

# SCHOOL REOPENING PLAN



Mountain View  
Whisman  
School District

[WWW.MVWSD.ORG/REOPENING](http://WWW.MVWSD.ORG/REOPENING)

**MVWSD**  
**Return to Learn**



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# Guiding Principles



Keep employees and students safe



Be nimble and ready to deliver instruction in any of the Four Stages



Create high-quality, equitable learning environments for all students

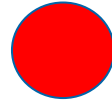


Involve our community in solutions, planning and implementation

MVWSD plan informed by guidance from the California Department of Education, Santa Clara Public Health, Santa Clara County Office of Education, Centers for Disease Control, and Sacramento County Office of Education.

# Four Likely Scenarios

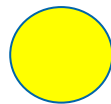
## Schools Campuses Closed Stage 4



Distance Learning in effect

Social distancing and Shelter in Place measures set by Public Health

## Campuses Open with Restrictions Stage 2



Blended learning

Full school days

Virus safety protocols

## Targeted Campus Reopening Stage 3



Some school campuses could open for targeted populations

Blended and Distance Learning in effect

Reduced, A/B schedules

## Full Campus Opening- Stage 1



All campuses open

Basic health and hygiene protocols in effect



# Stakeholder Input

In May, June and July, there were multiple opportunities for parents to give feedback on the reopening process.

## Focus groups

The District held multiple focus groups totally eight hours because we wanted to collect as much qualitative feedback as possible within our Shelter in Place parameters and planning timeline. Additionally, the District held a ThoughtExchange for 60 participants. The feedback from these groups is included in re-opening planning and is an important part of these plans.

*May 26, 2020  
May 27, 2020  
June 2, 2020  
May 20-28, 2020 - online*

## Reopening Task Force

This group, representing teachers, administrators and classified staff, met to vet ideas for reopening and share ideas and concerns.

*June 5, 2020 and June 24, 2020*  
*Ayindé Rudolph                      Margaret Poor*  
*Cathy Baur                              Michelle Olague*  
*Carmen Ghysels                      Nancy Rodriguez*  
*Jenni Gaderlund                      Rebecca Westover*  
*Jennifer Thornton                      Sonia Gomez Morales*  
*Kathleen Cooper*

## Public meetings

Dr. Ayindé Rudolph has been talking extensively about the reopening process in Board of Trustees meetings.

*May 7, 2020  
June 4, 2020  
July 2, 2020  
July 23, 2020  
August 6, 2020*

## Community Check-ins

Community members could register for upcoming community meetings or view past meetings recordings at [https://www.mvwsd.org/about/communications/new\\_s\\_\\_events/connecting\\_with\\_the\\_community](https://www.mvwsd.org/about/communications/new_s__events/connecting_with_the_community). Parents and staff members continue to participate in these Zoom conversations. Attendance at these meetings has ranged from 25-900 people.

*Friday, May 8, 3:30 p.m.*  
*Tuesday, May 12, 9:30 a.m.*  
*Tuesday, May 19, 9:30 a.m.*  
*Wednesday, May 20, 5:30-6:30 p.m.*  
*Friday, May 22, 3:30 p.m.*  
*Friday, June 19, 3:30 p.m.*  
*Thursday, July 16, 3:30 p.m.*  
*Friday, August 7, 3:30 p.m.*  
*Friday, August 21, 3:30 p.m.*

# Learning Options Stages 3 & 4

## Stage 4

### Connected - Option "C"



#### 100% Distance Learning

#### At home 5 days per week with virtual teacher support

Students don't come to campus

Students view teachers' lessons at home (either in real-time or previously recorded).

Teachers regularly check in with students

Instruction, small group support, and activities will be provided daily.

Depending on group size, students will either be assigned to a teacher from their home school or a virtual teacher.

You will not lose your placement at your assigned school for the 2021-22 school year.

Commitment is a trimester although students can only be moved into Option B after an extended break like Thanksgiving or December.

## Stage 3

### Blended - Option "B"



#### Blended In-Person + Distance Learning

#### At-school 2 days, and at home 3 days per week

Students attend class on campus for 2 days a week. For the remaining 3 days per week, students view teachers' lessons (either in real-time or previously recorded).

The first group will attend classes in person on Monday and Tuesday and will distance learn Wednesday through Friday. Students in the second group will distance learn Monday through Wednesday and will come to class in person on Thursday and Friday.

Teachers regularly check in with students

6-ft social distance guidelines, limiting the number of children in a class to 15-16 students.

Personal Protective Equipment (PPE) (ie. face masks) will be required for students and staff members, with a few exceptions.

Limit mixing of student groups

Commitment is a trimester. Parents may request a move to Option C sooner and student may be assigned a new teacher.

# Learning Options Stages 1 & 2

## Stage 2

### **Blended Option B** **Blended In-Person + Distance Learning**

- Blended learning
- Full school days
- Virus safety protocols
- No field trips/activities
- Remote video meetings
- PPE recommended for students, provide mask for any student who is sick
- PPE required for staff
- No volunteers/visitors
- Some athletics that allow for social distance (Cross country, track) permitted. No contact sports (Volleyball, basketball, wrestling, soccer). Games possible but no spectators.
- Performing arts events that can be held in our outdoor amphitheaters may be permitted

## Stage 1

### **All at School - Option A** **At school 5 days a week in person**

- All campuses open
- Basic health and hygiene protocols in effect

# Meals and Technology



## **Food Service**

While MVWSD is off-campus due to COVID-19, we provided free meals to students who rely on us for support at Gabriela Mistral Elementary (505 Escuela Ave) parking lot from 11:30 a.m. to 1 p.m. every weekday until school reopens. Free lunch and breakfast for the next day is available.

During the school year, grab and go meals will be served at all school sites to MVWSD students during distance learning. For updated information, see [www.mvwsd.org/nutrition](http://www.mvwsd.org/nutrition)

## **Technology**

We believe that access to technology and the internet are essential tools for our students. Considering the diverse needs of our students, we are committed to tackling the digital disparities between households. This is why we are expanding our 1:1 device program, and children grades TK–8 will have take-home devices with the tools needed to work from home.

Chromebooks will be distributed to new students at the beginning of the school year. For issues with Chromebooks, please contact MVWSD Technology at 650-526-3252 or [support@mvwsd.org](mailto:support@mvwsd.org).

To access free or low cost internet, students and their adults may go to the parking lots at Crittenden, Graham, Mistral, Monta Loma, Landels, and the District Office to connect to wifi for free. MVWSD devices will connect automatically. No password required. While using parking lot wifi, you must remain in your car in order to practice social distancing.

For low-cost internet through Xfinity/Comcast or AT&T or to request an internet hotspot, please see [www.mvwsd.org/technology](http://www.mvwsd.org/technology) or call MVWSD Technology at 650-526-3252.

# Option C Connected

## **All students PK-8 will begin in Option "C" -**

### **Connected- 100% Distance Learning for the 2020-21 school year.**

MVWSD can reopen for in-person instruction only when Santa Clara County has been off of the monitoring list for 14 days, and MVWSD has time to transition to the new stage.

- Instructional program follows grade level standards
- Assigned teacher providing daily/weekly synchronous (live through Zoom) instruction as well as small group instruction and ELD and independent activities.
- Some instruction will be asynchronous (recorded) although the majority will be done live through Zoom
- Daily attendance and assignment completion required
- Feedback and grading by assigned teacher
  - Elementary: standards based grading on scale of 1 - 4
  - Middle School: letter grades
- Students and teachers will follow a daily schedule
- All students will be provided a chromebook, hotspot (if needed) and consumable materials
- All teachers/schools will have a Dashboard that is updated weekly and a Google Classroom
- Use of Zoom for daily check-ins, check-outs, live instruction, and small group instruction
- Wednesdays will consist of a Zoom Check in and Check out with students then working on asynchronous lessons in order to provide for teacher preparation, professional development, and staff meetings
- Students with an Individualized Education Program or 504 Plan will have the option to receive in-person services as outlined in their plan.

### **Supports for Families**

- Providing technology to students, such as internet hotspots and Chromebooks
- New Parent University website with technology how-to videos and manuals, tips for structuring learning at home, and lists of community resources for meals, mental health, housing, etc.
- Staff support of required attendance and engagement
- Parent University webinar topics based on family feedback
- In development: new channels for parent support such as Whatsapp chat groups, Facebook groups
- Childcare on school campuses provided by YMCA, Newton, Right at School and Beyond the Bell prioritized for essential workers



# Option C Connected Elementary

## All students PK-8 will begin in Option "C" - Connected- 100% Distance Learning for the 2020-21 school year.

MVWSD can reopen for in-person instruction only when Santa Clara County has been off of the monitoring list for 14 days, and MVWSD has time to transition to the new stage.

*(Below is a sample schedule. The elementary start time specific to each school remains in effect)*

### Elementary Stage 4 - Distance Learning Model

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8:00-8:15</b>	Zoom Check-in	Zoom Check-in	Zoom Check-in	Zoom Check-in	Zoom Check-in
<b>8:15-10:00</b>	ELA/ELD/Social Studies	ELA/ELD/Social Studies	Students access asynchronous lessons and complete assignments provided by the virtual content team and classroom teacher  <b>Teachers:</b> Staff Meeting PD Collaboration Preparation	ELA/ELD/Social Studies	ELA/ELD/Social Studies
<b>10:00-10:20</b>	Break	Break		Break	Break
<b>10:20-11:30</b>	Math Block	Math Block		Math Block	Math Block
<b>11:30 -12:30</b>	Lunch	Lunch		Lunch	Lunch
<b>12:30 - 1:20</b>	PE	CSMA		PE	Living Classroom
<b>1:20-2:15</b>	STEAM/RTI	STEAM/RTI		STEAM/RTI	STEAM/RTI
<b>2:15-2:30</b>	Zoom Check - out	Zoom Check - out	Zoom Check - out	Zoom Check - out	Zoom Check - out

# Option C Connected Elementary

**All students PK-8 will begin in Option "C" -**

**Connected- 100% Distance Learning for the 2020-21 school year.**

MVWSD can reopen for in-person instruction only when Santa Clara County has been off of the monitoring list for 14 days, and MVWSD has time to transition to the new stage.

## Elementary Schedule - Stage 4

Content Blocks	Virtual
ELA/ELD Block	<p>Synchronous whole group lesson from classroom Teacher</p> <p>Small Group Instruction - Via Zoom</p> <p>ELD - via Zoom</p> <p>Independent Work</p> <p>-Video Lesson from Benchmark Advance</p> <p>-Consumable pages from BA</p> <p>-Word sorts, handwriting, etc. (other independent centers type work)</p> <p>Debrief - via Zoom</p>
Social Studies/Writing	<p>Synchronous whole group lesson from classroom teacher</p> <p>Independent work</p> <p>Social Studies activities or writing activity</p> <p>Small Group Instruction - via Zoom</p>
Math	<p>Synchronous whole group lesson from classroom teacher</p> <p>Small Group Instruction - via Zoom</p> <p>Independent Work</p> <p>-Zearn lesson</p> <p>-Problem Set</p> <p>-Other independent math tasks</p> <p>Whole Class Debrief and exit ticket via Zoom</p>
PE/Extra-Curricular Activities	<p>2 Live PE lessons per week - via Zoom</p> <p>CSMA Art and Music via Zoom</p> <p>Living Classroom</p>
STEAM/RTI	<p>STEAM lessons for half the class via Zoom</p> <p>Small group intervention/enrichment with classroom teacher for other half the class via Zoom</p>

# Option C Connected Elementary

## STEAM/RTI Model

The STEAM/RTI model will continue during distance learning. Students will be divided into groups four days per week. Students in group A will engage in STEAM lessons through Zoom. Students in group B will engage in small group intervention or enrichment through Zoom with the classroom teacher during the same block of time. Groups will rotate daily, providing 2 sessions of STEAM and 2 sessions of teacher-led RTI each week

## English Language Arts

Elementary Sample Daily ELA Schedule

<b>8:00-8:15</b> <b>Whole Class Morning Meeting ZOOM</b>	
<b>8:15-10:00 ELA BLOCK</b>	
Whole Class Mini-Lesson ZOOM Close Reading/ Writing	
Teacher-led Small Group ZOOM: *Close Reading *Guided Reading *Intervention/ Enrichment	Independent Work *Video Lesson (vocab, grammar, and/or word study) *Consumable workbook pages from BA *Independent Reading *Independent Writing

# Option C Connected Middle School

## Option "C" - Connected - 100% Distance Learning

All classes virtual and following the staggered start and end times with an extra period at the end of the day to support ELLs, Students with Disabilities and possibly additional electives.

Synchronous lessons and assignments will be provided to students by classroom teachers. Zoom small group lessons will incorporate RTI.

On Wednesday students will check-in and check-out with a teacher and lessons and assignments for students to complete independently will be posted. Wednesday staff meetings, professional development, collaboration, and teacher planning.

All students will be a part of an elective wheel. Sites are working on developing advanced electives that can be offered during 6th period for students.

Students will be required to turn in work and grades and feedback will be provided.

Students will have one period of math each day due to scheduling constraints.

### Sample Middle School period schedule

(8:59-9:49)	
Whole Class attendance and Lesson (20 minutes) <b>via Zoom</b>	
Teacher-led small group instruction (15 minutes)	Independent Work •Problem Set •iReady Math •Other independent math tasks
Whole Class Debrief and exit ticket (10 minutes) <b>via Zoom</b>	

# Option "C" - 100% Distance Learning

## Middle School Schedule

**Option C Connected**  
**Middle School**

6 Period Staggered Schedule

Grade 6		Grade 7		Grade 8	
Period 1 (60 min) 7:55-8:55	ELA	Period 1 (60 min) 8:33-9:33	ELA	Period 1 (60 min) 9:11-10:11	ELA
8:55-8:59	Passing	9:33-9:37	Passing	10:11-10:15	Passing
Period 2 (50 min) 8:59-9:49	Math	Period 2 (50 min) 9:37-10:27	Math	Period 2 (50 min) 10:15-11:05	Math
9:49-10:04 (15 min)	Break	10:27-10:42 (15 min)	Break	11:05-11:20 (15 min)	Break
10:04-10:08	Passing	10:42-10:46	Passing	11:20-11:24	Passing
Period 3 (50 min) 10:08-10:58	SS	Period 3 (50 min) 10:46-11:36	SS	Period 3 (50 min) 11:24-12:14	SS
10:58-11:02	Passing	11:36-11:40	Passing	12:14-12:18	Passing
Period 4 (50 min) 11:02-11:52	Sci	Period 4 (50 min) 11:40-12:30	Sci	Period 4 (50 min) 12:18-1:08	Sci
11:52-12:22 (30 min)	Lunch	12:30-1:00 (30 min)	Lunch	1:08-1:38 (30 min)	Lunch
12:22-12:26	Passing	1:00-1:04	Passing	1:38-1:42	Passing
Period 5 (50 min) 12:26-1:16	Elective	Period 5 (50 min) 1:04-1:54	Elective	Period 5 (50 min) 1:42-2:32	Elective
1:16-1:20	Passing	1:54-1:58	Passing	2:32-2:36	Passing
Period 6 (50 min) 1:20-2:10	Targeted Support and Additional Electives	Period 6 (50 min) 1:58-2:48	Targeted Support and Additional Electives	Period 6 (50 min) 2:36-3:26	Targeted Support and Additional Electives
After school	PE (virtual)	After school	PE (virtual)	Before school	PE (virtual)



# Option B Blended

## Stage 3: Option B, Blended - Hybrid In-Person/Distance Learning

- Families opt in when conditions warrant based on when their county has been off of the monitoring list for 14 days and MVWSD has time to transition to a new stage.
- Families can opt into full distance learning after a period of time. Students who change learning options during the year may be assigned to a new teacher or school depending on class size .
- Parents may indicate their choice to move their child from Connected to Blended learning options at the end of the trimester. Students won't be able to move until an extended break such as Thanksgiving or the December break. This is in order to maintain stable cohorts for health reasons and reduce class disruption.
- Students on campus 2 days/week (Cohort A or Cohort B) and in distance learning the other 3 days.
- Assigned teacher providing both in person instruction and small group instruction. Distance learning lessons provided by the virtual team (asynchronous) on the other three days with one morning check in and one afternoon check out
- Daily attendance and assignment completion required
- Feedback and grading by assigned teacher
  - Elementary: standards based grading on scale of 1 - 4
  - Middle School: letter grades
- Students and teachers will follow a daily schedule

## Stage 3 Blended Model Learning Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	On Campus	On Campus	Online	Online	Online
Group B	Online	Online	Online	On Campus	On Campus

# Option B Blended Middle School

## Stage 3: Option B, Blended - Hybrid In-Person/Distance Learning

- Students on campus 2 days/week (Cohort A or Cohort B) with staggered start and end times by grade level
  - Siblings on same schedule (elementary and middle) coordinated TK-8
- Students will be in groups of approximately 15 students (Cohort A1, A2, A3, etc.) and will stay in one classroom; teachers will rotate to provide instruction.
  - Daily Instruction will include whole lessons and small group support (RTI) for students who are in person
- Asynchronous lessons and assignments will be provided to students in Cohort B; other three days by the virtual teaching team and classroom teachers
  - On Wednesday teachers will post lessons and assignments for students to complete independently
- Students will be required to turn in work and grades and feedback will be provided
- Wednesday staff meetings, professional development, collaboration, and teacher planning
- All students will be a part of an elective wheel. Sites are working on developing advanced electives that can be offered during 6th period for students.
- Students are scheduled according to their math class and will have 1 period of math due to schedule constraints
- English Language Learners and Students with Disabilities will stay on campus for a 6th period to receive targeted support
  - Students learning virtually will have Zoom check-ins with teachers during 6th period
- All students will be a part of an elective wheel
- Physical Education will be delivered virtually either at end of day (6th and 7th grade) or before school (8th grade)

# Option B Blended Middle School

## Middle School Schedule

6 Period Staggered Schedule

Grade 6		Grade 7		Grade 8	
Period 1 (60 min) 7:55-8:55	ELA	Period 1(60 min) 8:33-9:33	ELA	Period 1 (60 min) 9:11-10:11	ELA
8:55-8:59	Passing	9:33-9:37	Passing	10:11-10:15	Passing
Period 2 (50 min) 8:59-9:49	Math	Period 2 (50 min) 9:37-10:27	Math	Period 2 (50 min) 10:15-11:05	Math
9:49-10:04 (15 min)	Break	10:27-10:42 (15 min)	Break	11:05-11:20 (15 min)	Break
10:04-10:08	Passing	10:42-10:46	Passing	11:20-11:24	Passing
Period 3 (50 min) 10:08-10:58	SS	Period 3 (50 min) 10:46-11:36	SS	Period 3 (50 min) 11:24-12:14	SS
10:58-11:02	Passing	11:36-11:40	Passing	12:14-12:18	Passing
Period 4 (50 min) 11:02-11:52	Sci	Period 4 (50 min) 11:40-12:30	Sci	Period 4 (50 min) 12:18-1:08	Sci
11:52-12:22 (30 min)	Lunch	12:30-1:00 (30 min)	Lunch	1:08-1:38 (30 min)	Lunch
12:22-12:26	Passing	1:00-1:04	Passing	1:38-1:42	Passing
Period 5 (50 min) 12:26-1:16	Elective	Period 5 (50 min) 1:04-1:54	Elective	Period 5 (50 min) 1:42-2:32	Elective
1:16-1:20	Passing	1:54-1:58	Passing	2:32-2:36	Passing
Period 6 (50 min) 1:20-2:10	Targeted Support and Additional Electives	Period 6 (50 min) 1:58-2:48	Targeted Support and Additional Electives	Period 6 (50 min) 2:36-3:26	Targeted Support and Additional Electives
After school	PE (virtual)	After school	PE (virtual)	Before school	PE (virtual)

# Option B Blended Elementary School

(Below is a sample schedule. The elementary start time specific to each school remains in effect)

## Elementary Schedule - Stage 3 Blended

	Monday and Tuesday		Wednesday	Thursday and Friday	
	Group A - in person	Group B - Virtual	Groups A/B Virtual	Group B - in person	Group A - Virtual
<b>8:00-8:15</b>		Zoom Check-in	Zoom Check-in		Zoom Check-in
<b>8:20-8:40</b>	Morning check-in	Students access asynchronous lessons and complete assignments provided by the virtual content team and classroom teacher	Students access asynchronous lessons and complete assignments provided by the virtual content team and classroom teacher	Morning check-in	Students access asynchronous lessons and complete assignments provided by the virtual content team and classroom teacher
<b>8:40-10:05</b>	ELA/ELD/Social Studies			ELA/ELD/Social Studies	
<b>10:05-10:25</b>	Break			Break	
<b>10:25-11:55</b>	Math Block			Math Block	
<b>11:65 -12:35</b>	Lunch			Lunch	
<b>12:35-1:25</b>	PE/CSMA			PE/CSMA	
<b>1:25-2:20</b>	STEAM/RTI	<b>Teachers:</b> staff meetings PD collaboration preparation	STEAM/RTI		
<b>2:20</b>	Dismissal		Dismissal		
<b>2:30-2:50</b>					
	Zoom Check out	Zoom Check out		Zoom Check out	

### Elementary STEAM/RTI Schedule -

- The STEAM/RTI model will continue during 100% distance learning and in-person/DL Blended models.
- Students will be divided into groups four days per week
- Students will engage in STEAM lessons through Zoom on their online days (M/T or TH/F)
- Students will engage in small group intervention or enrichment with the classroom teacher during the same block of time on their in person days (M/T or TH/F)

# Option B Blended

## Special Education

## 504 Plans

### **Supports for Students with 504 Plans**

We plan to continue to provide interventions to students requiring intensive educational supports, maintaining continuity of accommodations and services, while adhering to health and safety policies during the school closure.

#### **Stages 3 and 4**

- Zoom Meeting with Principal, Teacher(s) within first month of school to determine accommodations for all stages of learning.
- Accommodations relayed to 20-21 teacher
- 1:1 appointment with classroom teacher or counselor on an as needed basis

#### **Stages 1 and 2**

- Meeting with Principal, Counselor, Teacher(s) within first month of school re-opening to determine appropriate accommodations for all stages of learning.
- Accommodations relayed to 20-21 teachers
- 1:1 appointment with any classroom teacher or counselor on a monthly basis as needed

### **Special Education Assessments**

We will begin to conduct in-person assessments if state guidelines allow.

- Schedule at least 20 minutes between assessment spots
- Temperature Screening
- Approved face shields or masks will be worn
- Social distancing rules will be observed as applicable
- No sharing of materials between students
- Each student will take their pencil with them
- Cleaning Protocol Between Students Being Assessed
  - Once student has left the room:
  - Wipe down the following surfaces with approved cleaning solution
  - Student Chair, Table top, Door handles. Anything the student touches. If available, spray with ionized machine



# Option B Blended Special Education

## Instructional Schedule Special Education

Program	Stage 4	Stage 3	Stage 2
<p>Specialized Academic Instruction Classes (Formally called SDC)</p> <p>Locations: Graham PreSchool, Landels, Monta Loma, Bubb, Crittenden, Graham)</p>	Virtual for all	Attend 4 days a week practicing social distancing as much as possible. PPE provided for staff, for students who may not tolerate PPE will be an accommodation in their IEP.	Attend 5 days a week practicing social distancing as much as possible. PPE provided for staff, for students who may not tolerate PPE will be an accommodation in their IEP.
<p>Students in General Education with Specialized Academic Instruction and/or Services</p> <p>Locations: Elementary and Middle Schools</p>	Virtual for all	<p>Attend 2 days a week in cohort general education classroom.</p> <p>Attend Specialized Academic Instruction in Resource Room (in-person) dependent on IEP services and goals on virtual days.</p> <p>Attend DIS service on virtual days.</p>	Attend all 5 days practicing social distancing as much as possible. PPE provided for staff, for students who may not tolerate PPE will be an accommodation in their IEP.

# Health and Safety

## Disinfection of Schools

When staff or students are using campus areas, daily cleaning and sanitizing protocols will be followed with an emphasis on high-traffic areas.

Areas include:

- Full classroom misting with disinfectant
- Door handles
- Faucets
- Table tops & Chairs
- Soap, paper towel and sanitizer dispensers
- Main Offices
- Restrooms
- All HVAC units will be serviced and MERV 13 filters will be installed in all units.

## Personal Protective Equipment

When staff or students are using campus areas, both groups are required to wear masks. Students should wear clean, cloth masks from home or will be provided with disposable ones at school. Staff members can wear district-provided masks, and can opt to add a faceshield if needed.



## Masks

Mask breaks can occur throughout the day when students and/or adults can be six feet apart and ideally outside.

Face coverings should:

- Fit snugly but comfortable against the side of the face.
- Be secured with ties or ear loops, if provided.
- Include multiple layers, or equivalent, of fabric.
- Allow for breathing without restriction.
- Be removed from behind head or ears to minimize hand contact with face.
- Be laundered and machine dried if reusable.
- Cover nose and mouth.

# Health and Safety

## What Families Can Expect When School Reopens in Stage 3

### Arriving at school

Staff and students will be wearing face coverings. Students will arrive on buses with fewer students. Parents and visitors will have limited to no access to campus. New perimeter controls (i.e. gates and fences) will be in place to limit unannounced visitors.

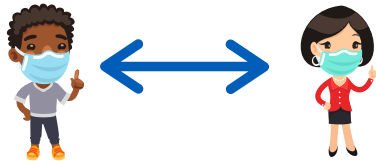


### Safety precautions

- Schools will follow disinfection guidelines for classrooms and shared spaces.
- All students and staff members will be encouraged to wash hands regularly.
- Hand sanitizing stations will be placed at entrances to campus.
- Student sharing of school supplies will be limited.
- Students and adults will be screened at school at the beginning of the day for fever and symptoms



### 6 feet apart on campus and in the classroom



### No field trips; Limited, outdoor sports and concerts



In order to maintain social distancing, activities that require students to congregate will be limited.

- No off-campus field trips, such as Walden West, Yosemite, or other class specific trips.



### Screening

Families should take their temperatures daily before going to school. Anyone with a fever of 100.4 F or higher or respiratory symptoms such as cough and shortness of breath should not go to school. Students and adults will be screened at school at the start of the day.

### Personal protection

Face coverings will be worn by staff and students. Per CDC guidelines, schools must exclude students from campus who don't wear masks and are not exempt.

Gloves are not recommended for use by students or staff with exception of conducting duties such as cleaning, first aid, and Food Service.

Social distancing will help limit the spread of the virus. MVWSD will :

- Modify school schedules
- Keep students in small groups.
- Serve meals in small group settings.
- Space desk further apart to ensure 6 foot distance between students.
- Stagger lunch and recess times.
- Avoid large gatherings such as assemblies.

- If social distancing is feasible, sports such as cross country and track and field may be permitted without spectators.
- Sports that involve close contact such as wrestling, basketball and soccer will not be permitted.
- Performing arts events that can be held in our outdoor amphitheatres may be held.



Schools and school districts can reopen for in-person instruction only when their county has been off of the monitoring list for 14 days. After that point, MVWSD would need time to transition from Stage 4 to Stage 3.



# Health and Safety

## MVWSD Bus COVID-19 Protocols

- All students and aides who ride the bus shall have their temperature taken prior to boarding the bus.
- All drivers will remind students to adhere to social distancing standards according to the CDC guidelines while boarding and exiting the bus. When social distancing is not possible between the driver and student (i.e. Driver needs to assist a student with a seat belt, harness or wheel chair on the bus), the driver will immediately clean his/her hands with an alcohol wipe.
- Students will not be allowed to share items or move seats while on the bus.
- Students take the rear-most available seat and will follow the seating chart. Seating charts will be used to support infection contact tracing.

### Face masks

- All staff and children shall wear a facemask at all times on a MVWSD School Bus.
- Children whose IEPs designate “no facemasks” will be allowed on the school bus without a mask.
- MVWSD will provide extra gloves, masks and a face shield on each bus for the handling of any student's issues that may arise.
- Students will get one verbal warning and one written citation about not wearing a facemask. On the third offense, the student will be denied transportation.
- All personnel shall be instructed on the proper way to dispose of personal protective equipment

## Bus Sanitizing Procedure

In addition to 13CCR1232(D)- Cleanliness of Buses, buses will also be kept sanitized. In an effort to increase the consistency of our cleaning and sanitizing measures, our MVWSD staff will be trained on the MVWSD deep cleaning guidelines and will implement the following procedures:

### Daily Cleaning and Sanitizing Bus Procedures

- All Transportation staff must use the approved cleaner to remove dirt and debris before using the approved disinfectant. The disinfectant will be applied with a spray bottle or an electrostatic mister and will be used in accordance with the manufacturer's direction of use.
- All surfaces touched by anyone must be sanitized after each run, at the end of each route and at the end of the shift. This includes but is not limited to: Driver's compartment, all handrails, all seats and seat backs, seat belts/ buckles, harness, vest, buckle guards, windows that students occupied, wheelchair tie downs, ramp, door handles and controller.
- Any surface exposed to a bloodborne pathogen spill, leak, splatter or discharge must be cleaned and sanitized as promptly as possible.
- If a bus has had a confirmed case of a driver or a student with COVID-19, the bus and all vehicles driven by the driver or used to transport the student in the previous three (3) days will be taken out of service and completely disinfected before being put back into service.

# Protecting MVWSD Employees

**MVWSD recognizes that taking care of our teachers and staff members means they will be able to care for our students and their own loved ones.**

MVWSD is committed to:

- Coordinate with actions of other public entities in the area and seek compliance to the best of our ability with CDC recommendations.
- Regularly clean and sanitize all district facilities.
- Place signage strategically in schools and offices.
- Remind of and encourage physical distancing measures and mask-wearing

- Continue to communicate planning and procedures to staff and parents.
- Protect the health and well-being of our students, staff and community.
- Listen closely to the ideas and concerns of our school community

## **Social distancing is an important staff safety and health protocol**

In practice this means:

### **Staying 6 feet away from others at all times as a normal practice**

- Eliminating contact with others, such as handshakes
- This practice includes field/playgrounds, parking lots, conference/meeting rooms, elevators, bathrooms, break rooms, hallways, common areas, entrance/exit areas of work locations, and offices.
- Maintain a social distance of 6 ft. throughout your workday whenever possible.
- Employees are expected to maintain good hygiene at all times.

**We are practicing social distancing**

**Please adhere to these guidelines**

- Maintain a minimum of 6 foot distance from one another
- Avoid entering the facility if you have a cough or fever
- Sneeze or cough into a cloth or tissue. If one is not available please use your elbow
- Wear a mask
- Do not shake hands or engage in any unnecessary physical contact
- Wash hands with soap and water often and/or use hand sanitizer when available

6 ft

Mountain View Whisman School District



# Protecting MWSD Employees

## **Common Work Spaces**

- Please see maintenance cleaning protocols for details on site cleaning.
- Sanitizing wipes or sanitizing spray with paper towels will be available for employees to disinfect their own workspaces. If more are needed, please contact your supervisor.
- In high traffic areas and reception areas, situational waiting line/distancing markers will be created on the floor to indicate where to keep 6-feet of distance. If by chance, there are no line markers, please maintain 6 ft. distancing.
- Employees should avoid touching their face and wash hands thoroughly with soap and water for at least 20 seconds several times during the work hours to reduce risk

## **Single/Multiple Occupant Offices**

- Employees who are assigned to an office workspace (single or shared) should organize themselves to ensure social distancing to keep 6-ft. separation, and 360-degree seating.
- Avoid face to face desk layouts.

## **Break Rooms & Food Preparation**

- The sharing of resources for food preparation and storage in staff break rooms is not encouraged. Employees are discouraged from the use of common refrigerators, coffee machines or products (coffee, tea, sugars, stirrers, etc.), toasters, toaster ovens, etc. It is the responsibility of the user to wipe down the machines before and after each use.
- Ideally, staff members should take meals outside. If eating inside break rooms, allow 6-12 foot distancing between staff members

## **Restrooms**

- School or facility restroom cleaning will occur regularly.
- Just as in the case of other areas, the restroom requires social distancing of 6 ft. Maximum capacity is based on the number of toilets and 6 ft. distance.
- Facilities will supply enough supplies (soap) for employees' use.

## Resources for MVWSD sites and departments



MVWSD COVID Reopening Checklist (based on CDC)

COVID-19 Case Response Process Overview

COVID-19 Case Scenario Responses (Santa Clara County Public Health)

Student/Staff Wellness: School Attendance Illness Protocol

When to Close a Class/School/District (CA Dept of Health)

# MVWSD COVID-19 School Reopening Planning Checklist (Adapted from CDC guidelines - updated July 22, 2020)

## Considerations for Schools: General Readiness Assessment - DISTRICT WIDE

Use the following tool when making initial preparations to promote healthy behaviors, environments, and operations that reduce the spread of COVID-19.

Policies and Procedures	Facilities and Supplies	Education and Training
<p><b>Point Person(s):</b> _____</p> <p>Review relevant local/state regulatory agency policies and order, such as those related to events, gatherings, and travel.</p> <p>Consult local health officials about the school's approach to planning for COVID-19.</p> <p>Designate a staff person responsible for responding to COVID-19 concerns. Make sure other staff, parents, and students know how to contact this person. <a href="#">CHRO and Supt</a></p> <p>Develop policies that encourage sick staff members to stay at home without fear of job loss or other consequences and protect their privacy, particularly for those with <a href="#">underlying medical conditions</a> and at <a href="#">higher risk</a> for severe illness.</p> <ul style="list-style-type: none"><li>Offer options (e.g., telework or virtual learning opportunities) for staff and students at higher risk for severe illness.</li><li>Offer flexible sick leave policies and practices.</li><li>Offer options for flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts).</li></ul> <p>Develop a plan to monitor absenteeism of students and staff, cross-train staff, and create a roster of trained back-up staff.</p> <p>Monitor absenteeism of students and staff, cross-train staff, and create a roster of trained back-up staff.</p> <p>Develop a plan to conduct daily health checks (e.g., temperature screening and/or <a href="#">symptom checking</a>) of staff and students, as possible, and in accordance with any applicable privacy laws and regulations.</p>	<p><b>Point Person(s):</b> _____</p> <p>Obtain supplies including:</p> <ul style="list-style-type: none"><li>soap</li><li>hand sanitizer (at least 60% alcohol)</li><li>paper towels</li><li>tissues</li><li><a href="#">cleaning and disinfection supplies</a></li><li><a href="#">cloth face coverings</a> (as feasible)</li><li>no-touch/foot pedal trash cans</li><li>no-touch soap/hand sanitizer dispensers</li><li>disposable food service items</li><li>other: _____</li></ul> <p>Develop a schedule for increased routine cleaning and disinfection in collaboration with maintenance staff, including areas such as the following:</p> <ul style="list-style-type: none"><li>buses or other transport vehicles (Stages 1&amp;2)</li><li>frequently touched surfaces (e.g., desks, door handles, railings)</li><li>communal spaces (e.g., restrooms)</li><li>shared objects (e.g., gym equipment, art supplies, games)</li><li>other: <u>Perimeter controls/fencing</u></li></ul> <p>Assess the availability of staff, students, and families to obtain cloth face coverings for everyday use.</p>	<p><b>Point Person(s):</b> _____</p> <p>Educate staff, students, and their families about when they should <a href="#">stay home</a> if they have COVID-19 <a href="#">symptoms</a>, have been diagnosed with COVID-19, are waiting for test results, or have been <a href="#">exposed</a> to someone with symptoms or a confirmed or suspected case, and when they can <a href="#">return</a> to school. (<a href="#">DO/Nurses provide this info</a>)</p> <p>Educate staff on flexible work and leave policies that encourage sick staff members to stay at home without fear of job loss or other consequences.</p> <p>Teach the importance of <a href="#">handwashing</a> with soap and water for at least 20 seconds. (<a href="#">Nurses provide</a>)</p> <p>Teach the importance of <a href="#">social distancing</a> and staying with small groups, if applicable. (<a href="#">PIO provides</a>)</p> <p>All students and staff members should wear <a href="#">cloth face coverings</a>, and communicate the importance of wearing them.</p> <p>Schools must exclude students from campus if they are not exempt from wearing a face covering and refuse to wear one provided by the school. Schools should offer alternative education for excluded students</p> <p>Provide information on <a href="#">proper use, removal, and washing of cloth face coverings</a>. <a href="#">Nurses</a></p> <p>Train staff on all safety protocols (<a href="#">Content provided by DO</a>).</p> <p>Conduct training virtually or maintain <a href="#">social distancing</a> during training.</p> <p>Other: _____</p>

## Considerations for Schools: General Readiness Assessment *(continued from previous page)*

### Policies and Procedures

Develop a plan for organizing students and staff into small groups (cohorting) that remain together while social distancing, with limited mixing between groups (all school day for young students, and as much as possible for older students). [\(Stage 3/Blended and Stage 2\)](#)

Develop appropriate COVID-19 accommodations, modifications, and assistance for students with special healthcare needs or disabilities.

Incorporate considerations for students in special education who have a 504 plan or individualized education plan to ensure education remains accessible.

Incorporate considerations for children and youth who need assistance with activities of daily living, as well as their service providers.

Develop a plan for serving students individually plated, boxed, or wrapped meals in classrooms instead of in a cafeteria, or for implementing staggered mealtimes to reduce the number of students or small groups within a cafeteria. [\(Stage 3/Blended and Stage 2\)](#)

Develop protocols to limit contact among small groups and with other students' guardians (e.g., staggered arrival and drop-off times or locations).

Develop a plan for if someone gets sick or shows symptoms of COVID-19.

Other: \_\_\_\_\_

### Facilities and Supplies

Close communal spaces or develop a plan for staggered use and [cleaning and disinfecting](#).

Develop a protocol to ensure [safe and correct use](#) and storage of [cleaners and disinfectants](#), including storing products securely away from students.

Ensure ventilation systems operate properly. If using fans, make sure they do not blow from one person onto another.

Ensure all [water systems](#) and features are safe to use after a prolonged facility shutdown.

Follow [CDC's considerations for Pools, Hot Tubs, and Water Playgrounds During COVID-19](#) if applicable.

Install physical barriers, such as sneeze guards and partitions, in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).

Provide physical guides, such as tape on floors and signs on walls, to promote social distancing.

Space seating at least 6 feet apart and turn desks to face in the same direction.

Develop protocol to increase circulation of outdoor air as much as possible throughout the school day (e.g., opening windows and doors when it is safe to do so).

Develop a protocol to monitor and ensure adequate supplies to minimize sharing of objects, or limit use to one group of students at a time, and clean and disinfect between use.

Encourage organizations that share the school facilities to follow these considerations.

Other: \_\_\_\_\_

## Considerations for Schools: General Readiness Assessment - DISTRICT WIDE

Use the following tool when making initial preparations to promote healthy behaviors, environments, and operations that reduce the spread of COVID-19.

### Communication and Messaging

**Point Person(s):** \_\_\_\_\_

[Post signs](#) in highly visible locations to [promote everyday protective measures](#) and describe how to [stop the spread](#) of germs. Signage locations include:

entrances	<a href="#">Principals/ Dept heads post signs provided by the District.</a>
dining areas	
restrooms	
classrooms	
administrative offices	
MUR	
auditorium	
janitorial staff areas	
other _____	

Develop plans to include messages (e.g., [videos](#)) about behaviors that prevent spread of COVID-19 when communicating with staff and families on:

websites	
email	<a href="#">PIO with Nurses and HR</a>
social media accounts	
other _____	

Develop plans to broadcast regular [announcements](#) on reducing the spread of COVID-19 on PA systems or during morning announcements.

Consider posting signs for the national distress hotline: 1-800-985-5990, or text TalkWithUs to 66746.

Notify all staff and families of who to contact for questions and concerns related to COVID-19.

Ensure communication is developmentally appropriate and accessible for all students, including those with disabilities.

Other: \_\_\_\_\_

### Gatherings, Visitors, and Events

**Point Person(s):** \_\_\_\_\_

Review local/state regulatory agency policies related to group gatherings to determine if events (e.g., sport games, extracurricular activities) can be held.

Identify opportunities to pursue virtual group events, gatherings, or meetings, if possible, and develop a protocol to limit those where social distancing cannot be maintained.

Develop a protocol to limit nonessential visitors, volunteers, and activities involving external groups or organizations as much as possible—especially those who are not from the local geographic area (e.g., community, town, city, country.) ([Volunteers/visitors not permitted in Stages 3 & 4](#))

Identify opportunities to pursue virtual activities and events, such as field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, if possible. ([In person events and field trips not permitted in Stages 3 & 4](#))

If offering sporting activities, develop a plan to follow [considerations](#) that minimize transmission of COVID-19 to players, families, coaches, and communities. ([In person events not permitted in Stages 3 & 4, some practices permitted in 2&3](#))

Identify and prioritize outdoor activities where social distancing can be maintained as much as possible.

Other: \_\_\_\_\_

### Action Planning—Notes and Next Steps

**Point Person(s):** \_\_\_\_\_

Use this space to note any required resources and next steps, or potential barriers and opportunities:



## Considerations for Schools: Daily/Weekly Readiness Assessment - Used weekly by Principals and Dept heads for ongoing monitoring

Use the following tool to monitor and maintain healthy behaviors, environments, and operations that reduce the spread of COVID-19.

Policies and Procedures	Facilities and Supplies	Education and Training
<p><b>Point Person(s):</b> _____</p> <p>Check with District Office re: relevant local/state regulatory agency policies and orders for updates.</p> <p>Ensure a staff person is assigned to respond to COVID-19 concerns. (<a href="#">Nurse or designee</a>)</p> <p>Monitor absenteeism of students and staff.</p> <p>Ensure roster of trained back-up staff is updated.</p> <p>Conduct daily health checks (e.g., temperature screening and/or <a href="#">symptom checking</a>) of staff and students, as possible, and in accordance with any applicable privacy laws and regulations.</p> <p><a href="#">In Stage 4 only</a>, ensure options for flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts) are available</p> <p>Ensure students are kept together in small groups with dedicated staff and remain with the same group throughout the day, every day, if possible. (<a href="#">Stages 2/3</a>)</p> <p>Monitor and ensure appropriate accommodations, modifications, and assistance for students with special needs</p> <p>students in special education who have a 504 plan or individualized education plan.</p> <p>Ensure safety for children and youth who need assistance with activities of daily living, as well as their <a href="#">service providers</a>.</p> <p>Adhere to and review protocols to limit contact between small groups and with other students' guardians.</p>	<p><b>Point Person(s):</b> _____</p> <p>Monitor and restock supplies including:</p> <ul style="list-style-type: none"><li>soap</li><li>hand sanitizer (at least 60% alcohol)</li><li>paper towels</li><li>tissues</li><li><a href="#">cleaning and disinfection supplies</a></li><li><a href="#">cloth face coverings</a> (as feasible)</li><li>no-touch (preferably covered) trash cans</li><li>no-touch soap/hand sanitizer dispensers</li><li>disposable food service items</li><li>other: _____</li></ul> <p>Monitor adherence to the schedule for increased, routine cleaning and disinfection of:</p> <ul style="list-style-type: none"><li>buses or other transport vehicles (<a href="#">Stages 2/3</a>)</li><li>frequently touched surfaces (e.g., desks, door handles, railings)</li><li>communal spaces (e.g., restrooms)</li><li>shared objects (e.g., gym equipment, art supplies, games)</li><li>other: _____</li></ul> <p>Monitor availability and use of gloves when food is prepared and served, and when handling and disposing of trash.</p>	<p><b>Point Person(s):</b> _____</p> <p>Educate staff, students, and their families about when they should <a href="#">stay home</a> if they have COVID-19 <a href="#">symptoms</a>, have been diagnosed with COVID-19, are waiting for test results, or have been <a href="#">exposed</a> to someone with symptoms or a confirmed or suspected case, and when they can <a href="#">return</a> to school. (<a href="#">District provides content</a>)</p> <p>Educate staff on work expectations/remote options specific to reopening Stage.</p> <p>Reinforce and monitor <a href="#">handwashing</a> with soap and water for at least 20 seconds.</p> <p>Reinforce the importance of social distancing and staying with small groups, if applicable.</p> <p>Encourage covering coughs and sneezes with a tissue, and then washing hands with soap and water for at least 20 seconds.</p> <p>Reinforce the use of <a href="#">cloth face coverings</a>.</p> <p>All students and staff members must wear masks</p> <p>Schools must exclude students from campus if they are not exempt from wearing a face covering and refuse to wear one. Schools should offer alternative education</p> <p>Provide information on <a href="#">proper use, removal, and washing of cloth face coverings</a>.</p> <p>Train staff on all safety protocols. (<a href="#">District provides content</a>)</p> <p>Conduct training virtually or maintain <a href="#">social distancing</a> during training.</p> <p>Other: _____</p> <p>members including assessing needs of diverse groups</p>

## Considerations for Schools: Daily/Weekly Readiness Assessment *(continued from previous page)*

### Policies and Procedures

Ensure small groups maintain a physical distance of at least 6 feet to avoid mixing between groups, if possible. [\(Stages 2/3\)](#)

Ensure students eat in separate areas or with their small group. [\(Stages 2/3\)](#)

Ensure each student's belongings are separated from others' and in individually labeled containers, cubbies, or designated areas. [\(Stages 2/3\)](#)

Ensure limited sharing of electronic devices, toys, books, and other games or learning aids, and clean and disinfect between users. [\(Stages 2/3\)](#)

Other: \_\_\_\_\_

### Facilities and Supplies

Monitor [safe and correct use](#) and storage of [cleaners and disinfectants](#), including storing products securely away from students.

Ensure that there is adequate ventilation when cleaners and disinfectants are used to prevent students or staff from inhaling toxic fumes.

Ensure ventilation systems operate properly.

Ensure seating is spaced at least 6 feet apart and that desks remain facing the same direction.

In transport vehicles, ensure one student per row, skipping rows when possible. [\(Stages 2/3\)](#)

For communal spaces, ensure staggered use, and cleaning and disinfecting frequently touched surfaces and shared objects between users.

Increase circulation of outdoor air as much as possible throughout the school day (e.g., opening windows and doors when it is safe to do so).

Ensure adequate supplies (e.g., writing utensils, art supplies) to minimize sharing of frequently touched surfaces and shared objects, and monitor cleaning and disinfecting between use.

Other: \_\_\_\_\_



## Considerations for Schools: Daily/Weekly Readiness Assessment

Use the following tool to monitor and maintain healthy behaviors, environments, and operations that reduce the spread of COVID-19.

### Communication and Messaging

**Point Person(s):** \_\_\_\_\_

Continue to post or update [signs](#) in highly visible locations to [promote everyday protective measures](#) and describe how to [stop the spread](#) of germs. Signage locations include:

- entrances
- dining areas
- restrooms
- classrooms
- administrative offices
- MUR
- auditorium
- janitorial staff areas
- other \_\_\_\_\_

Continue to provide or update messages (e.g., [videos](#)) about behaviors that prevent spread of COVID-19 when communicating with staff and families on:

- websites
- email
- [social media accounts](#)
- other \_\_\_\_\_

Broadcast regular [announcements](#) on reducing the spread of COVID-19 on PA systems or during morning announcements.

Ensure all staff and families know which staff person is responsible for responding to COVID-19 concerns and how to contact this person.

Encourage staff and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media if they are feeling overwhelmed or distressed.

Promote healthy eating, exercising, getting sleep, and finding time to unwind.

Encourage staff members and students to talk with people they trust about their concerns and how they are feeling.

Ensure communication is developmentally appropriate and accessible for all students, including those with disabilities.

Other: \_\_\_\_\_

### Gatherings, Visitors, and Events

**Point Person(s):** \_\_\_\_\_

Continue to encourage social distancing of at least 6 feet between people who don't live together at group events, gatherings, or meetings, including outdoor activities.

Continue to restrict nonessential visitors, volunteers, and activities involving external groups or organizations—especially those who are not from the local geographic area (e.g., community, town, city, country). ([Visitors and volunteers not permitted in Stages 2/3/4](#))

Continue to pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, if possible.

Continue to follow [considerations](#) for students and staff participating in sporting activities.

Continue to offer pre-packaged boxed or bagged meals at events or gatherings and use disposable food service items.

Other: \_\_\_\_\_

### Action Planning—Notes and Next Steps

**Point Person(s):** \_\_\_\_\_

Use this space to note any required resources and next steps, or potential barriers and opportunities:

## Considerations for Schools: Preparing for if Someone Gets Sick

Use the following tool when making initial preparations for if a student, teacher, or other school staff member gets sick with COVID-19.

Before Someone Gets Sick	When Someone Gets Sick	After Someone Gets Sick
<p><b>Point Person(s):</b> _____</p> <p>Make sure staff and families know they should not come to school, and that they should notify school officials if they have COVID-19 <a href="#">symptoms</a>, are diagnosed with COVID-19, are waiting for test results, or have been <a href="#">exposed</a> to someone with symptoms or a confirmed or suspected case.</p> <p>Develop systems to:</p> <ul style="list-style-type: none"><li>Have individuals self-report to administrators if they have <a href="#">symptoms</a> of COVID-19, have been diagnosed with COVID-19, are waiting for test results, or were exposed to someone with COVID-19 within the last 14 days.</li><li>Notify individuals of closures and restrictions put in place to slow the spread of COVID-19.</li><li>Develop policies for returning to school after COVID-19 illness. CDC's <a href="#">criteria to discontinue home isolation and quarantine</a> can inform these policies.</li></ul> <p>Identify an isolation room or area to separate anyone who has COVID-19 <a href="#">symptoms</a> or who has tested positive but does not have symptoms.</p> <p>Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility, if necessary.</p> <p>Develop a plan to support staff, students, and families experiencing trauma or challenges related to COVID-19.</p> <p>Other: _____</p>	<p><b>Point Person(s):</b> _____</p> <p>Immediately separate individuals with COVID-19 <a href="#">symptoms or who test positive for COVID-19</a>.</p> <p>If necessary, arrange for transportation of sick individual(s) home or to a healthcare facility, depending on how severe their symptoms are.</p> <p>If calling an ambulance or bringing someone to a healthcare facility, alert them ahead that the person may have COVID-19.</p> <p>Close off areas used by a sick person and do not use these areas until after <a href="#">cleaning and disinfecting</a> them (for outdoor areas, this includes surfaces or shared objects in the area, if applicable).</p> <p>Advise sick individuals that they should not return to school until they have met CDC's <a href="#">criteria to discontinue home isolation</a>.</p> <p>Other: _____</p> <p><b>Notes and Next Steps:</b></p>	<p><b>Point Person(s):</b> _____</p> <p>In accordance with state and local laws and regulations, notify <a href="#">local health officials</a>, staff, and families of cases of COVID-19 while maintaining confidentiality in accordance with the <a href="#">Americans with Disabilities Act (ADA)</a>.</p> <p>Notify individuals of closures and restrictions put in place due to COVID-19 exposure.</p> <p>Advise those who have had <a href="#">close contact</a> with a person diagnosed with COVID-19 to stay home, <a href="#">self-monitor for symptoms</a>, and follow <a href="#">CDC guidance</a> if symptoms develop.</p> <p>Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure <a href="#">safe and correct</a> use and storage of cleaning and disinfection products, including storing them securely away from children.</p> <p>Other: _____</p>

# COVID-19 Case Response Process Overview

in the event of a case at school

## CONFIRMED/SUSPECTED POSITIVE CASE

### Get Info and Isolate

Confirmed\*\*\* case/cases - student/staff member  
Contact:

1. Office of the Superintendent/Nancy Rodriguez > School Nurses
2. Work with Supt's Office > notify Santa Clara County Public Health (must be notified within 4 hours of learning of the confirmed case)
3. Ensure that FERPA\* /HIPAA protocols are being followed. No sharing of student/employee names/identifying info outside this process

### Assess risk

In consultation with Public Health, consider "When to Close a Class/School/District" protocol below.

### Next Steps

- Consider additional/different social distancing strategies.
- Assess gatherings/events, cohorts and building traffic for further restrictions.

### Public Health will ...

Public Health will work with the confirmed-case individual/family to identify close contacts\*\* and communicate with MVWSD

Public Health works with District to conduct contact tracing and notify exposed children/staff for possible testing and quarantine

- Follow FERPA protocol (for students) and HIPAA (for adults).



### Communicate and support

- School/district supports Santa Clara County Public Health Dept's contact tracing
- MVWSD communicates information about exposure/quarantine of affected classes/ after school programs/bus cohorts to the affected groups through County-provided exposure notices
- MVWSD notifies general school community without disclosing personally identifiable information of students or staff (following FERPA protocol for students)
- MVWSD supports student program providers (Right at School, YMCA, Beyond the Bell) with their communication to parents and staff members in the event of an exposure

### Clean and reopen

- Wait 24 hours before cleaning dedicated room if person sick at school
- Ensure proper cleaning/disinfecting of affected classrooms and common areas or the entire school campus before they are reopened
- Work with Public Health to determine when it is safe to reopen the classroom or school, based on CDPH guidance
- Person doesn't come back to school until Wellness School Attendance Criteria is satisfied

# COVID-19 Case Response Process Overview

in the event of a case at school

## ? POSSIBLE CASE

### Get Info and Isolate



If a student/staff member becomes ill at school with a fever or other COVID symptoms:

- Minimize contact, mask and isolate immediately in a dedicated room.
- Wear a mask, gloves, and other PPE as appropriate.
- Send the ill person home as soon as possible.
- If symptoms are severe, send person to a healthcare provider or call 911.



If a student/staff member becomes ill at home:

- They should NOT come to school
- Student/Staff having close contact with CONFIRMED COVID case must stay home
- See Wellness School Attendance Criteria

### Healthcare

Affected individual/family contacts doctor for evaluation and possible COVID-19 testing. The public health department will contact the school if the individual is confirmed to have COVID-19



**CONFIRMED/SUSPECTED POSITIVE CASE**

Assess risk

Continue with Confirmed/Suspected Positive Case protocol page above at "Assess Risk" step



**NO CONFIRMED/SUSPECTED CASE**

Persons should follow "Student/Staff Wellness: School Attendance; Criteria to Return."  
No further District action needed

\*FERPA (Federal Educational Rights and Privacy Act) Protocol: If a school/district contacts public health regarding a student illness, they should work with PIO to ensure that they follow proper FERPA protocols for student privacy.

\*\*Close Contact: For contact tracing, only "close contacts" will be notified by public health. This is defined as someone who has been exposed to the sick individual at a distance of six feet or less for more than 15 minutes, irrespective of face coverings, beginning two days before the person had symptoms or tested positive and ending the last day they came to work. Close contacts should self quarantine for 14 days after the last contact with confirmed case.

\*\*\* Confirmed case: Person with COVID confirmed by a test or suspected case (showing symptoms and awaiting test) and has been physically present in MVWSD's schools or buildings in the last seven days.

# COVID-19 Case Scenario Responses

## POSITIVE CASES

Scenarios	Immediate Actions	Communication
<p>Scenario 1: A student or staff member either exhibits COVID-19 symptoms, answers “yes” to a health screening question, or has a temperature of 100.00 or above.</p>	<ul style="list-style-type: none"> <li>• Student/staff sent home</li> <li>• Student/staff instructed to get tested</li> </ul>	<p>No action is needed</p>
<p>Scenario 2: A family member or someone in close contact with a student or staff member (outside the school community) tests positive for COVID-19</p>	<ul style="list-style-type: none"> <li>• Student/staff sent home</li> <li>• Student/staff instructed to get tested</li> <li>• Student/staff instructed to quarantine, even if they test negative, for a full 14 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) COVID-19 positive household member completes their isolation</li> <li>• If student/staff test positive, see Scenario 3</li> <li>• School administration notified</li> </ul>	<p><u>For the Involved Student Family or Staff Member:</u>                      Template Letter: Household Member or Close Contact With COVID-19 Case</p>
<p>Scenario 3: A student or staff member tests positive for COVID-19.</p>	<ul style="list-style-type: none"> <li>• Student/staff sent home if not already quarantined</li> <li>• Student/staff instructed to isolate for 14 days after symptom onset OR 7 days after resolution of symptoms, whichever is longer. (If never symptomatic, isolate for 14 days after positive test.)</li> <li>• School-based close contacts identified and instructed to test &amp; quarantine for 14 days                             <ul style="list-style-type: none"> <li>o In stable elementary classroom cohorts: entire cohort</li> <li>o In other settings: use seating chart, consult with teacher/staff</li> </ul> </li> <li>• School administration notified</li> <li>• Public Health Department notified</li> </ul>	<p><u>For Positive Case Student Family/Staff:</u>                      Template Letter: COVID19 Case</p> <p><u>For Student Families and Staff Members Identified as Close Contacts:</u>                      Template Letter: Household Member or Close Contact With COVID-19 Case</p> <p><u>For All Other Student Families and Staff Members:</u>                      Template Letter: COVID19 Case in Our Community</p>

# COVID-19 Case Scenario Responses

## NEGATIVE CASES

Scenarios	Immediate Actions	Communication
A student or staff member tests negative for COVID-19 after Scenario 1 (symptomatic)	Student/staff may return to school 72 hours after resolution of fever and improvement in other symptoms	Student family/staff to bring evidence of negative COVID-19 test or medical note if testing not performed
A student or staff member tests negative after Scenario 2 (close contact)	Student/staff must remain in quarantine for a full 14 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) date that COVID-19 positive household member completes their isolation	No action is needed
A student or staff member tests negative after routine surveillance testing (no symptoms and no close contact to a confirmed COVID-19 case)	Can return to school/work immediately	No action is needed

# Student/Staff Wellness: School Attendance

## Illness Response Protocol

### Daily Check at Home

Is the student/staff member well enough to come to school?

Self check at home:

- Fever?
- Any COVID-19 symptoms?
- Any known close contact with COVID-19 confirmed case within the last 14 days?



**No to all questions:  
Attend School**



**Yes to any question:  
Stay Home**



Student/staff member **MUST** stay home  
Staff may use sick leave  
Student absence is excused

### Daily Wellness Check at School

If person has a fever greater than 100 degrees or any other COVID-19 related symptoms, will be isolated and sent home immediately



### Criteria to Return

- If the student/staff member is tested
- and the results are negative, person can return to school 3 days after symptoms resolve OR
- At least 10 days since symptoms first appeared
- and at least 24 hours with no fever without fever-reducing medication
- and symptoms have improved

## When to Close a Class/School/District

Guidance from California Department of Public Health

See the full guidelines at [cdph.ca.gov](https://cdph.ca.gov)

### When to Close a Class



If one or more students or staff members is confirmed to have COVID-19

### When to Close a School



If multiple "cohorts" or classes have confirmed cases OR 5% of all students/staff have confirmed cases

### When to Close the District



25% or more of schools in a district have closed due to COVID-19.



### When to Reopen a Class/School/District

Schools may typically reopen after 14 days and the following have occurred:

- Cleaning and disinfection
- Public Health investigation
- Consultation with the Santa Clara County public health department



# Appendix

California Department of Health Guidance for Schools

COVID-19 Site-Specific Protection Plan:  
Santa Clara County Department of Public Health

COVID-19 Close Contact Advisory: Santa Clara County Department of Public Health

Santa Clara County Office of Education  
Stronger Together Recovery Reopening School Guide



**Social Distancing Protocol**  
*COVID-19 Site-Specific Protection Plan*



**Legal Business Name:**

**Fictitious Business Name (if any):**

**Address of the specific facility or worksite that is the subject of this Protocol** (Complete one protocol for each facility or worksite. If business only performs services at facilities or worksites that the business does not own or operate (for example, a housecleaning or lawncare business), the business must check the “No Business Facility” box below and this protocol must cover those services):

**Street Address and Unit Number:**

**City:**

**Zip Code:**

- No Business Facility:** Only check this box if the business only performs services at various facilities/worksites that the business does not own or operate, and provide full mailing address for the business here:

**Type of Business:**

**Facility/Worksite visited by public: YES or NO or Not Applicable**      **YES**      **NO**      **Not Applicable**

**Individual Owner or Manager Responsible for Ensuring Compliance with Protocol**

*(Note: This information will be publicly accessible)*

**Name:**

**Title:**

**Phone number:**

**Email Address:**

**This Protocol was submitted on:**

**Please check if applicable:**

- Replacement Protocol:** This business already submitted a Social Distancing Protocol on the County’s website after July 1, 2020 using this webform. This protocol **replaces** the protocol that was previously submitted on the County’s website.

Businesses **must** implement all applicable measures listed below and be prepared to explain why any measure that is not implemented is inapplicable to the business. Businesses must regularly evaluate the facility or worksite that is the subject of this submission for compliance with this Protocol.

**Signage:**

- Post signage at each entrance of the facility or worksite that informs personnel and customers of the following (signage meeting this requirement can be downloaded and printed from the County’s COVID-19 website):
- Do not enter if you have COVID-19 symptoms;
  - Maintain at least six-foot distance from others at all times;
  - Face coverings required to enter (except for very young children, if medically inadvisable, or for communication by or with people who are hearing impaired);

**Social Distancing Protocol**  
**COVID-19 Site-Specific Protection Plan**



- Cover sneezes and coughs with cloth, tissue, or elbow;
- Do not shake hands or engage in unnecessary physical contact.
- Post signage at appropriate locations throughout the facility/worksites reminding everyone to wear face coverings at all times and maintain at least six-foot social distance.
- Post a copy of your updated COVID-19 PREPARED Sign and Social Distancing Protocol Visitor Information Sheet at each entrance where they can easily be viewed. These documents will be provided to you electronically when you submit this Social Distancing Protocol.

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**Personnel Training:**

- After submission, distribute copies of the completed Protocol to all personnel, and train all personnel on this Protocol.
- For businesses that perform services for dispersed facilities or worksites that the business does not own or operate, distribute a copy of the completed Protocol to the owner or operator of each facility or worksite where the business performs services.
- Train personnel on basic information regarding COVID-19 from the CDC available at <https://www.cdc.gov/coronavirus/2019-ncov/index.html>, including how to prevent COVID-19 from spreading, who is especially vulnerable to the disease, and when to seek medical attention.
- Train personnel on screening themselves for COVID-19 symptoms, including temperature and/or symptom checks using CDC guidelines available at <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>.
- Train personnel on the need to stay home and get tested if they have a frequent cough, fever, difficulty breathing, chills, muscle pain, headache, sore throat, recent loss of taste or smell. Ensure all personnel know they must also stay home if they or someone they live with has been diagnosed with COVID-19, or if they've had close contact with someone diagnosed with COVID-19.
- Train personnel on County guidance for when it is safe to return to work if they have COVID-19 symptoms, have tested positive for COVID-19, or have had close contact with someone who has tested positive for COVID-19. County guidelines are available at: [https://www.sccgov.org/sites/covid19/Pages/business-guidance.aspx#business\\_safety\\_guidance](https://www.sccgov.org/sites/covid19/Pages/business-guidance.aspx#business_safety_guidance).
- Train personnel on the need for frequent handwashing with soap and water, mandatory face coverings, the importance of social distancing, and other measures required in this Protocol.
- Train personnel on the importance of getting tested for COVID-19 in accordance with County guidance available at <https://www.sccgov.org/sites/covid19/Pages/covid19-testing.aspx>, and explain that testing is available through their healthcare provider or at free community testing sites ([www.sccfreetest.org](http://www.sccfreetest.org)).
- Inform personnel that they can contact the **County Office of Labor Standards Enforcement** to report any deficiencies in compliance with Social Distancing Protocol requirements by this business or any other at which they may work at [www.sccfairworkplace.org](http://www.sccfairworkplace.org) or by calling the Office of Labor Standards Enforcement Advice Line at 866-870-7725.

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- Inform personnel about employer or government-sponsored leave benefits that personnel may be entitled to receive, including those benefits identified at the following address:  
<https://www.labor.ca.gov/coronavirus2019/#chart>.
- Train personnel on new or modified COVID-19 safety measures immediately upon updating this Protocol.
- Optional—Describe other measures this business plans to take to train personnel on COVID-19 safety and related issues:

---

**Individual Control Measures and Screenings:**

- Direct all personnel who can carry out employer-assigned work duties from home to do so. No personnel who can carry out employer-assigned work duties from home can perform those duties at the facility or worksite.
- Direct all workers not to come to work if sick or exhibiting symptoms of COVID-19.
- Ask all personnel if they have COVID-19 symptoms at the beginning of each shift, and screen all other people before they enter the facility or worksite. Send personnel home if they report COVID-19 symptoms. (\*Note, temperature screenings with thermometer or thermal scanner are not required, and can increase COVID-19 risk if many employees convene in the same place for temperature screening.)
- Require all persons, except those excepted from face covering requirements, to properly wear face coverings at all times in accordance with the California Department of Public Health's mandatory Guidance for the Use of Face Coverings and also in compliance with the Health Officer's Order. Exceptions to the face coverings requirement include very young children, people for whom face coverings are medically inadvisable, or for communication by or with people who are hearing impaired.
- Optional—Describe other measures:

---

**Handwashing and Hand-Sanitizing Protocols:**

- Encourage frequent handwashing or use of hand sanitizer and provide frequent breaks for handwashing.
- Soap and water or hand sanitizer are available to all personnel at the following location(s):
- Hand sanitizer effective against COVID-19 is available to all frontline staff as well as to other personnel at the following location(s):
- Hand sanitizer and/or soap and water are available at or near the site entrance, at checkout counters, and at various locations throughout the site to enable the public and staff to frequently clean their hands.
- Handwashing and other sanitary facilities are operational and stocked at all times.
- Optional—Describe other measures:



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**Cleaning and Disinfecting Protocols**

- Thoroughly and regularly clean any high traffic areas and frequently disinfect any high-contact surfaces (including doorknobs, handrails, counters, tables, checkout areas, cash registers, telephones, elevator controls, etc.).
- Break rooms, bathrooms, and other common areas are disinfected frequently, on the following schedule:
  - Break rooms:
  - Bathrooms:
  - Other ( )::
- Regularly clean and sanitize all public seating areas.
- Disinfectant and related supplies are available to all personnel at the following location(s):
- Disinfecting wipes that are effective against COVID-19 are available for use by customers and personnel near shopping carts and baskets if shopping carts and baskets are used at the facility.
- Assign staff to disinfect carts and baskets regularly that are used at the facility if shopping carts and baskets are used at the facility.
- Disinfect any shared equipment and touchable surfaces like payment portals and pens after each use.
- Adjust operational hours to provide adequate time for cleaning and stocking with social distancing, and provide time for any workers to clean between shifts.
- Consider upgrades to HVAC and building air filtration system and other measures (such as opening windows) to improve ventilation, filtration, and outdoor air exchange.
- Optional—Describe other measures:

---

**Measures to Maintain Social Distancing:**

- Limit the number of people in the facility/worksites to allow adequate social distancing (six feet minimum) at all times and to comply with any applicable density/occupancy restrictions in the Order. To determine the maximum number of occupants:
  1. Measure square footage of the facility/worksites:
    - Total (gross) square footage of the facility/worksites:
    - Square footage open to the public:
  2. The maximum number of occupants allowed at any time based on applicable square footage is:

**Social Distancing Protocol**  
**COVID-19 Site-Specific Protection Plan**



- Maximum number of personnel:
- Maximum number of customers/members of public:

\*Note: Unless otherwise specifically exempt, the total number of workers present at a business facility may not exceed one worker per 250 gross square feet of the facility, and the total number of customers or members of the public may not exceed one person per 150 square feet of space open to the public.

- Designate a person to monitor the facility/worksites entrance to ensure that the maximum number of occupants is not exceeded, that all persons are wearing face coverings except for those exempted from face covering requirements, and that people entering comply with other provisions of this Protocol. Ensure that this staff person is more than six feet away from others to maintain adequate social distance.
- Require that all persons at the facility/worksites maintain at least six feet social distance from all other persons, except as strictly necessary to perform job functions.
- Place tape or other markings at least six feet apart in customer line areas inside the store and on sidewalks at public entrances with signs directing customers to use the markings to maintain distance.
- Separate order areas from delivery areas to prevent customers from gathering.
- Minimize exposure between cashiers and customers through social distancing or use of barriers where social distancing cannot be maintained. Describe:
- If feasible, increase remote (online and telephone) purchasing, delivery, and curbside pickup service options.
- Stagger personnel breaks, in compliance with wage and hour regulations, to maintain adequate social distancing.
- Minimize any in-person meetings and adjust those that are necessary to ensure adequate social distancing.
- Separate all desks, chairs, and individual workstations by at least six feet.
- Reconfigure, restrict, or close break rooms and other common areas to maintain social distancing. Where possible, create outdoor break areas with shade covers.
- Maximize the use of outdoor space for interactions or transactions with customers to minimize the time that customers and personnel are indoors, particularly when in close proximity to one another.
- Optional—Describe other measures:

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**Measures to Prevent Unnecessary Contact:**

- If using public seating areas, space seats at least 6 feet apart and sanitize seats after each use. Otherwise, close all public seating areas.
- Prevent people from self-serving any food-related items, including from food bars, bulk-item bins, beverage machines, and shared containers in breakrooms. Discontinue product sampling.



**Social Distancing Protocol**  
**COVID-19 Site-Specific Protection Plan**



- Implement measures to prevent contact between staff and items that customers bring from home (such as reusable bags, cups, and food containers) or prohibit use of reusable items as appropriate to operation.

*Examples:* Require customers using reusable bags to bag their own groceries or to place cups on stable surface for beverage pouring by staff.

Describe measures:

- Install contactless devices (including contactless payment systems, motion sensor lights, automatic soap and towel dispensers, and contactless timecard systems) if possible.
- Optional—Describe other measures (e.g. providing restricted shopping hours for seniors and other individuals at high-risk for COVID-19):

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**Procedure if a Person at the Facility/Worksite Tests Positive for COVID-19**

- Create, and post in an area easily viewable by personnel, a plan to comply with the measures listed in this section in the event of a confirmed case of COVID-19 amongst personnel.*
  - Immediately remove the infected person from the facility/worksite and ensure they are no longer occupying the same space as any other personnel. Instruct them to stay home and **isolate for 10 days** from the date their symptoms began **AND** for 3 days with improvement in respiratory symptoms and no fever. The individual may return to the worksite after both of these criteria are met (**10/3 rule**). If they never had any COVID-19 symptoms, they should isolate for 10 days from the date their positive test was done.
  - Notify the County Public Health Department within four hours of learning of the positive case by following the instructions at [www.sccsafeworkplace.org](http://www.sccsafeworkplace.org).
  - Immediately close each location within a facility or worksite used by the infected person within the last 48 hours until disinfection and sanitization of these areas is complete.
  - Disinfect and sanitize each area used by the infected person within the last 48 hours, focusing on frequently touched surfaces. Work in these locations must cease until disinfection and sanitization is complete.
  - Open outside doors and windows and use ventilating fans to increase air circulation in any area used by the infected person.
  - Identify any workers (and customers, if known) who had close contact with the infected person. A close contact is someone who was within six feet of the infected person for at least 15 minutes, beginning two days before the person had symptoms or tested positive and ending the last day they came to work.
  - Comply with any case investigation and contact tracing measures by the County Public Health Department. This will include providing the names, addresses, phone numbers, and work dates and times for close contacts of the infected person, which employers are required by law to provide to the County Public Health Department upon request.



**Social Distancing Protocol**  
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- Exclude all close contacts from the facility/worksites or any other jobsite for 14 days from their last contact with the infected individual, even if they test negative for COVID-19. Close contacts should be tested for COVID-19.
- Instruct all others who are not identified as close contacts and who are at the facility/worksites or any other jobsite where the infected person was present to self-monitor for COVID-19 symptoms for 14 days after the last day the infected person was at work.
- Follow other instructions on What to Do if Someone at the Worksite Has COVID-19 at [www.sccsafeworkplace.org](http://www.sccsafeworkplace.org).

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**Additional Measures**

- Review and implement measures in any applicable industry-specific directives issued by the County Health Officer and COVID-19 Industry-Specific Guidance issued by the California Department of Public Health.
- Describe any additional health and safety measures implemented:

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**Certification**

- I affirm that this business will provide all personnel with a copy of this Protocol and conduct trainings as required in this Protocol; that this business will post copies of the updated COVID-19 PREPARED Sign, Social Distancing Protocol Visitor Information Sheet, and signage as required herein; that the business will implement all applicable measures as set forth herein; that I am authorized to complete and sign this certification on behalf of this business; that I understand that failure to comply with requirements imposed by the Health Officer of the County of Santa Clara (including this Social Distancing Protocol) is unlawful and may subject the business or responsible individuals to punishment by imprisonment or a fine or both; and that all information in this Social Distancing Protocol is complete and accurate to the best of my knowledge formed after diligent and thorough investigation.
- I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Name: Shelly Hausman

Date:

Title:

Email: shausman@mvwsd.org

Phone:

Signature:

# Social Distancing Protocol

## Visitor Information



**Last updated:**  
**Business Name:**  
**Address:**

The maximum number of personnel allowed in this facility is \_\_\_\_\_ .  
The maximum number of customers/members of the public allowed in this facility is \_\_\_\_\_ .

### Summary of Customer-Facing Requirements

- Handwashing facilities or sanitizer is available near the facility entrance.
- An employee has been designated to monitor the facility entrance to ensure the maximum number of customers is not exceeded and all persons are wearing face coverings.
- Tape or markings have been placed at least six feet apart where people form lines.

### Report a Complaint

If you are a customer or member of the public and would like to report a complaint about this or another business not following a Social Distancing Protocol, visit [www.santaclara-da.org](http://www.santaclara-da.org).

If you are an employee, and would like to report a complaint about this business, visit [www.sccfairworkplace.org](http://www.sccfairworkplace.org) or call the Office of Labor Standards Enforcement at 866-870-7725.

### Learn More

To view the County Health Officer's Order and other information related to COVID-19, visit [sccgov.org/coronavirus](http://sccgov.org/coronavirus). To view this business' social distancing protocol visit [www.covid19prepared.org](http://www.covid19prepared.org).

The person responsible for implementing this business's protocol is:

\_\_\_\_\_

Name

\_\_\_\_\_

Title

\_\_\_\_\_

Email

\_\_\_\_\_

Phone Number

# COVID-19 Prepared

Health Order Issuance Date: **July 2, 2020**



This business, \_\_\_\_\_, has completed a **Social Distancing Protocol** to prevent the spread of **COVID-19**.

For more information or to learn how to file a complaint, see this business's Social Distancing Protocol Visitor Information Sheet (required to be posted with this sign). To see this business's Social Distancing Protocol visit [www.covid19prepared.org](http://www.covid19prepared.org)

Santa Clara County  
**PUBLIC HEALTH**



# COVID-19 Close Contact Advisory for Non-Healthcare Workers



Contact tracing done at your workplace revealed a possible exposure to a confirmed COVID-19 case. **You were identified as a close contact to the COVID-19 positive person and may have been exposed to the virus.** According to the Centers for Disease Control and Prevention (CDC), the virus is spread mainly between people who are in close contact with one another (less than 6 feet apart for 15 minutes or longer) through respiratory droplets produced when an infected person coughs or sneezes.

Learning of a potential exposure can be upsetting, but contact with someone with COVID-19 does not necessarily mean that you will get COVID-19 or become seriously ill. Most people with COVID-19 have mild illness and can recover at home. Some people who have the virus may not have any symptoms at all. That is why your employer is working closely with the County of Santa Clara Public Health Department to take precautions to prevent further exposure.

Please see below instructions regarding quarantine, work exclusion, clinical care, and testing.

## Testing and Quarantine/Isolation

As a worker who has come into close contact with someone who was confirmed to have COVID-19, you are directed to **self-quarantine at home** and **get tested** as instructed below.

You must stay home, even if you test negative, because it can take up to 14 days to become infected with COVID-19.

If you do NOT have COVID-19 symptoms:

- Get tested around **7 days** after your last exposure to the case.
- If you got tested before that, get tested again towards the end of your 14-day quarantine period.

If you have or develop COVID-19 symptoms:

- Get tested immediately and separate yourself from any household members as much as possible.
  - If your test result is positive, you must remain isolated at home until at least 10 days have passed since your symptoms began AND after at least 3 days with no fever and respiratory symptoms have improved.
  - If your test is negative and you were tested **earlier than 7 days** from your last exposure to the case, you must **quarantine at home** for a full **14 days** and **get tested again** towards the end of your 14-day quarantine period.
  - If your test is negative, and it was done **later than 7 days** from your last exposure to the case, **no additional testing** is needed, but you still must **quarantine at home** for a full **14 days**.

If you develop COVID-19 symptoms (fever, cough, shortness of breath, chills, night sweats, sore throat, nausea, vomiting, diarrhea, tiredness, muscle or body aches, headaches, confusion, or loss of sense of taste/smell), contact your doctor immediately. If you do not have a doctor, you may contact the Santa Clara Valley Medical Center, Valley Connections Line at 1-888-334-1000 and ask to speak to an advice nurse.

## Work Exclusion

You are excluded from coming to the worksite during the quarantine period but can work remotely. Once the above testing and quarantine period requirements are met, you may return to the worksite in combination with your employer's recommendations, which may be specific to your position.

For more information on COVID-19, please visit our website at [www.sccgov.org/covid19](http://www.sccgov.org/covid19). Thank you for doing your part to stop the spread of the virus and keep our community healthy.

# **-Stronger Together-**

**Recovery and Reopening Schools in Santa Clara County**



**Santa Clara County  
Office of Education**

**June 2020**

## **Introduction**

The 2020 Coronavirus pandemic resulted in statewide closures of all schools and shifted the way schools provide learning options to students. The tremendous effort that LEAs in Santa Clara County have put forth to continue providing these learning options cannot be understated. These unprecedented times have forced us all to rethink many aspects of day-to-day school operations. In addition, we have been presented a unique opportunity to reimagine and reinvent schooling both during shelter-in-place and looking forward. It is likely much has been learned over these past weeks and we must embrace the opportunity to continue innovating based on these learnings.

As information continues to be shared about how the state of California and the County of Santa Clara plan on reopening businesses, schools, and child care facilities, many considerations need to be taken into account for LEAs to plan for reopening school. Assumptions about health and safety requirements, schedules, instructional models, daily operational activities, and community sentiment play a role in developing well thought out plans. In addition, the unique needs presented by students in Pre-K all the way to Adult Ed should be considered when planning.

Recently Governor Newsom updated the state about the dire budget situation created by the need to shelter-in-place in response to COVID-19. It is anticipated that significant cuts to education funding are on the horizon which will only compound the efforts to reopen schools. As LEAs draft plans and explore scenarios, cost considerations must be addressed for any actions or strategy and will be dependent upon the ability to budget and fund these items.

The goal of this project is to provide Santa Clara County school districts, charter schools, and other schools with guidance to take into consideration as they plan for reopening schools. It is understood that modifications need to be in place to mitigate risks of possible transmission in response to the safety of students and staff during the ongoing COVID-19 pandemic. While there is no guarantee that COVID-19 will not present itself in schools, there is much that can be planned for to respond to this possibility.

This document has been developed by the Santa Clara County Office of Education with input from the Santa Clara County Public Health Department. We are grateful for their leadership and support. The information contained in this document is subject to change and may be modified based on future information and additional guidance.



## **Background and Context**

The considerations in this document build on guidance shared from other County Offices of Education, the [Return to School Roadmap](#), Governor Newsom's [Pandemic Response Roadmap](#). [Orders from the Santa Clara County Public Health Department](#) were also considered when making recommendations. Recently the [CDC released guidance](#) for schools to consider when planning for reopening.

We recognize that the reopening of schools is a high priority that must be weighed against the need to protect the health and safety of students, faculty, staff, and the broader community. The Public Health Department continues to closely monitor, and work on controlling, the spread of COVID-19 in Santa Clara County. We are also monitoring evolving guidance on school re-openings and the most up-to-date research on the role of children in COVID-19 transmission to make evidence-based decisions regarding school openings and prevention measures. However, the course of the pandemic remains difficult to predict. As the epidemic continues to evolve over the next few months, our understanding and recommendations will evolve as well. This document provides a roadmap that can be used to inform current planning efforts for different scenarios.

Based on available information, it is reasonable and prudent for the K-12 schools in Santa Clara County to create plans based on the following understandings and assumptions:

- ❑ COVID-19 will be present in our community during the 2020-21 school year and we must plan to deliver learning options that mitigate transmission potential and respond appropriately to protect students and staff.
- ❑ Schools will need to plan to reopen with a variety of options based on [physical distancing requirements](#), recommended safety procedures, and further guidance from the County of Santa Clara Public Health Department, California Department of Education and the Governor's Office.
- ❑ Considerations for the number of allowable students on campus or in classrooms will likely be predicated on the school's ability to physically distance stabilized cohorts of students and limit mixing groups for non-essential activities.
- ❑ Reducing or eliminating large group settings should be part of this consideration. Phased increases may resemble the reverse of the pattern of allowable persons to congregate at the beginning of the emergency when the order went from 200 to 100 to 35 and then to Shelter in Place.
- ❑ The economic impact of COVID-19 will result in a reduction of school funding at the same time increased expenses for school operations and limitations on the services that can be provided.
- ❑ Teaching and learning will be different. This is an opportunity to rethink traditional models and equitable practices. Students returning to school will have gaps in their learning and will need support. Now, more than ever, we need to be prepared to address their needs.

## Guiding Principles

This planning process will require thoughtful, intentional, and deliberate efforts on the part of school leaders to create the conditions for schools to reopen safely. At the same time, the challenge to provide for the physical, social, and academic needs of students will be critical in this new environment. As the planning process becomes detailed and nuanced, it is important to hold on to some guiding principles as teams engage in this work. It is encouraged that following guiding principles provide the foundation to your planning efforts.

1. Protect the Safety and Health of Students, Staff and Families
2. Plans Must Work to Ensure Equity, Access and Inclusion
3. Eliminate Opportunity Gaps, Address Learning Loss, and Accelerate Achievement
4. Promote Innovative High Quality Teaching and Learning Across All Environments
5. Ensure Fiscal Stewardship Aligned to Students' Needs
6. Engage Stakeholders in Transparent, Collaborative, and Compassionate Decision Making

## A Focus on Equity

During this time of Shelter-In-Place, the issue of equity has been magnified and the potential for lasting academic, social, and financial impacts on students and families has been brought to the forefront. On a recent webinar from the Brookings Institute, a statistic was shared that stated; it is estimated 21% of the 52 million students in the US have not engaged in any distance learning since shelter in place.

As you plan, it is imperative that you are listening to and considering the needs of ALL stakeholders. Let all voices be heard and let your decisions be made through this lens of equity. This may require tough decisions about the availability of on-campus instruction and resource allocation. We know these decisions are not easy and are not always well received by the majority. We strongly encourage district leadership to do all they can to support the neediest of students in these difficult times.

## How To Use This Report

We strongly encourage LEAs to establish working groups to discuss the considerations below and weigh the costs and benefits of each decision. Ongoing and open communication with stakeholders will aid in successful decision making. Much has been learned in the past couple months and it would be beneficial for these teams to first ask some basic planning questions. ***What has been working? What hasn't been working? How do we know?*** As teams analyze the answers to these questions they may point towards additional areas of focus.

The document is organized into 3 categories of considerations below, Health and Wellness, School and District Operations, and Teaching and Learning. High level guidance in each category is provided along with specific suggestions of activities that LEAs might consider Doing Now (Planning), Doing Before School Opens (Preparing), and Doing When Schools are Open (Implementing). It is our intent to add further guidance and provide resources at future dates and times.

Companion Resources are available to this document. LEAs can also utilize an [Action Planning Template](#) that is aligned to the considerations below. In addition, a web page related to Recovery and Reopening has been posted on the Santa Clara County Office of Education [website](#).

# Table of Planning Considerations

The table below will allow you to quickly navigate to the various considerations throughout the document. In addition you will find an [Appendix](#) with additional [Operational Considerations](#), [FAQs](#), and [Resources](#).

Health and Wellness	School and District Operations	Teaching and Learning
Screen all students, employees, and visitors for illness related symptoms <a href="#">(Link)</a>	Evaluate rooms and locations to support physical distancing and stabilize cohorts as much as possible <a href="#">(Link)</a>	Determine the instructional model that will be utilized based on Public Health guidance/requirements and district resources. <a href="#">(Link)</a>
All students and staff should wear <a href="#">face coverings</a> to slow the potential spread of transmission <a href="#">(Link)</a>	Consider a variety of Return to School scheduling options to support physical distancing. <a href="#">(Link)</a>	Use existing team (MTSS, ILT) to review implementation of Distance Learning and identify successes and areas for improvement <a href="#">(Link)</a>
Evaluate and monitor locations to create healthy environments <a href="#">(Link)</a>	Evaluate 2020-21 academic calendars to maximize instruction and learning <a href="#">(Link)</a>	Design a system to identify and address learning loss from the extended shelter in place <a href="#">(Link)</a>
Implement hygiene strategies to prevent transmission of viruses and maintain sanitized environments <a href="#">(Link)</a>	Identify support structures for new students or classes of students at transitional grades <a href="#">(Link)</a>	Design a system to support unduplicated students and other high needs students including SpEd students <a href="#">(Link)</a>
Create a plan for daily routine cleaning that ensures disinfecting of high touch areas <a href="#">(Link)</a>	Prepare for potential class/school closures and reopening in the event of confirmed cases <a href="#">(Link)</a>	Provide professional development to support the chosen instructional model. <a href="#">(Link)</a>
Develop a plan to support the social, emotional, and mental health of students, family and staff <a href="#">(Link)</a>	Continue to provide school based meals to students. <a href="#">(Link)</a>	Plan for the need to resocialize and teach appropriate behavior expectations in the first few weeks of school <a href="#">(Link)</a>
Develop a plan to support students and staff in the event a staff member dies from COVID-19 <a href="#">(Link)</a>	Provide staff straining on newly established policies, regulations, and protocols related to COVID-19 <a href="#">(Link)</a>	Ensure safe and equitable physical environments for students and families who may be negatively stereotyped or discriminated against. <a href="#">(Link)</a>
	Develop plans for staff members who are at risk and are resistant to returning to work <a href="#">(Link)</a>	
	Develop plans for students who have special needs or are immunocompromised <a href="#">(Link)</a>	
	Plan for the fiscal impact of increased health screening, physical distancing and instructional program implementation <a href="#">(Link)</a>	
	Plan, analyze, and be ready to address the financial impacts of the on the district's budget <a href="#">(Link)</a>	
	Plan and analyze various current year and budget year cash scenarios to ensure fiscal solvency and the availability of adequate cash reserves to meet financial obligations (payroll & vendor payments) <a href="#">(Link)</a>	<b>Alternative Consideration:</b> If a district desires, consider an alternative schooling option for students unable or unwilling to return <a href="#">(Link)</a>

# Health and Wellness

The following recommendations are based on information that has been released related to Health and Safety guidance and has been reviewed by Santa Clara County Public Health. The intent behind the recommendations below is to create an environment that mitigates the opportunity for virus transmission as much as possible and takes into consideration the potential health and wellness impacts of COVID-19. While all measures should be considered, it must be noted that there is no guarantee that virus transmission will not occur. This is not an exhaustive list and will likely be further informed by additional guidance from the state and county health officials.

To inform your processes and decision the following resources may be helpful:

[CDC Schools Decision Reopening Tool](#)

[CDC Guidance for Schools: Plan, Prepare, Respond](#)

<b>Screen all students, employees, and visitors for illness related symptoms</b>	
<i>Do Now</i>	<ul style="list-style-type: none"> <li>• Begin planning for screening protocols. (e.g., visual, self reported, and/or daily temperature checks.)</li> <li>• If taking temperatures, determine the screening process. (Who will scan? Where will they scan? What resources do you need?)</li> <li>• Determine the protocol to exclude students and staff suspected of fever or respiratory illness. (*SCCOE and SCC Public Health Exclusion Protocol Pending)</li> <li>• Clarify school and district response if confirmation of COVID-19 case</li> <li>• Review and update health screening policies and practices               <ul style="list-style-type: none"> <li>◦ <a href="#">Preparing for When Someone is Sick: CDC</a></li> </ul> </li> <li>• Consider staggering arrival times to allow for health screenings, if needed.</li> </ul>
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> <li>• Order non-contact thermometers or other screening materials if needed.</li> <li>• Identify potential areas for isolating students or staff if suspected of being ill.</li> <li>• Create guidance for staff.</li> <li>• Develop protocols and communication for conducting health screenings</li> <li>• Train staff on administering the health screenings</li> <li>• Identify protocol for COVID-19 confirmation response under guidance from Public Health (investigate, exposure notice, potential school closure)</li> <li>• Communicate with families about keeping kids home with any symptoms and reassure them that it will not negatively impact attendance.</li> <li>• Communicate staggered arrival times if using this strategy to allow for health screens.</li> </ul>
<i>Do When School is Open</i>	<ul style="list-style-type: none"> <li>• Conduct adopted health screening procedures.</li> <li>• Isolate students or staff suspected of being ill.</li> <li>• Send home students or staff suspected of having fever or respiratory symptoms</li> <li>• Consider sending home students or staff who may be showing other atypical symptoms indirectly related to COVID-19.</li> <li>• Initiate COVID-19 confirmation protocol.</li> </ul>
<b>All students and staff should wear <u>face coverings</u> to slow the potential spread of transmission</b>	
<i>Do Now</i>	<ul style="list-style-type: none"> <li>• Determine in what circumstances and for whom the district will provide <a href="#">face coverings</a> SCC Public Health currently recommends ages 6 and above.</li> <li>• Draft guidance around district's expectations for face coverings.</li> </ul>
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> <li>• Order face coverings if planning to provide for students.</li> <li>• If families will be required to provide face coverings, notify them about expectations with recommendations.</li> <li>• Share guidance and design signage about face covering expectations .</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide training for how to put on and take off a face covering.</li> <li>• Train staff on expectations and how to monitor and ensure students wear face coverings</li> </ul>
<i>Do When School is Open</i>	<ul style="list-style-type: none"> <li>• Ensure students and staff wear them. Have extras on hand.</li> </ul>
<b>Evaluate and monitor locations to create healthy environments</b>	
<i>Do Now</i>	<ul style="list-style-type: none"> <li>• Determine if all sites and rooms have access to handwashing stations that are in good working order.</li> <li>• Identify locations for students to access hand sanitizer</li> <li>• Assess the ventilation and air flow of classrooms, office space, and other rooms.</li> <li>• Determine if non-classroom locations may need to be closed, restricted, or unavailable. (e.g. lunch benches, water fountains, locker rooms)</li> <li>• Determine if staff will be asked to remove non-essential items from rooms and shared spaces</li> </ul>
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> <li>• If needed, order and replace HVAC filters and fans, if needed.</li> <li>• If possible, resolve any ventilation or air flow issues.</li> <li>• Instruct staff on air flow practices.</li> </ul>
<i>Do When School is Open</i>	<ul style="list-style-type: none"> <li>• Close or restrict access to shared environments like playgrounds, benches, water fountains, locker rooms.</li> <li>• Monitor air flow in classrooms.</li> <li>• Install filters with greater frequency.</li> <li>• Remove non-essential items from rooms.</li> </ul>
<b>Implement hygiene strategies to prevent transmission of viruses and maintain sanitized environments</b>	
<i>Do Now</i>	<ul style="list-style-type: none"> <li>• Investigate suppliers and supply chain access to cleaning supplies, disinfectant, and non-medical grade PPE like gloves, masks, face shields or other barriers.</li> <li>• Evaluate HVAC systems for functionality and filter maintenance.</li> </ul>
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> <li>• Order hand washing supplies, sanitizer, disinfectant, PPE.</li> <li>• Post signage on the handwashing process and <a href="#">cough/sneeze etiquette</a>.</li> <li>• Develop a schedule for regular hand washing routines at the start of the day and throughout the day.</li> <li>• Train staff on over emphasizing hygiene practices.</li> </ul>
<i>Do When School is Open</i>	<ul style="list-style-type: none"> <li>• Teach hand washing and cough and sneeze etiquette at all grade levels.</li> <li>• Encourage and allow students to wash or disinfect hands frequently (upon entering, exiting, before and after shared materials).</li> </ul>
<b>Create plan for daily routine cleaning that ensures disinfecting of high touch areas</b>	
<i>Do Now</i>	<p><a href="#">CDC Guidance on Cleaning and Disinfecting</a></p> <ul style="list-style-type: none"> <li>• Determine the number of areas at each site that will need routine cleaning.</li> <li>• Determine the high touch areas and the frequency that they will need to be disinfected.</li> <li>• Determine shared items among students and establish practices to limit the number of touches and/or clean regularly. (e.g., shared tech, playground balls, crayons, classroom materials).</li> <li>• Establish cleaning routine for playgrounds, school busses, and other equipment at risk for contamination if they will remain open.</li> <li>• Determine the frequency they will need to be disinfected.</li> </ul>
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> <li>• Order supplies, create schedules for cleaning.</li> <li>• Hire additional staff and train all custodial staff.</li> </ul>

<i>Do When School is Open</i>	<ul style="list-style-type: none"> <li>• Sanitize all areas frequently and regularly</li> <li>• Communicate the cleaning schedule to all staff and community.</li> </ul>
<b>Develop a plan to support the social, emotional and mental health of students, family, and staff</b>	
<i>Do Now</i>	<ul style="list-style-type: none"> <li>• To the extent practicable and legally permissible, assess staff and student mental health through questionnaires.</li> <li>• Determine what access you have to internal and external partners.</li> <li>• Identify resources available for teaching SEL lessons. (<a href="#">CASEL</a>)</li> </ul>
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> <li>• <a href="#">Provide staff with resiliency strategies.</a></li> <li>• Schedule available resources and staff at sites.</li> <li>• Train staff on trauma informed practices and assessing students mental health.</li> </ul>
<i>Do When School is Open</i>	<ul style="list-style-type: none"> <li>• Mobilize counseling staff, community liaisons, etc. to support informal or formal evaluations of student and family emotional needs. <a href="#">SEL screenings</a>.</li> <li>• Connect families to support.</li> </ul>
<b>Develop a plan to support students and staff in the event a staff member dies from COVID-19</b>	
<i>Do Now</i>	<ul style="list-style-type: none"> <li>• Put a planning team together to identify the resources and personnel needed for grief counseling (in person or virtually). <ul style="list-style-type: none"> <li>◦ <a href="#">Helping Children with Traumatic Grief related to COVID-19</a></li> </ul> </li> </ul>
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> <li>• Develop or update a Death of Student or Staff Response protocol to site administration .</li> </ul>
<i>Do When School is Open</i>	<ul style="list-style-type: none"> <li>• Implement protocols</li> <li>• Provide grief and counseling services in person or virtually.</li> </ul>
<b>Work with families to adhere to immunization requirements</b>	
<i>Do Now</i>	<ul style="list-style-type: none"> <li>• Draft language to remind families about immunization requirements for new enrollees, kindergartners and 7th graders.</li> </ul>
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> <li>• Send" Immunizations Needed" letters to families</li> <li>• Confirm accuracy of immunizations during enrollment process</li> <li>• Work with families and direct them to locations for immunizations</li> </ul>
<i>Do When School is Open</i>	<ul style="list-style-type: none"> <li>• Update records.</li> </ul>



# School and District Operations

The following recommendations are related to potential areas of school operations that will likely be impacted by the ongoing COVID-19 pandemic in Santa Clara County. Recommendations are specific to planning and implementing activities to support health and safety, physical distancing, and instructional program impact.

**Note: Stable Cohorts**

There should be great consideration given around how LEAs can **stabilize cohorts** of students as much as possible. It is understood that schools provide many opportunities for students to mix and the efforts an LEA can take to mitigate risk by creating stable cohorts with little or no mixing can go a long way at reducing possible transmission.

The areas for consideration below are not to be considered an exhaustive list and will likely need to be modified based on the specific needs of an LEA.

<b>Evaluate rooms and locations to support physical distancing and stabilize cohorts as much as possible</b>	
<i>Do Now</i>	<ul style="list-style-type: none"> <li>Identify all the settings and times where greater physical distancing may be needed and draft a walkthrough protocol to record needs (classrooms, multi-use, outdoor spaces, offices, bathrooms, school transportation). ( Article: <a href="#">England’s New School Rules</a>)</li> <li>Determine if non-classroom locations will need to be closed, restricted, or available as alternative instructional environments.</li> <li>Evaluate transportation schedules and determine limits and capacity to allow for physical distancing.</li> <li>Identify which rooms on campus may be utilized for additional instruction or child care.</li> <li>Assess the campus for opportunities to increase physical distancing (e.g., distance between student desks, distance in lunch areas, floor markings, and signage).</li> <li>Evaluate the space and flow modeling for sites, classrooms, and other spaces. (Can you create controlled entrances and exits to limit mixing? Can you restrict students to certain areas?).</li> <li>Consider drafting guidance about instructional strategies to be avoided in the classroom (e.g., restricting or limiting group work, shared projects, and other collaborative settings).</li> <li>Consider plastic window shields for offices or positions with high frequency of contact.</li> <li>Review and revise policies to limit volunteers and other visitors on campus.</li> </ul>
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> <li>Prepare rooms for physical distancing standards as required or recommended.</li> <li>Install shields if needed</li> <li>Mark areas inside and outside the classroom to designate physical distancing standards or areas for stable classes/cohorts to congregate like the blacktop, fields, or common areas.</li> <li>Create signage and guidance</li> <li>Develop guidance and expectations for staff monitoring and enforcement</li> <li>Train staff on their responsibilities</li> </ul>
<i>Do When School is Open</i>	<ul style="list-style-type: none"> <li>Ensure implementation in all settings</li> <li>Restrict entrance and exits if needed to create movement flows on campus</li> <li>Evaluate areas that appear to draw groups together and modify plans as needed.</li> </ul>
<b>Consider a variety <u>Return to School</u> scheduling options to support physical distancing</b>	
<i>Do Now</i>	<p>Consider a variety of <a href="#">Return to School Scenarios</a></p> <ul style="list-style-type: none"> <li>Engage staff members in this process to hear feedback and share rationale</li> </ul>

	<ul style="list-style-type: none"> <li>Consider altering bell schedules, staggering start times, creating multiple recess and lunch periods. How will this impact families with students at other sites?</li> <li>Options at <b>elementary sites</b>, <ul style="list-style-type: none"> <li>Consider schedules that bring back those most in need with a focus on equity</li> <li>Consider more on campus time for K-3 over 4-5.</li> <li>Prioritize on-campus instruction for Language Arts, Math, and Science instruction.</li> <li>Prioritize on campus small group foundational reading skill interventions, designated ELD instruction, IEP services</li> </ul> </li> <li>Options at <b>middle and secondary sites</b>, <ul style="list-style-type: none"> <li>Consider scheduling students into stable blocks (all students have the same classes) together to limit potential disease transmission. (may have implications for elective classes).</li> <li>Revise policies for PE dressing expectations.</li> <li>Review and revise after school athletics seasons.</li> </ul> </li> </ul>
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> <li>Select the schedule for each site and communicate it to families as soon as possible</li> <li>Hold virtual parent meetings to explain and describe the process and communicate the requirements that need to be met before full reopening.</li> <li>Send home mailers with visual representations of the schedule</li> <li>Train administrative office staff on scheduling and how to respond to parent concerns</li> </ul>
<i>Do When School is Open</i>	<ul style="list-style-type: none"> <li>Evaluate the effectiveness of the schedule using alternative metrics</li> <li>Modify or expand if necessary</li> </ul>
<b>Evaluate 2020-21 school and district calendars to maximize instruction and learning</b>	
<i>Do Now</i>	<ul style="list-style-type: none"> <li>Review start and end dates, holidays and scheduled breaks and PD.</li> <li>Consider the feasibility of annual events (e.g., graduation, performing arts, parades, showcases) <ul style="list-style-type: none"> <li><b>Secondary:</b> Evaluate if Athletics will occur and in what capacity. How can this be done safely?</li> </ul> </li> <li>Determine if there are ways to extend learning opportunities through the academic calendar.</li> <li>Engage stakeholders and bargaining units for feedback.</li> <li>Review assessment calendars and plan for administration in different instructional models.</li> <li><b>Elementary:</b> Initial Screenings, CAASPP, ELPAC testing, Math Pathways, Monitoring</li> <li><b>Secondary:</b> Initial Screenings, CAASPP, ELPAC, Math Pathways, AP testing, SATs</li> </ul>
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> <li>Revise academic calendars as necessary to maximize instruction and learning.</li> <li>Publicize academic calendars and provide guidance to staff members.</li> <li>Work with sports boosters and athletic associations to craft messages and communicate.</li> </ul>
<i>Do When School is Open</i>	<ul style="list-style-type: none"> <li>Allow for modification if guidance or orders change from the Public Health Department.</li> </ul>
<b>Identify support structures for new students or classes of students at transitional grades</b>	
<i>Do Now</i>	<ul style="list-style-type: none"> <li>Work with staff to determine a potential onboarding process if in full distance or hybrid instruction.</li> <li>Consider virtual orientation for new classes of students before school starts</li> <li>Consider virtual or safe in-person parent teacher conferences before school starts</li> <li>Consider academic counselors at elementary and middle to monitor student comfort</li> <li>Consider virtual spirit rallies</li> </ul>

<i>Do Before School Opens</i>	<ul style="list-style-type: none"> <li>Review expectations with staff</li> <li>Prepare materials and information</li> <li>Implement orientation/onboarding process.</li> </ul>
<i>Do When School is Open</i>	<ul style="list-style-type: none"> <li>Survey students about their needs and perceptions</li> <li>Provide academic or social emotional counseling as needed</li> </ul>
<b>Prepare for potential class/school closures and reopening in the event of confirmed cases</b>	
<i>Do Now</i>	<ul style="list-style-type: none"> <li>Engage staff and bargaining units in discussion.</li> <li>Discuss and identify how you might transition back and forth from hybrid/blended instruction to full distance learning for some or all students in the event of a closure. <ul style="list-style-type: none"> <li>Consider short term closures (between 2-14 days) and longer term closures.</li> <li>Consider the technology and materials staff and students will need.</li> <li>Consider the communication protocol.</li> </ul> </li> </ul>
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> <li>Draft communication templates to initiate during the year in the event of a closure</li> <li>Communicate with families the possibility of opening, closing and reopening and the transition plan.</li> </ul>
<i>Do When School is Open</i>	<ul style="list-style-type: none"> <li>Have resources ready to deploy</li> <li>Initiate communication strategy</li> </ul>
<b>Continue to provide school based meals to students</b>	
<i>Do Now</i>	<ul style="list-style-type: none"> <li>Determine a process for meal distribution that restricts or limits contact. (e.g., lunch cards, cash, remove salad bars, grab and go, single serve option, or take home options).</li> <li>Consider staggered lunch times</li> <li>Consider multiple meal locations or meal distribution plans for students who are scheduled for off campus instruction.</li> <li>Determine traffic flow consistent with physical distancing standards.</li> <li>If meals cannot be served in rooms, determine seating capacity and physical distancing in congregate lunch settings</li> <li>Determine the amount of staff needed to facilitate meal distribution.</li> </ul>
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> <li>Hire or reassign staff.</li> <li>Prepare meal distribution areas by moving around equipment or marking off areas for physical distancing in food preparation areas.</li> <li>Purchase PPE and cleaning materials.</li> <li>Train staff.</li> <li>Create and post signage with processes and expectations.</li> <li>Mark off spacing for physical distancing is students will be eating in congregate settings</li> </ul>
<i>Do When School is Open</i>	<ul style="list-style-type: none"> <li>Implement process and monitor implementation.</li> <li>Continue ongoing outreach to families for free and reduced lunch.</li> </ul>
<b>Provide staff training on newly established policies, regulations, and protocols related to COVID-19.</b>	
<i>Do Now</i>	<ul style="list-style-type: none"> <li>Identify and plan for what operational policies, regulations and protocols staff will need to be trained on. (e.g., health screening, physical distancing, schedules, attendance).</li> <li>Work with bargaining units and staff to draft and review updated guidance and policies</li> </ul>
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> <li>Take amended policies to stakeholder and governing board</li> <li>Provide training to staff on updated guidance and policies.</li> </ul>
<i>Do When School is Open</i>	<ul style="list-style-type: none"> <li>Review and monitor effectiveness of staff implementation.</li> </ul>

<b>Develop plans for staff members who are at risk and are resistant to returning to work.</b>	
<i>Do Now</i>	<ul style="list-style-type: none"> <li>• Survey staff members to determine if they believe they fall into the category of at risk or resistant to returning to work.</li> <li>• Determine their willingness and fitness to return to on campus responsibilities during the school day.</li> <li>• Establish a plan to assign them other responsibilities or positions or require them to return. (e.g., full time distance learning, virtual options, independent study staff, off hours responsibilities).</li> <li>• See <a href="#">Return to Work Playbook</a> for considerations.</li> <li>• Work with bargaining units to determine accommodations.</li> </ul>
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> <li>• Meet with at-risk staff and assign them responsibilities.</li> <li>• Train at-risk staff if needed.</li> <li>• Order and install physical barriers if needed.</li> </ul>
<i>Do When School is Open</i>	<ul style="list-style-type: none"> <li>• Monitor and evaluate staff, modify if needed.</li> </ul>
<b>Develop plans for students who have special needs or are immunocompromised</b>	
<i>Do Now</i>	<ul style="list-style-type: none"> <li>• Review existing student health plans and identify students who will need accommodations.</li> <li>• Survey families for potentially unknown concerns that may need to be accommodated.</li> <li>• Develop a process for engaging these families (e.g., health plan, 504 etc).</li> </ul>
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> <li>• Meet with families and staff to discuss on-campus accommodations or alternate learning options.</li> <li>• Prepare environments if needed.</li> </ul>
<i>Do When School is Open</i>	<ul style="list-style-type: none"> <li>• Provide accommodations or alternate learning options</li> <li>• Review student accommodations and modify if needed.</li> </ul>
<b>Plan for the fiscal impact of increased health screening, physical distancing requirements, and instructional program implementation</b>	
<i>Do Now</i>	<ul style="list-style-type: none"> <li>• Evaluate the fiscal implications (staffing, supplies, digital access, PD) for each of the proposed instructional program options (Full Distance, Hybrid, Full Reopening).</li> <li>• Inventory lost technology or curriculum and plan for replacement .</li> <li>• Evaluate the fiscal implications for continued meal distribution.</li> <li>• Evaluate the fiscal implications for determined health screening protocols and increased cleaning requirements.</li> <li>• Evaluate the fiscal implications for SpEd costs and potential complaints.</li> </ul>
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> <li>• Determine budget based on May Revision and potential statewide recession implications.</li> <li>• Communicate with governing boards, bargaining units, and stakeholders.</li> <li>• Allocate additional funds to sites for supplies to implement physical distancing and health screening.</li> <li>• Purchase identified technology and licensing required to implement distance learning for staff and students.</li> <li>• Ensure sites are appropriately staffed for both on-campus and/or virtual instruction.</li> </ul>
<i>Do When School is Open</i>	<ul style="list-style-type: none"> <li>• Monitor budgets.</li> <li>• Evaluate processes and procedures and provide additional resources where needed.</li> </ul>

<b>Plan, analyze, and be ready to address the financial impacts on the district's budget</b>	
<i>Do Now</i>	<ul style="list-style-type: none"> <li>• Create a baseline budget with updated 2019-20 data to reflect the current and forecasted conditions as they are known.</li> <li>• Develop multiple budget scenario analyses (starting with updated 2019-20 data) to anticipate corresponding actions necessary to balance revenues, expenditures, and sustain adequate reserve levels.</li> <li>• Regularly communicate budget updates to the county office of education, the LEA's governing board, and the community.</li> </ul>
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> <li>• Continue to monitor and update the budget based on the latest information..</li> <li>• Keep all stakeholders informed of budget updates</li> </ul>
<i>Do When School is Open</i>	<ul style="list-style-type: none"> <li>• Continue to monitor and update the budget based on the latest information..</li> <li>• Keep all stakeholders informed of budget updates</li> </ul>
<b>Plan and analyze various current year and budget year cash scenarios to ensure fiscal solvency and the availability of adequate cash reserves to meet financial obligations (payroll &amp; vendor payments)</b>	
<i>Do Now</i>	<ul style="list-style-type: none"> <li>• Maintain up-to-date and in-depth cash flow projections and develop multiple cash flow scenarios in anticipation of possible State apportionment deferrals.</li> <li>• Expand cash projections and monitoring to all funds.</li> <li>• Utilize alternative cash resources available (E.g., Interfund borrowing, Issuance of Tax and Revenue Anticipation Note (TRANS), etc.) and/or adjust expenditure plans to address short-term cash needs</li> </ul>
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> <li>• Continue to monitor and update the cash flow projections based on the latest information..</li> <li>• Keep all stakeholders informed of budget updates.</li> </ul>
<i>Do When School is Open</i>	<ul style="list-style-type: none"> <li>• Continue to monitor and update the cash flow projections based on the latest information..</li> <li>• Keep all stakeholders informed of budget updates.</li> </ul>

# Teaching and Learning

The following recommendations are related to potential areas of teaching and learning that will likely be impacted by how an LEA develops its instructional model and the daily schedule for on-campus instruction. It is strongly encouraged that districts collaboratively develop these with input from bargaining units and the community. Recommendations are specific to planning and implementing activities in the effort to maximize student learning. Additionally, addressing the social and emotional needs of students should also be given consideration as many students may be experiencing trauma or anxiety about returning to school. The areas for consideration are not to be considered an exhaustive list and will likely need to be modified based on the specific needs of an LEA.

“The New Teacher Project” published [“Restarting School: Planning for Acceleration in the 2020-21 School Year”](#) in April. This tool may be helpful in supporting teams as they consider multiple aspects related to teaching and learning.

<b><i>Determine the instructional model that will be utilized based on Public Health guidance/requirements and district resources.</i></b>	
<i>Do Now</i>	<ul style="list-style-type: none"> <li>• Develop academic contingency plans for potential full reopening, full distance learning and hybrid distance learning models.</li> <li>• Begin to socialize these plans with stakeholder groups</li> <li>• Determine a process for recovering instructional materials and technology.               <ul style="list-style-type: none"> <li>◦ Will students keep devices and hotspots at home if distance learning is continuing? How will you replace or repair devices?</li> </ul> </li> <li>• In a full distance learning and hybrid model, 1:1 access to technology will be essential.</li> <li>• Evaluate if an alternative schooling option may need to be offered for families resistant or fearful of returning.</li> <li>• For each model: Identify the needs for staffing, curriculum, technology, and scheduling.</li> </ul>
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> <li>• Collaboratively determine the instructional model to open school in the fall.</li> <li>• Secure the materials and technology needed to implement the identified instructional model.</li> <li>• Continue communicating with staff around plans.</li> <li>• Plan the staff development activities required for implementation.</li> <li>• Communicate the decision early and often with families, as well as their options.</li> </ul>
<i>Do When School is Open</i>	<ul style="list-style-type: none"> <li>• Implement and assess the effectiveness of the model with defined <a href="#">alternative metrics</a>.</li> </ul>
<b><i>Use existing teams (MTSS, Instructional Leadership Teams) to review implementation of distance learning and identify successes and areas for improvement</i></b>	
<i>Do Now</i>	<ul style="list-style-type: none"> <li>• Identify team members at the district and site level to develop processes to collect evidence related to Distance Learning (<a href="#">Elementary Survey</a>, <a href="#">MS/HS Survey Sample</a>).</li> <li>• Engage staff and parents in the data collection/analysis process through focus groups, interviews, surveys.</li> <li>• Learn from success and refine site and district level plans by conducting root cause analysis and identifying solutions to barriers.</li> </ul>
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> <li>• Determine what components can be utilized in the chosen instructional model (full reopening, full distance learning, and hybrid distance learning).</li> <li>• Identify <a href="#">alternative metrics</a> related to Distance Learning effectiveness.</li> <li>• Calendar regular meeting times to discuss alternative metrics and refine processes.</li> </ul>
<i>Do When School is Open</i>	<ul style="list-style-type: none"> <li>• Collect alternative metric data.</li> <li>• Meet regularly to discuss effectiveness and recommend improvements or modifications.</li> </ul>



<b>Design a system to identify and address learning loss from the extended shelter in place</b>	
<i>Do Now</i>	<ul style="list-style-type: none"> <li>Identify students who have not engaged in Distance Learning and prioritize support for them.</li> <li>Determine the feasibility of LEA to offer Summer options, extended virtual options, or targeted support.</li> <li>Identify universal screeners in language arts and math to identify gaps in students learning.</li> <li>Determine how the data will be analyzed and shared across grade levels (e.g., meeting format, data analysis protocols, action planning templates).</li> <li>Take an <a href="#">inventory of tiered interventions</a> and determine if some may need to be scoped larger to support large numbers of students.</li> </ul>
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> <li>Secure licensing and/or purchase materials for universal screeners.</li> <li>Design the process and calendar for administering the universal screeners.</li> <li>Calendar data analysis PD, schedule meetings, develop templates and protocols for staff to use in planning.</li> </ul>
<i>Do When School is Open</i>	<ul style="list-style-type: none"> <li>Administer universal screeners, collect and analyze data.</li> <li>Action plan to accelerate essential lost instruction. Consider if it will be whole, class, small group, or individual.</li> <li>If needed, provide PD if needed for staff .</li> </ul>
<b>Design a system to support unduplicated students and other high needs students including SpEd students</b>	
<i>Do Now</i>	<ul style="list-style-type: none"> <li>Identify which high needs students <a href="#">have not been accessing distance learning</a>.</li> <li>Identify and remove barriers for these students, if possible. (e.g., technology access, environmental conditions, health barriers).</li> <li>Plan Summer bridge supports to meet Extended School Year requirements and to provide additional language instruction to ELs.</li> <li>Determine how these students will be supported moving forward in implementing distance learning, blended/hybrid, or full reopening (e.g., EL instruction, IEP meetings, SpEd resource support, inclusion support). <ul style="list-style-type: none"> <li><a href="#">CDE SpED COVID Page</a></li> <li><a href="#">CDE ELD Page</a></li> </ul> </li> </ul>
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> <li>Establish intervention and support mechanisms at each site.</li> <li>Reach out to families during the summer and monitor access to summer learning options.</li> <li>Collect and evaluate data on performance and mastery.</li> <li>Schedule and hold IEPs/504s to discuss program supports and offerings.</li> </ul>
<i>Do When School is Open</i>	<ul style="list-style-type: none"> <li>Implement differentiated support system for students (e.g., EL instruction, small group, SpEd instruction, inclusion support).</li> <li>Utilize MTSS and grade level teams to monitor student progress during both on-campus and virtual instruction.</li> <li>Reach out to families where students are not engaging fully to identify barriers.</li> <li>Modify IEPs and 504s as needed.</li> </ul>
<b>Provide professional development to support the chosen instructional model</b>	
<i>Do Now</i>	<ul style="list-style-type: none"> <li>Research the skills and knowledge teachers need to implement online instruction and blended models</li> <li>Survey staff about successes and areas of need related to distance learning</li> <li>Analyze results and identify potential professional development areas of focus</li> </ul>

	<ul style="list-style-type: none"> <li>Plan the PD calendar and secure training or develop training modules</li> </ul>
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> <li>Provide training to staff in person or virtually.</li> <li>Evaluate the PD</li> </ul>
<i>Do When School is Open</i>	<ul style="list-style-type: none"> <li>Assess fidelity of implementation</li> <li>Build on the training provided during available</li> <li>Provide targeted PD based on teacher need.</li> </ul>
<b><i>Plan for the need to resocialize and teach appropriate behavior expectations in the first few weeks of school</i></b>	
<i>Do Now</i>	<ul style="list-style-type: none"> <li>Discuss and identify potential social deficits students may have upon returning to school.</li> <li>Identify location where social skills will need to be retaught or supported</li> <li>Work with teams to develop lessons, strategies, and timelines</li> </ul>
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> <li>Develop lessons for teachers plans and support materials</li> <li>Secure any needed materials.</li> <li>Train staff on awareness, education, and response to resocializing students.</li> </ul>
<i>Do When School is Open</i>	<ul style="list-style-type: none"> <li>Teach lessons in the first few weeks of school.</li> <li>Evaluate any additional needed supports.</li> </ul>
<b><i>Ensure safe and equitable social environments for students and families who may be negatively stereotyped, bullied or discriminated against</i></b>	
<i>Do Now</i>	<ul style="list-style-type: none"> <li>Discuss and evaluate the impact on your schools related to negative perceptions on Asian American, Latinx, African American, economically disadvantaged, undocumented families and other groups of students and families related to COVID-19. Collect data if needed.</li> <li>Determine if a response is needed. (e.g., communication strategies, education, resolution)</li> <li>Plan staff response strategies in the event there will be an impact.</li> </ul>
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> <li>Review and evaluate any data collected and the potential impact on enrollment and student experience.</li> <li>Draft communications, lessons, or any resolutions.</li> </ul>
<i>Do When School is Open</i>	<ul style="list-style-type: none"> <li>Implement or distribute any communications, lessons, or resolutions.</li> </ul>

# Appendix:

## Additional Consideration: Alternative Schooling Options

If a district desires, consider an alternative schooling option for students unable or unwilling to return	
<i>Do Now</i>	<ul style="list-style-type: none"> <li>• Working with stakeholders, determine the need and viability of an alternative schooling option.</li> <li>• Assess the capacity of the district to reasonably provide this option if sufficient need and interest exists.</li> <li>• Assess the current distance learning program to identify what is working and could be included in an alternative schooling program.</li> <li>• Determine the scope of the offering for an alternative schooling option.               <ul style="list-style-type: none"> <li>○ Options: Single or multiple classes per grade, multigrade classes, mastery based</li> <li>○ Staff qualifications for teaching in an alternative setting</li> <li>○ Criteria for enrollment</li> </ul> </li> <li>• Review or establish policies around assignment frequency, grading, and student expectation etc.</li> <li>• Establish new policies articulating expectations and responsibilities for parental support and oversight of instruction (ie instructional minutes, PE, communication, deadlines etc).</li> <li>• Identify an administrator to oversee the programs.</li> </ul>
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> <li>• Identify and onboard staff to support the program. (e.g., admin in charge, teachers, and staff).</li> <li>• Gather curriculum, resources and technology needed to implement the program.</li> <li>• Communicate with enrolled families the expectations, calendar, and any transition plans.</li> </ul>
<i>Do When School is Open</i>	<ul style="list-style-type: none"> <li>• Implement the program and evaluate if the program is providing access, support, and instruction to all students.</li> </ul>

### Alternative Program Considerations

An alternative schooling option may need to be available for families anxious about returning to school. Alternative schooling may include homeschool, virtual school, or independent study options. These alternative options can mirror a full distance learning program if the LEA has the capacity and staffing available.  
[\(CDE Independent Study Page\)](#)

If this option will be offered in all 3 phases of school operations consider the following...

- **Operational Considerations:**
  - Would this option be offered at each school or be its own school with its own CDS number? What administrator would be responsible for the program?
  - Depending on numbers at each grade level, you might staff one class at each grade or staff positions to teach multiple grades. Staffing at math and science in secondary may be a challenge.
  - Would the academic calendar resemble your traditional schools calendar?
  - Policies and parental agreements would need to be drafted and adopted.
- **Instructional Support:**
  - What would be the frequency of engagement with students and families?
  - These classes may require additional or extended licensing for technology and curriculum to use at home.
  - Consider how students who are below grade level, English Learners, or identified for IDEA services will receive support.
  - Consideration should be given towards assessment and grading procedures. How will required testing that occurs later in the year be administered?. Would students come in for these?
- **Communication and culture**
  - How do you keep these students engaged and feel like they are part of a school?
  - What would be the communication plan around general information?
  - How would you support parents in the home as instructional partners?

# Operational Considerations

This matrix is intended to allow LEAs to compare some of the operational considerations between the three different phases related to the number of students and staff on a campus at any given time. With the assumption that COVID-19 will continue to be in circulation, it is possible that LEAs may have to transition in and out of the various phases throughout the course of the year.

	<b>Full Distance Learning</b> (no students or staff on campus)	<b>Hybrid Model</b> (portion of students or staff on campus)	<b>Full Reopening</b> (all students and staff on campus with or without restrictions)
<b>Classes and Scheduling</b>	<p>Classes would be built on staffing ratios.</p> <p>Schedule could follow a traditional schedule but all classes would be conducted virtually</p> <p>Staff would work remotely full time</p> <p>Athletics would be cancelled until deemed safe</p>	<p>On-campus student population will be a portion or a restricted amount of the total school population and will be required to implement social distancing criteria.</p> <p>Students may be scheduled in stable cohorts to limit cross group interactions.</p> <p>Some families may be resistant to returning and need other options</p> <p>Staff would be required to return to on campus instruction.</p> <p>At Risk staff may need accommodations or alternate assignments off campus</p> <p>Certain Athletics may be allowed if deemed safe and adhere to social distancing.</p>	<p>Classes would be built on staffing ratios and fully enrolled.</p> <p>On campus instruction would occur 5 days a week for all students and staff</p> <p>*If restrictions remain, students may need to be scheduled in different rooms or cohorts. Staggered schedules for arrival, lunch, and other congregate settings.</p> <p>There may still be some staff reticent about returning and will need to be assured it is safe.</p> <p>Athletics may be allowed with or without social distancing restrictions</p>
<b>Curriculum &amp; Instruction</b>	<p>Staff would provide full distance learning through technology or prepared work packets.</p> <p>Classroom instruction would be synchronous or asynchronous and could still be a blended learning program.</p> <p>Board adopted curriculum would be aligned and/or modified to be provided in a distance learning environment.</p> <p>Digital learning resources and software for curriculum options will need to be made available</p> <p>Teachers may require additional training or time to deliver content this way.</p>	<p>Staff would provide in person instruction during the required on-campus days and distance learning on off- campus days.</p> <p>Additional PD may be required to effectively blend curriculum so the relationship of on-campus instruction and at home learning complements effectively.</p> <p>Curriculum would be made up of adopted curriculum materials to utilize during on-campus instruction and blended digital resources. Curriculum providers may have digital resources</p> <p>Staff would need preparation time for creation of distance learning options</p>	<p>Staff would provide full access to curriculum and instruction using district adopted curriculum and resources.</p> <p>Staff could continue to utilize technology embedded instruction and build on some of their key learnings from distance learning.</p> <p>Districts should plan contingencies that they may need to transition in and out of full reopening to distance learning if an outbreak occurs.</p>
<b>Support Services</b>	<p>Students with IEPs, 504s, or EL designation must continue to receive legally obligated services in a virtual environment. (Resource, ELD, other services)</p> <p>Check-ins with Foster/Homeless</p>	<p>Students with IEPs, 504s, or EL designation must continue to receive legally obligated services. (Resource, ELD, other services) On campus days should be utilized as much as possible to provide face to face instruction and support</p>	<p>Students with IEPs, 504s, or EL designation must continue to receive legally obligated services. (Resource, ELD, other services)</p> <p>All high needs students (unduplicated and at risk) should</p>

	<p>Youth need to ensure access to instruction and basic health services</p> <p>Connect with all students at-risk academically, especially unduplicated pupils, to ensure access and support to instruction</p>	<p>Foster/Homeless Youth can be monitored during on campus days to ensure access to instruction and basic health services</p> <p>All students at-risk academically, especially unduplicated pupils, should receive targeted support and instruction on campus, to the extent practicable</p>	<p>be monitored and provide tiered interventions.</p>
<b>Technology</b>	<p>At home technology access would be necessary for all staff and students.</p> <p>District may need to provide additional laptops, tablets, and hot-spot devices to families who cannot provide their own.</p>	<p>At home technology access would be necessary for all staff and students.</p> <p>District may need to provide additional laptops, tablets, and hot-spot devices to families who cannot provide their own.</p>	<p>At home technology access would be supplementary to 5 full days of direct instruction.</p>
<b>Health and Safety</b>	<p>Only essential workers at school and district sites would adhere to health and safety protocols</p> <p>Site based cleaning and disinfecting would be restricted to areas utilized by essential workers.</p>	<p>All students and staff on-campus would adhere to health and safety protocols.(Masks, health screenings, social distancing, handwashing)</p> <p>Increased cleaning and disinfecting of all areas with an emphasis on high touch areas</p>	<p>Potential easing of Health and Safety protocols....</p> <ul style="list-style-type: none"> <li>-Social distancing eased or relieved altogether</li> <li>-Masks no longer required</li> <li>-Health screening may remain</li> </ul> <p>Cleaning protocols may be eased but only based on guidance and transmission rates data from public health</p>
<b>Child Care Implications</b>	<p>LEAs would continue to support families of essential workers by directing them to child care service providers.</p>	<p>Parents would need child care options made available for times their students are not on campus.</p> <p>Staff may need child care support if they return to full time on campus but their children are in schools with modified schedules</p>	<p>Child care options may return to pre-pandemic stages and offerings</p>
<b>Fiscal considerations</b>	<p>Increased cost for software licensing and/or video collaboration solutions</p> <p>Increased costs for printing materials or supplemental curriculum</p> <p>May realize operational savings for school sites not being utilized.</p>	<p>Site based operational costs will increase due to the increased amount of cleaning, necessary health and safety equipment.</p> <p>Increased cost for software licensing and/or video collaboration solutions</p> <p>May required hiring additional staff to keep ratios low and provide targeted support</p>	<p>May have seen a significant decline in enrollment with families opting to continue with alternative at home learning options.</p>

# Frequently Asked Questions

## Health and Wellness

**1. What is defined as a face covering and why do we need them?**

**(CDC Guidance on Face Coverings)**

A face covering means a covering made of cloth, fabric, or other soft or permeable material, without holes, that covers only the nose and mouth and surrounding areas of the lower face. A face covering may include a scarf or bandana or any other homemade covering and does not need to be medical-grade. In light of new data about [how COVID-19 spreads](#), along with evidence of widespread COVID-19 illness in communities across the country, CDC recommends that people wear a [cloth face covering](#) to cover their nose and mouth in the community setting. This is to protect people around you if you are infected but do not have symptoms.

**2. When sinks for hand washing are unavailable, does hand sanitizer disinfect effectively?**

Hand washing is the recommended method for disinfecting hands but in the absence of access to sinks, hand sanitizer can be used when students are unable to wash hands.

**3. Will we have to take every student and staff member's temperature daily?**

The Public Health Department has not yet issued any guidance or requirements related to temperature screening. If a district determines that taking temperatures daily will be part of their screening practice, then planning should incorporate appropriate supplies, PPE, staffing, and training.

**4. Will we have to close school in the event of a confirmed case of COVID-19?**

If permitted by applicable laws and regulations (e.g., the [Americans with Disabilities Act](#) and the Family Educational Rights and Privacy Act), school administrators should notify local health officials, staff, and families immediately of any case of COVID-19. Local health officials, along with district representatives will determine if the school needs to be closed and the duration of the closure.

**5. Is there a recommended number of times air should be exchanged within an environment?**

There is not a specific number of times air should be exchanged. Factors related to room size, number of windows and doors, and weather conditions can all factor into air circulation. To the extent practicable, ventilation in rooms should be assessed and consideration should be given to how the air circulation in a room can be improved to limit the potential spread of airborne viruses.

**6. Will mitigation strategies change over time?**

The Public Health Department regularly assesses data to determine and implement appropriate mitigation strategies.

**7. Will students and staff be allowed to bring backpacks and personal items to and from school?**

Items transferred back and forth between environments do have some potential to introduce viruses. To the extent practicable, schools could provide options or solutions like allowing students to keep materials at home or leveraging distance learning resources as much as possible.

**8. Will food service have to be provided in the classroom or can it be done in a large group setting?**

Classroom based meal provision is likely the most direct way to ensure appropriate physical distancing during mealtimes, however other models (including staggered cafeteria use, outdoor seating, etc) may be considered.



**9. Should students be allowed to play on playground equipment?**

Children can exercise as cohorts. Use of shared equipment is discouraged because it would be a common point where cohorts mix and potential transmission may occur. Shared equipment should be cleaned/disinfected between use by different cohorts.

**10. Should school offices have window shields like stores?**

The Public Health Department has not yet issued requirements or guidance on this topic, but shields for staff in high frequency areas like offices may be considered. Barriers like tables can also be placed to keep people from getting too close and maintaining appropriate physical distance.

**11. Should parents or visitors be restricted from campus?**

To the extent practicable, parents and visitors should remain off campus to limit mixing and maintain stable cohorts. This may require staff at car drop offs or gate entrances to welcome and accept students on campus.

**School and District Operations**

**12. What operations models are schools considering?**

The determined operations model is a local decision. The three considerations commonly being referred to are:

- a. *Full Reopening*: This model allows for all students and staff to return to campus and proceed with full school operations. It is likely some measures related to physical distancing, screening, and increased cleaning may still be in effect.
- b. *Hybrid Learning*: This model allows for students to be on campus part of the time for direct instruction and at home for distance learning. On campus time would be focused on essential standards and skills and support the required work to be completed at home.
- c. *Full Distance Learning*: This model does not have any students on campus. Instruction is provided synchronously and asynchronously. Students engage in work through prepared paper assignments and/or through computer based direct instruction.

In each of these models above, it is likely there will be times when a school may have to transition back and forth between these models if health concerns arise.

**13. Should we consider starting the school year earlier or later than our Board adopted calendar?**

It is encouraged that school calendars be informed by engaging with stakeholders and bargaining units. When to start school is a local decision. Starting the school year later is not recommended. It is unlikely that the benefits of starting later will be realized considering COVID-19 will be in our community and some measures for physical distancing will be required. Students have likely experienced learning loss during this time and extending the summer will likely continue to add to this.

**14. How many students will we be allowed to have in a classroom?**

No specific number of students has been specified and it will likely be determined taking into consideration the ability to provide for physical distancing, maintain stable cohorts, and limit large group settings.

**15. What is meant by stable cohorts?**

Stable cohorts represent a group of students and staff members staying together through the course of a day to eliminate or limit the mixing of students and staff in classes or congregate settings. Stable cohorts restrict the ability of a virus to spread beyond the cohort and allow for quicker more efficient tracing in the event a student or staff member contracts a virus. Consideration should be given to not only how stable cohorts can be maintained in the classroom but also the ability to keep these students together at lunch or during break times.

**16. Are all grade levels not allowed to mix cohorts? What about middle and high school?**

To the extent practicable, cohorts should be maintained. This may require out-of-the box thinking like rotating instructors rather than classes, staggering schedules, or shifting rooms around to limit the distances students may have to travel between rooms. When cohorts mix, ensure safety measures are in place such as wearing face coverings, social/physical distancing, and rigorous handwashing. Avoid congregate settings.

**17. Should schools stagger arrival and pick up times?**

The Public Health Department has not yet issued any requirements or guidance regarding staggered dropoff and pickup times, but staggered arrivals can aid in a school's ability to maintain physical distancing. If administering temperature checks this could support the completion of these checks.

**It is our intent to update the FAQs as more guidance is formalized. If you have specific questions you would like included, please submit your question via email to [covid-19faqs@sccoe.org](mailto:covid-19faqs@sccoe.org).**

# **Resources**

## **Health Resources**

- ❑ [CDC Guidance for Schools and Child Care Programs: Plan, Prepare, Respond:](#) *CDC.gov*
- ❑ [CDC Considerations for Schools:](#) *CDC.gov*
- ❑ [Reopening Guidance for Cleaning and Disinfecting Schools:](#) *CDC.gov*
- ❑ [Santa Clara County Public Health:](#) *SCCGOV.ORG*
- ❑ [Social and Emotional Resources, Guidance, and Webinars:](#) *CASEL*
- ❑ [Access to Mental Health Professionals:](#) *CareSolace*
- ❑ [Help for Students In Crisis:](#) *CDE*
- ❑ [National Association of School Psychologists: COVID-19 Resources:](#) *NASP*

## **Alternative Planning Considerations Publications**

- ❑ [A Plan to Safely Reopen Schools:](#) *American Federation of Teachers*
- ❑ [School Reopening Planning Group:](#) *ACSA*
- ❑ [Restarting School: Planning for Acceleration in the 2020-21 School Year:](#) *The New Teacher Project*
- ❑ [Return to Schools Roadmap:](#) *Opportunity Labs*
- ❑ [Maryland Together:](#) *Maryland's Recovery Plan for Education*
- ❑ [Pandemic Response Planning Template:](#) *San Diego COE*

## **Operations Resources**

- ❑ [School Model Options: Working Draft:](#) *Opportunity Culture*
- ❑ [A Collection of Guidance for Workplace Compliance and Best Practices for Reopening:](#) *CASBO*
- ❑ [School and Child and Adult Day Care Meals:](#) *CDE*
- ❑ [Workplace Reopening Readiness Checklist:](#) *Alliant Risk Control Consulting*
- ❑ [Management Plan Infectious Disease and Aerosol Transmissible Disease:](#) *Alliant Risk Consulting*
- ❑ [HR Department Resources:](#) *Society for Human Resource Management*

## **Teaching and Learning Resources**

- ❑ [SCCOE Learning Resources Portal:](#) *Santa Clara County Office of Education*
- ❑ [CCEE Distance Learning Technical Assistance Resources:](#) *ccee-ca-org*
- ❑ [Lessons from the Field: Remote Learning Guidance:](#) *CDE*
- ❑ [Special Education Guidance for COVID-19:](#) *CDE*
- ❑ [Understanding, Measuring, and Addressing Student Learning Needs During COVID-19 Recovery:](#) *PACE*
- ❑ [Alternative Metrics for Measuring Distance Learning Evaluation:](#) *San Diego COE*
  - ❑ [Alternative Metrics Data Tracker:](#) *San Diego COE*
- ❑ *CalSCHLS At Home Learning Survey* [Elementary:](#) *California Healthy Kids*
- ❑ *CalSCHLS At Home Learning Survey* [Middle/High School:](#) *California Healthy Kids*
- ❑ [Wide Open School:](#) *Common Sense Media*

## **Waivers, Forms, and Funding**

1. [National School Lunch Waivers Resources](#)
2. Certification Form for COVID-19 Closure (Coming Soon) [See Link](#)
3. [CDE CARES Act ESSER Funds](#)



# COVID-19 INDUSTRY GUIDANCE: Schools and School- Based Programs

Release date: **July 17, 2020**

*All guidance should be implemented only with county health officer approval following their review of local epidemiological data including cases per 100,000 population, rate of test positivity, and local preparedness to support a health care surge, vulnerable populations, contact tracing, and testing.*



# OVERVIEW

Communities across the state are preparing for the forthcoming school year. To assist with that planning process, the following guidelines and considerations are intended to help school and community leaders plan and prepare to resume in-person instruction.

This guidance is interim and subject to updates. These guidelines and considerations are based on the best available public health data at this time, international best practices currently employed, and the practical realities of managing school operations; as new data and practices emerge. Additionally, the guidelines and considerations do not reflect the full scope of issues that school communities will need to address, which range from day-to-day site-based logistics to the social and emotional well-being of students and staff.

California public schools (traditional and charter), private schools (including nonpublic nonsectarian schools), school districts, and county offices of education, herein referred to as schools, will determine the most appropriate instructional model, taking into account the needs of their students and staff, and their available infrastructure. This guidance is not intended to prevent a school from adopting a distance learning, hybrid, or mixed-delivery instructional model to ensure safety. Schools are not required to seek out or receive approval from a state or local public health officer prior to adopting a distance-learning model.

Implementation of this guidance will depend on local public health conditions, including those listed [here](#). Communities meeting those criteria, such as lower incidence of COVID-19 and adequate preparedness, may implement the guidance described below as part of a phased reopening. All decisions about following this guidance should be made in collaboration with local health officials and other authorities.

Implementation of this guidance should be tailored for each setting, including adequate consideration of instructional programs operating at each school site and the needs of students and families. School leaders should engage relevant stakeholders—including families, staff and labor partners in the school community—to formulate and implement plans that consider the following:

- **Student, Family and Staff Population:** Who are the student, family and staff populations who will be impacted by or can serve as partners in implementing any of the following measures?
- **Ability to Implement or Adhere to Measures:** Do staff, students and families have the tools, information, resources and ability to successfully adhere to or implement the new measures?
- **Negative or Unintended Consequences:** Are there any negative or unintended consequences to staff, students or families of implementing the measures and how can those consequences be mitigated?

This guidance is not intended to revoke or repeal any worker rights, either statutory, regulatory or collectively bargained, and is not exhaustive, as it does not include county health orders, nor is it a substitute for any existing safety and health-related regulatory requirements such as those of Cal/OSHA. Stay current on changes to public health guidance and state/local orders, as the COVID-19 situation continues.





# 1. General Measures

- Establish and continue communication with local and State authorities to determine current disease levels and control measures in your community. For example:
  - Review and refer to, if applicable, the relevant county variance documentation. Documentation can be found [here](#).
  - Consult with your county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions. A directory can be found [here](#).
  - Collaborate with other schools and school partners in your region, including the county office of education.
  - Regularly review updated guidance from state agencies, including the [California Department of Public Health](#) and [California Department of Education](#).
- Establish a written, worksite-specific COVID-19 prevention plan at every facility, perform a comprehensive risk assessment of all work areas and work tasks, and designate a person at each school to implement the plan.
  - Identify contact information for the local health department where the school is located for communicating information about COVID-19 outbreaks among students or staff.
  - Incorporate the [CDPH Guidance](#) for the Use of Face Coverings, into the School Site Specific Plan that includes a policy for handling exemptions.
  - Train and communicate with workers and worker representatives on the plan. Make the written plan available and accessible to workers and worker representatives.
  - Regularly evaluate the workplace for compliance with the plan and document and correct deficiencies identified.
  - Investigate any COVID-19 illness and determine if any work-related factors could have contributed to risk of infection. Update the plan as needed to prevent further cases.
  - Implement the necessary processes and protocols when a workplace has an outbreak, in accordance with [CDPH guidelines](#).
  - Identify individuals who have been in close contact (within six feet for

15 minutes or more) of an infected person and take steps to isolate COVID-19 positive person(s) and close contacts. See Section 10 for more detail.

- Adhere to these guidelines. Failure to do so could result in workplace illnesses that may cause classrooms or the entire school to be temporarily closed or limited.
- Evaluate whether and to what extent external community organizations can safely utilize the site and campus resources. Ensure external community organizations that use the facilities also follow this guidance.
- Develop a plan for the possibility of repeated closures of classes, groups or entire facilities when persons associated with the facility or in the community become ill with COVID-19. See Section 10 below.
- Develop a plan to further support students with access and functional needs who may be at increased risk of becoming infected or having unrecognized illness due to COVID-19. For example, review existing student health plans to identify students who may need additional accommodations, develop a process for engaging families for potentially unknown concerns that may need to be accommodated or identify additional preparations for classroom and non-classroom environments as needed. Groups who might be at increased risk of becoming infected or having unrecognized illness include the following:
  - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
  - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
  - Individuals who may not be able to communicate symptoms of illness.
- Schools should review the [CDPH Guidance for the Use of Face Coverings](#) and any applicable local health department guidance and incorporate face-covering use for students and workers into their COVID-19 prevention plan. Some flexibility may be needed for younger children consistent with child development recommendations. See Section 3 for more information.



## 2. Promote Healthy Hygiene Practices

- Teach and reinforce [washing hands](#), avoiding [contact with one's eyes, nose, and mouth](#), and [covering coughs and sneezes](#) among students and staff.
  - Teach students and remind staff to use tissue to wipe their nose and to cough/sneeze inside a tissue or their elbow.
  - Students and staff should wash their hands frequently throughout the day, including before and after eating; after coughing or sneezing; after classes where they handle shared items, such as outside recreation, art, or shop; and before and after using the restroom.
  - Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as “antimicrobial” are not necessary or recommended.
  - Staff should model and practice handwashing. For example, for lower grade levels, use bathroom time as an opportunity to reinforce healthy habits and monitor proper handwashing.
  - Students and staff should use fragrance-free hand sanitizer when handwashing is not practicable. Sanitizer must be rubbed into hands until completely dry. Note: frequent handwashing is more effective than the use of hand sanitizers.
  - Ethyl alcohol-based hand sanitizers are preferred and should be used when there is the potential of unsupervised use by children.
    - Isopropyl hand sanitizers are more toxic when ingested or absorbed in skin.
    - Do not use hand sanitizers that may [contain methanol](#) which can be hazardous when ingested or absorbed.
  - Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- Consider portable handwashing stations throughout a site and near classrooms to minimize movement and congregations in bathrooms to the extent practicable.
- Develop routines enabling students and staff to regularly wash their hands at staggered intervals.
- Ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trashcans, face coverings, and hand sanitizers with at least 60 percent ethyl alcohol for staff and children who can safely use hand sanitizer.

- Information contained in the [CDPH Guidance](#) for the Use of Face Coverings should be provided to staff and families, which discusses the circumstances in which face coverings must be worn and the exemptions, as well as any policies, work rules, and practices the employer has adopted to ensure the use of face coverings.
- Employers must provide and ensure staff use face coverings in accordance with CDPH guidelines and all required protective equipment.
- The California Governor's Office of Emergency Services (CalOES) and the Department of Public Health (CDPH) are and will be working to support procurement and distribution of face coverings and personal protective equipment. Additional information can be found [here](#).
- Strongly recommend that all students and staff be immunized each autumn against influenza unless contraindicated by personal medical conditions, to help:
  - Protect the school community
  - Reduce demands on health care facilities
  - Decrease illnesses that cannot be readily distinguished from COVID-19 and would therefore trigger extensive measures from the school and public health authorities.
- Nothing in this guidance should be interpreted as restricting access to appropriate educational services.



### 3. Face Coverings

Face coverings must be used in accordance with [CDPH guidelines](#) unless a person is exempt as explained in the guidelines, particularly in indoor environments, on school buses, and areas where physical distancing alone is not sufficient to prevent disease transmission.

- Teach and reinforce use of [face coverings](#), or in limited instances, face shields.
- Students and staff should be frequently reminded not to touch the face covering and to [wash their hands](#) frequently.
- Information should be provided to all staff and families in the school community on [proper use, removal, and washing of cloth face coverings](#).
- Training should also include policies on how people who are exempted from wearing a face covering will be addressed.

## STUDENTS

Age	Face Covering Requirement
Under 2 years old	No
2 years old – 2 <sup>nd</sup> grade	Strongly encouraged**
3 <sup>rd</sup> grade – High School	Yes, unless exempt

\*\*Face coverings are strongly encouraged for young children between two years old and second grade, if they can be worn properly. A face shield is an acceptable alternative for children in this cohort who cannot wear them properly.

- Persons younger than two years old, anyone who has trouble breathing, anyone who is unconscious or incapacitated, and anyone who is otherwise unable to remove the face covering without assistance are exempt from wearing a face covering.
- A cloth face covering or face shield should be removed for meals, snacks, naptime, or outdoor recreation, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.
- In order to comply with this guidance, schools must exclude students from campus if they are not exempt from wearing a face covering under CDPH guidelines and refuse to wear one provided by the school. Schools should develop protocols to provide a face covering to students who inadvertently fail to bring a face covering to school to prevent unnecessary exclusions. Schools should offer alternative educational opportunities for students who are excluded from campus.

## STAFF

- All staff must use face coverings in accordance with [CDPH guidelines](#) unless Cal/OSHA standards require respiratory protection.
- In limited situations where a face coverings cannot be used for pedagogical or developmental reasons, (i.e. communicating or assisting young children or those with special needs) a face shield can be used instead of a cloth face covering while in the classroom as long as the wearer maintains physical distance from others, to the extent practicable. Staff must return to wearing a face covering outside of the classroom.

- Workers or other persons handling or serving food must use gloves in addition to face coverings. Employers should consider where disposable glove use may be helpful to supplement frequent handwashing or use of hand sanitizer; examples are for workers who are screening others for symptoms or handling commonly touched items.



## 4. Ensure Teacher and Staff Safety

- Ensuring staff maintain physical distancing from each other is critical to reducing transmission between adults.
- Ensure that all staff use face coverings in accordance with CDPH guidelines and Cal/OSHA standards.
- Support staff who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options such as telework, where appropriate, or teaching in a virtual learning or independent study context.
- Conduct all staff meetings, professional development training and education, and other activities involving staff with physical distancing measures in place, or virtually, where physical distancing is a challenge.
- Minimize the use of and congregation of adults in staff rooms, break rooms, and other settings.
- Implement procedures for daily symptom monitoring for staff.



## 5. Intensify Cleaning, Disinfection, and Ventilation

- Consider suspending or modifying use of site resources that necessitate sharing or touching items. For example, consider suspending use of drinking fountains and instead encourage the use of reusable water bottles.
- Staff should [clean and disinfect](#) frequently-touched surfaces at school and on school buses at least daily and, as practicable, these surfaces should be cleaned and disinfected frequently throughout the day by trained custodial staff.
- Buses should be thoroughly cleaned and disinfected daily and after transporting any individual who is exhibiting symptoms of COVID-19. Drivers should be provided disinfectant wipes and disposable gloves to



support disinfection of frequently touched surfaces during the day.

- Frequently touched surfaces in the school include, but are not limited to:
  - Door handles
  - Light switches
  - Sink handles
  - Bathroom surfaces
  - Tables
  - Student Desks
  - Chairs
- Limit use and sharing of objects and equipment, such as toys, games, art supplies and playground equipment to the extent practicable. When shared use is allowed, clean and disinfect between uses.
- When choosing disinfecting products, use those approved for use against COVID-19 on the [Environmental Protection Agency \(EPA\)-approved list "N"](#) and follow product instructions.
  - To [reduce the risk of asthma](#) and other health effects related to disinfecting, programs should select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
  - Avoid products that contain peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
  - Follow label directions for appropriate dilution rates and contact times. Provide workers training on the chemical hazards, manufacturer's directions, Cal/OSHA requirements for safe use, and as applicable and as required by the Healthy Schools Act.
  - Custodial staff and any other workers who clean and disinfect the school site must be equipped with proper protective equipment, including gloves, eye protection, respiratory protection, and other appropriate protective equipment as required by the product instructions. All products must be kept out of children's reach and stored in a space with restricted access.
  - Establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.

- Ensure safe and correct application of disinfectant and keep products away from students.
- Ensure proper ventilation during cleaning and disinfecting. Introduce fresh outdoor air as much as possible, for example, by opening windows where practicable. When cleaning, air out the space before children arrive; plan to do thorough cleaning when children are not present. If using air conditioning, use the setting that brings in outside air. Replace and check air filters and filtration systems to ensure optimal air quality.
  - If opening windows poses a safety or health risk (e.g., by allowing pollen in or exacerbating asthma symptoms) to persons using the facility, consider alternatives. For example, maximize central air filtration for HVAC systems (targeted filter rating of at least MERV 13).
- Consider installing portable high-efficiency air cleaners, upgrading the building's air filters to the highest efficiency possible, and making other modifications to increase the quantity of outside air and ventilation in classrooms, offices and other spaces.
- [Take steps](#) to ensure that all water systems and features (for example, drinking fountains and decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of [Legionnaires' disease](#) and other diseases associated with water.



## 6. Implementing Distancing Inside and Outside the Classroom

### Arrival and Departure

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- Maximize space between students and between students and the driver on school buses and open windows to the greatest extent practicable.
- Minimize contact at school between students, staff, families and the community at the beginning and end of the school day. Prioritize minimizing contact between adults at all times.
- Stagger arrival and drop off-times and locations as consistently as practicable as to minimize scheduling challenges for families.
- Designate routes for entry and exit, using as many entrances as feasible. Put in place other protocols to limit direct contact with others as much as practicable.
- Implement health screenings of students and staff upon arrival at school (see Section 9).

- Ensure each bus is equipped with extra unused face coverings on school buses for students who may have inadvertently failed to bring one.

## Classroom Space

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- To reduce possibilities for infection, students must remain in the same space and in cohorts as small and consistent as practicable, including for recess and lunch. Keep the same students and teacher or staff with each group, to the greatest extent practicable.
- Prioritize the use and maximization of outdoor space for activities where practicable.
- Minimize movement of students and teachers or staff as much as practicable. For example, consider ways to keep teachers with one group of students for the whole day. In secondary schools or in situations where students have individualized schedules, plan for ways to reduce mixing among cohorts and to minimize contact.
- Maximize space between seating and desks. Distance teacher and other staff desks at least six feet away from student desks. Consider ways to establish separation of students through other means if practicable, such as, six feet between desks, where practicable, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.
- Consider redesigning activities for smaller groups and rearranging furniture and play spaces to maintain separation.
- Staff should develop instructions for maximizing spacing and ways to minimize movement in both indoor and outdoor spaces that are easy for students to understand and are developmentally appropriate.
- Activities where there is increased likelihood for transmission from contaminated exhaled droplets such as band and choir practice and performances are not permitted.
- Activities that involve singing must only take place outdoors.
- Implement procedures for turning in assignments to minimize contact.
- Consider using privacy boards or clear screens to increase and enforce separation between staff and students.

## Non-Classroom Spaces

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- Limit nonessential visitors, volunteers and activities involving other groups at the same time.
- Limit communal activities where practicable. Alternatively, stagger use, properly space occupants and disinfect in between uses.
- Consider use of non-classroom space for instruction, including regular use of outdoor space, weather permitting. For example, consider part-day instruction outside.
- Minimize congregate movement through hallways as much as practicable. For example, establish more ways to enter and exit a campus, create staggered passing times when necessary or when students cannot stay in one room and create guidelines on the floor that students can follow to enable physical distancing while passing. In addition, schools can consider eliminating the use of lockers and moving to block scheduling, which supports the creation of cohort groups and reduces changes of classrooms.
- Serve meals outdoors or in classrooms instead of cafeterias or group dining rooms where practicable. Where cafeterias or group dining rooms must be used, keep students together in their cohort groups, ensure physical distancing, and consider assigned seating. Serve individually plated or bagged meals. Avoid sharing of foods and utensils and buffet or family-style meals.
- Consider holding recess activities in separated areas designated by class.



## 7. Limit Sharing

- Keep each child's belongings separated and in individually labeled storage containers, cubbies or areas. Ensure belongings are taken home each day to be cleaned.
- Ensure adequate supplies to minimize sharing of high-touch materials (art supplies, equipment, etc.) to the extent practicable or limit use of supplies and equipment to one group of children at a time and clean and disinfect between uses.
- Avoid sharing electronic devices, clothing, toys, books and other games or learning aids as much as practicable. Where sharing occurs, clean and disinfect between uses.



## 8. Train All Staff and Educate Families

- Train all staff and provide educational materials to families in the following safety actions:
  - Enhanced sanitation practices
  - Physical distancing guidelines and their importance
  - [Proper use, removal, and washing of face coverings](#)
  - Screening practices
  - How COVID-19 is spread
  - COVID-19 specific [symptom](#) identification
  - Preventing the spread of COVID-19 if you are sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID-19.
  - For workers, COVID-19 specific [symptom](#) identification and when to seek medical attention
  - The employer's plan and procedures to follow when children or adults become sick at school.
  - The employer's plan and procedures to protect workers from COVID-19 illness.
- Consider conducting the training and education virtually, or, if in-person, ensure a minimum of six-foot distancing is maintained.



## 9. Check for Signs and Symptoms

- Prevent discrimination against students who (or whose families) were or are diagnosed with COVID-19 or who are perceived to be a COVID-19 risk.
- Actively encourage staff and students who are sick or who have recently had [close contact](#) with a person with COVID-19 to stay home. Develop policies that encourage sick staff and students to stay at home without fear of reprisal, and ensure staff, students and students' families are aware of these policies.
- Implement screening and other procedures for all staff and students entering the facility.

- Conduct visual wellness checks of all students or establish procedures for parents to monitor at home. If checking temperatures, use a no-touch thermometer.
- Ask all individuals if they or anyone in their home is exhibiting [COVID-19 symptoms](#).
- Make available and encourage use of hand-washing stations or hand sanitizer.
- Document/track incidents of possible exposure and notify local health officials, staff and families immediately of any exposure to a positive case of COVID-19 at school while maintaining confidentiality, as required under FERPA and state law related to privacy of educational records. Additional guidance can be found [here](#). As noted in Section 11 below, the staff liaison can serve a coordinating role to ensure prompt and responsible notification.
- If a student is exhibiting symptoms of COVID-19, staff should communicate with the parent/caregiver and refer to the student's health history form and/or emergency card.
- Monitor staff and students throughout the day for signs of illness; send home students and staff with a fever of 100.4 degrees or higher, cough or other [COVID-19 symptoms](#).
- Policies should not penalize students and families for missing class.



## 10. Plan for When a Staff Member, Child or Visitor Becomes Sick

- Work with school administrators, nurses and other healthcare providers to identify an isolation room or area to separate anyone who exhibits symptoms of COVID-19.
- Any students or staff exhibiting symptoms should immediately be required to wear a face covering and be required to wait in an isolation area until they can be transported home or to a healthcare facility, as soon as practicable.
- Establish procedures to arrange for safe transport home or to a healthcare facility, as appropriate, when an individual is exhibiting COVID-19 symptoms:
  - Fever
  - Cough



- Shortness of breath or difficulty breathing
  - Chills
  - Repeated shaking with chills
  - Fatigue
  - Muscle pain
  - Headache
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea
  - New loss of taste or smell
- For serious injury or illness, call 9-1-1 without delay. Seek medical attention if COVID-19 symptoms become severe, including persistent pain or pressure in the chest, confusion, or bluish lips or face. Updates and further details are available on [CDC's webpage](#).
  - Notify local health officials immediately of any positive case of COVID-19, and exposed staff and families as relevant while maintaining confidentiality as required by state and federal laws. Additional guidance can be found [here](#).
  - Close off areas used by any individual suspected of being infected with the virus that causes COVID-19 and do not use before cleaning and disinfection. To reduce risk of exposure, wait 24 hours before you [clean and disinfect](#). If it is not possible to wait 24 hours, wait as long as practicable. Ensure a [safe and correct application](#) of disinfectants using personal protective equipment and ventilation recommended for cleaning. Keep disinfectant products away from students.
  - Advise sick staff members and students not to return until they have met CDC criteria to discontinue [home isolation](#), including at least 3 days with no fever, symptoms have improved and at least 10 days since symptoms first appeared.
  - Ensure that students, including students with disabilities, have access to instruction when out of class, as required by federal and state law.
  - Schools should offer distance learning based on the unique circumstances of each student who would be put at-risk by an in-person instructional model. For example, students with a health condition,

students with family members with a health condition, students who cohabitate or regularly interact with high-risk individuals, or are otherwise identified as “at-risk” by the parents or guardian, are students whose circumstances merit coffering distances learning.

- Implement the necessary processes and protocols when a school has an outbreak, in accordance with [CDPH guidelines](#).
- Investigate the COVID-19 illness and exposures and determine if any work-related factors could have contributed to risk of infection. Update protocols as needed to prevent further cases.
- Update protocols as needed to prevent further cases. See the CDPH guidelines, [Responding to COVID-19 in the Workplace](#), which are incorporated into this guidance and contain detailed recommendations for establishing a plan to identify cases, communicating with workers and other exposed persons, and conducting and assisting with contact tracing.



## 11. Maintain Healthy Operations

- Monitor staff absenteeism and have a roster of trained back-up staff where available.
- Monitor the types of illnesses and symptoms among your students and staff to help isolate them promptly as needed.
- Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Workers should know who they are and how to contact them. The liaison should be trained to coordinate the documentation and tracking of possible exposure, in order to notify local health officials, staff and families in a prompt and responsible manner.
- Maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures and closures, while maintaining confidentiality, as required by FERPA and state law related to privacy of educational records. Additional guidance can be found [here](#).
- Consult with local health departments if routine testing is being considered by a local educational agency. The role of providing routine systematic testing of staff or students for COVID-19 (e.g., PCR swab testing for acute infection, or presence of antibodies in serum after infection) is currently unclear.
- Support students who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options such as virtual learning or independent stud



## 12. Considerations for Reopening and Partial or Total Closures

California schools have been closed for in-person instruction since mid-March 2020 due to the COVID-19 pandemic. School closures to in-person instruction were part of a broader set of recommendations intended to reduce transmission of SARS-CoV-2, the virus that causes COVID-19. For more detailed direction on measures to be taken when a student, teacher, or staff member has symptoms or is diagnosed with COVID-19, please see the [COVID-19 and Reopening Framework for K-12 Schools in California](#).

- Check State and local orders and health department notices daily about transmission in the area or closures and adjust operations accordingly.
- When a student, teacher or staff member tests positive for COVID-19 and had exposed others at the school, refer to the [CDPH Framework for K-12 Schools](#), and implement the following steps:
  - In consultation with the local public health department, the appropriate school official may decide whether school closure versus cleaning and quarantine of exposed persons or other intervention is warranted, including the length of time necessary, based on the risk level within the specific community as determined by the local public health officer.
  - Close off the classroom or office where the patient was based and do not use these areas until after cleaning and disinfection. Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.
  - Additional areas of the school visited by the COVID-19 positive individual may also need to be closed temporarily for cleaning and disinfection.
  - Implement communication plans for exposure at school and potential school closures to include outreach to students, parents, teachers, staff and the community.
  - Include information for staff regarding labor laws, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools. See additional [information on government programs supporting sick leave and worker's compensation for COVID-19](#), including worker's sick leave rights under [the Families First Coronavirus Response Act](#) and employee's rights to workers' compensation benefits and

presumption of the work-relatedness of COVID-19 pursuant to the [Governor's Executive Order N-62-20](#), while that Order is in effect.

- Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
- Develop a plan for continuity of education. Consider in that plan how to also continue nutrition and other services provided in the regular school setting to establish alternate mechanisms for these services to continue.
- Maintain regular communications with the local public health department.

