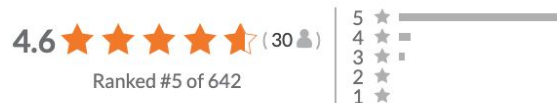
I do not feel it is safe to move to phase 3 yet. It would not be possible to maintain the cdc recommendation of 6 feet of distance in classrooms with so many students. There is not enough space.



Increase risk of COVID during cold & flu season is likely. Adding more students on our campuses will be too risky. It will be impossible to maintain safety guidelines with full campuses.



Phase 2 has been successful, and everyone is just getting settled into the routine. Colds and allergies are already starting to show up. Extending Phase 2 till after Winter break, seems to be logical and in the best interest of all.



“Differences” View: Staff

Side A

Classrooms are not large enough to social distance with all children in attendance.

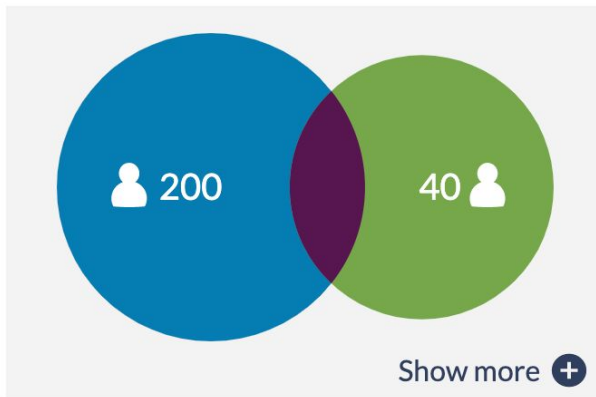
★ 4.9 ★ 1.3

Class sizes are too large. If we come back full time, there isn't enough room in classrooms to space students apart 3 feet let along 6 ft.

★ 4.9 ★ 1.0

After almost three full weeks of the Phase 2/Hybrid model, the more I grow uncomfortable with the thought of moving forward to Phase 3. Managing half the number of students has been a difficult task. I am not sure how I am going to manage a full class with the guidelines in place.

★ 4.9 ★ 1.0



Side A/B Common (high)

Hire more teachers !!!!!!!!! benefits our kids.....benefits our kids.....benefits our kids

★ 3.8 ★ 4.0

Lakeside Union School District was known for putting students first. Let's put our students first and do everything we can to protect them and their families.

Side B

I think students and families are ready to get back to normal. The hybrid model was a nice transition, but its time to get back to school.

★ 1.1 ★ 5.0

I think we should fully open for those who want to attend in person five days a week. As a teacher and mom, I feel completely safe.

The virus has over 99% recovery rate and effects on healthy people are minimal. Adults, like the children, need to have some normalcy back.

★ 1.1 ★ 5.0

I believe we are ready to go phase 3 Our staff is well prepared

★ 1.1 ★ 4.9

home masks impossible
work class many move
follow safety safe learning
sizes
children phase full social
parents staff time kids think
wearing cold hybrid back enough
change days distance feel now
covid classroom week protocols
campus risk soon

Representative “top ranked” parent comments

Thank you to the educator's and staff for the hard work and determination to continue to educate of children!



Kids safety should be most important



We must also give all of our teachers and admins grace. I don't think any of us could have planned for this. Being rude or ungrateful only makes everything worse and teaches our kids to act the same.



I do not think there has been or will be enough time in phase 2 to determine if it is really safe to go to Phase 3. Phase 2 allows for better social distancing and better monitoring of students in order for staff to keep them safe.



Representative “top ranked” parent comments

I think it is a necessity for the kids to go to school full time. Online schooling isn't as efficient in teaching my children. They need to be around other kids.



Since they have returned back to school their moods have greatly improved. Isolation is not good for children's development or mental health.



Children with IEP/504 plans should be on campus five days a week. Children with autism or other learning disabilities aren't receiving adequate services through distance models.



It is important for the kids to be able to ask questions at any time mon-Friday on an assignment they don't understand . It is important for the students to understand 100% what they are learning



“Differences” View: Parents

Side A

Kids need to be back in school 5 days a week!! Kids need to learn 5 days in the classroom.

★ 5.0 ★ 1.1

We are ready and our students are ready! All of the safety measures are in place and we don't want our students falling behind.

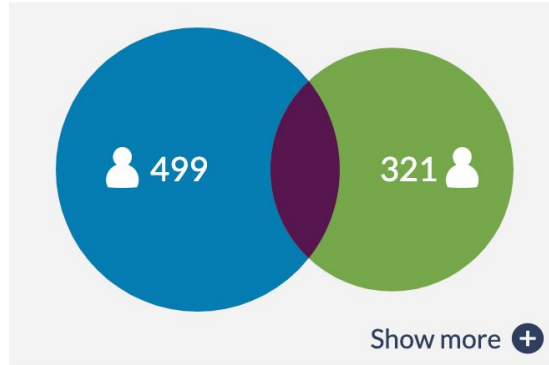
★ 4.9 ★ 1.0

The schools need to be open! Our children need the interaction with kids their own age.

★ 5.0 ★ 1.2

I think they should return to school full time Children will receive a better education with teachers in person

★ 5.0 ★ 1.2



Side A/B Common (high)

Thank you to the educator's and staff for the hard work and determination to continue to educate of children!

★ 4.4 ★ 4.3

LUSD and individual schools should explore creating and using more outdoor learning spaces as temperatures cool. This would decrease prolonged indoor contact and reduce spread and risk for teachers and

Side B

My daughter has been doing well at home. I feel we should wait until after the new year when the flu season and holiday's are over. My daughter is learning responsibility and likes looking up what she needs to do and following instruction. Her teacher is great!!!

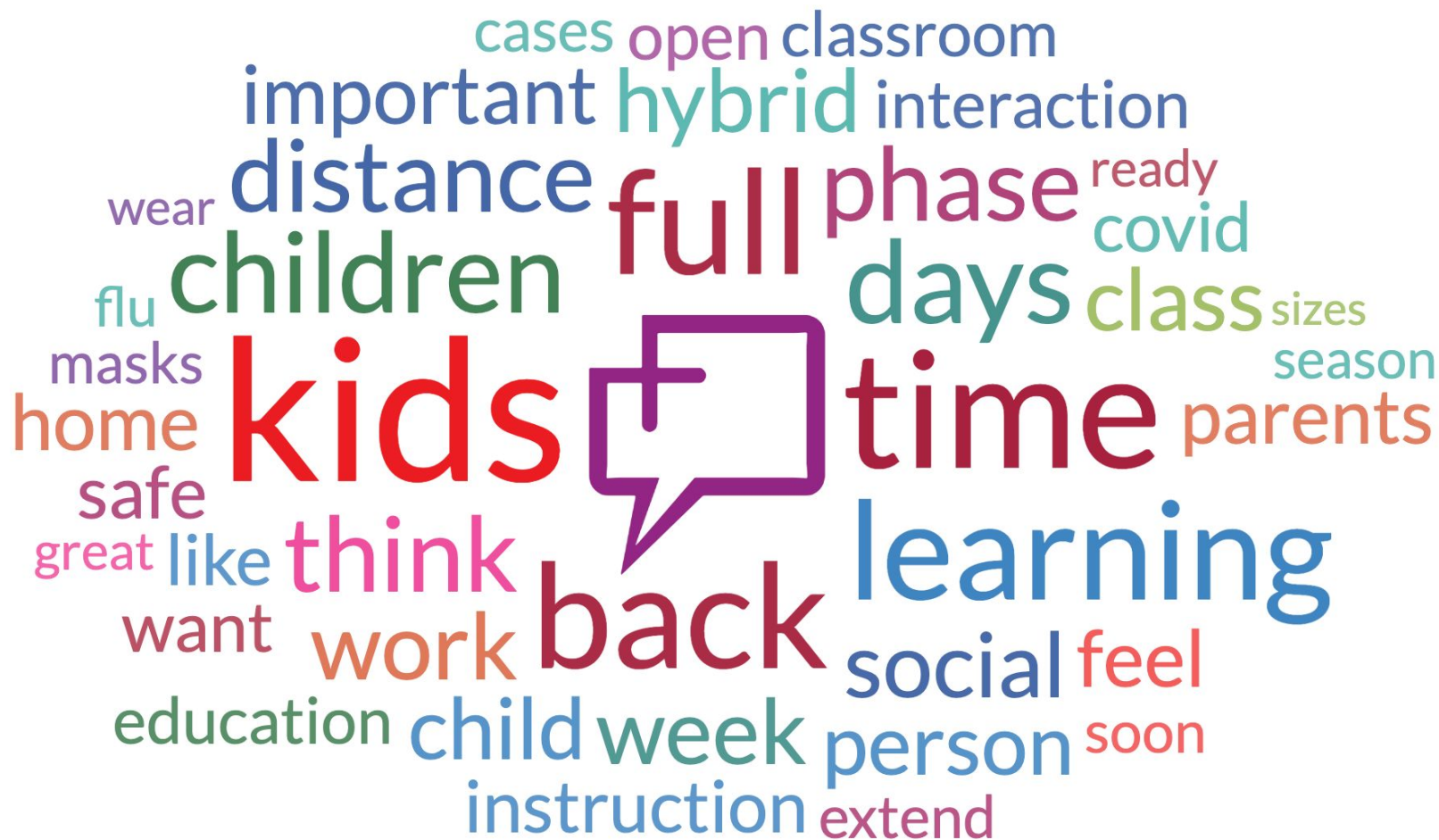
★ 1.1 ★ 5.0

Social distancing is impossible in phase 3. To keep kids/staff safe, we need to continue with phase 2, so that everyone can social distance, shared equipment can be sanitized. Minimize exposu

★ 1.2 ★ 4.9

I think it is best to extend phase 2. For the safety of our students and staff I don't think we should rush into phase 3.

★ 1.2 ★ 4.8



A word cloud centered around the theme of children's education and safety during the COVID-19 pandemic. The words are arranged in a circular pattern, with 'kids' and 'time' being the most prominent. A purple speech bubble icon is positioned in the center, overlapping the words 'kids' and 'time'. The words are in various colors and sizes, creating a dynamic and engaging visual.

cases open classroom
important hybrid interaction
distance full phase ready
wear children days covid
flu masks home safe think back learning
great like work social feel
education child week person soon
instruction extend

District Staff Takeaways/Next steps

- Continue to reinforce and refine safety protocols
- Continue to work to improve services for special needs students
- Analyze instructional delivery model for improvements
- Assess academic and social-emotional needs of students for planning and improved services
- Continue to analyze survey results for specific thoughts on needed improvements
- A link to full survey results will go out to staff and parents tomorrow





Phase 3 Options for the Board of Trustees to Consider

Options

1. **Continue with phase 3 as planned on Oct. 19, with 5 days in-person instruction for all students desiring to return.**
2. **Begin phase 3 on November 16 (the first day of trimester 2)**
3. **Postpone phase 3 for consideration at the January Board of Trustees meeting**
4. **Other**





Questions?